ABSTRACT

Title of Document: "BEING THE FACULTY FACE:" A GROUNDED
                         THEORY OF LIVING-LEARNING PROGRAM
                         FACULTY MOTIVES AND EXPERIENCES

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        Few evident incentives exist for faculty to become involved with living-learning

programs. The purpose of this constructivist grounded theory study was to investigate

the motives and experiences of faculty members working with living-learning programs

at doctoral-granting research institutions. Illuminating the experiences of living-learning

faculty is necessary, because for these environments, their participation is a signature

element. An enhanced understanding of what motivates faculty members to participate in

living-learning programs can help administrators recruit and retain faculty partners, allow

administrators to better structure opportunities to meet faculty's needs, and provide voice

to living-learning faculty to potentially yield new theoretical understanding.

        The findings of this study revealed participants' different paths into and through

work with living-learning programs. A grounded theory approach resulted in a model to

guide practice for living-learning practice and research. The subsequent theory suggests

that faculty members' interactions with living-learning environments are propelled by

personal motivations and attributes, academic environment, and perceived advantages and disadvantages of involvement; these factors are depicted in the model by overlapping gears. In the model, a large gear represents living-learning faculty members' experiences, including their different roles and varied responsibilities, assorted challenges they navigate, and perspectives they hold about living-learning environments.

For administrators seeking to involve faculty, the study's findings regarding what motivates faculty members to work within living-learning settings and their perspectives on their experiences can help with recruiting new faculty, assisting faculty with the transition to living-learning work, incentivizing living-learning involvement for faculty, developing relationships with faculty participants, and providing necessary support for faculty. For involved faculty, this study may help them investigate their own motives with an eye toward improving their living-learning experiences, point them toward resources or approaches they can integrate in their work, and promote self-exploration of what makes living-learning involvement meaningful to them.

"BEING THE FACULTY FACE:"
A GROUNDED THEORY OF LIVING-LEARNING PROGRAM FACULTY
MOTIVES AND EXPERIENCES

By

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DEDICATION

I dedicate this work to the memory of my grandmother, Jean Drechsler, and my great aunt, Genevieve Knights, whose perseverance through challenging life circumstances and commitments to their families inspire me to be a strong woman.

I also dedicate this dissertation to my parents, Richard and Mary Drechsler, who created a loving home environment in which little girls could dream big.

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CHAPTER 1: INTRODUCTION

After the trays of fried chicken, assorted salads, and five-gallon orange thermoses of beverages were set out as an appealing spread on the folding tables, the staff stood back, anxiously awaiting the arrival of the living-learning program students and the invited faculty members. I was probably most nervous of us all. In the three previous years we had hosted an annual student and faculty picnic to welcome the learning community stakeholders, there had been a palpable awkwardness to it. The event seemed like such a good idea; it was aligned with the emerging literature on living-learning programs and the importance of connecting students and faculty partners with each other. But, was it working?

In my mind, I envisioned the event from my first year as the Journalism and Communication learning community's hall coordinator. The flashback images reminded me of a junior high school dance, where the clumps of boys and girls occupying separate sides of a gymnasium were replaced by small groups of faculty and college students, self-separated at this picnic. Theoretically, I knew there was a communication barrier, but I perceived myself as the failure. That year, I had worked the room, trying to persuade students to approach the "scary" faculty members like a yenta with prospective mates.

To be fair, our expectations were high. The faculty members were not compensated for attending our events and stakeholder meetings. The paycheck for teaching a class connected with our living-learning program was paltry. Our community activities frequently occurred during the evening, when faculty members wanted to be home with their families or working on their research. And, living-learning students did not always seem to appreciate the sacrifices the faculty made to come into the residence

halls; the student attendance at events was sparse and too often dictated by whether we scheduled against a popular television program. What were we offering that could possibly motivate faculty members to be involved?

The sounds of footsteps jerked me back to the moment at hand. First-year students were arriving, and a line was forming around the food. But, wait, there were faculty interspersed throughout the throng of casually attired students. Everyone appeared to be chatting, smiling, and enjoying the mixed company. Nearly 300 people eventually filtered past the food and into the theater-style classroom. Living-learning students and their faculty counterparts conversed easily, dividing themselves (with the help of our staff) into small groups by journalism interests. Across the room, I waved at our Associate Dean of Journalism. He smiled back at me and flashed a thumbs-up, and relief flooded through me. This picnic was a start; students and faculty were diving both into their plates of food and the types of interactive dialogues we hoped would last throughout the year.

Living-learning programs, like the Journalism and Communication one in which I once was an administrator, have been designed to benefit undergraduate students in myriad ways. Ostensibly, these communities increase outcomes for participants by intentionally creating environments that foster community, promote learning, embrace interdisciplinary thinking, and increase student engagement with peers and faculty members (Smith, MacGregor, Matthews, & Gabelnick, 2004; Shapiro & Levine, 1999). Questions remain, however, about the ways these communities work and the experiences of students and faculty members who take part in them.

Several empirical research initiatives on individual campuses (Eck, Edge, & Stephenson, 2007; Inkelas & Weisman, 2003; Lichtenstein, 2005) and a few multi-institutional studies, including the National Study of Living-Learning Programs (NSLLP), have sought to uncover what elements of living-learning environments influence desired student learning and development outcomes. In empirical studies both distinct from and intersecting with living-learning research, higher education scholars in the United States have produced an abundance of data supporting the value added to students' experiences through formal and informal interactions with faculty members outside the classroom (Astin, 1993; Chickering & Gamson, 1987; Cruce, Wolniak, Seifert, & Pascarella, 2006; Inkelas & Associates, 2007; Pascarella & Terenzini, 2005, 1991; *Powerful Partnerships*, 1998; Terenzini, Springer, Yaeger, Pascarella, & Nora, 1995; Umbach & Wawrzynski, 2005). The missing link between these existing lines of research pertains to those faculty members who participate in the living-learning programs. Why do faculty members participate in living-learning programs and, subsequently, how do their motivations influence how they interact with students in and out of the classroom?

Problem Statement and Research Questions

The research problem identified for this study is the aforementioned gap in understanding faculty motives for working within living-learning program environments and their experiences with living-learning students and environments. Illuminating the experiences of living-learning program faculty is necessary, because for living-learning environments, participation from faculty members is a signature element (Shapiro & Levine, 1999). Many faculty members prioritize involvement in living-learning

programs, and, in spite of competing pressures of academic life, they are motivated to engage with undergraduate students in these settings (Lenning & Ebbers, 1999; Smith et al., 2004). There is a need for more intentional study of living-learning program faculty to understand why they choose to work with living-learning programs and what their experiences are like. Such insight into motivations and experiences of living-learning (L/L) faculty members can provide guidance to living-learning partners across the country about how to best structure living-learning programs in order to maximize the benefits for student learning afforded through frequent and meaningful faculty-student contact.

Without faculty involvement, L/L programs do not have the same influential impact on students and their learning as those living-learning programs that successfully involve faculty members (Stassen, 2003). Also, given the limited information available about faculty experiences within L/Ls, one might suppose that faculty who do not participate, or who only participate marginally, also may miss opportunities to gain experiences from which they would benefit in some way (Ellertson, 2004). In my qualitative inquiry, I provided voice to the individual perspectives of the faculty participants. Additionally, I employed qualitative approaches that resulted in a model or theory for organizing the multiple viewpoints shared and observations conducted.

The purpose of this constructivist grounded theory study was to investigate the motivations and experiences of faculty members working with living-learning programs at research institutions. Several research questions helped fulfill the purpose of this study, including:

a. What motivates faculty to become involved with teaching in living-learning program settings?

b. What do the interactions between living-learning faculty members and students look like?

c. What makes teaching and working within living-learning environments meaningful to faculty participants?

d. How does living-learning program involvement serve as a professional benefit to faculty members' lives? How does this involvement connect to their development apart from students?

e. What pedagogical approaches do faculty members employ within and outside their classrooms when engaging with living-learning students?

Definition of Key Terms

To introduce this study, I will identify terms that are central to my research. The concepts of living-learning programs and faculty culture are important to apprehend in order to provide context for the experiences of the faculty members studied.

Living-Learning Programs

Living-learning programs are a subset type of learning community found on college and university campuses. Learning communities have been touted since the mid-1990s as universal solutions for many challenges within higher education, particularly student retention and engagement (Lenning & Ebbers, 1999; Smith et al., 2004). According to Lenning and Ebbers,

> Undergraduate students generally see little connection across the courses they are taking, even when skills in one course are needed in others. Well-conceived

student learning communities are intended to combat this problem, and to help

students perceive their cumulative education as part of the big picture of life. (p.

15)

 Learning communities, as broadly conceptualized, and living-learning environments, as

considered specifically for this study, ideally help connect faculty and students with each

other, make the large university setting feel smaller to students, create community,

promote peer-to-peer learning, and enhance students' development along different scales,

such as student engagement, sense of belonging, and cognitive growth (Lenning &

Ebbers, 1999; Shapiro & Levine, 1999; Smith et al., 2004). Presently, higher education is

facing increased scrutiny and accountability for student outcomes, and, once again,

leaders are turning to learning communities and living-learning programs as means of

resolving issues (Smith et al., 2004) or are looking to eliminate them, if they fail to meet

articulated goals and needs. Several studies have been conducted seeking to understand

the value of these programs (Inkelas & Weisman, 2003; Lacy, 1978; Pike, 1997; Pike,

1999; Pike, Schroeder, & Berry, 1997; Stassen, 2003), yet each seems to fall short of

accounting for the depth of participant experiences.

Learning communities and living-learning programs vary widely from institution to

institution. For the purpose of this study, I characterized living-learning programs

somewhat narrowly, using the definition provided by Inkelas et al. (2006), "Living-

learning programs can be described as communities in which students not only pursue a

curricular or co-curricular theme together but also live together in a reserved portion of a

residence hall" (p. 40). The key components of this definition, which pertain to the limits

of this study, include the residential component and shared focus on a curricular or co-

curricular topic. For the purpose of this study, L/Ls are further restricted to residential

environments in which students take one or more courses with other L/L students and

structured contact with faculty occurs.

Faculty Culture

The life of a faculty member frequently is misunderstood by those who do not

experience it (Bergman & Brower, 2008), yet the demands on a faculty member's time

affect the decisions he or she makes about additional involvements on campus. A distinct

culture exists for faculty members at research institutions, and the promotion and tenure

process as well as the mission or focus of a particular institution contributes to the culture

experienced by faculty members.

Considering the values inherent in promotion and tenure processes (Kuh, 1993),

collaboration with student affairs rarely is at the forefront of faculty life. Frequently,

such partnerships are considered part of one's service component of tenure, typically the

least valued prong of the process (Boyer, 1990). Boyer stated, "almost all colleges pay

lip service to the trilogy of teaching, research, and service, but when it comes to making

judgments about professional performance, the three rarely are assigned equal merit" (p.

15).

Debate ensues about how faculty culture is best understood, whether that is as an

all-inclusive academic profession or as smaller disciplinary subcultures (Kuh, 1993; Kuh

& Whitt, 1988). Either way, the values, beliefs, and attitudes of the academic divisions

of an institution are perceived by student affairs educators to diverge sharply from their

own (Eimers, 1999). As articulated by Kuh, "three primary faculty values have been

identified: (a) the pursuit and dissemination of knowledge as the primary goal of higher

education; (b) professional autonomy including the importance of academic freedom; and (c) collegiality as expressed through self-governance" (p. 39). The actions taken by faculty members flow from the values of their academic units and shape faculty culture.

The faculty experience can be confusing, even for other institutional staff members. Student affairs educators do not commonly understand the pressures of faculty life, particularly because of the unique experience faculty members have with tenure (Magolda, 2005). The tenure process is complicated and pressure inducing, and many faculty members are in the midst of the tenure process at any given time. To put this timeframe in perspective, the multi-year cycle for achieving tenure often exceeds the length of time that entry-level student affairs practitioners are at any one institution (Ward, 1995). The priorities of faculty members depend on where they are situated within the tenure process, and their experiences and involvements with the university are influenced by how they are progressing toward tenure (Blackburn, Bieber, Lawrence, & Trautvetter, 1991).

Significance of Study

Few incentives for faculty to become involved with living-learning programs are evident. My study illuminated reasons why faculty members choose to be involved and how they experience that involvement. An enhanced understanding of what motivates faculty members to participate in living-learning programs is beneficial because it will help student affairs educators recruit and retain faculty partners. Also, increased awareness about faculty experiences in living-learning programs may help administrators to structure more appropriately the opportunities for faculty involvement to meet participants' needs.

There is a gap in the existing empirical literature with regard to faculty motivations and experiences working with living-learning programs. Anecdotal accounts (Johnson & Cavins, 1996; Schein, 2005) provide some insight; however, qualitative research data offers additional depth to the existing understanding. Kennedy (2005), Cox and Orehovec (2007), and Sriram et al. (2011) each investigated the involvement of faculty working with living-learning programs using qualitative approaches, and the current study built upon their work.

More broadly, this study transcended the boundaries of living-learning involvement; participants provided important insights into their experiences of academia. Although the participants shared many similar experiences within L/Ls, they offered unique viewpoints on institutional and departmental contexts, expressed thoughts on tenure experiences, conveyed perspectives on the role of gender in their careers, and illuminated innovative teaching philosophies and practices.

A constructivist grounded theory study provided voice to faculty members working and teaching within living-learning environments. Other qualitative studies have been conducted to provide insight into the motives and experiences of faculty participants in learning communities (Ayres, 2004; Cox & Orehovec, 2007; Ellertson, 2004; Kennedy, 2005, 2011; Jessup-Anger, Wawrzynski, & Yao, 2011; Sriram et al., 2011), yet none of them yielded the type of theory that emerged through a grounded theory study. A grounded theory approach provided an opportunity for a researcher to conceptualize a model that may guide practice for living-learning program work.

Summary of Constructivist Grounded Theory Methods

I approached this inquiry into faculty motivations and experiences using constructivist grounded theory, which allowed me to co-construct meaning with living-learning faculty. According to Charmaz (2003),

> A constructivist approach to grounded theory reaffirms studying people in their natural settings and redirects qualitative research away from positivism. My argument is threefold: (1) Grounded theory strategies need not be rigid or prescriptive; (2) a focus on meaning while using grounded theory furthers, rather than limits, interpretive understanding; and (3) we can adopt grounded theory strategies without embracing the positivist leanings of earlier proponents of grounded theory. (p. 510)

Positivist and post-positivist approaches to research do not allow for the cross-section of viewpoints and shared understandings that emerged through interviewing and observing faculty participants in living-learning communities. The benefits of using constructivist grounded theory in this study are apparent in Charmaz's explanation given the flexibility of the approach; I was able to invite participants into a collective process of discourse and meaning making.

I used purposeful, criterion-based sampling to select only tenure-stream faculty who worked with living-learning programs that were tied to academic curricula as participants (Charmaz, 2006). To begin, I identified three viable institutions and recruited participants; I added to my sample until I interviewed 12 participants and felt I reached theoretical saturation. By studying 12 faculty members at three different institutions, I learned about varied perspectives on involvement in living-learning

environments.

In this study, I gathered data using ethnographic and narrative approaches over a twelve-month period during 2010 and 2011 (Creswell, 2007; Jones, Torres, & Arminio, 2006; Krathwohl, 2004). Ethnographic approaches included observations of faculty in living-learning program activities, courses, and meetings. Narrative approaches included semi-structured, individual interviews with living-learning faculty. Data analysis for this grounded theory was driven by the constant comparative approach. I coded the data collected (e.g., transcripts and notes), and this analysis included open coding, axial coding, and theoretical coding. Qualitative research software (i.e., HyperResearch) allowed me to move easily between different transcripts; tag and code individual lines, words, or phrases within transcripts; maintain a comprehensive list of codes that I identified; and look across the transcripts for themes. The initial open coding process required a line-by-line analysis of the transcripts and notes (Strauss & Corbin, 1990). It involved naming and categorizing phenomena through a close examination of data. The second phase of analysis used axial coding, which included creating broad categories out of the concepts identified through open coding (Strauss & Corbin, 1990). These coding processes led me back to data collection, as grounded theory emphasizes the importance of searching the data for verification or negation of relationships, characterized by proposing relationships and checking against the data (Strauss & Corbin, 1990). Finally, the analysis process concluded with theoretical coding. In my effort to develop a theory, I selected core categories and related other categories to them.

Delimitations of Study

Any research study has its boundaries and limits; consequently, I identified constraints of this study. Given the design of this qualitative study, it is necessary to acknowledge that findings are not generalizable to a broad population although they illustrated the experiences of certain faculty members at selected doctoral-granting research institutions. First, to better understand faculty motivations and experiences with living-learning programs, I studied faculty members who worked specifically with "curricular-based" living-learning programs. This means that I investigated programs in which the students were co-enrolled in courses, took seminars designed specifically for living-learning students, or had another intentional connection to academic curricula. My findings may not be as transferable for faculty members who choose to be involved with more theme-based living-learning programs or those programs without curricular connections.

In addition, I limited this study to exploring the motives and approaches of faculty members who worked at doctoral-granting research institutions of higher education. As a result, I am not able to make inferences about the motives or approaches of faculty at other types of institutions, where the challenges, experiences, and pressures for faculty may differ from those at doctoral-granting research institutions.

Through this introductory chapter, I have set forth the purpose of my study and the research questions that helped me to explore motivations and experiences of living-learning program faculty. In addition, I presented some key terms that I used throughout the study and provided a summary of my methodology and methods. Finally, I offered my rationale for why my study is significant and several delimitations for the study

design. In the next chapter, I will delve more deeply into the literature related to living-learning programs and faculty culture.

CHAPTER 2: LITERATURE REVIEW

In this review of literature, I will explore the existing information available about (1) context of living-learning programs, (2) student outcomes associated with participation in living-learning programs, (3) faculty culture at research institutions, and, specifically, (4) motivations and experiences of faculty members who become involved with student learning environments beyond classroom settings. These bodies of literature are relevant to the current study given that they offer context for faculty participants in this research and explain how faculty experiences in living-learning programs have been previously understood.

First, the literature review will include contextual information about living-learning programs. Exploring the living-learning program context is essential in order to appreciate both the need for faculty participation in the programs and the allure of participation in living-learning programs for some faculty. Living-learning programs provide opportunities for involvement of faculty members with undergraduate students in and out of the classroom, a significant program component given that students' informal contact with faculty members is linked with their increased persistence, academic achievement, and intellectual and personal development (Astin, 1993; Feldman & Newcomb, 1969; Pascarella & Terenzini, 1991; Tinto, 1993). The overview of living-learning programs will include rationale for these programs' existence.

Second, in this review of literature, I will identify key components of living-learning programs and student outcomes associated with them. Specifically, I will illuminate findings of previous studies that have linked student participation in living-learning programs with cognitive and non-cognitive outcomes. This empirical research

provides support for the potential benefits of living-learning programs with which faculty members may be involved.

In the third section of this literature review, I will provide an overview of literature about faculty culture. Given that participation in living-learning programs must be balanced with other elements of faculty life, it is valuable to understand the nuances of faculty culture. Some of the components I will explore include what is rewarded for faculty; how rank, disciplinary affiliation, and institutional type affect the ways that faculty spend their time; current conceptualizations of faculty mental models; and catalysts for faculty taking action in their careers.

Fourth, in this literature review, I will use previous research findings to identify what motivates faculty members to become involved with student learning environments beyond classroom settings. Through this section, I will proffer the limited findings presently available about living-learning program faculty motivations and experiences.

The Context of Living-Learning Programs

Learning communities and their residentially based counterparts, living-learning programs, have proliferated on college and university campuses in the past two decades (Smith & McCann, 2001; Smith et al., 2004). Learning communities and living-learning programs have been designed to make a college campus feel smaller to students by connecting them to a subset of their peers with whom they share academic or general interests (Lenning & Ebbers, 1999; Schroeder, Mable, & Associates, 1994; Shapiro & Levine, 1999). In the programs of interest to the present study, a primary connection point for learning is within a residential living facility. Throughout the review of literature provided here, I will introduce key information about both learning

communities and living-learning programs, since the terms are often used interchangeably, with living-learning programs typically being considered a subset of learning communities.

Living-learning programs have been structured using "the most recent pedagogical and cultural theories: active learning, cognitive development, constructivism, integrative and interdisciplinary education, critical literacy, multiculturalism, writing and thinking across the curriculum, and participatory, community-based democracy" (Klein, 2000, p. 18). Through students' involvement in living-learning programs, college and university officials hoped to influence positive student outcomes, such as cognitive growth, interdisciplinary learning, and sense of belonging (Shapiro & Levine, 1999; Schroeder et al., 1994). A signature component of many residential living-learning programs, which is particularly related to my study, is that students are provided unique opportunities for involvement with college and university faculty and staff (Shapiro & Levine, 1999).

Within living-learning programs, students are strongly encouraged to have high contact with faculty and administrators. Indeed, with regard to interactions with faculty, results for the National Study of Living-Learning Programs 2007 sample indicated that living-learning program students engaged in course-related faculty interactions and received more faculty mentorship than students in the non-living-learning comparison group (Inkelas & Associates, 2007). Questions remain, however, about the level of interaction between students and faculty members. According to Inkelas and Associates (2007), "While these differences between the groups were statistically significant, it is important to note that students generally received low levels of faculty mentorship and

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their engagement in course-related faculty interactions was only slightly higher" (p. II-9). The present study explored, from a faculty perspective, the nature of faculty-student interaction within living-learning programs.

According to Pascarella and Terenzini, in their 1991 synthesis of college-related outcomes, results of several studies on living-learning programs suggested that they positively benefit students "through the interpersonal relationship they foster or facilitate between major socializing agents—other students [and] faculty members" (p. 262). In addition, Lacy (1978) discovered that the students living in a specific type of living-learning program, called a residential college, were more likely than the traditional residence hall respondents "to describe their environment as a warm, friendly, cohesive atmosphere where quality faculty express genuine interest and helpfulness toward students in an intellectually oriented setting" (p. 209). The formal and informal connections students forged with faculty helped shape campus environments and influence student outcomes, and living-learning programs were designed to offer opportunities for maximizing interpersonal contact between faculty and students.

Living-Learning Program Outcomes

Since my study explored faculty motivations and experiences working with living-learning programs, I highlighted student outcomes that illustrate the value of the programs. Current literature on living-learning programs promotes them as examples of within-college environments that made a difference from a co-curricular perspective. Pascarella and Terenzini (2005) asserted that, with regard to the classroom component, "learning communities foster development of supportive peer groups, greater student involvement in classroom learning and social activities, perceptions of greater academic

development, and greater integration of students' academic and non-academic lives" (p. 423). Students in learning communities with curricular foci were more likely to experience academically and socially supportive classroom environments, engage with academic content both in and out of class, integrate information across courses, and persist toward graduation than students not in learning communities (Engstrom & Tinto, 2008). Also, learning community students reported deeper learning experiences than non-learning community students, including more frequent application of learning across contexts and integration of information from different sources, such as other courses or personal and classmate's experiences (Engstrom & Tinto, 2008). Overall, living-learning programs were beneficial in producing educational outcomes, such as easing students' transitions to college and student persistence (Inkelas & Weisman, 2003; Pike, 1999; Pike, Schroeder, & Berry, 1997; Stassen, 2003).

Many empirical studies conducted before 2004 were single-institution studies of living-learning programs (Lacy, 1978; Pike et al., 1997; Pike, 1997). For example, Pike (1997) used the College Student Experiences Questionnaire (CSEQ) at the University of Missouri to investigate differences in outcomes between students living in residential learning communities and those living in traditional residential environments. Although Pike found residential learning community students' levels of involvement, interaction, integration, and learning and intellectual development to be statistically significantly higher than the outcomes of non-learning community students, the effect sizes varied. The sample size of this single-institution study was small and findings were not generalizable due to variation between programs (Pike, 1997). With the inception of the National Study of Living-Learning Programs (NSLLP), a large multi-institutional data

source became available, allowing researchers to better compare programs to each other and utilize larger samples for investigating the broad effects of living-learning environments on student outcomes. The NSLLP has a number of scales measuring the environments comprising living-learning participation, including peer interactions, faculty interactions, and residence hall climate. Findings from the NSLLP illustrated that students participating in L/Ls benefit from a range of experiences and self-report greater outcomes as compared to samples of traditional residence hall students (Inkelas & Associates, 2007). L/L students reported growth in intellectual abilities and cognitive development, more positive interactions with faculty and peers, stronger perceptions of academically and socially supportive residence hall climates, and more positive peer diversity interactions than non-L/L peers (Inkelas & Associates, 2007). Additionally, L/L students exhibited greater ease with social and academic transitions to college and stronger sense of belonging; self reported greater self-confidence, critical thinking skills, and frequency of applying knowledge across different settings as compared to traditional residence hall students (Inkelas & Associates, 2007).

Non-Cognitive Outcomes

Residence hall living has long been connected to valuable experiences for students (Schroeder, Mable, & Associates, 1994); living-learning programs couple the power of residence halls with academic experiences. Many of these outcomes can be classified as non-cognitive; some of the non-cognitive outcomes that have been studied include sense of belonging and civic engagement (Inkelas & Associates, 2007). The results of such studies on non-cognitive outcomes have been mixed, illustrating that living-learning programs do benefit some students more than others.

Participation in living-learning programs has been shown to positively influence students' perceived sense of belonging to their college or university campus (Inkelas & Associates, 2007). However, in a study investigating the effect of living-learning programs on sense of belonging among students of color, Johnson et al. (2007) found the programs did not increase sense of belonging of these students. In another study using NSLLP data, Rowan-Kenyon, Soldner, and Inkelas (2007) discovered that, as compared to students in other types of living-learning programs and traditional residence hall settings, students in civically based living-learning programs exhibited a statistically significant stronger sense of civic engagement.

The non-cognitive benefits of living-learning involvement for students are complicated to discern. Confounding factors, like students' self-selection into the environments, make it difficult to understand how the elements of living-learning programs contribute to non-cognitive student outcome measures. For example, Rowan-Kenyon, Soldner, and Inkelas (2007) learned that, "some of the most significant predictors of sense of civic engagement were quasi-pretest measures, particularly students' pre-college perception of the importance of co-curricular involvement" (p. 768). Hence, students in living-learning programs probably already care about having the types of opportunities offered through the environments created within living-learning programs.

Faculty involvement in living-learning programs has positively affected students' non-cognitive outcomes. Pike, Schroeder, and Berry (1997) found that students' persistence in college was indirectly enhanced by increased interaction with faculty members. The living-learning students in the aforementioned study were provided more

opportunities to get to know faculty, and the connections they established helped to keep the students enrolled at their institution.

Cognitive Outcomes

Few authors have researched directly the influence of living-learning programs on cognitive student outcomes. The majority of studies that contained multi-institutional data emerged from authors using the 2004 NSLLP data. These existing studies explored living-learning programs' influence on academic transition, living-learning programs' influence on cognitive growth, living-learning program participation influence on outcomes for students from low-SES backgrounds, and influence of living-learning programs' disciplinary affiliations on students' cognitive outcomes.

In a 2006 study, Inkelas et al. investigated the relationship between living-learning program participation and students' cognitive development. The authors discovered that while living-learning program participation was not related significantly to students' perceived growth in cognitive complexity, living-learning participants experienced significant gains along the measure of growth in liberal learning when compared to traditional residence hall students. In the NSLLP report of findings, Inkelas and Associates (2007) explained that, for living-learning program students, "growth in cognitive complexity in some campus contexts can be positively related to use of abstract critical thinking skills in coursework and socially supportive residence hall environments" (p. I-9). Essentially, living-learning students carried the support they received in their residence halls into other activities in which they participated, and they developed cognitive skills through their involvements.

Several different components of living-learning programs are related to cognitive growth of students. Living-learning programs purport to promote peer interaction, enrich residence hall climates, promote dialogues with peers about diverse topics, and create opportunities for student-faculty interaction. The studies cited in the following section are not specific to living-learning students; however, they reiterated the value of key components present within living-learning settings.

First, peer interactions are pivotal means of promoting student growth and learning during the college years. Interactions with peers affected how students learn; in fact, Astin (1993) suggested that peer-to-peer learning was more influential than classroom learning. Growth along cognitive measures was a positive outcome of relationships between students. When students' dialogues with peers addressed challenging topics about beliefs and human differences, students practiced critical thinking and analytical skills (Astin, 1993; Kuh, 1995; Terenzini, Pascarella, & Blimling, 1996). Involvement in activities with peers enabled students to reflect upon and apply their learning in practical ways that differed from classroom applications (Baxter Magolda, 1992; Kuh, 1995).

Second, the climate within the residence hall, as measured through academically and socially supportive environments, dovetails with the significance of peer interaction for influencing cognitive growth. According to Inkelas et al. (2006), when students positively perceived the residence hall climate with peers, this perception influenced their growth in cognitive complexity and liberal learning. In addition, Soldner, Szelenyi, Drechsler, and Inkelas (2007) found that socio-cultural conversations with peers and

socially supportive residence hall climates were predictive of students' growth in liberal learning.

Third, for students of all racial backgrounds, positive outcomes, including persistence and increased GPA, were influenced by interactions with peers from whom they differed (Hurtado, Milem, Clayton-Pedersen, & Allen, 1999). Also, when interactions with peers incorporated diverse topics (e.g., politics or values), the interactions increasingly influenced post-formal reasoning, critical thinking, liberal learning, and analytical skills (Astin, 1993; Inkelas & Associates, 2007; Whitt, Edison, Pascarella, Nora, & Terenzini, 1999).

Another key element of living-learning programs that is particularly relevant to the present study relates to student-faculty interaction. Out-of-class interactions between students and faculty significantly influenced student outcomes that include academic achievement, personal development, intellectual development, persistence, and degree attainment (Cox & Orehovec, 2007; Feldman & Newcomb, 1969; Kuh, Kinzie, Schuh, Whitt, & Associates, 2005; Pascarella & Terenzini, 2005, 1991; Tinto, 1993). Close relationships and frequent interactions between students and faculty positively influenced cognitive growth (Astin, 1993; Terenzini, Springer, Yaeger, Pascarella, & Nora, 1995). Contact with faculty members benefited students most when intellectually based, although expansion of critical thinking skills occurred when students participated in informal activities with faculty (Pascarella & Terenzini, 2005). First-year and senior students reported educational gains because of their course-related interactions with faculty (Umbach & Wawrzynski, 2005). According to Cruce, Wolniak, Seifert, and Pascarella (2006), interactions with faculty related to "a significant total and direct effect

on reading comprehension, critical thinking skills, openness to diversity and challenge, learning for self-understanding, and preference for higher order tasks" (p. 371). Out-of-class interactions with faculty also positively influenced the cognitive development of students (Astin, 1993). Students' informal, out-of-class conversations with faculty about courses, research, future careers, and personal growth have been linked to students' thinking more reflectively (Kitchener, Wood, & Jensen, 1999).

Faculty Culture at Research Institutions

The environment and academic cultures at research institutions provide context for the faculty members who will be participants in this study. The roles of faculty members at institutions of higher education require development of many different skills and engagement with assorted work responsibilities (Austin, 2002). Hagedorn (2000) explained, "College professors typically work in environments that are high-pressured, multifaceted, and without clear borders" (p. 6). Students and administrators who are unfamiliar with the pressures associated with life as a faculty member perpetuate many stereotypes about faculty members. Misperceptions included that teaching students was not valued by faculty, that faculty members did not feel connected to their institutions, and that conducting research was the only task that motivated faculty (Bensimon & O'Neil, 1998; Ward, 2003). The perception that faculty did not have a mentality toward contributing to the communal needs of an institution led to unbalanced partnerships and missed opportunities for collaboration between students and faculty, as well as administrators and faculty (Bensimon & O'Neil). In this section, I include literature that contributes to a deeper understanding of what it means to be a faculty member at a research institution and how faculty are socialized into their profession. The following

sections introduce information about faculty culture, including the faculty rewards

system, influence of institutional type, importance of rank, role of disciplinary affiliation,

mental models of faculty, and catalysts for career action by faculty.

Rewards System

The faculty rewards system makes it difficult for tenure-track professors to

commit time and energy to interdisciplinary activities, teaching, and completing service

to their community (Diamond, 1994; Ward, 2003). According to Boyer (1990), faculty

members must develop as researchers. Out of necessity, a mantra of "publish or perish"

emerged for faculty members; the demand to perform as scholars grew from ongoing

pressure to contribute to the knowledge of one's field. The colloquial phrase "publish or

perish" refers to the notion that if faculty do not produce an adequate number of journal

articles, books, or other approved materials on their research to meet departmental or

institutional standards, they will not be granted tenure or advancement from one rank to

the next. To "perish" could include failing to attain tenure or a promotion from one rank

to the next.

