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Examining women faculty experiences using the model of human occupation perspective: A qualitative approach in one community college

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EXAMINING WOMEN FACULTY EXPERIENCES USING THE MODEL OF

HUMAN OCCUPATION PERSPECTIVE: A QUALITATIVE

APPROACH IN ONE COMMUNITY COLLEGE

by

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ABSTRACT

Examining Women Faculty Experiences Using the Model of Human Occupation Perspective: A Qualitative Approach in One Community College

by

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Dr. Mimi Wolverton, Dissertation Committee Chair
Professor of Educational Leadership
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Occupations for women in the academy have been changing over the last century. Contemporary studies that have looked at women faculty work have been mixed in their findings about the relationship between gender and job satisfaction. Few studies have focused on two-year-college models of women's experiences as faculty.

Set in the context of occupational science theories, this qualitative study explored the daily work of women faculty in one community college. The concept of faculty work was viewed through Kielhofner's Model of Human Occupation, which suggests that occupations are made up of three subsystems of human action or doing: volition, habituation, and performance. Volition is an individual's intrinsic drive to act on the world and experience a sense of cause and effect with others. Habituation is behavior that is routine for individuals and includes the roles they play at home and in the workplace. Performance is the actual motor and cognitive skills individuals need to perform.

Six full-time women faculty from the Community College of Southern Nevada were observed and interviewed in-depth over the course of one academic semester using

ethnographic data collection techniques. Five of the women represented diverse academic divisions within CCSN, and the sixth participant was a full-time distance educator. The data were analyzed using content and domain analyses. The report of the study is written in narrative form from the perspective of the Model of Human Occupation that is inclusive of faculty role-type behavior.

The results indicate that the women faculty valued the act of teaching above all other academic activities and purposefully chose not to engage in leadership activities other than at the departmental level. The women made choices that were shaped predominantly by the volitional aspects of teaching students, rather than attaching meaning to their own habits, routines, and actual performance skills that would set them apart from other faculty. For these women, the community college environment and culture, including the physical resources and perceptions of supervisory support, favor the act of teaching only.

It is this researcher's recommendation that community college administrators view the recruitment of women faculty as a qualitative process. By focusing on women's motivations, habits, and performances *during* the hiring process, administrators should be able to retain more women faculty who succeed in the broader community college environment.

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ACKNOWLEDGEMENTS

The completion of this dissertation is a culmination of six years of exciting, difficult, and rewarding work for me and my family. I must thank Dr. Mimi Wolverton who was my committee chair and who was instrumental in helping me stay focused, disciplined, and yet not lose my passion for my study. Her timely feedback and interest in my welfare were very much appreciated. To Dr. Bob Ackerman, Dr. LeAnn Putney, and Dr. Ana Prokos, thank you for your time and effort, and the unique perspectives you provided me from each of your disciplines. To the entire UNLV Educational Leadership faculty and staff, thank you for accepting me into the inaugural Ph.D. class in Education Leadership – it has been a very worthwhile journey. To my children, Cole and Jillian, I love you and your innocence, and I look forward to our playful summers. And of utmost importance, thank you to my husband Daryl Privott, for his tireless love and dedication to me as a feminist woman, wife, and mother. It is true one works better as a team.

GLOSSARY

FEMINISM A doctrine advocating for women the same rights granted men, as in political and economic status (Webster's II New College Dictionary 1995, 412).

HABITUATION Refers to habits or routinized behaviors (behaviors that are so automatic they require little attention) and roles (Early 1993, 65).

INPUT Or *intake*, refers to the information that an individual takes in, or receives back from the environment.

JOB SATISFACTION Used in the study to connote academic faculty perceptions of satisfaction with their role as faculty members in 2-year and 4-year institutions of higher education.

JOURNALING A term used to describe a research methodology: participants keep record(s) of their experiences and thoughts in diary form for a defined period of time.

MODEL OF HUMAN OCCUPATION A frame of reference that seeks to explain Man's natural tendency to engage in occupation. The model views man as an open system; this system (or environment) can be affected by things around it and can also affect things around it (Early 1993, 63).

OCCUPATION Any *purposeful activity performed by an individual. Purposeful activity* can be self-care, leisure, work, play, and etcetera.

OCCUPATIONAL SCIENCE The academic discipline that explores the role of *occupation* in the health and well-being of individuals' lives.

OCCUPATIONAL THERAPY The rehabilitation discipline that uses purposeful

activity to help individuals' gain and/or regain function after experiencing traumatic events or life-changing situations.

OUTPUT As an open system, man acts on his environment (Early 1993, 64).

PERFORMANCE Consists of skills and skilled actions that can be reorganized in different patterns (Early 1993, 65).

TENURE Used to refer to the process of achieving tenure at two-year or four-year institutions of higher education (IHE) in the context of faculty job satisfaction. CCSN faculty are eligible for tenure after three years of full-time teaching. Four-year college faculty are typically eligible after a longer period of time. Criteria for tenure is different for two-year and four-year IHE.

THROUGHPUT The process of organizing, evaluating, and reorganizing information from within the self (e.g. memory) and from the environment (Early 1993, 64).

VOLITION Another word for *motivation;* it is considered the highest level of the human system in the Model of Human Occupation (Early 1993, 65).

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CHAPTER 1

INTRODUCTION

The growth of community colleges has been due to a complex array of factors, not the least of which is the "ascendancy of the comprehensive community college, with a broad curriculum, ideally balanced for the needs of the community" (Levin 2005, 10). Today, community colleges are challenged to recruit and retain faculty to teach in comprehensive program areas, such as occupational, vocational, academic, remedial, and community education. As a result, community college faculty have become a major labor force. By the early 1990s, faculty in community colleges in the United States constituted one-third of all postsecondary education faculty (Levin 2005).

> With approximately 1,000 public community colleges in the U.S. and a total number of faculty in excess of 270,000 out of a postsecondary total of 976,000 full and part-time faculty nationwide [Phillipe and Patton, 2000], community colleges are significant employers of faculty in higher education (Levin 2005, 8).

The proportion of full-time women faculty in this workforce grew slowly in the last part of the twentieth century and women were concentrated in the lower faculty ranks, such as instructors and part-time faculty. Townsend (1998) reported that in the 1990s, women made up 50% of all full-time faculty at community colleges. Even with this growth of women faculty appointments, women have remained at approximately 50% of all full-time faculty at public, 2-year institutions (http://nces.ed.gov, 2006).

Job requirements for faculty at two-year institutions emphasize practical expertise and pedagogy, often with little or no reward for research and scholarship. Because women faculty in all higher education institutions spend significantly more time teaching, compared to men faculty, they tend to teach in community colleges and less selective institutions where greater value is placed on classroom instruction (Glazer-Raymo 1999, 55).

Studies that have used gender as a variable in faculty work have been mixed in their findings about the relationship between faculty job satisfaction and gender (Hill 1983; Milosheff 1990; Townsend 1998). In an early quantitative study of female community college faculty, Hill (1983) concluded that job satisfaction is derived from teaching in one's discipline and mentoring students. Subsequently, Milosheff (1990) found that there are some indications that men and women faculty experience job satisfaction differently; however, the variable of gender was not statistically significant in predicting job satisfaction at the community college. In a later qualitative study, Townsend (1998) suggested that for the majority of women in the study, employment in community colleges was not the questionable career option that it is for some academics, but rather one that enabled them to achieve personal and professional fulfillment. Reasons for the differences in the above findings have primarily been attributed to work variables, such as length of employment at the institution, academic discipline affiliation, and other demographic characteristics.

Academic Relationship to the Model of Human Occupation

Occupations for women in the academy have been changing for several decades as the "American higher education system has evolved from one of elite exclusivity to a

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multi-level mass education system. Expanding numbers and types of institutions have resulted in different roles and responsibilities for faculty members" (Clark 1998, 77). Consequently, expectations of faculty are changing with a growing emphasis on interdisciplinary competency, public accountability, and assessment of learning for example. Recruitment and retention by higher education administrators has evolved from hiring faculty who are solely competent scholars to those who are also increasingly able to focus on multiple aspects of the traditional academic role (Omara-Otunnu, 2004). In this respect, community college administrators are challenged with respect to faculty recruitment and retention (Levinson 2005) and the Model of Human Occupation, with its emphasis on individuals' personal motivation, habits, and performance skills allows one to better understand the complexities of women faculty work (Lunt 1997; Jackson 1998; Ross 1998; Primeau 2000; Russel 2001; Larson 2003). In turn, administrators may learn about the nature of women's work: what appeals and does not appeal to them about a particular form of work or workplace.

Researchers exploring the Model of Human Occupation (Kielhofner 1985) believe that people can live productive, meaningful lives that encompass all phases of their lives. Consideration is given to the total environment within which the person functions. In effect, this approach demands an understanding of how individuals choose to do things that occupy their time [daily lives] (Kielhofner 1985; Lunt 1997; Jackson 1998; Ross 1998; Primeau 2000; Russel 2001; Larson 2003). Individuals must participate, communicate, and coordinate action to perform successfully. Kielhofner (1985) envisions humans as being made up of three interrelated components, or subsystems: volition, habituation, and performance. Volition is individuals' motivations,

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habituation is how occupations are organized into patterns or routines, and performance relates to the physical and mental abilities that underlie skilled actions.

Feminists view women's work as culturally aligned along biological sex lines: being male or female can be the foundation for the way we interact on a daily basis. Gender is culturally embedded in organizations and the academy is not exempt (Andersen 2003). The centrality of gender in shaping how faculty do their jobs and how they interpret their performance is critical to understanding the unique experiences of women in the academy.

<p align="center">*Context*</p>

Researchers have looked at overall faculty job satisfaction, professional development, issues of teaching and learning, and career stages (Friedlander 1978; Bers 1980; Milosheff 1990; Townsend 1998; Dickson 1999; Fugate 2000; Harris 2004). Studies looking at intrinsic factors affecting faculty job satisfaction found that variables associated with age, commitment to college career, emotional responses to the job, and other psycho-social variables affect faculty perceptions of job satisfaction (ERIC Digest 1988). Qualitative measures of faculty job satisfaction, through questions that ask about the interface between the individual and the workplace are critical to understanding community college faculty experiences. Set in the context of Kielhofner's Model of Human Occupation, the researcher seeks to determine important aspects of women faculty job satisfaction that have not been studied. These characteristics are women's internal drive to act, the effect of habits and routines, and the skills needed to perform in a community college. Few studies have focused on two-year college models of women's experiences as faculty. When the center of analysis is on how women faculty do their

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jobs, then we can identify the diverse ways that women carry out their occupations as community college faculty members.

Statement of Research Problem

Community colleges have played a pivotal role in the rise of teaching and learning colleges in the United States. Faculty are the key participants in the success of community colleges. "Community college faculty are a major labor force in the U.S." (Levin 2005, 8), and how they do their work sets the tone and reputation of the college. Women comprise approximately one-half of the faculty work force, however, most educational and sociological studies of women faculty work have concentrated on university women faculty and their perceptions of job satisfaction and workplace inequalities. Few contemporary studies have focused on the daily experiences of women faculty in community colleges (Townsend 1995; Clark 1998; Opp 2002). Over five-hundred publications examine the application of the Model of Human Occupation theory to individuals' life experiences and these are focused on rehabilitation and medical work programs within the context of regaining function. The researcher was unable to locate empirical studies of the relationships between faculty work and the Model of Human Occupation theory.

Purpose Statement

The purpose of this qualitative study is to better understand the complexities of women's work within a shared culture as faculty in a community college. Set in the context of occupational science theories, faculty work is defined by Kielhofner's Model of Human Occupation (MOHO), which views occupation as organized internally by individuals' motivation, routinized behavior, and patterns of skills during performance.

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Theoretical Orientation

Gender is constructed from a feminist perspective, and this has emerged as an ideological strand, and subsequently a central topic of inquiry in qualitative research. MOHO complements qualitative inquiry in that an understanding of women faculty allows us to find meaning in how they construct reality and perceive their occupation. MOHO addresses different individuals' intrinsic motivations, habituations, and performance, and thus provides a theoretical framework to explore occupation.

Research Questions

The major questions and topics that frame this investigation are as follows:

- What is the nature of women faculty work in community colleges?
- What meaning do women faculty attach to their role in the academic workplace?
- Can the Model of Human Occupation explain women faculty work in community colleges?
- How do volition, habituation, and performance affect women faculty choices in the academic workplace?

Study Design

The focus of this study is on the experiences of women faculty in their daily academic lives at one community college selected for this descriptive qualitative inquiry. "Qualitative researchers typically study a relatively small number of individuals or situations and preserve the individuality of each of these in their analysis..." (Maxwell 1996, 55). The institution, named The Community College of Southern Nevada (CCSN), of which the researcher is a faculty member, is located in the southwestern United States and is the fourth largest community college in the nation (http://www.ccsn.edu, 2006). According to the Carnegie classification system (http://www.carnegiefoundation.org, 2006), CCSN is ranked a VL2 (very large two-year institution) because this ensures

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adequate representation of the numbers of faculty, programs, and students served in

CCSN's seven academic divisions:

- Advanced and Applied Technologies
- Arts and Letters
- Business, Industry, and Public Safety
- Health Sciences
- Science and Mathematics
- Social Sciences and Education
- Workforce and Economic Development

CCSN is significantly more likely to yield extensive data on the complexities of women's

work in academia because of its broad and diverse mission, scope, and faculty. Smaller

public and private colleges with less diverse programming and faculty are excluded from

this study. CCSN's website and faculty directories were used to identify possible

participants. The researcher purposefully selected six, full-time, women faculty from a

sample of five academic disciplines:

- Advanced and Applied Technologies
- Arts and Letters
- Business, Industry, and Public Safety
- Health Sciences
- Social Science and Education

Five of the participants represent each of the above academic divisions, with the sixth

participant additionally selected from the Advanced and Applied Technologies division

due to her designation as a full-time distance educator. The purposeful sampling strategy

was employed because the potential sample of all women faculty at CCSN was too large

for this qualitative study. The faculty were contacted to ascertain if they were willing to

participate in the study and the entire process. Communication with the participants was

via on-line electronic mail, interoffice mail, personal contact, and telephone prior to my

arranged visits.

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The researcher used the following qualitative tools during the data collection: participant-observation "on a continuum from being a complete outsider to being a complete insider" (Creswell 1998, 123), semi-structured interviews, and documentation through participant journaling. As to observing participants, although the researcher is a member of the CCSN faculty group; CCSN academic disciplines typically operate autonomously within the larger institution, and the researcher was viewed as an outsider in the respective departments. Interviews were conducted with all six participants identified for the study over the course of three months. Questions particular to participants' work motivation, habits, and routines were asked. Follow-up questions took place during the analysis stage. Supplemental document analysis in the form of journals was also used. In order to guarantee anonymity, the one participant journal was identified by a pseudonym.

Significance of the Study

Maxwell (1996) states, "It is useful to distinguish between three different kinds of purposes for doing a study: personal, practical...and research purposes" (p. 17). The findings of this study are significant at Maxwell's three levels. At the personal level, this researcher is invested in the role of female faculty member and has been inquisitive about her place within the academic work environment. At the practical level, insights about women faculty at CCSN and how and why they do their work yielded valuable descriptive information for college faculty, administrators, and policy-makers. At the research level, the study adds to the existing body of knowledge of the community college workplace, professional women as a faculty group, and occupational science scholarship.

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By qualitatively assessing and understanding the campus climate for women faculty at CCSN, it can give us a balanced view of women faculty satisfaction in this institution. Community college administrators have been forced to meet the recruitment and retention challenge with respect to faculty, and this study could have a differential effect on women's recruitment, retention, promotions, and policies at CCSN and in the academy in general.

Limitations and Ethical Concerns

The findings of this study are limited in several ways. First, data were gathered only at the Community College of Southern Nevada, thus excluding other colleges and major geographical regions of the United States.

Second, participants who were interviewed in the study were homogenous for sex and job type: they were all women and all community college faculty. The participants were not classified for race or ethnicity, and supporting literature purports that there are significant issues particular to male faculty and other minority groups on campus. As a consequence, certain unrecognized assumptions on the part of the researcher about faculty experiences, both in 2-year and 4-year institutions of higher education, could have influenced how the data were interpreted.

Third, qualitative research as social research yields observations and data that cannot be reduced to numbers or [easily replicated] (Babbie 2001). The researcher presented a "detailed view of a topic" (Creswell 1998, 152), that is not generalizable to all faculty at all community colleges or universities.

Fourth, Maxwell (1996) and Merriam (2002) discuss the use of participant journaling, or chronicling experiences in diary form. One participant journal was

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collected, but it did not serve as a primary reference point for the respective participant in the study. The researcher had hoped that more participant journals would reduce the risk that conclusions would reflect only the systematic biases or limitations of qualitative approaches such as employed in this study (Maxwell, 1996).

Finally, as in most qualitative studies, researcher bias can be an obstacle to finding value in the study. This researcher is a woman and a member of CCSN's faculty. This relationship could distort perceptions of what is occurring among the informants, therefore, the researcher attempted to tell the story from an emic perspective.

There are four primary ethical concerns intertwined with the study limitations. First, the researcher is not clear on what aspects of faculty work are considered private versus public. This could be a major concern once the results are published, even if rules for anonymity are followed. Second, the study could be construed as a political movement, especially if the researcher is seen as a feminist within the organization advocating for change, and this could pose ethical challenges to academic freedom. The researcher could be perceived as pushing for women's rights in the workplace and in the process jeopardize faculty reputations. Third, there may be some ethical barriers as to the subjects perceived appropriate by the participants and researcher. The subjects may feel at risk, while the researcher is perceived to be protected. Fourth, faculty may not want to be represented or consulted during or after the research even after permission to participate is secured. The research should be a collaborative process and meet the objectives and needs of the study participants (Lofland, 1995).

Overview of the Study

The study was organized around the research questions that address the nature of women's faculty work, generated from a topic-oriented ethnography of women faculty at one public community college.

The initial chapter, the introduction, provides a broad account of the purpose of the study, including the problem statement. Research questions, limitations, and significance of exploring and describing women faculty experiences are discussed. Chapter two is the literature review where previous work on the academic workplace and faculty job satisfaction are presented. Central to the literature review is a discussion on occupational science and more specifically, Kielhofner's Model of Human Occupation. Chapter three is the in-depth study design and execution. The methodology and possible sources of bias in conducting the research are explained, while chapters four through nine reports the results. Significant data are organized in individual case study format for each of the six participants and presented for the reader to refer to in the course of reviewing the study. Chapter ten is the participant summary chapter and the results of the six case studies are compared and contrasted. Chapter eleven is an in-depth look at the analytical framework, the Model of Human Occupation. This sets the stage for the analysis and interpretation of data. Chapter twelve is the analysis and interpretation of the multiple sources of data, or "the quantitative side of qualitative research" (Creswell 1998, 152). Chapter thirteen concludes the study with a summary of findings and suggestions for future research. Appendices A-I with supporting documentation, such as select data tables, data collection tools, and diagrams, are presented for the reader's review. Finally, references and the researcher's vita are included at the end of the report.

CHAPTER 2

REVIEW OF THE LITERATURE

Studies exploring the complexity of women faculty work in community colleges

are limited; subsequently, the literature review is centered on three general themes. The

introduction presents an historical overview of the mission of community colleges and

expectations of community college faculty which prepares the reader for the context of

this study. The first in-depth section presents an historical overview of studies on faculty

job satisfaction from the 1950s-2006. This is followed by a chronological overview of the

Model of Human Occupation scholarship that addresses the model and its relationship to

women faculty. Finally, an historical account of occupational science research and its

relationship to the Model of Human Occupation is presented to help the reader gain a

greater understanding of the significance of occupation.

Introduction: Brief Historical Overview of the Missions of Community Colleges

Community colleges were established to meet the workforce needs of expanding

industries in the United States during the early years of the twentieth century. "Access for

a wider range of the population was increasing as programs to teach an ever-increasing

number of subjects and occupations were introduced" (Cohen and Brawer 1989, 2). The

pervasive belief during this time was that any amount of further schooling for adolescents

was beneficial to society. The 1947 President's Commission on Higher Education

reported at least half of the young people [in the United States] would benefit from free

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education beyond the primary and secondary education years (Cohen and Brawer, 1989). The community college's mission evolved to remedial education, as the "percentage of students poorly prepared in secondary schools swelled community college rolls. The trend towards less-than-college-level instruction accelerated" (Cohen and Brawer 1989, 26), so that by the late twentieth century the shape of American higher education changed from one of exclusive access to that of open access for citizens from all walks of life. As the colleges broadened their scope they provided career, basic, and remedial education. Today, community colleges missions are to prepare students for advanced college study and occupations that directly meet the needs of the American workforce.

The institutions subsequent new students, programs, and curriculums, based on a remedial education philosophy, resulted in new expectations for community college faculty. They were expected to teach college-level students but found few able students in their classes. Faculty rarely conducted research and published, yet expressed concerns about the workplace. In addition, instructors found themselves performing the same tasks year after year with little opportunity for the invigoration that occurs with new pedagogical challenges. Today, many of the key issues affecting all community college faculty are still centered on the dichotomy of the occupational from the academic. The faculty still struggle with how to reconcile their roles as instructors, compensatory educators, and academic professionals.

Historical Context of Women in the Academy and Faculty Job Satisfaction

Job satisfaction relates both to the individual and the workplace. Various approaches can be used to assess the dimensions of faculty work. Studies of overall satisfaction of faculty have focused on quantitative ratings of faculty on measures of

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personality variables and attitudes toward working conditions (Friedlander, 1978).

Community college faculty have been studied similarly, with faculty demonstrating both

satisfaction and dissatisfaction with specific instructional and non-instructional job

responsibilities and working conditions (ERIC 1988).

In general, higher education researchers have had mixed results as they pertain to

demonstrating empirically that gender is a variable in job satisfaction (Bernard 1964; Hill

1983; Hutton and Jobe 1985; Milosheff 1990; Chandler 1996; Townsend 1998; Clark

1998; Glazer-Raymo 1999; Ropers-Huilman 2000; Fugate and Amey 2000; Giannini

2001; Drago & Colbeck 2002; Dzuback 2003; Bird et. al. 2004; Leathwood 2005). The

ensuing discussion of the literature elaborates on the above studies.

Overview of Studies 1950s-1970s

Bernard (1964), a liberal feminist, in her unique historical perspective of

academic women, compared American women in academic positions to those

internationally. In 1964, 19.4 % of academic personnel in the United States were women.

This proportion fell midway along a continuum: women were 8% of academic personnel

in Western Europe and 35% of academic personnel in Eastern Europe (Bernard, 1964).

Overall, women made some of their most important contributions as faculty in the lower

ranks and less prestigious institutions. By 1955, women were primarily teaching in the

humanities, and those that were teaching in the non-humanities areas, such as science,

math, and the social sciences, were not teaching the advanced courses in these

disciplines. Bernard interpreted this as reason for the shortage in the supply of well-

trained women academicians in American institutions of higher education, including

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women's colleges. In other words, the shortage of women in faculty positions in the academy up to the 1960s was driven by the lack of degreed women to staff the colleges.

Concomitantly, in the 1960 and 1970s, barriers to women's participation in higher education began to fade as a result of affirmative action and equity legislation. The 1963 Equal Pay Act, the landmark 1964 Civil Rights Act, and the 1971 Title IX act [banning sex discrimination in higher education programs and activities] all positively impacted women's access to higher education (Dzuback, 2003). By 1975, the Carnegie Council on Policy Studies in Higher Education publicized their position of advocating for dual tracks for men and women faculty: women should not have to publish or conduct research at the levels of men. This position inevitably legitimized the gendered higher education culture and "gender was repeatedly invoked to justify power [relationships] within them [institutions of higher education]" (Dzuback 2003, 176).

Overview of Studies 1980s-1990s

During the 1980 and 1990s, the second and third wave of the women's movement, the availability of more comprehensive medical and social options (primarily birth control), the increase in women in nontraditional jobs, and changes in the traditional family structure were examples of social movements that reflected increased acceptance of a much wider range of choices for women. Women in the labor force were increasingly occupying managerial and professional positions; however these classifications were stratified with women occupying the lower tiered jobs in the workplace (Statistical Abstract of the United States, 2000). Giannini (2001) analyzed data provided by the U.S. Department of Labor Women's Bureau, and showed a 4% jump [43% to 47%] in women's labor force participation from 1985-1990. Her analysis

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indicated that many women credited the feminist movement with improving their lives and [minimally] winning them access to better jobs and educational opportunities (Giannini, 2001). Clark (1998, 77) reported that "careers in the academy [had] been changing for several decades as the American higher education system ... evolved from one of elite exclusivity to a multi-mass education system. Expanding numbers and types of institutions ... resulted in different roles and responsibilities for faculty members."

Most of the research in the 1980s -1990s was done with faculty samples made up of undifferentiated two-year and four-year colleges and universities. Limited research on job satisfaction was done with community college faculty. "Most research on job satisfaction of two-year college faculty ... tended to focus on a particular geographical region, faculty subset, or departmental affiliation" (Milosheff 1990, 2). Milosheff (1990) examined data from the 1984 Carnegie Foundation for the Advancement of Teaching survey of full-time two-year college faculty members. Her findings indicated that in general, community college faculty were satisfied with their jobs, and the variable of gender was not statistically significant in predicting job satisfaction at the community college.

Hill (1983), in her study of community college faculty in Pennsylvania, found that women were significantly less satisfied than male faculty on certain dimensions of job satisfaction: convenience (job description and expectations), economic (pay scale), and recognition-support (validation of work). Chandler (1996) conducted a content analysis of literature on mentoring, and discovered that by 1996, 80% of all doctorate degrees in the physical sciences were awarded to men. She concluded that even though women were closing the gap in academia, women continued to be dissatisfied and severely

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underrepresented in the higher-ranking faculty positions, especially in fields, such as science and engineering.

