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INSTITUTIONAL VARIABLES, COLLEIAL RELATIONSHIPS, AND OCCUPATIONAL
SATISFACTION: TESTING THE CONCEPTUAL FRAMEWORK OF FACULTY JOB
SATISFACTION AMONG COUNSELOR EDUCATORS

by

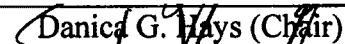
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ABSTRACT

INSTITUTIONAL VARIABLES, COLLEGIAL RELATIONSHIPS, AND OCCUPATIONAL SATISFACTION: TESTING THE CONCEPTUAL FRAMEWORK OF FACULTY JOB SATISFACTION AMONG COUNSELOR EDUCATORS

Rebecca E. Michel
Old Dominion University, 2012
Dissertation Chair: Dr. Danica G. Hays

Occupational satisfaction is the extent to which individuals are fulfilled by their employment. The Conceptual Framework of Faculty Job Satisfaction (Hagedorn, 2000) describes how aspects of work impact occupational satisfaction, yet researchers have not previously used this model with counselor educators. This study investigated the applicability of the model, as well as the impact of institutional and interpersonal variables, on a sample of 296 counselor educators (26.86% response rate). Findings suggested the model predicted over half of the variance in occupational satisfaction. Significant predictors of satisfaction included work itself, responsibility, recognition, salary, collegial relationships, administration, and climate. Counselor educator occupational satisfaction was also predicted by relational variables, including involvement in a mentoring relationship, satisfaction with colleagues, and satisfaction with the department chair. Individuals involved in a mentoring relationship reported a more positive departmental climate and greater scholarship engagement than peers without a mentor or mentee. Findings suggested no difference in occupational satisfaction based on CACREP accreditation status or union status and a slight difference based on teaching method. Implications for future training and research are discussed.

Dissertation Committee Members: Dr. Theodore P. Remley, Jr.
Dr. Mark C. Rehfuss

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Throughout my doctoral studies at ODU I have had the honor and privilege of learning from and collaborating with many remarkable faculty members, most notably Drs. Grothaus, McAuliffe and Horton-Parker. Dr. Grothaus, your supervision helped me develop my identity as a counselor educator. I cannot thank you enough for your support. Dr. McAuliffe, thank you for recruiting me to attend ODU and for mentoring me in research and teaching. You are an outstanding educator. Dr. Horton-Parker, it has been a joy to collaborate with you in the classroom and through professional organizations. Your enthusiasm is contagious!

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CHAPTER ONE

INTRODUCTION

The degree to which individuals are fulfilled by their employment is referred to as work, career, job, or occupational satisfaction. Occupational satisfaction involves numerous personal and environmental factors that impact the way in which employees interact with their work (Fraser & Hodge, 2000; Hagedorn, 2000). Counselor educators derive satisfaction from making contributions to the field (e.g., teaching, scholarship, and assisting with program improvement); relationships with others (e.g., colleagues, students, and mentorship); and the academic environment (e.g., fit, support for scholarly activities, clear tenure and promotion information, and autonomy; Magnuson, Norem, Lonneman-Doroff, 2009; Oberman, 2005). Counselor educators have consistently reported satisfaction with their jobs (Alexander-Albritton, 2008; Dempsey, 2009; Hill, 2009; Gambrell, Rehfuss, Suarez & Meyer, 2011; Holcomb-McCoy & Addison-Bradley, 2005; Miller, 2003; Oberman, 2005; Parr, Bradley, Lan & Gould, 1996). Satisfied faculty members positively contribute to universities because they are more productive, experience less stress, and less turnover (Batlis, 1980; Hagedorn, 2000; Pelletier, 1984; Rosser, 2004).

Conceptual Framework

The Conceptual Framework of Faculty Job Satisfaction (Hagedorn, 2000) served as a guide for this study (see Table 1). The model included triggers (significant life events), and mediators (factors that influence the relationships among other variables). Triggers involve a change in (a) life stage, (b) family-related or personal circumstances, (c) rank or tenure, (d) institution, (e) perceived justice, and (f) mood or emotional state.

Mediators include (a) demographics, (b) motivators and hygienes, and (c) environmental conditions. Demographics measured include (a) academic discipline, (b) gender; (c) race/ethnicity; and (d) institutional type (i.e., teaching format, union membership, and CACREP accreditation status). Motivators and hygienes examined are comprised of: (a) work itself (b) achievement, recognition, and responsibility; (c) advancement; and (d) salary. Environmental conditions investigated consist of: (a) collegial relationships (i.e., supervisory, colleagues, and mentoring relationships); (b) student relationships; (c) administration; and (d) departmental climate or culture.

Table 1

Hagedorn's (2000) Conceptual Framework of Faculty Job Satisfaction

Mediators			Triggers
Motivators & Hygienes	Demographics	Environmental Conditions	Change or Transfer
Work Itself	Academic discipline	Collegial relationships	Transfer to new Institution
Achievement	Gender	Student relationships	Change in Rank/tenure
Recognition	Ethnicity	Administration	Change in Life Stage
Responsibility	Institutional Type	Departmental climate or culture	Change in Family-related/personal circumstance
Advancement			Change in perceived justice
Salary			Change in mood or emotional state

Job Satisfaction Continuum

Disengagement	Acceptance/tolerance	Appreciation of job Actively engaged in work
---------------	----------------------	---

Background

Previous researchers have investigated counselor educator job satisfaction in relation to personal (e.g., tenure status, parenting status, minority status, gender, partner educational similarity, and academic rank), and environmental variables (e.g., departmental racial climate, Carnegie rating, and CACREP accreditation status). Despite consistent findings that counselor educators are generally satisfied with their careers (Alexander-Albritton, 2008; Gambrell et al., 2011; Hill, 2009; Holcomb-McCoy & Addison-Bradley, 2005; Miller, 2003; Oberman, 2005; Parr et al., 1996), there are mixed results regarding satisfaction in most other areas of their work. When exploring rank and tenure, Hill (2009) suggested pre-tenure faculty members reported less satisfaction than their tenured colleagues (Hill, 2009), whereas Oberman (2005) found counselor educators at all ranks reported similar job satisfaction. When focusing on specific sub-groups within counselor education, no relationship has been established between tenure status and satisfaction among female (Alexander-Albritton, 2008) or African American counselor educators (Holcomb-McCoy & Addison-Bradley, 2005). However, African American counselor educator's perceptions of departmental racial climate predicted job satisfaction (Holcomb-McCoy & Addison-Bradley, 2005). Also, parenting female counselor educators reported lower job satisfaction than their colleagues without children

(Alexander-Albritton, 2008). Regarding institutional type, Miller (2003) indicated counselor educators at Doctoral institutions reported higher job satisfaction than faculty members at Masters institutions, however, Alexander-Albritton (2008) found no significant difference in satisfaction based on type of institution among female counselor educators. Additionally, no significant relationships have been reported among job satisfaction and minority status, gender, partner educational similarity, or CACREP accreditation status (Alexander-Albritton, 2008; Hill, 2009; Miller, 2003).

Rationale for the Study

Counselor educators are in a unique position to directly impact counselors in training who will, in turn, influence clients (Hill, Leinbaugh, Bradley, & Hazler, 2005). Thus, counselor educators have an obligation to model wellness for their students (Yager & Tovar-blank, 2007). The Council for Accreditation of Counseling and Related Educational Programs (CACREP, 2009) requires counselors in training to establish a wellness foundation in order to decrease professional burnout and assist clients in need. Since occupational satisfaction is a significant predictor of well-being (Burke & McKeen, 1995; Lewis & Borders, 1995), it is important to understand its role among counselor educators in order to create a wellness-oriented work and educational environment (Witmer & Young, 1996).

While a framework for Faculty Job Satisfaction exists (Hagedorn, 2000), no studies to date have assessed how well the full model explains occupational satisfaction among counselor educators. Previous scholars have investigated certain variables within the model, including: academic discipline; gender; race/ethnicity; institutional type (e.g., Carnegie status, urban setting, and CACREP accreditation status); work itself (e.g.,

scholarship, teaching, and service); achievement; advancement (e.g., tenure and rank); salary; and institutional culture (e.g., racial climate). However, these studies provide inconclusive results regarding many aspects of occupational satisfaction. Additionally, many factors within the model have not yet been fully explored, notably collegial relationships (i.e., supervisory, colleagues, and mentoring relationships); student relationships; administration; departmental climate in general; institutional type (i.e., teaching format, and union status); recognition; responsibility; and triggers (i.e., change in life stage, family-related or personal circumstances, rank or tenure, institution, perceived justice, and mood or emotional state).

Since there is no accepted definition of occupational satisfaction, scholars choose among various theoretical approaches to investigate this construct (Ben-Porat, 1981). Thus, while many researchers may explore job satisfaction, the framework, measures and recommendations may not be congruent with one another. For example, within counselor education, some researchers have conceptualized occupational satisfaction based on perceptions of occupational stress and strain (Alexander-Albritton, 2008; Dempsey, 2009; Hill, 2009), whereas others utilized a multidimensional approach in which they explored various intrinsic and extrinsic factors of job satisfaction (Gambrell et al., 2011; Miller, 2003; Oberman, 2005). A Conceptual Framework of Faculty Job Satisfaction (Hagedorn, 2000) has been established to explain this construct among university faculty members. If this framework accurately predicted occupational satisfaction among counselor educators, future researchers could use this model to conceptualize and measure this construct. Thus, scholars would be able to collectively contribute to the body of satisfaction literature using similar definitions and metrics.

Additionally, gaining greater understanding into the potential relationship among occupational satisfaction and institutional factors, such as CACREP accreditation status, union status, and teaching format, can provide counselor educators with information about where they may find the best fit and satisfaction in their careers. Also, while the importance of mentorship and positive collegial relationships has been documented, (Bradley & Holcomb-McCoy, 2004; Hill et al., 2005; Magnuson et al., 2009; Rheineck & Roland, 2008), empirical research is lacking on the impact of collegial relationships on counselor educator occupational satisfaction. As counselor educators experience greater satisfaction, they will likely be more productive, experience less stress, and feel greater well-being, (Batlis, 1980; Hagedorn, 2000; Pelletier, 1984; Rosser, 2004). Ultimately, they will serve as better role models for counselors in training, supervisees, and clients.

Purpose of the Study

The purpose of this study was to assess the predictive utility of the Conceptual Framework of Faculty Job Satisfaction (Hagedorn, 2000) among counselor educators. In exploring counselor educator occupational satisfaction, I hoped to determine (1) whether significant group differences existed in occupational satisfaction based on teaching method, union membership, and CACREP accreditation status; (2) whether interpersonal relationships (e.g., satisfaction with department chair, satisfaction with colleagues, and involvement in a mentoring relationship) predicted scholarship achievement, perception of departmental climate and occupational satisfaction; and (3) how accurately the Conceptual Framework of Faculty Job Satisfaction (Hagedorn, 2000) predicted counselor educator occupational satisfaction.

Research Questions and Hypotheses

In order to investigate group differences, the impact of interpersonal relationships, and the predictive ability of Hagedorn's (2000) Conceptual Framework of Faculty Job Satisfaction among counselor educators, the following research questions were explored:

Research Question 1: Are there group differences in total occupational satisfaction based on institutional variables of teaching format, union status, and CACREP accreditation status?

(H₁) There is a significant interaction among teaching format, union status, and CACREP accreditation status and total occupational satisfaction.

(H₂) There is no significant main effect of teaching format on total occupational satisfaction.

(H₃) There is a significant main effect of non-union status on higher total occupational satisfaction.

(H₄) There is a significant main effect of CACREP accreditation status on higher total occupational satisfaction.

Research Question 2: Do collegial relationships, including satisfaction with the department chair, satisfaction with colleagues and involvement in a mentoring relationship, significantly predict scholarship achievement, perception of departmental climate and total occupational satisfaction?

(H₅) Greater satisfaction with the department chair, higher satisfaction with colleagues, and involvement in mentoring relationship significantly predicts scholarship achievement.

(H₆) Higher satisfaction with the department chair, greater satisfaction with colleagues, and involvement in a mentoring relationship significantly predicts perception of departmental climate.

(H₇) Greater satisfaction with the department chair, satisfaction with colleagues, and involvement in a mentoring relationship significantly predicts total occupational satisfaction.

Research Question 3: To what extent does Hagedorn's (2000) Conceptual Framework of Faculty Job Satisfaction (i.e., demographics, motivators and hygienes, environmental conditions, and triggers) predict counselor educator occupational satisfaction?

- What percent of the total variance of occupational satisfaction is accounted for by demographic variables, including participant gender, participant ethnicity, program CACREP accreditation status, and institutional union status?
 - (H₈) Demographic variables (i.e., participant gender, participant ethnicity, program CACREP accreditation status, and institutional union status) are significant predictors of occupational satisfaction.
- What percent of the total variance of occupational satisfaction is accounted for by motivator and hygiene variables, including achievement, recognition, work itself, responsibility, advancement, and salary?
 - (H₉) Motivator and hygiene variables (i.e., achievement, recognition, work itself, responsibility, advancement, and salary) are significant predictors of occupational satisfaction.

- What percent of the total variance of occupational satisfaction is accounted for by environmental variables, including collegial relationships, student relationships, administration, and departmental climate?
 - (H₁₀) Environmental variables (i.e., collegial relationships, student relationships, administration, and departmental climate) are significant predictors of occupational satisfaction.
- What percent of the total variance of occupational satisfaction is accounted for by trigger variables, including change in life stage, family related or personal circumstances, rank or tenure, institution, perceived justice, and mood or emotional state?
 - (H₁₁) Trigger variables (i.e., change in life stage, family related or personal circumstances, rank or tenure, institution, perceived justice, and mood or emotional state) are significant predictors of occupational satisfaction.

Delimitations

The scope of this study was limited to full-time faculty members in counselor education. Faculty members were included if they worked in CACREP accredited or non-accredited programs offering a master's, advanced graduate (e.g., Ed.S.), or doctoral degree. Participants must have reported a counselor educator professional identity to be included. Participants who did not meet these requirements were excluded from data analysis.

Counselor educators could specialize in a number of areas such as Career Counseling, College Counseling, Community Counseling, Counseling Psychology, Counselor Education and Supervision, Gerontological Counseling, Marital, Couple, and Family Counseling/Therapy, Mental Health Counseling, Rehabilitation Counseling, or School Counseling (Fallon, 2004). Participants were able to work at research or teaching intensive institutions. There was no comparison on occupational satisfaction based on specialization or Carnegie classification.

Another delimitation is the construct of occupational satisfaction itself. There is no universally accepted definition of occupational satisfaction and various models are used to explain the construct. I utilized the Conceptual Framework of Faculty Job Satisfaction (Hagedorn, 2000) to guide this investigation. Since no available measures assessed every variable in Hagedorn's (2000) model, I used three assessments to capture counselor educators' experience of work and occupational satisfaction. Additionally, job satisfaction is subjective in nature and participants' beliefs may change over time (Hagedorn, 2000). This study focused on the self-assessment of occupational satisfaction at one point in time.

Assumptions

I am a counselor educator in training and assumed participants would report high levels of job satisfaction. I presumed faculty members would understand and respond honestly to the survey content.

Definition of Terms

For purposes of this research study, the following variables were defined by Herzberg, Mausner, and Snyderman (1959) and Hagedorn (2000) and included in the Conceptual Framework of Faculty Job Satisfaction.

Academic Discipline: The distinct specializations within the counseling profession, such as school counseling, mental health counseling, and counselor education.

Achievement: The attainment of one's goals in order to successfully solve problems and evaluate one's accomplishments.

Administration: Institutional relations among faculty, students, and administration, and the administrative procedures as they are carried out by and meet faculty needs.

Advancement: The process of obtaining tenure and progressing through the ranks of a faculty member, including assistant professor, associate professor, and full professor.

Collegial Relationships: Quality of relations with department chairs, colleagues and mentoring relationships.

Satisfaction with department chair: Measure of good relationship with the department chair.

Satisfaction with colleagues: Rating of cooperation and friendliness of co-workers.

Involvement in a mentoring relationship: Level of engagement in a mentoring relationship between pre-tenured and tenured faculty members.

Gender: An individual's classification of gender.

Departmental climate or culture: The practices and beliefs within an organization, such as workload expectations, productivity, collegiality, and student-faculty relationships (Hofstede, 1991; Clark, 1980, 1987; Smart, Feldman, & Ethnigton, 2000).

Institutional Type: The characteristics that differentiate among institutions and counseling programs, including teaching format, union status and CACREP accreditation status.

Teaching format: The primary method of curriculum delivery, either face-to-face or distance education.

Face-to-face Education: An environment where instruction and learning occur simultaneously in the same location (Preffer, 2008).

Distance Education: An environment in which an instructor teaches and students learn in different locations primarily without face-to-face contact with one another (Preffer, 2008).

Union status: The classification between union and non-union institutions.

CACREP Accreditation status: The distinction between counseling programs that have or have not been granted accreditation by the Council for Accreditation of Counseling and Related Educational Programs (CACREP, 2009).

Race/Ethnicity: An individual's affiliation with a specific race or ethnic group.

Recognition: Acknowledgement and publicity provided for an individual's accomplishments by supervisors and colleagues.

Responsibility: The amount of jobs required of faculty members compared with coworkers.

Salary: How salary is determined in addition to the amount of salary compared to colleagues.

Student Relationships: The satisfaction with student interactions.

Triggers: Major life changes that influence an individual's relationship with work.

Transfer to a new institution: Changed institutions within the past year.

Change in rank or tenure: Promotion in rank or tenure within the past year.

Change in life stage: The faculty member conceptualizes an advancement to early, mid or late career stage within the past year.

Change in family-related or personal circumstance: The individual experienced a birth, death, marriage, divorce or illness of a significant person in their lives in the past year.

Change in perceived justice: A noticeable difference in inequity in salary, promotion, hiring, tenure, award nominations, or other aspects of faculty member work-life in the past year.

Change in mood or emotional state: The counselor educator noticed a prolonged change in mood in the past year.

Work Itself: The general type and productivity of work done by faculty members.

These additional terms will be used throughout the manuscript:

Counselor Educator: An individual who has obtained a Doctor of Philosophy (Ph.D.) or Doctor of Education (Ed.D.) in Counselor Education from a Council for Accreditation of Counseling and Related Educational Programs (CACREP) accredited or non-accredited institution and identifies professionally as a counselor educator.

Occupational Satisfaction. Also referred to as *job, career, or work satisfaction.* This describes the level of fulfillment counselor educators have with their work as a faculty member. Satisfaction may be impacted by contributions to the field (e.g., teaching, scholarship, and assisting with program improvement); relationships with others (e.g., colleagues, students, and mentorship); and the academic environment (e.g., fit, support for scholarly activities, clear tenure and promotion information, and autonomy), (Magnuson et al., 2009; Oberman, 2005).

Overview of Methodology

Participants

Data were collected from counselor educators employed at higher education institutions in the United States. To participate, counselor educators must have been currently working as a full-time faculty member in a counseling-related graduate program and professionally identify as a counselor educator. Assuming a moderate effect size at the $P=.80$ level, a minimum sample of 200 participants was sought to test the hypotheses at the .05 alpha level (Cohen, 1992). The expected average return rate for survey research is between 10 and 30 percent (Erford, 2008). In order to obtain a large enough sample assuming a 20% return rate, I invited over 1,000 individuals to participate in the study.

Data Collection Methods

I randomly selected faculty members from both CACREP accredited and non-accredited programs to be included in the study. All counselor educators were surveyed in the randomized programs through a direct email solicitation. Reminder emails were sent to non-responders. A second round of data collection included additional randomly selected faculty members since an appropriate sample size had not been established.

The survey packet included two sections. The first section provided instructions and Human Subjects Review information. The second section included the following assessments (a) 11 items from a modified Faculty Job Satisfaction/Dissatisfaction Scale (Oberman, 2011); (b) 30 items exploring the Work-life Experiences of Faculty Members (August & Waltman, 2004); and (c) 30 items regarding participant demographic information.

Data Analysis

Upon completion of data collection, SPSS 20.0 for Windows was utilized to analyze the data. Data were screened and since outliers were present, I determined if there was a data entry error. After subsequent data screening, outliers were removed for accuracy. Frequency distributions were conducted to report gender, ethnicity, age, license/certifications, professional affiliations, professional specialization, highest degree earned, rank, tenure status and salary. A 3-way ANOVA, Regression Analyses and a Hierarchical Regression Analysis were used to answer research question one, two and three, respectively. To answer the third research question, variables were entered in a blockwise fashion in the following order: (a) Demographic variables (i.e., participant gender, participant ethnicity, program accreditation status, and institutional union status); (b) Motivator and hygiene variables (i.e., work itself, achievement, recognition, responsibility, advancement, and salary); (c) Environmental variables (i.e., collegial relationships, student relationships, administration, and departmental climate); (d) Trigger variables (i.e., change in life stage, family related or personal circumstances, rank/tenure, institution, perceived justice, and mood or emotional state). Total occupational satisfaction served as the dependent variable.

Summary

The counselor education field has not arrived at a consensus as to the most appropriate way in which to conceptualize occupational satisfaction. To date, no research has assessed the predictive utility of the Conceptual Framework of Faculty Job Satisfaction (Hagedorn, 2000) among counselor educators. Additionally, there is a gap in the literature regarding counselor educator occupational satisfaction, specifically related to institutional type and collegial relationships. In order to further understand counselor educator occupational satisfaction additional research is warranted.

CHAPTER TWO

LITERATURE REVIEW

This chapter provides a review of the literature on occupational satisfaction. The chapter begins by defining and presenting various ways to conceptualize occupational satisfaction. Next, Hagedorn's (2000) Conceptual Framework of Faculty Job Satisfaction (see Table 1) will be presented. This model served as the framework for the remainder of the chapter. The variables within the Conceptual Framework of Faculty Job Satisfaction (Hagedorn, 2000) will be explored in depth, including mediators (i.e., demographics, motivators and hygienes, and environmental conditions) and triggers (e.g., changes in life stage and rank). The literature review expounded on demographic variables, including the following: (a) academic discipline, (b) gender (c) race/ethnicity, and (d) institutional type. Following this section, motivators and hygienes are investigated, specifically the following: (a) work itself, (b) achievement, (c) recognition, (d) responsibility, (e) advancement, and (f) salary. Lastly, environmental conditions are presented, notably: (a) collegial relationships, (b) student relationships, (c) administration, and (d) departmental climate or culture. Triggers are described within the context of the other variables discussed. Each section highlighted empirical studies exploring faculty member satisfaction, and where available, specific research on counselor educators.

Occupational Satisfaction

Engaging in productive work is a major life task (Myers, Sweeney, & Witmer, 2000) that contributes to identity development, social relations, and financial incentives (Herr, Cramer, & Niles, 2003). The degree to which people are fulfilled by their employment is referred to as work, career, job or occupational satisfaction. Job

satisfaction relates to the congruence, or fit, between desired and expected outcomes between the individual and work environment (Cable & DeRue, 2002; Oshagbemi, 1999; Resick et al., 2007). Locke (1969) conceptualized job satisfaction as “the pleasurable emotional state resulting from the appraisal of one’s job as achieving or facilitating one’s job values” (p. 316). Spector (1997) described occupational satisfaction simply as the “extent to which people like or dislike their jobs” (p. 2).

Occupational satisfaction impacts the way in which individuals interact with their work and personal lives. Career satisfaction influences employee motivation (Ostroff, 1992; Patterson, Sutton, & Schuttenberg, 1987), absenteeism (Hackett & Guion, 1985), turnover (Griffin, Hom & Gaertner, 2000), organizational citizenship behavior (Organ & Ryan, 1995), and burnout (Jayaratne & Chess, 1983). In short, job satisfaction contributes to how effectively individuals perform their jobs (Bacharach, Bamberger, & Mitchell, 1990; Batlis, 1980; Schuler, Aldag, & Brief, 1977; Spector, 1997). Experiencing job satisfaction also contributes to our personal lives. There is a positive relationship between job satisfaction and life satisfaction (Heller, Judge & Watson, 2002; Iverson & Maguire, 2000; Judge & Locke, 1993; Judge, Locke, Durham, & Kluger, 1998; Lounsbury, Park, Sundstrom, Williamson, & Pemberton, 2004; Rice, Near, & Hunt, 1980; Wright, Bennett & Dun, 1999) and occupational satisfaction is a predictor of well-being (Burke & McKeen, 1995; Lewis & Borders, 1995). As individuals experience greater job satisfaction, they are likely to encounter heightened satisfaction with life in general.

To date, no unifying definition has been adopted to describe occupational satisfaction. Thus, researchers must rely on conceptual frameworks with limited empirical evidence to guide their work. Ben-Porat (1981) stated that “no single theory

seems to give a satisfactory explanation” of job satisfaction (p. 524). While no conceptualization completely describes this phenomenon, many theorists describe job satisfaction in terms of person and environment fit or the presence of motivators and hygienes. Several frameworks will be explored.

Many theorists include both personal (e.g., motivation and personality) and environmental factors (e.g., type of work and opportunities for promotions) in conceptualizing job satisfaction (Fraser & Hodge, 2000; Howard & Frink, 1996; Morris & Villmez, 1992). These researchers collectively assert that optimal person-environment fit is essential for occupational satisfaction (Caldwell & O’Reilly, 1990; Chatman, 1989). For example, the Theory of Work Adjustment (Dawis, England, & Lofquist, 1964) describes job satisfaction as the way a person and their environment interact to influence the perception of work. Maslow’s Hierarchy of Needs (1954) has also been utilized to understand job satisfaction in this way. The theory describes six ascending human needs, specifically: (1) physiological, (2) safety, (3) belonging, (4) love, (5) esteem, and (6) self-actualization. Once a need is met, the next higher-order need emerges. Maslow (1954) believed job satisfaction occurred when an individual’s needs were met by their work. For example, if individuals felt safe and secure in their jobs, they would strive to seek a higher order need by seeking belonging at work (Canales, 2008). Hopkins (2005) explained that employees meet their belonging needs through mentoring, professional and personal relationships with their colleagues and supervisors. Each of these theories recognized that the person and environment both contribute to job satisfaction.

Scholars exert that working individuals can gain satisfaction from extrinsic (e.g., salary, benefits, and work environment), and intrinsic rewards (e.g., sense of

accomplishment, personal growth, and autonomy; Butcke, Moracco, & McEwen, 1984; Herzberg, Mausner, Peterson, & Capwell, 1957; Herzberg et al., 1959; Locke, 1983, 1984; Nash, Norcross, & Prochaska, 1984). Herzberg and colleagues (1957; 1959) established a two-factor theory of job satisfaction involving motivators (which increase job satisfaction) and hygienes (which decrease dissatisfaction). Motivators were also referred to as intrinsic factors and hygienes as extrinsic factors. According to Herzberg et al. (1959), 14 factors are related to job satisfaction and dissatisfaction. Motivators included: achievement, recognition, work itself, responsibility, possibility of advancement, possibility of growth. Hygienes included: salary status, quality of interpersonal relations with superiors, quality of interpersonal relations with peers, technical supervision, agreement with company policies and administration, pleasant working conditions, external factors from personal life and job security. When the theory was tested, Herzberg and colleagues (1959) found the following factors influenced job satisfaction: achievement, recognition, work itself, responsibility, advancement and salary. Several studies have verified Herzberg's research (see Gallagher & Einhorn, 1976; Knight & Westbrook, 1999). According to this theory, job satisfaction is increased when an employee experiences achievement, is invested in work, and is compensated with recognition, responsibility and salary.

Linda Hagedorn (2000) used Herzberg and colleagues (1959) two-factor theory of job satisfaction to develop a Conceptual Framework of Faculty Job Satisfaction (see Table 1). The model included numerous environmental and individual characteristics expected to contribute to academic career satisfaction. The factors are designated as either triggers or mediators. Triggers include major life changes and influence an

individual's relationship with work. Mediators are variables that interact to influence career satisfaction. Hagedorn's (2000) model includes three types of mediators: (a) demographics, (b) motivators and hygienes, and (c) environmental conditions.

Demographic variables are comprised of: (a) academic discipline, (b) gender, (c) race/ethnicity, and (d) institutional type. Motivators and hygienes consist of: (a) work itself, (b) achievement, (c) recognition, (d) responsibility, (d) advancement, and (f) salary. Lastly, environmental conditions include: (a) collegial relationships, (b) student relationships, (c) administration, and (d) departmental climate or culture. Hagedorn (2000) assessed the validity of the framework using data collected from the 1993 National Study of Postsecondary Faculty (NSOPF; Toutkoushian & Bellas, 2003). She determined work itself, salary, relationships with administration, satisfaction with student quality and departmental climate were most predictive of satisfaction.

There are numerous ways in which researchers have conceptualized job satisfaction. They may focus on person and environment fit, the presence of motivators and hygienes, or use a different lens entirely. Within the counselor education field, various frameworks have been used to explore job satisfaction. Parr et al. (1996) acknowledged that the lack of theoretical clarity allowed researchers to view satisfaction from various vantage points, including motivators, reinforcements, extrinsic, and psychological factors. Many researchers choose a primary theory through which to view and measure job satisfaction. Hill (2009) and Dempsey (2009) assessed perceptions of occupational stress and strain (Osipow & Spokane, 1983, 1984, 1987). Alexander-Albritton (2008) investigated intrinsic and extrinsic factors using the Occupational Satisfaction in Higher Education Scale Revised (Hill, 2005). Miller (2003) focused on

specific motivators and reinforcements including salary, location, professional associations, community service and salary. Holcomb-McCoy and Addison-Bradley (2005) highlighted the impact of social cues and work conditions specifically related to racial climate (Griffin & Bateman, 1986). Gambrell and colleagues (2011) utilized the Job Descriptive index (Balzer et al., 1997), and considered numerous factors including work itself, pay, promotion and colleagues rather than a global measure of satisfaction. Oberman (2005) explored satisfaction based on Herzberg's theory of motivation. The specific model used to view occupational satisfaction influences the measurement, outcomes and recommendations provided by each researcher.

This study is investigating occupational satisfaction among faculty members who specifically teach within counselor education. I will utilize Hagedorn's (2000) Conceptual Framework of Faculty Job Satisfaction to explore this construct and each variable will be comprehensively discussed. First, an overview of job satisfaction among faculty members in general and counselor educators specifically will provide a foundation for the investigation.

Job Satisfaction of Faculty Members

The expectations and roles of faculty members are distinct from other professions (Hagedorn, 1996). Thus, scholars recommend faculty member career satisfaction be explored separately from other occupational groups (Braxton, 1983; Creswell, 1985; Kelly, 1989). Faculty members typically require more lifestyle accommodation than other professional jobs, thus, perceptions of work quality of life significantly impact their satisfaction (Hagedorn, 1996; Johnsrud & Rosser, 2002). Job satisfaction is a predictor of faculty member's intention to stay or leave a position (Hagedorn, 1996; Rosser, 2004;

Smart, 1990). Faculty member occupational satisfaction is also related to increased productivity (Pelletier, 1984) and decreased stress (Witmer, Rich, Barcikowski, & Mague, 1983). Alternatively, occupational dissatisfaction has been shown to decrease productivity, decrease interactions with students, and increase turnover (Olsen, 1993). The consequences of occupational dissatisfaction influence both the individual and the organization (Hill, 2004).

The unique experience working as a university faculty member can foster both satisfaction and disappointment (Castillo & Cano, 2004). Faculty members typically report high satisfaction with intrinsic factors (e.g., sense of accomplishment, personal growth, and autonomy) early in their careers. Then, as faculty members get closer to tenure, extrinsic rewards (e.g., salary, benefits, and work environment) have been shown to decrease satisfaction level (Olsen & Sorcinelli, 1992; Magnuson et al., 2009). This research suggests when the initial excitement associated with a new position diminishes, extrinsic rewards become more important.

A number of variables may impact faculty member perceptions of work. Wimsatt (2002) suggested satisfaction is dependent on individual and institutional characteristics, work/role status, perceptions, and professional behavior. Factors that contribute to occupational satisfaction include autonomy within academic appointments, sabbatical opportunities, collegial relations and support, perceived control over career development, opportunities for intellectual growth, professional fulfillment, impacting the lives of others, student relationships, and experiencing a sense of accomplishment (Johnsrud & Heck, 1998; Olsen & Sorcinelli, 1992; Olsen, Maple, & Stage, 1995; Peterson & Wiesenberg, 2004; Sorcinelli, 1988, Tack & Patitu, 1992; Turner & Boice, 1987). Faculty

members are also more satisfied if they experience positive relationships with others, receive equitable compensation, resources and opportunities and enjoy a high status (Seifert & Umbach, 2008). Locke, Fitzpatrick, and White (1983) found college faculty members reported high satisfaction with their work achievement, colleagues, chair persons and low satisfaction with pay, promotion and administrators. Other research suggests, faculty members generally report satisfaction with salary, benefits, climate, and advancement opportunities (Ambrose, Huston, & Norman, 2005; Toutkoushian & Bellas, 2003).

The expectations and roles of faculty members require considerably more lifestyle accommodation than most jobs (Hagedorn, 1996). Sorcinelli and Near (1989) noted when work intrudes into personal life this can decrease satisfaction of faculty members. Additional stressful components include high self-expectations, time demands, and low pay (Gmelch, Lovrich, & Wilke, 1984). Engaging in relationships with large numbers of students and administrators may also be a source of stress (Blix, Cruise, Mitchell, & Blix, 1994). Moderators on stress for faculty members include self-confidence, personal characteristics, and collegial and institutional support (Blackburn & Bentley, 1993). Dissatisfaction has historically been rooted in low salary, lacking promotion opportunities, and negative relationships with the department chair (Field & Giles, 1977).

Despite experiences of stress or strain, the majority of faculty members report moderate to high occupational satisfaction. The National Survey of Postsecondary Faculty (NSOPF:04) found 85% of faculty members indicated being satisfied with their jobs. Furthermore, the National Center for Education Statistics' (NCES) exerted faculty members are consistently 'somewhat satisfied' with their jobs (2004, 1996). The National

Opinion Research Center surveyed 1,511 full time faculty members and found 90% were satisfied with their jobs. The most influential reasons faculty members chose to remain employed at an institution included (a) the ability to educate students, (b) work in an intellectually challenging environment, (c) freedom to teach courses of interest, and (d) spend time with family. The least important factors included (a) institutional and department reputation (b) campus physical conditions, and (c) opportunity for professional recognition (Sanderson, Phua, & Herda, 2000). A decade earlier, Thoreson, Kardash, Leuthold, and Morrow (1990) surveyed faculty members at a Midwestern state university and found high levels of satisfaction in academia, especially surrounding research and teaching. These collective findings support the notion that faculty members are generally satisfied in their work.

Job Satisfaction of Counselor Educators

Research suggests faculty members in a given academic discipline often resemble one another (Smart et al., 2000) based on the particular values and priorities of the profession. The counseling profession champions career development and optimal well-being (Magnuson, Black, & Lahman, 2006). Counselors and counselor educators maintain a commitment to promoting growth and development in clients, students and themselves (Hill, 2004). Witmer and Young (1996) explained, “well counselors are more likely to produce well clients” (p. 151). Wellness serves as a foundation for counseling, and faculty members are the leaders and role models for the profession. However, research is lacking on the experiences of counselor educators within academia (Hill et al., 2005).

Few studies have explored occupational satisfaction in counselor educators. The most comprehensive longitudinal study explored satisfaction, stress and connectedness of pre-tenured faculty. Magnuson (2002) completed the initial data collection, which included 38 first year counselor educators. The sample included both males ($n=12$) and females ($n=26$), aged 27 to 60 years ($M=40.4$), who reported their ethnicity to be White ($n=33$), African American ($n=3$), Native American ($n=1$), and Latino, ($n=1$). Participants rated three areas within their current faculty positions on a 10-point scale: stress and anxiety (1=minimal, 10=exorbitant), satisfaction (1=totally dissatisfied, 10= extremely satisfied) and connectedness (1=extremely lonely and isolated, 10= well connected and included). Participants also responded to open ended questions and follow up interviews. Results indicated that individuals experienced both high satisfaction and high stress during their first year as assistant professors. Most participants rated their satisfaction at an 8 or more at mid-year ($n=27$, 71%) and the end of the year ($n=22$, 58%). However, satisfaction slightly decreased from midyear ($M=7.82$) to the end of the year ($M=7.11$). Satisfaction was derived from supportive colleagues, teaching, and the academic environment (e.g., flexibility and autonomy). Over half of participants rated stress and anxiety seven or more at mid-year ($n=22$, 58.4%) and the end of year one ($n=20$, 52.6%). Stress resulted from challenges with time management, course development, student situations, program and university bureaucracy, tenure and promotion requirements, self imposed challenges and personal/family situations. Approximately 5 participants (13%) reported their first year to be unsatisfactory. Dissatisfaction was mostly derived from isolation, lack of support and low salaries. Despite stress and challenges, over half ($n=21$)

of participants reported a desire to remain in their positions through promotion and tenure (Magnuson, 2002).

Magnuson, Shaw, Tubin and Norem (2004) found participant reports on stress, satisfaction and connectedness at the end of year two were not significantly different from their first year ($n = 32$). While changes were not statistically significant, the trend suggested satisfaction decreased and stress increased for participants from the first to second year, with connection with colleagues potentially serving as a mediating factor (Magnuson et al., 2004). During the second year, seven participants were included in follow up interviews exploring three broad areas: (a) "How do you view your professional development as you enter your third year as an assistant professor?," (b) "What factors have contributed to your success, satisfaction and scholarship?," and (c) "What factors have been detrimental?" Themes from the interview data included (a) fit, (b) satisfaction derived from obtaining a new position, (c) success, (d) confidence, (e) congruence between expectations and support, (f) mentors, (g) overload, (h) tenure and promotion, and (i) desires or challenges. Overall, satisfied faculty members appreciated clear information on tenure and promotion, support for scholarly activities, collegiality and mentoring. Dissatisfaction was caused from workload, program faculty member discord, unclear expectations, insensitivity to personal needs, and isolation (Magnuson et al., 2004).

Magnuson et al. (2006) continued the longitudinal phenomenological study of third year counselor educator faculty members ($n=36$). Emergent themes included mentoring, balance and family focus, scholarship and fit/location. Participants noted the importance of fit in the workplace. An assistant professor stated, "Isn't it amazing how

important fit is, job satisfaction, and that feeling of peace and enjoying your environment. It makes all the difference in the world.” Participants also reflected how they have changed over the three years, with many expressing confidence and growth. However, a few reported negative changes. For example, one participant confided, “I’m on a lot more medicine to handle my stress. I seem to be work driven. I can’t see the gray area any more. I know that I’m headed for burnout.”

Participants in their third year also indicated several sources of satisfaction, including recognition for accomplishments, scholarship, autonomy, intrinsic pleasures (e.g., making a difference), and positive relationships with others (e.g., students and colleagues). Faculty members discussed sources of dissatisfaction including: lack of support, time restraints, financial burdens and negative interactions with others (e.g., student difficulties and politics). Nine participants noted university political climates and committee work as disappointing (Magnuson et al., 2006). Overall, satisfied third year counselor educators were motivated by factors leading to confidence in scholarship, teaching and service (Magnuson et al., 2006). Satisfaction stemmed from publications, student successes and support from colleagues. Stress and high workloads were mitigated by scholarly success and supportive colleagues. Assistant faculty members continued to underscore the importance of mentorship, collaboration, and support from veteran faculty members (Magnuson et al., 2006).

Magnuson et al. (2009) assessed pre-tenure faculty members during their sixth year and found 22 participants reported the following themes; (a) work environment, (b) sources of satisfaction and pleasure, (c) interplay between professional and personal domains and (d) change and transformation. Within the work environment, participants

reported that “many aspects of academia are unhealthy; [they] go against what we teach in mental health,” but that flexible schedules helped with the workload. New faculty members categorized relationships with department chairs, deans and colleagues as either supportive or unsupportive. Participants generally experienced stress from the tenure and promotion process, however, those who received tenure reported satisfaction with the support received from colleagues and administration. Such supportive relationships and mentors also accounted for their satisfaction and success. Unsupportive relationships emerged from a “hierarchical leadership structure resulting in miscommunication,” “no expression of appreciation for accomplishments,” and “100% lack of mentorship.” Such departmental strife decreased both productivity and satisfaction. New faculty members also indicated inadequate financial rewards and an “unrealistic” workload with “more to do than can be done.”

Sources of satisfaction resulted from teaching, mentoring, student growth and contributing to the profession (e.g., writing articles, assisting with accreditation, and serving in leadership positions). In addition to the interviews, participants also rated their satisfaction from 1 to 10. Of the 22 participants, 12 rated their satisfaction between 8 and 10, six rated it between 4 and 7, and four rated it between 1-3. Participants noted personal and family health issues in which they relied upon their family, faith, exercise and travel to cope with their situation. The last theme related to change and transformation, specifically surrounding maturity and confidence, perspective, priorities and management. Recommendations for future faculty members and counselors in training included a suggestion to engage in scholarship, search for a good fit when applying for

jobs, prepare for tenure and promotion, form professional relationships, and engage in appropriate self care measures.

Leinbaugh, Hazler, Bradley, and Hill (2003) surveyed 230 counselor educators to determine what factors encouraged them to remain in their faculty positions. The sample included 116 men and 114 females who identified as White ($n=197$), African American ($n=13$), Asian American ($n=8$), Native American ($n=4$), and Latina/Hispanic ($n=2$). Participants worked at 97 programs which were accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). Most participants were tenured (60.8%) and had their degrees in counselor education ($n=157$), however 37 had degrees in psychology and 37 in other fields. Participants completed the Pluses and Minuses of Being a Counselor Educator Questionnaire (PMBCE; Leinbaugh et al., 2003) and the Memorial University of Newfoundland Scale of Happiness (MUNSH), a measure of subjective well-being (Stones & Kozma, 1994). A factor analysis produced five factors that impacted a counselor educators' decision to remain in their faculty position. The factors included: potential institutional bias, control over organizational details, internal control and rewards, management of efforts and time, and promotion, tenure and salary issues. Findings also suggested that counselor educators experience overall satisfaction from their various roles within academia.

Hill et al. (2005) utilized the data obtained in their previous study (see Leinbaugh et al., 2003) to specifically focus on the experiences of female counselor educators. The sample included members of different regions within the Association for Counselor Educators and Supervisors (ACES). Participants ranged from 28-70 years and classified themselves as White ($n=99$), African American ($n=8$), Native American ($n=8$), Asian

American ($n=2$), and Latino ($n=2$). The participants worked in master's level programs (47%), doctoral programs (29.6%) and educational specialist programs (23.5%).

Participants had previously taken the PMBCE (Leinbaugh et al., 2003) to determine encouraging and discouraging elements of their career. The results indicated the most encouraging items included: sense of autonomy in your work; teaching counselor education classes and having personal control over choosing courses to be taught; making a significant contribution to the counseling profession; giving presentations to other professionals; involvement in professional organizations; student enthusiasm; positive student growth during the program and after graduation. Three of the encouraging items correlated significantly with Total Life Satisfaction: sense of autonomy in your work, making a significant contribution to the counseling profession and making presentations to other professionals. Control of one's destiny at work and impact on others may also influence life satisfaction (Hill et al., 2005).