If faculty members are going to feel able to participate in activities on campus,

such as living-learning programs, that connect them to the broader community, they must

understand the promotion and tenure system at their institution (Boyer, 1990; Diamond,

1994). Blackburn, Bieber, Lawrence, and Trautvetter (1991) asserted that "faculty in

almost every institutional type perceive pressure to obtain external funding, conduct

research, and publish their findings" (p. 385). Diamond (1994) explained that the

prevailing paradigm for faculty that emphasizes research and publication alienated many

academics. He asserted:

What has evolved over the last two decades is virtually a two class system in

which many faculty in the humanities, the fine and creative arts, and the

professional schools find themselves as second class citizens, often being forced

to conduct research and to publish on topics that they, personally, believe are

often unimportant. (p. 64)

If a two-class system were indeed the case for academics, then participating in a learning

community or living-learning program likely would be perceived as an add-on to an

already challenging set of tasks and expectations for performance.

Reporting on his work with a national project investigating faculty work,

Diamond (1994) explained that there is a shared understanding across disciplines of what

constituted a scholarly and professional activity. The characteristics of such work were

that it "(a) requires a high level of discipline-related expertise, (b) breaks new ground or

is innovative, (c) can be replicated or elaborated, (d) can be documented, (e) can be peer-

reviewed, and (f) has significance or impact" (p. 66). If participation in living-learning

programs does not fit into one of these valued characteristics, it remains difficult for

involvement in living-learning programs to be counted toward faculty scholarship

activities.

Institutional Type

The type of institution also was influential over the culture and priorities of

faculty members (Kuh & Whitt, 1988; Ward, 2003). One way this is evident is through

the promotion and tenure process, as explored in Chapter 1. The effect of institutional

type was also visible in recruiting processes, the espoused mission of the organization,

and resources available to institutional members. Faculty culture at research institutions

strongly emphasized the importance of faculty moving through the ranks of the professoriate, which often meant that teaching and service were valued less than contributing knowledge to one's field (Serow, 2000; Ward, 2003). In addition, Ward explained that service for faculty at research institutions "tends to be focused outward on national activity and reputation, as well as funding agencies" (p. 61), rather than on contributions at one's own institution. As a result, faculty at research-oriented institutions often spent less time on teaching and service to their own campuses than faculty at other types of institutions (Fairweather & Rhoads, 1995).

Faculty members ideally align themselves with institutions where the culture matches their own interests, aspirations, and values. For example, at a liberal arts college or regional teaching institution, faculty members were expected to teach a large number of courses each year (Kuh & Whitt, 1988). This limited the time those individuals had available for conducting research or serving their disciplinary organizations (Kuh & Whitt, 1988). On the opposite end of the spectrum, some faculty members at research institutions did not teach at all (Kuh, 1993). Research was more highly esteemed; consequently, faculty members were encouraged to buy out their classes with grant money to allow them increased time for research. Thus, research universities were not the best fit for faculty members who enjoyed teaching more than their research (Fairweather & Rhoads, 1995). When determining where to accept a position, faculty members weighed their own calling within their discipline, whether that was primarily to teach or to do research.

When individuals feel their values are congruent with the environment in which they work, they are more satisfied with their jobs, perform better in their roles, and feel

committed to the organization (Wright, 2005). Specifically for faculty, feeling

incongruence between values and institutional context led to job-related stress and

dissatisfaction (Blackburn & Lawrence, 1995; Fairweather & Rhoads, 1995; Wright,

2005). At research institutions, faculty felt they placed more emphasis and value on their

teaching that their colleagues or administrators did (Wright, 2005). The aforementioned

phenomenon was not present among faculty members at other types of institutions

(Blackburn & Lawrence, 1995). As Wright (2005) explained, "what may be most

singular to the research university is not the perceived worth of teaching but the varying

beliefs held about the activity" (p. 332). Faculty working within research universities

expressed feeling their views on teaching were incongruent with the perspectives held by

peers and superiors (Wright, 2005).

Faculty members' expectations of what is valued in their work may be shaped

through pre-career socialization. In a study of graduate students preparing for faculty

roles, Austin (2002) discovered that aspiring faculty initially felt enthusiastic, passionate,

and idealistic about sharing their disciplines with students through teaching. She

explained, "Prospective faculty members today want 'meaning' in their work. They want

to engage in work that has a positive impact on the students with whom they come in

contact or on the broader society and work that has personal significance for them"

(Austin, 2002, p. 106-7). However, with regard to preparing graduate students for entry

into faculty roles, Austin (2002) discovered few opportunities existed for developing

necessary skills and abilities extending beyond research. Graduate students reported that

they did not receive much guidance or training for the teaching, advising, or institutional

service responsibilities of their future faculty roles (Austin, 2002). Although Fairweather

and Rhoads (1995) did not find relationships between early faculty socialization at an institution and the emphasis those individuals placed on teaching, it is possible that faculty members' opinions about the importance of teaching are formed during their previous academic experiences, both as students and teachers. For example, the researchers asserted that, "Professors who work in research-oriented institutions and who received their doctorates from less prestigious institutions are more likely than their counterparts in teaching-oriented institutions to indicate likelihood of changing jobs to spend more time on teaching" (Fairweather & Rhoads, 1995, p. 189).

Since the priorities at research institutions did not necessarily meet the needs of some faculty members, they left to pursue their personal interests and priorities (Fairweather & Rhoads, 1995). When faculty members who might be inclined to work with living-learning students choose to leave research institutions in order to achieve more congruence with their values, living-learning programs lose valuable partners.

Faculty Rank and Career Stages

Faculty members are ranked at their institutions; tenure-track ranks include assistant, associate, and full professor. To advance from one rank to another, faculty must meet certain credentials established at their home institutions. Typically, faculty rank is heavily weighted toward faculty productivity in research and publications. The importance of research and publication to the life of tenured and tenure-track faculty members challenged faculty to make important decisions about how to spend their time. Fairweather and Rhoads (1995) identified that:

Professors who believe that publishing should be the most important criterion in promotion spend less time teaching. On the other hand, professors who are likely

to leave their positions to reduce the pressure to publish are more likely to spend

time on teaching. These findings apply to professors of all ranks. (p. 188)

Adhering to the "publish or perish" mindset is an expectation at many research

institutions if one hopes to advance through the faculty ranks.

Faculty members' attitudes fluctuated by career stage and the role preferences

changed over time (Baldwin & Blackburn, 1981). Baldwin and Blackburn (1981)

categorized faculty career stages as (a) assistant professors in the first three years of full-

time college teaching, (b) assistant professors with more than three years of college

teaching experience, (c) associate professors, (d) full professors more than five years

from retirement, and (e) full professors within five years of formal retirement.

Faculty members in all career stages identified their largest source of job-related stress to

be pressure from workload, but Baldwin and Blackburn (1981) found that faculty

workload and productivity adjusted with chronological and career age. For example,

productivity decreased for associate professors but increased again for full professors

(Baldwin & Blackburn, 1981).

Faculty acknowledged that the demands of their academic careers changed over

time, and there were identifiably difficult and easy career times (Baldwin & Blackburn,

1981). Faculty members, particularly those new to their positions, were challenged by

the task of balancing the competing demands of research, teaching, and service (Ward,

2003). From assistant professors to retiring professors, most faculty recollected the early

years of teaching as particularly demanding (Baldwin & Blackburn, 1981). Austin

(2002) asserted that new faculty members felt overwhelmed by the multiple demands of

their jobs, and they struggled to balance conflicting responsibilities at work and at home.

Fairweather and Rhoads (1995) found assistant professors spent more time on teaching than senior faculty, and the same was true of service to one's institution (Ward, 2003). These new faculty also indicated they felt isolated and without collegial support they expected (Austin, 2002). Also, many professors considered challenging the times during which they assumed new or added responsibilities, including teaching new courses and working on committees (Baldwin & Blackburn, 1981).

As faculty members became increasingly comfortable with teaching and service responsibilities, numerous professors entered a mid-career period of reassessment (Baldwin & Blackburn, 1981; Hagedorn, 2000). Midcareerists, as Hagedorn (2000) labeled faculty between 15 and 20 years from retirement, weighed next steps and questioned career plans. According to Hagedorn, "A change in rank brings a new outlook on the position, different expectations, and a change in responsibility" (p. 11). Overall, moving through tenure rankings, finding new research interests, tackling administrative roles, and becoming increasingly involved with professional associations were catalysts for faculty's professional development throughout their careers (Baldwin & Blackburn, 1981).

As Kennedy (2005) observed, "Faculty are not flocking to work with students outside of class. One probable stumbling block is the tremendous pressure tenured/tenure-track faculty face for tenure and promotion especially at research extensive institutions" (p. 2). If this is indeed the case, then recruiting faculty to learning community and living-learning program involvements is an uphill battle. The need for faculty members to obtain the professional and financial stability of having tenure in their positions may preclude participation with opportunities beyond the classroom (e.g.,

living-learning programs) that consume significant amounts of time but do not contribute necessarily to research and publication agendas.

Disciplinary Affiliation

Disciplinary membership is strongly valued by individual faculty members (Ward, 2003). The loose organization of faculty members within college units or departments contributes to the disparate nature of the various roles any given faculty member is expected to fulfill at an institution. As a result, faculty members may feel increasingly connected to their colleagues who share similar disciplinary interests. Eimers (1999) noted,

> Most faculty members are well-prepared in their disciplines after years of specialized training. They teach courses, advise students, contribute to their campus via committees and other assignments, share their expertise with the public, and keep abreast of the scholarship in their field. (p. 19)

Often, the disciplinary affiliations were stronger than institutional ties (Ward, 2003). For many faculty members, their closest peers worked at other institutions, yet shared similar interests. These disciplinary ties further rooted faculty members in their interactions with established members of their field instead of encouraging an active participation in the campus environment where they worked daily (Ward, 2003). When faculty members prioritized service to their disciplines and related associations, the time they had to spend with their institutional peers and students was further limited.

Within academia, disciplines often are granted different statuses (Eimers, 1999; Kuh & Whitt, 1988). One important dimension within the disciplinary breakdown was hard-soft (Eimers, 1999). The disciplines that faculty members belong to influenced how

they processed information, their approaches to teaching in the classroom, and their likelihood of becoming involved in partnerships with others. According to Eimers, the hard-soft dimension related to the paradigms functioning in the discipline; the hard disciplines had more rigid standards for and definitions of what constituted knowledge, and the soft disciplines tended to be more dynamic in definition of knowledge and employed increasingly diverse and complex approaches in terms of their construction.

Eimers (1999) posited that faculty in hard disciplines maintained a content focus in their teaching and interactions with students. On the other hand, faculty members in soft disciplines utilized motivational and process-oriented teaching styles (Eimers, 1999). Eimers explained that motivational and process-oriented approaches were enacted in the following ways:

> A faculty member who espouses a content theory believes that the students need to master facts, principles, and concepts. The focus of learning is on transferring knowledge from the primary authority—the professor—to the students. Process theories center on developing students' cognitive skills and helping them to learn on their own. Mastering content is still important, but it is not necessarily the central focus. Motivation theories, on the other hand, are most concerned with getting students engaged and excited about the subject matter. Faculty who subscribe to motivation theories tend to be interested in students' comments and opinions regarding the subject matter and consider input from students to be part of the learning process. (p. 21).

Thus, the differences between disciplines along the hard-soft continuum may affect the relationships faculty members seek out and develop with students.

Kuh and Whitt (1988) also explained two other dimensions within disciplinary affiliation. They outlined these dimensions as "pure-applied, based on presence or absence of concern for applications to practical problems" and "life-nonlife, based on the presence or absence of a research focus on living systems" (p. 81). The focuses of faculty members along these dimensions, as well as that of hard-soft, influenced how they prioritized their time and set goals (Kuh & Whitt, 1988). According to Eimers (1999), individuals studying applied fields were more likely to see a benefit to students' learning beyond the classroom, and as a result, they were able to provide more opportunities for such endeavors to students. Faculty members in applied fields, such as education, were most likely to understand and appreciate the values of partnerships. Consequently, paying attention to disciplinary affiliations within my study will provide insight about faculty members' motivations to work with students in living-learning environments.

Mental Models

While all faculty members are different, and they experience aspects of the academic culture differently, it is useful for college student educators to be attentive to ebbs and flows of faculty life. Furthermore, Magolda (2005) cautioned that to develop successful collaborative efforts with institutional partners, faculty and administrators must explore their own subcultures. Only by recognizing the values, norms, and practices influencing their own roles can faculty members and administrators engage with another group in joint efforts, such as living-learning programs, to benefit students (Magolda, 2005).

The culture of being a faculty member influences how one thinks about students. Arnold and Kuh (1999) explained that an element of the divide between different constituencies at institutions of higher education manifests through assumptions about the undergraduate experience that guide individuals. Arnold and Kuh proposed mental models, arranged as concentric circles, where components of the higher education experience perceived as most salient to the individuals are at the center. The models illustrated unconscious perspectives held by individuals that influenced their behaviors (Arnold & Kuh, 1999). The Student Learning Work Group developed the circles through dialogues with students, faculty, staff, and other constituents (Arnold & Kuh, 1999).

Not surprisingly, there were key differences in how individuals from varied vantage points within institutions saw the most important aspects of college and university environments and components of higher education. In the faculty mental model, there was evidence that faculty maintained a narrow perspective on the student experience. Faculty were peripherally aware of non-classroom contexts, such as residence halls or student activities, but believed these non-classroom contexts were far removed from what matters to students' education. For faculty, "the central activities include transmitting the content and methods of an academic discipline, facilitating intellectual development in a domain of thought, and producing knowledge to advance a field" (Arnold & Kuh, 1999, p. 14). Elements of higher education institutions that directly supported students' classroom learning, such as libraries and academic advisors, fell into the second circle from the core, and most traditional student affairs' tasks, such as co-curricular programming, were relegated to the outermost rings where they were, at best, minor distractions to students' learning (Arnold & Kuh, 1999).

To contrast the faculty perspective, one can consider the student affairs educators' mental model. From this frame of mind, classroom learning remained central, but many of the nuances faculty members recognized, including curricula and scholarship, did not make the model. Rather, educational activities facilitated by student affairs educators shared the core with the co-curriculum and residence halls. Informal learning was valued highly by student affairs educators, and activities like faculty research seemed altogether unrelated to the student experience (Arnold & Kuh, 1999). The fundamental assumptions and values of faculty and student affairs appeared so different that what many student affairs professionals valued most – personal development – did not fit faculty members' frames of reference; indeed, the faculty members included academic learning, to the exclusion of holistic development, as central to institutional efforts (Arnold & Kuh, 1999). Given that many living-learning programs are designed and housed within student affairs divisions and with their values in mind (Inkelas et al., 2008), faculty members may not perceive the benefits of participation in them.

Faculty culture at research institutions affected the amount of time faculty members are encouraged to spend with students. Schedules of faculty were flexible, and hours were predominantly dependent upon their teaching load; the time not allocated to teaching and engaging in department or institutional committee responsibilities was for the faculty member to use for researching and writing (Kuh, 1993; Ward, 2003). Faculty members were free to become specialists in areas of interest to them, with little or no input from outsiders. The department or college approved the funding for an individual's research, but grants and other funding sources from external parties also existed and provided direction for study (Kuh, 1993; Ward, 2003). The autonomy over one's own

interests was strongly valued by faculty members, and existing reward structures reinforced this autonomy (Boyer, 1990).

Catalysts for Faculty Action: Motivation, Job Satisfaction, and Congruence

Several theoretical frameworks influenced the analysis of the faculty participants' experiences with L/L work. For the purpose of this study, it was necessary to consider what motivates people, what contributes to faculty job satisfaction, and how faculty members achieve person-environment congruence in their careers. The aforementioned factors provide context for what might connect tenure-track and tenured faculty to L/L experiences.

Deci and Ryan (2000, 2008) advanced a self-determination theory (SDT), which describes human motives, development, and wellness. As a subset of their larger theory, Deci and Ryan described extrinsic and intrinsic motivations and define these terms in relation to individuals' life goals. "SDT hypothesizes that the process and content of goal pursuits make a difference for performance and well-being" (Deci & Ryan, 2000, p. 247), and research on their theory indicated that intrinsic motivators contribute positively to mental health. Intrinsic motivation describes peoples' active engagement with tasks that interest them and promote growth (Deci & Ryan, 2000). As well, the authors identified that people internalize extrinsic motivators by turning "socially sanctioned mores or requests into personally endorsed values and self-regulation" (Deci & Ryan, 2000, pp. 234-235). Examples of extrinsic motivators include monetary rewards and accolades. People's life goals can be categorized as being intrinsic or extrinsic aspirations (Deci & Ryan, 2008). "Intrinsic aspirations include such life goals as affiliation, generativity, and personal development, whereas extrinsic aspirations include such goals as wealth, fame,

and attractiveness" (Deci & Ryan, 2008, p. 183). Blackburn and Lawrence (1986; 1995) asserted that most faculty are intrinsically motivated within their jobs, however, motivations fluctuated throughout faculty careers. For example, they explained, "An initial enthusiasm for teaching is tempered by peer and organizational pressures for more visible accomplishments" (Blackburn & Lawrence, 1986, p. 273).

The notions of being motivated to assume a job and feeling satisfied in that job are inextricably linked, as a 2000 model advanced by Hagedorn illustrated. The model, called the Conceptual Framework of Faculty Job Satisfaction, categorized factors contributing to faculty job satisfaction and hypothesized that "two types of constructs ... interact and affect job satisfaction—triggers and mediators" (Hagedorn, 2000, p. 6). Triggers are significant life events, and mediators are circumstances that moderate work experiences and context. Faculty triggers may include changes in life stages, family situations, tenure status, institution, perceptions of equity, and mood (Hagedorn, 2000). Mediators are grouped into motivators and hygienes, demographics, and environmental settings (Hagedorn, 2000). Hagedorn's model builds upon the work of Herzberg (1959), who put forth that "motivator" factors enhance and "hygiene" factors decrease individuals' job satisfaction. Herzberg found that when employees are satisfied in their jobs, they feel senses of achievement, intense involvement, and properly compensated through recognition, responsibility, and salary (Hagedorn, 2000). Regardless of background and setting, faculty job satisfaction relied on individuals more frequently being motivated than deterred in their efforts; in turn, job performance reflected when faculty felt valued and engaged with their work.

Person-environment congruence or "fit" occurs when people and their environment share similar or the same prevailing characteristics (Strange, 1996). "Understanding the degree of congruence between an individual and his or her environment is critical for understanding the extent to which he or she is likely to be attracted to, satisfied, and stable within that environment" (Strange, 1996, p. 250). People who fit well with their environment found reinforcement for their attitudes, values, and actions within their settings; also, the person-environment congruence enabled individuals to avoid expectations, circumstances, and activities they disliked (Strange, 1996). Overall, when people fit with their environment, they were more likely to continue to be members of it. For faculty members, congruence with an environment pertained to the value placed on teaching, research, and interaction with students. Being able to recognize fit with an institution required ascertaining the dominant values of an environment. "Each faculty member in a research university travels on a particular instructional pathway, some with 'vehicles' (e.g., techniques, expertise, commitments) that are more efficient than others are" (Wright, 2005, p. 347).

Considering motivational constructs, faculty job satisfaction, and faculty congruence provided additional context for the experiences of participants in this study. "Research on faculty motivation, behavior, and satisfaction also helps us understand how institutional reward systems and individual preference interact to determine the commitments faculty make to different activities" (O'Meara & Braskamp, 2005, p. 226). In the next section, I present empirical information about the motives and experiences of faculty for interacting with students beyond the classroom.

Faculty Motives for and Experiences with Involvement in Out-of-Class Contexts

Astin (1993) identified that interactions between students and faculty positively influenced the cognitive and affective development of undergraduate students. Although the culture of faculty life at research institutions emphasizes research above service and teaching, many faculty members choose to engage in activities with undergraduate students beyond the classroom. Some of these interactions between faculty and students occur within the context of living-learning programs, and empirical research on these interactions is included in this section. Overall, the following literature comprises studies in which researchers have explored the (1) motives behind faculty members' choices to become involved with out-of-class learning environments and (2) faculty members' experiences with involvement beyond classroom settings.

Faculty Motives for Involvement with Out-of-Class Learning Environments

For many reasons, faculty members at research-oriented institutions pursue opportunities to interact informally with undergraduate students. Einarson and Clarkberg (2004) deducted that "faculty who choose to be more actively involved with undergraduate students outside the classroom do so regardless of institutional rewards, perhaps motivated by internal processes rather than external incentive systems" (p. 27). Also, faculty who possessed strong interpersonal knowledge and abilities more frequently opted to engage with students outside the classroom (Einarson & Clarkberg, 2004). The authors discovered faculty members' values and beliefs related strongly to the extent of their out-of-class interactions with students; individuals were more likely to seek out time with students beyond classroom settings when they personally valued and believed in the importance of those experiences (Einarson & Clarkberg, 2004). Informal contact

between faculty and students occurred in myriad university settings, including service learning activities, research settings, social endeavors, and living-learning programs (Einarson & Clarkberg, 2004).

Previous research on L/L faculty primarily explored why faculty become involved with L/Ls, as well as incentives and barriers individuals identified for involvement (Golde & Pribbenow, 2000; Kennedy & Townsend, 2005; Wawrzynski et al., 2009). Sriram, Shushok, Perkins and Scales (2011) studied faculty in residence at a single institution; participating faculty expressed intrinsic motivations and educational philosophies that influenced their decisions to live on campus. Also, Wawrzynski et al. (2009) examined faculty motivations for becoming involved in a new residential college and discovered faculty became involved due to prior experiences and prior awareness of such environments. The authors also identified an alignment between faculty members' values (including citizenship, interdisciplinary work, and teaching) and goals of the residential college attracted faculty to participate.

Ayres (2004) conducted a case study analysis at two urban public institutions to understand better the motivations for faculty participating in non-residential learning community environments. Using interviews and a questionnaire, Ayres discovered that although faculty valued teaching at their institutions, they perceived teaching in the learning communities to be "overly time consuming and of questionable value to students and their environments" (p. x). For faculty in Ayres' study who were intrinsically motivated to become involved in the nonresidential learning communities, which featured linked courses, helping students adjust to college was valued. These faculty members

also wanted to promote students' learning and develop professionally through the experience (Ayres).

Kennedy (2005, 2011) conducted the only multi-institutional, empirical study related to the motivations behind involvement of faculty in living-learning programs, using a case study and modified analytical induction approach. She interviewed faculty at three research-oriented institutions to determine why they did or did not choose to participate in living-learning programs. Kennedy discovered five categories of goals that faculty participants working with living-learning programs had for students: academic, social, transition, cultural, and faculty approachability. Professionally, the faculty predominantly aimed to continue their teaching, research, and service activities; a few expressed interest in administrative positions, and several were working toward retirement (Kennedy, 2005).

Kennedy (2005) found several themes that provided insight into what faculty enjoyed and disliked about their work in living-learning settings. Faculty indicated they were interpersonally rewarded by their involvement, particularly through the relationships they developed with other faculty members and with students (Kennedy, 2005). Participants also identified their least rewarding elements of involvement with living-learning communities, such as feeling pressured for time, disrespected by student affairs professionals, burdened by administrative responsibilities with the programs, and frustrated with the immaturity of freshmen living-learning students (Kennedy, 2005). In addition, faculty members were involved with living-learning programs because they valued the interaction with students, recruitment, and freshmen-to-sophomore-year retention. Faculty indicated that they enjoyed spending time with students outside the

classroom, and several individuals believed their work with the living-learning programs made a positive difference in students' lives (Kennedy, 2005).

To provide a counterpart to the perspectives of participating faculty members, Kennedy (2005) included the perspectives of non-participants and former participants in living-learning programs. For faculty who had declined becoming involved in living-learning programs, several themes permeated their rationale for not participating, including their own professional goals, how they were approached to participate, having other outlets for interacting with students, and feeling uncomfortable with spending time with students outside the classroom. For faculty members who had participated in living-learning programs at one time, but had ceased to be involved, Kennedy categorized their reasons for leaving into four themes, which included "predetermined terms of service, lack of time, vaguely defined roles, and disrespect of faculty time" (p. 134).

Finally, the involvements or experiences of faculty participants varied, but they included dining with students, giving talks to student participants, carrying out administrative responsibilities, and organizing and attending field trips (Kennedy, 2005). Although findings about the contexts Kennedy (2005) studied cannot be generalized to institutions not included in her case study analysis, they provide transferable insight into experiences that may be available to faculty involved with living-learning programs.

In a follow-up article related to her 2005 study, Kennedy (2011) discovered faculty members' perceptions of L/L roles and concerns about time contributed to whether they felt capable of participating with L/L programs. Faculty who knew what was expected of them through L/L roles expressed feeling able to participate, while faculty who did not understand their L/L role felt less able to be involved (Kennedy,

2011). Kennedy also identified that faculty who felt they had time to be involved with L/Ls had stronger capability beliefs than those who did not feel they had time for L/Ls. Departmental support and the extent to which L/L participation counted toward promotion and tenure affected faculty's decisions. In Kennedy's study, department chairs encouraged faculty participants who felt supported in their L/L involvement and L/L participation counted toward service requirements. Kennedy also discovered an underground network of L/L faculty. Among her participants, faculty did not discuss their L/L involvement with departmental colleagues but did interact with other L/L faculty members.

By design, the present study both builds upon and departs from Kennedy's (2005, 2011) study. Although Kennedy (2005) attended to faculty members' motives for participation, her research fell short of identifying relationships between motivations and experiences. The present study extended upon Kennedy's findings in order to further connect motivations and experiences, using intensive interviewing approaches and grounded theory coding practices. One perceived design flaw of Kennedy's research was her participant sampling. In spite of her focus on pressures for tenured faculty, Kennedy's participants included both tenure-track and non-tenure track faculty. Finally, Kennedy used motivational systems theory as her theoretical framework. Consistent with constructivist grounded theory approaches, the present study did not rely on preconceived theories for guidance, rather allowing findings to emerge from shared meaning making between the researcher and participants.

Faculty Experiences with Involvement beyond the Classroom

Moving beyond motives for participation, studies by Ellertson (2004), Golde and Pribbenow (2000), Einarson and Clarkberg (2004), Cox and Orehovec (2007), and Sriram et al. (2011) investigated experiences and outcomes of faculty who were involved with undergraduate students in out-of-class settings. In a study not confined to L/L faculty, Einarson and Clarkberg (2004) found that interacting with students outside of class helped faculty in other aspects of their jobs. As an example, their study results revealed that "faculty who work with undergraduates on research projects get more articles published and are more likely to have external funding for research; these research activities appear to bundle together" (Einarson & Clarkberg, 2004, p. 26). In addition, Einarson and Clarkberg discovered that faculty teaching undergraduate classes reported increased interactions with undergraduates, likely due to classroom opportunities for relationship building.

Ellertson (2004) studied the relationship between faculty vitality and involvement in learning communities "in a teaching-intensive sub-environment within a research university setting" (p. 9). Ellertson defined faculty vitality as positive qualities of faculty members that helped them to be productive in their careers. Often, characteristics associated with faculty vitality were intangible, such as enthusiasm for students and colleagues, and individuals' actions reflected engagement in teaching and scholarship (Ellertson, 2004). Through her phenomenological inquiry of faculty working with residential and nonresidential learning communities, Ellertson's (2004) participants identified seven themes as positive elements of their experiences: "satisfaction/pride in work; opportunity to experiment/take risks; relationships with students; relationships with

colleagues; scholarship of learning communities; opportunity to educate for democracy/citizenship; and personal insights and reaffirmation of one's work" (p. 79). Faculty perceived five negative outcomes or disadvantages for working with learning communities, including "time demands; cliques of students; failure of certain aspects of the learning community; departmental indifference/resistance; and lack of rewards" (Ellertson, 2004, p. 112).

Through an interpretivist qualitative study, Golde and Pribbenow (2000) illuminated experiences of 15 faculty members within living-learning programs at the University of Wisconsin-Madison. The researchers sought to understand faculty involvement in a residential learning community through the lenses of faculty participants (Golde & Pribbenow, 2000), and they learned that the faculty in this single-institution study had multiple reasons for participating with L/Ls. The faculty members expressed concern for undergraduate students' education and a desire to know their students better (Golde & Pribbenow, 2000). Also, Golde and Pribbenow discovered that living-learning communities provided participants with opportunities to act in ways that were congruent with the values they placed on innovative education and teaching in interdisciplinary settings. "Consistent with many of their previous educational experiences, involvement in the residential learning community represented an opportunity for faculty to rediscover or recreate an educational experience that had significantly affected them" (Golde & Pribbenow, 2000, p. 32).

In another study of note, Cox and Orehovec (2007) conducted a qualitative inquiry that employed focus groups, interviews, and observations to explore faculty-student interactions outside the classroom in a residential college setting. Largely using

student perspectives, they identified a typology of faculty-student interactions occurring along a continuum of disengagement, incidental contact, functional interaction, personal interaction, and mentoring (Cox & Orehovec, 2007). The researchers were struck by finding a general lack of out-of-class interaction between faculty members and students. In their recommendations for future research, Cox and Orehovec reiterated the need for further study of factors that encourage and support faculty-student interaction:

> While previous research has suggested that members of the faculty with particular beliefs about teaching or at certain points in the tenure/rank scale are most likely to interact with students outside the classroom, there has heretofore been little articulation of specific, transferable behaviors that can improve faculty interaction with students outside classroom walls. (p. 359)

Cox and Orehovec's findings and implications provided support for the pursuit of understanding faculty motivations and experiences with students in out-of-class settings.

Most recently, Sriram et al. (2011) studied faculty living in residence halls. Participants were accustomed to out-of-class interactions with students, yet living in residence halls among students afforded them new ways "to more meaningfully enact their existing convictions about teaching and learning" (Sriram et al., 2011, p. 46). Sriram et al. also found faculty-in-residence felt increasingly able to implement their teaching philosophies, engage in meaningful conversations with students, and blur the boundaries between academic and non-academic dialogues with students because of their regular, informal interactions in the residence halls. The authors explained that "university life helped faculty members in their roles as parents; they anticipated their own children's futures and learned from the college students surrounding them" (Sriram

et al., 2011, p. 49). The authors categorized outcomes that faculty-in-residence achieved to include developing as educators, further understanding teaching and learning, and establishing a deeper commitment to connecting classroom experiences to life outside the classroom (Sriram et al., 2011).

As evidenced by the aforementioned literature, living-learning programs often are designed for the benefit of student participants, with little attention paid to the needs of faculty who are solicited to participate. In my grounded theory study, I seek to address this existing gap of knowledge regarding faculty motivations for participation in living-learning programs and the experiences they have within them. Increased knowledge about the motives and experiences of faculty members currently involved with living-learning programs may reveal new directions for living-learning programs.

Summary of Literature

There is a dearth of empirical research pertaining to what motivates faculty members to become involved with living-learning programs. Few researchers have explored the specific experiences of living-learning program faculty. Existing studies of living-learning programs and faculty who work with them have been conducted using post-positivist quantitative approaches, qualitative case study approaches, or single-institution investigations. The contributions of multi-institution studies are important for enhancing understanding of student experiences in living-learning programs; however, I proposed to develop a model that may provide depth to what is known about living-learning program faculty.

The studies that have been conducted on living-learning faculty have not used grounded theory methods. Grounded theory offers a different means of understanding

motivations and experiences of living-learning program faculty members (Charmaz, 2003) than does phenomenology or case study. Unlike phenomenology, I will not be relating personal experience with the phenomenon being studied, as I have not been a faculty member working with living-learning programs (Creswell, 2007). Previous case study research has involved the study of experiences of living-learning program faculty within bounded systems.

In this literature review, I have presented existing information available about living-learning programs and outcomes associated with student participation in the programs, faculty member culture and faculty experiences with undergraduate students, and specifically, motivations and experiences of living-learning program faculty members. This literature is relevant to my study and informed my research design, given the context it offered for faculty participants in my research and exploration of how other scholars previously understood faculty experiences in living-learning programs. Limitations of the extant literature led me to explore the experiences of living-learning program faculty across multiple institutions and employ a grounded theory approach in order to develop a model firmly rooted in the data from this study. In the next chapter, I will introduce my research framework and information about how I conducted my study.