Clark (1998) reported that in 1994-1995, 59% of full-time instructors were women, as compared to all full-time instructor positions and professorships. Overall, "two year colleges… outpaced their four-year counterparts over the decade [1990s] in the hiring of women administrators [and faculty], and … consistently had a higher proportion of women full-time faculty than four-year colleges and universities…" (Opp 2002, 609). Townsend (1995) expounded upon this by concluding that the increase in the number of women faculty in two-year institutions over the past 30 years is not attributable to any:

> ideology or altruism related to issues of equity. The number of women faculty at 2-year institutions can be attributed to pragmatism related to rapid expansion of higher education in the 1960s. This expansion led to massive hiring in both 2-year and 4-year institutions. The prestige of the 4-year institutions attracted and led to the hiring of qualified males, leaving 2-year colleges scrambling to fill positions…Because there were not always enough men available to be hired, women were hired…hiring women was a necessity, not a desire (Townsend 1995, 655).

Leathwood (2005) conducted a qualitative study of seventy-four college faculty in the United Kingdom, of which fifty were women, in the late 1990s.Through semi-structured interviews, focus groups, observation of meetings, and examination of documents, she explored the ways in which women faculty negotiated their gendered identities in the workplace. The results showed that the majority of women did not feel confident and valued when behaving in 'feminine' ways and/or exhibiting feminine values (as defined by others). She concluded that some areas of higher education continue to be 'feminized' or no longer attractive career options for all faculty as they become more populated by women in the higher education labor force.

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Ropers-Huilman (2000) analyzed autobiographical accounts from tenured women faculty members at prominent research universities in the late 1990s. Unlike Leathwood's study, Ropers-Huilman studied how women, from prestigious American institutions of higher education, experienced their academic lives while teaching in the social sciences or education disciplines. In her study, the women faculty engaged in scholarship for social change and the benefits of the teaching, learning, and mentoring relationships with their students and colleagues. Both Leathwood and Ropers-Huilman explored women's experiences through a feminist lens and discovered different reasons for women's satisfaction in the academy.

Townsend (1998) studied women faculty job satisfaction from a gender and discrimination perspective. Her focus was on women faculty self-perceptions about teaching qualifications based on gender. Her quantitative study indicated that for many women, employment in community colleges was an excellent way to balance family and work commitments. She concluded that women faculty in community colleges do not face the same career tensions and issues that university women encounter, and this may enable faculty to balance professional and personal demands more easily.

Overview of Studies 2000-2006

It is generally accepted that women have faced intense difficulty trying to combine marriage, motherhood, and academic careers, even as we live and work in the 21st century (Glazer-Raymo 1999; Kesselman 2003; Dubeck 2002; Andersen 2003; Padavic 2002; Rush 2004; Ward 2004). Most contemporary higher education studies explore the tenure process as one of the most common and accepted measures of faculty academic success and job satisfaction. The concept of tenure in this study will be used to

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demonstrate a measure of job satisfaction because tenure is often viewed as a serious deterrent to faculty careers. It is not the researcher's intent to study tenure as a primary variable of women faculty work.

Drago and Colbeck (2002) studied tenure-track faculty in Chemistry and English departments. Through surveys, case studies, and shadowing of faculty, they concluded that women academics have had a much more difficult time committing to their job because of bias behaviors associated with caretaking (childrearing) than have men. Hart and Cress (2005) further analyzed the specific stress sources for men and women faculty at a large southwestern university. Their conclusions were that women faculty faced significantly more stress than men; 85% of the women felt areas of research and publishing demands for tenure were sources of stress compared to 67% of men. Women overwhelmingly reported that they were expected to do more service than men and were not rewarded for their work.

Bird et al (2004), in their content analysis study, coined the term 'institutional housekeeping' to reflect the invisible and supportive labor of women in higher education institutions. "Much like the unpaid domestic housekeeping typically performed by women in family units, institutional housekeeping is usually performed without resources and recognition. In the context of university life, women's work of monitoring gender equity adds to their official responsibilities of teaching, publishing, and grant seeking" (Bird et al 2004, 195).

Ward (2004) conducted a qualitative study of twenty-nine tenure-track women faculty in the university who were also mothers. Her focus was on how women faculty

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who have children managed their complex roles. She concurred with Bird et al (2004) that women faculty lives are not the "norm upon which the 'ideal worker' is based" (p. 35). Women faculty experience mixed messages trying to balance work and motherhood in academia, and academic peers commonly perceive men as having more authority, leadership ability, and investment in their work than women.

It is significant that few studies have focused on job satisfaction and the variable of tenure process in the community colleges. Statistics show that in 2003-2004, 62.2% of women faculty at 2-year public colleges had tenure, compared to 68.3% of male faculty (Chronicle of Higher Education 2005, 25). Fugate's (2000) study on the career stages of community college faculty found that the factors attracting faculty to community college teaching were based on the tenure process. Fugate's research indicated that tenure was a burden that came with teaching at a four-year institution and community college faculty could avoid the traditional tenure process by focusing on the teaching and mentoring role, since few community colleges require research or publication.

Overview of the Model of Human Occupation

The Model of Human Occupation was developed by Gary Kielhofner and colleagues beginning in 1975 (Kielhofner, 2002). Kielhofner sought to discover how individuals were motivated to choose to do things that occupied their time. Intricately linked to this were the repetitive patterns of what people did that made up everyday life. Kielhofner's (1985) research evolved from the work of Mary Reilly in the 1960s and 1970s. Reilly (1962) found that the habits and skills of an individual led to fulfillment, or lack thereof, in an occupational role. Kielhofner expanded on Reilly's concepts by

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emphasizing the effects of choice, interest, motivation, and habits on human activity (Early, 2000).

The central organizing principle of the Model of Human Occupation is that humans have an innate drive to explore and master their environment (Early, 2000). Individuals' abilities to master their environment is dependent upon the self, task, and environment. This model views humans as an open system of a reciprocal nature: man is affected by the environment and the environment is affected by man. Tantamount to man acting on the environment, or the *output*, is the constant changing nature of receiving information from the environment, or the *input*. The process by which man receives input or feedback from the environment and makes a decision to act is the basic philosophical tenet of the model. Kielfhofner (1995) conceptualizes three subsystems of occupational behavior that produce occupational acts: volition, habituation, and performance. Volition is the biological need to act on the world. As we develop and age, we interpret our pleasures and interests and discover new capabilities. The meaning of occupation is different for each of us. Sub-elements of volition are personal causation, values, and interests. Personal causation is a person's knowledge and beliefs about his/her ability to have an effect on the world. Values are internalized images of what is good, right, and important; and interests are what people like, such as objects, events, or other people (Early, 2000).

The habituation subsystem refers to the automatic patterning of behavior (Kielhofner, 2002). Germane to understanding habituation are the sub-elements of habits and internalized roles. Habits are routines and actions that are carried out often without apparent conscious decision. Internalized roles are acquired images of a particular social

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or occupational identity (Early, 2000). Habituation can be negotiating our familiar physical worlds, such as home and work, and doing the same things in the same context daily and/or over time.

The performance subsystem consists of skills and the rules for using skills (Early, 2000). Kielhofner (1995) further organizes skills into a taxonomy of motor [strength and coordination], process [cognitive and perceptual], communication-interaction, and social interaction domains. How we perform and whether we are skilled at performing is determined by our past experiences and our ability to nurture our skills.

The following depiction of the Model of Human Occupation shows the subsystems of volition, habituation, and performance capacity as "complimentary functions to what we do and how we experience our doing" (Kielhofner 2002, 3). T PERFORMANCE
Skills and rules for using skills
subsystems comprise the *throughput* (Kielhofner 1985), and at any point in the intake-throughput-output cycle, individuals interpret their own experiences or occupations and make decisions accordingly.

THE THREE SUBSYSTEMS OF THE MODEL OF HUMAN OCCUPATION
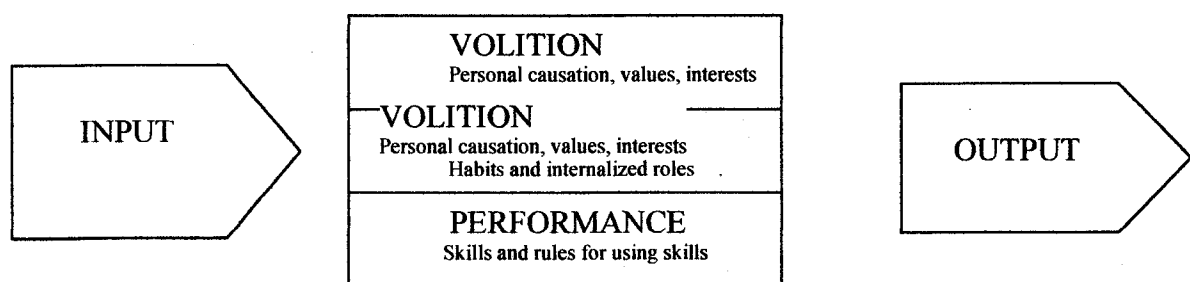
Figure 1.   The Three Subsystems of the Model of Human Occupation
[Adapted from Fig. 4-2 in Early, M.B. *Mental Health Concepts and Techniques.* 2nd Ed. New York; Raven Press, 1993.]

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The model is an open system; changes in any of the parts affect the whole. An individual who has difficulty in the performance area must be aware that in an open environment, the other subsystems are influencing what is going on. For example, if individuals are to improve their performance, then they must create a positive change in the volition and habituation components of their behavior.

Studies exploring the application of the Model of Human Occupation have primarily evolved out of the rehabilitation practice discipline of occupational therapy. Occupational therapy is the:

> skilled treatment that helps individuals achieve independence in all facets of their lives. Occupational therapy assists people in developing the 'skills for the job of living' necessary for independent and satisfying lives. Services typically include customized treatment programs to improve one's ability to perform daily activities, comprehensive home and job site evaluations with adaptation recommendations, performance skills assessments and treatment, adaptive equipment recommendations and usage training, and guidance to family members and caregivers (www.aota.com, 2006).

Occupational therapy uses *occupation* as treatment interventions: the connection between occupation and health is fundamental to the successful functioning of individuals. In the 1960s and 1970s, spurred by Reilly's (1962) research on how occupation affects human beings and their physical and mental health, there became the need for a paradigm to explain the value of occupation. "As occupational therapy became more closely associated with medicine, it was influenced by the reductionist [individuals dysfunction viewed by medical symptoms only] climate, which led to a concern with illness rather than health" (Lunt 1997, 56). The scholarship of occupational science became the new paradigm, and occupational therapy researchers began to address the link between meaningful work and productive lives for individuals.

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Historical Account of Occupational Science Research and Relationship to the Model of

Human Occupation

Beginning in the early 1980s, over eighty applied research studies on the Model of Human Occupation were published, with an accelerated growth in these studies over the past decade (Kielhofner, 2002). The research centered on studies leading to the development of structured clinical assessments for rehabilitation clients, studies on how the concepts of the Model of Human Occupation lead to occupational therapists' ability to reason in clinical practice, studies that examined what happened during occupational therapy treatment, and evidence-based outcomes studies (the effectiveness of occupational therapy treatment in client recovery). Most of the studies were clinically based and focused on clients seeking and receiving medical rehabilitation. In contrast, beginning in the late 1980s -1990s, occupational science researchers began to look at why people, in general, engage in occupation (Yerxa et. al. 1989; Clark et. al. 1990; Zemke and Clark 1996; Lunt 1997; Hocking 2000; Larson 2003).

During this period, the increase in numbers of women in non-traditional jobs, such as managerial, technical, and sales (Dubeck 2002, 218), and changes in the traditional Western family structure resulted in an increased acceptance of a much wider range of choices for women (Yerxa et. al. 1989; Clark et. al. 1990; Zemke and Clark 1996). Some occupational science researchers focused on the workplace and the idea that co-workers cultural and contextual lenses impacted how women experience occupation.

Ross (1998) conducted a document review and content analysis of organizations from a gendered perspective. She proposed a theory for how organizations can modify and integrate male and female values based on individuals' workloads. She concluded

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that a growing feature in many workplaces was excessive workloads, or workloads that resulted in increased occupational stress. In addition, women performed their occupations within a context of organizational assumptions about their sex, which resulted in occupational stress different from men. Similarly, Primeau (2000) examined data from her own qualitative study that showed how gender ideologies interacted to create specific gender practices. She attempted to capture the underlying process of how or why work was divided in a certain way, and how gender played an important role in the analysis of work. Both Ross (1998) and Primeau (2000) considered the gendered organizational contexts within which people work. Hocking (2000) also proposed a relationship between occupation and other phenomena, such as health, quality of life, self-identity, and social structures and policies. Engagement in occupation can be viewed as culturally embedded in gender, and women's and men's experiences give rise to different ways of doing occupation. Hocking (2000) proposed an occupational science framework identified by three levels:

- the definition of occupation
- the explanation of what happens when people engage in occupation
- how engagement in occupation relates to other aspects of human life

Hocking's (2000) levels are consistent with Ross (1998) and Primeau (2000) and suggest that what women faculty do in the workplace is significant for how it impacts their perceptions of the meaning of their occupation. Likewise, Russel (2001) showed that individuals see their lives and give meaning to their actions through the lens of their social and cultural environment. Furthermore, the concept of time and how it impacts women's sense of health and well-being drove recent research by Larson and Zemke (2003). Being able to complete a work project by a deadline, coordinate family members'

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schedules for a family meal, and attend family and work 'extra curricular' activities were vital to a person's ability to adapt successfully in the environment. The orchestration of daily activities is a complex and dynamic process for social groups in home and work contexts. They concluded that women's perspective of time as culturally defined and determined by consensus among societal members enables us to understand workplace demands. The opposite of managing time effectively is not having any time to coordinate activities, which may have negative effects on perceived health and well-being.

The occupational science studies cited above provide a research context with which to explore and understand the Model of Human Occupation. The model has become one of the leading theories in occupational therapy practice worldwide (www.moho.uic.edu, 2006). The following table represents an analysis of components of Kielhofner's Model of Human Occupation and the three key elements of occupational science:

Table 1   Literature Analysis of Model of Human Occupation and Occupational Science

MOHO	Meaning	Context	Choice
Volition	Biologically, humans have a need to act on the world and the wish to do things. As we develop and age, we find new pleasures, lose old interests, and discover new capabilities. We interpret what meaning occupations will have for us.		Activity choices on an everyday basis usually only require brief deliberation. These choices determine what we actually do. Most choices are a result of deliberation over time.
Habituation		Habituation refers to automatic patterning of behavior. Habituation can be negotiating our familiar physical worlds: home, travel to work/school, the buildings and their contents. We do the same things in the same context all of the time.	
Performance	How we perform and the meaning we find in our performance has a lot to do with the mind-body connection and how this affects performance. Performance is influenced by our past life experiences.		We can choose to be skilled in our performance or nurture our abilities.

(Privott 2006. Adapted from Clark et al 1990; Yerxa et al 1989; Zemke and Clark 1996; Kielhofner 2002)

The Model of Human Occupation research to date has focused on the validation of the model's concepts and assessments in occupational therapy clinical practice with dysfunctional individuals. There is a significant gap in the application of the Model of Human Occupation to individuals' who experience health and well-being in the workplace. However, by exploring the broad occupational science literature, which is the theoretical framework for the Model of Human Occupation, the reader can gain a greater

understanding of the explanatory potential of the model when applied to women in the workplace.

Summary

The context for the researcher's current exploration of the complexities of faculty work is the notion that gender of faculty in community colleges may be significant. "Some [in higher education] blame the slow progress [of hiring full-time women faculty] on inadequate numbers of diverse students in graduate programs, market factors that make other career choices more attractive or lucrative, or individual lifestyle choices (http://www.answers.com, 2007)" This often results in women faculty who carry increased service loads and experience disproportionate expectations for student advising and mentoring that may not always be rewarded (http://www.answers.com, 2007). The Model of Human Occupation seeks to explain how [this] occupation is motivated, patterned, and performed (http://www.moho.uic.edu, 2006). By understanding of the Model of Human Occupation (Keilhofner 1985), it will give us meaning to the work women faculty do, with consideration to the social and cultural environment within the community college workplace. In the context of higher education, this model offers a broad and integrative view of human occupation that has been missed by scholars to date.

CHAPTER 3

METHODOLOGY

Introduction

The strengths of qualitative research "derive primarily from its inductive

approach, its focus on specific situations or people, and its emphasis on words rather than

numbers" (Maxwell 1996, 17). Understanding the meaning for participants in a

qualitative study - of the events, situations, and actions they are involved in, is a part of

the reality that one tries to understand in undertaking qualitative research. The particular

context within which the participants perform and how this context influences their

actions is the primary reason qualitative researchers typically study a relatively small

number of individuals or situations (Maxwell 1996; Creswell 1998; Becker 1986).

This study investigates Kielhofner's Model of Human Occupation (MOHO)

among women in the academic workplace. MOHO explores individuals' volition, habits,

and performance in their occupations. The researcher's belief is that women faculty

experiences can be understood by describing what they actually do in their academic

discipline, within the context of the Model of Human Occupation.

Qualitative Inquiry

In a topic-oriented qualitative approach, the researcher narrowly focuses on

aspects of life in a community. The writer might identify key cultural concepts being

examined, such as roles, behaviors, acculturation, communication, myths, stories, or

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other concepts (Creswell 1998, 97). The qualitative writer intends to use thick description, tell a story, explore cultural themes, and interpret the description of the everyday life of people.

Qualitative study is driven by researchers' interests and experiences. As a practitioner, faculty member, and researcher, this investigator has been socialized in the discipline of occupational therapy [science]. The researcher's belief is that individuals' performance and satisfaction in the workplace can be analyzed within the context of the Model of Human Occupation (MOHO), which integrates the mechanistic and systems approach to studying occupation.

The ideologies that inform this research are:

- The cultural practice of doing gender: how we enact our gender as women on a daily basis.
- Community colleges are best suited for women faculty in order to balance work and family life because they place less value on academic scholarship.
- Women prefer to teach and succeed in only certain academic disciplines.
- Women are "left out" of academic leadership positions, and this is acceptable because of the multiple roles women enact.

Using existing theory to examine ideologies in a qualitative inquiry has advantages. It can provide a high-level framework for making sense of what we see, and it can highlight and draw attention to particular events or phenomena that might otherwise go unnoticed. Becker (1986) warns that researchers can fail to make good use of theory. The researcher may ignore a theoretical framework that provides analytic insights. Forcing a theory on data can prevent the researcher from seeing events or relationships that do not fit the theory.

To be genuinely qualitative research, a study must take account of the theories and perspectives of those studied, rather than relying entirely on established views or the

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researcher's own perspectives (Maxwell 1998; Becker 1986; Lincoln 1990; Spradley 1980). MOHO will inform the study and therefore, *people*, as compared to *objects*, are the data source(s).

In this study, observations and interviews provided the basis for the cultural picture of women faculty. Interviewing participants in-depth and recording narratives allowed the researcher to put a face on women's workplace experiences that to date have remained abstract.

Study Design and Execution

The researcher focused on the daily culture of six women faculty from five disciplines on three campuses of CCSN. The researcher was not concerned with departmental operational functions, special events, or additional college-wide faculty other than being privy to topics of conversation during the course of the data collection.

The researcher anticipated a typical day for CCSN faculty, not particular to academic discipline or gender, would be teaching students, offering advice on class and homework assignments, engaging faculty in discourse, participating in committee work, and performing administrative duties associated with managing their courses and students. Collectively, the faculty had a multitude of relationships outside of their home discipline, and the researcher was able to gain direct and regular access to their environment when needed in order to provide "rich, thick description… for external validity in a qualitative sense"(Merriam 2002, 9).

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Data Collection

Introduction

Six community college women faculty at CCSN were purposefully selected to

meet the following criteria:

- full-time teaching faculty at CCSN
- diversity between liberal arts and technical and vocational programs
- controlled for possible gender differences (a companion study exploring male faculty will be a future research agenda)
- not controlled for cultural diversity

Approval from the University of Nevada, Las Vegas and Office for the Protection of

Research Subjects was obtained October 26, 2006 and permission was secured initially

by e-mail to observe, interview, and record women faculty when they were physically

present in their respective departments and/or doing their job elsewhere on campus.

Fourteen women faculty from the following CCSN academic divisions responded and

agreed to participate in the study:

- Applied and Advanced Technologies
- Arts and Letters
- Business, Industry and Public Safety
- Health Sciences
- Social Science and Education

At the time of this study, CCSN had seven academic divisions. The sample study

population was based on these divisions because they represented a logical and diverse

picture of CCSN academics. Appointments were then scheduled via e-mail, with follow-

up phone calls for the first of multiple, planned interviews. Eight of the respondents then

granted oral and written permission using an informed consent form. This sample of eight

respondents was determined by who granted permission to join the study within a

reasonable time frame determined by the researcher. The researcher was unable to garner

permission from women faculty in the CCSN divisions of Science and Mathematics, and Workforce and Economic Development despite employing diverse, yet traditional methods of recruitment strategies. Participant recruitment excluded rewards and/or compensation.

Conflicts and Sharing of Data

The researcher initially received written permission from eight women faculty from five academic departments housed in the previously stated five divisions:

- Computing and Engineering Technology
- English
- Accounting, Finance and Office Administration
- Health Related Professions
- Human Behavior

Upon initially interviewing these participants, the researcher ruled out two of the eight participants based on the following:

- one of three respondents from the same academic department was embroiled in a current lawsuit involving her department administrator(s), and she appeared anxious and leery of the researcher's intentions despite assurances to the contrary.
- of the two remaining respondents above, one was randomly excluded to minimize overrepresentation from one discipline which can lead to researcher bias

In addition, of the initial eight respondents, only one was a full-time distance educator. She was selected based on the researcher's rationale that she represented an emerging pedagogical discipline. CCSN defines distance education as teaching and learning via on-line courses without any face-face contact.

The research was conducted independently and no compensation was offered or received. Potential conflicts, such as participants own job security and use of the findings with the participants, was addressed prior, during, and after commencement of data collection.

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Observations

The researcher was a non-participant observer, on a continuum of observations from non-participant to participant. The researcher gathered field notes by spending more time as an observer than as a participant (Creswell, 1998): this was to avoid researcher bias. The field of study included faculty offices, departments, and other campus locations, including classrooms. The participants were observed in classrooms for the purpose of collecting data on the *act* of teaching. An analysis of how they teach, such as classroom personality and style, or assessment of course curriculum, was not critical to this study. The acknowledgement that they did teach was significant in order to observe actual cognitive and motor performance from an activity perspective. The researcher also observed the participants during the interview process at various locations on all three CCSN campuses. The observations were purposefully relegated to non-verbal behavior and the physical environment, including physical space and artifacts. The six participants were observed for a total of eighteen hours. Observations were recorded based on jotted notes and memory within 24 hours.

Interviews

Semi-structured interviews were conducted with six, full-time women faculty purposefully selected from a sample of five disciplines (pre-determined) at CCSN. The rationale for this was that CCSN had numerous departments of study housed in divisions. The five academic disciplines represented a viable sample of the largest academic departments, as defined by departmental faculty FTE [full-time equivalent) at CCSN, and as feasible based on respondents.

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Interviews supported the ultimate goal of the study to learn extensively about

women faculty daily experiences in the workplace. The following were thematic

guidelines used during the interviews [see Appendix D for sample interview questions]:

Table 2   Sample Semi-Structured Interview Themes: Examining Women
Faculty Experiences Using the MOHO Perspective

What affects choice and anticipation of doing things in the workplace?
How do interests affect performance?
What habits influence the patterns and routines in the workplace?
Do roles influence routine?
How do underlying physical or psychosocial factors affect performance?
Do the physical spaces support or prevent successful performance?
Does social group membership affect job performance?

Interviews were scheduled at the convenience of the faculty. A tape recorder was used to

record the interviews and each participant was identified by initials. The data were

transcribed after a set of two-three interviews and analyzed from cursory notes on paper

and memory within twenty-four hours for supplemental thoughts.

Four of the six participants were intensely interviewed two times over the course

of two months. The remaining two participants were intensely interviewed one time over

the same two months. The primary challenge to conducting more interviews was

"participant-driven": the participants could not commit time consistently and within a

reasonable time frame for data collection. The researcher used the third month of data

collection to conduct thematic sampling with all participants via e-mail. Three of the six

participants responded and affirmed emerging themes. In total, sixteen hours were spent

interviewing the participants in-person and via e-mail.

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The researcher's approach was inductive and emerging themes were explored. The interview protocol was rooted in women's experiences, which is best understood from women themselves.

Data Analysis

In this qualitative approach, observation notes and interview transcripts were the primary tools that enabled the researcher to analyze data appropriate to qualitative study approaches (Creswell 1998; Putney 2005). The researcher performed three methods of data analysis: content analysis, domain analysis, and hierarchical tree diagram analysis (Creswell, 1998).

The first form of data analysis presented (Appendix G) is content analysis. Data were studied repeatedly for patterns in content: this is not coding by domains, but searching for apparent, repetitive concepts. In this case, the concepts emerged from the participants' words and phrases about the topic under discussion. The names of the categories were derived from the participants' words or supplied by the researcher. Content analysis allowed the researcher to capitalize on and make sense of the overwhelming volume of transcript data.

A second form of data analysis was accomplished through domain analysis (Appendix H). Domain analysis helps the writer to stay focused by organizing the content around the study's overarching research questions and the organizing theory applied to the study. This is synonymous with qualitative coding or thematic displays of the data. The domains were the overarching listing of terms that illustrated a semantic relationship, and the taxonomic level of analysis allowed the researcher to classify the written evidence, which "fit" each apparent term, that was discovered during the initial data

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analysis. Domain analysis is suitable in the context of MOHO; it addresses patterns of behavior in the mode of roles, habits and routines.

The third data analysis technique was creating a tree diagram (Appendix I). Tree diagrams "show different levels of abstraction with the boxes in the top of the tree representing the most abstract and those at the bottom representing the least abstract themes (Creswell 1998, 145)." This allowed the researcher to understand the nature of the participants' activities, or how these activities are meaningfully related to themes developed and understood within larger ideological frameworks.

