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LESBIAN, GAY, AND BISEXUAL DOCTORAL STUDENTS' MENTORING
RELATIONSHIPS WITH FACULTY IN COUNSELING PSYCHOLOGY:
A QUALITATIVE STUDY

by

Julianne S. Lark

A Dissertation
Submitted to the
Faculty of The Graduate College
in partial fulfillment of the
requirements for the
Degree of Doctor of Philosophy
Department of Counselor Education and Counseling Psychology

Western Michigan University
Kalamazoo, Michigan
June 1998

LESBIAN, GAY, AND BISEXUAL DOCTORAL STUDENTS' MENTORING
RELATIONSHIPS WITH FACULTY IN COUNSELING PSYCHOLOGY:
A QUALITATIVE STUDY

Julianne S. Lark, Ph.D.

Western Michigan University, 1998

Mentoring is often endorsed within broader discussions of the education and training of students in counseling and psychology (e.g., Ellis, 1992; Gelso & Fretz, 1992; Kilburg, 1991), although, there is very little in the professional literature about these relationships (Carden, 1990). Out of the small amount of professional training literature on lesbian, gay, and bisexual (LGB) issues, Buhrke and Douce (1991) have provided the only discussion of counseling psychology trainees who themselves are LGB. There are no other published sources that discuss the practice of mentoring with LGB students in counseling psychology.

This qualitative study investigated (LGB) doctoral students' mentoring relationships with faculty in counseling psychology. Four broad areas of inquiry were identified for inclusion in the interviews. In what ways do LGB doctoral students in counseling psychology consider mentoring relationships with faculty to be potentially valuable? Do LGB doctoral students in counseling psychology perceive themselves to have opportunities to form mentoring relationships with faculty and what are the issues around the formation of these relationships? How do LGB doctoral students

perceive and experience the purposes or functions of mentoring relationships with faculty? How are LGB students' experiences with mentoring relationships and the effects of those relationships influenced by external (environmental) factors involving heterosexism or homophobia (e.g., anti-gay violence, employment discrimination and homophobic attitudes toward students and faculty)?

Data from semi-structured interviews with 14 LGB participants was analyzed using a grounded theory approach (Glaser & Strauss, 1967). After submitting a preliminary descriptive schema to a peer audit, and a "member check", a final descriptive schema of these LGB doctoral students' mentoring relationships with faculty was constructed. The descriptive schema included two interactive LGB specific contextual themes (safety in the training environment regarding LGB issues and students' level of outness/disclosure regarding sexual orientation) that helped shape three themes regarding LGB students' experience of mentoring relationships (formation, functions and impact). Recommendations for faculty mentors and for LGB doctoral students are made based on the results and implications for research are addressed.

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Julianne S. Lark

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CHAPTER I

OVERVIEW OF THE DISSERTATION

The purpose of this study was to describe how lesbian, gay, and bisexual (LGB) doctoral students in counseling psychology experience mentoring relationships with faculty members. This dissertation is organized into five chapters. Each chapter begins with an overview section that explains the contents of the chapter to follow. Detailed in the next paragraph is an overview of the dissertation as a whole, explaining the purpose and content of each chapter.

Chapter I presents a condensed version of the entire dissertation and serves as a summary of the whole project from literature background through discussion of results. Chapter II presents the review of literature to give the reader a context in which to approach the research project. This review concludes with the rationale for the present study. Chapter III describes the qualitative methodology in detail so that other researchers and consumers of this research are aware of the methods that were used to gather and analyze the data. Since the qualitative frame is somewhat less familiar to many readers, a rationale for the choice of qualitative methods for this study is included. Chapter IV presents the results from this research study. Chapter V presents a discussion of the results, implications and limitations of the study, and suggestions for future research.

Organization of Chapter I

The structure of Chapter I parallels the outline for the dissertation as a whole by presenting a condensed version of each component of the entire dissertation. As a result, there are some sections of Chapter I that appear verbatim as part of one of the later chapters. Each condensed component includes references to the location of the corresponding expanded sections in a later chapters. This chapter is divided into four sections. The first section provides a brief introduction to the study, a statement of the purpose of the study, and the central research question addressed in the study. The second section provides a description of the methodology that was used in the study, including a description of participants and procedures for data collection and analysis. Section three provides a summary of the results of the study and the final section concludes with a discussion of the results and recommendations for future research.

Introduction

Mentoring relationships between students and faculty in graduate training programs in counseling related fields have a largely unexamined history. Although it is not uncommon to hear informal accounts from psychologists about how faculty taught, advised and sponsored them as graduate students, there is very little in the professional literature about these relationships, and a marked absence of empirical studies or formal theories (Carden, 1990). Mentoring is often endorsed within

broader discussions of the education and training of students in counseling and psychology (e.g., Ellis, 1992; Gelso & Fretz, 1992; Kilburg, 1991). For instance, in discussing graduate training in psychology in the next decade, Ellis (1992) asserted that “good mentoring represents one of the important features in graduate training, fosters long- term career competence and promotes effectiveness for both scientists and practitioners” (p. 575). In their widely employed textbook on counseling psychology, Gelso and Fretz (1992) recommended that students find mentors and stated their belief that students’ early career development will be “greatly accelerated” by such mentoring (p. 555). In recent discussions of research training in counseling psychology, it has been recommended that mentoring may be a way to increase research self-efficacy in doctoral students, thereby increasing their future research productivity (e.g., Betz, 1997; Bowman, 1997; Hill, 1997). Amidst these broad recommendations, one of the many unanswered questions about mentoring is whether it is similarly viable, accessible, and beneficial to students from diverse cultural backgrounds and oppressed social groups (Gilbert & Rossman, 1992).

Specifically within the fields of counseling and psychology, several studies have examined mentoring relationships involving students who are members of oppressed groups (Atkinson, Neville, & Casas, 1991; Atkinson, Casas, & Neville, 1994; Bruce, 1995; Eberspacher & Sisler, 1988; Holland, 1993; Swerdlik & Barton, 1988). These studies suggest that the functions of mentors for these students may be similar to the functions of mentors for majority group students: research facilitator,

advocate, skill developer, role model, agent of professional socialization, and promoter of professional visibility. According to several authors, however, the mentors of students from oppressed groups may serve some functions unique to the students' oppressed group status, including: (a) providing successful role models who are members of the group (Gilbert & Rossman, 1992); (b) serving as sources of acceptance and affirmation for the students' minority identity (Hetherington & Barcelo, 1985; Gilbert & Rossman, 1992; Watts, 1987); and (c) offering opportunities to talk about cultural, historical and socio-political topics (Watts, 1987). None of these sources that addressed mentoring for members of oppressed groups focused on LGB students.

Out of the small amount of professional training literature on LGB issues, Buhrke and Douce (1991) have provided the only discussion of counseling psychology trainees who themselves are LGB in a brief section of their article. There are no other published sources, empirical or non-empirical that discuss the practice of mentoring or any aspect of training, with LGB students in counseling psychology. Qualitative inquiry is particularly suited to topics involving the previously unexplored experiences and voices of socially-marginalized peoples (e.g., Croteau, 1996; Hoshmand, 1989; Sang, 1989). Thus, the present study on mentoring LGB doctoral students in counseling psychology employs a qualitative interviewing design in the grounded theory tradition originally developed by Glaser and Strauss (1967). Four broad areas of inquiry were identified for inclusion in the interviews from existing

literature and the author's own experiences with professional training and mentoring. An expanded review of literature in these four areas is included in Chapter II.

The first area of inquiry concerns LGB students' perceptions of the value of mentoring relationships with faculty. Several studies suggested that students in general perceived mentoring relationships with faculty as desirable (Atkinson, Neville & Casas, 1991; Swerdlik & Barton, 1988). However, in Evans, Wall and Bourassa's (1994) study of LGB graduate students in Student Affairs, only one third of the students in the sample identified faculty as a source of support to them in graduate school. *In what ways do LGB doctoral students in counseling psychology consider mentoring relationships with faculty to be potentially valuable?*

The second area of inquiry focuses on the opportunities for and issues in LGB students forming mentoring relationships with faculty. In considering the possibility of forming a mentoring relationship, LGB students may encounter issues around disclosure of sexual orientation (including coming out to self, identity development and identity management), availability of LGB faculty or affirmative heterosexual faculty as potential mentors, and decisions about what characteristics of a potential mentor are most important when negotiating mentoring relationships. *Do LGB doctoral students in counseling psychology perceive themselves to have opportunities to form mentoring relationships with faculty and what are the issues around the formation of these relationships?*

The third area of inquiry pertains to the functions of mentoring relationships for LGB students. In addition to the previously noted functions of mentoring relationships for students from oppressed groups, there may be functions of mentoring relationships that are unique to LGB students. Evans, Wall and Bourassa's (1994) findings suggested that mentors could be helpful to LGB students by encouraging students to explore LGB topics in research and writing; assisting students in the job search, especially around questions of outness; modeling non-heterosexist behavior and language; and making oneself known as a safe person to whom students can come out. *How do LGB doctoral students perceive and experience the purposes or functions of mentoring relationships with faculty?*

The fourth area of inquiry focuses on the effects of homophobia and heterosexism on LGB students' mentoring relationships with faculty. Buhrke and Douce (1991) reviewed research that suggested that trainees in counseling psychology may study, live, and work in campus environments where they are exposed to personal, group and institutional homonegativity on a regular basis. *How are LGB students' experiences with mentoring relationships and the effects of those relationships influenced by external (environmental) factors involving heterosexism or homophobia (e.g., anti-gay violence, employment discrimination and homophobic attitudes toward students and faculty)?*

This study of the mentoring experiences of LGB graduate students may be particularly timely in the unique current historical context of LGB issues in

counseling psychology. In an issue of The Counseling Psychologist dedicated to LGB affirmative training, Croteau, Bieschke, Phillips, Lark, Fisher and Eberz (in press) make the point that “a substantial community of LGB affirmative counseling psychologists is emerging” and that this community “creates opportunities for role modeling and mentoring across various combinations of sexual orientations”. Now that opportunities for LGB affirmative mentoring are emerging, information which can guide and assist students and mentors is needed.

Purpose of the Study and Primary Research Question

The purpose of this study was to begin to describe how LGB doctoral students in counseling psychology experience mentoring relationships with faculty members. Strauss and Corbin (1990) identify the purpose of the research question in a qualitative study is “a statement that identifies the phenomenon to be studied” (p. 38). For this study, the major research question was: How do LGB doctoral students in counseling psychology experience mentoring relationships with faculty?

Methods

In this section, a brief description of the general design of the study is presented as an introduction. The second part of this section focuses on the research participants and the third on the procedures for data collection. The fourth part of this section is a description of how the interview questions were developed from the

literature, with an actual copy of the interview guide in Appendix F. The fifth part describes the procedures used in analysis. A letter is included in Appendix A that documents that all research materials were reviewed and approved by Western Michigan University's Human Subjects Institutional Review Board.

Description of the Study

Guided by the questions reviewed above, the current study investigated the mentoring relationships of LGB doctoral students in counseling psychology using a qualitative method. Qualitative methods have been recognized as one of the ways that researchers can contribute to the recognition and empowerment of oppressed groups by listening to the experiences of the participants (Croteau, 1996; Hoshmand 1989; Sang, 1989). This study, therefore, was designed as a qualitative inquiry with the goal that this open-ended method will allow information to emerge that can be used in future research on mentoring. This kind of method also held the potential for “giving voice” to members of an oppressed group, thereby adding to the existing knowledge about the lives of LGB persons.

Participants

This study utilized semi-structured interviews with a small number of “information rich cases” (Patton, 1990, p. 169) who identified themselves as lesbian, gay, or bisexual and had been enrolled at least two years in a counseling psychology

doctoral program, but who were not more than three years post-graduation. Training directors on the membership list of the Council of Counseling Psychology Training Programs were asked to distribute, and/or ask other faculty to distribute, notice of the study to students they believed might be interested. The training directors/faculty distributors were asked not to identify potential participants to the researcher as this would be asking them to disclose the sexual orientation of students. Instead, interested students were asked to contact the researchers by mail, phone, or email. There was a total of 27 students who contacted the researcher in this way, and all but two met the selection criteria. The names of the 25 students who met the selection criteria were placed on two lists according to gender (10 men and 15 women) and seven names were drawn randomly from each list. This resulted in a list of 14 people who were invited to participate (7 men and 7 women). These persons were called to ask if they had any questions about the procedures described in the invitation and asked to schedule a 90-minute taped telephone interview. Fourteen students representing 13 different doctoral programs in counseling psychology participated in interviews. Eleven participants were White, and three were Persons of Color. Other than the fact that the participant list was intentionally selected for equal number of men and women, the list of participants was similar to the list of volunteers in terms of racial diversity of students, geographic location of students' programs, range of ages and range of students' year in the program. Due to the small and identifiable nature of the LGB community within the field of counseling psychology, more

specific demographic information will not be reported here, to protect the anonymity of the participants.

Researcher

Due to the fact that in a qualitative study, the researcher is the primary instrument of both data collection and analysis, it is important for the researcher to possess what Strauss and Corbin (1990) call “theoretical sensitivity.” Strauss and Corbin define “theoretical sensitivity” as the “attribute of having insight, the ability to give meaning to the data, the capacity to understand, and capability to separate the pertinent from that which isn’t” (p. 41). Strauss and Corbin suggest that “theoretical sensitivity” is developed through familiarity with the literature, professional experience, and personal experience. For the researcher, the key to transforming knowledge and experience into theoretical sensitivity lies in becoming aware of and declaring one's pre-existing assumptions and biases. In Chapter III there is an expanded section in which I explain how I became interested in this dissertation topic. That section (see Chapter III, page 139) traces how my ideas developed as I interacted with the professional literature and records the biases and assumptions that I brought to the project. In the current chapter I am providing a shorter section that includes information on my identity, my previous experience with LGB professional issues and with qualitative research methods and a summary of the assumptions I brought to this study.

I am a 31-year old White lesbian woman completing my doctoral program in counseling psychology. At age 23, in the midst of my master's degree work, I came out to myself and select others as a lesbian. The entire process of moving from little awareness of my own sexual orientation to presently being very openly lesbian has taken place in the context of my graduate studies. I came to this project with previous research experience on LGB issues, some previous experience using qualitative research methods and a fair amount practice and training experience on LGB issues. Lincoln and Guba (1985) suggest that a declaration of assumptions by the researcher is important because with this awareness procedures can be built into the analysis to help the researcher "go beyond" these assumptions (p. 76). Prior to data collection, I thought that mentoring relationships were potentially useful to LGB doctoral students, and that LGB students' experiences of these relationships would be shaped by their minority sexual orientation.

Data Collection Procedures

Participants were sent a copy of the informed consent and a copy of a "working definition" of mentoring. The decision to include the "working definition" of mentoring was made based on two pilot interviews conducted during the design phase of the study. The students that participated in the pilot interviews expressed some confusion about the kinds of relationships that were of interest in the study. For example, students in the pilot study included relationships with faculty who had

served as role models, but had not had an interactive relationship with the student (e.g. an author the student admired because he/she published in a given specialty area). Student's relationships with faculty role models in the field seemed very different than relationships with faculty mentors that were interactive and developed over time. The process of coming to an understanding of the phenomenon in question was time consuming and awkward in the pilot interviews. Therefore, the following working definition was provided to participants as a common starting point, with instructions that they should modify it as needed:

Mentoring relationships are helping relationships between a student and a faculty person who possesses greater experience, influence or achievement. The primary purpose of the relationship is to assist and support the student in achieving long term broad goals. The mentoring relationship may include the mentor providing emotional and psychological support, direct assistance with career and professional development, and role modeling. Mentoring could be considered more personal and reciprocal than role modeling alone in that mentoring requires direct interaction between the mentor and the student. Although some of these activities may overlap with the everyday duties of a faculty member, the activities of a mentoring relationship extend beyond what is solely required of both the student and the faculty member on the basis of their formal relationship. This list of elements was constructed from definitions written by Tentoni (1995) and Collins, Kamya and Tourse (1997).

After the first 4 interviews in the actual study, no major modifications to the definition had been noted, therefore the remaining 10 interviews were conducted using the same definition. The descriptive schema in Chapter IV illustrates the concept of mentoring as it was used and defined by participants.

Prior to the start of each interview, I confirmed the receipt of the informed consent, reviewed the procedures for maintaining confidentiality and gave the participant an opportunity to ask any questions. The interview was opened with the question "In reflecting on your experience in your doctoral training, have you experienced a mentoring relationship with one or more faculty members?" The participant was invited then to identify one of those relationships and describe it. Subsequently, the participant was asked to describe as many of these relationships as he/she would like. After the opening question, there was no set script for follow up questions. Instead, the interview guide approach (Patton, 1987) was used, wherein the interviewer has a list of possible questions that can be drawn from, in addition to probes for clarity or additional information. After each interview, the tape of the interview was transcribed. After the transcription was checked for accuracy, the tape was destroyed. Each transcript was purged of identifying information prior to analysis and each participant was assigned a pseudonym.

Analysis

Analysis took place according to the basic principles of grounded theory (Glaser & Strauss, 1967) and involved repeated reading and coding of the transcripts in order "to discover theory from data through the general method of constant comparison" (p. 1). I utilized the qualitative software program called NUD*IST 4 to manage and code the several hundred pages of transcribed text. NUD*IST stands for

Non-numerical Unstructured Data Indexing Searching and Theorizing, hereafter referred to as QSR NUD*IST (Qualitative Solutions and Research, Pty, Ltd, 1997).

Notes made about the process of analysis were kept in a research log.

Open Coding

At the beginning of the analysis process, I read the transcripts (all 14) several times and recorded themes in the participants' interviews. At the same time, two peer auditors read 4 interviews each, and noted themes in the same way. (Peer auditors had doctoral level training and previous experience either in qualitative research, LGB research, or both.) The two auditors and I compared our lists of themes, noted the commonalities and discussed the origins and meaning of the differences in our observations. The resulting list of themes accompanied by brief descriptions was adopted as the initial coding schema for the analysis. The initial coding schema was tested against all interview data and adjusted several more times. Finally, all interview data was coded by line using this coding schema.

Axial Coding

Axial coding was then used to reassemble the data and move from a coding schema to developing a preliminary descriptive schema that organized the data. A review of the descriptive schema by my dissertation chair resulted in the rewording of several themes, a few changes to the structure of the descriptive schema to increase

clarity, and the addition of material that represented interactions of the themes more clearly. The revised descriptive schema (Appendix O.) was then submitted to the participants for review and comment, i.e., a “member check” (Lincoln & Guba, 1985). In the member check, participants were asked to return a three page feedback form including seven Likert-scale questions regarding how well the description reflected their or other LGB students’ experiences and five open-ended questions asking participants to make observations, alternative interpretations, or comments about what was missing (see Appendix P). The return rate on the member check was 50%, with a high level of participant agreement (6 or 7 on a 7-point Likert scale) with items about whether the themes and proposed descriptive schema were reflective of their mentoring experiences. Participants’ open-ended comments were also largely confirmatory and were used to clarify various aspects of the description.

Results

Using a system similar to Richie, Fassinger, Linn, Johnson, Prosser and Robinson (1997), a description is presented using the following language to indicate the extent of agreement across participants. The words “generally,” “most,” “often,” “the participants” and “the students in the sample,” “the majority,” “usually,” “typically” and “tended” indicate the characteristic response of a majority of participants (9 or more of the 14 participants). The words “some,” “several” and “a number” indicate responses from 4-8 participants. “A few” indicates responses from

3 or fewer participants. Due to the relatively small number of non-faculty counseling psychologist mentors described by participants, the term “faculty” is often used, though a few participants discussed a mentoring relationship with a supervisor who was not a faculty member.

The Descriptive Schema

Some of the aspects of mentoring relationships that participants talked about in this study could be descriptive of any student/faculty mentoring relationship in counseling psychology regardless of the sexual orientation of the student. However, there were two contextual themes that were present throughout the interviews that seemed to be specific to the participant being lesbian, gay or bisexual. These two contextual themes, student’s level of outness/disclosure regarding sexual orientation and student’s perception of the safety regarding LGB issues in the training environment, were interactive with each other. These LGB specific themes also shaped the mentoring relationship as described in the three general themes of formation, functions, and impact of mentoring relationships. In the first section below, the two LGB specific contextual themes will be described. Then, in the second section, the three general themes describing LGB students’ experience of mentoring relationships will be presented.

LGB Specific Contextual Themes

Student's Perception of Safety for LGB People in the Training Environment

There were three dimensions to the theme regarding participants' perception of safety in the training environment. First, they described their training environments as being much broader than the academic department and having multiple levels (counseling psychology program, university, community, field of counseling psychology, socio-political environment of U.S. culture). Within these different levels of environment, participants described methods for assessing safety, i.e., the ways they tried to figure out how LGB issues were regarded in that given environment. Participants often described looking for overt expressions of attitudes (positive or negative) about LGB issues, the presence of openly LGB students and faculty, and the presence of openly affirmative heterosexual allies. Before deciding to apply or accept an offer from a particular program, participants reported that they asked the impressions of openly LGB friends and colleagues, contacted already enrolled students, read the language in university/program materials that pertained to diversity or discrimination, contacted local LGB resource centers, looked up the city/community where the program was located in a LGB publication, and/or visited the campus/program with the specific intent to assess safety on LGB issues.

This process of assessment of safety was ongoing after participants chose their doctoral programs and began their studies. At the departmental level, one

participant reported looking at faculty office doors for posters or symbols of LGB affirmation (e.g., rainbow sticker or pink triangle). Participants also reported asking students and faculty about incidents of harassment or discrimination at any level of the environment (department, university, city/town, etc.) and how these incidents were managed. Some participants observed whether LGB issues were addressed in courses, practica and research work within departments. Two participants related how students in their department were warned against doing research that might cost them an internship or a job, with research on LGB topics being cited as an example of such “costly” research. Participants also observed how other oppressions (e.g. racism or sexism) were handled at various levels of the training environment and used this information to speculate on the level of safety regarding LGB issues.

Participants communicated their perceptions about the degree of safety using terms that fell into roughly three categories: an overtly affirmative environment, a “null” environment (Betz, 1991) or an overtly negative environment. One participant described the departmental training environment as “very supportive... a 9 on a scale of 10” and attributed this to the presence of an out LGB faculty member and the department’s efforts around professional development on LGB issues. The term “null” was used by several participants who explained that LGB issues in their departments were not discussed or were considered a “non-issue”. One participant described the city where the university was located: “you don’t realize what an oppressive environment it is... it’s so pervasive and subtle... you just kind of slip

down under it while you're living there". Participants who described their training environment as null or negative were sometimes apologetic about doing so (e.g. "I don't mean to sound so critical..."). When participants described their training environments as positive, they often did so with a tone of pride or gratefulness at having found an LGB affirmative doctoral program.

Student's Level of Outness/Disclosure

Outness to Self. Five participants reported that they had been out to themselves (not necessarily to others) as lesbian, gay or bisexual for over 10 years at the time of the study, seven participants for more than five years, and two participants for fewer than five years. (It may have been easier for students who had been out longer to volunteer to participate).

Outness to Others. As participants described their level of outness to others, they described different degrees of disclosure ranging from not out at all, to implicitly out, to explicitly out. Half the participants indicated that they were explicitly out to the people in their doctoral programs *at the time of admission* (through vita, admission interview, etc.). One participant reported coming out in all admission interviews, to avoid any program that would not "welcome all of me". Most of the participants described themselves as explicitly out to most if not all others in the program *at the time of the research interview*, while a few indicated

being explicitly out only to a select group of people in the program *at the time of the research interview*.

Most of the participants reported they were out to all of their identified mentors, while a few indicated they had at least one mentor to whom they had not disclosed their sexual orientation. Participants reported that they made decisions about disclosure of sexual orientation to their mentors/potential mentors based on several factors: personal comfort level with their own sexual orientation, perceived relevance of LGB identity to the training experience, perceived safety in the training environment, and perceived safety of the mentor specifically. Some participants indicated that they were looking for the faculty person to give them a cue that it was safe. For instance, one participant said:

If somebody would have acknowledged that I was gay and talked to me about it, it would have been so much easier....I spent the first year and a half being just terrified that if I came out I'd be ... jeopardizing my future career... I might have had some of those fears calmed at the very start and I didn't because my mentor didn't take any kind of initiative toward doing that.

Three General Themes Regarding LGB Students' Experience of Mentoring Relationships

Formation of Mentoring Relationships

The 14 participants in this study described a total of 42 mentoring relationships with faculty. Five of the participants reported pursuing a mentoring relationship, but not having found one for 2 or more years. Participants who had

difficulty finding mentoring relationships expressed that this was a serious disappointment. One participant reported that after the struggle of getting admitted to a program, she nearly quit because she “felt so isolated from the faculty” and was not sure whether it was due to sexual orientation.

Students’ Expectations About Mentoring. Participants reported that they entered their doctoral program expecting mentoring. Some of their specific expectations were general to starting a career in counseling psychology (e.g. assistance in obtaining career direction, in gaining research experience, or in beginning professional networking). Some of the expectations were specific to being LGB (e.g. assistance with decisions regarding disclosure and management of LGB identity and role modeling of how to be an openly LGB counseling psychologist).

Participants’ expectations related to LGB issues in their mentoring relationships varied according to how long they had been out to self and others and their level of outness in the department. Participants who had been out to self and others for a long period before entering their department, held definite expectations for support from faculty regarding their LGB identity. However, they also had greater options for obtaining LGB affirmative support if they did not get it from faculty mentors (e.g. LGB community, LGB friends, etc.).

Participants who were more recently out to self and others and were only partly or implicitly out in the department were less specific about what kind of support they expected from faculty regarding their sexual orientation. They were

concerned about the potential risk of disclosure of their sexual orientation (e.g. losing mentoring support). These more recently out participants also said the absence of support from faculty was difficult, because they often had few alternative sources of support for their LGB identity. The few participants who came out to themselves during their doctoral training expressed a strong need for support for their LGB identity from faculty mentors, but were least specific about that support.

Student's Preference/Choice of Mentors. Even if the original contact with the mentor was assigned or faculty initiated, participants reported that the actual formation of the mentoring relationship involved some level of choice or intention on the part of both the participant and faculty member. Participants reported that this element of mutual choice distinguished mentoring relationships from other relationships with faculty.

The two LGB-specific contextual themes (safety in the training environment and participant's level of outness) influenced participants' choice in mentors. For example, some openly LGB participants reported actively seeking either a LGB mentor, or an openly affirmative heterosexual mentor. Participants who expressed a preference for a LGB mentor often cited role modeling as a high priority; they wanted someone to demonstrate how to be a successful LGB counseling psychologist. Participants also wanted the expertise of mentors concerning LGB perspectives in clinical work, LGB research strategies, LGB professional advocacy, and LGB career planning concerns (identity management on resumes or in interviews, etc.). For some

other participants, the identity of the mentor or the mentor's level of affirmation or safety regarding LGB issues was a lower priority than one of the other more general criteria (personality characteristics of the mentor, familiarity with the mentor through a shared activity, research interests, areas of practice expertise, perceived availability of the mentor, and political considerations in department). Choosing among available mentors often involved difficult decisions. For example, participants of color described conflicts between choosing a mentor who would be supportive of issues around race and racism and choosing a mentor who was affirmative to their LGB identity when those two functions were not available from the same mentor. In some cases, participants had multiple mentors for different functions (i.e. one mentor for research, one for more personal support).

Null and negative training environments tended to have fewer LGB or LGB affirmative faculty available. Some participants stated that they would have chosen a LGB mentor if one had been available, but there were no openly LGB faculty in their program. Finally, some participants described having faculty whom they hoped for as mentors, but for some reason could not secure these faculty as mentors (mentor too busy, not interested, etc.). Participants described this as particularly difficult/painful when the desired mentor was lesbian, gay or bisexual. Some participants reported that being turned away by a LGB faculty member seemed like a betrayal of an expectation that the mutually shared oppressed identity would result in a mentoring relationship.

Functions of a Mentoring Relationship

Professional Functions. Participants described having shared the following professional activities with their mentors: conducting research, teaching courses, providing clinical services, attending and presenting at professional conferences, and providing diversity training. In general, participants described these functions as being what was expected based on the formal role of the faculty member (dissertation chair, academic advisor, instructor, clinical supervisor, research supervisor). Similar to the levels of outness of participants described previously, participants described varying levels of LGB concerns being integrated into these professional functions (implicitly integrated, explicitly integrated, not at all integrated). The following excerpt is about a participant's struggle to know how to integrate his gay identity into the clinical supervision relationship with an identified mentor:

I think the biggest loss is that sometimes I want to talk about my experience at the university in terms of being a gay individual, and I don't feel entirely comfortable talking to my mentor about that... I have to always modify my behaviors and kind of do some self-monitoring in terms of what I say...I'm not sure where she stands on gay and lesbian issues...

Several participants mentioned how faculty mentors had introduced them to other LGB professionals or heterosexual allies at professional conferences, thereby assisting them to build an LGB affirmative professional network and providing them models of successful out LGB professionals. Participants reported being particularly hungry for accurate information regarding the risks and benefits associated with

engaging in LGB-related professional activities. For example, one participant wanted to know how the conference presentations on LGB concerns would be perceived on her resume when she applied for internships and jobs. In negative training environments, a few participants reported that they needed their mentors to function as advocates for them on LGB issues. (e.g. intervening when there was discrimination in the participant's practica placement process).

Interpersonal Functions. The primary interpersonal function discussed by participants was emotional support for dealing with career concerns (comprehensive exams, internship process, experiences with clinical work) and personal concerns (relationship with partner or family, financial issues, depression). Some of the participants described their mentors as: "encouraging", "inspiring", "available" (time wise or as in willing to engage in process discussion), "nurturing", "caring", "non-authoritative", "respectful", "flexible" and "interested". These interpersonal functions were often cited as what made the relationship a mentoring relationship. For instance, one participant said that "feeling a personal connection" was important and described a mentor as "not just a chair".

Participants described varying levels of mutuality and personal disclosure in their mentoring relationships with faculty. Some met with faculty only in the departmental setting for formal academic functions, while others described being close friends with a faculty mentor, including periodic social contact.

Participants described interpersonal functions as more complex than professional functions, and participants described the negotiation of boundaries between the personal and professional roles. Several participants reported that they verbalized when an interaction was professional (telling the faculty members they were addressing them as chair) versus interpersonal (telling the faculty member they were going to talk about an upcoming social event). They also reported that their mentors gave explicit cues to clarify such roles with them.

As in more exclusively professional functions, participants told of varying levels at which LGB concerns were integrated into these interpersonal functions (i.e. implicitly integrated, explicitly integrated, not at all integrated). Participants who described having LGB issues explicitly integrated reported that mentors asked them about their partners or made other acknowledgments of their LGB identity. Some participants described important mentoring relationships in which they never felt comfortable to integrate LGB aspects of themselves, personally or professionally. For example,

... I think that if I would have been out sooner with her and open sooner with her... we could have had a much deeper, more satisfying, rewarding relationship. I was so guarded about the orientation thing that... I didn't really open up enough... to develop a really solid relationship. And I regret not doing that because, you know, she's just a wonderful person to work with...

Participants also described the interpersonal aspects of their relationships as changing over time in the frequency of interaction, the closeness of the relationship, the level of mutuality/collegiality, and the expectations about the future of the

relationship. Some participants described their mentoring relationships as getting more collegial over time, and said they expected their mentoring relationships to extend “for life”, albeit in different forms.

Impact of Mentoring Relationships

Central Positive Factor in Training Experience. In describing their own experiences, participants identified their mentoring relationships as major factors in their training experiences, often related to their completion/survival in the program, their socialization into the profession, and their shaping of future career plans. One participant said that mentors “socialized me as a professional” and “without those close relationships I don’t know what my training would have been like”. One participant described how encouragement from his mentor let him have the confidence to change his original goal to be a clinician to his current goal of being a faculty member. One participant described having struggled with the non-LGB affirmative atmosphere in her doctoral program and identified her LGB affirmative mentor as one of the only reasons she was able to complete her training.

Student’s Vision of Mentoring and Potential Role as Mentors. Participants reported that LGB *affirmative* mentors (both LGB mentors and heterosexual allies) could be very helpful for LGB students as role models, sources of affirmation/support, advocates, disclosure coaches, and change agents for increasing affirmation in the training environment and the profession. For example, one

participant discussed increasing the visibility of LGB issues by “just having people in the field working and being out...”, so that LGB students can see what is “possible”. This participant added that it is a “new thing” for LGB people to be “out in a big way in our culture” and that LGB students need to know “what it looks like” and “how to do it”. Most participants stated that they had not thought of any ways that mentoring relationships would be detrimental. A few participants described situations in which they imagined potential difficulties in mentoring relationships including: if the mentor was homophobic, if the mentor did not respect the student’s decisions regarding disclosure of sexual orientation, or if the mentor had problems regarding boundaries in the relationship (including boundaries being undefined, inappropriately defined or rigidly defined).

Given their own positive experiences with mentoring relationships, most participants expressed a strong commitment to mentor others in their future careers. One participant was inspired by his openly LGB mentor’s commitment to make their training environment affirmative. This participant, in turn, took up a similar commitment.

And really... I made the same commitment. And it's my gift to her. I mean, there's nothing that I can do to repay her for the impact that she's had on me personally and professionally... But what I can do really is do the same thing for other students that I work with, and so I plan to be, you know, as out as I can possibly be and advocate for gay, lesbian, bi students as much as I can and do the kind of mentoring that I had because it's made such a huge, huge difference for me..

Discussion

The discussion included in this chapter focuses on the implications of the results for faculty and other counseling psychologists who provide mentoring for LGB students. These implications for faculty are repeated in a slightly expanded version in Chapter Five, with a parallel set of implications for students. The rationale for not including the student recommendations in this chapter is that Chapter I was written as a manuscript that could be published as a journal article. Consequently, the entire introduction to the topic is aimed at an audience made up of faculty and supervisors in counseling psychology. In contrast, the student implications section in Chapter V is structured in a question and answer format, similar to what might be found in a pamphlet. Future plans for the publication of the student implications include the possibility of a pamphlet or a separate journal article. However, Chapter I does not include the student implications for those reasons. This discussion section concludes with an examination of the parameters of the study and implications of the study for future research.

Recommendations for Faculty and Other Mentors Based on Findings

Recommendation #1

Mentors (and the doctoral programs they represent) need to signal their LGB affirmation. Mentors need to be aware that students assess potential mentors for their

degree of LGB affirmation in myriad ways beginning well before any face to face encounters. Therefore, for the potential mentor, the process of being perceived as a LGB affirmative person is a career-long process of active involvement and understanding of LGB issues. Mentors can display signs of LGB affirmation by using inclusive language in spoken and written communication, gaining research or practice experience that reflects an investment in LGB issues, and establishing themselves in the professional networks concerned with LGB issues.

Recommendation #2

Mentors need to be “safe havens” in negative or null training environments.

If the training environment is overtly negative or a “null” environment for LGB issues, students may have greater need for support from faculty mentors regarding their LGB identities. In the words of one participant, the mentor may be seen as “one of the only safe havens”. In null or negative environments, LGB students may be more likely to encounter homophobic or discriminatory situations and the advocacy of a faculty mentor may be needed. LGB students may experience more pressure to be the spokesperson for LGB perspectives in classes and research groups in such environments and may need to process their experiences with their mentor. A lack of LGB affirmative support in the training environment may leave students feeling more isolated when common things go wrong (e.g. bad grade on a stats test, stress during

internship application process). Thus, the mentor, may be one of the few sources of support.

Recommendation #3

Mentors need to recognize that students with different levels of outness have different mentoring needs. LGB students' needs in the mentoring relationship vary with their levels of outness. The participants in this study who came out to themselves during training reported a strong need for support from faculty mentors around their LGB identity. LGB students who are coming out in the context of training are experiencing two stressful developmental processes at the same time: becoming a counseling psychologist and coming to terms with their minority sexual orientation. These students will need faculty mentors who can help them connect with LGB communities and resources, who can provide them emotional support, and who can refer them to affirmative therapists, support groups, etc. Although the student is clearly not a client, a faculty mentor may need knowledge and skills similar to those needed in working with a client who is coming out to self and/or others for the first time (see Hancock, 1995; Rust, 1996; Savin-Williams, 1993; Smith, 1997). Participants in this study who came out during graduate training also described themselves as not always knowing what they needed from faculty, therefore, faculty may need to take the lead in offering some form of support.

In contrast, a majority of the participants in this study had been out to themselves for 5-10 years prior to entering their doctoral training. Students who have been out for some time are less likely to need emotional support primarily around their sexual orientation. These LGB students will still need advising regarding the integration of their LGB identities into their professional lives. Dilemmas regarding disclosure of sexual orientation in the context of departmental relationships, internship applications, and job searches are examples of the LGB professional issues reported by participants. In this study, participants who had been out longer were often seeking mentors with whom they could openly discuss their LGB identity as it pertained to clinical work, research, teaching, career planning, etc. They reported needing advising regarding effective strategies for engaging in organizational change or for making decisions regarding the emphasis on LGB issues that they wanted to take in their career plans.

Recommendation #4

Mentors need to be aware of the dilemmas that LGB students with multiple minority identities may face in choosing a mentor. Participants with “multiple minority identities” (Reynolds & Pope, 1991) reported difficulty when a potential faculty mentor was affirming of one aspect of their minority identity (being a woman or a person of color) but was not aware and/or affirming of the participant’s LGB identity. It would be ideal if students with multiple minority identities could find

mentors who were affirming of all of their identities. For example, a lesbian student may feel divided between working with a heterosexual female faculty mentor with shared research interests but little understanding of LGB issues, and working with an out gay male faculty mentor who is very affirming of her LGB identity but shares few research interests with the student. In such a situation it would be helpful if both mentors could let the student know she does not have to choose one mentor over the other, and more importantly that she does not have to choose one aspect of her self over another (i.e., her research interest over LGB affirmation or visa versa).

Recommendation # 5

Openly LGB mentors need to be aware of the significance of their role with LGB students. One of the most difficult situations described by participants was when they had identified a LGB faculty member as a potential mentor, and for some reason that relationship did not begin or did not work. Participants in this situation felt rejected by the mentors, and experienced this as a betrayal or disappointment to a greater degree than other such incidents with faculty members. Some participants described the perceived rejection by the LGB mentor as a rejection by the LGB community at large. Especially when participants reported having had difficult experiences with coming out to family or friends, LGB students looked to LGB faculty as potential sources of affirmation and acceptance of their LGB identity. LGB students may look to openly LGB faculty as a sign that their professional or personal

dreams are possible. Openly LGB faculty provide students with a glimpse of what Gilbert and Rossman (1992) described as a future “possible self.”

Not unlike the pressure experienced by racial and ethnic minority professionals to be the “model minority” to both majority and minority members, LGB faculty stand in a place of representing LGB concerns to students, colleagues, the department and the profession. The current generation of out LGB faculty are often the first out LGB faculty role model and “success story” in their department. LGB students may have high expectations that the LGB faculty will make time to mentor them based on a commitment to LGB issues or on having compassion for the students’ lack of alternative LGB affirmative mentors. The presence of these expectations does not make the LGB faculty person any more able to respond to such expectations, however, awareness of these expectations may make it possible for LGB faculty mentors to address the resulting dynamics with students more directly and avoid misunderstandings.

Recommendation # 6

Mentors need to be sensitive to defining boundaries that are appropriate to the context of LGB lives. Participants were in agreement that it was important to have the interpersonal support balanced with “good boundaries” in their mentors. However, definitions of what constituted “good boundaries” varied widely. There seemed to be two minority sexual orientation issues embedded in this idea. First,

what constitutes a personal issue vs. a professional issue for LGB students?

Participants reported incidents in which they were told (directly or indirectly) that issues related to their sexual orientation were not appropriate for discussion in the professional setting, and were strictly the students' private affair. Faculty need to be aware of the LGB students' appropriate need to be able to integrate their oppressed sexual identity into their professional training by talking about it.

Secondly, the situation in which participants described the greatest confusion about boundaries was when the student and the faculty member shared a minority sexual orientation. When a university is located in a less LGB affirmative setting, there may be few opportunities to participate in the LGB community and this may place student and faculty member in the same small social circle. Further, in some situations, the shared minority identity may be more salient than the role differences between faculty and students. Several participants said there were acknowledged role overlaps (e.g. mentors and friends), but that they had developed a number of strategies to keep things clear. The most ideal situations reported were those in which the topic of boundaries and roles was open for discussion in an ongoing way.

Gartrell (1994) and Brown (1989b) suggest that LGB clinicians working with LGB clients face "unique challenges" concerning the establishment and maintenance of professional boundaries. These issues are complicated by the dynamics of shared membership in an oppressed community and sometimes compounded by small towns

or campus communities with few LGB resources. The strategies and issues discussed by these authors may be helpful for LGB faculty mentoring LGB students.

Recommendation # 7

Mentors who are LGB need to be aware that their own decisions about disclosing sexual identity will affect LGB students. Participants described a difficult situation related to encounters with LGB mentors who were partially or mostly closeted. It may be difficult for LGB faculty to realize that, although their decisions regarding disclosure remains their own, the impact of those decisions can be widespread. Students and colleagues alike may take cues from LGB faculty as to the safety of the environment and the openness by which sexual orientation may be discussed. One participant reported that if a faculty person could not be out, it seemed unlikely that she should take the risk as a student. Another participant said that just knowing that his mentor was out and successful as a faculty member gave him courage and hope. LGB faculty face the challenge of evaluating their disclosure decisions while keeping in mind the potential impact of such decisions on LGB students.

Recommendation # 8

Mentors who are heterosexual need to be aware of their own developmental process of becoming an "ally". Most of the mentors described in this study were

heterosexual and described as “allies” (approximately 75%). The term “heterosexual ally” was used by Washington and Evans (1991) to describe “a person who is a member of the ‘dominant’ or majority group who works to end oppression in his or her personal and professional life through support of, and as an advocate with and for, the oppressed” (p. 195). Learning about LGB specific issues may require special effort for allies, as they will have to go outside heterosexual communities and culture to obtain such experience and knowledge. Heterosexual faculty who engage in mentoring LGB students may discover that they have a process of “coming out” concerning their own identity as an ally including making decisions regarding the level of disclosure they are willing to make about their affirmative stance on LGB issues (Rapp, 1995; Washington & Evans, 1991).

Parameters of the Study and Implications for Research

Due to issues related to the invisibility of the population and risks regarding disclosure of orientation, there was no way to identify the entire population of LGB students in counseling psychology for the purposes of drawing a sample. The only way to obtain participants was to ask for LGB students to volunteer, resulting in a sample of participants who both wanted to talk about their experiences with mentoring, and were willing to identify themselves to a researcher as being lesbian, gay, or bisexual. Therefore, the participants in the sample are probably more out (to

self and others) than the population of LGB students in general and are probably more interested in mentoring relationships.

Within the context of qualitative research, the self-selection resulting in participants with a high personal investment in the topic can be seen as a strength, i.e., the participants were the “information rich cases” that Patton (1990) identifies as key in qualitative research. However, characteristics of this sample (higher level of outness and higher interest in mentoring relationships) may make this sample a specific subset of LGB students in counseling psychology. The degree to which the results of the study can be applied to other LGB students in counseling psychology cannot be fully predicted. Several speculations, however, can be made. LGB students who are less out to themselves and/or others will not be very “visible” to prospective mentors. Mentors, therefore, will need to signal their LGB affirmation (see Recommendation #1), and provide a “safe haven” in null and negative training environments (see Recommendation #2) in their everyday interactions with all students, regardless of their perception of any particular student’s sexual orientation. Croteau and von Destinon’s (1994) research on the job search experiences of student affairs professionals led to a number of recommendations for LGB affirmative interviewing. These recommendations were based, in part, on their finding that job applicants often do not disclose their minority sexual orientation. Their recommendations may be applicable to faculty doing admission interviewing and in general interactions with students in LGB affirmative ways. Only through making

such actions an ongoing, constant part of their professional lives will mentors be able to reach students who are less out with affirmative messages.

Second, this study was designed to gain the perspective LGB doctoral students in mentoring relationships. The data gathered from the student perspective fulfills the purpose of the study as it was designed, but to understand the entire phenomena of mentoring relationships, the perspective of mentors is also needed. For example, a similar research design could be employed to discover how faculty experience mentoring relationships with LGB students. In addition to broadly inquiring about mentors' experiences with LGB students, it would be of interest to ask the mentors about the issues that the student participants discussed in this study. For example, what are faculty mentors' dilemmas regarding addressing the topic of sexual orientation if students have not explicitly disclosed that they are LGB? How do faculty members mentor LGB students who may be newly out and seeking support for their LGB identity? In contrast, how do faculty members mentor openly LGB students who have been out for awhile and want advice on strategies for doing LGB work in their professional lives? How do faculty perceive the boundary issues that the student participants described related to the interpersonal functions of mentoring? How are LGB mentors' experiences different when the training environment is null or negative concerning LGB issues versus when the training environment is affirmative? How do faculty mentors' own journeys around sexual identity (LGB or heterosexual) impact their vision for their role as mentors for LGB students? A study

that explored these and other issues with faculty mentors would expand the understanding of mentoring relationships with LGB students.

Beyond the usefulness of this study for understanding the experiences of LGB students and their mentors, lies the question of the usefulness of this study to the understanding of mentoring with non-LGB students in counseling psychology. This question is particularly salient to the study of mentoring in counseling psychology since so little research exists in this area. Brown (1989a) asked the question:

What does it mean for psychology if the experiences of being lesbian or gay, in all the diversity of meanings that those experiences can hold, are taken as core and central to definitions of reality rather than as a special topic tangential to basic understanding of human behavior, particularly human interactions? (p. 445).

Brown proposed that “outsider questions” generated from a minority perspective (LGB) be used to reinterpret and reevaluate the assumptions for the majority. Using Brown’s approach, the interaction of LGB identity-related factors (safety and outness) identified in this study may be useful in exploring the mentoring experiences and training experiences of other groups of students in counseling psychology. LGB specific issues of safety in the training environments and level of outness helped shape the student participants’ experiences with mentoring relationships in this study. All students experience issues of safety regarding various aspects of their lives in professional training environments and questions about how open to be about various aspects of their lives in professional training environments. What are the issues of safety and integration of identity faced by counseling psychology students in general

or by other subsets of counseling psychology students? How does the interaction of safety and the freedom to be authentic (out about one's identity) shape such students' experiences with mentoring relationships, course work, research groups, clinical supervision or other training activities?