CHAPTER 3: METHODOLOGY AND METHODS

"I think metaphorically of qualitative research as an intricate fabric composed of minute threads, many colors, different textures, and various blends of material. This fabric is not explained easily or simply" (Creswell, 2007, p. 35). Creswell's description of the qualitative research fabric elicits the image of a complex web comprising delicate strands. I carefully selected for this research study the framework, colors, and textures with which I have woven new understanding of living-learning program faculty experiences.

My goal for this chapter is to describe how I explored the motives and experiences of faculty working in L/L programs. I will explain the framework with which I worked. The primary components of this chapter include explanations of the methodology, epistemology, and specific strategies I employed to answer the research questions. I conclude by outlining my role as a researcher in undertaking this study.

Research Questions

The purpose of this constructivist grounded theory study was to investigate the motivations and experiences of faculty members working with living-learning programs. Several research questions helped fulfill the purpose of this study. First, what motivates faculty to become involved with teaching in living-learning program settings? Second, what do the interactions between living-learning faculty members and students look like? Third, what makes teaching and working with living-learning students meaningful to faculty participants? Fourth, how does living-learning program involvement serve as a professional benefit to faculty members' lives, and how does this involvement connect to their development apart from students? Fifth, what pedagogical approaches do faculty

members employ within and outside their classrooms when engaging with living-learning

students? These research questions served as the starting point from which my

methodology developed. In the following sections, I explain how the research questions

related to my decisions to apply qualitative methods, define my epistemology, and

recount my approach to data collection and analysis using grounded theory.

Qualitative Methods

To understand the experiences of faculty members working in living-learning

programs, I employed qualitative methods. Researchers use qualitative methods to

understand, contextualize, and interpret the experiences of participants without

preconceived hypotheses (Krathwohl, 2004). Some important characteristics of

qualitative data-gathering approaches pertain to the role of the researcher, the context for

the study, and the manner of data analysis. The characteristics of qualitative methods, as

further explained in this section, illustrate why I used qualitative approaches to explore

the research questions of this study.

Role of the Researcher

The researcher plays a significant and important role in qualitative inquiry.

Qualitative inquiry places a researcher into the study, engaging him or her in the process

of constructing meaning with participants (Jones et al., 2006). In order to co-construct

meaning, data collection is interactive. Qualitative researchers are subjective in their

approach, meaning that they recognize how their experiences and assumptions influence

the study. In addition, the researcher is empathic as he or she seeks to understand

participants' experiences. Researchers who gather data qualitatively perceive the people,

the world, human behavior, or their subject matter to be complex (Creswell, 2007; Guba & Lincoln, 2001; Jones et al., 2006).

Researchers who make use of qualitative methods often perceive that reality is socially constructed. Social constructionism is a theoretical viewpoint in which participant views are central (Creswell, 2007). Researchers with social constructionist perspectives study how people view their realities at a certain point in time, as well as explore the process by which people develop those views (Charmaz, 2006). For my study, I maintained an awareness of the different social realities of myself and of participants in order to recognize potential biases.

Context for the Study

Context is crucial for researchers using qualitative approaches; the findings of the study depend upon it. Researchers who apply qualitative methods frequently use natural settings as their research sites (Jones et al., 2006). In studies employing qualitative methods, the environment is an important aspect of the data. Thus, by maintaining an awareness of the research context(s), qualitative approaches can provide an in-depth and localized view of a topic, which in turn leads to a more organic understanding of phenomena (i.e., an emic perspective) (Guba & Lincoln, 2001). Within my research on living-learning program faculty, context was relevant. Since living-learning programs differ by institution, faculty member disciplines and departments affected involvement in living-learning settings, and other institutional qualities emerged as unique.

Manner of Data Analysis

Qualitative methods often are used to explore a topic, using inductive thinking (Krathwohl, 2004). In my grounded theory approach to this study, I did not have an

expected outcome that I sought to confirm. Rather, I had ideas I explored in order to

make broader inferences and generate theory about living-learning faculty. In research

conducted with qualitative methods, data analysis is emergent (Jones et al., 2006). For

example, the data were analyzed throughout the study, simultaneously with collection. In

essence, the data collected informed the direction of the study, meaning that the plans for

additional data collection through interviews and observations flowed from findings I

identified throughout ongoing analyses. I acknowledged and accounted for my

presuppositions about living-learning programs and allowed the emerging data to dictate

the analyses.

The Constructivist Worldview

Epistemology is comprised of one's assumptions about the nature of knowledge

(Creswell, 2007; Guba & Lincoln, 2001), and, for a researcher, one's epistemology

serves as the overarching perspective for a study. My worldview is that of a

constructivist, and I employed that lens in my grounded theory study. In a constructivist

inquiry, it is essential to acknowledge there are multiple perspectives that influence the

research. To act in a way that is consistent with Creswell's (2007) description of

constructivism, the goal of my research was to allow the participants' views of living-

learning program experiences and their own motivations to shape my emerging

understanding of these phenomena. I did not impose my meaning on the experiences of

participants; rather, they helped me understand how they have experienced involvement

in living-learning programs within their own contexts.

The goal of constructivism is to understand (Guba & Lincoln, 2001). By nature, a

constructivist approach is relativistic and subjective (Guba & Lincoln, 2001). In

addition, a constructivist researcher develops a transactional and dialectical relationship with participants; thus, knowledge about a topic is created between researcher and participants (Guba & Lincoln, 2001).

Constructivism is aligned with ontological relativism (Demerath, 2006), meaning that how people understand the world is tied to their personal experiences. Thus, one's worldview is relative to the context in which he or she exists. As a constructivist thinker and researcher, I believe that knowledge about a phenomenon is context-specific. The relativism of constructivism "assumes multiple, apprehendable, and sometimes conflicting social realities" (Guba & Lincoln, 2001, p. 65). Hence, there is no single way to understand a phenomenon; alternately, there are many different perspectives that are acceptable and legitimate. Through the process of conducting research in the constructivist tradition, constantly shifting social realities evolved into new understanding.

Grounded Theory Methodology

A general approach to research design is a methodology. Methodology guides how researchers make decisions about specific methods used in a study (Creswell, 2007; Jones et al., 2006). As previously stated, the methodological approach employed in this study was grounded theory.

In grounded theory, knowledge is created between researcher and participants (Guba & Lincoln). Grounded theory has sociological, objectivist underpinnings (Jones et al., 2006); the purpose of grounded theory methodology is to generate theory by firmly establishing its roots in the data collected. Grounded theory inquiry focuses on social or social psychological processes within a social setting or a particular experience (Glaser &

Strauss, 1976). Through this section of the chapter, I provide a brief background on the evolution of grounded theory, an overview of grounded theory characteristics, and an explanation of why grounded theory suited my research topic and questions.

Background on Grounded Theory

Glaser and Strauss (1976) were the progenitors of grounded theory methodology. They explained, "Grounded theory is derived from data and then illustrated by characteristic examples of data" (Glaser & Strauss, 1976, p. 5). Glaser and Strauss revitalized the use of qualitative methods in sociology by proposing that such research could be employed in a rigorous and systematic way, and their grounded theory approach emerged from a post-positivist paradigm (Charmaz, 2006). The main stance of Glaser and Strauss was that data could not be separated from the emergent, social processes by which they were collected, and that inductively gathering data would result in better theories.

In developing grounded theory, Glaser brought positivist perspectives that are evident in the rigorous methods (Charmaz, 2006). Strauss offered his pragmatist viewpoint to the design of grounded theory, which drew attention to the active processes of human beings (Charmaz, 2006). After Glaser and Strauss reached a fundamental disagreement about their understandings of grounded theory, the researchers parted ways to produce further guidelines independently (Charmaz, 2006), although each researcher maintained post-positivist leanings.

More recently, Charmaz (2006), who studied under both Glaser and Strauss, developed a constructivist approach to grounded theory, and this paradigmatic approach guided my study. Constructivist grounded theory fundamentally differs from the

grounded theory developed by Glaser and Strauss in its flexibility and acknowledgement of the researcher's role. Charmaz (2006) articulated the role of the researcher in the following way: "[W]e are part of the world we study and the data we collect. We *construct* our grounded theories through our past and present involvements and interactions with people, perspectives, and research processes" (p. 10).

Characteristics of Grounded Theory

The methods for collecting data in grounded theory are varied, and researchers select strategies that are appropriate to their studies. According to Creswell (2007), grounded theory researchers traditionally study a number of individuals who have experience with a phenomenon of interest. Often, the study will consist of interviews and memoing (Creswell, 2007), although other approaches such as observations, focus groups, and document analysis may be used as well (Charmaz, 2006). Although grounded theory shares many characteristics with other forms of qualitative research, researchers using this methodology follow flexible guidelines for data collection and analysis.

An initial characteristic of grounded theory pertains to sampling. Researchers using grounded theory methodology employ theoretical sampling, meaning that participants are interviewed, observations collected, and other strategies conducted until a saturation of information is reached (Charmaz, 2006). Hence, sampling is guided by theory construction. According to Charmaz, "The main purpose of theoretical sampling is to elaborate and refine the categories constituting your theory" (p. 96). Essentially, data collection is complete when the same themes emerge from the data sources.

Grounded theory researchers use a constant comparative method when analyzing data. The constant comparative method of data analysis entails that researchers sample, collect data, and analyze data simultaneously (Jones et al., 2006). More specifically, it is "a method of analysis that generates successively more abstract concepts and theories through inductive processes of comparing data with data, data with category, category with category, and category with concept" (Charmaz, 2006, p. 187). As comparisons progress, a theory (or multiple theories) slowly emerges; data continue to be gathered throughout the process of constructing a grounded theory. Researchers seek to achieve theoretical saturation of the categories within a developing theory. Reaching theoretical saturation is evidenced through dense categories in which properties, dimensions, and relationships have been fully explored and described (Charmaz, 2006).

As previously mentioned, data for a grounded theory are collected in the forms of interviews, observations, and researcher memos (Charmaz, 2006; Creswell, 2007; Jones et al., 2006). The data are coded, simultaneously with the data collection process, by breaking them into smaller pieces. The coding process for grounded theory should demonstrate evidence to support the theory that emerges from data. A researcher should start relatively fresh with the topic and write portions of a literature review for a grounded theory study after the data analysis (Charmaz, 2006; Mertens, 2005).

Grounded Theory for Understanding Living-Learning Program Faculty

For my study, a grounded theory approach allowed me to work with participants to develop an understanding of their experiences working with living-learning programs. My research questions explored the "why" behind the experiences of faculty members in addition to the specific observations they have about their involvements. Together with

participants, we co-constructed meaning of the time they spend in and out of classrooms with living-learning students and colleagues.

Another benefit of employing grounded theory methodology is the sample size. Among qualitative approaches, grounded theory lends itself to one of the larger samples. Compared to narrative inquiry or phenomenology, where only a few key individuals are studied, grounded theorists typically sample 10 or more individuals, with samples that grow until theoretical saturation is reached. Through interviews with and observations of 12 living-learning program faculty members, I developed an understanding of their experiences and emerged with a theory grounded in the data (Creswell, 2007).

Data Collection Procedures

Methods are the techniques and strategies used in a research study (Jones et al., 2006). In this section, I describe my sampling process, sites selected, study participants, data collection procedures, and analysis procedures.

Sampling Strategy

I used purposeful sampling to select participants for my study. According to Jones et al. (2006), purposeful sampling involves identifying information-rich cases in order to learn the most from participants about the phenomenon being studied. This sampling also may be classified as criterion-based, since I only was interested in interviewing tenured or tenure-track faculty members who worked with living-learning programs that were tied to an academic curriculum. The literature on faculty culture reinforced that tenure-track and tenured faculty shared motives, struggles, and similar experiences of university life, particularly with regard to the pressure to publish their research and achieve promotions to advanced tenure ranks.

Additionally, I pursued faculty participants who maintained sustained involvement in living-learning programs, since I perceived those individuals would have revealing perspectives I could use to inform my understanding of motivations and experiences. My final sample included three faculty with 11 or more years of L/L participation experience, four participants who spent six to 10 years working with L/Ls, four participants with two to five years of L/L experience, and one individual in her first year of L/L work. Further, I used a snowball sampling technique as I progressed in my study toward achieving theoretical saturation. Snowball sampling entails gathering recommendations for additional participants from individuals with whom the researcher interacts (Creswell, 2007). The people who know other people can help a researcher identify additional information-rich cases (Creswell, 2007). For this study, four participants were identified through snowball sampling, when other individuals recommended them for involvement.

With my sampling strategy, I sought to provide adequate coverage of the phenomenon above other factors. Jones et al. (2006) explained that coverage extends beyond numbers of participants and convenience of selection.

> Participant selection must be intentional with consideration given to the relationships between how well the participants are able to illuminate the phenomenon under investigation, the nature of the questions asked of participants, and the contextual influences on participant selection, data collection, and analysis. (p. 66)

Thus, a range of factors influenced the ways the sampling for this study unfolded, including institutional context, the nature and duration of faculty members' experiences with living-learning programs, and availability of faculty members.

At the outset of this study, I intended to identify approximately 12 to 15 living-learning program faculty members, collect data, and add to my sample until I reached theoretical saturation. Since there are no rules for the number of participants to be used in grounded theory studies, I began with what seemed reasonable, and I expanded as necessary. I proposed to identify three to five faculty members from three different institutions to establish my understanding of faculty members' motives and experiences within living-learning programs and expand my sample to achieve theoretical saturation about the topic. Ultimately, I interviewed three individuals from one institution, a single individual from a second institution, and eight individuals from a third institution.

I opted to conduct my study at multiple institutions in order to reflect the diversity of living-learning programs and to account for differences in the types of roles and responsibilities faculty members may have within L/L programs. Although I expected and noticed variation among the responsibilities of participants and the organization of L/Ls with which they worked, the range of institutions did not detract from the common characteristics of faculty experiences with L/L work. By studying faculty members at different institutions, I was able to learn about different perspectives on involvement in living-learning programs at each institution as well as incorporate perspectives of faculty members from various disciplines and at varying points in their tenure processes. The slate of participants was manageable; the structure of grounded theory required that I analyze data simultaneously with collection (Charmaz, 2006; Creswell, 2007). I

conducted one interview with each participant, held follow-up interviews with three participants, and observed four participants in curricular or co-curricular settings. The three individuals with whom I conducted follow-up interviews proved to have interesting perspectives that warranted further conversation; two of these individuals were at one institution and the third was at a second institution. For the observations, I asked faculty participants to contact me with observation opportunities, and I followed up with an email requesting their ideas; I was able to observe all of the participants who offered opportunities.

Sites

To recruit my sample, I contacted individuals at several institutions of higher education to obtain lists of faculty members working with living-learning programs that met my criteria, including that they had prolonged involvement with a living-learning community that incorporated curricular content and work in a public research-based institution. Using my networks and connections with various living-learning programs, I contacted individuals at universities where the faculty are working with students in and out of the classroom. Individuals at institutions served as "gatekeepers" and helped me to gain access to living-learning program faculty (Jones et al., 2006). My communication with gatekeepers at selected institutions helped me to narrow down to feasible sites.

At the outset of the study, I solicited participants from five institutions. After brief communication with individuals at one institution, the primary contact person was unresponsive to further inquiries. A representative at another institution felt there were not L/L faculty members who met my criteria (e.g., tenure-track or tenured individuals working with curricular-based L/Ls). As a result, I proceeded with the three institutions

included, sending email invitations to potential participants (see Appendix A: Invitation

Letter). The institutions at which I successfully recruited living-learning program faculty

members included American University (AU), the University of Maryland-Baltimore

County (UMBC), and the University of Maryland-College Park (UMCP). These

institutions were selected as sites due to my personal connections with professionals at

them, the perceived success of the programs, and willingness to participate. Two of these

institutions, UMCP and UMBC, have participated in the National Study of Living-

Learning Programs and been cited as exemplars by various researchers (AAHE, ACPA &

NASPA, 1998; Inkelas & Associates, 2007; U.S. News & World Report, 2011; Whitt et

al., 2008). Also, because of the way the living-learning programs are structured at the

three institutions, there were faculty members substantially involved with the programs.

Study Participants

At UMCP, I contacted 17 tenure-track faculty members and yielded eight

participants. Of those contacted, 10 were men and seven were women. This study

includes five of those men and three women. At UMBC, I contacted seven tenure-track

faculty members and yielded one participant. Although my contacts were with five

women and two men, my solicitation garnered one female participant. At AU, I

contacted seven tenure-track faculty members and yielded three participants. I made

contact with five men and two women; one woman and two of the men contacted became

study participants. Overall, 39 percent of solicited faculty became participants. Of the

non-participants, most individuals failed to respond, despite introductions from

gatekeepers at the institutions. Two non-participants expressed interest but did not

follow through to schedule with me. Two non-participants, both of whom worked at

UMBC, declined due to time constraints. Three non-participants, all of whom worked at UMCP, felt they could not contribute anything. One of these UMCP non-participants had not begun with L/Ls at time of contact; one taught a seminar but did not know anything about the living component; and one said she was not involved with L/Ls, in spite of being on a list I received from an L/L administrator.

The total sample included five women and seven men; all participants identified as White. Four participants are in social sciences, five are in humanities, and three are in hard sciences. Five participants currently direct an L/L, and these L/L directors are at three institutions. Three participants previously directed L/Ls and are currently uninvolved. All three former L/L directors are at same institution. Four participants are primarily involved with L/Ls through teaching roles. These faculty participants are at two of the institutions included in the study. In Table 1, Participants in the Study of Living-Learning Faculty, I have provided basic demographic information about the 12 participants. I assigned pseudonyms to participants and generalized their disciplinary affiliations throughout the study and in this table in order to protect their confidentiality.

Table 1
Participants in the Study of Living-Learning Faculty

Pseudonym	Title	Type of Discipline	Department Responsibilities	Number of Years on Faculty	Number of Years with L/L	Gender
Daniel ^	Assistant Professor	Social Science	Teaching Research	Two to five	Two to five	Male
Jeremy *^	Associate Professor	Social Science	Teaching Research Administration	Six to 10	Six to ten	Male
Marie ^	Associate Professor	Arts and Humanities	Teaching Research	21+	Two to five	Female
Molly	Associate Professor	Arts and Humanities	Teaching Research Public service	16 to 20	11+	Female
Pamela	Associate Professor	Social Science	Teaching Research	21+	Six to ten	Female
Seth	Associate Professor	Social Science	Teaching Research	Six to 10	Six to ten	Male
Max *	Professor	Science	Administration	Six to 10	Two to five	Male
Floyd	Professor	Arts and Humanities	Teaching Research Public service	21+	11+	Male
Michael	Professor	Arts and Humanities	Teaching	21+	Six to ten	Male
Eva *	Professor	Arts and Humanities	Teaching Research Administration	16 to 20	One	Female
Renee	Professor	Science	Teaching Research Administration	11 to 15	Two to five	Female
Saul ^	Professor	Science	Administration	21+	11+	Male

* Indicates participant was interviewed twice
^ Indicates participant was observed in an L/L-related setting

Connections between self, the participants, and the research sites. Before

beginning data collection, I previously had not known any of my participants although I

did work at the same institution as a number of them. As I explained in my sampling

strategy and further address in my researcher statement, I maintained contacts in the local

living-learning program network due to my professional and scholarly experiences. I

have worked at two institutions with well-established living-learning programs, and I

solicited faculty participants from one of those settings. Although several participants

were employed at UMCP during my time there, I did not have job-related contact with

any of them before our interviews.

Steps to obtain participants' permission and to protect participants' rights.

This study was conducted according to the recommendations and requirements of the

Institutional Review Board at the University of Maryland-College Park and at University

of Maryland-Baltimore County. The participants in my study completed informed

consent waivers that explained the purpose of this study and outlined their rights as

participants, copies of which can be found in the appendices (see Appendix B: Informed

Consent Form). Additionally, participants completed demographic information forms,

disclosing general information about their backgrounds (see Appendix C: Faculty

Information Form).

Throughout this study, I have done my best to keep participants' personal

information confidential. To protect participants' confidentiality, data was stored on a

password-protected computer and hard-copies of data were kept in a locked storage area.

Also, (1) participants' names were not included on collected data; (2) a code was placed

on collected data; and (3) through the use of an identification key, only I have been able

to link participants' responses to their identities. In reports or articles about this research

project, participants' identities have been and will continue to be protected to the

maximum extent possible through pseudonyms and removal of potentially identifying

information. This research project also involved making digital recordings of

participants, and these recordings were stored on a password-protected computer.

Recordings were transcribed and analyzed. At the conclusion of the study, recordings

will be destroyed.

For observational data collection, the focus was on the faculty-participants only. I

did not record events or activities electronically; my observations solely involved

descriptive note-taking (See Appendix D: Observation Protocol for a copy of the note-taking protocol). Permission to attend these meetings was sought from the administrator of each individual living-learning program (e.g., executive director) and the faculty participants. The notes did not identify participants by name, and participants' confidentiality was maintained fully.

Types of Data Collected

I primarily employed two data collection methods; thus, my data emerged in different forms. These data included transcripts and notes from interviews and observations, as well as a few documents related to the work faculty do with living-learning programs (Creswell, 2007). I collected data over a twelve-month period spanning from April 2010 to April 2011.

Interviews. For this study, I conducted semi-structured, individual interviews with faculty participants. I conducted all of these interviews face-to-face. Each first-round interview lasted between 60 and 90 minutes. Second-round interviews were conducted with faculty members who proved to have information-rich perspectives and stories about their involvement. The first interviews took place over the course of two academic years, and faculty members had already been involved for a minimum of one semester with their living-learning programs. The follow-up interviews with faculty members also took place in person, and they occurred as I determined that I wanted to gather more information from individuals. I conducted second interviews with three individuals.

To best capture the perspectives and experiences of my faculty interviewees, I employed intensive interviewing strategies. Intensive qualitative interviewing aligns with

grounded theory methods; in my use of intensive interviewing, I developed questions that allowed interviewees to offer interpretations of their experiences (Charmaz, 2006). Charmaz explained, "Both grounded theory methods and intensive interviewing are open-ended but directed, shaped yet emergent, and paced yet flexible approaches" (p. 28).

I conducted each interview using a list of open-ended, yet intentionally sequenced questions (see Appendix E: First Interview Questions). Baxter Magolda and King (2008) developed a guide on reflective conversations that I used to prepare the interview questions for my study. Baxter Magolda and King's guidelines were consistent with the recommendations offered by Charmaz (2006) regarding intensive interviewing, since their model encouraged insightful reflection from participants. Following the reflective conversations model, my initial interview questions were designed to establish rapport with each participant and learn some basic information about his or her experiences. Then, Baxter Magolda and King recommended moving from relationship building with interviewees to having them recount experiences. Finally, the last section of questions helped participants make sense of the ways they interpreted their experiences and reflections. This model resonated with me because of the ways it complements grounded theory methods. For example, the sequencing of interview questions challenged participants to think deeply about their responses as the interviews progressed, thus providing me with rich data for analysis. The questions I asked in second-round interviews with participants were developed in response to emerging themes and unclear responses from the first interviews (see Appendix F: Sample Second Interview Questions).

I audio-recorded each of the interviews I conducted, and a paid professional transcribed these recordings, so I was able to revisit the transcripts for analysis. In addition, I took notes throughout the interview meetings. Combined, my notes and the transcripts helped me to recapture the salient points from interviews.

The nature of the interview questions was open-ended (Charmaz, 2006). Given this approach, I used follow-up questions on an as-needed basis and deviated from my semi-structured questions when warranted. I piloted the questions that I developed for interviews in advance of collecting data by meeting with a living-learning faculty at my home institution whom I would not otherwise have included given the nature of my routine contact with her; no changes were made to the questions after this pilot.

Observations. To help me gain awareness and understanding of the environment and context for living-learning program participation on the campuses, I attended living-learning program-related activities, courses, and meetings (Creswell, 2007). The nature of these activities and events depended on the institution. I completed four observations of living-learning related events and activities. Two observations were of out-of-class activities for students in which faculty participants were involved, one observation was of a planning meeting that involved faculty, and one observation was of a class taught by a faculty member to living-learning program students. Three observations were at one institution; the fourth was at a separate institution. Within these settings, I used a worksheet to structure my observations (see Appendix D: Observation Protocol). The notes I took included rich and thick descriptions as a means of capturing a snapshot of the settings I observe. My observation protocol encompassed space for recording information about the physical setting, social environment, participant behaviors,

program activities, and nonverbal cues. The observations largely served as examples of ways faculty engaged with one another and with L/L students. Although the observations provided context for the L/L faculty experiences, few elements of them added value to the study. The interviews corroborated what I observed about how faculty interacted with students and approached each other; thus, I only refer to observations in the findings when they build upon the faculty members' words.

Documents. Documents collected for my study included assignments for courses living-learning program faculty taught, program descriptions from websites and reports, a routine L/L faculty meeting agenda, and aggregate data from one university's student evaluations of the living-learning program experience. The documents highlighted certain contexts for participants' stories. Creswell (2007) described the importance of exploring these contexts: "Researchers situate individual stories within participants' personal experiences (their jobs, their homes), their culture (racial or ethnic), and their historical contexts (time and place)" (p. 56). In this study, the documents collected solely provided clarification of L/L processes, nuances, and organization. Through supporting documents, I obtained a degree of contextual understanding regarding participants' experiences.

Data Analysis and Interpretation Procedures

Examining data for qualitative studies is an emergent process, and, for this grounded theory study, making meaning with participants drove data analysis. As noted previously, interviews with participants were semi-structured; through the dialogues, we co-created interpretations of faculty motives for participating and their experiences in L/L programs. Co-constructing meaning during interviews was characterized by fluid

conversation between participants and me, as well as by my reflective questioning, sharing emerging themes, and garnering reactions from participants. In data analysis, I examined across the interviews how participants made sense of their motives for and experiences with L/Ls by coding transcripts. According to Charmaz (2006), "we study our early data and begin to separate, sort, and synthesize these data through qualitative coding. Coding means that we attach labels to segments of data that depict what each segment is about" (p. 3). Through coding, I broke the data into smaller fragments. I used follow-up conversations with participants to further explore emerging codes, revisited data, and revised codes to better fit my evolving understanding. Then, I reassembled the coded data in order to glean new understanding of the experiences of living-learning program faculty.

Using the constant comparative approach developed by grounded theorists, I coded the data collected (Charmaz, 2006; Strauss & Corbin, 1990). The initial processes included open coding and focused coding. The process of open coding called for a line-by-line analysis of the transcripts, notes, and reflections from participants (Strauss & Corbin, 1990). It involved naming and categorizing phenomena through a close examination of data. Using HyperResearch software, I attached line-by-line codes to the transcripts. An example of the line-by-line coding can be found in Appendix G: Sample HyperResearch Coding. Focused coding enabled me to then move toward more directed, selective, and conceptual codes (Charmaz, 2006). This process was not linear (Charmaz, 2006); rather, focused coding required that I revisit my data anew to recode. In focused coding, I was able to condense the data as I compared individual's experiences and interpretations across interviews. I refined code words and loosely grouped codes during

this process. Between line-by-line and focused coding, I developed a list of roughly 365 different code words or phrases. The codes were attached to approximately 2020 segments of text. The early focused coding yielded 50 groups of code words and phrases.

For the next phase of analysis, I used a modified approach to axial coding. This step included creating broad categories out of the concepts identified through open and focused coding (Strauss & Corbin, 1990; Charmaz, 2006). Axial coding entailed using increasingly analytic codes as lenses to view my data and see what concepts grouped together. Through axial coding, I sought to specify the dimensions of each category and explore the relationships around the "axis" of a category (Charmaz, 2006). Thirty-two analytic categories emerged through my axial coding process.

As expected, these coding processes led me back to data collection in the form of second interviews and additional observations. Grounded theory emphasizes the importance of searching the data for verification or negation of relationships, characterized by a "constant interplay between proposing and checking" (Strauss & Corbin, 1990). Finally, the analysis process concluded with theoretical coding (Charmaz, 2006). In my effort to develop a theory, I selected core categories out of those developed through axial coding and related other categories to them. Four primary themes and a model emerged to explain the key categories and their relationships. For an example of how concepts in this grounded theory evolved from line-by-line codes to categories, see Appendix H: Sample Code Tracking.

Trustworthiness

Developing a study that maintained trustworthiness required thought during research design and attention throughout data collection (Glesne, 2006). I built specific

procedures into my study to achieve trustworthiness. These strategies included triangulating my data, conducting member checks, engaging peer debriefers, using an external reviewer, and maintaining a researcher journal.

First, I conducted a trustworthy study by triangulating my data. Triangulation refers to the use of multiple sources of data and methods (Creswell, 2007; Glesne, 2006). In the design of my study, I have incorporated several different methods — interviews, observations, and document analysis — to obtain information from participants. Also, consistent with grounded theory and developing a quality study, I engaged multiple participants who offered a variety of perspectives on the data.

To adhere to my constructivist approach and ensure trustworthiness of my study, I conducted second interviews with three participants and member checks with each participant. As described earlier, I held second conversations with three participants in order to clarify perspectives and gather additional data. These conversations provided participants a chance to discuss their reactions and perspectives with me after hearing about preliminary themes I identified. Participants had differing interpretations; although I was unable to incorporate every divergent interpretation offered into the findings, I remained open to the varied viewpoints. All participants had the opportunity to review the findings segment of the dissertation (Glesne, 2006). Findings were emailed to participants, and they were given two weeks to review a chapter draft and respond with feedback. Only two participants responded, and both offered affirming comments. One participant requested a minor editorial change to a quotation, which I have incorporated.

Throughout the process of developing my study, conducting data collection, analyzing data, and writing about this study, I engaged two peer debriefers. These peer

debriefers provided me with reflections and input on the work I did, and their opinions were external to my own (Glesne, 2006). Another procedure I used to establish a trustworthy study was having my study findings critiqued by an external reviewer. This individual, whose professional role entails work with L/L faculty members who were not involved in this study, examined the research process and product by reading through the findings of my study with an eye toward identifying gaps in my thinking. To prepare for this person's review, I maintained a trail of my data collection and analysis procedures, in order to produce further data as needed to support my findings.

Finally, Morrow (2005) asserted, "An analytic journal, including theoretical or analytic memos, should be kept in concert with the research process and described in the report" (p. 259). I maintained a researcher journal in which I explored my personal feelings, thoughts, and reflections on the study in order to surface my biases and preexisting judgments. The journal was a space in which I reflected on the subjectivity I brought to the study as a means of monitoring it (Glesne, 2006).

Living-Learning Programs and the Researcher

In qualitative approaches, including grounded theory, it is imperative for the researcher to situate self in the project. My preexisting knowledge and personal experiences pertaining to living-learning environments influenced the perspectives I bring to research. For nearly ten years, I worked in several different capacities with residential living-learning communities. My professional and scholarly experiences led to my interest in studying faculty members in these living-learning environments.

For my professional career, I served as a residence hall coordinator at the University of Missouri, overseeing two learning communities during my tenure. My

responsibilities ranged from training student staff, who also team-taught residents in

Freshman Interest Groups (FIGs), to convening stakeholder meetings where students,

staff, and faculty collectively planned goals and activities for the community. Due in part

to my practical experiences with living-learning programs, I perceive myriad possibilities

for students to gain meaningful experiences related to the subjects they study in

classrooms; educators can help students make sense of complex concepts to which they

are exposed in class through intentionally designed out-of-class settings. Specifically,

my involvement with the living-learning communities provoked my initial interest in

different pedagogical mechanisms that utilize active, collaborative, and integrative

learning techniques inside and outside the classroom.

As a residence hall coordinator, I helped strengthen partnerships between the

Missouri School of Journalism and our Journalism and Communication (J&C) residential

learning community. As a result, I garnered a strong interest in researching partnerships

between academic and student affairs programs. I valued and enjoyed the interactions I

had with our faculty stakeholders, and the relationships I developed with the J&C faculty

continue to shape my perspectives on the importance of strong faculty participation in

living-learning environments.

A transformational experience for me was a three-course series instructed by Dr.

Charles Schroeder, a 1990s pioneer in living-learning program development, through

which I earned a post-master's certificate in Residence Education. During the courses, I

developed a philosophy of residence education, and that philosophy embodies my values

and beliefs. I believe that the core of any residence education program must be the

students' needs, and the promotion of students' academic success requires focus on the

fulfillment of the educational mission of an institution. The residence educator, whether a staff person or faculty member, is a facilitator, teacher, scholar, and conduit for student learning.

During five years of my doctoral studies, I was employed as a graduate assistant in College Park Scholars, a two-year living-learning experience at the University of Maryland-College Park. As a member of the Central Office staff, I had roles and responsibilities in several settings. Several of my responsibilities required regular contact with program faculty members, including implementing large-scale events, attending community meetings, and facilitating faculty development opportunities. Also, I was instrumental in connecting some of the student leaders with the faculty associates in the Scholars program.

