MENTORING OF FEMALE FACULTY IN HIGHER

EDUCATION: AN EXPLANATORY CASE

STUDY USING MARY DOUGLAS'S
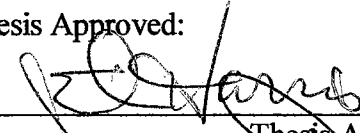
GRID/GROUP TYPOLOGY

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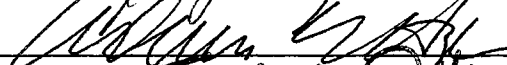DOCTOR OF EDUCATION
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CHAPTER I

INTRODUCTION

Mentoring has been lauded as an effective method to assist and help junior members in an organization to successfully navigate around and over career barriers (Fagenson 1989; 1992; Ragins & Cotton 1992). Further, mentoring involves a relationship between an experienced higher level person in an organization (mentor) and a junior colleague (protégé or mentee). During the mentor/mentee relationship, career-related and social benefits are exchanged. Kram and Isabella (1985) found that mentors provide protégés with coaching, protection, challenges, exposure, visibility and sponsorship. Also, mentors enhance the protégé's sense of competence, clarity of identity, and effectiveness in their professional role. They do so by serving as a role model, friend, counselor, and career supporter (Henry, Stockdale, Hall & Deniston, 1994).

One mentoring group that deserves attention is women, especially women in higher education. "Women have entered higher education in large numbers in recent years, however; they are still underrepresented as faculty in most colleges and universities comprising only 27% of the faculty of institutions of higher education in the United States" (Riger, Stokes, Raja, & Sullivan, 1997, p. 63). Some of these women have difficulty finding mentors because senior male faculty may be uncomfortable mentoring women (Riger, et.al., 1997). Mentoring non-tenured female faculty in higher education is of the utmost importance. Although women are actively recruited into management, senior professional positions, and professorships, they still lack complete access to professional networks, support systems, and mentoring (Wunsch, 1994).

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There is a need for women to know about other women's experiences in negotiating the academic environment. Effective mentoring provides women with these opportunities. There exists in the academic realm a prevailing negative image of women as less productive scholars who have less status than men (Wunsch, 1994).

Mentoring is a primary factor for women's professional advancement in higher educational settings (Wunsch, 1994). Boice (1992) found "mentoring supports professional growth and renewal, which in turn empowers female faculty as individuals and colleagues" (Luna & Cullen, 1995, p.3). For example, mentoring helps females understand the organizational culture within higher education and leads to greater professional and personal development (Luna & Cullen, 1995). Wood (1994) states, in the world of higher education, "a mentor is more than a trusted friend" s/he is a senior colleague who advises and assists a junior female employee in building a career" (Watkins, Gillaspie, & Bullard, 1996, p. 8).

Cole (1979) found that female faculty who have survived are those who have persevered and gone against the occupational stereotyping by entering a male dominated profession. Women are stereotyped as having marriage and family as a major life focus (Clark & Corcoran, 1986). This problem is especially acute in elite, research-oriented institutions. It is also true in the ranks of tenured faculty (Clark & Corcoran, 1986). Among the explanations for this are overt and subtle sex discrimination, differential interests, preferences for teaching rather than research, and most importantly, lack of mentorship (Clark & Corcoran, 1986).

In higher education mentored female faculty learn not only academic material but also, ways to select viable research projects, how to apply for grants, and how to publish.

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Mentoring also affords a woman in higher education special encouragement to convince her that it is all right to be a woman and do what she is doing. This is especially true if she has had no female role models from which to learn (Halcomb, 1980).

Shere's study found that women's concept of a mentor is "a person who acts as a role model and teacher, gives support, guidance, encouragement, advice, shares the same career, offers expertise, experience, and interest, is someone to emulate, and help them succeed and grow in their profession" (Shere, 1990, p. 20).

Vance (1982) identifies the mentor relationship as "nurturing support systems critical to a person's professional development, career success and satisfaction" (Welch, 1990, p. 210). Vance's mentor prototypes of "intellectual guide, the visionary idealist, the socio-cultural role model, the promoter coach, and the peer-colleague" arise in response to the potentials and needs of the dyadic mentorship (Welch, 1990, p. 210).

Institutions of higher education possess their own culture. Ballantine (1989) defined higher education as "a total system with distinct structural features, role relations, internal system of dynamics, and environmental stresses and strains" (Luna, G. & Cullen, D.L., 1995, p. 17; Sergiovanni & Corbally, 1984; Bergquist, 1992; Smart, Kuh, & Tierney, 1997). In addition to sustaining the culture, mentoring assists professionals in their academic and professional development. "Educational institutions that have successful mentoring programs have shown that universities and colleges do search for innovative methods to empower faculty members" (Luna, & Cullen, 1995, p.17).

Statement of the Problem

Women mentors for women are better with women than male mentors for women (Olson & Jones, 1992). Women faculty need women mentors for a variety of reasons.

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Only women can truly empathize with the experience of being a woman. Women mentoring women allows the mentees to act, feel, and be their true selves. Dialogue between two women can include all aspects of their lives. Women who have accomplished goals of becoming faculty and administrators in higher education can more readily empathize with a female mentee because she has faced similar difficulties in achieving her goals (Duff, 1999).

Studies show that women in higher education who have female mentors do much better than those who do not. For example, Blackburn, Chapman, and Cameron (1981) found that "women academic mentors whose proteges paralleled that of the mentor were identified as the most successful" (Cullen & Luna, 1993, p. 127). Halcomb (1980) found that when Dr. Barbara Fish, a professor of psychiatry at UCLA was mentored by Lauretta Bender, an historian in the field of child psychiatry, Dr. Fish was able to decide to enter into her specific area of inquiry. This inquiry became the antecedents of schizophrenia in children (Halcomb, 1980). Kirkland (1997) found there is a lack of women library directors because they do not have enough female mentors in that field. She advises women to develop networks of women administrators and to search for one or two female mentors to learn from (Kirkland, 1997, p. 380). Female mentors can enable young women library directors to "unlearn how to be supportive and cooperative at times, that is, to learn how to hold their own, if an issue is worth fighting for" (Kirkland, 1997, p. 380).

Mentoring of female faculty by other women occurs in some cases in higher education but not in others (Clark & Corcoran, 1986). Mentoring of females by females does not occur, at times, because female faculty are reluctant to seek mentors other than their own gender. They do not feel as comfortable in confiding in their male colleagues.

Male faculty and administrators often do not comprehend the female perspective in regards to a support system. Most importantly, female faculty are reluctant, due to various reasons, to mentor non-tenured female faculty. Also, some female faculty are reluctant to seek mentoring from their female counterparts (Duff, 1999).

Some cultures in higher education support and promote mentoring, while others inhibit and prevent it. Mary Douglas's (1982) typology of grid and group can explain the anomaly of women not mentoring women in higher education.

Purpose of the Study

The purpose of this study was to explain, using Mary Douglas's grip/group typology how the organizational cultures of three departments in a doctoral granting institution, promoted or inhibited the mentoring of female faculty in their respective contexts.

Research Questions

The research questions for this study were:

1): What are the relationships, in terms of grid and group typology, of the different departments' environments to female faculty?

2): How do the cultural conditions identified in the grid/group typology affect decisions to mentor female faculty?

3): How is the Mary Douglas's grid/group typology useful in explaining the promotion or inhibition of mentoring of female faculty?

4): What will I find that is unanticipated?

Conceptual Framework

Cultural anthropologist Mary Douglas's (1982) typology of grid and group provided the conceptual framework for this study. Douglas (1982) explains that these two concepts, grid and group, contribute to the social constraints in the complex interactions between individuals within the organization and the environment of the organization itself (Douglas, 1982; Boettger, 1997). Grid is defined as "rules that relate one person to others on an ego-centered basis" (Thompson, Ellis, & Wildavsky, 1990, p. 11). Grid follows a continuum from high to low. At the high end there are visible rules about time related to social rules. At this high end of the grid continuum individuals do not freely transact with one another (Douglas, 1982). Conversely, at the low end of the grid continuum, formal classifications fade and finally vanish. Herein, "boundaries begin to become arbitraged" (Douglas, 1982, p. 192). Individuals who desire to cross over them weaken classifications.

Mary Douglas defines group as "the experience of a bounded social unit" (Thompson, et.al., 1990, p. 11). Group is also on a continuum from high to low. The evaluation of group involves recognition of the holistic aspect of social incorporation and the extent to which individual's lives are sustained by corporate membership (Harris, 1995). High group social environments have specific requirements for being a member of the organization. The goal is the survival of the organization and the individual is of secondary importance. Conversely, in low group settings individuals are more important than the group (Boettger, 1997).

Douglas's (1982) grid and group typology identifies four cosmological types of social environments: individualist, bureaucratic, corporate, and collectivist. The four types of cultural bias within these social environments are referred respectively as individual, fatalism, hierarchist and egalitarian (Wildavsky, 1989). This study will refer to the social environments of individualist, bureaucratic, corporate, and collectivist. Figure I below identifies how these four types of social environments fit into Douglas's (1982) typology:

Figure 1:

MARY DOUGLAS' TYPOLOGY OF SOCIAL ENVIRONMENT PROTOTYPES

High Grid

Bureaucratic
Cultural bias:
Fatalist

Corporate
Cultural bias:
Hierarchist

Low Group

High Group

Individualist
Cultural bias:
Individual

Collectivist
Cultural bias:
Egalitarian
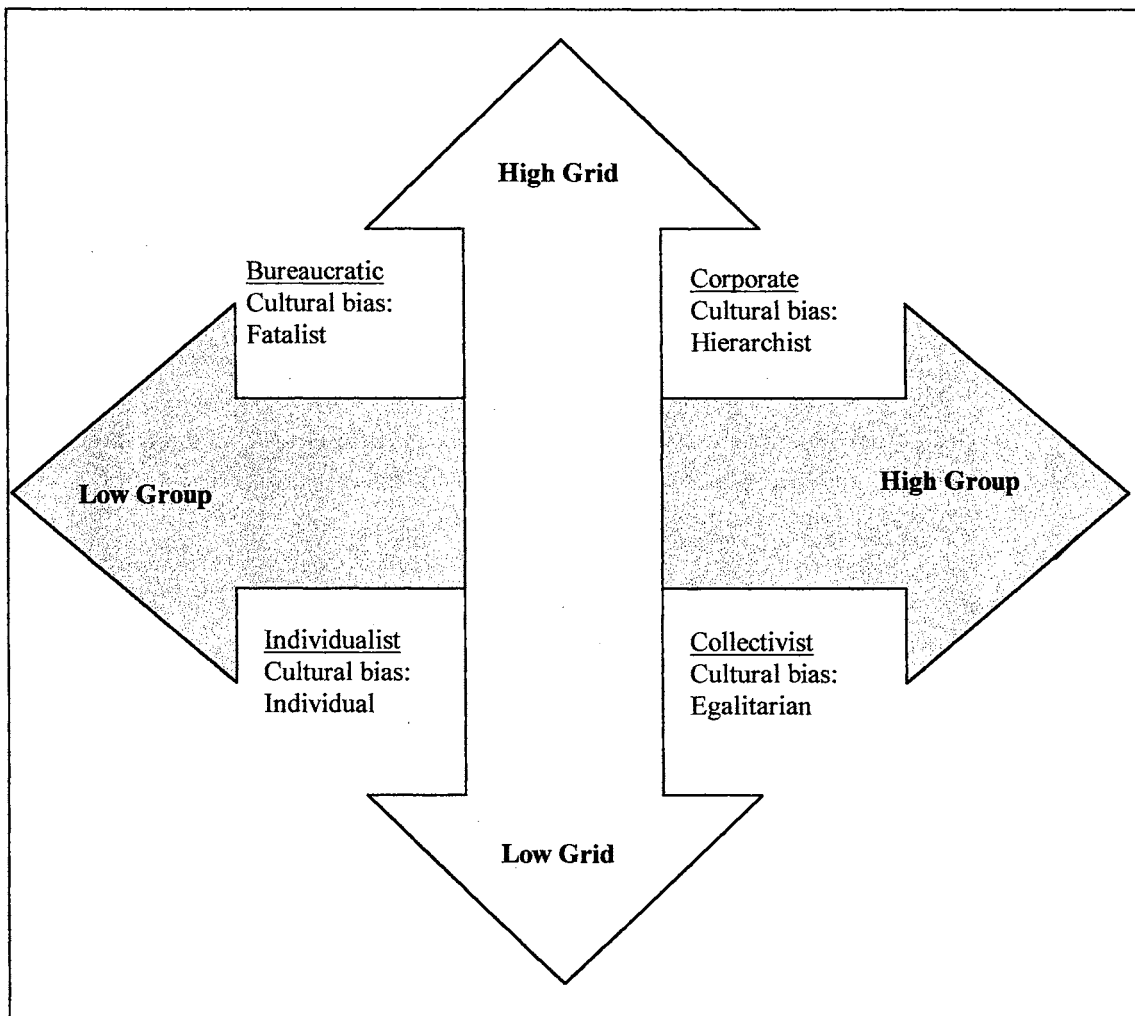
Low Grid

Individualists are representative of a low group and low grid social context. They are not bounded by either group incorporation or prescribed roles. In this social environment all boundaries are provisional and subject to negotiation. Although the individual is relatively free from control by others, this does not prevent them from exerting control over other people. More specifically, the individualist's success is often measured by the size of the following they can command (Thompson et.al, 1990; Caulkins, 1999; and Swaney, 1996).

An example of individualist is found in the business realm or more specifically the marketplace. Herein, the social structure is based on a competitive culture where the individual is provided with choices of products that would best fit his/her needs (O'Shaughnessy, 1998). The marketplace capitalizes on material interests and individual expenditures while undermining traditional values for sharing. In this social structure money is scarce but goods are plentiful. This results in tensions between people's individual interests and demands placed upon them by members of their local kinship group (Lingenfelter, 1996).

Bureaucratic or fatalists are representative of a high grid and low group social context. These are people who are subject to binding prescriptions and are excluded from group membership. They are restricted by how they spend their time, whom they associate with, what they choose to wear or eat, and where they live and work. They are excluded from membership in the group who is responsible for imposing the decisions which rule their life (Thompson et.al., 1990; Caulkins, 1999; and Swaney, 1996).

An example of a bureaucracy in the business realm is a marginal firm, perhaps in obsolete or declining business areas, that only hang on for a short period of time. They have neither the security of group nor the freedom to act upon their own (Caulkins, 1999). Another example of a bureaucratic social environment is a self-employed manufacturer who hires a non-unionized employee. The manufacturer has a strongly negative grid context that rejects coercion. He/she feels they can act as they please, and are not obligated to oblige their employees. Due to the absence of a unionized organization, the employee experiences no group support (Thompson, et.al., 1990).

Corporate or hierarchists are representative of a high grid and high group social context. The environment is imposed with strong group boundaries and binding prescriptions. People in this social context are bound by control of other members in the group and demands of socially imposed roles or rules. Corporate social contexts have a plethora of different solutions to internal conflicts, which can include upgrading, shifting sideways, downgrading, resegregating, and redefining. Those who are in and exercise authority are justified because different roles for different people enable people to live more harmoniously than other arrangements (Thompson, et.al., 1990; Caulkins, 1999; and Swaney, 1996).

An example of a corporate social environment is General Motors Corporation. This corporation operates with stockholders, corporate officers, middle management, and organized labor in a cohesive integrated system to produce profit for the stockholders and wages for management and labor. The people of General Motors are dependent upon the success of the whole organization for their personal and collective financial success, and

the power of the hierarchy is moderated by accountability to General Motors Corporation (Lingenfelter, 1996).

The collectivist or egalitarians are representative of a low grid and high group social context. This social context has strong group boundaries with minimal prescriptions. Internal role differentiation is lacking and relations between group members are ambiguous. Therefore, internal conflicts are difficult to resolve. People can exercise control over another by claiming to speak in the name of the group. This results in frequent expulsion from the group in resolving intragroup differences. This drastic nature of resolution tends to drive disagreements underground, which leads to the presence of covert factions fighting for control (Thompson, et.al., Caulkins, 1999, and Swaney, 1996).

An example of a collectivist social context is the National Organization of Women (NOW). NOW has organized to oppose the cultural mainstream of the United States. NOW critiques mainstream society and challenges its values and processes. They place high value on the unity and conformity to ideals of the group and reject high prescriptions and roles (Lingenfelter, 1996).

Mary Douglas's grid/group typology has been used quite successfully as a framework in several other areas for understanding different educational settings (Boettger, 1997; Purvis, 1998; Harris, 1995; & Diel, 1998).

Methodological Design

Because the researcher in this study was interested in improving the practice of education, it lead to asking researchable questions that are best addressed through case

study research (Merriam, 1988). Yin (1994) states that whenever you have "how" and

"why" questions, an explanatory case study is the preferred choice of procedures

(Yin, 1994).

The case study is a characteristic of the naturalistic paradigm (Lincoln & Guba,

1985). Further, "the case study is more adapted to a description of the multiple realities

encountered at any give site" (Lincoln & Guba, 1985, p. 41). "It is also adaptable to

demonstrating the investigator's interaction with the site and consequent biases that may

result (reflective reporting) because it provides the basis for both "naturalistic

generalizations" and transferability to other sites (thick description); it is suited to

demonstrating the variety of mutually shaping influences present; and it can picture the

value positions of investigator, substantive theory, methodological paradigm, and local

contextual values"(Lincoln & Guba, 1985, p. 42).

Yin (1994) states "the case study has a unique strength by its ability to deal with a

variety of evidence, which includes documents, artifacts, interviews, and observations"

(Merriam, 1988, p.8). For example, the researcher reviewed documents that contain

tenure, promotion, and reappointment of faculty at the end of three years. Artifacts

contained information about how the culture of the different colleges affected the

decisions of female faculty to leave after three years. The researcher observed faculty,

students, and staff to determine the dynamics of what was occurring in the Veterinary

Clinical Sciences, the Biochemistry and Molecular Biology, and Music Departments.

Since the interviews were with female faculty, "the case study is better suited for

emic inquiry (a reconstruction of the respondent's constructions)" (Erlandson, Harris,

Skipper, & Allen, 1993, p. 164). Further, "the case study serves to build on the reader's

tacit knowledge by presenting holistic and lifelike descriptions that allow the reader to experience the context vicariously" (Erlandson, et.al., 1993, p.164; Rossman & Rallis, 1998).

This study was conducted using an explanatory case study. An explanatory case study is one of three different types of case studies. There are also descriptive and exploratory case studies. A descriptive case study describes certain social events, institutions, groups, behavioral patterns, and the real-life contexts in which certain interventions occur (Sanders & Pinhey, 1983 & Yin, 1994). An exploratory case study is used when the researcher's goal is to examine an area new to the researcher and which has not been studied before (Sanders & Pinhey, 1983). Also, it is used to "explore those situations in which the interventions have no clear set of outcomes" (Yin, 1994, p. 15). The goal of the explanatory case study is to explain how and why people act in certain contexts (Sanders & Pinhey, 1983). "It explains the causal links in real-life interventions which are too complex for a survey or experimental strategies" (Yin, 1994, p. 15). The researcher in this study was concerned with how and why mentoring of female faculty may be inhibited or promoted in the different cultural contexts described in Mary Douglas's grid/group typology. The explanatory case study served to achieve that purpose.

Setting and Participants

After approval by the internal review board (IRB), the researcher conducted interviews with ten female faculty. Three were from the Veterinary Clinical Sciences Department (VCS) in the College of Veterinary Medicine, four from Biochemistry and Molecular Biology (BMB) in the College of Agricultural and Natural Resources, and three from the Music Department in the College of Arts and Sciences at a university that will be

referred to as Midwestern University. The populations from the respective departments were comprised of 31 female faculty from the department of Veterinary Clinical Sciences, 15 female faculty from Biochemistry and Molecular Biology, and 17 female faculty from the Music Department.

In contrast to random sampling, purposive sampling, which was used in this study to choose the respondents, served to maximize the range of specific information that can be obtained from and about the contexts of the three departments. Purposive sampling is "governed by emerging insights about what is relevant to the study and purposively seeks both the typical and divergent data that these insights suggest" (Erlandson, et.al., 1993, p. 33).

This study used Mary Douglas's (1982) grid and group typology as a conceptual framework. The interviews from the three different departments indicated how the cultures therein served to promote or inhibit mentoring of female faculty.

Data Collection

Triangulation of data is crucially important in naturalistic studies. "Triangulation is the process of validating pieces of information which come to light during the data collection process" (Lincoln & Guba, 1985, p. 283). This study used triangulation by an initial faculty questionnaire, interviewing, viewing documents and artifacts, and participant observations.

Analysis of the Data

The researcher analyzed the data using qualitative research analysis methods. These consisted of allowing the interviewees to review a copy their transcribed interviews and do a member check of their interview. Member checking allowed interviewees the

privilege of reviewing what they stated and to make comments on the transcribed

interview copy. Further data analysis was accomplished by manually selecting the themes

and categories of the transcribed interviews. Field notes were taken during and after each

participant observation. These were then placed into emerging themes and categories.

Documents and artifacts were analyzed as gathered. They were placed in folders of each

respective college. The same coding scheme used for the interviews was used for

documents and artifacts.

Significance of the Study

This was the first time that the Mary Douglas grid/group typology was used as a

method of inquiry for the study of female mentoring. Therefore, it was useful for different

departments or colleges to develop instruments that could be used for self-assessment of

what type of culture is supportive of female faculty relationships.

This study was of great help to women in higher education and those women

entering higher education. Due to the fact that female faculty were interviewed from three

different departments in higher education, this study further helped women from several

and perhaps all colleges of higher education. It helped them by their being able to reflect

on their own methods of mentoring each other and women in the future. The study helped

women to address and look at those fears that prevent them from mentoring other women.

The study helped female administrators in higher education. Some of these women made

it up the career ladder with little or no help from colleagues and feel the younger aspiring

female administrators should do the same. This study helped these female administrators

in higher education to see the necessity of mentoring their young counterparts. This

study was also useful for future research in this area. The study was also a help to men in

higher education who are reluctant to mentor female faculty due to gender bias. Finally,

the study showed through the use of Mary Douglas's grid/group typology, how and why

different educational discipline's cultures served to promote or inhibit mentoring of female

faculty.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses previous research on the importance of mentoring female faculty. It explains the importance and benefits to female faculty of an established mentoring program for female faculty in higher education. Further, the need and reasons for women to mentor other women in higher education is addressed. More importantly, what are the reasons why women tend not to seek and/or mentor other women in higher education? Finally, this study used Mary Douglas's grid and group typology as a conceptual framework. A brief discussion of Mary Douglas's cultural theory is presented along with an explanation of grid and group typology. A summary of other research using Mary Douglas's grid and group typology is also presented.

The Importance of Mentoring

A mentoring program for female faculty serves to provide answers to questions such as: "what do these women need to know concerning the university's organizational structure, guidelines that affect faculty productivity, traditions concerning retention of minority faculty, policies on equality of access for faculty, and, written and unwritten policies on rewarding minority faculty?" (Bowie, 1995, p. 271). Other questions are: who in their immediate environment (department, school, or college) wields influence and might be willing to wield it on their behalf? Also, what strategies can female faculty use to better understand the culture of their department, school, or division, as well as the college and university as a whole? (Bowie, 1995)

The culture of a university can affect an academic career. Female faculty in higher education who are acculturated into their new environments will be more satisfied, less

stressed, and more successful (Menges, 1999). This can be achieved by a clearly established mentoring program for women in institutions of higher education (Menges, 1999). More importantly, faculty who mentor female faculty provide an informal and interpersonal means of career development. Women have traditionally felt excluded from this type of career development (Parson, Sands, & Duane, 1991).

Mentors can provide collegial information on services, benefits, intramural monies for teaching, travel, and research. They can also act as advocates for women and help them to integrate into the scholarly community of the institution (Wunsch, 1993). Mentors can specify the importance to female faculty of understanding review criteria for tenure and promotion. They must do this early in the first year. Mentors need to inform their mentees that data, such as, student and peer evaluations, research proposals, and letters of support must be acquired early for constructing their history of achievement necessary for their tenure dossier at a later time (Wunsch, 1993).

Mentors can provide information strategies, support, and opportunities to meet others who can provide these same things. Female faculty who seek mentors need to be aware of certain criteria for a good mentor. Mentors do not need to be professionally well-established. They can be colleagues at the same level or colleagues in other departments, fields, or institutions (Sandler, 1993).

Although women look to men for networking opportunities, which are more casual relationships than mentoring relationships, female faculty still feel more comfortable with other women as mentors (Sandler, 1993). Women mentoring women provides an alternative strategy for empowering academic females. It also creates a new version of the

male patron system. This is accomplished by using informal levels of organizational influence and power (Wunsch, 1994).

Unfortunately, there are not enough women in most departments and fields who can provide the intensive experiences needed for successful mentoring. Eberspacher and Sisler's (1988) study found that more than one third of female home economics administrators were able to identify a female which they currently regarded as a mentor. In contrast, only one-fifth of female administrators in engineering stated that they currently have a mentor. These two groups also differed in their mentoring experiences during their educational years. Home economics administrators indicated three or more mentoring relationships during this time, whereas female engineering administrators were only able to identify fewer than three female mentors (Eberspacher and Sisler, 1988).

Mentoring in Higher Education

There is a distinct lack of mentors for women in higher education (Wunsh, 1994). The lack of mentors is especially complicated by the fact that there are not a sufficient number of female mentors. Further, there are a comparatively low number of females on graduate faculties. This also serves to complicate the problem. Also, many men are reluctant to take on women proteges M. Elizabeth Tidball (1973) found there is a direct relationship between the number of successful career women and the number of women faculty at institutions of higher education (Olson & Jones, 1992). Also, research conducted by Elyse Goldstein (1979) found proteges from same sex mentorships are likely to publish more (Olson & Jones, 1992).

Collins, Barret, and Citrin 1985; Evans, Bourassa, and Wollbright, 1985; and Wilson et. al., (1982) found the need for established mentoring of women by female role

models on campus universities. Wilson and Lunneborg (1982) suggested the development of mentoring networks which included locating female role models within universities and connecting peer graduate students, faculty, and other women in the same areas of interest. The concept of mentoring and "women learning from women" addresses the importance of the connected self in career development (Christiansen, Macagno-Shang, Staley, Stamler & Johnson, 1989 p.58). Further, Forrest and Mikolatis (1986) commented on the work of Gilligan and Collins who stated "the importance of the relational component of the self in relation to others" is an important variable in the determination of female career identity and direction (Christiansen, et.al., 1989, p.58).

Some fields, by the nature of their content, may have a greater need for gender match in mentorship. A discipline which needs women mentoring women is religious education (Schaller, 1996). A female mentor in religious education is more likely to appreciate a female proteges path to "becoming" (Schaller, 1996, p. 169). A female mentor of a woman studying religion is more likely to value the connectedness of the relationship between the woman and the spiritual world. Further, a female mentor will understand the pain of self-contempt, which is a woman's distinctive sin. Women are natural confidants to each other. Also, women learn, as children, to speak of intimate things together (Schaller, 1996).

Women mentoring women in higher education occurs in some disciplines but not in others. Lorber (1983) found in the medical profession, which is dependent upon peer regulation, a good example of the processes of mentorship and boycott. Herein, it is the core of the sorting process which results in colleague networks which are homogeneous in competence and ethicality (Clark & Corcoran, 1986). Further, Hall (1949) found

established novice physicians, which included few women, did achieve friendly careers, but they never achieved the higher status, income, or leadership of a protégé group, of those who had received mentoring (Clark & Corcoran, 1986).

A study done on women in chief administrating positions, who had attended four year coeducational colleges in the Great Lakes region, found that of the thirty-four people who were named as mentors, thirteen were women (McNeer, 1983). Six of these women were considered primary mentors. Primary mentors are those who assist a protégé at a critical time in their career. A critical time in a woman's career is during graduate school, where lengthy training occurs. Three of the primary mentors were graduate school advisors and three had assisted the proteges after their graduate school experience to find employment in administrative positions (McNeer, 1983).

In the music education discipline in universities, it is difficult to find female role models and mentors. Accordingly, Johnsen's (1992) study found that any female music college professors, particularly those teaching at the graduate level, must view themselves as a mentor. Further, they need to actively seek the role and take on the responsibilities that it entails. One musician stated that she makes a point of sharing her experiences with those women who are making career choices in relation to music. Those women who serve as mentors in music help their proteges to see their own strengths and provide them with opportunities for growth (Johnsen, 1992).

A woman by the name of Mary Zahm shared her experience of finding a female mentor in the field of psychology. As Ms. Zahm states:

"My first feminist mentoring relationship began when one of my psychology professors at Roger Williams University asked me where I was planning to study for my

master's degree, as if it were an outcome to be expected. When I explained that I had just started college and was not sure if I could attend graduate school, she pointed out that I was an excellent student and encouraged me to consider going on. She invited me to travel with her to the annual meeting of the Eastern Psychological Association, where I saw first-hand how exciting being a professional psychologist could be. We still attend that annual meeting together, and she remains a source of support and guidance. She has recommended me to teach courses at her university and generously shares her syllabi and teaching tips. She also proof read early drafts of chapters for my book and offered excellent suggestions for improvements" (Collins, Chrisler, and Quina, 1998, p. 239).

Reasons for Women not Mentoring Women

It is often the case, unfortunately, that women who have achieved success in higher education are reluctant to serve as mentors for female faculty (Halcomb, 1980). There are several reasons for this reluctance. Some women think younger women would be better off with a male mentor. Also, some women think of mentoring younger or less experienced women as an obligation. Therefore, they are less likely to mentor younger women (Halcomb, 1980).

Another reason is the competitive feelings among women. There are some women who achieved high status successfully in higher education during their early years of higher education without the support of a mentor. They may resent younger women being given chances that they never were afforded. There is also the problem of women's self-preservation. Some women do not want their male colleagues to see them favoring women over men. Also, women who are working so diligently at forming their own success, feel they do not have time to mentor other women (Halcomb, 1980).

Another deterrent to women mentoring women in higher education, is potential proteges' feelings of not wanting to be perceived as weak or needy by other women. As one potential protégé stated "If I ask too many questions, will I appear needy and want to have my hand held" (Duff, 1999, p.14). This same woman, as do many women in higher education, expressed the fear of being rejected if she sought out a woman mentor. She further states "What if my approach backfired, and she rejected me?" "Would I be worse off than if I never sought her support?" (Duff, 1999, p.14).