Faculty members reported the following items either discouraging or neutral: toxic faculty environment; colleagues who are hurtful; office politics; office gossip; lack of mentor(s); colleagues less skilled, knowledgeable, motivated than you; need for additional income beyond your base salary; expenses related to faculty-related work; understanding the unwritten rules/ guidelines for merit pay; and sense of being over controlled by others in your work. Relationship issues were also prevalent among the discouraging factors, which is in line with previous research suggesting social climate and interactions influence satisfaction for female faculty members (Robertson & Bean, 1998). Other discouraging factors all related to financial issues, which is not surprising considering females make less money than men at similar rank. The findings suggest

initiatives designed to impact specific problems faced by counselor educators may produce more satisfaction than actions promoting the positive aspects of their work (Hill et al., 2005). The majority of respondents in this study were White American females. Female faculty members of color may be impacted by these factors as well as other challenges, such as racism from colleagues (Bradley & Holcomb-McCoy, 2004).

Holcomb-McCoy and Addison-Bradley (2005) surveyed 48 African American counselor educators on job satisfaction and racial climate. The majority of participants were female ($n=26$, 54.2%), holding a Ph.D. ($n=36$, 75%), working as a non-tenured ($n=25$, 52.1%), faculty member at CACREP accredited ($n=39$, 81.3%) Public, research university ($n=41$, 85.5%). Results from the Minnesota Satisfaction Questionnaire-Short Form (MSQ-SF; Weiss, Dawis, England, & Lofquist, 1967) suggested participants experienced general satisfaction with their jobs. Participants also rated the racial climate in their department using the Racial Climate Scale (RCS; Watts & Carter, 1991). There was a significant negative relationship between satisfaction and racial climate. Counselor educators who were satisfied with their jobs reported a more positive racial climate. Additional findings suggested that tenure status and academic rank were not predictors of job satisfaction among African American counselor educators.

Hill (2009) investigated the impact of minority status, gender, and tenure status on counselor educator occupational strain and stress. Participants included 300 full-time counselor educators who were members of ACES. Respondents ranged from 28-77 years ($M=53.62$, $SD=8.46$) and were primarily White ($n=273$, 91%), tenured ($n=218$, 75.7%), professors ($n=146$, 49.2%). Approximately half of the participants were female (50.7%). Participants completed the Occupational Stress Inventory-Revised (OSI-R; Osipow,

1998; Osipow & Spokane, 1983, 1984) to measure occupational satisfaction. Results indicated no significant impact of gender or minority status on occupational satisfaction. However, pre-tenure faculty members reported significantly more stress and strain than tenured faculty. Pre-tenure faculty members were less likely to utilize coping resources to manage their work stress. These findings suggest pre-tenure faculty members experience less occupational satisfaction than their tenured colleagues.

Dempsey (2009) surveyed African American Male Counselor Educators using the OSI-R (Osipow, 1998; Osipow & Spokane, 1983, 1984). Participants ($n=44$) included black males age 31 to 60 who worked at CACREP accredited institutions. Many participants ($n=20$, 38%) were non-tenured assistant professors, with seven (16%) serving as a full professor. The majority ($n=33$, 75%) of participants were the only black male counselor educator in the department.

Participants reported a low level of generic job strain, indicating general enjoyment, interest and excitement from work. The sample of male counselor educators utilized social support and cognitive rational coping most often. These findings suggested that reaching out for social support and taking time to think through decisions are important coping mechanisms among African American male counselor educators. Overall, the sample was generally satisfied with their jobs.

Parr et al. (1996) surveyed 167 ACES members on their career satisfaction. Participants included both females ($n=76$, 45.5%) and males ($n=91$, 54.5%), and the mean age was 50.3. Twenty-three (13.8%) participants indicated they were of a racial/ethnic minority status. Respondents classified themselves primarily as counselor educators ($n=78$, practitioners ($n=13$), supervisors ($n=11$), and administrators ($n=14$), and

other ($n=21$). Participants took a questionnaire developed for the study called the Survey of Career Satisfaction (SCS), which explored work factors including: Empowerment, Administration, Harmony, Stress-freeness, and Security. Questions included topics such as independence, recognition, personal growth, and equitable income. Respondents reported the following levels of satisfaction: very dissatisfied ($n=8$, 4.8%), quite dissatisfied ($n=4$, 2.4%), slightly satisfied ($n=14$, 8.4%), quite satisfied ($n=75$, 44.9%), and very satisfied ($n=60$, 35.9%). Overall, most counselor educators were satisfied with their career.

Miller (2003) studied counselor educator job satisfaction in relation to scholarship, service, teaching, salary satisfaction and accreditation status. Participants ($n=98$) were predominately White (83.5%), men (60.2%), working at Public (72.4%), Doctoral (73.5%), CACREP accredited institutions (60.2%). Significant differences were found among type of institution (e.g., doctoral and masters) and accreditation status. Faculty members working at Doctoral programs reported higher job satisfaction and greater productivity (e.g., books, book chapters, and presentations) than their colleagues in Masters institutions. There were also differences noted between faculty members employed at CACREP compared with non-CACREP accredited institutions. Individuals in CACREP accredited counselor education programs presented at more conferences while counselor educators at non-CACREP accredited institutions experienced greater salary satisfaction. However, there were no differences among the groups based on teaching loads, publications, grants, service, or job satisfaction.

Alexander-Albritton (2008) investigated factors contributing to female counselor educator's job satisfaction. Participants ($n=111$) ages ranged from 28-67 ($M=45.05$,

SD=10.4). The sample included females who primarily classified themselves as heterosexual ($n=79$, 88.7%), and partnered ($n=89$, 80.2%) with children ($n=70$, 63.1%). The ethnicity of the participants included White ($n= 88$, 79.3%), African American ($n= 10$, 9.0%), Biracial/Multiracial ($n= 6$, 5.4%), Asian American ($n= 3$, 2.7%), Latino ($n= 2$,1.8%) and Other ($n= 2$,1.8%). The majority of participants held a doctoral degree ($n=88$, 79.3%) and were currently working in a full-time tenure track position ($n=94$, 84.7%) as non-tenured ($n=56$, 56.5%) assistant professors ($n=44$, 39.6%). Question. Participants reported working at the following types of institutions: Baccalaureate ($n=2$, 1.8%), Master's L ($n=20$,18.0%), Master's M ($n=18$, 16.2%), Master's S ($n=2$, 1.8%), Doctoral Level RU/VH ($n= 14$,12.6%), Doctoral Level RU/H ($N= 16$,14.4%), and Doctoral Level DRU ($n= 34$, 30.6%). Four (3.6%) participants were uncertain as to what type of institution they worked. Participants in the study completed the Occupational Satisfaction for Higher Education Scale Revised (OSHE_R; Hill, 2005). Results indicated that female counselor educators who were parenting experienced lower job satisfaction than their colleagues without children. There was no significant difference in satisfaction ratings based on Carnegie Classification, tenure status or the degree of educational similarity or difference within a partnership.

Oberman (2005) explored counselor educator job satisfaction of individuals working at CACREP doctoral programs. The study included 71 faculty members who served as assistant professors ($n=23$), associate professors ($n=22$), and full professors ($n=26$). Twenty-seven participants were female and 41 were male, with three individuals did not report gender. Participants completed the Faculty Job Satisfaction/Dissatisfaction Scale (Wood, 1973). Overall, counselor educators at all ranks were similarly satisfied

with their work, and were motivated primarily by intrinsic factors (e.g., achievement, recognition, work itself, responsibility, and growth) rather than extrinsic factors (e.g., policy and administration, supervision, salary, working conditions, and interpersonal relations). Counselor educators across all ranks rated the following variables from most to least satisfying: (1) work itself, (2) interpersonal relationships, (3) achievement, (4) authority, (5) working conditions, (6) work context, (7) growth, (8) policy and administration, (9) supervision, and (10) salary.

These studies collectively suggest counselor educators experience a moderate to high level of occupational satisfaction, which may be beneficial because counselor educators have an obligation to model wellness for their students (Yager & Tovar-Blank, 2007). The Council for Accreditation of Counseling and Related Educational Programs (CACREP, 2009) expects counselors in training to learn wellness techniques in order to decrease burnout. In order to create a wellness-oriented work environment, we must understand the role of occupational satisfaction among counselor educators (Witmer & Young, 1996). Research suggests satisfied employees are committed to the organization rather than solely promoting their own needs (Drysdale, 2005). Given the general freedom faculty members have regarding how they spend their time, job dissatisfaction could be detrimental to the amount and quality of scholarship, teaching and service. There are significant institutional costs associated with low job satisfaction, low productivity and high turnover (Olsen, 1993). As administrators gain greater understanding of faculty member satisfaction, they can determine effective recruitment and retention strategies (Johnsrud & Heck, 1994; Seifert & Umbach, 2008; Smart, 1990;

Weiler, 1985). Thus, it is important to assess faculty member occupational satisfaction (Firth-Cozens, 2000).

Section Summary

Occupational satisfaction is the “extent to which people like or dislike their jobs” (Spector, 1997, p. 2). It relates to the fit between desired and expected outcomes within a work environment (Cable & DeRue, 2002; Oshagbemi, 1999; Resick et al., 2007). Job satisfaction influences employee motivation, absenteeism, and performance (Bacharach et al., 1990; Hackett & Guion, 1985; Ostroff, 1992; Patterson et al., 1987; Schuler et al., 1977; Spector, 1997). Satisfaction is influenced by both extrinsic (e.g., salary, benefits, and work environment), and intrinsic (e.g., sense of accomplishment, personal growth, and autonomy) rewards (Butcke et al., 1984; Herzberg et al., 1959; Locke, 1983, 1984; Nash et al., 1984).

To date, no unifying definition has been adopted to describe occupational satisfaction, however, researchers rely on conceptual frameworks to guide their work. The theory of Work Adjustment (Dawis et al., 1964) and Maslow’s (1954) Hierarchy of Needs describe job satisfaction as the way a person satisfies his or her needs within the context of the work environment. The two-factor theory of job satisfaction (Herzberg et al., 1959) includes motivators, which increase job satisfaction, and hygienes, which decrease dissatisfaction. The variables in this model found to impact satisfaction included: achievement, recognition, work itself, responsibility, advancement and salary. The two-factor theory of job satisfaction (Herzberg et al., 1959) served as the foundation for development of the Conceptual Framework of Faculty Job Satisfaction (Hagedorn, 2000). The model includes triggers, which are major life changes that influence an

individual's relationship with work, and mediators, which interact to influence career satisfaction. The model includes (a) demographics (e.g., academic discipline, gender, race/ethnicity, and institutional type); (b) motivators and hygienes (e.g., work itself, achievement, recognition, responsibility, advancement, and salary); and (c) environmental conditions (e.g., collegial relationships, student relationships, administration, and departmental climate or culture).

Academic positions are distinct from other careers, thus satisfaction among faculty members is often explored separately from other occupational groups (Braxton, 1983; Creswell, 1985; Hagedorn, 2000; Kelly, 1989). Faculty member job satisfaction influences retention, productivity and stress (Hagedorn, 1996; Pelletier, 1984; Rosser, 2004; Smart, 1990; Witmer et al., 1983). Factors that contribute to satisfaction include autonomy, collegial relations, opportunities for intellectual growth, professional fulfillment, impacting the lives of others, student relationships, and experiencing a sense of accomplishment (Johnsrud & Heck, 1998; Olsen & Sorcinelli, 1992; Olsen, Maple, & Stage, 1995; Peterson & Wiesenber, 2004; Sorcinelli, 1988, 1992; Tack & Patitu, 1992; Turner & Boice, 1987). Most faculty members report satisfaction with their careers (Sanderson et al., 2000).

Counselor educators also consistently report satisfaction with their jobs (Hill, 2009; Holcomb-McCoy & Addison-Bradley, 2005; Magnuson et al., 2009; Oberman, 2005; Parr et al., 1996). Qualitative findings suggest satisfaction is derived from positive collegial relationships, mentoring, teaching, scholarship, students, autonomy and making contributions to the profession (Magnuson et al., 2004, 2006, 2009). These findings are consistent with research by Oberman (2005), indicating counselor educators were most

satisfied with work itself, interpersonal relationship and achievement. When Hill et al. (2005) surveyed female counselor educators, they reported work encouragement from autonomy, contributing to the counseling profession, making presentations, engagement in professional organizations, student enthusiasm, and witnessing student growth. Counselor educators appear to derive satisfaction from connections with colleagues and students, professional autonomy and contributions made within the counseling field.

Empirical studies regarding occupational satisfaction among counselor educators have investigated job satisfaction in relation to personal (e.g., tenure status, parenting status, minority status, gender, partner educational similarity, and academic rank) and environmental variables (e.g., departmental racial climate, Carnegie rating, and CACREP accreditation status). In exploring personal variables, Hill (2009) found pre-tenure faculty members report less satisfaction than their tenured colleagues. However, when Alexander-Albritton (2008) specifically focused on female counselor educators, she found no significant impact of tenure status on satisfaction. Alexander-Albritton (2008) also suggested parenting female counselor educators experienced lower job satisfaction than their colleagues without children. To date, no significant relationships have been reported among job satisfaction and minority status, gender, partner educational similarity or academic rank (Alexander-Albritton, 2008; Hill, 2009; Holcomb-McCoy & Addison-Bradley, 2005).

With regard to environmental or institutional variables, Holcomb-McCoy and Addison-Bradley (2005) established a correlation between job satisfaction and racial climate, in that satisfied African American counselor educators reported more positive racial climates. Miller (2003) found individuals working at Doctoral institutions reported

higher job satisfaction. However, among female counselor educators, Alexander-Albritton (2008) reported no significant impact of Carnegie rating on job satisfaction. No significant relationships have been reported among job satisfaction and minority status, gender, partner educational similarity, or CACREP accreditation status (Alexander-Albritton, 2008; Hill, 2009; Miller, 2003).

High job satisfaction benefits both the individual and institution. Alternatively, job dissatisfaction is related to lower scholarship, teaching and service productivity (Olsen, 1993). It is important to explore faculty member occupational satisfaction in order to determine effective recruitment and retention strategies to maintain satisfied and productive faculty members (Firth-Cozens, 2000; Johnsrud & Heck, 1994; Seifert & Umbach, 2008; Smart, 1990; Weiler, 1985). Specifically, we must understand counselor educator occupational satisfaction in order to create and maintain work environments aligned with the wellness-oriented values of the counseling profession (Witmer & Young, 1996).

The Conceptual Framework of Faculty Job Satisfaction

Linda Hagedorn (2000) created a conceptual model of Faculty Job Satisfaction. The model includes triggers (i.e., changes or transfers) and mediators (i.e., demographics, motivators and hygienes, and environmental conditions). Triggers are significant life events that may or may not be related to the job (Hagedorn, 2000), which result in a change in self and work habits (Latack, 1984; Waskel & Owens, 1991). An individuals' amount of resilience will impact his or her ability to "bounce back from adversity, conflict, failure, or even positive events, progress, and increased responsibility" (Luthans, 2002, pg. 702) that can occur from normal life events. Six triggers are present in

Hagedorn's Conceptual Framework of Faculty Job Satisfaction, including a change in (a) life stage, (b) family-related or personal circumstances, (c) rank or tenure, (d) institution, (e) perceived justice, and (f) mood or emotional state. These triggers will be discussed in relation to the mediator variables included in Hagedorn's model.

Hagedorn's (2000) framework also includes mediators, which are variables that influence the relationships between other variables. In the model, mediators include (a) demographics, (b) motivators and hygienes and (c) environmental conditions.

Demographics measured include: (a) academic discipline, (b) gender; (c) race/ethnicity; and (d) institutional type (i.e., teaching format, union membership, and CACREP accreditation status). Motivators and hygienes discussed consist of: (a) work itself (e.g., scholarship, teaching, and service); (b) achievement, recognition, and responsibility, (c) advancement, and (d) salary. Lastly, the following environmental conditions will be investigated: (a) collegial relationships (i.e., supervisory, colleagues, and mentoring relationships); (b) student relationships; (c) administration; and (d) departmental climate or culture. The following sections will provide an overview of the variables included in Hagedorn's (2000) Conceptual Framework of Faculty Job Satisfaction.

Demographics

Demographic variables in Hagedorn's (2000) Conceptual Framework of Faculty Job Satisfaction will be explored in this section. Variables discussed include academic discipline, gender, race/ethnicity, and institutional type (e.g., teaching format, union membership, and CACREP accreditation status).

Academic discipline. Research suggests faculty member job satisfaction in a given discipline is often similar based on the particular values and priorities of the

profession (Smart et al., 2000). For example, psychologists' job satisfaction is measured by intrinsic and extrinsic factors (Ryan & Deci, 2000) and sociologists mainly rely on differences in race, gender and social position to determine job satisfaction (Tuch & Martin, 1991). Studies exploring job satisfaction within the counseling discipline primarily explore balance, intrinsic and extrinsic factors.

There are nine specific counseling disciplines, including career, college, community, gerontological, marriage and family, mental health, school, student affairs and counselor education and supervision (CACREP, 2009). While all specializations have not been explored, researchers have found most counselors report average to high satisfaction within various specializations including counselor education, substance abuse, and school counseling (Bane, 2006; Bryant & Constantine, 2006; Gambrell et al., 2011; Morgan, 1987; Parr et al., 1996). Counselor educators consistently report high levels of satisfaction (Alexander-Albritton, 2008; Hill, 2009; Holcomb-McCoy & Addison-Bradley, 2005; Parr et al., 1996; Magnuson et al., 2004, 2006, 2009; Miller, 2003; Oberman, 2005). Among substance abuse counselors, Evans and Hohenshil (1997) found most were satisfied with their jobs. School counselor satisfaction rates vary from 82% to 96% (DeMato & Curcio, 2004). Some research suggests school counselors reported similar levels of satisfaction regardless of school level (Baggerly & Osborn, 2006). However, Dixon Rayle (2006) found a small, but significant difference between the overall job satisfaction of school counselors, which suggested that elementary school counselors experienced the highest level of overall job satisfaction, followed by middle and high school counselors.

Gambrell and colleagues (2011) investigated job satisfaction across counselors specializing in counselor education, mental health, school and other areas (e.g., creative arts counselors) and found no differences in satisfaction with work, pay, supervision, peers and clients or the job overall when controlling for years working as a counselor. These findings are congruent with previous research suggesting counselors are generally satisfied with their jobs regardless of specialization or education level (Clemons, 1988). While research does not conclusively indicate that all counseling disciplines similar levels of satisfaction, the research that has been conducted suggests this trend.

Gender. Gender serves as an important variable in mediating occupational satisfaction (Winkler, 2000). Most studies report female faculty members experience less job satisfaction than their male colleagues (Aguirre, 2000; Bellas, 1997; Blackburn & Lawrence, 1995; Hagedorn, 1996, 2000; Locke, Fitzpatrick, & White, 1983; Myers, 2011; Olsen et al., 1995; Rosser, 2005; Seifert & Umbach, 2008; Smart, 1990; Tack & Patitu 1992). Female faculty members have historically been underrepresented in academia (Alpert, 1989; Campbell, Greenberger, Kohn, & Wilcher, 1983; Finelstein, 1984; Moore & Sagaria, 1993). While females are earning doctorate degrees at a higher rate, studies suggest women represent only 36%-38% of the total number of faculty members in academia (Curtis, 2003). Miller (2003) indicated this trend was also representative of counselor educators, with slightly more males employed as faculty members. In reviewing recent studies involving at least 100 counselor educators, females represented between 31% and 59% of the sample (see Briggs & Pehrsson, 2008; Cannon & Cooper, 2010; Hill, 2009; Miller, 2003; Ramsey, Cavallaro, Kiselica, & Zila, 2002; Wester, Trepal & Myers, 2009). While there may be relatively equal rates of male and

female counselor educators, research indicates females may experience the academic climate differently than their male counterparts (Hill et al., 2005; Roland & Fontanesi-Seime, 1996).

The predominately male-dominated academic culture may be challenging for female faculty members to successfully navigate (Glazer-Raymo, 1999; Hopkins, 1999; Ryan, 1993). As such, females could experience heightened stress and decreased satisfaction in their academic career. Females may not move up in rank as successfully as their male counterparts (Anderson & Rawlins, 1985; Bentley & Blackburn, 1992; Blackburn & Wylie, 1990; Gmelch, Wilke, & Lavrich, 1986; Harper, Baldwin, Gansneder, & Chronister, 2001; Mirsa, Kennelly, & Karides, 1999; Rausch, Ortiz, Douthitt, & Reed, 1989; White, 1990; Winkler, 2000). According to the National Center for Education Statistics (1996), although females are in 30.1% of faculty member appointments, only 17% are full professors and more women remain in untenured positions than men (Sposito, 1992). Historically, when women attempted to remedy gender discrimination disputes in court they were unsuccessful because university administrators were found to be executing their academic judgment and freedom when making hiring and promotion decisions (Gray, 1985). Perhaps as a result, pre- and post-tenure female faculty members are more likely to voluntarily leave academia than their male colleagues (Menges & Exum, 1983; Rausch et al., 1989; Rothblum, 1988). Retention of female faculty members relies heavily upon their career satisfaction (Johnsrud & Heck, 1994; Rausch et al., 1989).

Some researchers have found men and women take on different responsibilities at work, which may contribute to their ability to navigate academia and experience career

satisfaction (Bellas, 1999; Pease, 1993; Winkler, 2000). Scholars propose that female faculty members take on heavier teaching loads than their male colleagues (Glazer-Raymo, 1999; Park, 2000; Parson, Sands, & Duane, 1991; Sandler & Hall, 1986; Xie & Shauman, 1998) and invest more effort in teaching (Bennett, 1982; Boice, 1993).

Females may also feel pressured to take on advising and committee work, which are not as highly valued as scholarship (Collins, 1998; Winkler, 2000). Previous research also indicates that females publish less than men (Astin, 1969; Bellas & Toutkoushian, 1999; Creamer, 1998; Hamovitch & Morgenstern, 1977; Sax, Astin, Korn, & Gilmartin, 1999). Other scholars proposed the gender gap is decreasing (Sax, Hagedorn, Arrendodo, & Dicrisi, 2002; Ward & Grant, 1996). Within academia, scholarly productivity often influences recruitment, tenure, promotion and salary. As such, there appears to be a salary disparity in academia, with male faculty members earning more money than females even when controlling for age, rank, discipline and institutional type (Perna, 2001). Hagedorn (1996) found when gender-based wage disparity increased, female job satisfaction decreased.

Some scholars have suggested that male and female faculty members may be motivated by different rewards within academia. For example, females may be less motivated by professional recognition or would rather spend time influencing change in other ways (Sax et al., 2002; Ward & Grant, 1996). Men have been shown to derive most satisfaction from their salary and benefits (Hemmasi, Graf, & Lust, 1992), whereas female faculty members report satisfaction from support and fair treatment (Hagedorn, 2000; Hill, 1984; Lease, 1999), social climate, peer interactions (Robertson & Bean, 1998), quality relationships (Josephs, Markus, & Tafarodi, 1992), and a sense of

community within the department (Ropers-Huilman, 2000). Thus, collegial support may be especially important for female counselor educators (Boice, 1992; Sorcinelli, 1992, 1994).

Both females and males experience support from relationships at home (Adams, King, & King, 1996; Bullers, 1999; Kossek & Ozeki, 1998), as married faculty members report higher job satisfaction than their unmarried colleagues (Hagedorn & Laden, 2002). However, females and males may differ in family and personal obligations, which can impact engagement and satisfaction with work. Many individuals are caring for children as well as older adults, making it challenging to balance work and family obligations (Aisenberg & Harrington, 1988; Parson et al., 1991; Riger, Stokes, Raja, & Sullivan, 1997). Perceptions of a job are influenced when the individual or a significant other experiences a birth, death, marriage, divorce, or illness (Hagedorn, 2000). When family-related circumstances change it is likely job satisfaction will also be impacted (Hagedorn, 2000).

Married male and female faculty members often have different experiences navigating academia. Female faculty members have been found to limit themselves geographically based on a partner's job prospects, making it challenging to obtain a tenure-track faculty position (Bronstein, Black, Pfennig, & White, 1986, 1987; Leviton & Whitely, 1981). Additionally, female faculty members who are mothers are often challenged to navigate work-life balance (Aisenberg & Harrington, 1988; Sorcinelli & Near, 1989; Ward & Wolf-Wendel, 2004; Young & Wright, 2001). Mason and Goulden (2002) explored the impact of children on male and female academics. In their study, fewer females in the study held tenure compared with men with the same family

obligations. The researchers noted a 20% tenure gap, with child-rearing men being more successful at attaining tenure than child-rearing women. This finding is consistent with previous research suggesting children hinder female faculty members in making tenure (Young & Wright, 2001). Alexander-Albritton (2008) also found parenting female counselor educators experienced less satisfaction than their colleagues without children. However, Stinchfield and Trepal (2010) found the majority of participants ($n=41$, 58.5%) reported they had found a balance among the needs and goals of work and family. Additionally, as female parenting counselor educators moved up in rank, they were more likely to report satisfactory work-life balance.

While scholars have explored the impact of gender on productivity, rewards, and balance, there are mixed results regarding its influence on job satisfaction (Hagedorn, 2000; Terpstra & Honoree, 2004). Hill (2009) investigated the impact of gender on counselor educator occupational satisfaction and found no significant influence on stress or strain. Further empirical studies are needed to determine the influence of gender on counselor educator occupational satisfaction (Hill, 2009).

Race/Ethnicity. An individual's race and ethnicity influences his or her occupational satisfaction (Jayakumar, Howard, Allen, & Han, 2009; Long & Martinez, 1997; Palepu, Carr, Friedman, Ash, & Moskowitz, 2000; Thomas, 1995). Faculty members of color report lower levels of job satisfaction than White faculty members (Bender & Heywood, 2006; Johnsrud & Des Jarlais, 1994; Liemann & Dovidio, 1998; Myers, 2011; Turner & Myers, 2000). Aguirre (2000) exerted that universities have historically benefited White male faculty. According to the U.S. Department of Education (2011a), minority faculty members are significantly underrepresented among college and

university staff (Blackwell, 1989, Chamley, & Withers, 1990). White faculty members constitute 90% of faculty positions, although they represent only 75% of the total U.S. population (Holcomb-McCoy & Bradley, 2003). Current estimates suggest minority faculty members report the following demographics: 6% African American, 15% Asian or Pacific Islander, 1% American Indian and 4% Hispanic (U.S. Department of Education, 2011b). Within counselor education, only 15% of faculty members are persons of color (Fallon, 2004; Holcomb-McCoy & Bradley, 2003). Women of color are underrepresented at all faculty ranks (Bradley, 2005). Black male counselor educators, in particular, are significantly underrepresented, comprising of only 58 out of approximately 700 counselor educators from 130 CACREP accredited programs (Dempsey, 2009). Several researchers suggest a need for enhanced cultural diversity among faculty members and counselor educators in particular (Atkinson, 1983; Blackwell, 1989; Menges & Exum, 1983; Suinn & Witt, 1982; Young, Chamley, & Withers, 1990; Young, Mackenzie, & Sherif, 1980).

In addition to experiencing underrepresentation in academia, racial discrimination may also impact an individual's experience at work. Faculty members of color are twice as likely as White faculty members to constitute racial discrimination as a source of stress at work (Astin, Antonio, Cress & Astin, 1997). Discrimination can be subtle and might include increased service activities, decreased opportunities for leadership roles, devaluation of research focused on ethnic minorities, and an overrepresentation of minority faculty members in pre-tenure positions (Carter & Wilson, 1992; Flint, 1995; Harvey & Scott-James, 1985; Turner & Myers, 2000). Within counselor education, Dempsey (2009) found that African American male's faculty rank did not match the

amount of experience, suggesting this group may not have the same opportunities as their colleagues to reach their full job potential.

Evans (1998) suggested occupational satisfaction among minority faculty members is often impacted by the academic climate. Black male counselor educators reported experiencing racism, tokenism, feeling left out, and unfair pay (Allison, 2008; Holcomb-McCoy & Bradley, 2006; Salazaar, 2005; Heggins, 2004). Niemann and Dovidio (1998) explained minority faculty members are likely to experience varying levels of job satisfaction based on racial composition of surrounding staff and whether or not the individual experiences token status. Those faculty of color who experienced more racial stress in their departments also report less career satisfaction (Astin et al., 1997). Consequently, individuals of color experience stress, loneliness, and dissatisfaction to a greater degree than their White colleagues with longer lasting effects (Boice, 1993, 1986; Whitt, 1991). Faculty members of color may intentionally invest more time in self-care activities in order to navigate the stressful academic environment (Ascher, Butler, & Jain, 2010; Wong & Fernandez, 2008).

Holcomb-McCoy and Addison-Bradley (2005) found department racial climate significantly impacted job satisfaction for African American counselor educators. Additionally, in a study of first year counselor educators, three individuals specifically noted challenges regarding their status as an ethnic minority (Magnuson, 2002). One participant stated, "It is sometimes lonely due to people seeing me first as a minority faculty member and not as a counselor educator." Another participant noted,

As the only person-of-color on the full time counseling faculty, and one of only a handful...in the university as a whole, I am often put in the position of being

‘default expert’ on multiculturalism and diversity. And I’m put on committees because of what I represent, not because of who I am.

With few faculty members of color employed within counselor education, there may not be many veteran minority faculty members available to serve as mentors to minority junior faculty members (Young et al., 1990). Mentors frequently support individuals who are similar to themselves in race, ethnic background, gender and social class (Hetherington & Barcelo, 1985) by helping junior faculty members navigate the academic political environment (Phillips-Jones, 1982). Thus, the limited number of minority counselor educators may contribute to lower tenure rates than nonminority faculty members (Brinson & Kottler, 1993).

Hill (2009) explored occupational satisfaction and found no significant differences based on minority status. Holcomb-McCoy and Addison-Bradley (2005) suggested future research in counselor education investigate possible variables that significantly influence the job satisfaction of faculty of color, such as mentoring, self-efficacy, stereotype threat, tokenism and solo status. Additionally, future research could explore job satisfaction of counselor educators who identify with other ethnic/racial backgrounds, diversity categories and specialty areas (Holcomb-McCoy & Addison-Bradley, 2005). Additional research is needed to establish a relationship between minority status and occupational satisfaction in counselor educators (Hill, 2009).

Institutional type. Counselor educators work in a variety of different institutional settings that vary based on teaching format (i.e., face-to-face and distance education), union membership, and accreditation status. Each of these factors may influence faculty members work experience and satisfaction.

Teaching format. Departments offer various learning environments for students, including face-to-face instruction and distance education. Chandras and Chandras (2010) suggested that online instruction is important in preparing efficient counselors. However, the primary method of instruction offered by departments (i.e., face-to-face and distance education) is a highly debated topic in academia and may impact faculty members experience and satisfaction at work. Some research indicates distance education faculty members value the opportunity to work in an intellectually challenging environment, improve their teaching skills, and receive recognition from peers (Maguire, 2005; Schifter, 2000). Individuals holding these beliefs may experience increased satisfaction from their work in a distance education environment. However, other faculty members believe online teaching would create an increased workload, responsibility for more students, and eliminate the need for faculty members if courses became automated (Dooley & Murphrey, 2000; National Education Association, 2000; Yick, Patrick, Costin, 2005). The distance education environment may decrease satisfaction among these faculty members. Previous research suggested no difference in counselors job satisfaction based on the format (i.e., face-to-face and distance education) of their graduate studies (Preffer, 2008). However, to date, no studies have explored the impact of teaching format on counselor educator occupational satisfaction.

Union membership. The unionization of public institutions is a contentious debate among those in higher education (Myers, 2011). Scholars have noted an increase in part-time faculty members and decrease in tenure-positions without wage or spending increases (AAUP, 2008). Bousquet (2008) argued the changing climate of higher education has resulted in decreased faculty member decision-making and increased

administrative power. Thus, unionization may be a viable option to provide faculty members with voice and representation. Seifiert and Umbach (2008) suggested this may be especially important to faculty members who are traditionally marginalized in academia and experience less job satisfaction, such as females, faculty of color, and faculty with disabilities.

There have been few studies specifically exploring the impact of union status on faculty satisfaction. Lillydahl and Singell (1993) reported unionized faculty members are more satisfied with salaries, benefits, and job security and less satisfied with research assistance, collegial quality and work load. Previous research suggests that union faculty members earn higher salaries than nonunion faculty members (Ashraf, 1997; Ashraf & Williams, 2008; Lillydahl & Singell, 1993; Monks, 2000), which would likely result in satisfaction with salary. However, Ashraf and Williams (2008) reported the salary difference is only approximately 1.1%. In addition to a slightly higher average salary, unionization often results in increased job security, retention, fair tenure and promotion procedures, and protection against unfair treatment (Wickens, 2008). Results are mixed regarding occupational satisfaction. Myers (2011) found unionized faculty members reported lower levels of satisfaction than nonunionized faculty. However, Miller (2003) found no significant difference between groups regarding job satisfaction.

Accreditation status. Accreditation status is another variable that distinguishes institutions. Accreditation is a peer-review process that ensures institutions meet the minimum standards expected by the field of study. The Council for Higher Education Accreditation (2006) identifies the Council for Accreditation of Counseling and Related Educational Programs (CACREP) as the agency responsible for credentialing graduate

level counseling programs. Thus, CACREP (2009) creates and maintains the standards of the counseling profession. Counselor education programs have sought accreditation in hopes to increase reputation, professionalism, quality and credibility (Hollis, 1998). Additionally, accreditation can establish an identity within the department in order to reduce duplication of programs within universities (Sweeney, 1992, 1995). Currently, in order to receive CACREP accreditation, a program must submit a rigorous self-study assessment and receive favorable ratings from trained peer evaluators.

CACREP accredited programs are designed to provide a comprehensive education that prepares counseling graduates to earn national or state certification or licensure (CACREP, 2009). CACREP (2009) standards include numerous guidelines for core counseling faculty members, which are summarized below. Masters and doctoral granting programs require a minimum of three or five core faculty members, respectively. Core counseling faculty members must:

- Have full time appointments in counselor education (Standard I.W.1)
- Have earned doctoral degrees in counselor education and supervision or employed as a full time faculty member for a year before July 1, 2013 (Standard I.W.2)
- Have relevant preparation and experience in their assigned program area (Standard I.W.3)
- Identify with the counseling profession through membership in professional organizations as well as certifications or licenses (Standard I.W.4).

- Engage in professional activities, including professional conferences, scholarly activity, service and advocacy (Standard I.W.5.a-c)

These standards suggest that CACREP (2009) encourages counseling faculty members to establish a counseling identity in which they contribute to professional development, scholarship and service. As such, it would be expected that faculty members working at CACREP institutions would share similar vocational priorities.

Few researchers have investigated the impact of CACREP institutional status on counselor educator's experience of work. School counselor educators were found to engage in more leadership positions and hold professional counseling credentials than their colleagues at non-CACREP accredited institutions (Milsom & Akos, 2005).

Researchers also suggested faculty members at CACREP accredited institutions engage in more professional publications and presentations than their colleagues at non-CACREP accredited institutions (Brew, 2001; Cecil & Comas, 1986; Gordon, McClure, Petrowski, & Willroth, 1994). Miller (2003) found faculty members in CACREP accredited counselor education programs presented at more conferences, however, there were no differences among the groups based on teaching loads, publications, grants, service, or job satisfaction. Individuals who are professionally engaged (e.g., giving presentations and holding leadership positions) may experience greater occupational satisfaction, however, further research is warranted to determine if CACREP accreditation status influences counselor educator occupational satisfaction.

Section Summary

This section included an overview of demographic variables in Hagedorn's (2000) Conceptual Framework of Faculty Job Satisfaction. Variables included academic

discipline, gender, race/ethnicity, and institutional type (i.e., teaching format, union membership, and CACREP accreditation status). Research suggests faculty member job satisfaction in a given discipline is often similar based on the particular values and priorities of the profession (Smart et al., 2000). Most counselors report average to high satisfaction within various specializations including counselor education, substance abuse, and school counseling (Bane, 2006; Bryant & Constantine, 2006; Gambrell et al., 2011; Morgan, 1987; Parr et al., 1996). Counselors are generally satisfied with their jobs regardless of specialization (Clemons, 1988).

Gender is related to occupational satisfaction (Bellas, 1994; Winkler, 2000) and female faculty members consistently report less job satisfaction than their male colleagues (Aguirre, 2000; Bellas, 1997; Blackburn & Lawrence, 1995; Hagedorn, 1996, 2000; Locke, Fitzpatrick, & White, 1983; Myers, 2011; Olsen, Maple, & Stage, 1995; Rosser, 2005; Seifert & Umbach, 2008; Smart 1990; Tack & Patitu 1992). Female faculty members may find it challenging to navigate academic culture, (Glazer-Raymo, 1999; Hopkins, 1999; Ryan, 1993), as females have been found to publish less than men (Astin, 1969; Bellas & Toutkoushian, 1999; Creamer, 1998; Hamovitch & Morgenstern, 1977; Sax et al., 1999), and teach more courses than their male colleagues (Blazer-Raymo, 1999; Park, 2000; Parson et al., 1991; Sandler & Hall, 1986; Xie & Shauman, 1998). Some research suggests that females may be less motivated by professional recognition (Sax et al., 2002; Ward & Grant, 1996) and, instead, derive satisfaction from collegial and family relationships (Boice, 1992; Hagedorn, 2000; Hill 1984; Lease, 1999; Sorcinelli, 1992, 1994). While many researchers have explored the impact of gender on

work-life experiences, to date, no studies have established a relationship between gender and satisfaction among counselor educators (Hill, 2009).

An individual's race and ethnicity may also influence his or her occupational satisfaction (Jayakumar et al., 2009; Long & Martinez, 1997; Palepu et al., 2000; Thomas, 1995). Minority faculty members are significantly underrepresented among college and university staff (Blackwell, 1989; Redmond, 1990; Young et al., 1990) and only 15% of counselor educators are persons of color (Fallon, 2004; Homcomb-McCoy & Bradley, 2003). Minority faculty members may have limited access to mentoring (Young et al., 1990) and experience loneliness, stress and dissatisfaction to a greater degree than their White colleagues (Boice, 1993, 1986; Whitt, 1991). The racial climate of a department impacts job satisfaction among faculty members of color (Astin et al., 1997; Evans 1998; Holcomb-McCoy & Addison-Bradley, 2005). Faculty members of color consistently report lower levels of job satisfaction than White faculty members (Bender & Heywood, 2006; Johnsrud & Des Jarlais, 1994; Liemann & Dovidio, 1998; Myers, 2011; Turner & Myers, 2000). However, to date, no studies have established a relationship between minority status and occupational satisfaction in counselor educators (Hill, 2009).

Institutional variables including teaching format, union membership, and accreditation status may also impact occupational satisfaction. Faculty members hold both positive and negative beliefs regarding distance education (Dooley & Murphrey, 2000; National Education Association, 2000; Maguire, 2005; Schifter, 2000; Yick et al., 2005), which may influence their satisfaction with the specific teaching modality. Unionized faculty members are more satisfied with salaries, benefits, and job security

(Lillydahl & Singell, 1993), but report lower levels of satisfaction than nonunionized faculty members (Myers, 2011). Among counselor educators, Miller (2003) found no impact of union status on occupational satisfaction. Faculty members at CACREP accredited institutions engage in more professional publications and presentations than their colleagues at non-CACREP accredited institutions (Brew, 2001; Cecil & Comas, 1986; Gordon et al., 1994). However, Miller (2003) found no differences among the groups based on teaching loads, publications, grants, service, or job satisfaction.

Motivators and Hygienes

Motivator and hygiene variables in Hagedorn's (2000) Conceptual Framework of Faculty Job Satisfaction will be explored in this section. Variables include: (a) work itself (e.g., scholarship, teaching, and service); (b) achievement, recognition and responsibility; (c) advancement; and (d) salary.

Work itself. Faculty members experience varying levels of satisfaction from work itself, which broadly constitutes of scholarship, teaching and service responsibilities (Hamrick, 2003; Olsen, Maple & Stage, 1995). With limited time, faculty members must find an appropriate balance among each of their work obligations. Goldenberg and Waddell (1990) suggested university professors may find it challenging to find work-life balance with all the job demands, which is likely to decrease satisfaction. There is often a conflict between research and teaching, as some argue the primary focus of higher education is research and the creation of new knowledge in their field while others believe teaching should be the focus (Hamrick, 2003).

Faculty members often engage in different work responsibilities based on their department, individual resources and talents (Link, Swann, & Bozeman, 2008; Milem,

Berger, & Dey, 2000). Research suggests faculty members tend to devote more time to research endeavors compared with teaching and service (Fairweather & Beach, 2002; Milem, Berger & Dey, 2000; Singell, Lillydahl, & Singell, 1996). Additionally, while most faculty members are expected to provide some degree of service, Hamrick (2003) suggested it should not be at the expense of research or teaching. Myers (2011) found faculty members reporting higher research, teaching and service workloads and productivity reported lower occupational satisfaction.

Researchers have explored the work experiences of counselor educators (Fallon, 2004; MohdZain, 1995). MohdZain (1995) conducted a role analysis of specific counselor educator job functions within the following six domains: (a) teaching and advising, (b) supervision, (c) counseling and consultation, (d) administration, (e) scholarship and (f) service. These domains are consistent with the general work expectations of faculty members (Bowen & Schuster, 1986; Loesch & Vacc, 1993; Mintz, 1992). Fallon (2004) utilized MohdZain's (1995) domains to analyze counselor educator duties, responsibilities and expectations. She found the following categories of work behaviors among counselor educators in CACREP accredited programs: program administration, clinical counseling practice, scholarship, teaching and mentoring, clinical supervision, shared governance, infusing technology, community building, consultation, counselor educator professional development, program evaluation, and research oversight. While faculty members participate in numerous job functions the next section will provide information regarding the three primary work components: scholarship, teaching and service.

Scholarship. Research productivity is an important measure of individual accomplishment and advancement in academia (Creamer, 1998). Scholarship among counselor educators includes peer-reviewed journal articles, non-peer reviewed journals and books, grant writing, and presentations (Ramsey et al., 2002). Scholarly productivity has historically impacted tenure and promotion (Gaston, Lantz, & Snyder, 1975; Kasten, 1984; Salthouse, McKeachie, & Lin, 1978), pay (Fairweather, 2002; Webster, 1995), and job satisfaction (McNeese, 1981). Faculty members who were moderately satisfied publish more than unsatisfied or very satisfied faculty members, who may have become complacent in their work (McNeese, 1981). Several factors influence research productivity, including rank, age, institutional type, and department (Astin, 1969, 1978; Astin & David, 1985; Bayer & Dutton, 1977; Bellas & Toutkoushian, 1999; Fulton & Trow, 1974; Golden & Carstensen, 1992; Hamovitch & Morgenstern, 1977; Lawrence & Blackburn, 1988; Meador, Walters, & Jordan, 1992; Sax et al., 2002).

Scholarship can be a source of satisfaction or strain among pre-tenure counselor educators. Approximately a quarter of first year faculty members reported that scholarship was the most challenging and difficult aspect of their positions (Magnuson et al., 2002). During their second year, a few faculty members ($n=3$) still considered scholarship challenging (Magnuson et al., 2004). During their third year, counselor educators reported feeling either confident or disappointed about their research contributions (Magnuson et al., 2006). One participant stated, "It feels good to see your name in print." However, another participant explained, "My writing and research record is weak, and this is disappointing." It appears scholarship was related to overall satisfaction, as satisfied faculty members ($n=11$) reported successful research

contributions and dissatisfied faculty members ($n=3$) reported challenges with scholarship (Magnuson et al., 2006). This trend of scholarship as a source of satisfaction or stress continued into counselor educator's sixth year in the profession (Magnuson et al., 2009).