Finally, I served for more than four years as a member of Dr. Karen Inkelas' research team, working with the National Study of Living-Learning Programs (NSLLP). The NSLLP is a multi-institutional, mixed-methods study, conducted out of a post-positivist paradigm. The dominant portion of the study is a quantitative survey instrument, and the secondary piece of the study involved qualitative case studies at four institutions, including Miami University, Clemson University, Florida State University, and the University of Maryland-Baltimore County. As a member of the NSLLP team, I learned about some ways living-learning programs have been measured to date – through case studies and surveys – and I subsequently observed the benefits and limits of what understanding can be derived through these methods.

The NSLLP investigated the experiences of students living in living-learning programs, and it comprised two parts. Student participants responded to a Residence

Environment Study instrument, which was developed by a team of researchers (Inkelas &
Associates, 2007). Institutional representatives also completed a survey about the
components of their living-learning programs, and the survey asked individuals
responsible for general administration of the living-learning programs at participating
institutions to respond to questions about the organization, components, and functions of
their programs (Inkelas & Associates, 2007). The study contributed to my curiosity
about the experiences of faculty members, since they are not included in the quantitative
portion of the study. Through my involvement with the NSLLP case studies, I had the
unique opportunity to interview faculty at one of the institutions, and I learned about the
enriching experiences these individuals had in living-learning programs. I began to
wonder more about how faculty members elsewhere became involved in living-learning
programs and their experiences in these programs. My participation on the NSLLP
research team further cultivated my interest in how faculty members experience living-
learning environments.

Each of the aforementioned experiences helped lead me to the questions of this
research study. As I learned about living-learning programs and the faculty members
who work within them, I glimpsed elusive and difficult-to-describe phenomena that
comprised these learning experiences for participants in them. Through the design of this
grounded theory study of living-learning program faculty, I learned how faculty members
perceived the living-learning experience.

Limitations

In the design and implementation of this study, several limitations are evident.
The study sample included 12 faculty members who generously provided their reflections

on motivations for and experiences with living-learning involvement. Although I tried to include multiple perspectives from faculty members in the data, there are some noticeable omissions and limited views. First, of the individuals recruited, only one assistant professor became a study participant; although several participants reflected on their tenure as assistant professors, this study could have benefited from other assistant professor views. Given the nature of expectations for assistant professors working toward tenure, it is not surprising that few individuals at this tenure rank emerged as possible and interested participants. The lack of assistant professors represented in this study may indicate that few faculty at this rank are able to commit to L/L work. Also, I searched for L/L faculty of color to participate in this study, collected names from gatekeepers, and reached out to recommended individuals. Unfortunately, I was unable to garner participation from tenure-stream faculty of color who were connected with L/L programs. Only three names of possible participants were shared with me, leading me to believe that few faculty of color met my study criteria; this may indicate a larger challenge of engaging faculty of color with L/L work.

The distribution of faculty participants across the institutions represented in this study is another potential limitation. In spite of my efforts to contact multiple faculty members at each institution, there is only one participant from UMBC. The gatekeeper at this institution led me to believe several L/L faculty would meet my tenure-stream criteria; unfortunately, only a few individuals did and just one of those faculty agreed to participate. On the other hand, a majority of participants emerged from a single school. As a flagship university, UMCP is among the largest campuses in the region, and it has numerous L/L programs with involved tenure-track and tenured faculty.

Finally, limitations I anticipate readers may identify are the differences in size and type between institutions represented within this study. The three universities are all classified as doctorate-granting universities with largely undergraduate populations, meaning that these institutions award at least 20 research doctoral degrees (Carnegie Foundation, 2011). Also, the three institutions are classified as large, four-year, and highly residential environments (Carnegie Foundation, 2011). The similarities among the institutions are reflected in the expectations placed on faculty members to conduct research, publish, teach, and serve their institutions. The AU and UMBC faculty members' extensive research portfolios were testimony to the rigorous expectations placed on them for career advancement. Most importantly, individuals at the three institutions expressed comparable ideas and attitudes through their interview responses, given their shared experiences with L/L work.

Conclusion

Throughout this chapter, I described my plan for exploring the motives and experiences of faculty working in living-learning programs. The primary components of this chapter included the methodology, epistemology, and specific strategies I employed to answer the research questions. In the next chapter, I introduce the findings of my study.

CHAPTER 4: FINDINGS

A living-learning program can take advantage of the fact that you have people

who are living together, who know each other really well. The faculty member ...

is also there so ... you have a relationship outside the classroom, I think that is

one of the keys to this really, really working. - Pamela

Each faculty participant in this study shared unique experiences, motivations, and

stories about her or his living-learning involvement. Renee referred to the notion of

working with a L/L program as "being the faculty face," and the faces faculty members

assumed were as diverse as the participants themselves. For some L/L faculty, the faces

were those of innovative teachers, while others were program directors, confidantes to

students, liaisons to campus partners, and subject-matter experts. Through the findings of

this study, I sought to honor the participants' individuality and personal accounts, while

simultaneously identifying patterns and relationships between their experiences. Across

differing perceptions of L/L involvement, common qualities of participants were evident.

The faculty members cared deeply about students and their education. Moreover, they

creatively approached their teaching and administration, thought critically about their

work, and valued the community inherent to L/L work.

As I interviewed, observed, and interacted with the participants in my study (see

Table 1, Participants in the Study of Living-Learning Faculty, for pseudonyms and

demographics), the faculty repeatedly manifested strengths, personality, and passion

through conversation and subsequently through my analysis. In numerous ways, the

experiences of L/L faculty participants depended on the fit between their personal

motives and characteristics with the contexts of their living-learning involvement. The

grounded theory I developed through this analysis illuminates how study participants'

motivations for involvement and their personal strengths interact with their environment

in order to achieve a sense of congruence in their L/L work.

Through this research, I sought to identify connections between the participants'

processes of becoming involved with L/Ls, their roles and experiences within the

programs, as well as the benefits and drawbacks they perceived in the L/L experience.

The findings of this study revealed different paths into and through work with living-

learning programs. The resulting theory illustrates key themes that emerged and the

relationships among the themes. In this chapter, first, I introduce a graphic that

represents the relationships between the phenomena described by faculty as key

components of their motives for L/L involvement and experiences with L/L work.

Second, I present the findings pertaining to participants' personal motives, both for being

at an institution and for working with L/Ls, and participants' perceived strengths. Third,

I explore the campus-level environment and other professional contexts for the

participants, using their perceptions. Fourth, I illuminate the ways faculty members

interacted with the living-learning environment of which they were a part, paying

particular attention to the participants' different roles within L/Ls. Finally, I explain the

perceived advantages and disadvantages of L/L involvement for participants.

Depicting Relationships between Phenomena

The motivations and attributes of L/L faculty operate in concert with the

environmental context, rewards, and sacrifices faculty perceive to influence the ways L/L

faculty members interact with living-learning environments. Relative congruence or "fit"

among these different factors helps the experience for faculty to be positive. If one

aspect of the following graphic representation (see Figure 1, Model of Faculty Involvement with Living-Learning Programs) cannot work with the others, the faculty member's experience with L/L involvement may falter.
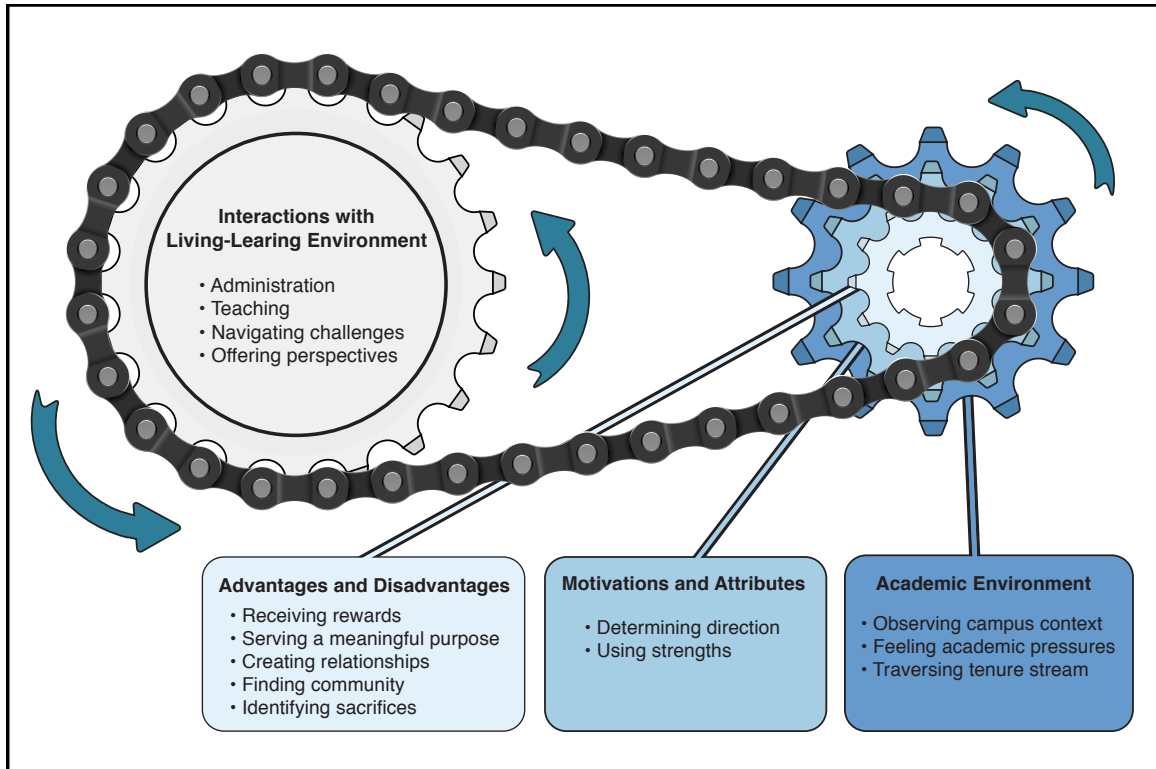
Figure 1. Model of Faculty Involvement with Living-Learning Programs

To keep the visualization straightforward and focused on the study's findings, I developed an illustration that demonstrates multiple parts working together as a single mechanism. The model, which looks similar to a bicycle chain, reflects a simple chain drive mechanism. Chain drives transmit mechanical power from one place to another, and they are used in a variety of machine motors, conveyor belts, and bicycles (Otoshi, 1997). The chain drive in the Model of Faculty Involvement with Living-Learning Programs is comprised of five parts, including the chain connecting the large gear on the left to the three gears on the right. The three gears on the right work together to

synchronize the force and speed of the large gear and the entire chain drive (Otoshi, 1997). Collectively, the chain drive components function as one.

The large gear on the left of the diagram represents the experiences of L/L faculty members. As further described throughout this chapter, faculty members held different roles and assumed varied responsibilities within L/Ls. Participants also described assorted challenges they navigated within and perspectives they held about their L/L environments, which illuminated the nature of their interactions with L/Ls. The experiences faculty had with L/L work were influenced largely by the factors depicted by the gears on the right side of the graphic (i.e., advantages and disadvantages, motivations and attributes, and academic environment), and faculty interactions with L/L environments in turn influenced these other aspects of their careers.

The overlapping gears on the right in the illustration represent the academic environment, faculty motivations and attributes, and the perceived advantages and disadvantages of L/L work. Within the academic environment gear, views on the campus context, pressures of the academy, and tenure processes are encompassed. The motivations and attributes gear encapsulates how the faculty came to be involved with L/Ls. Advantages and disadvantages include rewards, sacrifices, meaningful purposes, community, and relationships identified by participants. These gears are intended to show that three categories of factors work together to move a faculty member's experience within L/L programs. The gears mutually reinforce each other and can move forward or backward. Each person's gears are constructed differently, depending on one's circumstances. The intent of the graphic is to depict that the gears are closely

related and influential over how a faculty member engages with L/Ls. The following

findings describe the gears and their components in detail using the participants' words.

Understanding Personal Motivations and Attributes

In the emerging theory, the individual characteristics and intentions of

participants provided insight into how they came to be involved in living-learning

program work and how their experiences progressed. These personal attributes and

motives are portrayed in the grounded theory model as one of the overlapping gears on

the right side of the graphic. In this section, I explore the themes of determining one's

direction and using strengths, providing concrete examples from participants. Figure 2,

Motives and Attributes of Living-Learning Faculty, illustrates categories of factors that

contributed to participants' working with L/Ls and the characteristics those individuals

believed helped them to become involved.
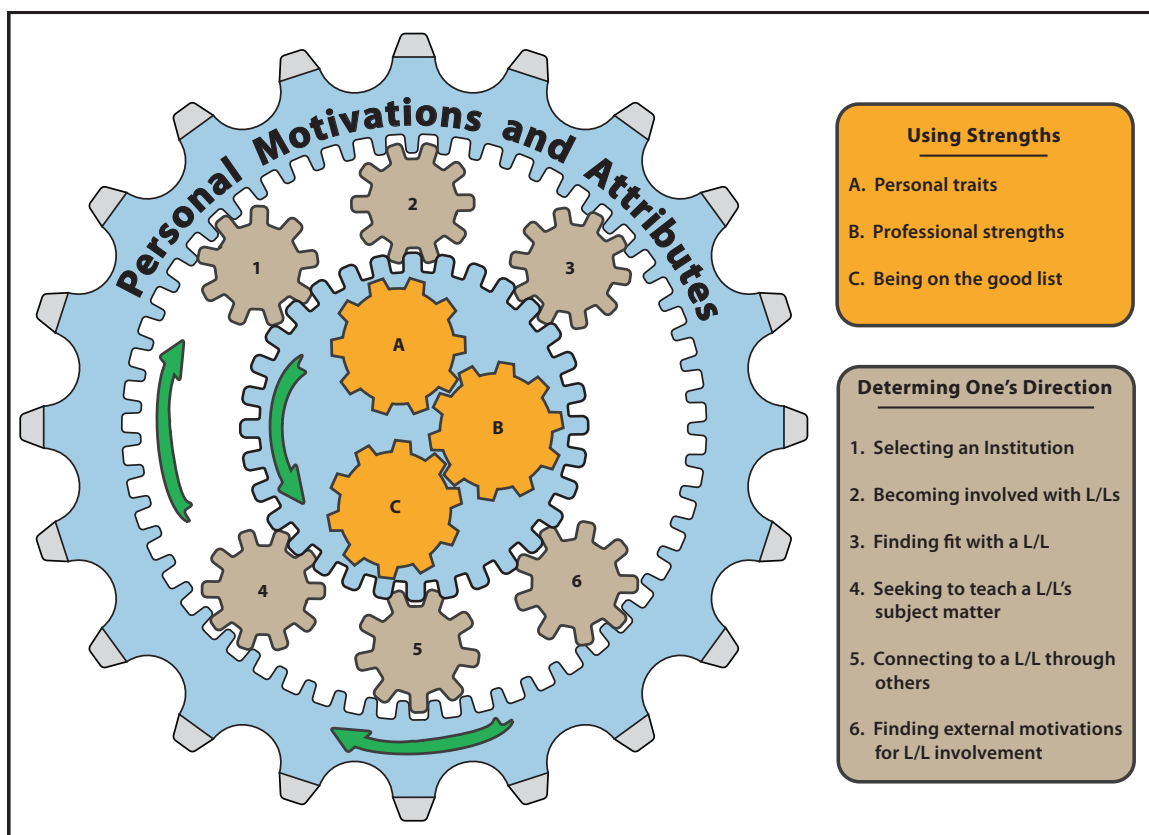
Figure 2. Motives and Attributes of Living-Learning Faculty

Determining One's Direction

Faculty members who work with living-learning programs became affiliated with these programs for multiple and varied reasons. Some motives included pursuing a passion for undergraduate education, fulfilling job responsibilities, attaining financial rewards, developing connections with other faculty who also participate, finding an escape from one's department or research, and creating for others something akin to their own experiences with similar programs. The motives for becoming involved appeared to affect people's experiences, hence why the motivations and attributes gear is identified as a factor that influences the gear representing faculty interactions within L/L environments. The theme of determining one's direction explores the processes of selecting an institution of higher education, becoming involved with L/Ls, finding fit with

a L/L, seeking to teach a L/L's subject matter, connecting to a L/L through others, and finding external motivations for L/L involvement.

Selecting an institution. To understand how faculty became involved with L/Ls, tracing their paths to the institutions where they worked provided insight. Participating faculty members had myriad motives for being at institutions, although being able to teach and produce scholarship within their disciplines was a consistent and pervasive theme. Several individuals selected their workplaces due to their personal relationships. A colleague with whom she had previously worked drew Molly to the university. "I wanted to come here precisely because I knew my senior colleague and a couple of other people that were here," she explained. Max shared that his wife's job brought him to the area, but his ability to secure a small grant helped him land his first job at the institution. For Pamela, finishing a Ph.D. brought her to the institution more than thirty years ago; she stayed on because of her program and her colleagues. "When they were searching for somebody to essentially replace me, there were I think three candidates, and they actually did two searches ... to make sure that they weren't just hiring one of their own because they liked me so much," Pamela recalled.

Finding institutional fit with personal and professional goals influenced participants' job searches. For Eva, her desire to be a researcher was a driving force:

> Research one, the total dream job. ... This is the kind of place you want to be when you graduate with your Ph.D. So it took me, basically, ten years from the day I finished my Ph.D., but I got the job that I wanted. I guess there's something in fate. ... I played my cards right or did something, so I feel really fortunate.

Every day I wake up and say, God, I am so fortunate to be at this school because I really do like the university.

Although her previous position had been at a small university and she enjoyed aspects of it, the allure for Eva of an urban research institution was palpable.

Becoming involved with L/Ls. Similar to selecting a place to work, faculty participants made decisions about how to use their time within their institutions. Becoming involved with a living-learning program happened in different ways for study participants; individuals described becoming aware of L/Ls and demonstrating excitement about L/Ls as processes that helped them join programs.

Jeremy, Max, and Michael all recollected applying for their positions with L/Ls, because they had prior experiences that motivated them. Similarly, Renee became involved after taking a trip with a previous L/L director and discovering connecting interests. Max and Saul both explained that earlier teaching experiences within L/Ls influenced their desires to become further involved with the programs. Also, for a few individuals, having previously held administrative university roles made L/Ls appealing to them. For Michael, a prior administrative position piqued an interest he did not suspect:

I never expected that I would be in administration at all. I sort of defined myself as a teacher. Two things, the dean asked me if I would come into her shop and oversee a [teaching-related] program. ... She needed somebody to run it. And since it was about teaching, I said, "sure," and discovered that I loved that kind of administration.

Eva shared that, although she did not seek out administrative roles, she had demonstrated skill in that area and was recruited for more managerial and organizational tasks.

A few faculty participants admitted that living-learning programs were new concepts to them. Jeremy explained that he became aware of living-learning programs through his teaching as a Ph.D. student:

> I became really interested in the way that with a small group of students you could cover a lot of material. You just expect a lot, and then people rise to it. It wasn't until a little later that I kind of put two and two together and said, "Oh, part of this is also because they're all living here and they don't have other places to go."

The importance of the residential experience became increasingly salient for Jeremy over time. A particular incident with a student illuminated the connections students were making in and out of their classroom:

> What happened is I accidently taught a learning community, because almost the entire class came from one honors floor. I didn't quite realize this until about a month and a half into the semester when, during my office hours, a person I had never met before came in and said, "I have to fake yell at you for a second. I'm the RA on the honors floor, and you ruined my programs." I said, "What do you mean?" "Your students aren't coming to any of my floor programs because they're all reading and talking about your novels. You have become the social life of our floor."

Jeremy recognized an opportunity to capitalize upon this coincidence. Over time, he incorporated a blog into his class, and in that forum students would reference out-of-class

conversations they were having, essentially continuing the classroom dialogue in their residence halls.

As a faculty member teaching and conducting research within the social sciences, Jeremy had been unaware of the larger living-learning program movement:

I'm just coming to all of this kind of experientially not realizing that there's a whole body of work where people are actually talking about this stuff because, of course, I'm not trained in that. ... I had never really been exposed to the fact that there was a whole set of people doing research on education.

Jeremy's reflections highlighted his perception of being isolated in the single discipline in which he studied and taught. His stories also underline the influential experience of a faculty member actively and independently learning about new approaches to engaging students with course content.

Floyd, Pamela, and Max believed that conveying interest and enthusiasm for the possibilities of L/Ls helped them get involved. Other people, including deans and department colleagues, perceived their positive energy for the idea, and, thus, they were tapped. In a characteristically humble way, Max rationalized:

One thing people like to see is somebody who cares about something and is doing it, not because they want to get out of another situation, because they're genuinely interested in doing whatever the new job is. Then that comes through. I know that I was very excited about this particular job. ... I'm not poor at it, but they didn't know that going in, so I think the main thing they saw was probably somebody who was really willing to do it.

Recognizing personal interest in a L/L program was an experience shared by others. Pamela described her immediate attraction to a L/L role as "the sort of thing I always imagined." Her longtime focus on undergraduate education meshed well with the program. Similarly, Floyd thought his eagerness about the teaching opportunity and the program's alignment with his intellectual agenda made him an attractive addition to his L/L team.

Finding personal fit with a L/L. For several program faculty members, becoming involved with L/L work was a coming home of sorts. They identified feeling that they personally fit with the communities of which they were a part for several reasons including prior experiences with similar environments and appropriate timing.

For a few faculty participants, becoming involved with a L/L enabled them to build on personal experiences. For example, Max's experience as an undergraduate in a learning community, a program similar to a L/L but without the residential component, attracted him to becoming a L/L faculty partner. He recollected, "The people I met the very first day were still my best friends at the end and are still some of my best friends today. It was very formative." Max had fond memories of the faculty in the L/L and he aspired to follow their examples.

Akin to Max, Jeremy was involved in a residential living-learning setting as an undergraduate student. He recalled that, "The neat thing about [that L/L] was the kind of informal access one had to professors. They had offices there in the dorm and ... it was much more of a community feel." To Jeremy, the community did not feel exclusive, but it was comfortable and active. Pamela also compared the L/L with which she worked to part of her own undergraduate experience. "I've always been at big universities," Pamela

explained; however, she was part of a smaller community within her major. "It was a very close knit community within the larger [one]."

For some participants, becoming involved with L/Ls required knowing when the timing was right. Max had already attained tenure and was being promoted to full professor. "I was really just perfectly positioned when this ad came out that they wanted a new director to apply. ... It was a perfect storm." Saul explained that he was well positioned for his involvement; being secure in his professional position was essential for him to be able to put time and energy into a L/L.

Significant life changes also made the timing right for Max's involvement. "I've always been a bit of a workaholic," he said. When Max was diagnosed with cancer, he found the time was right to make changes to his lifestyle and he ceased traveling as much for work. "If I were still the scientist that I was in 2003 it would have been extremely hard to do this job." As well, Saul was at a point in his life where his L/L role was ideal. Because of his age and the length of his career, he explained, "I would have retired probably but for the fact that I can do this now fairly stress-free, and I can do it half time and do other things." Saul's initial involvement was appropriately timed for him, coming on the heels of a stressful research experience. "Once the research was successful ... I began to reap the benefits from the success and apply this method that I developed," he said. "I was able then to put more energy into other things."

Wanting to teach subject matter. The allure of L/L involvement was unique for each participant, but several individuals expressed sincere interest in teaching the subject of the L/L. Floyd found a fit with the L/L because of the approach and subject matter of the L/L with which he worked. At the time, he recollected saying, "this is certainly right

up my alley," given his familiarity with the literature of the field. Similarly, Saul provided several motivators for his long-time involvement with L/Ls on campus, but the opportunity to work with students in his area of interest was a high priority:

> A really big motivator for me is that in [the L/L] I was doing something on topics that I cared a lot about and with students who were interested in those topics. They chose that program specifically because they had an interest in [the topic of the L/L]. So working with motivated students is a big motivator for the teacher.

Sharing passion for a subject with students was part of Floyd's motives, too. In addition, he perceived teaching his subject to be an opportunity to help students learn to think in different ways:

> I think you've already seen the essence of my motives; this is a subject that means a lot to me. If you look around the books in this room, you'll see that it's in one way or another they are reflections in the sense that we have to understand [our subject] at a very different level if we are going to take control over it in a sense, if it's going to do what we want it to do in our lives, and the students have very little opportunity to figure this out, to see this.

In interactions with other L/L faculty, Floyd felt "there was a degree of disciplinary excitement that was motivating all of them." These individuals loved their subject matter and wanted to impart that to students. "They genuinely were moved in a way that is actually very similar to the way that I move, and they wanted to do it outside of the confining structure of the course and the classroom," Floyd expounded. Jeremy clarified that he lobbied hard to teach a L/L section of a course in his field. "This is the kind of teaching that I want to do," he said.

Faculty participants, like Saul, indicated that their interests expanded beyond a single discipline. "I have always had a lot of different interests," he pointed out. "I've always been interested in social sciences and literature." Saul had taught interdisciplinary courses for other programs. With regard to his interdisciplinary teaching efforts, Floyd imparted that his L/L tackled related subjects that lacked a canon of readings or structured courses:

> We want these students, they're signed up for [this interdisciplinary L/L], they haven't a clue of what it is, and, in fact, it's very hard to define. ... We want to introduce students to the great range of things that can be congregated under that rubric, and at the same time we want to introduce them to the university and to what an exciting place the university and learning is.

Saul and Floyd found that L/Ls afforded them opportunities to engage with and expose students to multiple, intersecting topics in ways their single academic homes could not.

Connecting through others. Max participated in an honors learning community during his undergraduate experience, and that experience not only motivated him but also linked him with like-minded people. His story of visiting with an old school friend captured the connective nature of L/Ls:

> I went back for the 25-year reunion of the inception of the program. My first girlfriend was from honors, and she is the honors director at [another] university. So, we were sitting reminiscing about how great it was to have been in a [L/L] program. She said, "It's great to be running one because I can still do my research, and I get to work with really exciting undergraduates, and I can talk to

faculty from all over campus." I came home from that meeting and the

announcement that they needed a L/L director was in my inbox.

Although no other participants had a story like Max's, many of them shared how

interactions with other people connected them to L/L involvement. The connections

included being invited to participate and recruiting peers to participate.

Being invited. A number of the faculty members shared stories of being invited

to become involved with the L/L. Some of the invitations came from deans, while other

campus administrators, including L/L directors, tapped a few participants.

Saul recalled being at work one day when the dean called. Saul explained, "I was

staying there that morning to write another proposal, another research grant which never

got written because he asked me if I would do this." For Floyd, being invited to join the

L/L came before the program had even begun:

> [The dean's staff] looked around while they were still in the planning stages for
>
> the first year for faculty who might be able to assist, and so I was approached. At
>
> that time, the [dean] who helped shape this idea was one my department
>
> colleagues. He knew of my interests so he called upon me to see if I was
>
> interested in this.

Like Floyd, Pamela became involved with a L/L at its inception, when she was invited to

direct it. Pamela downplayed her invitation, however, saying no one else from her

college wanted the role.

Renee also was approached by the administration to direct a L/L, a role she

described as "a part-time administration post in addition to my still mostly full-time

teaching post." Similarly, Eva was asked to direct a L/L because of the traits she would

bring to it. She explained, "They wanted a scholar who was known in her field so they got me. I am known in my field, and I do a lot of things that are linked with the larger questions of the university."

The only assistant professor participant, Daniel, was personally tapped by a L/L program director to teach in the program. He shared his perception of being asked:

> I taught for one year kind of under the radar. I got good teaching evaluations that first year. And the head of the L/L contacted me just out of the blue. They were looking for a law-oriented class, and I think he checked my teaching evaluations and probably heard something from somewhere and asked me if I was interested. And I was, so I said yes.

A more seasoned faculty member and full professor, Marie, was approached much later in her teaching career. As a person who consistently sought exciting opportunities, Marie was asked by her department head to participate with a L/L. "I jumped at it," she said. From personal connections, Marie was familiar with the L/L. "I knew about the enthusiasm of the faculty for it but I had never participated in it," she explained.

Recruiting faculty peers. L/L faculty often encouraged their fellow faculty members to consider involvement with L/Ls. For example, Saul admitted he was grooming a replacement for himself and had approached a good friend from his department. To engage this friend with the L/L, Saul explained that he shared his own motivations, including the benefit of earning money to sponsor a post-doctoral fellow. Beyond seeking a successor for his director role, Saul's program was routinely seeking faculty and staff members to engage closely with L/L students. He offered faculty peers "a very different role than most of them have had as professors on campus." As well,

Saul was able to provide the colleagues he recruited with financial remuneration in the form of a stipend. Even so, he did not believe the money was the ultimate reward. "I think in the end what's most gratifying is not that they got paid $5,000 a year, … but that they had this pretty intense experience with a group of students," Saul shared.

From Renee's experience, the faculty she recruited for her L/L were already excited about working with the students:

> The draw is that these are interesting students. A fair number of the faculty members that I approach are interested in undergraduate research and so they see this as a way to get first dibs on some really good students that might do research for them later by building that relationship earlier. And so for most of the faculty that I approach, it's not about convincing them that they want to do it, it's about convincing them that they have time.

Helping faculty see that L/L involvement could supplement their existing priorities without adding too much time was valuable for Renee. Even when she approached faculty from other departments or those she did not know well, she felt able to answer their concerns and questions.

Faculty recruiting other faculty appeared to be a powerful means of involving people with L/L programs. The perspective from another person with similar pressures and demands was convincing. Though she had not yet recruited peers for her L/L program, Marie articulated, "If any colleague asks me should I teach in this program I would say without question. Period. Not many things you say in higher ed without question."

Finding external motivation. Internal motivations could be lauded as higher purposes for L/L involvement; however, a few participants willingly admitted that external forces such as remuneration, accolades, and job expectations prodded them to become affiliated with L/Ls. Practical concerns about financing research agendas and paying bills were important considerations for participants.

"This might burst your bubble, but it comes down to money," Eva stated bluntly. "That is why I am the director of [a L/L]." Although she believed herself to be unique in this motivation, Eva voiced a reality for a few faculty participants. Financial solvency, particularly in an expensive metropolitan region, was an important factor contributing to L/L involvement for some participants.

Saul also found the stipend for directing a L/L to be motivating. Years earlier when he assumed the director role, he negotiated a substantial raise into his salary, and he felt he was well paid for his efforts. "I'm doing it now not exclusively for the pay but I'm quite happy to have the pay, particularly in this economic climate," Saul admitted.

Eva's story was somewhat different, and she had only been in her L/L director position for six months when we first met. She did not feel she was being compensated fairly for her full professorship, and her desire for a higher pay rate drove her to accept a L/L position:

> In this climate when the bean counters know that they can get every last dime out of you, and … you don't have a lot of power to negotiate for yourself, you basically have to do the best you can. So to get the dean to justify the increase that I got ... I'm probably the only person last year in the state to get an increase in salary in furlough city.

Eva frankly assessed the circumstances that led to her involvement with the L/L; she felt

she had fought hard to be paid appropriately for her work. Having male colleagues with

similar credentials who were better compensated also fueled her fight for a salary

increase.

Although her perceived skills along with college-level factors led to Eva's

invitation to direct a L/L, she took advantage of the opportunity to attain the

remuneration she desired:

> I get a call from the dean, who says, "We want to give you this [L/L] directorship;
>
> would you take it?" I said, "Well, it depends on how much money you would
>
> give me for it." He's like, "Let me take you out to lunch, and we'll talk about
>
> this." So we went to lunch … I didn't want to bring the salary thing up because
>
> there were a lot of people from the university there. So then, the dean said, "Well,
>
> let me know how much you want." I said, "Oh, yes, I'll email you but you'll be
>
> shocked." He said, "Well, I won't. Nothing shocks me," or something like that.
>
> So, I went back to my office and I emailed him what I wanted. He gave me
>
> $2,000 more than what I wanted. But it's all very nebulous math.

Eva accepted the offer and assumed the director role; she determined that the

remuneration she received was on par with a full professor's salary. "But the thing is, I

still have to be a professor in this department and run a [L/L] program for the salary,"

Eva explained. "So, that's still kind of eating away at me."