Women from their twenties to fifties years of age have expressed the fear of being rejected. Rejection is especially painful if it is from another woman, because women are supposed to be caring, warm, and nurturing. Therefore, if a woman rejects another woman, the rejected woman's common response is that she must really not like you or that you are not competent in some area (Duff, 1999). The opposite of the fear of being rejected is the potential protégé who assumes she has the right to be mentored. This type of self-centered and disrespectful attitude will have the effect of driving away willing and generous women mentors. Unfortunately, it leaves the potential protégé feeling confused and isolated. Therefore, they do not attempt to seek another mentor. It ends up being a lose-lose situation (Duff, 1999).

There is also the problem of potential proteges who are uncomfortable with the accomplishments of a would-be female mentor. Dr. Pat Heim, author of the book "Hardball for Women", found there is a negative effect for those women who require sameness over respect for and acknowledgement of another woman's achievements in the work hierarchy. Dr. Heim terms this the "dead even rule". It is in the "dead even rule"

that women attack and diminish the achievements that put one woman ahead of another (Duff, 1999, p. 20).

There is also the fear of the "Queen Bee Syndrome". This is the case of women in their forties and older who have made it and do not want some young potential female protégé infringing on their turf. Dr. Robin Ely of Colombia University described these women as "the token women in traditionally male-dominated settings whom male colleagues rewarded for denigrating other women and for actively working to keep other women from joining them (Duff, 1999, p. 21). Coupled with this "Queen Bee Syndrome" is the fear of women not being able to work together. Some potential female proteges fear that the potential mentor may be a gossip or talk behind her back and try to keep her in her place which is beneath the queen bee (Duff, 1999).

The above and other barriers have prevented women from mentoring women in higher education. For example, women's support centers developed in the early 1970's. They have had a radical and public struggle. This struggle included a conscious rejection of working through a system which was diametrically opposed to the manner in which many administrators function. Some women administrators viewed the centers as composed of feminist crazies. This led some of them not to reach out for support from these centers. Also, some women's centers' staff may be suspicious of women who have made it within the patriarchal organization of higher education (Mellow, 1988).

Cultural Theory

A basic assumption of cultural theory is that life is with people. Most theories in the social sciences explain how individuals or groups accomplish receiving what they want from government or markets. In contrast, cultural theory's main objective is to explain

why people want what they want as well as how they accomplish receiving it (Thompson, Ellis, & Wildavsky, 1990). Mary Douglas's grid and group typology, which provides the conceptual framework for this study, answers questions which concern the relation between culture and personality (Douglas, 1982). An example is "Why are the Latin cultures hot-blooded?" (Douglas, 1982, p. 183). This study is concerned with how the cultures of three departments: Veterinary Clinical Sciences, Biochemistry and Molecular Biology, and Music serve to promote or inhibit mentoring of female faculty.

<center>Mary Douglas's Grid and Group Typology Explained</center>

Grid refers to the degree to which individual autonomy is constrained by imposed prescriptions such as role expectation, rules, and procedures (Purvis, 1998). Group represents the degree to which people in a social environment value collective relationships and are committed to a social ideology greater than themselves (Purvis, 1998). Grid and group typology has four cosmological types. They are individualist, collectivist, bureaucratic, and corporate. Both grid and group are on a continuum from high to low. Low grid and low group constitute the individualist environment. Its context is dominated by strongly competitive conditions, control over other people and individual autonomy. Low grid and high group represents the collectivist environment. The individual is not constrained by any external boundary. High grid and low group represents the bureaucratic environment. The bureaucratic environment does not permit the individual any scope for personal transactions. Also, the individual's behavior is constrained by the classifications of the social system. High grid and high group represents a corporate environment. It is organized internally into separate graded compartments. Finally, the corporate environment contains scope for internal

specialization of roles and may distribute its resources equally between members (Douglas, 1982).

<center>Research using Douglas's Typology</center>

The concept of grid and group typology has been used successfully in other studies. Boettger (1997) questioned how grid and group impact site-based management in selected site-based schools. "Site-based management was proposed to empower individuals by allowing fewer constraints and greater freedom in decision making" (Boettger, 1997, p. 106). Formal district wide policies providing for site-based management had been adopted. Each of the four schools involved complied with the policies. However, each of them operated differently in the site-based process, and were subsequently classified into the separate cosmological types of the grid and group model (Boettger, 1997). It was concluded that "unique cultural climates of schools produce specific grid and group dimensions within the school" (Boettger, 1997, p. 106). Also, "grid and group dimensions of a school determine the level of site-based management in that school" (Boettger, 1997, p. 106).

Diel (1998) used grid and group typology to determine the cultural construction of success in four rural schools. Data concerning the schools were reviewed. Observations, discussions and interviews with administrators, teachers, parents, and students indicated the presence of successful school attributes (Diel, 1998). Another concern here was the "issue of whether rural schools of less than 250 students in grades K-12 could be viewed as successful with differing social factors according to Mary Douglas's grid/group model (Diel, 1998, p. 106). Two of the schools, which fell into the high group, consisted of school pride and the perpetuation of traditions. Their main objective throughout all of

<center>25</center>

their activities was the survival of their schools and the methods to achieve that success. The remaining two schools, which fell into the low grid, were representative of students, parents, and teachers who were focused on individual achievement and autonomous behavior (Diel, 1998). Consequently, the Mary Douglas grid and group typology served to provide a better understanding of successful rural schools (Diel, 1998).

Purvis's (1998) study sought to determine the extent Mary Douglas's grid and group model explained the differences, if any, between non-white and white teachers' cultural categories (Purvis, 1998). It was concluded that these differences were at a minimum. Race and gender were not factors in the cultural bias and retention of minority teachers (Purvis, 1998). Differences between elementary teachers and secondary teachers provided the best insight into the cultural categories that existed among the twelve teachers interviewed (Purvis, 1998).

Summary and Conclusions

In summary, previous research indicates that women in higher education need more female role models and mentors in order to advance successfully. However, as this review of literature has shown, it is often difficult to find female mentors for the reasons listed above. Also, women have difficulty in seeking out mentors. They are not as comfortable in doing so as their male counterparts. This may be due to the fact that faculty in higher education has historically consisted of males. Therefore, men feel more comfortable in talking and relating to their own gender rather than to female. This situation is changing, but it is still a difficult and arduous road for female faculty to mentor and be mentored.

CHAPTER III

METHODOLOGY

This chapter will describe the methodology and data collection procedures used to complete this study. The researcher's choice of methodology was dependent upon the type of study pursued. The researcher chose qualitative inquiry because her study involved close interaction between the investigator and her respondents.

Qualitative research allows theory, themes, and categories to emerge or unfold during the data collection process. A questionnaire, interviews, observations, document and artifacts collection took place in this study. The use of each allowed the researcher to gain a "picture" of her participant's experiences and perceptions. These experiences and perceptions were analyzed into case study form.

A case study is an empirical inquiry that investigates a contemporary phenomenon within its real-life context, particularly when the boundaries between phenomenon and context are not clearly evident (Yin, 1994). Yin (1994) stated the following as reasons for case study inquiry: 1) "it copes with the technically distinctive situation in which there will be many more variables of interest than data points and as a result; 2) it relies on multiple sources of evidence, with data needing to converge in a triangulating fashion; and finally 3) it benefits from the prior development of theoretical propositions to guide data collection and analysis" (Yin, 1994, p. 13).

Lincoln and Guba (1985) stated the following for choosing the case study mode of inquiry: 1) "the case study is more adapted to a description of the multiple realities at any given site; 2) it is adaptable to demonstrating the researcher's interaction with the site and consequent biases that may result (reflexive reporting); 3) it provides the basis for both

individual "naturalistic generalizations" and transferability to other sites (thick description); 4) it is suited to demonstrating the variety of mutually shaping influences present; and 5) it can picture the value positions of investigator, substantive theory, methodological paradigm, and local contextual values." (Lincoln & Guba, 1985, p. 41-42).

Yin (1994) stated there are three types of case studies. They are exploratory, descriptive, and explanatory. Each type has its own type of characteristics, but they do overlap. An explanatory case study is used when the researcher's goal is to examine an area new to the researcher and has not been studied before (Sanders & Pinhey, 1983). A descriptive case study describes certain social events, institutions, groups, behavioral patterns, and real-life contexts in which certain interventions occur (Sanders & Pinhey, 1983; Yin, 1994). It is also used to "explore those situations in which the interventions have no clear set of outcomes" (Yin, 1994, p.15). The explanatory case study is used whenever you have "how" and "why" research questions (Yin, 1994). It explains how and why people act in certain contexts (Sanders & Pinhey, 1983). The researcher in this study chose an explanatory case study because she was interested in explaining the relationship between Mary Douglas's grid/group typology and mentoring of female faculty. More specifically, what is the relationship between cultural conditions and decisions to mentor female faculty.

Data Collection Procedures

A questionnaire, interviews, observations, and review of documents and artifacts were used to collect data in this explanatory case study.

The study was presented to the Department Head of each department and approval was obtained through response to an e-mail sent on November 13, 2001. All Department Heads were very cooperative and eager to assist in the study. They suggested female faculty who would be good to interview. It was made clear to the Department Heads and female faculty in each department that the decision to participate in the study would be strictly voluntary.

Questionnaire

A questionnaire can be one of the several data sources associated with explanatory case studies. It is also an aspect of "pre-ethnography" according to Denzin & Lincoln (1994). The researcher's decision to use a questionnaire was motivated by a need to collect routine data from a large number of respondents (Anderson, 1998). The questionnaire (APPENDICES A, B, & C) was constructed based upon the anthropological framework for organizational culture provided by Mary Douglas (1982).

Questionnaire items were drafted using grid and group questionnaires from previous research studies and combined with current literature in the areas of higher education faculty studies and mentoring in higher education. The questionnaire was modified for this study by asking the respondents to consider only their department and not their respective colleges as a whole. Departments were utilized rather than their respective colleges because each department contained a distinct culture apart from their colleges. The grouping of the departments into colleges would have caused the departments to lose their distinctive cultures. Several versions of the questionnaire have

been developed over five years through various theses. Stansberry's (2001) dissertation was the most latest and elaborate development of this questionnaire.

Upon the approval from each department, an e-mail requesting participation in the study was sent on November 23, 2001, to all faculty members in Veterinary Clinical Sciences, Biochemistry and Molecular Biology, and Music Departments. The e-mail included a connection to the web-enabled questionnaire and an invitation to request a hard copy of the questionnaire for participants who preferred not to use the web-enabled version. Three respondents requested a hard copy of the questionnaire, completed it, and returned it to the researcher.

The researcher sent three additional follow-up questionnaires to each department to increase her return rate. These follow-ups occurred on December 9, 2001, January 10, 2002, and January 23, 2002. A total of 10 out of 29 (34 percent) respondent from Veterinary Clinical Sciences. A total of 10 out of 28 (36 percent) respondent from Biochemistry and Molecular Biology, while 6 out of 29 (21 percent) respondent from the Music Department.

Interviews

In qualitative research interviews take the form of a dialogue, interaction, or most importantly, a conversation with a purpose (Erlandson, et.al., 1993 & Merriam, 1988). Lincoln & Guba (1985) stated "interviews allow the researcher and the respondent to move back and forth in time, to reconstruct the past, interpret the present, and predict the future" (Erlandson, et. al., 1993). Interviews fall on a continuum from one end of highly structured questionnaire driven interviews to open-ended conversational format at the

other end (Merriam, 1988). Usually, qualitative interviews are in-depth in nature and are more analogous to a conversation than formal, structured interviews (Marshall & Rossman, 1989). The interviews in this study were in-depth in nature and fell in the middle of the continuum. These types of interviews allowed the respondents' perspectives on the phenomenon of interest to unfold as the respondents' viewed it (Marshall & Rosssman, 1989).

Respondents in this study were contacted via e-mail or telephone to determine a convenient time and place to be interviewed. All respondents chose to be interviewed in their offices. Each interview began with informal background gathering data and progressed into more in-depth discussions of their experiences of being mentored by other females. The interviews lasted approximately one hour. The in-depth interviews consisted of four main questions (Appendix D). These questions asked the respondents to explain their experiences of mentoring, where it took place, and who had the greatest influence upon them.

Three female faculty from the Veterinary Clinical Sciences Department, four female faculty from the Biochemistry and Molecular Biology Department, and three female faculty from the Music Department were interviewed between February 16, 2002 and March 26, 2001. Pseudonyms were given to all participants involved in the study. Information gathered from interviews, observations, and documents were recorded in a manner which prevented the identity of the respondents.

The interviews were audio taped and later transcribed by the researcher into a rich text document using Microsoft Word 1995. Next, each rich text document was manually reviewed, by the researcher to flush out themes and categories related to each interview.

<u>Observations</u>

Merriam (1988) stated "participant observation is a major means of collecting data in case study research" (Merriam, 1988, p. 102). Combined with interviewing and document analysis, it allows for a holistic interpretation of the phenomenon being studied (Merriam, 1988; Erlandson, et. al., 1993; & Marshall & Rossman, 1989). Interviews allow the researcher to gain a first insight into the constructed realities which comprise the respondent. Observations allowed the researcher in this study to gain an independent understanding of her respondents' constructed realities (Erlandson, et. al., 1993). Further, the researcher in this study wanted to gain more meaningful and relevant, information via observations (Erlandson, et. al., 1993).

Upon completion of an observation, it is advised to leave the setting while memorization of facts is fresh in the researcher's mind. Field notes should be recorded immediately after each observation (Merriam, 1988). Erlandson et. al. (1993) suggest, in recording of field notes, that the researcher search for "critical incidents". Critical incidents are those occurrences which reflect "critically" the operations of a particular context (Erlandson, et. al., 1993, p. 103). These field notes should be used to relate a story or information that can later be transferred into rich text.

Formal observations were conducted in this study in the three departments. The researcher gained permission from the Department Heads of each department via e-mail or telephone to observe faculty meetings. The observations took the form of "participant observation" (Merriam, 1988). The researcher's observer activities were known to the group and her participation was secondary to that of information gatherer. Field notes

were taken during observation with pen and paper and immediately following each observation. All field notes were transcribed into rich text documents using Microsoft Word 1995 and manually reviewed to flush out emerging themes and categories.

Documents and Artifacts Collection

Documents and artifacts were also sources of data collected throughout this study. Documents can include practically anything in existence prior to and during the investigation. Documents consist of historical or journalistic accounts, works of art, photographs, memos, accreditation records, newspapers, brochures, meeting agendas, and audio or videotapes (Erlandson, et. al., 1993). Material artifacts of a research setting give insight into the culture's technology, social interaction, and physical environment. Artifacts include computer print outs and disks, works of art, writing instruments, tools and nearly all other forms of physical evidence (Erlandson, et. al., 1993).

Since the beginning of this study, the researcher collected documents containing tenure, promotion, and reappointment after three years. These included historical and journalistic accounts. Artifacts were collected which contained information about how the culture of the different colleges affected the decisions of non-tenured female faculty to leave after three years. These included computer printouts and brochures. During each of the interviews the respondents were very willing to furnish these documents and artifacts to the researcher.

Data Analysis

In qualitative research, trustworthiness is critical to the truth value, applicability, consistency, and neutrality of the study. It communicates to the audience that the study is

worthy of their attention (Erlandson, et. al., 1993). One technique of establishing

trustworthiness is through triangulation. Triangulation is the use of multiple investigators,

multiple sources of data or multiple methods to confirm the emerging findings of a

naturalistic inquiry (Merriam, 1988). The researcher in this study accomplished

triangulation by the use of interviews, participant observation, and review of documents

and artifacts. This allowed her to corroborate emergent facts or phenomena.

The researcher established trustworthiness in the interview process by prolonged

engagement, member checks, and a reflexive journal. Prolonged engagement allowed the

researcher to comprehend and place each college into their respective contexts according

to Mary Douglas's grid and group typology. The researcher tallied the scores from the

grid and group questionnaire to determine the context that was indicative of each

department. The Veterinary Clinical Sciences Department was placed in the collectivist

quadrant, the Biochemistry and Molecular Biology Department was placed in the

individualist quadrant, and the Music Department was placed in the individualist quadrant.

Member checks, which asked the respondents to review their responses and give feedback

to the researcher, allowed the researcher to clarify emerging themes and categories. The

researcher kept a reflexive journal on a daily basis which documented her daily activities.

This further provided her with insights and reasons for her methodological design

(Erlanson, et.al., 1993). The researcher manually flushed out emerging themes and

categories from the interview data. This also served to place the different colleges in their

respective quadrants within Mary Douglas's grid and group typology. Data collection and

interview analysis occurred simultaneously throughout the study.

Observations comprised one week each for the respective departments. The observations lasted about an hour each day. Each department was observed primarily in early morning and sometimes in the afternoon. The researcher observed faculty, students, and staff of each department. Field notes were taken, with pen and paper, during and after each observation. Emerging themes concerning each department were analyzed after each observation. This allowed the researcher to further obtain a "picture" of the different contexts of each college.

Documents and artifacts were collected and organized in folders according to their respective colleges. Analysis of documents and artifacts took place while they were collected. They were then merged into the categories and themes as those provided through interviews.

Mary Douglas's grid and group typology provided a lens to code categories and themes, to sort data, and to assist in conceptualizing themes. Emerging themes were examined to determine the suitability and theoretical significance of the study.

CHAPTER IV

PRESENTATION OF CASES

The purpose of this study was to explain, using Mary Douglas's grid/group

typology, how the different organizational cultures of three departments within a large,

doctoral granting institution, promoted or inhibited the mentoring of female faculty within

their respective contexts. Lingenfelter (1996) stated that every social environment has its

own distinctive features and characteristics, which include the playing field (space); the

players (people); the rules of the game (relationships); the game (activities); and the

calendar (time). Each of these social environmental features must be studied separately if

the researcher desires to understand the dynamics of relationships and values within that

environment in the context of the larger culture (Lingenfelter, 1996, p. 35). Data

collected through interviews, observations, and documents from Midwestern University's

Veterinary Clinical Sciences Department, Biochemistry and Molecular Biology

Department and Music Department are presented in this chapter as three case studies.

Midwestern University

Midwestern University was founded in 1890 as an Agricultural and Mechanical

College. The modern comprehensive doctoral granting institution is located in a

rural/non-urban community comprised of more than 38,000 people. The university is

coeducational and has an enrollment of approximately 26,000 students on four campuses.

It offers bachelors', masters,' and doctors' degrees in a large variety of fields.

Additionally, it offers the professional Doctor of Osteopathic Medicine and Doctor of

Veterinary Medicine. Specialist in Education degrees are also offered in certain fields

(Midwestern 2001-2002 University Catalog, p.8).

Midwestern University's campus is very attractive with a modified Georgian style architecture in many of its buildings. The university's main campus encompasses 840 acres and more than 200 permanent buildings. These include its library, which is ranked first in its state and is one of the largest libraries in the Southwestern United States. Also included is its large Student Union, a large Recreational Center, a Science Research Center, a center for the Studio Arts, and a large facility for the performing arts, (Midwestern 2001-2002 University Catalog, p.8).

The mission of Midwestern University is to serve the state, national, and international communities by providing its students with exceptional academic experiences and conducting scholarly research and other creative activities that advance fundamental knowledge. This new knowledge is disseminated to the people of the state and throughout the world (Midwestern 2001-2002 University Catalog, p.8).

Midwestern University has a diverse student profile. Students come from its home state and from across the nation and world. Eighty-two percent of its undergraduate enrollment is from its home state, 14% from other states, and 4% from more than 115 foreign countries. Fifty-three percent of the undergraduate population is men and 47% are women. The graduate student enrollment totals 4,183. Fifty-six percent of these are men and 44% are women (Midwestern 2001-2002 University Catalog, p. 8).

Midwestern University is accredited by the Higher Learning Commission (A Commission of the North Central Association) (NCA) of Colleges and Schools, and programs within the colleges are also accredited (Midwestern University 2001-2002 University Catalog, p.9).

Case One: The Veterinary Clinical Sciences Department

The Playing Field

> *"The space dimension of a social environment provides the playing field upon which people engage in meaningful social action. It is essential to understand the components of that social space to know how people classify and define that space and to understand the significance of space in terms of meaningful action"(Lingenfelter, 1996, p.36).*

Facilities: The department of Veterinary Clinical Sciences VCS is located in the basement of Midwestern University's Veterinary Teaching Hospital. All of the faculty's offices are located in the east end of the basement. The only exception is the Department Head's office that is located in the west part of the basement. The layout of the faculty's offices is in the shape of a "U". There are offices on either side of the "U" shape and down the center of the "U" shape. The faculty offices are small cubicles with no ceiling atop the cubicle walls. This makes privacy an issue. As Dr. Ceiling stated:

> You cannot accomplish a lot of mentoring when the walls have ears, particularly when the conversation and mentoring are to be in the context of a private nature. Everyone can hear what is being said, and/or cannot speak above outside noise.

All of the faculty's offices are decorated with plants or souvenirs from different parts of the United States or other countries. The researcher observed faculty working in their offices with their doors open. They were either writing up reports, talking on the telephone, or working at their computer. They seemed very intent on their work and did not notice they were being observed. In the VCS department there is a large open area for the secretary's and administrator's offices. There are plants on top of the secretary's

offices computers and a fax machine for secretarial and administrative use. There are large animal posters indicating the different animal parts. There is a plethora of bulletin boards with announcements and the most current findings in animal science. This is also true of the elevator, in which, there is a bulletin board with current information concerning seminars, new teaching methods, wedding announcements, book fairs, club activities for students and faculty, and new medicines for animal diseases.

The Veterinary Teaching Hospital is the primary environment for the activities of the VCS department. Dr. Shoe, Dr. Feline, and Dr. Ceiling expressed much the same sentiments when asked what conditions in your department hinder or enhance mentoring. Dr. Shoe summed up their sentiments by stating:

> Or the person has commitments, so trying to find times, and trying to find time where you can be someplace where you can talk confidentially, and then not come out of the talk with everybody, ooh why were they talking, because it's a small enough community, it's very much like a small town, everybody knows what everybody's doing, or assumes they know what everybody's doing, so try to find privacy is sometimes awkward and then when you do, why are you talking. Its become an issue, with some people in that regards. If you pull them aside it looks bad, if you don't pull them aside you're talking to them in front of other people, which is not appropriate either...so, it's a bit awkward in this environment, because it's such an active environment. It's not like a classroom setting. Where you come in and you teach until 9:00am and you go off to your office, you're in your office, so people can come and go, it's no big deal... and that doesn't exist here.

The Veterinary Teaching Hospital is located on the first floor above the VCS department. The Department Head of VCS, Dr. Sun, gave the researcher a tour of the entire hospital. As one enters the hospital, there is a large spacious receptionist area where the secretaries take in patients, payments, and sell animal products. The secretaries have their own computer and phone access. The secretary's space, like the VCS department in the basement, is also in the shape of a "U". The business and medical records offices are located to the east of the "U" shape. There is a plethora of medical records all neatly filed and color-coded. The entire area is spacious and brightly lighted.

There are several plants in this area along with a waiting area for owners and their pets. The walls are decorated with dog and cat wallpaper. A coffee pot with fresh coffee is provided for pet owners as they wait for their appointment. There is an aquarium in the waiting area and three students changed the water and cleaned the aquarium while owners and their pets waited for their appointments. There are comfortable, blue padded chairs in the waiting area. Everything is kept very clean and in its place. Magazines and newspapers are provided for patrons' viewing. The women's restroom is large, spacious, and very clean. There is a separate room in which is located a medium sized couch. There are also hooks for dog leashes.

The Players

> *"The people who consider a particular playing field a legitimate place in which they spend meaningful time are the subject of our research. It is people who establish relationships with one another and engage in activities together. The people may organize themselves in diverse ways."(Lingenfelter, 1996, pp. 36-37).*
> The primary players of the VCS department consist of a department head, faculty,

which are doctors of veterinary medicine, students and interns, staff and owners of clients (pets). Dr. Sun is Head of the Department. He was very accessible and interested in the researcher's project. He did not hesitate to give her a complete tour of the department, including the veterinary hospital where most of the VCS department's activities take place.

Faculty: The faculty, which consists primarily of women, were the primary focus for this study. Dr. Ceiling expressed these sentiments when questioned about the mentoring of females in the VCS department.

> I'm sorry the interview sounds so negative. It's just that we really don't have a mentoring process. My mentor, on the first time I asked if he would be my mentor, told me yes and to make up a list of goals for the upcoming year and we would meet later to discuss them. When I saw him later in the elevator and he was asking about the goals and I told him about some of them, he replied that "those weren't my goals" and we would talk later. Later has yet to come. The goals I had listed were things like get my Clinical Veterinary up to date, finish a paper I've had around, and change my junior lectures.

Dr. Ceiling continued, when asked about hindrances or enhancements concerning mentoring in the VCS department:

> I think it's just that all of us here have so many other irons in the fire or so many other things going on. For example, I see appointments, have to see students and clients and animals I take care of and everyone else is the same way. To have to keep track of somebody who should be an adult and should know what's going on is kind of an extra little step. We had a relatively small faculty, not that we have a

large faculty now, but we have many more people than we used to. We'd have to say that people that came before us, probably had it tougher than we did, and in that regard, and those are the people you have to be grateful to, for laying the groundwork for you. But at the time, like when we graduated from veterinary school, 10% of our class were women, and that had come up markedly, from where it was in the last few years prior to when we got in veterinary school. And, right when we got in, was when people in administration were being pushed to accept more women in veterinary medicine. Well now, we probably, most of our classes have over 50% women. We mean, it's a whole different thing than when we first started.

Dr. Feline stated when asked of conditions that hinder or enhance the mentoring of females in this department:

I think there's probably of lot of things that help more now than used to be, when I first came here, it was kind of unusual to have women, in particular, in faculty positions. And so now, that's a lot more accepted. It's become easier I think to go ahead and foster an environment that is conducive to women being successful, just in the sense that most people accept that they are a regular part of veterinary medicine. Also, there are more and more women going into many fields that they never used to be active in, like surgery and large animal medicine. Therefore, I think as far as just mentoring of female students and junior faculty positions, the fact that people are more accepting of them, has made it more easy to go ahead and do that.

The researcher stated that Dr. Sun was trying to get a mentoring program

implemented and questioned Dr. Shoe about hindrances and enhancements to mentoring in the VCS department. She responded:

Because we have a plethora of junior faculty coming in and they just sort of get dumped into it. Which is how I got dumped onto it. Since, most faculty are tenure track, I'm not, to try to help them to get through the process without reinventing the wheel every time. That is an enhancement to the process. A hindrance is, I think, just not anybody really knowing how it's supposed to go about, because we're still in the infancy of it, and trying to figure out, how much is expected of the mentor, what are they supposed to be mentoring on, because the way Midwestern University's position structure is, we have tenure and non-tenure track faculty here. Since Midwestern University doesn't give clinical instructor positions, we have a lot of faculty on one of them that in many other universities would be considered clinical instructor positions, so it's temporary, but yet we're in a permanent position, so we're not tenure track, but we do everything else that tenure's supposed to do. So it's a bit odd. So, how do you mentor someone who's not tenure track, that's on renewable contract type of thing. So, it's still in the feeling its way around trying to figure out, what the individuals need and what the program in general needs.

When the researcher commented to Dr. Shoe that sometimes there is that need for someone to have somebody to talk to, she responded:

Sometimes it's good, sometimes it's bad, sometimes I need to talk to you because, pause, do you know your fly's open? (Laughs). Sometimes it's you know you really screwed up yesterday? Please don't yell at my tech again, etc., etc. And visa

versa. I had a clinician come to me a couple of weeks ago that came in while we were on a rounds session, came to me and said: Dr. Shoe, I need to talk to you when you're done, and the students' eyes got all big, oh my God what's happened? Well, she just wanted to let me know she had some cases going on the next day that were a little tricky, and she didn't want to interrupt rounds, but the assumption around here is always when someone wants to talk to you, it's always something bad. So that makes it a bit tricky.

Students and Interns: The students and interns are also primarily female. Dr. Sun was kind enough to allow the researcher to observe actual examinations of animals. Ordinarily only students, doctors, and staff are allowed in the examination rooms. During the researcher's observations, one female fourth year student, named Peggy, took her on two or three examinations of animals. She was very kind and explained procedures to the researcher in quite detail. The following is what occurred on one examination of an animal:

Peggy walked the researcher through the procedure. This day it happened to be a cat that had a blockage in her colon. Peggy obtained the medical records from the medical records room, located at the east end of the reception area. She then asked the owner to bring her cat back to the exam room. In the examination room, she took the temperature of the cat, and felt of her digestive area to see where the blockage might be. She also listened to the cat's lungs, checked its ears, teeth, and eyes, and asked the owner a variety of questions pertaining to the cat's eating habits. Peggy diagnosed it as a blockage and said we might need to do an enema. The hospital would need to keep her overnight to feed her and observe if she passes the food. Peggy was very kind with the owner and the

cat.

Peggy took the cat back to the emergency room area and conferred with Dr. Healy if she had diagnosed the cat correctly. He said she had, but he wanted the cat x-rayed to see if there was a blockage. The technicians in x-ray were very busy and Peggy put her name on the list to be x-rayed. She then took the cat to the small animal area, where she found a cage for the cat. She obtained a litter box and placed it in the cage. It was actually a large cage and adjacent to the room were small dogs in cages. The researcher left for the day. Upon returning the next day, Peggy informed her that the cat did not have a blockage and everything else was fine.

Concerning experiences of being a mentor to a female faculty or graduate student and what influences hindered or enhanced those experiences: Dr. Ceiling responded:

I don't have any female graduate students or faculty, because I'm an assistant. Therefore; I don't mentor faculty. I do have veterinary students that I am their adviser. Most of the time I try to touch base with them at least once or twice a semester, to say, are you having any problems? What can we work on? Most of the ones I have are females…just because of the way we're set up right now. The majority of our classes are female. I do not have really any problems with the majority of them. They really do keep on track, but just to keep touching base with them, to make sure that they know that we're here and there are other options…instead of just being dragged along. The main hindrance to mentoring female students is that they are so overwhelmed a lot of times with class work. They take anywhere from 18 hours a semester…plus you know they have to study outside of class and come over here and spend additional time. So, a lot of it is

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time management. Enhancements are some of the students are so excited about

getting over in the building with real animals. Most of them are just glad to be

here and want someone who is interested in them. Most of the time students are

not intimidated to worry about well she'll think I'm a dummy, if I come over and

ask questions…and that's the thing right now, they come and ask questions and

they laugh because we tell them right now you're supposed to be dumb, so ask

questions. You'll graduate and know everything, so they'll come over and ask.