Ramsey et al. (2002) suggested that male counselor educators publish more articles while females presented at more conferences. Roland and Fontanesi-Seime (1996) assessed publication patterns among female counselor educators. A total of 144 females participated in the study, ranging in age from 30 to 68 ($M=45$). With regard to race, the females classified themselves as White ($n=123$, 85%), African American ($n=13$, 9%), Asian ($n=4$, 3%), and Other ($n=4$, 3%). Forty percent of participants ($n=57$) were tenured. Participants indicated their primary activity to be teaching, ($n=125$, 87%), research ($n=13$; 9%), or clinical/administrative duties ($n=6$, 4%). The majority of female counselor educators ($n=115$, 80%) had refereed journal publications, with an average of 8.81 refereed articles throughout their career. Forty percent ($n=58$) of the sample had published a book chapter and 20% ($n=28$) had a book publication. Female faculty members also reported their scholarship over the past two years. During that period, respondents reported either no referred publications ($n=34$, 23%), between 1-5 ($n=96$, 67%), or between 6-10 articles ($n=14$, 10%). Female counselor educators unengaged in scholarship likely experience decreased status within her department, institution, the counselor education discipline and academia in general (Roland & Fontanesi-Seime, 1996).

Niles, Akos, and Cutler (2001) interviewed a purposeful sample of 14 prominent counselor educators to determine successful career management strategies. The

professors included 8 White men, 3 African American men, and 3 White females, whose age ranged from 48 to 69 ($M=61$). Faculty members worked at Carnegie I ($n=10$) Carnegie II ($n=2$), or Masters I ($n=2$) institutions. The professors were asked open-ended questions about balancing research, teaching and service, overcoming professional obstacles, coping with multiple life roles and recommendations to new counselor educators. Regarding research, participants suggested to: (a) develop a specific line of inquiry; (b) integrate research, service and teaching activities; and (c) develop technical skills in writing and statistical methods (Niles et al., 2001).

Teaching. Teaching is among the favorite activities of faculty members (Manger & Excellent, 1990). Researchers report moderate to high levels of teaching satisfaction among faculty members (Ahammed, 2011; Bronstein & Farsnworth, 1998; Castillo & Cano, 2004; Huber, 1998; Peterson & Weisenberg, 2004; Terpstra & Honoree, 2004). However, instructional satisfaction varies among different demographic groups. Myers (2011) found Hispanic and Asian faculty members report low levels of instructional satisfaction, whereas, Black faculty members satisfaction was consistent with that of White faculty members. Female faculty members as well as tenured, older faculty members also reported lower levels of instructional satisfaction (Myers, 2011). Faculty members who reported higher teaching, service and research workloads also reported lower instructional satisfaction (Myers, 2011).

Many faculty members rate teaching to be both the most stressful and satisfying aspects of their work. Teaching stress often comes from preparing different classes, feeling inadequately prepared to teach, and working with unmotivated students (Turner & Boice, 1987). Holland (1973) asserted job satisfaction is related to engaging in activities

related to one's interest. When faculty members teach a course of interest, stress will likely be reduced (Carter et al., 1994; Holland, 1973). Accordingly, faculty members who primarily focus on teaching report greater teaching satisfaction than colleagues who are more interested in research (Ahammed, 2011).

Magnuson and colleagues (2002, 2004, 2006, 2009) found teaching provided a source of satisfaction for many pre-tenure counselor educators. One individual noted, "I enjoy teaching and derive most of my satisfaction from this" (Magnuson, 2002). While teaching provided satisfaction for many, it was also challenging for others. Ten first year faculty members reported teaching or challenges with students was difficult (Magnuson, 2002). Faculty members continued to find satisfaction or strife with teaching throughout their first six years in academia (Magnuson et al., 2009). Niles, Akos, and Cutler (2001) recommended counselor educators focus on pedagogy by: (a) observing highly regarded senior faculty members, (b) engage in lifelong learning, (c) maintain a positive attitude toward teaching, and (d) commit to improving as a teacher.

Carter et al. (1994) surveyed 84 counselor educators regarding their teaching satisfaction. The sample included: 46% males and 27% females; 66% full professors and 33% associate professors; school counseling (56%), mental health/community agency (51%), marriage & family therapy (13%), college student personnel (12%), rehabilitation counseling (5%), and substance abuse counseling (1%); 76% taught at accredited programs. Most individuals reported their doctoral training had appropriately prepared them to teach, with 43% indicating they were "very well prepared" and 36% were "fairly well prepared." Respondents reported feeling satisfying teaching approximately five out of every six courses. The most satisfying courses were: counseling practicum (79.8%),

counseling skills (73.8%), internship (69.9%), theories of counseling 61.9%), orientation to the profession (52.4%), group counseling (51.2%) and supervision (51.2%). The most dissatisfying courses included career counseling (10.7%), testing (8.3%), and assessment (8.3%).

Respondents were also asked open-ended questions regarding which factors contributed to experiencing satisfaction while teaching a class. Elements contributing to a satisfying course included personal interest in the material (31.3%), enthusiasm (15.6%), chance to see student growth (14.3%), experience in the topic area (13.6%), and research interest in the area (6.1%). Other areas included student enthusiasm, motivation and interest (31%), active student participation (15%), and mixed didactic and experiential course (84%). Dissatisfying elements included no interest in the subject matter (25%), no experience in the subject matter (25%), no enthusiasm for the material (12%), teaching a course with little preparation time (7%), unmotivated students (28%), students intimidated by the material (15%), logistical problems (27%) and when they teach courses as an overload (18%). Only 2% of respondents indicated institutional rewards were important. Most respondents indicated they teach for intrinsic rewards (e.g., witnessing student growth) however institutional rewards (e.g., salary) become important when intrinsic rewards were missing. Many individuals reported excellent teaching was expected, not rewarded.

Service. Faculty members typically engage in some degree of service to the profession and community. Service might include guest lecturing, editorial board membership, professional leadership, and committee work (Hagedorn, 1996). Counselor educators report satisfaction from contributing to the profession through serving in

leadership positions and assisting with accreditation (Magnuson et al., 2009), which are positively related to promotion (Blackburn, Wenzel, & Bieber, 1994). Some counselor educators engage in service to the profession by providing counseling or supervision in the community. Community service is not as highly valued as other responsibilities (Euster & Weinbach, 1983), and Jordan and Layzell (1992) found some faculty members spend less than 20 percent of their time in community service. However, individuals involved in industry often directly experience the impact of research, thus increasing publishing opportunities (Van Der Werf, 1999) and job satisfaction (Bozeman & Gaughan, 2011). Miller (2003) suggested while service takes time away from the classroom, it may also aid in research and publishing engagement. Lin and Bozeman (2006) report faculty members engaged in fieldwork are more successful placing students in jobs, which may also increase satisfaction. However, fieldwork will also likely increase faculty member workload, creating potential role conflict (Bozeman & Gaughan, 2011). With regard to service, counselor educators are suggested to (a) use interpersonal skills to network, engage in problem resolution and value multiple perspectives; (b) align service activities with interest or expertise; and (c) follow through on commitments (Niles et al., 2001). Overall, limited research exists on the impact of service and community involvement on faculty member occupational satisfaction.

Sub-Section Summary

Faculty members experience varying levels of satisfaction from work itself, which broadly constitutes of scholarship, teaching and service responsibilities (Hamrick, 2003; Olsen, Maple & Stage, 1995). Scholarship among counselor educators includes peer-reviewed journal articles, non-peer reviewed journals and books, grant writing, and

presentations (Ramsey, Cavallaro, Kiselica, & Zila, 2002). Scholarly productivity has been shown to impact job satisfaction (McNeese, 1981). As counselor educators advanced toward tenure, those who gained confidence with scholarship reported higher overall satisfaction (Magnuson et al, 2004 2006, 2009). These researchers also found teaching provided a source of satisfaction for many pre-tenure counselor educators. Counselor educators indicated they teach for intrinsic rewards (e.g., witnessing student growth) however institutional rewards (e.g., salary) become important when intrinsic rewards were missing. Counselor educators also report satisfaction from contributing to the profession through serving in leadership positions (Magnuson et al., 2009).

Achievement, recognition and responsibility. Faculty members experience varying degrees of achievement, recognition and responsibility at work. Career satisfaction and commitment are related to job achievement and accomplishment (Holland, 1997). In academia, achievement is based on faculty member productivity in scholarship, teaching, and service. As previously discussed, scholarship achievement is related to indices of achievement, including promotion, tenure, and salary increases (Astin & Bayer, 1972; Finkelstein, 1984). Bronstein and Farnsworth (1998) explored how effective faculty members felt they were in research, teaching and service and found most faculty members reported feeling effective in all areas of their work. When individuals are fully engaged in work, they experience increased commitment, productivity and satisfaction (Levine & Strauss, 1989).

Faculty member satisfaction also may be derived from peer and institutional recognition and support (August & Waltman, 2004; Lee, 2001). Employee engagement is increased when there is adequate recognition, social support, and opportunities for

growth (Harter et al., 2002; Harter et al., 2003). Individuals experience recognition for a variety of accomplishments, including tenure and promotion (Betts, 1998; Schifter, 2000), receiving awards, an appropriate salary (Hagedorn, 1996), and resources to support research and teaching (Johnsrud & Des Jarlais, 1994). When faculty members do not feel recognized or rewarded for their efforts they might experience stress and dissatisfaction (Barnes et al., 1998; Gmelch et al., 1984; Gmelch et al., 1986).

Herzberg and colleagues (1957, 1959) suggested that work responsibility also influences employee job satisfaction. Employees are more engaged when their talents align with work responsibilities and goals (Luthans & Yousef, 2007). Gruenberg (1979) reported that job influence and participation contributes to job satisfaction. However, August and Waltman, (2004) found responsibility did not significantly predict career satisfaction among female faculty members. Additional research is warranted to determine the influence of work responsibility on counselor educator satisfaction.

Advancement. Faculty member satisfaction is related to rank and tenure status (Stumpf & Rabinowitz, 1981; Tack & Patitu, 1992). Even the possibility of advancement may be related to individual job satisfaction (Ronan, 1970; Smith et al., 1969), especially within the context of academia (Davis, Levitt, McFlothin & Hill, 2006). Studies have produced mixed results regarding which rank experiences the most job satisfaction. Some researchers report tenure faculty members experienced more job satisfaction than non-tenured faculty members (Hill, 2009; Nussel, Wiersma & Rusche, 1988; Tack & Patitu, 1992). This is consistent with the finding that full professors report the highest job satisfaction and assistant professors report the lowest satisfaction (Steene, Guinipero, & Newgren, 1985). However, Myers (2011) found older and tenured faculty members

reported lower levels of satisfaction compared with their younger colleagues. While Hill (2009) reported pre-tenure counselor educators experienced less satisfaction, Oberman (2005) found no differences in job satisfaction based on academic rank. These conflicting findings might be understood within the context of the dynamic academic environment.

Assistant, associate and full professors can all experience confusion regarding responsibilities, excessive demands, and unrealistic expectations (Bianco-Mathis & Chalofsky, 1999). However, research suggests that pre-tenured faculty members experience more job stress than tenured faculty. Boice (1992) explained many assistant professors are “overloaded, unsupported, and uninformed” (p. 3). New assistant professors often experience high stress and loneliness, which contributes to dissatisfaction (Boice, 1992; Cawyer & Friedrich, 1998; Finkelstein & LaCelle-Peterson, 1992; Whitt, 1991). The transition from graduate student to new assistant professor creates uncertainty and significant change (Baldwin, Lunceford, & Vanderlinden, 2005; Levine, 2001). New faculty members are expected to quickly find their fit and assimilate into organizational culture (Lease, 1999; Olsen, 1993; Sorcinelli, 1988). New faculty members experience multiple demands, time constraints for research and teaching and unrealistic expectations, which contributes to heightened stress (Sorcinelli, 1994). Additional challenges include interpersonal conflict with faculty members, wasting time, burnout, work overload, stress-related health problems, lowered work productivity, new course preparations, service obligations, lack of work-life balance, insufficient resources, unclear tenure and promotion requirements, and university politics (Blix et al., 1994; Magnuson et al., 2009; Narayanan, Menon, & Spector, 1999; Olsen & Sorcinelli, 1992). Pre-tenured faculty members frequently go unrecognized for their hard work and effort,

which contributes to a stressful work environment (Sorcinelli, 1994). Additionally, new faculty members may lack collegial support and experience professional and personal isolation (Sorcinelli, 1994). They must often create their own career path without much guidance and support (Olsen & Crawford, 1998).

The first years as a faculty member require one to understand faculty, administration, student and community issues (Finkelstein, 1984; Olsen, 1993). At this time, new faculty members seek to clarify their roles, prioritize tasks and effectively manage time (Olsen, 1993). Role overload occurs when the number of demands exceeds available time to complete tasks, and is negatively correlated to occupational satisfaction (Lease, 1999; Olsen, 1993; Sorcinelli, 1994). New faculty members often experience role overload due to a lack of specific expectations about how to allocate their time in order to meet their work responsibilities (Lease, 1999; Sorcinelli, 1994). Hill (2009) found pre-tenured counselor educators experienced more role overload, unclear expectations, isolation, interpersonal strain and stress-related physical symptoms than their tenured colleagues. They utilized fewer coping resources related to self-care, recreation, problem solving, rational thinking, time management and social supports, which is consistent with previous findings (Blix et al., 1994; Narayanan et al., 1999).

Most counselor educators strive to reach the goal of attaining tenure (Chapin, 2006). While counselor educators report high satisfaction with promotion opportunities compared with other groups of counselors (Gambrell et al., 2011), the pre-tenure years for faculty members are important to establish presence and productivity in the profession. Pre-tenured faculty members are under pressure to engage in long-term research projects (e.g., securing funding and writing books) with the immediate concerns

of teaching (Sorcinelli, 1994; Turner & Boice, 1987). Abouserie (1996) found research requirements cause the most stress at work among pre-tenure faculty members. Boice (1992) suggested unsuccessful careers often stem back to 1st year experiences. Thus, many researchers have called for universities to intentionally create supportive environments for new faculty members (Barnes et al., 1998; Cawyer & Friedrich, 1998; Luce & Murray, 1998; Olsen & Crawford, 1998).

While new faculty members experience specific challenges, it is important for universities and departments to focus on the stage of academic life of all faculty members in order to meet the specific concerns at that particular stage (Baldwin & Blackburn, 1981). Several theorists have explored the various stages of adult career development (Hagedorn, 2000). Baldwin (1979) proposed a theory of faculty member career development encompassing three distinct stages: early career, midcareer, and late career. Hagedorn (1994) investigated faculty satisfaction at these various career stages. She found novice professionals (individuals with 25 or more years until reported retirement) gained satisfaction from positive relationships with administration and interactions with students. Mid-careerists (between 15-20 years from reported retirement) satisfaction was related to appropriate compensation. Disengagers' (retirement in 5 years or less) job satisfaction was predicted through positive relationships with administration and appropriate compensation.

Kalivoda, Sorrell, and Simpson (1994) explored how faculty member needs and goals change over time. Assistant professors early in their career tended to prioritize developing as a teacher and fostering student growth. They expressed interest in learning how to improve teaching. On the other hand, associate or full professors were more

focused on enhancing institutional quality and reputation. For example, midcareer faculty members desired information about grants and sabbaticals. Senior faculty members at a late career state were most interested in collaborating with colleagues across disciplines. When faculty members move from one stage to the next they often reexamine their work life and make changes accordingly. Hagedorn (2000) reported midcareer faculty members may question if they have made a difference in the profession through meaningful research and teaching. Similarly, faculty members in the late career stage likely question their roles after retirement. Braskamp and Ory (1984) interviewed faculty members at different ranks to determine the impact of rank on development. Findings suggest assistant professors focus on advancement; associate professors strive for work-life balance; and full professors attempt to achieve life goals. These career changes and times of self-reflection impact job satisfaction (Hagedorn, 2000). When a faculty member experiences a change in rank or tenure they are afforded different responsibilities and expectations (Baldwin, 1990). Hagedorn (2000) found faculty members who changed rank within the past five years experienced less job satisfaction than their colleagues. It is expected that as faculty members progress through the years and ranks they will experience different motivators and levels of satisfaction (Hagedorn, 2000).

Within counselor education, Holcomb-McCoy and Addison-Bradley (2005) found tenure status and academic rank were not predictors of job satisfaction for African American counselor educators. These findings are consistent with Liemann and Dovidio's (1998) study of minority psychology faculty members, whose job satisfaction was not impacted by rank. Thus, variables outside of tenure and rank may predict job satisfaction among minority faculty members (Liemann & Dovidio, 1998).

Magnuson and colleagues (2002, 2004, 2006, 2009) found initial high satisfaction levels dropped as demands increased. Several factors influenced counselor educator levels of satisfaction. In their first year, sources of satisfaction stemmed from the academic environment (e.g., deans, other new faculty members, mentoring programs, and campus resources), teaching, collegiality with faculty members, autonomy, and making contributions to the field. Sources of stress emerged primarily from time management, course preparation, challenging student situations, program and university bureaucracy, tenure and promotion requirements, self-imposed challenges, personal/family situations, low salaries and lack of support (Magnuson, 2002). In their second year, additional satisfaction arose from collegiality with faculty members, mentoring, support for scholarly activities and clear tenure and promotion information. Stress was mainly a result of the workload, challenges with scholarship, lack of support, politics, faculty relationships and program discord, unclear expectations, excessive committee involvement, challenges with students and personal life compromises (Magnuson et al., 2004). During their third year as faculty members, satisfaction came from scholarship, working with students, assisting with program improvement, collegiality with faculty members and whether or not the institution was a good fit. Sources of stress were from challenges with students, negative interactions and relationships with colleagues, politics, scholarship, lack of support, and isolation. In their sixth year, satisfaction was derived from making contributions to the profession, teaching, and mentoring. During this time stress occurred when there were unclear tenure and promotion requirements, inadequate financial rewards, unrealistic workloads, and lack of support (Magnuson et al., 2009). Clearly the counselor educators cited various sources of satisfaction and stress throughout

their pre-tenure experience. Additional studies would help counselor educators accurately conceptualize the impact of advancement on occupational satisfaction.

Salary. Salary is one of many factors that influences job satisfaction (Iaffaldano & Muchinsky, 1985; Judge & Wantanabe, 1993). Seibert, Crant and Kraimer (1999) found a statistically significant correlation of .21 between salary and career satisfaction. These findings are consistent with previous research that satisfaction is positively related to salary (Pfeffer & Langton, 1993). Terpstra and Honoree (2004) found salary level was significantly related to job satisfaction, and that both male and female faculty members reported similar levels of pay dissatisfaction. Such dissatisfaction with pay may lead to decreased satisfaction, motivation and performance and increased absenteeism and turnover (Cable & Judge, 1994; Gerhart & Milkovich, 1990; Huber & Crandall, 1994).

Researchers suggest attitudes toward salary predict job satisfaction and dissatisfaction (Brooke, Russell, & Price, 1988; Herzberg, Mausner, & Snyderman, 1959). The amount of pay is typically less important than perceptions of salary fairness and the pay-performance relationship (Erez & Isen, 2002; Hagedorn, 1996; Kalleberg, 1977; Whitehouse, 2001). In addition to economic gain earned from one's salary, pay also serves as a symbolic representation of importance, achievement, and potential (Hagedorn, 1996). Perceiving that one's salary is similar with one's peers is a significant predictor of female faculty member satisfaction (August & Waltman, 2004). Pfeffer and Langton (1993) found the greater salary dispersion within departments, the lower faculty member job satisfaction.

Research indicates that, controlling for experience, female faculty members consistently earn less than males (Crothers et al., 2010). The American Association of

University Women (AAUW, 2007) reported that 10 years after college graduation, there was still a 12% pay gap between men and women after controlling for experience, work hours, education and demographics (e.g., race, ethnicity, region, and having children). In fact, females earn approximately 20% less than male faculty members at doctoral granting public and private institutions (US Department of Education, 2011a). Within the field of education, females earn approximately 95% of the salary of their male colleagues (AAUW, 2007).

Several plausible reasons exist for the wage disparity, including that females take time off to care for family members (Levinson, Rafoth, & Sanders, 1994), infrequently negotiate for higher wages (Bowles, Babcock, & McGinn, 2005; Stuhlmacher & Walters, 1999), and prefer teaching over research (Dwyer, Flynn, & Inman, 1991), which provides less financial rewards than scholarship endeavors (Ferber & Loeb, 1974; Konrad & Pfeffer, 1990; Tuckman & Hagemann, 1976). Additionally, males may simply expect higher salaries (Keaveny & Inderrieden, 2000). Men have been found to place a higher value on money than females (Keaveny & Inderrieden, 2000; Tang & Talpade, 1999), thus, males may experience a stronger connection between salary and job satisfaction (Crothers et al., 2010). Previous research suggests female job satisfaction relies more heavily on professional contributions, perceptions of the institution and administration (Hagedorn, 1996), autonomy and flexibility (Hill et al., 2005), collegial interpersonal relationships, (Josephs, Markus, & Tafarodi, 1992), and work climate (Robertson & Bean, 1998). These findings are consistent with Herzberg (1966), who found a positive working environment and collegial peer and supervisory relationships predicted job satisfaction more than salary. McKeachie (1979) suggested that university faculty

members, regardless of gender, were intrinsically motivated by a professional calling. Thus, external motivators, such as salary and benefits may be less important than for those in other professions (McKeachie, 1979). Further investigation regarding the impact of pay on counselor educator occupational satisfaction is warranted.

Section Summary

This section discussed the motivator and hygiene variables in Hagedorn's (2000) Conceptual Framework of Faculty Job Satisfaction. Specific variables included: (a) work itself (e.g., scholarship, teaching, and service); (b) achievement, recognition and responsibility; (c) advancement; and (d) salary. An overview of work itself was provided following that subsection.

Job achievement, specifically scholarship productivity, is related to career satisfaction (Astin & Bayer, 1972; Bayer & Astin, 1975; Finkelstein, 1984; Holland, 1997). Additionally, when employees are recognized for their efforts, employee engagement is increased (Harter et al., 2002; Harter et al., 2003). Individuals experience recognition for a variety of accomplishments, including tenure and promotion (Betts, 1998; Schifter, 2000), appropriate salary (Hagedorn, 1996), and research and teaching resources (Johnsrud & Des Jarlais, 1994). Work responsibility also influences employee job satisfaction (Herzberg et al, 1957, 1959). Employees are more engaged when their talents align with work responsibilities and goals (Luthans & Yousef, 2007).

Faculty member satisfaction is also related to rank and tenure advancement (Tack & Patitu, 1992). Studies produced mixed results regarding who reports the highest job satisfaction (Nussel et al., 1988; Myers, 2011; Steene et al., 1985; Tack & Patitu, 1992). Hill (2009) found pre-tenured counselor educators experienced more role overload,

unclear expectations, isolation, interpersonal strain and stress-related physical symptoms than their tenured colleagues. However, Hagedorn (2000) found when a faculty member changed rank or tenure they experienced a lower satisfaction for up to five years. Magnuson and colleagues (2002, 2004, 2006, 2009) indicated several factors influenced counselor educator satisfaction, including: relationships with others (e.g., colleagues, students, and mentorship); the academic environment (e.g., fit, support for scholarly activities, clear tenure and promotion information, and autonomy); and making contributions to the field (e.g., teaching, scholarship, assisting with program improvement). Holcomb-McCoy and Addison-Bradley (2005) found tenure status and academic rank were not predictors of job satisfaction for African American counselor educators.

Salary is positively related to job satisfaction (Pfeffer & Langton, 1993; Terpstra & Honoree, 2004) and attitudes toward salary predict job satisfaction (Brooke, Russell, & Price, 1988; Herzberg et al., 1959). Pfeffer and Langton (1993) found the greater salary dispersion within departments, the lower faculty member job satisfaction. Research suggests that, controlling for experience, female faculty members consistently earn less than males (Crothers et al., 2010). This may be due to caring for family members (Levinson et al., 1994), infrequently negotiating for higher wages (Bowles et al., 2005; Stuhlmacher & Walters, 1999), and preference to teach (Dwyer et al., 1991), which provides fewer financial rewards than scholarship endeavors (Ferber & Loeb, 1974; Konrad & Pfeffer, 1990; Tuckman, 1976; Tuckman & Hagemann, 1976). However, female job satisfaction may depend more heavily on professional contributions, perceptions of the institution and administration (Hagedorn, 1996), autonomy and

flexibility (Hill et al., 2005), collegial interpersonal relationships, (Josephs et al., 1992), and work climate (Robertson & Bean, 1998). While salary is an important facet of satisfaction, Herzberg (1966) found a positive working environment and collegial peer and supervisory relationships predicted job satisfaction more than salary.

Environmental Conditions

Environmental variables in Hagedorn's (2000) Conceptual Framework of Faculty Job Satisfaction will be explored in this section. Specific variables will include: (a) collegial relationships (i.e., supervisory, colleagues, and mentoring relationships; (b) student relationships; (c) administration; and (d) departmental climate or culture.

Collegial relationships.

Faculty members must interact with numerous people in the context of their work. They engage with supervisors, including department chairs, colleagues inside and outside the department, and students. Relationships with each of these groups may influence an individual's experience at work.

Supervisory. Career satisfaction is influenced by the degree of support and positive interaction from the chair or supervisor (Gmelch et al., 1984; Olsen & Crawford, 1998; Vroom, 1964). Certain populations, such as pre-tenure faculty members and females, may uniquely benefit from positive relationships with department chairs. A department chair often provides support and advocacy for pre-tenure faculty members (Sorcinelli, 1992; Turner & Boice, 1987). Specifically, supportive department chairs have guided faculty members through department processes (e.g., annual reviews and securing travel funds), assigned courses with regard to faculty member interest, and provided a

reduced teaching load or few course preparations (Turner & Boice, 1987). In this way, the department chair serves as a mentor for new faculty members.

A female faculty member's relationship with her department chair is a significant predictor of career satisfaction (August & Waltman, 2004). However, Smith and Plant (1982) suggested relationships between women and their chairs are not as satisfying as the relationships men experience. Kelly (1989) reported that dissatisfaction with administration was responsible for low satisfaction among faculty members. When an individual does not establish a positive relationship with his or her department chair, he or she may seek employment elsewhere (Johnsrud & Atwater, 1993). Furthermore, attitudes toward administration impact feelings toward students (Clark & Lewis, 1988; Rice & Austin, 1990). Thus, Barnes and colleagues (1998) suggested administrators develop strategies to encourage a supportive, collegial work community in order to increase faculty member retention. Specific support could include collaborating and consulting on research projects, sharing syllabi, and providing suggestions for working with challenging students (Sorcinelli, 1988; Turner & Boice, 1987; Whitt, 1991).

Colleagues. In addition to relationships with supervisors, individuals are also influenced by interactions with colleagues (August & Waltman, 2004; Hagedorn, 2000; Rosser, 2004). Herzberg and colleagues (1957) found socialization within an organization consistently contributed to job satisfaction. Faculty member collegial support has been found to protect against burnout (Dick, 1986). Tack and Patitu (1992) suggested that faculty members may place great importance on their colleagues' reputations because they directly impact the prestige of the department and university. Olsen (1993) contends there has been a widespread decline in collegiality among faculty members, with

particular implications for new faculty members who are not yet acclimated to academic life.

Collegial support aids in the transition into a new environment, promotes wellness and prevents burnout (Lieberman, 1982; Robinson-Kurpius, & Keim, 1994; Schaefer, Coyne, & Lazarus, 1982; Witmer & Young, 1996). However, Hill (2009) suggested that neither the academic environment nor individual behaviors of new faculty members will likely encourage satisfaction among new faculty members (Hill, 2009). It is unlikely that new faculty members will reach out to colleagues for support or relationships (Austin & Rice, 1998; Sorcinelli, 1994). New faculty members rarely initiate interactions with colleagues (Turner & Boice, 1987; Whitt, 1991) or seek out support from colleagues until they have been employed for 4-5 years (Boice, 1991; Olsen & Sorcinelli, 1992). Faculty members without social support may experience isolation, depression, and disappointment (Boice, 1991; Sorcinelli, 1994; Turner & Boice, 1987; Whitt, 1991).

Female faculty members, in particular, have reported negative relationships with colleagues. Bronstein and Farnsworth (1998) found females reported significantly more demeaning and oppressive behaviors from colleagues than their male counterparts. Pre-tenure female faculty members indicated feeling excluded from social events and important departmental meetings (Bronstein & Farnsworth, 1998). Senior faculty members may provide females with less overall support and guidance about the tenure process when compared to male colleagues (Astin, 1991; Boice, 1993; Fox, 1991; Johnsrud & Wunsch, 1991; Olsen et al., 1995; Olsen & Sorcinelli, 1992; Parson et al., 1991; Riger et al., 1997). August and Waltman (2004) assessed satisfaction and found collegial peer relations was a significant predictor of satisfaction among non-tenured

females. This finding suggested tenured women's job satisfaction may not rely as heavily on being mentored by colleagues (August & Waltman, 2004). Instead, tenured faculty members might be influenced through serving as a mentor themselves (August & Waltman, 2004).

Mentoring relationships. Mentoring, both formal and informal, is considered a positive and important factor in career development (Kram, 1985, 1988; Gerstein, 1985; Mullen & Hutinger, 2008; Robinson, 1994; Sorcinelli, 1994). Kram (1985) differentiated between career and psychosocial mentoring. Career mentoring includes assistance navigating academia (e.g., tenure and promotion, balance among research, teaching and service, and prioritizing assignments), visibility (e.g., networking and collaborating on presentations), and challenging work assignments (e.g., providing feedback on research and teaching), (Borders et al., 2011). Psychosocial mentoring includes role modeling (e.g., work-life balance), acceptance and confirmation (e.g., providing non-judgmental support), counseling (e.g., listening to challenges and worries), and friendship (e.g., informal social support; Borders et al., 2011).

Allen et al., (2004) conducted a meta-analysis of mentorship and career benefits. The effect size between mentorship and job satisfaction ranged from .18 to .30, which is similar to other variables impacting job satisfaction (Spector, 1997). Mentored individuals experienced greater career commitment, expectations for advancement and career satisfaction than their non-mentored colleagues (Allen et al., 2004). Individuals who are mentored gain access to knowledge and opportunities not otherwise available (Allen et al., 2004) and can vicariously learn through the behaviors of their mentors (Bolton, 1980; Dreher & Ash, 1990; Zagumny, 1993). Exposure to networks and

appropriate models of behavior build confidence and self-esteem to engage in successful careers (Kram, 1985; Mullen, 1994). Mentoring has been shown to impact promotion, compensation (Dreher & Ash, 1990), career satisfaction and commitment (Koberg, Boss, & Goodman, 1998; Noe, 1988).

Pre-tenure faculty members may especially benefit from research mentorship (Briggs & Pehrsson, 2006), which is a common form of mentorship in higher education (Clark & Watson, 1998). Lucas and Murry (2002) recommend mentors work with junior faculty members through their first three years. These initial years in academia are vital to establish a robust publication pattern (Boice, 1992). Mentored pre-tenure faculty members produce more scholarship than their colleagues not engaged in a mentoring relationship (de Janasz & Sullivan, 2004; Dohm & Cummings, 2002; Kirchmeyer, 2005; Lucas & Murry, 2002). Magnuson and colleagues (2002, 2004, 2006, 2009) also found mentoring to be vital to career success and satisfaction among pre-tenure counselor educators. Many counselor educators are likely to provide or are willing to provide guidance, support, knowledge and opportunities to junior faculty members (Roland & Rontanesi-Seime, 1996). However, research suggests departments vary in regards to the type and frequency of mentoring provided to new faculty members. For example, Bronstein and Farnsworth (1998) surveyed 556 faculty members at one university and found 60% reported little no or mentoring from colleagues.

While mentoring pre-tenure faculty members is important, other populations also benefit from mentoring. It is especially vital for female faculty members (Boyle & Boice, 1998; Brennan, 2000; Brown, Daly, & Leong, 2009; Chandler & Kram, 2007; Essic, 1999; Rheineck & Roland, 2008; Smith, Smith, & Markham, 2000) and faculty of color

(Bradley & Holcomb-McCoy, 2004; Evans & Cokley, 2008) to engage in multiple mentoring relationships. However, many females and faculty of color report isolation and an unmet desire to connect with a mentor (Boice, 1992; Bradley & Holcomb-McCoy, 2004; Hill et al., 2005; Sorcinelli, 1992). Hill and colleagues (2005) found that a lack of mentorship was a discouraging career factor among female counselor educators. Similarly, with few faculty members of color employed within counselor education, there may not be many veteran minority faculty members available to serve as mentors to minority junior faculty members (Young et al., 1990). Mentors frequently support individuals who are culturally similar in terms of race, ethnic background, gender and social class (Hetherington & Barcelo, 1985).

Lucas and Murry (2002) asserted that formal mentoring programs would benefit female and minority faculty members. However, faculty members often prefer informal mentoring (Mullen & Hutinger, 2008), which may be more meaningful and effective (Johnson, 2002). Individuals who lack mentors within their university may seek support from counseling professionals with similar cultural backgrounds (Casto, Caldwell, & Salazar, 2005). Despite these potential challenges, Briggs and Pehrsson (2008) found the majority of pre-tenured counselor educators received some form of research mentorship.

The effects of mentoring also vary by career stage (Metz & Tharenou, 2001; Peluchette & Jeanquart, 2000). Pre-tenure faculty members in a mentoring relationship produce more scholarship, exhibit greater teaching confidence, report collegial relationships and higher job satisfaction (de Janasz & Sullivan, 2004; Kirchmeyer, 2005; Lucas & Murry, 2002). Senior faculty members also benefit from engaging in a mentoring relationship. Mentors experience generativity by passing knowledge to the

next generation of counselor educators (Black, Suarez, & Medina, 2004; Burke & McKeen, 1996). Mentors also gain assistance completing tasks to minimize the impact of role overload (Bieschke, Bieschke, Park, & Slattery, 2004). Additionally, both the mentor and mentee can increase scholarly productivity (Paul, Stein, Ottenbacher, & Yuanlong, 2002).

Mentorship generally receives little attention in counselor education (Black et al., 2004). However, some researchers have provided suggestions to enhance mentoring practices in counselor education programs (Borders et al., 2011; Hill, 2004). In particular, faculty members could provide informal mentoring by collaborating on a research endeavor, providing feedback on teaching, and suggesting particular service involvement (Borders et al., 2011). Additionally, Brinson and Kottler (1993) provided guidelines for cross-cultural counselor educator mentoring. Specifically, cross-cultural mentors must be culturally sensitive, show genuine concern for the mentee and appreciate his or her individual differences.

Student relationships. Positive student-faculty member interactions can impact faculty member satisfaction. Vito (2004) explored the impact of student interactions on faculty member satisfaction, engagement and retention. She interviewed 31 faculty members who were part of a faculty fellows program and had engaged with students on a routine basis. The participants reported the following demographic characteristics: male ($n=20$), female ($n=11$); full professors ($n=12$), associate professors ($n=14$), assistant professors ($n=2$), senior lecturers ($n=3$); White ($n=25$), African American ($n=3$), Asian ($n=2$), Hispanic ($n=1$). Participants reported interaction with students outside the classroom promoted satisfaction, engagement and institutional loyalty (Vito, 2004).

Participants regarded interactions with students as highly positive contributions to their professional lives. Additionally, connecting with students outside the classroom positively impacted their teaching by creating more concrete syllabi and becoming more flexible. These findings are congruent with previous research suggesting faculty members who are viewed as accessible to students are often regarded as effective teachers (Wilson, Woods & Gaff, 1974).

Bronstein and Farnsworth (1998) assessed faculty member experience of departmental climate, with one area focused on student interactions. Faculty members were asked to indicate how often they experienced demeaning or aggressive student behaviors. The researchers found most respondents did not report negative student behaviors (Bronstein & Farnsworth, 1998). When tenure faculty members did experience problem behaviors, females reported more demeaning student behaviors and males reported aggressive student behaviors. August and Waltman (2004) specifically focused on female faculty member satisfaction. They found the quality of teaching, mentoring and advising relationships with students was a significant predictor of female job satisfaction. Additional research is necessary to explore the impact of student relationships on male faculty members and specifically within counselor education.

Administration. Faculty member perceptions of university administration may impact occupational satisfaction. When faculty members feel they have influence over institutional and departmental decisions they reported greater satisfaction (Ambrose, Huston, & Norman, 2005; August & Waltman, 2004; Horton, 2006; Rosser, 2004). Individuals with high job satisfaction are more likely to engage in institutional endeavors (Levine & Strauss, 1989). Academe (1986) suggested that junior faculty members, in

particular, do not participate in decision-making, potentially resulting in less institutional commitment. Faculty members who have less say in decision-making report less job satisfaction (August & Waltman, 2004; Rosser, 2004). Rice and Austin (1988) found faculty member morale to be greatest when they were involved in decision-making within the department, such as curriculum decisions, impacting the overall climate of the department, and selecting new faculty members, graduate students, and department chairs. August and Waltman (2004) also found departmental influence served as a significant predictor of female faculty member career satisfaction.

Faculty members expect to be treated equitably, and discrepancies in perceived justice and fairness impacts job satisfaction (Hagedorn, 2000). When departmental practices such as hiring, tenure and promotion, award nomination and salary distribution are not perceived as fair, faculty members will likely experience less satisfaction (Hagedorn, 2000). Researchers contend that the academic environment has historically benefited white male faculty members, with female and minority faculty members underrepresented in academia (Aguirre, 2000; Alpert, 1989; Blackwell, 1989; Campbell, Greenberger, Kohn & Wilcher, 1983; Finlestein, 1984; Moore & Sagaria, 1993; Redmond, 1990; Young et al., 1990). There also appears to be a salary disparity in academia, with male faculty members earning more money than females even when controlling for age, rank, discipline and institutional type (Perna, 2001). Given the academic culture, faculty members may not believe departmental practices are equitable, thus impacting their occupational satisfaction.

Departmental climate or culture. In addition to being members of the broader academic community, university faculty members belong to an institutional, departmental

and discipline specific culture (Clark, 1984). The departmental climate or culture includes the practices and beliefs within an organization, such as workload expectations, productivity, collegiality, and student-faculty relationships (Hofstede, 1991; Clark, 1980, 1987; Smart, Feldman, Ethnigton, 2000). Lee (2007) defined culture as “the persistent patterns of shared values, beliefs, and assumptions among individuals within a group” in her exploration of institutional and departmental culture (p. 3). An organization’s climate will influence the individuals working within that institution (Blackburn & Lawrence, 1995; Hagedorn, 2000; Neumann, 1978). Guthrie (2003) suggested colleges and universities experience a different culture than a corporate environment. Some researchers have found institutional variables impact institutional culture and serve as predictors of faculty member satisfaction.

Field and Giles (1977) exerted the organizational climate of universities influences faculty member satisfaction. Such factors include institution type and reputation, quality of students, a supportive campus climate, funding resources, equitable salaries and benefits, fair and consistent promotion and tenure practices, professional development opportunities, and appropriate workload (Ambrose, Huston, & Norman, 2005; August & Waltman, 2004; Jayakumar et al., 2009; Johnsrud, 2002; Rosser, 2004, 2005; Settles, Cortina, Malley, & Stewart, 2006; Terpstra & Honoree, 2004; Ward & Wolf-Wendel, 2004). Neumann (1978) studied three facets of climate including perception of power, organizational goals and rewards and found improving organizational climate is an effective way to increase faculty job satisfaction. Myers (2011) found that a supportive campus climate had the largest influence on instructional satisfaction.

Research conducted by the Gallup Institution supports the importance of positive, strength-based organizational culture and practice (Buckingham & Clifton, 2001; Buckingham & Coffman, 1999; Wagner & Harter, 2006). Luthans and Youssef (2007) suggested that positive work environments strike a balance between emphasizing employee strengths and correcting weaknesses. Positive organizations rely on teamwork, compassion, and resiliency (Youssef & Luthans, 2007). Such work climates may include organizational citizenship behavior (OCB), defined as the “individual behavior that is discretionary, not directly or explicitly recognized by the formal reward system... [which] promotes the effective functioning of the organization” (Organ, 1988, pg. 4). Individuals who exhibit organizational citizenship behaviors (e.g., altruism, conscientiousness, sportsmanship, and courtesy) choose to go above and beyond the typical workplace expectations and influence the culture of an organization (Brief & Motowidlo, 1986; Youssef & Luthans, 2007). Job satisfaction has been found to be a predictor of organizational citizenship behavior (Illies, Scott, & Judge, 2006; Konovsky & Organ, 1996; Organ & Ryan, 1995).

While positive work environments can benefit both the individual and employer, an individual's mood or personality can also influence work experience. An individual's emotional state contributes to his or her perception of work (Izard, Kagan, & Zajonc, 1984). There is also a relationship between mood and job satisfaction (Weiss, Nicholas, & Daus, 1999). Research suggests emotional well being influences job satisfaction (Ducharme & Martin, 2000; Olson & Dilley, 1988; Pugliesi, 1999). Additionally, research suggests personality factors contribute to 20-30% of the variance in work performance and attitudes (Furnham, Forde, & Ferrari, 1999). Certain personality traits,

such as conscientiousness and emotional stability, are positively related to high job satisfaction and performance (Judge, Higgins, Thoresen, & Barrick, 1999; Judge, Thoresen, Bono & Patton, 2001). Happiness is also an important predictor of job satisfaction (Judge & Hulin, 1993; Judge & Watanabe, 1993; Tait, Padgett, & Baldwin, 1989). Both job satisfaction and happiness are related to mental health and coping with stressful situations (Folkman, 1997; Fordyce, 1988). Psychological well-being has been found to moderate the relationship between job satisfaction and job performance (Wright, Cropanzano & Bonett, 2007). While an institution can do little to impact mood (Hagedorn, 2000) or personality, supports can be put into place to assist faculty members experiencing distress or a change in their personal or professional lives.

It is expected that faculty members will transfer institutions throughout their career, whether by searching for a better fit, promotion or salary increase (Hagedorn, 2000). Hagedorn (2000) found faculty members who changed institutions or rank within the past five years experienced less job satisfaction than their colleagues. When a faculty member moves to a new institution, s/he must adjust to the environment, responsibilities, students and colleagues, and institutional mission, all of which can create changes in degree of job satisfaction (Hagedorn, 2000).

Section Summary

Career satisfaction is influenced by support and positive interactions from the chair or supervisor (Gmelch et al., 1984; Olsen & Crawford, 1998; Vroom, 1964).

Faculty members are also influenced by interactions with colleagues (August & Waltman, 2004; Hagedorn, 2000; Rosser, 2004). While new faculty members are likely to benefit from collegial relationships, most do not initiate interactions with colleagues

(Turner & Boice, 1987; Whitt, 1991) or seek out support from colleagues until they have been employed for 4-5 years (Boice, 1991; Olsen & Sorcinelli, 1992). However, mentored individuals experience greater career commitment, expectations for advancement and career satisfaction than their non-mentored colleagues (Allen et al., 2004). Magnuson and colleagues (2002, 2004, 2006, 2009) found mentoring to be vital to career success and satisfaction among pre-tenure counselor educators.