Conclusion

The LGB participants in this study reported that when they felt safe and affirmed in their LGB identities, they then had the energy and freedom required to work on becoming counseling psychologists. The LGB participants in this study also stated that without a sense of safety and affirmation for their LGB identity, their time and energy were consumed with survival. They were robbed of the opportunity to fully immerse themselves in their training, and were left with few opportunities to integrate their LGB identity with their professional identity. The participants stated that although other individuals and factors contributed to their sense of safety and affirmation in the training environment, it was often a single faculty mentor who "made all the difference" or "changed everything" for them as LGB counseling psychology students. Several participants expressed their gratefulness for such faculty mentors and committed themselves to making that kind of difference for others in their professional lives. Based on the results of this study, it can be concluded that simple and intentional acts on the part of affirmative faculty mentors can "make all the difference" for LGB students. For faculty in counseling psychology, it is hoped

that the voices of the LGB participants in this study will provide confirmation of mentoring work already done, a model for understanding their current work in mentoring, and empowerment to do the future mentoring work that “changes everything” for a LGB student.

CHAPTER II

SELECTED REVIEW OF THE LITERATURE

Organization of the Chapter

As stated in Chapter I, the purpose of the current study was to describe how LGB doctoral students in counseling psychology experience mentoring relationships with faculty members. A review of selected literature revealed that there have been no previous studies of this topic to date. The two bodies of literature most relevant to this topic; literature on mentoring in higher education and literature on LGB students are at an early stage of development in themselves. Literature on the practice of mentoring with LGB persons in any setting (not specific to higher education) has only recently received brief mention in literature on LGB careers. (Hetherington, 1991; Friskopp & Silverstein, 1995; Woods, 1995). The scant literature on LGB students (on topics other than mentoring) remains very general and has not yet progressed to making distinctions based on gender, race, age, graduate/undergraduate or major/field of study. None of the literature on LGB students has mentioned mentoring, with the exception of one unpublished study of graduate students in the field of student affairs (Evans, Wall & Bourassa, 1994) Since there are virtually no previous studies about mentoring LGB counseling psychology doctoral students on which to build, the

current study was designed to be exploratory in nature and employed a qualitative methodology. The complete rationale for this choice is included in Chapter III.

Given the status of the literature as described above, the organization of this chapter can be understood in the context of an explanation of the way that the idea for this study developed. My original interest in this topic came out of my experience of being a lesbian doctoral student in counseling psychology. Long before I began to develop this dissertation, I already had a lot of familiarity with the professional literature on LGB issues through reading for personal and academic interest, doing course work on LGB topics, and engaging research and writing on LGB topics. When I formally chose this area for my dissertation, I brought a set of questions that had been shaped by this immersion in the literature and in my personal and professional experiences with the topic. When I began my more formal review of the literature on mentoring and specifically mentoring in counseling psychology, the results were disappointing in that most of the sources on mentoring and most of the sources on LGB issues were only tangentially relevant. I found that the existing literature either confirmed my original areas of inquiry or was silent. The informal mapping I had done of my own areas of inquiry appeared to be more integrated than anything the literature had to offer. Therefore, in my development of this study, I used my original areas of inquiry to organize what was relevant from the general mentoring literature and from LGB literature.

The organization of the rest of this chapter is as follows. The first section provides a brief description of the historical background of the practice of mentoring and discusses the absence of theoretical models that describe mentoring. The second section summarizes the trends in the non-empirical literature on mentoring in higher education with a subsection containing reviews of non-empirical literature about mentoring in graduate programs in counseling related fields (empirical literature on mentoring in higher education and withing graduate programs in counseling related fields is integrated into the four areas of inquiry below) . The third section was organized using my own broad areas of inquiry about mentoring relationships for LGB students. The section is an integrated review of empirical and non-empirical literature drawn from professional literature in counseling and psychology, education, and student affairs. Some LGB literature from the popular press is also included. The section is organized using my four areas of inquiry: (1) the perceived value of mentoring, (2) opportunities for mentoring relationships and issues around the formation of mentoring relationships, (3) the functions of mentoring relationships, and (4) the environmental factors impacting mentoring relationships.

History and Theoretical Origins of Mentoring

The concept of mentoring has its roots in Greek mythology: in Homer's epic poem, Athena, goddess of wisdom takes character of "Mentor" to provide wise counsel to the young Telemakhos. Mentor appears at various points in Telemakhos'

journey to encourage, advise and assist him as he searches for his father and makes his way from being a child to an adult. In his book Education as a Transformational Journey, Daloz (1986) cites other familiar mentoring figures: Merlin in tales of King Arthur, the fairy godmother in Cinderella, Charlotte in Charlotte's Web, Yoda in Star Wars, and Gandolph in the Lord of the Rings. Daloz (1986) quotes Jung (1958) as describing the mentor archetype as one who represents “knowledge, reflection, insight, wisdom, cleverness, and intuition” and that traditionally the figure of the mentor appears in circumstances when “insight, understanding, good advice, determination, planning, etc., are needed but cannot be mustered on one's own” (p. 71).

Although mentoring has its roots in ancient and contemporary mythology, it became a widely recognized strategy for success in both business and higher education in the United States in the late 1970's and early 1980's after the publication of several books that described mentoring relationships (Kanter, 1977; Levinson, 1978). In the mid-1990's, mentoring is a commonly used term in business, government and education. Graduate training in counseling and psychology is no exception, with mentoring endorsed as a helpful strategy for graduate student's success (Kilburg, 1991; Ellis, 1992; Gelso & Fretz, 1992).

Twenty years after the popularization of mentoring in the work of Kanter (1977) and Levinson (1978), mentoring remains a popular topic, but has not seen significant advances toward a theoretical foundation (Carden, 1990; Dreher & Ash,

1990; Wilde & Schau, 1991). Dreher and Ash (1990) describe the current status of the mentoring literature as “without a current theory to guide the understanding of the interrelationships that exist among mentoring activities”(p. 545). Instead, mentoring remains primarily a function or feature of other theories such as adult development and career development. One explanation for the absence of formal mentoring theory that has been offered by reviewers is that the definitions of mentoring vary considerably in different contexts such as business and higher education, and there may actually be several very different concepts represented by the term “mentoring” (Merriam, 1983).

One of the most recent and comprehensive reviews of the literature on mentoring by Carden (1990) attempted to sort these varying definitions into groups. Carden (1990) identified Levinson (1978) and Kanter (1977) as polar opposites, with most other definitions falling between these two on a continuum. In this schema, Carden identified Levinson as the developmental pole of the continuum, with the meaning of mentoring being rooted in a specific life passage of the mentee and accompanied by the mentor as guide and counsel. Levinson makes the distinction that mentoring is defined “not in terms of formal roles but in terms of the characteristics of the relationship” (p. 98). At the other pole, Carden described Kanter’s definition of mentoring as instrumental. She summarizes Kanter’s three mentoring functions: (1) to fight for the mentee, (2) to provide opportunities for the mentee to “bypass the hierarchy” and (3) to serve as a source of reflected power (p. 279). In the absence of

any “mentoring theory” per se, the work of these authors will be presented to illustrate this definitional continuum.

Levinson's Adult Development Theory

Levinson, Darrow, Klein, Levinson, and McKee (1978) described mentoring relationships as “one of the most developmentally important relationships a person can have in early adulthood” (p. 97). In Levinson's popular press publication Seasons of a Man's Life, he outlined his theory of adult development which included a series of eras: pre-adulthood, early adulthood, middle adulthood and late adulthood. Levinson conceptualized these eras as lasting approximately 20 years each, with transitional periods of 5-7 years. Levinson postulated his theory from a study of 40 male subjects whom he interviewed from 10-20 hours each. The text of his book is the interweaving of the life stories of these 40 men.

The “dream” is a central concept in Levinson's theory and what he considers the “primary source of direction and energy in the adult life course” (Cytrynbaum & Crites, 1989, p. 334). Mentors are key figures who perform tasks of being the one who “gives blessings to the novice and his dream” (p. 334). Nowhere does Levinson provide a succinct definition of “mentor.” Instead he uses words like guide, teacher and sponsor. He makes the statement that “no word currently in use is adequate to convey the nature of the relationship we have in mind here” (p. 97). Mentoring is discussed by Levinson at two eras in the life cycle. First, he considers the formation

of mentoring relationships to be a task of early adulthood along with forming a dream, forming an occupation, and forming love relationships. Late in the middle adult period, Levinson includes being a mentor as an important task and a function of giving back what one has received from others. Overall, Levinson conceptualizes mentoring relationships as positive and powerful, for both mentor and mentee. However, he acknowledges that mentoring relationships also can be about mentors “exploitation, undercutting, envy, smothering and oppressive control” and mentee’s “greedy, demanding, clinging, admiration, self-denying gratitude and arrogant ingratitude” (p. 334).

Kanter’s Organizational Theory

Kanter (1977) published the results of her study of power alliances in a large corporation in her 1977 book, Men and Women of the Corporation. This work was probably best known for its examination of gender differences and gender based discrimination in large companies. Her research consisted of a multi-method case study of a single corporation employing a combination of written surveys, interviews, content analysis of performance appraisals, verbatim transcripts of group discussions, reviews of documents and participant observation at meetings.

Kanter does not actually use the term mentor, but describes what she calls a “sponsor relationship.” She stated that the traditional concept of a sponsor was a teacher or a coach who functions as one who “make introductions or train young

persons to move effectively through the system” (p. 181). In addition, she identified three functions of mentors that generate power for the sponsored person: (1) to “fight for” the sponsored person in controversial situations, (2) to provide opportunities for the sponsored person to “bypass the hierarchy”, and (3) to serve as a source of “reflected power” (pp. 181-182). Kanter was one of the first to address the question of gender differences in the mentoring experience, she states “if sponsors are important for the success of men in organizations, they seem absolutely essential for women” (p. 183).

Summary of Theoretical Literature on Mentoring

Kanter's and Levinson's writings are often cited in discussions of mentoring, but a closer examination reveals that neither author actually wrote about mentoring as their primary topic. These theories are helpful in gaining an understanding of the historical origins of the concept of mentoring, but are not adequate to explain how mentoring is conceptualized and practiced. This literature search and review revealed no empirically based theories of mentoring that are specific to higher education. Instead, the next section will review non-empirical literature on mentoring in the context of higher education.

Non-Empirical Literature on Mentoring in Higher Education

This section contains a summary and discussion of the major emphases in the non-empirical literature pertaining to mentoring in higher education. There are two sub-sections. The first sub-section reviews non-empirical literature on mentoring in higher education in general. The second subsection reviews non-empirical literature on mentoring graduate students in counseling related fields.

Non-empirical literature on Mentoring in Higher Education (General)

A striking feature of the non-empirical literature compared to the empirical literature on mentoring that will be reviewed later in this chapter is the former's emphasis on the literary origins of the concept of "mentor." These non-empirical sources add mythic and spiritual images to the discussion of mentoring. Daloz (1986) in his book on mentoring in higher education states that he wants to provide the broader metaphorical context of the word (mentor)." Daloz writes

...mentors are creations of our imaginations, designed to fill psychic space somewhere between lover and parent. Mentors give us the magic that allows us to enter the darkness, a talisman to protect us from evil spells, a gem of wise advice, a map and sometimes simply courage' (p. 17).

He continues by analyzing the theme of the journey tales of Dante's Inferno, and Homer's Odyssey, concludes with contemporary stories from his own professional experiences with mentoring.

In general, authors in the non-empirical literature on mentoring appear content with the lack of a precise definition at this time. Parkay (1988) states “As a complex interpersonal relationship that unfolds and changes over time, mentoring is probably not amenable to a precise static definition.” Gehrke (1988) also addresses the issue of definitions of mentoring. She writes that she does not intend to write an objective, analytic definition because “objectivity and precision are not quite appropriate to this matter of the heart, and the research in that tradition will be generally disappointing.” Gehrke goes on to describe her own personal experience with mentoring relationships. She examines the underlying metaphors of mentoring in the business setting and concludes that business uses a marketplace mentality about mentoring. The language of business mentoring is one of functions, costs and benefits, shopping for a mentor, cutting your losses, investing in your career and increasing productivity. She proposes that in the context of education, a “gift exchange” metaphor characteristic of “small tribal or familial groups or close knit communities” might be more appropriate (p. 119). She quotes Phillips (1979) as an example of an alternative conceptualization in the context of higher education.

Graduate students are forever changed by the process [of graduate study]. When they emerge, they have joined a fellowship of scholars which remains their main community... This is the main job of graduate professor-mentor, to change a young ward forever and by so doing to ensure his/her own immortality... Scholars believe that what they do matters; their immortality, even though it may be anonymous is gained through transmission of the heritage... The only way we can acquire Einsteins of tomorrow is to make them... through relationships. (p. 345).

The primary contribution of the general, non-empirical literature on mentoring in higher education is that it adds a relationally and emotionally vivid dimension to the concept of mentoring. References to magic, courage and the transmission of a heritage in the academic family provide a richness that is absent in some of the reports of quantitative studies. It is this very richness that Gehrke suggests makes measuring mentoring in traditional ways somewhat difficult. Gehrke's prediction that traditional forms of research on mentoring will be disappointing may actually be taken as a statement of support for the qualitative method proposed for this study. An open ended interview for data collection was chosen for this study to capture some of this same richness that is reflected in Gehrke's study.

Non-empirical Literature on Mentoring Graduate Students in Counseling Related Fields

Mentoring relationships between students and faculty in graduate training programs in counseling related fields have a largely undocumented history. Although it is not uncommon to hear informal accounts from psychologists about how faculty taught, advised and sponsored them as graduate students, there is very little in the professional literature about these relationships, and a marked absence of empirical studies or formal theories. Despite this lack of theory or research foundation, the practice of mentoring is widely endorsed. In Ellis' (1992) recommendations for graduate education in psychology in the next decade, he stated that "quality graduate programs have some sort of faculty mentoring system" and that "good mentoring

represents one of the important features in graduate training, fosters long term career competence and promotes effectiveness for both scientists and practitioners" (p. 575). In Kilburg's (1991) suggestions for managing one's career in psychology, he includes the "choice of mentors" in a list of critical activities along with selecting courses, the developing of collegial relationships and deciding of what jobs to take. Together, he states that these decisions are "all determining the course and speed for our careers just as surely as the captain of any ship is determining the course of the voyage" (p. 49) In recent discussions of research training in counseling psychology, it has been recommended that mentoring may be a way to increase research self-efficacy in doctoral students, thereby increasing their future research productivity (Betz, 1997; Bowman, 1997; Hill, 1997; Kahn & Scott, 1997; Mallinkrodt, 1997). Similarly, Gelso and Fretz (1988) in their recommendations to counseling psychology students about professional development state "the career development of counseling psychologists is indeed facilitated by having a mentor" (p.555). Gilbert and Rossman (1992) discuss the way that gender affects the mentoring process for women in psychology. These authors suggest that "female students are looking for other images and alternate destinies for themselves and are looking to the lives of other women for evidence of other possible selves" (p. 235). They state that female mentors may be particularly able to assist female proteges in creating new images of themselves as psychologists. Beyond these brief mentions, there are no non-empirical publications that deal with mentoring graduate students specifically in counseling psychology or

in counseling related fields. There are no empirically based models of mentoring in any counseling related field at this time.

There is a non-empirically tested model of mentoring developed for use in counselor education and supervision by Tentoni (1995) who modified a model developed by Anderson and Shannon (1988) from teacher education. Tentoni adopted an operational definition of mentoring that was constructed by Jacobi (1991, p. 513) who outlined five components that were common in a wide variety of definitions of mentoring that were reviewed across three fields (education, psychology and organizational management). The five components were:

1. Mentoring is a helping relationship, with a primary dynamic to assist and support the student in achieving long-term broad goals.
2. Mentoring can consist of any or all of three broad components: emotional and psychological support, direct assistance with career and professional development, and role modeling.
3. Mentoring relationships are reciprocal.
4. Mentoring relationships are personal, requiring direct interaction between mentor and student.
5. Relative to their students, mentors show greater experience, influence, and achievement within a setting. (p. 33)

Tentoni also adopted the functions of mentoring that were used in Anderson and Shannon's original model: teaching, sponsoring, encouraging, counseling and

befriending. Tentoni reports that no empirical research has been done on the model to date, and recommends that future research include an examination of “mentoring behaviors, cross-gender, same sex and cross cultural mentoring; mentoring of minority students and how to select a mentor” (p. 38).

In a study of mentoring in the field of social work, Collins, Kamya and Tourse (1997) provided a definition that is very similar to the elements of Tentoni's definition. However, Collins, Kamya and Tourse include a clause that states that the support provided by the mentor is “beyond what is required solely on the basis of their formal role relationship” (p. 147). Tentoni's definition of a mentoring relationship was adopted for use in this study, with the additional element from Collins, Kamya and Tourse's definition. This definition of a mentoring relationship was included for use in the introduction to the interviews with participants. In the verbal instructions to participants, it was clarified that the purpose of providing the definition was not to control how participants define the concept, only to give the researcher and the participants some common language as a starting point. Participants were be invited to modify their usage of this definition as needed.

In the previous paragraph, the source cited (Collins, Kamya & Tourse, 1997) was drawn from a social work journal. The logic behind the inclusion of this reference and the absence of other social work literature bears some explanation. In the design of the current study, a conscious decision was made to limit the review of literature to counseling psychology and other counseling related fields, with the bulk

of the literature reviewed was drawn from journals in clinical, counseling and school psychology, student affairs and counselor education. This seemed important because the literature from business, human resources and communication appeared to be utilizing the concept of mentoring in very different ways, thus confusing instead of clarifying the investigation of mentoring in counseling psychology. The argument could be made that as a counseling related field, social work literature should also have been included. A comprehensive review of literature from the field of social work was not done, with the primary reason being that the literature seemed to be at approximately the same stage as what had already been reviewed, and did not seem to contribute anything unique. The professional literature from the field of social work was also seen as being less relevant to the current study of counseling psychology doctoral students due to the fact that a master's degree is the terminal degree for a social work practitioner and it is primarily social work faculty that hold a doctorate. An exception was made in the case of the construction of the above mentioned definition as it seemed to contribute something unique to the definition of mentoring used in this study.

This concludes the review of the relevant non-empirical literature on mentoring in higher education in general and specifically for graduate students in counseling related fields. The remainder of the literature review is organized using my own broad areas of inquiry.

Four Areas of Inquiry

The four areas of inquiry that will be used to organize the rest of this review are: (1) the perceived value of mentoring, (2) issues around the formation of mentoring relationships, (3) the functions of mentoring relationships, and (4) the environmental factors impacting mentoring relationships. Each broad area contains both empirical and non-empirical literature that was relevant to the question in that area. In each of the four areas of inquiry, the review of the literature ends with a summary that addresses the original research question, followed by comments or questions about how the issues raised were relevant to the way that interviews with participants were conducted. Although this may take the form of a question, (“How do the participants in this study perceive X?”), these questions were not intended for use directly with participants. The interview guide (see Appendix I) was designed to make the interviews open ended, leaving the researcher free to probe topics and issues as they arise. Some questions stated in these summary sections may, however, were revisited during data analysis.

Perceived Value of Mentoring Relationships for LGB Students

In what ways do LGB doctoral students in counseling psychology consider mentoring relationships with faculty to be potentially valuable? There were no sources that specifically addressed the perceived value of mentoring relationships for LGB doctoral students in counseling psychology. There are no studies that

exclusively focused on mentoring relationships involving counseling psychology graduate students. The following section contains a review of two studies that addressed the value of mentoring relationships with faculty for graduate students in counselor education and school psychology (Bruce, 1995; Swerdlik & Barton, 1988). In the second part of this section, there is a review of an unpublished study that includes information related to the value of mentoring relationships with faculty for LGB graduate students in the field of student affairs.

Swerdlik and Barton (1988) conducted an exploratory study on the extent of mentoring and the characteristics of mentors and proteges in the field of school psychology. The authors mailed an instrument developed by the first author to a random sample of 1,415 members of the National Association of School Psychologists and to directors of doctoral and master's level graduate programs. The instrument asked about the participant's previous experiences with having been mentored. The information provided about the instrument is incomplete, but the respondents were asked to identify a mentor and provide information about the mentor's age, background and personality. The authors do not state that the questions were open-ended essays, but the results would suggest this may have been the case (e.g. tallies of adjectives most often used to describe mentors). The participants were also asked to provide information regarding their own age and their professional position at the time that the mentoring relationship took place. If they could not identify a mentor, they were asked whether or not they regretted the lack of

mentoring. Based on the results in 607 completed questionnaires, the authors describe the characteristics of the participants (the proteges), their mentors, and the mentoring relationships. Approximately two-thirds of the participants (proteges) reported having had one or two mentors in their career. The majority of participants that reported not having a mentor also reported that they regretted not having one. When participants were asked to prioritize the various roles that their mentors had fulfilled, the four primary roles identified were advisor, teacher, colleague and friend. Adjectives that respondents most frequently identified as best describing a mentor were supportive, knowledgeable, intelligent, caring, encouraging, and critical. Adjectives identified most frequently as unlike a mentor were critical, lazy, cold, and careless. Demographic information revealed that the group of mentors identified by this sample were predominantly male, doctoral level persons with faculty positions in graduate training programs. This portrait is consistent with demographic information about the gender make-up of faculty in graduate programs in school psychology. The authors concluded that mentoring in school psychology is seen as important and is occurring. Future research on mentoring in the graduate school setting was recommended since graduate school was identified as the primary setting in which mentoring relationships were occurring and persons that reported not having had a mentor also reported regretting it.

In the field of counselor education, Bruce (1995) reports the results of two case studies on the topic of mentoring women doctoral students. The author

conducted interviews with two full time female doctoral students in a counselor education program at a large, Midwestern university. Bruce reports five themes that emerged in the transcripts of these interviews: encouragement and support; role models; professional development; cross-gender relationships and peer interaction. Bruce does not specify whether she asked the interviewees to focus on describing one mentoring relationships in particular or asked them to comment on the topic of mentoring in general. She concludes that mentoring relationships are generally valuable for women doctoral students in counselor education. She includes a broad set of recommendations based on her results. Bruce recommends that counselor educators conduct workshops about mentoring relationships, encourage research on mentoring in counseling related fields, implement formal and informal mentoring programs in counselor education graduate programs and facilitate student cohort groups.

At this time, there was only one unpublished study (and no published studies) about LGB students that included any information related to mentoring. Evans, Wall and Bourassa (1994) conducted a survey of 82 gay, lesbian and bisexual student affairs professionals about their experiences as graduate students. The results indicated that LGB graduate students face a number of issues related to their sexual orientation including homophobic attitudes, isolation, lack of faculty and peer support, a lack of information about homosexuality in the curriculum, harassment and prejudice, and an absence of discussion of sexual orientation related issues in

classes. Of particular interest was the finding that over half of those surveyed had been open about their sexual orientation to faculty and/or professional staff, but only one third of the respondents perceived faculty as a source of support to them as LGB persons in graduate school. The authors recognize the limitations of their survey of this non-random sample of student affairs professionals, but given that is the first empirical attention given to the question of the experience of LGB students in the graduate school environment, the authors discussed a number of ways that faculty and staff could be supportive; through programming, policy statements and personal support. Specific interventions recommended to faculty are very similar to activities of functions described in other literature as “mentoring.” Strategies included, but were not limited to: encouraging students to explore gay related topics for papers, presentations and research, assisting students in the job search, especially around questions about level of openness about their sexual orientation, modeling non-heterosexist behavior and language, and making oneself known as a safe person to “come out to.” Evans and her colleagues are careful to note that the responsibility for these functions should be shared by heterosexual and LGB faculty alike.

Summary of the Review of Literature on the Perceived Value of Mentoring Relationships

In summary, the literature is too scarce to support any more than tentative conclusions about the perceived value of mentoring relationships for LGB graduate students in counseling related fields. Both Swerdlik and Barton’s (1988) study of

school psychologists and Bruce's study of doctoral students in counselor education report mentoring relationships with faculty to be perceived as desirable by participants. Participants in Swerdlik and Barton's study who reported that they did not have a mentor, reported that they regretted it. However, in Evans, Wall and Bourassa's (1994) study, only one third of the LGB graduate students in the sample identified faculty as a source of support to them in graduate school. In the current study, I sought to learn how LGB doctoral students in counseling psychology perceive faculty to be (or not to be) a potential source of support and how these perceptions were related to students' view of a mentoring relationship as desirable or undesirable.

Opportunities for Mentoring Relationships and Issues Around the Formation of Mentoring Relationships for LGB Students

Do LGB doctoral students in counseling psychology perceive themselves to have opportunities to form mentoring relationships with faculty and what are the issues around the formation of these relationships? In considering the possibility of seeking a mentoring relationship, LGB students may encounter issues around disclosure of sexual orientation, availability of lesbian, gay or bisexual faculty or affirmative heterosexual faculty as potential mentors, prioritizing the characteristics of a given mentor that are most important and negotiating a mentoring relationship. As has been previously stated, there is very little literature that discusses mentoring with LGB persons in any setting. Where possible, the sources cited are specifically about LGB persons. In most cases, references have been taken from literature on

mentoring with other populations (women, racial and ethnic minorities) or in other settings (LGB persons in corporate settings). The first sub-section on the disclosure of sexual orientation to a potential mentor has several parts. First, background information regarding coming out, LGB identity development and identity management are provided. Next, the results of an empirical study of identity development with college students will be reviewed. Finally, the results of a study of the identity management of gay men in corporate positions are presented. In the second sub-section, there are six sources reviewed that in some way discuss the issues of the availability of mentors that possess particular identities or characteristics. Third, there is one source noted that discusses how students manage multiple minority identities which may be relevant when considering how students decide what characteristics of a mentor are most important.

Disclosure of Sexual Orientation to a Potential Mentor

In this first section, the question of the issues facing students regarding the disclosure of their sexual orientation as it relates to the formation of a mentoring relationship will be explored. The issue of disclosure of sexual orientation to a potential mentor is embedded in a larger psychological experience of being lesbian, gay or bisexual, including coming out, identity development and identity management. Therefore, this subsection on disclosure of sexual orientation to a potential mentor will first present background information regarding coming out,

identity development and identity management. Then, a study of LGB identity development with college students will be reviewed. Finally, the issue of disclosure of sexual orientation to a potential mentor and identity management issues will be examined, using results from a study by Woods (1995).

Coming Out, Identity Development and Identity Management. LGB students experience of mentoring relationships may be shaped by thoughts, feelings and identity development processes that are part of the psychological experience of being lesbian, gay, or bisexual. In a discussion of lesbian career development, Morgan and Brown (1991) identified two important aspects of the psychological experience of being gay, lesbian, or bisexual. First, LGB persons are not visible minorities in the way that people of color are considered to be. It is not possible to determine a person's sexual orientation by their appearance alone. This leaves decision to disclose one's identity up to the individual LGB person in each and every new relationship and situation. Secondly, the LGB person holds a unique kind of membership in a minority culture that they are not aware of at birth, and may not discover until adolescence or much later. Since most LGB persons have heterosexual parents and family members, the lesbian, gay, or bisexual person usually has to go outside the family to gain support and become familiar with LGB culture. One of the reasons that the discovery of one's lesbian, gay or bisexual identity is often delayed until adolescence for some or for several decades for others by what is called the "heterosexual assumption" or "the idea that all persons are believed to be heterosexual unless demonstrating or

disclosing a different sexual orientation to others” (Ponse, 1978, p.53). One of the ways this heterosexual assumption is manifested in the form of heterosexual bias or heterosexism, an ideology that sanctifies non-gay norms and devalues gay experience as inferior or insignificant (Lasenza, 1989). When these negative attitudes toward LGB persons are turned toward oneself, Shidlo (1994) defines this as “internalized homonegativity.” Shidlo prefers this term to the previously used “internalized homophobia” because it is inclusive of different types of negative attitudes toward LGB persons and is not limited to those attitudes that can be traced to fear or defensiveness. Shidlo also identifies internalized homonegativity as “a distinctive factor that can account for important developmental and intra-psychic events in lesbians and gay men” (p. 198). Fassinger (1991) states, “Because gay men and lesbian women have grown up learning the same negative attitudes toward same sex-feelings and behavior that non-gays do, ‘internalized homophobia’ is a major obstacle for gay people confronting their sexual orientation, further complicating an already complex process of self-definition” (p.159).

This process of becoming aware of one's own sexual orientation has been referred to as “coming out” and is defined as

the developmental process through which homosexual [sic] persons recognize their own homosexual [sic] orientation and choose to integrate this knowledge into their personal awareness and self definition (deMonteflores & Shultz, 1978; p.61).

deMonteflores and Schultz (1978) add that coming out involves “adopting a non-traditional identity and involves restructuring one's self-concept, reorganizing one's

sense of personal history and altering one's relationships with others and society" (p. 61). McDonald (1982) points out that this can be "an arduous process than can last well into adulthood" (p.61) However, the process of developing one's identity as a lesbian, gay, or bisexual person starts before and extends beyond the early tasks of "coming out." Having an understanding of LGB students move through a process of discovering and integrating their identities is potentially important to the current study on mentoring. LGB doctoral students may be at a variety of stages in the development of their identity, and may need different things from a mentoring relationship at different stages. Before examining the implications of identity development for mentoring relationships, it is important to specifically define what is being referred to as LGB identity development here, and throughout the rest of this proposal. McCarn and Fassinger (1997) review the existing theoretical models that have been proposed to map lesbian and/or gay identity development (Cass, 1979; Coleman, 1982; Minton & McDonald, 1984; Sophie, 1986; Troiden, 1989). McCarn and Fassinger also note that only a few of the models have been tested empirically, some of them have been insensitive to racial, ethnic and gender differences; and none of them have made the "critical difference between personal and reference group components of identity" (p. 509). The comments in this section that refer to LGB identity development are not specific to any one of these proposed models, but refer to the general idea that for LGB people there is a process of development of a minority identity that takes place over time, starting with some awareness that they

may not be heterosexual. McCarn and Fassinger also note that all the models proposed so far have described a “lengthy process of coming to terms with homoerotic desire and changes in self-concept required to act upon, accept, and internalize that desire” (p. 513). They add that

the model includes some time at which the “nature of the attraction [homoerotic desire] is unclear to the individual, a turning point that involves recognizing the difference, and progressive movement toward self-affirmation and disclosure to others (p. 513).

These are the core concepts that are being referred to as LGB identity development in the following discussion of career development. In the next section, a study investigating LGB identity development with college students is reviewed. Since this study utilized the Cass (1979) model of gay/lesbian/bisexual identity development, an overview of her model is presented first, with comments from an article by Evans and Levine about the application of the Cass theory to college students. It should be noted that some of the limitations of identity development models noted by McCarn and Fassinger are applicable to the Cass model. The Cass model is still summarized here because it has been used in the study of college students (Levine & Bahr, 1989) and is one of the most well known.

Application of the Cass Model of Lesbian, Gay and Bisexual Identity

Development to College Students. In an attempt to identify the needs of LGB students, Evans and Levine (1990) addressed sexual minority identity development as it pertains to students. First, they note that traditional models of student and adult

development (Chickering, 1969; Erikson, 1975; and Levinson, 1978) hold an inherent assumption of heterosexuality. They consider this bias to be a serious one since the traditional college years can be a critical time for LGB students, often coinciding with early stages of their awareness and identity development. In looking specifically at this process of gay identity development, Evans and Levine acknowledge the existence of many models (Coleman, 1981-2, Dank, 1971, Minton & McDonald, 1983-4, Plummer, 1975, Troiden, 1979), but offer the critique that they are for the most part either completely theoretical or based on small samples or inadequate research designs. The authors also express concern that none of these models address how persons move from stage to stage. In contrast, Evan's and Levine's model of choice is Vivienne Cass' (1979) six stage model. Evans and Levine commend Cass' model based on the fact that Cass herself has used the model in subsequent research (Cass, 1984) and she describes a process by which persons experience "intrapersonal incongruities" that cause them to move from stage to stage. The stages in the Cass model are sequential, but she provides for a process she calls identity foreclosure in which a person may stop in any given stage or move backwards. The names of the six stages in the Cass model are presented below in italics. Phrases in quotation marks represent things that a lesbian, gay or bisexual student might think or feel during each stage. These phrases are not quotations from any source, but are statements paraphrased by this researcher to illustrate the stages of the theory. The first stage is entitled *identity confusion*. During this stage, a person questions the "heterosexual

assumption” for the first time and asks at some level “I wonder if I am not heterosexual?” Given the societal stigma attached to not being heterosexual, this questioning may be experienced as distressful or disruptive to the individual . Cass named the second stage *identity comparison*. At this point, an individual may say to her/himself, “I may be gay, but I am not comfortable affiliating with lesbian, gay or bisexual people.” The individual may also feel very alienated from heterosexual people. “I am no longer like them, I don't fit anymore.” In the third stage, a person may begin to live two lives in some respects. This stage is called *identity tolerance*. The person may say to her/himself, “I will be with LGB people on weekends, but I will stay closeted at school or work.” The person's comfort level and enthusiasm for affiliating with other LGB persons may fluctuate based on the kinds of experiences he or she has along the way. *Identity acceptance* is the fourth stage and is characterized by a person coming out or disclosing their sexual orientation to at least one other person (if not more), on an individual basis. Continued disclosure often depends on the nature of the experiences that the person has with the first disclosure(s) that he or she makes. A disastrous response from a close friend or relative can cause the person to be hesitant to continue telling others. An affirming response from someone very close may inspire the person to continue to take the risk of disclosing to others. The fifth stage is called *identity pride*. Although the outward signs of this stage may take different forms (attending a parade or rally, writing an article for a newspaper, volunteering for a human rights organization), the underlying

process has similar characteristics. The person may place an emphasis on anger, pride and activism and may affiliate almost exclusively with LGB others. The person may be openly rejecting of heterosexual culture or heterosexual persons. Cass' last stage is called *identity synthesis*. In this stage, a person may see being lesbian, gay, or bisexual as one aspect of their multiple cultural identities. Instead of having their entire world divided into LGB matters vs. heterosexual matters, the person may begin to integrate their LGB identity with who they are in terms of race, ethnicity, gender, age, ability, career, family or origin, etc.

Cass indicates that a person may loop back to previous stages of the model when they move from one environment to another or other life circumstances change (i.e., starting graduate school, leaving a job). She also indicates that a person may choose to foreclose at any stage, and not continue any further. Evans and Levine commend the use of this model by student affairs professional and reaffirm that identity development processes takes a lot of emotional and physical energy, especially at key points and that the work of this development process may be occurring simultaneously with similar energy draining student development tasks.

Levine and Bahr (1989) used Cass' State Allocation Measure and Chickering's Student Development Task Inventory (SDTI) to examine the relationship between LGB identity development and psycho social identity development. After surveying 89 LGB students using these instruments, Levine and Bahr found a pattern in which SDTI-II scores were lower through the early and middle stages of gay, lesbian and

bisexual development and rose later in this process. Levine and Bahr suggested two important interpretations. First, students earlier in the stages of LGB identity development may devote energy to that process as a priority over addressing student development tasks. This suggests that students who are coming out during graduate school may find that the energy required for the development of their emerging identity may leave other important tasks at the end of the list. This may place them at odds with the priorities of the training program. Second, since neither the SDTI-II nor the age of the student predicted the stage of gay, lesbian or bisexual identity development, there can be no assumption that students of a given age or year in school will be at a particular stage of identity development. Some students may come out in high school and be working on late stage identity development issues by the time they reach graduate school. Other students may not come out until mid-life, which may be during or after graduate training. This non-age specific pattern of development makes it impossible to predict the stage of development of the average lesbian, gay, or bisexual graduate student. This also implies that LGB students may have very different needs in a mentoring relationships, based on where they are in the identity development process.

• An understanding of the dynamics of identity development and identity management for LGB students is an important aspect of considering how they may experience mentoring relationships. Mentoring relationships are part of a larger process of vocational development or in the current study, specifically becoming a

counseling psychologist. The relationship between LGB persons process of identity development and their concurrent process of vocational development has been the topic of interest in recent career/vocational literature (Belz, 1993; Dunkle, 1996; Fassinger, 1996; Hetherington & Orzek, 1989). Belz (1993) states that career or vocational development can be impacted and often complicated for LGB persons by the fact that there is a concurrent process of integrating one's lesbian, gay, or bisexual identity. Belz suggests that coming out and the other earlier stage tasks related to developing a lesbian, gay or bisexual identity may drain energy away from vocational development. This is further complicated by the fact that LGB identity development may happen at any point in the life span, and therefore at any point in juxtaposition to one's vocational development. The counseling psychology doctoral student's stage in their process of sexual identity development could greatly impact who and what they might seek in a mentor. A student in the earlier stages may be reluctant to make their sexual orientation known to a faculty mentor. The student's ambivalent feeling about being known by others may cause the student to avoid forming a mentoring relationship altogether or may result in the student forming a mentoring relationship in which expends a great deal of energy hiding his or her sexual orientation. A student in this early stage development may look for outward signs that a potential mentor is lesbian/gay/bisexual affirmative, but may never address this directly with the mentor. A student who is further along in their identity development may be looking exclusively at lesbian, gay, or bisexual persons as potential mentors.

Particularly students who have established a positive attitude about their identity as LGB may place a high value on finding relationships with other lesbian, gay or bisexual people, especially those who will share in their celebration and pride in their identity. A mentor who is openly lesbian, gay or bisexual or who is an outspoken and knowledgeable heterosexual ally may be most appealing for students at this point. A student who is much further along in their development may be quite comfortable in disclosing his or her sexual orientation openly to a potential mentor, but may or may not see it as a relevant aspect of the selection and formation of a mentoring relationship. As the student integrates his or her lesbian, gay or bisexual identity into their larger sense of self, the priorities in choosing a mentor may again change.

Having knowledge that a potential mentor would be at least basically lesbian/gay/bisexual affirmative may still be important to the student, but the student may be placing more emphasis on some other less identity oriented aspect of potential mentors. An example of this would be a student who perceives a particular faculty member to be a desirable potential mentor based on areas of professional expertise or research interest. This student may still be disappointed if the mentor is not able to be supportive of their lesbian, gay, or bisexual identity; but the student may have so many other sources of support that this is a much less relevant issue in the mentoring relationship.

In addition to a lesbian, gay, or bisexual student making decisions about who they might want as a mentor based on their point in identity development, the

examples in the preceding paragraph also illustrate how students may make decisions around disclosure of sexual orientation related to their stage of identity development and their perceptions of the safety of the environment. The recent vocational development literature on LGB person's dilemmas around disclosure of sexual orientation have referred to this process as identity management (Croteau, 1996; Fassinger, 1996; Griffin, 1992; Hall, 1986; Woods & Harbeck, 1992). Fassinger (1996) states that "pervasive discrimination and hostility in the workplace make individual disclosure of sexual orientation a critical vocational decision for most lesbians and gay men" (p.167). Griffin (1992) describes various strategies that LGB people utilize to manage their identities in the workplace. Griffin identifies four basic strategies: Passing, Censoring, Being Implicitly Out, Being Explicitly Out. These strategies are arranged on a continuum from the most private to the most public. Passing is considered the most private strategy and involves the person actively creating the impression that he or she is heterosexual. This strategy is often associated with people living a double life. Censoring is a strategy that consists mainly of omitting key information or simply not talking about personal aspects of one's life or relationships. Being implicitly out involves being open about the content of one's life, but not assigning a label to oneself or one's relationship in an explicit way. Being explicitly out means that a person labels oneself as lesbian, gay, or bisexual and encourages others to understand this identity. The study reviewed in the

following section was selected because it illustrated identity management and mentioned the usefulness of mentoring for gay men in corporate positions.

A Study Examining Gay Men's Identity Management in the Work Place.

Woods (1995) interviewed 70 gay and bisexual men working in professional positions in five urban areas in the United States: New York, Houston, San Francisco, Philadelphia and Washington, D.C.. He describes the sample as college educated, middle to upper class, 22-64 years of age, predominantly white (2 African Americans and 1 Latino) and predominantly gay (2 identified as bisexual). In a book based on the data from his interviews, Woods makes a few references to mentoring. His main theme is that for gay men in corporate America, managing one's identity in a way that does not become an obstacle to career advancement can be a full time concern. In reference to mentoring he comments "nowhere is a man more vulnerable than when his career depends on the favor of a particular mentor." (p. 202). Woods raises the question of whether the closeted gay man may miss opportunities to form mentoring relationships due to the energy invested in not being known. He states "they [gay men] dodge intrusive personal questions only to find themselves without mentors, advocates or friends" (p. 234). In general, he characterizes the ways that gay men experience discrimination in the workplace as often very subtle. "Like racism and sexism, heterosexism is deeply embedded in what often appears to be inconsequential behaviors- exclusive information loops, mentoring rapport and so forth" (p. 244).

Woods' study highlights the potential vulnerability of the gay junior executive when his career may depend on the favor of a mentor. In the current study, I endeavored to listen for the ways in which LGB doctoral students perceived themselves to be vulnerable (or not) due to their sexual orientation and how they managed this vulnerability. I also sought to listen to gender differences in the accounts of participants, as the study by Woods' was specifically focused on gay men's identity management. The literature on coming out, identity development and identity management is relevant to the current study in that the literature suggested that the graduate students who I would interview could vary considerably in where they are in the process. Some would be out to themselves and others for twenty years. Others would have been out to themselves for sometime, but relatively closeted in the academic department. Still others would have come to an awareness of their sexual orientation in the very recent past, possibly since the start of their graduate training. The students' stage in their process of identity development could greatly impact who and what they might seek in a mentor. A student in the earlier stages may be reluctant to make their sexual orientation known to a faculty mentor. A student in the Pride stage of Cass' model may be looking exclusively at lesbian, gay or bisexual persons as potential mentors. A student in the integration phase may be quite comfortable in disclosing his or sexual orientation openly to a potential mentor, but may or may not see it as a relevant aspect of the selection and formation of a mentoring relationship.

Availability of Desired Mentors

In this section there are summaries of articles that discuss the availability and or desirability of mentors that are similar to students in race, ethnicity, and or gender. Four articles address the issue of availability of mentors for women working in higher education; one empirical (Eberspacher & Sisler, 1988) and three non-empirical (Hetherington & Barcelo, 1985; Swoboda & Millar, 1986; Wunsch, 1994). These articles on mentoring for women working in higher education have the common limitation that they are aimed at professional life after graduation and do not include information about mentoring relationships during graduate school. Aside from this limitation, these articles also contribute several important issues for consideration in the current study. Two additional empirically based articles are reviewed that examined the racial/ethnic minority students' preferences in mentors (Atkinson, Neville & Casas, 1991; Atkinson, Casas, Neville (1994).

Availability of Mentors for Women Working in Higher Education.

Eberspacher and Sisler (1988) conducted a survey of 508 college administrators in home economics and engineering. The two occupational areas were selected for their reputation as a female dominated and a male dominated field, respectively. The authors had a return rate of 259 usable questionnaires, 119 from home economics and 140 from engineering for a combined sample that was 70% men and 30% women. The nature and contents of the questionnaire were not stated in the article. The all

male sample of engineers identified that 98% of their mentors were male, while the 2/3 female sample of home economists identified 60% of their mentors as female. Two fifths of the entire sample indicated that they had a mentor in graduate school. Seventy- five percent of the home economists and 50% of the engineers reported that they were currently or had previously served as a mentor to another person. The authors concluded that there seems to be a trend toward same sex mentoring in this sample, and that this might be attributed to avoidance of some of the problems associated with cross-gender mentoring. The authors cited home economics as an area where the importance of mentoring relationships is recognized and practiced, and may therefore provide a role model for women in other fields.

Eberspacher and Sisler (1988) concluded that the trend toward same sex mentoring dyads in their study may be related to avoidance of the difficulties related to cross-gender dyads. There is an unstated assumption here that the members of those cross-gender dyads are heterosexual. In the current study, I took into consideration the fact that LGB students may face the same possible perception issues. If this is the case, some LGB students and faculty may avoid same sex mentoring dyads for the same reasons that Eberspacher and Sisler note, specifically to avoid the perception or reality of a sexual component to the relationship. As a result, LGB students may more often be involved in cross-gender mentoring dyads. This could have implications for a heterosexual faculty member's willingness to mentor an openly gay or lesbian student of the same gender. Finally, I questioned whether there could be obstacles to

lesbian women mentoring lesbian women and gay men mentoring gay men related to the same concerns about perceptions and or risks that the relationship could become sexualized or be seen by others as sexualized, especially in light of anti-gay stereotypes.

Hetherington and Barcelo (1985) begin with the premise that women entering professions made up of primarily men face “special obstacles, such as the formation of an identity as a professional and as a woman professional” (p. 12). They identify the presence of senior women who have achieved some degree of visible success as a critical “facilitating factor” in the formation of such an identity. In considering the process of developing a professional identity, the authors describe the situation of women of color who may lack mentors who are similar to themselves because of the small numbers of women of color in senior positions in academic administration. The authors encourage all women who could serve as potential mentors to address this situation by mentoring women of color whenever possible.

Hetherington and Barcelo's delineation of the dual identity development process (woman/professional) is useful in understanding the multi-dimensional identity processes that may be occurring simultaneously for LGB graduate students (e.g., lesbian/new professional). In addition, the authors' identify the problem that black women face in not enough black women as mentors to inspire due to the small numbers of women of color in academic administration. This problem is paralleled by the problem that LGB graduate students face if they are seeking a mentor who is

also lesbian, gay, or bisexual and would be exacerbated for LGB persons of color. In addition to the small number of lesbian, gay, or bisexual faculty in any given department, that number may be further reduced by the fact that some of them will not be open about their sexual orientation, and those that are may be swamped with extra duties related to being a minority group representative.

Swoboda and Millar (1986) report the proceedings of a conference held by women administrators from public and private institutions of higher education to discuss how mentoring has been a part of their careers. The authors report that the participants of the conference were somewhat cautious about the usefulness of the traditional model of mentoring which they describe as being a system by which powerful men "groom" younger men into positions in the corporate, governmental or academic culture. The authors cite the perception of favoritism, the possible perceptions or realities about a sexual component to the relationship and the potential development of dependency on the mentor as possible risks to women mentees. In contrast, the authors propose a networking based model of mentoring that they describe as being characterized by flexibility, mutual interdependency, information sharing and support. The authors argued that this model has the benefits of being less hierarchical and more inclusive of a larger number of women.