Dr. Shoe responded to the same question above in this manner:

Again, being junior faculty and because we don't have any graduate students that

are in the area that I deal with. I have not been an official mentor on paper, that I

was assigned as a mentor, except maybe to veterinary students, and have been sort

of unofficial mentors to several of the interns…and I think it's very helpful,

actually now starting to formally do that with interns. They're expected by their

2nd or 3rd month here, to define who they want to be their mentor. They pick,

which I don't know if that's a good thing or a bad thing… so that's good, it's very

much of a hands off role, the way it's structured now…that I'm not really real

sure, that the mentors have a good hand on what they're supposed to be doing for

the interns. I'm a pot stirrer at times, and when I go to an intern's mentor and say,

there's been a problem in this area, as a mentor, you need to solve it or address it,

that has happened. As far as mentoring veterinary students, it's more of a

formality. They have one set of mentors in their 1st and 2nd year in the basic

sciences. They get assigned a clinical mentor for their 3rd and 4th year, but there's

nothing really formal about it. You just get a note in your box that says Oh by the

way you're so and so's mentor. One of the students already knew. The other one

I didn't meet until she came on the ICU rotation. So, I didn't even know who she

was. So, it's fairly unstructured. Maybe that's good, I don't know, but the two

veterinary students that I had as mentor didn't need a lot of mentoring. They're

very strong personalities, very good students. Very directed already, so there's

really wouldn't have been very much I could do with them anyway.

The researcher commented that they felt comfortable in coming to her and Dr.

Shoe responded:

The one definitely does. (Laughs) The other one, I have one of her peacocks now,

so I guess she trust me. (Laughs)

During observations, the researcher noticed students and interns working and

studying well together. All of them were very friendly and thought the researcher was

Peggy's mother. The researcher appreciated the fact that Peggy did not tell them why she

was specifically there, but only to observe.

Staff: Although, the researcher did not interview staff, she observed that they

were very friendly, worked well together, and didn't mind her presence. They work in the

receptionist area. There are to always be at least two on duty at all times. They have a

good rapport with the doctors (faculty), students and interns, and owners of pets. The

researcher did not observe any conflict among these groups of people. Everyone was

primarily very busy in early morning or late afternoon, when appointments were due.

Although they were very busy, the researcher felt at ease in asking them to page Peggy, or

one of the faculty. They were always more than willing to assist the researcher. If one of

them was busy with an owner of a pet, a student's request, or a doctor the other one, or

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two, would take up the slack.

Owners of Pets: Peggy stated that because it is a hospital environment and a teaching experience, that they do much more with animals than an outside veterinarian would do. This is to give the students a well-rounded experience. A drawback to this is the fact that owners have to wait much longer to be seen. Regardless of the wait, the owners were very patient and trusting of the students and doctors. The researcher asked the owners why their pet was being seen by a doctor. They would respond by giving complete details about what had happened to their pet, the pet's name, breed and age.

The Rules of the Game

> *"Every social environment has within it socially specified relationships. These relationships may be defined in terms of social roles and/or a collective organization of a group. The definitions by which people order their relationships and engage in activities with one another constitute the rules of the game." (Lingenfelter, 1996, p.38).*

According to the appointment, reappointment, or promotion guidelines of the VCS department its primary responsibilities are: teaching clinical sciences to veterinary students, providing post DVM (doctor of veterinary medicine) training in clinical specialties, and providing an environment for faculty members which will encourage individual professional development via creative activities and extension services. In order to fulfill these responsibilities the VCS faculty will:

> Teach the professional students the science and art of clinical veterinary medicine in the classroom, the laboratory, the Teaching Hospital, and the field.

> Offer post DVM training in various clinical specialties

Research programs that identify and solve disease problems of animals.

Publish in nationally recognized refereed journals, books, and other professional

journals, proceedings, and newsletters.

Serve the state and region as a specialty referral and information center for

diagnostic problems, and

Continue education/extension programs for veterinarians and the public in areas

appropriate to faculty expertise (VCS, RPT, Handbook, 2002-2003).

The above requirements make it difficult to initiate a formal mentoring program for

female faculty. As Dr. Ceiling stated:

Very little, mentoring done…basically you're kind of left alone to decide what you

need to have done…especially in this position. They say well surely you know

what is required…so, not really a lot. With my Masters there was a little more

mentoring…just because the person I was involved with was very interested in the

project…not really making sure that I stayed on a timeline…so, that was pretty

much an individual effort.

Dr. Shoe, Dr. Feline, and Dr. Ceiling expressed much the same sentiments when

the researcher asked them what conditions in your department hinder or enhance

mentoring of females:

"Again, we don't think it's just females, but a lot of the way we're set up. We do

have to spend so much time upstairs in the hospital There's not a whole lot of time

that we can get together with other people and say "look here is what I've got,

what is our next step. You have to get this paper ready." "Just busy schedules.

It's very hard in the hospital environment to like today, just to find time, to sit

down with somebody and say heh, you know, can I talk to you about this? Because either you've got a bzillion things going on so you tell me to shove it back. I'll deal with it when I get time, cause there's another new fire brewing. We all work together, we're all busy, it's not a matter of you know you have x lectures, and then the rest of the time you're off in a research lab, or in the classroom, or in your office. We're all in a clinical environment so we interact frequently and quite often it is about conflict. It would be nice if there was more mentoring, particularly early on for those of us up to our waist in alligators here. We don't know if coming in after the fact is really going to help very much, other than just hearing someone say, yeah, that's been here since 1960. That's not very reassuring. It would probably be helpful for others coming in male or female to get some mentoring up front that, heh, you are going to have conflicts, you know, if you're not used to the academic environment, then you've got some issues to deal with."

Dr. Feline, Sr. Shoe, and Dr. Ceiling when asked about their experiences of being a mentee as graduate student or faculty member, and the hindrances and enhancements therein, expressed these common themes:

Of course it's been several years ago that we were in that position, but the experiences that probably were the most helpful were just somebody taking a personal interest in you, and trying to help you with things you didn't have familiarity with…. the personal interaction with those particular individuals. It was helpful and trying to go ahead and point you in the right direction either directing you to certain resources to go ahead and solve problems…those sorts of things. As

far as things that were probably less helpful, at least at a point where we entered

veterinary medicine, women were not commonly in that field at that time, not

nearly as much as they are now, and so there were some things that were not

helpful, because it was sort of accepted that women didn't do that kind of thing, as

far as experiences with certain types of animals or certain parts of the veterinary

field that you weren't expected to be able to perform and things like that... so, to

us probably just preconceived ideas were the biggest hindrance.

Dr. Feline, when asked if VCS's mentoring was formal or informal stated:

Some of the mentoring that takes place is formal, in that, veterinary medicine has

become more and more formal over the years. It wasn't so, when she was in

college. So, now people who are mentored who are in more junior positions and

those kinds of things have a much more structured sort of environment, in the

sense that they have specific job descriptions. They know they're supposed to

accomplish certain things, which is what the hospital director and academic

director go ahead and lay out for them, specific instructions. So, that part is

formal, but the part as far as my part is informal, for the most part, going ahead

and talking with them about the things that are problems for them. How they're

coming along with the list of things that you know they're supposed to do, and

trying to see how I can help them accomplish what is on those particular lists. So,

some of the mentoring is formal in the sense that they have specific things that they

are directed to do, and some of it is informal in the way that I would help them go

about doing that.

Dr. Feline spoke of hindrances and enhancements to mentoring:

As far as the things that have hindered that sort of experience are the problems you deal with on an individual basis when you are trying to give somebody constructive criticism and some people are more receptive to that than others... and that can be a difficult situation particularly when that individual is not performing as well as you would like in a particular area...so, to me, a lot of it is just that awkwardness of having to relay information that the person that you're mentoring is not going to be particularly happy with... that sort of thing...so that's what I would say is probably the biggest hindrance...and perhaps my own lack of skills sometimes in that particular area. As far as things that enhance the experience, I would say some of it here in the veterinary college is just because we are a relatively a small group, and so we are usually pretty at ease with talking with each other and helping each other out. There's not a lot of formal structure for many of those things that we do, and I would say that that probably facilitates things at least in communicating with people and their relationship to you and enhancing our relationship. Other things that are a hindrance is that we still have "the good ole boy type of system", at least I see this in research projects and things of that nature. The guys tend to have these informal relationships with their friends and have other activities that they participate in other than veterinary medicine...and so, if they have a project that they're working on and they think that they can include other people, I mean they're more likely to foster that in the male population... just because those are the sorts of relationships they have, and they are not as likely to offer those opportunities to women...and I'm not saying that that's across the board. We certainly have some faculty members in particular who

are very good in trying to extend opportunities to all. But we still do have a lot of the old system, where some opportunities are not going to be available to women, in particular, just because they don't hang out in those circles.

Dr. Shoe, when speaking of hindrances to mentoring of females in the VCS department, stated:

The fact that if they've come to their mentor with a problem, or if their mentor goes to them with a problem. If that would ever happen, there's very little that me as a mentor can do about what the problem is, other than being a nice sounding board...and the two interns in particular for which we implemented the formal intern mentor program that was to use me as their mentor. They were coming down here once a week with issues, and I got my wrist slapped pretty badly a few times when I went up the ladder to try to resolve it...not a lot of follow through once the mentor takes it on to whatever the appropriate level be it not a lot of attention to it.

When asked if the mentoring in the VCS department was formal or informal, Dr. Shoe responded:

Very informal. Virtually what I've already said, that the mentoring is a very new something, formal mentoring, is a very new development here. There are a fair number of obviously female faculty, and having a large number of type A independent, strong willed women working together makes things interesting. So it's probably there is some mentoring going on to try to resolve some of those conflicts. Most of them are pretty easily resolved. While there are obviously a high number of Type A, strong willed women, most of us, if we get our nose

tweaked, can go to the other person later, and say you know I'm sorry I yelled at

you, or you were totally off based, you deserved it, what's your side of the story?

Or heh yeah we disagree but yeah, life goes on. So, in that regards, so little

women's club gets along, for the most part. There are times when it doesn't work,

so good. But formal mentoring, pause, no there isn't.

When asked if she had a mentor Dr. Shoe stated:

Yeah, I do have a mentor. That got initiated in September. We were to pick a

mentor among the senior faculty. I think the head of the department allowed us to

choose our own mentor assuming that you had somebody that you already had

some degree of trust or relationship with or whatever. Usually when I'm

obviously on the plant floor, I need to be close by ICU, so it's become a joke in

ICU that my other office is a laundry room. We go in there and turn the washers

and dryers on so nobody can hear us talking… so, it's sort of to be expected that

quite often when you talk to someone you have a problem, that it's not to go pat

them an the back and say good job! We're so glad you saved that case! The good

stuff goes unsaid.

The researcher asked Dr. Shoe if people feel supported even though the good stuff

goes unsaid? Does it cause friction? She responded:

It does for me, being a junior faculty brought in to develop a program, knowing

that these people are off doing it, brought in to change things, invariably induces

conflict, and yet my evaluation is being based on the fact that I make everybody

happy. It does make it a little tricky…and yet being a junior faculty, being told that

oh you don't need to deal with that, and constantly running to my superiors to fix

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it, to the people I work with on the clinic floor, it has become a bit of oh she's

tattling... so, there's, I've gotten my wrist slapped for that... so, it's a bit

awkward as a junior faculty that's put in charge of an area at the same

time...particularly, if you're developing an area that didn't exist before.

My response to this was to ask Dr. Shoe if the clinical side of the VCS department

hinders mentoring? She responded:

The bureaucracy ladder...I'm sure you've probably seen a joke where peons say

well you know this needs to happen, it finally gets up the chain, and they say oh

that's really not a problem...and so there's a lot of that. For those in the trenches,

it's a very real problem, by the time it goes up the chain, it is so minimized. You

know I realize administrators have a lot to deal with and I appreciate that. That's

why I don't want to be an administrator. But it's very frustrating, particularly, if

you're put in a position of authority and responsibility that you have no power to

enforce the authority you're given, or the responsibility you're given...that as a

junior faculty is a bit frustrating. It's somewhat unique to my situation. I don't

know if you've run into the same thing or not, but it's been one starting a new

program. It makes it frustrating. It would be nice if there were a formal

mentoring program going on here. Someone could guide you on such things as:

here's the political tree you need to follow, here are some things you need to

watch out for, here are some of my experiences, here are some other peoples

experiences too, rather than letting someone come in blind. We're not actively

looking for somebody, because we're incredibly short staffed here...faculty and

staff both...so right now adding mentoring on top of it, there just is not enough

hours in the day.

The Game

"Every social environment has some focal purpose and common

activities"(Lingenfelter, 1996, p.39).

Time is an issue in this study for the faculty and mentoring process. According to

the VCS reappointment, promotion and tenure RPT guidelines' creative activities section:

the faculty are to provide instruction to pre-veterinary and veterinary students and clinical

interns and residents as well as operate a Teaching Hospital to serve the needs of animal

owners and referring veterinarians in Oklahoma and parts of surrounding states. Some

faculty might have appointments in other service areas such as Cooperative Extension and

the Oklahoma Animal Disease Diagnostic Laboratory. In addition to instruction and

public service through delivery of clinical and diagnostic services, faculty are responsible

for creative activities (VCS, RPT, Handbook, 2002-2003).

Most VCS faculty have approximately a 75% to 90% appointment to

instruction/service, and a 10% to 25% appointment to scholarship/creative activities which

is referred to as the Clinician Educator Track. Many other VCS faculty have

instruction/service appointments that approximate 15% to 50% instruction/service, and a

50% to 85% appointment of scholarship/creative activities (Clinician Scientist Tract).

Percentages of appointment are determined at the time of the initial appointment, and may

be adjusted 5% to 15% based upon performance evaluation during the annual Appraisal

and Development (A&D) process, but in no case would the adjustment move the

appointment from one category (Clinician Educator to Clinician Scientist, or vice versa) to

the other without the advice and support of the VCS Tenured Faculty Committee to the

VCS Department Head, and approval by the Dean of the College of Veterinary Medicine (VCS, RPT, Handbook, 2002-2003).

Due to the unique mission of the VCS department's faculty, the VCS department defines creative activities as encompassing four forms of scholarship, discovery, integration, teaching and application. The amount and type of creative activities required of faculty will be based on percentage of appointment (i.e. teaching or instruction, service or extension, and creative activities/scholarship or research as defined by Midwestern University or in the VCS department. All department faculty are expected to demonstrate evidence of a consistent effort to disseminate information. Scholarship and creative activities are defined with the underlying premise that these activities are validated by peers within the profession and are communicated in an appropriate format (VCS, RPT, Handbook, 2002-2003).

Scholarship of discovery is another activity required of the VCS department's faculty. It is required of all faculty in the Clinician Scientist Track for promotions and tenure. This is also a requirement for promotion to Professor. Although it is not required for faculty in the Clinician Educator Track, for promotion and tenure, it is strongly encouraged and recommended. This is especially true as a co-investigator on research projects and publication of results as second or other co-author. This activity is evaluated via scope and benefits of refereed publications, scientific abstract, and research presentations at regional, national, and international meetings (VCS, RPT, Handbook, 2002-2003).

The activity of scholarship of integration includes publications in refereed journals, other professional and trade publications, books or book chapters, proceedings of

professional meetings, Midwestern University Animal Health Update, Midwestern University Fact Sheets, editorial reviews, newsletters, etc. Clinician Educator faculty publications must include first author major publications in nationally refereed scientific journals. The VCS department anticipates that most publication activity of Clinician Education faculty will be for practitioner and producer-type audiences. This activity is evaluated via scope and benefits of manuscripts (VCS, RPT, Handbook, 2002-2003).

Another faculty activity required for RPT is scholarship of teaching and learning. This includes developing new courses, demonstrating innovation in new and existing courses, creating educational software, instructional videos, etc. This activity is evaluated by examination of a candidate's curriculum vitae and/or teaching portfolio. This will be the expected strength of the Clinical Educator Track. Evidence of excellence will be expected and supported by above average or better student evaluations of teaching effectiveness, positive peer reviews, and nominations or awards for teaching performance in the classroom, as well as in clinics (VCS, RPT, Handbook, 2002-2003).

It is obvious from the above required activities of VCS department faculty, that there is not much time left for mentoring, even though the department tried to implement a formal mentoring program.

The Calendar

> *"Activities within every social environment are governed by some kind of*
>
> *calendar. The calendar spells out the particular arrangement, sequence, and*
>
> *time frame within which activities and relationships occur. The calendar may be*
>
> *very carefully defined or hardly defined at all. However, time is a crucial*
>
> *component to social activities and must be considered for an adequate*

understanding of social environment"(Lingenfelter, 1996, p.40).

According to Dr. Sun, the department head of VCS, students are required to be on three week rotations for a total of seventeen rotations per a semester. He further stated that these rotations must include the following to expose the students to as many areas as possible: Anesthesia, Diagnostics, Equine Medicine, Equine Surgery, Food Animal, Radiology, Small Animal General Medicine, Small Animal ICU/EMS, Small Animal Major Medicine, and Small Animal Surgery.

Dr. Shoe explained how this hinders the process of mentoring in the department. She stated:

> We have anywhere from 80 to 100 veterinary students in their senior year at any given time, divided amongst rotations. At this particular moment about 1/3 of the senior class is actually outside the hospital and outside rotations. The other 1/3 is fairly evenly split between the large animal hospital and the small animal hospital...so the various services, rotations they go through, like mine at ICU - we have x number of students, and we have to find that six. Since I'm on the support staff; I have six students to one faculty. In a three week period they work with me for 5 days or 40 hours. So, when you really think of the number of contact hours they have, it's actually really minimal. In the ICU environment, I have to have students in there 24 hours a day 7 days a week, so as I rotate them through, the number of hours they actually have in contact with me on the clinic floor, works out to be 1/3 of the time, which is five workdays, over the course of three weeks. We also do formal rounds Monday through Thursday mornings for an hour. I seldom get to faculty meetings, because they're held at 8:00am in the morning. I

have lecture every morning from 8:00-9:00am for the students. And I have to

choose, do I go to the faculty meeting, which is for me, or do I teach the students.

Because this is the only opportunity that I'm going to have to present this lecture

to these six students. And usually, the choice is, I'm going to teach the students. I

have 12 lecture periods to teach them in ICU. We try to do rounds in the

afternoon but if we're busy we don't and I don't have the students on duty at the

time, so I have 3 to 4 of the six students, because I have two others coming back

to work at midnight. ICU is different than in other hospitals. The other rotations,

like medicine, surgery, and Dr. Ceiling's rotation, opt through for courses in

elected rotations. They are here until they get their cases done. The care is left to

the ICU students. In those cases, they have two clinicians on the service at a time,

so they split the students between two clinicians so there are 3 to 4 students per

clinician plus an intern, plus a resident. A lot of one on one time, because the

clinicians and faculty members will sit back and observe and help guide the

student, because they've already had the materiel lecture, now it's time to put it

into practice…almost like a student teacher position, where the teacher in the

classroom will be present, but the student teacher does the work, so our veterinary

students are very much like the student teacher is out on their student teaching,

and the faculty member is more like the teacher that is typically in the classroom

being sure that they don't get way off into weirdness talking about physics. So,

it's a little bit different setting than main campus.

Case Two: Biochemistry and Molecular Biology Department

The Playing Field

> *"The space dimension of a social environment provides the playing field upon which people engage in meaningful social action. It is essential to understand the components of that social space to know how people classify and define that space and to understand the significance of space in terms of meaningful action"(Lingenfelter, 1996, p.36).*

Facilities: The Biochemistry and Molecular Biology BMB Department is housed in the northwest wing of Midwestern University's Science Research Center. The Department has three floors in the Science Research Center. There are stairs and elevators to all three floors. The stairs are located in the middle of the east side of the three floors. The elevators are located on the west end of the department. The researcher observed that most faculty and students prefer to use the stairs to gain access to the offices. The Department Head's, some faculty offices, mailroom, and secretary's offices are located in the east wing of the department. Male and female restrooms are located in the west wing of the department.

Glass doors and windows house the east wing of BMB. This gives the environment a cheerful, and bright appearance. It also gives BMB a conducive atmosphere for working conditions. Dr. Bug, confirmed the researcher's impression of this environment when she stated:

> This is a very happy environment. People in other departments tell us that this is not true everywhere…our department has a very healthy culture. You're not walking into enemy territory when you walk into other faculty member's labs.

There aren't serious rivalries.

There are several bulletin boards at the entrance to each floor on the east wing of BMB. The researcher observed that bulletins consisted of announcements of seminars, dissertation success series, fellowship opportunities and scientific information. Comfortable, blue, cushioned lounge chairs are located to the south of each floor. Green leafy plants adorn this lounge area. The researcher observed several students studying or reading the newspaper in this lounge area. BMB is a very quiet environment and the facilities are very clean.

The researcher's observations took place in early morning, which was the time when most of BMB's activity took place. The primary place of faculty, staff, and student interaction took place near the copy machine and mailroom. These are both located on the second floor of BMB's east wing. The researcher observed male and female faculty conversing briefly at the copier and in the mailroom, but hurried on to continue their work. The department head's office is also located here. There is a large table across the eastern most wall of this floor. It has an imitation flower arrangement and several daily copies of Midwestern University's newspaper on it. On one of the days of the researcher's interviews, there was a huge bowl of popcorn on this table, which students, secretaries, and faculty helped themselves to some, as they went in and out of the mail room, made copies, or came out of their offices. There are several wall hangings, which are either scenic pictures or plaques dedicated to famous scientists or donors to BMB. A huge conference room, with computers for student use, is located on the north side of the second floor. This room also serves as a scientific library and contains several scientific books.

During observations on BMB's second floor, there were several interactions of faculty, male and female, students, secretaries, and mail person. Everyone was so busy, that they would nod hello to the researcher, but never stopped to chat. They did chat with one another, but very briefly. The primary topic of conversation was work. However, one day Dr. Test Tube, which was one of the interviewees, sat next to the researcher and stated she was going on a vacation and was taking her youngest child along to greet her husband when they arrived. It would be a surprise birthday present to him. It pleased the researcher that she felt comfortable enough to share her story with her. She didn't sit for long and was soon back to work.

When Dr. Test Tube was interviewed and questioned about what promoted or inhibited mentoring of female faculty in BMB, she stated:

We have a neutral environment…the system isn't set up really for that much mentoring. You're kind of….for me, here's a job to be done, go do it, and I guess I did it well, and that was fine…but somebody coming along and holding my hand or making much in the way of suggestions…no, I just kind of figured out what needed to be done and tried to do it.

West wing of BMB: Additional faculty offices and scientific laboratories are located here. The faculty offices are located within the laboratories. The faculty doors are always open to students or other faculty. The laboratories are very clean with scientific equipment for the study of organisms. There is a narrow hallway dividing the north from the south labs and faculty offices. Students working in these laboratories were very cordial to the researcher. It is a very quiet atmosphere.

At the far west end of this wing are facilities for a lunch area. There is a

microwave, refrigerator, and table and chairs for lunch. The chairs are padded and comfortable. The following is the result of an observation in this area of a meeting between graduate students and Dr. Bug and Dr. Microscope: (All involved were female)

One graduate student presents her work, and Dr. Bug is very supportive but asks her if the work is worth it. Another student suggests that they look at slides, which would be from a different perspective. Dr. Bug and Dr. Microscope view slides and Dr. Bug nods that she understands. Dr. Microscope wanted to view the data again. One student was very intent on doing the experiment in a certain manner. Dr. Bug and Dr. Microscope talk to each other and supportively suggest to the student that she do another experiment. The student finally agrees to Dr. Bug's and Dr. Microscope's suggestions and agrees to do another experiment. All parties seemed to be satisfied and the meeting concluded on a pleasant note.

The meeting ended and they agreed to meet again to further discuss the situation. At this point the meeting room became a lunchroom as the students began to cook their lunches and begin eating. Dr. Bug and Dr. Microscope left for lunch, but the reseracher remained to eat her lunch and continue observing. The students seemed very interested in the researcher's dissertation topic and didn't mind her presence. They weren't told the researcher was observing and therefore, were very free to talk openly about their projects, fashion, school activities, and their jobs.

The Players

"The people who consider a particular playing field a legitimate place in which they spend meaningful time are the subject of our research. It is people who establish relationships with one another and engage in activities together. The

people may organize themselves in diverse ways."(Lingenfelter, 1996, pp. 36-37).

The primary players in the BMB department are the faculty, students, secretaries, and mail person. Dr. Bug, the Department Head, was very cordial and accessible. She gave the researcher a grand tour of the department, even though, she is overwhelmed with work. In fact, the entire group of players in BMB are overwhelmed with work.

Faculty: Female faculty were the focus of this study and their experiences of being mentored as graduate students or as faculty were as diverse as they were. Dr. Test Tube, when asked of these experiences, stated:

I certainly, as a graduate student, never felt I was treated any differently, either positively or negatively because I was female. We're talking about the late 60's and early 70's, so that's quite not true. Back in those days there were many graduate schools who did not admit women. I had a very bad experience with my first PhD adviser, but it had nothing to do with my being a woman. He didn't mentor anybody. His graduate students were competing with one another. My second adviser walked on water. However, he mentored everybody. My situation was a little different because I was a faculty wife. My experience in BMB has been different. Some people might say I was taken advantage of because, here I am 20 years later, still in a non-tenured track, underpaid position. Twenty years ago I might have wanted to be tenured, but now I'm glad I'm out of that loop. On the positive side my working part time and raising children was facilitated by the department head at the time, Dr. Chemist. He was very flexible concerning my work schedule. As soon as my youngest child went into kindergarten, I went to ¾ time. I went to full time when she entered the 2nd grade. I guess you would call

that mentoring in that he was flexible with my hours.

Dr. Microscope was also a non-tenured track faculty and expressed many of the same sentiments as Dr. Test Tube. She stated:

I've been working with Dr. Bug for 20 years. We're really close…but I've never looked at anyone as a mentor. I'm a negative critical person. I always see the things that I wouldn't want to do this or that…I'm never brave enough frankly, to say, oh well there's something that I would want to do. This is because those are things a faculty would do and I'm junior faculty. In terms of my experiences with Dr. Bug, I am her right hand person. My experiences with her are this is where I want to be. I have no desire to be a tenure track faculty. I look around at what faculty have to do and would never want to be put in that position. I think they are way overworked. Therefore, I take from my mentors things I want to avoid instead of embracing things I wouldn't want to do. During my graduate work, I had another male graduate student who was with me at the same time. He was the best example of how to be productive. A lot of these people you might look to as mentors…they have more energy in their little finger, than I could hope to have. Dr. Bug has given me tremendous moral support, which has been both productive and counter productive. She supported me in everything I wanted to do…she's very encouraging. She makes me think I'm wonderful. I know I'm not, so she's made me feel too comfortable. The rest of the people in the department…I have no complaints. Their nice people. The culture is fine. Sometimes, I think people are showing the stress of being overworked and not being as enthusiastic and optimistic as they could. Most of them are successful, so I guess they're good

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mentors.

When asked what hindered or enhanced the mentoring of female faculty or graduate students in BMB Dr. Microscope stated:

I'm not sure what I'm about to say impacts...but I have no idea whether it is good or bad. We have one, two, three, four, husband and wife teams in our department. It is a recipe for camaraderie and making people feel welcome. I guess from the student's point of view they may look at that as a plus. You may know that if for example I don't know something about, I would have no compunction about going to ask my husband for advice. There's lots of opportunity for informal exchange of information and helpful help in our department. I think it's good.

Dr. Organism stated the following when asked about her experiences of being mentored as faculty or graduate student and what hindered or enhanced those experiences:

As a graduate student I was in the University of Insects and I had a woman who was my adviser...she was very good. She had a family and was very straightforward. She said.....you're not going to get anything by not working hard for it. You know you can do it. You've got all it takes, but you've got to work hard for it....I think the best mentorship she did was by example and just with the confidence that a person can do it if you work at it. I did a post doc in State for 7 years and I'd say my scientific mentor was just that. He was a scientific mentor. He was not a career mentor....that was not his strength. Luckily, I had established what I wanted to do and I knew what I wanted to do, so that didn't matter. Here, in BMB we do not have mentors. I know at some places they will assign new faculty members...somebody to mentor them, but we're lucky if we get the new

tenure committee to meet once a year. There is no mentorship here.

When asked of her experiences of being a mentor to a female faculty or graduate student, Dr. Organism responded:

> As a post doc a lot of the graduate students in our department were female. You could say I was a mentor to all of them. None of them had actually chosen a straightforward academic career. I guess my role of mentor was to listen a lot to what they were saying. Sometimes they think they can't do a straightforward academic career, but sometimes because they don't want to. They look at it and say, I would like to make a lot of money, but I would like more flexibility in my hours...I would like to take a year or two off. Therefore, my role as mentor has been to just listen and learn...reassure people that whatever they choose to do is fine. Enhancements to this mentoring was the fact that several of the grad students were looking to people for advice, and my adviser, who was not a career type of adviser, didn't mentor. Therefore, the mentoring process fell upon me.

Students: The students in BMB are primarily graduate students. The researcher observed some of them in the laboratories and they were very friendly, but intense and very focused in their work.

Secretaries: The BMB's secretaries are friendly and helpful. One of them, while the researcher was waiting to interview one of the female faculty, asked if the researcher would like a cup of coffee. The researcher told her no and we began to talk about the weather. We had an ice storm at the time and her electricity was off. The researcher asked the secretary if she had some place to stay and offered her home. She thanked the researcher, but said she had some heaters she could use. During the observations, the

researcher observed that secretaries say hello, but continue working diligently. Everyone in the department is constantly busy. There is no time for idle chatter, except at the copier machine or mailroom, which is located on the second floor next to the mailroom. One secretary gave encouragement to a student concerning a work-study opportunity. The secretaries are very humble. One in particular, after helping a student with the copier, stated that the only reason she knew the source of the machine's problem is because it had happened to her previously. The secretaries would say hello to the researcher, and ask if she needed something, but did not inquire as to the reasons for the researcher's presence.

Mail person: The mail person in BMB plays a significant role. She distributes the mail early in the morning and late afternoon. She would say hello to the researcher, during observations, but did not question the researcher's presence. Again, everyone in BMB is very busy and do not have time for idle chatter. The faculty check their mail quite often, and sometimes make inquiries to the mail person about mail that may be slow in arriving.

The Rules of the Game

"Every social environment has within it socially specified relationships. These relationships may be defined in terms of social roles and/or a collective organization of a group. The definitions by which people order their relationships and engage in activities with one another constitute the rules of the game."(Lingenfelter, 1996, p.38).