Positive student-faculty member interactions can impact faculty member satisfaction. Vito (2004) found that interactions with students outside the classroom promoted satisfaction, engagement and institutional loyalty, and positive contributions to their professional lives. August and Waltman (2004) suggested the quality of teaching, mentoring and advising relationships with students was a significant predictor of female job satisfaction. Additional research is necessary to explore the impact of student relationships on male faculty members and specifically within counselor education.

When faculty members feel they have influence over institutional and departmental decisions they report greater satisfaction (Ambrose et al., 2005; August & Waltman, 2004; Horton, 2006; Rosser, 2004) and are more likely to engage in institutional endeavors (Levine & Strauss, 1989). Faculty members expect to be treated equitably, and discrepancies in perceived justice and fairness impacts job satisfaction (Hagedorn, 2000). When departmental practices such as hiring, tenure and promotion, award nomination and salary distribution are not perceived as fair, faculty members will likely experience less satisfaction (Hagedorn, 2000).

An organization's climate will influence faculty member satisfaction (Field & Giles, 1977). Factors contributing to culture include institution type and reputation,

quality of students, funding resources, equitable salaries and benefits, fair and consistent promotion and tenure practices, professional development opportunities, and appropriate workload (Ambrose, Huston, & Norman, 2005; August & Waltman, 2004; Jayakumar et al., 2009; Johnsrud, 2002; Rosser, 2004, 2005; Settles et al., 2006; Terpstra & Honoree, 2004; Ward & Wolf-Wendel, 2004). Improving organizational climate is an effective way to increase faculty member job satisfaction (Neumann, 1978).

Summary

Occupational satisfaction has been described as, “the extent to which people like or dislike their jobs” (Spector, 1997, p. 2) and is influenced by extrinsic (e.g., salary, benefits, and work environment), and intrinsic rewards (e.g., sense of accomplishment, personal growth, and autonomy; Butcke et al., 1984; Herzberg et al., 1959; Locke, 1983, 1984; Nash et al., 1984). Since no unifying definition has been adopted to describe occupational satisfaction, researchers rely on conceptual frameworks to guide their work. Examples include the theory of Work Adjustment (Dawis et al., 1964), Maslow’s (1954) Hierarchy of Needs, and the Two-Factor theory of Job Satisfaction (Herzberg et al., 1959). Hagedorn (2000) used Herzberg and colleagues (1959) work as a foundation for the Conceptual Framework of Faculty Job Satisfaction (2000), which serves as the model for the current study.

The Conceptual Framework of Faculty Job Satisfaction (Hagedorn, 2000) includes triggers, which are major life changes that influence an individual’s relationship with work, and mediators, which interact to influence career satisfaction. The model includes (a) demographics (e.g., academic discipline, gender, race/ethnicity, and institutional type); (b) motivators and hygienes (e.g., work itself, achievement,

recognition, responsibility, advancement, and salary); and (c) environmental conditions (e.g., collegial relationships, student relationships, administration, and departmental climate or culture). The chapter included a literature review of each variable as it related to faculty members and, where available, specifically to counselor educators.

Demographic variables included: (a) academic discipline, (b) gender, (c) race/ethnicity, and (d) institutional type (e.g., teaching format, union membership, and CACREP accreditation status). Within the counseling discipline, most counselors are generally satisfied with their jobs regardless of specialization (Clemons, 1988; Gambrell et al., 2011). While female faculty members generally report less job satisfaction than their male colleagues (Aguirre, 2000; Bellas, 1997; Blackburn & Lawrence, 1995; Hagedorn, 1996, 2000; Locke et al., 1983; Myers, 2011; Olsen et al., 1995; Rosser, 2005; Seifert & Umbach, 2008; Smart 1990; Tack & Patitu 1992). Hill (2009) found no significant relationship between gender and occupational satisfaction among counselor educators. Additionally, faculty members of color report lower levels of job satisfaction than White faculty members (Bender & Heywood, 2006; Johnsrud & Des Jarlais, 1994; Liemann & Dovidio, 1998; Myers, 2011; Turner & Myers, 2000), and the racial climate of a department impacts job satisfaction among counselor educators of color (Astin et al., 1997; Evans 1998; Holcomb-McCoy & Addison-Bradley, 2005). However, Hill (2009) established no relationship between minority status and occupational satisfaction among counselor educators. Additionally, although Myers (2011) reported union faculty members experience lower levels of satisfaction than nonunionized faculty members, Miller (2003) found no impact of union status or CACREP accreditation status on counselor educator occupational satisfaction.

The following motivators and hygienes were investigated: (a) work itself (e.g., scholarship, teaching, and service); (b) achievement, recognition, and responsibility, (c) advancement, and (d) salary. The work counselor educators engage in typically includes: teaching and advising, supervision, counseling and consultation, administration, scholarship, and service (MohdZain, 1995). Oberman (2005) found counselor educators derived most satisfaction with work itself. Magnuson and colleagues (2002, 2004, 2006, 2009) found as counselor educators advanced toward tenure, those who gained confidence with scholarship reported higher overall satisfaction. Additionally, teaching and serving in leadership positions both provided a source of satisfaction for many pre-tenure counselor educators. Additionally research on the relationship between work experiences and satisfaction among tenured counselor educators would be beneficial.

Career satisfaction is related to job achievement (Holland, 1997) and responsibility (Herzberg et al, 1957, 1959). Additionally, engagement is increased when employees receive recognition, social support, and opportunities for growth (Harter et al., 2002; Harter et al., 2003). However, these constructs have not specifically been explored with the context of counselor educators.

Advancement is believed to impact faculty member satisfaction (Tack & Patitu, 1992), as individuals value different career aspects as they move up in rank (Braskamp & Ory, 1984). Hill (2009) found pre-tenured counselor educators experienced more role overload, unclear expectations, isolation, interpersonal strain and stress-related physical symptoms than their tenured colleagues. Magnuson and colleagues (2002, 2004, 2006, 2009) found several factors influenced pre-tenure counselor educator levels of satisfaction, including: making contributions to the field (e.g., teaching, scholarship, and

assisting with program improvement); relationships with others (e.g., colleagues, students, and mentorship); and the academic environment (e.g., fit, support for scholarly activities, clear tenure and promotion information, and autonomy). Holcomb-McCoy and Addison-Bradley (2005) found tenure status and academic rank were not predictors of job satisfaction for African American counselor educators.

Salary is positively related to job satisfaction (Pfeffer & Langton, 1993; Terpstra & Honoree, 2004) and attitudes toward salary predict job satisfaction and dissatisfaction (Brooke, Russell, & Price, 1988; Herzberg et al., 1959). Pfeffer and Langton (1993) found the greater salary dispersion within departments, the lower faculty member job satisfaction. Research suggests that, controlling for experience, female faculty members consistently earn less than males (Crothers et al., 2010), although this information is not available specifically for counselor educators. Female job satisfaction may depend more heavily on professional contributions, perceptions of the institution and administration (Hagedorn, 1996), autonomy and flexibility (Hill, et al., 2005), collegial interpersonal relationships, (Josephs et al., 1992), and work climate (Robertson & Bean, 1998) than salary.

Environmental conditions were also explored, specifically: (a) collegial relationships (e.g., supervisory, colleagues, and mentoring relationships); (b) student relationships; (c) administration; and (d) departmental climate or culture. Career satisfaction is influenced by the degree of support and positive interaction from the chair or supervisor (Gmelch et al., 1984; Olsen & Crawford, 1998; Vroom, 1964), however, this relationship has not been empirically explored among counselor educators. Magnuson and colleagues (2002, 2004, 2006, 2009) found collegial relationships,

mentoring, and student relationships influenced pre-tenure counselor educators' career satisfaction. Oberman (2005) also found counselor educators experienced satisfaction with interpersonal relationships. This is consistent with Hill et al. (2005) who found female counselor educators received encouragement from, among other factors, student enthusiasm and witnessing student growth.

When faculty members believe they have influence over institutional and departmental decisions they reported greater satisfaction (Ambrose et al., 2005; August & Waltman, 2004; Horton, 2006; Rosser, 2004). When departmental practices such as hiring, tenure and promotion, award nomination and salary distribution are not perceived as fair, faculty members will likely experience less satisfaction (Hagedorn, 2000). However, perception toward administration has not been investigated among counselor educators. Administration influences the climate of a work environment, which also impacts faculty member satisfaction (Field & Giles, 1977). Other contributing factors include quality of students, funding resources, professional development opportunities, and appropriate workload (Ambrose et al., 2005; August & Waltman, 2004; Jayakumar et al., 2009; Johnsrud, 2002; Rosser, 2004, 2005; Settles et al., 2006; Terpstra & Honoree, 2004; Ward & Wolf-Wendel, 2004). Neumann (1978) suggested improving organizational climate is an effective way to increase faculty member job satisfaction, however, additional research on counselor educator's experience of climate is warranted.

Previous research on counselor educators has investigated job satisfaction in relation to personal (e.g., tenure status, parenting status, minority status, gender, partner educational similarity, and academic rank) and environmental variables (e.g., departmental racial climate, Carnegie classification, and CACREP accreditation status).

In exploring personal variables, Hill (2009) found pre-tenure faculty members report less satisfaction than their tenured colleagues. However, when Alexander-Albritton (2008) specifically focused on female counselor educators, she found no significant impact of tenure status on satisfaction. Alexander-Albritton (2008) also suggested parenting female counselor educators experienced lower job satisfaction than their colleagues without children. To date, no significant relationships have been reported among job satisfaction and minority status, gender, partner educational similarity or academic rank (Alexander-Albritton, 2008; Hill, 2009; Holcomb-McCoy & Addison-Bradley, 2005).

With regard to environmental or institutional variables, Holcomb-McCoy and Addison-Bradley (2005) established a correlation between job satisfaction and racial climate, in that satisfied African American counselor educators reported more positive racial climates. Miller (2003) found individuals working at Doctoral institutions reported higher job satisfaction. However, among female counselor educators, Alexander-Albritton (2008) reported no significant impact of Carnegie rating on job satisfaction. Miller (2003) reported no significant impact of occupational satisfaction on CACREP accreditation status.

The current study attempts to fill a gap in the literature on counselor educator occupational satisfaction. No studies to date have investigated all the variables in Hagedorn's (2000) Conceptual Framework of Faculty Satisfaction with a sample of counselor educators. Specific variables of interest include CACREP accreditation status, union status and method of instruction on faculty member occupational satisfaction. Additionally, collegial relationships will be investigated. I will explore if relationships with colleagues, department chairs, and involvement in a mentoring relationship predict

scholarship achievement, perception of departmental climate and occupational satisfaction. Finally, I will assess to what degree Hagedorn's (2000) Conceptual Framework of Faculty Job Satisfaction (i.e., demographics, motivators and hygienes, environmental conditions, and triggers) predicts counselor educator occupational satisfaction.

CHAPTER THREE

METHODOLOGY

This chapter discusses the methodology that was used to evaluate counselor educator occupational satisfaction. Hagedorn's (2000) Conceptual Framework of Faculty Job Satisfaction served as the framework for the investigation. The research purpose, research design, research questions and hypotheses, participant criteria and selection, instrumentation, procedures, data analysis, and validity threats are described.

Purpose Statement

The purpose of this quantitative study was to assess occupational satisfaction among counselor educators and its relationship to CACREP accreditation status, union status, method of curriculum delivery, collegial relationships, scholarship achievement, and perception of departmental climate. I utilized Hagedorn's (2000) Conceptual Framework of Faculty Job Satisfaction to guide the study. The model incorporated triggers (e.g., life changes) and the following mediators: (a) motivators and hygienes, (b) demographics (e.g., personal and institutional), and (c) environmental conditions. Triggers included a change in the following: life stage, family-related or personal circumstance, rank or tenure, institution, perceived justice, and mood or emotional state. Motivators and hygienes comprised of achievement, recognition, work itself, responsibility, advancement and salary. Counselor educator personal demographics consisted of gender, ethnicity, age, highest degree obtained, professional specializations, years served in the field, academic rank, tenure status, licensure, certifications, and professional affiliations. Institutional demographics included CACREP accreditation status, union status, Carnegie classification, counseling graduate degrees offered, and

type of curriculum delivery. Environmental conditions included collegial relationships, student relationships, administration, and departmental climate.

In exploring counselor educator occupational satisfaction, I hoped to determine (1) whether significant group differences existed in occupational satisfaction based on CACREP accreditation status, union status and method of curriculum delivery; (2) whether interpersonal relationships (e.g., satisfaction with the department chair, satisfaction with colleagues, and mentorship) impacted scholarship achievement, perception of departmental climate, and occupational satisfaction; and (3) whether Hagedorn's (2000) Conceptual Framework of Faculty Job Satisfaction could significantly predict counselor educator occupational satisfaction.

Research Design

This study utilized a quantitative, non-experimental cross-sectional survey design to investigate the variables in Hagedorn's (2000) Conceptual Framework of Faculty Job Satisfaction, including (a) academic discipline; (b) gender; (c) race/ethnicity; (d) institutional type (e.g., teaching method and union membership, and CACREP accreditation status); (e) work itself (e.g., scholarship, teaching, and service); (f) achievement; (g) recognition; (h) responsibility; (i) advancement; (j) salary; (k) collegial relationships (e.g., supervisory, colleagues, and mentoring relationships); (l) student relationships; (m) administration; (n) departmental climate; and (o) triggers (i.e., change in life stage, family related or personal circumstance, rank or tenure, institution, perceived justice, and mood or emotional state). See Table 2 for a complete list of variables and measures. This survey method was used in order to effectively explore trends, compare groups and describe relationships among variables (Young, 2010).

Advantages to this design included participant anonymity, rapid data collection turnaround, and the ability to obtain information from a large sample. However, this approach did not allow for group randomization or determining casual relationships.

The study used a Web-based survey method. This approach had several advantages, including (a) immediate, user-friendly access to data, (b) efficient management of results, and (c) participants can skip certain items and maintain anonymity (Upcraft & Wortman, 2000). Disadvantages included potential lack of computer access, software, and literacy for the participants (Upcraft & Wortman, 2000). However, Dillman (2000) noted certain populations, such as university faculty members, typically have web access and computer literacy. Thus, a Web-based survey method was deemed to appropriate modality to survey counselor educators.

The survey packet included two sections. The first section provided instructions and Human Subjects Review approval information. The second section included the following assessments: (a) 11 items from a modified Faculty Job Satisfaction/Dissatisfaction Scale (Oberman, 2011); (b) 30 items exploring the Work-life Experiences of Faculty Members (see August & Waltman, 2004); and (c) 30 items regarding participant demographic information.

Research Questions and Hypothesis

In order to investigate group differences, the impact of interpersonal relationships, and the predictive ability of Hagedorn's (2000) Conceptual Framework of Faculty Job Satisfaction among counselor educators, the following research questions were explored:

Research Question 1: Are there group differences in total occupational satisfaction based on institutional variables including teaching format, union status, and CACREP accreditation status?

(H₁) There is a significant interaction among teaching format, union status, CACREP accreditation status, and total occupational satisfaction.

(H₂) There is not a significant main effect of teaching format on total occupational satisfaction.

(H₃) There is a significant main effect of non-union status on higher total occupational satisfaction.

(H₄) There is a significant main effect of CACREP accreditation status on higher total occupational satisfaction.

Research Question 2: Do collegial relationships, including satisfaction with the department chair, satisfaction with colleagues and involvement in a mentoring relationship, significantly predict scholarship achievement, perception of departmental climate and total occupational satisfaction?

(H₅) Greater satisfaction with the department chair, higher satisfaction with colleagues, and involvement in mentoring relationship significantly predicts scholarship achievement.

(H₆) Higher satisfaction with the department chair, greater satisfaction with colleagues, and involvement in a mentoring relationship significantly predicts perception of departmental climate.

(H₇) Higher satisfaction with the department chair, greater satisfaction with colleagues, and involvement in a mentoring relationship significantly predicts perception of departmental climate.

Research Question 3: To what extent does Hagedorn's (2000) Conceptual Framework of Faculty Job Satisfaction (i.e., demographics, motivators and hygienes, environmental conditions, and triggers) predict counselor educator occupational satisfaction?

- What percent of the total variance of occupational satisfaction is accounted for by demographic variables, including gender, ethnicity, CACREP accreditation status and union status?
 - (H₈) Demographic variables (i.e., participant gender, participant ethnicity, institutional union status, and program CACREP accreditation status) are significant predictors of occupational satisfaction.
- What percent of the total variance of occupational satisfaction is accounted for by motivator and hygiene variables, including achievement, recognition, work itself, responsibility, advancement, and salary?
 - (H₉) Motivator and hygiene variables (i.e., achievement, recognition, work itself, responsibility, advancement, and salary) are significant predictors of occupational satisfaction.
- What percent of the total variance of occupational satisfaction is accounted for by environmental variables, including collegial relationships, student relationships, administration, and departmental climate?

- (H₁₀) Environmental variables (i.e., collegial relationships, student relationships, administration, and departmental climate) are significant predictors of occupational satisfaction.
- What percent of the total variance of occupational satisfaction is accounted for by trigger variables, including change in life stage, family related or personal circumstances, rank or tenure, institution, perceived justice and mood or emotional state?
 - (H₁₁) Trigger variables (i.e., change in life stage, family related or personal circumstances, rank or tenure, institution, perceived justice, and mood or emotional state) are significant predictors of occupational satisfaction.

Instrumentation

Faculty Job Satisfaction/Dissatisfaction Scale

The Faculty Job Satisfaction/Dissatisfaction Scale (Wood, 1976) is a self-report survey measuring job satisfaction. The survey included demographic variables as well as 68 questions measuring 10 specific areas of job satisfaction (i.e., achievement, growth, interpersonal relations, policy and administration, recognition, responsibility, salary, supervision, the work itself, and working conditions). To complete the assessment, participants utilized a 6-point Likert type scale with responses ranging from 1 (*very dissatisfied*) to 6 (*very satisfied*). Overall job satisfaction was measured from one question asking participants to “Consider all aspects of your job as an instructor and indicate your overall level of job satisfaction or dissatisfaction.” Wanous, Reichers, and

Hudy (1997) indicated that it is acceptable to use a single-item measure to assess total job satisfaction.

The Faculty Job Satisfaction/Dissatisfaction Scale has been established as a valid and reliable instrument (Wood, 1976) that has been used in over 60 doctoral dissertations (Wood, personal communication, November 22, 2011). The original survey (Wood, 1973) is based on the theoretical underpinnings of Herzberg et al. (1959) for use with community college faculty members. Survey questions measuring motivators and hygienes were provided to a sample of 52 full time community college instructors. A panel of judges in the North Carolina Community College System and North Carolina State University faculty members confirmed content and face validity. A factor analysis resulted in rotated factor matrix loadings of at least 0.5 for 10 one-dimensional factors. The pretest internal consistency reliability coefficients were strong for the following factors: achievement, 0.81; growth, 0.86; interpersonal relations, 0.93; policy and administration, 0.95; recognition, 0.85; responsibility, 0.88; salary, 0.92; supervision, 0.96; the work itself, .086; and working conditions, 0.87; with all subscales at 0.91 (Wood, 1973). Three-week test-retest reliability with a sample of 52 instructors indicated the following estimates: achievement, 0.91; growth, 0.85; interpersonal relations, 0.92; policy and administration, 0.95; recognition, 0.94; responsibility, 0.90; salary, 0.93; supervision, 0.95; the work itself, 0.90; and working conditions, 0.95; with all subscales at 0.99 (Wood, 1973).

Oberman (2005) conducted a factor analysis and assessed the reliability of the Faculty Job Satisfaction/Dissatisfaction Scale with 71 tenure-track faculty members at doctoral granting CACREP accredited counselor education programs. A principal

component analysis with a varimax rotation with 10 factor loadings resulted in similar variables as those found by Wood (1976). However, two variables (responsibility and recognition) were integrated into other variables and two new variables (authority and work context) were created based on the analysis. Cronbach's alpha reliability scores were as follows: achievement, 0.80; growth, 0.86; interpersonal relations, 0.92; policy and administration, 0.92; salary, 0.92; supervision, 0.97; the work itself, 0.79; working conditions, 0.78; authority, 0.88; work context, 0.86, with all subscales at 0.98.

Oberman (2011) modified the Faculty Job Satisfaction/Dissatisfaction scale for use with counselor educators (see Appendix C). Previous researchers have modified the survey to fit the particular needs of the sample under question. For example, with permission, Overman (2001) modified the instrument for use with dental school faculty members and Boeve (2007) utilized a version with Physician Assistant faculty members. In addition to nine demographic questions, Oberman's (2011) modified instrument asks participants to rate their level of job satisfaction on a 7 point Likert-type scale from (1=*very dissatisfied* to 7=*very satisfied*). The nine variables included: (a) achievement, (b) growth, (c) interpersonal relations, (d) policy and administration, (e) recognition, (f) responsibility, (g) salary, (h) the work itself, and (i) working condition. There is also one overall measure of job satisfaction and an open-ended question asking participants to provide overall comments about their job satisfaction. Participants were instructed to "Select the response that best represents your level of job satisfaction in the following areas." A sample question measuring responsibility stated, "Your committee responsibilities, the total amount of responsibilities you have compared with your coworkers."

The instrument included all variables from Wood's (1976) original instrument with the exception of supervision, which Oberman (2005) found to be inappropriate to measure graduate faculty member satisfaction. When counselor educators were asked to rank job satisfaction variables, Wood's (1976) Faculty Job Satisfaction/Dissatisfaction Scale and Oberman's (2011) modified instrument yielded the same variables. These results suggested Oberman's (2011) modified Faculty Job Satisfaction/Dissatisfaction Scale was an appropriate instrument to utilize with counselor educators.

Work-Life Experiences of Faculty Members

The Work-Life Experiences of Faculty Members (adapted from August & Waltman, 2004; see Appendix D) was a 30-item self-report survey measuring professional productivity, departmental climate, relations with the department chair and students, and involvement in mentorship and departmental climate. The questions were derived and modified from a survey of faculty member work-life conducted in 1996 at a Midwest Research intensive university. Professional productivity is measured by the number of professional activities conducted in the past two years and over one's career. This subscale is measured on a five-point Likert type scale with responses ranging from 1 (*Never*) to 5 (*Ten times or more*). An example of a question from this subscale is, "Had a chapter published in a book."

Departmental climate assesses the degree to which faculty members navigate academic culture. This subscale is measured on a four-point Likert type scale from 1 (*strongly disagree*) to 4 (*strongly agree*). An example from the departmental climate subscale is, "There are many unwritten rules concerning interaction with peers." Quality relationships with department chair persons and students are measured on a four-point

Likert type scale from 1 (*not satisfied at all*) to 4 (*very satisfied*). A question from this subscale includes “Sense of support from chair.”

Mentorship referred to having a senior colleague act as a mentor. This subscale is measured on a five-point Likert type scale from 1 (*not at all*) to 5 (*to a great extent*). An example item includes, “Serves as a role model.” Departmental climate assesses the degree to which faculty members navigate academic culture. This subscale is measured on a four-point Likert type scale from 1 (*strongly disagree*) to 4 (*strongly agree*). An example from the departmental climate subscale is, “There are many unwritten rules concerning interaction with peers.” August and Waltman (2004) conducted a secondary data analysis to assess career satisfaction in female faculty members. They reported internal consistency for the three factors as follows: professional productivity = 0.79; Departmental Climate = 0.80; Good Relations with Department Chair = .86; Quality Student Relations = .77; Having a Senior Colleague Act as a Mentor = 0.89; Departmental Climate = 0.80. Factor loadings ranged from .57 to .84.

Questions included on the Work-life Experiences of Faculty Members are consistent with other assessments measuring professional productivity, student relations, supervisory relationships, mentoring and climate. Faculty member productivity is typically measured by work output, such as number of publications, conference presentations, and grants (Allen, 1997; Blackburn & Lawrence, 1995; Fairweather, 2002, Massy & Wilger, 1995; Meyer, 1998; Middaugh, 2001; Porter & Umbach, 2001; Presley & Engelbride, 1998; Townsend & Rosser, 2007). Student relations were measured on the original Faculty Job Satisfaction/Dissatisfaction Scale (Wood, 1976) based on a single question that asked participants to rate their satisfaction with “faculty-student

relationships.” Supervisory relations are typically measured based on various interactions between the supervisor and employee. One measure of supervision is on the Job Descriptive Index (JDI; Smith, Kendall & Hulin, 1969), where participants are asked to indicate specific interactions with the supervisor, such as “praises good work,” and “tells me where I stand.” Borders et al. (2011) discussed good practices of mentoring within counselor education, which resemble many questions on the Work-Life Experiences of Faculty Members survey. Mentoring by senior faculty members may include: advice on career decisions (e.g., suggestions to seek particular service opportunities), serving as a role model, explaining unit organization (e.g., promotion and tenure processes), and securing funding (e.g., writing an internal grant) and other resources (Borders et al., 2011). Studies assessing climate often include questions regarding support or negative behaviors from colleagues, unfair treatment, bureaucracy and navigating the administrative work environment (Bronstein & Farnsword, 1998; Eaton, 1998). While questions from the Work-Life Experiences of Faculty Members have not previously been assessed with counselor educators, the construct measurement appears to be consistent with other studies.

Demographic Questionnaire

A 30-item demographic questionnaire (see Appendix E) was created for use in this study. The survey included institutional and personal demographic information. Participants answered specific questions regarding the institution in which they worked, including the following: CACREP accreditation status, union status, counseling graduate degrees offered, method of curriculum delivery, Carnegie classification, hours spent on university work related and non-related activities, time spent on professional activities,

and satisfaction with professional activities. Participants provided personal information, including gender, ethnicity, age, license/certifications, professional affiliations, professional specialization, highest degree earned, number of years as a faculty member, rank, tenure status, and salary. They indicated whether or not they have experienced a change in any of the following in the past year, institution, rank/position, life stage, family-related or personal circumstance, perceived justice at institution, and mood or emotional state.

Table 2

List of Variables and Measures

Variable	Measure
Academic discipline	Measure of professional specialization on demographic questionnaire
Gender	Measure of gender identity on demographic questionnaire
Race/ethnicity	Measure of race/ethnicity on demographic questionnaire
Institutional type	
<i>Teaching method</i>	Measure of curriculum delivery on demographic questionnaire
<i>Union membership</i>	Measure of union status on demographic questionnaire
<i>CACREP accreditation status</i>	Measure of CACREP accreditation status on demographic questionnaire
Work itself	
<i>Scholarship</i>	Satisfaction with scholarship on demographic questionnaire; Rating of growth on the modified Faculty Job Satisfaction Scale;
<i>Teaching</i>	Satisfaction with teaching on demographic questionnaire; Rating of the work itself on the modified Faculty Job Satisfaction Scale
<i>Service</i>	Satisfaction with service on demographic questionnaire
Achievement	Rating of achievement on the modified Faculty Job Satisfaction Scale; Measure of scholarly activities over the past two years

Table 2 Continued

Variable	Measure
Recognition	Rating of recognition on the modified Faculty Job Satisfaction Scale
Responsibility	Rating of responsibility on the modified Faculty Job Satisfaction Scale
Advancement	Measure of tenure status on demographic questionnaire
Salary	Rating of salary on the modified Faculty Job Satisfaction Scale
Collegial relationships	
<i>Supervisory</i>	Rating of good relations with department chair on the Work-Life Experiences of Faculty Members
<i>Colleagues</i>	Rating of interpersonal relations on the modified Faculty Job Satisfaction Scale
<i>Mentoring relationships</i>	Degree of mentoring behaviors on the Work-Life Experiences of Faculty Members
Student relationships	Rating of quality student relations on the Work-Life Experiences of Faculty Members
Administration	Rating of policy and administration on the modified Faculty Job Satisfaction Scale
Departmental climate	Rating of departmental climate on the Work-Life Experiences of Faculty Members
Triggers	
<i>Change in life stage</i>	Measure of change in life stage on demographic questionnaire
<i>Family related or personal Circumstance</i>	Measure of change in family related or personal circumstance on demographic questionnaire
<i>Rank or tenure</i>	Measure of change in rank or tenure on demographic questionnaire
<i>Institution</i>	Measure of change in institutions on demographic questionnaire
<i>Perceived justice</i>	Measure of change in perceived justice on demographic questionnaire
<i>Mood or emotional state</i>	Measure of change in mood or emotional state on demographic questionnaire
Overall occupational satisfaction	Rating of overall job satisfaction on the modified Faculty Job Satisfaction Scale

Participants

Data were collected from counselor educators employed at higher education institutions in the United States. To participate, counselor educators must have been currently working as a full-time faculty member in a counseling graduate program. Assuming a moderate effect size at the $P=.80$ level, a minimum sample of 200 participants was sought to test the hypotheses at the .05 alpha level (Cohen, 1992). The expected average return rate for survey research was between 10 and 30 percent (Erford, 2008). In order to obtain a large enough sample assuming a 20% return rate, I invited a over 1,000 individuals to participate in the study.

Procedures

A search of the World Wide Web provided a list of 265 CACREP accredited counseling programs and 289 non-CACREP accredited counseling programs. I randomly selected faculty members equally from both CACREP accredited and non-accredited programs to be included in the study. All faculty members from the list of randomized programs were surveyed. Faculty member email addresses were obtained from direct links for each counselor education program. If faculty members email addresses were not listed on department websites, those schools were excluded from the random sample of programs. The sample included faculty members at all academic ranks (e.g., instructor, assistant, associate, and full professor).

Data collection began upon receiving approval from the Human Subjects Review Board at Old Dominion University. The first round of data collection included a direct email solicitation with a consent form describing the purpose of the study and a link to the web-based survey. After two weeks of data collection, participants received an email

reminding them to take the survey if they have not yet already done so. Since the appropriate sample size had not been met, a second round of data collection included additional randomly selected faculty members. The new sample of faculty members received the same reminder email after two weeks. Participants who submitted their email address in a secure location not connected to the survey were entered into a raffle drawing to win a \$50 gift certificate. Five participants were randomly selected to win the raffle at the completion of the data collection.

Data Analysis

Upon completion of data collection, SPSS 20.0 for Windows was utilized to analyze the data. Data were downloaded from the Web-based survey into SPSS. Data were reviewed prior to running any statistical tests to determine if participants had entered data correctly and completely. If data were missing, I determined if results would be skewed and should be eliminated from the sample or could be retained without sacrificing quality. Outliers were assessed to prevent any possible distortions in the data. If outliers were present, I determined if there was a data entry error. If extreme outliers still existed after subsequent data screening, they were removed for accuracy. Once data screening I, frequency distributions were conducted to report data including gender, ethnicity, age, license/certifications, professional affiliations, professional specialization, highest degree earned, number of years as a faculty member, rank, tenure status and salary. Research questions, hypothesis and data analysis procedures are described below.

In order to investigate if there were group differences in total occupational satisfaction based on teaching format, union status and CACREP accreditation status, the following hypotheses were explored:

(H₁) There is an interaction among CACREP accreditation status, union status, method of curriculum delivery, and occupational satisfaction.

(H₂) There is not a significant main effect of teaching format on total occupational satisfaction.

(H₃) There is a significant main effect of non-union status on higher total occupational satisfaction, with participants employed at non-union accredited programs reporting higher occupational satisfaction than participants at union accredited programs.

(H₄) There is a significant relationship between CACREP accredited institutions and higher occupational satisfaction, with participants employed at CACREP accredited programs reporting higher occupational satisfaction than participants at non-CACREP accredited programs.

Hypothesis 1 through 4 were analyzed using a 3-way ANOVA. Independent variables included the following, CACREP accreditation status, union status, and method of curriculum delivery. The dependent variable was Total Job Satisfaction, as measured by the final question of the modified Faculty Job Satisfaction/Dissatisfaction Scale (Oberman, 2011).

In order to explore whether counselor educator involvement in a mentoring relationship, satisfaction with colleagues and satisfaction with the department chair significantly predict scholarship achievement, perception of departmental climate and total occupational satisfaction, the following hypotheses were tested:

Research Question 2: Do collegial relationships, including satisfaction with the department chair, satisfaction with colleagues and involvement in a mentoring

relationship, significantly predict scholarship achievement, perception of departmental climate and total occupational satisfaction?

(H₅) Greater satisfaction with the department chair, higher satisfaction with colleagues and involvement in mentoring relationship significantly predicts scholarship achievement.

(H₆) Higher satisfaction with the department chair, greater satisfaction with colleagues and involvement in a mentoring relationship significantly predicts perception of departmental climate.

(H₇) Greater satisfaction with the department chair, satisfaction with colleagues and involvement in a mentoring relationship significantly predicts total occupational satisfaction.

Hypotheses 5 through 7 were analyzed using three regression analyses. Interpersonal relationships (e.g., satisfaction with the department chair, satisfaction with colleagues, and involvement in a mentoring relationship) served as independent variables. Counselor institutional variables (i.e., scholarship achievement, perception of departmental climate, and total occupational satisfaction) served as dependent variables.

To explore the extent to which Hagedorn's (2000) Conceptual Framework of Faculty Job Satisfaction (i.e., demographics, motivators and hygiene's, environmental conditions, and triggers) predicted counselor educator occupational satisfaction, the following sub questions and hypothesis were assessed:

- What percent of the total variance of occupational satisfaction is accounted for by demographic variables, including participant gender, participant ethnicity, program CACREP accreditation status and institutional union status?

- (H₈) Demographic variables (i.e., participant gender, participant ethnicity, program CACREP accreditation status, and institutional union status) are significant predictors of occupational satisfaction.
- What percent of the total variance of occupational satisfaction is accounted for by motivator and hygiene variables, including achievement, recognition, work itself, responsibility, advancement, and salary?
 - (H₉) Motivator and hygiene variables (i.e., achievement, recognition, work itself, responsibility, advancement, and salary) are significant predictors of occupational satisfaction.
- What percent of the total variance of occupational satisfaction is accounted for by environmental variables, including collegial relationships, student relationships, administration, and departmental climate?
 - (H₁₀) Environmental variables (i.e., collegial relationships, student relationships, administration, and departmental climate) are significant predictors of occupational satisfaction.
- What percent of the total variance of occupational satisfaction is accounted for by trigger variables, including change in life stage, family related or personal circumstances, rank or tenure, institution, perceived justice, and mood or emotional state?
 - (H₁₁) Trigger variables (i.e., change in life stage, family related or personal circumstances, rank or tenure, institution, perceived justice and emotional state) are significant predictors of occupational satisfaction.

Hypotheses 8 through 11 were analyzed using a Hierarchical Regression Analysis. Variables were entered in a blockwise fashion in the following order: (a) Demographic variables (e.g., gender, ethnicity, CACREP accreditation status, and union status); (b) Motivator and hygiene variables (i.e., achievement, recognition, work itself, responsibility, advancement, and salary); (c) Environmental variables (i.e., collegial relationships, student relationships, administration, and departmental climate); (d) Trigger variables (i.e., change in life stage, family related or personal circumstances, rank or tenure, institution, perceived justice, and mood or emotional state). Total occupational satisfaction served as the dependent variable.

Validity Threats

Internal validity refers to the extent to which the design and methodology of a study is appropriate, valid and reliable. Internal validity allows a researcher to determine if a relationship exists between an independent and dependent variable (Sheperis, Gardner, Erford, & Shoffner, 2008). Internal validity threats are caused from experimental procedures that threaten one's ability to draw conclusions from the data about the population (Creswell, 2009). External validity, or generalizability, indicates whether the results from the sample can be applied to a population. External validity threats occur when researchers incorrectly apply the results from the study to other people, settings or situations (Creswell, 2009). Attempts will be made to minimize the impact of internal and external validity threats on the results of the study.

Instrumentation effects impacted the study. The Faculty Job Satisfaction/Dissatisfaction Scale (Wood, 1976) was originally developed for use among community college faculty members. While Oberman (2005) confirmed the reliability of

this instrument on counselor educators, there may be more appropriate measures of occupational satisfaction (van Saane, Sluiter, Verbeek, & Frings-Dresen, 2003). Additionally, questions were utilized and modified from the Work-Life Experiences of Faculty Members, which was originally distributed among all faculty members at a Midwestern Institution. It is unknown whether this instrument or these specific questions have been previously tested on a sample of counselor educators. Thus this may not be an appropriate measure for the sample population. In an effort to control for instrumentation threat, a panel of counselor educators reviewed the survey packet prior to administration and provided suggestions for improvement with this population. Attrition also occurred, in which participants began, but did not complete the entire survey. In order to minimize the impact of attrition, a bar at the top of the survey displayed the percent of the survey participants had completed.

Selection threats posed a threat, as participants who choose to take the survey may have had different characteristics than participants who did not opt to take the survey. In an attempt to control this threat, participants were randomly selected from CACREP and non-CACREP accredited institutions and individually solicited via email. Participants likely also responded to survey questions with socially acceptable answers. If participants were not truthful in completing the survey, the results cannot be generalized. In order to control for this threat, confidentiality and anonymity were maintained throughout the study. Setting and treatment effects likely negatively impacted the study. Certain participant characteristics prevent results from being generalized to individuals in other settings. Thus, results from this study are only accurate for the specific sample of counselor educators.

Potential Contributions

This study assessed how well the Conceptual Framework of Faculty Job Satisfaction (Hagedorn, 2000) predicted occupational satisfaction among counselor educators. No studies to date have assessed the predictive utility of this model with the target sample. Previous scholars have investigated certain variables within the model: academic discipline; gender; race/ethnicity; institutional type (e.g., Carnegie status, urban setting, union status, and CACREP accreditation status); work itself (e.g., scholarship, teaching, and service); achievement (e.g., scholarship, teaching, and service); advancement (e.g., tenure and rank); salary; and departmental climate or culture (e.g., racial climate). However, these studies provided inconclusive results regarding many aspects of occupational satisfaction. Additionally, many factors within the model have not yet been fully explored: collegial relationships (i.e., supervisory, colleagues, and mentoring relationships); student relationships; administration; departmental climate in general; institutional type (e.g., teaching format, and union status); recognition; responsibility; and triggers (i.e., change in life stage, family-related or personal circumstances, rank or tenure, institution, perceived justice, and mood or emotional state).

Since there is no accepted definition of occupational satisfaction, scholars choose among various theoretical approaches to investigate this construct (Ben-Porat, 1981). Thus, while many researchers may explore job satisfaction, the framework, measures and recommendations may not be congruent with one another. For example, within counselor education, some researchers have conceptualized occupational satisfaction based on perceptions of occupational stress and strain (Alexander-Albritton, 2008; Dempsey,

2009; Hill, 2009), whereas others utilize a multidimensional approach exploring various intrinsic and extrinsic factors of job satisfaction (Gambrell et al., 2011; Miller, 2003; Oberman, 2005). If the Conceptual Framework of Faculty Job Satisfaction (Hagedorn, 2000) accurately predicted occupational satisfaction among counselor educators, future researchers can use this model to conceptualize and measure this construct. Thus, scholars would be able to collectively contribute to the body of satisfaction literature using similar definitions and metrics.

Additionally, gaining greater understanding into potential relationship among occupational satisfaction and institutional factors, such as CACREP accreditation status, union status, and teaching format, can provide counselor educators with information about where they may find the best fit, and thus, satisfaction. Also, while the importance of mentorship and positive collegial relationships has been documented, (Bradley & Holcomb-McCoy, 2004; Hill et al., 2005; Magnuson et al., 2009; Rheineck & Roland, 2008) empirical research is lacking on the impact of collegial relationships on counselor educator occupational satisfaction. Findings from this study will provide department chairs and faculty members with information regarding the impact of their interactions and engagement in mentoring on occupational satisfaction. Such information could inform counselor education training and assist faculty members in successfully navigating the academic environment.

Summary

This quantitative study sought to assess occupational satisfaction among counselor educators. Specifically, I explored the potential group differences among occupational satisfaction based on CACREP accreditation status, union status and

method of curriculum delivery. Additionally, I investigated whether interpersonal factors (i.e., satisfaction with department chair, satisfaction with colleagues, and involvement in a mentoring relationship) were significantly associated with scholarship achievement, perception of departmental climate and total occupational satisfaction. Finally, I assessed the predictive utility of Hagedorn's (2000) Conceptual Framework of Faculty Job Satisfaction among counselor educators. Variables included (a) motivators and hygienes, (b) demographics (personal and institutional), (c) environmental conditions, and (d) triggers. Potential contributions included information for department chairs and faculty members regarding mentorship as well as counselor educator training recommendations.

CHAPTER FOUR

RESULTS

The purpose of this study was to assess the impact of institutional factors and collegial relationships on occupational satisfaction in addition to testing the predictive utility of the Conceptual Framework of Faculty Job Satisfaction (Hagedorn, 2000) among counselor educators. Institutional variables included teaching format (i.e., face-to-face and distance education), union status and CACREP accreditation status. Relational variables included degree of involvement in a mentoring relationship, collegial satisfaction, and department chair satisfaction. Additional variables of interest were scholarship achievement and perception of departmental climate. The Conceptual Framework of Faculty Job Satisfaction incorporated demographic variables (i.e., participant gender, participant ethnicity, program CACREP accreditation status, and institutional union status), motivator and hygiene variables (i.e., achievement, recognition, work itself, responsibility, advancement, and salary), environmental variables (i.e., collegial relationships, student relationships, administration, and departmental climate), and trigger variables (i.e., change in life stage, family related or personal circumstances, rank or tenure, institution, perceived justice, and mood or emotional state). A non-experimental survey method was utilized to collect quantitative data measuring counselor educators' self-reported level of job satisfaction in addition to institutional, relational and demographic variables. This chapter provides an outline of the study results. Demographic information is presented, followed by results from the assessment tools. The chapter concludes with the statistical analysis from the research questions and hypotheses.

Demographics

Participant Response Rate

The population for the study included full-time counselor educators in both CACREP and non-CACREP accredited counseling programs. A list of CACREP accredited counseling programs (n=265) and non-CACREP accredited counseling programs (n=289) was created from a listing on the CACREP website and a search of non accredited counseling programs on the World Wide Web. Next, a randomized list of 248 counseling programs (124 CACREP and 124 non-CACREP) was generated. Faculty members employed at the selected counseling programs were invited to participate in the study during two rounds of data collection.

On February 1, 2012, 1,000 selected faculty members were sent an individualized email invitation. Overall, 25 emails were undeliverable, leaving 975 individuals in the sampling frame. A total of 207 participants responded to the initial email request. On February 15, 2012, a standardized reminder email was sent to the 768 counselor educators who had not yet responded to the survey. Sixty-three additional participants responded to the reminder request, for a total of 270 surveys for the initial round of data collection.

Initial data screening was conducted to ensure an appropriate sample size had been met. It was determined that 54 people did not finish the survey. Additionally, data from 42 participants was removed from the initial round because participants did not meet inclusion criteria (i.e., lacking counselor educator professional identity and part-time counselor educator). In order to reach a sample size of 200, a second round of email invitations was sent out to 200 counselor educators not included in the initial sample.

On February 15, 2012, a second round of email invitations were sent to 200 additional counseling faculty members. From this email 17 were undeliverable, thus, 183 received the second round of email requests. Fifty-one participants responded to this request and completed the survey. On February 29, 2012, a standardized reminder email was sent to the 132 counselor educators who had not yet responded to the survey from this second sample, yielding an additional 45 participants. The second round of data collection yielded 96 participants. However, data screening illuminated 18 surveys that were completed by someone who did not meet inclusion criteria and were, thus, eliminated.

The survey was sent to 1,158 individuals, however, 56 faculty members contacted me because they were affiliated with another program within the counseling department and were not meant to be included in the sample of counselor educators. Thus, these 56 individuals were subtracted from the sampling frame, for a total of 1,102 potential respondents. A total of 366 individuals completed or took a portion of the survey. The overall return rate for the survey was 366 out of 1,102 (33.21%).