Swoboda and Millar (1986) raise concerns regarding the potential for favoritism, dependency and perceptions and realities of a sexual component in traditional mentoring relationships. While their concerns seem quite valid, the

networking model that they propose as a substitute seems to be a very different kind of activity than mentoring. The networking model involves a greater number of relationships with different mentors, for varying lengths of time or purposes. The focus seems to be much more narrowly on career advancement and success. In comparison, the description of mentoring cited earlier in this chapter by Tentoni (1995) included elements of emotional and psychological support that were not prominent in the networking model. Tentoni's description may be more fitting given the intense contact between doctoral students and a relatively small number of faculty over the course of a number of years. In the current study, I endeavored to listen to participants' descriptions of mentoring relationships and how they were defining this concept.

An additional non-empirical source addressed the issues of availability of mentors for women faculty. Wunsch (1994) outlines the potential problems that exist for the increasing number of women who are entering the ranks of college and university faculty without "full access to professional networks, support systems and mentoring" (p. 1). Wunsch states that mentoring is a potentially "powerful tool to identify and change personal and institutional practices and attitudes that may be barriers to women's success." Wunsch goes on to outline a pilot mentoring program at the University of Hawaii. The program assigned women faculty mentors to new junior women faculty and required the mentoring dyads to file a formal mentoring agreement for a specific period of time. The author concludes by stating that

mentoring is an “elusive” activity, but that the kind of structuring included in the program at the University of Hawaii provided a foundation of commitment that seemed to facilitate success.

The final article on women working as faculty in higher education (Wunsch, 1994) highlights the problem that getting a job in a system is not synonymous with being included and supported in that system, and that success and satisfaction are often related more to the latter. In the current study, I sought to listen to whether LGB graduate students were making similar distinctions between being admitted as a student in any given program and actually being included and supported in that system, especially through mentoring relationships.

Availability of Mentors for Racial and Ethnic Minority Students. There are two articles by the same co-authors that studied the issues of availability of mentors based on the race and ethnicity of the mentor. Atkinson, Neville and Casas (1991) surveyed ethnic minority members of Divisions 12 (Clinical Psychology), 16 (School Psychology) and 17 (Counseling Psychology) of the American Psychological Association regarding mentoring they received as students and novice professionals. The purpose of the study was to “determine if Ph.D.-level, ethnic minority psychologists in clinical, counseling and school fields who were mentored as doctoral students and novice professionals by ethnically similar mentors rated their experience more positively than did those mentored by ethnically dissimilar counterparts” (p. 336). One hundred and one clinical, counseling and school psychologists completed

the mentorship survey questionnaire (MSQ developed by the authors) for a response rate of 64%. The MSQ asked for demographic information about the participant, demographic information about a mentor they identified during their doctoral training, an overall evaluation of the mentoring relationship (Likert Scale), and ratings of the mentoring relationship in terms of 12 potential benefits to themselves as doctoral students. The same questions were repeated in reference to a mentor that participants identified from their time as a professional novice. There was no information collected from persons who did not identify a mentor in one or both categories. The ethnic composition of the sample was: 46 African/African American, 27 Asian American, 20 Latino/Latina/Hispanic American, 6 American Indian and 2 multi-ethnic persons. Professorial mentors were reported to be most helpful to the doctoral students surveyed in their roles as student advocate, skill developer and research facilitator. Mentors that worked with professional novices were reported to be most beneficial in facilitating professional networking, organizational structure and professional visibility. The authors stated that there was “no evidence that ethnic similarity between respondents and their mentors was related to rating of protégée benefits” (p. 337) for doctoral student participants and “some” evidence that there was a relationship between ethnic similarity and overall evaluations of a mentorship for novice professional participants. The authors conclude that since the majority of the ethnic minority sample reported having a European American mentor (73%) and that the ratings for these mentors were not significantly different than their

classmates and colleagues with ethnically similar mentors, that “European American professors and senior professionals can successfully serve as mentors to ethnic minority students and new professionals” (p. 338).

Atkinson, Casas and Neville (1994) published a second article using the same sample and data as reported in the previously reviewed study (see Atkinson, Neville & Casas, 1991 reviewed immediately above). The focus of this article was to present data regarding the experiences of Ph.D.-level ethnic minority clinical, counseling and school psychologists serving as mentors, specifically regarding whether these ethnic minority psychologists mentor large numbers of ethnic minority students and junior colleagues, what they perceive to be the greatest benefits of serving as a mentor and whether the mentoring relationships in which the mentor and protégé are from the same ethnic group are rated differently than when the mentor and protégé are not from the same ethnic group. The origin and composition of the sample is identical to what was described in the summary of the previous article, with the addition of a report that 54% of the psychologists surveyed reported having had a mentor as a doctoral student and 45% reported having had a mentor when they were a novice professional. In this second article, the participants who had previously been asked about their experiences as proteges were now asked about their experiences mentoring others. Regarding their experiences as a mentor to students, 71 of the 101 respondents reported that they had mentored a student since becoming a psychologist. These respondents reported a total of 302 students that they had mentored, 214 of

whom had been ethnic minorities. The mentor benefit that was rated highest by participants was “increased my personal satisfaction via helping another’s career” (p. 44). The second highest rated benefit was “increased my enthusiasm for research, teaching and/or clinical practice” (p. 44) and third was “increased my professional productivity” (p. 44). Regarding their experiences as mentors of novice professionals, 49 respondents reported having mentored a novice professional since becoming a psychologist. These mentors reported 134 proteges collectively, 101 of whom were ethnic minorities. The ratings of the mentor benefits were prioritized in the same way that the mentors of students had listed them. The authors concluded that ethnic minority professionals are prolific mentors of both ethnic minority and European American mentees. However, the authors also acknowledge that the numbers of students that ethnic minority psychologists report that they are mentoring also represent added stress for the mentor who may be struggling to succeed in his or her academic department. These added demands appeared to be balanced to some extent by the intrinsic rewards of serving as a mentor that were reported by this sample. The authors recommend future research in to the effects of this sense of wanting to give back to one’s community through mentoring and the related costs and benefits to the career development of both the minority mentor and the minority protégé.

These studies of mentoring relationships for racial and ethnic minority students introduce several relevant concepts and questions for consideration regarding how mentoring relationships are formed and specifically regarding the

availability of desired mentors. Atkinson, Neville and Casas (1991) (same data reported in Atkinson, Casas and Neville (1994)) collected data on a frequently asked question: Is it important that minority students have minority mentors? compared the level of satisfaction of ethnic minority psychologists who had been mentored by ethnically similar mentors to the level of satisfaction of those who mentored by ethnically dissimilar mentors. They conclude that ethnic similarity was not significant in predicting satisfaction. However, 73% of their sample had a European American mentor. They were not asked to rate how that experience compared to having an ethnically similar mentor, only whether they were satisfied with the mentor they had. The authors did not really collect data on what those students who had European American mentors might have preferred or how they would rate this experience as compared to having an ethnically similar mentor. There was also no data included about the respondents who said they had not had a mentor, ethnically similar or dissimilar. These findings do not seem to adequately support the conclusion that ethnic similarity in the mentoring relationship is unimportant. It might also be important to know whether the stage of ethnic identity development of the student influenced their perception of ethnically similar and dissimilar mentors. It is possible that students in earlier stages of ethnic identity development might prefer the perceived status of an ethnically dissimilar mentor, while students in later stages of ethnic minority identity development might value an ethnically similar mentor. Based on this study (Atkinson, Neville & Casas, 1991) the authors conclude that white

professionals can potentially be effective mentors for racially and ethnically diverse students. This conclusion is built on a measurement of student satisfaction with the mentoring relationship. Satisfaction may or may not be the issue of interest in the current study, especially if the students being asked to respond have not experienced one or more of the options being compared. For example, it would be difficult for a gay, lesbian, or bisexual student to say whether it would have been more desirable to have had a lesbian, gay or bisexual mentor if they have only had heterosexual mentors. If they experienced a positive relationship with a heterosexual mentor, they might state that they were “satisfied.” The advantages or disadvantages of having a mentor who is also lesbian, gay or bisexual may be beyond what the student can imagine or predict. Even a student who had experienced both a heterosexual and a lesbian, gay or bisexual mentoring relationship might have difficulty what was more satisfying based on exclusively on sexual orientation. It was one of my goals in the current study to obtain information from participants regarding their perception of the strengths and weaknesses of the similarity and diversity of their identity and their mentor’s identity.

Preferred Mentors for Students With Multiple Minority Identities

In the studies reviewed above, student’s identities were described in terms of a single dimension, i.e., race, ethnicity, gender. In reality, all students have multiple identities simultaneously (race, gender, sexual orientation, etc.) and in many cases,

multiple minority identities (e.g., African American, lesbian woman, etc.). In considering the availability of mentors for LGB students, it is important to keep in mind that many LGB students are not just dealing with the singular dimension of LGB identity, but instead are dealing with what Reynolds and Pope (1991) call “multiple oppressions.” Examples of persons with multiple oppressions would be individual who are members of more than one oppressed group, such as bisexual woman, a bisexual person of color or a gay man or lesbian woman who is also physically disabled. Reynolds and Pope identify that although many minority identity development models have common elements, within group differences are often overlooked. For instance, in lesbian identity development literature, there is only now beginning to be consideration of how the process may differ for women of different racial and ethnic groups. Reynolds and Pope proposed a multi-dimensional identity model to “clarify and expand understanding of the existing multiple options for identity resolution for members of more than one oppressed group” (p. 178). The model proposes four possible options for “identity resolution that occurs with a dynamic process of self-growth and exploration” (p. 178). The four options are as follows:

1. Identify with one aspect of identity by passively allowing one's society or community or family to determine one's primary group

2. Identify with one aspect of identity by actively making a choice of self-identification. This choice may involved the suppression of an aspect of self to feel accepted in the family or community.

3. Identify with multiple aspects of self in a segmented fashion. For example, attending events in a community of ethnic origin on weekends and socializing with other lesbian, gay or bisexual persons during the week.

4. Identify with combined aspects of self (identity intersection). Joining a group for African American Lesbians is a behavioral example of identity intersection (p. 179).

The authors stress that “all options are acceptable and create opportunities for positive self esteem and pride as well as challenges to maintaining an integrated sense of self.” The authors also note that a person’s choice of options may vary at different points in one's life, “based on personal needs, reference group or environment” (p. 180).

This model for managing multiple minority identities added another layer of complexity in considering the potential issues of the graduate students in the current study. Although the primary focus of the study is to examine how these students experience mentoring relationships as lesbian, gay or bisexual persons; Reynolds and Pope's model illustrates that sexual orientation may be only one aspect of a student's identity that they are bringing into any given relationship. LGB students of color and lesbian women in general may find their gender or their race/ethnicity becomes a

more salient variable in a given training environment. Regardless of what aspect of a student's identity seems to take on primary importance at any given time, they will always have all the aspects to deal with at some level. Therefore, I sought to listen to the accounts of participants for references to how they managed their identities and to utilize probes as appropriate to clarify information about how they made decisions regarding mentoring relationships.

Summary of the Review of Literature on the Formation of Mentoring Relationships

Although in most cases, the literature reviewed is not specifically about mentoring relationships with LGB doctoral students, there are a number of concepts that are useful for the current study. In order to further understand the context of LGB doctoral students' decisions about disclosure of sexual orientation to a potential mentor, literature on coming out, identity development and identity management was examined. Levine and Bahr (1989) examined how LGB identity development was related to performance on student development tasks and found that at times the identity development tasks were so energy consuming that they took precedence over the student development tasks. How are the needs of LGB students who are early in the process of LGB identity development different from students in later stages of LGB identity development? What other identity related factors impact the mentoring needs of these students? Regarding identity management, Woods (1995) identified that one of the prerequisites for gay men in corporate settings to obtain a mentor was

sharing about one's personal life and allowing oneself to be known. He suggested that this became a problem for gay men who did not want to disclose their sexual orientation at work. He also commented on the vulnerability of a man when his career depends on the favor of a mentor. Since unlike skin color, sexual orientation can be concealed, gay, lesbian and bisexual students must decide whether to make their sexual minority identity known to faculty and supervisors who stand as potential mentors. Disclosure presents the risk of encountering homophobic faculty who may refuse to mentor the gay, lesbian, or bisexual student because of their own feelings about gay, lesbian, or bisexual persons or their fear of being publicly supportive of an openly gay student. The lack of legal and policy protections for LGB students may mean that LGB students may have little recourse if they perceive themselves to be discriminated against on campus. It was of interest in this study to know how LGB students perceived themselves to be vulnerable as they participated in or sought to participate in mentoring relationships.

Several authors addressed how mentoring dyads formed and suggested that informal matching was not adequate for women and members of ethnic minority groups because these students were last to be considered by mentors in general and less likely to find a mentor of similar race/ethnicity or gender (if that was important) due to lack of availability (Hetherington & Barcelo, 1985; Swoboda & Millar, 1986; Wunsch, 1994). Swoboda and Millar (1986) also cautioned that mentoring relationships may only be extended to "favorites," thus excluding other students and

placing the chosen students in the position of owing a debt for being chosen. However, most mentoring relationships at the graduate level are the result of informal matches negotiated on an individual basis. How were the mentoring relationships of LGB students formed? Was the negotiation of the mentoring relationship done informally between the student and the faculty member or was the relationship the result of some formal assignment or matching program? Did sexual orientation create any difficulty to access to a mentor? Any benefits?

Atkinson, Casas and Neville (1994) examined whether ethnic identity similarity between mentors and mentees was important for mentoring relationships. Their sample reported that such similarity was not important. Do LGB doctoral students in counseling psychology consider the sexual orientation of the mentor to be important? Why or why not?

How are multiple cultural identities (Reynolds & Pope, 1991) prioritized by students when they decide who they would like for a mentor (relative importance of being matched by gender, race, or sexual orientation)? If having a lesbian, gay, or bisexual mentor is not deemed important, is it important that the mentor be an openly affirmative heterosexual ally? Do students perceive these persons to be readily available on the faculty?

In addition to availability, there may be dilemmas regarding who to choose as a mentor, (assuming there's the possibility for the mentoring relationship to be initiated by the student). Hetherington and Barcelo describe a dual identity

development process for women (woman/professional) that may be paralleled by LGB doctoral students developmental processes (sexual orientation/professional). Race, ethnicity and gender are then also added to that equation. In addition to decisions about whether the mentor's cultural identity matters and which aspect(s) of identity are most important (gender, race, sexual orientation), the student may want to consider the potential mentor's research interests, theoretical orientation or other individual characteristics. Depending on where the student is in the development of his or her professional identity and sexual minority identity, different aspects of mentoring relationships may be more appealing or needed. How do LGB students make decisions about what aspects of a mentors' identity and qualifications are most important?

Once a mentoring relationship has been initiated, another consideration for both the student and the mentor is the way the dyad will be perceived by others in the department. Friskopp and Silverstein (1995) report that participants in their study through being publicly associated with a lesbian, gay or bisexual person held potential implications for both heterosexual mentors and lesbian, gay, or bisexual mentors. For heterosexual mentors, agreement to mentor an openly lesbian, gay, or bisexual student may result in speculations that the faculty member is also lesbian, gay, or bisexual. If the faculty mentor is lesbian, gay, or bisexual, the agreement to mentor the openly lesbian, gay, or bisexual student may cause others to speculate on the nature of the relationship, especially if the mentor and mentee are of the same

gender. In this way, the same concerns about a student/faculty relationship becoming sexualized that are often present about a mixed gender heterosexual (or assumed heterosexual) mentoring dyad (Eberspacher & Sisler, 1988; Gilbert, 1981; Gilbert & Rossman, 1992) may be an issue in same sex, mentoring dyads, regardless of whether the mentor is gay, lesbian, bisexual, or heterosexual. Gilbert and Rossman state

apprehensions that close male-female working relationships automatically become sexualized in the minds of peers and supervisors, regardless of any indications to the contrary, may mean men in positions to mentor reluctant to develop mentoring relationship with women (p. 233)

This may be even more of a problem for the lesbian, gay, or bisexual mentoring dyad since there are stereotypes about LGB persons being sexual predators with younger persons, to the extent that they are accused of “recruiting” heterosexual persons to be gay, lesbian, or bisexual. These kinds of considerations may impact the kinds of activities that a mentoring dyad chooses to engage in, such as travel arrangements to conferences, time and location of appointments or degree of contact outside of the university setting. How do the concerns about managing perceptions impact how LGB graduate students participate or do not participate in mentoring relationships?

The first two sections have contained reviews of literature about the perceived value of mentoring relationships and issues around the formation of mentoring relationships. The next section will review literature pertaining to issues around the functions of mentoring relationships.

Functions of Mentoring Relationships for LGB Students

How do LGB doctoral students perceive and experience the purposes or functions of mentoring relationships with faculty? In examining the functions of mentoring relationships, this section will review literature on mentoring racial and ethnic minority students and faculty, mentoring women working in higher education, mentoring undergraduate and graduate students and mentoring LGB persons. Most of the publications reviewed in this section were not written primarily for the purpose of examining the functions of mentoring relationships, but the statements about the functions of mentoring relationships were prominent themes in each article.

This section is organized into four subsections. In the first subsection there are summaries of three empirical articles (Holland, 1993; Smith & Davidson, 1992; Williamson & Fenske, 1993) and two non-empirical articles (Redmond, 1990; Adams, 1993) on mentoring racial/ethnic minority students in higher education. These reviews are followed by summaries of two articles about mentoring women working in higher education administration, one empirical (McNeer, 1983) one non-empirical (Anderson & Ramey, 1990). Next, two empirical articles are reviewed that discuss mentoring students (one graduate, one undergraduate) in higher education, without any special emphasis on the race/ethnicity or gender of the students (Terrell, Hassell & Duggar, 1992; Wilde & Schau, 1991). Finally, two sources are reviewed

(one empirical, one non-empirical) that discuss the functions of mentoring relationships for LGB students (Friskopp & Silverstein, 1995; Hetherington 1991).

Functions of Mentoring Relationships for Racial and Ethnic Minority Students

Holland (1993) conducted a qualitative study to explore the “factors in doctoral programs that may potentially guide, motivate and influence African American doctoral students to pursue careers in higher education” (p. 1). He interviewed 42 participants (23 current students and 19 former students) from a variety of disciplines (physical science, humanities, social science, education, engineering) about their relationship with their major advisor. Analysis yielded five types of relationships as described by participants ranging from the least to the most involved: (1) formal academic advisement, (2) academic guidance, (3) quasi-apprenticeship, (4) academic mentor and (5) career mentor. Participants identified the later three types as most satisfying. The author identified two attributes of the academic mentoring relationship: (1) “these relationships are academic developmental relationships” and (2) “advisors take a personal interest in the student and the student's career preparation and success” (p. 15). The author identified three attributes of the career mentoring relationship: (1) “these are developmental student advisor involvements where the advisor takes a direct and purposeful role in preparing the student for faculty employment in higher education,” (2) “advisors in these relationships are active in socializing the student into the profession,” (3) “the

major advisor takes a personal interest in the student and his or her success” (p. 18-19). The author concluded that the findings of the study suggested that the advisor played “a significant role in the academic life, satisfaction and career preparation of African American doctoral students” (p. 22).

Holland's study yielded a useful continuum to describe the level of involvement in a mentoring relationship. It is notable that Holland placed the more formal, assigned functions of mentoring on the less involved end of the continuum and the more informal, individually negotiated interactions on the more involved end of the continuum. The author is clear that mentoring relationships were significant for African American doctoral students in this study, but did not comment on ways that this might be different for these students based specifically on race. In a similar way, LGB students may find it difficult to sort out how being lesbian, gay, or bisexual has impacted their mentoring experience. For example, a student may wonder if they had a difficult time engaging in a mentoring relationship because of homophobia or because they could not find anyone who shared their research interests. The important point is that for LGB students, there is always the disturbing thought that homophobia may be a factor in the way people are responding.

Williamson and Fenske (1993) surveyed 214 Mexican American and American Indian students to determine factors affecting satisfaction with their doctoral programs across a variety of fields. The authors stated that the purpose of the study was to “contribute knowledge that can lead to institutional efforts to increase

production of minority doctorates” (p. 2). This study utilized the Nettles Conceptual Model of Factors Related to Minority Student Experiences and Outcomes in Their Doctoral Programs (1989b) as the basis for examining factors of academic satisfaction. Background characteristics were compared among four groups: Mexican-American men, Mexican American women, American Indian men and American Indian women. Principal components factor analysis yielded 21 factors, nine of which pertained to aspects of faculty mentoring. Responses from the two ethnic groups were similar, but differences were evident along gender lines. The women in the study were more likely to perceive their academic experience as less satisfactory due to a view of their institution as discriminatory. The authors concluded that a sense of belonging for students from these groups could be greatly impacted by faculty mentoring and that it would be ideal for these students to be mentored by mentors from their own ethnic group and same gender.

Williamson and Fenske (1993) raise two relevant issues from their study of Mexican American and American Indian graduate students. First, that students may perceive the academic experience as less satisfying if they perceive the institution as discriminatory and second, that faculty mentors can help students to feel more as if they belong in the higher education environment. This would suggest that LGB students may perceive their graduate experience as less satisfying if they perceive the institution as a whole to be discriminatory (or non-inclusive) and that mentoring relationships with faculty may also impact their sense of belonging to the department

as well as possibly the profession. How are faculty mentors (or the lack thereof) a factor in LGB student's sense of belonging to their graduate department? Is this sense of belonging impacted by the LGB doctoral student's perception of the institution as a whole?

Smith and Davidson (1992) surveyed 298 African American graduate and professional students at a large, public, predominantly white, Midwestern university and got a return rate of 182 (61%). The study had three objectives: (1) to provide a description of the demographic characteristics, professional development and faculty and peer support among African American graduate students; (2) to examine the relationship of mentoring and networking to the professional development of African American graduate and professional students; (3) to investigate the relative impact of faculty mentoring versus peer networking. The instrument was developed using Blackwell's (1983) research and had sections on professional development, peer networks, faculty mentoring and demographics. One third of the sample reported having a mentor, another third reported having senior people who had helped their career advancement and one third reported that no one had helped them significantly while in graduate/professional school.

In examining correlates of the professional development sub-scales, level of mentoring was one of the statistically significant predictors of teaching, research and grantsmanship while networking was one of the significant predictors of conference involvement and publishing (p.538).

Smith and Davidson's (1992) results highlight the fact that one of the functions of mentoring relationships is to prepare mentee's for future teaching, research and grantsmanship. This study has relevance to counseling psychology doctoral students given that success in the scientist-practitioner model will require at least two of these three activities in most employment settings. If being lesbian, gay, or bisexual constitutes a barrier to the formation of mentoring relationships this could have long term effects in a students development of skills in these same areas (teaching, research, grantsmanship). How do LGB doctoral students in counseling psychology describe the importance (or lack thereof) of a mentoring relationship as it relates to developing the skills of teaching, research, and grantsmanship?

In addition to the empirical literature on mentoring racial and ethnic minorities in higher education, there were two non-empirical sources reviewed that addressed the specific benefits of mentoring racial/ethnic minority students in higher education. On the undergraduate level, Redmond (1990) reviewed the use of formal mentoring programs

to improve retention and delayed graduation rates among demographically under represented students, faculty and administrators; namely African Americans, Asian Americans, Hispanic/Latino Americans and Native Americans (p. 188).

She advocates formal mentoring over informal or natural mentoring due to limited access to such relationships for members of minority groups. Redmond also includes reflections on her own experience in developing and administering a mentoring program, with recommendations for others who are undertaking the same task. She

lists four ways that mentoring can address causes of culturally diverse student attrition and delayed graduation: (1) promoting greater student/faculty contact, communication and understanding; (2) encouraging the use of university resources designed to aid student with non-academic problems; (3) intervening promptly with academic difficulties; (4) creating a culturally validating psycho social atmosphere. Redmond concludes that “mentoring is not a cure all- but can be viewed simply as another point of intervention with the academy’s attempt to meet the needs of culturally diverse students.” (p. 193).

Redmond primarily addressed an undergraduate population, and to some extent this limits the applicability of her suggestions to the current study. While undergraduate mentoring relationships are often the product of formal mentoring programs, graduate mentoring relationships tend to be informally negotiated, longer due to the program of study, a higher frequency and intensity of contacts during graduate school and ongoing post graduate contact. However, the four ways that mentoring can address attrition and delayed graduation for culturally diverse students are potentially very applicable to the LGB graduate student population. Particularly the concept of mentors helping to create a “culturally validating psycho social atmosphere” is an important concept to include when examining LGB graduate students experiences of mentoring relationships. What do LGB doctoral students perceive faculty to be doing or not doing that positively impacts the atmosphere of

the department around LGB issues? How are these behaviors/activities specifically part of (or not part of) a mentoring relationship?

Another non-empirical source regarding mentoring racial/ethnic minority students in higher education is Adam's (1993) guide for racial ethnic minority doctoral students in engineering that "examines the alliance between the doctoral student and *his* major advisor." Topics addressed in this booklet included choosing a mentor, formalizing the mentor relationship, and evaluation of the mentoring process. Adams basis for recommending mentoring is enthusiastic, but not detailed. He says "a good mentor is a must for minority doctoral students. Why? One cannot complete an engineering or science doctoral program without one" (p. 5).

Adams survival guide for African American graduate students in engineering is an enthusiastic endorsement of mentoring for this population and raises a question about how familiar graduate faculty and students are with the tasks involved in forming a mentoring relationship. Adams survival guide is striking in that it explicitly addresses issues that in other sources seem to be part of the unwritten norms in the culture of higher education. This was relevant to the current study in that guidelines and tips for negotiating a mentoring relationship in counseling psychology doctoral programs are not published in any similar way and there may be aspects of the process that are specific to students who are LGB. The results of the current study may be useful in the construction of such a guide for LGB doctoral students.

Functions of Mentoring Relationships for Women in Higher Education Administration

There are two articles that discuss mentoring for women in higher education administration, one empirical (McNeer, 1983) and one non-empirical (Anderson & Ramey, 1990). McNeer (1983) conducted a study to “examine the role of the mentor and the mentoring relationship in the career development of women administrators in higher education.” McNeer employed qualitative interviewing to gather data from nine women who were in chief administrative positions in four year co-educational colleges and universities in the six state Great Lakes region. McNeer adopted Phillips' (1977) definitions of primary and secondary mentors, a primary mentor being “significant other(s) present at critical points of the protégé's life who engage in activities that assist the protégé to define and/or reach his or her life goals” (p. 62). The secondary mentor was defined as persons who were influential in ways that were perceived to be less crucial to the protégé's career development. Eight of the nine women in McNeer's study were able to identify at least one person that had contributed to their career development, and six of these women defined that person or persons as a mentor. Those six participants identified a total of 34 mentors, 13 of whom were women, and six of the thirteen were considered primary mentors. Participants identified functions that primary and secondary mentors provided, including “encouragement/recognition, instruction/training, friendship, opportunities-responsibilities, advice-counsel, inspiration-role modeling and visibility” (p. 12).

The authors stated that based on what participants had reported, "mentoring appears to be a practice used to develop leaders in both faculty and administrative positions in higher education." The authors stated that this finding contradicts the idea that women do not assist other women. Four of the six women who identified themselves as having had a mentoring relationship named faculty advisors in their graduate studies as significant. The authors also reported that the women in this study did not find age or gender to be a factor that caused problems in the mentoring relationship. There was no mention of how the interview data was analyzed, however McNeer noted that the mentoring relationships discussed in the business literature were scheduled to terminate at some point, where the women in her study reported that many of these relationships were transformed into long lasting friendships.

McNeer concludes that "one critical factor in the development of [women's] administrative potential is the challenge and support of a mentor" (p. 13). McNeer's (1983) study is important in that four of the nine participants identified faculty mentors and did not identify gender or age as a perceived obstacle to the formation of a mentoring relationship. McNeer also noted that each participant seemed to have a unique definition of what a mentor was. Given the absence of an agreed upon definition of mentoring in counseling psychology, this was also a consideration in the current study. Finally, McNeer observed that some mentoring relationships had scheduled termination points and others became long lasting friendships or associations. In the current study, I sought to elicit participants ideas about the future

of mentoring relationships with faculty, especially in cases where both student and faculty member are lesbian, gay, or bisexual and could be sharing the same group of colleagues and associations within the larger profession.

In addition, one non-empirical source on the functions of a mentoring relationship is reviewed below. Anderson and Ramey (1990) provide a critical distinction between the function of role models and the function of mentors for women in academic administration. The authors describe both role models and mentors as potentially formative influences on one's career, but characterizes role models as passive influences and mentors as active influences. They describe the role model as :

one who possesses the skills or qualities that she or he (the junior professional) lacks and yet admires and wishes to emulate. By observing the role model's performance and its consequences, the person develops an image and then mimics the behavior that evokes the desired outcomes and accomplishments (p. 183).

Anderson and Ramey add that this process can take place without any direct contact with the role model, and with or without the role model's awareness. In contrast, the mentor is defined as

a person who leads, guides, and advises someone more junior in experience toward career accomplishments. A mentor can be viewed by a protégé in an almost mystical sense by such encompassing descriptions as: wise adviser, powerful sponsor, gracious host, careful guide, exemplar, kind counselor, smart teacher, and surrogate family member. A mentor can be a key figure in a protégée's life for a brief and defined period of time or a number of years (p. 183).

The article concludes by describing five different roles that mentors can perform: educator, sponsor, coach, counselor and confronter. The authors conclude by stating that

Mentoring in academe provides the vehicle for putting into context a professional value system; the teaching, research and service missions of higher education; and personal career aspirations. A valid way to acquire committed professionals, scholarly practitioners, and esteemed academicians is to create them through planned mentoring (p. 189).

Anderson and Ramey's distinction between a role model (passive) and a mentor (active) is a critical one that is missing in many other sources in the literature. This is a very important issue for the current study. Mentoring relationships with faculty may include role modeling as a function, but role modeling in itself is not a mentoring relationship. In order to be clear about the kinds of relationships that were of interest in this study, the modified definition used by Tentoni (1995) was cited in the description of the study and was read to the participants at the opening of the interview. This definition included the element of mentoring relationships being mutual. According to this definition, role modeling is not mentoring because role modeling can take place without the role model even knowing that he or she is serving in this capacity.

Functions of Mentoring Relationships for Undergraduate Versus Graduate Students

In examining the empirical literature on mentoring students, there were two sources that yielded information about the functions of mentoring relationships. In

these sources, the student samples were defined in general terms. In contrast to the literature reviewed in the previous two sections, the articles in this section provided no information about the race/ethnicity or gender of the participants. The first article is about mentoring undergraduate students and the second is about mentoring graduate students.

Terrell, Hassell, and Duggar (1992) report a study to “identify and describe existing mentoring programs for students in higher education.” Seventy institutions were surveyed using a questionnaire developed by the authors. The authors identify the sample as non-random since the institutions included were identified from the attendance list of a mentoring conference and through personal networking by the authors. The authors found that the largest number of institutions reported that the goal of their mentoring program was to promote retention, especially of minority students. Other mentoring programs were designed for honors students, student leaders and students with specific career interests. Approximately 45% of the programs were designed for freshmen only. Programs reported that the mentors were most frequently faculty, but also included staff and peers. The authors reported that there was little or no evaluative data available on the success of these programs. The authors conclude that

although mentoring programs have become increasingly popular way to address retention and persistence, particularly among minority groups, there is not enough data available to prove their importance conclusively (p. 204).

The article concludes with a description of a model program provided by one of the institutions surveyed. In some ways, Terrell, Hassell and Duggar's study investigated a different phenomenon (undergraduate, assigned mentoring programs) than the topic of the current study (graduate level, informally negotiated mentoring relationships). However, Terrell, Hassell and Duggar's article underscores the need for more information about how mentoring relationships work and for whom they are effective. Although retention is a different issue at the doctoral level than it is for freshmen undergraduate students, it was of interest in the current study to know if participants perceived mentoring relationships to be related to their ability to stay in and complete their doctoral programs.

Wilde and Schau (1991) surveyed a national sample of 177 graduate students in colleges and department of education about their mentoring relationships. The purpose of the research was to "explore mentoring relationships in graduate schools of education from the perspective of mentees" (p. 165). The authors acknowledge the absence of one agreed upon definition of mentoring as an obstacle in the design of the study. In their review of literature, they identify a career orientation to mentoring in authors like Kanter, 1977; and Levinson, 1978 and a psychological interaction orientation to mentoring in the work of O'Neil (1981). For the purpose of the study, they used a modified version of O'Neil's definition of mentoring:

A mentor is an experienced professional who take personal interest in a graduate student's career and provides guidance and assistance to the student. The student, or mentee, then learns form the mentor and assists him/her in various activities (p. 167).

The authors identified components of the mentoring relationship and investigated whether gender and age of the mentee were related to the mentoring support a student received. Students were selected randomly from a list their professors had provided that identified them as mentees. Data was gathered using a Likert-type instrument with four components: Psychological and Mutual Support, Comprehensiveness (of the mentoring relationship), Mentee Professional Development, and Research Together. The sample of students was 90% white, 60% women and 80% doctoral level students. Wilde and Schau reported that “with increasing age(of the mentee), mentee's reported a decrease in professional development activities. Neither sex of mentee nor sex of mentor differences were found.” One of the conclusions drawn by the authors was that these results supported the idea that mentoring was not limited to a career orientation or a psychological orientation, but was a combination of the two. This conclusion helps to focus an interesting question regarding the experience of LGB students. Like the ethnic minority students in Wilde and Schau’s study, LGB students may describe a form of mentoring that cannot be categorized as exclusively career oriented or psychological support oriented, but instead is some combination of both. Wilde and Schau also found that neither gender nor age were significant factors in determining the amount of mentoring support a student received. They did not provide data about whether participants perceived race or sexual orientation to have impacted the amount of mentoring support they received. A parallel question in the current study was whether LGB doctoral students in counseling psychology perceived

their sexual orientation to be a factor in determining the amount of mentoring support they receive.

Functions of Mentoring Relationships for LGB Students

This section reviews two sources that discuss the functions of mentoring relationships for LGB person. The first is a qualitative study of Business school graduates and the second is a conceptual article about career counseling for LGB persons .

Friskopp and Silverstein (1995) conducted a qualitative study of their fellow Harvard Business School graduates who were LGB. The study had a survey component that contained 96 multiple choice questions which was distributed to an undisclosed number of people (N= greater than 100). The survey asked questions about a wide variety of topics including the alum's level of outness in the workplace, the impact of their sexual orientation on career related decisions, discrimination they had encountered, sources of support they utilized, responses from heterosexual colleagues and friends they received and differences in their experiences based on race/ethnicity and gender. The authors received 67 of these completed surveys (return rate of greater than 50% according to the authors). The surveys indicated that those who were willing to participate in a follow up interview should indicate this by providing their name and contact information. The authors report that over half of the number who returned surveys. also indicated that they would be willing to be

interviewed (n= approx. 35). The researchers then conducted interviews, initially with the people who indicated willingness on the survey, and later with others that were located using the first set of interviewees as contact persons. The interviews took place over three years, most of them on location wherever the interview lived or worked in the United States. The authors report that they interviewed over 100 alums total. The full report of the results of this study are available in their book Straight Jobs, Gay Lives. For the purpose of this review, only the sections on mentoring and role models will be reviewed.

Toward the end of Friskopp and Silverstein's book, there is a section on mentoring included in a chapter entitled "Success." The authors indicated that because many of the professionals that they interviewed had mentioned that having a mentor had been important to them. In the survey, the authors asked "Has any person in your present or former work organization after Harvard Business School taken a greater than usual interest in guiding or assisting you in your career?" The authors report that 37% said yes, a boss; 9% said yes, another person who was higher up in the company, 3% said yes, a coworker; and just under 50% said no. From the interview data, the authors report that participants perceived the benefits of having a mentor as being a source of career advice, political advice, personal advice, and career advancement. They go on to illustrate each of these benefits with quotes from the participants. Political advice was illustrated with a story of an alum who sought counsel on how best to participate in gay rights issues within the company. Career

advice was described illustrated with an alum who was reassured by an older alum about what it would be like to be gay in the company and what the risks were. Participants reported that “personal advice” from a mentor was advice that pertained to some life issue beyond the issues specific to work or career (e.g., buying a house). Participants described the counsel they received on career advancement to be advice specifically pertaining to promotion in the company or in the profession.

The mentors in this study were reported to be both heterosexual as well as LGB persons. Each group provided advantages and disadvantages. Heterosexual mentors were associated more with general career mentoring, while LGB mentors seemed to be associated with advice or assistance related to the management of sexual orientation in the workplace. There is a separate section of the book devoted to a discussion of how the presence of LGB role models can facilitate the coming out process for other professionals. Although the distinction is not made entirely clear, these role models seem to fill a different function in that they “expand the limits of the possible” (p. 192) or in one participant's words “one of the ways to be an effective role model as a gay person is simply to show that you can do your job and succeed at what you are doing”(p. 195). Although these role models were seen as very important, the participants indicated that no mutual relationship with a role model was required. Role models could be public figures that a person only knew about from TV or magazine articles. Although role modeling could also be part of a mentoring relationship, role modeling does not constitute mentoring in itself.

For the most part, mentors were characterized as older, with the exception of instances when older gay professionals sought the counsel of younger gay professionals regarding coming out at work. Most of the participants reported that they had heterosexual mentors. They characterized the process of coming out to these mentors as sometimes difficult or risky since the mentoring relationship was so valuable to the person's career. Heterosexual mentors' responses to their disclosure ranged from acceptance and reassurance to discomfort and no further discussion.

Fewer participants reported having lesbian, gay, or bisexual mentors. One problem that participants noted was that if senior professionals were more closeted, they sometimes did not want to be associated with an openly gay junior professional. There was also some concern about avoiding the appearance of favoritism based on sexual orientation and potential charges of reverse discrimination. Although coming out to gay mentors was a different task than coming out to heterosexual mentors, the participants indicated that it was not always easy.

The authors report that professionals who indicated that they did not have a mentor also indicated that they were disappointed that they did not have one. The most frequently cited reason was availability, although some participants indicated that they had not had time to pursue it. In general, the authors reported that lesbians in the study were having a more difficult time finding mentors, which they attributed to the impact of sexism. Some lesbian participants also indicated that being closeted themselves had hindered their attempts at forming a mentoring relationship. They felt

it was easier not to form a relationship than to have to deal with what they would or would not disclose to their mentor.

The section on mentoring concludes with comments from participants on their interest and willingness to mentor others. The majority of participants indicated that they would and do mentor others, especially other lesbian, gay, or bisexual students or junior professionals. They added that they do not always know which of their mentees are lesbian, gay, or bisexual at the time, since they do not always choose to disclose. A smaller number of participants indicated that just sharing a lesbian, gay, or bisexual sexual orientation did not necessarily mean that they wanted to be involved in helping a person and that they did not necessarily see helping a person based on sexual orientation as appropriate.

Friskopp and Silverstein's study is one of the most in depth sources of interview data on topics relevant to the current study. There are several concepts that are important to highlight. First, approximately half of the participants in this study reported that they had not been mentored. There is no baseline data available about how this compares to non-gay Harvard Business alums, but it seems like a large number in a very networking oriented group (Harvard alums) within a very network oriented occupation (MBA's). In the current study, it is unknown what proportion of the participants will report that they are not or have not been mentored, and for what reasons. Friskopp and Silverstein (1995) did not report all the reasons that contributed to these participants not being in mentoring relationships, including their

own desire to be mentored. Given that there are a number of endorsements of the concept of having a mentor in the field of counseling psychology, it seemed important to learn to what extent participants perceived their sexual orientation to have impacted the formation of these relationships. Friskopp and Silverstein also reported that heterosexual mentors were associated more with general career mentoring, while LGB mentors seemed to be associated with advice or assistance related to the management of sexual orientation in the workplace. It was expected that participants in the current study would also report having mentors who were heterosexual as well as mentors who were LGB. It was of interest to note whether participants made any distinctions about the functions that heterosexual mentors fulfilled as compared to LGB mentors. The last item of interest from Friskopp and Silverstein's study is the idea that some LGB professionals did not want to necessarily mentor or be affiliated with lesbian, gay, or bisexual junior professionals, and in fact some saw helping others based on sexual orientation to be inappropriate. In the current study I made note as to whether LGB doctoral students perceived LGB faculty as interested and/or willing (based on appropriateness) to enter into mentoring relationships with them.

The only non-empirical source that addressed mentoring for lesbian, gay, or bisexual students does not directly address faculty/student mentoring relationships, but contains several relevant points about mentoring in the context of an article on career counseling and life planning (Hetherington, 1991). Hetherington reports that

the chance to observe diverse and competent role models is limited for LGB persons, resulting in a restricted awareness about choices of occupational possibilities. She refers to a discussion in Hetherington and Barcelo (1985) about the importance of mentoring relationships for women of color. She states that mentoring is a means of providing support to younger members of a minority group. She states that because LGB persons are often an invisible minority, even to each other, that there is often a limited awareness of how other gay and lesbian people have approached choices and decisions about careers. She concludes by recommending that career counselors help link LGB clients with appropriate role models and resources. Like Friskopp and Silverstein's reference to the "expansion of the possible," Hetherington refers to a function of mentoring that facilitates students dreaming bigger dreams or seeing broader possibilities for themselves. To what extent do LGB doctoral students see faculty mentors as expanding their sense of opportunity? How is this different for LGB students with heterosexual mentors versus LGB mentors?

Summary of the Review of Literature on the Functions of Mentoring Relationships

In the preceding section, literature was reviewed that suggested the possible functions or activities that of mentoring relationships for LGB doctoral students in counseling psychology. Several authors in the general mentoring literature identified a number of mentoring functions or activities such as being the one to bless the mentee's dreams (Levinson, 1978); defending the mentee (Kanter, 1977); socializing

the mentee into the field or department (Holland, 1993; Phillips, 1977; Williamson & Fenske, 1993), passing on the values of the profession (Anderson & Ramey, 1990), providing direct assistance in career and professional development (Kanter, 1977; Tentoni, 1995), providing emotional and psychological support (Tentoni, 1995) and role modeling (Anderson & Ramey, 1990; Gilbert & Rossman, 1992; Tentoni, 1995). In addition, authors writing specifically about mentoring with LGB persons suggested additional functions that mentors may provide. Gilbert and Rossman (1992) talk about women faculty providing women students with images of possible selves. Do LGB students look for images of possible selves in LGB faculty mentors? Can a similar function be provided by heterosexual faculty mentors? Friskopp and Silverstein (1995) suggested that mentors may be a source of career, personal, and political advice as well as career advancement. Hetherington (1991) applied the concept of “opportunity structure” to the career development of LGB persons. How does the presence or absence of a mentoring relationship impact the range of opportunities that LGB student perceive themselves to have available to them? Evans, Wall and Bourassa (1994) listed four ways that a mentor could be helpful to a lesbian, gay or bisexual graduate student in student affairs: (1) by encouraging students to explore gay topics in research and writing; (2) assisting students in the job search, especially around questions of outness; (3) modeling non-heterosexist behavior and language; (4) making oneself known as a safe person to come out to. (p. 21) Overall, these questions can be summarized by asking what functions or activities

do LGB doctoral students in counseling psychology identify as occurring in mentoring relationships they have experienced? What activities would be desirable? Undesirable?

Environmental Factors Impacting Mentoring Relationships for Lesbian, Gay, and Bisexual Students

How are LGB doctoral students' experiences with mentoring relationships and the effects of those relationships influenced by campus environmental factors such as anti-gay violence, employment discrimination and homophobic attitudes toward students and faculty?

Definition of Environment

First, the term environment needs to be defined as it is used in this section. Brofenbrenner (1979) introduced the concept of "nested environments" and it is a useful concept for describing the training environments of the participants in this study. In graduate training programs in counseling psychology, there are several layers of environment. Students and faculty exist in the department, within the college, within the campus, within the town/city, within the state, within the larger socio-political environment of the United States. Using this logic, even individual faculty can be seen as "micro-environments" for students (Mallinkrodt, 1997). In the current study, both students and faculty were conceptualized as co-inhabitants of a

training environment that consisted of the graduate department, the campus and the professional community of counseling psychologists.

Like students of color, women, and disabled persons; LGB students on college and university campuses often face discrimination, harassment, prejudice, lack of peer and faculty support, isolation, an absence of role models, and a lack of representation of their culture (Berrill, 1990; Cavin, 1987; D'Augelli, 1989; D'Augelli, 1992; D'Augelli & Rose, 1990; Duncan, 1990; Evans, Wall, & Bourassa, 1994; Gilbert & Rossman, 1992; Herek, 1986a; Herek, 1989; Reynolds, 1989; Yeskel, 1985; and Watts, 1987). However, the specific climate in graduate counseling psychology programs regarding LGB issues has not been explored empirically to date. In the absence of research studies, other related literature will be used to gain a sense of context for the current study. In the first sub-section, studies that have examined the prevalence of anti-gay discrimination, harassment and violence on college and university campuses will be reviewed. In the next sub-section, two research articles about on the job related experiences of LGB student affairs professionals and faculty will be reviewed as indicators of what the campus environment may be like for LGB students in counseling psychology. Finally, in the last sub-section, studies that have investigated the attitudes of graduate students in counseling related fields toward working with LGB issues with clients will be used as an additional source of information on the climate for LGB issues in graduate training in counseling psychology.

Prevalence of Anti-gay/lesbian/bisexual Violence and
Discrimination on Campus

In an examination of campus climate for LGB issues, Slater (1993) provides a comprehensive review of recent research on violence against lesbian and gay college students. She states that

most of our colleges and university are strongholds of homophobic discrimination and heterosexism which impact directly on lesbian and gay students, staff and faculty, upon those who are exploring their orientation and on the entire campus community.

Studies documenting incidences of verbal, physical, and emotional violence toward LGB students have been conducted by Berrill (1990); Cavin (1987); D'Augelli (1989); D'Augelli (1992); D'Augelli and Rose (1990); Duncan (1990); Herek (1986a); Herek (1989); NGTLF, (1989); Pilkington and D'Augelli, 1995; Reynolds (1989), and Yeskel, (1985). The range of reported behaviors stretches from violent physical bashings by other students to ignorance and insensitivity displayed by staff and administrators. A report by the National Gay and Lesbian Task Force (1989) documented a total of 1,329 anti-gay episodes reported by lesbian and gay students groups across 40 campuses in the year 1989. Slater (1993) presents parallel results from three studies of anti-gay violence and harassment on college and university campuses that utilized the same reporting categories. The rates of victimization in these three campus studies are presented in Table 1. along with the results of a fourth study of victimization of LGB youth (15-21-year-olds, not necessarily on college or university campuses) (p. 950).