According to BMB's policies and procedures statement for reappointment, promotion and tenure the following is required of their faculty: Academic freedom, the right to pursue knowledge, to construct hypotheses, and to offer opinions in an open and unrestricted manner, is a vital right of all faculty members. This right is not to be abridged

by narrow specification of duties and responsibilities, nor by narrow interpretations of guidelines such as these. However, in an academic institution, the faculty have the right to select, retain, and support those faculty members who make full and vigorous use of their academic freedom, who develop productive careers as scholars and teachers, and accept the full responsibility that academic freedom carries with it (BMB's policy and procedures statement, adopted by faculty August, 1992; revised March, 2001).

Furthermore, the faculty bear the responsibility for the furtherance of knowledge in their respective disciplines. This is both by the creation of new knowledge and by transmission of existing knowledge to students. A part of this responsibility includes the recruitment of qualified individuals to participate in furtherance of that knowledge by joining the faculty of their discipline. This is the reason faculty in a discipline must play a significant role in the appointment, reappointment, promotion, and granting of tenure to faculty members (BMB's policy and procedures statement, adopted by faculty August, 1992; revised March, 2001.

Dr. Bug, Dr. Microscope, Dr. Test Tube, and Dr. Organism all agreed that one of the conditions in BMB which hinders the mentoring of females is:

We've got so much that's expected of us. We are schooled to do things well...to do everything you're asked to do very well isn't possible. Therefore anything that isn't essential needs to be dispensed with. There is the pressure to publish and get grants to get tenure. One needs everyday to make choices between doing something well and not finishing it today or getting it done...under those conditions, mentoring will occur only if both the mentor and mentee consider it important. If they're working together so that what they're working on they both

consider important then, it will happen. It will happen in the apprenticeship system of adviser and advisee doing research together...it can happen in many cases where the mentor is a man...it doesn't have to be a woman who mentors a woman. However, this department is very supportive of not just female junior faculty, but all junior faculty, in terms of writing grant proposals and being allowed to be principle investigators.

Dr. Bug, Dr. Microscope, Dr. Test Tube and Dr. Organism were in agreement with the following concerning mentoring of graduate students:

We think everyone in this department is very willing to talk to any graduate student who comes in. The doors are always open. We have finally gotten the graduate students encouraged to start a graduate student organization within the department. There's a lot of graduate students here...and they need a place where they can talk to each other. This gives them an avenue to present their work to one another. The graduate students came to the faculty and asked us to organize something for them, but we told them they needed to organize something themselves. The faculty teaches you, do everything in the lab with you....we do all sorts of things with you. If you're going to start working yourself, in the research community, you need to organize yourselves and take the adult responsibility of organizing yourselves...if you want us to come and talk on a topic...that's fine...and they did organize. However, there is a subset of graduate students, in certain labs, who don't participate in anything. They just don't...that's a quirk of our department. Also, when something critical needs to be said, some of the female graduate students are oversensitive and get offended. We had one female

graduate student, a master's student, who was finished and we were trying to get her to do something a certain way. It was an area very different from what she'd been doing as her Masters project. She did her Masters project almost completely independently and did a marvelous job. We laid out rather explicit instructions of how to do the new project and it didn't go over well at all. She got really upset. It was a project that Dr. Bug and Dr. Microscope were heading together and we were very helpful to her, mentored her, but she was very reluctant to take our advice.

Dr. Microscope stated her experiences of being a mentor to a female faculty or graduate student as follows:

I do interact with graduate students. I like to think that I give them a good example as being critical in what they're doing, think through what they're doing, in particular, to think through what they're doing before they do it. I have no idea whether they think I'm a good example or frittering away my time. I haven't seen them talking less. Actually, talking is a good thing, but a lot of people, students, talk about things that aren't work related...they never see me do that. I would hope that's telling them that they shouldn't do that as much...I haven't seen any effect.

The researcher asked Dr. Bug if it was true of all the departments located in the Science Research Center, that they have a relatively happy environment, and she stated:

That's true of all the Sciences...it's probably common in sciences. Any graduate student can go to any lab in our department. If he or she wants to borrow something or use an instrument on Saturday...he or she may. It sometimes brings

problems, but we keep reminding people of rules and etiquette...you are to ask in advance, and leave a note if you take something. There are chronic problems with this, but we've continued to believe it is worth that price....the benefit of sharing.

Dr. Bug and Dr. Microscope expressed the same sentiments concerning a prior Department Head of BMB:

We used to every fall, when the graduate students would come....every faculty member would present to the students what they do. Therefore, everyone in the department kept up with what was going on...research wise. About 11 years ago we got a new department head who thought that was a waste of time. Therefore, we stopped doing it. He left last summer, and I think there's been a movement to get that going again. I think that fosters mentoring because, if there's a student who knows what a faculty member is doing...the student's more likely to know when it's more appropriate to go talk to this other faculty member about getting help on this that or the other.

Dr. Test Tube stated the following experiences as an enhancement to mentoring of females in BMB:

I think that only in the sense that...I've been a mentor, and I think I have, as being a person who someone can come and talk to. We had one situation....we had an unfortunate situation, in the department, a couple of years ago where there was an international graduate student who was sexually harassing female graduate students...to the point where they brought charges up against him within the university. I suppose I served as a mentor. I was asked by a couple of the female

students to go with them to the panel meeting, and literally sit there and hold the young person's hand as she reported to the committee. I have told students that I would always be there if there were any issues they could not bring up to the department head, who at the time was male. They could come to me, with his approval, and I would speak for them. I also teach a graduate course, which is strictly illegal, because to do so, you're supposed to be a member of the graduate college. I've been teaching this course for 8 years. When I took over the course, Dr. Bug gave me her notes, because she had been teaching it. I suppose that's mentoring. Also, I've been given the occasional opportunity, at the department's expense, to go to professional meetings. Most people do it off their research grant…the ones I've been sent to there are specific targets to go to….sit in on sessions about teaching techniques, in particular, problem based learning and inquiry based learning. This one meeting I was sent to, the department head wanted to go, but the timing was inconvenient. His son was graduating from medical school. Therefore, he sent me. I suppose that's mentoring because I didn't have to pay for it. Typically, when somebody goes to a professional meeting, they pay for it out of research funds.

Dr. Organism stated the enhancements or hindrances to her experiences of being mentored as a graduate student or faculty member:

One of the hardest things has been having kids. I had a child while I was in graduate school. My husband was in the same lab with me, and when the department found out I was pregnant, they told my boss that she should kick me out of the lab. She told me this and it made me furious! I said are you telling me

this because you're going to do it? She said no....I just want to let you know what people are saying....that's really atrocious. After I had my child some of the tenured female faculty had children. However, the culture was bad for having kids...it was definitely frowned upon. Also, after I had my child, a member of the department who was on my committee and involved in the project I was working on, came up and congratulated me. I said, so are you congratulating me for the results I got...because I had just gotten some good scientific results...or are you congratulating me on just having a baby? He looked at me and said...I'm not that cold hearted. I said yeah, right, which one? At this same time, my boss continued to mentor me, by encouraging me to do things like applying to meetings and applying for talks at meetings...she groomed me for giving talks. She did a good job after she decided I was serious.

Dr. Oganism and Dr. Microscope agreed that there needs to be a formal mentoring system implemented in BMB, but that there was not. They stated:

We know at some places they will assign new faculty members, somebody you know to mentor them, but we're lucky if we get the tenure new committee to meet once a year. There's no mentorship here. We wouldn't be big on female specific mentoring...but we think new faculty members need to be mentored. We think there needs to be a more formal system....when you're submitting a grant that people actually take the time to look at the grant and talk to you about it. Mentoring has never been a part of BMB's culture. It's a new idea that hasn't caught on here...it takes time. Everyone here is involved in a lot of different things.

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The Game

> *"Every social environment has some focal purpose and common activities"(Lingenfelter, 1996, p.39).*

According to a Department brochure, the two main goals of the mission of BMB are: 1) to provide a comprehensive, viable, and contemporary education/training program in BMB for members of the university community and 2) to provide an exciting research environment where scholars are engaged in the discovery and disclosure of new knowledge in contemporary areas of BMB.

According to BMB's policy and procedures statement, concerning new BMB faculty, whenever a tenure-track faculty member is hired, it is with the full expectation that the individual will become tenured and serve Midwestern University in a long and productive career. Further, it is the responsibility of the tenured faculty to see that such probationary faculty are afforded ample opportunity to succeed in that career. It is advantageous to both the candidate and BMB to see that timely evaluations are made of the candidate's progress towards tenure, and any deficiencies are made known to the candidate in time for correction prior to the expiration of the probationary term. Faculty should pursue research within the mission of BMB. Should a candidate consider a major redirection of a research area within the mission, he or she should discuss it with the department head and the reappointment, promotion, and tenure RPT committee (BMB Policies and procedures statement, adopted by faculty, August 1992; revised March 2001).

In order to obtain recommendations on tenure and promotion, the sum of each candidate's individual contributions must be considered. However, satisfactory

performance in all areas of the candidate's position description is expected. In general, expectations will be scaled in proportion to the individual's assigned responsibilities in each of the following areas under evaluation:

Research: It is expected that BMB faculty make significant contributions to the advancement of knowledge within BMB's mission. Measures of the advancement of knowledge and the significance of that advancement take the following forms:

a): Publication of research findings in journals with an editorial policy of peer review.

b): Submission of quality proposals for external funding and the acquisition of such funding.

c): Evidence that those research findings have served as a basis for further advances by others.

d): Participation in collaborative efforts.

e): Invited participation in national meetings, symposia, colloquia, seminars, etc.

f): Letters from scientists in the faculty member's field attesting to the quality of the member's research.

g): Opinions of faculty colleagues based on a research seminar presentation (BMB's Policy and procedures statement, adopted by faculty August 1992, revised March 2001).

Teaching:

a): Teaching in formal courses: evaluations by the department head based on student evaluation and head's own, evaluations by senior faculty members, and course syllabus and outline.

b): Development of courses: new course design and implementation, redesigning or improving established courses, and contribution to improvement of the general curriculum of BMB.

c): Self-improvement: acceptance and utilization of constructive criticism conveyed by the department head, keeping the subject taught up-to-date, development or utilization of new teaching techniques, and continuing education in instruction.

d): Supervision and guidance of students: guidance of undergraduate research students, advisement of undergraduates (if applicable), and guidance of graduate students.

e): Publications in biochemical education.

f): Awards or nominations for teaching recognitions.

g): Submission of quality proposals for external funding to support teaching activities and the acquisition of such funding (BMB's Policy and procedures statement, adopted August 1992, Revised March 2001).

Professional and university service: There should be evidence of participation in professional organizations. This should include: membership in such organizations, participation in committees of such organizations, service on editorial boards, service on grant review panels, service as ad hoc reviewer of manuscripts, grant proposals, and book reviews. Evidence of participation in university affairs includes: effective completion of administrative assignments, service on committees, boards, councils, etc., and service on graduate student advisory committees (BMB's Policy and procedures statement, adopted August 1992; revised March 2001).

Due to the above plethora of responsibilities of BMB's faculty, although there are opportunities for mentoring, there isn't much time to do so. As Dr. Microscope stated, concerning hindrances and enhancements to mentoring of females in BMB:

No matter what kind of position you have in a research environment, as long as you're self-driven, you're never going to get to the end of it...when 5:00pm comes...you've still got just as much as you had when you got up in the morning. I feel so overwhelmed all the time. We're not going to get this done, if we don't do it. I think what fosters mentoring is the fact that if a student knows what a faculty member is doing...the student's more likely to know when it's more appropriate to go talk to this other faculty member about getting help on this, that, or the other. If you had no idea what that guy's doing, not only will you be more intimidated, in terms of going to talk to the person, you won't know when it's appropriate to talk to that person. I think that would be a great help. At the moment our department has not been doing as good a job of doing that as we could. Of course, if someone comes to talk to me and I don't know how to help, I tell them to go talk to someone else...but I think it would be less intimidating to the student if he or she had heard the faculty member talk about what's going on. Dr. Bug is overly helpful with post docs and students. Some students come from a culture where authority is really authority, so they let her help them...I think in some instances that is very helpful, but in others counterproductive. After all, graduate students are supposed to learn and be independent and I think too much help is too much.

The Calendar

> *"Activities within every social environment are governed by some kind of*
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> *calendar. The calendar spells out the particular arrangement, sequence, and*
>
> *time frame within which activities and relationships occur. The calendar may be*
>
> *very carefully defined or hardly defined at all. However, time is a crucial*
>
> *component to social activities and must be considered for an adequate*
>
> *understanding of social environment" (Lingenfelter, 1996, p.40).*

In accordance with BMB's policies and procedure's statement's section of
procedures prior to review of a tenure track faculty, the following calendar sequence has
been implemented: Evaluations of tenure track faculty are formalized in the Annual
Appraisal and Evaluation Process, but can be provided less formally and more frequently
as the department head and faculty think necessary. The RPT committee will meet
annually to evaluate each tenure-track faculty member that has not yet achieved tenure.
During these annual appraisal and evaluation processes, a summary of the RPT's
committee's evaluation will be placed in the faculty member's personnel file, and a copy
will be given to the faculty member. For any faculty member who has programmatic
responsibilities to unit(s) other than BMB, the administrator of that unit will provide a
written evaluation to the RPT committee and the Department Head (BMB's Policy and
procedure's statement, adopted August, 1992; revised March 2001).

As a requirement of the initiation review process, the academic year of the tenure-
track faculty member's initial appointment is considered to be the academic year which
begins in the same calendar year as the initial appointment for the purposes of all reviews,
recommendations and notices of reappointment. Early in the Fall semester of each year,

BMB's Department Head will receive a list of those faculty for whom personnel

recommendations must be made. The Department Head must notify the faculty member

that mandated recommendations will be made. Individual faculty members requesting

non-programmed consideration for promotion must submit their request in writing by

September 1. The faculty member should be scheduled for a research seminar

presentation, if one has not occurred within the past year (BMB's Policy and procedures

statement, adopted August 1992; revised March 2001).

A documentation file on each tenure-track faculty will be established by BMB's

Department Head. This file will contain a summary of academic and professional history,

initial appointment documents, work assignments, annual appraisal and development

documents, work assignments, special achievements or deficiencies, records of sabbaticals,

a copy of the BMB's policy and procedures statement, and three letters of

recommendation. This file will be reviewed by BMB's RPT committee. This committee

will be comprised of three professors serving staggered three-year terms. The committee

member in the last year of service will serve as chair of the committee. A new member is

to be elected by the tenure-track faculty by mail ballot early in the Fall semester. A

retiring committee member will become eligible for reelection after one year off the

committee (BMB's Policy and procedure's statement, adopted August 1992; revised

March 2001).

Dr. Test Tube stated the following concerning her position as non-tenure track

faculty:

> I think we're a fairly collegial group of people...moreso than other departments. I
>
> think that any mentoring is individual initiative. There certainly isn't, as far as I

know, anything formal. Annual performance review, anyone who is non-tenured,

have an annual performance review with the department head. I don't know what

the RPT committee does, in terms of talking to people who don't have tenure,

because again, I'm out of that loop. Happily out of that loop. I'm too old to get

into that loop now. I mean 20 years ago, I might have said something different,

but I don't think so...that's a personal decision I've made not to go that route.

When we get a new department head, I don't know what's going to happen to my

job. We've got a new department head coming within the next year hopefully.

A very important component of obtaining tenure in BMB is the tenure-track

faculty's commitment to research. Evidence of a strong performance in research shall

include continued or renewable funding sufficient for maintaining a research program.

Research results shall be favorably disseminated in refereed journals. A track record of

publication in prestigious, peer-reviewed journals is expected. Once the research program

is established an average of at least one substantial paper per year is normally expected of

faculty with 70-100% research appointments (BMB's Policy and procedure's statement,

adopted August 1992; revised March 2001).

Case Three: The Music Department

<u>The Playing Field</u>

"The space dimension of a social environment provides the playing field upon

which people engage in meaningful social action. It is essential to understand the

components of that social space to know how people classify and define that

space and to understand the significance of space in terms of meaningful

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action"(Lingenfelter, 1996, p.36).

<u>Facilities:</u> The Music Department is housed in Midwestern University's Center for the Performing Arts (CPA). It is a modern and spacious facility that provides a 600 seat Theatre, 800 seat Concert Hall, administrative offices, teaching studios, classrooms, ensemble rooms, practice rooms, and a multi-media lab containing recordings and utilizing music technology. Dr. Tuba, the Head of the Department took the researcher on a tour of the entire department.

The administrative offices, located on the north wing of the first floor, have dark paneled walls, several chairs for waiting, and windows that look out over a beautiful landscape. These are the offices of Dr. Tuba, two secretaries, an accounting administrator, and a mailroom. Each office has a computer, file cabinet, and music literature. The offices are decorated with plants and plaques of famous musicians who have contributed greatly to the Music department. There is a wooden boxed cabinet with narrow slots that contains information for students and faculty.

One secretary's office is located close to Dr. Tuba's office. She is the main administrative secretary. The other secretary's office is adjacent to the mailroom. Her office faces the main door that leads into the administrative offices. Both secretaries' offices are spacious and well lighted. A great deal of activity takes place here, because of the mailroom and Xerox machine, which is frequently utilized by faculty and staff. The researcher observed several faculty and students, who came through to obtain mail, or ask questions of the outside secretary. They seemed very friendly and did not ask why the researcher was there, but went about their business. Both secretaries were very courteous and were not interrupted by the researcher's presence.

Although, the offices are separated, there is the sense of a close working environment. As Dr. Cello stated in response to enhancements to mentoring within the department:

Well, I think the enhancement is that we get to work with each other very closely. For instance, the new faculty member that plays the piano...we played a recital together, so we had a collaborative venture, and was very successful...and yet, on the other hand, there's always the issues of professionalism, and knowing that we could be serving on committees that would be very influential in their future here in the university.

Faculty offices, teaching rooms, practice rooms, ensemble rooms, and the multi-media laboratory are located both on the first floor and basement. The faculty offices are quite large and each contains a piano. One faculty's office contained three large pianos. The faculty offices also serve as teaching rooms. They teach everything from voice lessons to stringed, bass, and percussion instruments. All of the faculty offices have bulletin boards either on the door or on the wall next to their office. These bulletin boards serve as a lifeline to students and faculty. There are announcements of upcoming musicals, recitals, summer work-study, and musical opportunities for students. As the researcher observed students on their way to class, most of them stopped and carefully perused the announcements.

Dr. Tuba showed the researcher where the CPA's orchestra and Midwestern University's football band practices on the first floor. It is a huge room, and outside of it there are instruments of all sorts, which are at the disposal of the students' use.

The basement is another area for faculty offices, teaching rooms, practice rooms,

and percussion instruments. It is accessible via elevators or stairs. Most faculty and students prefer the use of stairs to access either the basement or first floor. Obviously, faculty doors are closed during lessons. However, one can hear singing and practicing of instruments as he/she walks through the basement. Each of the offices is well insulated from the others. Therefore, once the door is closed only outside people can hear and not people in another office. All faculty offices were decorated with plants or musical art. Some had decorative carpets and wall hangings. The practice rooms, however, usually had only an instrument or mirror, and did not contain pictures, plants, or artwork.

The multi-media laboratory is located in the north wing of the CPA. The facility contains ten Macintosh 7200 CD computers. Each computer is connected to digital pianos. The stations are also equipped with Sound Modules for creative manipulation of sound input and playback. The multi-media laboratory also houses tape decks and turntables for playback, study, and research. Students are encouraged to use this laboratory to study, listen, and broaden their knowledge of music.

The classrooms are located on the first floor. They are very spacious and contain several seats. Again, bulletin boards and green chalkboards displaying current announcements are very visible. Students were observed going to class and talking about their grade or instrument they are learning to play. Once the door to the classroom is closed, one cannot hear what takes place inside.

North wing and third floor: This area has a narrow hallway on the east side of it and contains a glassed display of historical musical achievements or announcements of upcoming musical or theatrical events. The display is very neat and well organized. There are also displays of early instruments and musical fashion. The third floor houses the

concert hall. It is huge and the acoustics are wonderful. The researcher observed a female faculty's musical recital. Many students attended the recital as well as other faculty.

The Players

"The people who consider a particular playing field a legitimate place in which they spend meaningful time are the subject of our research. It is people who establish relationships with one another and engage in activities together. The people may organize themselves in diverse ways." (Lingenfelter, 1996, pp. 36-37).

The central players of the Music department are the faculty, students, and secretaries.

Faculty: Dr. Cello, Ms. Piccolo, and Dr. Drum were in agreement on the fact that they received most of their mentoring here at Midwestern University. As Dr. Cello stated when asked about her experiences of being mentored as a graduate student or faculty:

As a grad student, I don't think I had a lot of mentoring. The program I was in...the closest relationship I had with a faculty member was my musical instrument teacher. It was a one on one relationship, but she was kind of a tough love type of teacher...and was sort of do it. She was one of those that preferred you came in with your own initiative and preferred you to be a do it your selfer, too.

Ms. Piccolo expressed much of the same sentiments as Dr. Cello concerning her experiences of being mentored as a graduate student or faculty:

The only reason I'm here at Midwestern University is because I had a teacher here, Dr. Violin, who I took lessons from even growing up in high school, college, and undergrad...she was constantly always just there to support me. She said anytime

you have a question, come to my office, I'm always going to be available…that's why I decided I wanted to be a teacher…seeing her enthusiasm of teaching really excited me. As a graduate student, at Somewhere University, my voice teacher was a big mentor. She would just tell you, I don't know if it necessarily was a positive mentor, she would scare you sometimes, to where you would just practice, because the fear of God, that if you didn't know your music well enough, she was going to send you out of her office. She stated…this office, this studio is a dictatorship, and if you don't like it get out! Although she's one of the top voice professors in the United States, she mentors in a different type of way….uses a way of scaring her students to practice. It works, if the student can take it. If you can handle coming out with tears then you'll make it, which luckily, I could handle.

Ms. Piccolo and Dr. Drum expressed their experiences of being a mentor to a faculty or graduate student as follows:

We are so focused on the students and helping them prepare for the teaching profession that we don't devote a lot of time to our fellow female faculty members, and that's something we should really do. We should make ourselves more available. We try to let them know, make them feel welcome…say you need help I'd be more than happy, and when people ask us for help, we're always willing to drop what we're doing and say, absolutely, we can walk you through this.

Students: The students of the Music department are the next group of players and they seemed to be a very close-knit group of people. They were very friendly during the researcher's observations in the hallway of the faculty and classroom offices. They didn't ask what the researcher was doing, but told her they were either waiting for a music lesson

or a certain faculty member. They played particular attention to the announcements on the bulletin boards on the walls and faculty offices. One student told me that they were so crowded in the music department that they had to use broom closets for offices.

Secretaries: The secretaries are the final group of players in the Music department. They are very friendly and cordial. The main secretary, whose office is closest to the Head of the department, was especially kind to the researcher, and told her never to ask Dr. Tuba where the best place was for observation. Observations had taken place in the secretary's offices, and thereafter, took place in the hallway of faculty offices and classrooms. The other secretary was also kind and helpful. She was particularly helpful with the students and professors who came to her for assistance. She told one student that he could keep a key to an instrument room over the weekend and didn't need to worry about returning it immediately. Both secretaries were very much aware and up to date on events occurring in the department. When asked about an upcoming recital and they told the researcher she would very much enjoy it. The researcher reported back to them the next day, that the recital was wonderful, and thanked them for their assistance as to date and time of the recital. They worked very well together and no tension was observed. The environment is very family oriented.

The Rules of the Game

"Every social environment has within it socially specified relationships. These relationships may be defined in terms of social roles and/or a collective organization of a group. The definitions by which people order their relationships and engage in activities with one another constitute the rules of the game." (Lingenfelter, 1996, p.38).

According to a document adopted by the faculty of the Music Department on

December 1, 2000, the mission statement of the Music Department states: the primary

objective of the Music Department at Midwestern University is to provide training for

students who plan careers in the field of music. Professional instruction prepares students

for careers in teaching, performing, or the music industry. Degrees in music are also

excellent preparation for graduate level studies and church music positions. The Music

Department serves the entire University, by offering instruction to non-majors in many of

its courses.

Creative work in music (performance, composition, or scholarly research) is an

intrinsic component of the Music Department's work. As a model for student effort,

creative work is inseparable from the teaching function; toward the enrichment of the

cultural environment on campus and in the wider community. It is an essential aspect of

University service. It serves as a catalyst by stimulating further growth in the faculty

member and the discipline.

Excellence in student performance, in both ensemble and solo venues, is of vital

importance to the department and its mission. Recruitment of students of high quality is a

fundamental objective of the Music Department. Finally, extension activities are essential

to the Department, which has taken a leadership role in offering extension courses in

addition to resident instruction. The expertise of the entire faculty is presented to a wide

constituency beyond the campus (Music Department Criteria for faculty promotion and

tenure; adopted by the Music Department faculty, 12/01/2000).

Dr. Drum, Dr. Cello, and Ms. Piccolo all agreed about the issue of lack of time as

a hindrance to effectively mentoring female faculty or graduate students:

The one hindrance we can think of being a mentor in this department is lack of

time. Our teaching schedules are so packed, plus expectations outside of teaching.

Being visible in the community, doing research…it just seems we wear so many

hats, that we wish we had more time to individually mentor and nurture the

students, but we do the best we can with the time we have. However,

enhancements to the mentoring process, according to Dr. Drum are: opportunities,

like advising collegiate organizations and having students in my own choir. Those

activities have provided me with ways of spending more time with the students

that I have needed and enjoyed.

Dr. Cello stated other hindrances and enhancements to mentoring female faculty or

graduate students in the Music department:

It seems the one thing I've noticed in our department, is that among the male

faculty members, there's a lot of sexual innuendos going on. When I find myself in

a group of male faculty members, there's a lot of sexual jokes…I don't know it's

been…sometimes I'm comfortable, but I guess I've been educated around brass

players and been in Broadway pits and been around it a lot and so it doesn't make

me terribly uncomfortable, but on the other hand, it's difficult to avoid in this

department. I've encountered it among other groups of musicians a lot and I

know it's not in every single music department in the country. Some aspect of that

is unprofessional. As an enhancement, I think having more opportunities to just

get together with only the women, or women outnumbering the men in social

gatherings, or just in the hallway. I've said things before to try to change the tract

of the conversation. Enough is enough. Sometimes they're sensitive to that and

sometimes not. You know it depends on the group. I asked Dr. Cello what the

men do when they are sensitive to her requests. She stated: They shut up or

change the subject. If I really express some discontent…one of them might say, oh

we're looking at a lawsuit here, she's going to sue at any moment. I'll be like,

maybe so…and that interaction, just by joking around can sort of change the

situation.

Ms. Piccolo talked about the politics in music when asked of her experiences of

mentoring a female faculty or graduate student. She stated:

When I was a student at City College there was another student who was having

problems with her voice teacher. They just didn't click as far as personalities…she

was scared to change teachers…it can really be a big issue. Music teachers will

really get upset. It hurts their feelings and their ego and everything if you switch

studios and study with another voice teacher. I don't know if you've heard

anything about…but that's a big thing with being a music professor in selected

instrument or voice. If you change teachers, you might not ever get a role in a

school, because that teacher could have been politically correct, and by changing

teachers, you're really not going to get any more roles because they will ax

you…lots of politics in the music teaching.

Dr. Drum expressed her enthusiasm in regards to the students and mentoring them

as follows:

I am the adviser to a collegiate organization, called Collegiate Music Educators.

My primary role in my teaching and my advising role is to mentor future teachers,

to help them get ready for the teaching profession. I observe student teachers, I

give them constructive feedback and encouragement...that's an important part of my job. In particular, I have had several students along the way who I've worked with more closely than others. I have had three interns with my own children's choir. I conduct the Town's Girl's Choir. It is a community children's choir which meets once a week. Therefore, I invite college students to observe, anytime they wish, and to come on board and help. If they want some practice teaching experience....those students in particular I have had the opportunity to work more closely with, and give lots of feedback and lots of encouragement and help to shape their development as a teacher.

Dr. Cello spoke of mentoring a new faculty member and the importance the music department places upon the students, by saying:

I tried to help a fellow new female faculty here. She came in and I befriended her, helped her to feel comfortable, and helped her to see what needed to be done. She was also a first time university professor, just like I was. I tried to help her about the importance of how to go about recruiting new students, because that's a big issue here in the department.

When asked about her experiences of being mentored as a graduate student or faculty Dr. Cello stated:

Well I know when I first started the job here, I was helped out by a couple of my colleagues...especially in my area...one of them was partially responsible for bringing me here...he felt some sort of responsibility, I think. He was very helpful...giving me phone numbers, and information about orchestra programs, and street string programs, in and out of state. Occasionally, we would go out on

recruiting trips together and he would sort of show me how it's done…that was

incredibly helpful as well as telling me how scholarships were managed here. He

was the area coordinator at the time…and he was extremely helpful. It was at that

time that both the orchestra director and myself were new, so he was the only one

in the area that had any experience here in the university. Our department head

was fairly helpful as well, but very busy.

Ms. Piccolo expressed much of the same sentiments as Dr. Cello concerning her

experiences of being mentored as a graduate student or faculty:

I guess one that I can think of right now, is that as a new professor here at

Midwestern University, I've taught a lot of female voices, but I haven't taught as

many male voices, so some of the other voice professors here are older and

wiser…they have come to me and given me examples of music selections that I

might do with some of my male singers, which has helped me a lot. The main thing

that I notice as a hindering thing, is that some teachers don't want to help young

people learn. They're scared if they help you, then you might, I think it's because

they think you might end up getting a better job than they do eventually. There's

one specific person I can think of, I won't mention any names, but does not like to

mentor anybody, especially me, I guess…I'm thinking it's because he doesn't want

me to learn a whole lot. He always wants to be the head dog,

Dr. Drum also spoke well of her mentoring experiences as a graduate student and

faculty:

When I was a graduate student at Anywhere University, I was fortunate to have a

wonderful adviser when I was doing my doctoral dissertation. He took me under

his wing and he made me feel like this was something that I could do…he gave me lots of guidance, lots of direction. He was available to me anytime, I needed to talk to him. I could just pick up the phone; call him at school or home. He would respond to my e-mails. He was just a wonderful adviser and mentor to this day. When I see him, I will remember him as one of my best mentors. When I came on board here at Midwestern University, on the faculty, I was also fortunate to have a colleague who was sensitive to the fact that I was a new faculty member and needed help learning the ropes. He was always more than willing to share with me, procedures, and give me examples of here's how you do this document or this task….he was an encourager and supporter…so I would say I've benefited from good mentoring just all the way through my educational experience.