Final data analysis did not include 60 participants because they did not meet inclusion criteria of embracing a counselor educator professional identity or working full-time. Twenty-eight surveys were not included in the analysis because they were missing essential data. Consequently, the total number of participants included in data analysis was 296, resulting in a usable response rate of 26.86%.

Participants were asked to report their gender. Participants classified themselves as female ($n=175$, 62.1%), male ($n=106$, 37.6%) and transgender ($n=1$, .4%). Thirteen participants did not report their gender. Participants were asked to report their ethnicity. Individuals classified themselves as African American ($n=14$, 5%), Asian American ($n=4$,

1.4%), Caucasian/White ($n=224$, 79.4%), Hispanic American/Latino ($n=8$, 2.8%), Native American ($n=3$, 1.1%), Multiracial ($n=18$, 6.4%), or Other ($n=11$, 3.9%).

Demographic Information

Participants were asked to indicate their age in the survey demographics section, which ranged from 28 to 74 years. Twenty-five participants did not report their age. The mean and median age for participants was 49.55, with a standard deviation of 11.38. The sample was unevenly distributed, platykurtic (-1.08), and slightly negatively skewed (-.10; see Figure 1).

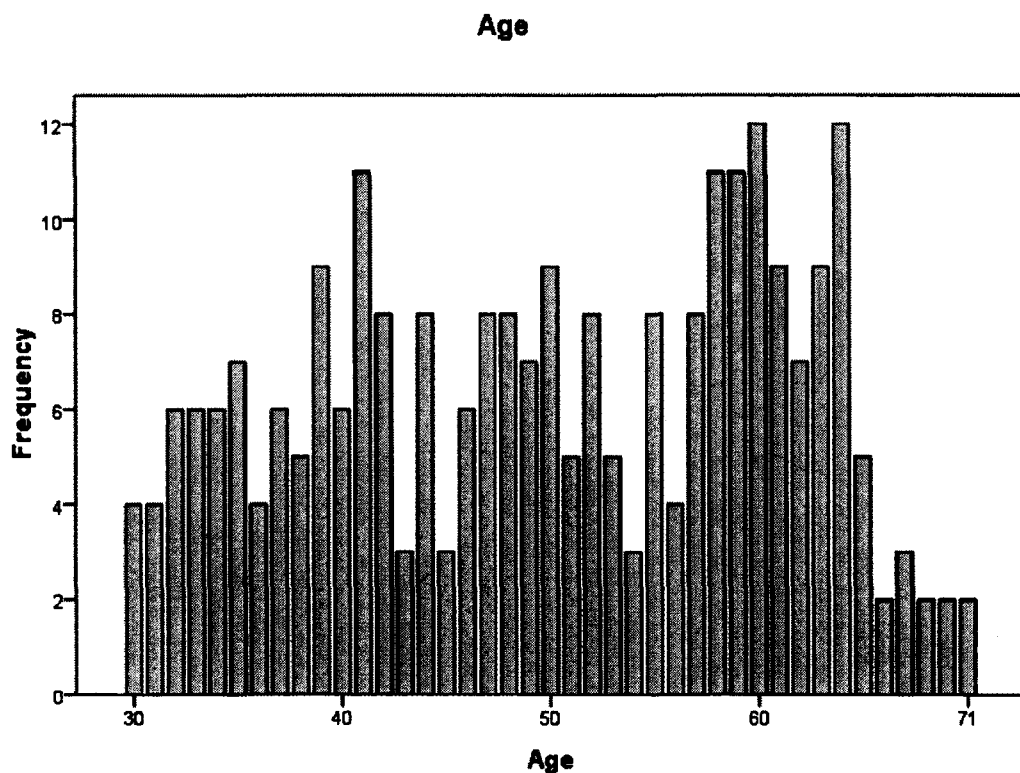


Figure 1. Distribution of the age of participants.

Participants were asked the number of years they worked as a faculty member over their lifetime. Twenty-five individuals did not answer this question. Of the 271

individuals who did respond, the range was from less than one year to 42 years, with a mean of 13.33 and standard deviation of 9.54. The number of years worked was approximately mesokurtic (.20), and positively skewed (.95, see Figure 2).

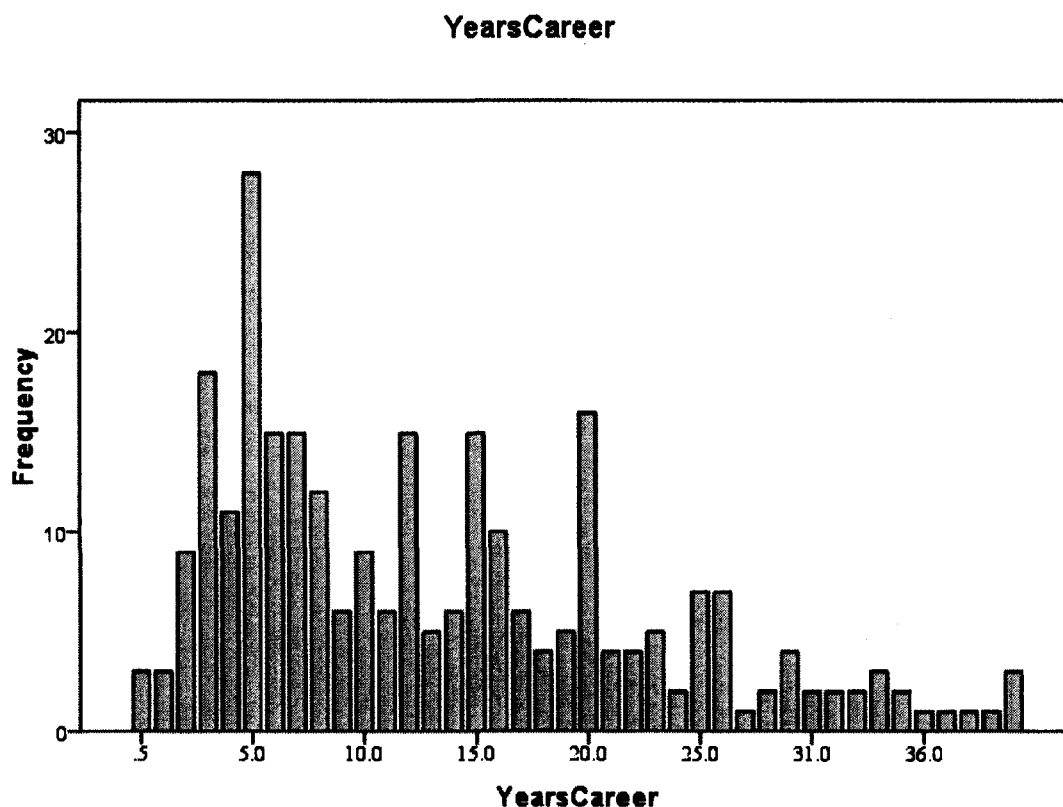


Figure 2. Distribution of the number of years in academia by participants.

Participants were asked to indicate the highest degree earned related to their current position. The majority of participants ($n=238$, 80.41%) earned a doctoral degree in counseling or counselor education, and 39 (13.18%) earned a doctoral degree in a closely related field to counseling. One participant (.34%) earned a masters degree in counseling. Three participants (1.10%) reported they had earned another degree. Fifteen participants (5.10%) chose not to answer this question.

Participants were asked to report their current academic rank. Participants included 109 Assistant Professors (36.82%), 83 Associate Professors (28.04%), 78 Full Professors (26.35%), two Professor Emeriti (.68%), two Adjunct Professors (.68%), one Visiting Scholar (.34%) and two Instructors (.68%). Seven individuals (2.4%) indicated “other.” Four participants (1.4%) did not answer this question.

Participants were asked to report their tenure status. Ninety-two individuals identified as pre-tenure (35.8%) and 165 as tenured (64.2%), with 39 (13.2%) individuals who did not report their tenure status or were not in a tenure-track position.

Participants were asked to indicate their current salary for a 9-month contract. The range was from less than \$35,000 to above \$100,000. See Figure 3.

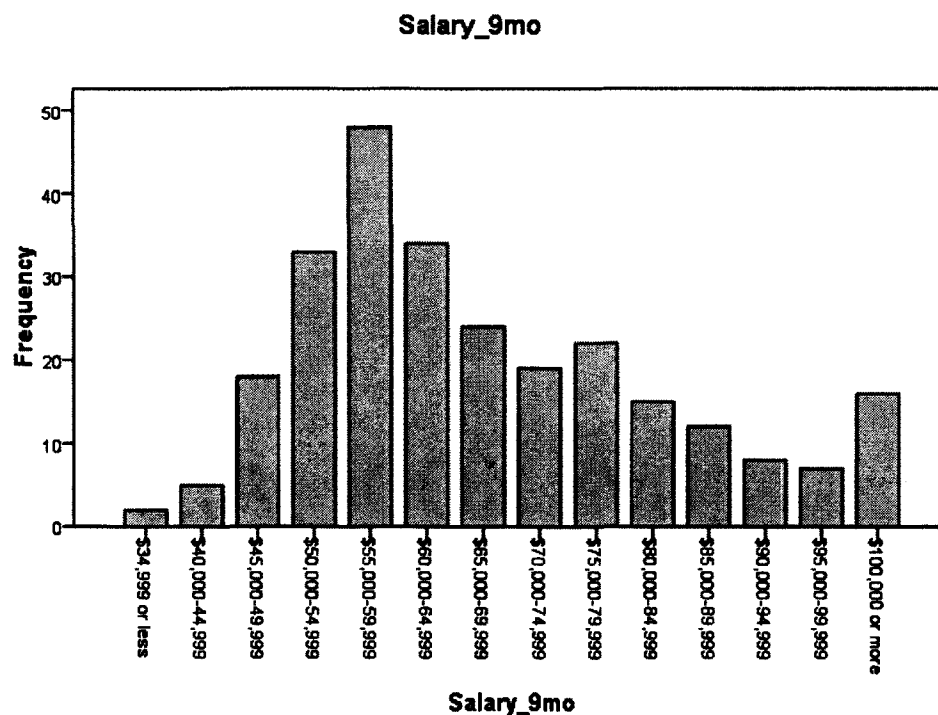


Figure 3. Participant salary for a 9-month contract.

Participants were asked to estimate the number of scholarly works produced in the past two years and over their career lifetime. See Table 3 for reported scholarly contributions over the past two years and Table 4 for scholarly contributions over one's career lifetime.

Table 3

Scholarly Works Produced over past Two years

Type of Intellectual Contribution	Past Two Years		
	<i>M</i>	<i>SD</i>	Range
Articles Published in Refereed Journals	2.58	2.46	0-14
Articles Published in Non-Referred Journals	.86	1.29	0-8
Published Book Reports, Reviews and Chapters	1.52	1.91	0-12
Manuscripts Submitted	3.48	3.07	0-18
Presentation	6.93	5.35	0-31
Research or Grant Proposals Submitted	1.21	1.57	0-11

Table 4

Scholarly Works Produced over Career Lifetime

Type of Intellectual Contribution	Career Lifetime		
	<i>M</i>	<i>SD</i>	Range
Articles Published in Refereed Journals	12.87	12.87	12.87
Articles Published in Non-Refereed Journals	5.36	5.36	5.36
Manuscripts Submitted	16.95	16.95	16.95
Presentation	36.96	36.96	36.96
Research or Grant Proposals Submitted	5.15	5.15	5.15

Participants were asked to indicate the Carnegie Classification of their current institution. See Table 5 for a complete list of institutional Carnegie Classifications.

Table 5

Participant Institutional Carnegie Classification

Carnegie Classification	Frequency	Percent
Doctoral Level RU/VH	37	12.5
Doctoral Level RU/H	52	17.6
Doctoral Level DRU	72	24.3
Masters/S	30	10.1
Masters/M	47	15.9
Masters/L	19	6.4
Uncertain	39	12.9

Note. RU/VH = Research Universities (very high research activity); RU/H = Research Universities (high research activity); DRU = Doctoral/Research Universities; S = Master's

Colleges and Universities (smaller programs); M= Master's Colleges and Universities (medium programs); L = Master's Colleges and Universities (larger programs).

Percentages do not add up to 100% due to rounding error.

Participants indicated graduate programs offered at their institution. See Table 6 for a list of graduate programs offered.

Table 6

Graduate Programs at Participant Institutions

Counseling Degrees Offered	Frequency	Percent
Masters	268	90.5
Educational Specialist	81	27.4
Doctoral	130	43.9

Note. Many counseling programs offered more than one degree, thus percentages add up to greater than 100%.

Participants were asked to designate their current license(s) and certification(s), which are listed in Table 7. The majority of participants were licensed professional counselors ($n=181$, 61.10%) and Nationally Certified Counselors ($n=159$, 53.70%). Fifty-two (17.57%) participants indicated they held another certification or license "other" than what was listed.

Table 7

Participant Licenses and Certifications

License/Certification	Frequency	Percent
Nationally Certified Counselor	159	53.7
Nationally Certified School Counselor	25	8.4
NBCC Approved Clinical Supervisor	40	13.5
Licensed Professional Counselor	181	61.1
License Eligible Counselor	15	5.1
Licensed Rehabilitation Counselor	11	3.7
Licensed Marriage and Family Therapist	13	4.4
None	12	4.1
Other	52	17.6

Note. Participants were able to designate their total number of license(s) and certification(s), with some individuals holding more than one. Thus the frequency exceeded the total number of participants, and the percent is greater than 100%.

Participants were asked to report their area(s) of professional specialization. Individuals could choose more than one specialization. One hundred and eighty two participants (61.5%) indicated Counselor Education and Supervision was their specialization. Over half of the sample ($n=153$, 51.7%) specialized in mental health counseling and 104 (35.1%) specialized in school counseling. Twenty-four (8.11%) participants indicated another specialization “other” than those listed. See Table 8 for a complete list of counseling specializations.

Table 8

Participant Professional Specialization

Specialization	Frequency	Percent
Career Counseling	42	14.2
College Counseling	31	10.5
Community Counseling	85	28.7
Counseling Psychology	19	6.4
Counselor Education and Supervision	182	61.5
Gerontological Counseling	10	3.4
Marital, Couple, and Family Counseling	71	24.3
Mental Health Counseling	153	51.7
Rehabilitation Counseling	19	6.4
School Counseling	104	35.1
Student Personnel in Higher Education	17	5.7
None	1	0.3
Other	24	8.1

Note. Participants were able to list all of their areas of professional specialization, with some participants indicating more than one. Thus the frequency exceeded the total number of participants, and the percent is greater than 100%.

Participants were asked to indicate their professional affiliations, ACA division memberships, and leadership within organizations. See Table 9 for a list of affiliations and Table 10 for leadership involvement.

Table 9

Participant Professional Affiliations

Organization	Membership	
	Frequency	Percent
American Counseling Association	251	84.8
American Association for Marriage and Family Therapists	24	8.1
American Psychological Association	29	9.8
Chi Sigma Iota	136	45.9
Association for Assessment in Counseling and Education	27	9.1
Association for Creativity in Counseling	24	8.1
Association for Adult Development and Aging	10	3.4
American College Counseling Association	11	3.7
Association for Counselor Education and Supervision	208	70.3
Association for Counselors and Educators in Government	1	0.3
Association for Humanistic Counseling	15	5.1
Association for Lesbian, Gay, Bisexual and Transgender Issues	21	7.1
Association for Multicultural Counseling and Development	35	11.8
American Mental Health Counselors Association	24	8.1
American Rehabilitation Counselors Association	11	3.7
American School Counselor Association	56	18.9
Association for Spiritual, Ethical, and Religious Values in Counseling	36	12.2
Association for Specialists in Group Work	25	8.4
Counselors for Social Justice	25	8.4
International Association of Addictions and Offender Counselors	10	3.4
International Association of Marriage and Family Counselors	30	10.1
National Career Development Association	21	7.1
None	2	0.7
Other	43	14.5

Note. Membership percentages add up to greater than 100, as participants were able to list more than one professional affiliation.

Table 10

Participant Professional Leadership

Organization	Leadership	
	Frequency	Percent
American Counseling Association	17	17
American Association for Marriage and Family Therapists	3	3
American Psychological Association	2	2
Chi Sigma Iota	24	24
Association for Assessment in Counseling and Education	5	5
Association for Creativity in Counseling	3	3
Association for Adult Development and Aging	3	3
American College Counseling Association	1	1
Association for Counselor Education and Supervision	14	14
Association for Counselors and Educators in Government	0	0
Association for Humanistic Counseling	4	4
Association for Lesbian, Gay, Bisexual and Transgender Issues	4	4
Association for Multicultural Counseling and Development	3	3
American Mental Health Counselors Association	3	3
American Rehabilitation Counselors Association	1	1
American School Counselor Association	4	4
Association for Spiritual, Ethical, and Religious Values in Counseling	6	6

Table 10 Continued

Association for Specialists in Group Work	3	3
Counselors for Social Justice	2	2
International Association of Addictions and Offender Counselors	3	3
International Association of Marriage and Family Counselors	4	4
National Career Development Association	5	5
None	-	-
Other	-	-

Note. Leadership included positions within organizations, such as President, Treasurer, and Committee Chair. Leadership percentages add up to less than 100, as not all participants reported serving in professional leadership positions.

Participants were asked to indicate their regional memberships and leadership in the Association for Counselor Education and Supervision (ACES). Forty-nine individuals (16.6%) did not respond to this question. See Table 11 for a list of divisional ACES membership and Table 12 for a list of leadership within ACES regions.

Table 11

Participant ACES Regional Membership

Organization	Membership	
	Frequency	Percent
North Atlantic ACES	28	9.5
North Central ACES	50	16.9
Rocky Mountain ACES	18	6.1
Southern ACES	76	25.7
Western ACES	10	3.4
None	65	22

Note. Percentages do not add up to 100% because not all participants were members of an ACES region.

Table 12

Participant ACES Regional Leadership

Organization	Leadership	
	Frequency	Frequency
North Atlantic ACES	3	3
North Central ACES	4	4
Rocky Mountain ACES	5	5
Southern ACES	5	5
Western ACES	0	0
None	-	-

Note. Leadership included positions, such as President, Treasurer and Committee Chair.

Percentages do not add up to 100% because not all participants were members of an ACES region.

Participants were asked to indicate the number of hours on average they spent on work-related responsibilities. Nineteen individuals did not respond to this question. The mean was 48.14, with a standard deviation of 14.74. See Figure 4.

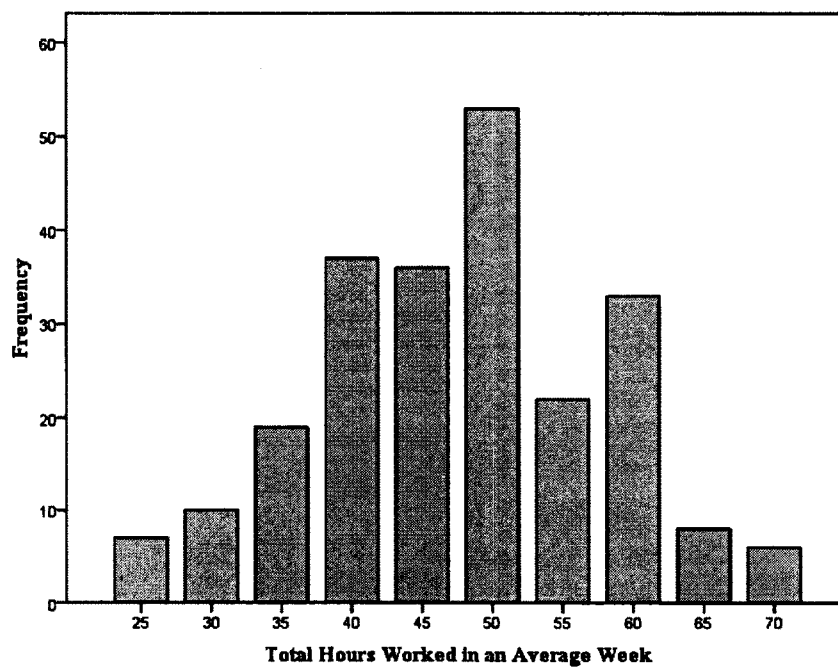


Figure 4. Total hours worked by participants in an average week.

Participants rated their satisfaction across multiple work domains, including administration, counseling and consultation, scholarship, service, supervision, and teaching. Each domain was measured by a single item on the Counseling Faculty Job Satisfaction Scale (Oberman, 2011). The items included a Likert-type scale from 1 to 7 (1=*very dissatisfied*, 7=*very satisfied*). See Table 13 for average satisfaction across each domain.

Table 13

Participant satisfaction

	Mean	Standard Deviation
Administrative	3.9	1.49
Counseling and consulting	5.17	1.04
Scholarship	4.73	1.25
Service	4.87	1.28
Supervision	5.18	1.08
Teaching	5.6	0.75

Participants were asked to indicate how frequently they utilized their talents and strengths in their professional work. See Table 14 for a summary of participant responses.

Table 14

Participant time spent using Talents and Strengths

	Frequency	Percent
Daily	192	69.60%
Several times a week	58	21.01%
Weekly	15	5.43%
Several weeks a month	2	0.72%
Monthly	5	1.80%
Rarely	4	1.40%

Note. All participants did not respond, thus percentages do not add up to 100%.

Section Summary

A non-experimental survey was sent to 1,102 counselor educators regarding job satisfaction and institutional, relational, and demographic information. The response rate was 33.2%, with 366 participants completing a portion of the survey. Data from participants who did not meet selection criteria (i.e., professional identity as a counselor educator and full-time employment) were eliminated, resulting in data from 296 participants for final data analysis.

Regarding gender, individuals classified themselves as female ($n=175$, 62.1%), male ($n=106$, 37.6%), transgender ($n=1$, .4%), and undisclosed ($n=13$, 4.4%). Participants reported the following race/ethnicity: African American ($n=14$, 5%), Asian American ($n=4$, 1.4%), Caucasian/White ($n=224$, 79.4%), Hispanic American/Latino ($n=8$, 2.8%), Native American ($n=3$, 1.1%), Multiracial ($n=18$, 6.4%), or Other ($n=11$, 3.9%). The majority of participants were tenured ($n=165$, 64.2%). Ninety-two individuals were pre-tenure (35.8%) and 39 individuals (13.2%) did not report their tenure status or were not in a tenure-track position.

Participants had been employed for an average of 13.3 years ($SD=9.5$) and reported working an average of 48 hours a week ($SD=14.74$). The majority of participants ($n=238$, 84.7%) earned a doctoral degree in counseling or counselor education.

Participants identified as Assistant Professor ($n=109$, 38.4%), Associate Professor ($n=83$, 29.2%), or Full Professor ($n=78$, 27.5%). Participants reported the number of hours of work spent among various tasks. Most participants spent five hours or fewer on administrative work ($n=87$, 32.1%), counseling and consultation ($n=154$, 61.6%), scholarship ($n=113$, 42.3%), service ($n=111$, 41.7%), and supervision ($n=122$, 47.5%),

while spending six to 10 hours a week teaching ($n=95$, 35.2%). Participants reported the greatest satisfaction with teaching ($M=5.6$, $SD=.75$), supervision ($M=5.18$, $SD=1.08$) and counseling and consulting ($M=5.17$, $SD=1.04$) and the least satisfaction with administrative work ($M=3.9$, $SD=1.49$). The majority of participants ($n=192$, 69.6%) reported using their talents and strengths on a daily basis.

The majority of participants were licensed professional counselors ($n=181$, 61.1%), and Nationally Certified Counselors ($n=159$, 53.7%). Participants specialized primarily in counselor education and supervision ($n=182$, 61.5%), mental health counseling ($n=153$, 51.7%) and school counseling ($n=104$, 35.1%). Counselor educators belonged to ACA ($n=251$, 84.8%), ACES ($n=208$, 70.3%), and Chi Sigma Iota ($n=136$, 45.9%), among other organizations. ACES regional membership included Southern ACES ($n=76$, 25.7%), North Central ACES ($n=50$, 16.9%), North Atlantic ACES ($n=28$, 9.5%), Rocky Mountain ACES ($n=18$, 6.1%) and Western ACES ($n=10$, 3.4%).

Instrument Scoring Responses

Participants completed the Counselor Faculty Satisfaction Scale (Oberman, 2011), questions measuring work-life experiences, and a demographic questionnaire. The Cronbach's alpha for the entire scale was reported as .87 (Oberman, 2011). The reliability estimate for this study sample was .86. Total job satisfaction was a single measure item score from the Counselor Faculty Satisfaction Scale (Oberman, 2011). Participants indicated their overall job satisfaction on a Likert scale from 1 to 7 (1=*very dissatisfied*, 7=*very satisfied*). All 296 participants completed the measure of total job satisfaction. The range of scores was between 1 and 7, with a mean score of 5.78 and standard deviation of

1.25. The job satisfaction scores were unevenly distributed, leptokurtic (2.33), and negatively skewed (-1.52). See Figure 5.

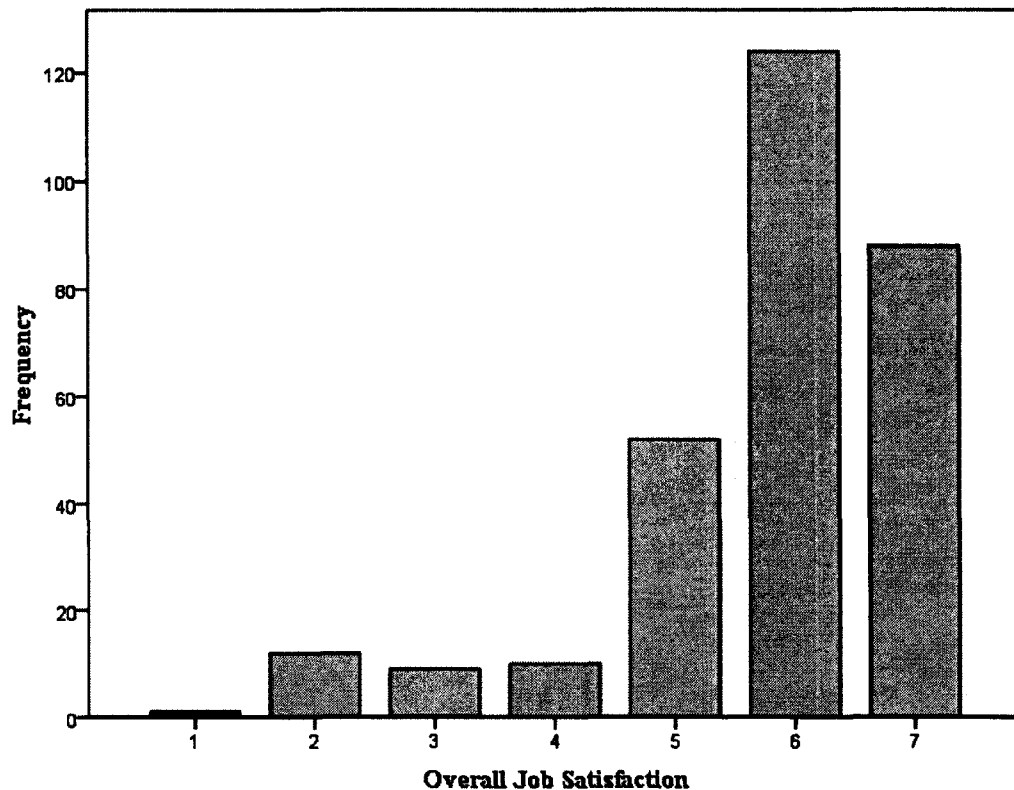


Figure 5. Participant overall job satisfaction.

Collegial relationships included a single item measure on the Counseling Faculty Job Satisfaction Scale (Oberman, 2011), which was measured on a Likert-type scale from 1 to 7 (1=*very dissatisfied*, 7=*very satisfied*). All 296 participants reported their collegial relationships, with a mean score of 5.49 and standard deviation of 1.64. The range of scores was from 1 to 7, with higher scores indicating greater satisfaction. The data were unevenly distributed, leptokurtic (.50), and negatively skewed (-1.20; see Figure 6).

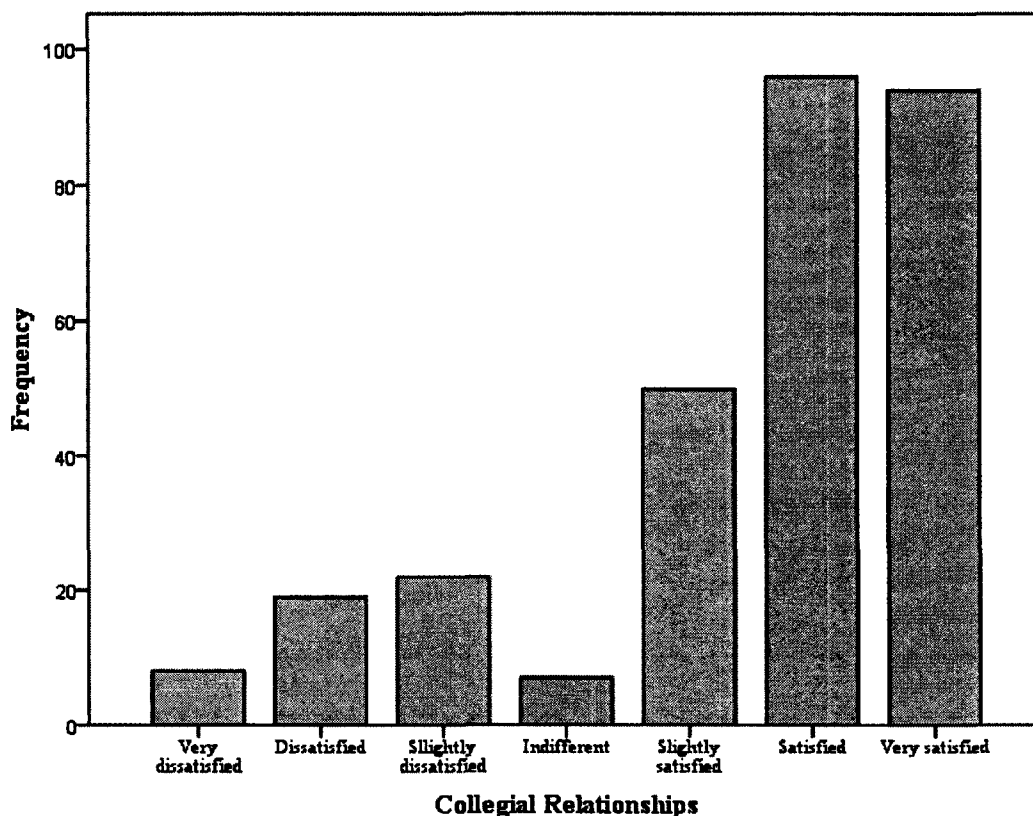


Figure 6. Participant satisfaction with collegial relationships.

Satisfaction with the department chair was measured with two items measuring work-life experiences. The items asked participants to rate their satisfaction with the quality of feedback and sense of support from the department chair on a four-point Likert scale from 1 to 4 (1=*not satisfied at all*, 4=*very satisfied*). The scores ranged from 2 to 8, with higher scores indicating greater satisfaction with the department chair. Thirty-five participants (11.8%) did not report their department chair satisfaction. The mean was 6.16, with a standard deviation of 1.94. The scores were unevenly distributed, platykurtic (-.59), and negatively skewed (-.76). The Cronbach's alpha for the two-item measure was .885 (see Figure 7).

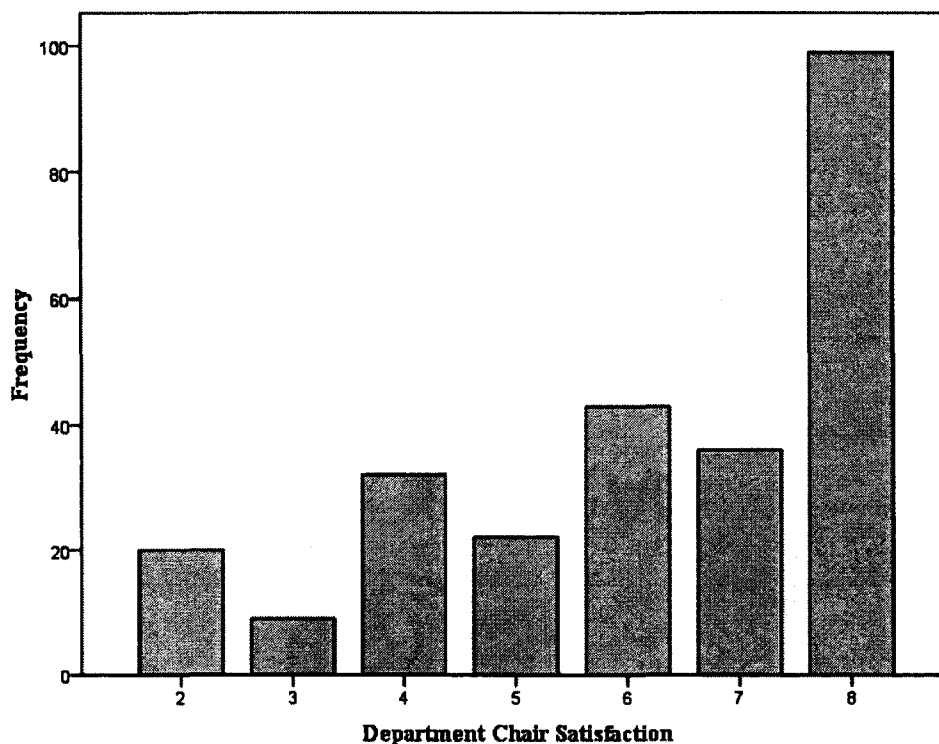


Figure 7. Participant satisfaction with the department chair.

Mentorship was measured by a single item score asking participants if they were involved in a mentoring relationship. Among the 92 pre-tenured faculty members, 56 (48.3%) reported they were engaged in a mentoring relationship with one or more tenured faculty members. One hundred and twenty two of the 165 tenured faculty members (74.4%) indicated they were engaged in a mentoring relationship with one or more junior faculty members. The amount of involvement in a mentoring relationship was scored using SPSS 20.0. Participants rated seven questions on a five-point Likert scale from 1=*not at all* to 5=*to a great extent*. The range of scores was from 7 to 35, with higher scores indicating greater involvement in a mentoring relationship. Among pre-tenured faculty members the mean was 25.5 ($SD= 6.18$). The scores were unevenly distributed,

platykurtic (-.783), and slightly negatively skewed (-.07). Among tenured faculty members, the mean was 28.35 ($SD= 4.37$). The scores approximated mesokurtosis (-.18) and were slightly negatively skewed (-.18).

Perception of departmental climate was measured as a total score from six questions measured on a Likert scale from 1 to 4 (1=*strongly disagree*, 4=*strongly agree*). A total of 278 participants provided scores on this measure and 18 participants (6.1%) did not report scores. The range was 6 to 21, with a mean of 12.11 and standard deviation of 3.56, with higher scores indicating a more negative departmental climate. The scores were unevenly distributed, platykurtic (-.53), and slightly positively skewed (.15) (see Figure 8).

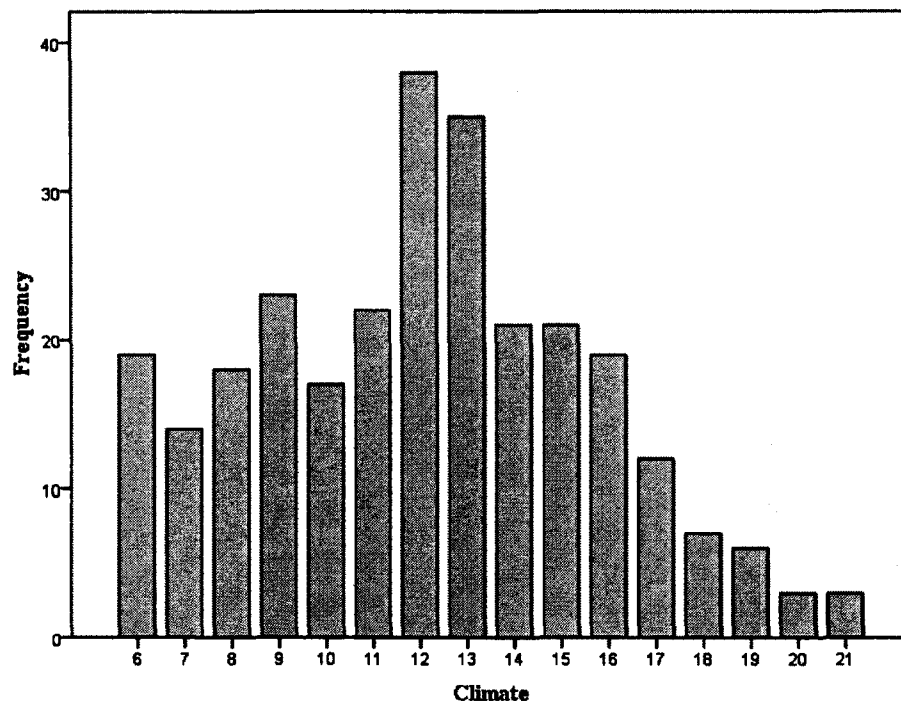


Figure 8. Participant perception of departmental climate.

Scholarship achievement was measured from a total score of scholarly works produced over the past two years. Participants reported the approximate number of articles published in refereed journals; articles published in non-refereed journals; published book reports, book reviews and chapters; manuscripts submitted; presentations; and research or grant proposals submitted. All 296 participants reported their scholarship. Over the past two years, the mean scholarship was 15.30, with a standard deviation of 10.60. The range of scores was 0-56, which produced an unevenly distributed, leptokurtic (1.27), and positively skewed (1.07) graph (see Figure 9).

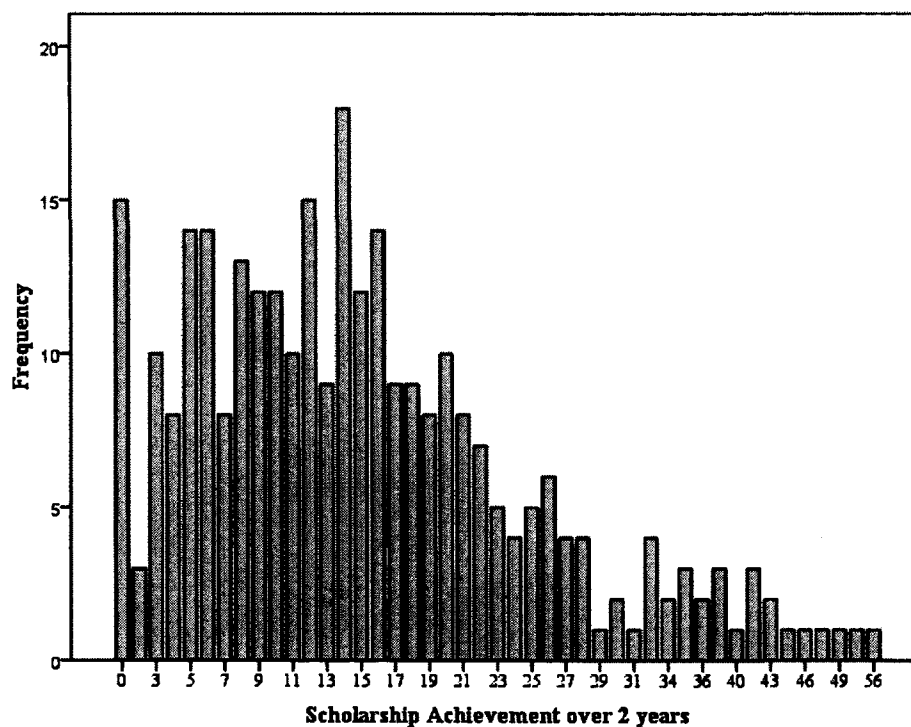


Figure 9. Participant scholarship achievement for past two years.

The demographic variables included gender, ethnicity, CACREP accreditation status, union status and teaching method. Gender was reported as female ($n=175$, 62.1%),

male ($n=106$, 37.6%) and transgender ($n=1$, .4%). Thirteen participants did not report their gender. Regarding ethnicity, the majority of the sample was Caucasian/White ($n=224$, 79.4%). The faculty members of color individuals classified themselves as African American ($n=14$, 5%), Asian American ($n=4$, 1.4%), Caucasian/White ($n=224$, 79.4%), Hispanic American/Latino ($n=8$, 2.8%), Native American ($n=3$, 1.1%), Multiracial ($n=18$, 6.4%), or Other ($n= 11$, 3.9%).

The majority of faculty members ($n=235$, 81.3%) work at CACREP accredited programs, whereas 54 individuals were employed at non-CACREP accredited programs. Seven individuals (2.4%) did not indicate their CACREP accreditation status. The majority of participants ($n=182$, 65.5%) were employed at non-union institutions. Ninety-six participants (34.5%) work at union institutions and 18 did not report the union status. With respect to method of curriculum delivery, most participants taught face-to-face ($n=199$, 68.4%), whereas 92 individuals (31.6%) taught both face-to-face and via distance education. Five individuals (1.7%) did not report their method of teaching.

The motivator and hygiene variables in this survey included advancement, achievement, recognition, work itself, responsibility, and salary. Advancement was measured from a demographic question regarding participant tenure status, with 92 pre-tenured (35.8%), and 165 tenured (64.2%) participants. Thirty-nine (13.2%) individuals did not report their tenure status or were not in a tenure-track position. The additional variables were measured from items on the Counseling Faculty Job Satisfaction Scale (Oberman, 2011) on a Likert scale from 1 to 7 (1=*very dissatisfied*, 7=*very satisfied*). The range of scores was from 1 to 7, with higher scores indicating greater satisfaction. See Table 15 for participant satisfaction scores in these work areas.

Table 15

Participant satisfaction with work domains

	Mean	Standard Deviation
Achievement	6.29	0.93
Recognition	5.21	1.71
Work Itself	6.58	0.71
Responsibility	4.91	1.67
Salary	4.14	1.95

The environmental variables in this survey included departmental climate, collegial relationships, student relationships, and administration. Scoring for departmental climate and collegial relationships was discussed earlier in this section. Satisfaction with student relationships was measured from a single item on the Work-Life experiences of faculty members, “Indicate your satisfaction level based on the quality of your professional relationships with students.” This question was measured on a Likert-type scale from 1 to 4 (1=*not satisfied at all*, 4=*very satisfied*). Participants reported being the following: not satisfied at all ($n=1$, .4%), slightly satisfied ($n=7$, 2.5%), satisfied ($n=61$, 21.6%), and very satisfied ($n=214$, 75.6%). The mean was 3.72 and standard deviation was .52. Thirteen individuals did not report student satisfaction. Administration was measured from a single item on the Counseling Faculty Job Satisfaction Scale (Oberman, 2011) that asked participants to rate their satisfaction on policy and administration on a 7-

point Likert-type scale (1=*very dissatisfied*, 7=*very satisfied*). All 296 participants reported a score, with a mean score of 4.43 and standard deviation of 1.75.

Trigger variables in this study included change in life stage, family related or personal circumstances, rank or tenure, institution, and perceived justice. Participants indicated if they had experienced a change in any of these areas in the past two years. See Table 16 for frequencies and percents for each variable.