Validity

The researcher remained aware of the concept and significance of validity throughout the entire data collection process and strove to achieve it by commissioning the following measures:

- The researcher audio-recorded all participant interviews using a digital audio-cassette recorder.
- All observations were recorded by jotted notes and memory within 24 hours on Field Observation Form(s) (see Appendix F).
- The researcher offered open-ended questions to allow rich description and explanation by participants. The researcher avoided yes/no questions and questions specific to MOHO (see Appendix D)
- The researcher was aware of personal bias and reactivity: she has been a tenured woman faculty member at CCSN, and a wife and mother. The researcher had never met the six participants. One of the six participants is in the same academic division but there was no prior relationship between the researcher and this participant.
- The researcher gathered additional participant feedback by conducting member checks with all of the study participants. Five of the six participants responded accordingly.
- The researcher engaged in professional discourse about her methodology with two faculty who had been employed at CCSN for three months or less.
- The researcher intends to share the final results with the six participants.

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Summary

The researcher used observations, semi-structured interviews, and minimal document analysis to explore the daily life of women faculty in a large, public, community college named the Community College of Southern Nevada (CCSN). For this study, the qualitative approach to data collection helped the researcher gain a better understanding of the influences that shape women faculty work and academic policies at CCSN. The attention to participant selection, the theoretical context of occupation, and the data analysis helped generate a new perspective on women's experiences in the workplace.

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CHAPTER 4

THE HOBBYIST

"You know something? I'm now getting paid for a hobby." The hobbyist, or Hh,

is an instructor in the Division of Health Sciences, who views her academic work as

autonomous and empowering. Hh has been a full-time faculty member for three years,

has applied for tenure status with the college, and teaches core health science courses for

students interested in health professions. Hh has a master's degree in management and

was a professional dancer and a supervisor of a blood bank prior to her role at CCSN. Hh

was one of the first respondents for the study, and she appeared eager and willing to share

her story.

Hh was dressed neatly, casually, and was well-groomed for the initial interview.

She ushered the researcher into a chair positioned at the front of her desk, pulled up a

second chair directly opposite, smiled, and sat down facing the researcher. Hh's office is

in a suite at the end of a long hallway on the third floor of a contemporary, five-story

campus building. The office space is new and has the smells of new carpet and paint.

New furniture lines the walls: a wooden L-shaped desk, three chairs, two wooden

bookshelves, and two adjustable reading lamps. There is a computer on her desk, and her

office is neat, organized, and ordered. Framed artwork and professional certificates hang

on the wall in front of her desk and on an adjoining wall. A life-sized skeleton hangs

from a large pedestal positioned just inside her office door, miscellaneous teaching tools,

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such as books and anatomical models, are positioned on the desk and bookshelves, and a large window that affords a view of the east side of the campus frames an entire wall behind her desk. Her office is in the center of a row of six faculty offices, and isolated from any secretarial work stations. The office seemed quiet and peaceful, as evidenced by no audible extraneous noises emanating from inside or outside her office.

Hh was physically and emotionally engaged throughout the interviews. She smiled often, appeared to understand the purpose of the interviews and the questions asked of her, and maintained an erect posture in her seat for the duration of the interviews. At one point, unforeseen problems with the tape recorder occurred, which distracted the researcher, and Hh continued to attend to the interview. At the close of the interviews, she volunteered to keep a personal journal of her workplace activities and shook hands with the researcher.

Supervisor and Community Support

Hh leaves no doubt that she is satisfied with her work. Supporting this notion is her perception of the quality of supervisor and community support. "I have the freedom to move. When I have questions or concerns or anything, there's some good support behind me [when asked if anything interfering with job satisfaction]." Hh looked around her office and stated, "It's not the physical environment support as much as the employee or employer. But there are other things [besides physical environment] that I probably wouldn't be here if I didn't get the supervisor support, the community support." Although quick to point to it, she does not elaborate on what community support means to her. She states that "I'm also part of the community. So I don't consider it as a have-to [committee work]. The committees that I have served on, I have either been invited or I wanted to go

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ahead and do it." Her sense of obligation to CCSN committee work is juxtaposed with her sense of community work: she defines community as her work and does not consider them separate duties.

Hh sees her job as "wonderful, wonderful," yet very different from her perceptions of university teaching. "I graduated from a university [name of university], where in my freshman year biology was a freshmen flunk-out class and the goal of the instructor was to flunk 70 percent of the class, and the chemistry class was basically the same way. This [CCSN] is more supportive where you're actively trying to get the students involved." Hh is selective in how she chooses instruction and committee work, and she feels broad-based administrative support for her decisions in this realm of academic duty. "I enjoyed the Limited Entry (selective admission to health programs) committee activity. All my students are basically going to be limited entry, so I figured I might as well [check] it out. So I took it upon myself to at least be involved in that."

Discipline and Independence

The themes of self-discipline and independence recur when Hh describes her workplace behavior. Hh believes that in her case, self-discipline and independence are intertwined: her training as a dancer for ten years makes her job oriented.

> My background is dancing, where it was repetition; repetition, repeat, repeat, repeat, repeat, repeat. You have to come in to the dancing studio with no baggage – good baggage or negative baggage. So you had to leave it all at the door and just enter right then and there. I feel good when I walk in – this is mine. I feel good when I walk out. So yes, it is important that I believe that I could succeed.

Being job oriented means recognizing the power she has to influence her students in the classroom. Her concepts of self-discipline afford her the freedom to design her course schedule and curriculum for the benefit of students, influence students' behavior, and buy

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into the autonomy as an instructor that she feels and wants. "Because of my discipline I've been told my classes are fair but rather difficult. My students are [currently] feeling comfortable to tell me what the rumor-mill is saying about me – 'she is hard but you sure learn a lot.' Take Mrs. [name], she knows her stuff." Hh thinks of herself as thorough and not necessarily hard or rigid in managing her courses. For Hh, her ability to "guide her students to new knowledge and stimulate them to learn" validates her teaching style.

Hh's habits and routines support her disciplined performance in and out of the classroom, and are directly related to her background as a dancer. As a *modern* dancer, she had to be attentive to every detail in order to perform. In addition, she holds a degree in medical terminology and was a supervisor of a blood bank. "I was a supervisor of a blood bank, where, you had to handle everything. You did not get training; you were not trained at all. I tell my students I'm a little monk [laughs] because in all of that, I learned what it takes to pay attention to detail and be disciplined."

Student Growth

Hh teaches the required 15 instructional units each semester and carries an overload of five credits each semester, including the summer session. Each of her classes has between 25-50 students, "so it's hairy." Her organizational and self-discipline habits contribute greatly to her ability to handle the student numbers and to impart new knowledge to her students. "I do a lot of lecturing, I can't help it. I try, but they're actually getting stuff and they are able to move it onward to their own personal life. If they're looking for knowledge, they're more likely to be taking my class." Hh routinely uses constructs of constructive criticism to influence students' understanding of the

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material and feels if she can positively influence the way half of her students' study, then these students can grow.

Hh, when asked to describe her ideal role in the academic workplace, replied "to excite students and light a fire under them." Hh became animated during ensuing discussions about her role as an instructor. "My ability to excite the students and my love of what I'm doing sort of moves off to all my students, and my students are now as involved in it [the main biology course she teaches] as opposed to being a very dry subject [for them]." Her classes are a combination of traditional lecture, interactive activities, and research projects. She judges her abilities as an instructor by the growth of her students', which is measured by "how well my students are actually able to understand the subject matter" through her teaching methods.

Ways of the World/Managing Change

Hh conveys confidence when describing her academic activities. She describes this view of herself in the context of her stage in life, which appears to be 50+ years of age. Hh recognizes that her past careers, her chronological age, her knowledge of the subject matter she teaches, and her family support, all put her in a position to manage change easily and effectively. For example, she states "I'm old enough right now that they can expect anything of me and I am going to do what I feel like doing. So what I'm doing is what I want to do. I'm making the choices. They [administration] can expect anything they want. I've been there and done that, period. They can even tell me about it and they can propose it [administrative changes to departmental leadership and faculty role expectations]." Hh did not seem disingenuous when making this remark. She seemed convinced that her choice to teach at CCSN was based on an understanding of

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her life priorities. Her life priorities are defined by her age, motivations, and sense of pleasure in influencing peoples' lives. Along this continuum, she is contemplating pursuing a master's or doctorate degree in "something." "It's actually opened me to ways that the world works. To see changes before they actually even show up." Hh has experienced difficulty in determining what area of master's study she would pursue. Her bachelor's degree is in the biochemistry field, and her first master's degree is in management, which she views as complementary. Her decision to engage in more graduate work is dependent upon her life stage factors, and she does not feel pressure from CCSN administration.

Freedom

Hh, as an instructor, experiences daily personal and professional freedoms. "I'm no longer 40; I'm no longer 30, where they expect me to do something. I've been there, I've done that, and so what I'm doing is what I want to do, period." Hh also moves in and out of workplace social circles with the same mindset: "Actually, I come and go out of them. There are a few of them [social groups]. I've never bothered to ask [about joining groups] because I don't feel its important. My family supports what I do. I've always been an independent thinker and I've always been extremely independent." Social groups do not hinder her performance or impact her choice of activities.

Hh's weekdays are filled with typical and customary instructor duties, such as preparing for class, holding office hours, teaching, counseling students, and grading. "I just go from one to another, to another, to another [class]." Any work that she cannot complete at the college, she takes home. Hh does not see this routine as daunting, but a freedom afforded her at her stage of life and inherent in the ideal role of a college

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instructor. She states, "I'm comfortable working anywhere and this is my dessert." She refers to 'dessert' as an icing-on-the-cake mentality. For Hh, teaching at CCSN supersedes any and all prior occupations for autonomy and freedom.

Summary

Hh is secure in her knowledge that CCSN is an ideal place to work and change lives. She came to CCSN with a broad perspective of the nature of occupation. She has been trained as a dancer, a healthcare worker, a clinical manager, and now a college instructor. At this stage in her life, her priority is teaching and improving students' lives and her daily activities support this. Hh plans to retire at CCSN as a tenured professor.
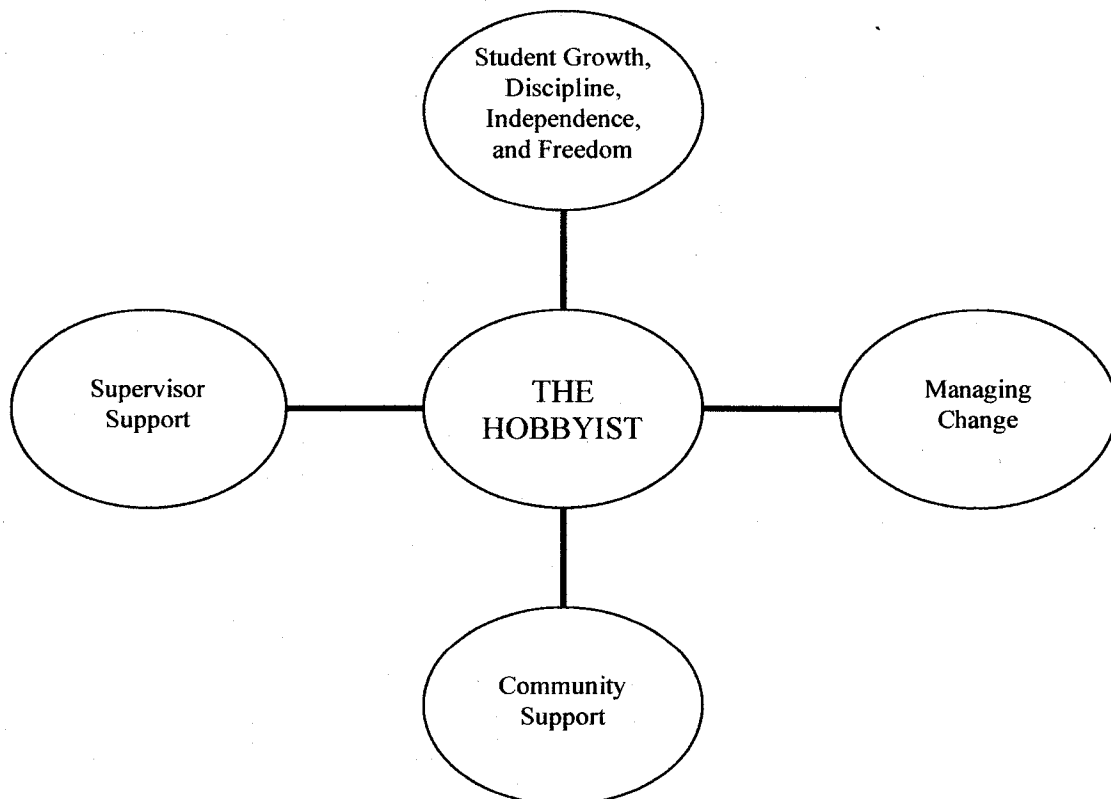
Figure 2.   The Hobbyist Profile

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CHAPTER 5

THE PRODUCER

"Okay, this is what I do. My priority is CCSN work. And then, after my CCSN work is completed, I work on my own personal business." Pp is definitive in her opening statements that she works hard for the college and her students. She feels that she produces an academic product of prepared students. Pp is a tenured, English instructor in the Division of Arts and Letters. Pp states she had a checkered career prior to coming to CCSN. Pp has been a high school teacher, an academic advisor at a large public university, a publicist, a director of a non-profit organization, and an employer training specialist. She values her health and well-being as evidenced by regular early morning workouts, walks with her dog, avocational hobbies, and scheduled social time.

Pp was met in her office and then interviewed at her request in a faculty lunchroom nearby for the first meeting. Her office is located in an administrative building on campus that was built circa 2000. Pp was well groomed and was dressed in jeans and a collared shirt. Her office is in an extra-long hallway, isolated from classrooms and just off the elevator. Both students and staff use the elevator to get to their destinations on her particular floor. Pp's office is standard sized for CCSN, carpeted, with relatively new wooden furniture. She has an L-shaped desk along a side wall and a large window behind her desk. Approximately ten pictures, certificates, and plaques line one side wall. The

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pictures are colorful photographs that represent her past university work, and the certificates and plaques appear to be for professional and community recognition. Her office is lived-in; there are knick-knacks and paper clutter on the desk, bookshelves, and floor. Pp suggested the initial interview be conducted elsewhere, since her office felt stuffy.

The lunch room is small, with just enough room for an eight-person table and a small kitchenette-type area with a counter, cupboards, microwave, and coffeemaker. A window on the far side of the room offers a view of the east side of campus. On the lunch room table was a vase of colorful silk flowers and some loose papers. Pp sat down in a chair on one side of the table and pulled up a chair for the researcher next to her, both facing away from the door and toward the window. Pp used direct eye contact, a handshake, and was attentive to details during the interview. She spoke in long sentences, was expressive in her facial and hand movements, and though she seemed restless in her chair (shifting positions), she did not request a break during the interview. Pp continued sharing stories after the interview was completed and the tape-recording stopped.

Fantasy Role

Pp identifies herself as an English professor. In this role, she has fantasy visions of classrooms with perfect students who think independently and require less of her; yet she asserts, "It's an identity that I relate to. That is what you do, that is what you are, and that is what you're going to be."

Pp's frustrations lie in actual pedagogy and the effort it takes to engage students in active learning.

> My fantasy role would be to teach students who had basic skills that were developed so that I didn't have to deal with basic skills. Students would be extremely motivated; have good critical thinking skills [to] participate in the Socratic method of discussion, and who would come to class on time, come regularly, hand in their papers, and be enthusiastic about what their learning. I have to keep a watch-dog approach. I call it housebreaking [instead].

Despite these frustrations, Pp takes an interest in her students and she considers herself down-to earth. One way she measures her successes is by the numbers of student and peer gifts. "If I want to measure it [success], I always laugh and say how many Christmas presents did I get this year. And [the number of gifts says] I must be doing something right." Ultimately, Pp concludes, "I identify who I am through what I do. As long as I'm living here, and as long as I'm here [at CCSN], I hope to be here until I retire." Pp believes she is in the right fantasy career role of college professor; however, she feels thwarted in her efforts to completely fulfill this role and inspire students.

Managing Hectic Schedule

The act of producing means "the organizing or supervising the making of something (Microsoft Encarta, 2005)." Pp organizes a busy life for herself at home and work, and she believes her students are the beneficiaries of these abilities. A typical day in the life of Pp starts at 7:00am on the college campus for student office hours. Students will come in with papers or for private tutorials. She begins teaching at 8:00am Monday through Thursday and teaches consecutive classes until early afternoon.

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Pp offers office hours by appointment after her daily classes, and then leaves to go home and begin grading papers.

> Every week, there's not a week that goes by that I'm not either grading papers or grading exams. I mean, I can bring home 65 tests to grade. But there is never a week, unless for some reason we're just either running ahead or behind, that I'm not doing something connected [to my teaching]. And usually, what I'm also doing at that time, is trying to look and surf for new ideas [to bring to class].

There is always something going on in Pp's life. Her days are full and measured by the minutes and hours. "When I have those 10 minute breaks between classes, my students are either coming up to me and asking me questions, or I have to run back to the office to pick something up. I'm always on the run. I have no time to breathe and I have no time to eat."

Pp's daily, weekly, and yearly activities do not significantly change. She participates in her own astrology business enterprise on a monthly basis, and she incorporates health and well-being activities into her weekly schedule to prevent burnout. Pp's daily priorities are her CCSN work, and all outside engagements are managed on the weekends as they arise. "My weekends, I do try to take time for myself, do my grocery shopping, socialize with coffee for friends, but, my first priority is my community college and everything else is secondary."

Pp's devotion to her work manifests itself in a hectic work and home life schedule. She teaches over 15 instructional units, and tutors, counsels, and leads campus student clubs. She exercises at 3:00 am daily, runs her own business, and manages to carve out social time with friends.

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Priorities

Pp states that her first priority is CCSN work, however, she is adamant about maintaining personal priorities. "I walk for an hour, and I don't care, come rain or shine so that I can sort of feel as though I'm getting away from things. I work out and that really energizes me. I have my breakfast and I'm off running." The concept of health and well-being and the direct relationship to how well one does their job was a recurrent theme. She shares this message formally and regularly with her students:

> Anything that I do, doing any kind of reading and watching things that have documentary effects, I'll bring those things in [to the classroom]. I just saw something on Leonard Bernstein, where he made a comment at the end of his life, and said when he was in his decline, in his 70 s, he asked 'God, could you give me a few more years so I can do something important?' So if I hear something like that, I'll bring it to the classroom and say, 'what do you think about a statement like that?'. He's done everything important in his life, and I'll try to integrate that into [the class] just to spark a conversation.

Pp can only do her job well if she has habits and routines in place to help her, and most of these take the form of intellectual and health routines. For example, "It's not even a habit. It's not a routine. It's, who I am and without it, I can't function [daily exercise]. I used to be an equestrian, so I used to get up and I used to have to tend to horses and things, so that was an early morning routine that I just continued…it's become a *love-style*." Pp coined the term love-style, in lieu of *life-style*, to describe the significance of exercise in her life. The only thing that hinders her performance in the workplace is when these priorities are compromised because she feels overwhelmed by external, unforeseen circumstances.

Additionally, the idea that personal scholarship is a priority that can hinder or help Pp in the workplace is evident in the following statement.

Pp walks herself through a reasoning process of why scholarship is important:

> I think other people are much more scholarly than I am. They have a higher
> degree than I do so that gives them one step up. I do feel that they're always
> publishing and writing and taking papers to conferences which I would say I
> don't. It's not that I can't [pursue a higher degree], but I just don't have the
> interest to do it right now. The ones that I think are doing (pursuing) scholarship
> are males who seem to do more of that than the females. I really should be
> pushing myself a little bit more academically and going on sabbatical and putting
> more things [papers] together. I would say that I'm falling short in that area. I
> think that what I need to do is more papers and present them and go to
> conferences. I need to do more scholarship than I do…it has to be a total
> commitment…maybe I'm a little too comfortable [with her teaching routine].

Pp defines scholarship in her department as an intellectual package of presentations,
papers, and a terminal degree (Ph.D.). She recognizes the value of career scholarship
activities in enhancing peer acceptance and is striving to make time for this in her
personal and professional life.

Overwhelming Routines

Pp perceives peer and student pressure to the point of regularly feeling stressed. "I
take on too much, and when I take on too much, I get very pressured. Then I get really
frustrated, and I get overwhelmed, and then I kind of shut down. Because when anything
throws off my order, it throws me off my base [usual and customary routine]. As stated
above, she does not think she is the "biggest" scholar on board in her department. Pp does
not regularly present at conferences, publish papers, or change course sections or topics,
yet she is aware of the possible effects of her stagnating behavior among her peers.

> You know, I'm offered a new course or opportunity to present and I just say no. I
> prefer the ones [activities] that I already do. At one time, I was teaching three
> different disciplines. I was teaching literature of the Holocaust, Western Literature
> for the first time, and short story [course], so there was all this newness going on
> all of the time. I've sort of fallen into a routine that I'm really comfortable and
> maybe I'm a little too comfortable.

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Likewise, in the classroom students act up or she may be accused of "this or that," and she will spend time obsessing over the supposed conflict. Pp believes that the unpredictable nature of her job can be crushing at times.

Summary

Pp remains committed and engaged in her role as a professor at CCSN, despite her overwhelming feelings of pressure to succeed in all parts of her life and excel in scholarship. She enjoys teaching a variety of English courses and expects to officially retire in the Nevada System of Higher Education (NSHE). Pp is labeled the producer precisely because of her abilities to creatively manage constant departmental change, classes with large numbers of students, and a private life that includes a second full-time job.
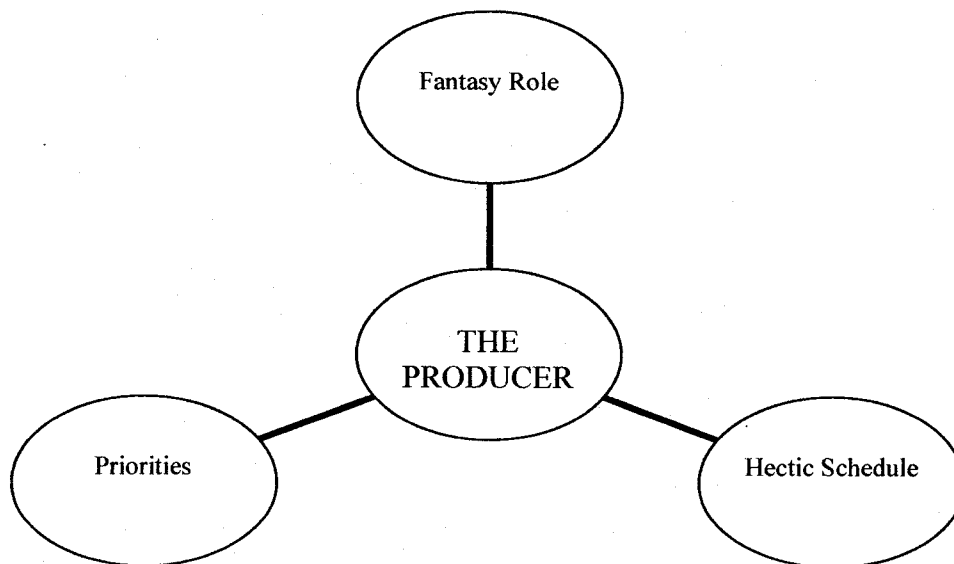
Figure 3.   The Producer Profile

CHAPTER 6

THE KNOWER

Kk is a tenured professor in the Division of Advanced and Applied Technologies. She is a widow who is dedicated to her profession, both as a means of staying productive and as a testament to the love and support from her husband prior to his death. Kk began working at CCSN in 1980 as an adjunct instructor in the information technology department. Since then, the department has undergone name changes and various program incarnations. In her role as instructor, Kk is busy, believes she is a good teacher, makes her students a priority, and expects to retire as a CCSN professor. "I worked for almost 40 years in the business world. I knew I wanted to do this a long time ago, because I was an adjunct faculty member starting in 1980." She is protective of her family life, and has created a professional world where she stays busy during the week and cherishes family time on the weekends.

Kk was interviewed in her office which is located on an upper floor in a new classroom building situated at the main entrance to the campus. Her office has new carpet and furniture and has a high ceiling. She has two bookcases in the room and loose papers along a desk in the back of the room. The desk is L-shaped, with a computer station on one leg and bookshelves behind the other. The office window along the back wall has a view of the east side of the campus, and her desk chair is parallel to the back wall. The classified and division administrative staff work immediately outside of her office, which

is in a suite with approximately eight faculty offices. It was quiet throughout the interview, with only one person closing a door and walking out of the office suite during a session.

Kk was dressed casually in work attire. She greeted the researcher with a handshake, motioned for the researcher to pull a chair closer to hers, and maintained direct eye contact. Kk did not physically assist the researcher in situating two chairs for the interview. During the interview, she shifted often in her seat and used her arms to convey a thought and to emphasize a point. Kk showed some tears when the researcher asked questions about familial support: she is still mourning the loss of her husband two years ago. At the close of the interview, Kk escorted the researcher out of her office, down the hallway, and to the exit of the building.

Choices

Kk has always wanted to teach at CCSN. "I got my master's just to be able to teach full-time at this time in my life." She cannot fathom doing anything else. In the context of higher education and teaching, Kk has been involved for twenty-five years. She set a goal in 1980, starting from non-academic computer support work, to teach full-time at CCSN in the information technology programs. She accomplished this with extensive professional and personal support, and now thrives on her leadership role as a CCSN program director.

> This is my perfect job. Your boss will come to you and say 'would you like to be involved in this?' You get to choose what you work on. This is the first job I've ever come into that on the first day, and the first week, I felt at home. I hope to be doing this when I'm 75 or 80. My mother retired at 73 and she was a waitress.

Her choice to teach was grounded years ago in her positive experiences as a CCSN student, the support of her spouse, and her past jobs. "I've worked in information

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technology for almost 40 years. I worked 36 hours straight, without leaving the office on several occasions. This job is not demanding. This job I love."