Ms. Piccolo spoke of the informal aspect of mentoring in the department:

The main thing as far as mentoring I've got from other faculty, is that I'm on a visiting professorship…my job is a one year job and I've applied for the tenure track position, but I don't have a doctorate, so who knows, you know, they would love for someone that has a doctorate to come and take the position. I think, it just depends, as a voice teacher, Ms. Violin, doesn't have her doctorate either, so who knows what will happen. My mentoring has been basically a lot of informal stuff, that just faculty have come up and said, look we're just hoping that you're applying for the job, when we go out to dinner. We really like you here and we'll try everything in our power to keep you here.

Dr. Cello spoke of a hindrance to mentoring of female faculty in the Music department:

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Even though we were good friends there was still that aspect of needing to be also

somewhat judgmental of each other's performance, as faculty members and as

performers....that is a little uncomfortable because you want to be very open, in

the rehearsal process, which is a very intimate process. You get into the music,

and you have to work together, sometimes criticizing and being critical of the

other person's performance, in order to come to a creative agreement...that has

presented some interesting tensions...not being able to be perhaps as open, as you

would be in other circumstances.

The Game

"Every social environment has some focal purpose and common

activities"(Lingenfelter, 1996, p.39).

According to the Music Department's document for rules of promotion and

tenure, the following is required of all faculty:

Teaching: Promotion and tenure will be granted only if determination is made that

the candidate is an effective teacher. Faculty members are expected to possess the ability

to arouse curiosity and stimulate creativity as they apply to motivating students to high

levels of artistic and academic achievement. Excellence must be demonstrated in the

classroom, studio, or rehearsal hall. Range, depth, and currency are requirements of the

subject matter being taught. Faculty must participate in the development of new courses,

programs, teaching materials, and teaching techniques.

Creative/Research Activity: Faculty must make appearances as a soloist,

accompanist, conductor, or ensemble member. Faculty performances or master classes

must raise local, regional or national visibility. They must publish musical compositions or

arrangements. Faculty must be published as authors, co-authors, contributing author, editor, and translator of books, chapters in books, articles, monographs, and reviews.

Professional Activity: Faculty must provide service as an adjudicator. They must judge major competitions, when it is clearly an honor to have been selected. Faculty must be winners of prizes, awards, fellowships, or other recognition. Their participation in the meetings of professional associations as officer, speaker, panelist, adjudicator, performer, or conductor is required. During observations, one faculty member stated that only a few people had shown up at his performance, but he was not dismayed. Another faculty member reassured him, that it was due to the fact that the performance was in City, and the weather was not conducive to travel.

Service: Faculty must participate in work at the departmental, college, or university level. They must recruit for the department. Service on state or community arts agencies is required. They must be assigned administrative duties within the department (Music Department's criteria for promotion and tenure document, adopted by Music Department faculty, 12/01/00, pp.5-6).

> Dr. Cello spoke of hindrances to her being mentored in the department of Music:
>
> My predecessors didn't have the greatest reputation in the state and the instrument program still doesn't have the greatest reputation in the state…that type of precedent was what guided me the most, as people in this department, didn't take my position seriously at first. The band program and the choir program are very important. The marching band is the most important thing in the universe in this state and playing the instrument is not. There was a bit of hierarchy in terms of job importance, or perceived job importance in the department. So, I felt in coming

here, I had to carve out a niche for the instrument program. It's a little bit of the black sheep of the department.

Dr. Cello expressed these sentiments when asked of her experiences of being a mentor to a female faculty or graduate student:

I haven't except for having a TA in my intro to music class...I haven't had a lot of graduate students here. It's a relatively new graduate program in the music department. I just had a choral graduate student as my TA last semester, and I worked with her a little bit preparing 2 or 3 classes and course material there, but other than that we were sharing her between two different faculty members, so I wouldn't say I was much of a mentor to her. I don't have any graduate students now in the instrument program.

Ms. Piccolo specifically spoke of formal and informal mentoring of her students at Midwestern University:

I would say the teaching side of it, of helping them with their theory, is more formal...them coming to me, as a voice teacher, it gets really informal in their voice lessons, cause it's just one on one...I laugh and say you almost need a counseling degree to be a voice teacher. It's so different than if I was teaching a math class where you don't have that one on one personal relationship with your teacher as much. It's just one hour I spend with each student individually a week...probably it's about 50/50 as much formal as informal, because I have constantly students that come in here and are upset, because over the weekend their parents...may be going through a divorce...it comes into their voice lesson. They'll come in just tears, they can't sing a song, if they're emotionally upset.

They'll start singing and all of a sudden they'll start crying. One, last semester, walked in and I could tell she was upset. She burst into tears because she had failed a music theory test... I had to tell her...you're going to make it, if you just hang in there, it will work. They know they can call me anytime, if they want to call me at home, if they need to talk, then, I'm always available to them pretty much, unless they call at 1:00 in the morning. I tell them, because I know my teacher at Somewhere University, did not....you weren't allowed to call her at home....So, I don't have a problem with that. If a student wants to call me at home, then that's fine. The basic thing for that would be, but it is, everyone is kind of a family. In my studio, we get together about once a week, as a group, all of my students....I have parties at my house for them. Therefore, they can build relationships with their fellow classmates. It's kind of a relaxing time for them to get away from musical theory for a while.

Dr. Drum and Dr. Cello expressed the same sentiments in regards to hindrances and enhancements for mentoring and the implementation of a mentoring program in the Music department:

Mentoring of female faculty in this department is generally informal. We make ourselves available, we offer help, or we say please call me if you need me. Time is a hindrance. You know you get to the point where if they add one more assignment, or one more committee meeting, or they ask you to do one more thing, you say, how am I going to get everything done?....that would be a roadblock. The benefits or enhancements of a formal mentoring system, for us, could be wonderful. It would enhance the quality of the work that we could do

together and it would enhance our relationships with each other. It would give us opportunities to work together as a team a little bit more.

<u>The Calendar</u>

"Activities within every social environment are governed by some kind of calendar. The calendar spells out the particular arrangement, sequence, and time frame within which activities and relationships occur. The calendar may be very carefully defined or hardly defined at all. However, time is a crucial component to social activities and must be considered for an adequate understanding of social environment"(Lingenfelter, 1996, p.40).

According to the Music Department's criteria for faculty promotion and tenure, a "Personnel Committee" referred to as "the Committee" will be formed and consist of six elected members of the music faculty, excluding the department head. Members of the Committee shall be tenure track or tenured, and all tenure-track or tenured faculty members shall be eligible to elect the Committee. Representation on the Committee must include at least one member of each sex. A majority of the Committee must be tenured (Music Department's criteria for promotion and tenure document; adopted by the Music Department Faculty, 12/1/2000, p. 1).

The election of new members of the Committee shall take place at the first departmental faculty meeting of each academic year. The regular term of membership shall be two years, with three new regular members elected each year. Committee members will be eligible to serve in consecutive terms. Each year, the Committee will elect its own chairperson and secretary.

The Department Head shall inform the Committee of faculty members eligible for

tenure or reappointment by October 1 prior to the final year of the faculty member's appointment. Untenured faculty members will be reviewed by the Committee in their second year. The Committee will examine the faculty member's annual file and will submit to the Department Head, a written statement of evaluation. The Department Head will give a copy of this letter to the faculty member and may use Committee comments in the annual appraisal (Music Department's criteria for promotion and tenure document; adopted by the Music Department faculty, 12/1/2000, p. 2).

The Committee shall invite all faculty members to submit written recommendations concerning reappointment, promotion, and/or tenure decisions at least four weeks before their final deliberations. The candidate is required to sign a form indicating whether they waive their right to know the content of the letters submitted. Faculty will be informed in advance of solicitation of letters whether access to such letters has been waived by the candidate. The letters serve in an advisory capacity to the Committee and the Department Head, but will not become a part of the faculty member's document (Music Department's criteria for promotion and tenure document; adopted by the Music Department faculty, 12/1/2000, p.

CHAPTER V

RESEARCH ANALYSIS

The previous chapter presented case studies of the Veterinary Clinical Sciences

Department, the Biochemistry and Molecular Biology Department, and the Music

Department developed from interviews, observations, and document analysis. A

questionnaire was also used as a preliminary, but not exclusive data source in this study in

determining the grid/group category of each site studied. The questionnaire

(APPENDICES A, B, & C) was developed based on the anthropological framework for

organizational cultures provided by Mary Douglas (1982). The items were drafted using

grid and group questionnaires from previous studies combined with current literature in

the areas of higher education faculty studies and mentoring of female faculty in higher

education. Questionnaire results of each department are found in (APPENDIX E).

Table II (APPENDIX F) lists the respondents' names, rank, and gender for each

department.

This chapter provides analysis of these cases in the case presentation format

described by Lingenfelter (1996), focusing on the following features of the social

environment: the playing field (space); the players (people); the rules of the game

(relationships); the game (activities), and the calendar (time). The questionnaire results

will be discussed first for each college in order for the reader to gain an awareness of the

initial, approximate grid/group category for each department. The analysis following the

questionnaire results reinforces and complements these initial findings.

The Veterinary Clinical Sciences Department

Questionnaire Results

A total of 10 out of 29 (34 percent) VCS faculty members answered the

questionnaire. The researcher sent an initial e-mail request to all faculty members in VCS.

Additionally, she also sent two follow-up e-mails requesting that faculty members respond

on line to the questionnaire or by regular mail. Some faculty preferred a copy of the

questionnaire be mailed to them via the post office, which the researcher respectfully

complied with their request.

Grid Questions. 45 of the responses were in the low grid category, while 44 were

in the high grid category. The questions that most clearly indicated low grid included:

Item #2: Work and labor activities are self-directed.

Item #4: Authority structures are decentralized.

Item #5: Communication channels are informal.

Item #8: Curricular decisions are individually negotiated.

Item #9: Self-defined interests motivate instructors.

There was a strong perception of high grid on item numbers 1, 6, and 7. These

were, respectively: fiscal resources are allotted to individuals by the VCS administration

(i.e., either Department Head (s), Associate Dean (s), Dean, or other College

Administrators; financial resources are allotted to the faculty by the VCS administration;

and hiring and placement decisions are centralized; made by the VCS administration.

It is important to note that the dimensions of grid and group are on a continuum.

Of the nine grid questions from the VCS questionnaire responses, three were on the high

grid category, while six were on the strongly low grid category.

Group Questions: 56 of the responses were in the high group category, while 39

indicated low group. The questions that most clearly indicated high group included:

Item #10: The VCS corporately controls fiscal resources.

Item #12: Authority is corporate with clear accountability to members.

Item #14: Financial resources are corporately regulated/maintained by the VCS.

Item #16: Social activities and work are commingled.

Two questions strongly indicated low group:

Item #17: Productivity is evaluated according to individual goals and priorities and

Item #18: Mentoring practices that occur either formally or informally are for the

betterment of the individual faculty member in the long run.

Although both the total high/low grid responses are close, the researcher's analysis

indicated VCS was classified in the low grid category. In regards to the group category,

seven of the group category responses strongly indicated high group, and only two

indicated low group. Therefore, based on the questionnaire, the initial grid and group

category for the veterinary clinical sciences department was Collectivist (Low Grid, High

Group). Other data collection efforts revealed a similar pattern.

The Playing Field

Grid Considerations. "People in every social environment utilize space and

materials to facilitate their interests and daily activities" (Lingenfelter, 1996, p.44).

Ordinarily, in a low grid social environment, people view property more as a means to an

end than as a symbol of one's role. The concept of role is primarily unimportant because the number of roles is restricted and most, if not all, individuals have the opportunity to achieve those roles (Lingenfelter, 1996).

The offices of the VCS department for the Department Head, the faculty, and staff were basically the same in regards to size and location. The offices are small and are open at the top. This makes privacy an issue and interferes with mentoring, because, as one interviewee stated, the walls have ears. However, faculty doors are always open to anyone who needs assistance. The Department Head, faculty, and staff work primarily on the first floor which is the teaching hospital of VCS. Therefore, they are not usually in their offices, but working with the students on the first floor.

All of the female faculty who were interviewed appeared to be very comfortable in any space to be interviewed. Two of the interviews took place in faculty offices, and one in a classroom. One of the women, apologized for the messiness and disorder of her office, but stated she had no time to organize it, because she was primarily on rounds. Another woman was eager to show me pictures of her grandchildren, which were not in frames, because she primarily was teaching students. The third interviewee felt more comfortable in a classroom, because it was more private. These women did not define themselves, according to their work areas, but saw their role as being of the best service to the students, to each other, and to the VCS department as a whole.

The researcher observed that the veterinarians, students, faculty, secretaries, and staff had no problem with sharing their space or medical instruments with each other. Although, only doctors, students, faculty, and owners of pets were allowed in the exam room area, they had no problem with the researcher being there to observe. The

researcher was always with a student or the Department Head, but never felt as though she was infringing on anyone's territory. The researcher observed students' personal belongings in a study room, which also served as a conference and classroom.

Group Considerations. Typically, in a strong group social environment people hold property as a resource committed to the survival of the group. Corporate ownership becomes a key component of property relations, and the group organizes itself to manage its resources for the benefit of the whole (Lingenfelter, 1996).

In regards to the VCS department, also typical of a high group social environment, fiscal resources were corporately controlled. During observation of an animal being treated, the woman who allowed the researcher to observe, stated that the fees for clients are higher in VCS than outside veterinarians. This is due to the fact that the treatment is a total learning experience for the students. Also, the owners experience a much longer wait time, due to the extensive examination of an animal. The VCS department has their own pharmacy, wherein medications are sold at a much higher price than an outside facility. The researcher did not observe any dissatisfaction, on the part of owners of pets, for their long wait or the price of medications.

The Players

Grid Considerations. The players within a low grid social environment define their labor as goal and task oriented. The goal of the labor activity leads to objective requirements for the organization of that work and social labor (Lingenfelter, 1996). The task to be accomplished, sets the work agenda, and the schedule, productivity, relationships, and compensation grow out of the task and the laborers who are required to

do it (Lingenfelter, 1996).

The VCS exhibited this low grid social environment wherein work and labor were self-directed rather than mandated. During observation of an examination of an animal by a student, the researcher noticed that she was completely on her own, in terms of the initial examination. However, she checked her diagnosis with the doctor (veterinarian) before administering treatment. The veterinarian was very supportive of her diagnosis, but required some follow up work to confirm the diagnosis.

All of the players in VCS, which included the Department Head, faculty, doctors (veterinarians), interns, students, administrators and secretaries all seemed to be working towards common goals. The Department Head made himself very accessible to the researcher, and while giving her a tour of the VCS department and teaching hospital, commented that the primary goal of VCS is to enable students to become good veterinarians. Another goal was to ensure the utmost care of animals and their owners.

Group Considerations. Typically, in a strong group work environment, individuals have separate work activities, but the group will call or even coerce members to participate in corporately, organized labor (Lingenfelter, 1996). Group leaders assign tasks and responsibilities to the various members of the group (Lingenfelter, 1996). This description was very indicative of the VCS players.

Corporate labor, with a group focus, involves extensive social interaction among the players (Lingenfelter, 1996). There were always at least two people, students, or student and doctor, during the examination and treatment of an animal. The students do the initial examinations, but they work, with each person in each section of VCS in a collaborative manner. Observations of students, interns, secretaries, and veterinarians

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indicated they worked together with no friction or anxiety. They all know what is
expected of them and their duties. VCS's strong group social environment, unfortunately,
did not allow much time, if any, for mentoring of female faculty. Everyone is so
consumed with the group efforts, that any slack time is needed for meditation or
relaxation.

The Rules of the Game

Grid Considerations. In the low grid social environment instructor rank and roles
are achieved by individual productivity. According to the VCS RPT guidelines, the
primary responsibilities of the department are: teaching clinical sciences to veterinary
students, providing post DVM (doctor of veterinary medicine) training in clinical
specialties, and providing an environment for faculty members which will encourage
individual professional development via creative activities and extension services.

People in a low grid social environment are increasingly expected to negotiate their
own relationships with others (Thompson, Ellis, & Wildavsky, 1990). This was evident
of VCS when one female faculty noted that basically you're kind of left alone to decide
what you need to have done. Female faculty in VCS have to make a choice of whether to
mentor or concentrate on teaching, which the latter is usually chosen.

Communication channels in a low grid social environment are informal. All of the
interviewees stated that there was no formal mentoring program in VCS. However, there
are certain ways in which mentoring takes on an informal/formal process. An example is a
female faculty being there to listen to a student's problems (informal mentoring) but,
making certain that the students know what is expected of them (formal mentoring).

Group Considerations. A strong group environment coupled with minimal prescriptions causes lack of internal role differentiation. This causes relations between group members to be ambiguous. Since no individuals are granted the authority to exercise control over another by virtue of their position, internal conflicts are difficult to resolve (Thompson, et.al., 1990). Interviewees revealed to the researcher that all of VCS faculty interact on a continual basis and quite often it is about conflict. They have so much that is required of them that there is not time to deal with the conflicts. This interferes with any mentoring that might occur.

Currently, there are more women in veterinary medicine than men. However, in VCS the men tend to form informal relationships with their friends and have activities that they participate in other than veterinary medicine. If they have a project that they're working on and they think they can include other people, it's usually from the male population. Such opportunities are not as likely to be offered to the women. These are men from "the good ole boy system" where women are less likely to be involved in their circles. In the strong group social environment, individuals can exercise control over one another only by claiming to speak for the group as a whole (Thompson, et.al., 1990). Female faculty in VCS are at a loss here when they are excluded from male activities.

The Game

Grid Considerations. "Every social environment has some focal purpose and common activities" (Lingenfelter, 1996, p.39). The game, as described in this study, was female faculty preference to mentor other female faculty or not. In a low grid social environment self-defined interests motivate instructors. Also, instructor rank and roles

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are achieved by individual productivity. According to VCS RPT guidelines creative activities section: VCS faculty are to provide instruction to pre-veterinary and veterinary students and clinical interns as well as operate a Teaching Hospital to serve the needs of animal owners and referring veterinarians in Oklahoma and parts of surrounding states. In addition to these requirements, VCS faculty are solely responsible for creative activities. Creative activities encompass four forms of scholarship, discovery, integration, teaching, and application.

During my interviews with VCS female faculty, all of them expressed the importance of teaching and training students, which interfered with any mentoring. However, students and female faculty know that they can approach a VCS faculty member with any personal or academic problem they may be experiencing.

Although VCS's typology is primarily low grid, in relationship to the game, the fact that the amount and type of creative activity will be based on a percentage of appointment (i.e., teaching or instruction, service or extension, and creative activities scholarship as defined by Midwestern University's handbook or by the VCS department) falls into the high grid category. This is typical of high grid in which administration controls the RPT requirements.

Group Considerations. Typical of high group social environments, social activities and work are commingled. Also, productivity is evaluated according to group goals and priorities. Several announcements of parties or veterinary seminars were posted on bulletin boards both in the elevator, the first floor area, and the basement. Observations indicated that VCS students, faculty, and staff worked well together. All examinations of animals are a group activity. There are always at least two students and one doctor.

From the time an owner checks their pet into the hospital at the secretaries station, to the time that they leave, a group effort is made to examine and diagnose the animal. Also, students and faculty studied and worked in the lab simultaneously. The primary goals were the care of the animal and training of veterinary students.

Although VCS fell primarily in the high group typology, the practice of mentoring fell into the low group category. Mentoring practices that occur in VCS either formally or informally are for the betterment and success of the individual faculty member in the long run. This would be ideal for VCS if they were not so focused upon group activity. Any individual mentoring has yet to be implemented or practiced.

The Calendar

Grid Considerations. Lingenfelter (1996) stated the importance of time within a social environment. The calendar spells out the particular arrangement, sequence, and time frame within which activities and relationships occur. VCS does not operate on a regular semester basis as does the rest of Midwestern University. Students are required to be on three week rotations for a total of seventeen rotations per semester. These rotations must expose the students to as many areas as possible. Some of these areas include: anesthesia, diagnostics, equine medicine, equine surgery, food animal, radiology, small animal general medicine, small animal ICU, small animal major surgery, and small animal surgery. The faculty is responsible for exposing students to these different areas. Further, VCS has anywhere from 80 to 100 students to divide among rotations.

Group Considerations. Due to the fact that all VCS work is done in groups, a single faculty member may have six students at a time. These six students are rotated

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through the other faculty to expose them to plethora of areas required for their veterinary education. The faculty are also required to administer to owners of pets when they are not teaching.

Summary

In summary, the VCS's low grid and high group typology fell into the Collectivist Culture. Its work and labor activities are self-directed, instructor rank and roles are achieved by individual productivity, authority structures are decentralized, communication channels are informal, and self-defined interests motivate instructors. All of these categories indicate a low grid typology. The only high grid categories were fiscal resources being allotted to individuals by the VCS administration and hiring and placement decisions are centralized or made by VCS administration.

The fact that VCS corporately controls fiscal resources, authority is corporate, with clear accountability to members, financial resources are corporately regulated and maintained by VCS, and social activities and work are co-mingled places VCS in the high group category of grid and group typology. Work and labor activities that are initiated and planned by individual instructors, and productivity that is evaluated according to individual goals and priorities is indicative of the low group category of grid and group typology.

Mentoring practices that occur either formally or informally are for the betterment and success of the individual faculty member in the long run. However, due to the low grid features listed above, and the hindrance of lack of privacy, everything done in groups and faculty time filled with teaching and administering to clients, a formal mentoring

program is difficult to implement in VCS. Mentoring, if any, is done on an informal basis.

FIGURE 2 illustrates the grid and group typology of specific VCS characteristics.

FIGURE 2

VETERINARY CLINICAL SCIENCES DEPARTMENT'S GRID AND

GROUP TYPOLOGY
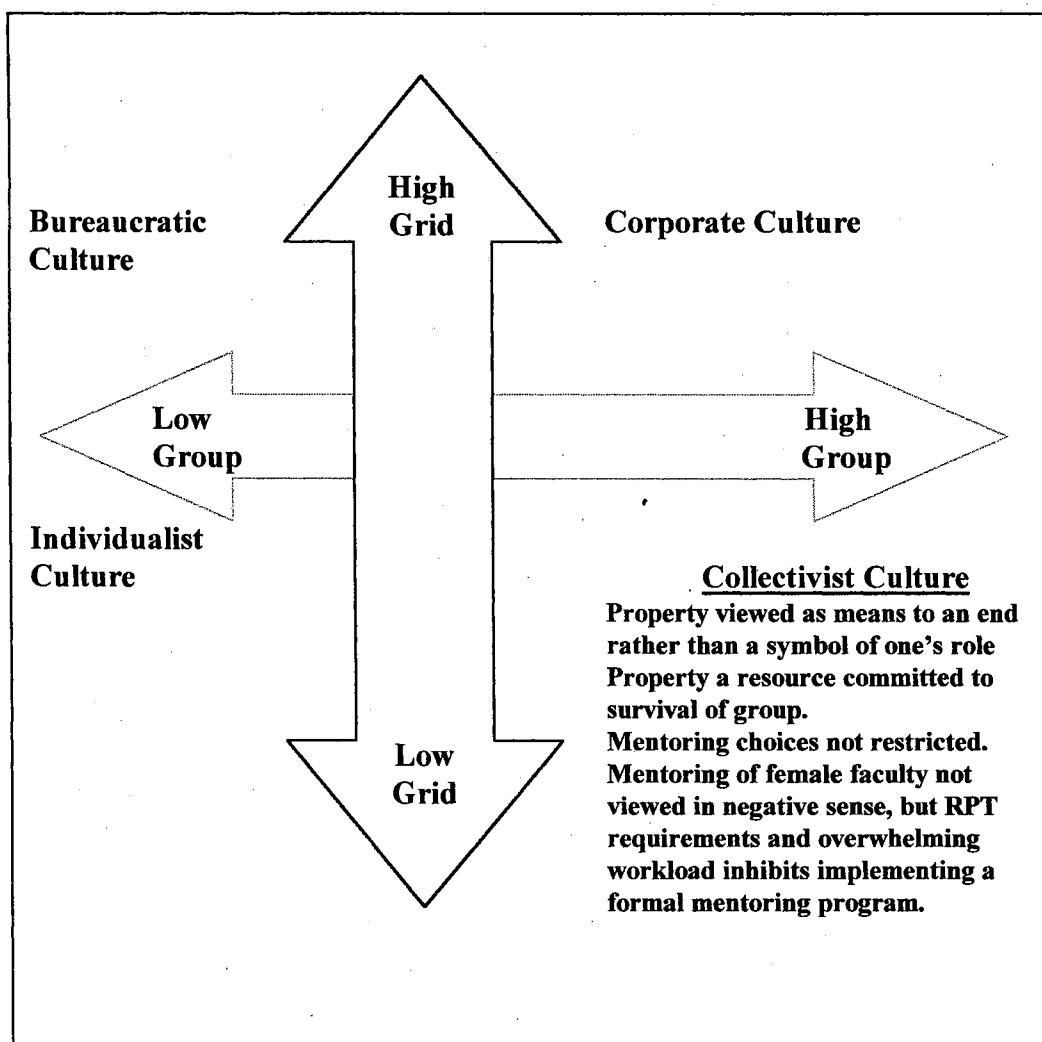
The Biochemistry and Molecular Biology Department

Questionnaire Results

A total of 10 out of 28 (36 percent) BMB's faculty members answered the questionnaire. The researcher sent an initial e-mail request to faculty members. Additionally, she sent two follow-up e-mails requesting BMB's faculty members to respond to the questionnaire.

Grid Questions. 65 of the responses were in the low grid category, while 26 were in the high grid category. The questions which most clearly indicated low grid were:

Item #1: Fiscal resources are allotted to individuals by the VCS administration, (i.e., either Department Head (s), Associate Dean (s), Dean, or other College Administrator.

Item #2: Work and labor activities are self-directed.

Item #3: Instructor rank and roles are achieved by individual productivity.

Item #4: Authority structures are decentralized.

Item #5: Communication channels are informal.

Item #8: Curricular decisions are individually negotiated.

Item #9: Self-defined interests motivate instructors.

The only primary high grid response was item number 7: Hiring and placement decisions are centralized; made by the BMB administration.

Group Questions. 56 of the responses were in the low group category, while 34 were in the high group category. The questions which most clearly indicated low group

were:

Item #11: Work and labor activities are initiated and planned by individual

instructors.

Item #13: Communication flows primarily through individual, informal networks.

Item #16: Social activities and work are kept separate activities.

Item #17: Productivity is evaluated according to individual goals and priorities.

Item #18: Mentoring practices that occur either formally or informally are for the

betterment and success of the individual in the long run.

Three questions indicated high group:

Item #10: The BMB corporately controls fiscal resources.

Item #12: Authority is corporate, with clear accountability to members.

Item #15: Hiring and placement decisions are corporately regulated and made by

BMB.

It is important to note that the dimensions of grid and group in this typology are on

a continuum. Of the nine group questions, only the above three indicated high group,

while the remaining six indicated low group. Therefore, based on the questionnaire, BMB

was placed in the Individualist Culture (low grid/low group) of the grid and group

typology. Other data collection efforts revealed a similar pattern.

The Playing Field

Grid Considerations. Typically, in a low grid social environment, people view

property as a means to an end rather than as a symbol of one's role (Lingenfelter, 1996).

Although there are faculty offices both in the east and west wing of BMB, the doors are

always open to students or other faculty members who may need access. The faculty offices, other than the Department Head's, are medium in size. The interviewees preferred to be interviewed in their offices, and did close the door during the interview.

BMB is housed in Midwestern University's Science Research Center. BMB has an open and spacious feeling due to being surrounded by large glass windows and doors. It gives BMB a conducive atmosphere for working conditions. The Department Head, during her interview, commented that they have a very healthy culture and there are no serious rivalries in BMB.

There are faculty offices located immediately adjacent to the laboratories. The Department Head and faculty allowed the researcher to observe laboratories and faculty offices, without any hesitation. However, she did need an escort to observe the laboratories. The laboratories are kept very clean and are neatly organized. The students and faculty do place a high value on the instruments and equipment in the laboratories, but they view these items, not as a symbol or a high grid category, but as a primary means for conducting experiments and teaching students.

There is a plethora of announcements on bulletin boards located on each floor of BMB. Faculty, staff, and students are encouraged to observe or feel free to take or add announcements as they choose. New announcements were being placed on the bulletin boards daily.

The mail room and copier of BMB, on the second floor, serve as places where scientific or social conversation occurs between faculty. They are located on the same floor and are adjacent to each other. Faculty, secretaries, Department Head, and mail person were observed conversing in these areas. It seemed as though, this was the only

area, where informal conversation could take place. However, once a faculty member had made his/her copies or picked up their mail, they quickly ended the conversation and returned to other work.

Group Considerations. In a low group social environment, the individual becomes a primary focus of social activity. Individuals employ material goods and labor primarily for the survival and enhancement of individuals (Lingenfelter, 1996). This is very true of BMB.

Work and labor activities are initiated and planned by individual instructors in a low group social environment. An example of this is a meeting that took place between two faculty and three students in the lunch room area of BMB. The meeting place was planned by the faculty. All involved met promptly on time, and the meeting was very productive. The meeting lasted an hour. Immediately after the meeting, the area, again, served as a lunch room for the students. Consequently, space in BMB, at the discretion of faculty and students, can serve as dual or several purposes.

The Players

Grid Considerations. Typically, in a low grid social environment, the goal of work activity leads to objective requirements for the organization of that work and social labor. The project to be done sets the work agenda, and the schedule, productivity, relationships, and compensation grow out of the task and the persons who are responsible for it (Lingenfelter, 1996).

The primary players in BMB are the Department Head, faculty, students, secretaries, and mail person. All of their work and labor activities are self-directed and

their self-defined interests motivate them. All faculty interviewees, as well as, students, secretaries, and mail person exhibited these categories. Two interviewees stated they were very pleased to remain non-tenured faculty. They viewed tenured faculty as way overworked. They both enjoyed doing their own job, without interference from administration. Also, one, when asked of her experiences of being mentored as a female faculty, stated she had worked with the Dr. Bug for twenty years, but did not consider that to being mentored. She further considered herself, Dr. Bug's right hand person as did Dr. Bug. However, neither considered it mentoring.

The other non-tenured female faculty member was more interested in getting her job done, than in mentoring anyone. However, she is a person that students or faculty can come and talk to, if they're experiencing problems.

Students in laboratories appeared to be intent on their work, but not a great deal of conversation occurred among them. They knew what was expected of them and were accomplishing their goal. I observed one faculty member and student working together and the topic of work was the primary conversation. There was no sign of mentoring going on.

The secretaries and mail person were also intent on their job. During observations, the mail person distributed mail, but barely spoke to the researcher. The secretaries were friendlier, but intent on their work.