Table 16

Trigger Variables

Variable	Frequency	Percent
Experienced a change in life stage	54	18.2
Experienced a change in family related or personal circumstances	106	35.8
Experienced a change in rank or tenure	34	11.5
Experienced a change in institution	35	11.8
Experienced a change in perceived justice	70	23.6
Experienced a change in mood or emotion	17	5.6

Section Summary

The counselor educators in this sample worked primarily at non-union institutions, CACREP accredited programs where they taught courses face-to-face. Participants reported being satisfied with their jobs as counselor educators, collegial relationships and department chairs. Participants overall indicated greater satisfaction with achievement, work itself, and student relationships. Counselor educators reported slight satisfaction in the following areas: recognition and responsibility and were indifferent about salary and administration.

Approximately half of the pre-tenured faculty members and 75% of tenured faculty members were engaged in a mentoring relationship. Counselor educators rated an average departmental climate, neither overly critical nor supportive. Within this sample, Participants were engaged in an average of 15.30 scholarly works (e.g., published articles and conference presentations) over the past two years. Within this time frame, most participants did not experienced a change in life stage, family related or personal circumstances, rank or tenure, institution, perceived justice or emotion.

Results of Statistical Analysis

This study was designed with three research questions assessing faculty member satisfaction among counselor educators. The results of the statistical analysis are reported in the following section. The procedure and analysis results for each hypothesis will be provided.

Research Question One

Research question one stated, “Are there group differences in total occupational satisfaction based on institutional variables of teaching format, union status, and CACREP

accreditation status?” Hypothesis one stated there would be a significant interaction among teaching format, union status, and CACREP accreditation status and total occupational satisfaction. Hypothesis two indicated there would be a significant main effect of teaching format on total occupational satisfaction. In particular, it was hypothesized that individuals teaching face-to-face counseling courses would report a higher total occupational satisfaction. Hypothesis three suggested there would be a significant main effect of union status on total occupational satisfaction. Specifically, it was hypothesized that faculty members teaching at non-union institutions would report higher total occupational satisfaction scores. Hypothesis four predicted there would be a significant main effect of CACREP accreditation status on total occupational satisfaction. Notably, it was hypothesized that counselor educators at CACREP accredited programs would yield a greater total occupational satisfaction score.

Tests of assumptions. To test hypotheses one through four, an analysis of variance (ANOVA) was utilized. ANOVA is a statistical analysis used to assess if groups differ on one dependent variable. A number of assumptions must be met in order to appropriately interpret an ANOVA, including random sampling, independence of observations, normal distribution, and homogeneity of variance. Prior to conducting the ANOVA, data were screened for accuracy, missing data, outliers and adherence to the basic assumptions. The sample was randomly generated from a list of faculty members employed at CACREP and non-CACREP accredited institutions. Independence of observation is assumed because participants were randomly selected and surveys were independently distributed. A Kolmogorov-Smirnov (K-S) test was run to assess normality. Deviations from normality were present for CACREP accreditation status, $D(276) = .50, p$

$< .05$, union status, $D(276) = .42, p < .05$, and teaching method, $D(276) = .44, p < .05$.

Therefore, the assumption of normality was violated. There is no non-parametric statistical test for a factorial ANOVA. Although assumptions were violated, ANOVA is a robust statistical test (Lindman, 1974) and can still be utilized to test the significance of group differences.

A three-way ANOVA was conducted to explore the main and interaction effects of the independent variables (i.e., teaching format, union status, CACREP accreditation status) on total occupational satisfaction. Levene's test of Equality of Error Variances was not statistically significant, $F(7, 268) = 1.74, p = .1$. Thus, variance was normally distributed and the homogeneity of variance assumption was met.

Hypothesis one. There was no significant interaction effect of teaching format, union status and CACREP accreditation status for occupational satisfaction ($F[1, 268] = 1.55, p = .22, \eta^2=.01$). Thus, hypothesis one was not supported.

Hypotheses two through four. There were no main effects for union status ($F[1, 268] = .196, p = .16, \eta^2=.01$) or CACREP accreditation status ($F[1, 268] = .25, p = .62, \eta^2=.01$). However, there was a statistically significant main effect of teaching method ($F[1, 268] = 9.20, p < .05, \eta^2=.03$). Specifically, the overall occupational satisfaction was greater among faculty members who taught face-to-face. Therefore, hypothesis two, three, and four were unsupported. However, since the power associated with these statistical tests was low, the results may potentially due to the sample size, unequal group size, or the violation of the normality assumption.

Research Question Two

Research question two stated, “Do collegial relationships, including satisfaction with the department chair, satisfaction with colleagues, and involvement in a mentoring relationship, significantly predict scholarship achievement, perception of departmental climate and total occupational satisfaction?”

Hypothesis five. Hypothesis five suggested greater satisfaction with the department chair, higher satisfaction with colleagues and involvement in mentoring relationship significantly predicts scholarship achievement. A regression analysis was conducted to assess hypothesis five. Data were checked for errors and outliers prior to analysis. The following assumptions were assessed in conjunction with the regression analysis: independence, linearity, variable types, multicollinearity, homoscedasticity, and independent errors (Field, 2009). The sample was derived from a random selection of participants who were each independently sent the survey via Survey Monkey. The independent variables (i.e., involvement in a mentoring relationship, satisfaction with colleagues, satisfaction with department chair) are quantitative and the outcome variable (i.e., scholarship) is a continuous, unbounded measure. An examination of correlations suggested no strong correlations among independent variables. Multicollinearity was also assessed through an analysis of VIF and tolerance values. VIF values ranged from 1.00 to 1.26 and tolerance values ranged from .79 to 1.00, which suggest no strong linear relationship among independent variables (Myers, 1990). Residual plots were assessed to identify significant deviations from a normal model. Additionally, a scatterplot of standardized residuals against standardized predicted dependent variable values was explored for evidence of heteroscedasticity and nonlinearity. These analyses indicated no violation of the assumptions of homoscedasticity or linearity. A Durbin-Watson test was

conducted to assess for independent errors, which yielded a score of 2.17, which suggests residuals were uncorrelated (Field, 2009).

The outcome of the regression analysis suggested the combination of relational variables explained 6.1% of the variance in scholarship, $F(3, 218) = 5.78, p < .001$, Adjusted $R^2 = .06$. The individual contribution of each independent variable was explored through an examination of standardized and unstandardized coefficients. For the final model, involvement in a mentoring relationship was the only statistically significant beta weight ($\beta = 3.95$). Individuals involved in a mentoring relationship produced an average of 4 additional scholarly works than their peers without a mentor or mentee. Hypothesis five was partially supported.

Hypothesis six. Hypothesis six stated that higher satisfaction with the department chair, greater satisfaction with colleagues and involvement in a mentoring relationship significantly predicted perception of departmental climate. A regression analysis was conducted to investigate hypothesis six. Data were checked for errors, outliers and assumptions prior to analysis. The independent variables (i.e., involvement in a mentoring relationship, satisfaction with colleagues, satisfaction with department chair) are quantitative and the dependent variable (i.e., climate) is a continuous measure. Independence was assumed because the survey was separately sent to a random selection of participants. Multicollinearity was assessed through an examination of correlations, and the range of VIF values (1.00 to 1.26) and tolerance values (.79 to 1.0). These analyses suggest no strong linear relationships among independent variables (Myers, 1990). Residual plots were assessed to determine if there were significant deviations from a normal model. Additionally, a scatterplot of standardized residuals against standardized

predicted dependent variable values was explored for evidence of heteroscedasticity and nonlinearity. These analyses indicated no violation of the assumptions of homoscedasticity or linearity. A Durbin-Watson test was conducted to assess for independent errors, yielding a score of 2.13, which suggests residuals are uncorrelated (Field, 2009).

Results from the regression analysis suggest the combination of relational variables (i.e., involvement in a mentoring relationship, satisfaction with colleagues, and satisfaction with department chair) explained 19.5% of the variance in climate, $F(3, 250) = 21.39, p < .001$, Adjusted $R^2 = .20$. The individual contribution of each independent variable was explored through an examination of standardized and unstandardized coefficients. For the final model, significant beta weights included involvement in a mentoring relationship ($\beta = -.99$) and collegial satisfaction ($\beta = -1.16$). Hypothesis six was partially supported.

Hypothesis seven. Hypothesis seven suggested greater satisfaction with the department chair, satisfaction with colleagues and involvement in a mentoring relationship significantly predicted total occupational satisfaction. A regression analysis was conducted to assess hypothesis seven. Prior to analysis, data were checked for errors, outliers and assumptions. Independent variables included involvement in a mentoring relationship, satisfaction with colleagues, and satisfaction with department chair, and the dependent variable was overall occupational satisfaction. Each variable was measured quantitatively in a continuous measure. Participants were randomly selected and independently sent the survey via Survey Money. Multicollinearity was assessed through an examination of correlations, and the range of VIF values (1.00 to 1.26) and tolerance

values (.79 to 1.0). These analyses suggest no strong linear relationships among independent variables (Myers, 1990). Residual plots were assessed to determine if there were significant deviations from a normal model. Additionally, a scatterplot of standardized residuals against standardized predicted dependent variable values was explored for evidence of heteroscedasticity and nonlinearity. These analyses indicated no violation of the assumptions of homoscedasticity or linearity. A Durbin-Watson test was conducted to assess for independent errors, which yielded a score of 1.91, suggesting residuals are uncorrelated (Field, 2009).

The results from the regression analysis suggest the combination of relational variables (i.e., satisfaction with the department chair, satisfaction with colleagues and involvement in a mentoring relationship) explained 45.8% of the variance in total occupational satisfaction, $F(3, 251) = 72.57, p < .001$, Adjusted $R^2 = .46$. The individual contribution of each independent variable was explored through an examination of standardized and unstandardized coefficients. Each variable produced significant beta weights, including involvement in a mentoring relationship ($\beta = .12$), collegial satisfaction ($\beta = .45$) and satisfaction with the department chair ($\beta = .34$). Hypothesis seven was supported.

Research Question Three

The third research question stated, “What percent of the total variance of occupational satisfaction is accounted for by demographic variables, motivator and hygiene variables, environmental variables, and trigger variables?” Hypothesis eight indicated that demographic variables (i.e., gender, ethnicity, CACREP accreditation status, union status) are significant predictors of occupational satisfaction. Hypothesis

nine asserted that motivator and hygiene variables (i.e., achievement, recognition, work itself, responsibility, advancement, and salary) are significant predictors of occupational satisfaction. Hypothesis ten stated environmental variables (i.e., collegial relationships, student relationships, administration, and departmental climate) are significant predictors of occupational satisfaction. Hypothesis eleven indicated trigger variables (i.e., change in life stage, family related or personal circumstances, rank or tenure, institution, perceived justice, and mood or emotional state) are significant predictors of occupational satisfaction.

Test of assumptions. In order to test Hypotheses 8 through 11, a hierarchical regression analysis was conducted. The following assumptions were assessed in conjunction with the regression analysis: independence, linearity, variable types, multicollinearity, homoscedasticity, independent errors (Field, 2009). The sample was derived from a random selection of participants who were each independently sent the survey. The independent variables are quantitative or categorical with two modified levels and the outcome variable is a continuous, unbounded measure. Multicollinearity was assessed through an analysis of VIF and tolerance values. VIF values ranged from 1.08 to 2.02 and tolerance values ranged from .57 to .93, which suggest no meaningful linear relationship among independent variables. Additionally, an examination of correlations suggested no strong correlations among independent variables. Residual plots were assessed to identify significant deviations from a normal model. Additionally, a scatterplot of standardized residuals against standardized predicted dependent variable values was explored for evidence of heteroscedasticity and nonlinearity. These analyses indicated no violation of the assumptions of homoscedasticity or linearity. A Durbin-Watson test was

conducted to assess for independent errors, which yielded a score of 1.91, suggesting residuals are uncorrelated.

Hypotheses eight through eleven. Hypotheses 8 through 11 were analyzed using a Hierarchical Regression Analysis. Variables were entered in a blockwise fashion in the following order: (1) Demographic variables (gender, ethnicity, CACREP accreditation status, union status); (2) Motivator and hygiene variables (achievement, recognition, work itself, responsibility, advancement, and salary); (3) Environmental variables (collegial relationships, student relationships, administration, and departmental climate); (4) Trigger variables (change in life stage, family related or personal circumstances, rank or tenure, institution, perceived justice, and mood or emotional state). Total occupational satisfaction served as the dependent variable. ANOVA values were significant for three of the models. Values were insignificant for the first model of demographic variables, ($F[4, 201] = 1.76$, $p = .14$), Adjusted $R^2 = .02$. Model two included the addition of motivator and hygiene variables. The second model significantly explained 45.4% additional variance in occupational satisfaction over and above the impact of demographic variables, ($F[6, 195] = 28.82$, $p < .001$), Adjusted $R^2 = .46$. Model three included environmental variables, and accounted for 5.7% additional variance over and above the impact of demographic and motivator and hygiene variables, ($F[4, 191] = 6.02$, $p < .001$), Adjusted $R^2 = .51$. The final model added trigger variables (change in life stage, family related or personal circumstances, rank or tenure, institution, perceived justice, and mood or emotional state) and accounted for 1.2% additional explained variance over the impact of all other variables, ($F[6, 185] = .813$, $p < .001$), Adjusted $R^2 = .51$. Hypothesis eight was not supported. Hypotheses nine, ten and eleven were supported.

The individual contribution of each independent variable was explored through an examination of standardized and unstandardized coefficients. For model one, ethnicity was the only statistically significant beta weight ($\beta=.16$). In model two recognition ($\beta=.26$), work ($\beta=.25$), responsibility ($\beta=.26$), and salary ($\beta=.18$) were all statistically significant. The third model included statistically significant beta weights, including collegial relationships ($\beta=.19$), administration ($\beta=.14$), and departmental climate ($\beta=-.12$). Model four included no statistically significant beta weights. See Table 17.

Table 17

Results of Regression Analysis

		Unstandardized Coefficients		Standardized Coefficients		
Variables		<i>B</i>	<i>SE</i>	β	<i>t</i>	<i>p</i>
Model 1	Gender	0.058	0.104	-0.039	-0.559	0.577
	Ethnicity	0.281	0.125	0.158	2.248	0.026
	CACREP	0.114	0.134	-0.059	-0.851	0.396
	Union	0.074	0.106	0.048	-0.697	0.487
Model 2	Gender	0.044	0.079	-0.03	-0.563	0.574
	Ethnicity	0.155	0.094	0.087	1.648	0.101
	CACREP	0.054	0.101	0.028	0.533	0.595
	Union	0.047	0.08	-0.031	-0.596	0.552
	Achievement	0.04	0.053	0.046	0.748	0.455
	Recognition	0.12	0.027	0.26	4.388	0
	Work	0.266	0.065	0.249	4.094	0
	Responsibility	0.118	0.029	0.259	4.123	0
	Advancement	0.146	0.081	-0.096	-1.788	0.075
Salary	0.065	0.022	0.177	2.973	0.003	
Model 3	Gender	0.037	0.075	-0.025	-0.491	0.624
	Ethnicity	0.118	0.091	0.066	1.3	0.195
	CACREP	0.041	0.096	0.021	0.424	0.672
	Union	-	0.076	-0.027	-0.548	0.584

		0.042				
	Achievement	0.046	0.053	0.054	0.879	0.38
	Recognition	0.042	0.031	0.09	1.346	0.18
	Work	0.26	0.067	0.243	3.899	0
	Responsibility	0.094	0.029	0.206	3.243	0.001
		-				
	Advancement	0.174	0.08	-0.115	-2.19	0.3
	Salary	0.051	0.021	0.139	2.382	0.018
	Collegial					
	Relations	0.086	0.03	0.185	2.916	0.004
	Student					
	Relations	-0.04	0.091	-0.026	-0.442	0.659
	Administration	0.07	0.029	0.137	2.412	0.017
		-				
	Climate	0.027	0.013	-0.123	-2.081	0.039
		-				
Model 4	Gender	0.033	0.077	-0.022	-0.433	0.665
	Ethnicity	0.119	0.092	0.066	1.29	0.199
	CACREP	0.046	0.097	0.024	0.474	0.636
		-				
	Union	0.036	0.077	-0.024	-0.476	0.635
	Achievement	0.054	0.054	0.063	1.001	0.318
	Recognition	0.038	0.031	0.083	1.216	0.226
	Work	0.244	0.068	0.228	3.581	0
	Responsibility	0.09	0.03	0.198	3.051	0.003
		-				
	Advancement	0.155	0.086	-0.103	-1.8	0.073
	Salary	0.053	0.022	0.145	2.438	0.016
	Collegial					
	Relationships	0.091	0.03	0.196	3.055	0.003
	Student					
	Relationships	0.049	0.092	-0.032	-0.533	0.594
	Administration	0.069	0.029	0.135	2.347	0.02
		-				
	Climate	0.026	0.014	-0.119	-1.888	0.061
		-				
	Lifestage	0.103	0.101	-0.054	-1.017	0.31
		-				
	Family	0.059	0.081	0.038	0.722	0.471
		-				
	Rank	0.018	0.166	-0.009	-0.155	0.877
	Institution	0.071	0.127	0.033	0.56	0.576
		-				
	Justice	0.025	0.101	-0.015	-0.246	0.806
	Emotion	0.261	0.144	0.091	1.811	0.072

CHAPTER FIVE

DISCUSSION

The purpose of this study was to assess the predictive utility of the Conceptual Framework of Faculty Job Satisfaction (Hagedorn, 2000) among counselor educators. Additionally, I aimed to investigate the impact of institutional factors (i.e., teaching format, union status, and CACREP accreditation status) and relational variables (i.e., department chair satisfaction, collegial satisfaction, and involvement in a mentoring relationship) on counselor educator occupational satisfaction, scholarship, and perception of departmental climate. Counselor educators were randomly selected to take a survey measuring job satisfaction in addition to completing institutional, relational and demographic information. The survey was sent to 1,102 potential participants, and 366 completed all or a useable portion of the survey, yielding a 33.2% response rate. In order to be included in data analysis, participants were required to meet selection criteria (i.e., reported professional identity as a counselor educator and full-time employment). Data from 296 participants were included in final data analysis.

Most participants were female ($n=175$, 62.1%), Caucasian/White ($n=224$, 79.4%), tenured faculty members ($n=165$, 64.2%). The sample included mostly Assistant Professors ($n=109$, 38.4%), Associate Professors ($n=83$, 29.2%), and Full Professors ($n=78$, 27.5%). The majority of participants earned a doctoral degree in counseling or counselor education ($n=238$, 84.7%) were licensed professional counselors ($n=181$, 61.1%) and Nationally Certified Counselors ($n=159$, 53.7%). Participants specialized primarily in counselor education and supervision ($n=182$, 61.5%), mental health counseling ($n=153$, 51.7%) and school counseling ($n=104$, 35.1%). Counselor educators

belonged to ACA ($n=251$, 84.8%), ACES ($n=208$, 70.3%) and Chi Sigma Iota ($n=136$, 45.9%), among other organizations.

The results of the study suggested counselor educators were satisfied with their work as faculty members. There were no significant differences in reported total job satisfaction based on union status or CACREP accreditation status. However, counselor educators who taught courses face-to-face reported significantly higher job satisfaction than those who incorporated distance education in their teaching.

I also investigated the impact of three predictor variables (i.e., involvement in a mentoring relationship, satisfaction with colleagues, and satisfaction with department chair) on scholarship achievement over the past two years. Findings demonstrated that involvement in a mentoring relationship significantly predicted scholarship achievement. Participants who were involved in a mentoring relationship produced approximately four additional scholarly works in the past two years compared to their colleagues without a mentor or mentee. However, collegial satisfaction and department chair satisfaction did not significantly influence the number of recent scholarly activities among participants.

I assessed the impact of the predictor variables (i.e., satisfaction with department chair, satisfaction with colleagues, and involvement in a mentoring relationship) on perception of departmental climate. Involvement in a mentoring relationship and collegial satisfaction significantly predicted participant's view of climate. Satisfaction with the department chair did not significantly influence perception of climate. Participants who were involved in a mentoring relationship reported a more positive climate than individuals who were not in a mentoring relationship. Additionally, the more satisfied participants were with colleagues, the more positive the participants rated the climate.

I used three predictor variables (i.e., satisfaction with department chair, satisfaction with colleagues, and involvement in a mentoring relationship) to assess the impact on overall job satisfaction. According to the study findings, these variables predicted almost half of the variance in total occupational satisfaction. In particular, as participants reported greater satisfaction with their department chair, they also reported higher total occupational satisfaction. Similarly, as collegial satisfaction increased, so did reported total occupational satisfaction. Finally, individuals who were involved in a mentoring relationship experienced higher total occupational satisfaction than individuals without a mentor or mentee.

The study sought to determine the predictive utility of the Conceptual Framework of Faculty Satisfaction (Hagedorn, 2000) on counselor educator occupational satisfaction. The model included Demographics, Motivator and Hygienes, Environmental, and Trigger variables. Results from the study indicated Demographic variables together did not significantly explain variance related to total occupational satisfaction scores. Motivator and Hygiene variables (i.e., achievement, recognition, work itself, responsibility, advancement, and salary) significantly predicted almost half of the variance in total occupational satisfaction scores, over and above the impact of demographic variables. Motivator and Hygiene variables had a moderate effect on total occupational satisfaction. Environmental variables (i.e., collegial relationships, student relationships, administration, and departmental climate) predicted a significant, but small amount of the variance in total occupational satisfaction over and above Demographic and Motivator and Hygiene variables. The effect size was small for environmental variables. Finally, Trigger variables (i.e., change in life stage, family related or personal circumstances, rank

or tenure, institution, perceived justice, and mood or emotional state) predicted a significant, but small amount of the change in total occupational satisfaction, over and above all other variables in the model. Trigger variables had a small effect on overall job satisfaction.

Relationship to Prior Studies

Counseling faculty members reported feeling satisfied with their employment, which is consistent with previous literature (Alexander-Albritton, 2008; Dempsey, 2009; Hill, 2009; Gambrell, Rehfuss, Suarez & Meyer, 2011; Holcomb-McCoy & Addison-Bradley, 2005; Miller, 2003; Oberman, 2005; Parr, Bradley, Lan & Gould, 1996). In this sample, counselor educators who taught courses face-to-face were more satisfied than counseling faculty members who incorporated distance education methods in their teaching. It must be noted, however, that only 31.6% of the sample incorporated both face-to-face and distance education methods. Additional research is warranted to explore the impact of teaching method on faculty occupational satisfaction.

There was no difference in satisfaction between individuals who taught at union compared with non-union institutions. This finding is inconsistent with Myers' (2011) finding that union faculty members experienced lower levels of satisfaction than non-union faculty. However, this finding is consistent with previous literature suggesting union status does not impact counselor educators' occupational satisfaction (Miller, 2003). It should be noted that the majority of the sample were employed at non-union institutions, with only 34.5% belonging to a union. A different result may have emerged with equal group representation, thus the results should be viewed with this consideration in mind.

Counselor educators employed at CACREP accredited institutions experienced similar occupational satisfaction compared with their peers at non-CACREP accredited institutions. This finding is consistent with previous research (Miller, 2003). Although the survey was sent to an equal number of CACREP and non-CACREP accredited institutions, there were frequently fewer faculty members employed at non-CACREP accredited institutions. Thus, this sample included mostly individuals from CACREP accredited programs, with only 18% at non-CACREP accredited programs.. The unequal group sizes may have contributed to this finding. Thus, the results may be due to sample size or another factor. Additional research on CACREP accreditation status and counselor educator satisfaction is needed.

The study findings suggested that involvement in a mentoring relationship significantly influenced the number of scholarly activities (i.e., peer-reviewed journal articles, non-peer reviewed journals and books, grant writing, and presentations) over the past two years. This finding contributes to the professional counseling literature, as it is among the first to empirically explore the impact of mentorship on scholarly contributions. The finding is congruent with research investigating faculty member scholarship in general. Most researchers have found that mentored pre-tenure faculty members are more productive with scholarship than colleagues uninvolved in a mentoring relationship (de Janasz & Sullivan, 2004; Dohm & Cummings, 2002; Kirchmeyer, 2005; Lucas & Murry, 2002). Additionally, a mentoring relationship has been found to enhance scholarly productivity for both the mentor and mentee (Paul et al., 2002).

Results from this study found involvement in a mentoring relationship significantly influenced the perception of departmental climate among counselor educators. The impact of mentorship has been well documented as a positive and important career factor (Sorcinelli, 1994). Individuals who are mentored gain access to knowledge about the work environment (Allen et al., 2004) and gain assistance navigating academia (Borders et al., 2011). Employees can vicariously learn through their mentor's behavior in order successfully engage in the work culture (Kram, 1985; Mullen, 1994). While department chairs often serve as mentors for faculty members, the study findings suggested satisfaction with the department chair alone did not significantly impact perception of climate. Additional research is warranted to investigate the impact of counselor educator satisfaction with the department chair on perception of work climate.

Further analysis illuminated the impact of collegial satisfaction on perception of departmental climate. As counselor educators were more satisfied with their colleagues, they also reported a more positive work climate. The benefit of collegial satisfaction has been previously documented in the literature, however, this is a new finding among counselor educators. Collegial support is known to aid in the transition into a new environment (Robinson-Kurpius, & Keim, 1994; Witmer & Young, 1996). It can be beneficial for new faculty members to have a guide to help them navigate a new institutional culture. When faculty members lack collegial social support they may experience isolation and depression (Boice, 1991; Sorcinelli, 1994; Turner & Boice, 1987; Whitt, 1991), likely resulting in a negative perception of work climate. Additional research on work relationships and perception of departmental climate is warranted.

Results from this study suggested relational variables, including involvement in a mentoring relationship, satisfaction with colleagues, and satisfaction with the department chair, predicted total counselor educator occupational satisfaction. These findings are consistent with previous literature on work relationships and occupational satisfaction. In a meta-analysis of mentorship and career benefits, the effect size between mentorship and job satisfaction ranged from .18 to .30 (Allen et al., 2004).

Previous studies indicated faculty members reported greater satisfaction if they experienced positive relationships with others (Seifert & Umbach, 2008). Oberman (2005) found interpersonal relationships were among the most satisfying aspects of a counseling faculty member's work. Qualitative findings suggested satisfaction of pre-tenure counselor educators is derived from numerous work aspects, including mentoring and positive collegial relationships (Magnuson et al., 2004, 2006, 2009). Robertson and Bean (1998) found that social interactions influenced female faculty member satisfaction. Collegial peer relations were a significant predictor of satisfaction among non-tenured females (August & Waltman, 2004). Counseling faculty members are often discouraged when they experience lack of mentor(s); a toxic faculty environment; colleagues who are hurtful; office politics; office gossip; and sense of being over controlled by others at work (Hill et al., 2005).

Additionally, the degree of support and positive interaction from the department chair influences career satisfaction among faculty members (Gmelch et al., 1984; Olsen & Crawford, 1998; Vroom, 1964). August and Waltman (2004) established that a female faculty member's relationship with her department chair was a significant predictor of career satisfaction. Magnuson, Norem, and Lonneman-Doroff (2009) reported pre-tenure

counseling faculty members noted a supportive relationship with their department chairs contributed to their satisfaction. This is the first empirical study to establish the predictive utility of mentorship, satisfaction with colleagues and satisfaction with the department chair on counselor educator career satisfaction.

This study also assessed the predictive ability of demographic, motivator and hygiene, environmental and trigger variables within the Conceptual Framework of Faculty Satisfaction (Hagedorn, 2000) on counselor education occupational satisfaction. Demographic variables together, including gender, ethnicity, CACREP accreditation status and union status did not impact job satisfaction. Hill (2009) previously suggested there was no relationship among job satisfaction and gender or ethnicity. Miller (2003) also found no impact of union status or CACREP accreditation status on counselor educator occupational satisfaction. Thus, the findings from this study are consistent with previous research in counselor education.

Motivator and hygiene variables included achievement, recognition, work itself, responsibility, advancement, and salary. Together, these variables explained a large portion of change in total occupational satisfaction among counselor educators over the impact of demographic variables. When investigated individually, recognition, work itself, responsibility, and salary were all significant predictors of occupational satisfaction. However, achievement and advancement alone did not impact job satisfaction. These findings add to the current literature on counselor educator occupational satisfaction.

Recognition included the publicity and acknowledgement of accomplishments by coworkers and superiors. This study found recognition impacted occupational

satisfaction, which is consistent with previous research suggesting satisfaction is derived from peer and institutional recognition (August & Waltman, 2004; Lee, 2001).

Alternatively, when faculty members do not feel recognized for their efforts they might experience dissatisfaction (Barnes et al., 1998; Gmelch et al., 1984; Gmelch et al., 1986). These results contribute to the counselor education literature on Recognition and total job satisfaction.

In this study, Work Itself was a significant predictor of occupational satisfaction among this sample of counselor educators. Work Itself traditionally includes the combination of scholarship, research, service, and other academic work-related tasks. However, the definition for this study included work with students, interesting and challenging aspects of teaching, and level of enthusiasm about teaching. There was no mention of scholarship, service, or other work-related obligations in the definition. Previous researchers suggested faculty members enjoy moderate to high levels of teaching satisfaction (Ahammed, 2011; Bronstein & Farnsworth, 1998; Castillo & Cano, 2004; Huber, 1998; Peterson & Weisenberg, 2004; Terpstra & Honoree, 2004). Carter et al. (1994) found counselor educators are satisfied teaching every five out of six counseling courses. Additionally, Magnuson and colleagues (2002, 2004, 2006, 2009) found teaching provided a source of satisfaction for many pre-tenure counselor educators. These results contribute to the previous research findings regarding the impact of Work Itself on counselor educator satisfaction.

Responsibility included committee work and total responsibilities compared with coworkers. Responsibility had a significant impact on counselor educator occupational satisfaction. This finding provides evidence for Herzberg and colleagues (1957, 1959)

assertion that work responsibility influences job satisfaction. Gruenberg (1979) also suggested that participation in job duties contributed to job satisfaction. However, August and Waltman (2004) found that responsibility did not significantly predict career satisfaction among female faculty members. Additional research is warranted to explore the impact of Responsibility among counselor educators.

Salary was the amount and method used to determine salary, range of salaries within the institution and field, as well as earning potential of faculty members compared to administration. In this study, salary satisfaction was a significant predictor of total counseling faculty member occupational satisfaction. Previous research established a relationship between salary and career satisfaction (Pfeffer & Langton, 1993; Seibert et al., 1999; Terpstra & Honoree, 2004). These results added to the literature on the impact of Salary satisfaction on counselor educator work satisfaction.

In academia, Achievement is typically based on faculty member productivity in scholarship, teaching and service. However, the definition of Achievement in this survey included many diverse areas, including personal and professional goal attainment, observing student growth and successes, immediate results from work, and adoption of personally recommended practices. This study found no direct impact of Achievement on occupational satisfaction. However, previous research suggested Achievement was related to job satisfaction (Holland, 1997). Participants in this study may have experienced dissatisfaction in one or more areas, and consequently provided a lower satisfaction rating for the variable as a whole. This may explain the insignificant impact of Achievement on total satisfaction.

Advancement included a faculty member's tenure status. There was no significant impact of Advancement on counselor educator's occupational satisfaction. This finding is consistent with previous literature regarding African American counselor educators (Holcomb-McCoy & Addison-Bradley, 2005) and counselor educators in general (Oberman, 2005). However, Hill (2009) found pre-tenure counselor educators experienced less satisfaction than tenured colleagues. Additional research on tenure status, academic rank, and job satisfaction of counselor educators is warranted.

Environmental variables included collegial relationships, student relationships, administration, and departmental climate. The combination of these variables produced a small change in occupational satisfaction above the impact of demographic and motivator and hygiene variables. When explored individually, collegial relationships, administration, and departmental climate each contributed to the change in total occupational satisfaction. Satisfaction with student relationships alone did not predict counselor educator job satisfaction. The findings from environmental variables will be presented within the context of previous research.

Collegial relationships included professional and personal relationships on the job, friendliness of coworkers, cooperation from faculty members, and relationships among faculty members, staff, and students. Findings from this study suggested satisfaction with collegial relations impacted overall counseling faculty member job satisfaction. August and Waltman (2004) reported that satisfaction with collegial relationships predicted occupational satisfaction among non-tenured females. This finding expands previous knowledge regarding collegial relationships and occupational satisfaction among counselor educators.

Administration included the procedure used to execute a program, including availability and consistency of administrative policies and the extent to which such policies meet faculty member needs. This study suggested satisfaction with Administration predicted total occupational satisfaction among counselor educators. Previous research suggested faculty members report greater satisfaction when they have influence over institutional and departmental decisions (Ambrose, Huston, & Norman, 2005; August & Waltman, 2004; Horton, 2006; Rosser, 2004). Departmental influence has also served as a significant predictor of female faculty member career satisfaction (August & Waltman, 2004). This research expands the knowledge regarding impact of Administration on counselor educator job satisfaction.

Climate included the culture of a department, including unwritten rules, collegial support, peer interactions, scholarship engagement, and departmental priorities. Findings from this study suggested perception of departmental climate predicted total counseling faculty member occupational satisfaction, which is similar to previous research regarding faculty members in general (Field & Giles, 1977; Myers, 2011; Neumann, 1978). Several studies have also established that the racial climate of a department impacts job satisfaction among faculty members of color (Astin et al., 1997; Evans 1998; Holcomb-McCoy & Addison-Bradley, 2005). This research is consistent with the findings of previous studies in the field.

Student relationships included the quality of professional interactions with students. Student relationships alone did not significantly impact counselor educator occupational satisfaction. This finding differs from previous research suggesting the quality of mentoring and advising relationships with students was a significant predictor

of female job satisfaction (August & Waltman, 2004). Future research might explore the impact of student relationships on job satisfaction.

Trigger variables included a change in life stage, family related or personal circumstances, rank or tenure, institution, perceived justice, and mood or emotional state. The combination of these variables had a very small impact on total occupational satisfaction, above the influence of all other variables. None of these variables alone significantly altered total job satisfaction. Hagedorn (2000) suggested when a faculty member changed rank, tenure, or institution they experienced a lower satisfaction for up to five years. Additional literature regarding Trigger variables on counselor educator satisfaction is warranted.

Section Summary

The purpose of this study was to assess counselor educator job satisfaction using the Conceptual Framework of Faculty Job Satisfaction (Hagedorn, 2000). Among the 296 participants, most were female ($n=175$, 62.1%), Caucasian ($n=224$, 79.4%), tenured faculty members ($n=165$, 64.2%) with a doctoral degree in counseling or counselor education ($n=238$, 84.7%).

Some of the results were consistent with previous literature. For example, counselor educators were satisfied with their work as faculty members, which is similar to findings from previous studies (Alexander-Albritton, 2008; Dempsey, 2009; Hill, 2009; Gambrell, Rehfuss, Suarez & Meyer, 2011; Holcomb-McCoy & Addison-Bradley, 2005; Miller, 2003; Oberman, 2005; Parr, Bradley, Lan & Gould, 1996). Additionally, no group differences were noted among counselor educators based on union status or CACREP accreditation status, which was similar to Miller's (2003) research findings.

Many findings from this study uniquely contributed to the current literature on counselor educator job satisfaction. This was one of the first empirical studies to investigate the impact of teaching method on counselor educator job satisfaction. Results suggested individuals who utilized a face-to-face teaching method reported higher satisfaction than those who incorporated distance education in their teaching. However, the unequal group size may not accurately reflect differences in satisfaction and additional research is warranted.

This was also one of the first empirical studies to investigate mentorship among counselor educators. Counselor educators involved in a mentoring relationship produced more scholarship over the past two years, rated their climate as more positive, and reported a higher total occupational satisfaction than their peers not involved in a mentoring relationship. Although qualitative and conceptual research on mentoring has been previously conducted, this research finding contributes to the literature on the impact of mentorship among counselor educators. When comparing these results to faculty members in general, findings were consistent in that faculty members involved in a mentoring relationship were more productive with scholarship (de Janasz & Sullivan, 2004; Dohm & Cummings, 2002; Kirchmeyer, 2005; Lucas & Murry, 2002; Paul et al., 2002) and were more satisfied with their work (Allen et al., 2004).

Research investigating the impact of counselor educator relationships with colleagues and the department chair is scant. Results from this study suggested counselor educators who were more satisfied with their colleagues rated the departmental climate more positively and reported higher total job satisfaction. This finding contributes to the literature on counselor educators, as this construct has not been comprehensively

investigated to date. Results from the study also suggested counselor educators who were more satisfaction with the department chair reported higher total work satisfaction. This finding is consistent with previous research on faculty members in general (Gmelch et al., 1984; Olsen & Crawford, 1998), however it is among the first research specifically with counselor educators. The combination of mentorship, satisfaction with colleagues and satisfaction with the department chair significantly predicted total occupational satisfaction. These findings illuminate the impact of relational variables on counselor educator job satisfaction.

This was the first known study to date to utilize all the variables within the Conceptual Framework of Faculty Job Satisfaction (Hagedorn, 2000) to predict counselor educator job satisfaction. Demographic variables (i.e., participant gender, participant ethnicity, program CACREP accreditation status, institutional union status) did not significantly predict occupational satisfaction. These findings are consistent with previous literature suggesting gender, ethnicity, CACREP accreditation status and union status do not impact counselor educator job satisfaction (Hill, 2009; Miller, 2003).

Motivator and Hygiene variables (i.e., achievement, recognition, work itself, responsibility, advancement, salary) were most predictive of total counselor educator job satisfaction above demographic variables. These variables have not been comprehensively explored in the counselor education literature. Thus, this finding significantly contributes to the current literature on counselor educator job satisfaction.

Environmental variables (i.e., collegial relationships, student relationships, administration, and departmental climate) predicted a small amount of the variance in total occupational satisfaction over and above Demographic and Motivator and Hygiene

variables. Previous findings from this study suggested that collegial relationships, in particular, significantly predicted total occupational satisfaction. However, it appears the combined impact of collegial relationships, student relationships, administration and departmental climate did not have as significant of an impact on total job satisfaction. Few studies have investigated these constructs among counselor educators, and thus additional research is warranted.

Trigger variables (i.e., change in life stage, family related or personal circumstances, rank or tenure, institution, perceived justice, and mood or emotional state) predicted a very small amount of the change in total occupational satisfaction, over and above all other variables in the model. The changes experienced by counselor educator's over their careers have not previously been empirically explored. As such, additional research may be helpful in illuminating the impact of life and institutional changes on counselor educator total occupational satisfaction.

Limitations

The results of this study must be considered within the limitations inherent to this research. Limitations include selection, attrition, response rate, social desirability and instrumentation.

Selection. Selection bias may have influenced the results of the survey. Once a counseling program was randomly selected to be included in this study, every counselor educator at that program was invited to participate. Two hundred and forty eight counseling programs were included in this study. However, 56 faculty members contacted me because they taught within another program within the counseling department (e.g., human services and psychology). These individuals were listed among

the counseling faculty members on the program website without a different distinction, and were not meant to be included in the sample of counselor educators. It is likely that additional individuals received the survey invitation in error, which may have impacted the response rate. If these individuals took the survey, they would likely have indicated their professional identity as something other than counselor educator, thus their data was not included in analysis.

The sample included primarily Caucasian/White ($n=224$, 79.4%) females ($n=175$, 62.1%). However, these demographics are consistent with estimates from the U.S. Bureau of Labor Statistics (2011), suggesting approximately 71% of counselors are women. Researchers also suggest within counselor education, only 15% of faculty members are persons of color (Fallon, 2004; Homcomb-McCoy & Bradley, 2003). The sample also included more assistant professors ($n=109$, 38.4%) than individuals at any other rank. Additionally, there were unequal group sizes among variables of interest, including teaching method, union status and CACREP accreditation status. These unequal group sizes likely impacted the results. The majority of participants were members of ACA ($n=251$, 84.8%), and a quarter of participants were members of SACES ($n=76$, 25.7%), suggesting a potential regional bias. The results may not be generalized to individuals with different demographics than those represented in this sample.

Attrition. Attrition was another limitation of this study. The modified instruments including the Faculty Satisfaction Scale (Oberman, 2011), Work-Life Experiences of Faculty Members (August & Waltman, 2004), and demographic questionnaire took participants an average of 16 minutes to complete. Participants were able to start the survey without completing it. On the first day of data collection, there was a technological

error within Survey Monkey. As a result, 21 participants were only given the option to answer the first two pages of the survey. Several participants sent an email voicing the technological problems they were having. Survey monkey was contacted and the problem was remedied. However, those 21 participants did not complete the survey. Other participants choose to stop the survey without completing it. A total of 54 participants did not finish the entire survey. Subsequently, data from 28 surveys were not included in the analysis because they were missing essential information.

Response rate. The survey results may not generalize to all counselor educators due to the response rate. The survey was sent to 1,102 potential respondents, with 366 completing a portion of the survey. The usable response rate was 26.86%, which is typical from surveys in the counseling field (Erford, 2008). It is not possible to know if participants who did not respond had different characteristics and experiences than individuals who responded. However, fewer faculty members working in non-CACREP accredited programs responded to the survey request.

Social desirability. Social desirability may have impacted the results of the study. This occurs when participants answer survey questions in socially acceptable ways rather than reporting their actual beliefs (Vella-Broderick & White, 1997). Participants may have altered responses in order to appear more satisfied than they actually are. In order to reduce the instance of social desirability, confidentiality and anonymity were maintained throughout the study.

Instrumentation. Instrumentation threats likely exist within this study. The measures may not evaluate what they are intended to measure. The Faculty Job Satisfaction/Dissatisfaction Scale (Wood, 1976) was originally developed for use among

community college faculty members. While Oberman (2005) confirmed the reliability of this instrument on counselor educators, there may be more appropriate measures of occupational satisfaction (van Saane, Sluiter, Verbeek, & Frings-Dresen, 2003). The modified Faculty Job Satisfaction scale (Oberman, 2011) is a recently developed instrument that has not been utilized in many other studies. The categories representing work domains include a number of different factors. For example, Achievement includes “personal and professional goal attainment, observing student growth and success over a period of time, the immediate results from work, and the adoption of practices you recommend.” Faculty members might experience varying levels of satisfaction with each factor, but are required to provide an overall satisfaction rating for the entire domain.

Additionally, the Work-Life Experiences of Faculty Members was modified from a study by August and Waltman (2004) in order to capture certain constructs of interest not otherwise measured on the Faculty Job Satisfaction scale, such as satisfaction with student relationships, satisfaction with the department chair, and departmental climate. These measures were on a 4-point Likert-type scale, whereas the Faculty Job Satisfaction measure was a 7-point scale. The change in scales may have been confusing to participants who might have prematurely stopped the survey. Additionally, these questions were originally distributed among all faculty members at a Midwestern Institution. It is unknown whether this instrument or these specific questions have been previously tested on a sample of counselor educators. Thus this may not be an appropriate measure for the sample population. In an effort to control for instrumentation threat, a panel of counselor educators reviewed the survey packet prior to administration to provide suggestions for improvement with this population.

There were numerous terms throughout the survey that were not defined for participants. Participants were asked to specify the Carnegie classification of their institution without clarification about the specific classifications. Additionally, counselor educators indicated the organizations in which they served in a leadership position. However, the level of leadership engagement was not specified and participants likely embraced different conceptualizations of leadership involvement. Participants were asked to indicate their salary for a 9-month contract, however, some individuals may have a contract lasting more or less time (e.g., 10 months). It is likely that counselor educators listed their salary without summer pay. Finally, scholarship engagement was measured using numerous indices (e.g., published articles, presentations, and submitted grant proposals). Certain scholarly works hold more weight depending on the type of institution and program focus where a faculty member is employed. Thus, scholarship may be more accurately investigated by a different metric.