Time Management

As a program director, Kk's time management responsibilities include coordinating course schedules, evaluating the program, and teaching courses on multiple campuses. She carries 12 instructional units each semester, and receives the remainder of the required 15 units as release time. On a typical workday, she arrives very early in the morning at her office and then drives to another CCSN campus to teach. She feels more efficient working in her office and she cannot accomplish much if she brings work home. "I've become very parochial about my time, especially on weekends; Saturdays and Sundays are my time with my mother." Kk is often busy working 12 hour days, but she is not willing "to give up that personal time…it is a trade-off, and [her mother understands] that." Ironically, Kk depends on these same skills to succeed in organizing her work space, and yet she has "tried [her] whole life to keep a clean desk. It is definitely a deep-seeded challenge." She is able to function as an instructor, does not miss classes, and is prepped sufficiently for class.

Leadership

Kk is a leader in her academic department. She repeatedly refers to her duties as a coordinator of programs, and she seems to take pride in her leadership abilities despite her personal losses. "Two years ago, right after I was offered this [program director] position, my husband passed away. So I have become very conscious of our challenges in life. We have our challenges and we have our gifts. You enjoy your gifts and you deal with your challenges [laughs]." She considers her roles as tenured instructor, program

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director, co-director of a related program, instructor of four classes a semester, and leader in program evaluation as her gifts.

> I'm a director for a program, which gives me some IU's (instructional units), and then I'm a co-director for another program, which gives me another IU. Those are goals that I've put on myself. I'm harder on myself, I think, than other people. But as far as my accomplishments, in retrospect, I'm happy.

Leadership in the classroom is also important to Kk. She framed most of her discussion about classroom teaching in the context of leadership.

> I love being in the classroom. I believe I am very good, both as a formal and informal public speaker. Physically, my voice is low and carries for a country mile, so that I don't have to deal [with commanding authority in the classroom by voice]. I love it when I see the light go on with the students. My understanding and my ability to explain technical things [describing her leadership abilities in the classroom] in non-technical terms. I think I'm really good at that.

Kk recognizes her abilities to help students in a unique way and feels a sense of accomplishment when she helps students' on their academic journey. Central to her sense of accomplishment, is the realization that if she is forced to advocate for her students, she tends to "move from assertive to aggressive in a heartbeat" when dealing with other campus groups, such as the Disability Resource Center (DRC) which is responsible for ensuring equitable access for all students to classrooms and learning.

Family and Work Support

Her decision to become a faculty member, with all of the requisite degrees, was embraced by her spouse and family. From a family perspective, the goal of becoming a faculty member was not just an individual goal; it was a family goal.

> [Reflecting on a T.V. talk show she remembers watching years ago] the show that said when a woman gets a graduate degree, no matter what level of education of the husband, within three years they are divorced. He [husband] pushed me, said if that's what you want to do, do it. When I got the job offer, he was so happy!

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Kk feels fully supported by her family *and* the chair and dean of her department. Kk

defines work support as the following:

> I have computers in the classroom. There are two or three different ways where I
> can be up at the teacher's podium [reference to SMART technology classrooms].
> In regards to my administrative support, they know how to get things done, so
> when I have a question, I go, 'how do I do this' and I am fully supported.

Kk has known a lot of people for many years since her early days at CCSN. She was

given the freedom and the "respect and understanding" to work hard and seek

professional opportunities by her peers and family. The continued level of administrative,

peer, and family support is especially poignant in light of her recent widow status.

Summary

Kk does not view her job as demanding; she views it as a life choice that is made

easier because of her age and newfound commitments.

> Being a widow, and having to deal with the kinds of things I've dealt with,
> I know who I am. I know what I am; I know what I want out of life. And
> I'm strong enough to make my own balance. So, I really don't have [any
> issues] at this time in my life. Now 20 or 30 years ago, I would have had
> some issues, but now, I'm lucky enough to have lived a life and enjoyed it.
> I'm truly lucky enough to be doing what I love during this time in my life.

Kk began her career as a CCSN student in 1978, and achieved associates, bachelors, and

masters degrees to complete the cycle of student to professor. She has fulfilled her dream

of teaching at the college level and she knows her place in higher education.
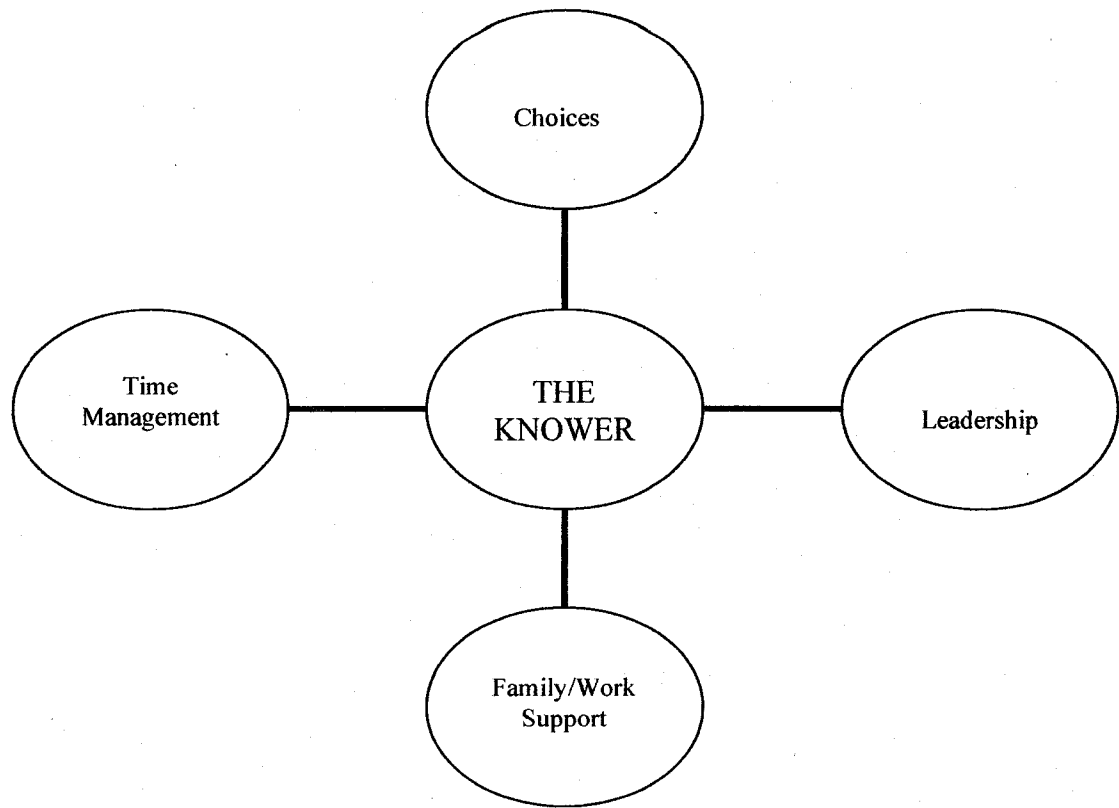
Figure 4.   The Knower Profile

CHAPTER 7

THE TEACHER

"It's never satisfying unless you really reach higher up there. For the college, I

don't want to be part of the administration. I don't think I am that type of person, because

I enjoy my teaching." Tt believes that in all circumstances, barring ill health and/or ill-

will, students come first. Tt is a tenured professor in the Division of Business, Industry,

and Public Safety. She has taught CCSN students for approximately 20 years and is

currently enrolled in a distance education doctoral program. She plans to graduate with a

doctoral degree in education in the next few years and this will allow her to share more

knowledge with her students. Tt is actively engaged in volunteer activities related to

accounting and in community outreach activities with her students.

Tt was interviewed in her office after she taught a Saturday class. She was neatly

dressed in a pantsuit and on time. Her office is in a very private suite, off-set from the

main hallway(s) in the central building of the Cheyenne campus. The office looks old:

metal desks, off-color carpet, dingy wall paint, and a number of desks are crammed into a

relatively small space. Tt's office has a window along the wall facing the door and there

is room for one desk, one bookshelf, and two chairs. Tt's desk chair is positioned with the

back of the chair facing the office door. She has a personal computer and a laptop on the

desk, and the office walls seem dirty (old paint), yet complete with family photos of her

children and numerous framed certificates from CCSN, the Internal Revenue Service, and

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community organizations. The office was quiet since Saturdays are typically not as busy as regular workdays. The seating arrangements for the interviews felt stuffy, because of the small space and clutter in the office.

Tt was receptive to the interviews: she stood up, shook hands, and immediately engaged the interviewer in casual conversation. She was friendly and told stories about her long service at CCSN, her doctoral studies, and her volunteerism prior to the official start of the interview. She seemed interested in the study and asked numerous questions about its purpose. Tt moved items on her desk so the tape recorder could be placed within view and earshot. She stopped a few times during the interview to show the technology in her office and to highlight the Internal Revenue Service (IRS) service certificates hanging on the walls.

Dedicated Teaching

Tt is code for teacher: she has taught for twenty years at CCSN and continues to thrive in her role as a teacher first. Tt has a clear understanding of what administration means in the academic world. She has been encouraged to run for the elected position of department chair over the years, and she has declined because she believes that inevitably she will lose classroom and student contact. "The interaction is less and I remember as chairs, you have to give up two classes; I think you can only teach three, or vice-versa (give up three classes and only teach two)." Tt sees herself in the ideal place right now. Even if she were to pursue other academic opportunities at other colleges, she would choose the professor role.

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Tt defines dedicated teaching as a role that means the following to students:

- Accessible via the Internet and/or telephone almost 24 hours/7 days a week.
- Staying abreast of the latest software and technology
- Extra office hours
- Course schedules that benefit a majority of students in her accounting classes
- Regular teacher/student community partnerships and service
- Always being on time to class
- Students' perceptions of approachability
- Prompt feedback to students about exam and project grades
- Looking professional in the classroom
- Periodically bypassing administrative paperwork and using own resources, including technology and software, to help the students' learn in a timely manner.

Tt wants her students to feel that she is there for them. "I encourage that, because when you are in the middle of understanding something, and you're stumbling through that and you let it go without clarification, I think it puts you a step backwards rather than a step forwards." Tt's approach to student interaction helps her feel that she knows more about her students personalities, and consequently, she can gauge her behavior in the classroom and they get to know her more. She feels that the students' sense they can approach her on level of equality, rather than a faculty-student level.

Self-Confidence and Control

Evident in Tt's philosophy about teaching is her manner of self-confidence and control of her habits and routines. She has made it a priority to take control of which courses she teaches and when they are scheduled. This has mutual benefits for the students, who over the years know when Tt's classes are offered.

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In fact, I'm the one who started the program where we have normally Monday and Wednesday or Tuesday and Thursday classes during the week in the morning, like 8:00-11:00am or 9:30-12:20pm. I had so many student complaints that they [students] were working in the casinos and their days off were Monday and Tuesday, or Tuesday and Wednesday, and not Monday and Wednesday. Their days off were two consecutive days. So I had to fight it with my chair. But you've got to give them an option where there is all Monday, or one day Tuesday, or one day Wednesday. So if those are their days off, they can finish at least one class.

She also feels free to choose college committee work, if any at all, since there are newer faculty who wish to serve and/or are trying to achieve tenure. Positively impacting all of these activities is her assertion that it is critical to dress professionally, and she is aware of the effect in the classroom:

[Dress attire] is another thing that I really consider every day. I always get called in and get compliments. I want to be well dressed when I am in class. That is part of my thing and you know, I did not realize it until several students were complimenting me. Of course, that's our freedom [dress code], but again, you lose that respect [if you are not aware of how to dress].

Tt does not rely on the college for teaching resources. "I'll spend my own money rather than call them and tell them, 'hey, I need a printer cartridge'...it just makes my day unproductive. I'll just do it myself rather than seek help from my department." She also measures her performance by the ongoing student enrollment numbers in her classes and uses this as a benchmark of success. For example, CCSN has multiple campuses, each separated by many miles, "so when students from Henderson come in here [to take her class] and make that drive [after] dropping a course at Henderson campus in my favor, that's how I gauge myself." Her current challenges are to develop more online classes, which will help her attract more students to her classes and allow her to maintain control her teaching activities.

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Giving of Self

"[Community tax preparation] I would say, is the love of my life out of my profession." Tt is referring to her annual community activism. Tt collaborates with her students each year to provide free tax help to other college students, faculty, college stakeholders, and the general public. The following passage is reflective of her passion:

> Every year, during the off season, I plan on this [tax help service] and get it [information] out there [to the college and public community], and it helps the low income taxpayers. H & R Block costs money, and this way, the students are being assisted as well. We have a big [customer] market. You can't believe the [people] we'll find. People from office suites, no longer students, will come bringing their W2's. But we're doing the whole nine yards with the tax return because that is my commitment to them. It is, for me, that sharing for the community. It's just the sharing of all the knowledge you have acquired which makes me feel really good about it. If I did not do it, I would not have this knowledge to share with them [students or community]. And I wouldn't feel quite the same. Teaching would become a job as opposed to really a way of life. And I think over the years, especially with the tax thing, I feel so good, even with faculty coming to me and saying 'ok, its tax time and I have a question for you', or they will e-mail me Even people who are older and in their different fields like doctors, and lawyers are coming to you and asking for help…you are the expert. That is really the rewarding feeling. I don't need a recognition certificate kind of thing [as external validation].

Tt started the student/faculty tax program in 1986 with no funding. She secured funding through student government, and when this became burdensome, she went to CCSN's Academic Standards committee and gained approval for an elective class and sought co-sponsorship from the Internal Revenue Service (IRS). Now, the program is more broad-based and structured to allow Tt to supervise students who provide free tax service. The students receive free meals and a certificate of accomplishment from the IRS. Tt also contributes her own money and resources to an awards luncheon for the students at the end of the tax season.

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Tt possesses a giving mentality influenced by her confidence as an accountant and her dedication to teaching. "But there are a lot of other things that I really sometimes want to do. My heart is there, but you cannot be in two places at one time." She does not see altruistic limitations in her role as community college professor.

Administrative and Faculty Support

Tt has mixed perceptions of the level of administrative and departmental faculty support. She views the most challenging part of her job as being able to accommodate the new CCSN, Presidential administration in terms of what she currently has in the way of resources and peer support. Her particular fears are in the context of providing in theory, and in application, distance education programs. She currently does not feel consistent departmental support for this, nor does she readily see future support for faculty in this area. She views the fast growth of college enrollments and programs as cause for her frustrations in securing faculty resources, such as classroom and office physical space, so she does not rely on college administration to provide resources for teaching and professional development.

Most of her work activities are pedagogical based, and she allows little time for college "politics." For example, she is aware of current and emerging faculty conflicts among faculty in her department which houses the Math, Science and Accounting disciplines. Tt's belief is that a large academic department, with three major disciplines, forces faculty intermingling that is not always friendly. She considers herself student-centered, and she views some faculty behaviors as problematic toward the students.

> In the past, it was all offices that helped each other. Now we have the math, science, and accounting departments which may not always be bad here. But there are times within these offices that the others [faculty] are not quite as friendly. A student will come and maybe will look for me, or will look for my schedule, and

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of course they [student] don't want to just butt in on a faculty office here. If there is somebody that they could ask a question, they will ask. But if that person is not in a good mood, they don't get a good response and you know, those are the little things that make a difference. Faculty can be a problem, but not the students.

Tt prefers to just "do her job." She also alludes to gender and states:

We have a lot of male faculty, but that's not the problem. Since accounting and bookkeeping is more pencil-pushing, I would call it a certain type of work so the majority are females. But I would say about a third are males and there was a time when maybe out of 20 students, I'll get two males. They [the male students] feel that its [bookkeeping] not for them. But now in my classes, there are just about more males because they know this is what they need to blend in with their accounting classes.

Kk has experienced increased numbers of male *and* female graduates from the accounting and bookkeeping programs and therefore predicts continued administrative and faculty support for these progressively growing programs (in terms of student enrollments). The challenging part for administration will be to keep pace with changing technology, such as new accounting and taxation software and the required instructor training" to use it. "Because the technology is there, you cannot just sit back and still do the traditional thing. You have to be open enough to be flexible with the technology in and out of the classroom. So I think that's the challenging part for the new administration and what is being added for support."

<div align="center">

Scholarship

</div>

Tt's only regret in her role as teacher is that she did not pursue graduate studies sooner. She is currently enrolled in an on-line doctoral program and is working on her dissertation. Studying at the doctoral level has increased awareness of her ability to share knowledge with her students, and this has changed her. "There is really something more out there to share." She wants to "move on and finish," and is dedicated to the idea that she will be more prepared to function as a college professor.

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Summary

Tt finds significant intrinsic value in teaching and mentoring students. She is

dedicated to the role of teacher and most of her life commitments are scheduled around

this idea. She schedules classes for the benefits of the students, is accessible to students at

all times, jointly participates in community service with her students, and pursues a

doctoral degree on her own time to enhance her teaching.
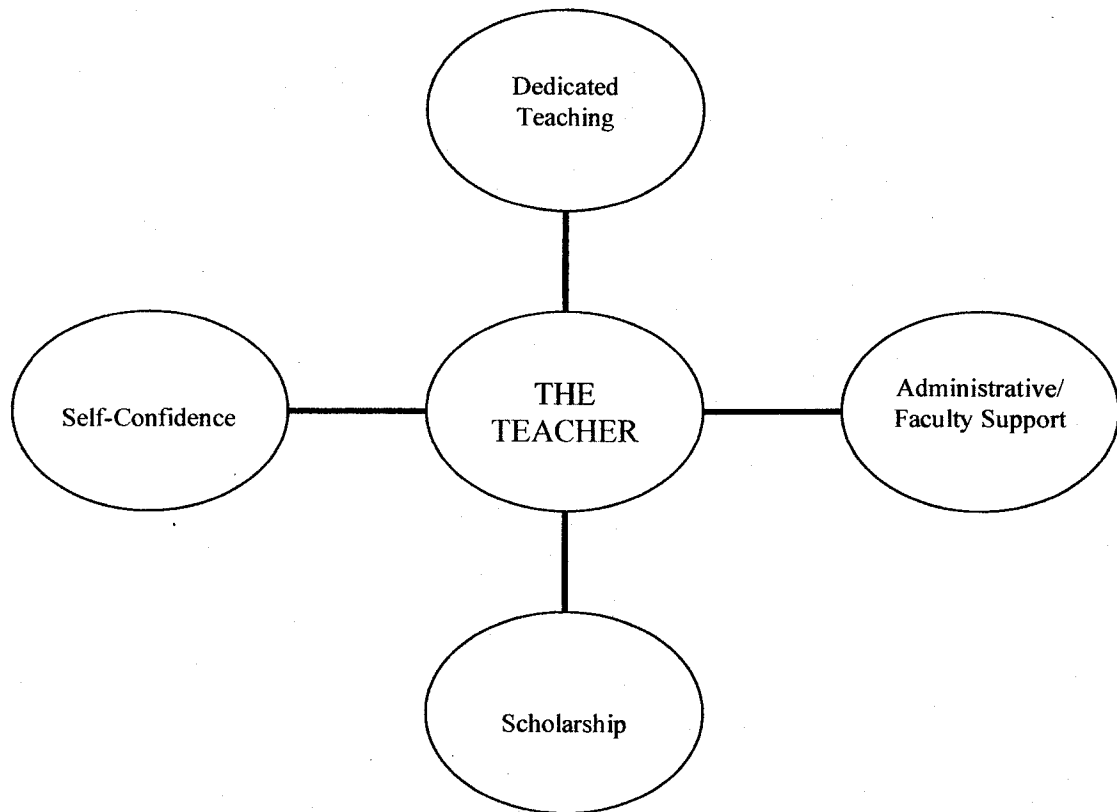
Figure 5.   The Teacher Profile

CHAPTER 8

THE SUPERMOM

Ss is a single mother of two children, ages three and six. She is a tenured faculty

member in the Division of Social Science and Education. Ss was a social worker prior to

teaching at CCSN, and she readily sees comparisons of teaching to expected performance

outcomes associated with social work. She explains this by stating:

> I've always been a professional as a social worker, but even then we always had
> goals. Like you're going to see X amount of clients per day, or you're going to do
> this or you're going to do that [counsel clients or refer them elsewhere]. And
> what's funny is, when we worked other jobs before we got these jobs [CCSN]. If
> someone told me to stay until 8:00 at night, I would be livid. Like, are you
> serious? And now, oh I was here until 8:30 and I didn't leave until 8:30 and it's
> not even [a problem]. You don't even think about it. I don't ever complain. I set
> my schedule and I set my time so it never gets in the way. This job is awesome.

Ss teaches courses on topics, such as social problems, marriage and family, and ethnic

groups in contemporary society. She teaches six classes per semester, which are a

mixture of on-line and traditional courses. Ss's days are fragmented and

compartmentalized: she would like to focus on just her lectures, but she must think about

getting from "point A to point B" in every aspect of her life. Her academic work days are

spent juggling her children's, her students', and the college's needs. "So it's very much a

Mommy thing in the beginning [of the day], and then once I drop my little one(s) off,

then I just transition right then and there into professor."

Ss was interviewed in her office where she is housed with other faculty from various disciplines. The immediate entrance into her office suite is unwelcoming. The administrative assistant's (AA) desk is directly in front of the main door to the suite, with little to no walking room around the AA's desk. The entire office suite of the AA's desk and faculty offices is extremely small with limited room for desks, bookshelves, filing cabinets, chairs, and so on. The office suite is lit with many fluorescent lights on the ceiling, and the paint on the walls is a dingy cream or yellow color. Ss's office is to the left of the AA and is the size of a large coat closet. There is room for a rectangular desk, one swivel chair, and one credenza-type piece of furniture. There are pictures on the wall directly opposite the office door, two posters of famous civil rights leaders, and some crayon and painted artwork by her children that are thumb-tacked to the wall. She has an office computer and a laptop on the desk and there are multiple piles of paper to the left of her desk. Three small lamps are each set on her desk, credenza, and on a file cabinet along the side wall. Numerous trinkets are displayed on the credenza, which she can see from her desk chair. There are no windows in the room and her office feels cramped. She has tried to "soften" it with pictures, artifacts, and mood desk lighting.

Ss was late for the scheduled interviews due to teaching conflicts. She was dressed business casual and pulled a rolling briefcase. She seemed friendly with her smiles, eye contact, and body language, yet preoccupied by checking her wrist watch and computer e-mail during the interviews.

Fragmentation

Ss uses the word fragmented to describe her lifestyle. Her routines are comprised

of childcare, teaching, and other professional work, which are scheduled in a linear

manner with minimal time for unplanned activities.

> So in the morning, while I should like to be thinking about what my lecture is
> going to be about, I'm not thinking about that. I'm making sure teeth get brushed
> and clothes match, you know. They're young, they're three and six. And making
> sure my six-year old is ready to start his day and also thinking about how I get
> into my frame [of motherhood] for him to have a good day at school. So it's very
> much a Mommy thing in the beginning. Once I drop my little (three-year old) one
> off, then I just transition right then and there into professor. I particularly make
> sure I have my attendance sheets ready so I can take attendance when I arrive at
> class. So throughout the day I have to sort of be task oriented, although I'm not
> successful with it.

Ss is recently divorced (less than one year), and she has had to adjust her personal and

professional routines to accommodate her children and adapt in the workplace. She

teaches 50% of her courses distance education and 50% live. She teaches a minimum of

three days until 5:00pm, eats lunch in her office while she checks her e-mail, and has a

one and one-half hour roundtrip driving commute. Ss teaches multiple courses, each a

separate topic and content area offered within her division, "so I have to like go back and

forth; what do they need from me in these classes?" which requires her to cognitively

stay alert and focused each day. This is unlike many professors, for example, who are

hired to teach five sections of the same course. She continues to feel pulled in many

directions at the end of the day, in that she has several papers and projects to grade, and is

solely responsible for the welfare of her children each evening.

Student Relationships

"My ideal role is to not only instruct as a teacher but also to have a relationship

with my students outside the classroom; I'm trying to find ways to have a more effective

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relationship with my students." Ss subscribes to the ideology that pedagogy is only as effective as your internal and external relationships with your students. Internal relationships are what you can teach and physically see of students in the classroom. External interaction occurs via school, community, and social functions that do not include the classroom setting. Her reasoning behind this approach is the desire to retain more students at CCSN. She views retention as one of the mitigating factors in the college's review of academic program viability. "Students like to know how you are perceiving them in terms of participation. That's the main reason why I do it, to get to know them a little better." She espouses the following:

> One day, a student was talking with me and she told me you have two [students] waiting, and I used to be a marriage and family therapist and it just reminded me of that time period. Been there, done that. And they're just waiting on me to get through so they can come in and talk about whatever they're dealing with. I'm glad they feel they trust me and I tell them if you're new to the college experience and if you tend to get overwhelmed because you're not able to manage the classes you've taken on, then that is a big change. So they're fresh and they're "green" (just out of high school) and I encourage them to come and meet with me. And I say this is different than high school. Your goal is not to shut up and listen to what I say. Your goal is to figure out how you can learn and continue learning and how to prepare.

Ss enacts the role of facilitator and mentor to her students. The students who enroll in her classes have declared various majors and/or are taking her class(es) to satisfy core degree requirements. By serving students with such diverse academic goals, she is able to build resources for teaching and therefore makes it more meaningful for each student She incorporates open discussion in each class, which includes wrap-up sessions where the students can approach the board and write ideas about how the class could be different. She perceives increased retention of students in her courses as a direct result of her

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abilities to give direction to students who are typically overwhelmed by the community college experience.