Table 1

Rates of Victimization of Lesbian, Gay, and Bisexual
College Youth (Age 15 to 21)

Type of Abuse	Herek, (1986) Yale University	D'Augelli, (1989) Penn State University	Cavin, (1987) Rutgers	Pilkington & D'Augelli, (1995)
Verbal abuse	65%	72%	57%	80%
Verbal threat	25%	25%	16%	44%
Objects thrown	19%	13%	11%	33%
Chased or followed	24%	22%	16%	31%
Spat upon	3%	6%	1%	13%
Hit, kicked or beaten	5%	4%	4%	18%
Assault w/weapon	1%	1%	1%	9%
Vandalism or arson	1%	16%	6%	23%
Sexual assault/ harassment	12%	15%	8%	22%
Incidents not reported to police	90%	93%	88%	(MISSING)

Note. Data in this table was constructed from text from "Violence against lesbian and gay college students. Special Issue: Campus Violence: Kinds, causes and cures." by B. R. Slater, 1993, *Journal of College Student Psychotherapy*, 8, p. 177-202.

Perhaps the most striking thing about these statistics is high percentages of the anti-gay episodes (88% to 93%) that were not reported to campus authorities or

police. This reflects a situation in which the first threat to LGB students is the possibility of being victimized and the next threat is the possibility of not feeling there is anyone safe to report if to or any real value in making a report. This literature on violence and discrimination suggests that the LGB graduate students in the current study are likely to be studying in campus environments similar to the ones profiled in these studies. It was taken into consideration that the participants in the current study were likely to have experienced widely held heterosexist, and homophobic attitudes demonstrated by faculty, staff and other students. They may or may not be from a campus where there is an anti-discrimination policy protecting them. I sought to listen to participants descriptions for references to how the campus environment may have impacted their experience with mentoring relationships. For instance, if a student perceives his or her campus to be very homophobic, he or she may feel reluctant to come out in the department or to potential mentors. On a campus that a student perceives to be very lesbian-gay-bisexual affirmative, the student may feel his or her own sexual orientation is a non-issue and not a salient factor in the formation of mentoring relationships. In the next section, data from two studies of LGB student affairs professionals will be used to provide additional indicators of the campus climate for LGB issues.

Job Related Experiences of LGB Student Affairs Professionals

A second perspective on campus environment regarding LGB doctoral issues

is provided by two research studies on the job related experiences of LGB student affairs professionals. Croteau and von Destinon (1994) surveyed LGB Student Affairs professionals about their experiences in job searches. The authors report that 26% of the sample reported that they thought they had been discriminated against on the basis of their sexual orientation during the job search process and that the majority of the sample (63%) did not directly disclose their sexual orientation at least until after job entry. Forty two percent of those who disclosed their sexual orientation during the job search reported discrimination during the job search.

Croteau and Lark (1995) surveyed LGB student affairs professionals about their experiences on the job related to their sexual orientation. Twelve percent of the participants in this study reported that they worked in college or university counseling centers, an environment traditionally staffed by a high percentage of counseling psychologists and counseling psychology interns. The survey contained demographic questions, multiple choice questions, and Likert Scale items concerning professionals experiences related to their being lesbian, gay, or bisexual and an open ended question asking for descriptions of homophobic discrimination experienced while working in student affairs. The authors report that “homophobic discrimination seems to be a frequent occurrence in the work lives of LGB professionals” with 66% reporting having experienced homophobic discrimination at least once in their work lives and 38% reporting two or more such incidents. When respondents “were asked whether they expect harassment or discrimination at work in the future because of

their sexual orientation,” 44% of the respondents think they will definitely will or probably will be discriminated against in the future (p. 192).

These two studies on the job related experiences of LGB student affairs professionals provided another indicator of overall campus environment for the participants in the current study. Participants in Croteau and Lark's study reported a sufficient number of incidents of homophobic discrimination in their lives that the authors described it as a “frequent occurrence.” This was relevant to the current study in that this type of homophobic environment can influence a student's decision about disclosing their sexual orientation in the department in general, and to specifically to potential mentors. This kind of environment can also impact a faculty mentor's decision to be open about being lesbian, gay, or bisexual or a heterosexual ally. It also may impact a faculty mentor's willingness to enter into a mentoring relationships with a lesbian, gay, or bisexual student. There are additional sources that document the potential for training environments to be perceived as unsafe places for LGB issues.

Graduate Student Attitudes in Graduate Programs in Counseling Related Fields

The climate in graduate counseling and psychology programs regarding LGB issues have not been explored empirically to date. Most of the available data on the climate in graduate departments can only be inferred from studies that have examined the attitudes of graduate students in counseling related fields toward

working on LGB issues with clients. Results from two such studies are presented here, along with recommendations from three non-empirical sources that addressed improving counselor preparation on LGB issues.

Thompson and Fishburn (1977) surveyed 64 graduate counseling students regarding their attitudes toward the etiology of being lesbian, gay, or bisexual, the mental health of homosexual persons, the role of the mental health professional in treating LGB clients and their attitudes toward myths and fallacies surrounding being lesbian, gay, or bisexual. The authors concluded that the students surveyed felt "ill prepared" to deal with LGB sexual clients as evidenced by 86% of them responding "disagree" to the statement "Most mental health professional are probably adequately trained to be effective with homosexual [sic] clients" (p. 67). They also noted that the students surveyed seemed well enough informed to reject common myths about homosexuality (72% disagreed with the statement "Most homosexuals will attempt to seduce straights if given the opportunity" but were unsure of the etiology of homosexuality (34% agreed with the statement "Homosexuality in males often results because men do not like women, are afraid of them or cannot establish good relationships with them"). The authors concluded that the results of this study indicate a need for specific attention to LGB concerns in counselor education curriculums. In consideration of the relevance of these results to the currently proposed study, graduate students in counseling related field appear to lack of information and comfort in dealing with LGB clients. The participants in these

studies represent the graduate student peer group that exists for LGB graduate students in counseling related fields. Given this lack of information and comfort in the graduate student peer group, lesbian, gay, or bisexual graduate students may feel invisible, misunderstood or excluded in their graduate school environment.

Buhrke (1989a) surveyed female counseling psychology students regarding their exposure to LGB issues in their graduate training. She found that almost 30% of the respondents reported that they had not been exposed to lesbian and gay issues during their doctoral training and that almost half had not to their knowledge seen any lesbian or gay clients. The majority of the participants in her study reported no faculty or supervisors doing lesbian or gay related research. Participants reported that most of their information about LGB persons came from informal sources, such as colleagues and friends. Again, the implications of this information for the current study were that the graduate departments in which the LGB doctoral student participants were studying may be similar to those described by Buhrke. The absence of course work, clinical training and relevant research on LGB issues in graduate departments are indicators of the potential invisibility of LGB people in their work and training environment.

In an article addressing methods for incorporating LGB issues into counseling psychology training programs, Buhrke and Douce (1991) include comments about creating appropriate training environments. The authors review data from three studies about the status of training on LGB issues in counseling related fields

(Buhrke, 1989a, Graham, Rawling, Halpern & Hermes, 1984; Thompson & Fishburn, 1977). Based on a review of those studies, Buhrke and Douce (1991) state that the “ambience of our academic departments, training agencies and professional organizations varies widely” (p. 229). This variability means that the lesbian, gay, or bisexual student is left to assess the level of support for their identity in each individual situation and relationship. The authors state “if we seriously want to train our students to provide quality, effective treatment for gays and lesbians people, we must attend to some specific issues in our environments” (p. 229). They recommend the presence of “out” lesbian and gay role models as a way to signal that the environment is safe for students to be open about their sexual orientation and as a way for issues related to sexual orientation to be discussed. In the absence of “out” LGB role models, the conclusion can be drawn by students that it must not be safe. This environment of invisibility has serious training implications. Students who must hide or deny their sexual orientation, faculty who fear tenure review and staff who fear their gayness or lesbianism will impede promotion or client referral cannot develop healthy personal and professional integration (p. 229). They add that

affirming values cannot be taught in an atmosphere of fear and prejudice. If we expect to teach the values of respect for human diversity espoused by our profession, we must create environments that are safe and supportive for all forms of healthy human diversity (p. 230).

She includes ten guidelines that can facilitate the creation of such an environment.

Although Buhrke and Douce do not address mentoring specifically, one of these guidelines states

Be sensitive to the issues of oppression and appreciate the strength and struggle it takes to establish a positive gay and lesbian identity.
Provide nurturing support to colleagues and students in all phases of that struggle (p. 230).

For the current study, the question that Buhrke and Douce raised regarding the integration of personal and professional identity was very important. I thought it was important to listen in interviews for references to the impact of the training environment on LGB doctoral student's sense of being able to integrate their personal and professional identities, especially in the context of mentoring relationships.

Smith (1995) wrote a chapter on the needs of lesbian, gay, bisexual and transgender graduate students that was published in a New Directions for Student Services volume on the needs of graduate students. Smith states that graduate faculty can have a major impact on the sense of safety that students feel in determining how to come out by creating a supportive atmosphere that discourages discriminatory remarks and attitudes and provide overt evidence that lesbian, gay, bisexual and transgender (GLBT) students are accepted and appreciated as individuals (p. 114). "GLBT graduate student pain from unfair, frustrating and recurrent situations can wear individuals down and distract them from the business of completing a graduate degree" (p. 116). To what extent did participants in the current study perceive faculty as functioning as agents of change around LGB issues in their graduate departments?

How did this perception of faculty being involved in advocacy (or not) impact LGB student's experiences in mentoring relationships with faculty?

The American Psychological Association's Graduate Student organization (APAGS) has a Committee on LGB Concerns that distributes a pamphlet for students about graduate school. This pamphlet, edited by James Cantor, states that one of the greatest difficulties for lesbian, gay, bisexual and transgender students is feeling disconnected. In addition, he suggests that lesbian-gay-bisexual-transgender students struggle with tokenism, decisions about coming out and decisions about how much of their graduate work they want to be about lesbian, gay, or bisexual topics. The pamphlet also includes a invitation to students to become involved in the Committee and lists contact numbers of various members. In addition to discussing the issue of disconnection, Cantor provides insight into several practical issues (e.g., the question regarding how much research or writing a student wants to do on lesbian, gay, or bisexual topics). How does the concern about how much to focus on LGB issues during doctoral training impact who a student chooses as a mentor and/or what activities are part of the mentoring relationship?

The empirical articles on graduate student attitudes (Thompson & Fishburn, 1977; Buhrke, 1989a) and the training article (Burke & Douce, 1991) demonstrate that the attitudes of graduate students in counseling toward LGB students are often not well informed. These graduate students may also lack direct experience working with LGB persons and/or related issues. This was important in the current study in

several ways. The graduate students in these studies represent the peers of the LGB participants in this study. If there are this many students that say they have never known a lesbian, gay, or bisexual person; it was concluded that LGB doctoral students in counseling psychology may perceive the training environment as a hostile place to be open about sexual orientation. Cantor suggests that this kind of hostile environment may result in LGB students feeling isolated or disconnected. LGB students may also feel burdened to explain and educate other students and faculty about LGB issues. This may impact how the lesbian, gay, or bisexual doctoral student perceives potential faculty mentors.

Summary of the Review of Literature on the Environmental Factors That Impact Mentoring Relationships for LGB Students

Literature describing the prevalence of anti-gay violence, the job experiences of LGB student affairs professionals, and the knowledge and attitudes of graduate students about LGB issues were reviewed to establish some sense of the environment in graduate education in counseling related fields regarding LGB issues. The articles reviewed in this section suggested that the participants in the current study may study, live and work in campus environments where they are exposed to personal, group and institutional homonegativity on a regular basis. In returning to the original question of how LGB doctoral students' experiences of mentoring relationships and the effects of those relationships are influenced by these environmental factors, the literature provides several suggestions. The literature on the prevalence of anti-gay violence

and discrimination suggests that the participants in this study may have a history of victimization while living on a college campus, may fear the potential of being victimized due to knowledge of other lesbian, gay or bisexual person's experience, and or may have a sense that if they were victimized based on their sexual orientation, there may not be anyone safe to tell. This kind of campus environment regarding LGB issues could impact participants experiences of mentoring relationships with faculty. For instance, if a student perceives his or her campus to be very hostile toward LGB people, he or she may feel reluctant to disclose his or her sexual orientation in the department or to potential mentors. On a campus that a student perceives to be very lesbian/gay/bisexual affirmative, the student may feel his or her own sexual orientation is a less salient factor in the formation of mentoring relationships. The research on the job related experiences of LGB student affairs professionals indicated that the incidences of homophobic discrimination reported by participants would also suggest the kind of environment that might seem hostile for a student to disclose sexual orientation, for a potential mentor to disclose sexual orientation or stance as a heterosexual ally. This lack of support for open communication about issues pertaining to sexual orientation could be a serious obstacle to LGB doctoral students participating in a mentoring relationship. Finally, five publications provide information into the training environments that the LGB doctoral students in the current study may be experiencing or have experienced. These environments appear to be characterized by faculty and students who lack

information and experience about LGB issues and/or hold prejudicial attitudes and beliefs about LGB people. At least two of these sources also state that faculty can have a positive impact on student's experiences in these training environments. How do participants perceive the atmosphere of the campus and/or department to be impacting their experience of mentoring relationships with faculty? In the previous section that contained reviews of literature about the functions of mentoring relationships, Redmond (1990) presents one function of mentoring for racial and ethnic minority students as providing a "culturally validating psycho social atmosphere" (p. 193). What impact can a mentor have on creating a LGB affirmative atmosphere within a training environment, on a campus as a whole and in the profession? In what ways can mentors respond to homophobic incidents, policies or practices that occur in the training environment, on the campus or in the profession?

Conclusion

The review of literature about mentoring relationships for various groups of students within higher education suggests that formal and informal mentoring offers a number of potential benefits to the students and the mentors involved in these relationships. There is also preliminary empirical evidence that mentoring can be particularly beneficial for members of oppressed groups on campus, specifically women and ethnic/racial minorities. As members of an oppressed group, LGB students may be likely to benefit from mentoring in ways that are similar to the

benefits to women and racial/ethnic minorities. There is, however, only one unpublished study that mentions the practice of mentoring with LGB persons and these students were in a student affairs curriculum. On a broad level, the mentoring relationships experienced by LGB students need to be explored. Within that broader category, this study sought to investigate the experiences of LGB doctoral students in the field of counseling psychology.

Drawing from the above literature review, the current study investigated the mentoring relationships of LGB doctoral students in counseling psychology using a qualitative method. LGB doctoral students currently enrolled in counseling psychology programs were asked to participate in interviews to obtain descriptive data regarding their experiences of having been or not having been mentored during their doctoral training. The questions identified in this review were not intended to be asked directly of participants during the interviews. The interview guide was designed using an opening question and a list of possible probes (see Appendix F.). The goal of the interview was not to pose the questions from the interview directly to participants, but instead for participants to have an opportunity to describe their own experiences or perspectives. It was hoped that being familiar with the literature may have sensitized the researcher to issues that participants may mention, that would then be appropriate to probe. The questions generated from the literature were also be utilized during data analysis.

CHAPTER III

RESEARCH METHODS

Overview of the Chapter

The purpose of this study was to describe how lesbian, gay, and bisexual (LGB) doctoral students in counseling psychology experience mentoring relationships with faculty. LGB doctoral students in counseling psychology were asked to participate in semi-structured interviews. The interview data gathered from the participants was used to begin to build a systematic way to describe how these students experience mentoring relationships (or the lack thereof) with faculty during their doctoral studies.

This methods chapter contains a detailed description of each phase of this research project and is organized into seven parts. Since there is no single model for a qualitative study (Hoshmand, 1989; Marshall & Rossman, 1989; Smith, 1987), some modifications to the traditional outline of a methodology chapter have been made. The first section is a rationale for the use of a qualitative method for this project. The second section is a rationale for the specific selection of interviewing as a data collection technique. The third section contains a description of the purpose of the study and the research question. The fourth section describes the procedures used

for data collection. The fifth section describes the procedures used for the qualitative data analysis.

Rationale for Qualitative Method

Several researchers from the qualitative tradition agree that although no "recipe" for writing a qualitative research proposal exists, an organized rationale for the choice of a qualitative method is important (Marshall & Rossman, 1989; Meloy, 1994). In the current study, the rationale for the use of qualitative methods is based on three elements discussed in more detail in the sections below: (1) the nature of the research questions, (2) the nature of the population being studied, and (3) the researcher's positive capacity for theoretical sensitivity.

Nature of the Research Question

In the context of a grounded theory, Strauss and Corbin (1990) identify the purpose of the research question as "a statement that identifies the phenomenon to be studied" (p. 38). Writers from the qualitative tradition strongly suggest that the choice of qualitative methodology be made to fit the research question, since reversing this order can lead to gross mismatches (Marshall & Rossman, 1989; Merriam, 1988). Similarly, Patton (1990) indicates that "certain purposes, questions and situations are more consonant in qualitative methods than others" (p. 94). Patton specifies that research questions that ask "how" and "why" about a certain population

or phenomenon lend themselves to a qualitative inquiry. The major research question in this study was a “how” question: How do LGB doctoral students in counseling psychology experience mentoring relationships with faculty? Another argument for the research question being well suited for a qualitative inquiry is the status of the concept of mentoring itself. As noted in Chapter II, definitions of mentoring are varied and have not been consistently operationalized. In addition, the research on mentoring that is available does not include any information about gay, lesbian, or bisexual students. Finally, research on mentoring and research on LGB students are in early development. Therefore, the exploratory nature of the inquiry in this area was well matched to qualitative methods.

Nature of the Population

A second component in the consideration of the match between qualitative methods and this study was the nature of the population to be studied: doctoral students in counseling psychology who identified themselves as lesbian, gay or bisexual. It was important when asking LGB persons to participate in psychological research to be aware of the potential influence of a history of oppression in psychological research. Prior to the early 1970's the trend in psychological literature was to pathologize and stigmatize LGB persons (Morin, 1977). Previous psychological research about LGB persons often employed research methods and practices that were exploitative and insensitive. In many cases, the research results

were used for purposes that were not lesbian/gay/bisexual affirmative. In 1973 the American Psychiatric Association officially declassified homosexuality as a mental illness, but it remained a diagnostic category in some form until the 1986 revision of Diagnostic and Statistical Manual of Mental Disorders III-R (American Psychiatric Association). During this same period of time, a task force in the American Psychological Association was charged with the work of outlining how psychologists could work to "remove the stigma" (Morin, 1977) that had been reinforced by having previously categorized homosexuality as pathology. Walsh-Bower and Parlour (1992) note that although most subsequent research no longer actively contributes to the pathologizing of LGB persons, that psychologists have failed in the task of "contributing to gay and lesbian emancipation both in scientific theory and method" (p. 94). Walsh-Bowers and Parlour (1992) cite this excerpt from Minton (1986).

In order to gain knowledge about homosexuality that is free from heterosexual bias, it is essential to work from a paradigm of social science that can generate theories which challenge the dominant assumptions of an oppressive society and define the role of the scientist as an advocate who works on behalf of the emancipatory interests of those who may be victimized by the dominant theory. (Minton, 1986, p. 271).

The qualitative methods utilized in this study embodied the relationship between researcher and participant that Walsh-Bower and Parlour suggested because the focus was on listening to the "voices" of the participants with an emancipatory purpose. Hoshmand (1989) discussed the "discovery" orientation of qualitative methods and suggests that it "can be used to address questions related to the nature, experience, meanings and perspectives of unfamiliar groups, especially in culturally

different contexts" (p. 20). In the current study, LGB doctoral students were the "unfamiliar group" and qualitative methods were employed to explore the "nature, experience, meaning and perspectives" of the members of this group concerning mentoring relationships with faculty. In these ways, the nature of the participants (i.e. their oppressed sexual orientation) was well matched to the qualitative method selected.

Researcher's Capacity for Theoretical Sensitivity

The third element in this rationale for the use of a qualitative methodology concerned the person of the researcher. In the choice of qualitative methods, the identity and perspectives of the researcher are pertinent because the researcher is the primary instrument for data collection and analysis (Lincoln & Guba, 1985). According to Locke, Spirduso and Silverman (1987) "the direct presence [of the researcher] as part of the research process means that the entire biography of the investigator- values, habits of perception, intellectual..... and personal disposition can become potentially relevant" (p. 86). An important researcher prerequisite in a qualitative study is a "theoretical sensitivity" to ensure that the researcher has "an awareness of the subtleties of the data" (Strauss & Corbin, 1990, p. 41). Strauss and Corbin (1990) defined theoretical sensitivity as the "attribute of having insight, the ability to give meaning to the data, the capacity to understand, and capability to separate the pertinent from that which isn't" (p. 41). Strauss and Corbin suggested

that "theoretical sensitivity" is developed through familiarity with the literature, professional experience, and personal experience. For the researcher, the key to transforming knowledge and experience into theoretical sensitivity lies in becoming aware of and declaring one's pre-existing assumptions and biases. This is particularly important because as Bryman (1984) states "the researcher's questions are derived from the researcher's total experience and personal knowing of an evolving project and are not restricted by what has been distinguished as with technical epistemological preference." (p. 12). Within the qualitative tradition there is no expectation that the researcher will be objective. In fact, the concept of objectivity is viewed as somewhat of an illusion (Locke, Spirduso & Silverman, 1987). At the same time, researchers are advised to "bring as few presumptions and as little pre-conceived structure" to the study as possible " (p. 84) Therefore, an honest statement about the perspective of the researcher and the "lens" that he or she brings to the project is one way of managing the subjectivity of this approach. Locke, Spirduso and Silverman (1987) called this process "coming clean" and defined it as "the creation of awareness *not* the divestiture of self" (p.93) Once there is an awareness for the researcher of the assumptions and biases he/she is bringing to the project, there are procedures that can be built into the analysis process to help the researcher "go beyond" these assumptions (Lincoln & Guba, 1985, p. 76).

As part of the process of describing my knowledge and experience as well as beliefs and assumptions, I will trace the development of my thinking about this topic

from its origins in my personal and professional experience to the time of the writing of this proposal. First, all of the assumptions and beliefs coming from my experience were influenced by my identity. I am a 31 year old White, lesbian woman. My experience is further shaped by coming from a middle class background and being a life-long resident of the mid-western United States. At age 23, in the midst of my master's degree work, I came out to myself and select others as a lesbian. The entire process of moving from little awareness of my own sexual orientation to presently being very openly lesbian has taken place in the context of my graduate studies. After completing two master's degrees (one in student affairs and one in counseling psychology), I am at the end of my doctoral studies in counseling psychology.

My original interest in this topic came out of my experience of being a lesbian doctoral student in counseling psychology. As I participated in my own graduate department and in the activities of the larger profession at national conferences, I became aware that my experiences as a lesbian doctoral student were very different than my LGB colleagues of even 10 years ago. I am being trained in an era when there are openly LGB professionals functioning in visible positions of leadership. There are also heterosexual professionals who openly work as allies on LGB issues. These professionals started some of the first committees and task forces on LGB issues when they were students and entry level professionals 10 to 15 years ago. I am very aware as I hear them tell stories of those pioneering efforts that they did not have a group of senior professionals to serve as their mentors. Pondering all of this, it

seems that my LGB peers and I are in a unique position in two ways. First, there seems to be a larger number of openly LGB graduate students than ever before. Second, the number of openly LGB professionals and heterosexual allies who have attained a degree of career success and experience is also larger than ever before. The potential for mentoring relationships between these two groups seemed to represent a new phenomenon. What are LGB doctoral students experiences of mentoring relationships with faculty in counseling psychology? These ideas and conversations were the foundation for the formation of this project.

Long before I began to develop this dissertation, I had become immersed in professional literature on LGB issues through reading for personal and academic interest, had been doing course work on LGB issues, had been engaging in clinical work with LGB clients and related issues, and had been working on research on LGB related topics. In addition, I have presented on LGB topics at national conferences, have conducted psycho educational outreach activities on homophobia and heterosexism and have co-taught a graduate course on LGB issues in counseling and development.

When I formally chose this area for my dissertation, I brought a set of questions that had been shaped by this immersion in the literature and my personal and professional experiences. When I began my more formal review of the literature on mentoring and specifically mentoring in counseling psychology, the results were disappointing. There were no solid theoretical models of mentoring and very little

research on mentoring in counseling psychology (see Chapters I & II). When I narrowed the focus further to look for literature on mentoring LGB persons, I found only a few scattered paragraphs in a few sources. I was left in the awkward position of finding that my own ponderings of this topic appeared to be more integrated than anything the literature had to offer. In Chapter II of this dissertation, I described the little existing literature on general mentoring and augmented it with material from literature on LGB issues. As I struggled with a way to reflect this process in my writing, I made a number of unsuccessful attempts to organize my thoughts using the scattered concepts from the professional literature as the underlying structure. Finally, I returned to my own questions and used those to organize the review of the literature. These four broad areas of inquiry, developed from a combination of my experience and immersion in the literature, are presented below.

1. In what ways did LGB doctoral students in counseling psychology consider mentoring relationships with faculty to be potentially valuable?
2. Did LGB doctoral students in counseling psychology perceive themselves to have opportunities to form mentoring relationships with faculty and what are the issues around the formation of these relationships?
3. How did LGB doctoral students perceive the purposes or functions of mentoring relationships with faculty?
4. How were LGB doctoral students' experiences with mentoring relationships and the effects of those relationships influenced by external

(environmental) factors such as anti-gay violence, employment discrimination, and homophobic attitudes toward students and faculty?

Next, I identified the origins of those areas of interest from my personal and professional experience. Over the course of my life, I have always had mentors and have experienced these relationships as generally positive. There were experienced guides and role models at every point in my life. Some of these relationships involved only a very specific aspect of my life, or existed for a very short time. Other relationships were more helpful, supporting my life journey as a whole. I moved toward different relationships based on the salient aspects of my identity at any given time. Especially in my early graduate work, I sought mentors from the feminist community to assist me in integrating my newly developed awareness of my experience of being a woman.

My awareness of the issues of being a lesbian, gay or bisexual graduate student became salient during the time when I began to self identify as lesbian in the middle of my second Master's degree program. While my own internalized homophobia had kept me unaware of the atmosphere of the training environment, my newly reclaimed identity suddenly made me very sensitive to the ways in which LGB issues were and were not being included in my textbooks, lectures and practica. I also found myself taking note of the ways that these issues were handled interpersonally by faculty and other students. I daily faced dilemmas about when and to whom to disclose my sexual orientation and regarding when it was relevant and/or safe to do

so. I encountered other students who were LGB and observed how they made complex decisions about disclosure and worked to integrate their sexual orientation into any given task or situation. Mostly, I noticed that decisions regarding the management of sexual orientation in the training environment were time consuming and anxiety- provoking, especially in the midst of many other professional and academic tasks. It seemed a very different process from the work I had done with my identity as a feminist woman. I was born in a decade in which there were many strong women to whom I could turn and there were visible models of successful women, in books and popular culture (TV, film, music). As a lesbian in counseling psychology, I found myself searching for those lesbian models. My life seemed devoid of openly LGB professionals, in my own field or in others. I also felt the loss of old relationships with faculty and fellow students. Some of those losses came as a direct result of my not allowing relationships to develop because I did not feel safe enough to be open about being a lesbian. Other losses occurred in situations in which I had been open, but had found that others then moved away or became less comfortable with me. My interim strategy was to leave my lesbian self outside of my academic and professional pursuits.

My awareness of these issues expanded further when I took my first graduate course from an openly gay male faculty member. The impact of sitting in class while a gay faculty member spoke openly about how his identity as a gay man was relevant in his teaching, research, writing, clinical work, consultation and advising was

overwhelmingly exciting and painful. I had no idea how much of myself I had left out until I saw someone model that integration. During that experience, my thinking changed regarding what was possible for myself in my future career. Simultaneously I began to reflect on how my sexual orientation was so deeply connected to my developing professional self. When I looked for models in the professional literature, the illuminating stories that had been there to feed my feminist consciousness were only sparsely there for this new aspect of my identity. I wondered how would I know how to weave all this together and how others had figured it out.

One of the things that happened in that course with the gay faculty member was that I found his passion for his work to be contagious. The idea of participating in the field as a researcher, teacher and activist was inspiring and complimentary to my existing plans to be a clinician. At the end of the course, he invited me to come talk about a research project that he had planned on LGB issues in student affairs and my plans to pursue doctoral study. After becoming a doctoral student, joint research projects with this faculty member led to presenting at conferences and eventually shared publications and research in other areas. As a result of this relationship, I met other LGB students in my graduate department and many other LGB colleagues and heterosexual ally colleagues from around the country. Each new experience added to my sense of how my identities fit together and expanded my options of who I might choose to become and what work I might choose to do. Although I did not have enough contact with LGB professionals from other universities for them to be

considered mentoring relationships, the link provided by my doctoral chair/mentor gave me access to a whole group of role models and affirmative colleagues that I would never have guessed existed. Participation in activities in professional organizations that focused on LGB issues gave me a sense of professional mission and challenged me to consider what I had to contribute and how I might begin to do so.

Since that time, I have had the opportunity to hear many stories from LGB persons in counseling psychology. I have heard common themes about the kinds of relationships they have had with their faculty and supervisors over the years. My curiosity has developed from wondering how LGB doctoral students can gain enough support just to survive the process of doctoral training to wanting to know what kinds of relationships foster LGB doctoral students to become powerful leaders and agents of change, not only around LGB issues but on a broad range of issues in the field. I see myself as having been very fortunate to receive the support of my primary faculty mentor as well as other significant mentors in the course of my development. As a professional who plans to be an educator, a clinician, a researcher and an activist, I want to know more about how other LGB students experience mentoring relationships (or the lack thereof). It is out of this curiosity that I designed this study. I am aware that I chose to study a process in which I am simultaneously personally engaged (being a lesbian doctoral student in counseling psychology and having participated in mentoring relationships with faculty). In general, I believe my

personal experience strengthened my insight into the phenomenon of mentoring relationships and thereby strengthened my design and execution of the study. However, as a student, I have not yet experienced the entire process of participating in a mentoring relationship and have not occupied the role of a faculty mentor.

Having traced the progression of my thinking and experience that led to the development of this research proposal, I will now also identify the beliefs and assumptions that I hold based on these experiences.

1. Becoming a doctoral level counseling psychologist is a developmental process. Within that process, some elements are about acquiring knowledge and experience in a number of content areas. In addition, there is the process of integrating all of one's self into one's identity as a counseling psychologist. That integration of identities shapes research interests, the kind of clients one chooses to work with, and one's position on a number of professional issues. That process of integration of identities requires knowing oneself and relating with peers and faculty.

2. Having a lesbian, gay or bisexual identity is a relevant factor across the whole of a person's identity and impacts that person's experience in all other aspects of life. I also hold the perspective that LGB identity formation is a developmental process that may begin at any point in a person's life (e.g. some people come out at 17 years old, others at 56 years old).

3. These two processes (becoming a counseling psychologist and developing or further developing a lesbian, gay or bisexual identity) take place concurrently for LGB doctoral students in counseling psychology and inform each other extensively.

4. The world is a homophobic place. Counseling psychology graduate programs are also more or less homophobic places. Internal and external homophobia can be potentially distracting and disruptive to a student's study, and especially to the kind of training that requires a safe environment for gaining self-knowledge.

5. Mentoring relationships are potentially beneficial to doctoral students in counseling psychology. Some student engage in mentoring relationships with varying degrees of satisfaction. Some students seek mentoring relationships and do not find them. Some students do not choose to engage in mentoring relationships.

6. For LGB doctoral students, mentoring relationships with faculty are also potentially beneficial. In addition to the ways that mentoring relationships may be beneficial to doctoral students in general, these relationships may be additionally useful for LGB doctoral students as a source of support for their minority sexual orientation or a means of facilitating the integration of their LGB identity and their identity as a counseling psychologist. However, unlike the general student population, the choices and negotiations that LGB doctoral students engage in may be impacted by heterosexism and homophobia.

Rationale for the Use of Interviewing as the Method for Data Collection

In the last section, a rationale for the choice of a qualitative method for this study was established by examining the nature of the research question, the nature of the population to be studied and the researcher's capacity for theoretical sensitivity. In this section, a rationale for the choice of interviewing as a method of data collection will be presented. Among the available methods for qualitative data collection, semi-structured interviewing were employed in the current study. Interviews were conducted by telephone and were audio taped. Although many qualitative designs include a component of on-site participant observation, that was not be possible in this study since participants came from various campuses across the country. Even if it had been possible to travel to each participant's campus for observation, the mentoring relationships being described were not all currently in place in a way that would be observable. Moreover, the activities included in the mentoring relationships could be rather diffuse and occur in a wide variety of interactions over the course of a student's entire doctoral program. Finally, any direct observation of a mentoring relationship would have been intrusive, quite possibly to the point of interruption. For these reasons, there was no participant observation component to this study.

Written surveys were another option in the qualitative data collection repertoire, but are more often utilized in larger studies where the purpose is to map

the "universe of possibilities" rather than focus in depth on a phenomenon as in the current study (see Croteau & Lark, 1995). Patton (1990) acknowledges that a loss of either depth or breadth for the sake of the other is necessary and needs to match the purpose of the study. Since the participants in this study were selected for their ability to provide rich information in greater depth, a small sample is not viewed as a limitation. In addition to interviewing being a good method for obtaining in depth data from a small number of participants, the telephone interviews used in this study hold the advantage of two-way interaction with participants that would not have been possible through a written survey or participant observation techniques. The researcher had the opportunity to clarify, probe and respond to questions when necessary. This opportunity to interact with the researcher can potentially increased the participant's trust and willingness to self-disclose personal information. Although the establishment of this kind of trust is important to all interviewing, the issue of trust was potentially an even more critical one when collecting data from members of an oppressed group as in the current study. The following section will contain a restatement of the research questions for this study.

The primary purpose of the current study was to describe how LGB doctoral students in counseling psychology experience mentoring relationships with faculty. The study was designed in the grounded theory tradition. Strauss and Corbin (1990) define a grounded theory as "one that is inductively derived from the study of the phenomena it represents. That is, it is discovered, developed and provisionally

verified through systematic data collection and analysis of data pertaining to that phenomenon" (p. 23). In this way, the interview data gathered from the LGB doctoral students that participate in this study was used to begin to build a systematic way to explain the phenomenon of mentoring with this population.

Research Question

In the context of a grounded theory, Strauss and Corbin (1990) identify the purpose of the research question as "a statement that identifies the phenomenon to be studied" (p. 38). For this study, the major research question was: How do LGB doctoral students in counseling psychology experience mentoring relationships with faculty? The methods that were used to study this research question are presented in the next section.

Data Collection Procedures

Selection of Participants

The targeted sample for this study was doctoral students (minimum of two years in the program) or recent graduates (less than three years since graduation) from counseling psychology programs who identified themselves as lesbian, gay or bisexual. The prerequisite of two years of enrollment was used to identify participants who were more likely to have had an opportunity to become acquainted with faculty in their program and to at least begin to form mentoring relationships.

The upper limit of not more than three years post-graduation was set to identify participants who were able to relate recent experiences without the additional interpretations gained from years of their own post-doctoral professional experience. In addition to the issue of retrospective interpretation, there is the issue of the historical context of any group of students. In 1991, the publication of the special issue of The Counseling Psychologist that focused on LGB issues was the first such publication in a prominent professional journal in counseling psychology. That special issue can be used as a marker of the progress on LGB issues in counseling psychology in the last five to seven years that has created a unique historical context for currently and recently enrolled students. The decision to set the upper limit at three years post graduation, (with the guidelines to restrict this to 2 or 1 year if there was a sufficient number of volunteers) was made with the hope that these criteria would identify students who had experienced a similar historical context for their training. The size of the sample was selected based on the goal of having a sufficient number of individual cases to achieve redundancy, or the point at which participants begin to supply the same information that participants previously interviewed have supplied. There is no formula for knowing exactly how many participants are needed to achieve this goal. However, Lincoln and Guba (1985) suggest that redundancy can usually be achieved at approximately 12 interviews, and usually exceeded by 20 interviews. Miles and Huberman (1994) address the same question about how many cases are necessary by asking how many interviews will give the researcher

confidence in his or her analytic generalizations. Miles and Huberman suggest that for most studies with fairly high complexity within each case, the data from more than 15 or so interviews becomes "unwieldy" (p. 30). In the design of the study, I did consider whether the study might be stronger if it focused on only lesbian women or only gay men, as opposed to including lesbian women, gay men and bisexual men and women. I also considered whether the variable of race would potentially make the results difficult to interpret. It is acknowledged that including students with different races, genders and sexual orientations also introduces the possibility that those identity variables are major factors in the results. However, I decided that this preliminary study would include racially diverse lesbian women, gay men, and bisexual men and women, with the goal of identifying commonalities in the mentoring experiences of these students, as well as acknowledging differences as they emerged.

Contact With Participants

This study utilized semi-structured interviews with a small number of "information rich cases" (Patton, 1990, p. 169) who identified themselves as lesbian, gay or bisexual and had been enrolled at least two years in their doctoral program, but not more than three years post-graduation. Training directors on the membership list of the Council of Counseling Psychology Training Programs were asked to distribute, and/or ask other faculty to distribute, notice of the study to students they believed

might be interested. The training directors/faculty distributors were asked not to identify potential participants to the researcher as this would be asking them to disclose the sexual orientation of students. Instead, interested students were asked to contact the researchers by mail, phone, or email. There was a total of 27 students who contacted the researchers in this way, and all but two met the selection criteria. The names of the 25 students who met the selection criteria were placed on two lists according to gender (10 men and 15 women) and seven names were drawn randomly from each list. This resulted in a list of 14 people who were invited to participate (7 men and 7 women). These persons were called to ask if they had any questions about the procedures described in the invitation and asked to schedule a 90 minute taped telephone interview. Fourteen students representing 13 different doctoral programs in counseling psychology participated in interviews. Eleven participants were White, and three were Persons of Color. While the 14 participants were intentionally selected for equal number of men and women, the 14 participants selected were also similar to the 25 volunteers in terms of racial diversity, geographic location of students' programs, range of ages and range of students' year in the program. Due to the small and identifiable nature of the LGB community within the field of counseling psychology, more specific demographic information will not be reported here, to protect the anonymity of the participants.

A script of the of what the researcher said during this contact is included in Appendix F. When all questions had been answered to the student's satisfaction,

the researcher invited the student to participate. If the student indicated interest, the researcher scheduled an interview time and send the student two copies of the informed consent (Appendix J.) with a postage paid envelope. The student was instructed that one copy had to be returned to the interviewer by mail or fax prior to the time of the scheduled interview. Volunteers who were not initially selected for an interview were sent a letter and invited to remain on an alternate list. Volunteers who were not selected for participation were contacted after the interviews were complete and thanked for their willingness to participate (Appendix L).

The informed consent described the purpose, possible risks and procedures for this study. In the consent, I identified myself as a lesbian woman and my doctoral chair/research supervisor as a gay man. This potentially served two purposes. First, LGB persons as a group have a history of being exploited by non-gay/lesbian/bisexual researchers with non-affirmative research agendas. Although self-identifying as a lesbian does not guarantee that the researcher has a gay/lesbian/bisexual affirmative research agenda, it established a point of credibility in this regard with participants. Secondly, a clear statement of the lesbian/gay/bisexual affirmative purpose of the research was also be included in the consent form as another method of addressing issues of credibility. Confidentiality of participants and their responses was assured. In addition to the procedures for the initial interview, the informed consent described the procedure for doing "member

checks" (Lincoln & Guba, 1985) allowing me to re-contact the participant for input on the analysis at a later date.

All research materials were submitted for review and approval by the Human Subjects Institutional Review Board prior to the start of the study including: the informed consent (Appendix J), copies of letters (Appendices B and D) and reply cards (Appendix E), the scripts for all contacts with participants (Appendix F), and the interview guide (Appendix F). Letters documenting the Human Subjects Institutional Review Board's approval of this project are included in Appendix A.

Development of the Interview Guide

Concepts and questions from the four areas of inquiry discussed in the Chapter II were used to write questions for the interview guide (Appendix I). These questions were developed using the general interview guide approach described by Patton (1987). The guide is not a script but instead a general list of open ended questions and topics to be covered in the interview. Lincoln and Guba (1985) suggest that such an approach is appropriate when the researcher "does not know what he or she does not know and must therefore rely on the respondent to tell him or her" (p. 269). In addition to the guide, the researcher used various non-leading probes to encourage participants to continue to share their experiences (see instructions in actual interview guide in Appendix I). The interview focused on the experiences of the participants with mentoring relationships or with the lack thereof. All

interviews were audio taped. My observations and reflections following the interview were recorded in the research journal as well. A more detailed explanation of the source of the questions is included in Chapter II.

Interview Process

On the day of the scheduled interview, I called the participant at the appointed time. Prior to the opening of interview itself, I checked to be sure that the informed consent had been signed and returned and I reviewed the procedures for maintaining confidentiality with the participant. I also gave the participant a chance to ask questions and reminded them that all interviews were being audio taped.

In the year prior to the data collection in this study, I had the opportunity to conduct two pilot interviews as part of an assignment in a course on qualitative methods. The students that participated in the pilot interviews expressed some confusion about the kinds of relationships that were of interest in the study. For example, students in the pilot study included relationships with faculty who had served as role models, but had not had an interactive relationship with the student (e.g. an author the student admired because he/she published in a given specialty area). Student's relationships with faculty role models in the field seemed very different than relationships with faculty mentors that were interactive and developed over time. The process of coming to an understanding of the phenomenon in question was time consuming and awkward in the pilot interviews. Therefore, the following

working definition was provided to participants as a common starting point, with instructions that they should modify it as needed:

Mentoring relationships are helping relationships between a student and a faculty person who possesses greater experience, influence or achievement. The primary purpose of the relationship is to assist and support the student in achieving long term broad goals. The mentoring relationship may include the mentor providing emotional and psychological support, direct assistance with career and professional development, and role modeling. Mentoring could be considered more personal and reciprocal than role modeling alone in that mentoring requires direct interaction between the mentor and the student. Although some of these activities may overlap with the everyday duties of a faculty member, the activities of a mentoring relationship extend beyond what is solely required of both the student and the faculty member on the basis of their formal relationship. This list of elements was constructed from definitions written by Tentoni (1995) and Collins, Kanya and Tourse (1997).

After the first 4 interviews in the actual study, no major modifications to the definition had been noted, therefore the remaining ten interviews were conducted using the same definition. The descriptive schema in Chapter Four illustrates the concept of mentoring as it was used and defined by participants.

The interview was opened with the question: "In reflecting on your experience in your doctoral training, have you experienced a mentoring relationship with one or more faculty members?" The participant was then invited to identify one of those relationships and describe it. Subsequently, the participant was asked to describe as many of these relationships as he/she would like. After the opening question, there was no set script for follow up questions. Instead, the interview guide approach (Patton, 1987) was used, wherein the interviewer has a list of possible

questions that can be drawn from, in addition to probes for clarity or additional information. The wording of these questions and probes in the interview guide was approximate and offered only as a reference. The use of follow up questions varied based on where an individual interview seemed to be going. Not all participants addressed all the topics in the interview guide.

After each interview, the tape of interview was transcribed. After the transcription was checked for accuracy, the tape was destroyed. Each transcript was purged of identifying information prior to analysis and each participant was assigned a pseudonym.

Data Analysis

The qualitative software program called NUD*IST 4 was utilized to manage and code the several hundred pages of transcribed text. NUD*IST stands for Non-numerical Unstructured Data Indexing Searching and Theorizing, hereafter referred to as QSR NUD*IST (Qualitative Solutions and Research, Pty, Ltd, 1997). Notes made about the process of analysis were kept in a research log.

Coding

Analysis took place according to the basic principles of the grounded theory approach developed by Glaser and Strauss (1967). The purpose of this approach to analysis is "to discover theory from data through the general method of constant

comparison" (p. 1) Strauss and Corbin (1990) provided an overview of qualitative analysis from "coding" raw data to developing a grounded theory. They define analysis or "coding" as "operations by which data are broken down, conceptualized and put back together in new ways." They identify this coding as "the central process by which theories are built from data" (p.14). Processes that are used in each of the phases of coding are making comparisons and asking questions. The following steps were taken from the chapters that Strauss and Corbin devoted to analysis in their book on grounded theory procedures and techniques. Before the section that introduces these steps begin, Strauss and Corbin (1971) provide a cautionary note "the procedures are not mechanical or automatic, nor do they constitute an algorithm guaranteed to give results. They are rather to be applied flexibly according to circumstances; their order may vary, and alternatives are available at every step" (p. 14).

1. Open Coding

In accordance with the first step outlined by Strauss and Corbin (1990), I began the analysis process with "open coding". In this step, the raw data of the transcribed interviews are reviewed and concepts are identified, given labels and sorted into categories. These categories are then assigned names. Since I was looking for emergent meaning from the perspective of the participants, the categories were developed directly from the words and phrases of the interviewees, also called

"in vivo" labels. Strauss and Corbin (1990) and Patton (1990) both caution against the use of pre-existing categories or labels because of the potential for missing the nuances of the interviewee's meaning. At the beginning of the analysis process, I read the transcripts (all 14) several times and recorded themes in the participants' interviews. At the same time, two peer auditors read 4 interviews each, and noted themes in the same way. (Peer auditors had doctoral level training and previous experience either in qualitative research, LGB research, or both). The two auditors and I compared our lists of themes, noted the commonalities and discussed the origins and meaning of the differences in our observations. The resulting list of themes accompanied by brief descriptions was adopted as the initial coding schema for the analysis. The initial coding schema was tested against all interview data and adjusted several more times. Finally, all interview data was coded by line using this coding schema.

2. Axial Coding

Strauss and Corbin (1990) identify axial coding as the phase during which the data chunks that were separated and sorted in the open coding phase are reassembled by making connections between categories. Axial coding involves a cycle of making hypothetical statements about the relationships between phenomena, causal conditions, context, intervening conditions, actions/interactional strategies and consequences. Those hypothesis are then compared against the data, readjusting and

redefining the categories and subcategories and adjusting where necessary. In this study, some of the data that was separated during open coding fit into more than one category during axial coding. Some of these overlaps were eliminated by refining the description of the categories or by evaluating whether the criteria for inclusion were sufficiently distinctive to be descriptive.