Saul illuminated another external motivator for L/L involvement, which was

unknown to me as a student affairs educator. From his vantage point, directing a L/L was

reprieve from obtaining funding. Saul clarified, "By doing these jobs it has relieved me

of some pressure to generate grants for my own research." He explained that being a

faculty member in his hard science field was akin to being a small businessperson:

> That's the best analogy I can think of to what the role of a professor is. You have
>
> to generate funds not only for equipment and, if you're running a lab like I did,
>
> the actual lab itself, but you have to generate funds for graduate students. You
>
> have to pay their assistantships if you're going to have graduate students. Not
>
> only that, you have to pay your own summer salary if you want to get paid in the
>
> summer. And, if you want to have time to do the research, … you have to buy
>
> back your own salary during the academic year. So, you're paying your full
>
> summer salary, and 25 percent of your academic year salary out of grants. So,
>
> you're constantly under pressure to generate lots and lots of grant money all the
>
> time.

Saul felt his L/L involvement increased his quality of life, because he did not have to buy

back his summer salary. "By directing these living-learning programs, which I wanted to

do anyway, I could get some relief from that," he said.

Instead of scrambling for grant money, Saul used money from L/L roles to hire a

post-doctoral fellow who maintained his research lab day-to-day. "We could still keep

the level of work going," Saul explicated. "That was a huge advantage. ... I kept an

active research program going this way while I still could direct these programs." His

tenure status and academic salary depended on his research productivity and ability to

secure funding. Subsequently, by keeping his research activity levels high, Saul was able

to continue his involvement with the L/L. "That's a big motivator. To have some relief

from all this grant-getting pressure, … to be able to keep your research operation going and have the time to direct these programs is an attractive thing," Saul asserted.

Occasionally, L/L involvement was a job requirement. Seth came to be involved with living-learning programs because his faculty appointment with the institution necessitated it:

I didn't specifically choose to be involved in a living-learning program. It was part of the job from the very beginning. So, I came and I learned about these programs, learned about their roles on this campus.

In this sense, Seth had not sought the L/L participation, but he was able to teach subjects he desired because of the L/L connection. Molly's involvement with a L/L also was part of her job. When she was appointed to oversee undergraduate education for her department, Molly was also required to serve as a liaison to a L/L.

Finally, one faculty participant explained that participating in a L/L was valued and respected by individuals at the university. Saul revealed that,

To feel valued and appreciated every day you come to the campus is a big motivator. I know that this is something the university wants to function well and I feel like we've worked really hard to make it function well. I get a lot of feedback, saying "good job," and a lot of appreciation for that. So, that's something that keeps me going.

Saul believed that if no one cared about or noticed the work he did with his L/L, he would be far less motivated to continue it.

Using Strengths

Through interviews and observations, faculty participants evidenced and described unique strengths they brought to their work with L/Ls. The center gears in Figure 2: Motives and Attributes of Living-Learning Faculty show the core aspects of strengths described by participants. Some strengths were self-identified; faculty shared personal traits through their ruminations on how they became involved with L/Ls and acknowledged these traits were suited to the work. Also, participants communicated ways their professional skills were strengths in the classroom and with undergraduate students. Finally, participants articulated how they identified other faculty, and were identified themselves, as "being on the good list" within their institutions. Being a good person consistently was reinforced as positive, since colleagues observed one's strengths; faculty were perceived by others as doing well by undergraduate students across their university settings.

Acknowledging personal traits. Participants shared traits they believed contributed to their abilities to work with L/L programs. Several traits can be connected to having positive attitude or outlook. Max said, "I'm naturally a happy person; that's who I am." Floyd asserted that he thrived on enthusiasm and responsiveness. "If it turns out that you're interested in what I'm interested in, then I'm often eager to encourage that interest in whatever way it presents itself," he said.

Other characteristics naturally fit with administrative roles. Organized, patient, flexible, and open were traits articulated by participants; they indicated ways these abilities helped them run L/Ls. For example, Eva saw her organizational skill as distinctive. "I think there are very few faculty members who are organized," she

explained. "I think that's what [administrators] saw in me, someone who's organized, knew the terrain and could just jump in and do this." Eva's structured nature led her to feel capable of solving problems within her L/L.

Max attributed his openness, patience, and flexibility to his successful L/L administration. He explained that:

> There are always multiple ways to achieve a goal, and you can't get too hung up on thinking that there's only one right way or one certain thing needs to happen right now. Most of the time, there's a lot more flexibility in the system. It's not like flying a rocket ship to the moon where if you goof up you crash. There's room for everybody to bring their ideas to the table and to make contributions, and to go with whatever is happening.

By coupling a flexible approach with his patience and enthusiasm, Max believed he could tackle challenges as they arose. For Molly, her open and extroverted personality lent itself to L/L work. "I get fed ... by the positive feedback of working with a group of people especially when they're excited about something," she said.

Similarly, Michael perceived openness as a personal strength. As a L/L director, he wanted to bring ideas to the table and facilitate other people's brainstorming in order to be an effective leader:

> An awful lot of leadership has to do with ideas, openness, and hard work, and that whether you wear a three-piece suit or write the right kind of thank you note matters much less. The way you lead is by having things worth following, and if they come from you, cool. If you can find them from other people, equally cool.

Michael's notion of working in concert with others related to a trait Max felt he possessed. Max explained that "this is the job that's all about organizing people, whether it's the students or the faculty, or the staff, or whoever it might be. ... I do like people, so that's good."

Noting professional strengths. Beyond personality characteristics, some participants shared professional views and skills that aligned with their L/L involvement. Being a performer, having a love of teaching, accepting and adapting to feedback, and interacting well with students one-on one were attributes of participants.

A love of teaching and performing were strengths that participants believed helped them work with students. Michael referred to the classroom as a stage. He described himself as "good at those sort of jazzy quick ideas that get people thinking." For him, teaching semester-long courses for students allowed for deep learning. "You're not just maybe helping free a spark out of a student that already has it, you're maybe actually igniting a spark in a student that doesn't," Michael shared. Similarly, Marie felt that teaching was never boring and that made being in a classroom an exciting place for her.

Possessing a strong identity as a teacher sometimes meant faculty participants chose teaching over research responsibilities. Michael believed he was meant to be a teacher. Jeremy also saw teaching as his calling:

> If I wanted to just do research, there are places that pay better and have less distraction. That's not why I went into this in the first place. I went into this to think about stuff and teach students. ... Yes, you've got to write and publish stuff. I think that's sort of an occupational hazard, but I mean that's not my main thing.

When I am done I don't want my CV simply to be, "oh look, this is the sheer volume of things he was able to produce," all this crazy contribution to knowledge. That's bullshit. A lot of what academics work on isn't actually some sort of contribution to global knowledge.

Although he was well published and connected within his field, Jeremy admitted that he found writing to be draining in a way that teaching was not. Similarly, Daniel preferred his teaching responsibilities to research:

Research is great, and when you publish something and it comes out you know you've achieved that level of immortality that you're going to be around even when you die. ... Teaching is what I actually love. I mean, I'm passionate about both but it doesn't necessarily mean I like doing research. I need to. I need to publish stuff. It's one of the things I just want to do. But teaching I really, really, really love.

Daniel hoped for a coexistence of his research agenda and teaching opportunities throughout his career.

Michael was nearing the end of his career, and he reflected on ways his teaching strengths dovetailed with his willingness to make waves:

My wife absolutely would have said, "You never should have been at a research university, you should have been at a small liberal arts college." But, in fact, I love fighting against the current and I think there's value in having people around who do. ... I always felt that even my oddness, even my failures, were being productive in a way.

By standing by his passion for teaching, often at the expense of his research, Michael was able to challenge conventional thinking within his department.

Seth highlighted another professional strength that helped him teach L/L students. He explained that his ability to accept student feedback allowed him to adapt his teaching. Seth shared the following story about a particular L/L class:

> These students were very, very vocal, and it was impossible not to listen to them. ... We were not willing to cut down on the intellectual rigor, but as far as offering them a helping hand for the research project, making them appreciate the relevance of the class for the larger [L/L] experience, I was more than willing to do that. ... It's not a great experience to teach a class where you walk out and you feel, "well, they didn't really like that."

Modifying elements of his course after soliciting student feedback enabled Seth to become more comfortable teaching the class. He admitted, with the more student-centered approach, "There is a lot of adaption and there is a lot of experimentation that goes on." Seth found that adapting his teaching for the L/L students was more time-consuming, but it was also more exciting as a result.

Lastly, Renee drew attention to an unlikely professional strength for L/L work. A self-identified introvert, Renee felt energized by interactions with individuals, rather than by large groups of people. "When I meet with students, I'll sometimes block out a whole day and they'll just come one after another," she explained. "I'll end up jazzed after that. One-on-one conversation is a cool thing." Recognizing her ability to tune in to a single student at a time helped Renee connect with L/L residents.

Being on the good list. A recurring description some faculty participants employed to describe themselves and other faculty with whom they worked was "good people." These good people were the faculty who were often tapped to become involved with undergraduate-centered and group-oriented initiatives, since they interacted well with other people. Self-described good people admitted that they knew who other good people were on their campuses. In this section, participants describe the phenomenon of "being on the good list."

The phrase "actively working for good" came from Renee, as she described her tendency to take on challenging roles within the university. Similarly, Michael perceived himself as susceptible to assuming roles that allowed him to improve his environment. He stated, "A strength and probably a weakness in me is that I've always felt that it was my job to do anything I could to try to make the world better, to put it in big melodramatic terms." Jeremy explained that people identified as actively working for the good of the university are frequently sought after:

> These are dynamic people who are really involved in ... what you might call the pedagogical life of the university. Regardless of their research productivity, these are the people who get tapped to do things like [living-learning work] and say yes. These are the people who do undergraduate fellowships? Yes, of course. These are also the people who are approachable for writing letters for merit scholarships and who are doing the spending long time in their office trying to work with students regardless of format. It's those people so, of course, they're highly in demand.

Numerous participants in this study described themselves as people who fit these criteria.

Renee was confident she was "on the good list." She admitted, "In any academic setting, you kind of have the sense to know who the people who are student-centered and the good people that you can ask 'will you mentor this student, will you do that?'" Being identified as actively working for good led to Renee's involvement with the L/L and several departmental leadership opportunities.

Throughout interviews with participants, it became apparent that "good people" recognize each other on campus. Participants mentioned bumping into good people at activities oriented on undergraduate teaching and learning. Molly mused:

> I don't know if it's a vicious cycle or circle, but the people who are good at
> [working with undergraduates] are good at it because they think it is kind of
> important so they keep being asked to be the ones to do it.

From her vantage point, some faculty clearly are more focused on and committed to undergraduate issues.

Renee and a colleague determined that uniting faculty from the good people list more intentionally could be beneficial. She explained:

> The people who were actively working for good were sort of isolated and were
> getting burned out. And, our department doesn't have much in the way of
> community or a common culture, and so what we decided was we were going to
> just start putting together a group of people to eat lunch together.

With her colleague, Renee identified a recurring time and day, and they invited other faculty from around campus to join them for a shared meal.

> We started with about six people who were clearly on the good list, that we knew
> were actively working hard for the common good. ... We wanted to start with the

hardcore good people and then start reaching out to the people who were maybe a

little bit more neutral. ... And so, that list has sort of crept up.

In the case of this lunch group, faculty members found community with other good

people and extended to include other faculty in their efforts toward improving

undergraduate education.

Unsurprisingly, university administrators also recognize faculty who are "on the

good list" and would serve well in director roles, administrative roles, or positions with

significant undergraduate contact. Jeremy and Renee, both of whom hold director-level

roles with L/L programs, acknowledged that they sought certain types of faculty

members for involvement with their programs.

In his role, Jeremy was tasked with growing his L/L program and committed to

finding the best faculty to participate. He explained that he was purposeful in his

approach to recruiting:

I find that when we go talk to departments about faculty for [the living-learning

program] we have to describe what we're looking for, and I have to make sure

that I say not every one of your faculty is going to be appropriate for this. I want

people who really enjoy this kind of teaching. I want people who are not inclined

to lecture.

Throughout his tenure, Jeremy felt he had identified a small group of good people and

involved them in the L/L. "Unfortunately it's also the people who tend to be the best

teachers and the most highly sought after," Jeremy shared. "So I'm always fighting with

the departments, 'can I have this person for one more year, please?'" In his experience,

the department occasionally needed that person to do other things.

For Eva, being identified by administrators as a good person for administrative roles was a backhanded compliment. Since she was well connected on campus, Eva felt singled out for administrative attention. She recollected, "I've noticed when thinking back on it they were kind of, from the day I got here, strategically placing me in different things." Eva felt her superiors believed she would be a person who could get things done around campus. She remembered:

> The dean even said, "Well, we take care of people like you" or "the university takes care of people like you." Something to that effect, [like] Darth Vader, you will be taken care of. But it's all politics, ... I'm good at what I do and they saw that.

Eva balked at the idea, however, of being sought to take on additional administrative roles. "When you take these positions and you start being good at them then they want to suck you into administration. Little by little you're sucked into being a Dean," she explained. "I have no interest in being one of those."

Through the category of determining one's direction, participants described how they selected the institutions of higher education at which they worked, became involved with L/Ls, leveraged external motivations for L/L involvement, pursued opportunities to teach in L/Ls for the subject matter, connected to L/L work through others, and found fit with L/Ls. Once involved with L/L work, the participants described the ways they used their professional strengths and personal traits, and they explained the phenomenon of being perceived by colleagues and upper-level administrators as "on a good list" of faculty partners. In the following section, the participants' insights into their academic settings situate their L/L involvement.

A second overlapping gear in the grounded theory model represents faculty members' perceptions of their academic environments. Participants' experiences occurred within the larger context of academia and the institutions of higher education where they worked; these surroundings influenced the interface between faculty members and L/Ls. Participants described their observations of campus settings, pressures of academic life, and perceptions of tenure processes through interviews, and I have explored the prevalent themes through the following section on environment.
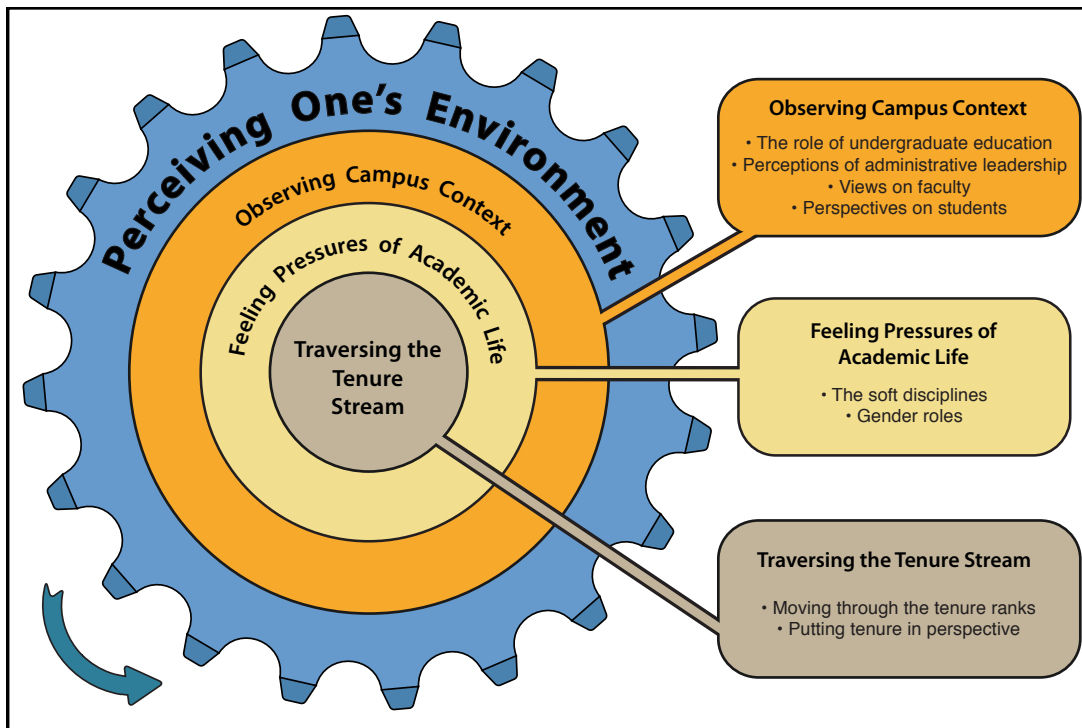
Figure 3. Faculty Perceptions of Advantages and Disadvantages for Living-Learning Involvement

Figure 3, entitled Faculty Perceptions of Advantages and Disadvantages for Living-Learning Involvement, provides a closer look at facets of the settings faculty participants identified. The aspects of the gear are arranged in concentric circles; faculty described their views of the campus broadly, then, acknowledged the ubiquitous

pressures they felt due to disciplinary ties and gender roles, and, finally, experienced

personal journeys and revelations with the tenure process.

Observing Campus Context

Faculty participants' experiences were shaped in part by the environments of

which they were members. The three campuses from which I identified participants are

distinct in their sizes, areas of strength, and institutional type. All three campuses are

located within the same extended metropolitan area, recruit highly talented students

largely from the mid-Atlantic region, and share classifications as doctorate-granting

universities with largely undergraduate populations (Carnegie Foundation, 2011).

Participants described their context in terms of role of undergraduate education,

perceptions of administrative leadership, views on faculty, and perspectives on students.

Considering the role of undergraduate education. In spite of the differences in

size and institutional type, faculty members from each campus perceived research to be a

top priority for institutional leaders. At a large state institution, Pamela was frustrated by

what she identified as "the existing campus culture that elevates graduate students and

research," to the detriment of undergraduate students. On his smaller, private

institution's campus, Jeremy also perceived a culture without a student focus. "The

university is sort of lurching its way to being more research productive," he said. "I'm

not opposed to research productivity, but I'm opposed to research productivity being the

main message."

Within the same campus, however, faculty members held different views on their

context. Max was interested in directing a L/L on a large campus because its strategic

plan focused on improving undergraduate education. "That gave me a strong feeling like

I could do something in [the L/L], that it wouldn't just be a caretaker position because …

you have to improve what's on campus for undergraduates," he explained. Molly's

viewpoint diverged from Max's. She had arrived on the same campus in the 1990s, and

she felt the once pro-undergraduate education climate had dissipated. From her

experience:

> The definite trend from the early 90s until now has been to put [the university] on
>
> the map as a top research university, which has come at a high cost to
>
> undergraduate education. I'm not sure if a university can do it all, but this one
>
> certainly set its sights on something that did not work for encouraging high levels
>
> of student-faculty interaction.

Floyd's opinion about the role of faculty-student interaction on a campus with very high

research activity echoed Molly's. "It's very easy to be a perfectly good professor at a

place like [this] and basically deal with students on only a very limited plane," he

admitted.

Finally, Molly observed that institutional messages signaled the value placed on

teaching undergraduates. She observed, "The first thing faculty members do when they

get big grants or some project to work on is to buy out their teaching." From her

perspective, undergraduate students suffered when top faculty members on campus

avoided teaching courses. "It says something about the institutional commitment to the

courses and to the students when the last priority is to keep [research faculty] in the

classroom," she concluded.

Describing administrative leadership. Frequently, faculty members cited

administrative leadership as responsible for setting a particular tone on a campus.

Participants considered department chairs, deans, vice presidents, provosts, and presidents to be campus leaders. At institutional and departmental levels, faculty participants expressed that leaders were out of touch with the faculty experience, mired in protracted processes, and lacked necessary resources.

Disconnected administrators were a source of frustration for several participants. Molly questioned when these leaders had last set foot in a classroom, to observe or teach:

> Do they ever stick their noses in to see? You know, walk through the hall and see what's going on? Take the pulse? I tend to think not. I tend to think that most campus administrators in this academic climate ... are very divorced from what goes on in the classrooms.

She hypothesized that campus administrators were selected for their roles due to their fundraising and research abilities, rather than for championing undergraduate education or teaching.

Eva explained that her experiences on various campus committees had shown her that university processes were tedious. "It's as slow as molasses, and people just don't want to change," she said. From Eva's perspective, the processes also allowed leadership to halt progress. "Sometimes [leaders] don't want to have [a process] work. It's not in their best interest to have it work."

At the department and college level, Max observed that resources were limited, making it difficult for programs to receive the attention they needed. He recounted the relationship between his L/L and a large college on campus, saying that faculty from the aforementioned college taught many classes for his program and provided strong faculty. "They are outstanding citizens in terms of taking care of students," Max explained. "But

[the college is] so resource-strapped that they have a very hard time imagining any other kind of participation. [People in the college] just don't have the ability to shift gears and to do anything different."

Characterizing faculty. Participants largely believed that most faculty members were uninvolved in the greater university community. Specifically at the large state-supported university, participants perceived disengagement from faculty. Max explained:

Most people on the faculty probably don't care, don't even know much about the university. That may be surprising, but that's bound to be true. They just don't care because this is a way station in life. They are either pre-tenure and they're going to move on or they think they're going to move on. Everybody is going to end up at whatever the best university is for their area in their minds.

Eva concurred with this assessment of the university as a brief career stop, indicating that most faculty members worked primarily with graduate students and did not know anything about the university beyond their own department. She did not place blame on faculty for this phenomena, saying that faculty did not receive incentives to be more connected. "[The administration] thinks that we're Berkeley," Eva said, referring to the university's aspirational peer institution. "Our peers are Berkeley, but as faculty we're not treated like scholars at Berkeley." Eva felt that faculty would be more inclined to treat their current institution as more than the "way station" Max described if they were better rewarded.

Describing students. Consistently, faculty at the large state school described a talented crop of undergraduate students. Michael strongly believed students at his university expressed low levels of entitlement and showed ability to think on their feet

and take risks. He perceived students at the university to be among the best he had worked with, and he had heard the same perspective from others:

> One of our teachers who was a section head over at [the National Institutes of Health] said he thought [our] students were the best prepared for the world of work he'd ever taught. ... Good students are good students everywhere, but [our] students have spent all four years learning how to negotiate difference, that they've been in mixed groups of mixed economic, mixed social, mixed religious, mixed everything, and that's a strength finally when you go out into the real world that, guess what, looks like that.

Eva also articulated that the student population was more diverse and globally aware than students she taught elsewhere in the country. "When I teach my courses in literatures of the African diaspora, I have people of the African diaspora in my courses," she said. The students at Eva's current institution "don't think Africa is a country" where everyone is Black and speaks African, which she explained was a problem at her previous institution. "At least that was refreshing," Eva concluded.

Feeling Pressures of Academic Life

Frequently, faculty members strongly identify with their discipline and rank. Within this study, the pressures of academia articulated by participants included gender expectations along with disciplinary affiliation. Connection to one's discipline was particularly pronounced for faculty from the soft disciplines. Also, gender roles emerged as particularly salient for a few participants.

Saving the softer disciplines. Throughout interviews, faculty participants provided context for their disciplinary lives. Across the disciplines, faculty members

encountered high research expectations. Although funding sources varied, grant processes differed, and logistics of conducting research varied, the experiences transcended boundaries of subject matter. However, the "soft discipline" faculty explained that they faced additional pressures.

Several study participants who were social sciences and humanities faculty expressed concern about the continued role of their disciplines within university settings. Michael explained:

> It's a real worry that we could end up protecting ourselves, but losing the heart, ... the Humanities and Social Sciences. Obviously, in the Sciences, they are saving lives, and in Engineering, they are making it possible for people to live on the planet. All of that I grant. But in the softer disciplines, finally what we need to be doing is keeping the imagination and humanity alive, because it isn't born into us. It's taught.

Feeling undervalued and pressured to influence the current generation of students was unique to soft discipline faculty. Eva expressed, "Basically our backs are against the wall and we have to figure out how to market the Humanities, how to sell the Humanities." She referenced recent cuts in the national budget for the National Endowment for the Humanities as a bellwether for educational programs:

> The value of Humanities is not promoted by your government, a government that's democratic. And, you elected this person because you thought he would be a little bit more congenial and open to funding the Arts, and he's cut the budget worse. ... I hate to sound defeatist but sometimes you do feel like you're in a sinking ship.

Convincing students, fellow faculty members, and administrators such as deans or department chairs of the importance of one's knowledge contributions pressured some participants.

Considering gender roles. Study participants highlighted throughout interviews that gender roles, stereotyping, and expectations comprised part of the academic context. For a number of women, gender was a particularly salient identity, and they experienced frustrating inequities in academia. Through this section, participants describe the ways their gender influenced the environment and context of faculty life.

Defining self by gender. Faculty participants broadly commented on men and women's roles in the workforce; three individuals indicated they found gender directly influenced their professional identities. From Michael's perspective, social pressure on men influenced strong identification with a job. He perceived that women were less constrained by the work they chose:

> I think many women have far more internal resources than many men, and I think
> the culture encourages that because the culture still sort of says "men, your job,
> the way you define yourself is by going out and getting a job."

Michael acknowledged that women faced the complications of having children and simultaneously being employed; even so, he saw women as benefitting from their multiple roles. "I think an awful lot of women, therefore, have been much more thoughtful about who they are and how they're defining themselves than an awful lot of men, particularly in my generation," he mused.

Eva offered a different view on the gender roles in academia. Whereas Michael felt his identity was inextricably tied to his job, she believed men disconnected more

easily. Eva speculated that, "the difference gender-wise is that men are able to detach themselves a little bit more." She observed that she took student affronts, such as dropping out of a L/L program, far more personally than her male predecessor did. "I find it a personal stab-in-the-back, which I've got to get beyond that and just realize, no, it's not me," Eva explained.

Molly and Eva saw an internal struggle with female faculty, particularly when their academic positions required a balance of many people's needs and desires. Molly explained this as an add-on to existing social demands:

I just simply don't think men put the same pressure on themselves to be all things to all people all the time. So, I just think that there is, like it or not, a gender difference in dealing with the world. And, women put extraordinary expectations, self-imposed pressure to be everything to everybody, and so whether that's your students or your kids or your spouse or your university or your dean or whatever, to be the pleaser, to live up to the expectations and not to disappoint or let people down.

Without disregarding barriers and discrimination implicit in their academic institutions, these female faculty members assumed personal responsibility for their burdens. Molly felt that personal pressure "takes a huge toll on you because you're pulled in so many different directions when you're trying to do all of this, meet student needs and family needs and personal needs." Both Molly and Eva felt responsible to change themselves in order to relieve the pressure. "That feminine thing of always wanting to please everyone and have everyone be happy," Eva said, "I've got to get over that."

Identifying choices and barriers. Study participants were thoughtful in the assessment of women's roles in academia; although they perceived inequities in expectations and remuneration, the women I interviewed were hesitant to overgeneralize their experiences. As Molly explained, "I don't believe in this sort of institutional conspiracy theory, you know, they're out to get the women." Faculty members shared with me how they best understood the choices they made in light of the barriers they faced in academia.

Molly observed that many women at the associate professor level "do a lot of time undergraduate programming, curriculum design, teaching in the undergraduate program, doing things like [L/Ls] and advising and club advising" because they enjoy those activities. Given what she perceived as a predisposition to be a nurturer, Molly felt juggling her many responsibilities had its challenges:

> I think it's really hard for women to balance careers and family. I think academia is one of the best places to be able to attempt to do it. You can't have it all at the same time so you see women stuck at the associate professor rank because they do have families and kids and there are only so many hours in a day. Is that a horrible sacrifice? No, it's a choice. You make choices.

As she reflected on her own experience at her university coupled with raising children, Molly asserted that it had been tough during her childbearing years. Although she felt that her husband was supportive and fully participative at home, the burden was still lopsided. She explained:

> You've got the woman-as-the-caretaker period and whether that's biological imperatives or social gender imperatives, it doesn't matter. The truth is that it's

still very present. And escaping that, I'm not sure how you escape it because

there's a certain intrinsic drive to be that nurturer and the caretaker.

The choices she made in light of the challenges she endured helped make Molly

increasingly sensitive to others' experiences. She credited her senior colleagues with

helping her through tenure, and she was committed to doing the same for others. She

considered the support extraordinary:

> We're in a very good place where senior colleagues who had kids who were older
>
> would not do things like stick you, the person with the school-aged kids, with the
>
> three o'clock seminar. They would say, as you're planning the semester "what's
>
> going to work for you?" As opposed to "give the low person on the totem pole
>
> the worst possible schedule because we deserve to pick our own." And the way
>
> you pay that back is by paying it forward, literally, to the next person who is
>
> coming along who has little kids.

Molly felt fortunate to be part of such a hospitable environment within her department.

The collision of institutional barriers, such as inflexible schedules, difficult salary

negotiations, and rigid tenure processes, were sources of frustration for some participants.

From Eva's perspective, "this is what happens with women in academia; we always go

over and above. Most women work a lot harder than men in this field, and you'll learn

that little by little the more you're in there." Whether work ethic differed or not, the

perception that women were more greatly disadvantaged by institutional structures

persisted. Molly pointed out several areas in which institutional changes could be

beneficial to female professors, as well as their male counterparts:

Could there be more sensitivity to the cycles of somebody's professional life?

You know, the different periods of your professional growth can be very different

probably for women with children than they are with women without children,

than they are with men with children, than they are with men without children. ...

So, could the institution be a little more flexible in the sort of one-size-fits-all

expectations? Absolutely. And that might take some of the pressure off.

She acknowledged that helping faculty members balance life responsibilities could improve the experience for some, yet also pointed out that many people self-select into disciplines and departments with heavy undergraduate teaching loads and out-of-class responsibilities.

Eva's recent experiences with salary inequities and negotiations remained a source of irritation for her at the time of our interview. Her candidness about the experience allowed me to better understand her perspective on how women are devalued within academic institutions. "This is where women always get screwed basically," Eva explained. She felt unprepared to negotiate for a salary she deserved and felt this was often the case for women faculty:

Because I was in a private institution [before coming here] I didn't realize that I

could have looked at the salaries of everybody and realize that I could have gone

higher. So I come here, find out in this department, ... among the five associate

professors - four are women, one is a man - the man is paid $10,000 more than

me. ... I have three books published; he has one. Same age, same number of

teaching years. ... Why are all the women paid this X amount and Joe Shmoe has

so much?

Eva continued to feel cheated out of remuneration she had earned through her academic endeavors; the inequity served as motivation for becoming involved in a L/L, since the administrative role allowed her to recoup the pay difference.

Traversing the Tenure Stream

A significant facet of the campus environment for faculty participants involved the promotion and tenure process. In Michael's words, "Campuses tend to have their hierarchies, and they're pretty rigid." He explained that, "If you're not a full professor, then you're *only* an associate professor, and if you're not an associate you're *only* an assistant professor." Many individuals connected their L/L involvement to their tenure positions; they waited to become involved until they had achieved a level of security. Through their interviews, participants shared opinions of the promotion and tenure processes, as well as offered anecdotes about their own experiences. Participants' views are presented on moving through the tenure ranks and putting tenure in perspective.

Moving through the ranks. The lowest rank for a tenure-stream faculty member is assistant professor. Saul asserted that, "New assistant professors at research universities are like junior partners in law firms. The bottom line is how many billable hours can you log." From his vantage point as a full professor, Saul observed that the environment for assistant professors was far worse today than when he began at that level. "You go in thinking of this idealistic, idyllic kind of place where only learning and ideas count. Not so," he concluded. Seth began his teaching position in a L/L while still at the assistant professor level. He described those years as being full of change and growth for a L/L with which he worked:

Being an assistant professor in that environment can be quite challenging. I was

tenured two years ago, and so I know what it was like to be the untenured person

who goes through these kind of challenges and know that teaching evaluations

matter to some degree, although it's a research one institution and what really

matters are the publications.

The flux in the L/L added uncertainty and complexity to Seth's early tenure experiences.

Being a junior faculty member, however, helped him to be open to feedback, guidance

and advice from more established L/L colleagues.

Jeremy recollected hearing about the L/L with which he now works when it was

an idea being proposed. "I was very excited about it and was quickly told, as a pre-

tenured person, I should stay away from it," he said. He lobbied his departmental

colleagues to become involved, but he felt people were trying to protect him. "They

thought that I needed to focus first on my research," Jeremy said. "But with focusing on

my teaching I seemed to have done much better publishing wise than most of the people

who were trying to advise me." Jeremy achieved a balance that worked for him and did

include L/L involvement.

Daniel developed research relationships with some of his students, and the

projects reflected positively on him. He believed that taking students to international

conferences, for example, looked good on his resume. "But, on the other hand, it is more

time on teaching than if I was just teaching two normal sections of [the class]," Daniel

noted. "Whether that's a huge detriment to my tenure I'm not sure." As an assistant

professor, the decisions Daniel makes now will reflect on his future promotion.

When Max applied for his role with a L/L, his department colleagues already had submitted his materials for promotion from associate to full professor. "The department doesn't put you up until they're confident it's going to go through," Max explained. He was assured he would become a full professor:

> There was no question of sacrificing a promotion, which would have been the case if I had not already been on the track. I would never go from associate to full sitting here. ... That was actually important because I would not have applied [to work with the L/L] if it was going to mean five or ten years off the tenure track.