Graduate Work

Thinking about being a graduate student and all that it entails is not a foreign concept to Ss. In her prior role as a social worker and a marriage/family counselor, she encountered long working days over-booked with clients, constant paperwork, and a yearning to understand the healthcare system in which she practiced. Ss plans to pursue a PhD in public health. "I want to apply to the Ph.D. program in the [UNLV] school of pubic health. I want to do the public health track, plus I have been toying with sociology. I do plan to go back to school. I plan to apply to go to school in the spring. I really, really want to do that." Ss's unique perspective of doctoral study is shaped by her role as a single mother of two young children and her recent social work career. "It [public health degree program] just seems to be a combination of women's studies, health science, and social work all rolled into one." She subscribes to the idea that in order to successfully participate in the public health doctoral program, everyone with whom she works should know that she is undertaking graduate work. That way, graduate study can be subsumed under professional development activities which may take years to complete. "That way, there is no conflict with what you are doing with your time and your supervisor can never really say to stop working on that [degree]".

Ss's most recent professional experiences were somewhat out of her control. At one point, her husband was going to transfer out of state for work, and Ss and the children had arranged to accompany him. For self-preservation, she landed a distance education teaching job in preparation for the move. The move never happened, and it was

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a change Ss did not anticipate. The divorce followed soon thereafter, and for the past few years, she has been trying to design her teaching schedule to coincide with her children's school and home life schedule. Ss's ability as a single career-minded mother to juggle graduate school is dependent on her established community college teaching routines and habits that allow her control of her family life. "So for the next year, you know indefinitely, I will more than likely teach the same schedule [daytime teaching to accommodate children's schedule], even though its legend in my department that we all have to teach one night". Reflecting on her career demands and the impact on her family routines as a result of her decision to pursue graduate scholarship:

> You know, everybody is just so busy and it's only a hindrance because I think I have gradually learned what it means to be a part of higher education. I feel like each semester I learned something that I did not already know. You know, this [lifelong learning] is what it means to be a part of academia. I bet that when the time comes for me to go to work at a four-year university, its going to be like night and day [the expected culture and routines].

Social Politics and Leadership

Ss views herself as a social leader. She conveys an understanding of social leadership in the context of departmental politics: "it's been politics since the day I started [at CCSN]." She coordinates departmental social gatherings and will debate and argue compassionately with her students and peers. She protects herself in the workplace by making sure administrators and colleagues know what activities she is involved in at all times. Her mission is to be proactive and to share her successes. Ss plays a leader in the following social and political activities:

> I'm the person in the department that makes sure that we have social gatherings and stuff. I make sure we do fun stuff, not just administrative stuff.

> Because I get involved in a lot of community endeavors, I make it my business to make sure my department chair and my closest colleagues know what I'm doing

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at all times because I may need them to write me a letter or support me or something. You know, I guess that's one of those things that we have to do as faculty. Just kudos to ourselves, I guess.

But then there's maintenance, the people who provide the equipment and technology. So I bring food to maintenance and if I have food left over from an event, I give it to the night shift. Because if I'm on a committee and we need stuff done for festivals, they'll do it because you are their friend.

I think my passion for teaching in new ways often times gets mistaken for something else. So when I get 'hot' (angry), I realize I shouldn't have been so foul when I said something in class. I get excited because that's just my style. And I debate and argue compassionately and intellectually with the class and I'll sort of go 'how can you not see this'? So I think it can be a limitation sometimes because I may step over them [colleagues and students] and they'll shut up because I'm talking.

You know the other thing I notice is that each time a person started in our department, they got treated the same way...there is this 'freshmen' thing- this rookie thing when new instructors come in and join our department. So I help make it better because when I joined, my only saving grace at that time [when she was first hired] was my chair at that time...we had our babies at the same time.

There are people [in her department] she perceives treat her unequally; however, she does not experience this from immediate supervisors. The friendships Ss has cultivated with people outside of her department have been the most helpful to her. "There are people who I know in other departments who talk to me as an equal, and not just based on my experience. The reality is that people who have important roles have never talked to me in a demeaning manner".

Summary

Ss is newly single, and this has created new obstacles and goals in both her family and work life, which have contributed to her sense of feeling fragmented in her activities of daily living. Even though she experiences daily, stressful activities in her personal and professional life as a single mother, the challenges these activities pose appear to be reflective of a larger purpose to serve students and set an example for her children. Ss has

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embraced her activity demands. She raises two children as a single mother, teaches a full

schedule, volunteers in the college and local community, plans to pursue scholarship

study, and considers her abilities to engage students an asset. Remarkably, she continues

to set leadership goals for herself in the midst of swirling personal and professional

activities.
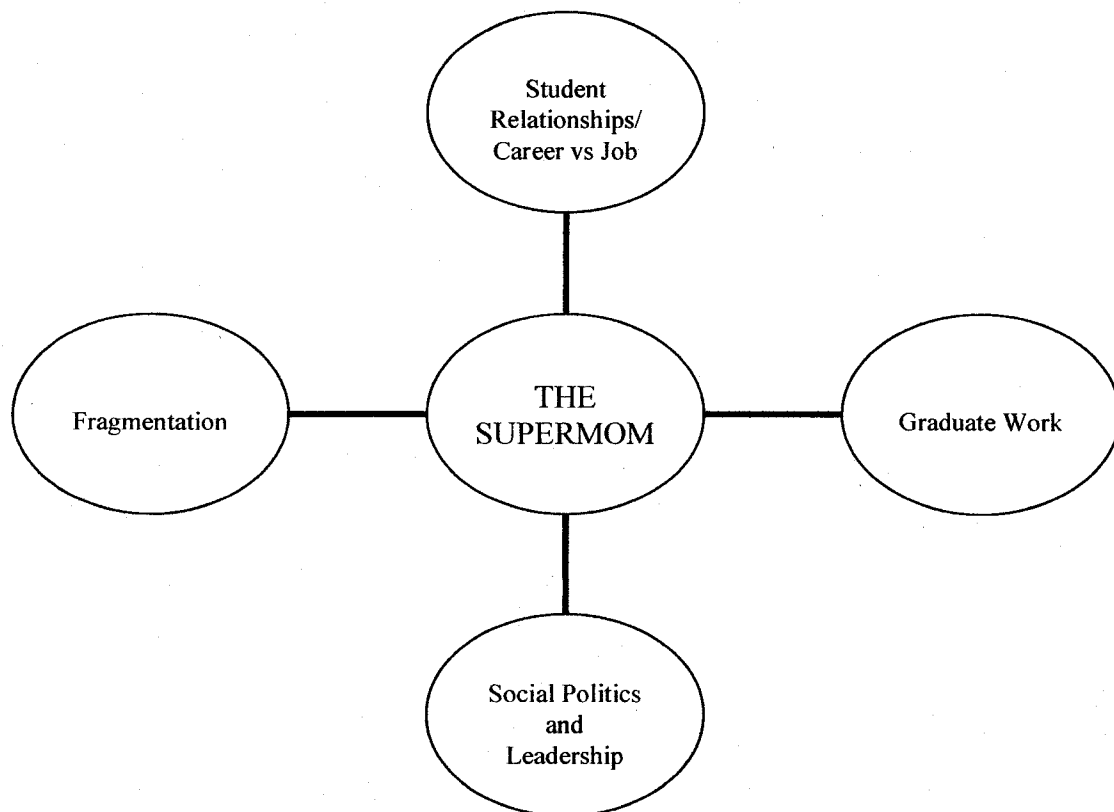
Table 6.   The SuperMom Profile

CHAPTER 9

THE DISTANCE EDUCATOR

Dd considers her professional life a "little unusual" because she teaches almost one-hundred percent distance education and has "battled" CCSN for resources to aid her in doing her job effectively. Dd currently teaches thirteen of fifteen required instructional units by distance education, using CCSN's WebCT software and her own computer(s) and other technical equipment. "This is my first semester actually in probably three or four years that I've taught a live class; the class meets four times a semester".

Dd is a tenured professor in the Division of Advanced and Applied Technologies. She is the second participant in the study from this division because of her unique role as a *full-time* distance educator for computing and engineering technology students. According to CCSN's faculty senate policies, distance education is defined as imparting knowledge to students who are not in the same place as the instructor. The faculty senate subsequently approved a statement in spring, 2007, that essentially clarifies faculty roles in teaching distance education. Of particular notice is that philosophically, the senate does not support those who wish to teach all required fifteen instructional units via distance education (www.ccsn.edu, ACF-10). Dd's faculty position is unique in that as an eleven-year faculty employee, she has been teaching distance education full-time for the past four years. Dd has a campus office assigned to her, but she considers her home her primary office space. From a temporal perspective, she is solely responsible for how she

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uses her time at work and play, which includes the integration of other college-wide projects, committee work, and typical end-of-semester teaching duties.

Dd was on time for an early morning appointment, was ushered into the researcher's office, and took a seat opposite the researcher's desk. The researcher's office was simple and uncluttered, with one framed picture of flowers hanging on the wall behind the researcher's desk, two bookshelves filled with numerous discipline-specific reference textbooks, an apparently old L-shaped desk with chair, and a desktop computer on a credenza next to the desk. The room was lit by fluorescents, and is part of an office suite with three other faculty offices and two additional desks in the common space for classified staff. Dd was dressed in casual jeans, blouse, and tennis-shoes. She immediately shared that she was newly committed to a sense of health and well-being by forgoing caffeine products, with all of the expected side-effects, and this could cause problems in the amount of time she could commit to the interview. "I'm trying to kick caffeine, and I am feeling tired and headachy I think because of this whole thing [caffeine habit]. Despite this, she looked comfortable in the surroundings and was alert, offered a handshake, smiled, and conversed about the weather, her work agenda on campus for the day, and her latest attempts to avoid caffeine despite the early time of day.

She tolerated the interview well and had good eye contact. She occasionally shifted weight in her seat and regularly took sips from a sports bottle. As the interview progressed, she nodded approval of questions as they were asked.

Teaching Distance Education

Dd has been teaching distance education for about four years. She considers herself a true distance educator and feels that at times, she is more prepared to teach than

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a traditional faculty member. "For an online class you literally from day one, your class is ready for the whole semester." As a faculty member she has been assigned a campus office, but rarely uses it because it is not geographically convenient to her home or conducive to virtual teaching and learning. Dd believes most of the students who take her courses are also true distance education students: they do not frequent campus for faculty office hours, preferring instead to communicate via e-mail and WebCT (online course software program). Dd feels she is doing her students a disservice if she is dependent on a physical office for student accessibility. "Anything they [students] want, they e-mail me." Dd's role as a distance educator has left her in a unique situation from an administrative standpoint. The college does not pay for her home cable modem service.

> This is my little fight that I have with them all of the time. But their theory is, 'well, we give you an office, so you can go work in your office' [for scheduled office hours]. Well, really I can't because my office is in Summerlin [CCSN campus] and it closes down at 5:00 pm each Friday. It's not like here [West Charleston campus] where you can get on campus anytime. So, I can't really give my students the same quality of service if I'm dependent on my [CCSN] office. But I refuse to give up [the office] until they pay my cable bill.

Her belief is that if students are attracted to distance learning because of convenience, then they will not drive across town to get answers to questions they can pose online.

Dd is aware of the distinctive role she plays at CCSN. "Because I teach online, I don't have a lot of contact and I kind of like that." Her perception of other faculty is premised upon live classes and traditional pedagogy. She seems to thrive on the innovativeness of distance education and the potential learning that can occur in a virtual world. She does not regret the lack of face-face contact with students and peers.

Student Communication/Needs

Inherent in the world of distance education is the idea that students' needs must be

met as comprehensively and altruistically as traditional classroom learning. Dd

effortlessly applies this ideology, as evidenced in her expressions of how she meets

students' needs online.

> I don't know if it's the same in other departments, but with all the young
> computer geeks, we communicate a lot through e-mail and that seems to work
> really well. They [students] connect with me and will say 'I can't figure out how
> to do something' and I'm on my computer, so I can explain it to them for hours.
> It's all in there [WebCT coursework on the first scheduled day of each class]
> because they [students] will say 'where are the assignments? Well, the
> assignments are not due for three months, but if it's [the assignment] not there
> when they first log in, they get all freaked out.

Dd also teaches one live class, after a four-year hiatus and recognizes the dissimilarities

of teaching live and online:

> You know, in this new class [her live class], I wasn't sure of the pacing or
> anything on it. I haven't been in the classroom for so long, and I'm finding it's
> just different. I thought it was a great thing that in the fall there were only twelve
> Fridays for the course and now I'm like, there's no way I'm going to get through
> as much material as I wanted to get through. I can't get through all of my
> outcomes, while my WebCT course I can get through all of my course outcomes.
> You know, at the beginning of the semester I have a checklist. Here's what you
> need to do for every class and then for this class you need to do these specific
> things. Your students need to see your abilities and that you are very organized.

Dd teaches courses that cover topic areas, such as computer software

programming, so her job can be tedious and repetitive, tracking students' actual computer

actions for required tests and assignments. She typically does not grade narrative reports

or assignments, but rather students' statistical data as they learn computer functions and

purposes. Dd strives to be adaptable in helping students learn distance education and even

encourages her students to help each other navigate the WebCT functions and load

assignments properly.

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Time Management

"[Wireless Internet] really works well for me, although sometimes I don't quite manage my time". This statement is reflective of several references Dd makes regarding her use of time in a professional role that does not require her to be physically present to conduct business. Dd's primary workspace is her home environment. She has the freedom to sleep in the mornings, walk her dog, exercise, or watch T.V. without fear of being late to class. She designates formal office hours at home for herself, where she tries to focus on her online courses. If she becomes distracted during these office hours, she makes up the time in the evening, often working and grading papers until midnight.

> I just go about my business during the day and then usually in the evening around 6:00 or 7:00 I check the course e-mail. And if I'm not having a great day I may end up grading late at night. Its like last night at 12:30 am, I was deciding what to do with their [students] one activity because it's a new assignment.
>
> Well, sometimes when I get behind [checking e-mail] I'll start doing other things. Then all of a sudden I'll look at the clock and it will be three o'clock. Then they [students] might be waiting, waiting, waiting, waiting for me to get to them. So I try to keep on a little routine I guess. One of my bad habits is now that I have wireless capabilities on my computer, I move out of my little office into the living room. And it's very easy to turn on the T.V. I'm just gonna get a snack and watch one show. So sometimes, especially with the online thing, when I could have been teaching at other times during the day, there's no reason why I should have been up so late last night. And I tend to say 'oh, it won't take me long to do this.'

Dd becomes frustrated in that she has all of the technology resources to work at home and still finds herself seeking help with organization and course management. She admits that her physical environment could be more organized. "I mean, my mother would be mortified. She knows my office is messy and it always has been, but it's piled and moving out into the other room." Ironically, Dd feels her students see her as organized.

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Spiritual

Dd frames her professional goals within a framework of spirituality.

She readily sees the need to connect and work with her peers, yet, she gets exasperated,

finds problems, and cannot find her extracurricular niche. She finds solace in the idea that

on a spiritual level her students come first.

> One of my goals that I tell myself when I face my mirror every night is to do the best I can at my job and always be kind to my students. This is more on a spiritual basis. And so, if I can look at myself at night and feel that I answered that e-mail, I've been kind to them. That's my own personal 'ah-ha' moment, and I thank the big guy [God] everyday.

Dd tries her best to enjoy working. She does not see how "real" people work (i.e.,

corporate employees and other full-time faculty). She cherishes the flexibility she has in

her life, wants to expand her horizons, and considers her faculty role the most fabulous

job in the world.

Departmental Dynamics

Dd does not shy away from departmental politics; however, this has often resulted

in her feeling disconnected among her peers and department administrators.

> I saw in my department that my opportunity [as a distance educator] is shrinking. Other people are jumping on the online [teaching] bandwagon even though a lot of them shouldn't be teaching 101. And that's just, don't even get me started on that...And when I started with [name of faculty] years ago, people were saying 'you can't teach 101 online.' Now everybody wants to - people that I wouldn't hire because they don't have the right skill.

She generally feels supported by her dean, however, she is currently in conflict with

faculty peers in her department over matters dealing with length of courses (in weeks),

assigned instructional units versus academic rigor of each course, and course

cancellations based on enrollment numbers. She has concerns about the welfare of

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adjunct faculty and the impact on the department: adjunct faculty technically keep the department academically viable, yet their courses are the first to be cancelled.

> People are often arguing with me [about the feasibility of distance education]. I don't understand that. People in my department that really have no real knowledge - well people like in those five-week classes. Well, let's look at the [enrollment] numbers. I think personally they just want me to do my job and not cause any trouble.

Dd has a few faculty friends who she can bounce ideas off and who can "vent" to each other in-person. She has taken control over some of her classes and schedules mostly 3-credit courses during a semester, rather than three, 1-credit courses each half of a semester. Professionally, Dd subscribes to the notion of continual professional development, especially in other departments within her division since she has her Masters of Business Administration (MBA). "I e-mailed him [the dean] and he was supposed to forward my stuff [resume] to the department chairs. I would like to go between the two [Computing and Engineering Technology and Business Administration departments]."

Summary

Dd is challenged as a distance educator at CCSN. She generally feels supported, however, she admits to frustrations when attempting to meld into CCSN's professional community. She wants to make a positive impact on departmental policies and agendas, yet feels safest just teaching her students. She is aware of her unique job position in academia and tries to connect with her students in a virtual world that can be intimidating. She has the resources at home to be successful as a full-time distance educator.

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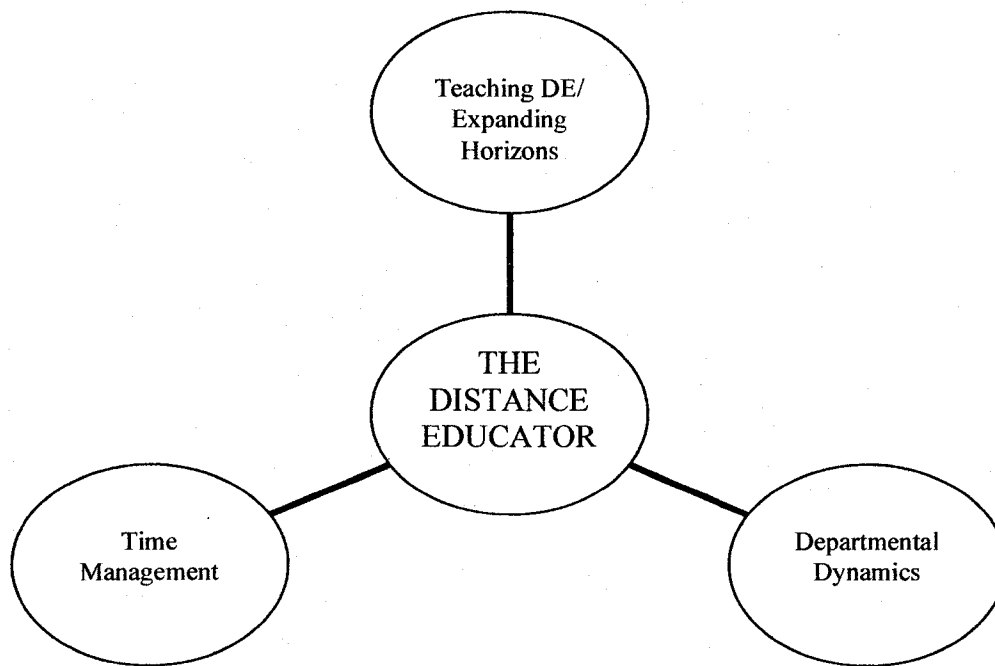
Figure 7.   The Distance Educator

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CHAPTER 10

PARTICIPANTS SUMMARY CHAPTER

In the preceding chapters, the data is presented in a descriptive way. The researcher is progressively chronicling a "walk-in my shoes" system of understanding the women faculty participants. The reader will also note a storytelling style in an attempt to capture participant profiles that are critical to understanding the work faculty do.

Six women faculty were interviewed during data collection. These faculty are representative of other women faculty in their respective academic divisions. Each participant's path to academia is a story that warrants a closer look: the daily academic lives of the six participants encompass roles and activities that are at once familiar and unexpected. Each story reveals substantial data on what the women deem crucial to performing successfully in the workplace. This chapter will categorically summarize the participants' stories in order to show common themes that embody the spirit of their work. The following summary is organized by participant order indicated in chapters four through nine, and is not reflective of assumptions about the nature of their work or attributed to a hierarchical occupational order.

The Hobbyist(Hh)

Student Growth, Discipline, Independence, and Freedom

Hh is passionate about impacting students' lives. Her dedication to students is evident in the on-average ten health and human performance courses she teaches

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annually, while maintaining constant and open accessibility to her students. She continually explores, through her classroom teaching, the mutual rewards of students' growth and learning. From an occupational perspective, Hh's teaching activities surface as the top priority in her dialogues about student growth, self-discipline, independence and freedom. This is clear, for example, when reading about her confidence in impacting students' lives, her level of mastery as an ex-dancer, and her perception of acts of positive regard from supervisors and peers in instituting innovative pedagogical techniques. Moreover, she feels autonomous to perform in and out of the classroom as she chooses, partly due to her chronological age (50+ years of age). A prominent core value of Hh is that the teaching activities, like instructing and counseling students, are not a burden. They are a hobby which ultimately allows her to pursue her teaching passions in an unbridled manner.

Supervisor Support

Hh encounters a system of support from her Chair and Dean on a regular and constant basis. She is rewarded in the custom of giving her preferences in course selection, setting classroom enrollment caps, developing pedagogy, and choosing committee service discriminately. She is empowered to make independent decisions about a range of activities that positively affect her quest for tenure *and* her students' learning.

Community Support

Hh believes that the expression of community support can entail two distinct concepts: actual college committee service and emotional support from other community members outside of the college. Either way, community support is not an area of concern

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for Hh. This is not to imply that Hh's ideas of community support are negligible, but rather she is discerning in what she becomes involved in and why. She retains control of which committees she serves on by being invited or self-inspired to participate. She gives credence to her immediate family members for shaping her success, but does not elaborate on this point.

Ways of the World and Managing Change

Hh's notions of managing change are all-inclusive. She has a long history of managing change in the workplace and she exudes confidence in portraying to others her perception of the culture of work. Hh expresses an overall satisfaction with her career choice and coupled with her self-professed middle-to-late "stage of life," she feels free to choose any activities she desires. Academic activities, such as participation in college-wide search committees, program director or chair leadership opportunities, or faculty advising for student clubs, are technically within her job scope, but of limited interest to Hh unless conveniently motivated do so.

The Producer (Pp)

Fantasy Role

Like Hh, Pp believes, at least ideologically, that she is living her fantasy teaching role even in the midst of overwhelming expectations by her department peers for additional college service. Teaching is so important to her that she envisions herself teaching at the community college until she is forced to retire. Pp carries a full, fifteen instructional units teaching workload and often takes on overload courses in her department. The fantasy aspect of teaching, for Pp, is the flexibility in her work schedule, united with her students' progress in her courses and eventually college graduates.

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Managing Hectic Schedule and Overwhelming Routines

Pp's understanding and application of time management to meet the demands that teaching requires is of next greatest importance. Pp has difficulty distinguishing between what is generally accepted as time management skills versus embedded routine and habits. Examples of Pp's words and phrases that contribute to this notion are:

bring home work	get very frustrated
I don't take time off	greedy about my time
should be pushing myself more	spend time obsessing
priorities	overwhelming
challenges	

Pp vacillates between expressions of optimism and pessimism when describing how she manages all of her daily activities. She attempts to manage academic activities by retaining control over routines, such as rigid daily exercises, regularly scheduled office hours, and diet and nutrition (including caffeine): all of these have since become useful habits.

Priorities/Love Style

Pp believes in self-preservation. She is intent on carving out time for herself, and her supplemental health and well-being routines and habits have become a "love-style" for her. At the same time, she has self-doubt about pursuing additional scholarship and/or a doctorate degree, yet recognizes this as a priority given the academic environment of which she is a part. Pp appears to confuse priorities and teaching: if she plans to retire as a teacher at CCSN, she will have to prioritize scholarship over her other habits and avocation. In her case, the expectation is that she will regularly present scholarly papers and/or study for a Ph.D to maintain credibility with her peers.

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The Knower (Kk)

Choices

Kk has planned, coordinated, and made deliberate personal choices to move from a job (work for pay) to a career (a life-long occupation). Like Hh and Pp, she is dedicated to the role of instructor. She is empowered by her teaching, since she has been on the "front-lines" of technology support for clients, which meant very long hours and minimal rewards. All of her personal and career choices to date have allowed her to achieve her dream: a college professorship. In this role, she is inspired with activities that empower her students. She is regularly accessible, is willing to travel to other CCSN campuses to meet with students, and participates in course curriculum development that impact student learning outcomes.

Time Management

Unlike Pp, who found extreme value in personal health routines to aid in managing a hectic schedule, Kk finds that her abilities and inabilities to stay organized challenge her sense of control in extracurricular activities, including health routines. She admits that her overall health, including her weight, is suspiciously neglected as she acquires more academic duties. Time with family, especially as a widow, has become her new extracurricular activity, and she constantly struggles to stay organized in the teaching and family-social aspects of her life.

Leadership

Kk is one of two study subjects, out of six, who aspires to leadership opportunities, and feels supported by the Chair and Dean of her division. Kk currently leads as a program director, which means she is responsible for creating course schedules

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each semester, assigning adjunct faculty to open courses, helping students register, conducting annual program evaluation, and reporting all of her activities to the department chair. She is unambiguous about what type of leadership. She prefers relatively small-scale opportunities and does not visualize herself in a Chair position.

Family and Work Support

Kk is one of four subjects to discuss the importance of family support in doing her job. Hh and Pp did not draw on their family experiences in explaining their successes at work; however, Kk is a widower, and upon her husband's death, she felt gratitude for his encouragement of her teaching career. She now spends more time with her mother and family and gives up certain work obligations. Along with Hh, Kk also acknowledges the positive administrative backing she feels in doing her job. Her immediate level supervisors, the department chair and division dean, have been instrumental in Kk's sense of administrative competence.