Group Considerations. A low group social environment is not devoid of collective activity, but cooperation is focused upon specific individuals and activities rather than upon the organization of a group. The decision to work and the compelling drive to organize an activity group usually falls to individuals (Lingenfelter, 1996). Cohesion of an

activity-focused group usually derives from its effective functioning together. The primary purpose of the group is to accomplish a common task or goal. Upon attainment of the goal, the reason for forming a group no longer exists (Lingenfelter, 1996).

An example of the above, are after an interview with one of the faculty members, the researcher lost an item and needed to return to the laboratory. She was now working with a student, and was so focused upon the job, that she did not question as to why the researcher had returned. Being aware that their work should not be interrupted the researcher left without inquiring about the lost item.

In a low group environment social activities and work are kept separate. One of the interviewees stated, when asked about the implementation of a mentoring program for BMB, that the faculty would be more than willing to speak or advise such a program. However, the students would have the primary responsibility for implementing a program and it would have to be on their own time, not work time.

The Rules of the Game   ·

Grid Considerations. In a low grid social environment, individuals are increasingly expected to negotiate their own relationships with others (Thompson, et.al., 1990). Also, rank and roles are achieved by individual productivity. According to BMB's policies and procedures statement for RPT, the following is required of their faculty: academic freedom, the right to pursue knowledge, to construct hypotheses, and to offer opinions in an open and unrestricted manner, is a vital right of all BMB faculty members. Further, this right is not to be abridged by narrow specification of duties and responsibilities, nor by narrow interpretations of guidelines such as these. Also, the faculty have the right to

select, retain, and support those faculty members who make full and vigorous use of their academic freedom, who develop productive careers as scholars and teachers, and accept the full responsibility that academic freedom carries with it (BMB's policy and procedures statement, adopted by faculty August, 1992; revised March, 2001).

Although the faculty have the above academic freedom associated with a low grid social environment, it results in a hindrance to mentoring of female faculty. All interviewees agreed on this when they stated: there is so much expected of us, we are schooled to do things well, to do everything you're asked isn't possible. Therefore, anything that isn't essential, (i.e., implementing a mentoring program) needs to be dispensed with. Also, financial resources, in a low grid social environment, are obtained through individual competition or negotiation. This too is a hindrance to mentoring of females in BMB, because there is the pressure to publish and get grants to obtain tenure.

The interviewees also agreed that BMB, being primarily a research environment, no matter what position you're in, as long as you're self-driven, you're never going to get to the end of it. When 5:00pm comes, you've still got as much to do as when you got up in the morning.

Group Considerations. Individuals in the low group social environment are not controlled by other members of the group and the demands of socially imposed roles (Thompson, et.al., 1990). Communication flows primarily through individual, informal networks. In regards to one of the interview questions concerning implementing a formal mentoring program in BMB, two interviewees stated there's no mentorship in BMB. They knew in some other departments, new faculty members had mentors assigned to them, but they're lucky if the new tenure committee meets once a year.

The interviewees further stated: there is no mentoring here. It has never been a part of BMB's culture. Also, they wouldn't favor female specific mentoring, but think new faculty members need to be mentored. They suggested there needs to be a more formal system, particularly when submitting a grant, that other faculty need take the time to review and discuss it. Mentoring is a new concept that has not been seen as a need in BMB. Everyone in BMB is involved in several different things.

The Game

Grid Considerations. "Every social environment has some focal purpose and common activities" (Lingenfelter, 1996, p.39). The game, as explained in this study, was BMB's preference for implementing a mentoring program for female faculty. The two main goals of BMB's mission statement hinder such implementation. The goals, according to a brochure of BMB are: to provide comprehensive, viable, and contemporary education/training program in BMB for members of the university community and, to provide an exciting research environment where scholars are engaged in the discovery and disclosure of new knowledge in contemporary areas of BMB. These goals would appear to promote rather than inhibit implementation of a mentoring program for female faculty. However, when coupled with the plethora of faculty requirements implementation is prevented.

Faculty in BMB are responsible for the development of new courses: new course design and implementation, redesigning or improving established courses, and contribution to improvement of the general curriculum of BMB. This is an indicator of a low grid social environment, where curricular decisions are individually negotiated.

The only indication of high grid in BMB is hiring and placement decisions are centralized; made by BMB administration. RPT will be determined by BMB administration according to faculty contributions to research and teaching.

Group Considerations   In a low group social environment, mentoring practices that occur either formally or informally, are for the betterment and success of the individual faculty member in the long run. This would be ideal for BMB; however, because everything is primarily done for individual goals and priorities, faculty do not choose to mentor faculty. Their primary focus is on their individual efforts to obtain RPT.

However, as one interviewee stated, one thing that would foster mentoring, is the fact that faculty usually know what's expected of other faculty. They know when it's more appropriate to talk to the other faculty member and to get assistance on a certain project.

The Calendar

Grid Considerations. Time is of importance within a social environment. The calendar spells out the particular arrangement, sequence, and time frame with which activities and relationships occur (Lingenfelter, 1996). BMB's policies and procedures statement for evaluation of tenure track faculty are formalized (high grid) in the Annual Appraisal and Evaluation process. However, this appraisal can be provided less formally, (low grid) and more frequently, as the department head and faculty deem necessary. An important component required to obtain tenure in BMB is evidence of a research program, developed by BMB faculty. Upon establishment of a research program, an average of at least one substantial paper per year is normally expected of faculty with 70-100% research

appointments.

Group Considerations. In a low group social environment, productivity is evaluated according to individual goals and priorities. One interviewee stated mentoring, if any in BMB, is an individual initiative. There is nothing formal. Annual performance review on non-tenured faculty occurs with the department head. Individually, this interviewee was very pleased to be out of the tenure track loop. However, she was concerned about her job, when the department gets a new department head within the coming year.

Summary

In summary, BMB's social environment grid and group typology is low grid/low group. Typical of this typology is work and labor activities are self-directed, instructor rank and roles are achieved by individual productivity, communication channels are informal, curricular decisions are individually negotiated, social activities and work are kept separate activities, and productivity is evaluated according to individual goals and priorities.

In regards to mentoring of female faculty in BMB, any practices that occur either formally or informally are for the betterment and success of the individual faculty member in the long run. Unfortunately, the people who comprise BMB are so overwhelmed with other activities and mentoring female faculty is not viewed as a priority. The prior BMB department head was strongly opposed to any mentoring program. He felt it was a waste of time. Time should be spent on teaching, research, and obtaining grants. In order for a formal mentoring program to be implemented in BMB, the culture would have to change,

and that doesn't seem to be possible. FIGURE 3 below illustrates the grid and group

typology of BMB.

FIGURE 3

BIOCHEMISTRY AND MOLECULAR BIOLOGY DEPARTMENT'S GRID AND

GROUP TYPOLOGY

Bureaucratic Culture

**Low
Group**

**High
Grid**

**High
Group**

Corporate Culture

Individualist Culture (BMB)
Property viewed as means to an end rather
than a symbol of one's role.
Labor defined as task and goal oriented
Task to be accomplished sets work agenda.
People expected to negotiate relationships
with others.
Mentoring choices restricted and
Mentoring female faculty not viewed
as a priority due to RPT guidelines.

**Low
Grid**

Collectivist Culture
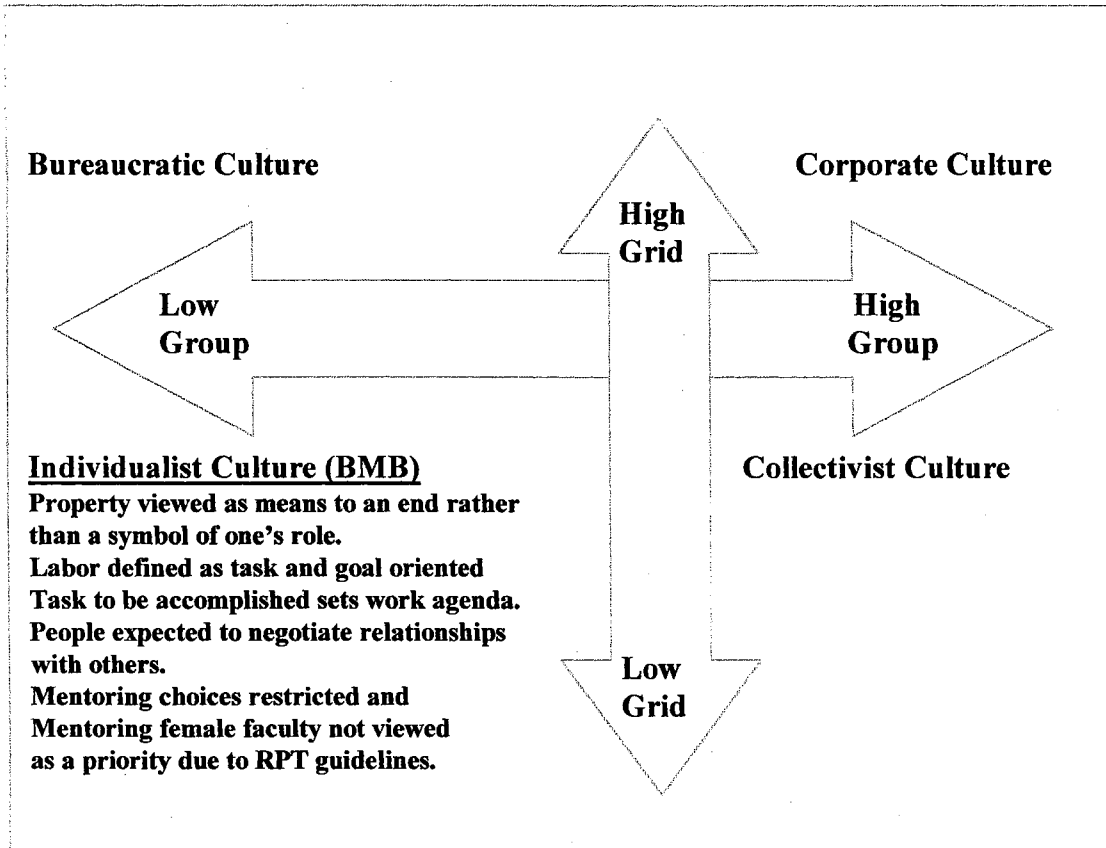
The Music Department

A total of 6 out of 29 (21 percent) faculty members responded to the questionnaire. The researcher sent an e-mail request to faculty members. Additionally, she sent two follow-up e-mails requesting that faculty members respond to the questionnaire. Some faculty members requested the questionnaire via the post office and the researcher complied with their requests.

Grid Questions. 34 of the responses were in the low grid category, while 32 were in the high grid category. The questions that most clearly indicated low grid were:

Item #2: Work and labor activities are self-directed.

Item #3: Instructor rank and roles are achieved by individual productivity.

Item #5: Communication channels are informal.

Item #7: Hiring and placement decisions are decentralized; made by the instructors and/or other non-administrative employees.

Item #8: Curricular decisions are individually negotiated.

Item #9: Self-defined interests motivate instructors.

There was a strong perception of high grid on:

Item #1: Fiscal resources are allotted to individuals by the Music Administration (i.e., either Department Head (s), Associate Dean (s), Dean, or other College Administrator.

Item #4: Authority structures are centralized and

Item #6: Financial resources are allotted to the faculty by the Music administration (i.e., either Department Head (s), Associate Dean (s), Dean, or other College Administrator.

Group Questions. 34 of the responses were in the low grid category, while 33 of the responses were in the high grid category. The questions that most clearly indicated low group were:

Item #11: Work and labor activities are initiated and planned by individual instructors.

Item #13: Communication flows primarily through individual, informal networks.

Item #16: Social activities and work are kept separate activities.

Item #17: Productivity is evaluated according to individual goals and priorities.

Item #18: Mentoring practices that occur either formally or informally are for the betterment and success of the individual faculty member in the long run.

The questions which indicated a perception of high group were:

Item #10: The music department corporately controls fiscal resources.

Item #12: Authority is corporate, with clear accountability to members.

Item #14: Financial resources are corporately regulated/maintained by the music department.

Item #15: Hiring and placement decisions are corporately regulated and made by the music department.

It is important to note that the dimensions of grid and group in this typology are on a continuum. Of the nine grid questions six were in the low grid category, while three were in the high grid category. Also, of the nine group questions, five were in the

low group category, while four were in the high group category. Although the responses appear to be very close, the Music Department was classified as high grid and high group, or the Corporate Culture of the grid and group typology. Other data collection efforts revealed a similar pattern.

The Playing Field

Grid Considerations. Usually, in a high grid social environment, property is viewed as a symbol of position and role in society. People occupying high status positions have greater access to material goods and labor than those individuals in lower status positions. As an individual achieves higher position in the social grid, their public and private control over resources and property increases (Lingenfelter, 1996).

Faculty offices, teaching rooms, practice rooms, ensemble rooms, and a multimedia laboratory are located both on the first floor and basement of the Music Department. Each office is well insulated from the others, a high grid feature. Most of the faculty on the first floor had their doors open in the early morning when observations were done, but closed them when teaching or practicing their particular instrument. Dr. Tuba, the Department Head, stated that the teaching rooms, practice rooms, ensemble rooms, and multimedia laboratory are always open for the students' use. There are also a plethora of bulletins located outside of each faculty's office, announcing upcoming musical opportunities and activities for students and/or faculty. During observations, a student asked one of the secretaries, in the administrative offices, if he could have a key to the building for an evening. The secretary told him he could keep the key through the entire

weekend.

The administrative offices included the Department Head's, his secretary, a second secretary, and financial administrator offices. These offices were all contained in one area. The Department Head's office was located secluded to the back of the area. His secretary's office was located in near proximity to his. The other secretary's office was located near the entrance to the area.

Group Considerations. Typically, in a strong group social environment, individuals hold property as a resource committed to the survival of the group. Corporate ownership becomes a primary feature in property relations. The group organizes itself to manage its resources for the benefit of the whole. Strong group environments have a lifespan that exceeds the life of people in them (Lingenfelter, 1996).

According to one interviewee, such an environment could serve as an enhancement to mentoring. Faculty do get to work together very closely at times. An example is a new faculty member who plays the piano. She played a recital with him/her and it was a very successful venture.

The Players

Grid Considerations. The players within a social environment enact certain roles. Lingenfelter (1996) described a role as the specialization of labor into tasks that are separated by differences in skill, authority, and compensation. The primary players of the Music Department are the faculty, students, and secretaries. Typically, in a high grid social environment, working by role and rule define its primary features. Role is considered the specialization of labor into tasks. These roles are subsequently marked by

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differences in skill, authority, and compensation. Rule is the regulation of a worker's

schedule, productivity, relationships, and compensation by those who direct the labor

process (Lingenfelter, 1996).

Dr. Drum, an interviewee, discussed opportunities for informal mentoring and

advising students. She serves as an adviser to a collegiate organization, called Collegiate

Music Educators. Her primary role is to mentor future teachers and help them get ready

for the teaching profession. She gives student teachers constructive criticism and

feedback. She also conducts the community's children's choir. She further invites

students to observe any time they choose, and/or to come on board and assist her.

Ms. Piccolo expressed her experiences of working by role and rule during her

graduate work. Specifically, her voice teacher was a mentor. She would tell Ms. Piccolo,

and other students, this office is a dictatorship and if you don't like it get out! She is one

of the top voice professors in the United States. She mentors by scaring her students to

practice their voice lessons. Some students could not take it, whereas Ms. Piccolo could

handle her strictness.

Two of my interviewees expressed their experiences of being a mentor to a female

faculty or graduate student: our roles are so focused on the students and helping them

prepare for the teaching profession that we don't devote a lot of time to our fellow female

faculty members, and that's something we really should do. We try to make them feel

welcome by saying if you need help, I'd be more than happy. When we are asked for help,

we're always willing to drop what we're doing and say, absolutely, we can walk you

through this.

Students seemed to be a very close-knit group of people. Although they chatted

with one another in the hallway, it was very clear that they were focused on a certain goal.

They would wait patiently for a music instructor to arrive for their instrument or voice

lesson. They would chat briefly with the researcher, but quickly hurried on to their lesson.

Students also paid particular attention to announcements on the bulletin boards of faculty

offices. One student explained that they were so crowded in the Music department, they

had to use broom closets for offices.

Group Considerations. Typically, in a strong group environment, people have

separate work activities, but the group will call or even coerce members to participate in

corporately organized production. The group will organize discussion about the viability

of a work project, plan the schedule and details of the project, and require members to

participate (Lingenfelter, 1996).

A very important facilitator in the music department enter the secretaries' offices

needing assistance on a certain project. The secretaries dropped what they were doing

and became involved in helping him with the project. It was clear that group involvement

in the project took precedence over anything else the secretaries were doing. The

transition for the secretaries seemed to occur naturally. A faculty member came in the

office and also got involved in the project. It was very clear that group projects take

precedence over individual projects.

The secretary who was closest to the entrance of the administrative offices was

kind and helpful to me. She was particularly helpful with the students and professors who

sought her assistance. Both secretaries were very much aware and current on events

occurring in the department. They worked very well together. Their environment is very

family oriented. I questioned them about an upcoming recital I wanted to attend and they

told me I would enjoy it. I reported back the next day that the recital was wonderful.

The Rules of the Game

Grid Considerations. Typically, in a high grid social environment, an explicit set of institutionalized classifications keep people apart and regulates their interactions (Thompson, et.al., 1990). According to the mission statement of the Music Department, the primary objective of the Music Department is to provide training for students who plan careers in the field of music. There are no explicit rules for implementation of a formal mentoring program. Mentoring female faculty is considered implicit allowing for informal mentoring. However, no mention of mentoring is found in Music's tenure documents. Creative work in music (i.e., performance, composition, or scholarly research), is an intrinsic component of the Music Department's work. This creative work is inseparable from the teaching function. It is also for the enrichment of the cultural environment on campus and in the wider community.

All interviewees agreed that hindrances to mentoring female faculty are their teaching schedules are so packed in addition to the expectations outside of teaching as explained above. Also, the fact that they wear so many hats, being visible in the community and doing research simultaneously, serves as a hindrance to mentoring female faculty.

Ms. Piccolo stated some of the older and wiser professors in the Music Department have come to her and given her examples of music selections that she might do with her male singers. Ms. Piccolo also stated some teachers don't want to help young people learn. They're scared if they help you, you might get a better job than they do

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eventually. She further stated, changing voice teachers is a big issue in music. Music teachers become very upset. It hurts their ego and everything, if you switch teachers. If you do change teachers, they can make it difficult for you to get a role in a school, because that teacher may have been politically correct. There are a lot of politics in music.

Group Considerations. Individuals in a high group social environment are subject to both the control of other members in the group and the demands of socially imposed roles (Thompson, et.al., 1990). Dr. Cello stated an enhancement to the mentoring process in music is the women have more opportunities to just get together with other women, or women outnumbering the men in social gatherings, or merely in the hallway. Also, Dr. Cello had encountered male faculty making sexual innuendos around female faculty. She found by complaining for a sufficient amount of time, that the innuendos ceased. She had not encountered this activity in other music departments throughout the country. Dr. Piccolo makes herself and her home accessible to student gatherings, wherein informal mentoring occurs.

Music's RPT documents require extension activities essential to the department include taking a leadership role in offering extension courses in addition to resident instruction. The expertise of Music's entire faculty is presented to a whole constituency beyond the campus. Also, any faculty musical performances must raise local, regional, or national visibility. Further, performances conducted on a national or international forum, are more highly regarded than local performances. The department recognizes the necessity of creating musical relationships with teachers of the region, and encourages its faculty to work in this arena.

The Game

Grid Considerations. "Every social environment has some focal purpose and common activities" (Lingenfelter, 1996, p.39). The game, as described in this study, was female faculty preference to mentor other female faculty or not. According to the Music Department's RPT document, the faculty are required to possess the ability to arouse curiosity and stimulate creativity as they apply to motivating students in high levels of artistic and academic achievement. Faculty must participate in the development of new courses, programs, teaching materials, and teaching techniques.

Faculty also must make appearances as a soloist, accompanist, conductor, or ensemble member. Observations indicated that, between teaching sessions, faculty closed their office doors to practice their instruments. One interviewee, while inundated with the requirements above, allotted time to do a soloist voice recital.

Another interviewee stated hindrances to being mentored in the Music Department are competition between specialists and Midwestern University's marching band versus other specialties. Her predecessors did not have the greatest reputation in the state and the instrument program still doesn't have the greatest reputation in the state. Therefore, her position was not taken seriously when she first arrived. In addition, the marching band program is the most important thing in the universe in this state and playing an instrument is not. Therefore, there is a bit of job hierarchy and she felt she had to carve a niche for herself and the instrument program.

Group Considerations. One interviewee stated most of the mentoring that might occur is informal. As for helping students with theory, that's formal. However, as a voice

teacher, it becomes more informal because it's just one on one. She stated that one almost needs a counseling degree to be a voice teacher.

Dr. Drum and Dr. Cello expressed much the same sentiments in regards to mentoring in the Music department. Mentoring of female faculty is generally informal. However, there would be several benefits of a formal mentoring system for us. It would enhance the quality of the work we could do together and it would enhance our relationships with each other. A formal mentoring program would give us opportunities to work together as a team a little bit more.

The Calendar

Grid Considerations. In a high grid social environment, hiring and placement decisions are centralized, made by the Music administration. According to the Music Department's criteria for RPT, a "Personnel Committee" referred to as "the Committee" will be formed and consist of six elected members of the music faculty, excluding the department head. Members of the committee shall be tenured track, or tenured, and all members shall be eligible to elect the Committee. The election of new members of the Committee shall take place at the first departmental faculty meeting of each academic year.

Group Considerations. Typically, in a low group social environment, hiring and placement decisions are corporately regulated and made by Music. The Department Head, (high group) will inform the "Personnel Committee" of faculty members eligibility for RPT by October 1 prior to the final year of the faculty member's appointment. The Committee will examine the faculty member's annual file and will submit to the Department Head, a

written statement of evaluation. The committee shall invite all faculty members to submit written recommendations concerning RPT decisions at least four weeks before their final deliberations.

Summary

In summary, the averaged scores from the questionnaire indicated a low grid/low group social environment for the Music Department. Therefore, Music was plotted in the Individualist Cultural context. However, due to the additional data obtained from documents, observations, and interviews, the Music Department's social environment's grid and group typology is high grid/high group. Also, only six faculty responded to the questionnaire. Three of them were interviewed and expressed different perspectives on the questionnaire items and in their interviews than did the other three who responded, but were not interviewed. This is why the researcher classified the Music Department as a high grid/high group Corporate Cultural context. Typical of this typology is fiscal resources are allotted to individuals by the Music Administration (i.e., either Department Head (s), Associate Dean (s), Dean or other college administrator, authority structures are centralized, and financial resources are allotted to the faculty by the Music Administration (i.e., either Department Head (s), Associate Dean (s), Dean or other College Administrator. It is important to note that although the questionnaire responses in regards to formal or informal communication channels indicated they were informal, additional data revealed the Music Department's communication channels are formal. The above are characteristics of high grid.

High group features of the Music's Department's Corporate Culture were: the

music department corporately controls fiscal resources, authority is corporate, with clear accountability to members, financial resources are corporately regulated/maintained by the Music Department, and hiring and placement decisions are corporately regulated and made by the Music Department.

In regards to mentoring of female faculty in the Music Department, faculty are so inundated with teaching and other responsibilities, that mentoring female faculty and implementing a formal mentoring program are not viewed as a priority. This analysis has shown that any mentoring which takes place in the Music Department is primarily informal. FIGURE 4 below shows the grid and group typology of the Music Department.

FIGURE 4

MUSIC DEPARTMENT'S GRID AND GROUP TYPOLOGY

Bureaucratic Culture

Corporate Culture (Music)
Property viewed as a symbol of one's position or role.
Primary features are working by role and rule.
Mentoring choices not restricted.
Authority structures are centralized.
Mentoring female faculty not viewed in negative sense, but grid constrictions prevent implementing a formal mentoring program.

High Grid

Low Group

High Group

Culture

Individualist Culture

Low Grid

Comparison

The findings in the three departments present similarities and differences. All of them are from Midwestern University and adhere to the university's mission, values, and goals. However, some differences are apparent. The departments studied offered three different cultural representations of the Douglas (1982) grid and group model (FIGURES, 2, 3, & 4). General comparisons can be shown to explain how the respective Douglas (1982) grid and group culture typology's promote or inhibit mentoring of female faculty.

The Playing Field

The VCS's Department presents a low-grid, high-group playing field. The faculty offices of the VCS are small, with the exception of the Department Head's, whose is somewhat larger. However, the faculty offices do not have a ceiling which makes privacy and attempts to mentor a problem. In a low grid social environment, property is viewed as a means to an end rather than as a symbol of one's role (Lingenfelter, 1996). Faculty, students, secretaries, and staff all share VCS's space. They share instruments when doing examinations of animals. The VCS's nurses station served as a lunch room, treatment area, social area, and study area. Also, the high group category of VCS indicates that people hold property as a resource committed to the survival of the group. VCS is committed to training students to become good veterinarians. Therefore, the entire department is utilized to meet that goal. VCS's high group category coupled with low grid constrictions prevents implementing a formal mentoring program for the department.

The low group category in regards to mentoring in VCS, indicated mentoring practices that occur are for the betterment and success of the individual faculty member in

the long run. The faculty in VCS viewed mentoring as secondary to the initial goals of VCS.

The playing field of BMB indicated a low-grid, low-group typology. Again, in low grid, property is viewed as a means to an end rather than as a symbol of one's role (Lingenfelter, 1996). Although there is more privacy in BMB in regards to faculty offices, the doors are always open to faculty and students who need assistance. Some of the faculty offices of BMB are adjacent to laboratories. My BMB interviewees stated the students and faculty know they are welcome in these offices at all times.

The faculty offices of the Music Department serve as both lesson rooms and faculty offices. The only office that is secluded is the Music Department Head's. However, faculty doors are open to students and faculty, but are restricted when used as lesson rooms. As with the VCS's department the development of a mentoring program in both BMB and Music fell into the low-group category. In a low group social environment, the individual becomes a primary focus of social activity. Further, individuals employ material goods and labor primarily for the survival and enhancement of individuals (Lingenfelter, 1996). Although mentoring is for the advancement of individuals, implementation of a formal mentoring program for female faculty was not viewed as a priority in all three departments. However, in contrast to BMB and VCS, informal mentoring does occur in Music because of its high group category.

BMB's low group category indicates social activities and work are kept separate, whereas in VCS's and Music's high group category, these activities are co-mingled. BMB's low grid and low group category also serves to inhibit effective, if any, mentoring of female faculty.

The Players

VCS's players also revealed a low grid, high group category. Work and labor activities are self-directed. Although there is a Department Head who initiates goals and objectives, the veterinarians, faculty, students, and secretaries, are all working towards the common goal of treating animals and training students to become good veterinarians. The Department Head did attempt to initiate a mentoring program for faculty, but it is not seen as a common goal among the other players in VCS.

BMB's low grid, low group environment also served as an inhibitor to mentoring of female faculty. In comparison to VCS, BMB's and Music Department's players have so much that is expected of them, that mentoring or implementing a formal mentoring program is not viewed as a priority. The goals of VCS and BMB set the work agenda. Therefore, the schedule, productivity, relationships, and comparison grow out of those goals and the laborers who are required to do them (Lingenfelter, 1996). In contrast to VCS and BMB, the players in Music work by role and rule, wherein role refers to specialization of labor into tasks marking differences in skill and authority. Rule refers to regulation of a worker's schedule, productivity, relationships, and compensation by those who supervise the labor process (Lingenfelter, 1996).

The Rules of the Game

VCS's and Music's player's activity is all done in groups, an indicator of a high group category. There are usually two or more individuals involved in the treatment of an animal. In regards to Music, usually two or more people are working on a voice, instrument, recital or concert performance. BMB's work is a more one on one activity. Ideally, mentoring would seem to be easily implemented in all three departments.

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However, VCS's, BMB's and the Music Department's players are focused upon a learning experience which inhibits implementation of a formal mentoring program. VCS, BMB, and the Music Departments' rules of game were all were driven by RPT guidelines.

VCS's and BMB's low grid category instructor rank and roles are achieved by individual productivity. Also, the faculty in a low grid environment are expected to negotiate their own relationships with each other. None of the departments outlined a mentoring program in their RPT guidelines. Also, in a low grid environment, communication channels are informal. Therefore, in both of these departments, mentoring, if any, takes on an informal characteristic. In contrast to BMB and VCS, Music's high grid category prevents implementing a formal mentoring program.

VCS's high group category coupled with minimal prescriptions causes lack of internal role differentiation. Individuals are not granted authority to exercise control over another by virtue of their position. As a result, internal conflicts are difficult to resolve (Thompson, et.al, 1990). In comparison, BMB's low group category, causes individuals to not be controlled by other members of the group and demands of socially imposed roles (Thompson, et.al, 1990).

The Game

VCS's and Music's evidence of the game of implementing a formal mentoring program would seem more evident due to their high group category. In a high group category mentoring practices that occur formally or informally are for the betterment and success of VCS in the long run. However, the premise of mentoring for the betterment of the individual was placed in the low group category for VCS and Music. Also, in VCS's

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low grid social environment self-defined interests motivate instructors. Instructor rank and roles are achieved by individual productivity. The game of implementing a formal mentoring program, while attempted in VCS, did not receive the attention needed to be successful, due to the features listed above.

BMB's low grid and low group category presented the same problems as with VCS. A mentoring program, although considered at one point, was dismissed as too time consuming by a former BMB Department Head. BMB's main focus is research and obtaining grants. The Music Department's main focus is training students and being visible in the community. There is so much expected of all three departments' faculty, that adding one more requirement, like mentoring, is too overwhelming.

The Calendar

Differences in the cultures of the three departments were also evident in their calendars. VCS does not operate on a regular semester basis as do BMB and the Music Department. VCS students are required to be on three week rotations for a total of seventeen rotations per semester. Also, VCS faculty are on call 365 days per year. BMB and the Music Department have a traditional semester calendar. However, with BMB's low grid and low group typology, any mentoring would be an individual effort, and no one wanted to devote the time to an effective mentoring program. In contrast, Music's high group category allows for informal mentoring.

Douglas's (1982) grid and group model offers a lens for viewing the social situations within the three departments. Three of the model's quadrants were represented in this study. VCS fell into the Collectivist Culture, BMB was placed in the Individualist Culture, and Music was placed in the Corporate Culture.