For faculty participants, tenure was an important factor in their choices, including when the timing was appropriate for new involvements and to what institutions they applied.

Eva had been on the job market several times, seeking a job that fit her personal and professional interests and needs. She attained associate professor rank at another institution. "Once you get tenured, it's harder to move because the positions are fewer, and you don't want to go and start over again," she explained. She continued to publish her work until she was a recognized scholar in her field, which helped her land her present job. Unfortunately, she was hired at the same associate professor level she earned at her previous university. "I said, 'Well, how come you can't hire me at the full professor level? I have more published than the full professors in your department," Eva pointed out. She was told she had to write another book before she could be promoted. Pamela also knew she would have to write a book to become a full professor. "My old department it was all writing articles," and she explained she moved to a new department where the standard for promotion was writing a book. "For me, writing articles was just kind of the natural way of doing things, and I hadn't written anything big since my

dissertation," Pamela admitted. At the time of her interview, she had recently finished a book. No longer concerned about becoming a full professor, Pamela said, "I was doing it on my own terms and my own time, and I'm a whole lot more comfortable with that."

For faculty participants like Eva and Seth, the promotion and tenure expectations of the university aligned well with their desires to conduct research. "You look at the reward structures on this campus. It's a research one university and people get hired and promoted and rewarded based on the research that they do," Seth explained. He recognized that the teaching was important, particularly in a L/L setting, but he knew that raises and promotions would be based upon his research productivity. Seth felt fortunate to have the research prospects he did:

> I love doing the research, and I have more opportunities here than I've had at other campuses where I've taught. The main part of my professional identity is doing research, going through archives, writing papers, presenting them, publishing them, publishing books. ... What I can do now is to combine my interests in the research with what I do in teaching.

The research orientation of his university suited Seth; however, various participants found themselves reconciling their professional lives with their institutional settings in different ways.

Putting tenure in perspective. The notion of putting one's tenure into a larger perspective on life emerged as a salient theme for some participants. Michael frankly stated that, "I was born with the assumption that if they fire me, I'll get a job somewhere else." He admitted that in today's market, this was no longer true for junior faculty. Personally, Michael resolved early in his career that, "you get a job at another place,

maybe it's not as distinguished, who cares? If you're still working, cultivating the next generation, you're doing something that's got to be done." Making decisions about how to spend one's time affected tenure and promotion.

Pamela recounted a discussion she and her fellow L/L faculty shared about career decisions they made:

> At the stage most of us were at, we were pretty much saying, "Okay, I'm going to be an associate professor permanently, because there is no question that this [the L/L] is not going to be something that if I was going to go up for full professor, is going to count for a whole lot." I think you probably realize at this point that that is the sort of mental negotiation a lot of faculty members do.

Being involved with the L/L and other undergraduate education initiatives was a priority for Pamela. She did recall, though, that some other colleagues expressed different views, based on their own values:

> I knew some other directors ... who were saying this is a really great opportunity, but it's not tenure, and I don't know if doing this for four or five years is going to move me in that direction or if this is moving me in a direction where I'll never get it.

Pamela and her colleagues enjoyed the experience with L/Ls but perceived various ways their involvement fit into their careers. Molly also observed that in her college, "the faculty members who are invested in undergraduate mission tend to stall at the associate professor rank." She indicated that "there's a cost to being involved in things like writing textbooks for undergraduates, doing heavy undergraduate advising, doing things like the [L/L]." The involvements Molly mentioned competed with activities required for tenure;

fortunately, in her department, L/L involvement counted toward university service. "It was a service obligation, but it was more integrated because it was your students," she said.

Michael's personal story highlighted that "not playing by the rules" was an option for some faculty, with regard to attaining tenure. He struggled to write and publish throughout his career; instead, he found his niche in administrative and teaching roles:

> I can describe myself quite thoroughly as a failed academic. I'm here at a research university. I'm not doing research. ... But when I was made a full professor, the professor who was head of my committee and the Provost said, "You're creating a nightmare for us because you're clearly so good at these things, but you don't have ... the things we're normally looking for, [and] we've got to honor this."

Michael remained unfazed by this assessment, because he felt disinterested in the "publish or perish" approach to university life. After rejections from major periodicals, he told himself, "If you're not ... doing what you ought to be doing, find something else, don't just sit there and let it ruin you." Being able to follow a preferred path through tenure did not ensure for all faculty the promotions Michael received; however, participants like Molly and Pamela demonstrated that putting tenure in perspective was rewarding in its own way.

Participants addressed the ways they conceptualized and understood the academic environment of which they were members. Components of these environments included campus context, pressures of academic life, and the tenure stream. The manners by

which faculty interacted with these environments is explored through the following theme.

Exploring Individuals' Interactions with their L/L Environments

The experiences of participants ranged widely. Some faculty had primarily instructional duties while others had principally administrative duties and director-level responsibilities. The type of involvement greatly influenced the responses from faculty participants. For example, participants' involvement affected the ways they spent their time and their types of contact with students. Through this section of the findings, faculty participants described their interactions within the environments of which they were members. Findings are divided into participants' perceptions of L/Ls, administrative experiences of L/L faculty, teaching experiences of L/L faculty, and participants' experiences with navigating challenges due to their L/L involvement.

Within the model (see Figure 1: Model of Faculty Involvement with Living-Learning Programs), faculty members' interactions within L/L settings are depicted as the largest gear, influenced by motives and attributes, academic environment, as well as perceived advantages and disadvantages. In Figure 4: Faculty Interactions with L/L Environments, a close-up of this large gear reveals three component gears that illustrate the relationships between faculty's perceptions of L/Ls, the challenges they discussed, and descriptions of the roles they play. The predominant roles of study participants broke down into their administrative and teaching experiences; these are depicted as 3A and 3B, respectively.
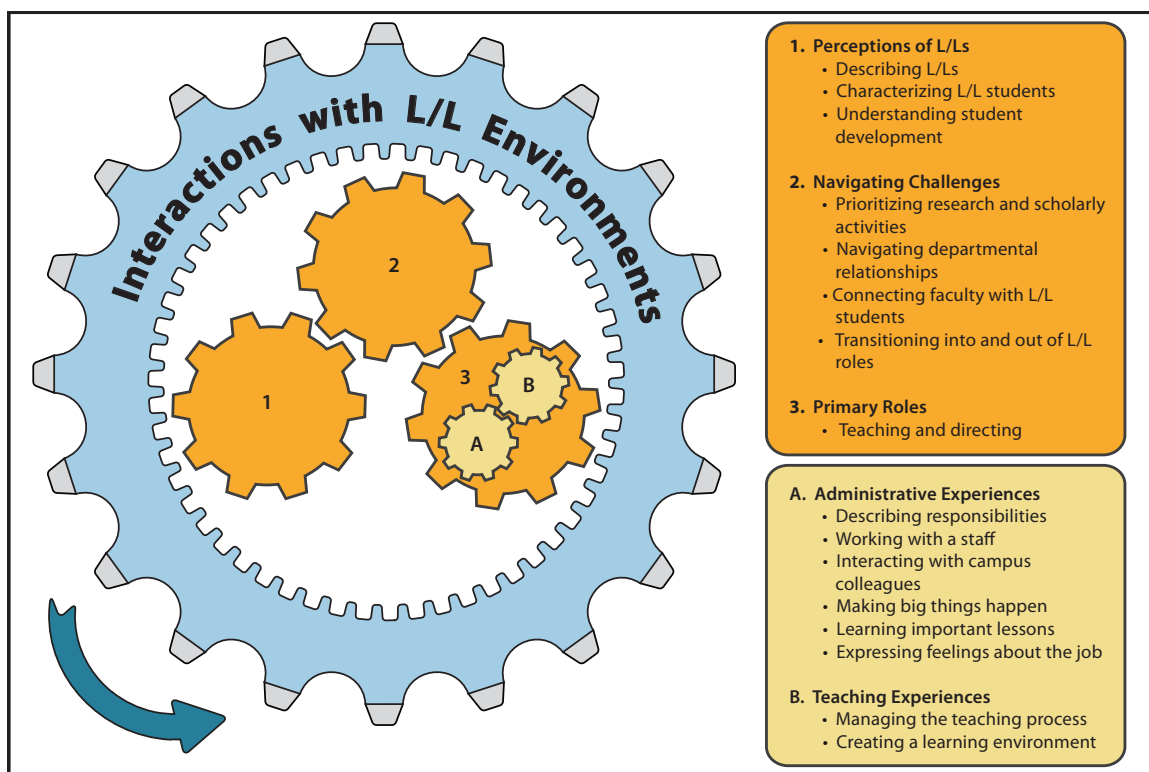
Figure 4. Faculty Interactions with L/L Environments

Offering Perspectives on L/L Environments

Faculty participants extended descriptions of their campus contexts and environments to include the L/L settings in which they worked. Participants offered descriptions of the programs with which they were involved, characteristics of their students, and their understandings of L/L students' development.

Describing L/Ls. Given this study's multi-institutional sample of faculty members, the L/Ls with which participants were involved varied. Participants described numerous qualities of their contexts, which have been distilled through the following section. Regardless of size and type of L/L, all programs included in this study were academically oriented and included coursework as part of the students' experiences. Seth encapsulated aspects of the intimate L/Ls environments he perceived:

What is so exciting about these programs that you have these small units, these sort of academic villages in a big city such as this one with 20,000 students altogether and thousands of faculty and people doing anything from aerospace engineering to 12th century poetry in England. That, I think, is a real advantage that [students] can gain, to understand how the creation of knowledge works and then be a part of that process.

Faculty members shared views on sizes of their L/Ls and associated courses, nature of the residential component, roles of student leaders, and diverse student populations.

Large L/L programs, although still small relative to their campus populations, typically enrolled 500 or more students. Frequently, these programs were spread out around campus, and in several cases they served as federations of smaller L/L programs. Within the largest of the L/Ls, students did not take many classes together, and the sizes of those classes offered varied widely. Max described a large L/L environment as being more of a peer group for students than an activity-based group. He explained:

The program has pretty high buy-in from the students, partly because they don't know what it could be. They're happy that they're in the residence halls, that they're in with peers that are motivated to do homework at night and interested in taking tough classes. ... They're happy, but I think it could be much more.

In contrast to the large L/Ls, small programs typically possessed stronger residential components and small class sizes.

To qualify as a living-learning program, the environments for students are residentially based. Floyd explained, "Part of what makes the program very special, is that they're taking place in the dorms, that the students live there. You're going to their

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house." He was certain that students did not always want faculty on their residential floors, but he believed that by going to the students' home, he was able to break down barriers. Some faculty participants considered the residential nature of L/Ls to have a downside, as well. Seth explained, "They meet each other for breakfast and for dinner. My impression from talking to them is that they spend a lot of time socially together, that they really feel that this is their proper environment and they don't want to hang out with [non-L/L students]." The isolation of some L/L students was seen as a detriment to their learning.

Faculty members perceived that their L/Ls were unique in their inclusion of upper-level students as program TAs and overall focus on promoting student leadership. Renee explained that her L/L followed a peer-leadership model, and she sought to engage the students in L/L governance. Under a prior director, students were part of a peer mentor program, but it lacked expectations and follow-up. "We've changed that culture to have them have a more active role in both helping themselves but in helping the next people down the line," she said. For Marie and other study participants, a student program associate was selected from a previous year's L/L group to help acclimate the students to college; this individual co-instructed the L/L course and lived among the L/L first-year students. "The beautiful thing about the [L/L] experience is they have peer support and that peer interaction, I think, works really quite well," Marie articulated.

A handful of participants emphasized the importance they placed on assembling a diverse L/L student population. "We put a high priority on getting first-generation [students], students of color, all those kinds of things," Max clarified. "This is not a program for the elite, affluent white kids, which I think some people on campus think it is

and that really makes me unhappy." Faculty described different approaches they took to selecting students from different backgrounds for their L/Ls, including interviews, application reviews, and targeted recruiting efforts. Programs discarded decision-making processes about student admissions that once were based upon GPA and SAT scores. Such practices made it difficult for faculty to invite diverse students. "It prevented us from getting students who might be first-generation, immigrants ... [we] were inhibited by that," Max said. His staff "immediately threw out all of those restrictions."

Characterizing L/L students. Consistently, L/L faculty lauded the qualities of program students, describing them as bright, engaged, and capable. Saul called his L/L participants "the highest achieving students who come to the university." Seth explained that the students in his L/L courses were very talented:

> The typical student that we have is someone who was accepted at an Ivy League
> school but was not offered any funding, and then that student's parents get a
> letter. The letter says, "Look, we have this great living-learning program here."
> ... How about that? Many of the parents say that's the way to go. They look at
> the program, they check it out, they see how exciting it is.

The L/L students helped motivate faculty participants to do the work they do, but also to enjoy their jobs. Renee shared, "Students who are thoughtfully working hard to make themselves more, who are thinking beyond the absolute minimal of what's required for them, that's what does it, that's the fun part." Similarly, Eva opined that, "It's a pleasure for me to teach really smart kids who do the reading, come to class prepared and ask really intelligent questions, and do not whine and complain, and who can write coherently."

Beyond their intelligence and talent, L/L faculty perceived the students with whom they worked as being active leaders. Max's students were involved across campus with government and programming boards. Renee described some students from her L/L as aware of social injustices and mentors to their peers.

Molly described students as being genuinely interested in the topic of their major and L/L. "It's kind of a unique self-selecting group of undergrads," she observed. "You don't have to work very hard to get them to respond to faculty interest in them because they're on a big campus where that doesn't happen all that often." Daniel also noticed that the L/L students were unlike others on his campus. "It must say something about these kids that are applying for these more enriched kind of learning environments," he acknowledged. "There's a prerequisite there that is kind of pulling some of them up to more advanced study more quickly." Marie appreciated the nature of the students she encountered in her L/L classes. She considered them "a certain type of student who is open to learning and risk taking," and she admitted, "that's a profile of a student I would like."

A few faculty highlighted challenges they found when working with L/L students, as well. Max found it difficult to get students in to see him during office hours. "Many students are afraid to go to office hours because they think it's either, A, a waste of time or, B, for losers so they don't bother," he said. Max hoped to impart to students the value of interacting with faculty. "I don't expect them to be buddies necessarily, but I think there's a lot to share," Max thought. From a different perspective, Renee felt that students' ideas about faculty accessibility were sometimes unrealistic. She cited the 24/7 emails she received from students as occasionally being too much. Similarly, Seth

believed some of his L/L students took a lot of his time. "They feel that they're entitled to a lot of attention because it's what they got in high schools," he said.

Understanding L/L students' development. Jeremy said that before teaching in a L/L, he had never worked with entire classes of first-year students. "The whole developmental side of learning just became much clearer to me," he said. Pamela concurred with Jeremy, pointing out, "We're not just looking at [students] at one point in their maturation. ... There is a whole lot of growth that goes on." Marie's students felt underprepared for discussing material in her subject area. After their L/L experience, she said, "they have gained confidence and momentum and they're able to speak out." The L/Ls represented by faculty participants in this study catered largely to students in their early college years, and faculty noted students were rapidly maturing.

The entry characteristics of students were perceived as program assets and challenges. Saul explained how he approached his L/L students in order to help them grow:

> One of my roles, oddly enough, is to take these really bright students when they come in the door and take them down a notch or two. They've been told how wonderful they are since they were three. They're like star athletes. Quite a few of them come in with a real sense of entitlement that if they don't get an A no matter how hard or little they worked they feel like somebody has let them down. ... One of my jobs is to say, "Look, I know you're smart. That's the ticket to get in. Now you're in. What are you going to do with being smart? It doesn't count for much at all unless you do something useful with it."

Saul assumed responsibility for pushing students to work hard, put forth quality effort, and resist coasting on their existing intelligence. Floyd's observations of students mirrored Saul's, and he described the L/L students as being very capable. He questioned their motives, though, for L/L involvement. "I swear the students don't know why they've signed up for this," he said. From Floyd's perspective, students did not realize how hard they would have to work for their L/L courses.

Several participants observed that L/L students were unprepared for college-level learning approaches. According to Floyd, students "learn very quickly that there is a mode of teaching called the course, and the course means repeated exposure to a professor, a teacher, an instructor of some sort, and a textbook, and exercises." In his experience, students were ill equipped for coursework that diverged from approaches to which they were accustomed. Eva expressed a related frustration, when she noted that students did not want to change their thinking about subjects from the ways they learned in high school. She attempted to teach students critical perspectives:

> They come into [the L/L course], and that's what I'm teaching them to do, to look at text in a historical context, the political context, the feminist context, ... but I would say thirty percent of them fight me on that. They just do not want to open up to think about these things. It's almost like it's just too ugly for them to think in those terms because they're not black and white. I mean it's fuzzy, it's too fuzzy for them.

Eva articulated that living-learning students, specifically the first-year students, were bright but not intellectually mature enough to manage the rigorous expectations she had of them.

Faculty felt frustrated because they were not able to relate to students' dualistic thinking. "They have their whole life planned out and they're seventeen or whatever, eighteen," Eva said. "You can't change their little minds because that's what they're going to do." Seth understood from firsthand experience that students felt deserving of attention from authority figures and to be rewarded accordingly. "There is a minority of students who feel that they are entitled to 'As,' that everything that they learn should be spoon fed to them, that it's our job as instructors to make them perpetually happy," he observed.

Administrative Experiences: "Being Headmaster"

Program directors comprised more than half of the sample for my study. Five participants directed L/Ls, one participant served as a director early in the life of a L/L and remained minimally involved, and three participants previously directed L/Ls and were uninvolved at the time of this study. One L/L director was at a mid-sized private institution, another was at mid-sized public institution, and the remaining director-level participants were at a large public institution.

Fit within administrative roles seemed to occur on numerous levels. Personality and personal traits influenced the experiences that faculty members had as L/L directors. Several individuals who directed programs were inundated by the challenges of navigating an administrative environment. This was most apparent at the largest institution, where some participants were responsible for programs of several hundred students over a period of two to ten years. In the cases with large L/Ls, the program directors were largely administrators. Faculty directors of L/L programs expressed different foci than instructors within the same programs. Their directorial roles were

oriented to administrative responsibilities, preserving program history, ensuring program longevity, and making campus connections; less of their time was spent interacting with students. At the smaller institutions and for participants running smaller programs, directors described more meaningful, significant contact with students in the programs. In all cases, though, the politics of the program and institution were far more salient for director-level participants than for teaching faculty. The awareness of administrative challenges and responsibilities was nuanced for program directors; some directors understood institutional needs more complexly because of their involvement with L/Ls.

In the following section, L/L directors explored their experiences. Participants portrayed the nature of L/L director responsibilities. In addition, they described working with a staff, interacting with campus colleagues, making big picture things happen, learning important lessons, and expressing feelings they had about the job.

Describing the nature of responsibilities. According to several participants, there is never a typical day for a L/L director. As Saul stated, "every day is different," and the nature of L/L director responsibilities is multifaceted. The ambiguous aspect of administrative roles caused Max to reflect on his feelings about some days:

> I don't know what I'm doing. It's really quite funny because you do a job like this and to make a university work there are 1000 things that have to happen, classes have to be scheduled and people have to be talked into doing things that they don't want to do, and students have to be convinced something is a good idea or what have you. It isn't easily defined.

The assorted tasks that participants described included administrative, fiscal, and organizational management. In addition, interacting with faculty and campus colleagues were essential roles for directors.

During our interview, Saul recounted what he had tackled that day, including managing a staff meeting, tending to financial tasks, emailing a student to dismiss her from the L/L program, and meeting with teaching assistants. Saul said his job included many administrative responsibilities, but he explained "we have a lot of processes that have been set in place so you just do these things and tick them off; but then there are a lot of things that come up as in any job." Reports for superiors and hours of emails to assorted constituents topped lists of administrative responsibilities.

Marketing the L/L, recruiting students, and admitting L/L applicants comprised another subset of administrative responsibilities faculty participants completed. Molly's role with a L/L was defined as serving as a liaison; however, in that role she managed the processes of admitting students. "We're responsible for interviewing the students who are going to live there," Molly explained. The L/L and residence life staff members worked together on the application process for her L/L, but she shared that "the faculty member liaison is really the one who sort of supervises and oversees if there are any challenges or problems." Being the face of a L/L for recruiting events and activities ran counter to the skills of some faculty directors. Renee described herself as "a hardcore introvert." For her, "Being the social person who's working the room at a recruiting event or at a reception, it's like pulling teeth." Renee figured she would never feel completely comfortable with that responsibility. Eva also disliked the marketing aspect

of directing a L/L. "It just totally goes against the grain of what I believe education should be," she said. "It's a market sell, and it really rubs me the wrong way."

Max appreciated other aspects of the administrative admission process, since it allowed him flexibility:

> Planning out, looking at the rosters of who's got to do what and all that kind of stuff, that can happen at home no problem. It's the administrative stuff. You don't have to think very hard. You have to care, but you don't have to think.

The administrative tasks of directing a L/L varied from program to program.

Faculty directors of L/Ls explained fiscal management responsibilities, including developing budgets, seeking financial support, and directing funding to students and staff. "I'm ultimately responsible for how we spend the money," Saul shared. "I put together the budget, I twist arms on the campus to get the money and threaten to quit if they don't give me the money, and then have to monitor the budget to make sure." Managing finances for a large program included understanding institutional priorities and the goals of superiors, such as deans.

Jeremy was engaged in budgeting processes for the following school year at the time of our second interview. Although the number crunching became challenging, he explained that it was essential to the future of the program:

> If you don't shape the budget, you don't have any program capacity. If we want to do any of this stuff, we have to prepare a major set of budget revisions and justifications. And, is it all going to fit the particular format that the people higher up decided that they wanted everything processed in this year?

Jeremy felt it was his responsibility to not only develop big ideas for his L/L, but also to determine the most appropriate way to structure his proposal for the dean staff in order to gain financial support.

For L/L programs of all sizes, the faculty director assumed responsibilities for overseeing the program. Organization included supervising staff members, arranging and running meetings, solving problems that cropped up, and making decisions about the L/L's direction. Eva acknowledged that being orderly was crucial, due to the volume of work required for directors, and she believed it would otherwise be easy to be consumed by the responsibilities. Similarly, Max said, "There's an enormous amount of coordination that has to happen for these programs to work; a large fraction of it is pretty mindless." When two or more people shared responsibilities for coordination, as in the case with Floyd and a colleague, it was possible to divide the workload. Floyd explained:

> My concerns were largely confined to the intellectual and/or instructional
> considerations, ... what do we want the students to learn, what were the ideas we
> wanted them to pick up, how did it relate to the rest of the curriculum in the
> university, what were the means by which we would explore this.

On the other hand, his co-director took charge of practical details, such as admissions and recruitment.

Working with a staff: "No way I was going to run the whole thing myself."
In several cases, faculty directors had student affairs and administrative staff members they worked with, relied upon, and trusted; this support structure improved their experiences. Having a staff made it possible for faculty directors to facilitate programs.

Several individuals identified the importance of hiring an assistant or associate director to oversee routine L/L operations. Saul explained that for his L/L, the assistant director managed day-to-day processes and supervised the remaining office staff members. "She's here every day, all day," he said. "Everybody else reports to her. She reports to me." Eva also indicated that her associate director assumed numerous administrative tasks, freeing her for other responsibilities. "There was no way I was going to run the whole thing myself," Eva said. "She takes care of all of the nitty-little-gritty things." Eva delegated some teaching to her associate director as well as encouraged her to conduct research and maintain scholarly interests. "Since we hired her and things have kind of gotten settled, I have to say the program is running really smoothly, and I'm not really having to do that much work for it," Eva shared.

Finding support staff members whose skills, vision, and interests meshed well with the director's was essential. "I don't think you could have found two people that [sic] work better together," Eva commented, with regard to her associate director. She feared the relationship could have gone poorly, but she felt fortunate it worked well:

I'm a control freak, but on some things I just know that people do it better than me and I'm willing to take that. I know that [my associate director] is much better at doing this than I am. That's just her nature. She has ideas I would never have.

Eva's working relationship with her colleague was a bright spot in her experience. Renee initially struggled with the staff members she inherited upon arriving in the L/L director role. "I now have a competent staff," she said. "That was not true the entire time I was in this job." Renee enjoyed having staff members with whom she could discuss ideas.

"We come up with ideas together and craft them, and then they can go off and try to make it happen," she explained.

Trusting the team with which a L/L faculty member worked emerged as important to several participants. Max expressed feeling happy in his work environment; he felt comfortable with his office colleagues. For Saul, the staff in his L/L had been there nearly the same amount of time he had. "We've been together, it's a pretty cohesive staff," he commented.

Interacting with program faculty and campus colleagues. L/L directors described responsibilities for working with the faculty members involved with the programs. Their relationships included recruiting, training, and supporting faculty members. In addition, L/L faculty directors assisted faculty with course planning and arranged activities involving faculty.

Renee explained that as a director, she served as the most visible "faculty face" of the program, which involved talking with department chairs and seeking faculty participation in the L/L. Responsibilities for Max, as faculty face of a L/L program, included communicating expectations:

> People need to know what's happening. So, you have to tell someone their students will be taking this class to satisfy that requirement, and people are on a large campus and in many places. Getting the word out and not having to say the same thing 100 times is the challenge.

Michael shared an experience with creating a series of courses for the L/L with which he worked. He coordinated with multiple faculty members from different disciplines to develop interdisciplinary courses:

That took a lot of time to get going, and to administer, and finally in my last year

... I was able to part-time hire one of the teachers to run the thing, when I was

really running out of steam.

Working closely with faculty was rewarding and exhausting for faculty directors.

Floyd was directing a program at its inception, and his early interactions with

faculty required that he call in favors from people he knew across campus in order to

arrange special activities for students. He recalled a semester-long lecture series that

brought faculty and students together in informal settings:

I pulled out every little chip I had, one of the things that made me realize I could

never do it again. But I would call people and say, "look, you're not going to get

anything more than dinner," and even then you're going to have dinner with I

think ... six students who would join us for each meal. ... Typically, I would go to

at least two lectures a week, and they were the most wonderful lectures.

Although those lectures drained Floyd at the time, his face lit up as he described them.

Closely related to L/L directors' responsibilities with program faculty was serving

as the liaison to the larger campus community. Directors were asked to serve on

committees and report on their L/Ls to the campus community. Saul described his

participation with one particular campus committee to be a "rich and valuable

experience," and it helped him make a mark on the undergraduate curriculum at large.

For L/L directors, the interaction with a larger campus community was different

from the experiences they had as faculty working solely in a single department. Renee

explained that working the room was a new challenge for her. Max agreed, saying he

was better known across campus because of his role. The amount and types of

interactions Max had with campus colleagues were significant changes from faculty life:

> I've met all the deans on campus, which I never would have done. ... It's like a
>
> different campus. Instead of sitting around with graduate students who have a
>
> kind of tangential relationship with the university because they take classes for a
>
> year and then they're doing their own research, I'm dealing with people whose
>
> careers are intimately bound up in what is this campus doing.

Reporting to campus on the L/L was a function of directors' roles with large L/Ls. These

directors were expected to complete reports for deans and provide information to campus

oversight committees.

> **Making "big things happen."** L/L director participants described their

experiences as far more than completing tasks. They perceived that the director position

required global thinking about the L/L. Responsibilities included designing, selling, and

enhancing the L/L programs.

> Designing and redesigning the L/Ls with which they worked fell to the directors.

For some, this included opportunities to shape the vision for the program. Jeremy

recollected when he assumed his role:

> I had a little bit of flexibility to articulate the program the way I wanted to ... a
>
> residential experience where the learning would go outside the classroom. We
>
> would take advantage of the fact that people were living together, that we would
>
> utilize those sorts of informal social norms in a pedagogical way so that we could
>
> introduce something and let it kick around and then come back and process it
>
> later. ... I wanted to strengthen the connection between that and the residential so

that it was not just "we're a group that goes on trips together," and not "we're just

a group that lives together," but this is a whole integrated experience.

The philosophy Jeremy brought to directing the L/L was well aligned with the program's

goals. Eva also was able to refine the L/L she directed, largely due to an influx of

funding that accompanied her hiring. The revamping of her program was a lot of work,

Eva explained, and she felt empowered by the financial support she received. "I kind of

felt the pressure that I had to make it work," Eva said. "The person before me did a

really good job of laying things out so I just built on what he had done and kind of

expanded."

As director, Jeremy became a champion for the L/L by protecting its vision. He

told me how he rallied his faculty counterparts at the first faculty meeting of the

academic year:

I stood up and I was like, "My God, as long as I am the administrator of this thing

... this is going to be an oasis for high quality teaching and that is what we're

going to do. We're not going to turn this into 40-person classes so people can

have more time to work on their research to publish obscure articles in journals

that nobody ever reads. Our contribution here is going to creating this space and

facilitating these students figuring out who they are. That is our job."

Directors found themselves responsible for uniting the faculty members involved with

their L/Ls under a common mission.

Participants with L/L directing roles spent significant amounts of their time

observing and improving the programs with which they worked. Jeremy was working to

move his staff's office space into the residence hall where L/L students lived and

reconfiguring the staff roles; he believed these changes would centralize and improve L/L activities. Max, who had students in his L/L program living in different halls across campus, explained that he wanted to create a more intentional community. He explained, "We're talking about moving all of the [L/L] students that we can into one community, and move advisors over there, put staff over there, and try to make it the center of the program." He had observed a smaller program on campus attempt structural changes under a new director, and it motivated his efforts:

> We're trying to figure out ways to reconfigure [our L/L] on a floor-by-floor basis, to tighten it up and make it much more community-oriented rather than anything else. It was just night and day seeing the difference [with this other L/L]. When the students came to functions, they were more confident, more interesting and interested.

Max had doubted this other director's decision to require students to live in a single residence hall, but he was surprised and inspired by the results.

Occasionally, directors felt disillusioned when things did not work well within the L/L, and that spurred their improvement efforts. Eva explained that after a semester with her L/L, numerous students left the program:

> When we had this huge melt, [my associate director and I] were both really disappointed because we thought, "God, we worked so hard to get this program the way we wanted it." So, we wrote up in January this huge proposal on how we thought we can make the [core course] work better to keep students from dropping.

Although Eva's proposal was met with resistance, she maintained a focus on improving program retention.

Directors also alluded to the responsibility of marketing L/L programs to myriad audiences. In order to plan for the future of the L/L, Jeremy and his colleagues found it necessary to develop a strategy for getting the rest of the university on board. He explained:

> [We] had a discussion about the way to sell this, the way to pitch this, the way to frame the program, looking for figuring out what the right kinds of arguments are going to be, what the right kind of metrics are going to be. So, if all goes well then we will be able to actually have the program be larger and have a better funding stream.

Jeremy assumed responsibility for ensuring the future of the L/L; being attuned to institutional priorities aided in his quest for funding support.

Formally assessing the L/L fell to the directors, and Max and Jeremy described how gathering feedback helped them enhance the programs with which they worked. Max recently hired external reviewers to assess his L/L program. Everyone on his staff would be interviewed. Max wanted to explore, "Do we have clear mission and goals, and process, and are people satisfied that they know what they're supposed to do and they're being evaluated correctly?" He felt confident that the organization was headed in the right direction; he valued the perspectives of his colleagues, too:

> I want to know, do people who do this for a living have useful things to say in terms of that's the right thing to do, that really didn't matter, you could have done it any other way, and here you're really goofing this up.

Max looked forward to the results of the evaluation, and he approached the process with an open mind.

Jeremy's approach to evaluating the L/L program's success reflected his perspective on the assessment and improvement process:

> If you can come up with a neat metric, I'm happy to evaluate it, and if it works for us I'll use it. At the end of the day, I'm not really interested in "proving" that this works. We know it works. My understanding of this kind of education and my commitment to this kind of education is frankly ethical. I think this is what college is supposed to be like, and therefore that's what we're going to do.

Jeremy believed statistical analyses could illustrate interesting evidence, but he preferred assessment tools that measured concrete information. For example, he explained, "If it's specific things, like which faculty member should we use for this, or did that activity work particularly well, sure." Jeremy would gather data in those instances and compare across courses. "Sometimes I think people are really into assessment because they don't know if they're making a difference," Jeremy asserted. He said he was able to see the difference his L/L made for students by observing their behaviors over the course of a semester.