The Teacher (Tt)

Dedicated Teaching/Giving of Self

Tt teaches to serve her students in all aspects of student life. She is the fourth subject of the study to declare that teaching is of utmost priority and the primary source of satisfaction in her career at CCSN. Her dedication to teaching is evident in the seven courses she teaches each semester, despite the required workload of fifteen instructional units per semester, and she remains accessible to students. For Tt, teaching is all encompassing: student and faculty community service is obligatory with the aim of refining teaching and building citizens' character. Tt's specialty is taxation, and she is

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sure that serving the public during tax season, for example, is an integral part of students' learning

Self-Confidence/Control

Tt is confident and in control of her teaching and academic activities. She considers herself an accounting and tax expert. Tt has been teaching the same courses for many years, knows how and when to schedule them, and how to recruit new students for her classes. She has cultivated community connections for tax service-work and has been rewarded by the local, state, and national agencies that work on behalf of the Internal Revenue Service (IRS). She confidently and successfully navigates funding avenues for her programs through CCSN administration and student government.

Administrative/Faculty Support

Tt is the third study subject, along with Hh and Kk, who believes administrative and faculty support are essential to performing their jobs; however, she is unique from these two subjects in that she is aware of administrative support at the President's level, but senses a lack of support at the departmental level. She does not feel empowered by the dean or chair to pursue activities that are outside of her comfort zone. She chooses to generally remain aloof from her faculty peers, and steers clear of often-reported department politics.

Scholarship

Tt is currently occupied with graduate studies by working on a doctorate degree via distance education. This has been a long-term goal and was a frequent theme throughout her interviews. Tt's emphasis, however, was on the convenience factor: she is able to pursue the Ph.D. precisely because the distance education model does not

interfere with her mission to serve students and participate in community work. Tt is one of five study subjects to discuss the idea of graduate scholarship and the only one already enrolled in a doctorate program.

The SuperMom (Ss)

Fragmentation

Ss is a single mother of two children under the age of six and realizes that her career is often jeopardized by her children's needs. She has difficulty making a seamless transition from home to work. Her weekdays begin early in the morning with childcare, transporting children, preparing lectures, adhering to office hours, counseling students, teaching, and community service, and ends late in the day with childcare again. She is determined to master all activities and therefore perceives her home and career life as fragmented.

Student Relationships/Career versus Job

Ss is one of five study subjects who express complete satisfaction with their career choice. Ss is tenured, has CCSN professor status, and plans on teaching in the CCSN system for awhile barring unforeseen circumstances. Ss, when asked to describe her ideal role, conveyed that she is "living the ideal role," and that her teaching is not just a job anymore. She draws references to her past social work career and the expectations placed on her as a social worker compared to her role at CCSN. Intrinsic to her notion of the ideal professor role is her sense of obligation to the students. Mentoring students outside of class and serving as a faculty advisor are duties that are crucial to the job of teaching. She is determined to meet her students' total academic needs, which requires

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more of her time and patience both in and out of the classroom. She is unwilling to compromise on this facet of teaching, even though it means less time with her family.

Graduate Work

Ss is one of four study subjects who engaged in unsolicited discourse on the importance of academic advancement as perceived by their peers and supervisors. Ss is still in the conceptual stage of the value of a Ph.D. She gives credence to the power of a terminal degree, yet is mulling over the logistics of attending school as a single, working mother. Ss is unclear about what field of study she would pursue and has set a personal goal to initiate graduate studies in the next two years.

Social Politics and Leadership

Ss leads in a social domain. She organizes department social functions and avoids other political affairs secondary to her perception of cross-disciplinary discord. For Ss, her ability to lead is only as effective as her social skills. She gains favor with CCSN employees across the job spectrum, including facilities and classified support staff, and believes in a "quid pro quo" approach to doing her job.

The Distance Educator (Dd)

Teaching Distance Education/Expanding Horizons

Dd is committed to 100% teaching as a distance educator. She does not envision a teaching career in the classroom in the near future. She serves her students in diverse ways: counseling them via e-mail and phone, offering the latest electronic links, demonstrating the latest software, grading and marking online assignments, and being accessible at all hours of the day. The challenges associated with teaching students via distance education are worth her time and effort. Through distance education, she hopes

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to expand her horizons and establish other academic programs that use distance learning and teach in other computer programs. She feels lucky to be teaching and plans to advocate for more college-wide distance education instruction.

Time Management

Dd acknowledges that her continuous incompetence in time management is a direct result of working from home. The self-discipline needed to manage the blending of her personal and work time is not easy. She grades papers, guides students, and creates course curriculum in a virtual world, which does not generally require her to be anywhere at anytime. She can sit on the family room sofa and teach. There are semester and yearly reports that are due but overshadowed by unstructured days most of the year, which is both a blessing and a curse.

Departmental Dynamics

Dd is frustrated with the pace of faculty growth in her department. More faculty equals more conflict in vying for departmental money. Dd also feels confusion as to other faculty perceptions of the value and worth of distance education. Concurrently, peer faculty who teach in the classroom *and* espouse the benefits of distance education have a stake in "owning" her job configuration. She sees threats and challenges in maintaining her teaching niche and to the success of 100% distance education.

Common Themes Across Participants

The study participants cover a range of activities in their everyday academic lives. The following summary shows thematically where the participants are alike and different.

Teaching

All six participants discussed teaching as the most important activity of their career. Teaching, as defined by the participants, means the physical and emotional act of presenting a level of expertise knowledge, guiding and counseling students in coursework, and meeting the general needs of students outside of the classroom. Hh and Pp frame their love of teaching in the context of the rewards of student growth and learning. Tt teaches to serve her students in all aspects of college life. Kk and Dd have made deliberate choices to teach at CCSN. Like Tt, Ss tries to teach application and adaptation skills in preparation for graduation.

Career versus Job

Five of the six participants expressed complete satisfaction with their career choice. The participants defined *career* as a multidimensional job that incorporates autonomy and control over scope of work. Hh and Kk focus on their middle-age: they feel free to choose a career since they are approaching retirement. Pp, who is younger, thinks in a similar way. She has tried numerous other careers and none are as optimal as college teaching. Hh, Kk, and Pp plan to retire at CCSN. Both Ss and Dd are living their fantasy role as college teachers and have no desire to repeat past jobs or careers.

Time Management

Time management activities constitute a majority of the daily living for four of the six participants. Time management is defined by the participants as having time to do the following on a daily basis - organize their office, eat lunch, be present for office hours, prepare and grade papers and assignments, attend to family needs, guide students, serve on college committees, and fulfill community service. Pp and Dd have difficulty

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distinguishing between what is generally accepted as time management skills and what are embedded routines and habits. Kk acknowledges she needs help with managing and organizing her work but is adamant that it does not interfere with teaching. Ss is determined to master all of her childcare and career duties, and like Kk, is resolute in maintaining a sense of control in her life.

Graduate Scholarship

Four of the six participants discuss and define scholarship predominantly as the pursuit of a doctorate degree. Hh, Pp, Tt, and Ss have Master's degrees and all believe that achieving a Ph.D. is the principal outcome associated with academic advancement. Despite similar notions of scholarship among these participants, they each voice different motivations for engaging in graduate studies. Hh is certain that her choice of graduate work will not be impeded by external factors, since she has departmental support and is free to chase her dreams as she approaches retirement. Pp perceives pressure from her department and division peers to earn a Ph.D. in liberal arts, but does not have the motivation to do so. Tt's long-term goal has been to earn a Ph.D., and she is currently occupied with distance education studies. Different from Pp, Ss has the motivation to pursue a graduate degree but cannot seem to comprehend how she would do this as a single mother.

Supervisor/Administrative Support

Three of the six participants perceive regular and constant supervisor and/or administrator support. Administrative activities associated with this support include: guiding faculty in achieving tenure, mentoring faculty for department leadership roles, and encouraging peer faculty acceptance. Hh and Kk feel they receive unrestricted

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support from their respective Chair and Dean, which makes any and all of their academic duties more palatable and efficient. Examples of these duties are: selecting courses, establishing student enrollment caps, instituting new pedagogy, evaluating programs, hiring part-time faculty, and serving on college committees. Conversely, Tt is aware of administrative support at the college President's level, but senses a lack of support at the department level.

Family and Community Work

Three of the six subjects discussed their career within the framework of family and community support. For this study, the definition of family has been determined by the participants. Kk is a widow who is committed to caring for her elderly mother, Ss is a single mother of two children under the age of six, and Tt is single with a grown daughter with whom she is very close with. Both Kk and Tt feel empowered by the career support they receive from family. Ss is different and recognizes that her career is often jeopardized by her children's needs.

Community service is a theme that surfaced for two of the participants. Ss and Tt agree that community service is a difficult, albeit rewarding job. For Ss, community service means mentoring her students outside of class and serving as faculty advisor to student clubs. This is in direct conflict with her home responsibilties, yet she continues to stay involved. Tt considers the act of community service (tax preparation) paramount to her job satisfaction, therein serving as a role model for her students.

Leadership

The least significant activity identified by the participants was leadership. Two of six informants conversed about past, present, or future academic leadership experiences.

Leadership, as defined by the informants, is extra responsibilities at the *department* level and service on college committees. Kk stated in unambiguous language that she aspires leadership opportunities in her department and feels supported by the Chair of the department and the Dean of her division. Ss leads in a social domain. She organizes department social functions and avoids other opportunities because of perceived cross-disciplinary politics. During the course of the interviews, the subjects' concepts of leadership remained vague with regard to the milieu of leadership.

Summary Conclusion

Cross-case comparisons of the study results indicate that all women faculty value the act of teaching slightly more than the overall idea of academia as a career. They are committed to their careers and the ability to remain autonomous in their actions. Along with teaching, these two themes comprise the highest tier of faculty activities. Faculty leadership, in the form of serving as department heads or chairing college committees, is the least frequently mentioned activity. The bulk of activities the women discuss are the skills of time management, pursuit of doctoral scholarship, family and community work, and supervisor and administrator support. The least mentioned of this group of activities are the women's perceptions of supervisory and administrative support activities; that is, who and how supervisors advocate for them in the course of doing their daily job.

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CHAPTER 11

CONCEPTUAL FRAMEWORK

Introduction to Occupation

A wealth of literature on occupations, crossing sociological, psychological, and health domains exists so that it easily becomes unwieldy. Fundamentally, the roles people enact are intricately linked to occupation through the act of doing. This researcher chose to focus on the role of community college women faculty by means of what they do, using Kielhofner's (2002) theoretical perspective of the Model of Human Occupation (MOHO).

Model of Human Occupation (MOHO)

(Scenario)
Jill, a faculty member in a large liberal arts department for six years, chose to do the "safe" thing and declined a program director position in her academic department. Jill has been avoiding new tasks or challenges that require her to perform in any capacity other than teaching. She feels she has been "labeled" incompetent in attempting new tasks associated with pedagogy and program evaluation, partly because she does not have her Ph.D. She now wishes to avoid others' judgments and finds less joy in her teaching.

Volition

What are Jill's thoughts and feelings about her capacity to perform? Does she have confidence in herself? Does Jill have enough interests to act on them and does she enjoy what she does? Does Jill realize what her values are and how to "use" them in her job? What kinds of decisions does Jill make about doing things? What kind of

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environment does Jill live and work in that contribute to her occupational identity and competence? These questions illustrate the power of volition, the first domain in Kielhofner's model. MOHO theory states that "volition, in combination with environmental conditions, influences activity choices" (Kielhofner 2002, 14). Jill's choice, or volition, to refuse what most academics would consider a promotion, is reinforced by her sense, or lack of, personal causation, interests, and values. In this fictitious scenario, Jill's lack of confidence in herself as a faculty member (personal causation); her anxieties over performing, which reduces any interests she may find enjoyable (interests); and her inability to do things she considers important (values) are sustaining Jill in a potentially maladaptive work pattern. According to MOHO, Jill's volitional-related bearings on her teaching and the future of her academic career include:

- believing in her skills and sense of efficacy so she can make choices that she values, and thereby improve overall performance
- identifying and enacting a range of interests and ability to enjoy doing things both alone and with peers
- gaining competence since she will do things that she most values

This example illustrates how the unique characteristics of the [individual] are combined with MOHO theory to arrive at a conceptualization of the effect of volition on activity choices (Kielhofner, 2002).

Habituation

In the fictional case of Jill, her habits and how these habits influence what she routinely does is a second domain of MOHO. In this study, habits are defined as automatic actions that provide a regulated manner of dealing with environmental situations. "Habits hold together the patterns of ordinary action that give life its familiar and relatively effortless character" (Kielfhofner 2002, 63). Let us say that Jill has enough

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well-established habits that are useful in her daily life. She places her keys in the same spot each day so that she arrives at work on time to teach her classes; she drinks coffee at the same time each day, which keeps her alert while teaching and grading; she holds office hours at the same time on scheduled days; and she generally prepares her materials to teach the night before each scheduled class. It superficially appears as if Jill's habits are established, effective, and provide quality of life (Kielhofner, 2002).

MOHO delves further into the realm of *habituation*. Habituation is characterized by habits and roles. Jill has chosen and is enacting a socially prescribed role, that of faculty, that structures her life and provides her identity. Working as a faculty member requires that she learn certain behaviors, form interpersonal relationships, examine her use of time, and establish identities. She sees herself in the role of a faculty member who occupies a certain status in the workplace. Jill potentially finds herself in the position of having to reorient her routines to a broader set of concerns. The idea that Jill's role(s) is subsumed under the concept of habituation is illustrated by the following:

- others react and respond to her, both positively and negatively, and she internalizes this role regularly.
- she knows how to act in a given role because of what she perceives and receives in terms of communication, judgments, and actions from and towards others.
- her role of instructor and potential scholar is clearly defined by her organization.
- all of this occurs on a daily, weekly, and yearly basis that she "enters and exits" regularly.

A central tenet of MOHO is that

> all of us may encounter disorientation and disruption that occurs when a habit or role has been altered or ended. When we have a change in environment, what was formerly familiar and comfortable becomes awkward and uneasy. We must think ahead, pay more attention, and devote more energy to what we are doing in everyday life. However, with time, most of us will have acquired new ways of

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doing things, new routines, new identities that make life once again predictable and familiar (Kielhofner 2002, 88).

How we act, what kinds of things we do, and how we divide our days and weeks temporally, physically, and socially are a function of habituation.

Performance Capacity

In pretense, Jill passed up an opportunity to lead, due in part to performance reservations. In MOHO, performance capacity refers to the deliberate ability to perform, influenced by physical and psychological phenomena, such as motor and cognitive skills respectively. Motor skills denote the biological skeletal and neurological functioning that occurs when people do things. Cognitive skills are memory and/or perceptual abilities that are present when participating in an activity. Often performance capacity is understood in the milieu of disability. Someone who is physically or mentally disabled typically has underlying dysfunction in biological functioning. For example, difficulty walking could be attributed to decreased range of motion in the leg joints due to a disease process. Also, difficulty attending to a task in a reasonable amount of time might be due to a traumatic brain injury affecting concentration. Whether viewed in a light of disability or ability, performance capacity requires us to "sense and interpret the world around us, move our bodies around in space, manipulate objects, plan our actions, and communicate and interact with others. Even the most ordinary activity reflects the complex and exquisite organization of our capacity to perform" (Kielhofner 2002, 88). Jill's reluctance to perform in a *new* capacity can be potentially biologically explained- her performance as a program director is simply dependent on reasonable motor and cognitive functioning.

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The Environment

Kielhofner (2002) proposes that the role of the environment in making choices for routine behavior and skilled performance is central to understanding and applying MOHO. "The physical and social environments are interpreted and shaped by culture" (Kielhofner 2002, 99). This cultural component of MOHO acknowledges that people move in and out of different environments each day. The physical environment can be the objects a person uses in a task or the natural surroundings of where the task is performed. The social environment can be the family support necessary to sustain an activity or the expected cultural norms associated with a workplace.

> Familiar aspects of the physical and social environment are necessary to our routine behaviors. We rely on stable and recurring features of the environment to acquire and enact our habits and roles. To perform our daily routines competently, the familiar arrangement of spaces and objects and the recurrent events and predictable behavior patterns of others are all essential (Kielhofner 2002, 103).

Summary

The MOHO is an open system: the act of doing is shaped by volition, habits and routines, and performance capacity, all of which are impacted at any point you "enter and exit" the environment. In the fictional scenario of Jill, her decision to turn down the program director role could have occurred *first* at the performance capacity marker, yet have been impacted by habituation and ultimately volition. The figure below helps illustrate "Jill's" performance in an open environment.

OPEN ACADEMIC ENVIRONMENT
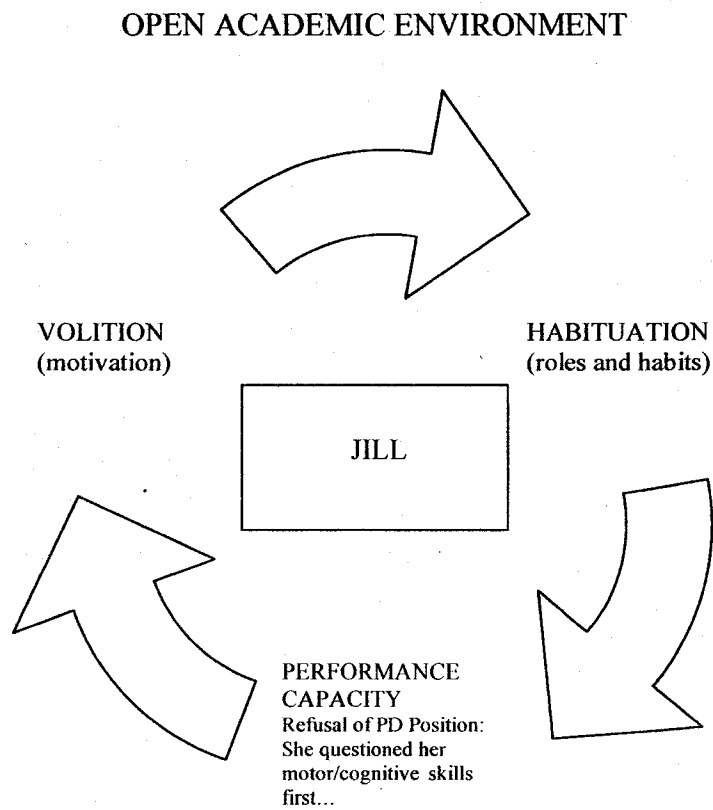

VOLITION
(motivation)

HABITUATION
(roles and habits)

JILL

PERFORMANCE
CAPACITY
Refusal of PD Position:
She questioned her
motor/cognitive skills
first...

Figure 8.   Concept of Open Environment and MOHO Components for "Jill"

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CHAPTER 12

ANALYSIS

Introduction

The examination of six women faculty at the Community College of Southern

Nevada (CCSN) and their perceptions of what they do on a daily basis led to an analysis

based on the Model of Human Occupation (MOHO) theory. Examination of these data

using this frame of reference revealed the extent to which these women faculty members

were influenced by the environment. The following analysis is reported by five thematic

roles, in no particular order, with each role subsequently followed by the relevant aspects

of human *doing* captured in MOHO: volition, habituation, and performance capacity

(Kielhofner, 2002, 14). This chapter begins with an overview of the relationship between

the concept of roles and MOHO.

Further Examination of the Relationship of Roles to MOHO

Most of us function in multiple roles as we lead our lives. A role helps to define

our purpose and motivation for *doing*. Much of what people do involves a set of

expectations that others hold for a particular role. Roles serve as a kind of template for

viewing and acting on the world. When people engage in occupation, or purposeful

activity, their role may be reflected in their actions, their demeanor, or by the way they

dress. It is through interaction with others that a person decides how to behave and in

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what role (Kielhofner, 2002). Over time, what people do creates their occupational identity (Crepeau, 2003).

The social environment is also made up of groups; social groups provide and assign roles to their members. People enact roles based on their membership in groups. The climate of the group helps to predict the roles and behavior of each member. This holds true for all sectors of society, academia not withstanding.

The Discovery of Participant Roles

Domain analysis of the data resulted in the discovery that across participants, five clear groupings of activities involved the act of *doing* in similar ways. For example, the activities of committing to office hours, using instructional technology to teach, pursuing forms of academic scholarship, and performing community service were evident in all of the participants' stories. The volitional, habitual, and performance aspects of doing their job were different for each participant; however, the activities were all a function of teaching. Furthermore, it was clear that not only were these activities essential to some level of participant job satisfaction, but they completely dominated their daily living in the context of time, effort, and emotional stability. Therefore, for the purposes of this study, the first thematic role of *dominant instructor* indicates that the entire women faculty actively engaged in and consistently controlled teaching activities as a means of understanding their role in the college workplace.

Following this line of thinking, the next group of patterned activities involved multiple academic tasks, such as coordinating professional responsibilities other than teaching, arranging and meeting students' needs, and juggling personal duties during each day. Even though the life situations of each participant were diverse, the stories they

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told revealed similar elements of physically managing numerous personal and professional responsibilities. They were still motivated to perform these tasks differently; however, from the perspective of MOHO, the ability to manage and perform routine, habitual, and often-required non-teaching activities forms the second role domain of *task manager*.

In this study, the researcher also discovered the collective participant belief that integral to teaching in higher education is the expectation that they mentor students for academic success and future career growth. Almost all of the participant stories revealed that meeting one-on-one regularly with students, encouraging students to succeed outside of the classroom, and following through with open office hours at all times during the day, meaning that they prioritize student counseling activities. From a MOHO perspective, the act of counseling students is significant for volition – that is, the participants must remain intrinsically motivated to provide constant and sometimes difficult advice to help students succeed in higher education. This third role of *amateur counselor* is similarly embraced by all of the participants as an activity of daily living that helps their students succeed. According to MOHO, in order to counsel students effectively, the women faculty must have useful working habits and skills to actually provide guidance.

The fourth role of *goal seeker* is explained by the fundamental need of a majority of the participants' to set professional goals for continued job satisfaction. These goals take the form of advanced scholarship opportunities, proficiency with new technology for teaching and learning, achieving physical and emotional health, and planning for retirement at CCSN. With respect to MOHO, volition is the most critical element in this

process. Their habits and capacity to perform in their role as women faculty are secondary to the innate desire to engage in health and well-being through lifelong learning. The participants' goals did not necessarily include broad-based academic leadership endeavors, but always included some form of personal fulfillment at specific levels within the organization.

In addition, MOHO rationalizes that in order to act in a social and political environment, one must take on multiple roles and motivations for doing so. The participants' describe the fifth role of *social and political player*. Their volition, habituation, and performance capacity is linked to their perceptions of how well they do their job. They coordinate social functions, network with community partners, tolerate daily departmental politics, and make decisions about what college activities to join. This is an accepted role, albeit a difficult one for most of the study participants.

The ensuing narrative description reflects what is critical or necessary if one were to further analyze the women's roles using MOHO. For example, the role of d*ominant instructor* requires the women to demonstrate personal causation, values, interests, some routine and habitual behavior, and the definite ability to physically and cognitively perform. These components must be in place in order for the women to *act*, and yet not all MOHO components are critical to all roles. This narrative begins with a brief review of the definitions of the three subcomponents of MOHO.

Refresher on Components

<u>*Volition*</u>

The discussion on the concept of volition begins with the assertion that human beings have a biological need for action. However, the biology of acting on the

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environment is only a part of the need to act. There are vast differences in what people are motivated to do, and a need to account for how people are motivated.

Habituation

What exactly do we mean by habits? Defining characteristics of habits are that they are automatic, familiar, and regular. "A degree of sameness in the physical environment provides a stable arena for performance" (Kielhofner, 2002, 63).

Performance Capacity

The capacity to perform depends on a multitude of bodily systems all working in sync. The skill of performing requires underlying physical and mental components, along with subjective experiences that helps us carry out even the most ordinary activities. This is what we "see": our actual doing of the activity.

The Roles

The Dominant Instructors

By far, the most dominant activity the women engaged in was teaching, or student instruction. If a role is truly defined as a part played in social context, with expected patterns of behavior, then these women were the embodiment of college instructors. The term *dominant* describes both how often the women physically taught and the women's overriding perceptions of the meaning of teaching.

Volition: Personal Causation, Values, and Interests

Personal Causation

These women are motivated to teach. They made deliberate career choices to teach at CCSN, and three of them sought this career after flourishing in other professional careers. All of the women are chronologically in midlife – late adulthood stage

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(Early, 1996). For them, concerns about capacity for doing things that matter changed over their life course. Intellectually, they cannot imagine being anywhere else. Their sense of personal causation is evident when they see a connection between what they teach and their effect on students:

- Students travel to other campuses to take their specific course
- Students refer other students to their course(s)
- Students are inspired to remain registered in the course in the face of personal and academic challenges
- Students perceive the course as reasonable and manageable
- Students pass their course(s).

Through these experiences, the women have generated images of how effective they are as teachers and how responsive students are to their efforts. In their role as teachers, they seem to be in control of themselves. Their sense of self-efficacy is possible because of the supportive environment in which they work. All of the women feel that exercising confidence, competence, and effectiveness in and outside of the classroom is critical to feeling a sense of self-worth in an ever-changing academic environment at CCSN.

Values

"Values bind us to action (Kielhofner 2002, 52)." What are the teaching activities that these women value? What types of teaching do they do? Five of the six women teach in-person, and one teaches distance education. Dd, who is the only distance educator in this study, does not distinguish values between traditional and distance education. They instruct, grade, and guide students in their respective expertise. They prepare lectures by reading textbooks, creating PowerPoint slides and handouts, and organizing classroom activities. Their management of the classroom involves deciding which students to admit or deny access to the class during registration, tracking course enrollments, and sometimes advertising and recruiting students for a new course offering. The women feel

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obligated to adjust personal schedules to meet the emotional needs of students. They have strong convictions about mentoring and how time should be spent during the workday. Superimposed on their days is the desire to learn new pedagogy, help students adjust to college life, and inspire students to succeed. The women's values belong to the same cultural world - that of CCSN. Interestingly, they value teaching in a strikingly similar way.