The Collectivist culture of VCS is indicative of a group that is cohesive and works to maintain values and standards in the existing group. In this social environment, the external group boundary is typically a dominant consideration. The group would value the goals of the department. Although, this cultural description indicates the administration of VCS would have a low degree of influence on the group's goals and values, data collected from VCS presented a strong administration influence. This was coupled with a strong degree of input and participation from the entire group. The evidence of high group causes VCS faculty to not allow competition of role status to overshadow the main focus of maintaining group actions and standards.

BMB's social context was placed in the Individualist Culture (low grid/low group). This social environment allows people to negotiate their activities individually. There are no constraints placed on the individual to be part of a group. Goals are defined by administration, but achievement is due to individual productivity and effort. Any social activity and work are kept separate. People are conservative with the time they a lot to others.

Music's social context was placed in the Corporate Culture (high grid/high group). Individuals in this social environment are required to engage in activities that are for the good of the group's goals. Social activities and work are commingled. The high grid prescriptions prevent individuals from engaging in activities that are not in accordance with their specialized roles.

<u>Summary</u>

In summary, differences and similarities among the three departments could be

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viewed in a variety of areas (TABLE 1). The VCS and BMB viewed property as a means to an end, rather than as a symbol of one's role status. This is typical of a low grid social environment. All three departments fell into the low group category in regards to mentoring. It was seen as to the betterment of the individual, rather than to the organization as a whole. Also, work and labor activities in the low grid context are self-directed and faculty in all three departments did not choose to use their resources to implement a formal mentoring program.

All of VCS's and Music's activity and work is done with two or more persons, to accomplish a particular goal. BMB's work is more of a one on one relationship. They are also working towards a common goal, however, it is focused more on the individual than a group effort. The low grid category indicates self-defined interests motivate instructors. Therefore, in both VCS and BMB, individuals choose to mentor or not, and usually the choice is to not mentor. It is not a mandate from administration. There is informal mentoring done in Music due to its high group category.

VCS's high group category indicates the players hold property as a resource committed to the survival of the group. Mentoring of female faculty is not viewed as important to the survival of the group. There is a great deal of sharing of property with no conflicts in VCS. BMB's players do not share property as a rule. This is not to say they do not view property as a means to an end, rather than as a symbol of one's role status. However, if a faculty or student needs to borrow something from a laboratory in BMB, they are expected to be trusted to return it. People in the Music Department do not share their musical instruments with each other or with students.

VCS's BMB's and the Music Department's fiscal resources are allotted to

individuals by administration. This is a characterization of a high grid category. Also, financial resources allotted to the faculty by administration in all three departments (high grid). Financial resources are corporately regulated/maintained by administration in all three departments (high group).

VCS is similar to BMB in that communication flows primarily through individual, informal networks (low group). Also, curricular decisions in all VCS and BMB are individually negotiated (low grid). The three departments differ in respect to hiring and placement decisions. VCS's and Music's administration makes hiring and placement decisions (high grid), whereas BMB's are made by instructors and/or other non-administrative employees (low grid).

All three departments adhered to Midwestern University's RPT guidelines. However, there is no mention of implementing and/or requiring a mentoring program in their RPT guide books. Also, all three departments' grid and group characterization of the concept of mentoring fell into the low group category. This characterization states that mentoring is done for the betterment and success of the individual rather than for the organization as a whole. Implementing a mentoring program in all three departments would be ideal, however, it is not seen as vital and faculty are overwhelmed with work requirements.

TABLE 1. Cultural Comparisons Among VCS, BMB, and MUSIC Departments

<table>
<tr><th colspan="2">Comparisons</th><th>VCS</th><th>BMB</th><th>MUSIC</th></tr>
<tr><td rowspan="9">Grid and Group Characteristics</td><td rowspan="3">Playing Field</td><td>Property a resource committed to survival of group (high group)</td><td>Property is not highly regulated and access is related to talent and need (low grid)</td><td>Property's a resource committed to survival of group (high group)</td></tr>
<tr><td>Mentoring choices not restricted (low grid, high group)</td><td>Mentoring choices restricted (low grid, low group)</td><td>Mentoring choices are not restricted (high group)</td></tr>
<tr><td>Authority structures decentralized (low grid)</td><td>Authority structures decentralized (low grid)</td><td>Authority structures are centralized (high grid)</td></tr>
<tr><td rowspan="3">Players</td><td>Labor defined as task and goal oriented (low grid)</td><td>Labor defined as task and goal oriented (low grid)</td><td>Primary features are working by role and rule (high grid)</td></tr>
<tr><td>Task to be accomplished sets work agenda, schedule, productivity (low grid)</td><td>Task to be accomplished sets work agenda, schedule, and productivity (low grid)</td><td>Role is specialization of labor into tasks that are separated by differences in skill, authority and compensation (high grid)</td></tr>
<tr><td>Group leaders assign tasks (high group)</td><td>Work and labor are self-directed rather than mandated (low grid)</td><td>People have separate work activities, but the group will call or coerce members to participate in corporately organized production (high group)</td></tr>
<tr><td>Rules of the Game</td><td>People expected to negotiate relationships with others (low grid)</td><td>People expected to negotiate relationships with others (low grid, low group)</td><td>An explicit set of institutionalized classifications keep people apart and regulates their interactions (high grid)</td></tr>
<tr><td>Game</td><td>Self-defined interests motivate instructors and shared collective views in regard to VCS's mission and goals (low grid, high group).</td><td>Self-defined interests motivate instructors (low grid)</td><td>Institutional rewards motivate instructors (high grid)</td></tr>
</table>

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Mentoring of Female Faculty				
	Inhibitors	Mentoring of female faculty not viewed in the negative sense, but overwhelming workload inhibited implementing a formal mentoring program (low grid)	Mentoring female faculty not viewed as a priority and overwhelming workload prevented implementation of it (low grid, low group)	Mentoring of female faculty not viewed in negative sense, but overwhelming workload inhibited implementing a formal mentoring program (high grid/high group)
		Plethora of RPT guidelines inhibit implementing a formal mentoring program for females (low grid)	RPT provides sanctioned ways to behave, and faculty members who spend time mentoring may not achieve RPT unless they have a high percentage teaching assignment (low grid)	RPT guidelines do not include a policy for implementation of a formal mentoring program for female faculty. (high grid)
	Promotions	Decisions for mentoring female faculty are self-defined, intrinsic, and subject to external pressure from other groups (low grid/high group)	None, low grid, low group causes decisions for mentoring female faculty to be individual decision and individuals choose not to mentor female faculty.	Decisions for mentoring female faculty are not restricted for informal mentoring (high grid/high group)

CHAPTER VI

SUMMARY, CONCLUSIONS, BENEFITS, RECOMMENDATIONS, AND

COMMENTS

Summary of the Study

Although mentoring of female faculty is an important component in the success

and career development to women in higher education, this study has shown that it is not

implemented in the three departments researched in this study. Boice (1992) found "those

faculty who are mentored had greater success in coping, less social isolation and stress,

and better student evaluations than those who were not mentored" (Menges, 1999,

p.126). Further, Queralt (1982) found an increase in benefits of mentoring in publication

status, grant acquisition, leadership role, academic rank, yearly gross income, and job and

career satisfaction (Menges, 1999, p. 126). This study showed, in respect to the three

departments, at Midwestern University, that mentoring of female faculty is secondary to

the plethora of work requirements of female faculty. If mentoring of female faculty is

vital, as the literature shows, then why isn't it implemented?

This question poses an important problem in higher education today. Although,

female faculty have made great strides in higher education, they still lack the one on one

mentoring relationship needed to enhance their success. More specifically, as this study

has shown, they lack the same sex mentoring relationship. This is not a conscious decision

on the part of female faculty, but a result of time constraints.

This study used Mary Douglas' (1982) Grid and Group typology as a lens to

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achieve the purpose of this case study which was:

> to explain how the organizational cultures of three departments, in a doctoral
>
> granting institution, served to promote or inhibit mentoring of female faculty.

The participants in this explanatory case study included higher education female

faculty within the Veterinary Clinical Sciences (VCS), the Biochemistry and Molecular

Biology (BMB), and the Music Departments, at a doctoral granting institution in the mid-

west, referred to in this study as Midwestern University. The three departments were

chosen for a wide range in disciplines and for a variety in organizational context. Each

had a diverse spread of female faculty.

Multiple methods, which included interviews, observations, document analysis, and

a questionnaire were used for data collection. The purposes of data collection and

analysis were to serve as characterizations of each department within the cultural

contexts presented in Douglas' (1982) Grid and Group Typology and to present the

study's findings in reference to the framework and literature.

Data analysis and data collection occurred simultaneously throughout the data

collection process. Triangulation of data was accomplished by seeking multiple sources,

such as questionnaire responses, documents, interview transcripts, observation of field

notes, reviews of analytic content, purposive sampling, and rich description. Peer

debriefing from the academic adviser and colleagues in related disciplines and member

checks from interviewees were also used as a strategy for triangulation. Current

information resulting from interviewees' consultation was integrated into the study as

warranted.

One limitation of the study was the compacted time of the interviews. Female

faculty, in all three departments, were so overwhelmed with a plethora of work requirements, that their interview time was constrained. However, most of the interviews lasted about an hour. Another limitation was the fact there was no formal mentoring program implemented in any of the three departments.

Summary of the Findings

Findings in this case study showed some similarities and differences in the cultures of the three departments studied. The overall cultural contexts that best described VCS from BMB and the Music Department were different. VCS was best described as a Collectivist (low grid/high group) culture, BMB best fit into the Individualist (low grid/low group) culture, and Music was described as a Corporate culture (high grid/high group).

The findings in VCS indicated an environment that would be conducive to mentoring females due to the large numbers of females in the department. However, lack of privacy in faculty offices and the department as a whole inhibit mentoring of female faculty. The environment of VCS is constructed to serve students, faculty, and patients. It is very spacious and wide open. Several rooms serve both as teaching, examination of animals, study areas, and lunch rooms. This is due to its Collectivist culture's low grid characteristic.

This is also true for BMB. Faculty offices are either adjacent to laboratories or nestled near the Department Head's office. They are always open to students, however, mentoring is an individual effort in BMB's environment and faculty choose not to

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mentor. Several areas of BMB serve both as meeting areas and lunch areas. These are features of low grid and low group.

The Music department's faculty offices are well insulated from each other. Also, professors place important announcements on bulletin boards indicating job opportunities, recital opportunities, and musical performances in the hallway and on their office doors. The students are expected to peruse these announcements and take them into consideration in the pursuit of their degree in music. These are indications of Music's Corporate culture's high grid and high group environment.

Faculty, students, secretaries and staff are very accessible and helpful in all three departments. The primary activity taking place in VCS and Music is in groups. This is due to their high group features. Also, due to the low grid feature of VCS, people were more than willing to allow the researcher to observe the treatment of an animal. BMB's activities take on a more individual effort, indicative of low grid and low group. Any activity taking place in group fashion in BMB is quickly dispersed with after the activity has ceased. BMB was placed in the low group category because it doesn't have frequent group activity. Several of the female faculty in all three departments were pleased to be on non-tenure track.

The findings also suggested patterns of promotions and inhibitors related to mentoring of female faculty. In VCS, BMB, and the Music Department the main inhibitor was due to the plethora of RPT requirements and workload. VCS, in contrast to BMB and the Music Department, had attempted to implement a formal mentoring program, but RPT and teaching requirements caused its demise. In comparison, VCS and BMB's low grid category resulted in most endeavors, such as implementing a formal

mentoring program, to be an individual effort. Female faculty in VCS and BMB

departments were motivated by self-interests, a low grid characteristic.

VCS people were not on a typical university semester calendar. Faculty were on

call 365 days per year. BMB and Music departments adhered to the university's semester

calendar.

<center>Conclusions</center>

The research questions that guided this study are discussed below:

What are the relationships, in terms of grid and group typology, of the

different departments' environments to female faculty? VCS's grid and group

typology was most appropriately categorized as a Collectivist Cultural (low grid/high

group) environment.

Douglas (1982) characterized the Collectivist culture as follows:

1. "The social experience of the individual is first and foremost constrained by the

   external boundary maintained by the group against outsiders.

2. The extreme case of strong group will be one in which the members gain their

   whole life support from the group as indicated.

3. Individual behavior is subject to controls exercised in the name of the group.

4. Due to the low grid category, formal internal divisions, segregating, delegating

   and specializing roles will be absent.

5. Due to the 4th characterization above, relationships between individuals will be

   ambiguous, and there will always be difficulties about adjudicating rights which

   remain implicit" (Douglas, 1982, p.205-206).

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The work in VCS is primarily done in groups, with the goals of training and educating a good veterinarian. Therefore, any mentoring that could be accomplished would have to be for the good of the group activity, and this is not the case for VCS. The low grid category of the Collectivist environment causes individuals to be increasingly expected to negotiate their own relationships with others (Thompson, Ellis, & Wildavsky, 1990). This, coupled with high group, causes relationships among and between female faculty to be formed for the betterment of the department, rather than for individuals.

BMB's organizational culture was best described as Individualist.

Douglas characterized the Individualist culture as follows:

1. A social context dominated by strongly competitive conditions, control over other people, and individual autonomy.

2. The social context is not constrained by substantive signs of ascribed status: all existing classifications are only provisional negotiable boundaries.

3. Relations between individuals are ambiguous and obligations implicit.

BMB's environment calls for strongly, competitive conditions. This causes relationships between the departments and female faculty to be tenuous at best. The plethora of RPT guidelines, in which tenure is granted, according to obtaining grants and doing research cause BMB female faculty to be focused upon the benefit of themselves rather than the departments. The low grid category of the Individualist cultural environment of BMB allows maximum options for negotiating contracts or choosing allies (Gross & Rayner, 1985). BMB female faculty, mandated by administration, choose to obtain grants and do research rather than mentor.

The low grid and low group category of the Individualist Culture of BMB causes

any increase in rank or role to be an individual and self-motivated endeavor. Also, productivity is an individual effort, whereas in VCS, it was more of a group effort. The strong control over other people, coupled with low restrictions, caused BMB's environmental relationships to female faculty as not being a major priority.

The Music Department's organizational culture was best described as Corporate. Douglas (1982) characterized the Corporate Culture as follows:

1. The social experience of the individual is primarily constrained by the external boundary maintained by the group against outsiders.

2. The extreme case of strong group will be one in which members obtain their life support from the group. If a member has unregulated commerce with other groups or outsiders, the weaker the controls.

3. Due to the strong grid condition this context is organized internally into separate graded compartments, has scope for internal specialization of roles and can accordingly distribute its resources unequally between members.

4. In accordance with item (3) above, this context has a plethora of different solutions to internal conflicts, upgrading, shifting sideways, downgrading, resegregating, and redefining.

The Corporate environmental context calls for tradition-bound institutions in which everyone knows his/her place, but that place may vary with time. The employment of extensive security is obtained at the expense of most possibilities for overt competition and social mobility (Gross & Rayner, 1985). Promotion in this environment is based upon length of service rather than competitively on relative ability. Further, both prosperity and security are collective concerns (Gross & Rayner, 1985).

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Both VCS and the Music Department's high group category calls for the majority of work and activity to be a collaborative effort. In contrast, BMB's low grid and low group indicates work and activity to be self-driven, individual effort. Music's high group category allows for informal mentoring, but its high grid constrictions prevent implementation of a formal mentoring program. Therefore, relationships to female faculty are cordial but tenuous at best.

How do the cultural conditions identified in the grid/group typology affect decisions to mentor female faculty?

In the Collectivist culture, leadership tends to be charismatic and lacking clear lines for succession (Gross & Rayner, 1985). Also, authority structures are decentralized. The Department Head of VCS oversees all activity in the department. He did attempt to implement a formal mentoring system, but it fell by the wayside. He did not push hard enough for the mentoring program to take place. This was due to individuals in VCS as being expected to negotiate their own relationships, a low grid characteristic. The female faculty were afforded to pick a mentor, but actual mentoring did not take place. The high group category of VCS indicates that any activity must be for the good of the group. The decision to mentoring female faculty wasn't viewed, by the Department Head or faculty as being important to the goals of the group in VCS.

In comparison, the Individualist culture of BMB allows the maximum options for negotiating contracts or selecting allies (Gross & Rayner, 1985). Therefore, as with VCS, individuals are free to decide whether they mentor female faculty or not. However, although in the Individualist culture, people are relatively free from control by others, it doesn't indicate that a person is not engaged in exerting control over others (Thompson,

et.al., 1990). A former Department Head of BMB decided that mentoring was a waste of time for BMB. He pushed faculty to do research and obtain grants. Therefore, faculty followed his lead and decided not to implement a formal mentoring program.

BMB's activities are either individualistic or one on one. The one on one activity does not include a decision to mentor female faculty because the goal is to uphold the departments' missions. These missions are to educate outstanding scientists. The decision to mentor female faculty is not included in BMB's mission.

The Music Department's Corporate Culture's high group category causes work and activities to include usually two or more. This allows for decisions to mentor female faculty to be for the good of the group. Therefore, informal mentoring takes place in Music. The findings in this study for the Music Department indicated a great deal of politics in the field of Music. People in this department do not choose to mentor others, because they are afraid the mentee might obtain a better position than the mentor. This was due to the high grid category of Music's Corporate Culture.

How is the Mary Douglas' grid/group typology useful in explaining the promotion or inhibition of mentoring female faculty?

The Collectivist Culture's typology of low grid and high group, would ordinarily promote mentoring of female faculty in VCS. Low grid is indicative of few restrictions placed upon members of an organization. High group is indicative of maintaining activity for the good of the group. However, in VCS, this typology serves to inhibit mentoring of female faculty. This is the case because low grid features include: work and labor activities are self-directed, authority structures are decentralized, communication channels are informal, and self-defined interests motivate instructors. Due to the prevalence of

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these low grid features in VCS, it is up to the individual female faculty members to decide whether or not they mentor other female faculty. The choice to mentor or not is an individual endeavor. An overwhelming workload causes individuals in VCS to choose not to mentor.

The high group features of VCS included work and labor activities are initiated and planned collaboratively by the collective group of VCS, social activities and work are commingled, and productivity is evaluated according to group goals and priorities of VCS. This study has clearly indicated that VCS's work and activity is done primarily in groups. The goals of these groups are to educate and train a good veterinarian. Unfortunately, the mentoring feature of the grid/group typology for VCS, fell primarily in the low group category. Specifically, mentoring practices that occur either formally or informally are for the betterment and success of the individual faculty member in the long run. Coupled with the low grid category, being primarily individualistic in nature, mentoring is inhibited in VCS.

The low grid /high group typology of VCS, serves to inhibit rather than promote mentoring of female faculty in VCS. The absence of strong binding prescriptions (low grid) allows VCS faculty to choose whether they mentor female faculty or not. For example, VCS's RPT guidelines do not include, nor specify, that female faculty are to be assigned a mentor. The high group category of VCS could serve to promote mentoring of female faculty because all work in VCS is primarily a group effort. However, a high group classification indicates that anything done in it's social context is done for the betterment of the group and/or to achieve group goals. The fact that this context allows for social activities and work to be commingled would appear to promote mentoring of

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female faculty. However, the goals of the group in VCS are to train and educate a good

veterinarian. This typology of VCS serves to detract from any implementation of a

mentoring program for female faculty. See FIGURE 5 below:

FIGURE 5

GRID AND GROUP PROMOTIONS AND INHIBITIONS TO MENTORING FEMALE

FACULTY IN THE VETERINARY CLINICAL SCIENCES DEPARTMENT
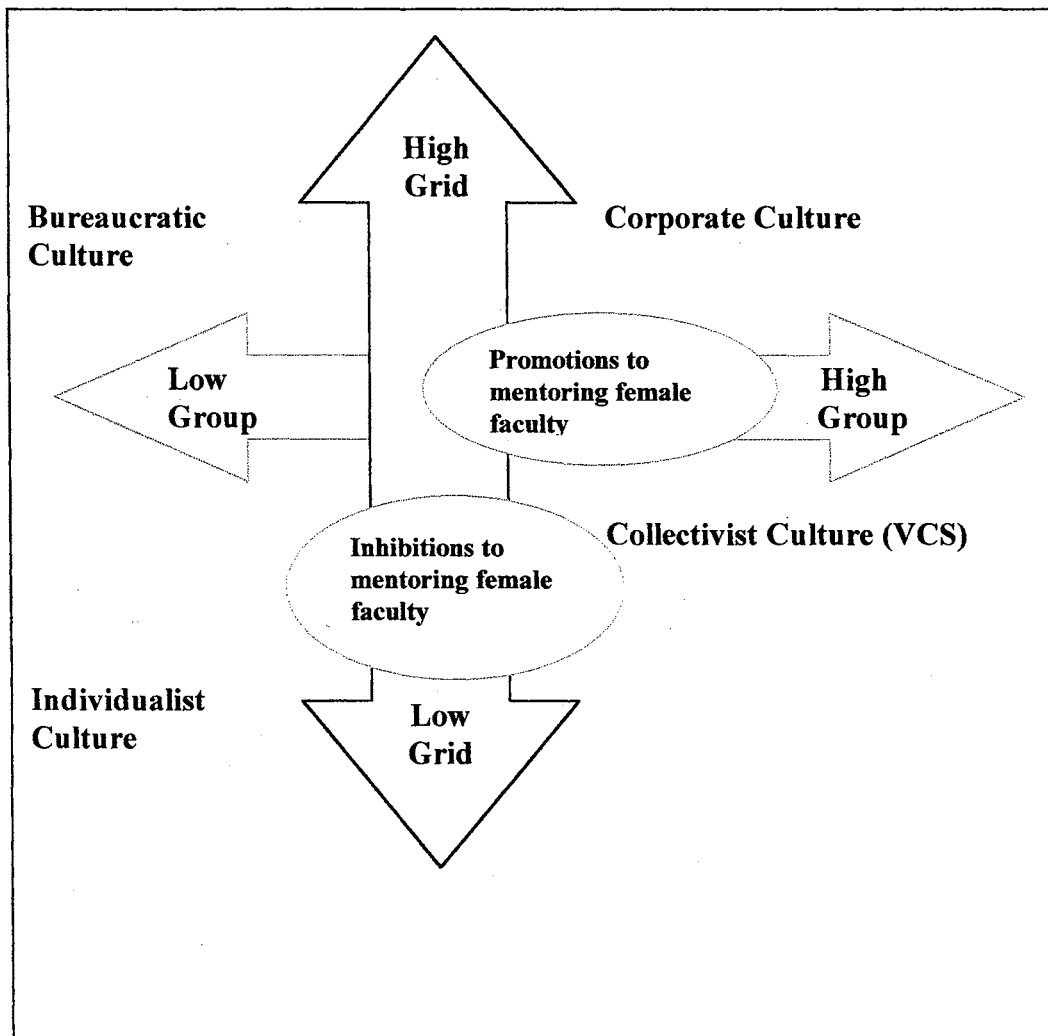
The Individualist Culture of BMB also serves to inhibit mentoring of female

faculty. This is the case because the low grid features, as found in VCS above, are

coupled with the following low group features of BMB. They include, work and labor activities are initiated and planned by individual instructors, communication flows primarily through individual, informal networks, social activities and work are kept separate activities, productivity is evaluated according to individual goals and priorities, and mentoring practices that occur either formally or informally are for the betterment and success of the individual faculty member in the long run. This final feature concerning mentoring was also the case for VCS. These low group features allow individuals to transact freely, as long as they adhere to the terms of the trade. BMB's former Department Head considered mentoring as a waste of time. The primary goals of BMB faculty are to do research and obtain grants.

In the Individualist Culture, some employers and some workers stay outside any collective organization. This cultural context frees individuals from constraints under which they should not be. People in this context are driven by self-interested motives (Douglas, 1994). Some faculty in BMB were very satisfied with not being in the tenure loop. This was also true of some VCS faculty. This was not the case for the Music Department faculty who were self-driven to obtain tenure.

It would appear that the features of low grid and low group would be ideal for BMB to promote mentoring of female faculty. It allows for maximum options for negotiating contracts or choosing allies (Gross & Rayner, 1985). However, due to the plethora of RPT requirements and an overwhelming workload, as with VCS, mentoring female faculty is inhibited. The choice in all three departments is to meet these requirements, and therefore the importance of mentoring is negated.

BMB's faculty adhere strongly to BMB's RPT guidelines and because there is

no mandate for mentoring female faculty therein, the entire concept of mentoring is negated in BMB. The attainment of grants and doing research as an individual endeavor (low grid) far exceeds any pursuit of implementation of a mentoring program. Also, BMB's (low group) characteristic does not allow for group interaction which would promote mentoring of female faculty. Any group activity is strictly work focused, and when the job is completed the group disbands.

Music Department's Corporate Culture's high grid/high group typology is characterized by strong group boundaries and binding prescriptions. The people in this social context are subject to both the control of other members of the group and the demands of socially imposed roles (Thompson, et. al., 1990). The high grid features include: communication channels are formal, fiscal resources are allotted to individuals by the Music's administration, authority structures are centralized, and financial resources are allotted by Music's administration.

The high group features of Music included: the Music department corporately controls fiscal resources, authority is corporate with clear accountability to members, and hiring and placement decisions are corporately regulated and made by the Music department. While the high group category promotes informal mentoring in the Music Department, the high grid category inhibits the implementation of a formal mentoring program in Music. Also, unfortunately, the criteria for mentoring in Music fell into the low group category, wherein mentoring practices that occur either formally or informally are for the betterment and success of the individual faculty member in the long run. Mentoring is not viewed as important enough to the group to implement a formal mentoring program.

In addition, as compared to VCS and BMB, the Music Department's plethora of RPT requirements serve to inhibit formal mentoring in Music. Faculty in the Music Department are required to be visible not only in the department, but in the community as well. These high grid prescriptions inhibit formal mentoring in Music.

The high grid prescriptions in Music would serve to promote mentoring of female faculty if it was mandated in Music's RPT guidelines. Music's faculty are so focused upon adhering to its RPT guidelines pertaining to teaching, recitals, and visibility in the community that the implementation of a formal mentoring program is not viewed as necessary to the success of Music's faculty. Music's high group characteristics would be ideal for promotion of mentoring female faculty. There is ample opportunity for social activities and work to be commingled, which would seem to promote mentoring. However, most group activity is focused upon work in Music. Mentoring female faculty is not viewed as vital to the group's activities. See FIGURES 6 AND 7 on the following pages:

FIGURE 6

GRID AND GROUP INHIBITIONS TO MENTORING FEMALE FACULTY IN

BIOCHEMISTRY AND MOLECULAR BIOLOGY DEPARTMENT
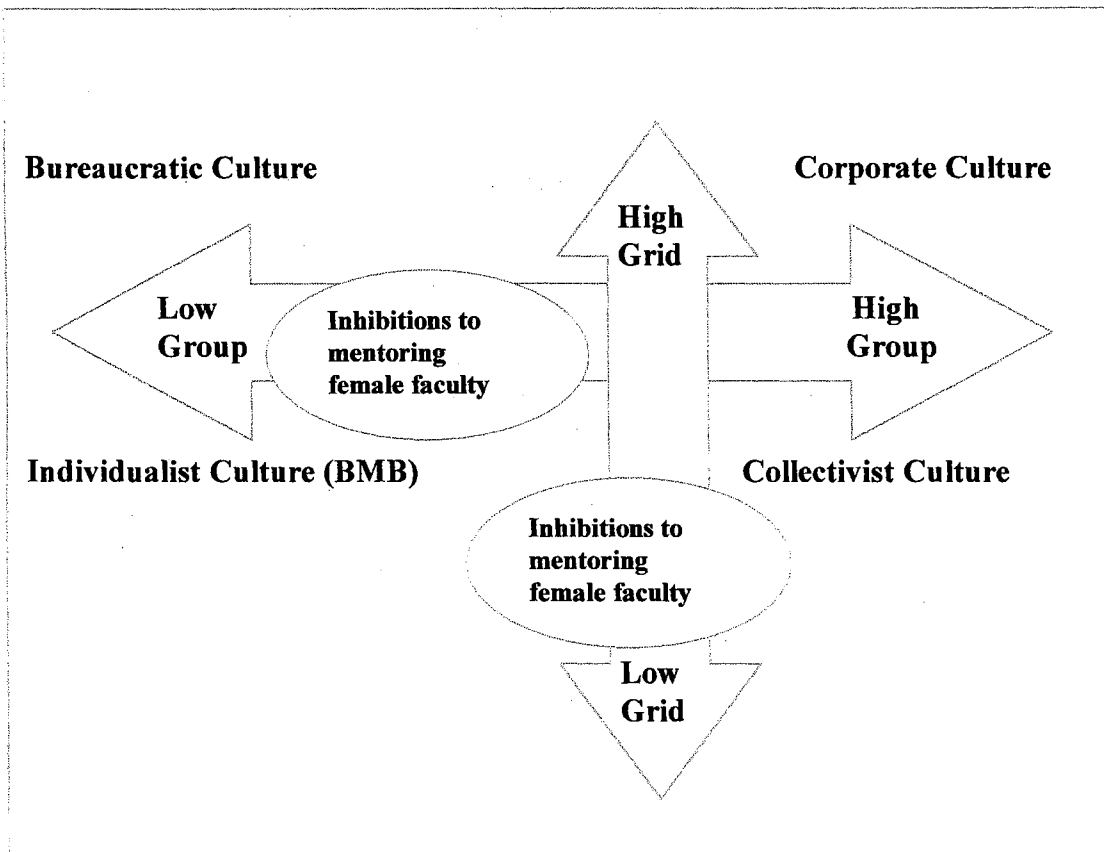
FIGURE 7

GRID AND GROUP PROMOTIONS AND INHIBITIONS OF MENTORING FEMALE

FACULTY IN THE MUSIC DEPARTMENT
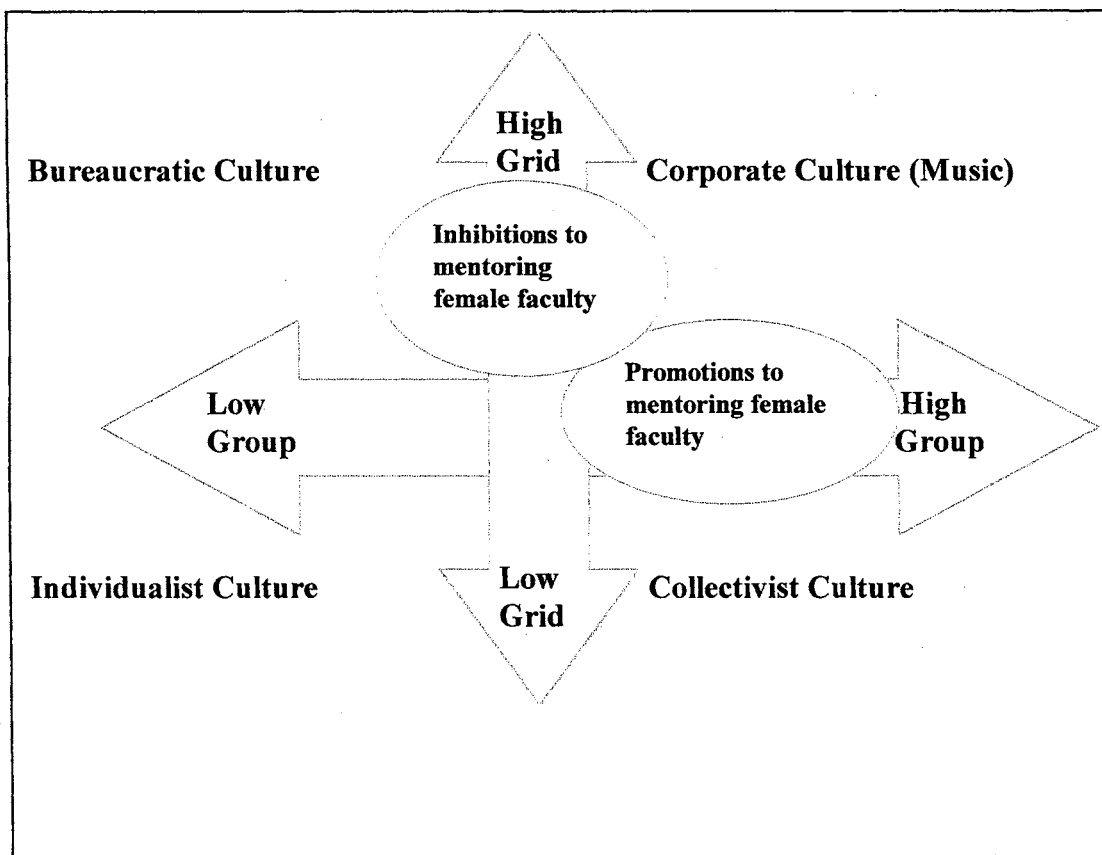
The final research question of this study was:

What will I find that is unanticipated?