Axial coding was then used to reassemble the data and move from a coding schema to developing a preliminary descriptive schema that organized the data. A review of the descriptive schema by my doctoral chair, Dr. James M. Croteau, resulted in the rewording of several themes, a few changes to the structure of the descriptive schema to increase clarity, and the addition of material that represented interactions of the themes more clearly. The revised descriptive schema (Appendix O) was then submitted to the participants for review and comment, i.e. a "member check" (Lincoln & Guba, 1985). In the member check, participants were asked to return a three page feedback form including seven Likert-scale questions regarding how well the description reflected their or other LGB students' experiences and five open ended questions asking participants to make observations, alternative interpretations, or comments about what was missing (see Appendix P.). The return rate on the member check was 50%, with a high level of participant agreement (6 or 7 on a 7-point Likert scale) with items about whether the themes and proposed descriptive schema were reflective of their mentoring experiences. Participants' open

ended comments were also largely confirmatory and were used to clarify various aspects of the description.

3. Selective Coding

The third and final type of coding described by Strauss and Corbin is called "selective coding" and involves developing a system of explaining how the categories are related to each other. Rather than focusing on the categorization of individual chunks of data into categories, selective coding uses the category as the unit of interest and usually involves the construction of a map, diagram or model of how the larger chunks fit together. As this map is constructed there are constant checks back to see how the larger arrangement is or is not representing the original data. It is this element of checking or "grounding" that lead Strauss and Corbin to call it "grounded theory" (p. 133). The diagram of the descriptive schema (included in Chapter IV) came out of the process of selective coding.

Criteria for Assessing Validity

When evaluating validity from a traditional quantitative perspective, researchers must address issues related to internal validity, external validity, reliability and objectivity (Lincoln & Guba, 1985). Due to the fact that qualitative methods are built on a different paradigm, the traditional concepts of validity, objectivity and reliability are not readily applicable. Miles and Huberman (1995)

pose the qualitative researcher's question as "how will you, or anyone else, know whether the finally emerging findings are good?" (p. 277). Miles and Huberman also noted that different authors seem to have different terms to describe this quality in research: "possibly or probably true, reliable, valid, dependable, reasonable, confirmable, credible, useful, compelling, significant, empowering (add other of your choice)" (p. 277). Regardless of the choice of terms, most sources seemed to be attempting to address the same basic issue of establishing standards to use in evaluating the quality of the results of the research project. One of the most frequently cited sets of terms for this process are the four criteria that Lincoln and Guba (1985) suggest for establishing "trustworthiness" as a qualitative analogue to validity, reliability and objectivity (Guba & Lincoln, 1981; Lincoln, 1990; Lincoln & Guba, 1985). Lincoln and Guba's four criteria were adopted for use in this study and are presented in Table 2, with Miles and Huberman (1995) parallel terms presented in the last column. In addition to Lincoln and Guba's four criteria, a fifth criterion (utilization/application/action orientation) was also adopted from Miles and Huberman. Each of these elements of trustworthiness will be presented with a brief definition and an explanation of how they were addressed in the current study. Miles and Huberman acknowledged that these criteria are not mutually exclusive and that the methods for establishing each of them are overlapping at times.

Table 2

Terms for Describing Validity in Qualitative Research

Traditional Quantitative Concept	Criteria for Establishing Trustworthiness (Lincoln & Guba, 1985)	Standards for the Quality of Conclusions (Miles & Huberman, 1995)
Internal Validity	"truth value" operationalized as credibility	authenticity
External Validity	"applicability" operationalized as transferability	fittingness
Reliability	"consistency" operationalized as dependability	auditability
Objectivity	"neutrality" operationalized as confirmability	confirmability
Pragmatic Validity (Kvale, 1989a)	No Term	utilization/application action orientation

Truth Value/ Credibility/Authenticity

Miles and Huberman (1995) suggested that establishing truth value is a question of "Do the findings of the study make sense? Are they credible to the people we study and to our readers?" Similarly, Lincoln and Guba (1985) referred to the process of making sure that the meaning (which they call "multiple constructions") that the researcher makes out of any data adequately represents the experiences of the participants. Lincoln and Guba identified the most essential technique for

establishing credibility to be "member checks". In a member check, "data, analytic categories, interpretations and conclusions are tested with members of stake holding groups from whom the data were originally collected" (p. 314). As noted previously (see page 169-171 of this chapter), the participants in this study were sent a draft of the preliminary coding schema and a map of the way the categories were being conceptualized (Appendix O) to which they were invited to comment and react using a series of open ended and Likert- scale questions on a three page feedback sheet (Appendix P). Comments and ratings from participants were utilized in subsequent rounds of analysis. As noted earlier, the comments from participants in this study were largely confirmatory. If this had not been the case, feedback from the member check would have required me to go back to the earlier stages of analysis and propose another conceptualization based on participant's critiques. Although such "member checks" can be a time consuming step, Lincoln and Guba (1985) state that "if the researcher is going to purport that his or her reconstructions are recognizable to audience members as adequate representations of their own multiple realities, it is essential they be given the opportunity to react to them" (p. 314).

Applicability/ Transferability/Fittingness

The question of whether the results of a qualitative study will be useful for anything other than simply describing the participants or phenomenon in question, is traditionally framed in terms of generalizability. Lincoln and Guba (1985) maintain

that the basic concept of generalizing from sample to population based on representativeness is built on several assumptions that are antithetical to the naturalistic (i.e. qualitative) paradigm. They submit instead that qualitative researchers only generalize their "working hypotheses" and that the "transferability" of these working hypotheses depends on the degree of similarity between the participants studied and the persons to whom the researcher wishes to transfer the working hypothesis. Miles and Huberman (1995) suggest that the researcher ask "Are the characteristics of the original sample of persons, settings, processes (etc.) fully described enough to permit adequate comparisons with other samples?" Lincoln and Guba (1985) also suggest that it is not the researcher's role to make transferable hypothesis, only to describe the context in enough detail that the person wishing to make the transfer can evaluate the degree of similarity. To this end, Lincoln and Guba suggest that researchers provide "thick descriptions" of their data, including contextual detail. In the fourth chapter of this dissertation there is a report of the results of this study, including a description of the participants as a group (including any limits to methods of sample selection), a description of the context in which the data was gathered and excerpts from the transcripts to illustrate themes and conclusions whenever possible. Care was taken in the selection of excerpts to introduce the context of the quote or narrative and to avoid using isolated phrases or sentences from the interview data whenever possible. In addition, a section on the parameters of the study and the implications for future research is included in

Chapter V. Lincoln and Guba (1985) summarize their discussion of transferability by stating that it is "not the naturalist's [qualitative researcher] task to provide an index of transferability, it is his or her responsibility to provide the data base that makes transferability judgements possible on the part of the potential appliers" (p. 316).

Consistency / Dependability/Reliability/Auditability

The traditional concept of reliability is based on the idea that any experiment should be able to be replicated with the same results. Lincoln and Guba (1985) point out that the underlying assumption of this idea is that the subject of the inquiry stays static while any errors must be attributed to the researcher or the instruments. Instead, they suggest that from the naturalistic (qualitative) paradigm that observed changes can be associated with variability in the observer, the method, or the subject of the inquiry. Therefore, the goal of the qualitative researcher is to achieve dependability. Miles and Huberman (1995) define this as a question of "whether the process of the study is consistent, reasonably stable over time and across researchers and methods" (p. 278). Procedurally, this study only involved one interviewer. This eliminates the question of possible variation from one interviewer to another, and could be considered a strength. This study also only involved one person doing primary data analysis. Although this eliminates problems like agreement in coding or uniformity of procedure in sorting data, it also creates the possibility for the analyst missing those details that disconfirm the working hypothesis about what the data

means. One of the methods of protecting dependability is to submit all of these materials to periodic "audits". Due to this study being a doctoral dissertation, my dissertation chair provided ongoing periodic audits during dissertation advising appointments. In addition to this form of audit, the preliminary results of the study underwent peer audit during the open coding phase (see page 168-169). Auditors were asked to comment on the process and the product of this qualitative study. Observations and comments from auditors were incorporated into subsequent rounds of analysis. These audits were also part of establishing confirmability, which is discussed further in the next section. This chapter has provided a record of the analysis process including the use of feedback from the peer auditors and my doctoral chair. The purpose of including these materials is to provide a way for readers to examine the path of the researcher.

Confirmability/Objectivity

The question of objectivity/confirmability refers to both the researcher and the data itself. Regarding the researcher, Miles and Huberman (1995) asked "Has the researcher been explicitly and as self-aware as possible about personal assumptions, values and biases, affective states- and how they may have come to play during the study?" Miles and Huberman place the focus of confirmability on the researcher's actions. In contrast, Lincoln and Guba (1985) stress that the scrutiny is actually focused on the data. Are the characteristics of the data confirmable or not?

Lincoln and Guba suggest that as part of the same audit that is used to establish dependability, the results of the analysis can be examined to establish that the "data, findings, interpretations and recommendations are supported by the data and is internally coherent so that the bottom line may be accepted" (p. 318). In this study, the ongoing periodic interactions with my dissertation chair throughout the project were used as one type of audit. This task was also accomplished during the same peer review as described above. For data to be confirmable, it also has to be retained by the researcher and available for re-analysis by others. In this study, the data will be retained in a locked cabinet for a period of five years and then destroyed. Finally, confirmability requires that the procedures of the study are documented in a detailed manner, not only at the proposal stage, but also as the project is conducted and various decisions are made to handle dilemmas as they occur. For this purpose, the researcher kept a journal that serves as a record of not only the procedures followed, but also observations made, dilemmas encountered, decisions made in response to emergent issues and reflections on the researcher's experience of the project.

Utilization/Application/Action Orientation

This issue is actually an extension of transferability, but goes beyond asking whether the conclusions are transferable, to asking to whom, how and with what resulting purpose. Who will use the results of this research, and how accessible will those consumers find the results to be? The results of this study are projected to be

useful to two groups of people: LGB doctoral students and faculty who teach in doctoral level counseling psychology programs. Chapter V includes a set of recommendations for faculty and a second set of recommendations for students based on the results of this study. For the doctoral students, I hope that this research will provide a reflection of their experience in a way that they might gain perspective or insight into their mentoring relationships (or lack thereof) with faculty. I hope that the results of this study might assist LGB doctoral students to navigate mentoring relationships with faculty more effectively. Ultimately, I hope that LGB doctoral students can utilize the results of this study and other relevant research to assist them in preparing for their leadership roles in the field of counseling psychology.

For faculty teaching in counseling psychology programs, I hope that the stories that came from the participants provide affirmation for the mentoring relationships they have engaged in, models for relationships they might engage in and a clearer picture of what might be supportive and appropriate mentoring for LGB doctoral students. To the extent that the education and preparation of future generations of LGB doctoral students is in their care, I hope that the results of this study will be a guide to improve effectiveness of their mentoring relationships.

Beyond the potential usefulness of the results of this study to inform students' and faculty members' experiences of mentoring relationships; I hope that the results of the this study will be useful to researchers who seek to continue to build the knowledge base about mentoring relationships for doctoral students in counseling

psychology and specifically the experiences of LGB doctoral students in counseling psychology. A section on the implications for future research is also included in Chapter V.

All of these intended uses require that the results be made available in some format that is more accessible than the full text of this dissertation. At this time, a manuscript based on this study has been accepted for publication by The Counseling Psychologist in a major contribution section on LGB affirmative training (Lark & Croteau, in press).

CHAPTER IV

RESULTS

In this chapter, the results of the study are presented. The first section provides a description of the social/cultural context in which the study was conducted. The second section provides a description of the participants. The third section presents the descriptive model that was developed from the interview data using the analysis process described in Chapter III.

Social/Cultural Context of the Study

This study represents a collection of interviews with 14 LGB students enrolled in doctoral programs in counseling psychology. The interviews were conducted in the Fall of 1997 all within a period of approximately six weeks. The interviews were conducted by phone in order to be able to include participants from doctoral programs all over the United States without a travel budget. Most of the participants chose to be interviewed at home, usually in the evening. The audio tapes of the interviews include various contextual sounds such as rain on the roof, the voice of a partner just in from work, or the commotion of children waiting to find out when supper will be ready. These sometimes distracting sounds were reminders to me that these participants had many roles and facets to their lives, and that they were

sacrificing precious time to participate in the interview. A few participants asked to be interviewed in their workplace. Workplaces included part time jobs that were unrelated to the student's profession (but very related to paying the rent), internship sites and participants' first professional positions.

At the opening of the interviews, participants often commented on their physical location (city, state, climate, or time zone) and compared it to the location of the interviewer (is it colder, warmer, later, etc.). Most participants made a distinction about where they were at the time of the interview (location of doctoral program, internship, etc.) versus the place they called "home" (where they come from or where they hoped to return). The places where they were living and studying were often intermediate steps to where they wanted to be. Therefore, the entire interview took place in the context of a sense of the transitory. Participants often described not only their current life settings, but the places they just left and the places they were going next in the progression of their graduate training. For students who described their training environments as negative regarding LGB issues in environment, these geographic relocations meant change was ahead, and conditions might improve. For students who described their training environment as positive regarding LGB issues, the geographic relocations also meant change was ahead, and that brought uncertainty about whether the next environment would be as LGB affirmative as the current one. For the most part, participants reported that they hoped to have more

power to choose environments that were affirming regarding LGB issues as they moved into their careers, but acknowledged there was no guarantee.

In the broader social context, these participants were enrolled in graduate school a little more than 25 years after the Stonewall riots and the “official” birth of the LGB liberation movement. This was significant in several ways. Many of the students in this study grew up most or all of their lives in a world where there were, to some extent, openly LGB people. The 1980s and the AIDS crisis brought a great deal of attention to LGB issues for better and for worse. The decade of the 90s has brought even more media coverage: Bill Clinton spoke affirmatively of LGB issues in his 1992 presidential campaign, the United States Military adopted the policy of “Don’t Ask, Don’t Tell,” various states passed or attempted to pass legislation that nullified the civil rights of LGB citizens, and Ellen DeGeneres (and her sitcom character) came out as a lesbian on national television. For the most part, increased visibility of LGB issues had a positive impact on the lives of LGB persons. The recent decade brought greater opportunities for LGB persons to discover their identities and communities than in previous, more closeted, eras. Heterosexual persons gained opportunities to know LGB people in a more everyday way. However, increased visibility also was accompanied by the persistent statistics of LGB related hate crimes and the rate of suicide among LGB youth that remains two to three times the national average for non-LGB youth (Gibson, 1989; Hershberger & D’Augelli, 1995). These events made up the social/cultural context of the current study.

This study of the mentoring experiences of LGB graduate students may have been particularly timely in the unique current historical context of LGB issues in counseling psychology. In a special issue of The Counseling Psychologist dedicated to LGB affirmative training, Croteau, Bieschke, Phillips, Lark, Fisher and Eberz (in press) made the point that “a substantial community of LGB affirmative counseling psychologists is emerging” and that the existence of that community “creates opportunities for role modeling and mentoring across various combinations of sexual orientations”. In this way, the LGB student and the mentors they related stories about represented a new and unique phenomenon.

It was within this social and professional context that I, in conjunction with my doctoral chairperson and committee, developed this study. In that context 14 LGB students joined me in a discussion about their experiences with mentoring in counseling psychology graduate programs. At several points I was gratefully amazed that busy students were so eager to volunteer to participate in an interview and commit a two hour block of time to do so. As I conducted the interviews I concluded this eagerness was due in part to the fact that these students had stories they wanted to tell. Several participants commented that they had never been asked specifically about their experiences as a LGB doctoral student. These participants also had a lot of questions about the experiences of other LGB students. Many commented on feeling isolated from knowing the stories of but a few classmates. In some cases, the participants had not ever really talked with another openly LGB doctoral student.

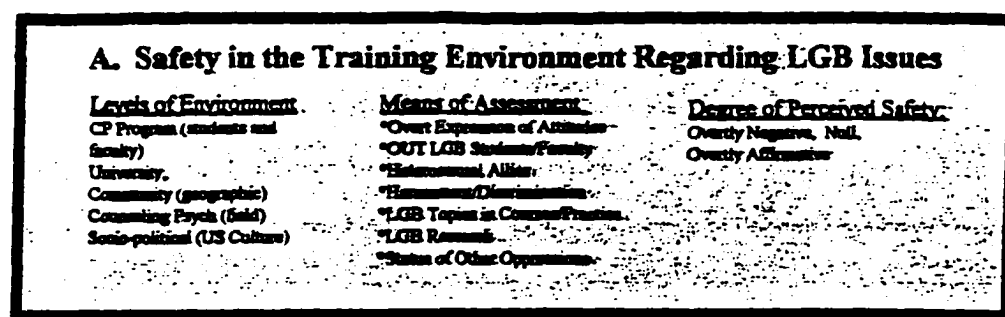
Some of their questions helped form ideas for the question/answer section of Chapter V that describes the implications of the results of this study for students. Some students commented on the fact that an openly lesbian student with an openly gay man as a dissertation chair was conducting this LGB focused research. Several students expressed excitement and encouragement that this was possible. In the end, most participants thanked me for the opportunity to talk about their experiences and I thanked them for the very personal stories they shared with a woman they had never met. I left each interview with a sense of respect and awe for the complexity of LGB lives and the resilience of LGB people's spirits. For me as the researcher, the act of data collection itself was liberating and healing.

Participants

Fourteen students representing 13 different doctoral programs in counseling psychology participated in interviews. (The procedures for selecting and contacting participants was described in Chapter III.) Eleven participants were White, and three were Persons of Color. Due to the small and identifiable nature of the LGB community within the field of counseling psychology, more specific demographic information will not be reported here, to protect the anonymity of the participants. Information about participants' level of outness and participation in mentoring relationships is included in the section of this chapter under formation of mentoring relationships.

The Descriptive Schema

The descriptive schema of LGB doctoral students' relationships with faculty in counseling psychology that was developed during the analysis of results is displayed in Figure 1. Each element of the schema will be described along with its interactions with the other elements. Using a system similar to Richie, Fassinger, Linn, Johnson, Prosser and Robinson (1997), I present the results using the following language to indicate the extent of agreement across participants. The words "generally," "most," "often," "the participants" and "the students in the sample," "the majority," "usually," "typically" and "tended" indicate the characteristic response of a majority of participants (9 or more of the 14 participants). The words "some," "several" and "a number" indicate responses from 4-8 participants. "A few" indicates responses from 3 or fewer participants. Due to the relatively small number of non-faculty counseling psychologist mentors described by participants, I often use the term "faculty," though a few participants discussed a mentoring relationship with a clinical supervisor who was not a faculty member. The descriptive schema is illustrated with quotes from the participants' interviews. Although each participant was assigned a "working pseudonym" during analysis, even these pseudonyms have been omitted in this chapter, as several long quotes from the same person could compromise their anonymity.



Three General Themes Regarding LGB Students' Experience of Mentoring Relationships

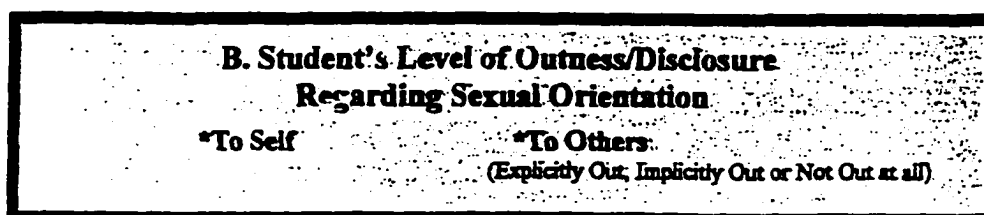
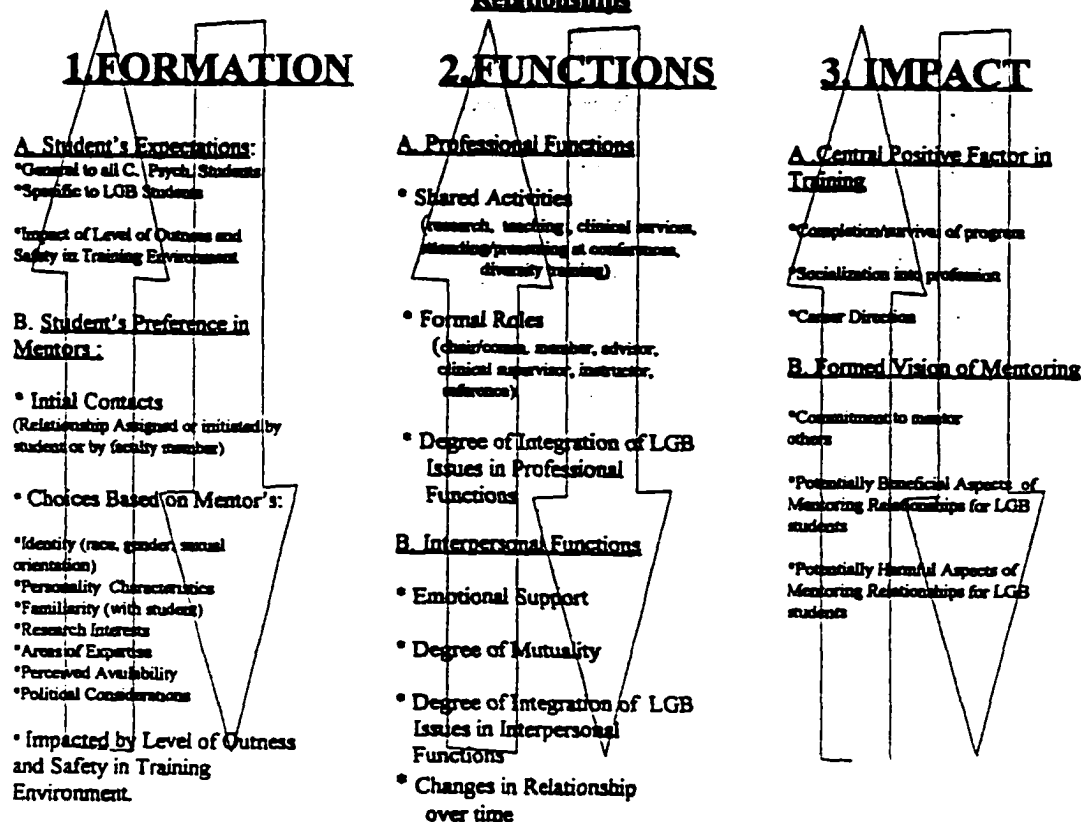


Figure 1. Descriptive Schema of LGB Doctoral Students Mentoring Relationships With Faculty in Counseling Psychology.

Some of the aspects of mentoring relationships that participants talked about in this study could be descriptive of any student/faculty mentoring relationship in counseling psychology, regardless of the sexual orientation of the student. However, there were two contextual themes that were present throughout the interviews that seemed to be specific to the participant being lesbian, gay or bisexual. The description that follows includes numerical and alphabetical labels, all of which refer to Figure 1. The two LGB specific contextual themes, student's perception of the safety of the training environment (A) and student's level of outness/disclosure regarding sexual orientation (B), were interactive with each other. The two LGB specific contextual themes shaped the three general themes of formation (1), functions (2), and impact (3) of mentoring relationships. In the first section below, the two LGB specific contextual themes (A & B) will be described. Then in the second section, the three general themes regarding LGB students' experience of mentoring relationships (1, 2 & 3) will be presented along with how the LGB specific contextual themes influenced these aspects of mentoring.

LGB Contextual Themes

Student's Perception of Safety for LGB People in the Training Environment (A)

There were three dimensions to participants' descriptions of their perception of safety in the training environment. First, they described their training environments

as being much broader than the academic department and having multiple levels (counseling psychology program, university, community, field of counseling psychology, socio-political environment of U.S. culture). Within these different levels of environment, participants described methods for assessing safety, i.e., the ways they tried to figure out how LGB issues were regarded in that given environment.

Participants often described looking for overt expressions of attitudes (positive or negative) about LGB issues, the presence of openly LGB students and faculty, and the presence of openly affirmative heterosexual allies. One student said the best evidence of the environment that he had been able to observe is that they had hired an openly LGB faculty person. Another student took a cue from his perception that there was pressure from the dean to leave LGB issues out of diversity training activities. One participant commented: "I'm the only LGB student in my program. That includes faculty and students that I know of...this is a missing piece right now...." Another student commented on how strange it felt to know there were faculty members who were out to her privately, but who were not out in the training environment...and stated "It is a funny place for me to be right now, ...I'm so totally out". Another student described identifying faculty who were allies by watching which faculty were "willing to take the risk and have their names on dissertations [on LGB topics] with students" and contrasted this with faculty for whom LGB issues are "the last thing they want to hear about."

Before deciding to apply or accept an offer from a particular program, participants reported that they asked the impressions of openly LGB friends and colleagues, contacted already enrolled students, read the language in university/program materials that pertained to diversity or discrimination, contacted local LGB resource centers, looked up the city/community where the program was located in a LGB publication, and/or visited the campus/program with the specific intent to assess safety on LGB issues. This process of assessment of safety continued after participants chose their doctoral programs and began their studies. At the departmental level, one participant reported looking at faculty office doors for posters or symbols of LGB affirmation (e.g., rainbow sticker or pink triangle). At the university/community level, one participant reported looking for the city's gay newspaper on campus and only being able to find it "tucked in a corner of the library." Participants also reported asking students and faculty about incidents of harassment or discrimination at any level of the environment (department, university, city/town, etc.) and how these incidents were managed. One student related how she had gone to a faculty mentor early in her program to discuss a homophobic incident that had taken place in class. She reported that she was told how she could respond differently, which she felt left all the responsibility for the situation on her, without any comment on the dynamic of oppression that had occurred.

Some participants observed whether LGB issues were addressed in courses, practica and research work within departments. One participant described it this way,

It was pretty rare that you'd ever hear about LGB topics in courses, but if you brought it up...if I raised my hand and asked something about it or somebody did, then it was talked about...there was no problem with it. I never encountered any kind of resistance, but sometimes it was ignored.

Another participant related how a class discussion turned to the topic of domestic violence in LGB relationships, and she observed "the professor getting a smile on his face about the idea of two women beating up on each other." Two participants related how students in their department were warned against doing research that might cost them an internship or a job, with research on LGB topics being cited as an example of such "costly" research.

Participants also observed how other oppressions (e.g., racism or sexism) were handled at various levels of the training environment and used this information to speculate on the level of safety regarding LGB issues. One participant commented that when she saw a classmate of color discriminated against in the department, she concluded that being openly LGB might be even less safe. One participant described the environment as "nurturing and caring" and stated that one of the ways she assessed this was that the department conducted programs about LGB issues and other activities that demonstrated sensitivity to oppression. In contrast, another participant stated, "I think in part my difficult experience has been about sexism and heterosexism...I've gone through a department that is not been able to be real supportive of either piece."..

The outcomes of the assessments regarding safety in the training environment made by participants fell into roughly three categories: (1) an overtly affirmative environment, (2) a "null" environment (Betz, 1991) or (3) an overtly negative environment. One participant described the departmental training environment as "very supportive... a 9 on a scale of 10" and attributed this to the presence of an out LGB faculty member and the department's efforts around professional development on LGB issues. The term "null" was used by several participants who explained that LGB issues in their departments were not discussed or were considered a "non-issue." One student stated that she didn't know how other students experienced the climate in graduate school, but that she conceptualized it as a big spectrum, from programs with out LGB faculty on one end, and programs with no evidence of LGB issues on the other end. She described her own experience as

I feel like I'm kind of in the middle of the continuum because I don't feel disrespected and I don't feel discriminated against, but I don't have any role models [of out LGB faculty].

Another woman stated that there was not very much support, "although there hasn't been any overt homophobic or anti-gay incidents."... "So I am thinking it is somewhere between a null environment and a very supportive one." One participant described the city where the university was located "you don't realize what an oppressive environment it is...it's so pervasive and subtle...you just kind of slip down under it while you're living there." Another student spoke about her relationship with faculty she perceived as homophobic:

I think there were some faculty with whom my relationship was pretty good as far as maintaining some semblance of courtesy and respect... but I don't feel like I developed a close relationship with any of those faculty...I never felt that there was any kind of out right specific homophobia, but it just felt like the topics weren't encouraged or we wouldn't spend much time talking about LGB issues....

Participants who described their training environment as null or negative were sometimes apologetic about doing so (e.g., "I don't mean to sound so critical..."). Some of these participants had described negative experiences, but were still cautious about being perceived as harsh in their labeling of their department. Students who described negative experiences also described a lot of questioning and self-doubt about whether the experiences were their fault. One student stated that her experiences in graduate school had been "pretty bad." but wondered if the positive experiences in undergraduate days had given her expectations that were "too high." A student of color stated that experiences of discrimination and prejudice had been such a regular part of her life that she didn't know whether her perceptions of her environment regarding LGB issues were "valid." She stated that the combination of her minority identities left her feeling that she "had no place to call home," but that she expressed worry that her sense of alienation had "tainted" her perceptions. When participants described their training environments as positive, they often did so with a tone of pride or gratefulness at having found an LGB affirmative doctoral program.

Student's Level of Outness/Disclosure (B)

Outness to Self. Five participants reported that they had been out to themselves (not necessarily to others) as lesbian, gay, or bisexual for over 10 years at the time of the study, seven participants had been out for more than five years (but less than 10 years), and two participants for fewer than five years. The fact that 12 of the 14 participants been out for over five years may have resulted from the design of the study. It may have been easier for student who had been out longer to volunteer to participate. In the course of conducting the first few interviews, a pattern emerged of participants telling their coming out stories, i.e., stories about how they came to identify and affirm their sexual orientation. In subsequent interviews, a question about coming out was placed on the list of possible topics in the interview guide. These coming out stories were notable in that participants seemed to tell them as a grounding point for the rest of their story as LGB doctoral students. The following longer excerpt is included to illustrate one student's use of his coming out story as a grounding point for his professional goals

When I first, even when I first decided to even pursue a degree in psychology, I made that decision during the time I was coming out myself. I didn't come out until [20 something], and it was such a difficult process that I decided I wanted to devote my career to researching gay lesbian issues. But I somehow was under the impression that any kind of research like that wouldn't be accepted at all and that it would be professional suicide to pursue those lines of research....when I started that program, my intention was to...go ahead and get a Ph.D. and do research in some other area until I had tenure and then go ahead and start doing gay lesbian research topics or...when I was safe...it was just that general impression that I had that it

was unacceptable to be gay or lesbian and be in academic circles in psychology. I was...really scared about being out to either faculty or students or I didn't think I would even be accepted into a program if I were very out and I also didn't know what the reception of other students would be...I was afraid that if I were out to other students that I would have difficulty...if we went to a conference or something and people would be freaked about rooming with me or...would be uncomfortable with me in some way. And I wasn't out to faculty kind of for the same reason that I was afraid that I wouldn't be accepted as a legitimate student by faculty...when I applied to different programs I had maybe one thing on my vita that hinted that I might be gay, but there was absolutely no other indication that I was during the application process.

Outness to Others. As participants described their level of outness to others, they described different degrees of disclosure ranging from not out at all, to implicitly out, to explicitly out. Participants who were not out at all described themselves as not having told anyone in the training environment that they were lesbian, gay, or bisexual. These students described a number of obstacles to disclosure, many of which were related to safety in the training environment:

I wish I were more comfortable in telling the professors, especially my mentor. I think that she would understand. I think that some of the faculty would understand, but the comfort level in the department for those diverse backgrounds, I guess I want to say, or those of different orientations is not a very welcoming environment. It's pretty hostile in terms of anything that isn't white, male, and heterosexual. And so I'm pretty uncomfortable with thinking that I might tell someone and then have it go—have somebody that I don't want knowing, knowing about it...I was concerned about rejection.

Participants who stated they were implicitly out described having been open about talking about a same sex partner, or open about interest in LGB issues, but never explicitly stating that they were lesbian, gay, or bisexual. Participants who described

being explicitly out told stories of how they had disclosed their sexual orientation to various students and faculty.

Half the participants indicated that they were explicitly out to the people in their doctoral programs *at the time of admission* (through vita, admission interview, etc.). One participant reported coming out in all admission interviews, to avoid any program that would not “welcome all of me.” The following excerpts are from students who decided to be out from the very start of the doctoral process:

I wanted to be somewhere where I could be completely out...I just assumed I would find more gay people just automatically wherever I went, obviously that is not true. And so I wanted to be out there so that others could find me. In addition to being able to speak freely and having the faculty know who they are dealing with and so that it gives them a chance to make sure that they are sensitive to issues...when I did start to apply I was already had that attitude in place that this is how it's going to be and nothing else is acceptable.

I couldn't be more out. I asked every place that I went...I asked in interviews and even in group interviews...I asked...what other gay faculty are there? Any openly gay students they could tell me about? What their experiences have been...I was pretty obnoxious about questions like that. May be that's why some programs didn't want me...

Most of the participants described themselves as explicitly out to most if not all others in the program *at the time of the research interview*, while a few indicated being explicitly out only to a select group of people in the program *at the time of the research interview*. Most of the participants reported they were out to all of their identified mentors, while a few indicated they had at least one mentor to whom they had not disclosed their sexual orientation. Participants reported that they made

decisions about disclosure of sexual orientation to their mentors/potential mentors based on several factors: personal comfort level with their own sexual orientation, perceived relevance of LGB identity to the training experience, perceived safety in training environment, and perceived safety of the mentor specifically. One student described how the decision not to disclose was based on the value he placed on the relationship with the mentor,

I've never told him directly...I don't know why...I have such a high regard for this person that if he were to act in a way that was not what I expected from him, it would really be a blow.

Some participants indicated that they were looking for the faculty person to give them a cue that it was safe:

If somebody would have acknowledged that I was gay and talked to me about it, it would have been so much easier...I spent the first year and a half being just terrified that if I came out I'd be...jeopardizing my future career...I might have had some of those fears calmed at the very start and I didn't because my mentor didn't take any kind of initiative toward doing that.

Students also used the way that faculty responded to their disclosures as indicators of future safety and cues about how much of their LGB identity to attempt to integrate into the mentoring relationship. The following excerpts represent a range of responses that students received when they disclosed. This student described the response as "implicit support":

I think he didn't know how to take it...there was a very long silence and I think he looked a little awkward. He has not really like voluntarily brought it up after that. But...I have felt support from him.

This student describes gaining gradual support over time:

But when I came out to her, she had a period that she had to readjust. It was very interesting because there was a period, some of a separation during which pretty much I was on my own for about three months, but I think that she processed her issues and she came back...I think it was more difficult for her because it's somebody that's here, a student that she has a lot in common. We got along very well...So she had to rebuild a little bit about it, see how our relationship could withstand the added sexual issue...And she did see us very similar and all of a sudden there's something there that is very different. And I think there was a struggle, and after that I gave her the space to actually deal with that. I decided not to confront her even though the way she is I think if I said it she will have been willing to talk with me and deal very openly. But at that moment I just decided out of respect, out of the same bond, I just gave her the space to decide where she wanted to go with us.

This student describes getting immediate support:

She asked "By the way, are you gay?" And I said, "Yes." And she said, "Cool." She had this wonderful response to it and so, I mean, immediately I knew that everything was just fine and she was very happy actually to have a student who was gay. So coming out to her ended up being an extremely positive and encouraging and affirming kind of experience because I knew that she was very cool with it and she was even pleased to have another person in the department who was gay ...

Three General Themes Regarding LGB Students' Experience of Mentoring Relationships

Formation of Mentoring Relationships (1)

The 14 participants in this study described a total of 42 mentoring relationships with faculty. The number of mentoring relationships described by each participant ranged from one to seven. Nine of the participants stated that they started

a mentoring relationship within their first year of the program, while five reported having pursued a mentoring relationship, but not having found one for two or more years. Participants who had difficulty finding mentoring relationships expressed that this was a serious disappointment. One participant reported that after the struggle of getting admitted to a program, she nearly quit because she “felt so isolated from the faculty” and was not sure whether it was due to sexual orientation.

Students’ Expectations About Mentoring. Participants reported that they entered their doctoral program with an expectation that they would experience a mentoring relationship with one or more faculty members during their training. Some of the expectations they held for a mentoring relationship were general to those starting a career in counseling psychology (e.g., assistance in obtaining career direction, in gaining research experience, or in beginning professional networking). Some of the expectations were specific to being LGB (e.g., assistance with decisions regarding disclosure and management of LGB identity in professional context and role modeling of how to be an openly LGB counseling psychologist). One participant’s expectations included research, emotional support and having someone with whom to discuss experiences of oppression:

I was hoping that I could hook up with one or two faculty who, like I said, would be excited about some of the same things that I’m excited about, show me what they know about those things, and help me along in learning how to do research in those areas, being supportive of me emotionally as I am challenged with whatever, you knew, we live in an oppressive society and somebody just to be able to talk to about whatever oppression I’m experiencing as I go along.

This participant described looking for a mentor with experience being an LGB professional:

Being able to have someone who identified with the experience as well as helping me through as a budding professional and that these are barriers that one will encounter...because I didn't have necessarily a parent to go to or another older adult who'd had similar experiences because they were all heterosexual...

Participants' expectations related to LGB issues in their mentoring relationships varied according to how long they had been out to self and others and their level of outness in the department. Participants who had been out to self and others for a long period before entering their department, held definite expectations for support from faculty regarding their LGB identity. In this example, a participant who had been out for awhile told of an instance in which he had held specific expectations for a faculty mentor, and was worried the relationship would not be possible:

In my first meeting with this advisor it felt very awkward and I think culturally we're really different...he was slapping me in the back and calling me [Nickname]. I didn't know quite how to respond to that...I felt a little upset I think...one of the main things I wanted in graduate school was to have a good mentor relationship with my advisor or with someone.... I really was disappointed and kinda of upset and but then again I also knew...I can't judge what will happen based on this one meeting or based on the first few meetings even....But I felt like saying Listen, I'm queer, I don't do sport X, and my name isn't [nickname]

Participants who had been out longer reported that they also had greater options for obtaining LGB affirmative support (e.g., LGB community, LGB friends, etc.). Some

of these participants indicated that the presence or absence of support from faculty members regarding their LGB identity would have been more critical when they had just come out.

Participants who were more recently out to self and others and were partly or implicitly out in the department were less specific about what kind of support they expected from faculty regarding their sexual orientation. They expressed trying to weigh their need for support against the potential risk of disclosure of their sexual orientation. One participant described wanting to disclose his sexual orientation, but fearing rejection based on previous experiences with coming out:

I was concerned that if people knew that they wouldn't want to be my friend.... I don't think I was scared of getting kicked out of the program or anything that extreme, but just subtle ways of rejection which I experienced when I came out to some people previously...that kind of rejection was kind of eye opening and frightening when I came up here to think...that I would have to go through that again. I made a commitment to myself that when I would come up to graduate school that I would try to be open and try to not hide things, so I wouldn't have to go through the process again but it was a lot harder than I expected to tell virtual complete strangers that I'm a gay individual... even if I wasn't the only one I would probably be the only openly out individual and I didn't know what the attitudes of people going in were. Sometimes I think that I had assumed that just because it was a counseling psychology program that would make it an open, accepting program, but the more I learned the more I realized that's not necessarily the truth. And so that's one of the reasons why also that I didn't come out right away

One participant who was not as open as he sometimes wished expressed frustration that there was not anyone with whom to discuss decisions:

I think it was difficult because I wished that I would have had could have been much more open about the process and to talk about the things that I was struggling with...because it's...pretty isolating...

Another participant expressed regret regarding not having felt comfortable to come out earlier: "I was a little bit more closeted in the beginning maybe I could have taken advantage of some things if I would have been a little more out...." One participant described her perception that she had general mentoring support as long as she did not disclose her sexual orientation, but that if she did disclose, she might lose the entire mentoring relationship. These more recently out participants also said the absence of support from faculty was difficult, because they often had few alternative sources of support for their LGB identity.

The few participants who came out to themselves during their doctoral training expressed a strong need for support for their LGB identity from faculty mentors, but were least specific about that support. One participant described how being enrolled in a counseling psychology program had facilitated the coming out process:

I think enrolling in the—in starting the doctoral program was pretty instrumental in terms of coming out more or further or completely... just because in the academic environment it's much more—and I'm going to use this word for its full meaning—tolerated, than it is in the city community at large.

Student's Preference/Choice of Mentors. Participants reported that they formed potential mentoring relationships with faculty in several ways: participant initiated, assigned by the department, or faculty initiated. Even if the original contact

was assigned or faculty initiated, participants reported that the actual formation of a mentoring relationship involved some level of choice or intention on the part of the participant and faculty member. Participants reported that this element of mutual choice distinguished mentoring relationships from other relationships with faculty. Overall, participants reported that preferences in mentors were based on several factors: identity of mentor (race, gender and sexual orientation), personality characteristics of the mentor, familiarity with the mentor through a shared activity, research interests, areas of practice expertise, perceived availability of the mentor, and political considerations in department.

Participants described a mentor as someone “I could count on,” someone who was “willing to struggle through it with me and to provide the support I needed,” “who listened and validated,” and “who was always willing to talk.” Others said a mentor was a person who had “her door always open,” a “personality and style are parallel to mine” or who “told me ‘you know I want to work with you’.” Mentors were also described as “approachable,” “responsive,” and demonstrating “trust and genuineness.” One participant said that her mentor “made me feel at home.” Another participant reported “elder is the one word that describes [my mentor], in the sense of wisdom, that sense of continuity, that sense of respect.”

Participants’ preference in mentors were often impacted by the two specifically LGB contextual themes (safety in the training environment and participant’s level of outness). For example, some openly LGB participants reported

actively seeking either a LGB mentor, or an openly affirmative heterosexual mentor. Participants who expressed a preference for a LGB mentor often cited role modeling as a high priority; they wanted someone to demonstrate how to be a successful LGB counseling psychologist. Participants also said they wanted the expertise of mentors concerning LGB perspectives in clinical work, LGB research strategies, LGB professional advocacy, and LGB career planning concerns (identity management on resumes or in interviews, etc.). For some other participants, the identity of the mentor or the mentor's level of affirmation or safety regarding LGB issues was a lower priority than one of the other more general criteria (personality characteristics of the mentor, familiarity with the mentor through a shared activity, research interests, areas of practice expertise, perceived availability of the mentor, and political considerations in department).

Choosing between available mentors often involved difficult decisions. For example, in some cases, participants of color reported having to decide between a mentor who would be supportive of issues around race and racism and choosing a mentor that was affirmative to their LGB identity because those two functions were not available from the same mentor. In other cases, participants had multiple mentors for different functions (i.e., one mentor for research, one for more personal support).

Participants' preference in mentors was also impacted by the level of safety in the training environment. Null and negative training environments tended to have fewer LGB or LGB affirmative faculty available. Some participants stated whom they

would have chosen a LGB mentor if one had been available, but there were no openly LGB faculty in their program. Finally, some participants described having faculty that they wanted as mentors, but for some reason they were unable to secure these faculty as mentors (mentor too busy, not interested, etc.). Participants described this as particularly difficult/painful when the desired mentor was lesbian, gay, or bisexual. Some participants described feeling great disappointment when they were turned down by a LGB faculty person because there were no other possible LGB faculty mentors. Some participants reported that being turned away by a LGB faculty member seemed like a betrayal of an expectation that the mutually shared oppressed identity would result in a mentoring relationship. One participant described the disappointment of having a LGB faculty member refuse to chair the student's committee:

My entire choice of doctoral programs was shaped by trying to get somewhere with a queer faculty member... I made some real assumptions that this faculty member would agree to work with me and be just as enthused as I was... When I asked this person to chair my committee, I'd never considered the answer might be "no". It meant a lot to me that we are both queer, but it didn't seem to mean much to [faculty member]... I felt like such a fool. I've adjusted, but I don't know if I will ever understand...

Functions of a Mentoring Relationship (2)

Participants reported that mentoring relationships served both functions that were more strictly professional in nature and those that were generally more interpersonal in nature.

Professional Functions. Participants described having shared the following professional activities with their mentors: conducting research, teaching courses, providing clinical services, attending and presenting at professional conferences, and providing diversity training. In general, participants described these functions as being what was expected based on the formal role of the faculty member (dissertation chair, academic advisor, instructor, clinical supervisor, research supervisor). Participants described a wide variety of professional functions fulfilled by their mentors. Some of these descriptions were made in broad terms: “he would do whatever is necessary in terms of the procedural level to support me, whether filing a complaint or writing letters.” “We have a similar passion for certain populations.” “My research interests have been stimulated and supported and have been very encouraging of me to continue doing research in these areas...” “He was very encouraging, especially of my writing” and “helped with getting admitted to the program and or securing a fellowship.”

Participants reported that functions of the mentoring relationship were impacted by the degree to which LGB issues were integrated into the relationship. Similar to the levels of outness of participants described previously, participants described varying levels with which LGB concerns were integrated into these professional functions (implicitly integrated, explicitly integrated, not at all integrated).

One participant described the desire for integration of LGB issues in the mentoring relationship:

And again this probably may just be me but I have this need to sense a real connection with people who are important in my life and that connection to be sort of like a sense of validation of who I am in my totality. And not sort of like a scurrying around or skipping over one aspect of my activity, whether that's through professional dialogue or personal dialogue

Participants often spoke of weighing decisions about integration of LGB issues into the mentoring relationship against their perceptions of safety. This participant felt unsure about the mentor's attitude toward LGB issues:

...how much of me is he really accepting? What can I express or how can I really be myself with him if I'm not sure that he's affirming this part of myself? Not that he's devaluing or invalidating it, but I think there's that area of, that zone where it's just so nebulous that you feel nothing from the person.

Another participant described how integrating LGB issues became more possible later in the relationship

I don't think that sexual orientation was a vital part of that discussion in most of the years that we'd been working together...but the last year as I was conducting a job search and talking about different places that I want to go, he sort of like initiated some of the questions around, well have you thought about your sexual orientation.... He interjected that perspective and how I hadn't thought about that.

Some participants reported feeling that LGB issues were very integrated in the mentoring relationship from the start

This is something that was strong about both my relationship with [mentor one and mentor two] they have both been very open to my discussing professional issues related to being gay you know like what it is like to be an out gay man and try to find a tenure track position

somewhere because I definitely want to go in academia and what it is like trying to make a research program that has to do with LGB issues and I feel like both have been extremely willing to talk about that.”

The following excerpt is about a participant’s struggle to know how to integrate his gay identity into the mentoring relationship:

I think the biggest loss is that sometimes I want to talk about my experience at the university in terms of being a gay individual, and I don't feel entirely comfortable talking to my mentor about that...I have to always modify my behaviors and kind of do some self-monitoring in terms of what I say...I'm not sure where she stands on gay and lesbian issues.