Delimitations

The scope of this study was limited to full-time faculty members in counselor education programs. Faculty members in CACREP accredited or non-accredited programs were included. Participants were only included if they indicated their professional identity was a counselor educator. Participants who did not meet these requirements were excluded from data analysis. Additionally, I did not specifically examine the impact of teaching and research universities on satisfaction.

The construct of occupational satisfaction itself is also a delimitation. Job satisfaction is subjective in nature and participants' beliefs may change over time (Hagedorn, 2000). However, this study focused on the self-assessment of occupational

satisfaction at one particular time. Also, there is no universally accepted definition of occupational satisfaction and various models are used to explain the construct. I utilized the Conceptual Framework of Faculty Job Satisfaction (Hagedorn, 2000) to guide this investigation. Since no available measures assessed every variable in Hagedorn's (2000) model, the researcher used various assessments to capture counselor educators' experience of work and occupational satisfaction.

Implications for Practice and Training

Overall Job Satisfaction

Counselor educators reported feeling satisfied with their jobs as faculty members. Job responsibilities of counselor educators differ considerably, including (a) teaching and advising, (b) supervision, (c) counseling and consultation, (d) administration, (e) scholarship and (f) service (MohdZain, 1995). Counseling faculty members also engage in program administration, clinical counseling practice, scholarship, teaching, mentoring, clinical supervision, shared governance, technology infusion, community building, consultation, counselor educator professional development, program evaluation and research oversight (Fallon, 2004). Faculty members feel motivated and rewarded by different aspects within their academic position. As long as faculty members are meeting the requirements of their specific program, they have much freedom with how their time is spent. As individuals engage in job activities of interest, they are likely to experience greater job satisfaction (Holland, 1973).

This sample of counselor educators reported spending significant time each week on teaching and were most satisfied with this area of their work. The majority of individuals had influence over the courses they taught, which has been shown to

decreases stress (Carter et al., 1994) and contribute to increased retention (Hill, Leinbaugh, Bradley, & Hazler, 2005; Sanderson, Phua, & Herda, 2000). Additionally, most counselor educators surveyed indicated they had an opportunity to utilize their talents and strengths on a daily basis. When individuals work within a positive organization where they can use their talents they are likely to be courteous and supportive of others. In turn, when employees go above and beyond the workplace expectations they positively influence the job climate (Brief & Motowidlo, 1986; Youssef & Luthans, 2007).

Counseling Instruction

Counselor educators utilize various methods of curriculum instruction in counselor training, including face-to-face and distance education (e.g., online and asynchronous learning). Counselor educators in this study who taught face-to-face reported higher satisfaction than faculty members who taught both face-to-face and online. Counseling has traditionally been a profession deeply rooted in direct contact between people. However, the influence of technology is impacting the landscape of the counseling profession. Counselor educators may benefit students by incorporating technology into the classroom, as online instruction has been found to be important in preparing efficient counselors (Chandras & Chandras, 2010). However, research suggests that many counselor educators are not comfortable in using technology (Berry, Srebalus, Cromer, & Takacs, 2003; Karper, Robinson, & Casado, 2005; Lewis, Coursol, Kahn, & Wilson, 2000; Myers & Gibson, 1999).

Some counselor educators may believe the most effective way to teach counseling is through face-to-face contact. These educators may feel uncomfortable teaching in an

online format. As more programs offer courses at a distance, counselor educators unfamiliar with distance education may experience less satisfaction in their work. It is important for counselor educators to gain knowledge, experience, and ease with utilizing technology and distance teaching methods. Examples of technology include PowerPoint, email, blogs, course management systems, wikis, and interactive counseling video sessions (Buono, Uellendahl, Guth, Dandeneau, & Davis, 2011). Institutions could offer training to faculty members with a desire or requirement to learn more about alternative teaching formats. Professional conferences, such as the Association for Counselor Education and Supervision and the American Counseling Association, could provide sessions on successful implementation of distance learning in counselor education. Counselor educators could also share teaching tips on informal (e.g., CESNET and newsletter articles) and formal outlets (e.g., *Counselor Education and Supervision* and *Journal of Technology in Counseling*). Faculty members who have successfully incorporated technology and distance education into the classroom could also share their syllabi on the ACA-ACES Syllabus Clearinghouse. Perhaps through these outlets, a dialogue may emerge among counselor educators regarding the most effective and ethical ways in which to train counseling students.

Institutional Differences

Institutions and programs can differ in many ways. Employees at some colleges and universities are members of unions, which afford a centralized voice and representation within their institution. Some research suggests employees at unionized institutions gain increased job security, fair tenure and promotion procedures, and protection against unfair treatment (Wickens, 2008). Union members have also been

found to be more satisfied with salaries, benefits, and job security but less satisfied with research assistance, collegial quality, and work load (Lillydahl & Singell, 1993).

Research exploring occupational satisfaction between union and non-union faculty members is inconclusive (Miller, 2003; Myers, 2011). Results from the present study found no meaningful differences between groups based on occupational satisfaction. Employees may be less likely to advocate for union representation if they do not see tangible benefits from membership.

Counseling programs also differ based on accreditation status. Programs can obtain accreditation from a number of agencies, depending on the educational focus (e.g., school counseling, rehabilitation counseling, and marriage and family counseling). This study examined the impact of CACREP accreditation status on counselor educator occupational satisfaction. Numerous articles highlight the development of CACREP within the counseling field (Altekruse & Wittmer, 1983; Bobby & Kandor, 1992; Steinhauser & Bradley, 1983; Sweeney, 1992). CACREP accredited programs adhere to certain standards not required by non-CACREP accredited programs. However, in practice faculty members may experience a similar environment in both types of programs. Miller (2003) found no difference among counselor educators at each type of program based on teaching loads, publications, grants, service, or job satisfaction. The current study also found no difference in occupational satisfaction between counseling faculty members at CACREP accredited programs compared with non-CACREP accredited programs.

It can be a rigorous and expensive endeavor to obtain CACREP accreditation for a program. Counselor educators must complete a self-study highlighting program

objectives, resources, strengths, and limitations. Peers subsequently evaluate the self-study in order to ensure professional standards and program goals are established and met. Many non-CACREP accredited programs adopted CACREP required curriculum but have not gone through accreditation.

Many standards are in place to support comprehensive student educational success. Students who graduate from CACREP accredited institutions have met the minimum standards for the profession and, with time, are often eligible for counseling certification and licensure. Standards are also in place to ensure competent counselor educators are employed at CACREP accredited programs. Core faculty members must establish a counseling identity, membership in professional counseling organizations, and engagement in professional counseling activities, among other standards. The focus of accreditation is the educational environment and many standards are specific to academic content. Satisfied faculty members are likely to increase interactions with students (Olsen, 1993) and engage in organizational citizenship behaviors in which they positively enhance the work culture (Illies, Scott, & Judge, 2006; Konovsky & Organ, 1996; Organ & Ryan, 1995). CACREP may consider additional standards and supports for faculty members in order to enhance a wellness-oriented work and educational environment.

To begin, CACREP could provide information for faculty members on what to expect from the CACREP accreditation process. They might obtain testimonials from counselor educators who have gone through the accreditation process. These faculty members might disclose that the self-study process itself contributed to a shared sense of responsibility among colleagues in revisiting the program mission, objectives, goals, and accomplishments. Additionally, counselor educators might speak to any gained sense of

prestige from working at a CACREP accredited program. Qualitative researchers might also explore the lived experiences of counselor educators going through CACREP accreditation in order to illuminate the strengths and challenges experienced with the process. Researchers could also investigate different supports to enhance counselor educator's experience at work, which, in turn may increase faculty members student engagement.

A professional counseling organization, such as ACES or ACA, may consider hosting a virtual support system accessible only to CACREP accredited program faculty members. The online system could provide resources and peer-support to counselor educators facing typical challenges such as course development, time management, student situations, and tenure requirements (Magnuson, 2002). The system could serve as a forum for counselor educators to network, form professional support systems, and create research teams. Unsatisfied pre-tenure faculty members often experience isolation and lack of support (Magnuson, 2002), which might be alleviated from a supportive online community of like-minded counselor educators. Faculty members contributing to the forum might feel they were making a significant contribution to the counseling profession and making presentations to other counseling professionals, which are both encouraging job factors among female counselor educators (Hill et al., 2005).

Faculty members consistently report increased satisfaction when they are engaged in a mentoring relationship (Allen et al., 2004; Magnuson et al., 2009). CACREP could enhance mentoring practices within counselor education programs by requiring programs to embrace the guidelines offered by Borders et al. (2011) and Hill (2004). Additionally, ACES could offer a forum for establishing mentoring relationships within CACREP

accredited programs. Then faculty members could provide informal mentoring by collaborating on research endeavors, providing teaching suggestions, and encouraging specific service involvement (Borders et al., 2011). Counseling leaders could coordinate support and mentorship to faculty members, so they can adequately support and mentor students.

Mentorship

Results from this study suggest that involvement in a mentoring relationship impacts a counselor educators' recent scholarship achievement, perception of departmental climate and total occupational satisfaction. Individuals involved in a successful mentoring relationship report more work satisfaction and professional success than those without a mentor (Brinson & Kottler, 1993; Magnuson et al., 2009; Robinson, 1994; Sorcinelli, 1994). Research mentorship is particularly helpful in academia because it provides mentees with guidance on brainstorming research ideas, writing manuscripts, giving conference presentations and submitting grants (Creamer, 1998). In order to maximize counselor educators' potential and positive experience at work, intentional mentoring programs can be established within counseling departments and the larger counseling community.

Mentorship can be informally or formally conducted with multiple individuals. Research mentoring can emerge from within counseling departments, community agencies, and across settings (Wester et al., 2009). Within individual departments, a formal, structured mentoring program would pair junior and senior faculty members and provide resources and direction to establish an effective relationship (Boice, 1992; Mullen & Hutinger, 2008). Departments and agencies could provide in-service trainings

and workshops to educate researchers about the publication process. Topics might include contacting book publishers, organize material for scholarly writing, or generating book ideas (Roland & Fontanesi-Seime, 1996). Counseling organizations, such as ACA, ACES, and CACREP could increase efforts to informally connect counselor educators with similar interests.

A formal, structured approach may be particularly well suited for female academics and faculty members of color (Lucas & Murry, 2002) who may not otherwise find natural mentoring connections within academia (Boice, 1992; Bradley & Holcomb-McCoy, 2004; Hill et al., 2005; Sorcinelli, 1992). It is important that all faculty members intentionally mentor counselor educators of color because there may not be many senior minority faculty members available (Young et al., 1990). Mentors can encourage minority counselor educators to share experiences of racism, tokenism, feeling left out and unfair benefits (Allison, 2008; Holcomb-McCoy & Bradley, 2006; Salazaar, 2005; Heggins, 2004). Faculty members of color may be advised to engage in self-care activities to help in order to navigate the stressful academic environment (Ascher et al., 2010; Wong & Fernandez, 2008). Counselor educators should actively work to eliminate negative racial climates that impact minority counselor educators' job satisfaction (Holcomb-McCoy & Addison-Bradley, 2005).

Senior counselor educators could utilize the principles of good mentoring practice in their work with junior faculty members (Borders et al., 2011). In order to develop a culture of mentorship, mentoring must be embraced as an important professional responsibility so that it becomes a "mind-set as well as a goal" (Borders et al., 2011, p. 179). Mentorship can be centered around each individual's strengths, limitations and

particular needs. For example, junior faculty members frequently struggle with the tenure and promotion process due to vague, conflicting and unclear information (Magnuson et al., 2004, 2006, 2009; Rice et al., 2000). In order to alleviate the dissatisfaction, departmental mentors can clearly provide written and oral feedback regarding the expectations, evaluation criteria and timelines for tenure and promotion, including scholarship, teaching and service requirements (Borders et al., 2011). Generally junior faculty members are unsatisfied with the quality of their performance feedback (Rice et al., 2000). Senior mentors can remedy this problem by observing and providing written evaluations of a junior faculty member's teaching, scholarship and service engagement.

Counselor educators can utilize the Guidelines for Research Mentorship in Counseling/Counselor Education (Wester et al., 2009) and principles of ethical behavior to guide their mentorship. A mentoring relationship might consist of providing support, encouraging research development and follow through, serving as a role model, corresponding and meeting regularly, and guidance on navigating the research process in an ethically appropriate environment (Wester et al., 2009). For example, mentors can assist mentees to develop research questions, conduct literature reviews, analyze data and submit manuscripts for publication (Wester et al., 2009). Certain personality traits help to establish a supportive mentorship relationship. Mentors should be effective, ethical researchers, who know their own limitations as mentors and researchers (Wester et al., 2009). At the same time, mentees must be ethical researchers and effective learners, who are upfront about their needs from their mentors (Wester et al., 2009).

Faculty members may also offer graduate students the same support afforded to junior faculty members (Bronstein & Farnsworth, 1998; Sorcinelli, 2000). Counselor

educators can direct individual attention to graduate students planning to pursue a clinical or academic career. While counseling faculty members are supervising, teaching or mentoring students interested in clinical practice, they can share strategies for establishing a career that meets students' identity, social and financial needs. Counseling faculty supervisors can encourage students training for clinical work to explore strengths, limitations, goals and desires in potential jobs. Supervisors can educate students regarding various specialties within counseling. As students are exposed to various employment options within counseling, they will be on the path to finding a good career fit (Busacca & Wester, 2006; Niles, Anderson, & Goodnough, 1998). Accordingly, counseling supervisors can assist graduate students to identify their career goals in order to secure a satisfying career (Oster, 2006).

Counselor educators can also incorporate a professional development focus throughout classes such as Career Theories, Counseling Skills and Helping Relationships in which students identify and develop goals and talents (Hansen, 2000), and how to actualize their career potential (Cook, Heppner, & O'Brien, 2002). Faculty members teaching career development courses can highlight topics such as person-environment fit (Cable & DeRue, 2002; Oshagbemi, 1999; Resick et al., 2007), utilizing strengths at work (Youssef & Luthans, 2007) and occupational satisfaction (Fraser & Hodge, 2000; Howard & Frink, 1996; Morris & Villmez, 1992). Faculty members might incorporate specific exercises to encourage student reflection including the Future Career Autobiography (Rehfuss, 2009). An activity like this allows for exploration and clarification of goals by encouraging students to imagine their future and what they hope to be doing in five years. Counseling faculty members teaching career courses may also

utilize weekly reflection journals in which students capture thoughts and feelings about their career goals. This process encourages self-exploration and clarification regarding meaning within a job (Savickas, 2006). Counseling faculty can also discuss the work of Ronnestad and Skovholt (2003) who found that counselors continually gain experience in a variety of work settings until they find their fit and, thus, experience heightened job satisfaction. Students can apply concepts learned in their counseling classes to assist clients and themselves in finding satisfying employment.

Magnuson and colleagues (2006) found that counselor educators who received mentoring during their doctoral studies remained satisfied and successful as faculty members (Magnuson et al., 2006). Doctorate-level counselors can benefit from developing their strengths, engaging in reflection and receiving a realistic job preview. Many graduate students in counseling strive to understand how to successfully navigate an academic career (Morgeson, Seligman, Sternberg, Taylor, & Manning, 1999). Doctoral students look to current counselor educators' job satisfaction to determine how desirable a career in academia would be (Parr et al., 1996). Thus, it is important that counselor education programs train future faculty members to embrace realistic expectations about the job (Hill, 2009). Seminars could be offered for students on how to navigate a career in academia (Gambrell et al., 2011). Counseling faculty members might also invite graduate students to co-teach courses, apply for grants, serve in leadership positions, and provide service to the profession. Counselor educators can also mentor students by encouraging participation in research and conference presentations, and keeping them up to date with professional topics (Borders et al., 2011). Through this process, counseling faculty members can assist doctoral students learn to balance

multiple demands, reach out to colleagues for support, and learn strategies to eventually help them reach tenure (Olsen & Crawford, 1998). Counselor educators could share stories from their own career path with doctoral students to provide a realistic preview of the benefits and drawbacks to the job (Perjessy & Guillot Miller, 2009). Such exposure to realistic job expectations would likely provide perspective regarding the rewards and demands of an academic career.

Counselor educators can also mentor doctoral students through their job search by offering seminars regarding career development (e.g., developing a CV, writing a cover letter, and techniques for the phone interview) and providing informal mentoring. Faculty members could educate doctoral students interested in an academic career about the expectations regarding scholarship engagement, teaching and service at different types of institutions. With this information in mind, counselor educators in training can be mentored in order to find a position that will be a good fit. As a second year counselor educator expressed, “If you know what it will take to make you satisfied in a job before you take the position, then it guides how you look for a job” (Magnuson et al, 2006). As doctoral students are mentored throughout their academic career, they will learn about themselves and will eventually apply these concepts to assist others establish their own career paths.

Collegial Satisfaction

Individuals are greatly influenced by their colleagues at work. This study found collegial satisfaction influenced both perceptions of departmental climate as well as overall occupational satisfaction. Faculty members enjoy their jobs more when they work with colleagues who are supportive. Positive peer interactions (Robertson & Bean,

1998), and a sense of community within the department are both important to female faculty member satisfaction (Ropers-Huilman, 2000). As such, female counselor educators are discouraged when they encounter toxic faculty environment, colleagues who are hurtful, office politics and gossip as well as colleagues who are less skilled, knowledgeable, and motivated (Hill et al., 2005).

The department chair and senior faculty members can set a positive tone which encourages the development of satisfying relationships among colleagues. Each semester a faculty member retreat could help to refocus program and personal priorities. Throughout the semester, counselor educators from other programs can serve as consultants to support positive faculty member engagement. Counseling faculty members can be encouraged to reflect upon his or her individual strengths and limitations. Then, faculty members can build partnerships with colleagues to become more effective educators and scholars. Senior faculty members can be paired with junior faculty members to work on committees or departmental projects together. Through this process, senior faculty members can remain engaged by utilizing their expertise to assist junior faculty members learn to prioritize projects and navigate the academic environment. Counselor educators can work together on meaningful activities, such as research endeavors or service projects. If faculty members are not competing with one another for resources, they can engage in more collaboration rather than competition.

As a new faculty member, participants stressed the importance of getting involved, collaborating with colleagues and focusing on self-care (Magnuson et al., 2006). Tenured faculty members can contribute to new faculty member satisfaction by offering continued encouragement and support, implement informal and formal

mentoring, assist with teaching and scholarship, and address conflict between faculty members (Magnuson et al., 2004). Senior faculty members can also ensure workload expectations are appropriate for new faculty members, clearly express tenure and promotion expectations, recognize colleagues' accomplishments and advocate on behalf of new faculty members (Magnuson et al., 2004).

In order to impact the department climate, counselor education programs could create a wellness community, facilitate information and formal mentoring, educate about stress management in academia, and support socialization into the culture of the university (Hill, 2004). Counselor education programs could also provide in-service trainings on publishing, develop and convey clear tenure and promotion guidelines, and provide specific and accurate feedback about tenure progress on an annual basis (Hill, 2004).

It should be expected that conflict will arise in any work environment with independent thinkers who embrace different priorities. However, counselor educators have the skills to appropriately handle stressful work situations. Counseling faculty members train students on effective listening, empathy, and conflict resolution. The same principles that are vital within the counseling relationship are also important in collegial relationships. When conflicts do arise, program leaders can use their counseling skills to create a safe environment to discuss the problems. Counselor educators must make a commitment to collegiality in order to positively influence departmental climate and faculty member job satisfaction.

Satisfaction with the Department Chair

The department chair of a program is instrumental in supporting faculty member development and engagement. This study found counselor educator's satisfaction with their department chair influenced total occupational satisfaction. Thus, department chairs can make it a priority to enhance their relationship with counseling faculty members. In doing so, department chairs can support faculty members in their professional and personal endeavors. Additionally, department chairs can positively influence faculty member total occupational satisfaction by providing appropriate recognition, responsibility, salary, mentoring, and encouraging collegial relationships.

Results from this study suggest recognition impacts overall satisfaction. Pre-tenure faculty members become dissatisfied when their contributions go unnoticed (Magnuson, 2002). Each individual can add value to the department, and successes can be acknowledged and celebrated regularly. As leader of the department, the department chair can acknowledge faculty member successes using numerous outlets, such as through emails, faculty meetings, individual meetings, program newsletters, academic reports, university publications, and other outlets. Department chairs can informally ask faculty members how they prefer to be recognized for their accomplishments. Department chairs can also engage in routine dialogue with faculty members regarding work accomplished and provide encouragement when goals are met. When the department chair establishes a supportive departmental climate, this will likely encourage collegiality among faculty members, which also contributes to greater job satisfaction.

Results from this study suggest satisfaction with responsibility impacts overall satisfaction. However, responsibility was among the lowest rated areas of satisfaction. The construct of responsibility includes committee involvement in addition to amount of

work compared to that of one's peers. Faculty members may not enjoy their committee work. Others may believe they engage in more work than their peers, which could lead to decreased satisfaction and lead to negative work climate. Department chairs can foster an open environment where faculty members are able to have input on the committees in which they serve. It would also be the expectation that all faculty members engage in an equitable amount of committee work. In order to maintain accountability, faculty members can report on their committee and service involvement to the group as a whole during meetings or electronic updates.

Faculty member overall satisfaction also is impacted by salary satisfaction (Seibert et al., 1999). Department chairs can advocate for fair raises and access to funding opportunities. Additionally, department chairs can find alternative methods for incentivizing and rewarding faculty members. Department chairs must identify how their faculty members prefer to be rewarded (e.g., conference travel money, course releases, and choice of course days/times) and provide incentives accordingly.

Mentoring has been shown to increase scholarship achievement, perception of climate and total occupational satisfaction. In order to provide mentoring, department chairs can collaborate on research projects, share syllabi and provide suggestions when working with difficult students (Sorcinelli, 1988; Turner & Boice, 1987; Whitt, 1991). Faculty members are more likely to remain engaged and employed at an institution when they have a positive relationship with their chair (Johnsrud & Atwater, 1993) and work within a supportive, collegial community (Barnes, Agago & Combs, 1998).

Future Research

This study opens numerous avenues to further investigate counselor educator occupational satisfaction. One such avenue addresses research design, sampling, and methodological issues. With regard to research design, a longitudinal quantitative study may be warranted to fully capture the dynamic nature of occupational satisfaction. For example, Seibert and colleagues (2001) utilized structural equation modeling within the context of a 2-year longitudinal design to measure attributes of individual's personality at Time 1 and the corresponding relationship with an individual's career satisfaction at Time 2. Considering job satisfaction fluctuates throughout one's career, it would be beneficial to determine the impact of institutional factors and collegial relations across time. Therefore, future research could survey counselor educators over a 3, 5, or even 10 year period to determine variance at different career stages (i.e., pre- and post-tenure).

While previous research investigating the occupational satisfaction of counselor educators has relied on quantitative measures (Hill, 2009) opportunities exist to evaluate the occupational satisfaction of counselor educators using qualitative approaches. Specifically, there exists a gap in the qualitative literature on the satisfaction of tenured counseling faculty members, as the extant qualitative literature focuses on the challenges facing pre-tenure counselor educators. Future research may explore the impact of counselor educator occupational satisfaction throughout the course of a career. A comprehensive qualitative study including associate and full professors could illuminate the struggles, successes and suggestions from senior members of the counselor educator community.

Future studies may also make intentional efforts to employ innovative sampling to include the perspectives of diverse segments of the counselor educator population. For

example, future research should seek to increase the number of counselor educators of color represented. In the current study, participants of other racial groups other than Caucasian accounted for 20.6% of the sample. Researchers can also vigorously address non-response bias by contacting those invited to participate in the study who chose not to. Future studies could incorporate a longitudinal research design to measure occupational satisfaction across an individual's life span by starting with an individual's time in graduate school. From this vein, researchers may investigate the experience of mentoring within academia. Such a study may illuminate additional variables originating from one's doctoral training as a counselor educator that serve as an antecedent to occupational satisfaction as an assistant, associate, or full professor.

Finally, future research may utilize different instruments to capture the variables included in the Conceptual Framework for Faculty Job Satisfaction (Hagedorn, 2000). Occupational satisfaction is a well-researched phenomenon in the fields of education, industrial organizational psychology, and management. Accordingly, numerous validated scales and measures are available to assess one's career satisfaction. Most promising for researchers interested in understanding the occupational satisfaction of counselor educators is the opportunity to fully validate the psychometrics properties of the instruments used to evaluate Hagerdorn's (2000) model. In sum, the development of a robust and validated scale would yield tremendous utility to the study of faculty member satisfaction.

Conclusions

This study sought to investigate the predictive utility of the Conceptual Framework of Faculty Job Satisfaction (Hagedorn, 2000) among counselor educators.

Additionally, institutional factors (i.e., teaching format, union status, and CACREP accreditation status) and relational variables (i.e., department chair satisfaction, collegial satisfaction, and involvement in a mentoring relationship) were explored within counselor educator occupational satisfaction, scholarship achievement and perception of departmental climate. Overall, this sample of counselor educators reported satisfaction with their occupation. Individuals who taught in a face-to-face program were more satisfied than individuals who also incorporated distance education into their teaching. The individual and combined effect of member involvement in a mentoring relationship, satisfaction with collegial relationships and department chair satisfaction impacted total occupational satisfaction. In addition, mentorship involvement and collegial satisfaction influenced perception of departmental climate. Involvement in a mentoring relationship also contributed to the number of recent scholarly contributions. Variables within the Conceptual Framework of Faculty Job Satisfaction (Hagedorn, 2000) were moderately successful at predicting counselor educator occupational satisfaction. The most influential variables included satisfaction with recognition, work itself, responsibility and salary. It is the hope that the results from this study will direct the actions of counselor educators in order to experience an even more satisfying career.

CHAPTER SIX

MANUSCRIPT

The Impact of Interpersonal Satisfaction and Mentoring on Counselor Educator

Productivity, Perception of Climate and Occupational Satisfaction

ABSTRACT

Occupational satisfaction is the extent to which individuals are fulfilled by their employment. This study investigated the impact of interpersonal variables on job satisfaction with a sample of 296 counselor educators (26.86% response rate). Findings indicated involvement in a mentoring relationship, satisfaction with colleagues, and satisfaction with the department chair predicted counselor educator occupational satisfaction. Individuals involved in a mentoring relationship reported a more positive departmental climate and greater scholarship engagement than their peers without a mentor/mentee.

Keywords: Occupational Satisfaction, Counselor Educator, Mentorship, Collegiality

The Impact of Interpersonal Satisfaction and Mentoring on Counselor Educator
Productivity, Perception of Climate and Occupational Satisfaction

Occupational satisfaction, also known as career, work or job satisfaction, is defined as the “extent to which people like or dislike their jobs” (Spector, 1997, p. 2). Counselor educators generally report high career satisfaction (Hill, 2009; Gambrell, Rehfuss, Suarez, & Meyer, 2011; Holcomb-McCoy & Addison-Bradley, 2005; Parr, Bradley, Lan, & Gould, 1996). They derive satisfaction from numerous job aspects, including the work itself (e.g., teaching, scholarship, and service), professional achievement, and interpersonal relationships (Magnuson et al., 2009; Oberman, 2005). Previous research indicates, however, that many factors contribute to job satisfaction, including personal factors (e.g., tenure status) and environmental variables (e.g., departmental racial climate). For example, pre-tenured faculty members report less satisfaction than tenured colleagues (Hill, 2009) and satisfied African American counselor educators report more positive racial climates than unsatisfied peers (Holcomb-McCoy & Addison-Bradley, 2005). Job satisfaction also impacts faculty member productivity in scholarship, teaching and service. For example, Magnuson and colleagues (2004, 2006, 2009) found satisfied pre-tenure counselor educators report more confidence in their research contributions than their less satisfied peers. Many individuals in this study reported the mentoring they received also contributed their overall satisfaction (Magnuson et al., 2004, 2006, 2009). Mentoring not only impacts job satisfaction (Koberg, Boss, & Goodman, 1998), but also contributes to career development (Allen, Eby, Poteet, Lentz, & Lima, 2004).

Faculty members can experience both career and psychosocial mentoring (Kram, 1985). Career mentoring includes assistance with navigating academia (e.g., tenure and promotion, and prioritizing responsibilities), visibility (e.g., networking and collaborating on presentations), and challenging work assignments (e.g., providing feedback on research and teaching). Psychosocial mentoring includes role modeling (e.g., work-life balance), acceptance and confirmation (e.g., providing non-judgmental support), counseling (e.g., listening to challenges and worries), and friendship (e.g., informal social support; Borders et al., 2011).

Individuals who are mentored gain access to knowledge about how to navigate academia and access to opportunities to engage in scholarship and leadership within their field (Allen et al., 2004). Such exposure helps mentored individuals experience heightened success in academia. Specific populations, including females (Rheineck & Roland, 2008), faculty members of color (Bradley & Holcomb-McCoy, 2004; Evans & Cokley, 2008), and pre-tenured faculty members (Lucas & Murry, 2002), benefit greatly from multiple mentoring relationships. For example, pre-tenure faculty members in a mentoring relationship produce more scholarship, exhibit greater teaching confidence, and have stronger collegial relationships and higher job satisfaction (Kirchmeyer, 2005).

Historically the topic of mentorship has received little attention in counselor education (Black et al., 2004). Previous qualitative research has discussed the impact of mentoring as a factor of pre-tenure counselor educator's career satisfaction (Magnuson et al., 2009). Other authors have provided conceptual suggestions to enhance mentoring practices in counselor education programs (Borders et al., 2011; Hill, 2004). However, quantitative research exploring the impact of mentoring on career satisfaction,

productivity and perception of departmental climate is lacking. Additionally, researchers have not specifically explored how counselor educators' interpersonal relationships with colleagues and the department chair impact one's experience at work.

The purpose of this study is to assess occupational satisfaction among counselor educators. The following research question will be explored: Do interpersonal relationships, including satisfaction with the department chair, satisfaction with colleagues and involvement in a mentoring relationship, significantly predict scholarship achievement, perception of departmental climate and occupational satisfaction?

Method

Participants and Procedure

The primary researcher generated a list of 265 CACREP accredited and 289 non-CACREP accredited counseling programs. Next, a randomized list of 248 schools was created (124 of each type of program) and faculty members employed at the selected counseling programs were invited to complete an electronic survey. An individualized email was sent to 1,200 counselor educators, with a reminder email after two weeks. There were 1102 potential participants after removing those who had undeliverable email addresses or did not meet study criteria; the final sample included 296 counselor educators (response rate of 26.9%).

Participants identified primarily as female ($n=175$, 62.1%) and reported the following race/ethnicity: African American ($n=14$, 5%), Asian American ($n=4$, 1.4%), Caucasian ($n=224$, 79.4%), Hispanic American ($n=8$, 2.8%), Native American ($n=3$, 1.1%), Multiracial ($n=18$, 6.4%), or Other ($n= 11$, 3.9%). Most participants were currently an Assistant Professor ($n=109$, 38.4%), Associate Professor ($n=83$, 29.2%), or

Full Professor ($n=78$, 27.5%) and had been employed for an average of 13.3 years ($SD=9.5$). The sample included 165 tenured faculty members (64.2%) and 92 (35.8%) pre-tenure counselor educators. The majority of tenured faculty members ($n=122$, 74.4%) indicated they were engaged in a mentoring relationship with one or more junior faculty members. Almost half ($n=56$, 48.3%) of pre-tenured individuals indicated they were engaged in a mentoring relationship with one or more tenured faculty members.

The majority of participants were licensed professional counselors ($n=181$, 61.1%), Nationally Certified Counselors ($n=159$, 53.7%) working at non-unionized ($n=182$, 65.5%), CACREP-accredited programs ($n=235$, 81.3%). Participants specialized primarily in counselor education and supervision ($n=182$, 61.5%), mental health counseling ($n=153$, 51.7%) and school counseling ($n=104$, 35.1%). Counselor educators were active members of ACA ($n=251$, 84.8%), ACES ($n=208$, 70.3%), and Chi Sigma Iota ($n=136$, 45.9%), among other organizations. ACES regional membership included Southern ACES ($n=76$, 25.7%), North Central ACES ($n=50$, 16.9%), North Atlantic ACES ($n=28$, 9.5%), Rocky Mountain ACES ($n=18$, 6.1%) and Western ACES ($n=10$, 3.4%).

Measures

Faculty Job Satisfaction/Dissatisfaction Scale (Oberman, 2011). This 11-item scale asked participants to rate their level of job satisfaction on a 7-point Likert-type scale (1=*very dissatisfied* = 1, to 7=*very satisfied*). The Cronbach's alpha was .872. The nine variables include the following: (a) achievement (e.g., goal attainment and observing student success); (b) growth (e.g., conducting research and attending professional conferences); (c) interpersonal relations (e.g., friendliness of coworkers and cooperation

from faculty); (d) policy and administration (e.g., extent to which policies are followed and available to faculty); (e) recognition (e.g., publicity of accomplishments and recognition compared to coworkers); (f) responsibility (e.g., committee responsibilities and responsibilities compared with coworkers); (g) salary (e.g., amount of salary and range of salaries paid to faculty members at your institution); (h) the work itself (e.g., work with students and enthusiasm about teaching); and (i) working conditions (e.g., teaching course load and work schedule compared to coworkers). There is also one item to access for overall job satisfaction and an open-ended question asking participants to provide overall comments about their job satisfaction.

The Work-Life Experiences of Faculty Members (adapted from August & Waltman, 2004) is a 30-item self-report survey measuring professional productivity, departmental climate, relations with the department chair and students, and involvement in mentorship. The questions were derived from a survey of faculty member work-life conducted in 1996 at a Midwest Research intensive university. Professional productivity (12 items) is measured by the number of professional activities conducted in the past two years and over one's career. This subscale is measured on a five-point Likert type scale with responses ranging from 1 (*never*) to 5 (*ten times or more*). An example of a question from this subscale is, "Had a chapter published in a book." Departmental climate (six items) assesses the culture of the academic department in which the faculty member works. This subscale is measured on a four-point Likert type scale from 1 (*strongly disagree*) to 4 (*strongly agree*). An example from the departmental climate subscale is, "There are many unwritten rules concerning interaction with peers." Good relationships with the department chair (three items) is measured on a four-point Likert type scale from

1 (*not satisfied at all*) to 4 (*very satisfied*). A question from this subscale includes: "Sense of support from chair." Quality student relations (one item) is measured on a four-point Likert type scale from 1 (*not satisfied at all*) to 4 (*very satisfied*). The question from this subscale is "The quality of your professional relationships with students." Mentorship (eight items) refers to having a senior colleague act as a mentor or a junior colleague as a mentee. Participants are first asked if they are currently engaged in a mentoring relationship, if so, they are asked a series of questions regarding that relationship on a five-point Likert type scale from 1 (*not at all*) to 5 (*to a great extent*). An example item includes, "To what extent does the person serve as a role model." August and Waltman (2004) reported internal consistency for the three factors as follows: Professional Productivity = 0.79; Departmental Climate = 0.80; Good Relations with Department Chair = .86; Quality Student Relations = .77; Mentorship= 0.89.

Demographic questionnaire. A 30-item questionnaire was created for use in this study. The survey included institutional and personal demographic information, such as program CACREP accreditation status, institutional union status, professional identity, academic rank, gender and ethnicity.

Results

Three separate regression analyses were conducted to assess the research question. Data were checked for errors, outliers and assumptions prior to analysis. Findings from the first regression analysis suggest the combination of relational variables (i.e., satisfaction with department chair, satisfaction with colleagues, and involvement in a mentoring relationship) explained 7.4% of the variance in scholarship, $F(3, 218) =$

5.781, $p < .001$. Involvement in a mentoring relationship was the only statistically significant beta weight ($\beta=3.946$).

Results from the second regression analysis suggest the combination of relational variables (i.e., satisfaction with the department chair, satisfaction with colleagues, and involvement in a mentoring relationship) explained 20.4% of the variance in departmental climate, $F(3, 250) = 21.39, p < .001$. Significant beta weights included involvement in a mentoring relationship ($\beta=-.99$) and collegial satisfaction ($\beta=-1.16$).

The results from the third regression analysis suggest the combination of relational variables (i.e., satisfaction with the department chair, satisfaction with colleagues, and involvement in a mentoring relationship) explained 45.8% of the variance in total occupational satisfaction, $F(3, 251) = 72.57, p < .001$. Each variable produced significant beta weights, including satisfaction with the department chair ($\beta=.34$), collegial satisfaction ($\beta=.45$) and involvement in a mentoring relationship ($\beta=.12$).

Discussion

The purpose of this study was to explore occupational satisfaction among counselor educators. Results suggest counselor educators were satisfied with their work as faculty members, which is similar to findings from previous studies (Hill, 2009; Gambrell et al., 2011; Holcomb-McCoy & Addison-Bradley, 2005; Parr et al., 1996). The combined impact of department chair satisfaction, collegial satisfaction, and involvement in a mentoring relationship predicted scholarship achievement, perception of departmental climate, and total occupational satisfaction among this sample of participants. When explored alone, involvement in a mentoring relationship influenced recent scholarship achievement, perception of climate and total occupational satisfaction.

This is consistent with previous findings that individuals in a mentoring relationship are more productive with scholarship (Kirchmeyer, 2005), gain exposure to navigating academia (Borders et al., 2011), and are more satisfied with their work (Allen et al., 2004). Satisfaction with the department chair alone contributed to total work satisfaction, which is consistent with previous research (Olsen & Crawford, 1998). Collegial satisfaction alone impacted perception of climate and total job satisfaction, which adds to the current literature on counselor educators.

This study suggests involvement in a mentoring relationship impacts a counselor educators' recent scholarship achievement, perception of departmental climate and total occupational satisfaction. Individuals involved in a successful mentoring relationship report more work satisfaction and professional success than those without a mentor (Magnuson et al., 2009; Sorcinelli, 1994). In order to maximize counselor educators' potential and positive experience at work, intentional mentoring programs can be established within counseling departments and the larger counseling community.

Mentorship can be formally or informally conducted with multiple individuals. For example, a pre-tenure faculty member might be assigned a colleague as their formal mentor and seek informal mentorship from his or her department chair. Colleagues engaged in mentoring relationships might collaborate on scholarship, teaching and service. Individuals who work together will likely be more satisfied with their collegial relationships and embrace a more positive view of the departmental culture.

Research mentorship provides mentees with guidance on brainstorming research ideas, writing manuscripts, giving conference presentations and submitting grants. Research mentoring can emerge from within counseling departments, community

agencies, and across settings. Within individual departments, a formal, structured mentoring program would pair junior and senior faculty members and provide resources and direction to establish an effective relationship (Mullen & Hutinger, 2008).

Departments and agencies could provide in-service trainings and workshops to educate researchers about the publication process. Topics might include contacting book publishers, organize material for scholarly writing, or generating book ideas (Roland & Fontanesi-Seime, 1996). Counseling organizations, such as ACA, ACES, and CACREP could increase efforts to informally connect counselor educators with similar interests.

A formal, structured approach may be particularly well suited for female academics and faculty members of color (Lucas & Murry, 2002), who may not otherwise find natural mentoring connections within academia (Bradley & Holcomb-McCoy, 2004; Hill et al., 2005). Mentors can encourage minority counselor educators to share experiences of racism, tokenism, feeling left out and unfair benefits (Holcomb-McCoy & Bradley, 2006) and encourage their engagement in self-care activities to help navigate the stressful academic environment (Ascher, Butler, Jain, 2010; Wong & Fernandez, 2008). Additionally, counselor educators can actively work to eliminate negative racial climates that impact minority counselor educators' job satisfaction (Holcomb-McCoy & Addison-Bradley, 2005). The authors suggest individuals can challenge biased views and attitudes and reflect upon unintentional acts of racism. Department chairs, in particular, can facilitate discussions regarding the departmental racial climate and actively recruit diverse faculty members (Holcomb-McCoy & Addison-Bradley, 2005).

Senior counselor educators could utilize the principles of good mentoring practice in their work with junior faculty members (Borders et al., 2011). In order to develop a

culture of mentorship, it can become a “mind-set as well as a goal” (p. 179). Mentorship can be centered on each individual’s strengths, limitations and particular needs. For example, senior mentors can observe and provide written evaluations of a junior faculty member’s teaching, scholarship and service engagement to provide individualized mentorship.

Counselor educators can also utilize the Guidelines for Research Mentorship in Counseling/Counselor Education (Wester et al., 2009) to guide their mentorship. Using these guidelines, a mentoring relationship might consist of providing support, encouraging research development and follow through, serving as a role model, corresponding and meeting regularly, and guidance on navigating the research process in an ethically appropriate environment. For example, mentors can assist mentees to develop research questions, conduct literature reviews, analyze data and submit manuscripts for publication (Wester et al., 2009). Mentors should be effective, ethical researchers, who know their own limitations as mentors and researchers. At the same time, mentees must be ethical researchers and effective learners, who are upfront about their needs from their mentors (Wester et al., 2009).

Faculty members may also offer graduate students the same support afforded to junior faculty members (Bronstein & Farnsworth, 1998). Counselor educators can direct individual attention to graduate students planning to pursue a clinical or academic career. While counseling faculty members are supervising, teaching or mentoring students interested in clinical practice, they can share strategies for establishing a career that meets students’ identity, social and financial needs. Counseling faculty supervisors can encourage students training for clinical work to explore strengths, limitations, goals and

desires in potential jobs. Supervisors can educate students regarding various specialties within counseling. Accordingly, counseling supervisors can assist graduate students to identify their career goals in order to secure a satisfying career.

Counselor educators can also incorporate a professional development focus throughout classes such as Career Theories, Counseling Skills and Helping Relationships in which students identify and develop goals and talents and learn how to actualize their career potential. Faculty members teaching career development courses can highlight topics such as person-environment fit (Resick et al., 2007), utilizing strengths at work (Youssef & Luthans, 2007) and occupational satisfaction (Hagedorn, 2000). Faculty members might incorporate specific exercises to encourage student reflection such as the Future Career Autobiography (Reh fuss, 2009), which asks students to imagine their future and what they hope to be doing in five years. Counseling faculty members teaching career courses may also utilize weekly reflection journals to record thoughts and feelings about their career goals to encourage self-exploration. Counseling faculty members can also discuss the research of Ronnestad and Skovholt (2003), who found that counselors continually gain experience in a variety of work settings until they find their fit and, thus, experience heightened job satisfaction. Students can apply concepts learned in their counseling classes to assist clients and themselves in finding satisfying employment.

Magnuson and colleagues (2006) found that counselor educators who received mentoring during their doctoral studies remained satisfied and successful as faculty members (Magnuson et al., 2006). Doctorate-level counselors can benefit from developing their strengths, engaging in reflection and receiving a realistic job preview.

Doctoral students look to current counselor educators' job satisfaction to determine how desirable a career in academia would be (Parr et al., 1996). Thus, it is important that counselor education programs train future faculty members to embrace realistic expectations about the job (Hill, 2009).

Seminars could be offered for students on how to navigate a career in academia (Gambrell et al, 2011). Counseling faculty members might also invite graduate students to co-teach courses, apply for grants, serve in leadership positions, and provide service to the profession. Counselor educators can mentor students by encouraging participation in research and conference presentations, and keeping them up to date with professional topics (Borders et al., 2011). Such exposure to realistic job expectations would likely provide perspective regarding the rewards and demands of an academic career. Through this process, counseling faculty members assist doctoral students learn to balance multiple demands, reach out to colleagues for support, and apply strategies to eventually help them reach tenure (Olsen & Crawford, 1998).