Interests

All of the women find teaching enjoyable and satisfying despite overwhelming personal and professional routines that require constant attention and effort. Hh goes so far as to call teaching a hobby, and Pp feels she is living her fantasy role. The others consider their career at CCSN a prime part of their lives that has generated pleasure and satisfaction. "The enjoyments of doing things ranges from the simple satisfaction derived from small daily rituals to the intense pleasure people feel in pursuing their driving passions" (Kielhofner 2002, 53). They are attracted to this profession strictly because they get to teach. The women are able to fulfill their intellectual intrigue, as they search out new material for class, read new textbooks, learn new technology, share current events with their students, and keep pace with faculty peers. Their enjoyment also emanates from environmental pleasures- they enjoy how they feel in a classroom surround by adult and/or second-career learners, computer technology (SMART classrooms)- and they appreciate the CCSN campus buildings, grounds, and social culture.

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Habituation: Habits and Roles

Habits

In a way, teaching has become a habit for the women. It is only after their actions are proved effective that they are able to repeat them over and over. Their habits include organizing their day, and in Ss's case, doing this even though her days are quite fragmented by the multiple roles she enacts. Five of the women are bound by on-campus, and sometimes, multiple-campus teaching schedules. Dd teaches in a virtual world, however, she still needs to prepare accordingly. Holding office hours, grading papers, and showing up on time for class are examples of habitual behavior. The women faculty have also incorporated features of their environment in how they go about teaching. They strategize about who they need to get to know on campus (including classified staff), who their supervisors are, what classes will run, which professional development opportunities they should pursue, how best to use their avocational and professional time, and even how to dress for teaching. As long as these things remain familiar, they can teach effectively.

Roles

From a broad perspective, the women are in a higher education social system that requires faculty to teach. They have taken on an identity that suits CCSN and themselves. The role of instructor has been internalized, and they know the script for acting out this role. They impart knowledge to students, mentor students, serve on college committees, abide by CCSN institutional rules, participate in professional development, and either plan or are participating in graduate scholarship activities. Much of their work time is occupied by the predictable behavior noted above. None of the women have experienced

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significant professional role change, although three of them referred to department reorganization and/or community service obligations as reason to periodically reorganize their lifestyle.

Performance Capacity

This researcher has already discussed the activities associated with teaching. Teaching is a physical and cognitive skill. Students depend on the actions they can objectively see in the classroom, and the women faculty rely on cognitive and physical abilities to get the job done. Cognitively, all six women hold masters degrees and feel competent in their area of expertise. Three of the women give credit to physical exercise and fitness routines for maintaining their teaching schedules and duties, while the others recognize health and well-being as important but have not incorporated these activities into their lives. Pp and Dd also acknowledged that if it were not for the time allotted for physical exercise during their days, they would not be able to teach as competently or find as much joy in teaching.

The Task Managers

Managing hectic academic schedules as a parent, spouse, caregiver, or individual, is a role that a majority of the women in the study portray. The researcher has termed this role *task manager*, not to be confused with popular cultural assumptions about women, or men, we view as being able to multi-task. A large chunk of the data reveals significant occupational stress in managing their academic careers in concert with their personal lives. In this study, exploring the women's abilities to manage tasks occurs in a temporal and spiritual dimension: temporal connoting the passage of time and spiritual signifying the transcendent nature of their personalities while involved in their job.

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Volition: Personal Causation, Values, and Interests

Personal Causation

Over the years as CCSN instructors, all of the women participated in a wider range of actions linked to teaching and this had a profound effect on their sense of competence and effectiveness. A majority of the women now feel they are in command of their personal and professional activities and responsibilities, having learned how CCSN works and taking liberties with this knowledge. Most of their days are spent independently teaching and traveling to one of three main campuses to deliver lectures. Arranging, meeting, and mentoring students follows, and all of this is wedged in between days filled with care-giving, parenting, a-vocational pursuits, personal exercise, grading, developing coursework, and "down-time." Tasks are performed in weekday increments and work time is defined by weekday hours and typically does not include the weekends. Surprisingly, the tasks are not delineated by academic semesters, months, or years. Instead, the women refer to their activities as daily tasks and do not further distinguish tasks along an academic and temporal continuum. It is the juggling of different types of tasks in a single day that affords the women a sense of cause and effect; however, half of the women periodically feel incapable and lack a sense of self-efficacy specific to managing teaching tasks and personal responsibilities. In their own words, this accounts for the inconsistencies in seeking out other opportunities, such as leadership, and persisting in their work.

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Values

Individuals' values that conflict with what one is able to do can often lead to devaluation (Kielhofner, 2002). The women collectively value teaching and mentoring students and make time to do so. To meet students' needs, they begin their days early and end late. They cherish and cope with the following tasks:

- holding office hours
- classroom teaching
- preparing and grading assignments
- elder care-giving
- college committee service
- reading to maintain teaching competence
- coordinating faculty social events
- mentoring new faculty
- cooperating and completing tasks delegated by supervisor(s)
- maintaining positive community relationships
- performing community service
- eating three meals a day
- participating in home life
- childrearing
- fitness routines
- a-vocational commitments (such as an outside business)
- juggling private time with self/family

The women's strong sense of obligation to their students leads them to make work choices that fulfill a sublime need; however, this can be in conflict with mainstream home and work values. Half of the women acknowledge that their personal convictions undermine their confidence in the classroom and at home when they cannot perform adequately all around.

Interests

The tasks listed above are daily rituals that drive women's passions for teaching. All of the women experience pleasure and satisfaction in managing their personal and professional tasks satisfactorily. When comparing the activities of all of the women, it is

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clear they have developed parallel patterns of activity that they prefer to do: teaching is number one, followed by personal and family responsibilities. They prefer their occupation and this makes it easier for them to choose what to do.

Habituation: Habits and Roles

Habits

Habits, according to Kielhofner, are patterned, familiar, and routine. The women faculty, as task managers, automatically recognizes and collaborates with the work environment in completing tasks. They use fellow faculty, supervisors, and the community to get their jobs done, and rely on objective and subjective student teaching evaluations to evaluate their daily habits. For example, Dd and Kk state that if any of their daily personal and professional habits do not support their teaching, they believe it will turn up in student teaching evaluations. In addition, faculty and supervisors may be the impetus for habit *change*, but all of the women agree that peers and supervisors do not interfere with their habitual natures. Finally, habits can be a product of the environment where one works. Hh, Kk, Tt, and Dd generally feel that the resources CCSN provides to teach, such as software, and the condition of the physical facilities, such as classroom space and furniture, are adequate to support teaching habits. Personal habits that support or breakdown the ability to teach is behavior such as:

- grading papers in a reasonable amount of time and to students' expectations.
- adhering to scheduled office hours.
- making time for lunch each workday.
- making time for exercise or "down time" each workday.
- arriving on campus on time, especially traveling between campuses, to prepare for class.
- checking in, by phone or e-mail, with family and/or children each workday
- taking or eschewing stimulants such as coffee or soda

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What is striking in these data, and pertinent to a discussion of habits, is that all six of the women, over significant time as CCSN instructors, *have not* acquired new ways of doing things, or new routines. They have maintained, relatively speaking, the same CCSN identities that for them, have made their work lives predictable and familiar.

Roles

The women, as task managers, have been socialized as community college teachers. In this role, they are expected to manage tasks associated with teaching students and serving the college. Kielhofner (2002) states that "role socialization generally involves a developmental progression from informal to formal roles" (p. 74). Paradoxically, the researcher found that for these women, role socialization has morphed from formal roles to more informal roles. Over time, as the women managed teaching tasks, such as instruction, grading, and mentoring students, they became immune to CCSN formal faculty policies and focused more on how to teach and manage their students effectively. They ended up making a paradigm role shift from "CCSN teacher-CCSN student," to raw "teacher-student." The intrinsic reward of teaching drives their ability to manage tasks, and not necessarily the CCSN workplace.

Performance Capacity

The objective aspects of managing tasks could be considered performance capacity. With respect to teaching, the data show that the women self-report they are attentive, literate, articulate, coordinated, energetic, and mentally stable.They testify that they do not experience physical or cognitive impairments in managing their personal and professional duties. The ability to manage work tasks is not influenced by a weakened

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physical capacity; although two of the women highlight their need for improved physical
fitness to get their jobs done.

The Amateur Counselors

Inherent in the act of teaching students is the act of counseling. For the
women in this study, *counseling* means possessing the ability to guide the student through
the higher education system, and not necessarily finding a career for them. The women
believe that at the very least, retention of students in a higher learning culture trumps
recruitment and workforce needs.

Volition: Personal Causation and Values

Personal Causation

"Personal causation can be conceptualized as growing out of the original
awareness
of being a cause and developing over time -- through a continuing cycle of anticipation,
choice, experience, and interpretation -- into the sense of personal capacity and self-
efficacy" (Kielhofner 2002, 46). The women help students observe what kind of capacity
they have to succeed in higher education, including intellectual abilities and hidden
talents. For example, student coping mechanisms, career goals, navigating technology,
and service learning are skills the women try to influence. This is a cyclical process. The
women personify their own cause and effect on the world by positively impacting
students' lives.

Values

It is clear that the women in this study care deeply about their students. This
caring is organized around a fundamental educational viewpoint of adult learning that

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defines success in life. What matters is the students' higher education learning potential and technology competence to successfully negotiate the world at large. Four of the six women value distance education as a means to college success and all of the subjects are determined to teach students contemporary life skills.

Habituation: Roles

The data reveal that the women know their role as amateur counselors. They enact it on a daily basis and after hours by offering guidance and advice to students on assignments, grades, and classroom performance, to name a few. They counsel in-person, by phone, and by e-mail, and are available to the students. Because the women are so involved in the daily counseling aspects of the job, the role of amateur counselor has become habitual.

Performance Capacity

In order to counsel students, the women have to demonstrate certain physical and cognitive skills to be successful. The data impress upon the reader that the women are:

- content experts
- attentive
- interested
- organized
- posses physical endurance (sustained physical action over defined periods of time)
- oriented to each student case

The skills to attend, appear organized, physically endure long days, and/or know each student's profile should not be taken for granted in understanding how these women counsel students. It is crucial to understanding the women's frustration tolerance in guiding students and how and why they continue to maintain a sense of job satisfaction.

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The Goal Seekers

Values, as represented in MOHO, are the things that matter most to us: "we want

to survive, to be safe, and to feel comfortable" (Kielhofner 2002, 50). The act of setting

goals implies that individuals want to do things that usually guarantee merit; or the idea

that setting goals signifies something that is important and right to do for the individual

and the culture where they live and work. In this study, the women readily stated goals

specific to CCSN and teaching, but they had difficulty discussing goals related to future

performance at CCSN or other career possibilities.

Volition: Values

In a context in which academic merit is highly rewarded, the goals the women

value appear to be rooted in CCSN culture. They feel challenged to establish new

programs in their respective academic departments and learn new technology to aid in

recruiting and teaching students -- these goals are familiar and unending. Two of the

women discuss loftier goals to study for their Ph.D. and recognize the value of a graduate

degree for mainly peer acceptance. None of the women expressed a desire to study at the

doctorate level for promotional and/or college-wide leadership opportunities. The

women's ultimate goals are to retire as CCSN professors in the Nevada System of Higher

Education.

The Social and Political Players

Often, social groups endure over time. "The nature and organization of groups can

range from an informal gathering of acquaintances at a local bar, to formalized

organizations developed for explicit purpose of achieving some goal"

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(Kielfhofner 2002, 107). The CCSN workplace is a social environment that one joins. The social groups that faculty become a part of provide resources and opportunities for doing; however, the roles faculty typify are influenced by the groups that are accessible to those faculty members.

Volition: Personal Causation, Values, and Interests

Personal Causation

The women's abilities to self-assess their social skills and how effective they are in achieving desired political outcomes at work are part and parcel to understanding the work that they do. Participating in academic departmental politics that require at least a requisite knowledge of basic group dynamics is a choice that few of the women have made. They must understand, tolerate, and perhaps act on department politics centered on pedagogy (including distance education), program expansions that are inevitable in a changing higher education landscape, and supervisory relationships that change at the behest of others. All of the women remarked that they change roles and expectations depending on who is serving in the short-term (three years) elected position of department chair. One of the women particularly noted that her relationships with the CCSN classified, or support staff, takes precedence over any supervisory relationship. It is these relationships that she prefers to cultivate and that result in change more rapidly and effectively than traditional supervisory avenues.

Values

In the capacity of social and political workers, the women value their administrators, their social lives at work and home, and themselves. Their political prowess is manifested only in their perceived abilities to freely choose their activities and

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in the ability to persevere in the midst of intense academic teaching, counseling, and sometimes departmental strife. The study results show that these women do not value a social or political ladder. Instead, they value widespread community and family support.

Habituation: Roles

What does it mean to be a social and/or political worker at CCSN? The occupational forms, or the conventional ways of doing things, for some of the women include; coordinating social outings with faculty; cultivating useful relationships with classified and professional staff; conceding or demanding rooms and resources for teaching; voting for department leaders; accepting or declining college committee service; freely choosing work activities, including the selection of courses to teach; and setting personal and work boundaries. The women view these roles as social and/or political, yet characteristic of community college service.

Performance Capacity

The women collectively agree that working at CCSN poses challenges to their abilities to perform, although for the most part, they opt out of social or political situations that require them to become more physically, cognitively, and mentally involved. The act of staying late at work to mentor students or lead student clubs are examples of tasks the women choose based on the minimal physical, cognitive, and mental expectations placed on them. The only social roles they generally perform, that require more time, but not necessarily more effort, are attending friends' and peers' special events, such as birthday celebrations, luncheons, and after-work "happy hours." The women were hypothetically unable to connect these actions to their abilities to

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politically network; however, all of the women seem to be in reasonable physical and emotional health to be able to perform these roles adequately.

Summary

Whether categorized in the roles of dominant instructor, task manager, amateur counselor, goal-seeker, or social/political player, the daily life of women faculty was contingent upon the intrinsic rewards associated with teaching. The only similarity that all of the women shared was that they valued teaching above all other academic activities. From a platform of understanding what teaching is, the women ultimately reached a state of health and well-being in doing their job.

The table below is a simple depiction of the relationship between the discovered roles and MOHO components. It represents the *meaning* the participants attached to their activities in hierarchical order. The designated MOHO components are critical or essential to the participants' successful performance of the role activities. For example, teaching and managing tasks are most significant because the participants attached considerable meaning to *all three* of the MOHO components and subsystems.

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Table 3   Relationship of Role Activities to MOHO

COMMON THEMES	MOHO SUBSYSTEMS
Dominant Instructor	PC,V,I H,R P
Task Manager	PC,V,I H,R P
Amateur Counselor	PC,V R P
Goal Seeker	V
Social and Political Player	PC,V R P

PC=personal causation V=values I=interests H=habits R=routines P=performance

A majority of the women also felt that the type, amount, and meaning of administrative support for a range of teaching activities were difficult to assess, but paramount to success. Physical classroom, office space, and technological resource issues were subsumed under this principle. For instance, the women did not know how faculty were phased into new and contemporary rooms, offices, or gained access to technology, etcetera.

Four of the six women also recognized the need to more globally understand the support mechanisms that enabled them to teach well. For them, habitual patterns in time management at work and home contributed to or impeded their ability to teach well. Long established immediate family and community relationships also influenced their ability to do their job.

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The women's definition of their adaptability to the social and political climate was based on institutional governance structures. References to new Presidential leadership, faculty senate actions, and Chair elections were significant. For example, four of the women who have experienced peer conflict perceived it as based on poor administrative decisions that affected all faculty. Fundamentally, they believe peer conflict does not directly impact one's ability to teach. The women's ideas of change management, leadership, expanding personal and professional horizons, and higher education as the "ivory tower" were more ideological than applicable. Underscoring this is the fact that none of the women aspire to progressive college leadership positions, but foresee participation in departmental decision-making and plan to retire at CCSN. Curiously, none of the women shared evidence of cross-disciplinary or interdepartmental collaboration with faculty peers.

For some of the women, academic activities of daily living meant commuting to work, holding class, and sticking to scheduled office hours; while others claimed it was caring for others, grading papers, and making time for leisure. The meaning applied by each of the women in their academic work lives was variable and possibly complex, yet with one constant stream: they were cognizant of the act of teaching and its impact on job satisfaction. These women were not one-dimensional, but they were defined by the roles of dominant instructor, task manager, amateur counselor, goal-seeker, and social-political player. The choices they made in the workplace were dependent upon the successful enactment of the above roles.

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CHAPTER 13

CONCLUSIONS

The purpose of this study was to gain a better understanding of the complexities of the work of women who share a culture as faculty in community colleges. By qualitatively understanding the daily campus climate for women faculty, one can assess the effect on women's recruitment, retention, promotions, and policies in the academy. In this study, the women's narratives began with an overwhelming desire to impact students' lives and culminated in the expressions of daily academic activities inherent in making this happen. Ironically, the women's perceptions of institutional control or influence over their jobs were not a factor in successfully performing faculty work. The researcher explains further by examining the following research questions.

Research Questions and General Conclusions

The first research question that frames this study is "what is the nature of women faculty work in community colleges"? In this study, the answer clearly appears to be the act of teaching. According to all six of the participants in this study, the volitional drive to teach supersedes all other academic activities. The participants claim that working at CCSN is their "fantasy role," or "ideal," or their "perfect job," and they all plan to retire at CCSN. First and foremost, the women value pedagogy -- the teaching and learning process with adult learners. They find freedom in bringing personal experiences and expert knowledge to the classroom and impacting students' lives on a real and applicable

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level. The women are interested in the students and want to "ignite a fire and excite them." The women's habits and routines reflect the larger social order of CCSN. They are free to perform teaching tasks of their own free will. These tasks are cumbersome at times, but their passion nonetheless.

The next major research question this study explored was the *meaning* women faculty attach to their role in the academic workplace. These women enact the roles of dominant instructors, with the belief that this is the most important aspect of their job as community college faculty. For them, teaching means managing teaching schedules in traditional or distance education formats. Teaching is all encompassing. It means community service; dedicated student teaching; establishing student relationships; and the integration of work, family, and leisure activities. The women do not attach significant meaning to academic roles and duties associated with managing organizational change, leadership opportunities, or expanding personal horizons.

The third and fourth research questions are; can the Model of Human Occupation (MOHO) explain faculty work in community colleges and how do volition, habituation, and performance affect women faculty choices in the workplace? The answer to the first question is generally yes; although the study participants define faculty work as predominantly the act of teaching. The MOHO premise that individuals' innate drive for pleasurable action is represented as the highest level of doing, or that personal causation and values form the foundation for action, is apparent in these women. They have chosen to focus on just one aspect of the traditional academic role: teaching. The idea that pedagogical innovation, such as collaborative learning, service learning, and interdisciplinary competence (joint teaching across academic programs), is relatively

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elusive for these women is evident as they try to meet the demands of daily teaching. If MOHO is indeed an open system, with entry and exit of the academic environment at any one of the three points of volition, habituation, and performance, then the study results can only be explained in the context of *one* MOHO component - volition. The entire women faculty participants entered higher education because of an explicit desire to teach. For example, the history of their past work lives as a social worker, dancer, fundraiser, computer technician, or accountant has been shaped by a sense of cause and effect. They teach to gain a positive self-identity that they may have not experienced in their previous work roles. Intrinsic to their sense of personal causation are their values. In their stories they shared that they valued teaching above all else, even at the risk of ignoring other interests that could be beneficial to their career development. Finally, MOHO seeks to explain occupation by looking at the skill of performing. For the most part, the women gloss over the physical and cognitive skills required to teach. In the traditional classroom format of lecturing, of which all but one of the women participates, the women fail to mention the strength and endurance required to actually stand in the classroom and teach. In fact, the women repeatedly underscore the importance of personal motivation in doing their job, with minimal detail to the cognitive and motor skills needed to achieve success in and out of the classroom.

The latter question leads the reader to a microscopic examination of the participants' stories in the context of volition, habituation, and performance. Can an understanding of these three subsystems of MOHO, in order of significance for initiating human action, account for the *choices* the women make in the workplace? The answer is yes, if we represent both the positive and negative choices women faculty make. The

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participants were extremely vocal throughout data collection about the volitional aspects of their teaching jobs. There was little emphasis on the volitional nature of other academic activities, such as the pursuit of scholarship, career promotions, and participation in institutional governance. From their perspective they teach because they are motivated by the altruistic rewards of changing students' lives. They value the act of teaching as a means to impart knowledge and they are genuinely interested in their student's lives. Changes in any part of their volition directly affect how they choose their "other" habits, routines, and performance as faculty.

From a habituation viewpoint, they feel autonomous in how they incorporate personal habits and routines in managing their teaching schedules. No personal habits or routines are counterproductive to faculty work as long as they remain motivated to positively impact students' lives. Remarkably, and from an individual choice perspective, the skills and rules for using the skills of faculty work were conceptually lost in the participants stories.

To illustrate, Kielhofner (2002) interprets individuals' performances as a combination of physical body systems, such as musculoskeletal, neurological, and cognitive abilities. The women barely addressed their capacity to physically perform, even when prompted to do so. For example, the MOHO performance approach would be to consider underlying body structures and functions required to teach: joint range of motion, muscle strength, endurance, problem-solving, and memory skills. The researcher did not assume any existing physical, cognitive, or emotional disability of the participants. However, only two of the women articulated the value of their physical and

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emotional health, specifically physical strength and endurance, to their abilities to skillfully teach in the classroom.

In summary, and in the spirit of MOHO and how one acts on the environment, this study sought to explain the open academic environment of CCSN. As described in chapter two of this study, the verbal and behavioral clues faculty receive from their workplace on a daily basis from students and fellow faculty are the *inputs* into this environment. The *throughputs* are the CCSN circumstances and situations that shape these women's roles in the workplace, such as dominant instructor, task manager, amateur counselor, goal-seeker, or the social/political player roles and activities discussed in chapter twelve. And finally, the *outputs* are the faculty actions as a result of the throughput. In this case, teaching is paramount to all other academic activities. The women in this study generally do not aspire to leadership roles or consider that they are agents of organizational change. According to MOHO, they are not motivated or patterned to do so.

Recommendations

This study reveals that women faculty work at CCSN stems from the act of teaching. At face value, this may not seem like a complex activity to understand; however, the participants in this study have shown us that teaching involves a myriad of roles and responsibilities that are unique to community colleges. In stating this, one must conclude that CCSN is typical of other community colleges. That is the mission is to serve the community and therefore hire faculty who can produce a needed workforce. Surprisingly, at CCSN, teaching activities takes precedence over community service and leadership activities. For these women, the community college environment and culture,

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including physical resources and perceptions of supervisory support, favors the act of teaching only. CCSN administrators would be wise to assimilate this knowledge in their recruitment and retention activities. The researcher is not saying that CCSN administrators should only hire women who are expert teachers, but she is saying that these women faculty have different feelings about the importance of the work that they do. The flip side of faculty dedication to teaching could be eventual professional isolation. CCSN can begin to pay attention to the women they hire and greatly increase its odds of attracting and retaining potential women leaders; not solely leaders in the classroom. It is the researcher's hope that the following model of MOHO reasoning, with a supporting narrative, will provide administrators with a new way of looking at recruitment and retention of women faculty.

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MOHO MODEL FOR ADMINISTRATIVE REASONING FOR RECRUITMENT
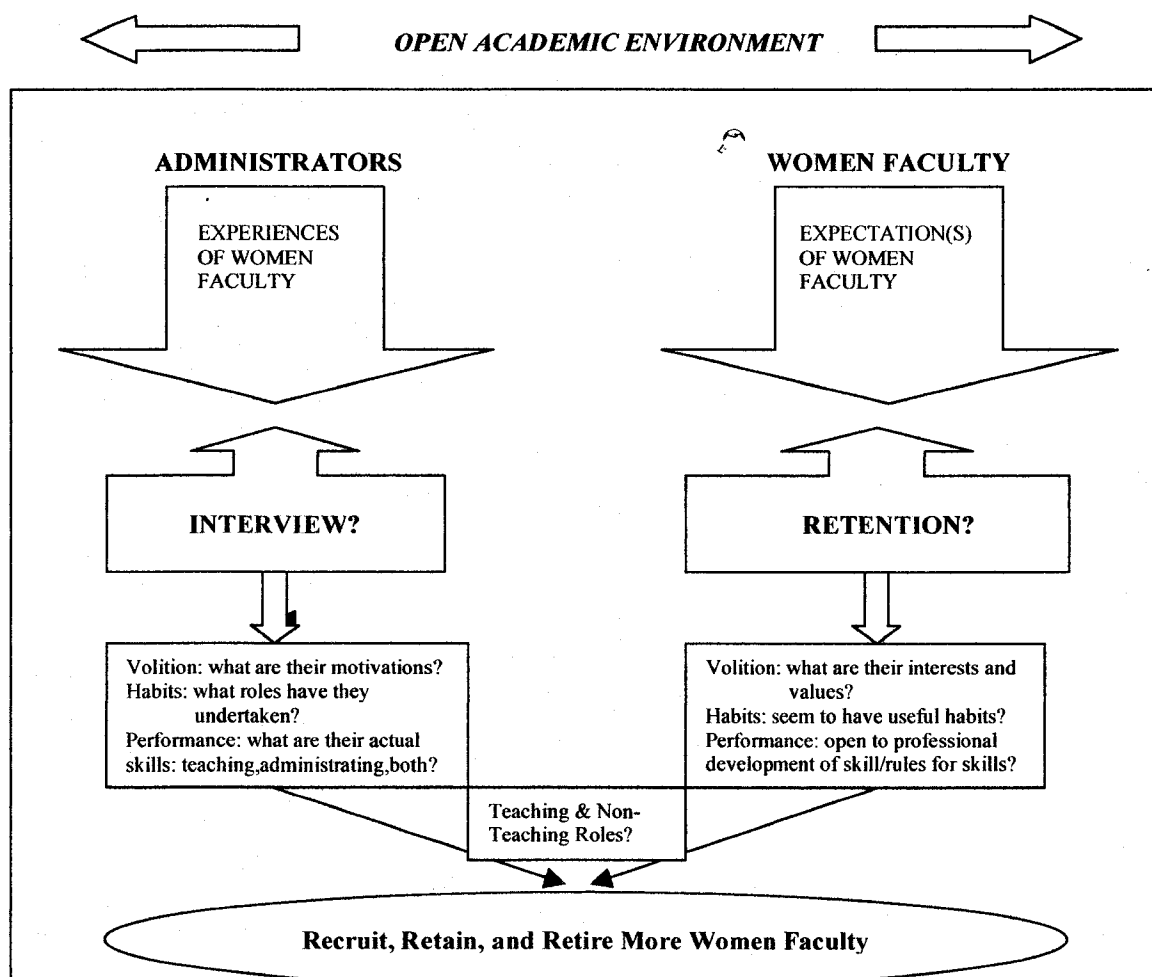
Figure 9.   MOHO Model for Administrative Reasoning for Recruitment

The idea that recruitment and retention of women faculty by community college

administrators should be a qualitative and parallel process between the candidate and the

institution is illustrated above in Figure 4. In applying MOHO, the community college

administrator begins the hiring process by reviewing the qualitative experiences of the

candidate; not necessarily the numbers or types of jobs the candidate has held. Ideally,

the potential candidate also explores the expectations of women faculty in the respective

institution. Once an interview is granted, the administrator must assume that the faculty

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candidate is intuitive, informed, and aware of institutional policies that will particularly affect her as a woman in the workplace. This way of administrative thinking may not seem new or complex; however, it is important to gain a greater understanding of individuals' motivation, roles, and performance *during* the hiring process. In this model, interview questions for candidates center on the three subsystems of MOHO; volition, habituation, and performance. Administrators would do well to ask questions that can reveal intrinsic motivations for the job, previous professional roles that may or may not have been successful, and actual skills of teaching, administration, or both. Additionally, they should be thinking about future retention of women faculty. What are the women's interests and values? Is there a sense that they are amenable to professional development opportunities? By using MOHO principles to shape recruitment efforts, administrators can gain a better sense of the roles women faculty play in higher education that can also lead to more informed retention practices.