Participants described some of the professional functions of mentoring relationships that were particularly valuable to them. Several participants mentioned that it was particularly helpful to have LGB issues integrated into the professional functions of the mentoring relationship at professional conferences. Several participants mentioned how faculty mentors had introduced them to other LGB professionals or heterosexual allies at professional conferences, thereby assisting them to build an LGB affirmative professional network and providing them models of successful out LGB professionals. Participants also reported being particularly hungry for accurate information regarding the risks and benefits associated with engaging in LGB related professional activities. For example, one participant wanted to know how the conference presentations on LGB concerns would be perceived on her resume when she applied for internships and jobs. The need for certain professional functions was influenced by the level of safety in the training environment. In some cases in negative training environments, participants reported that they needed their

mentors to function as advocates for them on LGB issues. For example, one participant told how a faculty mentor had been an advocate when there was LGB based discrimination in the participant's practica placement process.

Interpersonal Functions. The primary interpersonal function discussed by participants was emotional support for dealing with career concerns (comprehensive exams, internship process, experiences with clinical work, etc.) and personal concerns (relationship with partner or family, financial issues, depression, etc.). Some of the participants described their mentors as: "encouraging," "inspiring," "available" (time wise or as in willing to engage in process discussion), "nurturing," "caring," "non-authoritative," "respectful," "flexible" and "interested." These interpersonal functions were often cited as what made the relationship a mentoring relationship, i.e., in the words of one participant, "not just a chair." These two participants described how the interpersonal aspect of the mentoring relationship distinguished it from other relationships with faculty.

For me the pivotal point has been feeling a personal connection with them outside of our roles of faculty-student, faculty-research, and that sort of thing...And that's just heightened my appreciation and respect for what they've provided me in terms of training because they all have been competent in their areas of expertise and what they have to offer in terms of knowledge and practice in terms of clinical skills. But it's that personal connection that's been even more important.

We had been very client focused, very much doing a lot of case conceptualization and this particular day we didn't have as many clients to watch and we actually took some time to sit down, get to know each other, talk about some things that weren't necessarily counseling related, like we both have an interest in [hobby]... it took

on a more personal level, that's when I started to feel like it had turned into more of a mentoring relationship than just some kind of professor student relationship

Participants provided many different illustrations of ways they received emotional support from their mentors. Participants described their mentors as being "an anchor," "a person I can tell anything" and as providing "a place to vent." One participant described emotional support as being about sharing both struggles and accomplishments her mentor

Availability to process and talk about problems that I've had, feeling at times feeling overwhelmed, wanting to talk about what that feels like and how I might handle that better, some problem solving, which goes into part of that...sharing good things that occur in the program, accomplishments, setting and reaching goals.

Another participant commented on how he appreciated the mentor providing emotional support for personal issues as well as academic issues

It was at a point in time when I was having some issues in my relationship and he was equally as concerned about that part of my life as well in terms of helping me to sort through decisions about being in a long term relationship... I felt valued and appreciated...and felt an equal sense of value and appreciation from my mentor, not only for my decision about the dissertation topic and how that would advance my career but also in terms of my personal life and the relationship issues that I was going through. I think that was the point where it changed from just an advising capacity to a mentoring relationship.

For one participant, emotional support consisted of a comment the mentor made that normalized the participant's struggle. The mentor was reported to have said

you know, everybody's been through this, everybody makes it through.. It's sort of like, it's the rite of passage, and so you have to kind of do it to get to the next step.

Another participant spoke of feeling a reluctance to ask for emotional support in their mentoring relationship

Sometimes I'll bring up problems and issues that I have with the department or that I'm having in counseling, but that rarely happens...I don't think it's progressed to that level where I feel comfortable sharing some of the negative things I'm feeling.

Yet another participant expressed concern regarding asking for emotional support on specifically LGB issues because "I just don't think he really realizes the degree to which people like me or other LGB people still have to encounter you know all the shit out there and so I think he is a little starry eyed about that..."

In the context of describing the interpersonal functions of mentoring relationships, participants often mentioned the concept of mutuality. Participants described varying levels of mutuality in their mentoring relationships with faculty. Some met with faculty only in the departmental setting for formal academic functions, while others described being close friends with a faculty mentor, including periodic social contact. Some participants reported that their mentor knew very little about their personal lives, while others reported that the mentor was a primary support for personal concerns including the student's health and mental health, issues in student's relationship with a partner or family member, and financial or housing difficulties. Participants also reported that the extent to which they knew about their mentors' personal lives varied widely. One participant described self disclosure as a key element to mutuality

I think the power in a mentoring relationship needs to be equally shared... I'm sure there are some mentors who are almost perceived as being more powerful or superior to the person that they are mentoring.... For me personally, I think a mentoring relationship has to be at least on some level a friendship.. A very close friendship.... And if I'm going to be socialized as whatever, as a psychologist, as an academic, as a professional, whatever.. I need to know how my mentor's mind works. I need to know how they got to where they are and what their thought processes is and how they deal with difficult situations or their own personal stuff or whatever... And so I've got to know what their personal circumstances are and what their reactions are to current circumstances... How they react to difficult situations that they deal with as a gay or lesbian professional... And those kinds of things require a lot of self disclosure... If they're gonna understand me, I've got to do the same thing.. It just feels unequal and unbalanced if I'm the only one who is opening up.

In contrast, another participant reported the lack of self disclosure by the mentor as an obstacle to developing mutuality

...she wasn't very self disclosing... which I think is probably the most essential part of a mentoring relationship is being able to be really open and self disclose with the person you are mentoring.... Otherwise it is not a mentoring relationship It's something else. And she never did that. She was so guarded with herself that the real her never came through, and so I always felt that I was the one that was being evaluated and I was the one who was underling and I never really felt like I was establishing an equal relationship with her, which is probably what I was hoping for, at most was just to feel more of an equal with her and feel more in common in that relationship.

Some students described a particular kind of mutuality that took place with heterosexual mentors in which the mentor taught them about how to be a counseling psychologist and the student taught the mentor about LGB issues. One student reported that her

mentor was previously not very familiar with [student's LGB research topic], but now he's beginning to have a familiarity with the literature

and...he's really developing another area of knowledge...I don't know if he would ever call it expertise, but certainly something that he knew nothing about three years ago.

Another participant introduced the term "mutual learning" and defined it..."

He's [student's mentor] learning about the gay experience from sort of a first hand experiential kind of perspective and from me watching him sort of integrate it and learn from it and see how that might affect his life..."

Participants described interpersonal functions as more complex than professional functions, and participants described multiple roles with mentors and the negotiation of boundaries between the personal and professional roles. Two participants described a range of roles within the mentoring relationship

Our relationship...runs the gamut from teacher-student, advisor-advisee, co-researchers, collaborators, good friends, supervisor...and so that multi-faceted relationship has developed over time just as we've stepped into different activities together.

All these many different roles...it's sometimes difficult for students and even sometimes faculty people that I've talked with to conceive of that kind of relationship...I think it is possible mostly because my mentor's boundaries are so very good and mine probably are too...I can easily... Shift those roles with my mentor and accept criticism if I need it as a student, give her criticism as a co-researcher.... I critique her writing all the time.... So that multi-faceted relationship has developed over time just as we've stepped into different activities together

Several participants reported that they verbalized when an interaction was professional (telling the faculty members they were addressing them as chair) versus interpersonal (telling the faculty member they were going to talk about an upcoming social event). They also reported that their mentors gave explicit cues to clarify such

roles with them. This participant described how the multiple roles shared in the mentoring relationship impacted decisions about how to spend time together: “we almost joke about it whenever we meet together to work we always gab for the first ½ to 2/3 of the time about our lives and it is very reciprocal....”

Another participant described some difficulty in knowing how to label the mentoring relationship given the different roles that were involved

So I think he has been almost a friend in many ways...it feels more personal to me. I wouldn't say he is a friend, because he is clearly my advisor and he has a position of power so I think it is more of a mentoring relationship but he is definitely very supportive and I definitely feel that he is there.. He has my interest and my well being in hand.. I think he gets some rewards from our relationship, but definitely he is focused on me and what I need.

As in more exclusively professional functions, participants told of varying levels at which LGB concerns were integrated into these interpersonal functions (i.e., implicitly integrated, explicitly integrated, not at all integrated). Participants who described having LGB issues explicitly integrated reported that mentors asked them about their partners or made other acknowledgments of their LGB identity.

...we are very open when we talk. I can tell her anything. One of the things she always asks me about my partner and how things are going and how's my traveling...so she's very always very willing and she's there at the times I've needed help and she's come out and basically been a mentor and been there.

Some participants described important mentoring relationships in which they never felt comfortable to integrate LGB aspects of themselves, personally or professionally

... given the nature of our relationship, I think that if I would have been out sooner with her and open sooner with her, that I could have

really benefitted more from that and we could have had a much deeper, more satisfying, rewarding relationship. I was so guarded about the orientation thing that I think I held a lot of other stuff back and so I didn't really open up enough in other areas with her, ...enough to develop a really solid relationship. And I regret not doing that because, you know, she's just a wonderful person to work with and so I kind of--that opportunity passed by because I was so closed about that whole thing [sexual orientation].

Participants also described the interpersonal aspects of their relationships with faculty mentors as changing over time. They described changes in the frequency of interaction, closeness of the relationship, level of mutuality/collegiality and their projections about the future of the relationship. Some participants described their mentoring relationships as getting more collegial over time, with specific mention of increases in mentors' levels of self disclosure.

One participant stated that over time, "I just got closer in the sense that she has opened more of her life to me and revealed it." Another participant noticed a number of aspects of the mentoring relationship that changed over time

A couple of things I noticed.. One is the nature of our conversation in terms of my long-term career goals shifted...and acknowledging the desire to have that continued contact beyond the program...and there was also more of an active dialogue about my personal life, particularly in terms of an active dialogue about my relationship with a partner I had at that time...also the part that's starting to develop is a more collegial exchange and dialogue around the research projects that we're wanting to do long term.

Some participants stated that they expected some of their mentoring relationships to extend "for life," although perhaps in different forms. One participant stated "he's somebody who I'm going to be connected with at first a

friendship level and kind of a mentor after I get out of this place.” Others did not think their mentoring relationships had much potential for extending beyond the given settings or tasks. One participant described feeling “ambivalent and reluctant to let go” of the faculty person being in the mentor role after graduation “It’s hard to know if it’ll be a loss...or just come up in another form, but you just literally don’t know until you’re on the other side of the door.” Some participants stated that they wanted an ongoing relationship, but were unsure if their mentors felt the same way.

Impact of Mentoring Relationships (3)

The first part of this section contains participants’ descriptions of the centrality of the mentoring relationship as a factor in their training experience. In the second part of this section, there are descriptions of participants’ visions of mentoring, including their commitment to mentor others.

Central Positive Factor in Training Experience. In describing their own experiences, participants identified their mentoring relationships as major factors in their training experiences, often related to their completion/survival in the program, their socialization into the profession, and their shaping of future career plans. One participant described having struggled with the non- affirming atmosphere in her doctoral program and identified her mentor as one of the only reasons she was able to complete her training.

I nearly quit my first year because I felt so isolated from the faculty themselves.... But since I do have a positive mentoring relationship, my training has turned around a lot...it has made the whole atmosphere of going to school and doing things I need to do a lot more enjoyable... It has motivated me a lot...

Another student described some of the difficulties encountered in training and said:

“It [the mentoring relationship] kept me in training...and I’m not sure if I would have done that well staying here if I didn’t have that support...” Another way that participants described mentoring relationships as central to their training was as a means of being socialized into the profession. One participant related:

... working with those two people in particular really socialized me as professional, as an academic, as a professional psychologist, as a mentor myself, as a professor, you know, as an advisor, whatever. So really without those close relationships I wouldn’t have that. It’s really hard to even answer this question because I don’t know what my training would have been like without those [mentors].

Some participants described how their mentoring relationships shaped their future career plans. One participant described how the relationship with his mentor had changed his original goal to be a clinician to his current goal of being a faculty member, adding that it was the mentor’s encouragement that had given him the confidence to consider this career goal.

Similarly, one student described the impact of the mentoring relationship on perception of self as a professional:

...now I am sort of seeing and feeling empowered that, wow! I can contribute to this field in an academic way and I can be a scholar..and it is important that there are more lesbian scholars out there doing research...so I am feeling more that this is a place where I could be an effective advocate...”

Another student described the way that the mentoring relationship had changed his perception of the risks of doing research and writing on LGB topics, “I decided I was safer than I thought.. And went ahead and changed my whole career focus” and reported starting to work with the mentor on a LGB research project.

Student’s Vision of Mentoring and Potential Role as Mentors. Participants were asked specifically to state what they saw as potentially beneficial and what they saw as not beneficial about mentoring relationships for LGB students. Participants’ experiences with mentoring relationships were overall very positive. Participants reported that LGB affirmative mentors (both LGB mentors and heterosexual allies) could be very helpful for LGB students as role models, sources of affirmation/support, advocates, disclosure coaches, and change agents for increasing affirmation in the training environment and the profession. Sometimes participants cited specific ways that role models provided examples. One example cited was “publishing in respected journals, especially like [lesbian scholar named] putting together a whole brief for the APA and setting a whole policy that is supportive of lesbians and lesbian lifestyles...” More often, participants described the impact of role models in broad terms. For example, one participant described openly LGB mentors as increasing the visibility of LGB issues by “just having people in the field working and being out..., presenting the integrated (LGB) person” so that LGB students can see what is “possible.” This participant added that it is a “new thing” for

LGB people to be “out in a big way in our culture” and that LGB students need to know “what it looks like” and “how to do it.” Similarly, another participant stated

I think role models are one of the biggest things lacking for LGB students... in terms of professional role models or just understanding that there is opportunity and that sexual orientation doesn't, even though it oftentimes does, have to impede your own self-growth and the goals you set for yourself.

The next several excerpts are students descriptions of how LGB faculty can be valuable role models:

... to see that someone in the position of power...is accepting of someone who is lesbian, gay, or bisexual...and by role modeling that kind of behavior maybe it would become more accepting and open for other students to do that.”

It's valuable...for kind of self efficacy issues so that people can feel like they have some choices and options in their life and they can gain control of whatever they want...whether it's in research, whether is' in a clinical kind of realm, and so I think it's valuable just to make sure people have their own voice and be able so share that...and feel safe in sharing that...

One of the ways is to have a connection with somebody similar and somebody who understands the pressures. One of the things that I would have liked is to have had a supervisor who was lesbian because for me the issue of whether to self disclose is going to come up and the responses of straight people are really not satisfactory to me...they are not coming from the same place I am coming from.... I'd like to hear a similar response from a lesbian therapist that has her own twist on it and I could take in and say, okay, that makes sense to me, that fits me,

...having a mentor that really cares about the person and respects that aspect of him can make a difference how many people accomplish what they want to accomplish.... I think that having a mentor that does that probably allows for more LGB students to accomplish the goals and actually make a difference, not only in a few but in the entire community in general. Basically, it allows people to be more open and

to take more risks, and I think that is part of what they [mentors] have done...for me...even after I have tried to do something to stand up for myself and who I am to other professors to be there and say, “hey, we back you up...we’ll stand by you and be there.”..

Another student described what it might have been like to have been without a mentor. The student talked about what it would have been like to have attended a program.

...where there was no out lesbians or gay persons on faculty and no one talked about how important it is to be out there with ourselves and where I didn’t feel it was a safe environment to come out, I wouldn’t be doing research in this area, or I would be hesitant.... I wouldn’t be a good role model on a college campus as an out LGB therapist in a counseling center... I would be struggling with my own internalized homophobia and not able to be the role model I could be...I wouldn’t be as available to people in the community.... It would be a lot of energy in me to struggle with how out should I be, how out should I be to clients, should I put this poster up affirming the LGB population, should I put a rainbow stick on my door...but I feel like for me when I saw a rainbow sticker on his door [mentor’s] it was clear that this was a safe place for me.... I want to give that to somebody else.

Most participants stated that they had not thought of any ways that mentoring relationships would be detrimental. A few participants described situations in which they imagined potential difficulties in mentoring relationships including: if the mentor was homophobic, if the mentor did not respect the student’s decisions regarding disclosure of sexual orientation, or if the mentor had problems regarding boundaries in the relationship. This participant described how a homophobic mentor could be detrimental to a LGB student

If a student was fairly closeted and their mentor didn’t know that they were gay...and their mentor was somewhat homophobic...making gay

jokes.... It could be quite painful to the mentee...it could be quite frustrating to be closeted to your mentor...very difficult.

In contrast, two participants suggested ways that LGB affirmative mentors could be potentially detrimental to LGB students

I think they can be negative if they foster too much dependency. I think the danger of it is for gay and lesbian students to have a false sense of this is what everybody's gonna be like [affirming], because I'm well aware that this is not the case.

The only possible way I could think about something like that is if the student loses himself into the other person [mentor] in a sense that becomes a clone or whatever the other person wanted you to be rather than be yourself.

Given their own positive experiences with mentoring relationships, most participants expressed a strong commitment to mentor others in their future careers. One mentor was reported to have told a participant that she "would never allow a gay or lesbian student to go through what she had" and that was why this mentor "is so out and works so hard with the department" to make LGB issues "acceptable and addressable." In turn, the student took up a similar commitment

And really...I made the same commitment. And it's my gift to her. I mean, there's nothing that I can do to repay her for the impact that she's had on me personally and professionally, and there's no way. But what I can do really is do the same thing for other students that I work with, and so I plan to be, you know, as out as I can possibly be and advocate for gay, lesbian, bi students as much as I can and do that kind of mentoring that I had because it's made such a huge, huge difference for me.

Participants commented on the vision that they had for mentoring others in the future.

To conclude this chapter, the following five excerpts are different participants' visions of mentoring in their future careers

I hope to provide the same that has been provided to me, which is pretty much unwavering support and undaunting challenges.

The academician part of me would like to be able to provide something other than a null academic environment, an enhanced environment...I think that benign neglect is too infectious.

I'm not the kind of person who marches in parades...not as much as an advocate as other people or as political, but I think by simply being myself and showing an integrated person to the gay and lesbian youth of the college...just to be a visible, integrated counseling psychologist gay person...showing how you do it...how to be integrated.... To show what that looks like, hopefully..... More specifically...I would want to be available emotionally and personally.... I would want to deal with issues of discrimination that they might be dealing with.... To be a person that they can come to and we can have that connection that quick connection of having shared a similar experience of what it is to be a minority.

I think that if I could do that for a gay or lesbian individual and share my experiences with them and tell them or at least show them that it doesn't have to be bad.. You can be open in one way or another.... Just help them have a more positive experience that I did and have them learn from the things that I did.. I think that would be a wonderful experience for me.... I think the first thing I would do is show them the resources it took me three years to find since I didn't have anybody.

I think the most important part is just being an out lesbian in a department...where I take active steps to support the community...making myself visible, mostly I think that's what the most important thing is.

In the next chapter, the implications of these results for research and practice are discussed.

CHAPTER V

DISCUSSION

This chapter is organized into four sections. The first section describes the process of moving from the results reported in Chapter Four to the implications discussed in Chapter Five. The second section focuses on the implications of the results of the study for faculty and other counseling psychologists who provide mentoring for LGB students. The third section focuses on the implications of the study for LGB students and is presented in a question/answer format similar to what might appear in a pamphlet on mentoring relationships for LGB students. The recommendations to faculty mentors in section one and the question/answer format for the discussion for students in section two cover many of the same issues, but have a different focus due to the differences in roles and power between faculty and student mentees. The chapter concludes with an examination of the parameters of the study and implications of the study for future research.

Moving From Results to Implications

This study began with the question of how LGB students experience mentoring relationships with faculty in counseling psychology. The participants' answers to that question were reported in Chapter IV and were organized using the

descriptive schema that emerged during the process of qualitative analysis (Figure 1). In examining the descriptive schema, some of the aspects of mentoring relationships that participants talked about in this study could be descriptive of any student/faculty mentoring relationship in counseling psychology, regardless of the sexual orientation of the student. However, the primary discovery in this study was that there were two contextual themes that were present throughout the interviews that seemed to be specific to the participants being lesbian, gay or bisexual. These two contextual themes, student's level of outness/disclosure regarding sexual orientation and student's perception of the safety regarding LGB issues in the training environment, were interactive with each other. These LGB specific themes also shaped the mentoring relationship as described in the three general themes of formation, functions, and impact of mentoring relationships. For example, safety in the training environment influenced whether a student felt they could disclose their sexual orientation which impacted their formation of mentoring relationships. Likewise, the interaction of safety and disclosure shaped how students needed their mentoring relationship to function, with some students in less LGB affirmative environments looking to their mentors as the only sources of support for their LGB identity. The impact of the mentoring relationship on the student's overall training experience also varied with the interaction of safety and disclosure. In environments that were less safe, some students reported a mentoring relationship as having been the main thing that sustained them.

The results reported in Chapter IV were the basis for the recommendations for faculty mentors and LGB students in this chapter. Before making the move from results to recommendations, I will explain why making recommendations seemed important and how the data was used in the formulation of the recommendations.

Part of why I chose to make recommendations based on the results of this study comes from the interviews with participants. The participants expressed an eagerness to speak about their experiences, a gratefulness about being asked the questions and the hope that the results would address the need they perceived for more understanding of LGB students and their mentoring relationships. With no other known research on the topic, I felt the results needed to be offered back to LGB students and their faculty mentors in the form of recommendations, even if they were preliminary ones. I used the questions and areas of concern from the participants as a starting place. In writing the recommendations about each area of concern, I integrated the data from participants, and the descriptive schema that emerged during analysis, with existing literature on LGB issues, and my own personal and professional experience. Therefore, the recommendations that follow to both faculty mentors and students have their origin in the data from participants, but are formulated from a combination of the data, existing theory and my own experience. It is anticipated and hoped that these recommendations will be expanded, revised and replaced with future research. This set of recommendations is offered as a starting place for further exploration on this topic.

Recommendations to Faculty Mentors

Faculty Recommendation #1

Mentors need to signal their LGB affirmation. Mentors need to be aware that the process of identifying potential mentoring relationships starts long before the student and mentor are sitting face to face in an office. Participants in this study reported assessing the training environment and the potential for mentoring relationships with LGB affirmative faculty as early as when they were looking for information on programs prior to application. They reported strategies for assessing the level of affirmation regarding LGB issues in the training environment such as utilizing word of mouth, evidence of publications on LGB topics, and contact with already enrolled students to gain information. Therefore, for the potential mentor, the process of being perceived as a LGB affirmative person (regardless of one's own sexual orientation) is a career-long process of active involvement and understanding of LGB issues. Mentors can display signs of LGB affirmation by using inclusive language in spoken and written communication, gaining research or practice experience that reflects an investment in LGB issues, and establishing themselves in the professional networks concerned with LGB issues.

Faculty Recommendation #2

Mentors need to be “safe havens” in negative or null training environments.

The participants in this study indicated that in training environments that were overtly negative and “null” regarding LGB issues, LGB students may have a greater need for support from faculty mentors regarding their LGB identities. In the words of one participant, the mentor may be seen as “one of the only safe havens.” When LGB affirmative support is not coming from their environment, LGB students may need lots of support from a mentor. LGB students may be more likely to encounter a homophobic or discriminatory situations in negative or null environments and the advocacy of a faculty mentor may be needed in dealing with the situation. LGB students may experience more pressure to be the spokesperson for LGB perspectives in classes and research groups in such environments and may need to process their experiences in the “safe haven” of a mentor’s office. The lack of LGB affirmative support in null and negative training environments may leave students feeling more isolated when common things go wrong (bad grade on a stats test, stress during internship application process). Thus, the mentor, may be one of the few sources of support for the student on everyday issues in the training environment.

Faculty Recommendation #3

Mentors need to recognize that students with different levels of outness have different mentoring needs. LGB students’ needs in the mentoring relationship vary

with their levels of outness. The participants in this study who came out to themselves during training reported a strong need for support from faculty mentors around their LGB identity. LGB students who are coming out in the context of training are experiencing two significant developmental processes at the same time: becoming a counseling psychologist and coming to terms with their minority sexual orientation. Participants described experiencing these two developmental fluxes at the same time as extremely stressful. These students will need faculty mentors who can help them connect with LGB communities and resources, who can provide them emotional support, and who can refer them to affirmative therapists, support groups, etc. Although these tasks are not formally the responsibility of a faculty mentor, students' lives often center around the graduate training environment and they will need support and resources from that environment. Although the student is clearly not a client, a faculty mentor may need knowledge and skills similar to those needed in dealing with a client who was coming out to self and/or others for the first time (see Hancock, 1995; Rust, 1996; Savin-Williams, 1993; Smith, 1997). Participants in this study who came out during graduate training also described themselves as not always knowing what they needed from faculty, therefore, faculty may sometimes need to take the lead in offering some form of support.

In contrast, a majority of the participants in this study had been out to themselves for 5-10 years prior to entering their doctoral training. Students who, like most participants, have been out for some time are less likely to need emotional

support primarily around their sexual orientation. They are more likely to have established ways of assessing safety, finding LGB resources in new environment, and getting LGB affirmative emotional support. These LGB students will still need advising regarding the integration of their LGB identities into their professional lives. Dilemmas regarding disclosure of sexual orientation, especially in the context of departmental relationships, internship applications, and job searches, are examples of the LGB professional issues reported by participants. In this study, participants who had been out longer were often seeking mentors that could openly discuss their LGB identity as it pertained to clinical work, research, teaching, career planning, etc. Some of these participants were in the position of working as advocates or change agents on LGB issues within the department, in practica settings, or in the community at large. They reported needing advising regarding effective strategies for engaging in organizational change or for making decision regarding the emphasis on LGB issues that they wanted to take in their career plans. In these instances the student may possess greater levels of personal and/or professional knowledge and expertise on LGB issues than does the mentor. These students will not be relying on mentor's expertise in LGB issues, as much as the mentor's knowledge and experience in how students can utilize and integrate LGB issues into their professional lives as counseling psychologists.

Faculty Recommendation #4

Mentors need to be aware of the dilemmas that LGB students with multiple minority identities may face in choosing a mentor. Participants with “multiple minority identities” (Reynolds & Pope, 1991) reported difficulty when a potential faculty mentor was affirming of one aspect of their minority identity (being a woman or a person of color) but was not aware and/or affirming of the participant’s LGB identity. It would be ideal if students with multiple minority identities could find mentors who were affirming of all of their identities. When this is not possible, however, it would be important for faculty mentors to be aware that students may need to have more than one mentor in order to get affirmative support for all aspects of who they are. For example, a lesbian student may feel divided between working with a heterosexual female faculty mentor with shared research interests but little understanding of LGB issues, and working with an out gay male faculty mentor who is very affirming of her LGB identity but shares few research interests with the student. In such a situation it would be helpful if both mentors could let the student know she does not have to choose one mentor over the other, and more importantly that she does not have to choose one aspect of her self over another (i.e., her research interest over LGB affirmation or visa versa).

Faculty Recommendation #5

Openly LGB mentors need to be aware of the significance of their role with LGB students. One of the most difficult situations described by participants was when they had identified a LGB faculty member as a potential mentor, and for some reason that relationship did not begin or did not work. Participants in this situation felt rejected by the mentors, and experienced this as a betrayal or disappointment to a greater degree than other such incidents with faculty members. Some participants described the perceived rejection by the LGB mentor as a rejection by the LGB community at large. Especially when participants reported having had difficult experiences with coming out to family or friends, LGB students looked to LGB faculty as potential sources of affirmation and acceptance of their LGB identity. LGB students may look to openly LGB faculty as a sign that their professional or personal dreams are possible. Openly LGB faculty provide students with a glimpse of what Gilbert and Rossman (1992) described as a future “possible self.”

Not unlike the pressure experienced by racial and ethnic minority professionals to be the “model minority” to both majority and minority members, LGB faculty stand in a place of representing LGB concerns to students, colleagues, the department and the profession. The current generation of out LGB faculty are often the first out LGB faculty role model and “success story” in their department. LGB students may have high expectations that the LGB faculty will make time to mentor them based on a commitment to LGB issues or on having compassion for the

students' lack of alternative LGB affirmative mentors. The presence of these expectations does not make the LGB faculty person any more able always to respond to such expectations. Awareness of these expectations, however, may make it possible for LGB faculty mentors to address the resulting dynamics with students more directly and avoid misunderstandings.

Faculty Recommendation #6

Mentors need to be sensitive to defining boundaries that are appropriate to the context of LGB lives. Participants were in agreement that it was important to have the interpersonal support balanced with “good boundaries” in their mentors. However, definitions of what constituted “good boundaries” varied widely. There seemed to be two minority sexual identity issues embedded in this idea. First, what constitutes a personal issue vs. a professional issue for LGB students? One's sexual orientation may be considered very personal, but also very relevant to a number of professional roles and functions. Participants reported incidents in which they were told (directly or indirectly) that issues related to their sexual orientation were not appropriate for discussion in the professional setting, and were strictly the students' private affair. Faculty need to be aware of the LGB students' appropriate need to be able to integrate their oppressed sexual identity into their professional training by talking about it.

Secondly, the situation in which participants described the greatest confusion about boundaries was when the student and the faculty member shared a minority sexual orientation. The dynamic of oppression often made it important to consider the interpersonal component of these relationships more explicitly. When a university is located in a less urban setting, there may be few opportunities to participate in LGB community. The few such opportunities may place student and faculty member in the same small social circle. In some situations, the shared minority identity may be more salient than the role differences between faculty and students. Several participants described their LGB mentors as their “mentors and friends.” Several participants said there were acknowledged role overlaps, but that they had developed a number of strategies to keep things clear. Participants described these situations as positive, yet complex. The most ideal situations reported were those in which the topic of boundaries and roles was open for discussion in an ongoing way.

Gartrell (1994) and Brown (1989b) suggest that LGB clinicians working with LGB clients face “unique challenges” concerning the establishment and maintenance of professional boundaries. These issues are complicated by the dynamics of shared membership in an oppressed community and sometimes compounded by small towns or campus communities with few LGB resources. Gartrell’s discussion of management of self disclosure, physical contact, “special treatment,” community contact with clients and former clients, and maintenance of personal privacy for the therapist may be useful to LGB faculty in mentoring relationships with LGB students.

Faculty Recommendation #7

Mentors who are LGB need to be aware that their own decisions about disclosing sexual identity will affect LGB students. Participants described a difficult situation related to encounters with LGB mentors who were partially or mostly closeted. It may be difficult for LGB faculty to realize that, although their decisions regarding disclosure remains their own, the impact of those decisions can be widespread. Students and colleagues alike may take cues from LGB faculty as to the safety of the environment and the openness by which sexual orientation may be discussed. One participant reported that if a faculty person could not be out, it seemed unlikely that she should take the risk as a student. Another participant said that just knowing that his mentor was out and successful as a faculty member gave him courage and hope. LGB faculty face the challenge of evaluating their disclosure decisions while keeping in mind the potential impact of such decisions on LGB students.

Faculty Recommendation #8

Mentors who are heterosexual need to be aware of their own developmental process of becoming an "ally." Most of the mentors described in this study were heterosexual and described as "allies" (approximately 75%). The term "heterosexual ally" was used by Washington and Evans (1991) to describe "a person who is a member of the 'dominant' or majority group who works to end oppression in his or

her personal and professional life through support of, and as an advocate with and for, the oppressed” (p. 195). Participants reported that heterosexual allies performed functions similar to LGB mentors serving as sources of LGB affirmation. They were sources of LGB information, coaches on LGB disclosure, and advocates for LGB issues in the department. Learning about LGB specific issues may require special effort for allies, as they will have to go outside heterosexual communities and culture to obtain such experience and knowledge. Heterosexual faculty who engage in mentoring LGB students may discover that they have a process of “coming out” concerning their own identity as an ally including making decisions regarding the level of disclosure they are willing to make about their affirmative stance on LGB issues (Rapp, 1995; Washington & Evans, 1991).

Recommendations to Students in a Question/Answer Format

The implications of the results of this study for students are presented in a question and answer format, similar to the format of a pamphlet that could provide guidance to LGB doctoral students. The questions in this section represent issues that are similar to those participants described in their interviews. Although issues and topics were drawn from the participant’s interviews, all the student scenarios in this section were constructed for the sake of illustration and do not represent the actual circumstances of any individual or group of participants. The answers to the questions are drawn from an integration of data from participant interviews as

presented in Chapter IV and the relevant literature on LGB issues reviewed in Chapter II. Each section begins with a student question and concludes with a recommendation to LGB students.

Student Question #1

Having a faculty mentor is really important to me, but I'm afraid I'll get admitted to a program and find out that nobody wants to mentor a LGB student. Is there any way I can find out ahead of time?

The LGB counseling psychology doctoral student participants in this study indicated that not all doctoral programs held the same opportunity for LGB affirmative mentoring relationships. There were many different factors that went into their choices of doctoral programs (e.g., geographic location, theoretical orientation, research interests, and the training philosophy of the program), not to mention the fact that the program also has to choose the student.

However, participants indicated that assessment of safety regarding LGB issues was among their criteria and often took high priority. Participants indicated that they had assessed the support for LGB issues in the training environments starting with their first contacts with doctoral programs, and continuing such assessment through admission and even through their years of study. They used methods such as checking with the campus LGB office, looking for openly LGB students or faculty in the department, or checking to see if faculty had done research

or other professional work on LGB related topics. The APA Committee on Lesbian, Gay, and Bisexual Concerns has published information on LGB-related curricula and research taking place in particular psychology programs across the country (CBTC, 1993). Students in this study indicated that doctoral programs that seemed to have an LGB affirmative training environment (as evidenced by the indicators listed above) also seemed to have a greater number of either LGB affirmative heterosexual faculty allies or out LGB faculty who could be potential mentors.

Student Recommendation #1

LGB students need to be aware that the level of safety regarding LGB issues and the availability of LGB affirmative mentors varies among counseling psychology doctoral programs. LGB students are encouraged to actively assess training programs for the level of safety and/or affirmation regarding LGB issues as well as the potential for LGB affirmative mentoring relationships with faculty.

Student Question #2

I really want the best possible mentoring relationship in graduate school.

Should I come out right away or should I wait until they know me better?

Participants reported that decisions regarding coming out in their doctoral programs were similar to decisions regarding coming out in the rest of their lives: ever present and complex. Participants in the study chose among what have been

labeled “identity management strategies” in the career development literature (Croteau, 1996; Croteau, Anderson, Distefano & Kampa-Kokesch, in press, Griffin, 1992). Participants in this study reported three such “identity management strategies”. They described themselves as being: (1) explicitly out to others , (2) implicitly out to others and (3) not out to others at all. For participants who applied to their doctoral programs being explicitly out, most faculty and students knew about their sexual orientation before they ever arrived on campus. The participants who used this strategy said they did so because they wanted to eliminate any chance of ending up somewhere that it would not be acceptable to be openly LGB. For those students, openness about sexual orientation was so important that they reported that they would have chosen being out over getting admitted to a doctoral program or over forming a mentoring relationship that was not LGB affirmative. Some participants who reported using this strategy said they wondered what impact it had on their formation of relationships with both students and faculty.

Participants in this study who did not come into their doctoral programs as “explicitly out” indicated that they spent a lot of time making decisions regarding disclosure of their sexual orientation in their doctoral programs. Students who felt unsafe to disclose to mentors or who delayed disclosing to mentors often reported that they felt this was costly in terms of the development of their mentoring relationships, because it kept them from being authentic.

It would be ideal to be able to recommend that all students disclose their sexual orientation to their faculty mentors to improve the potential for a well developed mentoring relationship. This may well be the best decision for some or many students. However, in examining the responses that students got from faculty when they did disclose their sexual orientation, it appears that students cannot anticipate all positive responses to disclosure. Responses from faculty included affirmation, delayed affirmation, no comment and active withdrawal or avoidance. Some participants reported having their mentor respond with enthusiasm and affirmation, and commented that it brought the relationship to a new level of trust for both student and faculty member. Some students indicated that even though their mentor did not respond immediately, that over time they felt supported. This may reflect a lack of experience or preparedness on the part of the mentor instead of a non-affirming attitude. Some students felt the disclosure was ignored and this was confusing and painful. Finally, there were participants in the study who reported that the disclosure of their sexual orientation had caused either a temporary or longer lasting disruption in their relationship with their mentor. This wide range of responses leaves the question of whether to disclose sexual orientation to a faculty mentor to a case by case assessment, as opposed to being able to assume that all faculty would be safe to disclose to, by the very nature of their training as counseling psychologists.

Participants reported that like other decisions regarding disclosure of sexual orientation in their lives (such as family or friends), there were guaranteed methods for assessing safety. Participants reported assessing whether it was safe to disclose by listening for LGB inclusive language, watching for LGB affirmative signs or symbols (rainbow stickers or pink triangles, LGB books on the shelf) or listening to word of mouth from trusted LGB colleagues at other institutions.

Student Recommendation #2

LGB students need to know that there are clear advantages to being explicitly out to prospective faculty mentor(s) from the beginning of the relationship. However, there are faculty who are not LGB- affirmative and LGB students cannot always anticipate positive responses to disclosure. LGB students need to use any and all information available about the safety regarding LGB issues to become knowledgeable about potential consequences of being open. Then they can use this information along with other personal criteria for decision making about disclosure in deciding how “out” to be.

Student Question # 3

What I need from a faculty mentor sort of depends on how safe it feels to be LGB in this program and how out I decide to be. How do I go about forming a

mentoring relationship when I'm not sure how much I want LGB issues to be part of that relationship?

Participants in the study reported that their needs for support of their LGB identities in their mentoring relationships varied according to the level of affirmation for LGB issues in the training environment and their own level of disclosure of sexual orientation. Some participants in the study came into their programs with expectations that they would have mentoring relationships that would address general concerns associated with becoming a counseling psychologist (learning how to do research, building a professional network, etc.). Other participants had expectations that they would form a mentoring relationship that might also be specifically helpful around establishing and strengthening their LGB identity and/or integrating their LGB identity into their professional identity. A number of participants held expectations for both general career mentoring and specific mentoring around LGB issues. As reflected by Student Question #3, LGB students' mentoring needs varied according to the level of safety in the training environment and the student's level of outness. There are many different ways that a student's level of outness and the level of safety in the training environment might interact (as well as many other variables that could shape a LGB students' mentoring needs), but four basic interactions of levels of safety in the training environment and student's degree of outness regarding sexual orientation will be discussed here: (1) a student who has been out for quite awhile/ null or negative training environment, (2) a student who is more recently out/ positive

training environment, (3) a student who is more recently out/ null or negative training environment, (4) a student who has been out quite a while/ positive training environment. Each of these four combinations of student outness and safety in the training environment will be explored below using hypothetical student scenarios. The needs that each student might have from a mentoring relationship and the preference that student might express for a mentor are discussed. An overall recommendation is provided after the four scenarios. It should be noted that these scenarios illustrate four interactions of environment and student outness, but the scenarios are not necessarily representative of all students in similar circumstances (same combination of environmental safety and level of outness). In addition, these scenarios are not exhaustive of the other variables that can shape a LGB student's mentoring needs.

Scenario 3-A: I'm a first year doctoral student. I've been out as a gay man for years. When I applied to the doctoral programs, I was looking mostly for schools with solid research programs and a good training philosophy. What I've found is that the campus where I am now studying is pretty homophobic. I've had to deal with things I haven't encountered for a long time, like my car getting vandalized and anti-gay literature in my mailbox. I vent to my faculty mentor (who is also a gay man) because I don't know where else to go with my frustration and anger. I'm afraid that someone who wasn't LGB would not understand. I thought I could handle

homophobia, but feel shook up all the time, like it was when I was first out. Some days, I feel like I'm "back at square one" like when I first came out.

Some participants in the study came into their doctoral programs with a sense that their LGB identity was pretty well established, and that their main focus was on professional issues. However, their experience of a null or negative training environment caused them significant distress which severely impeded their focus and progress on their academic and professional goals while they sought out basic LGB support. For some LGB students, this may feel like a regression in both their LGB identity development and their professional identity development. As illustrated in Scenario A., the student was able to access LGB affirmative support from a LGB faculty mentor. However, the student's struggle focused on understanding why he needed such support when he'd been openly gay for a long time and considered himself beyond needing that kind of support from others. In his attempt to make meaning out of his "feeling back at square one," the student blamed himself. In such situations, LGB students may find the concepts of LGB identity development (Cass or other models), to be useful in more accurately understanding their experiences their needs in a mentoring relationship. Using the Cass (1979) model for the sake of illustration, a student who has been operating primarily out of the *Identity Synthesis* stage (characterized by the process of reintegrating sexual orientation into all other aspects of one's life and identity) may find that a negative training environment stirs up fierce expressions of *Identity Pride*. Characteristically for the *Identity Pride* stage,

the student may retreat to more exclusively LGB spaces and relationships, expressing more distrust for non-LGB persons. Under these circumstances, LGB students may only consider seeking support from a LGB faculty member, and may forgo a mentoring relationship if there are no LGB faculty available. A LGB student in this situation might form a mentoring relationship with a heterosexual ally, if it appeared that the ally was open to the student's expression of anger and frustration regarding the null or negative environment.

Scenario 3-B. I'm a third year student. I thought I was straight when I started the doctoral program, but I found out otherwise! The program has been a great place to come out. Both my student peers and my faculty have been very supportive. My mentor helped me to find a support group and other local resources. It is great to have somebody who knows what is going on for me as a person and also what is happening for me in my training. It really helps me in being able to weave it all together.

In this study, the students who were more recently out to self as LGB or who came to an awareness of their LGB identity in the context of their graduate studies talked about needing their mentors to be openly and verbally supportive of their sexual orientation. Some indicated that they wanted this demonstrated by faculty asking them what it was like to come out, asking how they were adjusting, checking to see if they needed referral to appropriate resources and generally acknowledging the stress of dealing with internal and external homophobia. Using Cass' identity

development model, the student in Scenario A. is probably in the stage of *Identity Acceptance*, moving toward *Identity Pride* and *Identity Synthesis*. In this stage it is common for LGB persons to make some disclosure of their LGB identity to a limited number of people. If the initial disclosures go well, the person is likely to gain comfort with their new identity more easily. If the initial disclosures do not go well (people respond inappropriately or inadequately), the person may become discouraged. Minor discouragement at this point may be experienced as uncomfortable, while major discouragement at this point can cause a person to stop all progress in their identity development, with the possibility of retreating to an earlier stage. For example, LGB persons who meet with a major rejection early in their coming out process may return to a stage of *identity confusion* and re-enter a process of questioning if they are indeed LGB or not or to a stage of *identity tolerance* in which they feel more negatively about being LGB. Therefore, LGB doctoral students who have come out more recently (like the student in Scenario B) may be heavily focused on exploring their new identity and finding support for their development. Under these circumstances, a student may choose a mentor based primarily on the faculty person's capacity to provide affirmation for their LGB identity, with secondary consideration to other factors. Over time, a LGB affirmative mentor may be very helpful to the student's efforts to integrate these personal and professional identities. Conversely, if a LGB student discloses their sexual orientation at this stage and receives an inappropriate or inadequate response from a faculty

mentor, this may cause a serious setback in the student's LGB identity development as well have a negative impact on the potential mentoring relationship.

Scenario 3-C. I came out the summer before I moved here to start the program. I wasn't out to anyone except a good friend from undergraduate school, and I have struggled a lot with decisions about coming out in the program. I've heard a lot of heterosexist and homophobic comments in the program. There are a lot of faculty and students here I'd never tell. For awhile I thought about asking an out LGB faculty member to be my mentor and chair. He seems pretty out and political, and I'm wasn't sure I'm ready to be that open. This year I had the opportunity to work with a heterosexual woman faculty member who had been my clinical supervisor. I was really impressed when I saw a bunch of LGB books on her shelf. I respect her as a clinician and if it (being LGB) is ok with her, that says a lot. I came out to her last month. She's been really great. She hasn't rushed me to do anything or tell anybody, just listened.

A few participants who were more recently out to themselves expressed a desire to find affirmation for their LGB identity in their training environment, but also expressed a reluctance to explicitly come out or become associated with an openly LGB faculty member. Especially in null or negative training environments, students may be afraid of rejection by other students or faculty. In some cases, participants who were not explicitly out in their graduate program reported feeling more comfortable forming relationships with heterosexual allies than with openly

LGB faculty. The student in this scenario may be in the second stage in Cass' model, *Identity Tolerance*, moving toward *Identity Acceptance*. During this stage, a person may be able to identify as LGB to themselves, but may not be comfortable with coming out as LGB to others due to a desire to avoid the negative social stigma. The discomfort that a person feels about their own LGB identity at this stage also impacts their feelings about other LGB persons. Persons in *identity tolerance* may be uncomfortable associating with other LGB persons because they are still not sure a LGB identity fits. Persons in identity tolerance may feel particularly alienated as they often feel they no longer fit with heterosexual others and do not yet see how they fit with openly LGB persons. For students like the one in Scenario C., internalized homophobia may cause them to distrust or devalue the affirmation and acceptance, of LGB others (such as the openly LGB mentor). The student may be drawn to the mentor's acceptance and affirmation, but then may decide the mentor's judgment is biased because the mentor is LGB. A relationship with a LGB mentor who feels positive about his or her LGB identity can be very helpful for a person in *identity comparison*, if the person can allow themselves to get to know the openly LGB mentor on a personal basis. In some instances, the acceptance and affirmation of a heterosexual ally may be particularly needed at this time, as the credibility of heterosexual others is greater for the person in *identity tolerance*.

A student like the one in Scenario C. may have a particularly hard time in a null or negative training environment. First of all, participants in the study reported

that there were fewer openly LGB faculty and LGB affirmative heterosexual faculty in these negative training environments. Null and negative training environments may not be attractive locations for openly LGB faculty and LGB affirmative heterosexual faculty, and the absence of these faculty may allow the null or negative training environment to remain unchanged. In addition, the openly LGB faculty and LGB-affirmative heterosexual faculty who are present in null or negative training environments may need to be fairly active and political to survive the environment. In some cases, the example of an openly LGB faculty member may give the student just the role modeling and encouragement needed to move forward in their identity development. However, the outward appearance of faculty who are openly and actively LGB affirmative (visible, sometimes angry, perhaps known as outspoken) may also be the most frightening or alienating for the student in *identity tolerance*.

Scenario 3-D. I've been out for a long time. I didn't expect graduate school to be an affirming experience for my LGB self, I can get that from my own LGB friends and community. I came here to get a degree and start my professional career. But this place has really been amazing. With the help of two faculty mentors who are LGB affirming (one heterosexual faculty member and one LGB faculty member) I have really come to see the relevance of my identity to my work. I never realized there were so many professional opportunities around LGB issues. I've met people who do LGB research, advocacy and clinical work. I feel like I've really discovered a whole new aspect of my professional identity. It has just brought so much together for

me. I could never have done any of this without my mentors, or in a place where I didn't feel so much support and affirmation.