It was not anticipated that there would be so little mentoring of female faculty in

VCS, BMB, and the Music Departments in the 21st century. Although, women have

increased in numbers in all three disciplines, the importance of mentoring female faculty is

not viewed as such. The women in all three departments expressed an interest in

mentoring of female faculty, but due to the cultural inhibitions, were content with not

implementing a formal mentoring program. The researcher was also surprised to find some women in all three departments who were pleased to be non-tenure track.

It was not anticipated that the cultural environments of all three departments could serve to inhibit rather than promote mentoring of female faculty. The Collectivist culture of VCS causes relationships to be negotiable and ambiguous, due to the low grid/high group category. The Individualist culture of BMB causes a highly competitive environment, due to the low grid/low group category. Although some of the women in BMB seemed to be close, there was still a hands-off attitude in regards to mentoring each other. Particularly in the Music Department where politics play a significant role in the advancement of women. Also, in Music, although female faculty have opportunities to gather in groups, there is only informal mentoring, due to the high grid constrictions which prevent implementing a formal mentoring program in Music. The high group category of Music would appear to be ideal for implementation of a formal mentoring program. However, it is not viewed as important to the goals of the group and its members.

Women in BMB were not as competitive, but the choice to mentor other female faculty, being an individual decision, was not implemented. Also, the low group category, caused BMB female faculty to not work in groups or for the benefit of a group. They are so busy doing research and trying to obtain grants, individually, that group activity is not a priority. Two of BMB female faculty stated they were each other's right hand ally. However, they did not consider it to be a mentoring relationship.

It was not anticipated that Douglas's grid and group typology's pre-ethnography questionnaire would give a clear picture, when combined with the other data collection

efforts in this study, of the cultures in VCS and BMB, but not in Music. Both the questionnaire and interviews strengthened the cultural contexts of VCS and BMB. However, the interviews and questionnaire did not coincide in Music. The questionnaire results for Music indicated an Individualist Culture. However, the interview responses, documents, artifacts, and observations clearly indicated a Corporate Culture for Music. The interview responses may not have indicated Music's Corporate Culture due to the fact that only six faculty from Music responded to the questionnaire.

Benefits

The findings of this case study impacted research, theory, and practice. The following is a discussion of these areas.

Research

Mentoring of female faculty has indicated a rich history and documented benefits to its implementation. Significant research endeavors have been done to explain the value of mentoring for female faculty and higher educational institutions as a whole. Research has also shown the difficulties of implementing a mentoring program for female faculty. Specific studies have indicated a need for research to address the relationship between mentoring female faculty and organizational culture.

Maack and Passett (1994) posed the question: "Does mentoring involve special considerations"? (Frank, 1986, p.4). Research has emphasized the benefits of mentoring programs and the successes of those who have been mentored. However, mentoring must fit the culture and environment of the institution of higher education. Further, faculty must be involved in the design and implementation strategies for mentoring. Mentoring needs to address the concerns and needs of women in higher education.

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Mentoring female faculty assists them in feeling comfortable with the academic environment (Frank, 1986).

Mark (1986) found culture consists of many components and would be expected to exert a powerful influence on the behaviors of mid-level managers. Such culture has been alluded to, but not studied in depth in the research on higher education (Mark, 1986). Organizational culture has an interactive effect, in addition to traits and behaviors, that produces experiences which may differ for groups of women as compared to groups of men (Mark, 1986).

Kanter (1977) found in order to study organizational culture, one needs to be able to measure it. Kanter's methodology through interviews and research instruments was comprehensive. However, it was conducted in a business setting. When examining culture in higher education, it would be important to study the department level as well as the whole institution (Mark, 1986).

The significance of using Douglas' (1982) Grid and Group Typology as the conceptual framework for this study adds credence to research indicating a need for a cultural perspective on mentoring of female faculty.

Studying the mentoring of female faculty, between academic women, has been addressed using a different conceptual framework. Kegan (1982) used Piaget's (1948 & 1954) and Perry's (1970), framework that suggests persons construct reality or meaning of their experiences based upon their perceptions (Johnsrud, 1994). Due to the complexity and diversity in VCS, BMB, and the Music Departments, Piaget's (1948 & 1954) and Perry's (1970) framework was limited in its application to promotion or inhibition of mentoring female faculty. Applying Douglas' typology in this qualitative

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study served to enhance the reasons for promotion or inhibition of female faculty from an organizational culture perspective.

<u>Theory</u>

Douglas' (1982) Grid and Group Typology posed two primary assumptions:

1). An individual will fail to make any sense of his/her surroundings unless he/she can find some principles to guide him/her to behave in the sanctioned manner and be used for judging others and justifying himself/herself to others, and

2). The social cultural context of an organization serves to permit and constrain effects upon individual's choices (Douglas, 1982).

Based upon these assumptions, Douglas's framework was useful as an explanatory tool to focus on mentoring female faculty in higher educational settings. This framework's effectiveness in identifying the cultural contexts of three departments assisted in examining how their organizational cultures promoted or inhibited mentoring of female faculty.

Although Douglas' typology hasn't been used for this specific purpose, it has been successful in describing particular social units and constructs such as school culture (Harris, 1995), contemporary management organization (Hendry, 1999), comparative risk analysis (Swaney, 1996), social interactions (Calvez, 1993), diagnostics of interpersonal relations (Shevandrin, 1992), and organizations and types of occupational communities (Sonnenstuhl & Trice, 1991).

In this study, Douglas' typology was useful in focusing on cultural context issues, while allowing the reasons for promotion or inhibition of mentoring female faculty to

emerge. Throughout the study, the issues of RPT guidelines, privacy, and politics emerged as key inhibitors to mentoring female faculty. A recommendation for further research would be to focus on these issues and their relationship to mentoring female faculty in higher educational settings without the lens of a theoretical framework.

Douglas' grid and group typology conceptual framework was very useful in this study. It allowed particular insight for mentoring of female faculty in three different departments.

Practice

This study provided implications for practice related to the implementation of mentoring programs for female faculty in higher education institutions. Pistole (1994) stated "women's success can be affected by effective, purposeful mentoring" (p.29). Further, "mentoring in which a more senior faculty member actively participates and facilitates the professional development of the junior faculty member, has been recognized as a useful way to increase the success of women's careers" (p.29). The purpose of mentoring is to employ a trusting, confidence-protecting relationship to guide women through the tasks associated with entry-level status in both the department and the professional discipline (Pistole, 1994). These statements strongly reflect the literature review, in this study, in reference to the importance of mentoring females in higher education.

Madison and Huston (1996) state:

"Mentoring is found to contribute to the professional development of protégés and to be both gender and rank specific, with mentoring opportunities more limited for

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junior female faculty"(Madison & Huston, 1996, p.316).

This study revealed insights into how and why mentoring female faculty is promoted and/or inhibited in institutions of higher education. The literature review indicated common promotions and inhibitors to mentoring female faculty. However, the use of Douglas' (1982) conceptual framework helped place in perspective how and why certain promotions and/or inhibitors operate in a given cultural context.

The findings of this study provided benefits to leadership decisions related to mentoring female faculty in higher education institutions. The findings indicate the ability to identify the cultural context of an organization and its relationship to promotions and/or inhibitions to mentoring female faculty. This factor will allow leader(s) of higher educational settings to place the pieces of this puzzle together to form a complete picture. For example, the Collectivist culture of VCS and Corporate culture of Music appeared to facilitate both the promotion and inhibition of mentoring female faculty in their environments. Additional data revealed faculty members chose not to mentor due to time constraints and a plethora of RPT requirements.

In contrast, the Individualist culture of BMB served to inhibit mentoring female faculty in its organizational environment. Faculty responsibilities related to research, teaching, and obtaining grants, juxtaposed against an administration that views mentoring as a waste of time, further inhibits mentoring female faculty in BMB. This study will allow leader(s) in departments with Individualist cultures the ability to view the importance to the department of mentoring female faculty.

Finally, this study will allow female faculty in higher educational settings to see the importance and necessity of mentoring female faculty. It will benefit the department and

institution as a whole. More importantly, this study will dispel myths and fears of female faculty approaching other females for guidance and support. As a future leader in higher education, this study helped the researcher to see the connection between an organization's environment and the promotion or inhibition of implementing a formal mentoring program for females in higher education.

<div align="center">Recommendations</div>

Several recommendations for further research related to this study need to be noted. Douglas' (1982) grid and group typology framework could be applied to other departments within Midwestern University or to departments within other higher education settings in order to develop patterns that might move beyond explanatory to a more predictive mode.

Gross and Rayner (1985) presented the use of Grid and Group Typology as a model of social change. A longitudinal study, which may illustrate stages of change in one or all three of the cases presented in this study, would benefit mentoring of females in higher education.

The value of Douglas' typology to determining promotions and/or inhibitors to mentoring female faculty in higher education settings warrants future research. Identification and selection of specific constructs such as leadership, politics, privacy issues, RPT guidelines, overwhelming workloads, and gender issues at the beginning of a study would focus the research more clearly, as opposed to allowing such constructs to emerge naturally from the data, as occurred in this study. Further, quantification of these constructs would assist the researcher in more definitively plotting an organization on the grid and group continuums.

The valuable attitudes concerning retention, promotion, and tenure RPT in these cases and how they relate to decisions whether to mentor female faculty also need to be researched more closely. These decisions are largely considered based upon the plethora of RPT requirements in all three cases.

Comments

The researcher learned a great deal from this study. For example, some female faculty are content to remain non-tenured. Also, some women choose not to mentor other women. Further, organizational cultures can and do promote or inhibit mentoring of female faculty. Also, time is an issue concerning mentoring of female faculty. The researcher was surprised to learn Douglas's pre-ethnography questionnaire clearly coincided with interviews, document and artifacts collections, and observations to classify the cultural contexts of VCS and BMB, but did not serve to classify the cultural context of Music. Music's cultural context was classified in accordance with interviews, document and artifacts collections and observations. Finally, there are no requirements in the three departments' RPT guidelines for mentoring of female faculty.

The researcher's personal bias, as a female, caused her to question "Why?" more female faculty were not mentoring each other in these cases? Specifically, why aren't there more activities to foster mentoring female faculty? Why are some women so content to remain non-tenured? Why did some of the women not see the value of mentoring their peers? Why were some apathetic towards the implementation of a formal mentoring program for female faculty? The department heads in VCS and Music were male. However, the females far outnumbered males. Why wasn't' a formal mentoring program

implemented in VCS and Music? The interim BMB department head was female, but had succeeded a male who thought mentoring was a waste of time. Why did he have this perception of mentoring in BMB?

Women encounter a chilly climate in some organizational cultures of higher education institutions (Parsons, Sands, and Duane, 1991). The adoption of an organizational culture perspective could assist in promoting rather than inhibiting mentoring female faculty and dispel the chilly climate. Further, such a perspective, will allow faculty and leaders in higher education the ability to view their organization in a new light, and allow time for purposeful mentoring of female faculty.

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APPENDIX A

GRID/GROUP TYPOLOGY QUESTIONNAIRE
For the Department of Veterinary Clinical Sciences

PRELIMINARY INFORMATION

Position (check one):

$\bigcirc$ Full Professor $\bigcirc$ Associate Professor $\bigcirc$ Assistant Professor $\bigcirc$ Administrator

$\bigcirc$ Other (Please Explain:) _____

INSTRUCTIONS

Below are 18 pairs of statements. For each pair mark the statement that BEST represents your work environment in the department of Veterinary Clinical Sciences. Please remember to keep in mind the entire department of Veterinary Clinical Sciences (VCS) but NOT the College of Veterinary Medicine as a whole, as you answer each question.

$\bigcirc$ Fiscal resources are obtained through individual competition or negotiation	$\bigcirc$ Fiscal resources are allotted to individuals by the VCS administration (i.e., either Department Head(s), Associate Dean(s), Dean, or other College Administrator).
$\bigcirc$ Work and labor activities are authority directed.	$\bigcirc$ Work and labor activities are self-directed.
$\bigcirc$ Instructor rank and roles are ascribed by VCS administration (i.e., either Department Head(s), Associate Dean(s), Dean, or other College Administrator).	$\bigcirc$ Instructor rank and roles are achieved by individual productivity.
$\bigcirc$ Authority structures are decentralized.	$\bigcirc$ Authority structures are centralized.
$\bigcirc$ Communication channels are formal.	$\bigcirc$ Communication channels are informal.
$\bigcirc$ Financial resources are	$\bigcirc$ Financial resources are allotted to the

obtained through individual competition or negotiation.

faculty by the VCS administration (i.e., either Department Head(s), Associate Dean(s), Dean, or other College Administrator).

○ Hiring and placement decisions are decentralized; made by the instructors and/or other non-administrative employees.

○ Hiring and placement decisions are centralized; made by the VCS administration.

○ Curricular decisions are individually negotiated.

○ Curricular decisions are institutionally prescribed by the VCS administration.

○ Institutional rewards motivate instructors.

○ Self-defined interests motivate instructors.

○ Instructors individually control fiscal resources.

○ The VCS corporately controls fiscal resources.

○ Work and labor activities are initiated and planned collaboratively by the collective group of VCS.

○ Work and labor activities are initiated and planned by individual instructors.

○ Authority is ambiguous and fragmented.

○ Authority is corporate, with clear accountability to members.

○ Communication flows primarily through individual, informal networks.

○ Communication flows through corporately regulated/maintained processes.

○ Financial resources are corporately regulated/maintained by the VCS.

○ Financial resources are individually regulated/maintained by instructors.

○ Hiring and placement decisions are corporately regulated and made by VCS.

○ Hiring and placement decisions are individually regulated and made by instructors and/or non-administrative staff.

○ Social activities and work are kept separate activities.

○ Social activities and work are commingled.

○ Productivity is evaluated according to individual goals and priorities.

○ Productivity is evaluated according to group goals and priorities of VCS.

○ Mentoring practices that occur either formally or informally are for the betterment and success of the individual faculty member in the long run.

○ Mentoring practices that occur either formally or informally are for the betterment and success of VCS in the long run.

APPENDIX B

GRID/GROUP TYPOLOGY QUESTIONNAIRE
For the Department of Biochemistry and Molecular Biology

PRELIMINARY INFORMATION

Position (check one):

○ Full Professor ○ Associate Professor ○ Assistant Professor ○ Administrator

○ Other (Please Explain:) _____

INSTRUCTIONS

Below are 18 pairs of statements. For each pair mark the statement that BEST represents your work environment in the department of Biochemistry and Molecular Biology. Please remember to keep in mind the entire department of Biochemistry and Molecular Biology (BMB), but NOT the College of Agricultural Sciences and Resources as a whole, as you answer each question.

○ Fiscal resources are obtained through individual competition or negotiation

○ Fiscal resources are allotted to individuals by the BMB administration (i.e., either Department Head(s), Associate Dean(s), Dean, or other College Administrator).

○ Work and labor activities are authority directed.

○ Work and labor activities are self-directed.

○ Instructor rank and roles are ascribed by BMB administration (i.e., either Department Head(s), Associate Dean(s), Dean, or other College Administrator).

○ Instructor rank and roles are achieved by individual productivity.

○ Authority structures are decentralized.

○ Authority structures are centralized.

○ Communication channels are formal.

○ Communication channels are informal.

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○ Financial resources are obtained through individual competition or negotiation.

○ Financial resources are allotted to the faculty by the BMB administration (i.e., either Department Head(s), Associate Dean(s), Dean, or other College Administrator).

○ Hiring and placement decisions are decentralized; made by the instructors and/or other non-administrative employees.

○ Hiring and placement decisions are centralized; made by the BMB administration.

○ Curricular decisions are individually negotiated.

○ Curricular decisions are institutionally prescribed by the BMB administration.

○ Institutional rewards motivate instructors.

○ Self-defined interests motivate instructors.

○ Instructors individually control fiscal resources.

○ The BMB corporately controls fiscal resources.

○ Work and labor activities are initiated and planned collaboratively by the collective group of BMB.

○ Work and labor activities are initiated and planned by individual instructors.

○ Authority is ambiguous and fragmented.

○ Authority is corporate, with clear accountability to members.

○ Communication flows

○ Communication flows through

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primarily through individual, informal networks.

corporately regulated/maintained processes.

⊙ Financial resources are corporately regulated/maintained by theBMB.

⊙ Financial resources are individually regulated/maintained by instructors.

⊙ Hiring and placement decisions are corporately regulated and made by BMB.

⊙ Hiring and placement decisions are individually regulated and made by instructors and/or non-administrative staff.

⊙ Social activities and work are kept separate activities.

⊙ Social activities and work are commingled.

⊙ Productivity is evaluated according to individual goals and priorities.

⊙ Productivity is evaluated according to group goals and priorities of BMB.

⊙ Mentoring practices that occur either formally or informally are for the betterment and success of the individual faculty member in the long run.

⊙ Mentoring practices that occur either formally or informally are for the betterment and success of BMB in the long run.

APPENDIX C

GRID/GROUP TYPOLOGY QUESTIONNAIRE
For the Music Department

PRELIMINARY INFORMATION

Position (check one):

◯ Full Professor ◯ Associate Professor ◯ Assistant Professor ◯ Administrator

◯ Other (Please Explain:) _____

INSTRUCTIONS

Below are 18 pairs of statements. For each pair mark the statement that BEST represents your work environment in the Music Department. Please remember to keep in mind the entire Music Department (Music), but NOT the College of Arts and Sciences as a whole, as you answer each question.

◯ Fiscal resources are obtained through individual competition or negotiation

◯ Fiscal resources are allotted to individuals by the Music administration (i.e., either Department Head(s), Associate Dean(s), Dean, or other College Administrator).

◯ Work and labor activities are authority directed.

◯ Work and labor activities are self-directed.

◯ Instructor rank and roles are ascribed by Music administration (i.e., either Department Head(s), Associate Dean(s), Dean, or other College Administrator).

◯ Instructor rank and roles are achieved by individual productivity.

◯ Authority structures are decentralized.

◯ Authority structures are centralized.

◯ Communication channels are formal.

◯ Communication channels are informal.

◯ Financial resources are obtained through individual

◯ Financial resources are allotted to the faculty by the Music administration (i.e.,

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competition or negotiation.

either Department Head(s), Associate Dean(s), Dean, or other College Administrator).

○ Hiring and placement decisions are decentralized; made by the instructors and/or other non-administrative employees.

○ Hiring and placement decisions are centralized; made by the Music administration.

○ Curricular decisions are individually negotiated.

○ Curricular decisions are institutionally prescribed by the Music administration.

○ Institutional rewards motivate instructors.

○ Self-defined interests motivate instructors.

○ Instructors individually control fiscal resources.

○ The Music corporately controls fiscal resources.

○ Work and labor activities are initiated and planned collaboratively by the collective group of Music.

○ Work and labor activities are initiated and planned by individual instructors.

○ Authority is ambiguous and fragmented.

○ Authority is corporate, with clear accountability to members.

○ Communication flows primarily through individual, informal networks.

○ Communication flows through corporately regulated/maintained processes.

○ Financial resources are corporately regulated/maintained by the Music.

○ Financial resources are individually regulated/maintained by instructors.

○ Hiring and placement decisions are corporately regulated and made by Music.

○ Hiring and placement decisions are individually regulated and made by instructors and/or non-administrative staff.

○ Social activities and work are kept separate activities.

○ Social activities and work are commingled.

○ Productivity is evaluated according to individual goals and priorities.

○ Productivity is evaluated according to group goals and priorities of Music.

○ Mentoring practices that occur either formally or informally are for the betterment and success of the individual faculty member in the long run.

○ Mentoring practices that occur either formally or informally are for the betterment and success of Music in the long run.

APPENDIX D

SAMPLE QUESTIONS FOR INTERVIEWS OF FEMALE FACULTY IN VCS, BMB, AND MUSIC DEPARTMENTS

1). Tell me your experiences of being a mentee as a faculty member or graduate student. What influences hindered and enhanced those experiences?

2). Tell me your experiences of being a mentor to a female faculty or graduate student. What influences hindered and enhanced those experiences?

3). Please explain the mentoring of females that occurs in your department. Are these formal or informal processes? Please explain.

4). What are the conditions in your department that hinder or enhance the mentoring of females?

APPENDIX E

QUESTIONNAIRE RESULTS BY DEPARTMENT

QUESTION	VCS Total	BMB Total	Music Total
Work related tools are obtained through individual competition or negotiation (Low Grid)	1	5	0
Work related tools are allotted to faculty by the College or unit administration (High Grid)	8	6	4
Work and labor activities are self-directed (Low Grid)	9	9	3
Work and labor activities are authority directed (High Grid)	1	2	1
Faculty rank and roles are achieved by individual productivity. (Low Grid)	6	6	1
Faculty rank and roles are ascribed to individuals by administration. (High Grid)	3	3	3
Authority structures are decentralized. (Low Grid)	3	4	1
Authority structures are centralized. (High Grid)	6	6	4
Communication channels are informal. (Low Grid)	8	11	3
Communication channels are formal. (High Grid)	1	0	1
Financial resources are obtained through individual competition or negotiation. (Low Grid)	0	6	0
Financial resources are alloted to the faculty by the administration. (High Grid)	9	4	4
Hiring and placement decisions are decentralized; made by the faculty and/or other employees. (Low Grid)	0	6	2
Hiring and placement decisions are centralized; made by administration. (High Grid)	9	4	2
Curricular decisions are individually negotiated. (Low Grid)	4	8	3
Curricular decisions are institutionally prescribed. (High Grid)	5	3	1
Faculty members are motivated by self-defined interests. (Low Grid)	8	11	5

Faculty members are motivated by institutional rewards. (High Grid)	1	0	0
Work-related tools are individually regulated/maintained by faculty members. (Low Group)	0	4	1
Work-related tools are corporately regulated/maintained by the college or institution. (High Group)	9	6	3
Work and labor activities are initiated and planned by individual faculty. (Low Group)	6	9	4
Work and labor activities are initiated and planned by the collective group. (High Group)	3	2	0
Authority is ambiguous, fragmented. (Low Group)	3	2	0
Authority is corporate, with clear accountability to members. (High Group)	6	8	4
Communication flows primarily through individually regulated/maintained processes. (Low Group)	7	7	3
Communication flows primarily through corporately regulated/maintained processes. (High Group)	2	4	2
Financial resources are individually regulated/maintained. (Low Group)	0	7	1
Financial resources are corporately regulated/maintained. (High Group)	9	3	4
Hiring and placement decisions are individually regulated. (Low Group)	0	7	1
Hiring and placement decisions are corporately regulated. (High Group)	9	4	4
Social activities and work are kept separate activities. (Low Group)	3	7	2
Social activities and work are commingled. (High Group)	6	4	2
Productivity is evaluated according to individual goals and priorities. (Low Group)	5	8	4
Productivity is evaluated according to group goals and priorities. (High Group)	4	2	0
Mentoring practices that occur either formally or informally are for the betterment and success of the individual in the long run. (Low Group)	5	7	3
Mentoring practices that occur either formally or informally are for the betterment and success of VCS, BMB, or Music	4	2	1

in the long run.

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APPENDIX F
TABLE II

NAME	DEPT.	POSITION & RANK	GENDER
DR. FELINE	VCS	ASSOC. PROF. (TENURED)	FEMALE
DR. CEILING	VCS	ASST. PROF. (NON-TENURED)	FEMALE
DR. SHOE	VCS	ASST. PROF. (NON-TENURED)	FEMALE
DR. COW	VCS	ASST. PROF. (TENURED)	MALE
DR. SPRAY	VCS	FULL PROF. (TENURED)	MALE
DR. FLEA	VCS	FULL PROF. (TENURED)	MALE
DR. HORSE	VCS	FULL PROF. (NON-TENURED)	FEMALE
DR. CAT	VCS	ASST. PROF. (TENURED)	MALE
DR. VACCINE	VCS	ASST. PROF. (NON-TENURED)	MALE
DR. PAW	VCS	ASST. PROF. (TENURED)	MALE
DR. ORGANISM	VCS	ASSOC. PROF. (NON-TENURED)	FEMALE
DR. MICROSCOPE	BMB	ASST. PROF. (NON-TENURED)	FEMALE
DR. TESTTUBE	BMB	ASSOC. RES. BIOCH. (NON-TENURED)	FEMALE
DR. BUG	BMB	ADMINISTRATOR (TENURED)	FEMALE
DR. CHEMICAL	BMB	ASST. PROF. (NON-TENURED)	MALE
DR. LAB	BMB	FULL PROF. (TENURED	MALE
DR. BEE	BMB	ASST. PROF. (NON-TENURED)	MALE
DR. FLY	BMB	FULL PROF. (NON-TENURED)	FEMALE
DR. MOUSE	BMB	FULL PROF. (TENURED)	FEMALE
DR. BEETLE	BMB	FULL PROF. (TENURED)	MALE
DR. DRUM	BMB	ASSOC. PROF. (TENURED)	FEMALE
MS. PICCOLO	MUSIC	VISITING PROF. (TENURE-TRACK)	FEMALE
DR. CELLO	MUSIC	ASST. PROF. (TENURE-TRACK)	FEMALE
DR. MELODY	MUSIC	FULL PROF. (TENURED)	MALE
DR. CHORUS	MUSIC	ASST. PROF. (TENURED)	FEMALE
DR. SONG	MUSIC	ADJUNCT FCLTY (TENURED)	FEMALE

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APPENDIX G
INTERNAL REVIEW BOARD FORM

Oklahoma State University
Institutional Review Board

Protocol Expires: 11/27/02

Date: Wednesday, November 28, 2001   IRB Application No   ED0250

Proposal Title: MENTORING OF FEMALE FACULTY: AN EXPLANATORY CASE STUDY USING
MARY DOUGLAS'S GRID AND GROUP TYPOLOGY

Principal
Investigator(s):

Joanne Murer   Edward Harris
919 E. Knapp Ave.   325 Willard
Stillwater, OK 74075   Stillwater, OK 74078

Reviewed and
Processed as: Exempt

Approval Status Recommended by Reviewer(s): Approved

Dear PI :

Your IRB application referenced above has been approved for one calendar year. Please make note of the expiration date indicated above. It is the judgment of the reviewers that the rights and welfare of individuals who may be asked to participate in this study will be respected, and that the research will be conducted in a manner consistent with the IRB requirements as outlined in section 45 CFR 46.

As Principal Investigator, it is your responsibility to do the following

1. Conduct this study exactly as it has been approved. Any modifications to the research protocol must be submitted with the appropriate signatures for IRB approval.
2. Submit a request for continuation if the study extends beyond the approval period of one calendar year. This continuation must receive IRB review and approval before the research can continue.
3. Report any adverse events to the IRB Chair promptly. Adverse events are those which are unanticipated and impact the subjects during the course of this research; and
4. Notify the IRB office in writing when your research project is complete.

Please note that approved projects are subject to monitoring by the IRB. If you have questions about the IRB procedures or need any assistance from the Board, please contact Sharon Bacher, the Executive Secretary to the IRB, in 203 Whitehurst (phone: 405-744-5700, sbacher@okstate.edu).

Sincerely,

Carol Olson, Chair
Institutional Review Board

VITA

Joanne Murer 2

Candidate for the Degree of

Doctor of Education

Thesis: MENTORING OF FEMALE FACULTY: AN EXPLANATORY CASE STUDY USING MARY DOUGLAS' GRID AND GROUP TYPOLOGY

Major Field: Higher Education and Administration

Biographical:

Personal Data: Born in Rome, New York, on November 12, 1950, the daughter of Howard and Josephine Murer.

Education: Graduated from Rome Free Academy High School, Rome, New York in June 1969; received Bachelor of Arts degree in Sociology from Oklahoma State University, Stillwater, Oklahoma in May 1986. Received Bachelors of Science degree in Business Administration, specializing in Accounting, in June 1990, from Oklahoma State University, Stillwater, Oklahoma. Received Masters of Science degree in Occupational and Adult Education in June 1994, from Oklahoma State University, Stillwater, Oklahoma. Completed requirements for the Doctor of Education degree with a major in Higher Education and Administration from Oklahoma State University, in May 2002.

Experience: Employed as Accounting Assistant at Lone Star Shipping, in Houston, Texas 1971-1974; employed as office assistant at Ruska Instrument Corporation in Houston, Texas 1974-1975; employed as division order assistant at Crown Central Petroleum Corporation, Houston, Texas 1975-1977; and employed at Arabian American Services Company 1977-1980. Volunteer service in American Lung Association, Tulsa, Oklahoma; Tulsa City County Library, Tulsa, Oklahoma; Hospice, Tulsa, Oklahoma from 1981-1983. Volunteer service with Stillwater Literacy Program 1990 to present, Stillwater, Oklahoma.