Future Research

Because this study was very limited in scope, additional questions are left for future research. Should administrators fund professional development activities other than pedagogical – for all faculty? The second question would be, do institutional policies represent adequate input from women faculty, if a significant group of women faculty chooses not to serve on policy-making bodies? A third question is what happens from a retention standpoint, if women faculty feel forced to take on leadership activities? And finally, what characteristics and qualifications do search committees and/or administrators focus on in hiring faculty? In the future, these questions could also be explored through the perspective of male faculty. The study could be continued in more

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depth by including not only male faculty participants, but other community college institutions and even reexamine CCSN to assess the evolution of institutional changes.

Summary

One of two postulates that are worthy of further examination is that first, community colleges reward women faculty who teach well. This means they are expected to carry full instructional units, find value and reward in teaching, and de-prioritize other academic activities. Rewards come in the form of modern resources, including computer technology and contemporary classroom space, and supervisory support for innovative teaching ideas. The second principle is that women faculty in community colleges do not value promotional or leadership opportunities. They are so busy with managing teaching tasks, setting scholarship goals to keep pace with the academic culture, and playing social roles, that they are not inspired to seek college-wide leadership roles.

Prior studies have reported conflict between faculty's personal lives and professional duties, including achieving tenure. This researcher believes that CCSN is headed in a different direction. The institution has created a non-threatening climate of support for innovative teaching and autonomy in managing personal and teaching duties. Future research is needed in other areas of academia, such as how the demands of teaching influence faculty choices to serve in leadership positions. Collectively, the women faculty in this study show that teaching may be a calling. These women could unite forces in other academic activities, such as new program development, recruitment of second and third-career students, or curriculum policy-making, all of which rely on a progressive and often masterful understanding of adult teaching and learning. They would then have the power to affect their own and other women faculty career paths.

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They could alter how community college administrators view the work that women faculty do and thereby increase the total numbers of women faculty.

This study was constructed from a Model of Human Occupation framework and viewed through a feminist lens which sees gender as a basic organizing principle that shapes people's lives. Administrators and fellow faculty should gain a better understanding of the influences that shape their own work and policies.

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APPENDIX A

HIGHER EDUCATION LITERATURE REVIEW TABLE

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Literature Review: Women in the Higher Education Workplace

Theorists (alphabetical order)	Alignment with:	Extension of:
Bernard, Jesse	Liberal feminism	Patriarchal views of women's roles in academia
Clark, Sandra	Gender and Job Perceptions	Community College Scholarship
Glazer-Raymo, Judith	Liberal feminism	History and exploration of women's leadership roles in academia from a feminist perspective
Townsend, Barbara K.	Gender and Job Perceptions	Community College Scholarship and faculty recruitment
Ward, Kelly	Sociology: Work and Family	Academic Women and Feminism

[Adapted from EPY 719 course, Putney 2005]

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APPENDIX B

OCCUPATIONAL SCIENCE LITERATURE REVIEW TABLE

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Literature Review: Occupational Science and Women in the Workplace

Theorist (alphabetical order)	Alignment With	Extension Of
Andersen, Margaret	Social science and sociology definitions of the social construction of gender	What is *doing gender*? Significant and extensive exploration of how gender is formed. Views doing gender as an "accomplished activity". Extension of Padavic and Reskin's women's work.
Bers, Trudy Haffron	Sociology: Role Theory	Gender and Role Theories
Dubeck, Paula J.	Women in the Workplace	Gender Ideologies in the Workplace
Early, Mary Beth	Occupation and Mental Health	Model of Human Occupation application in mental health
Hocking, Clare	Occupational Therapy and Occupational Science	Occupational Behavior Frame of Reference and Occupational Science as a Discipline
Kielhofner, Gary	Occupational Science as a discipline with which to study models of human occupation	How to apply occupational science: the Model of Human Occupation
Olesen, Virginia	Feminist Standpoint position	"basic" feminism: women's experiences matter
Padavic, Irene	Social science and sociology definitions of sex vs. gender.	Women in the workplace: quantitative proof of women's roles/duties in the workplace
Yerxa, Elizabeth	Occupational Science	Kielhofner's Model of Human Occupation

[Adapted from EPY 719 course, Putney 2005]

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APPENDIX C

LETTER OF INTRODUCTION AND CONSENT FORM

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LETTER OF INTRODUCTION

Date: September 18, 2006

Topic: Dissertation Proposal: *Examining Women Faculty Experiences Using the Model of Human Occupation Perspective: An Qualitative Approach in One Community College*

Researcher: Christine Privott

The following information is provided for you to decide whether you wish to participate in the above study. You should be aware that you are free to decide not to participate or to withdraw at any time without affecting your relationship with this department, the researcher, or the Community College of Southern Nevada (CCSN).

The purpose of this study is to understand the complexities of women faculty work at CCSN. The study will be a qualitative, ethnographic design using the existing Model of Human Occupation perspective. The Model of Human Occupation explores individuals' motivation, habits, and routines and how this affects performance.

Data collection will involve observations, interviews and documents (journal entries made by participants in the study). Observation field notes will take place naturally in the course of data collection. Interviews will be recorded and transcribed anonymously, and journals will be kept for approximately two-three months by willing participants. Individuals involved in the data collection will be the researcher and the selected participants for the study.

Do not hesitate to ask any questions about the study either before participating or during the time that you are participating. I would be happy to share my findings with you after the research is completed; however, your name will not be associated with the research findings in any way, and your identity as a participant will be known only to the researcher. There are minimal risks and/or discomforts associated with this study.

The expected benefits associated with your participation are new insights gained about women faculty work, the opportunity to participate in a qualitative research study, contribute to community college scholarship, and to see the results published.

Please sign your initial consent with full knowledge of the nature and purpose of the study. A UNLV Consent Form will then be given to you to sign and keep a copy.

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UNLV CONSENT FORM

Purpose of the Study
You are invited to participate in a research study. The purpose of this study is to understand the complexities of women faculty work at CCSN. The study will be a qualitative, ethnographic design using the existing Model of Human Occupation perspective. The Model of Human Occupation explores individuals' motivation, habits, and routines and how this affects performance.

Participants
You are being asked to participate in the study because you are a member of the full-time women faculty group at the Community College of Southern Nevada (CCSN), where the research will be conducted.

Procedures
If you volunteer to participate in this study, you will be asked to do the following: participate in multiple interviews scheduled at your convenience and allow non-participant observation, in the course of your duties at CCSN and at your convenience, by the Fellow Investigator, Christine Privott. You may also be asked to keep a self-reflective journal on your daily experiences at CCSN.

Benefits of Participation
There may not be direct benefits to you as a participant in this study. However, we hope to learn new insights about women faculty work and contribute to emerging community college scholarship.

Risks of Participation
There are risks involved in all research studies. This study may include only minimal risks. You may become uncomfortable when answering some questions.

Cost /Compensation
There will not be financial cost to you to participate in this study. The study will take approximately 30-60 minutes per week of your time. You will not be compensated for your time. The University of Nevada, Las Vegas may not provide compensation or free medical care for an unanticipated injury sustained as a result of participating in this research study.

Contact Information
If you have any questions or concerns about the study, you may contact the Primary Investigator, Dr. Mimi Wolverton at 702-895-1432, and/or the Fellow Investigator, Christine Privott at 702-651-5582. For questions regarding the rights of research subjects, any complaints or comments regarding the manner in which the study is being conducted you may contact **the UNLV Office for the Protection of Research Subjects at 702-895-2794.**

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Voluntary Participation

Your participation in this study is voluntary. You may refuse to participate in this study or in any part of this study. You may withdraw at any time without prejudice to your relations with the university. You are encouraged to ask questions about this study at the beginning or any time during the research study.

Confidentiality

All information gathered in this study will be kept completely confidential. No reference will be made in written or oral materials that could link you to this study. All records will be stored in a locked facility at UNLV for at least 3 years after completion of the study. After the storage time the information gathered will be shredded.

Participant Consent: I have read the above information and agree to participate in this study. I am at least 18 years of age. A copy of this form has been given to me.

_____   _____

Signature of Participant   Date

_____

Participant Name (Please Print)

Participant Consent for Audio Tape: I have read the above information and agree to participate in this study. I am at least 18 years of age. A copy of this form has been given to me.

_____   _____

Signature of Participant   .   Date

_____

Participant Name (please print)

Participant Note: Please do not sign this document if the Approval Stamp is missing or is expired.

APPENDIX D

INTERVIEW PROTOCOL

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INTERVIEW PROTOCOL

Topic: Examining Women Faculty Experiences Using the Model of Human Occupation Perspective

Time of Interview:
Date:
Place:
Interviewer: Christine R. Privott
Interviewee:
Description of Topic/Project: Semi-structured interview questions that focus on women faculty self-assessment of personal motivation, habits, routines, and skills that enable them to perform (or not perform) their job as a community college faculty member. Questions developed from the thematic guidelines found in Methodology chapter, p. 39.

Questions:
1. What is your ideal role?
2. What is your typical day like?
3. What abilities about yourself stand out in your role as a community college faculty member?
4. What limitations about yourself stand out in your role as a community college faculty member?
5. Please provide examples of how you choose your activities in the workplace on a weekly basis.
6. Please provide examples of how you choose your activities in the workplace on a monthly basis.
7. Can you describe your annual activities? How are they different from weekly and/or monthly activities?
8. In what ways do you expect to achieve desired professional outcomes (or goals) you set for yourself?
9. In what ways do you expect to achieve desired professional outcomes or goals that others expect of you?
10. What standards to you use to judge your own performance?
11. Please describe what positive "things" contribute to your feelings of pleasure and satisfaction in doing your job.
12. Please describe what negative "things" may be impeding your pursuit of your *interests* in the workplace?
13. How do you feel you can meet the obligations of the various roles you routinely perform?
14. Describe any habits and routine(s) you have that you feel contribute positively to your performance in the workplace.
15. Describe any habits and routine(s) you have that you feel may hinder your actual performance in the workplace.
16. How important is the physical workplace environment to you in successfully performing your job?
17. Why is the physical environment important to you?
18. How can the physical environment be improved?
19. How do the social groups of which you are a part of support your performance in the workplace?
20. How do the social groups of which you are a part of hinder your performance in the workplace?
21. In what ways do the opportunities, resources, and demands of this job influence how you think, feel, and/or act?

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APPENDIX E

JOURNALING GUIDELINES

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JOURNALING GUIDELINES

Purpose:
You have been selected to participate in the data collection process of journaling as part of the doctoral study, *Examining Women Faculty Experiences Using the Model of Human Occupation Perspective: An Qualitative Approach in One Community College*, by Christine Privott. The study calls for journaling, or chronicling your daily experiences in diary form, approximately two days per week for two months. The journals can be handwritten, or typed per personal preference. *The journal(s) will be submitted in anonymity for inclusion in the data collection and for further understanding of women faculty experiences.*

Guidelines:
The following are *guidelines only* for writing:

a. How did you feel today or this week in completing your duties in the academic workplace?
b. Did you participate in activities that are different or new to you in your current role as a faculty member?
c. Did you complete any projects this week?
d. What was the nature of your social interactions in the workplace this week?

Timeline:
There are no length or word requirements, as it is your personal reflection and thoughts in the course of doing your job at CCSN. When you feel you have completed your journal, please provide the original (or copy) to Christine Privott. The journals will remain confidential, without identifying information, and will be shredded upon completing the study.

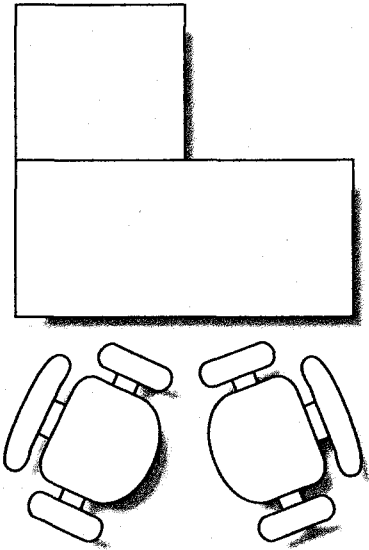Please accept a thank-you for your time and commitment to a quality study of women faculty.

Christine Privott
651-7411
Christine.Privott@ccsn.edu

APPENDIX F

SAMPLE FIELD OBSERVATION FORM

SAMPLE FIELD OBSERVATION FORM

FIELD OBSERVATIONS

PARTICIPANT	PHYSICAL ENVIRONMENT	NON-VERBAL COMMUNICATION OBSERVATIONS
L.Z.	-brand new faculty office -smelled new -fresh paint, new furniture -adjustable lighting -huge window behind her desk that overlooks the east side of the CCSN campus -framed artwork and certificates on the wall in front of her desk and on the side wall -a brand-new life-sized skeleton hanging on a pedestal just inside her office door -large office with space for 2 "guest" chairs in the front of her L-shaped desk -new computer and bookshelves above work desk. -her office is in an office suite at the end of a long hallway in a brand-new health sciences building called the K building on campus. -there were no audible extraneous noises during the interview and her office seemed quiet and peaceful. -she does not sit near other instructors or classified employees 	-L.Z. immediately asked me to sit side-side in the guest chairs in front of her L-shaped desk. -she turned the chairs facing each other and I conducted the interview face-face and in front of her desk (rather than behind her desk where she usually sits). -L.Z. smiled often, appeared to understand the questions asked of her, and she did not change sitting position once during the interview - she exhibited upright posture the entire 30 minutes - she appeared patient when I needed to adjust the tape recorder by not changing seated position and continuing to provide me with direct eye contact -direct eye contact throughout the interview -she shook my hand at the beginning and end of the interview -she smiled upon closing the interview and offered her services again.

APPENDIX G

SAMPLE CONTENT ANALYSIS: Pp

Fantasy Role	-my fantasy role would be to teach students who had basic skills that were, um, that I didn't have to deal with basic skills -students would be extremely motivated...good critical thinking skills who would want to participate in the Socratic method of discussion, who would come to class on time, come regularly, hand in their papers, ...and be enthusiastic about what their learning... -...I have to keep a watch-dog approach. I call it housebreaking. -I take an interest in my students and I am extremely down to earth. What you see is what you get. -and I do think, you know, if I want to measure it, I always, I always laugh and say how many Christmas presents did I get this year. And it says, well, I must be doing something right. -...and maybe I'm a little too comfortable [in her role] -but I identify who I am through what I do -It's an identity [English professor] that I relate to, that, that is what you do, that is what you are, and that is what you're going to be. -and so, in an overall idea about it, it's, it is me. -I would probably leave and go, uh, completely away from everything and start over, and wait tables of something, some other place[if she would stay at CCSN]. -but as long as I'm living here, and as long as I'm here, um, I hope to be here until I retire.
Priorities	-my priority is CCSN work -I walk for an hour, and I don't care, come rain or shine. The only time I don't is on the rainy day, so that I can sort of feel as though I'm getting away from things. -...of how I get my workouts, which I do everyday, seven days a week, 365... -so I work out, and that really energizes. I have my breakfast and I'm off running -I think the physical environment is tremendous...they are directly reflective of how you feel...if you're in a good environment, its going to raise you up...I feel it enhances me.
Love-style	-[about her workout habits and routines] It's become a love style -its not even a habit. Its not a routine. It's , it's who I am. -and without it, I can't function -I used to be an equestrian, so I used to get up and I used to have to tend to horses and things, so that was an early morning routine that I just continued. -if I see something on a PBS special, like on Marie Antoinette, or, I just saw something on Leonard Bernstein...I'll try to integrate in into, you know, just spark a conversation and then go... -I try to reference things and allude to things
Overwhelming routines	-no, no, I'll tell you what hinders me, is, um, I get overwhelmed. I take on too much. And when I take on too much, I get very pressured, and then I get very frustrated, and I get overwhelmed, and then I sort of shut down. -because when anything, when anything throws off my order....it throws me off my, my basis. ...where I'm being accused of this or that, or students are bad, that'll throw it off, because I spend too much time obsessing over that... -I don't think I'm the biggest scholar on board here...I think other people are much more scholarly than I am...that gives them one step up, and I do feel that, you know, they're always, you know, publishing and writing, and, um, you know, taking papers to conferences, which I would say, I don't. -I think that what I need to do is, hah, I need to do more papers and present and go to conferences. -...all of this newness going on all of the time...

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APPENDIX H

SAMPLE DOMAIN ANALYSIS: ALL PARTICIPANTS

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SAMPLE DOMAIN ANALYSIS: ALL PARTICIPANTS

COVER TERMS-ROLES	SEMANTIC RELATIONSHIP	INCLUDED TERMS
Dominant Instructor	is a function of	• Committing to office hours • Managing time • Accessibility to students • Pursuing additional scholarship • Community service activities with and/or without students • Proficiency with instructional technology • Controlling classroom activities and discourse • Adequate physical environment
Task Manager	is a function of	• Coordinating personal and professional activities and responsibilities. • Arranging and meeting student needs/requests • Juggling many different types of tasks in a single day
Amateur Counselor	is a function of	• Meeting regularly with students and • Encouraging and empowering students to perform successfully in all areas of their lives • Being available via telephone, e-mail, and in-person whether scheduled or not.
Goal Seeker	is a function of	• Setting graduate study goals; the Ph.D. or Ed.D. • Enrolling in graduate coursework. • Establishing new programs in the respective academic departments • Learning new technology to aid in teaching students. • Achieving physical and emotional health and well-being in professional and personal life. • Retiring as a CCSN professor
Social and Political Worker	is a function of	• Coordinating faculty social functions • Tolerating departmental politics. • Applying and achieving tenure. • Making decisions on which college activities to become involved in. • Reaping career benefits for self and students while networking in the community and performing service.

SAMPLE DOMAIN ANALYSIS: ALL PARTICIPANTS

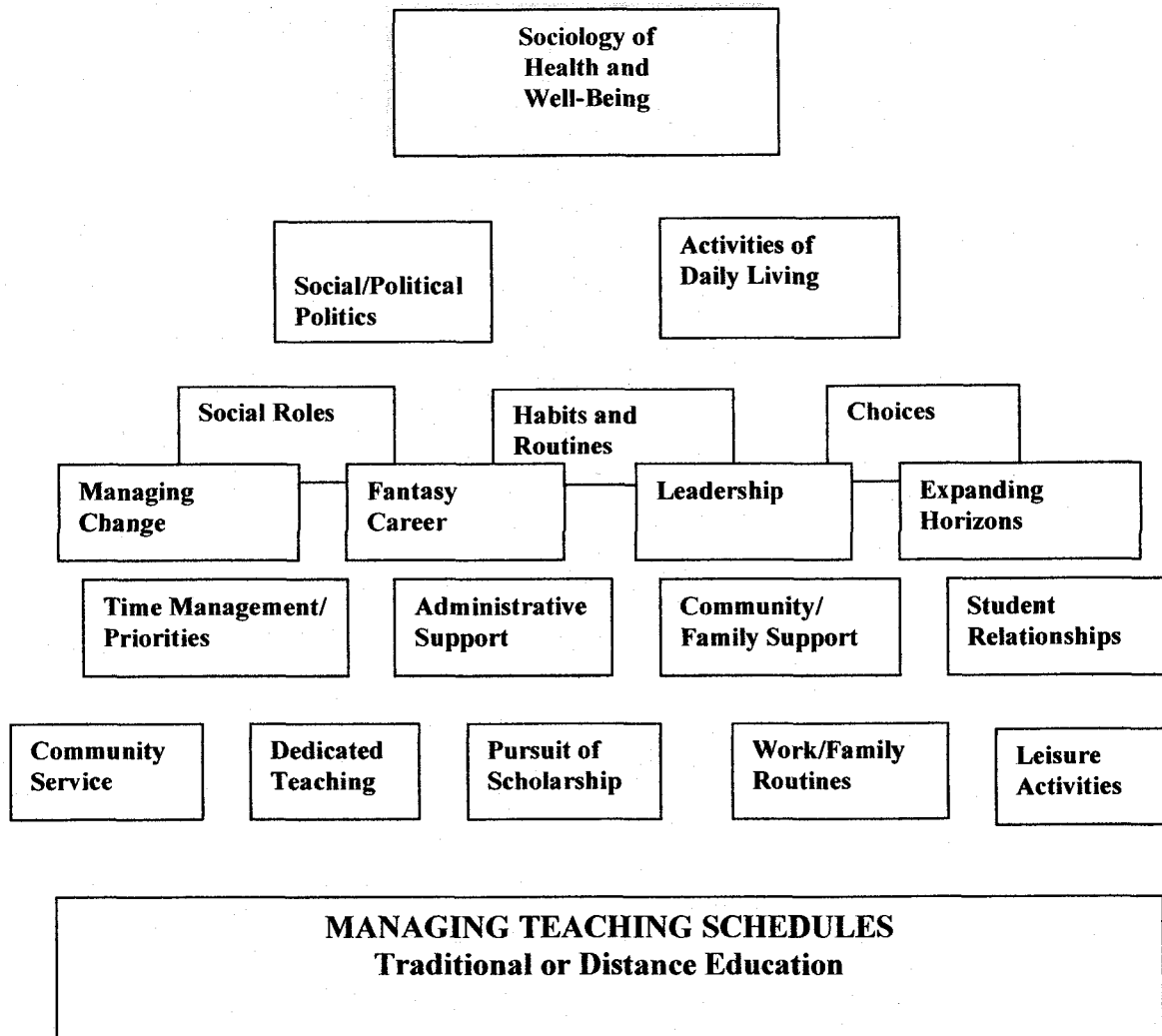| DOMAIN	TAXONOMY	ELEMENTS/EVIDENCE

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Dominant Instructor	➤ Students ➤ Potential students ➤ Teaching ➤ Classrooms ➤ Distance Education	➤ Teaching class in-person or via WebCT. ➤ Instructing, grading, and guiding students ➤ Preparing lectures by reading textbooks, creating PowerPoint slides/handouts, learning new material, and organizing classroom activities on a daily basis. ➤ Deciding which students to admit/deny access to class after registration closes. ➤ Generally managing course enrollments, including advertising and personally recruiting for specific courses. ➤ Adjusting personal daily time schedule to meet the psychological needs and demands of students. ➤ Learning new pedagogy. ➤ Helping students adjust to college life. ➤ Inspiring students to succeed
Task Manager	➤ Students ➤ Peer faculty ➤ Supervisors ➤ Family (including children) ➤ Schedules ➤ Community	➤ Managing hectic schedules that begin early in the day and end late. ➤ Managing schedules that include many different activities during the day: *office hours, classroom teaching, preparing and grading assignments, college committee service, home life, childrearing, elder care-giving, eating and fitness routines, community service, avocational commitments (such as an outside business), reading to maintain teaching competence, and juggling private time with self/family.* ➤ Coordinating faculty social events ➤ Mentoring new faculty ➤ Cooperating with and completing tasks delegated by supervisor(s) ➤ Maintaining positive community relationships (the IRS, Student clubs)
Amateur Counselor	➤ Students ➤ Involvement	➤ Impacting student lives by regularly offering guidance and advice on: *assignments, grades, classroom performance, nature of higher education, coping mechanisms, career goals, "navigating" technology, and community service* ➤ Determination to help students adjust to college life. ➤ Generally "being there" for the students. ➤

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APPENDIX I

HEIRARCHICAL TREE DIAGRAM

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HIERARCHICAL TREE DIAGRAM
[By Levels of
Abstraction]

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                    Sociology of
                    Health and
                    Well-Being


        Social/Political              Activities of
        Politics                     Daily Living


         Social Roles        Habits and          Choices
                             Routines
    Managing        Fantasy          Leadership        Expanding
    Change          Career                             Horizons


      Time Management/   Administrative   Community/        Student
      Priorities         Support          Family Support    Relationships


  Community     Dedicated     Pursuit of        Work/Family      Leisure
  Service       Teaching      Scholarship       Routines         Activities


        MANAGING TEACHING SCHEDULES
        Traditional or Distance Education
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VITA

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Faculty-Student Coordinator, State of Nevada Mental Health Grant, 2001

CCSN Foundation/President's Project Award: *Innovative Clinical Education
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Publications:
The Fieldwork Anthology: A Classic Research and Practice Collection,
American Occupational Therapy Association, 1998.

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