Participants who had been out longer and were studying in an affirming training environment reported that they spent less time worrying about LGB issues in general and in their mentoring relationships. They reported that if their LGB identities were affirmed in the training environment, they were then free to focus on LGB issues as much or as little as they wanted. At that point, focus on LGB issues could be motivated by a student's own desire for integration (personal and professional) or to create positive change, not by survival concerns. In LGB affirmative training environments, there may be a great deal of variation in how much the student wants to integrate their sexual orientation into the mentoring relationship. LGB students who are similar to the student profile in Scenario D. are likely to be in *Identity Synthesis*. Cass describes *Identity Synthesis* as a stage in which LGB persons integrate what it means to be LGB into all the other aspects of their life and identity. As part of *Identity Synthesis*, some students may want faculty mentors who can really venture into the intricacies of being an LGB clinician, of taking a leadership position on LGB issues in a professional organization, or of navigating the delicate decisions about strategies for job searches and career decision making as a LGB professional. Students with non-LGB professional interests may just want to be able to discuss identity related issues as they come up, but may not spend a great deal of time on them. In LGB affirmative training environments, LGB

students could make their own decisions about how much or how little to focus on LGB issues in general and in the mentoring relationship.

The four scenarios presented above represent just a few of the combinations of student outness and level of safety in the training environment that can impact what a student needs from a mentoring relationship. As mentioned previously, there are many other variables that may influence a student's choice in a mentor, and many situations in which the student may not have the power to "choose" at all.

Student Recommendation #3

The level of safety regarding LGB issues in the training environment and a student's level of outness regarding their sexual orientation will both shape what LGB doctoral students need from mentoring relationships with faculty. LGB students may find the concepts of LGB identity development (Cass' 1979 model or others) to be useful in understanding their own needs and reactions to these needs to their faculty mentors.

Student Question #4

My mentor and I have so many similar perspectives on issues and topics in counseling psychology that we can communicate easily and when we disagree it usually makes for a lively and productive conversation. The only exception to that is when it comes to LGB issues. Some of the things my mentor has said about LGB

issues in the department have seemed very different from my perspective.

Disagreements become difficult to work out, because we both seem emotionally invested. We end up avoiding the topic altogether. What makes these conversations so difficult?

Participants reported difficulty discussing LGB issues with their mentors in a number of different situations. Participants reported that it was particularly difficult if they turned to a trusted faculty mentor with a LGB related issue and found the mentor's response to be inappropriate, inadequate, or not what they had expected. Participants raised the question of why it was so hard to discuss LGB issues when they felt it was relatively easy to discuss other topics with their mentors. Participants who had this experience also described doubting their own perceptions and being tempted to blame themselves for the failed communication. One possible way to examine these confusing interactions is to use the concept of identity status interaction (student's LGB identity status with mentor's LGB or Heterosexual Ally identity status). It may be helpful to adapt the concepts of racial identity status interactions developed by Helms (1984, 1990) to explain student/mentor interactions concerning sexual identity.

Helms (1984, 1990) proposes a system of classifying types of relationships between two people in regards to their racial identities. She uses "type" to mean "the predominant theme underlying most of the participant's reactions to shared racial identity events. In this system, the racial classification of the participants may be any

combination: White/White, person of color/person of color or various cross group combinations. To adapt this model to the analysis of interactions around sexual orientation, the combinations could be Heterosexual/Heterosexual, Heterosexual/LGB or LGB/LGB. In Helm's discussion of interactions around race, the manner of determining the type of any given relationship is not based on the racial make-up of the dyad but on their "expressed racial identity." As applied to sexual orientation issues, the manner of determining the type of any give relationship would not be based on the sexual orientation of the student and mentor, but on their expressed identities, as either LGB or heterosexual ally. The four types of interactions are parallel, progressive, regressive or crossed.

In *parallel* interactions, participants operate out of similar or analogous ego statuses. For example, if they are of the same racial classification they would be in the same stage of racial identity development or analogous statuses if they are of different racial classifications. The goal of a parallel interaction is to maintain harmony and avoid tension. In *regressive* interactions, the participant with the most social power operates relatively consistently from a more primitive or less sophisticated ego status than the person or persons with less social power. Social power could be based on role or status, numerical dominance, economic resources or membership in the dominant group. These relationships are characterized by expressed and implicit tension and discord. *Progressive* interactions are characterized by a participant of greater social power interpreting or responding to racial events

from a more sophisticated ego status than participants in the interaction of lower social power. These interactions are characterized by energy and growth producing discourse. *Crossed* interactions imply that the participants' manners of perceiving and reacting to racial material are directly opposed to one another. Consequently, such relationships tend to be antagonistic and short lived.

There are two scenarios below that illustrate different ways that student's experienced confusion when dealing with their mentor on LGB issues. For the sake of illustration, the scenarios that will be examined here are those in which LGB students needed their faculty mentors to provide advocacy on LGB issues in the department.

Scenario 4-A. Last month there was a very homophobic comment made to me by a faculty person during a seminar. I confronted that person, and it has turned into this whole departmental issue. When I went to my mentor for support, she was sort of disgusted with me and said I'd blown things out of proportion. I was devastated. I am accustomed to being able to trust her judgment, but her responses about this felt discounting. How do I know if I'm "off base" if I don't trust my mentor's feedback in this area?

The student in Scenario A. is probably in a later stage of LGB identity development as evidenced by having openly confronted the faculty member's homophobic comment. LGB students in the later stages of LGB identity development are likely to express their anger about the heterosexism and to expect that a faculty mentor would be able to listen, validate and possibly even advise them on how to

deal with the departmental issue. If the mentor is in an early stage of development (heterosexual ally development or LGB identity development), the mentor may not understand or may discount the presence of seriousness of heterosexism and homophobia in the training environment. Or, a faculty member may grasp the seriousness of the situation, but may feel unable to have an impact or become caught in his or her own guilt about heterosexism in the world, etc. Students may be baffled by this dynamic, as the same faculty that they have relied on to guide them through learning clinical skills, research skills, and professional development tasks are now in some ways unable to take the lead in this area of their professional journey.

In Scenario A, the student's story about going to a faculty member with a concern about a homophobic incident might be explained adapting Helms' framework. The story related about the mentor's response may be a regressive identity interaction. The faculty mentor may be clinging to the believe that homophobia does not happen in the department or does not involve him or his colleagues. His developmental task may be to listen to the student's anger in a way that may threaten his previous beliefs about himself and the department. If he cannot allow his beliefs to be impacted by the student's anger, he is not likely to be perceived as supportive by a LGB student in the later stages of identity development. The combination of the faculty member's earlier stage of identity development combined with the power of the position of faculty mentor places the student at risk for feeling silenced by the faculty member's inappropriate response. This may be

particularly bewildering and painful if the mentor is an otherwise supportive and savvy guide and teacher in most other professional matters. Students may be helped just by knowing that such identity status interactions can develop, and that the feeling of the relationship being “upside down” in some ways is actually quite accurate.

Scenario 4-B. I've had a lot of homophobic things happen in the department since I got here, mostly comments from other students, or just feeling generally excluded. However, last month it got much more serious. I had a practicum placement set up, and when the supervisor found out I was gay, I was told the arrangements were off. My mentor helped me to get another placement, but would really like me to make a formal complaint and test the department's commitment to LGB issues. It seems like it's a lot to ask me to make this so public. I don't know what I would do without my mentor's support, but I don't think I'm ready to be the "test case" for the department. I worry that my mentor will be disappointed that I'm not more political and courageous.

Scenario B may represent a progressive identity status interaction, with the mentor being at a more advanced stage in LGB identity development or heterosexual ally development than the LGB student. Helm's indicates that progressive interactions hold a great potential for growth for the student, in that the mentor challenges the student to move forward by word and by example. However, there may be times when the challenge to move ahead is experienced as uncomfortable by the student. The mentor may never feel or express disappointment in the student's

decision in Scenario B, but the student remains vulnerable to feeling pressured if the student places a high value on the relationship and wants to act in ways consistent with their mentor's values or wishes. Since the faculty mentor holds the social power in this interaction, there may need to be explicit comments that reflect the mentor's respect for the student's own decision making process. If the student is just moving into the later stages of LGB identity development, it may be difficult for the student to initiate a discussion with the mentor about the developmental issues involved. If the mentor is in the later stages of LGB identity development, it may be a challenge to remain aware of how ambivalent the student might feel about drawing more attention to the discriminatory incident.

Scenarios A and B illustrate just two kinds of identity status interactions regarding LGB issues. LGB students need to know that there can be a variety of identity status interactions with their mentors around LGB issues. In regressive interactions students may feel more advanced than their faculty mentors in understanding LGB issues. As a result, they may find instances in which the advice or perspective of the faculty mentor does not reflect an understanding of the dynamics of oppression regarding sexual orientation. In such situations, it may be important for the LGB student to seek out LGB affirmative persons with greater experience around issues of oppression to assist them in a "reality check." In progressive interactions, it may feel to the student as if the faculty person is pressuring them to do or be things they are not ready to do. Helm's conceptualizes the challenging and "pushing" of the

more advanced participant as appropriate and necessary for developmental progress in the interaction. However, LGB students need to feel comfortable setting their own limits and practice discussing these issues with mentors. Although they were not illustrated with student scenarios, students and their mentors can also experience what Helms describes as parallel and crossed interactions. Parallel interactions are less likely to be identified as a problem by either student or mentor because they are defined by agreement or mutual comfort. Crossed interactions are less likely to occur in mentoring relationship because they often interrupt the formation of a relationship altogether. For example, an openly LGB student is unlikely to choose an openly homophobic mentor. It is important to restate that such identity status interactions may occur on a wide variety of topics between student and mentor, and the scenarios about advocacy were chosen as one illustration.

Student Recommendation #4

LGB students need to know that dealing with mentors regarding LGB issues may feel different than many other topics or situations. LGB students may find the concept of identity status interactions to be one useful tool for gaining understanding of the dynamics in their mentoring relationships.

Student Question #5

I'm a LGB student of color. How will having more than one minority identity impact my mentoring relationships with faculty?

In addition to the difficulty of finding a mentor who was LGB affirmative, some participants had multiple minority identities (combination of being a person of color, a woman and lesbian, gay or bisexual) that made their search for a mentor more complicated. Two different scenarios involving students of color are presented below, with a discussion of the possible applications of Reynolds and Pope's (1991) model for managing multiple oppressions.

Scenario 5-A. *I'm an African American lesbian womanas a woman, a lesbian and a person of color I often feel on the margins. When I started the doctoral program, my biggest fear was that I wouldn't find a mentor to work with me. The reality has been that several faculty want to work with me. One heterosexual male of color, one heterosexual white woman who identifies as a feminist and one white gay man. Each sees us as sharing an oppressed identity, but none of the three faculty members are affirming of all the aspects of my identity. The faculty person of color has very little experience with LGB issues. The feminist woman thinks I should only work with other women, and the gay man has not done much work on his own racism. It's great to be wanted, but I feel torn. Each potential relationship seems to represent a compromise. How do I make a choice when it seems like that requires choosing between parts of myself?*

Participants reported particularly difficult situations to navigate when they found more than one mentor who wanted to work with them, one or more of whom shared some minority identity, and all of whom lacked awareness around one or more of their non-minority identities. As in the example above, some participants reported feeling torn not only between interests but between aspects of themselves or their communities of affiliation. In these situations, some of the participants were able to speak openly with the various faculty that were interested in working with them, and found them to be respectful and understanding. Some chose to work with more than one mentor, and juggled time and priorities as best they could (trying to be two places at once, working twice the hours in order to stay involved in two mentor's projects, etc.). Others found the faculty to be in irresolvable conflict, and chose the mentor who supported their most salient identity or the identity around which they needed most support. For example, if a program pays least attention to race, the student might forfeit a mentoring relationship with a white LGB mentor in order to gain support from a faculty mentor of color. Such pull or fragmentation sometimes left the participant feeling that there was no place where it is safe to be "all of me." or that there had been a loss of authenticity as they had moved between faculty mentors, shifting the emphasis on various aspects of identity accordingly.

Scenario 5-B. As a Latino gay man, I've found it very difficult to form a mentoring relationship with any of the faculty in my program. I've been here three years and don't believe I have a solid connection with anyone. It's hard to know if it

is about racism, heterosexism and or something about me as an individual. Under the circumstances, I really find it difficult to trust anyone enough to explore that question.

The Latino gay man in Scenario B may have issues with forming mentoring relationships with faculty that are similar to the issues expressed by the African American lesbian woman in Scenario A. However, in Scenario A, the student experienced the conflict in her identities manifested in different mentors pulling her in different directions, but in Scenario B, the student does not have the opportunity to deal directly with the conflict because it preempts the relationships with faculty from even forming. The Latino man in Scenario B also expresses frustration at even figuring why he does not have a mentor. One aspect of having a multiple minority identity that was reported by participants was that of not being able to interpret their experiences because there were so many identity factors involved. Like the Latino man in Scenario B, a LGB student may conclude that no one's feedback can be trusted. This is a particularly costly situation for a student's overall training experience, as the student loses the safe space required to do self exploration and further shape a professional identity by taking risks and receiving feedback.

Students managing "multiple oppressions" may find the language of Reynolds and Pope's (1991) model to be helpful. Reynolds and Pope identify that although many minority identity development models have common elements, within group differences are often overlooked. For instance, in LGB identity development

literature, there is only now beginning to be consideration of how the process may be experienced by women of color. Reynolds and Pope proposed a multi-dimensional identity model to “clarify and expand understanding of the existing multiple options for identity resolution for members of more than one oppressed group.” (p. 178). The model proposes four possible options for “identity resolution that occurs with a dynamic process of self-growth and exploration.” (p. 178) The four options identified by Reynolds and Pope (1991) are as follows: *(illustration of the application of Reynolds & Pope to LGB students of color in mentoring relationships is providing in italics using the student in Scenario A.)*.

1. Identify with one aspect of identity by passively allowing one's society or community or family to determine one's primary group. *Example: Student may form a mentoring relationship with the first (or most powerful) faculty mentor who indicates interest or initiates a relationship, regardless of student's preference regarding the identity of the mentor.*
2. Identify with one aspect of identity by actively making a choice of self-identification. This choice may involved the suppression of an aspect of self to feel accepted in the family or community. *Example: Student may choose one of the available mentors, knowing that mentor is only affirmative of certain aspects of her identity.*
3. Identify with multiple aspects of self in a segmented fashion e.g., attending events in a community of ethnic origin on weekends and socializing with other

lesbian, gay, or bisexual persons during the week. *Example: Student may choose to work with several faculty mentors at the same time, but keep the identity she shares with each mentor separate from the other relationships and mentors.*

4. Identify with combined aspects of self (Identity intersection). Joining a group for African American Lesbians is a behavioral example of identity intersection. *Example: Student may choose to work with several mentors at once and talk about all of her identities with each one; or she may choose one mentor, and actively talk about all of her identities with the mentor she chooses.* (p. 179)

The authors stress that “all options are acceptable and create opportunities for positive self-esteem and pride as well as challenges to maintaining an integrated sense of self.” (p. 180). The authors also note that a person’s choice of options may vary at different points in one’s life, “based on personal needs, reference group or environment” (p. 180). Regardless of what aspect of a student’s identity seems to take on primary importance at any given time, they will always have all the aspects to deal with at some level.

Student Recommendation #5

LGB students with multiple minority identities need to know that there are a number of strategies for managing the complexity of their identities in mentoring relationships, and that as Reynolds and Pope (1991) stated all of these strategies are “acceptable” and “create opportunities for positive self esteem.” Students who find

their multiple minority identities to be an obstacle to forming a mentoring relationship at all may benefit from seeking out a student or colleague from another program that has a similar combination of identities. Although such a colleague may not be able to function as a mentor, he or she may be able to provide valuable feedback and validation.

Student Question # 6

I'm an openly LGB student and there is an openly LGB faculty member in our department. Does our shared sexual orientation mean we should work together professionally?

Participants described it as rare to find an out LGB faculty person as a potential mentor. Some students reported that they had inaccurately assumed they would have a mentoring relationship with a LGB faculty member because of the shared minority orientation. In some cases, students realized that the LGB mentor might not want to work with them, and in other situations the student decided not to work with the LGB mentor. These two situations are presented below as student scenarios.

Scenario 6-A. *There's an out LGB faculty member in our program that I really wanted to work with on a research project. When the time came to pick research assistants, she didn't pick me for her team. I was crushed. She said she didn't think we had enough in common (interests, theoretical orientation). It had*

never occurred to me that she might not have time or want to work with me. I'm really disappointed. Why does it feel so personal?

Some students spoke of disappointing experiences that they had with prospective and active mentors who were LGB. Due to the scarcity of out LGB faculty that were available as mentors, students described “pinning their hopes” on the LGB faculty that they encountered in their program. However, under some circumstances, these relationships with LGB faculty did not develop into mentoring relationships. Participants told stories of the mentor having other students who they saw as better liked, the faculty not having time for an additional student, the faculty person not being particularly interested in LGB issues, the faculty member being less out than the student, or the student and faculty member having a conflict of personalities, work styles or professional interests. Participants reported that these disappointments seemed greater than when a relationship with a heterosexual faculty member did not work out. One possible explanation for this is that many LGB students do not have LGB parents or other family elders that share their non-ethnic cultural identity. This absence of cultural elders may increase the value of LGB mentors for LGB students.

Another explanation proposed by a participant was the question of whether LGB faculty knew what a mentoring relationship might be like, since they may or may not have experienced such relationships as students. Current LGB faculty would have been much less likely to have had mentoring relationships with out LGB faculty or openly LGB affirmative heterosexual faculty due to the small number of faculty

who might have openly identified in either group prior to the last decade or so. If this is the case, students may be asking faculty to form relationships that are unfamiliar to the faculty person from their own experience. Therefore, it is not surprising that inter-generational relationships between LGB professionals are emotionally charged from both sides. It is not sufficient to say to students that there are other “mentors in the sea.” There may not be many opportunities to work closely with another LGB faculty person. However, LGB students need to realize that sharing an LGB identity may or may not mean that the student and faculty person have much in common. This is particularly true if the student and the mentor have large differences in their degree of outness, their stage in identity development, their level of political involvement regarding LGB issues and or their degree of interest in LGB professional work (clinical, research, advocacy, etc.).

Scenario 6-B. I'm an openly LGB student. Everyone just assumes that I came here to work with one of the faculty who is also openly LGB. The only thing I have in common with the openly LGB faculty member is sexual orientation. Our personal styles are totally different, and I think we would make each other miserable. It's hard to have to explain that I came here to pursue other interests. However, sometimes I feel guilty that I have the opportunity to work with an openly LGB mentor, and I'm not taking advantage of it.

Openly LGB students who choose not to work with an openly LGB faculty person who is available may face pressures from a number of sources. First, like with

racial and ethnic minorities, other students and colleagues may assume that the sexual minority individuals in the department hold similar interests and would undoubtedly be interested in working with one another. Second, the LGB faculty member may hold expectations that the LGB student will want him or her as an advisor or mentor. Finally, as illustrated above, the student may experience pressure from within knowing that LGB faculty are a rare find and that such an opportunity may not present itself again. None of these pressures are sufficient to change the fact that working compatibility is a much broader issue than a shared identity, be it sexual orientation or some other identity.

Student Recommendation #6

LGB students need to know that it is not unusual to have strong feelings and/or high expectations about potential mentoring relationships with LGB mentors. However, LGB students also need to know that shared LGB identity still may only be one of a long list of characteristics to consider when forming a mentoring relationship.

Student Question #7

I am a LGB student and my mentor is also LGB. It seems like we spend a lot of time negotiating roles and boundaries in the relationship. Is this true of all student/faculty mentoring relationships?

Participants reported that there were a number of boundary issues that came up in dyads where both the student and the mentor were LGB. These relationships were described as very powerful because LGB faculty were seen as possessing valuable knowledge of LGB professional issues and having experience with integrating their own sexual and professional identities. Several participants talked about the need for “good boundaries” in their mentoring relationships, but definitions of what that meant varied. Participants described difficulties when mentoring relationships felt “too distant” as well as when they felt too “undefined” or without established boundaries. Both of these boundary issues with LGB mentors will be illustrated below using student scenarios. In addition, a third situation involving a LGB student and a heterosexual mentor will be discussed.

Scenario 7-A. I thought I'd have a lot in common with my lesbian faculty mentor and that we could sort of be friends as well as work together. My mentor is really distant and formal. It's all business with her. I don't understand.

Scenario A illustrates a situation in which the LGB student perceives the LGB mentor to be “too distant.” In this scenario, the student had expectations for a “closer” interpersonal relationship, and the faculty member chose to keep more formal roles and boundaries. The student appears to have had expectations involving personal closeness for the relationship based on their shared sexual orientation. There could be any number of explanations for the mentor and student having different ideas about the definition of boundaries in the relationship. On a purely

individual level, the student and mentor may not have the same level of interest in a more mutual relationship. Or, the mentor may perceive the student may have inappropriate expectations of the boundaries for an academic relationship. However, in some cases, LGB specific dynamics may be impacting this interaction. The faculty member may be concerned about how the relationship will be perceived in the training environment. At best, the faculty member may be perceived as favoring the student above others, and at worst, colleagues (students and faculty) may perceive the relationship as inappropriately close or possibly including a sexual or romantic component. Concerns about appropriate boundaries in all student/faculty relationships are important given the serious implications of boundary violations for a student's training experience. However, LGB student/faculty dyads may come under even greater scrutiny because of the inappropriate stereotype of LGB persons as "hyper sexual" (Gilman, 1985). Such scrutiny has been traditionally focused on student/faculty dyads in which the faculty member is a heterosexual male and the student is a heterosexual female. For LGB students, the scrutiny may be greater if their mentor is the same gender, and particularly if the mentor is LGB and the same gender as the student. LGB faculty may be particularly aware of the homophobically based stereotypes about older LGB persons being sexual predators and "recruiting" younger persons. Formal or even rigid boundaries with students may be a LGB faculty members attempts to be beyond even the appearance of anything that would draw such concern.

Scenario 7-B. It was such a wonderful thing to find an openly LGB mentor work with in my doctoral training! We've worked on projects until all hours, traveled across the country to conferences, and participated in the same campus LGB group for faculty and graduate students. I know I can call anytime if I need to talk, and my mentor often comes to my office when things aren't going well. When homophobic and heterosexist things happen, there's nothing like getting support from someone who really understands. So far this has worked out really well. I worry a little about what would happen to my academic career if we had a conflict in our friendship, or visa versa.

Some participants described situations in which the boundaries with their LGB faculty mentors felt “too undefined.” In some situations, the shared minority identity was perceived as more salient than the role differences between faculty and students. Students described situations where the mentor was part of the same social group on campus or in the community. In most cases, students saw this as positive and a real asset to the formation of the mentoring relationship. However, occasionally students expressed feeling awkward themselves or thinking that their mentor might feel awkward about the shared social space. LGB faculty may be perceived as doing something inappropriate by sharing a social space with students. However, the reality of oppressed communities is that there may not be alternative LGB social spaces available for student or faculty member, and having such social contact with other LGB persons on campus or in the community may be critical to both the LGB

faculty's and student's support system. Several participants described their LGB mentors as their "mentors and friends." Participants said there were acknowledged role overlaps, but that they had developed a number of strategies to keep things clear. Participants reported that the best situations included frequent opportunities to address boundary issues and engage in "process level" conversations about the relationship. Participants described these situations as positive, yet complex. However, a few participants indicated there were times that it was hard to know how to conduct academic business with faculty mentors with whom they had become close. A few participants described situations in which they observed LGB faculty getting "overly involved" with other LGB students in the department, and this caused jealousy and concern. One participant described wanting to be mentored by a particular LGB faculty member, but not wanting to have to be that mentor's friend in order to do so.

Gartrell (1994) and Brown (1989b) suggest that LGB clinicians working with LGB clients face "unique challenges" concerning the establishment and maintenance of professional boundaries. These issues are complicated by the dynamics of shared membership in an oppressed community and sometimes compounded by small towns or campus communities with few LGB resources. Gartrell's discussion of management of self disclosure, physical contact, "special treatment," community contact with clients and former clients, and maintenance of personal privacy for the therapist may be useful to LGB students in understanding their relationships with

LGB faculty. Gartrell's discussion of boundaries may also be helpful to LGB students as they consider how they will manage current and future relationships with their own LGB students, supervisees, colleagues and clients.

Scenario 7-C. My life is very stressful right now because I'm trying to decide how open to be about my sexual orientation in my professional career. I was trying to explain this to my heterosexual mentor, but was told to seek counseling if I had personal problems. I realize that an academic mentor is not a therapist, but I found this definition of the boundaries of the relationship to be pretty harsh.

Participants reported that some heterosexual faculty mentors perceived information regarding the participant's sexual orientation to be too personal to discuss or irrelevant to the academic relationship. Although all faculty/student dyads have to negotiate a level of personal sharing that fits for them, the decision about what is personal and what is professional can be more complicated around issues of oppression, especially when the majority group member is also the person with more power to define what is acceptable to discuss. A student's sexual orientation may be considered very personal, but also very relevant to a number of professional roles and functions. Students need to feel they have a place to discuss the relevance of their sexual orientation to their professional roles and functions, and it may not always be immediately discernable how much of this is "too much."

Student Recommendation #7

LGB students need to work to establish boundaries in their mentoring relationships that are appropriate to the context of their LGB lives. LGB students and their mentors need to be able to have ongoing discussions about boundaries and roles, with special attention to the dynamic of a shared minority identity.

Parameters of the Study and Implications for Research

Four issues related to the parameters of the study were identified and are presented below. Each section includes a discussion of the implications of that parameter for future research.

Outness of Students in the Sample

Due to issues related to the invisibility of the population and risks regarding disclosure of sexual orientation, the only way to obtain participants was to ask for LGB students to self-identify and express interest in the study. This resulted in a sample of participants who wanted both to talk about their experiences with mentoring, and who were willing to identify themselves to a researcher as being lesbian, gay, or bisexual. Therefore, the participants in the sample are probably more out (to self and others) than the population of LGB students in general and are probably more interested in mentoring relationships.

Within the context of qualitative research, the self-selection resulting in participants with a high personal investment in the topic can be seen as a strength, i.e., the participants were the “information rich cases” that Patton (1990) identifies as key in qualitative research. However, characteristics of this sample (higher level of outness and higher interest in mentoring relationships) may make this sample a specific subset of LGB students in counseling psychology. The degree to which the results of the study can be applied to other LGB students in counseling psychology cannot be fully predicted. Several speculations, however, can be made about the implications of the outness of the students in the sample for both prospective mentors and for LGB students.

Faculty mentors need to be aware that LGB students who are less out to themselves and/or others will not be very “visible.” Mentors, therefore, will need to signal their LGB affirmation (Faculty Recommendation #1), and provide a “safe haven” in null and negative training environments (Faculty Recommendation #2) in their everyday interactions with all students, regardless of their perception of any particular student’s sexual orientation. Croteau and von Destinon’s (1995) research on the job search experiences of student affairs professionals led to a number of recommendations for LGB affirmative job interviewing in student affairs. These recommendations were based, in part, on their finding that job applicants often do not disclose their minority sexual orientation. Croteau and von Destinon’s recommendation are as follows:

1. The interviewer should be at ease and comfortable discussing issues of sexual orientation.
 2. The interviewer will be open to discussing issues of sexual orientation appropriate to the position (in this case being a doctoral student), neither avoiding, nor overemphasizing these issues.
 3. The applicant's decision regarding whether to disclose sexual orientation will be respected and the interviewer will not attempt to manipulate the applicant into disclosing his/her sexual orientation.
 4. The interviewer will not attempt to discern the candidate's sexual orientation indirectly through speculation about appearance or directly through inquiring from other professionals.
 5. If the employer knows a candidate is lesbian, gay or bisexual, he or she will not share that information without the candidate's permission, and he or she will not attempt to restrict the candidate's choices concerning how "out" to be in a prospective job.
 6. The interviewer will not engage in activities that directly discriminate, such as derogatory comments about sexual minorities or more rigorous interview procedures for these applicants.
 7. The interviewer will not assume that the applicant of unknown sexual orientation is heterosexual, but will instead use inclusive references and non-heterosexist language.
- (p. 44-45).

Croteau and von Destinon's recommendations may be applicable to faculty interviewing and to their general interactions with all students. Only through making LGB affirmative actions an ongoing, constant part of their professional lives will mentors be able to reach less out students with affirmative messages.

The level of outness of the students in the sample has implications for the way the results are interpreted by other LGB students as well. Some LGB students in counseling psychology who are less out than the participants in this study may be

able to use the stories from the study to expand their hopes regarding what might be possible in LGB affirmative mentoring relationships with faculty. On the other hand, LGB students who are less out may feel their experiences have been overlooked. Therefore, it remains important to find ways to research the experiences of those not out or less out in ways that feel safe and accessible to them. One possible means for increasing understanding of LGB students who are less out or not out at all would be to include sexual orientation as a variable in more general studies of counseling psychology students (such as survey research about various aspects of training and experiences of students with various skills or knowledge). Especially in studies with large samples and anonymous participation (e.g. returning a survey by mail) LGB students who are not out could have a voice without having to personally disclose to a researcher or be identified in a specifically LGB sample in the way that this study required.

Focus on Students Versus Mentors

This study was designed to gain the perspective LGB doctoral students in mentoring relationships. The data gathered from the student perspective fulfills the purpose of the study as it was designed, but to understand the entire phenomena of mentoring relationships, the perspective of mentors is also needed. For example, a similar qualitative interview study could be designed to discover how faculty experience mentoring relationships with LGB students. In addition to broadly

inquiring about mentors' experiences with LGB students, it would be of interest to ask the mentors about the issues that the student participants discussed in this study. For example, what are faculty mentors' dilemmas regarding addressing the topic of sexual orientation if students have not explicitly disclosed that they are LGB? Some participants wanted to be asked about their sexual orientation or given an affirmative cue by their faculty mentor. How do faculty mentors demonstrate openness and sensitivity without making assumptions or being invasive? How do faculty members mentor LGB students who may be newly out and seeking support for their LGB identity? How do LGB affirmative faculty balance the provision of such support with their other faculty roles, particularly evaluative ones? In contrast, how do faculty members mentor openly LGB students who have been out for awhile and want advice on strategies for doing LGB work in their professional lives? How do faculty mentors handle situations where LGB students are further along in their identity development than they are themselves, either as LGB persons or heterosexual allies? How do faculty perceive the boundary issues that the student participants described related to the interpersonal functions of mentoring? Are there any differences in boundary issues when mentor and student share one or more oppressed identities (e.g., if they are both gay men?). What boundary issues do faculty mentors perceive as most difficult? How are LGB mentors' experiences different when the training environment is null or negative concerning LGB issues versus when the training environment is affirmative? How do faculty mentors' own journeys around sexual

identity (LGB or heterosexual) impact their vision for their role as mentors for LGB students? Do faculty mentoring to LGB students report having had mentors when they were students? If so, how were LGB issues handled in those mentoring relationships? What are the benefits of mentoring relationships for mentors? Are these benefits the same for heterosexual ally mentors and LGB mentors? A study that explored these and other issues with faculty mentors would expand the understanding of mentoring relationships with LGB students. The open ended nature of the current study with LGB students allowed for a similarly broad array of questions to be addressed, as well as for emerging questions to be included. The results of the current study may be helpful to faculty in their attempt to be aware of LGB students' needs in mentoring relationships, but a faculty mentors study could yield information on how faculty conceptualize and fulfill that role.

Consideration of Other Aspects of LGB Student Diversity

This study was designed to identify the commonalities in experiences with mentoring relationships for LGB students as a group. The themes identified in this study provide a starting place for understanding and further exploration. However, the diversity of students' experiences based on other cultural and identity variables is important for future understanding of mentoring relationships. What are the differences in mentoring relationships for lesbian and bisexual women versus gay and bisexual men? What aspects of mentoring relationships are unique to students with

multiple minority identities, specifically students of color? Are the experiences of bisexual men and women similar enough to the experiences of lesbian women and gay men to be studied together, or would this be best accomplished separately? How do bisexual men and women experience the “double bind” of potential rejection by both the heterosexual and LGB communities (Morrow, in press)? Such differences could be explored by identifying homogenous sub-samples of LGB students (e.g. a group of gay men). If the logistical issues could be overcome, a focus group design might be an interesting method of data collection. Such groups could be conducted at national conferences or perhaps even using the Internet. The group format could yield not only a sense of the individual experiences of LGB students with other diverse cultural identities, but could also yield information about group characteristics of various sub-samples (e.g. perspectives unique to lesbian women of color, etc.). Focus groups have the added benefit of providing participants with the opportunity to interact with each other’s ideas and respond to each other’s questions. Especially for research with members of oppressed groups, participation in the focus group can be experienced by participants as empowering and, in some cases, healing.

Focus on Issues Specific to LGB Student/LGB Mentor Relationships

Finally, there are future research questions that are specific to the relationships between LGB mentors and LGB students. Approximately one in four of the mentoring relationships described by the LGB students in this study were

identified as being with LGB faculty mentors. However, as mentioned in previous sections, the relationships between LGB students and LGB mentors were often highly valued by the students. In a special issue of The Counseling Psychologist dedicated to LGB affirmative training, Croteau, Bieschke, Phillips, Lark, Fisher and Eberz (in press) make the point that “a substantial community of LGB affirmative counseling psychologists is emerging” and that community “creates opportunities for role modeling and mentoring across various combinations of sexual orientations”. Croteau and his colleagues describe how some of the mentoring “lineages” now consist of three and four generations of openly LGB counseling psychologists. For example, some of the participants in the current study identified a LGB mentor, who was known to have been mentored by an openly LGB faculty member as well. In this way, the participants in this study were like a “third generation”, and as they were starting to mentor other students, a fourth academic generation was emerging. What are the unique relational possibilities for LGB professionals in inter-generational relationships (academic generation, as well as often chronological generation)? What are the conflicts or issues between generational groups of LGB persons that might be addressed in mentoring relationships? In addition to the inter-generational issues, there are other questions about mentoring relationships between LGB students and LGB faculty. What are the specific boundary issues for mentoring dyads with a shared oppressed identity? How does this shared oppressed identity impact the duration of the relationship after a student graduates? What are the issues in same-

gendered LGB mentoring dyads versus cross-gendered dyads? What is the potential for using mentoring relationships to prepare future leaders for LGB advocacy efforts?

One method for approaching these questions might be to study LGB student/mentor pairs. Interviews might be conducted with student and mentor both separately as well as together to gain insight into how similar issues might be conceptualized differently by student and mentor. Another possibility would be to study the multi-generational “lineages” that Croteau, and his colleagues have noted as emerging. Tracing such mentoring lines and interviewing the professionals of each successive generation might provide interesting data on the impact of such relationships as well as the way they are shaped by their historical contexts.

Exploration of Implications for Non-LGB Students and Mentors

Beyond the usefulness of this study for understanding the experiences of LGB students and their mentors, lies the question of the usefulness of this study to the understanding of mentoring with non-LGB students in counseling psychology. This question is particularly salient to the study of mentoring in counseling psychology since so little research exists in this area. Brown (1989a) asked the question “What does it mean for psychology if the experiences of being lesbian or gay in all the diversity of meanings that those experiences can hold, are taken as core and central to definitions of reality rather than as a special topic tangential to basic understanding of human behavior, particularly human interactions?” (p. 445). Brown proposed that

“outsider questions” generated from a minority perspective (LGB) be used to reinterpret and reevaluate the assumptions for the majority. The descriptive schema presented in Chapter IV (Figure 1) is presented here in Figure 2 in a simplified form without the subcategories. Using Brown’s approach, the simplified version of the descriptive schema (Figure 2) may be useful not only in theorizing about LGB doctoral students’ mentoring relationships, but could be adapted to theorize about counseling psychology doctoral students mentoring relationships in general. To illustrate, the simplified descriptive schema (Figure 2) is presented in an adapted, more generic form in Figure 3. The interaction of the contextual themes of safety in the training environment and the student’s level of disclosure may be paralleled with issues other than sexual orientation. All students experience issues of safety regarding various aspects of their personal lives in professional training environments and questions about how open to be about various aspects of their personal lives in professional training environments. For example, a student may be assessing for safety in the training environment around some aspect of racial/ethnic identity, a physical disability, age, career goals, a religious or spiritual belief, being a parent, or having a political or ideological affiliation. The adapted version of the descriptive schema (Figure 3) might be useful in conceptualizing how the interaction of safety in the training environment (around any of the above personal issues) and the student’s decisions to disclose personal information about those issues may form the context of mentoring relationships or the context for training in general. The adapted descriptive

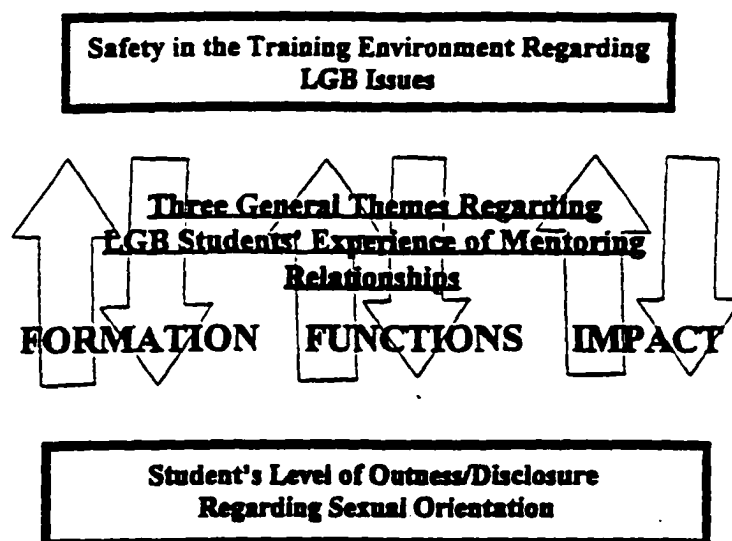


Figure 2. Simplified Descriptive Schema of LGB Doctoral Students' Mentoring Relationships With Faculty in Counseling Psychology.
(showing interaction of large themes without subcategories)

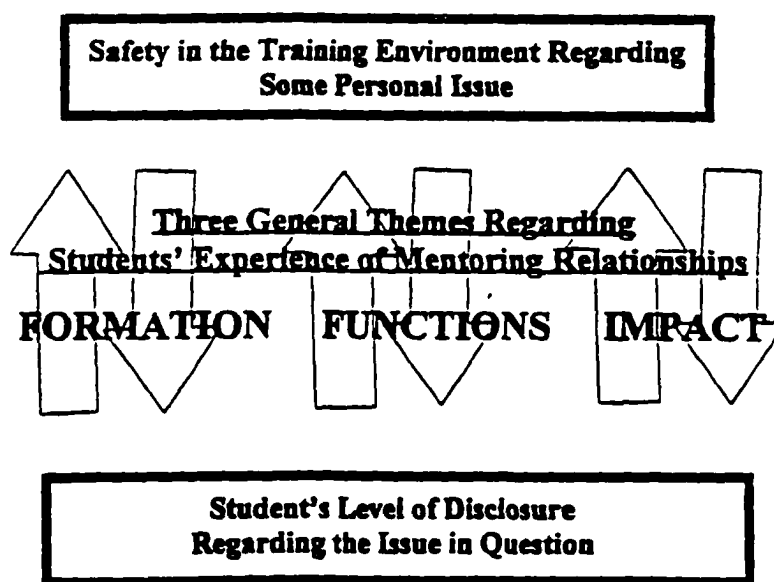


Figure 3. Descriptive Schema Adapted for Application to Any Doctoral Students' Mentoring Relationships With Faculty in Counseling Psychology.

schema could then be used to formulate research questions. For instance, what are the issues of safety and integration of personal issues faced by counseling psychology students in general or by other subsets of counseling psychology students? How does the interaction of safety and the freedom to be authentic (out about one's personal issues, context, identity, etc.) shape such students' experiences with mentoring relationships, course work, research groups, clinical supervision or other training activities? In this way the dynamic process illustrated in the adapted descriptive schema may be useful for gaining insight into the experiences of non-LGB doctoral students.

Finally, this study has focused primarily on the usefulness of LGB affirmative mentoring relationships for the LGB students involved in them. Further research would be beneficial to investigate the effectiveness of LGB affirmative mentoring relationships as a method of training counseling psychologists regarding LGB issues and a means of facilitating the development of heterosexual students' development as allies.

Conclusion

The LGB participants in this study reported that when they felt safe and affirmed in their LGB identities, they then had the energy and freedom required to work on becoming counseling psychologists. The LGB participants in this study also stated that without a sense of safety and affirmation for their LGB identity, their time

and energy were consumed with survival. They were robbed of the opportunity to fully immerse themselves in their training, and were left with few opportunities to integrate their LGB identity with their professional identity. The participants stated that although other individuals and factors contributed to their sense of safety and affirmation in the training environment, it was often a single faculty mentor who “made all the difference” or “changed everything” for them as LGB counseling psychology students. Several participants expressed their gratefulness for such faculty mentors and committed themselves to making that kind of difference for others in their professional lives. Based on the results of this study, it can be concluded that simple and intentional acts on the part of affirmative faculty mentors can “make all the difference” for LGB students. For faculty in counseling psychology, it is hoped that the voices of the LGB participants in this study will provide confirmation of mentoring work already done, a model for understanding their current work in mentoring, and empowerment to do the future mentoring work that “changes everything” for a LGB student.

Appendix A
Approval Letters From Human Subjects
Institutional Review Board

Human Subjects Institutional Review Board



Kalamazoo, Michigan 49008-3899

WESTERN MICHIGAN UNIVERSITY

Date: 15 July 1997

To: James Croteau, Principal Investigator
Julianne Lark, Student Investigator

From: Richard Wright, Chair

A handwritten signature in dark ink, appearing to read "Richard Wright", written over the printed name.

Re: HSIRB Project Number 97-07-06

This letter will serve as confirmation that your research project entitled "Lesbian, Gay and Bisexual Doctoral Students' Mentoring Relationships with Faculty in Counseling Psychology: A Qualitative Analysis" has been **approved** under the **expedited** category of review by the Human Subjects Institutional Review Board. The conditions and duration of this approval are specified in the Policies of Western Michigan University. You may now begin to implement the research as described in the application.

Please note that you may **only** conduct this research exactly in the form it was approved. You must seek specific board approval for any changes in this project. You must also seek reapproval if the project extends beyond the termination date noted below. In addition if there are any unanticipated adverse reactions or unanticipated events associated with the conduct of this research, you should immediately suspend the project and contact the Chair of the HSIRB for consultation.

The Board wishes you success in the pursuit of your research goals.

Approval Termination: 15 July 1998

Human Subjects Institutional Review Board



Kalamazoo Michigan 49008-3899

WESTERN MICHIGAN UNIVERSITY

Date: 3 September 1997

To: James Croteau, Principal Investigator
Julianne Lark, Student Investigator

From: Richard Wright, Chair

Re: Changes to HSIRB Project Number 97-07-06

This letter will serve as confirmation that the changes to your research project "Lesbian, Gay and Bisexual Doctoral Students' Mentoring Relationships with Faculty in Counseling Psychology: A Qualitative Analysis" requested in your memo dated 28 August 1997 have been approved by the Human Subjects Institutional Review Board.

The conditions and the duration of this approval are specified in the Policies of Western Michigan University.

Please note that you may **only** conduct this research exactly in the form it was approved. You must seek specific board approval for any changes in this project. You must also seek reapproval if the project extends beyond the termination date noted below. In addition if there are any unanticipated adverse reactions or unanticipated events associated with the conduct of this research, you should immediately suspend the project and contact the Chair of the HSIRB for consultation.

The Board wishes you success in the pursuit of your research goals.

Approval Termination: 15 July 1998

Appendix B

Recruitment Materials: Letter to Training Directors and APA Division 17 LGB Section Members

College of Education
Counselor Education and Counseling Psychology



Kalamazoo, Michigan 49008-5105
616 387-5100

WESTERN MICHIGAN UNIVERSITY

August 28, 1997

Dear Training Director,

I am writing to ask your assistance with my dissertation research on the mentoring experiences of lesbian, gay and bisexual doctoral students in Counseling Psychology. The study will involve 90 minute to two hour interviews with a sample of doctoral students in Counseling Psychology who identify themselves as lesbian, gay or bisexual. To be eligible for the study, the student needs to have been in the doctoral program a minimum of two years, but can not have graduated more than three years ago. Given the issues involved in asking anyone to identify a student's sexual orientation, I am not asking you to supply me with any names, only to post a notice of this study and distribute the enclosed information packets to students you believe might qualify for the study. The enclosed information is not a survey. The information packets only contain a description of the study and an invitation for the student to contact me by returning a reply card, calling me or reaching me by email. You would have no additional responsibility to follow up with potential participants.

For your information I have enclosed a sample copy of the informed consent that students will receive which describes the study and specifies the way in which participants confidentiality will be protected. In addition, there are two posters describing the study and 10 packets of information that can be distributed to students. Please distribute the packets to students that you know who might be interested in participating. If you know of another faculty member in your department who might know lesbian, gay or bisexual doctoral students, you may choose to pass some or all of the packets on to them for distribution. Please hang the posters on departmental bulletin boards or in areas where doctoral students in your program are likely to read it. The posters come with a small pad of tear-off sheets that contains information about how interested students can contact me.

If you have any questions, please feel free to contact me at (616) 344-1055 (h) or (616) 388-4477 (w) or by email at x88lark1@wmich.edu. Concerns or questions can also be directed to my dissertation chair, Dr. James M. Croteau, Department of Counselor Education and Counseling Psychology, 3102 Sangren Hall, Western Michigan University, Kalamazoo, MI, 49008, 616-387-5100. You may also contact the Chair, Human Subject Institution Review Board at (616) 387-8293 or the Vice President of Research at Western Michigan University at (616) 387-8298 if you have questions or problems.

Thank you for your assistance with my dissertation research.

Sincerely,

Julianne S. Lark
Doctoral Student
Western Michigan University

Appendix C

**Recruitment Materials: Poster Enclosed
With Letter in Appendix B**

Lesbian, Gay and Bisexual Doctoral Students in Counseling Psychology

Participants are needed for a qualitative study on lesbian, gay and bisexual doctoral students' mentoring relationships with counseling psychology faculty. Participation includes an approximately 90 minute confidential telephone interview with the researcher to discuss your experiences with mentoring relationships. This study is being conducted from a lesbian/gay/bisexual affirmative perspective.