Limitations

The results of this study must be considered within its limitations, including selection, attrition, response rate, social desirability and instrumentation. The sample included primarily Caucasian ($n=224$, 79.4%) females ($n=175$, 62.1%), which is consistent with counselor demographics (Homcomb-McCoy & Bradley, 2003) Over fifty participants started, but did not complete the survey, contributing to attrition. The response rate was 26.9%, which is consistent within counseling survey research, but may not provide generalizable results (Erford, 2008). Participants may have responded to the

survey in socially desirable ways in order to appear more satisfied than they actually are. Finally, the chosen instruments may not evaluate what they are intended to measure.

Future Research

This study opens numerous avenues to further investigate counselor educator occupational satisfaction. With regard to research design, a longitudinal quantitative study may be warranted to fully capture the dynamic nature of occupational satisfaction. Considering job satisfaction fluctuates throughout one's career, it would be beneficial to determine the impact of institutional factors and collegial relations across time. Therefore, future research could survey counselor educators over a 3, 5, or even 10 year period to determine variance at different career stages (i.e., pre- and post-tenure).

While previous research investigating the occupational satisfaction of counselor educators has relied on quantitative measures (Hill, 2009) opportunities exist to evaluate the occupational satisfaction of counselor educators using qualitative approaches. Specifically, there exists a gap in the qualitative literature on the satisfaction of tenured counseling faculty members, as the extant qualitative literature focuses on the challenges facing pre-tenure counselor educators. A comprehensive qualitative study including associate and full professors could illuminate the struggles, successes and suggestions from senior members of the counselor educator community.

Future studies may also make intentional efforts to employ innovative sampling to include the perspectives of diverse segments of the counselor educator population. For example, future research should seek to increase the number of counselor educators of color represented. In the current study, participants of other racial groups other than Caucasian accounted for 20.6% of the sample. Researchers can also vigorously address

non-response bias by contacting those invited to participate in the study who chose not to. Future studies could incorporate a longitudinal research design to measure occupational satisfaction across an individual's life span by starting with an individual's time in graduate school. In this way, additional variables originating from one's doctoral training as a counselor educator may serve as an antecedent to occupational satisfaction as an assistant, associate, or full professor.

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APPENDICES

Appendix A: ODU Application for Exempt Research

Appendix B: Informed Consent

Appendix C: Faculty Job Satisfaction Scale

Appendix D: Work-Life Experiences of Faculty Members

Appendix E: Demographic Survey

Appendix A

**OLD DOMINION UNIVERSITY
APPLICATION FOR EXEMPT RESEARCH**

Note: For research projects regulated by or supported by the Federal Government, submit 10 copies of this application to the Institutional Review Board. Otherwise, submit to your college human subjects committee.

Responsible Project Investigator (RPI) The RPI must be a member of ODU faculty or staff who will serve as the project supervisor and be held accountable for all aspects of the project. Students cannot be listed as RPIs.		
First Name: Danica	Middle Initial: G	Last Name: Hays
Telephone: 757.683.6692	Fax Number: 757.683.5756	E-mail: dhays@odu.edu
Office Address: 110 Education Building		
City: Norfolk	State: VA	Zip: 23529
Department: Counseling & Human Services		College: Education
Complete Title of Research Project: Institutional Variables, Collegial Relationships, and Occupational Satisfaction: Testing the Conceptual Framework of Faculty Job Satisfaction among Counselor Educators		Code Name (One word): Satisfaction
Investigators Individuals who are directly responsible for any of the following: the project's design, implementation, consent process, data collection, and data analysis. If more investigators exist than lines provided, please attach a separate list.		
First Name: Rebecca	Middle Initial: E	Last Name: Michel
Telephone: 708.966.9295	Fax Number: 757.683.5756	Email: rmicel@odu.edu
Office Address: 110 Education Building		
City: Norfolk	State: VA	Zip: 23529
Affiliation: <input type="checkbox"/> Faculty <input checked="" type="checkbox"/> Graduate Student <input type="checkbox"/> Undergraduate Student <input type="checkbox"/> Staff <input type="checkbox"/> Other		

Type of Research			
1. This study is being conducted as part of (check all that apply):			
<input type="checkbox"/>	Faculty Research	<input type="checkbox"/>	Non-Thesis Graduate
<input type="checkbox"/>	Student Research		
<input checked="" type="checkbox"/>	Doctoral Dissertation	<input type="checkbox"/>	Honors or Individual
<input type="checkbox"/>	Problems Project		
<input type="checkbox"/>	Masters Thesis	<input type="checkbox"/>	
<input type="checkbox"/>	Other		
Funding			
2. Is this research project externally funded or contracted for by an agency or institution which is independent of the university? Remember, if the project receives ANY federal support, then the project CANNOT be reviewed by a College Committee and MUST be reviewed by the University's Institutional Review Board (IRB).			
<input type="checkbox"/> Yes (If yes, indicate the granting or contracting agency and provide identifying information.)			
<input checked="" type="checkbox"/> No			
Agency Name:			
Mailing Address:			
Point of Contact:			
Telephone:			
Research Dates			
3a. Date you wish to start research (MM/DD/YY)			
<u> 1 </u> / <u> 23 </u> / <u>2012</u>			
3b. Date you wish to end research (MM/DD/YY)			
<u> 9 </u> / <u> 1 </u> / <u>2012</u>			
Human Subjects Review			
4. Has this project been reviewed by any other committee (university, governmental, private sector) for the protection of human research participants?			
<input type="checkbox"/> Yes			
<input checked="" type="checkbox"/> No			
4a. If yes, is ODU conducting the primary review?			
<input type="checkbox"/> Yes			
<input type="checkbox"/> No (If no go to 4b)			

4b. Who is conducting the primary review?

5. Attach a description of the following items:

Description of the Proposed Study

Research Protocol

References

Any Letters, Flyers, Questionnaires, etc. which will be distributed to the study subjects or other study participants

If the research is part of a research proposal submitted for federal, state or external funding, submit a copy of the FULL proposal

Note: The description should be in sufficient detail to allow the Human Subjects Review Committee to determine if the study can be classified as EXEMPT under Federal Regulations 45CFR46.101(b).

Exemption categories

6. Identify which of the 6 federal exemption categories below applies to your research proposal and explain

why the proposed research meets the category. Federal law 45 CFR 46.101(b) identifies the following EXEMPT categories. Check all that apply and provide comments.

SPECIAL NOTE: The exemptions at 45 CFR 46.101(b) do not apply to research involving prisoners, fetuses, pregnant women, or human in vitro fertilization. The exemption at 45 CFR 46.101(b)(2), for research involving survey or interview procedures or observation of public behavior, does not apply to research with children, except for research involving observations of public behavior when the investigator(s) do not participate in the activities being observed.

(6.1) Research conducted in established or commonly accepted educational settings, involving normal educational practices, such as (i) research on regular and special education instructional strategies, or (ii) research on the effectiveness of or the comparison among instructional techniques, curricula, or classroom management methods.

Comments:

(6.2) Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior, unless: (i) Information obtained is recorded in such a manner that human subjects can be identified, directly or through

identifiers linked to the subjects; AND (ii) any disclosure of the human subjects' responses outside the research could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation.

Comments:

The purpose of this study is to assess the predictive utility of the Conceptual Framework of Faculty Job Satisfaction (Hagedorn, 2000) among counselor educators. The researcher will also assess if relationships exist between job satisfaction and certain variables within Hagedorn's (2000) model. Specific variables of interest include: institutional type (e.g., teaching format, union membership, and CACREP accreditation status); collegial relationships (e.g., satisfaction with the department chair, satisfaction with colleagues and involvement in a mentoring relationship); scholarship achievement; and institutional climate.

The researcher will randomly select counselor education faculty members equally from both CACREP accredited and non-accredited programs to be included in the study. Counselor educators will be contacted through a direct email inviting them to participate in the study. The email will include a consent document and a link to a web-based survey. A reminder email will be sent after two weeks of data collection. A second round of data collection will include additional randomly selected faculty members if an appropriate sample size has not been established. If additional participants are needed after the second round, an announcement may be posted on CESNET, a listserv for Counselor Educators and Supervisors, inviting faculty members to participate in the study.

The survey packet will include two sections. The first section will provide instructions, Human Subjects Review Committee (HSRC) approval information, and a consent form. The second section will include the following assessments in random order: (a) 11 items from a modified Faculty Job Satisfaction/Dissatisfaction Scale (Oberman, 2011); (b) 30 items exploring the Work-life Experiences of Faculty Members (August & Waltman, 2004); and (c) 30 items regarding participant demographic information. Participants will create a unique participant code, but no identifying information will be collected on these assessments. However, individuals will be invited to submit their email address in a secure web-based location that is not connected to their survey answers. Five participants will be randomly selected to win a \$50 gift card at the completion of the data collection. Faculty members do not need to take the survey to participate in the raffle. All data will be kept in a locked office of the RPI on a password-protected computer. Survey data will be destroyed immediately upon data entry.

____ (6.3) Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of public behavior that is not exempt under paragraph (b)(2) of this section, if:

(i) The human subjects are elected or appointed public officials or candidates for public office; or (ii) federal statute(s) require(s) without exception that the confidentiality of the personally identifiable information will be maintained throughout the research and thereafter.

Comments:

___ (6.4) Research, involving the collection or study of existing data, documents, records, pathological specimens, or diagnostic specimens, if these sources are publicly available or if the information is recorded by the investigator in such a manner that subjects cannot be identified, directly or through identifiers linked to the subjects.

Comments:

___ (6.5) Does not apply to the university setting; do not use it

___ (6.6) Taste and food quality evaluation and consumer acceptance studies, (i) if wholesome foods without additives are consumed or (ii) if a food is consumed that contains a food ingredient at or below the level and for a use found to be safe, or agricultural chemical or environmental contaminant at or below the level found to be safe, by the Food and Drug Administration or approved by the Environmental Protection Agency or the Food Safety and Inspection Service of the U.S. Department of Agriculture.

Comments:

PLEASE NOTE:

- You may begin research when the College Committee or Institutional Review Board gives notice of its approval.
- You **MUST** inform the College Committee or Institutional Review Board of **ANY** changes in method or procedure that may conceivably alter the exempt status of the project.

Counselor educators have an obligation to model wellness for their students (Yager & Tovar-Blank, 2007). The Council for Accreditation of Counseling and Related Educational Programs (CACREP, 2009) requires counselors in training to establish a wellness foundation in order to decrease professional burnout and assist clients in need. Counselor educators are in a unique position to directly impact counselors in training

who will, in turn, influence clients (Hill, Leinbaugh, Bradley, & Hazler, 2005). Since occupational satisfaction is a significant predictor of well-being (Lewis & Borders, 1995), we must understand its role among counselor educators in order to create a wellness-oriented work and educational environment (Witmer & Young, 1996).

There is no accepted definition of occupational satisfaction, thus scholars choose among various theoretical approaches to investigate this construct (Ben-Porat, 1981). While many researchers may explore job satisfaction, the framework, measures and recommendations may not allow for congruent findings. For example, within counselor education, some researchers have conceptualized occupational satisfaction based on perceptions of occupational stress and strain (Hill, 2009), whereas others utilize a multidimensional approach exploring various intrinsic and extrinsic factors of job satisfaction (Oberman, 2005).

While a framework for Faculty Job Satisfaction exists (Hagedorn, 2000), no studies to date have assessed how accurately the model explains occupational satisfaction among counselor educators. Previous scholars have investigated certain variables within the model, including: academic discipline; gender; race/ethnicity; institutional type (e.g., Carnegie status and CACREP accreditation status); work itself (e.g., scholarship and teaching); achievement; advancement (e.g., tenure and rank); salary; and institutional climate or culture (e.g., racial climate). However, these studies provide inconclusive results regarding many aspects of occupational satisfaction. Additionally, many factors within the model have not yet been fully explored, notably: collegial relationships (e.g., supervisory, colleagues, and mentoring relationships); student relationships; administration; institutional climate in general; institutional type (e.g., teaching format

and union status); recognition; responsibility; and triggers (e.g., change in life stage, family-related or personal circumstances, rank or tenure, institution, perceived justice, and mood or emotional state). This study will fill a gap in the research on counselor educator occupational satisfaction.

Purpose of the Study

The purpose of this study is to assess if: (1) significant group differences exist in occupational satisfaction based on teaching format, union membership and CACREP accreditation status; (2) interpersonal relationships (e.g., mentoring and satisfaction with colleagues and the department chair) impact scholarship achievement, perception of institutional climate and occupational satisfaction; and (3) The Conceptual Framework of Faculty Job Satisfaction (Hagedorn, 2000) can significantly predict counselor educator occupational satisfaction.

Methodology

In order to investigate group differences, the impact of interpersonal relationships, and the predictive ability of Hagedorn's (2000) Conceptual Framework of Faculty Job Satisfaction among counselor educators, the following research questions will be explored:

Research Question 1: Are there group differences in total occupational satisfaction based on institutional variables of teaching format, union status, and CACREP accreditation status?

Research Question 2: Are collegial relationships, including satisfaction with the department chair, satisfaction with colleagues and involvement in a mentoring

relationship, significantly associated with scholarship achievement, perception of institutional climate and total occupational satisfaction?

Research Question 3: To what extent does Hagedorn's (2000) Conceptual Model of Faculty Job Satisfaction predict counselor educator occupational satisfaction?

Participants

Participants will include counselor educators employed at higher education institutions in the United States. To participate, individuals must be currently working as a full-time faculty member in a counseling graduate program and professionally identify as a counselor educator.

Data Collection Methods

A search of the World Wide Web provided a list of 265 CACREP accredited counseling related programs and 289 non-CACREP accredited counseling related programs. The researcher will randomly select faculty members equally from both CACREP accredited and non-accredited programs to be included in the study. All faculty will be surveyed in the randomized programs. Faculty member email addresses will be obtained from direct links for each counseling program. If faculty email addresses are not listed on department websites, those schools will be excluded from the random sample.

Data collection will begin upon receiving Human Subjects Review Committee (HSRC) approval. The researcher will directly email an invitation that will include a consent form describing the purpose of the study and a link to the web-based survey. After two weeks of data collection, the researcher will send an email to the randomly selected participants reminding them to take the survey if they have not yet already done so. If the appropriate sample size has not been met, a second round of data collection will

include additional randomly selected faculty members. The new sample of faculty members will receive the same reminder email after two weeks. If additional participants are needed after the second round, an announcement may be posted on CESNET, a listserv for Counselor Educators and Supervisors, inviting faculty members to participate in the study.

The survey packet will include two sections. The first section will provide instructions and HSRC approval information. The second section will include the following assessments in random order: (a) 11 items from a modified Faculty Job Satisfaction/Dissatisfaction Scale (Oberman, 2011); (b) 30 items exploring the Work-life Experiences of Faculty Members (August & Waltman, 2004); and (c) 30 items regarding participant demographic information. Participants will create a unique participant code, but no identifying information will be collected on these assessments. However, individuals will be invited to submit their email address in a secure web-based location that is not connected to their survey answers. Five participants will be randomly selected to win a \$50 gift card at the completion of the data collection. Faculty members do not need to take the survey to participate in the raffle. All data will be kept in a locked office of the RPI on a password-protected computer. Survey data will be destroyed immediately upon data entry.

APPENDIX B
INFORMED CONSENT DOCUMENT
OLD DOMINION UNIVERSITY

PROJECT TITLE: Assessing Counselor Educator Job Satisfaction

INTRODUCTION

The purpose of this form is to give you information that may affect your decision whether or not to participate in this research. The study will include full time faculty members working in a counseling graduate program.

RESEARCHERS

The responsible project investigator is Danica G. Hays, PhD, LPC, NCC, Associate Professor of the Department of Counseling in the Counseling and Human Services in the College of Education. Rebecca Michel, MA, NCC, LCPC, a doctoral candidate of counseling in the same department, is also a researcher on the study.

DESCRIPTION OF RESEARCH STUDY

This study is exploring the job satisfaction among counselor educators. If you decide to participate, then you will take a survey that takes approximately 10-15 minutes. It is anticipated that 200 faculty members will participate.

RISKS AND BENEFITS

There are no foreseeable risks or benefits to you for participating in this study.

CONFIDENTIALITY

The researchers will take foreseeable steps to keep private information from survey responses confidential. No identifying information will be collected on the surveys. The results of this study may be used in reports, presentations, and publications; but no participants will be identified. All data will be kept in a locked office of the RPI on a password-protected computer. Survey data will be destroyed immediately upon data entry.

COSTS AND PAYMENTS

The researchers want your decision about participating in this study to be absolutely voluntary. The researchers are unable to give you any payment for participating in this study. However, you may be entered into a raffle if you provide your email address to a secure website that is not connected with the survey responses. Five \$50 gift cards will be given to randomly selected raffle winners. Individuals do not have to complete the survey in order to be entered into the raffle.

COMPENSATION FOR ILLNESS AND INJURY

If you consent to participate in this study your legal rights are not waived. However, in the event of harm arising from this study, neither Old Dominion University nor the researchers are able to give you any money, insurance coverage, free medical care, or any other compensation for such injury. In the event that you suffer injury as a result of participation in any research project, you may contact Dr. Danica Hays at 757.683.6692 or Dr. Sabra Gear at 757-368-4124 at Old Dominion University, who will be glad to review the matter with you.

WITHDRAWAL PRIVILEGE

You have the right to refuse to participate or to withdraw at any time, without penalty. If you do withdraw, your decision will not affect your relationship with Old Dominion University.

NEW INFORMATION

If the researchers find new information during this study that would reasonably change your decision about participating, then they will give it to you.

VOLUNTARY CONSENT

By beginning the survey, you are providing consent to participate in this study. By providing consent to participate in this project you are saying several things. You are saying that you have read this form or have had it read to you, that you are satisfied that you understand this form, the research study, and its risks and benefits.

If at any time you feel pressured to participate, or if you have any questions about your rights or this form, then you should call Dr. Sabra Gear, the current IRB chair, at 757-368-4124 or the Old Dominion University Office of Research, at 757-683-3460.

If you have any questions regarding this research, please contact:

Dr. Danica Hays, dhays@odu.edu, 757.683.6692

Rebecca Michel, rmichel@odu.edu, 708.966.9295

You may retain the copy of this informed consent document for your records.

Faculty Job Satisfaction Scale (Modified by Oberman, 2011)

This survey is designed to determine the job satisfaction of counselor educators based upon the variables below. For each of the following items please use the scale below to select the response that best represents your level of job satisfaction in the following areas.

Very Dissatisfied = 1, Dissatisfied = 2, Slightly Dissatisfied = 3, Indifferent = 4, Slightly Satisfied = 5, Satisfied = 6, Very Satisfied = 7

ACHIEVEMENT – Your personal and professional goal attainment, observing student growth and success over a period of time, the immediate results from work, and the adoption of practices you recommend.

1 2 3 4 5 6 7

GROWTH – Your opportunities to conduct research, and attend professional conferences and continuing education workshops.

1 2 3 4 5 6 7

INTERPERSONAL RELATIONS – Your professional and personal relationships on the job, the friendliness of coworkers, the cooperation from faculty within and outside your department, and the relationships among faculty, staff, and students.

1 2 3 4 5 6 7

POLICY AND ADMINISTRATION - The administrative procedure used to carry out your institution's educational philosophy and program, the extent to which administrative policies and procedures are followed and made available to faculty, and the extent to which policies meet faculty needs.

1 2 3 4 5 6 7

RECOGNITION – The publicity and acknowledgement of your accomplishments by coworkers and superiors, the recognition you receive compared to that of your coworkers, and the recognition you get from administration for your ideas.

1 2 3 4 5 6 7

RESPONSIBILITY – Your committee responsibilities, the total amount of responsibilities you have compared with your coworkers.

1 2 3 4 5 6 7

SALARY - The amount of and method used to determine your salary, range of salaries paid to faculty members at your institution, the top salary available to faculty compared to similar positions in other fields, and the earning potential of the faculty compared to that of administration.

1 2 3 4 5 6 7

THE WORK ITSELF- Your work and association with students, interesting and challenging aspects of teaching, and your level of enthusiasm about teaching.

1 2 3 4 5 6 7

WORKING CONDITIONS - The number of hours you work each week, teaching course load, office facilities, instructional equipment, and work schedule compared to that of your coworkers.

1 2 3 4 5 6 7

OVERALL JOB SATISFACTION

Consider all aspects of your job as a faculty member and indicate your overall level of job satisfaction or dissatisfaction.

1 2 3 4 5 6 7

Overall comments about your job satisfaction:

**Work-Life Experiences of Faculty Members
(Adapted from August & Waltman, 2004)**

How many scholarly activities have you produced within the past two years?

None=1; one to three=2; four to six=3; seven to nine=4; ten or more=5

- | | |
|--|-----|
| 1. articles published in refereed journals | 1-5 |
| 2. articles published in non-refereed journals | 1-5 |
| 3. published books reports, book reviews, and chapters | 1-5 |
| 4. manuscripts submitted | 1-5 |
| 5. presentations | 1-5 |
| 6. research or grant proposals | 1-5 |

How many scholarly activities have you produced throughout your career?

None=1; one to three=2; four to six=3; seven to nine=4; ten or more=5

- | | |
|--|-----|
| 7. articles published in refereed journals | 1-5 |
| 8. articles published in non-refereed journals | 1-5 |
| 9. published books reports, book reviews, and chapters | 1-5 |
| 10. manuscripts submitted | 1-5 |
| 11. presentations | 1-5 |
| 12. research or grant proposals | 1-5 |

Indicate your satisfaction level based on the following scale:

Not satisfied at all =1, Very satisfied =4

- | | |
|--|-----|
| 13. The quality of feedback from your department chair person | 1-4 |
| 14. Sense of support from your department chair person | 1-4 |
| 15. The quality of feedback from department reviews | 1-4 |
| 16. The quality of your professional relationships with students | 1-4 |

Rate how strongly you agree with the following statements:

Strongly disagree=1, Strongly agree=4

- | | |
|--|-----|
| 17. I constantly feel under scrutiny by my colleagues | 1-4 |
| 18. There are many unwritten rules concerning interaction with peers | 1-4 |
| 19. It is easy to misread signals as to what one should give highest priority | 1-4 |
| 20. Others seem to find it easier to learn about and fit in with unwritten rules | 1-4 |
| 21. I have to work very hard to be perceived as a legitimate scholar | 1-4 |
| 22. I feel pressure to change my research agenda in order to fit in with unit priorities | 1-4 |

Pre-tenure Faculty Members Only:

23. Are you engaged in a mentoring relationship with a tenured faculty member? YES or NO

If no, proceed to next section. If yes, use the following scale to rate to what degree your mentor(s) engage in these behaviors: Not at all =1; To a great extent =5

- | | |
|--|-----|
| 24. The tenured faculty member explains unit organization and politics | 1-5 |
| 25. The tenured faculty member protects me from department politics | 1-5 |
| 26. The tenured faculty member advises me on career decisions | 1-5 |
| 27. The tenured faculty member understands problems/issues of balancing work and family | 1-5 |
| 28. The tenured faculty member discusses goals and issues in my discipline | 1-5 |
| 29. The tenured faculty member helps secure resources for research, travel, and professional development | 1-5 |
| 30. The tenured faculty member serves as a role model | 1-5 |
-

Tenured Faculty Members Only:

23. Are you engaged in a mentoring relationship with a pre-tenure junior faculty member?
YES or NO

If no, proceed to next section. If yes, use the following scale to rate to what degree you engage in these behaviors: Not at all =1; To a great extent =5

- | | |
|--|-----|
| 24. I explain unit organization and politics to the junior faculty member | 1-5 |
| 25. I protect the junior faculty member from department politics | 1-5 |
| 26. I advise the junior faculty member on career decisions | 1-5 |
| 27. I understand problems/issues of balancing work and family | 1-5 |
| 28. I discuss goals and issues in my discipline with the junior faculty member | 1-5 |
| 29. I help the junior faculty member secure resources for research, travel, and professional development | 1-5 |
| 30. I serve as a role model for the junior faculty member | 1-5 |

Demographic Questionnaire

1. Are you employed at a CACREP Accredited institution?
 - a. Yes
 - b. No
 - c. Unsure
 - d. Other (please specify)

2. Are you employed at a Unionized institution?
 - a. Yes
 - b. No
 - c. Unsure
 - d. Other (please specify)

3. Counseling graduate degrees offered in your program (check all that apply):
 - a. Masters Degree
 - b. Advanced Graduate Study (e.g., Ed.S.)
 - c. Doctoral Degree
 - d. Other (please specify)

4. How do you primarily teach your courses?
 - a. Using distance education
 - b. Face-to-face
 - c. Both distance education and face-to-face
 - d. Other (please specify)

5. How much influence do you have over course topics you teach?
 - a. None (My classes are chosen for me)
 - b. Some (I provide a list of preferred courses to teach)
 - c. Total (I only teach specific courses)
 - d. Other (please specify)

6. Your institution's Carnegie Classification:
 - a. Baccalaureate Level Institution
 - b. Masters/S (smaller programs)
 - c. Masters/M (medium programs)
 - d. Masters/L (larger programs)
 - e. Doctoral Level RU/VH (Very high research activity)
 - f. Doctoral Level RU/H (High research activity)
 - g. Doctoral level DRU (Doctoral/Research University)
 - h. Uncertain

7. What is your Highest degree earned related to your current position?
 - a. Doctoral degree in counselor education
 - b. Doctoral degree in closely related field
 - c. Advanced graduate study degree in counselor education (e.g., Ed.S.)

- d. Master's degree in counseling
 - e. Master's degree in closely related field
8. Primary professional identity:
- a. Counselor Educator
 - b. Counseling Psychologist
 - c. Psychologist
 - d. Psychiatrist
 - e. Social Worker
 - f. Other (please specify)
9. Number of years working as a faculty member: _____ years
10. Current academic rank
- a. Assistant Professor
 - b. Associate Professor
 - c. Full Professor
 - d. Professor Emeritus
 - e. Adjunct Professor
 - f. Affiliate Professor
 - g. Visiting Scholar
 - h. Instructor
 - i. Other (please specify)
11. Tenure Status
- a. Earned tenure
 - b. Seeking tenure
 - c. Not Applicable
12. Employment Status
- a. Full-time
 - b. Part-time
13. Hours spent on university related work activities (e.g., research, teaching) in a typical week _____
14. Hours spent on non-university related counseling or consultation in a typical week _____
15. Consider the total time you spend on work-related activities. In a typical month, what percentage of time do you spend on each activity? (*total must equal 100%*)
- a. Administration _____
 - b. Counseling and Consultation _____
 - c. Scholarship _____
 - d. Service _____
 - e. Supervision _____

- f. Teaching _____
- g. Other (please specify) _____

16. What is your total satisfaction with each professional activity? (*Very Dissatisfied = 1; Moderately Dissatisfied = 2; Slightly Dissatisfied = 3; Slightly Satisfied = 4; Moderately Satisfied = 5; Very Satisfied = 6; N/A=Not Applicable*)

- a. Administration _____
- b. Counseling and Consultation _____
- c. Scholarship _____
- d. Service _____
- e. Supervision _____
- f. Teaching _____
- a. Other (please specify) _____

17. How frequently are you able to utilize your talents in your professional activities? (*Daily = 1; Several times a week = 2; Weekly = 3; Several times a month = 4; Monthly = 4; Rarely = 5*) _____

18. Gender Identity

- a. Female
- b. Male
- c. Transgender
- d. Other (please specify)

19. Race/Ethnicity

- a. African American
- b. Asian American
- c. European American
- d. Hispanic American
- e. Native American
- f. Pacific Islander American
- g. Multiracial (a decedent of more than one of the above)
- h. International
- i. Other (please specify)

20. Your age (years) _____

21. Your License(s) and Certification(s) (Check all that apply):

- a. Nationally Certified Counselor (NCC)
- b. NBCC Approved Clinical Supervisor
- c. Licensed
- d. License Eligible
- e. Actively Seeking State License
- f. None
- g. Other (please specify)

22. Professional Affiliations (check all that apply)
- a. American Counseling Association (ACA)
 - b. American Association of Marriage and Family Therapists (AAMFT)
 - c. American Mental Health Counseling Association (AMHCA)
 - d. American Psychological Association (APA)
 - e. American Rehabilitation Counseling Association (ARCA)
 - f. American School Counseling Association (ASCA)
 - g. Association for Counselor Education and Supervision (ACES)
 - i. North Atlantic ACES ii. North Central ACES iii. Rocky Mountain ACES
 - iv. Southern ACES v. Western ACES
 - h. Chi Sigma Iota (CSI)
 - i. International Association of Marriage and Family Counselors (IAMFC)
 - j. Other (please specify)
23. Your area(s) of professional specialization (check all that apply)
- a. Career Counseling (CRC)
 - b. College Counseling (CLC)
 - c. Community Counseling (CC)
 - d. Counseling Psychology (CP)
 - e. Counselor Education and Supervision (CES)
 - f. Gerontological Counseling (GC)
 - g. Marital, Couple, and Family Counseling/Therapy (MFT/C)
 - h. Mental Health Counseling (MHC)
 - i. Rehabilitation Counseling (RC)
 - j. School Counseling (SC)
 - k. Student Personnel in Higher Education (SPH)
 - l. Other (please specify)
24. What is your current salary for a 9-month contract?
- a. 34,999 or less
 - b. 35,000-39,999
 - c. 40,000-44,999
 - d. 45,000-49,999
 - e. 50,000-54,999
 - f. 55,000-59,999
 - g. 60,000-64,999
 - h. 65,000-69,999
 - i. 70,000-74,999
 - j. 75,000-79,999
 - k. 80,000-84,999
 - l. 85,000-89,999
 - m. 90,000-94,999
 - n. 95,000-99,999
 - o. 100,000 and above

*In the past year,
have you:*

25. Changed institutions?	Yes	No	Unsure
26. Changed rank or tenure?	Yes	No	Unsure
27. Experienced a change in Life Stage?	Yes	No	Unsure
28. Experienced a change in family-related or personal circumstances?	Yes	No	Unsure
29. Experienced a change in perceived justice at your institution?	Yes	No	Unsure
30. Experienced a prolonged change in mood or emotional state?	Yes	No	Unsure

APPENDIX C

Faculty Job Satisfaction Scale (Modified by Oberman, 2011)

This survey is designed to determine the job satisfaction of counselor educators based upon the variables below. For each of the following items please use the scale below to select the response that best represents your level of job satisfaction in the following areas.

Very Dissatisfied = 1, Dissatisfied = 2, Slightly Dissatisfied = 3, Indifferent = 4, Slightly Satisfied = 5, Satisfied = 6, Very Satisfied = 7

ACHIEVEMENT – Your personal and professional goal attainment, observing student growth and success over a period of time, the immediate results from work, and the adoption of practices you recommend.

1 2 3 4 5 6 7

GROWTH – Your opportunities to conduct research, and attend professional conferences and continuing education workshops.

1 2 3 4 5 6 7

INTERPERSONAL RELATIONS – Your professional and personal relationships on the job, the friendliness of coworkers, the cooperation from faculty within and outside your department, and the relationships among faculty, staff, and students.

1 2 3 4 5 6 7

POLICY AND ADMINISTRATION - The administrative procedure used to carry out your institution's educational philosophy and program, the extent to which administrative policies and procedures are followed and made available to faculty, and the extent to which policies meet faculty needs.

1 2 3 4 5 6 7

RECOGNITION – The publicity and acknowledgement of your accomplishments by coworkers and superiors, the recognition you receive compared to that of your coworkers, and the recognition you get from administration for your ideas.

1 2 3 4 5 6 7

RESPONSIBILITY – Your committee responsibilities, the total amount of responsibilities you have compared with your coworkers.

1 2 3 4 5 6 7

SALARY - The amount of and method used to determine your salary, range of salaries paid to faculty members at your institution, the top salary available to faculty compared to similar positions in other fields, and the earning potential of the faculty compared to that of administration.

1 2 3 4 5 6 7

THE WORK ITSELF- Your work and association with students, interesting and challenging aspects of teaching, and your level of enthusiasm about teaching.

1 2 3 4 5 6 7

WORKING CONDITIONS - The number of hours you work each week, teaching course load, office facilities, instructional equipment, and work schedule compared to that of your coworkers.

1 2 3 4 5 6 7

OVERALL JOB SATISFACTION

Consider all aspects of your job as a faculty member and indicate your overall level of job satisfaction or dissatisfaction.

1 2 3 4 5 6 7

Overall comments about your job satisfaction:

APPENDIX D

Work-Life Experiences of Faculty Members (Adapted from August & Waltman, 2004)

How many scholarly activities have you produced within the past two years?

None=1; one to three=2; four to six=3; seven to nine=4; ten or more=5

- | | |
|---|-----|
| 30. articles published in refereed journals | 1-5 |
| 31. articles published in non-refereed journals | 1-5 |
| 32. published books reports, book reviews, and chapters | 1-5 |
| 33. manuscripts submitted | 1-5 |
| 34. presentations | 1-5 |
| 35. research or grant proposals | 1-5 |

How many scholarly activities have you produced throughout your career?

None=1; one to three=2; four to six=3; seven to nine=4; ten or more=5

- | | |
|---|-----|
| 36. articles published in refereed journals | 1-5 |
| 37. articles published in non-refereed journals | 1-5 |
| 38. published books reports, book reviews, and chapters | 1-5 |
| 39. manuscripts submitted | 1-5 |
| 40. presentations | 1-5 |
| 41. research or grant proposals | 1-5 |

Indicate your satisfaction level based on the following scale:

Not satisfied at all =1, Very satisfied =4

- | | |
|--|-----|
| 42. The quality of feedback from your department chair person | 1-4 |
| 43. Sense of support from your department chair person | 1-4 |
| 44. The quality of feedback from department reviews | 1-4 |
| 45. The quality of your professional relationships with students | 1-4 |

Rate how strongly you agree with the following statements:

Strongly disagree=1, Strongly agree=4

- | | |
|--|-----|
| 46. I constantly feel under scrutiny by my colleagues | 1-4 |
| 47. There are many unwritten rules concerning interaction with peers | 1-4 |
| 48. It is easy to misread signals as to what one should give highest priority | 1-4 |
| 49. Others seem to find it easier to learn about and fit in with unwritten rules | 1-4 |
| 50. I have to work very hard to be perceived as a legitimate scholar | 1-4 |
| 51. I feel pressure to change my research agenda in order to | |

fit in with unit priorities

1-4

Pre-tenure Faculty Members Only:

52. Are you engaged in a mentoring relationship with a tenured faculty member? YES or NO

If no, proceed to next section. If yes, use the following scale to rate to what degree your mentor(s) engage in these behaviors: Not at all =1; To a great extent =5

- | | |
|--|-----|
| 53. The tenured faculty member explains unit organization and politics | 1-5 |
| 54. The tenured faculty member protects me from department politics | 1-5 |
| 55. The tenured faculty member advises me on career decisions | 1-5 |
| 56. The tenured faculty member understands problems/issues of balancing work and family | 1-5 |
| 57. The tenured faculty member discusses goals and issues in my discipline | 1-5 |
| 58. The tenured faculty member helps secure resources for research, travel, and professional development | 1-5 |
| 30. The tenured faculty member serves as a role model | 1-5 |

Tenured Faculty Members Only:

30. Are you engaged in a mentoring relationship with a pre-tenure junior faculty member?
YES or NO

If no, proceed to next section. If yes, use the following scale to rate to what degree you engage in these behaviors: Not at all =1; To a great extent =5

- | | |
|--|-----|
| 31. I explain unit organization and politics to the junior faculty member | 1-5 |
| 32. I protect the junior faculty member from department politics | 1-5 |
| 33. I advise the junior faculty member on career decisions | 1-5 |
| 34. I understand problems/issues of balancing work and family | 1-5 |
| 35. I discuss goals and issues in my discipline with the junior faculty member | 1-5 |
| 36. I help the junior faculty member secure resources for research, travel, and professional development | 1-5 |
| 30. I serve as a role model for the junior faculty member | 1-5 |

APPENDIX E

Demographic Questionnaire

29. Are you employed at a CACREP Accredited institution?
- Yes
 - No
 - Unsure
 - Other (please specify)
30. Are you employed at a Unionized institution?
- Yes
 - No
 - Unsure
 - Other (please specify)
31. Counseling graduate degrees offered in your program (check all that apply):
- Masters Degree
 - Advanced Graduate Study (e.g., Ed.S.)
 - Doctoral Degree
 - Other (please specify)
32. How do you primarily teach your courses?
- Using distance education
 - Face-to-face
 - Both distance education and face-to-face
 - Other (please specify)
33. How much influence do you have over course topics you teach?
- None (My classes are chosen for me)
 - Some (I provide a list of preferred courses to teach)
 - Total (I only teach specific courses)
 - Other (please specify)
34. Your institution's Carnegie Classification:
- Baccalaureate Level Institution
 - Masters/S (smaller programs)
 - Masters/M (medium programs)
 - Masters/L (larger programs)
 - Doctoral Level RU/VH (Very high research activity)
 - Doctoral Level RU/H (High research activity)
 - Doctoral level DRU (Doctoral/Research University)
 - Uncertain
35. What is your Highest degree earned related to your current position?
- Doctoral degree in counselor education
 - Doctoral degree in closely related field

- c. Advanced graduate study degree in counselor education (e.g., Ed.S.)
- d. Master's degree in counseling
- e. Master's degree in closely related field

36. Primary professional identity:

- a. Counselor Educator
- b. Counseling Psychologist
- c. Psychologist
- d. Psychiatrist
- e. Social Worker
- f. Other (please specify)

37. Number of years working as a faculty member: _____ years

38. Current academic rank

- a. Assistant Professor
- b. Associate Professor
- c. Full Professor
- d. Professor Emeritus
- e. Adjunct Professor
- f. Affiliate Professor
- g. Visiting Scholar
- h. Instructor
- i. Other (please specify)

39. Tenure Status

- a. Earned tenure
- b. Seeking tenure
- c. Not Applicable

40. Employment Status

- a. Full-time
- b. Part-time

41. Hours spent on university related work activities (e.g., research, teaching) in a typical week _____

42. Hours spent on non-university related counseling or consultation in a typical week _____

43. Consider the total time you spend on work-related activities. In a typical month, what percentage of time do you spend on each activity? (*total must equal 100%*)

- h. Administration _____
- i. Counseling and Consultation _____
- j. Scholarship _____
- k. Service _____
- l. Supervision _____

- m. Teaching _____
- n. Other (please specify) _____

44. What is your total satisfaction with each professional activity? (*Very Dissatisfied = 1; Moderately Dissatisfied = 2; Slightly Dissatisfied = 3; Slightly Satisfied = 4; Moderately Satisfied = 5; Very Satisfied = 6; N/A=Not Applicable*)

- g. Administration _____
- h. Counseling and Consultation _____
- i. Scholarship _____
- j. Service _____
- k. Supervision _____
- l. Teaching _____
- a. Other (please specify) _____

45. How frequently are you able to utilize your talents in your professional activities? (*Daily = 1; Several times a week = 2; Weekly = 3; Several times a month = 4; Monthly = 4; Rarely = 5*) _____

46. Gender Identity

- a. Female
- b. Male
- c. Transgender
- d. Other (please specify)

47. Race/Ethnicity

- a. African American
- b. Asian American
- c. European American
- d. Hispanic American
- e. Native American
- f. Pacific Islander American
- g. Multiracial (a decedent of more than one of the above)
- h. International
- i. Other (please specify)

48. Your age (years) _____

49. Your License(s) and Certification(s) (Check all that apply):

- a. Nationally Certified Counselor (NCC)
- b. NBCC Approved Clinical Supervisor
- c. Licensed
- d. License Eligible
- e. Actively Seeking State License
- f. None
- g. Other (please specify)

50. Professional Affiliations (check all that apply)

- a. American Counseling Association (ACA)
- b. American Association of Marriage and Family Therapists (AAMFT)
- c. American Mental Health Counseling Association (AMHCA)
- d. American Psychological Association (APA)
- e. American Rehabilitation Counseling Association (ARCA)
- f. American School Counseling Association (ASCA)
- g. Association for Counselor Education and Supervision (ACES)
 - i. North Atlantic ACES
 - ii. North Central ACES
 - iii. Rocky Mountain ACES
 - iv. Southern ACES
 - v. Western ACES
- h. Chi Sigma Iota (CSI)
- i. International Association of Marriage and Family Counselors (IAMFC)
- j. Other (please specify)

51. Your area(s) of professional specialization (check all that apply)

- a. Career Counseling (CRC)
- b. College Counseling (CLC)
- c. Community Counseling (CC)
- d. Counseling Psychology (CP)
- e. Counselor Education and Supervision (CES)
- f. Gerontological Counseling (GC)
- g. Marital, Couple, and Family Counseling/Therapy (MFT/C)
- h. Mental Health Counseling (MHC)
- i. Rehabilitation Counseling (RC)
- j. School Counseling (SC)
- k. Student Personnel in Higher Education (SPH)
- l. Other (please specify)

52. What is your current salary for a 9-month contract?

- p. 34,999 or less
- q. 35,000-39,999
- r. 40,000-44,999
- s. 45,000-49,999
- t. 50,000-54,999
- u. 55,000-59,999
- v. 60,000-64,999
- w. 65,000-69,999
- x. 70,000-74,999
- y. 75,000-79,999
- z. 80,000-84,999
- aa. 85,000-89,999
- bb. 90,000-94,999
- cc. 95,000-99,999
- dd. 100,000 and above

*In the past year,
have you:*

53. Changed institutions?	Yes	No	Unsure
54. Changed rank or tenure?	Yes	No	Unsure
55. Experienced a change in Life Stage?	Yes	No	Unsure
56. Experienced a change in family-related or personal circumstances?	Yes	No	Unsure
29. Experienced a change in perceived justice at your institution?	Yes	No	Unsure
30. Experienced a prolonged change in mood or emotional state?	Yes	No	Unsure

CURRICULUM VITA

Rebecca E. Michel earned her masters degree from Bradley University in Human Development Counseling with a concentration in Community Counseling. Previously, she earned a Bachelor's of Science degree in Business Administration and Psychology from Bradley University. Ms. Michel is a Licensed Clinical Professional Counselor (LCPC) in Illinois and a National Certified Counselor (NCC). Prior to beginning doctoral studies, she worked as a counselor in Peoria, Illinois and held an affiliate faculty appointment in the College of Education and Health Sciences at Bradley University.

In the Counseling and Human Services Department at Old Dominion University, Ms. Michel has served in a variety of capacities. She was employed as a graduate teaching assistant where she taught two undergraduate human services courses and eight masters level counseling courses under the supervision of full-time faculty. In addition, she provided clinical supervision to 30 master's students enrolled in practicum and internship. Currently, Ms. Michel is a Darden College of Education Fellow. She is also employed as a research assistant at Eastern Virginia Medical School. She received the 2012 Chi Sigma Iota National Honor Society award for Outstanding Doctoral Student.

Ms. Michel's research interests focus on counselor development and satisfaction across the lifespan. She has published seven articles in peer-reviewed journals and presented at 40 international, national, regional, state, and local conferences. Ms. Michel's service to the profession includes serving as the editorial assistant for the *Counseling Outcome Research and Evaluation* journal, serving as an initial reviewer for CACREP, and serving in a leadership capacity within numerous national counseling organizations including ACA, ACES, CSI, SACES, and AADA.