Jeremy's view on gathering and using feedback reflected his frustration with what he called the "flavor of the month" and "magic words" for assessment; previously, the emphasis from deans and funding sources had been on retention rates. On the other hand, his faculty and staff were more concerned with helping students transition and preparing students for academic success:

We can measure that stuff. ... We know in [the L/L] the reported incidents are lower, the alcohol transports are lower, [and] self-reported depression is a heck of a lot lower. Retention is through the roof; graduation rates are better than the general population. The grade point average is actually higher for [L/L] versus [non-L/L] programs, which of course we will claim lots of credit for because it looks good. On all of those sorts of indirect indicators, we do pretty well.

Jeremy also valued students' perspectives on the L/L experience; he took pride in the testimony from current students. On recruitment days, he enjoyed hearing students share their experiences with prospective freshmen. "Some people just come in and they are super enthusiastic," Jeremy said. Having students explain how the L/L helped them succeed was very valuable for him as he worked to continuously improve the L/L experience.

Learning important lessons. Across the board, faculty directors of L/L programs learned lessons they valued through their roles. Some lessons learned from directing L/Ls included supervision, tolerating bureaucracy, and exercising political shrewdness.

For most individuals, supervising and delegating tasks to staff members was unfamiliar territory. Renee revealed, "supervising employees who are not students is a new thing because the relationship is very different than it would be having Research Assistants or TAs." Through her experiences, Renee learned she was capable of managing L/L staff, and she admitted she felt she was good at it, too. Now that she was working closely with other people to oversee the L/L, Renee found she needed to delegate responsibilities to them. "I feel like I have a staff, and I can trust them. I can

delegate more and try to concentrate on the things that need to be done by me personally," Renee explained. She felt learning how to delegate was a challenge because she liked her responsibilities and being with her staff. By keeping in mind that delegating responsibilities to others relieved her pressures, Renee was able to let go of some tasks.

Learning about administrative bureaucracy was a lesson for Eva as she acclimated to her director role. She learned that her personal style sometimes conflicted with what she observed as the nature of administration. "I like closure, and I like things to be nice and neat, and it seems like there's just never closure. We plug one hole and there's another one." Eva was accustomed to being in control of her time, and administration was less predictable than her faculty pursuits. "I like to do my research, produce my book, produce my article, see it there in print, it's out and that's it," she said. Administrative tasks and processes felt like reinventing wheels to Eva.

Dealing with duplicative efforts was one of Max's administrative challenges. He was working on an annual report when we met, and he identified that the report was one of several he had prepared:

> There are three different reports that I have to write on the same material. They each require different format, and they all require data that I don't have custody of. So not only do I have to reformat and do all of those kinds of silly little things, and change the text, but I have to ask people for different versions of the same data over and over again.

He believed that reporting information about his faculty and students was important but questioned why different people needed the same information in different ways. Duplicating his efforts prompted Max to reflect:

Some of the administrative load is simply the complexity of dealing with a large number of people. I don't mind that. Some of the administrative load is other people being a little bit too demanding. They want to make their lives easy so they say it has to be in exactly this format. Let's just, come on, do we really have time to change the margins for you to accept the report that no one's going to read?

In light of his own administrative experience, the irony of assigning specific formatting expectations to students was not lost on Max. "It was pretty painful to tell them, 'No, your margins aren't right' when I was secretly fighting the same fight," he said.

A final lesson that Eva felt she had learned through directing a L/L was about playing politics. In her faculty position, Eva felt powerless as compared to her superiors; through the L/L director role, she found she could interact more directly with deans and decision-makers. New reporting lines brought new trials, as well:

On the other hand, [being a L/L director] creates a lot of nebulous politics, because who am I working for? This has happened a few times, because they're not really sure of how to treat you. You're a full professor, and you're a renowned scholar in your field so they can't really tell you what to do because that would look bad. And, of course, I'm doing a good job so I know that. But it's like who do you report to? Who am I supposed to have allegiance to?

Navigating ambiguous political relationships was an ongoing challenge, but Eva was increasingly comfortable with having more power over her experience.

Expressing feelings about the work. Faculty directors expressed myriad feelings about their work. Disequilibrium, dislike, and enjoyment were among the range

of emotions directors exhibited. Feeling tugged simultaneously in many different directions emerged as salient for several directors. "I feel myself really being pulled ... between the deans, the department and the [L/L] constantly giving me grief," Eva explained. "I feel like I'm in the Bermuda Triangle." The pull came from competing personal interests, conflicting reporting lines, and multiple responsibilities.

Feeling off-centered by numerous responsibilities was a theme repeated by several L/L directors. Although the directors were seasoned faculty with experience balancing research and teaching, the administrative role challenged them to find new equilibrium. Max explained:

> When you have a job like this, you're beholden to a different set of responsibilities. So it means my summers, for example, are very different now. I actually have to be here in the summer for orientations and that kind of stuff whereas before I had never spent a day of summer [here].

Given the demanding nature of his director role, Max found that teaching was not as feasible for him if he was going to manage time well. Jeremy felt he was overloaded at times, too. "Balancing the admin and everything else has been sort of complicated," Jeremy explained. He stopped committing to projects for the following semester, in the hope of achieving better balance between his work life and home responsibilities.

Beyond feeling the need to balance responsibilities, several faculty directors expressed feeling that they were holding multiple jobs. "My problem is that I have three jobs," Jeremy half-jokingly said. "I only get paid for one, because it's all supposed to add up to one." He perceived that in order to make his responsibilities manageable for a

single person, he needed to reduce his teaching from two classes per semester to one, do less scholarly work, and reorganize the administrative structure of the L/L.

Eva also expressed frustration with the workload she assumed when she took a director role. She explained, "I still kind of feel like I've been taken advantage of because, like I told the dean, 'you're asking me to do all of this administration, to continue my research, to be pretty much two-thirds in my department.'" Although she was teaching two classes per year for the department, working with graduate students was an additional job. "They have exams, they have theses, I've got to review their work," Eva shared. "It's like teaching another class."

The administrative component of the L/L director role was equated to a full-time job, both by Eva and Jeremy. Jeremy laughed at the idea that he was supposed to be directing a L/L program for 50 percent of his time:

> The admin job is another full-time job that, basically, gets added on to everything else. They pay you a few thousand dollars a year extra as a bonus stipend, and I'm glad they do because I enjoy eating. But if you actually calculate it out on an hourly wage, I mean I could go drive buses and probably make more, but that's not the basis on which the decision was made.

For Jeremy, it helped that he believed strongly in what he was doing. He worked with his department and family to ensure he could put full-time effort into directing the L/L. Eva discovered that the key to reducing the full-time workload of her administrative job was to have an associate or assistant director working alongside her. "You really need one person there all the time and then the faculty person who is also wearing many hats," she explained.

Eva felt that she needed to be in many places at once. She recounted a relevant

experience, in which she had to miss a living-learning-related meeting. When the

meeting was scheduled, the time worked for Eva; however, a conflict arose because of

her role advising a graduate student:

> I have the graduate student who had to defend her dissertation ... the graduate
>
> school told her that if she does not defend she is not here anymore. She's a
>
> student I inherited. She's been here way too long. So, we had to get her
>
> defended.

Finding and scheduling with appropriate committee members, who needed to speak a

romance language and have knowledge of another country, forced Eva to overlap the

defense with the L/L meeting. The person who called the meeting was upset with Eva,

even though she sent a proxy in her absence. "She'll take notes for me and debrief me,"

Eva rationalized. "What's the big deal? ... Do you know how hard it is to coordinate?"

On a positive note, Jeremy and Max both reported that they enjoyed their director

roles. Max relished the variety and breadth of his responsibilities:

> This [L/L] is just all over the place. It's big enough. So far, I have found that I
>
> can throw myself into it 100 percent and there's still more to do, which is unusual
>
> for me. It's kind of fun.

Jeremy said that one day he realized he was functioning like an Associate Dean, which

amused him. "It's fun being headmaster," he said. "I like to be able to walk around and

introduce myself that way."

Conversely, administration did not please everyone. Eva honestly felt that the most valuable lesson she learned was that she did not enjoy directing a program. Her experience reinforced what she wanted from her faculty position:

I cannot wait, I mean I will do a good job and I will do what I have to do to the end of my mandate but after this, man, I am going back to being a professor, doing my research and you will not see me anymore on this campus except for teaching and that's it. I don't like administration. It's not what I did a Ph.D. at an Ivy League school for, and wrote four books, and did all of this research.

Eva hated the administrative aspects of directing a L/L, and she longed to devote her time to her scholarship. She appreciated the experience in many ways but found the tasks to be "mind-numbing." Eva did not feel that her role served the higher purpose that her current research did. "Maybe it's not the right time in my life," Eva mused. "I think I would have preferred to do it at the end of my career, maybe the last ten years where you're just kind of fading out." Eva's perspectives on L/L administration differed from her fellow program directing participants, as she seemed particularly unhappy with the experience.

Overall, the experience of directing a L/L program presented unique tasks, experiences, and lessons to a number of participants. Participants shared similar responsibilities and challenges; yet, they each offered personally relevant perspectives. For some, the duration of their directorships or time lapse since inhabiting the director role helped them make meaning of the experiences. For the few directors who seemed in the thick of learning about their L/Ls or shaping programs in new ways, the experience was ever shifting. Max reflected:

If you were to ask my wife what does [my husband] do all day, she probably

would say, "I have no idea." She would say some things but neither of us really

know what this job is, compared to a few years ago of "he's solving equations."

That was very clear, very defined.

Excitement and exhaustion co-existed for directors, as they tackled a role unlike the

faculty one for which they were trained.

Teaching in a Living-Learning Environment

Teaching was a primary task for several study participants; most of them currently

teach or previously taught L/L-related courses in some capacity. The approaches to

teaching, however, varied by L/L program, faculty members' personal styles, and

individuals' goals for the teaching experience. For some, teaching in L/L settings

presented opportunities to test out new approaches with students. These individuals

taught new courses, tried new pedagogies, and introduced interdisciplinarity into their

efforts. Some participants described teaching as having a progression or trajectory, and

these educators learned lessons through their experiences in L/L classrooms. Teaching

improves with practice, according to a few participants. For faculty members who had

been teaching for an extended length of time, L/L programs offered novelty. Participants

acknowledged that L/L teaching was sometimes more time-consuming, required extra

preparation, and needed more organization than non-L/L teaching.

Different faculty also identified their own goals for students in the classroom and

beyond. Some faculty participants sought deeper learning and viewed their involvement

with L/L programs as avenues to promote critical thinking, synthesis of learning,

inter/intrapersonal learning, personal responsibility, and student development. For

example, gauging students' progress toward goals, through assigning group projects and observing team dynamics, was an important component of some faculty members' approaches.

Faculty members articulated varied perspectives on what made teaching in L/Ls unique from other classroom teaching. Through the following sections, participants described the ways they managed the teaching process and created learning environments in L/L programs.

Managing the teaching process. Living-learning faculty participants identified teaching as a process. Through their interviews, they noted elements of the process that included goal setting, interdisciplinary efforts, course preparation and organization, working with student group dynamics, improving one's teaching through practice, and assessing student learning.

Identifying teaching goals. L/L faculty aspired to expose students to new ideas through their teaching. As well, they sought to provide students with specific skills and knowledge. Identifying teaching goals provided direction for participants' efforts with L/L students.

Michael hoped that the content of his courses would help students throughout their lives. He was excited by the possibilities of introducing students to subject matter they did not anticipate finding useful:

Watching kids who are only there because it's a requirement actually discover that, "Hey, this stuff ain't bad," is thrilling to me, because I know they would have gone through their lives unaware of how much of their life they create through their imagination if they hadn't had this encounter with [the material].

And it may alter the way they view their marriages, the way they view their work,

the way they view everything, the fact that they've seen people create things out

of rich language.

Seth, Eva, Floyd, and Marie also acknowledged that the L/L students they taught

frequently were unacquainted with the course content and how to best learn it. Max

explained that exposing students to unfamiliar topics was part of L/L design; in his

courses, he tried to encourage students to think from different points of view. Seth felt

intellectually stimulated by the process of exposing students to content they had not

considered before.

Most faculty members discussed their goals for developing critical and analytical

thinking in their L/L students. Marie began each semester with an overview of

metacognition for students. Through the unit, she sought to challenge them to consider

"how do you think and how do you learn," as well as what fundamental strategies might

help them engage with the subject. Seth also articulated objectives that aimed to help

students learn how to learn:

It's about teaching them how do you look at a lot of evidence, how do you

separate what's important from what's unimportant, how do you put it in a larger

context and then how do you come up with a thesis, an informed opinion about

what happened and why things happen. So, it's about trying to teach them to

think critically, trying to teach them to think analytically because many of them

say, "Oh, this is just about opinions so it's like an op-ed piece in the newspaper."

... That, of course, is not what this is about. It's about the intellectual process of

arriving at an academically-sound conclusion.

Although his students were talented and capable, Seth discovered they were challenged by independent learning tasks, such as research projects. These students sought direction and validation from their instructors, but Seth provided rubrics, guidelines, and support instead of answers.

Jeremy and Daniel opted to introduce students to conflicting opinions in order to open their minds to divergent perspectives. In an upcoming session, Daniel's goal was to get students thinking about law in new ways:

We've got a class ... on the American Revolution, and I'm just going to teach it completely and entirely from the British perspective. This is a terrorist insurrection. And, then I'm going to provoke them to think about how America has treated terrorists today, ... and what if that had happened in the American [Revolution] situation.

Daniel looked forward to the dialogue he anticipated would ensue with his students. Jeremy encouraged students to share and learn from each other, namely through teaching students to argue their perspectives. He explained:

The main deliverable learning outcome here is going to be about your ability to argue, your ability to utilize sources to make points, your ability to respond to counter arguments. ... There are a whole series of skill or critical disposition based outcomes but zero of them have anything whatsoever to do with being able to spout facts.

In his experience, Jeremy's students learned valuable lessons about putting effort into their arguments and integrating divergent views into their own.

Marie shared that her goals for students were intra- and interpersonal in nature. "We process after every performance and they learn hearing from each other and then they have to do their own analysis," she explained. She hoped to help students work well in small groups, develop creative problem solving skills, and critically assess course material through the assignments she designed. Marie valued using cognitive learning theories with students, and she specifically referenced Vygotsky's (1978) Zone of Proximal Development as instrumental in her course development. A goal for her was to work closely with students. "Because I know them and I have a sense of how to move them forward," Marie said. "I have enough time to dialogue that they tell me 'Well, this is what I think I need.'" Overall, the majority of L/L faculty participants identified that their goals for teaching students were for the lessons to extend beyond a single classroom or semester. "I feel like I'm teaching lifelong learning skills in addition to the fundamental knowledge of [the discipline]," Marie summarized.

Reaching out "from the disciplinary confines." Interdisciplinary teaching opportunities motivated some participants to become involved with L/Ls, while others discovered interests in this type of teaching through L/L work. Floyd described teaching in the L/L as "a way to reach out from the disciplinary confines that I have here [in my department] and into a realm where I get a different audience, and a different venue," which brought him satisfaction. Marie felt that through L/L courses, she was able to deepen a subject for students. "You're activating multiple levels, multiple environments and in cross-disciplinary ways, too," Marie explained.

Seth thought a lot about the multiple disciplines he was introducing to students and how best to intertwine them. The courses he instructed were interdisciplinary by

design, and he considered them a departure from teaching in his home department. Few, if any, of the L/L students Seth encountered were majors in his department, which made him adjust his teaching to meet students' needs and help them connect their learning in his course to their areas of interest:

> I think part of my learning experience over the years has been to pitch these classes at the right level to these students because what I have is people who are non-specialists in the field. Most of them took AP classes in high school. So, they came to campus expecting never to take a history class again, and then here I am. I deal with historical examples of engineering and design. ... I argue that it makes a lot of sense, and it is indeed necessary to understand them in historical perspective.

Students are hesitant to accept multiple viewpoints at first, he said. As a result, he learned to use the undergraduate teaching assistants to help translate the importance of thinking across disciplinary boundaries. He sought to convey to students that multiple perspectives could shed new light on their subject:

> If you want to understand any kind of engineering disaster, be it Bhopal or Hurricane Katrina or what's currently going on in the Gulf of Mexico, it really would be incomplete to look at the engineering side alone and to say this valve didn't work or this structure or this pipe burst. That sort of helps to explain the minute inner causes of the problem. But if you really want to understand the significance of both how it happened and how you can prevent such catastrophes you need to look at the larger social context.

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Beyond the disciplinary views of students, Seth found that his students had different types of preparation because of their major areas of study. For example, he noted that biology majors were unaccustomed to reading the more interpretive texts from the humanities. "They are used to reading something that's relatively short each week and then trying to understand how a particular process works, and understanding that helps them get a good grade," Seth said.

Laying the groundwork. Organizing and preparing for L/L courses was another important component of involvement for L/L participants. Several participants appreciated the autonomy inherent with teaching L/L courses, and many identified that the preparation was time-consuming. Renee summarized her experience: "Teaching is a very constant demand. ... There's always another assignment you need to be making up, and either grading or supervising a TA, [and] lower level classes always bring you a constant stream of questions." The L/L faculty highlighted different elements of their preparation for teaching responsibilities, including planning lectures, overseeing teaching assistants, organizing out-of-class trips, and formulating cohesive curricula.

Marie illuminated her course preparation process, explaining that she was able to make some assumptions about her students before the class began. "You have some basic profile information," she said. "In both cases each year, especially this year, they actually are bringing much more to the table to begin with than I would have projected." For example, when the students discussed Shakespeare, she discovered more of them previously had read his plays than she had supposed. Since L/L students often self-select into their programs, Marie thought it was likely her students would have predispositions toward the class topics.

Working with a large lecture-based course required management skills in addition to preparation. Seth highlighted that overseeing his course was a challenge:

It's a huge complex enterprise. So there [are] 150 students, there are three TAs who come ... I try to find people who would thrive in an environment of these highly competitive very bright but also sometimes very demanding kind of students. So, I work with them and talk to them about my expectations and what they do in their discussion sections.

In addition to his TAs, Seth worked with up to nine undergraduate section leaders. Max shared an analogous experience with the lecture course associated with his L/L. He shifted the course structure to rely more heavily on undergraduate section leaders.

Fortunately, in preparing for his lecture course, Seth felt he could rely on an experienced faculty member to help him plan. The other faculty member had previously taught the course, and Seth found it beneficial to share syllabi, discuss course management approaches, and compare goals. "Autonomy in teaching is very important for professors," he explained. Even so, Seth said, "Collegially, it's important for me to hear from [the other professor] to say he tried out a new class on the history of carbon and energy which is very exciting."

At the private institution where three study participants worked, the L/L curricula incorporated trips to area attractions and events. The experiences, called labs, were tailored to the different sections of the L/L courses. As Daniel explained, "There's a lot more organization and administration involved in planning these different labs." Marie found that the labs allowed her to build an increasingly unique course for students:

The course that I was teaching is the course that I originated and designed for the university's Gen Ed program. ... Here it was, years later, I could revisit it and, because of the [L/L] rubric, you have many additional components. ... I could then take the students to performances as part of the coursework and have them critique. ... I designed and anchored each unit around a professional production either in DC or in New York.

Unlike when she was teaching a non-L/L course, Marie was able to expose students to theater in a hands-on manner. When planning for her course, she used diverse approaches, mixing short lectures with small-group work and discussion. In addition, Marie assigned research projects to her students so they would teach one another. As a result, she identified that her work was predominantly in course design:

[Teaching] is being responsive in the moment and knowing how to gauge and knowing how to facilitate and coach, but I am very much against this approach that is empty vessel in education. Let's see what the diversity is in prior knowledge and let's work with a backwards design perspective. Here are the goals now how do we reach them.

Laying the groundwork for the L/L courses looked different for the faculty participants, although each of them found ways to place students' needs at the center of their preparation.

Recognizing group dynamics. Teaching within L/L programs brought new awareness to some faculty about student group dynamics, since these students were living together and sharing courses. "I noticed right off the bat," Pamela admitted. "I never before had the experience of teaching people from the first day of class who knew each

other. That was both good and bad." A few faculty members illuminated ways that student group dynamics affected their teaching experiences.

Reflecting on her years with a L/L, Pamela was able to compare the groups she encountered to her regular classes:

With a lot of classes, you are doing a lot of discussion of difficult topics. ... We discussed racism and sexism and [had] discussions about sexual orientation and religion and all kinds of very difficult topics, even the first semester. In a typical class, it might take until this point in the semester where they really feel comfortable with each other. With [the L/L], they had met their roommates and chosen their roommates after orientation. By the time we had whatever kickoff event we had, ... they already knew each other. They were already hooked up. They had already broken up, they walked into class already as a community, and I heard that a lot.

The teaching experience for Pamela's graduate students was eye opening, too. She recollected the TAs sharing her surprise with the students' collective identification. Particularly coming from a department serving juniors and seniors, Pamela and her TAs were unaccustomed to working with students who easily formed a community with their classmates. Although she attempted to bring some teaching approaches from the L/L back to her department, Pamela found the setting could not be replicated.

Pamela felt that the dynamic with L/L students manifested as both positive and negative in the classroom:

You could get to the difficult things a little bit faster and they knew each other, and there was a whole lot of discussion that went on out of class. At the same

time, when we had bullying in the group or people broke up or whatever, that would be there too. It was a unique experience to be able to really engage with students - the whole student and not just the student that was in your class.

Pamela acknowledged that it was not possible for faculty members to ignore what was happening on the L/L floors, since it affected the classroom, too.

Jeremy instructed two sections of the same course; one section was his L/L community class. He noted that the material he covered went farther for his L/L students than for the non-L/L group:

I know they're going to talk about it for the next two days. When we come back on Friday, we'll be able to pick it up not just in exactly the same place but in where it's gotten after 72 hours of them processing it, and processing it not just by writing on the blogs and talking to each other that way, but informal discussion in the hallway.

Jeremy could tell that the L/L students had made new meaning with each other beyond the confines of his classroom. Akin to Jeremy, Daniel was teaching the same class to a L/L group as to a non-L/L section. The students in the non-L/L course rarely interacted with each another outside of class, in stark contrast to the L/L students:

With the [L/L] section, because they live together, a lot of stuff happens ... commonly to all of them. I have no idea about it unless my PA [program associate] tells me, and most of the time I don't really want to know everything that goes on. So, in every single class, there's a different kind of group dynamic going on, and you don't get that in a normal section of class.

Daniel's experience with the [L/L] group dynamic was predominantly positive, although he conceded that he heard other faculty struggle with it.

Pamela had a group of students she affectionately called "the bad boys," and these students negatively affected the L/L community. She recounted,

> They were the ones who were going to get drunk and do terrible things and stuff like that. One of the kids on the floor had told the RA ... because he was so tired of their behavior, and then they proceeded to harass him in the dining halls.

The harassed student switched out of the L/L. Another one of Pamela's L/L students was removed from the residence hall for using drugs, but he returned to campus to complete his degree and became an elementary school teacher. "All my bad boys turned out fine," Pamela shared.

Teaching better through experience. Faculty participants shared insightful observations with me regarding the lessons they learned through teaching in L/L communities. "Teaching is the kind of skill where you really get better with experience," Seth explained. He joked about feeling sorry for the students he instructed early in his career, since he believed teaching is "just something that you just have to do a couple of times in order to get better at it." Participants expressed feeling they were better equipped to adapt to varied teaching formats, accept student feedback, and assist students in personal crises due to their L/L experiences.

Because of his teaching within L/Ls, Seth felt he had become a more effective instructor. "I think [the experiences] really have made me become aware of what I can do and what I cannot do as an instructor," he admitted. Taking an instructive summer workshop with the campus's center for teaching helped Seth develop new skills to work

with the L/L course. "The lecture format is one that has its specific challenges because I think I was naturally pretty good at a seminar setting," he said. He learned to use minimal technology within his lectures, to prevent students from becoming dependent on receiving PowerPoint slides or allowing them to passively accept information. Seth discovered that students retained and more critically assessed information when they had to write their own notes.

Pamela discovered L/L students were unprepared to be lectured at by a series of speakers; her burgeoning understanding of student development helped her retool courses. "Having to listen to a faculty speaker who might be a very interesting person, but has no experience dealing with 13th graders [first-year college students], was just ridiculous," Pamela said. Rather, she determined it was better to have a few talented speakers, along with more discussion-oriented activities. "The learning curve was actually pretty good because I knew a lot of this already," Pamela explained, referring to her previous teaching experiences. "It's just that when you're dealing with an entirely freshmen class, the obvious things are much more obvious."

Seth also felt he had learned how to use undergraduate section leaders to improve his courses. The L/L director with whom Seth worked brought in students from previous years to serve as role models for new students:

> These section leaders ... [were present] to take the freshmen by the hand and to guide them through the process of writing their papers, but to constantly reiterate there was sort of a hidden agenda, that what they're doing right now in [my course] gives them all the skills that they need to be successful in the second and third years as [L/L] students.

The peer-to-peer learning approach was very effective, and Seth felt the upper-class

student involvement improved the new students' views of the course. He had

continuously improved aspects of his teaching, but Seth asserted, "I don't think that the

class changed fundamentally. What has changed is the perception."

Another lesson Seth learned through experience pertained to knowing his context.

He had never taught in a living-learning community before, and students were

dissatisfied with him. "I had not fully understood the local ecology of what the

expectations were," Seth explained. The students shared their disgruntlement with each

other outside class, a phenomenon magnified by their shared living quarters.

Finally, both Daniel and Seth articulated that teaching in L/Ls improved their

responses to students' challenges and concerns. Daniel explained that students shared

personal issues with him, and he adapted to support them. "Once you've gone through

that process of dealing with homesick students and this kind of stuff, then you kind of

know the responses, and you can answer their questions the second time around that

much better." Similarly, Seth felt that he responded better to in-class concerns with time:

> You learn to deal with crisis more effectively. You have complaining students
>
> and that's something that comes with experience. You have the first time students
>
> say, "Oh, I think this is such an unfair grade," and it can become a really big
>
> issue. But what I've learned that is really important and those kinds of situations
>
> is to pay attention to the process, to make sure that they have a say, but they're
>
> being heard and to look at the merits of the case.

Whether students were venting, raising grade issues, or struggling to adjust to college, L/L faculty expressed feeling better equipped to manage situations because of their experiences.

Assessing learning. Faculty participants discussed the processes of assessing student learning, including methods employed in assessment and ways their evaluations contributed to better meeting student needs. Jeremy captured the essence of many participants' approaches to assessment when, in response to a departmental mandate for traditional measures of learning, he retorted, "A written final? What is this, the 19th century? Come on. You can't test people's actual ability to do anything by giving a short-answer bluebook final." L/L faculty appeared open to innovative forms of conducting assessment and likely to utilize feedback.

Marie was entrenched in the scholarship of teaching and learning; through our interview, she offered myriad insightful techniques for gauging student progress toward learning goals. With her L/L students, Marie employed assessment approaches, including administering pre- and post-course evaluations, holding one-on-one midterm conferences with students, prompting student reflection, and measuring attitude toward learning with rubrics.

Marie asked students to complete a self-evaluation for their midterm conferences, and she completed one for each of them, too. "They come in and we hand them to each other," she said. "It's amazing how much synchronicity there is. Then we can develop strategies." In one midterm conference, a student who typically was a classroom outlier surprised Marie with her passion for the subject. "I said, 'Do you know, you seem to be on fire with Shakespeare? You've got to get with the group.' Today there was no

stopping her," Marie recounted. The evaluations for students provided them with an opportunity to appraise different sections of the course and their own skills:

> I have them evaluate their critical thinking, their creative problem solving and identify targets for learning for the rest of the semester and for the future. A lot of them talk about taking risks, intellectual risks, improving writing skills has come up a lot, ... being more imaginative in the group setting.

The self-assessment promoted personal awareness and goal setting among the L/L students.

Pamela and Marie both conducted research on teaching and learning. Marie explained that finding rubrics to measure student learning presents challenges. "I can see some increment in student achievement," she explained. "But then I try to also capture the attitude towards learning, the motivation about learning." Marie wanted to enhance students' skills and influence their behaviors; she believed a rubric would best assess progress toward critical thinking, problem-solving, or other desired outcomes.

Marie described an instrument she designed, which included prompting students to reflect on their learning; she then analyzed responses by words, themes, and threads. Marie also gauged student progress by determining "whether they have subsumed the domain-specific language of the discipline." She explained this was important because students likely were unfamiliar with the subject before the L/L:

> Each of us are [sic] teaching a discipline that for the most part the students might not be able to articulate their ideas with the vocab of our discipline, let alone ask questions about it and apply it. ... They can now ask really pertinent questions and respond to one another in very sophisticated ways.

Marie believed that by mastering the language germane to her discipline, students demonstrated learning.

To best meet students' needs, several faculty participants sought to measure learning in their classes and funnel results back into course design. The students Seth taught were drawn from multiple majors, and although he appreciated the intellectual diversity in his classrooms, he was challenged by it as well. "It made me retool my teaching to meet the needs of these students," Seth explained. In Seth's experience, some students felt they better knew their needs than he did. "There are some suggestions that [students] made that I would listen to, and I would say, 'Okay, I hear that but I can't do that.'" For example, students indicated that the reading load was too heavy, at 40 pages per week, but Seth countered them with reminders of their talents and pointing out why they might feel that way. He sought to make difficult texts and new theories more accessible to students by discussing them in smaller groups.

Creating a learning environment. Establishing spaces for students to learn and grow was an important aspect of L/L teaching faculty's experiences. Some of the elements of creating learning environments included enjoying the teaching process, promoting faculty-student interaction, engaging students with scholars, involving students with each other, creating out-of-class learning opportunities, experimenting with pedagogy, and engaging students in research.

Enjoying the teaching process. Faculty participants enjoyed their roles as teachers, particularly with the L/L students. Several of them noted their love of teaching and mentoring students. Seth explained that the L/L program offered faculty a chance to work with strong students, and he said, "That's really a joy as an instructor." Marie was

effusive in her excitement for working with the L/L students. "It's the most wonderful teaching experience," she exclaimed. "I love going to my class every morning and the students are on fire with the learning."

Floyd displayed his positive energy for teaching through the L/L experience. "My teaching has its strengths and its weaknesses but one of the strengths I know is I'm enthusiastic; I'm not jaded," he explained. "I think [teaching is] important. I think it's fascinating." Eva echoed these sentiments, acknowledging that in spite of challenges associated with teaching a large class of new L/L students she found the teaching to be engaging and interesting. Getting the students to feel upbeat about his L/L class enabled Seth to relax and have fun, too:

> Now I am in a position where I am much more comfortable teaching the class
> because I know what the students are like. They know what the class will be, and
> it's much more enjoyable. If I as an instructor get to that level where I teach a
> class and it's more enjoyable then it obviously helps me too.

Faculty participants perceived their excitement for teaching as a valuable attribute.

Daniel and Marie shared a passion for teaching, particularly when students' learning was evident. "I like the idea that they're learning something," Daniel said. He often took a contrarian role in order to challenge students' thinking. "I like telling them stuff that they never heard before in a different way," Daniel expounded. Marie described her L/L teaching experience as one that kept her "vibrant and excited about opening minds."

Encouraging faculty-student interaction. Faculty appreciated the opportunities that L/Ls afforded them for constructing relationships with students. Michael pointed out

that such prospects were limited at his large institution. "One of the poverties of our campus is we don't have enough interaction between students and faculty, and the students say so. ... It shows up on all of those satisfaction reports," he explained. Floyd concurred, saying, "We're taught very little about the 'living' part of living-learning. I'm an instructor." He felt that getting to know students beyond the classroom was part of what made the programs unique. Study participants shared myriad ways they intermingled with students in the L/Ls, in spite of environmental barriers.

Saul described structured experiences with students. Together with an associate director, he hosted workshops and lunches for them. Saul attended meetings and socials for the L/L student council, too. "Whenever [students] have social events I try to show up at those," he said. "I just try to be present so the students know me and trust me. If they have problems they can come to me."

Michael connected with students through electronic media, as well as through attendance at events. "I wrote little things that I called sermons that were just a paragraph, or two, or three, whenever I felt I had something to say about the world or the time of the semester, or whatever," he explained, and those messages frequently generated responses from students who felt more connected to him as a result. Having informal conversations with L/L students also allowed Michael to reach students. "It was free play because there were no grades attached but they leave the room thinking this is a place where we're supposed to think," he supposed.

Seth was socialized into a L/L culture that invited students and faculty to get together informally. "We would have a meet and greet before the class even started, " he explained. Students were invited by the L/L director to attend. Seth felt the initial

gathering conveyed to students that he was accessible to them. "Here is the instructor. You can meet him, he does not bite, ... he's a real person, and this will not be an impossible class to take," he explained. Molly's L/L similarly took advantage of informal gatherings to bring students and faculty into contact. "When they have the faculty over for dinner ... there's an opportunity where you're not in a classroom and they're not pressured by grades," she said. Molly also felt that the small sizes of her department and the L/L enabled faculty and students to know each other well. Finally, the nature of Molly's discipline promoted close connections between faculty and students. "It's communication," she explicated. "You're asking them about themselves, tell me about this, tell me about that. The meat of the subject for them is communicating about themselves and about others."