To be a participant you must be:

- 1. A lesbian, gay or bisexual doctoral student in counseling psychology.**
- 2. Have been in the program a minimum of two years, but have not graduated more than 3 years ago.**
- 3. Be willing to contact this researcher by mail, phone or email:**

**Julianne S. Lark, M.A.
2836 West Main St.
Kalamazoo, MI 49008
(616) 388-4477 (w)
email: X88LARK1@wmich.edu**

Appendix D

Recruitment Materials: Letter to Doctoral Students

College of Education
 Counselor Education and Counseling Psychology



Kalamazoo, Michigan 49008-6105
 616 387-5100

August 28, 1997

WESTERN MICHIGAN UNIVERSITY

Dear Doctoral Student:

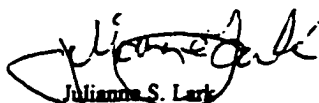
You are invited to consider being interviewed as part of my dissertation research project on the experiences of mentoring relationships of lesbian, gay and bisexual doctoral students in Counseling Psychology. In this letter, I would like to tell you more about the project. If you are interested in being part of the study, please let me know by returning the enclosed postage-paid reply card or by contacting me by phone (616) 344-1055 or by email X88Lark1@wmich.edu.

You are being asked to participate in a research project exploring the mentoring relationships that lesbian, gay and bisexual doctoral students in counseling psychology have with faculty during their graduate training. This research is being designed and conducted from a gay/lesbian/bisexual affirmative perspective by a lesbian researcher under the supervision of a gay faculty member. If you choose to participate, you will take part in a telephone interview of approximately 90 minutes, but no more than 2 hours. The interview will focus on your experiences and perspectives concerning mentoring relationships as a lesbian, gay or bisexual doctoral student in counseling psychology. The interview will be audio taped and then transcribed. I will take great care to maintain your confidentiality as explained next.

The information you share in the interview will be confidential. That means that your name will not appear on any papers on which information you provided will be recorded. Your confidentiality will be further protected by the following measures. The tapes of the interview will be destroyed immediately after checking the transcription of the interview for accuracy. All names will then be deleted from the transcripts and replaced by pseudonyms. All other identifying information will be made generic. For instance, a reference to a particular institution of higher education will be changed to simply indicate the general geographic region and type of institution or reference to a particular professional role will be changed to the general type of role discussed. If, in my estimate, there are so many of these generic references that there seems to be any chance of identification, the information that seems least pertinent to our research will be deleted or intentionally altered in that transcript. In this way all written information will not be traceable to any individual. Further, any reports which are published or presented will undergo scrutiny and measures similar to the ones mentioned above will be taken to minimize the risk that information present can identify individuals.

If you choose to return a reply card, you are indicating your willingness to be contacted by me to learn more about the study. If you are selected for participation, you will be called by this researcher at one of the phone numbers you have provided. After you have had a chance to ask any questions, you will be invited to schedule an interview. If you agree to be interviewed, you will receive a letter confirming your interview date and time. At that time you will also receive two copies of the informed consent. You will be asked to return one copy of the informed consent to the researcher prior to the interview. If you decide that you do not want to be interviewed after our discussion, you will not be contacted again. You may refuse to participate or withdraw from this study at any time during your participation without penalty or prejudice. If you have any questions or concerns please feel free to contact the researcher at any time: Julianne S. Lark, M.A., (616) 344-1055 or Dr. James M. Croteau, Dissertation Chair, 3102 Sangren Hall, Western Michigan University, Kalamazoo, MI, 49008, 616-387-5100. You may also contact the Chair, Human Subject Institution Review Board (616) 387-8293 or the Vice President of Research at Western Michigan University (616) 387-8298 if questions or problems arise during the course of your participation in the study.

Thank you for your time in reviewing my project. Your participation would be welcomed and valued.


 Julianne S. Lark
 Doctoral Student

Appendix E
Recruitment Materials: Reply Card
for Interested Students

Reply Card Used By Student to Indicate Interest In the Study
 (If the student makes contact by phone or email, the researcher asks the student for the information contained on this card and will record that information on a reply card.)

Yes, I am interested in hearing more about this research project and considering participation.

Name: _____

Mailing Address: _____

Phone Number(s) (where you would like to be contacted)

_____ **Best Times** _____

_____ **Best Times** _____

Gender: (circle one) Female Male

Race/ethnicity: _____ **Age:** _____

Year in the doctoral program: (circle one) 1st 2nd 3rd 4th Intern
 1st yr. since graduation, 2nd yr. since graduation or 3rd yr. since graduation.

Other (please specify) _____

Where did you hear about this study? _____

By returning this card you are indicating that you are willing to be contacted by phone by this researcher to learn more about this study. If you are selected for participation, you will be called by this researcher at one of the phone numbers you have provided. After you have had a chance to ask any questions, you will be invited to schedule an interview. If you agree to be interviewed, you will receive a letter confirming your interview date and time. At that time you will also receive two copies of the informed consent. You will be asked to return one copy of the informed consent to the researcher prior to the interview.

If you decide that you do not want to be interviewed after our discussion, you will not be contacted again. If you have any questions, please contact me at any point by phone or email:

Julianne S. Lark
 2836 West Main St.
 Kalamazoo, MI 49008
 (616) 344-1055 (H) (616) 382-4477 (W)
 X88Lark1@wmich.edu

Appendix F

Researcher's Script: Telephone Call to Students Who Expressed Interest

Recruitment Phone Script

This script is designed to be used for phone calls made to persons who indicated interest in the project by returning a reply card (or calling or emailing the researcher) and now have been selected for an interview.

Note: Italics indicate approximate wording that will actually be used by the researcher. Regular type indicates instructions that will be followed by the researcher.

1. Ask for the person that indicated interest in the project (either on by sending back a reply card calling the researcher on the phone or contacting the researcher by email.

2. *Hello, my name is Julianne Lark from Western Michigan University. I'm calling because you indicated interest in my dissertation research on the mentoring experiences of lesbian, gay and bisexual doctoral students in Counseling Psychology.*

3. *Is this a convenient time to discuss the project with you?*

If NO, schedule a mutually convenient time and call back.

If YES, then proceed.

4. Read the information in the informed consent describing the project.

Do you have any questions about the interview procedures or any aspect of the project?

5. *Would you like to take part in my study?*

If NO, *Thank you for expressing your interest and for the opportunity to discuss the project. I will not take any more of your time. Your wishes will be respected and you will not be contacted again regarding participation in this research, by phone or by mail. The reply card that you returned will be destroyed. Again, thank you for your time.*

If YES, *Good, let's make an appointment for your interview on the calendar. Set up a time, date and get the phone number that they will be at for the interview. I will schedule enough time in order to mail the informed consent and receive back a signed copy from the participant.*

6. *You will be sent a letter confirming this appointment and two copies of an informed consent form. I will need you to sign and return one copy of the consent so that I receive it prior to our scheduled interview.*

Do you have any further questions at this time? Thank you for your time. You will hear from me again on (date). I look forward to talking with you.

Appendix G

Letter to Student to Confirm Time and Date of Interview

Letter to Confirm Date and Time of Telephone Interview

Date

Name

Address

Dear (Insert Name) :

I am writing to confirm the telephone interview, we scheduled for my dissertation research on mentoring lesbian, gay and bisexual doctoral students. I will call you at (time) on (date) at (phone number). Enclosed please find a handout that includes a list of elements of a mentoring relationship. I will be reading the list of elements to you at the start of the interview. This list is not meant to limit the interview in any way, but instead to provide us with some common language. I have also included two copies of the informed consent for your examination and signature. If you remain willing to participate, please return one copy in the envelope provided as soon as possible. Retain one copy for your records. I cannot proceed with the interview until I have received this informed consent. If you have any questions or there are problems with the scheduling of the interview, feel free to contact me at (616) 388-4477, by email at X88LARK1@wmich.edu .

Thank you.

Sincerely,

Julianne S. Lark, M.A.
Doctoral Student

Appendix H

**Enclosure to Letter in Appendix G
Containing Instructions for Interview**

Handout to Be Sent to Participants for Reference During the Interview

On the day of our interview, I will be asking you a series of open ended questions about your experiences around mentoring relationships with faculty as a lesbian, gay or bisexual doctoral student. The main purpose of the interview is for you to talk about your own experiences in ways that make sense to you. At that time, I will read to you a list of elements of a mentoring relationship. I am sending a copy of the list of these elements (see below). I am providing this list of elements of a mentoring relationship so that we will have some common language and a starting place for our conversation.

Elements of a Mentoring Relationship

Mentoring relationships are helping relationships between a student and a faculty person who possesses greater experience, influence or achievement. The primary purpose of the relationship is to assist and support the student in achieving long term broad goals. The mentoring relationship may include the mentor providing emotional and psychological support, direct assistance with career and professional development, and role modeling. Mentoring could be considered more personal and reciprocal than role modeling alone in that mentoring requires direct interaction between the mentor and the student. Although some of these activities may overlap with the everyday duties of a faculty member, the activities of a mentoring relationship extend beyond what is solely required of both the student and the faculty member on the basis of their formal relationship. (List of Elements constructed from definitions written by Tentoni (1995) and Collins, Kamya & Tourse (1997).

Appendix I
Interview Guide

The Interview Guide

Note: Italics indicate approximate wording that will be used by the researcher. Regular type indicates instructions that will be followed by the researcher. The opening question is a very broadly focused question about the participant's experience with mentoring relationships with faculty. If this question prompts the participant to tell stories about these experiences, the prompts and follow up questions can be deferred or omitted. If the participant tells one or more long narratives, the researcher will use the list of follow up questions as a checklist to keep track of what topics may need to be asked about before the close of the interview. Not all participants will have a chance to address all the questions. The wording of these questions and probes is approximate and offered only as a convenient reference. Questions may be modified or different probes may be added at the discretion of the researcher, based on the content of an individual interview. As each successive interview is conducted, there may be questions added to this guide that represent emerging issues. Interviews will last approximately 90 minutes, but not more than 2 hours.

1. Ask to speak to the person with whom the interview is scheduled.

2. *Hello, this is Julianne Lark from Western Michigan University. This is the time that we had scheduled for an interview.*

OPTION 1: *I have received your signed informed consent and am ready now to proceed with the interview.*

OPTION 2: *I have not received your informed consent. Are you still interested in participating*

If no, then thank them and end the conversation. If yes, discuss the problem of receiving the informed consent, make an arrangement to have the form signed and returned. Set up another interview appointment, giving enough time for the informed consent to be returned.

3. **Review the Purpose:** *In this interview, I will be asking you a series of open ended questions about your experiences as a lesbian, gay or bisexual doctoral student around your mentoring relationships with counseling psychology faculty. The main purpose of the interview is for you to talk about your own experiences in ways that make sense to you. At that time, I will read to you a list of elements of a mentoring relationship. I am sending a copy of the list of these elements (see below). I am providing this list of elements of a mentoring relationship so that we will have some common language and a starting place for our conversation.*

Elements of a Mentoring Relationship: *Mentoring relationships are helping relationships between a student and a faculty person who possesses greater experience, influence or achievement. The primary purpose of the relationship is to assist and support the student in achieving long term broad goals. The mentoring relationship may include the mentor providing emotional and psychological support, direct assistance with career and professional development, and role modeling. Mentoring could be considered more personal and reciprocal than role modeling alone in that mentoring requires direct interaction between the mentor and the student. Although some of these activities may overlap with the everyday duties of a faculty member, the activities of a mentoring relationship extend beyond what is solely required of both the student and the faculty member on the basis of their formal relationship. (List of Elements constructed from definitions written by Tentoni (1995) and Collins, Kamya & Tourse (1997))*

These elements are meant only as a guide or common language, not to place limits on your discussion of your own experiences with mentoring. Please use your own experience to modify or replace this definition as you see necessary. I will only use questions as needed to facilitate your exploration of your mentoring in graduate school. Do you have any questions before we begin?

Let the participant know that the tape has been turned on. Let's begin.

4. Opening Question: *In reflecting on your experience in your doctoral training, have you experienced a mentoring relationship with one or more faculty members ?*

IF NO, then has the idea of having a mentor ever appealed to you? If having a mentor appeals to you, then describe what you see as the obstacles to having a mentor (past, present, future). If you are not interested in having a mentor, please say why.

IF YES, then please pick one such person who has served as a mentor for you and describe your relationship with that person.

Possible Follow Up Questions (Use as needed)

- *Describe the mentoring dyad and what that has been like for you.*
- *Describe the similarities and differences between you and your mentor in regards to race, gender and sexual orientation or other area of diversity. In what ways were the similarities or differences significant?*
- *Do you perceive your sexual orientation to have been an obstacle to the formation of a mentoring relationship in any way? Has your sexual orientation facilitated the formation of a mentoring relationship in any way?*
- *What kinds of activities did you and your mentor share? Who decided? Were there any that you regret not having shared? Any you wish had not been included?*
- *What defined this relationship as a mentoring relationship rather than something else ?*

- ▶ *How did you come to be in a mentoring relationship with that person? Did you have choices about who you would like as a mentor? If so, how did you make your decision?*
- ▶ *Were you "out" to this person at that time? If not, are you now? Are you satisfied with your level of outness? How do you see your level of outness impacting your relationship with that person? With other potential mentors?*
- ▶ *How do you view your identity as gay, lesbian or bisexual as affecting your experiences with mentors? Have your needs or priorities in a mentoring relationship changed over time with respect to your lesbian, gay or bisexual identity? If so, how?*
- ▶ *How would you describe the level of support for lesbian, gay and bisexual persons in your training environment and how has that impacted your experiences with mentoring relationships?*
- ▶ *How does/did this mentoring relationship impact you over the course of your training experience as a whole? Your outlook on your future career plans?*
- ▶ *In what ways do you consider mentoring relationships to be valuable to lesbian, gay and bisexual doctoral student in counseling psychology? In what ways do you consider mentoring relationships to not be beneficial to lesbian, gay and bisexual doctoral students in counseling psychology?*

Interviewer may probe for clarification, but should allow the participant to choose what to describe. After the first relationship has been described, the question can be repeated until all relevant relationships have been described or time expires.

When time is up, or the person has nothing else to say, I will say:

We have come to the end of our interview. I need to review three pieces of information with you

and then we will have some time for you to ask any additional questions or make comments that you would like to add.

1. As stated before, the content of this interview is confidential. I will be the only person who will be able to match your name with the interview. I will keep that information strictly confidential. Your confidentiality will be further protected by the following measures. The tape of this interview will be kept in a locked box until it is transcribed. The tape will be destroyed immediately after checking the transcription of the interview for accuracy. All names and identifying information will be removed or changed from the transcript. Any reports or presentations that are made of this data will undergo scrutiny to ensure that no information is present which can identify individual participants.

2. I may need to re-contact you during my data analysis. At that time, I may be asking you to provide input on the way that I am categorizing and conceptualizing the qualitative data. The focus of this contact is not to obtain additional information about the your experiences with mentoring, but instead to get the feedback about the way the themes and categories fit, make sense and/or are useful. First, I would send you a summary or excerpt of the results of the analysis. I would ask you to review the written materials and to fill out a comment sheet or rate your level of agreement and comfort with the analysis. Next, I would call you on the phone to obtain any additional comments or feedback you had regarding the results of the analysis. Both your verbal and written feedback would be used in subsequent rounds of analysis. Would it be ok for me to recontact you by phone or by letter for that purpose?

3. Would you like to receive a summary report conveying some of the findings at the conclusion?

of this study? If yes, note this for future reference.

In concluding, I would like to give you the opportunity to add any comments or ask any questions you may have had along the way.

The interviewer concludes the interview by thanking the participant. Procedures for handling the tape and producing a transcript are to be carried out in the manner that was described to the client above. Transcripts that have had all identifying information removed from them will then be ready for data analysis.

Appendix J
Informed Consent Statement

Western Michigan University
Department of Counselor Education and Counseling Psychology

Julianne S. Lark, M.A., Doctoral Student, Department of Counselor Education and Counseling Psychology
 Supervised by Dr. James M. Crotsen, Associate Professor, Department of Counselor Education and Counseling Psychology

WESTERN MICHIGAN UNIVERSITY
 H. S. I. R. B.
 Approved for use for one year from this date:

JUL 15 1997

HSIRB Chair

I understand that I am being asked to participate in a research project entitled: "Lesbian, Gay and Bisexual Doctoral Students Mentoring Relationships with Faculty in Counseling Psychology: A Qualitative Investigation". I understand that this research is being designed and conducted from a gay/lesbian/bisexual affirmative perspective by a lesbian researcher under the supervision of a gay faculty member. I further understand that this project is Ms. Julianne Lark's dissertation project under the supervision of Dr. James M. Crotsen.

My consent to participate in this project indicates that I will take part in a telephone interview of approximately 90 minutes, but no more than 2 hours. I understand that the interview will focus on my experiences and perspectives concerning mentoring relationships related to being a lesbian, gay or bisexual doctoral student in counseling psychology. I understand that this interview will be audio taped and then transcribed. The researcher will take great care to maintain my confidentiality as explained in the latter part of this informed consent. At the end of the interview, I will also be asked for permission to recontact me at a later date when the data is being analyzed. At the time of this follow up contact I will receive a written summary of the results of the data analysis in progress and be asked to respond either in writing or verbally in a short phone interview. If I do not want the researcher to recontact me for this purpose, I may decline when I am asked for this permission at the end of the interview.

As in all research, there may be unforeseen risks to the participant. If an accidental injury occurs, appropriate emergency measures will be taken; however, no compensation or additional treatment will be made available to the subject except as otherwise stated in this consent form. The researcher anticipates minimal or no risk involved with my participation in this research, except for any feelings of discomfort that may come from discussing my experiences on this topic.

One way in which I may benefit personally from the interview is by having the chance to talk about my experiences with mentoring relationships. I also understand that this research may help the profession in developing its understanding of mentoring with lesbian, gay and bisexual doctoral students. In the future, this understanding may help both faculty and students in their mentoring relationships.

The information I share in the interview will be confidential. That means that my name will not appear on any papers on which this information has been recorded. My confidentiality will be further protected by the following measures. The tapes of the interview will be destroyed immediately after checking the transcription of the interview for accuracy. All names will then be deleted from the transcripts and replaced by pseudonyms. All other identifying information will be made generic. For instance, a reference to a particular institution of higher education will be changed to simply indicate the general geographic region and type of institution or reference to a particular professional role will be changed to the general type of role discussed. If, in the researcher's estimate, there are so many of these generic references that there seems to be any chance of identification, the information that seems least pertinent to the research will be deleted or unrecognizably altered in that transcript. In this way no written information will be traceable to any individual. Further, any reports which are published or presented will undergo scrutiny and measures similar to the ones mentioned above will be taken to minimize the risk that information present can identify individuals.

I may refuse to participate, or withdraw from this study at any time during my participation, without penalty or prejudice. If I have any questions or concerns, I can feel free to contact the researcher: Julianne S. Lark, M.A., (616) 344-1055 or Dr. James M. Crotsen, Dissertation Chair, 3102 Sangren Hall, Western Michigan University, Kalamazoo, MI 49008, 616-387-5100. The participant may also contact the Chair, Human Subject Institution Review Board at (616) 387-8293 or the Vice President of Research at Western Michigan University at (616) 387-8298 if questions or problems arise during the course of my participation in the study. My signature below indicates that I understand the purpose, requirements and other information about the study as explained.

Signature _____

Date _____

If you agree to participate, please sign both copies of this form and return one in the enclosed return envelope ASAP. Return to: Julianne S. Lark, 2836 West Main, Kalamazoo, MI 49006 or FAX to (616) 343-3408 (FAX is confidential). The scheduled interview cannot take place until the researcher receives this form. Thank you.

Appendix K

Letter Sent to Volunteers Who Were Placed on Alternate List

**Letter Sent to Volunteers Who Were Not Selected For Interviews and
Are Now On the Alternate List**

Date

Name

Address

Dear (Insert Name):

Thank you for your interest in my dissertation research on lesbian, gay and bisexual doctoral students' mentoring relationships with faculty in counseling psychology. I am writing to tell you that I am very pleased to have received a positive response and now have a greater number of interested persons than I am able to interview at this time. Due to various factors involving balancing the diversity of those interviewed, you were placed on an alternate list in case I am able to conduct additional interviews. Being on this list means that in the next month or two I may contact you to invite you to participate in an interview. If you do not want to want to be considered for an interview in the future, you can contact me and I will remove your name from the alternate list. Otherwise, you can expect to hear from me within the next two months either to invite you for an interview or to indicate that data collection has been completed.

Thank you again for your interest in this project. If you have any questions, please feel free to contact me at (616) 388-4477 or X88LARK1@wmich.edu.

Sincerely,

Julianne S. Lark

Appendix L

Letter Sent to Unselected Volunteers at the End of Data Collection

**Letter to Be Sent When Data Collection is Complete to Volunteers Not
Selected For Interview (Previously Listed as Alternates)**

Date

Name

Address

Dear (Insert Name):

I am writing to tell you that I have completed my data collection process for my research on lesbian, gay and bisexual doctoral students mentoring relationships with faculty in counseling psychology. As I stated before, I was thrilled to have so many people express interest. However, I regret that this means that I cannot interview you as part of this project. I very much appreciate your interest in my research and the time you took to respond to my call for participants. As part of my commitment to your confidentiality, I will be destroying the reply card and list that contain your name and contact information.

Thank you again for your time and interest.

Sincerely,

Julianne S. Lark, M.A.
Doctoral Student

Appendix M
Procedure for Member Checks

Procedures for Member Checks

1. After the initial rounds of data analysis have yielded some themes and categories, the researcher will conduct a "member check" to obtain feedback from participants about the way the data has been analyzed and summarized. The focus of this contact is not to obtain additional information about the participant's experiences with mentoring, but instead to get the participant's feedback about the way the themes and categories fit, make sense and/or are useful. First, the researcher will send a summary or excerpt of the results of the analysis to date to the participants who consented to further contact. The materials that will be sent to the participants cannot be included here as they will be developed during data analysis. Participants will be instructed to review the written materials and may be asked to fill out a comment sheet or rate their level of agreement and comfort with the analysis on a few simple Likert scale questions.
2. Participants will then be contacted by the researcher by phone to obtain any additional feedback or comments that they have to offer regarding the results of the analysis. Again, the content of the questions that the researcher may need to ask cannot yet be determined as it will evolve during the analysis. The researcher will take notes from these conversations and will also instruct the participants to return their written feedback sheets to the researcher in a postage paid envelope provided.
3. The researcher will utilize information from her notes as well as from the written feedback sheets to modify future rounds of analysis.

Appendix N

Cover Letter for Member Check Mailing

November 22, 1997

Dear Participant,

I am writing to let you know that after 14 interviews and several early rounds of qualitative analysis, I am now at a point that your feedback would be very valuable before I proceed further. I am submitting to you an outline (labeled "large map") and textual description of the thematic categories I've identified in the data so far. I am asking you to review and comment on the way that I am categorizing and conceptualizing the data. I will explain the procedures below. As this design is an emerging one, I may have reason to contact you for an additional member check later in the analysis. As stated earlier, you are free to decline participation in this stage of the project at any time (see instructions below regarding future contact status).

After you review the materials, please use the form attached to provide feedback. The form has several Likert- scale type questions and a few open-ended questions. In addition, I would welcome any comments, questions or observations that are not directly addressed in my questions. You may write comments on the back of the feedback form, write them in a separate note or email them to me. It is up to you whether you sign your feedback sheet. The only time I need you to sign or initial the sheet is if you are asking me not to contact you again. The future instructions for indicating future contact status are on the bottom of the last page of the feedback form. Please indicate your wishes regarding "future contact status" by checking one of these options in the space provided on the bottom of the last page of the feedback form: 1) I would be willing to participate in another member check if necessary. 2) Please do not contact me for any further member checks, just send me the results when you are finished. 3) I decline participation in the current and all future member checks and am returning this form blank. If this is the case, please initial the form so I know who you are and can honor your wishes not to be contacted again.

Thank you very much for your time and participation at this busy time of year. I hope that the end of your semester goes well. If you have any questions about the procedures for this member check (or any other aspect of your participation in the study), please feel free to contact me by phone: 616-344-1055 or Email: X88LARK1@wmich.edu

Sincerely,

Julianne S. Lark

Appendix O

Member Check Materials for Participant Review

LARGE MAP

11/20/97 Version

I. STUDENT/ TRAINING ENVIRONMENT INTERACTION

A. Perceptions of the Training Environment Regarding Lesbian, Gay and Bisexual Issues

Perceived Reputation of city, region, campus

Perceived atmosphere in training environment re: other oppressed identities

Positive/Negative comments/incidents RE: LGB issues

Incidents of Discrimination/ Harassment and Responses to them

Handling of LGB topics in Course Work/Practica (or absence of)

Presence/Absence of Out LGB Faculty/ Out LGB Students

Presence/Absence of Affirmative Heterosexual Faculty/ Students

Presence/Absence of Faculty/Students Doing LGB Research

Impact of Level of Outness on Perceptions of Environment

B. Student's Level of Outness/Disclosure

To Self/Others (life story)

To Faculty and Students in Doctoral Program (Explicitly/Implicitly)

To Mentor (Explicitly/Implicitly)

Impact of Perceptions about Safety/Risks on Decisions Re: Disclosure

These two themes are present in each of the categories below. They are indicated by an asterisk (*).

II. FORMATION OF A MENTORING RELATIONSHIP

A. Relationship Initiated by Faculty Person or Assigned by Department.

-----Participants indicated that it was not a mentoring-----
relationship until there was an element of choice...

B. Student Preference of Mentor/ Choice

Personal Characteristics

Identity of Mentor (race, gender, sexual orientation)

Familiarity/Contact thru Shared Activity

Research Interests

Areas of Expertise

Perceived Availability

*Outness/Disclosure Issues of Student (i.e. gay male student
chose female mentor to avoid
same gender dynamics in mentoring relationship)

*Environmental Issues (Availability of affirmative mentors was impacted
by overall attitude toward lesbian/gay/bisexual issues in the
Training Environment).

III. FUNCTIONS OF MENTORING RELATIONSHIP

A. Professional Functions

Various Roles of Mentor

Supervisor of Graduate Assistantship

Researcher

Instructor for Course Work

Clinical Supervisor

Committee member/Chair (includes dissertation, comps and letter of
recommendation)

Advisor (may include program of study, comps, letters of rec)

Diversity Focus/Trainer

Multiple Roles

***Outness/Disclosure Factor:**

Specific Integration of lesbian/gay/bisexual issues into Professional Functions
(Explicitly, Implicitly, Not at all)

***Training Environment Factor:**

Was training environment such that mentor was needed to serve
as advocate on lesbian/gay/bisexual discrimination issue, etc.)

B. Interpersonal Functions

Emotional Support for Academic Concerns

Emotional Support for Personal Concerns

Negotiation of Boundaries/ Dynamics (personal/professional/power)

Varying Degrees of Mutuality in the Mentoring Relationship

***Outness/Disclosure Factor:** Specific Integration of lesbian, gay and bisexual issues:
Inquiry/Acknowledgment of lesbian, gay or bisexual issues in personal interactions
(Explicitly, Implicitly, Not at all)

- ***Training Environment Factor:** Ways in which the atmosphere in the Training Environment impacted the interpersonal functions of the relationship (rules/norms about outside contact between students and faculty).

C. Changes in Functions Over Time

Not changed

More/Less Interaction over time

Closer/ More Relaxed over Time

Increased Mutuality/Collegiality over time

Future Expected to be ongoing

Future Expected to Dwindle..

***Changes in Function Related to Student's Identity Issues**
(i.e. Less support needed after x point)

***Changes related to Training Environment**
(Relationship changed when mentor's job
was at risk)

IV. IMPACT OF MENTORING RELATIONSHIPS

A. Actual Impact on Student (Past/Present)

Central Factor to Entire Training

("None of it would be the same without..")

Impacted Career Direction

LGB focused Practice/Research

Move from Plan A to Plan B (i.e. to Academia from other pursuit)

Student's commitment to mentor others in Future Career

Way that Impact was shaped by Student Identity factors

("Would never have been able to come out without...")

Ways that Impact was shaped by Training Environment

("Training environment as a whole was so supportive that ...")

B. Potential Impact of Mentoring Relationships (Future)

Participants talked about the potential impact of faculty mentors on lesbian, gay and bisexual students individually, on training programs in general and on the profession. Several of the roles of lesbian, gay and bisexual faculty mentors were similar to the roles described for affirmative heterosexual ally mentors. Two of the roles (disclosure coach and LGB role model) were described as specific to mentors who were lesbian, gay or bisexual themselves.

Potential Impact of LGB Mentors

As Role Models- How to be LGB Professional

As Sources of Affirmation/Support

As Resource Person

As Advocates

As Disclosure Coaches

On Training Environments in General

On the Profession in General

Potential Impact of Affirmative Mentors

As Sources of Affirmation/support

As Resource Person

As Advocates

On Training Environments in General

On the Profession in General

Potential Negative Impact of Mentoring Relationships for LGB students

Boundary Issues

Exclusivity of Others

Foster Dependency/ False Expectations

If Mentor was homophobic

Mentor discouraged disclosure of sexual orientation...

Mentor pushed for disclosure prematurely

Textual Explanation of the LARGE MAP (11/20/97 Version)

Broad Level Observations

In general, participants reported that they had expected to experience a mentoring relationship with one or more faculty members during their doctoral training in Counseling Psychology. Some participants described a mentoring relationship starting almost immediately upon admission to the program. Others described waiting 2-4 years before they felt they had a relationship with a faculty member that they would describe as a mentoring relationship. All of the participants in this study reported at least one relationship with a faculty member that they described as being a mentor. Participants who had difficulty finding mentoring relationships expressed that this was a serious disappointment.

Participants reported that if they felt safe to be open and authentic (including their sexual orientation) within the doctoral training environment, they then had the time and energy free to use to attend to training tasks. They also reported that they had the choice of how, and to what extent they wanted to integrate lesbian, gay or bisexual issues into their professional identity as a counseling psychologist. Participants reported that when they did not perceive that safety in the training environment, their energy was diverted into survival tasks, making the rest of the training experience much more difficult and often times less satisfying. Participants who described having the freedom to integrate as much of their sexual orientation into their training experience as they wanted also reported feeling more satisfied about their training experience, more academically productive and more professionally successful.

L. Student/Environment Interaction

Two Factors Specific to Lesbian/Gay/Bisexual Students

Many of the thematic categories in the Large Map could be seen as having to do with mentoring in Counseling Psychology in a general way. However, there were two factors that were present throughout the interviews that seemed to be specific to the experience of being lesbian, gay or bisexual. These two factors (level of outness/disclosure about being lesbian, gay or bisexual and perception of training environment regarding lesbian, gay and bisexual issues) were interactive with each other, and impacted all the other aspects of mentoring relationships.

A. Perception of Training Environment Impacts Disclosure Decisions...

Participants reported that their perception of the safety of the training environment in regards to lesbian, gay and bisexual issues as well as to other oppressed identities (race, gender, disability)

was a factor in their decisions regarding disclosing their sexual orientation to peers, faculty and specifically to mentors. Participants reported using a variety of methods to assess the safety of the training environment. On a larger scale, participants reported observations about the city/town/region that the campus was located in, as well as whether lesbian, gay or bisexual resources were readily available on campus or in the community. Participants reported looking for overt expression of attitudes (positive or negative) about lesbian/gay/bisexual issues, accounts of harassment or discrimination from other participants or faculty and how these incidents were managed, whether lesbian/gay/bisexual issues were addressed in course work and practica, as well as checking for the presence or absence of openly lesbian, gay or bisexual participants and faculty. Participants also observed how other oppressions were handled in the department, such as racism or sexism.

B. Level of Outness/Disclosure Status Impacts Perception of the Environment...

Participants came to their doctoral programs at various levels of outness to self and others. Most participants had been out to themselves for 5-10 years prior to starting doctoral program. (In the design of the study, it may have been easier for participants who had been out longer to volunteer to participate). A few participants had come out just prior or during their doctoral training. Participants who were not out either to selves or others when they entered doctoral training had the task of deciding about disclosing a newly discovered identity to people who may have assumed or known them as heterosexual. This included decisions about peers, staff, faculty and specifically their mentors/potential mentors. Participants reported that this process of coming to personal awareness and the related decisions about disclosure to be very stressful in the midst of the student/professional tasks of entering their doctoral programs. Participants who were out to self prior to coming into the program had decisions to make about to whom and when to disclose a previously developed identity in their doctoral training including all of the above mentioned parties. Participants who were out on their applications and in their admission interviews came into most, if not all relationships with faculty and peers with this information already disclosed. However, they reported that they spent time attempting to assess whether information about their sexual orientation had been a factor in the formation of relationships in the department. Participants reported that they made decisions about disclosure of sexual orientation to their mentors/potential mentors in several ways: personal stage of outness, perceived relevance to training experience, perceived safety in training environment at large, and perceived safety of the mentor specifically.

In general, participants who had been out to self and others longer and came into the department openly identifying themselves as lesbian, gay or bisexual reported that they held high standards and expectations regarding the level of support from faculty and participants in the training environment. These participants also reported that when support was absent from the training environment, they noticed it, but had other sources of support that sustained them. Some of these participants indicated that the presence or absence of support in the training environment had been more critical at a previous point in their training than it was at the time of the interview

Persons more recently out to self/others reported less specific expectations regarding support

from faculty and participants in the training environment. Sometimes they expressed not knowing what that support might look like, or what to expect. These participants also expressed the impact of this support being absent as being more serious, since they often had fewer alternative sources of support.

Participants who came out to self and/or others after starting their doctoral training expressed a strong need for support within the training environment. These participants also were sometimes unclear about what that kind of support might look like, and some described neutral or "null" environments as appreciated or "better than nothing".

When participants perceived the training environment to be unsafe to be lesbian, gay or bisexual, they also reported that they felt less inclined to incorporate that aspect of identity into their relationship with students and faculty. (To do research on a gay topic, etc.).

In addition to the ongoing factors of level of outness/disclosure and perceptions of environment, participant's comments fell into roughly three categories: issues regarding the formation of mentoring relationships, issues regarding the functions of mentoring relationships and issues regarding the impact of mentoring relationships.

II. FORMATION OF MENTORING RELATIONSHIPS

A. Participants reported that they formed potential mentoring relationships with faculty in several ways: participant initiated, assigned by the department or faculty initiated.

Even if the original contact was chance, assigned or faculty initiated, the actual formation of a mentoring relationship involved some level of choice or intention on the part of the participant. Participants reported that this element of choice distinguished mentoring relationships from other relationships with faculty.

Participants reported that their personal level of outness to self and others as gay, lesbian or bisexual prior to their entry into the doctoral program was relevant to who and what they looked for in a mentoring relationship during doctoral training.

B. Participants reported preference in mentors were based on several factors: shared research interests, areas of expertise in practice, availability, familiarity through a shared activity, personal characteristics of the mentor, identity of mentor, political considerations in department

Participants reported that the atmosphere in the training environment influenced the availability of lesbian, gay and bisexual affirmative mentors, which in turn impacted the student's choice of a mentor.

The majority of the mentors described by participants were heterosexual. In some cases, participants attributed this to availability as they reported there were no openly lesbian, gay or bisexual faculty in their program. However, when a lesbian, gay or bisexual faculty person was available, participants reported that person was not necessarily their first choice for a mentor. They made choices based on all the factors noted above, and often had to make difficult decisions. For example, some participants of color described conflicts between choosing a mentor of color and choosing a mentor that was affirmative to their lesbian, gay or bisexual identity in cases where those two functions were not available from the same mentor. Participants also described having different mentors for different functions, often at the same time (i.e. one mentor for research, one more for personal support). Finally, participants described having faculty that they wanted as mentors, but for some reason were unable to secure as a mentor (mentor too busy, not interested, etc.). Participants described this as particularly difficult/painful when the desired mentor was lesbian, gay or bisexual themselves. Participants described feeling greater disappointment due to the short supply of such potential mentors or a kind of betrayal of an expectation that the shared oppressed identity of being lesbian, gay or bisexual would count for more in the relationship.

III. FUNCTIONS OF A MENTORING RELATIONSHIP

Participants reported that mentoring relationships served both professional and personal functions and that these functions tended to change over time related to their own needs, the faculty person's availability/needs, the student's stage in the program of study and the development of the relationship.

A. Participants described the following shared professional activities and functions: research, teaching, supervision, committee member, committee chair, advisor, diversity trainer, instructor, and reference. In general, participants described these functions as being what was expected based on the the formal roles (chair, advisor, instructor). Participants described varying levels (Implicitly, Explicitly, Not at all) of lesbian/gay/bisexual concerns being integrated into these professional functions (chair was supportive of glb research, etc.). Participants described the training environment as being a variable in determining whether they needed their mentor to function as an advocate for them specific to being lesbian, gay or bisexual.

B. Participants reported that mentors provided emotional support for dealing with academic and personal concerns. These interpersonal functions were more often cited as what made the relationship a mentoring relationship- and "not just a chair" etc. Participants described relationships with varying levels of mutuality. These interpersonal functions were also reported to be more complex than professional functions and participants described dynamics within the relationship as well as the negotiation of boundaries between the personal and professional roles. Participants described varying levels of lesbian, gay and bisexual concerns being integrated into these personal functions (Implicitly, Explicitly, Not at all). Participants described the training environment as a variable in determining what interpersonal functions they needed their mentor to provide and what functions their mentors were comfortable in providing.

Some people described important mentoring relationships in which they never felt comfortable integrate lesbian, gay/bisexual aspects of themselves, personally or professionally.

C. Participants described their relationships with faculty as changing over time. They described changes in the frequency of interaction, closeness of the relationship, level of mutuality/collegiality and their projections about the future of the relationship (ongoing, pre-established termination, level of contact, etc.).

Participants described some changes in function related to student's level of outness/disclosure. (Ex. Less support needed after I came out, or Mentor less comfortable now that she knows.)

Participants described changes in functions related to training environment (relationship changed when mentor's job was at risk).

IMPACT OF MENTORING RELATIONSHIPS

Participants described the actual impact that mentoring relationship had on their training experience, as well as the potential impact that they believe the practice of mentoring could have on the training experiences of lesbian, gay and bisexual doctoral students in the field of Counseling Psychology.

A. In describing their own experiences, participants often identified their mentoring relationships as being a major shaper of their training experience, often related to their completion/survival in the program, their socialization into the profession and the shaping of their future career plans- including commitments to mentor others.

B. Participants described the potential impact of LGB mentors for LGB participants as role models, sources of affirmation/support, advocates, disclosure coaches and change agents in the training environment and the profession.

Participants described the potential impact of affirmative heterosexual mentors as sources of affirmation/support, advocates, and change agents in the in the training environment and the profession.

Participants described ways in which mentoring relationships could be potentially negative to lesbian, gay and bisexual students. These circumstances included: when the the mentoring relationship became or was perceived as exclusive (gay mentor/gay student), if there were issues regarding boundaries, if the mentor was homophobic, if the mentor discouraged the student's disclosure, if the mentor pushed the student to disclose prematurely, or if the mentoring relationship fostered dependency in the student or gave the student false expectations of how the world might treat them.

Appendix P
Member Check Feedback Form

Member Check Feedback Form

Your feedback on how I have categorized and conceptualized the data so far is very valuable to me. Please be as honest and open with your reactions as possible. This member check is critical to my ensuring that I am "hearing your voices" through the interview data you provided. Your feedback provides a way to adjust the categorization where needed and to add confidence to the conclusions drawn from it. Your feedback will be incorporated into my next round of analysis

Please rate your level of agreement with the following statements using the following system:
1= Strongly Disagree, 2= Disagree, 3= Mildly Disagree 4= Neutral 5= Mildly Agree, 6= Agree, 7= Strongly Agree.

Note: The term "large map" is used to refer to the outline of the thematic categories and the textual explanation of those same categories.

1. When I looked at the large map of the interview data, my own experiences with mentoring relationships are represented in it.

1 2 3 4 5 6 7

2. When I looked at the large map of the interview data, the experiences of other students/colleagues I know are represented in it.

1 2 3 4 5 6 7

3. When I looked at the large map of the interview data, there were aspects of mentoring relationships that I had never considered before.

1 2 3 4 5 6 7

4. When I looked at the large map, I would add the following: (please specify here or write on the outline itself).

5. When I looked at the large map, I would delete the following: (please specify here or write on the outline itself).

6. Overall, this map seemed helpful to increase my understanding of my own experience with mentoring relationships as a lesbian, gay and bisexual doctoral student.

1 2 3 4 5 6 7

7. I believe this map would be helpful to faculty mentors to increase their understanding of the needs of lesbian, gay and bisexual doctoral students.

1 2 3 4 5 6 7

8. When I look at this large map, the part I would like to know more about is:

The next three questions are specifically about the proposed relationship between a lesbian, gay or bisexual student's level of outness/disclosure and their perceptions of safety in the training environment (see Large Map, Section L Student/Training Environment).

9. The proposed interactive relationship between level of outness/disclosure and perceptions of the training environment is reflective of my experience as a lesbian, gay or bisexual doctoral student in Counseling Psychology.

1 2 3 4 5 6 7

10. The proposed idea that a student's level of outness/disclosure and the student's perception of the training environment are factors that impact the student's mentoring relationships with faculty is reflective of my experience.

1 2 3 4 5 6 7

11. If you rated your agreement with these statements (#9 and #10 above) as low (4 or below), do you have an alternative interpretation? (Please write here or on the outline itself).

After reviewing these materials, what observations, ideas, questions, criticisms or insights do you have about the large map of the data? Feel free to write these ideas on the back of this form, on the map itself, on a separate piece of paper or email them to me.

Thank you for your participation. Please return this form and any other feedback information in the SASE provided. (I have provided you with two copies of these materials, so you can keep one for your files if desired). If you prefer to reply by email, let me know at X88LARK1@wmich.edu that you need an email version of the reply form and I will provide one via email.

Future Contact Status:

- ☐ I would be willing to participate in another member check if necessary.
- ☐ Please do not contact me for another member check, just send me the results at the end of the study.
- ☐ I decline participation in the current and all future member checks. I am returning this form blank, with my initials so that you can take me off the member check list.
- Please put initials here: _____

Appendix Q
Letter Thanking Participants

Thank You Notes to Participants After the Interview

Dear (Insert Name),

I am writing to thank you for participating in the interview for my dissertation research. I am nearing the end of the interviewing phase and am impressed by how much participants have been willing to share. I look forward to the data analysis, as all the stories are so rich! Thank you for your time and willingness to be part of this project. As we discussed, you will be hearing from me again during data analysis.

Thank you.

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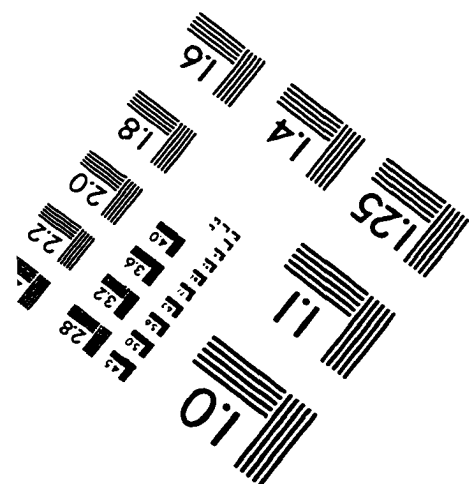
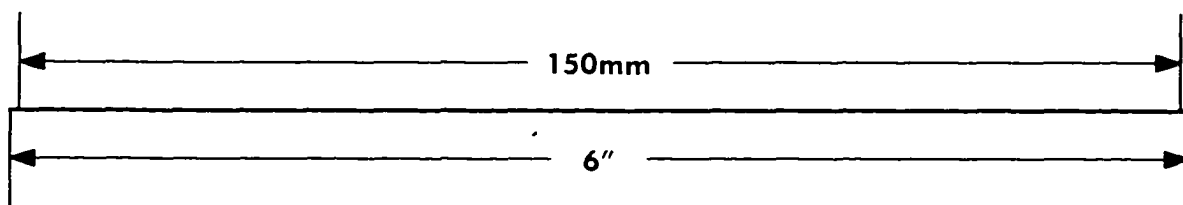
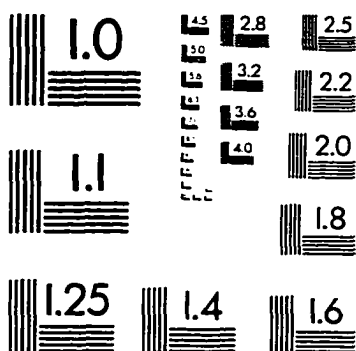
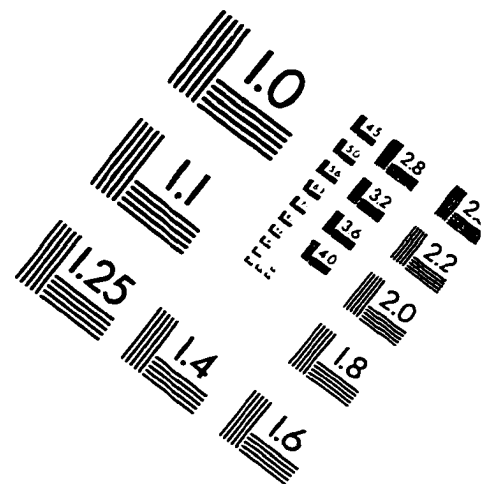
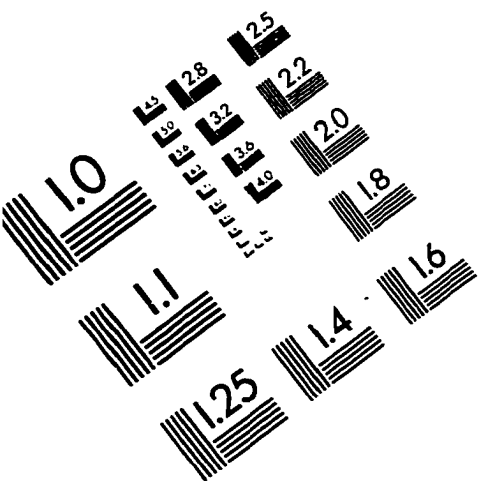
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IMAGE EVALUATION TEST TARGET (QA-3)



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