For Daniel, interactions with L/L students happened naturally due to the organization of the program. Having a small group of fewer than 25 students made it possible for him to get to know them all. The L/L structure also promoted contact between Daniel and his students, given the built-in weekly Washington lab experience:

> They come to normal office hours but we see each other [for labs] a lot, so they get that extra couple of hours then. I feel like I see them more, but whether I can actually quantify it ... I think it's probably that they feel more comfortable accessing me.

When students were introduced to the L/L, they were informed that Daniel would be a resource. "They do get told that this professor will be your point of contact for a lot of things," he said.

The frequent and early contact with students allowed Daniel to influence students' experiences. "Because they're first-semester freshman, ... you can kind of shape their interests through your own interests," he posited. Overall, Daniel appreciated the role he had with the L/L students, since he was able to help them acclimate to college life. The relationships he built with the L/L students were closer than with students from other classes. "There's definitely more of a mentoring role going on than would have normally been the case," Daniel asserted. "I didn't know I had that in me until I actually did it."

Faculty-student interaction through L/L involvement appeared to reach people in unexpected ways. Michael reflected on some faculty with whom he worked:

One of the neat things is to see people that you would have never suspected wanting to be involved in living-learning. ... It's amazing how many faculty members - who would appear to be straight research, cutting edge of their profession - welcome and thrive to have an opportunity to relate in a different way, as I did, to students. A broader way, ... not less intense [or] less focused, but it brings great things out of the faculty member.

Whether faculty participants were student-oriented by nature or not, they seemed to find interactions with L/L students to be positive. Floyd reflected, "I got to encounter the student in a rather different way. It made me realize that there might be other ways to deal with students, beyond what my own experience has been, that would be very personally very rewarding."

Engaging students with scholars. For participants, a key component of teaching in L/Ls included connecting students to scholars. Several individuals described the rich experiences they offered. Seth identified that students wanted to know about his areas of

research and expertise. Floyd recounted the lecture series he coordinated early in his L/L involvement, calling it "a program of wonderful self-contained lectures given by experts." He reached out to individuals in the area who could offer engaging subjects and their time to the program:

> One of our eminent physicists would come and talk about his work on string theory or something like that. A curator from the Smithsonian would come and talk about her new exhibit on clocks, and on the importance of time keeping, and social organization. Another person would come and talk about Galileo, ... one of the world's experts on Galileo and his struggle with the church.

Similarly, Max initiated a series of brown bag lunches for students and scholars to attend. He described the activity as occurring in an informal setting in the residence hall, where a guest would raise interesting discussion topics. "It's not a technical subject, so people come in, and I play the role ... of just being an enabler of the conversation and to keep the students involved," Max explained. He recently identified a trailblazing faculty member to talk about race in the academy and anticipated students would be very interested. "There's a few [students] that [sic] come each week and really look forward to it," Max shared.

Molly said her department worked closely with the L/L students when bringing guests. "We'll have a visiting artist come and do a talk and it'll be also done with the group that's in [the L/L]," she said. "We'll organize it [in the L/L space] and then we'll invite everybody else, but they'll form the nucleus of it." Finally, Marie shared that she was hosting a Fulbright scholar for a week. She planned to have the scholar do a

workshop for students. "It's designed to supplement, compliment, expand what they get in the normal class," Marie explained.

None of the faculty participants was able to substantially compensate her or his scholarly colleagues for coming to interact with L/L students. Floyd indicated that beyond bus fare and a meal, his speakers were not paid:

> They did it because they thought it was a cool thing to do, that we would have these students, we had the young people, that we're getting them together in the evening, and that was, in fact, part of the whole point. This was not something that they were doing in a classroom situation.

Making it possible for students and scholars to interact was mutually beneficial from the perspective of L/L faculty participants.

Engaging students with each other. Peer-to-peer interaction is an important component of L/L design; faculty members sought to capitalize on that characteristic of programs in their teaching. "The deep relationships and the things that one gets out of a program like this are with your peers," Max explained of the student experience. He perceived his role to be creating opportunities for student interaction. Max clarified, "There has to be an identifiable set of peers that you're interacting with on a regular basis. ... What I'm trying to generate is a locus of interaction here and there for students to get more engaged with each other."

Pamela identified that getting to know students that are more experienced was valuable for new L/L students:

> The programs that were able to engage students as undergraduate TAs and to get the different cohorts to work together in some way were the ones that were the

most successful. If [faculty] tried to just stay as "I am the director, ... I'm kind of the center, and I tell you what to do," and we have these separate cohorts and they never interact, that was not a model that we were truly living-learning.

Providing opportunities for students to interact across academic years fell to L/L faculty, and structured opportunities appeared most effective. Marie tried a buddy system and advisory council with her L/L students:

I have students from last year who volunteered to be advisors to help the students this year. They came in and did a panel, giving them input and guidance. "This is how we worked on projects, this is what you need to think about when you're writing papers." Then we did a social event where every student had a buddy. We got together on a Friday afternoon and we did charades. ... I like that social dimension, and I think that is really important for freshmen.

In an observation of one of Marie's student gatherings, I witnessed the interaction between first- and second-year students, as they ate, reminisced, and played games together. Bringing students together in a lounge setting complete with cozy couches, Marie and her student program assistant created an atmosphere conducive to casual socializing between students.

Creating out-of-class learning opportunities. Living-learning program faculty sought to create unique opportunities for involved students, often by extending the classroom boundaries. Pamela explained that through L/L activities, she sought to "get students into something they would actually be doing in their adult lives," including festivals and museums. "We did paint ball, we did square dancing, we did all kinds of things that were active in doing active learning," she recounted. "The initial challenge

was just to get them to engage unashamedly in things they might think of as uncool," Pamela shared.

Daniel also had an extensive list of activities in which he involved students; these activities were part of the weekly labs around the city. "I try to find things to do in DC or around this area that have relevance to the class that we're doing that week," Daniel said. He was planning an upcoming trip to accompany the in-class topic on Marxism and law. "I thought we could go to the International Spy Museum and look at the Cold War and the effects the real system in place had," Daniel explained. Other excursions included visits to the National Cathedral to discuss Christianity and the Supreme Court to consider law making in the U.S. The L/L program provided organization and funding for Daniel to take his class on trips that supplemented his curricula. "I haven't taken any other classes to the opera, I must admit," he said. "I would like to, but [the L/L] just makes it so much easier."

Marie's experience with developing curricula for her L/L class paralleled Daniel's. Her students were learning about theater, and the entire city became their stage:

> A real plus to the course is we can take advantage of the Washington, D.C. theater scene and the resources are available to do that. So, we have been to *Salome* at the Kennedy Center. For many students it was the first time to see an opera. We had a guest speaker come out who works with the opera. We saw this Russian theater company do a nonverbal theater in a much smaller more intimate space.

The students in Marie's L/L course were exposed to innovative theater being presented by diverse sources. They attended a Broadway show, a Shakespeare play, and even were able to see some of Marie's directorial work in action at a theater.

Experimenting with pedagogy. Being creative with one's pedagogy is a hallmark of many L/L programs. "It ought to be one of the informing dreams of any living-learning program, it gives faculty a chance to try something out with some moderately good students on a reasonable scale," Michael asserted. "If faculty get a chance to get better, or at least stay as good as they are, by trying out new things, then it's really contributing to the health of the whole campus."

Faculty participants found creative ways to reach students. Jeremy sought to integrate classroom learning with out-of-class experiences for L/L students. He explained his reasoning for abandoning conventional teaching approaches:

> Students here are paying thousands and thousands of dollars. Do you want to know what I think about stuff? Google me. You want to know my take on international relations? I wrote books about that. I wrote articles about that. I have a blog. Go. That's not what I'm here for, that's not what you're here for. And the residential just helps to propel that.

Jeremy did not let his ego interfere with the students' learning; rather, he empowered students through his teaching practices in an effort to dispel myths about authority. In class, Jeremy used objects including a baseball and light saber to share responsibility for classroom leadership and discussion. "The object is what has power," Jeremy explained. "I'll one day forget it by accident and 'Gosh, I don't have any authority, oh no.'" Students quickly learned that their roles in the classroom were equally valued. Sometimes the object served as a talking stick. According to Jeremy, students "grab it, but then they get to throw to the next person so you've got to be quiet and listen to the person with the [object]."

Many of the faculty shared unique lessons they used with students; for several participants, the novelty of teaching in a L/L was freeing and appealing. Pamela indicated that the L/L students expected creative pedagogy from their faculty:

Had we done a kind of standard [L/L seminar] even with first-semester freshmen, they would have been checking with all their other friends and said our [seminar] isn't like that. So, there was this culture of expectation that [the L/L] was doing interesting, fun, engaging things and wasn't going to just bring in someone to lecture you and give you exams and stuff like that.

Faculty and students reinforced each other's expectations of how a L/L classroom differed from others.

A key component of the classroom for several faculty participants included discussion. Marie relied heavily on "very thick, layered dialogue that allows for multiple voices" to engage her students in learning. She placed students in dyads for reflection activities. Additionally, she sought to have the whole class dialogue. "They're beyond responsive," Marie commented. "I can barely negotiate the discussion, so many people want to contribute." Jeremy also indicated that he used class discussion routinely, relying on roundtable classroom configurations to facilitate dialogue. Jeremy described the atmosphere as having an "everybody engaged seminar feel to it, and not a sort of wild energy, but a different kind of very conventional sort of discussion."

The participants who worked with first-year students were committed to challenging students' capabilities. Seth reflected, "I look at them, and they're only 10 months past their high school prom but we're already talking about, 'How would you define technology, what is a disaster?'" He engaged students in abstract material,

although they were unaccustomed to it. Eva acknowledged that she had never taught a

class entirely comprised of first-year students before her work in the L/L. "Pedagogy, I

refuse to change," she said, indicating she would not simplify her coursework; rather, Eva

challenged students to develop new skills. She expected students to critically analyze

textual sources as a way to prepare them for their future coursework. "I told the students

if you take any class in English or even in history they're going to teach you that you

can't look at a text and just stay in the text," she explained. Seth assigned complex

sociological readings to his students with the hope of promoting greater learning:

> Learning is difficult and, sometimes, it's frustrating. I think it's only when you
>
> overcome these frustrations that you can actually feel the kind of pride that these
>
> students want to feel and rightly so. ... It's a difficult experience for the students
>
> to read the text and the use of the jargon, the way that any academic discipline
>
> uses jargon. But once they have mastered that, and most of them do, then they're
>
> really entitled to say, "Wow, this is something that was very complex, was
>
> abstract, was academic and I, in my first year in college, was able to understand
>
> that."

Seth believed that mastery of a difficult task was a valuable learning experience.

Knowing his students would inevitably encounter frustrating course material, he

purposefully infused his classes with complex reading and helped them work through it.

By creating a space for students to struggle with complicated language, Seth helped

students build confidence in their burgeoning skills.

L/L faculty recognized that assessing students required different approaches, as

well. Pamela divulged that she gave all of her L/L students "As" during a few semesters.

"I told them the beginning of their first semester; you're going to get an 'A' in colloquium," she said. In this case, Pamela wrote individual evaluations of each student's semester performance, expounding on their grade. The letter grades served as the formal assessment for university purposes. Pamela explained her grading system to students:

> An 'A+' means you've exceeded expectations. An 'A' is you met expectations. An 'A-' is you didn't meet expectations, and only you and I will know that. When you see it on your transcript and everybody is saying, "That's great, you got an 'A' in your college course," you'll see the minus and you'll know.

The written evaluations proved handy, too, for drafting students' recommendation letters later in their careers. Pamela believed the grading approach worked well largely because of the students in the group. "I had students who came in because they got the 'A-,'" she said. "They were upset because it was an 'A-' and not because it was going to ruin their GPA, but because they hadn't met expectations." Pamela was able to engender a sense of responsibility through her unconventional assessment efforts.

Finally, Marie laughed as she shared her approach to commending L/L students for valuable classroom contributions. She explained that a colleague used a "hot potato" in graduate classes, and it was passed to students who shared great ideas. Students then passed the potato to their peers with similarly inventive thoughts. Marie co-opted the recognition tool for her own purposes. "I'm not a potato kind of person," she joked. "So, I have Tabasco." Marie was particularly pleased when, during a midterm conference, one of her students told her he wanted to have more "hot ideas" and get the Tabasco more

often. "The students kind of know when it's a hot idea," she explained. The students

learned to recognize exciting new insights in themselves and their peers.

   Engaging students in research. Many of the faculty included in this study taught

in programs where students conducted independent research projects. The L/L faculty

focused both on the research process and the outcome of the research. Seth explained

that the research experience was a significant benefit of L/L involvement:

> It's an absolute privilege that they have. I think many of them realize how
>
> exciting it is to create knowledge and how it works. Many of them have to go
>
> through the IRB system of a unit, with people, they learn about these regulations.
>
> But, more importantly, they realize how these people in their offices and how
>
> these people who teach them what they do when they're not teaching, how they
>
> create knowledge.

Seth and other faculty working with L/Ls sought to make the research process accessible

to undergraduate students.

   Saul explained, with a sense of pride, the positive outcomes for students with in

his L/L. He identified three benefits for involved students:

> You'll develop research skills but in a way that is probably different from any
>
> other opportunity you would have as an undergraduate in that these projects are
>
> your projects. ... It's your project from conception to completion and you have to
>
> come up with a good idea, find out where the niche is in the subject area where
>
> you can make a contribution. The second big advantage is that you do it in a team
>
> so you learn teamwork skills. You learn how to become a coherent unit. Finally,

you're doing this, plus everything else you're doing at the university, in a

supportive community of your peers.

Saul recounted hearing from students who were empowered by the research experience.

He believed students valued becoming subject-matter experts without formal instruction.

"You don't have to have somebody teach you something. You can learn it," Saul

explained. The L/L provided structure for the students' exploration.

Seth helped prepare students for varying types of research projects, including

independent and group efforts. For the students, Seth explained, "It's their first taste of

being a part of a research team and going through all of the ups and down of being part of

a research team." In the L/L with which Seth works, students are guided through the

research process. He emphasized helping students develop skills such as drafting

research questions and evaluating evidence. "We really make them aware of how

academics on a university campus work very, very early," he commented.

Part of the students' research experience included selecting appropriate topics.

Seth explained that early in his career, he allowed the students to choose whatever topic

interested them. He described the outcome as "magnificently disastrous" because the

topics ranged so widely. Also, Seth learned that first-year students did not understand

how to pick a topic, frequently selecting topics that were too broad or too narrow. He

explained that he presented manageable options for students to pursue. "When you guide

them towards topics that have some kind of a local or regional content, it's much easier

for them to do the research," Seth said. "They also see the practical relevance much more

easily. "

Floyd's students were expected to present their research in a poster session. He organized the event and found himself surprised by its success:

> We put some posters up so that people on campus would know about it. ... The students had to come and they had to present their posters. I would say a good three-quarters of the students came in skirts or in jackets and ties, and nobody had said anything to them about that. But they had invested themselves. And when I saw that, I knew I had done something right.

Floyd felt that the students' actions validated his plan for their research presentations. Seth also observed that students took the research experience seriously and exhibited pride in their final products.

Navigating Challenges

Participants encountered numerous trials throughout their L/L experiences. Among the most salient challenges, faculty identified that they had to prioritize their research and scholarly activities, navigate relationships with academic departments, involve faculty with L/L students, and transition into and out of their L/L roles.

Prioritizing research and scholarship. Most study participants maintained a desire to be active researchers in their disciplinary fields; however, prioritizing scholarship proved challenging. Eva summarized the perspectives of several participants when she explained, "One of the reasons that intrigued me about being director of [the L/L] was because they kept telling me, 'Well, you're still a scholar.'" She could not imagine being an administrator at the cost of doing her research.

Renee said her scholarly responsibilities were "a constant stream," including editorial work for journals and conference program committees. For her own research,

she frequently had team meetings, as well as individual meetings with collaborators and students. Writing proposals, drafting manuscripts with results, and supervising research assistants also required Renee's time. "The other part of the research piece is if you're active in getting grants, then the funding agencies invite you to come review grants, which ... usually takes about a week out of your time," Renee explained.

Faculty members asserted that research necessitated a focus and energy that differed from administrative and teaching responsibilities. Depth of thought sometimes became difficult for Jeremy. "I won't say that my research productivity has suffered," he said. "I wrote a whole bunch of stuff, ... but what has kind of suffered is I don't feel like I have quite enough time to actually think stuff through." Renee echoed the importance of concentration for conducting her research:

> Research is longer term; things take longer to develop. ... I've got my stack of little detail things that maybe ... I've got 15 minutes between meetings, I can knock off one of those little things. You can't do research that way. You have to have bigger blocks of time. You have to have your brain not churning on something else.

Protecting the time needed for research was a priority for L/L faculty. Renee and Jeremy learned they needed to set aside class and mentoring obligations in order to complete research tasks.

Faculty members sought to remain active scholars through professional endeavors, such as attending conferences, accepting speaking engagements, and writing papers. At the time of her interview, Marie was working on a book and article in addition to planning teaching-related travel. Eva was preparing to speak at a conference. "It's

something recycled because I had no time to think of something new, but still I have these tiny little windows of time where I can do scholarly things," she said. Jeremy considered his scholarship activities to be his "third job." As we spoke, he pointed out a few copies of his most recent book and told me about a recent conference he helped organize. "The lunchtime talk was given by a distinguished senior colleague who spent most of the talk discussing the ways in which my book was seminal and path breaking," Jeremy commented. He held a unique role in his field because of his chosen methodology, lending further credence to the importance of his scholarly contributions. Max was comfortable with the balance between his research and L/L roles. "I still self-identify, yes, as a scientist," he said. "But, it's no longer really my day job." He was able to set aside specific times during the spring and summer to travel for research purposes.

As a faculty member active with research, Eva found her L/L role did not mesh well in spite of what she was told by her superiors:

> You can't have your cake and eat it too because active scholars want time to do their research. I have them telling me, "Don't do so many conferences." I'm sorry ... I'm being flown ... to give a paper and getting a nice little fat honorarium for doing that to fill in my furlough hole, thank you very much.

She was not going to sacrifice scholarly opportunities to attend L/L meetings and activities. "You just can't please all of the people all of the time," she said.

Navigating departmental relationships. Faculty participants struggled with obtaining necessary support for L/L work from departments. Determining how a L/L, its courses, or its faculty fit on campus presented challenges to participants. Max

acknowledged that his L/L did not have leverage over any department. As a result, some

relationships between the L/L and individual departments were one-sided:

> If the department decides to give us a course that will fail to attract a single
>
> student, they still can check off the box that they supplied an [L/L] course. They
>
> lose no money and they lose no sleep. ... It's a source of great frustration on my
>
> part. They do it looking down their noses all day long. They say, "Our courses
>
> are hard; we can't offer seminars."

Striking a balance between department and L/L program needs, particularly when

resources were diminishing, occasionally pitted the groups against each other in

classrooms. Floyd articulated that, "The department and the college, they have ... their

agendas" for requiring certain courses of their students. In some circumstances, the

faculty member's course objectives were dissimilar, resulting in conflicts.

One challenge for Max was assembling L/L instructors for meetings and

establishing a sense of community among them. "All of the faculty teaching in the

program ... have their primary focus as their departments," he explained. "If you call a

faculty meeting in another building with another administrative structure nobody comes."

Floyd also discovered it was difficult to develop faculty members' allegiance to a L/L

beyond what he identified as "the departmental and disciplinary structures that we have."

Pamela noted that getting faculty assigned to teach in L/Ls in the first place was

increasingly difficult. "The commitment from the colleges was not what it had been,"

she observed. "The willingness to actually release a faculty member for a certain amount

of time to work with something, and for students to experience somebody who really was

a full time scholar" had significantly diminished in Pamela's eyes.

Those faculty members who became involved with L/Ls felt stretched in different directions. Serving on committees, attending departmental meetings, and continuing work with graduate students remained important responsibilities for several participants. In addition, Renee said, "there's just the sort of random, 'Can you do this thing for me, can you talk with this prospective student, can you represent the department at this function, ... can you gather this information so we can try to argue for more resources?'" She perceived the list of demands to be too much at times. Max slowly reduced his departmental expectations. "It's not a total disengagement. This is what I'm doing over here [in the L/L], it's clear that this is my first priority and that's my second," he explained.

Faculty participants' relationships with their home academic departments varied widely. For some, the department showed support for L/L involvement. Michael explained that his commitment to teaching and administrative roles had challenged his department, but they supported his endeavors regardless. "Under almost every [department] chair, there's been a basic idea that there are many ways of serving God, and campus administration is good," he said. When possible, Michael received a reduced course load for assuming non-departmental service.

For Max, the size of his department made it easy for him to assume L/L responsibilities and feel he was not harming his colleagues in the process:

> It's a huge department. People have trouble when they come from a small department and everybody is needed for every task. For better or for worse, the department is so large that you can remove one person and it takes years for them to figure out who's missing.

Max explained that many of his colleagues held prominent positions on campus, as well. Akin to Max, Molly believed faculty members in her department were encouraged to be involved. One of the tenure-track or tenured faculty in her department always was assigned the responsibility as liaison to a L/L:

> [The liaisons are] people [who] are committed to it, that see the vision to it. It's sort of in spite of the institution, not because of the institution. ... It's our support program. Students in the [L/L] have to be enrolled in a [departmental] class during the semesters that they're there. ... I mean, they don't just get to live in this cushy little [L/L]. They have to actually be participating in the life of the department and life of the program. But that's a pretty well-oiled, institutional sort of relationship there.

Molly's department demonstrated a commitment to the L/L by assigning liaisons. The structure provided necessary challenge and support to students in addition to purposefully engaging faculty members with student participants.

For some faculty members, their L/L participation was not apparent to their colleagues. Daniel estimated that only one or two of his departmental colleagues might be aware of his ongoing involvement with the L/L. He had even connected some of his L/L students with his research, without broadcasting that link:

> They've taken a class with me and then we've gone on to do independent study and research projects together and then that's been highlighted. ... I feel like unless I knew the students in the [L/L] I wouldn't have been able to do a research project with them.

Even so, Daniel doubted that his departmental associates would know that his student researchers were drawn from his L/L experience.

For faculty members who were members of small departments, L/L involvement created complicated relationships with their departments. Eva felt challenged by balancing the needs of her department with the L/L. "It seems to these people that I'm taking students away from their program," she explained, indicating that human and fiscal resources were sources of contention. Eva discovered that colleagues became upset with her for showing allegiance to the L/L. She reminded departmental coworkers that directing a L/L was also her job:

> Even if you give money, a lot of these departments, they don't want their person to leave. Like for me, ... I'm the only person [who] does what I do in my department. So, if I'm taken out from here, then my students are suffering. So, this is the problem ... when you come from a small department. That's been kind of a pain. I feel myself really being pulled.

Faculty members from large departments were less frequently torn between responsibilities in their multiple settings. Eva felt committed to her departmental teaching responsibilities since she was the only specialist in her specific area of scholarship.

Trying to connect students and faculty. In some L/L settings, participants found it difficult to connect students to the faculty. Floyd indicated that his campus did not have many comfortable locations for students and faculty to intermingle casually. He explained that at one point he sought a space "where could faculty and students sit down on a regular basis, in a small number without being drowned out by the noise." Floyd

admitted he was unable to find such setting. "As far as I know there still is no place," Floyd said. "That, to me, is a misplaced set of priorities." As a L/L director, Max explained that the context of his program did not lend itself to out-of-class encounters. "It's just the kind of program where the contact with faculty is in the classroom, in the seminars, in the [L/L] versions of courses and not in the dormitory," he said.

Max's L/L program employed many adjunct faculty members as course instructors, and these instructors often did not know other faculty. Max explained that, "They never meet anyone else in a constructive way, in a purposeful way." Although he was trying to change the composition of his program's instructors, having adjunct faculty was a part of Max's challenge to creating meaningful student-faculty interaction:

> The seminars, the dirty secret, which is actually not a secret, ... [is that] about half of our courses in the [L/L] are not taught by regular faculty. They're taught by adjuncts. ... It's really bad to stand up in front of parents and say the university is a first-rate research institution with a fine faculty from around the world, all creating knowledge. The honest thing would be to say, "A few of the classes that your students will take will be in [our L/L] and half of those will be with faculty, and some of those faculty will be the good ones and others will be the deadwood that the department unloaded on us."

Max found himself embarrassed by the prospect of marketing his program in some cases, since he felt unable to ensure students would receive opportunities to build significant connections with program faculty. Pamela echoed Max's frustrations when the L/L with she once worked shifted away from employing tenure-track faculty; she believed the move deprived students of opportunities to interact with practicing scholars.

Transitioning. Faculty assuming roles with living-learning programs described unique transitions into and out of these settings. Participants articulated that transitioning into a L/L included learning basic information about the program, and faculty members took different avenues to acclimate. Floyd admitted he had never heard of a living-learning program before becoming involved in the creation of one and had no predetermined expectations, whereas Max explained that he followed his predecessor around for nearly six months before assuming responsibility. Seth, whose primary role with living-learning programs included teaching a large lecture course, summarized several facets of the transition into L/L work when he explained, "It took me some time to navigate the terrain and to understand what are the expectations of the students, what does the program expect, [and] how can I also use my time effectively."

The transition process for faculty directors of living-learning programs appeared more difficult than for faculty with instructional roles. In the words of Renee, "The first year was complete and total, [pause] I'm not going to use the bad word [pause], there was nothing." Several of these directors further explained that the transitions into new roles were overwhelming and that the jobs required a full year's cycle to learn. In addition, participants who departed L/L director positions recounted another transition experience as they readjusted to life outside the programs.

Feeling overwhelmed by the transition. The challenge of directing a L/L struck several participants on emotional levels. Michael, a faculty director with previous administrative experience at the same university, found himself unexpectedly shaken by the change from his previous role to the L/L director post:

On my first day in [the living-learning program] I sat crying in front of my

computer and felt in a way I hadn't felt since Kindergarten and here I was, I don't

know, 50 years old or something ... a sense of being completely overwhelmed,

"Why did I ever do this, how can I ever do this?"

For Michael, the transition felt profoundly difficult. Although he likened his experience

to that of a disoriented child, he explained, "I was a complete grown up, I knew it would

pass, but you had to live through it, it was agonizing ... for weeks and then months."

Transitioning to a L/L directing role altered numerous aspects of participants'

lives, including their research, families, and teaching. Renee described in detail how her

transition to directing a L/L affected many aspects of daily existence:

Between the courses and trying to come to speed here, and to try to get to know

the students, and trying to deal with the leftover emotions from the transition,

which hadn't been ... learning how to do the job, and then teaching my courses, no

research happened that first year. I had been pretty good about having an exercise

program. That completely fell on the floor ... I managed to preserve the courses at

the autopilot level. ... My personal time, there was none. My research time, it

was none. It was clearly not a workable long-term solution.

Similar to Renee, Max and Jeremy expressed feeling challenged by stepping into L/L

roles while maintaining faculty responsibilities and balancing personal responsibilities.

Learning the cycle. For several participants, the transition process involved

learning the job through a full academic year. As Renee stated, "The academic things,

there's a cycle, there, a rhythm to it, and you kind of have to go all the way around a

calendar year to see it." Those participants who felt they were still transitioning into their

jobs or had recently completed the transition spoke most concretely about the cycle of the L/L role.

In learning the cycle, participants described trying to grasp the responsibilities of their L/L involvements and observing the big picture. Renee waited to make changes to the program that were not immediately necessary:

> It really took me a whole first year to understand what the job was, and there were a few things that I knew I wanted to change and a few things I knew I wanted to do different from the beginning. But generally, when I'm doing a new thing, I'll watch it for a cycle before I start making whole, subtle changes.

To cope with the transition and understand the L/L's cycle, Renee recognized and relied upon her previous experiences; by waiting a year to tweak minor facets of the program, she was able to maintain a broader perspective.

Learning the L/L yearly cycle also challenged participants' views of their programs. Max, a director of a large L/L, explained that "I came in thinking it would be small group interactions with a few students, and instead, it's this sprawling kind of neglected enterprise, which is organic and all over the place." As a result, he felt he was "pushing on everything right now," which made it difficult to reflect on how the transition was affecting him. Max acknowledged the longer cycle of transition when he stated that since he was still new to the role, "It will probably be another year or two before I have time to really think about [how the L/L experience affected me]."

Leaving a L/L. Although this study focused on faculty experiences within living-learning programs, two participants who had left their roles illuminated that leaving a L/L also involved a transition. For these participants, transitioning began with recognizing it

was time to move on, re-entering their academic departments, and letting go of responsibility for the L/L.

Awareness of it being time to leave a L/L director role emerged for different reasons. Pamela, a participant with responsibilities over a program she helped design, explained, "I think that when I decided to leave [the L/L] it really was with a sense of I don't think it is a good thing for somebody to be director of a program forever and ever." Michael had changed his mind about how long to stay on in his role several times. Finally, he knew he needed to leave:

> I was running on fumes the last couple of years, and I originally said five is the maximum and then I agreed to do three more, and then the current Dean then asked me to do two more and at that point I said, "Okay, but these absolutely have to be the last" ... And 10 years definitely seemed like plenty.

Feeling burned out contributed to Michael's determination of when to step down from his L/L involvement.

Being active with a living-learning program affected faculty members' involvements with their academic homes; for many, the L/L role meant setting aside committee, teaching, and research responsibilities. Pamela attributed part of her readiness to leave the L/L to the desire to re-engage with an academic department:

> I was starting to feel the tug of some of the things I had left in [my department]. I hadn't taught graduate courses, except for one course. ... My research had shifted over into scholarship for teaching and learning, but I really felt the need to start doing some stuff that was related to [my academic discipline] again. It just felt like it was time.

In spite of feeling pulled back toward one's department and academic colleagues, returning came with its own trials. Michael mused, "When I left [the L/L], did I feel a little bit of whiplash at the change of pace back to [my department]?" Answering his own question, he reflected, "Yes, I noticed, 'Hey, this is a small world over here, these guys in [my department] don't have any idea how the campus works, do they?' But that faded very quickly, and I got into what I'm doing."

Finally, Pamela reflected that when a person leaves a L/L, she or he has to let go of responsibility for the program. In her case, the person who replaced her revamped the program within a semester. "At that point I just said, 'Okay, it's not my program anymore,'" she explained. Putting the L/L experience in her past was a final step in Pamela's transitioning:

> The last thing I learned from [the L/L] is that developing programs on campus is a lot like building sand castles. They really are not permanent. Departments can be more permanent than programs, but you just really have to be able to let go and say, "That was a really good thing."

Being able to reflect realistically and positively on the experience indicated, for these two participants, they had moved on successfully from their L/L involvements.

Participants described the myriad ways they interacted with the L/L environments with which they worked. The phenomenon faculty members illuminated included their perceptions of L/Ls; participants shared their views on the programs, L/L students and students' development. The "headmasters" or directors of L/Ls detailed their administrative experiences; they described job responsibilities, reflected on working with a staff, explained their interactions with faculty and campus colleagues, illuminated how

they made big things happen in the L/Ls, shared important lessons, and expressed

feelings about the job. Participants also portrayed the experiences they had with L/L

teaching; specifically, participants addressed ways they managed the teaching process

and created a learning environment. Finally, faculty navigated challenges in order to

work with L/Ls. Challenges included prioritizing research and scholarly activities,

managing departmental relationships, connecting faculty with L/L students, and

transitioning into and out of L/L roles. In the next section, faculty members explain the

advantages and disadvantages of L/L involvement.

Perceiving Advantages and Disadvantages

Being involved with L/L programs provided faculty with unique opportunities,

benefits, and trials. The participants reflected on the advantages and disadvantages they

perceived in their L/L experiences. Their perspectives of advantages are presented as

receiving rewards, serving a meaningful purpose, creating unique relationships with

students, and feeling like part of a community. The disadvantages are collectively

described as identifying sacrifices. Figure 5, labeled Faculty Perceptions of Advantages

and Disadvantages for Living-Learning Involvement, shows the co-existence of faculty's

perceived benefits and drawbacks of L/L involvement. For different faculty members,

the ratio of one advantage or disadvantage to the others may vary from the equal

relationship shown in Figure 5; the illustration exemplifies the presence of categories

discussed through these findings.
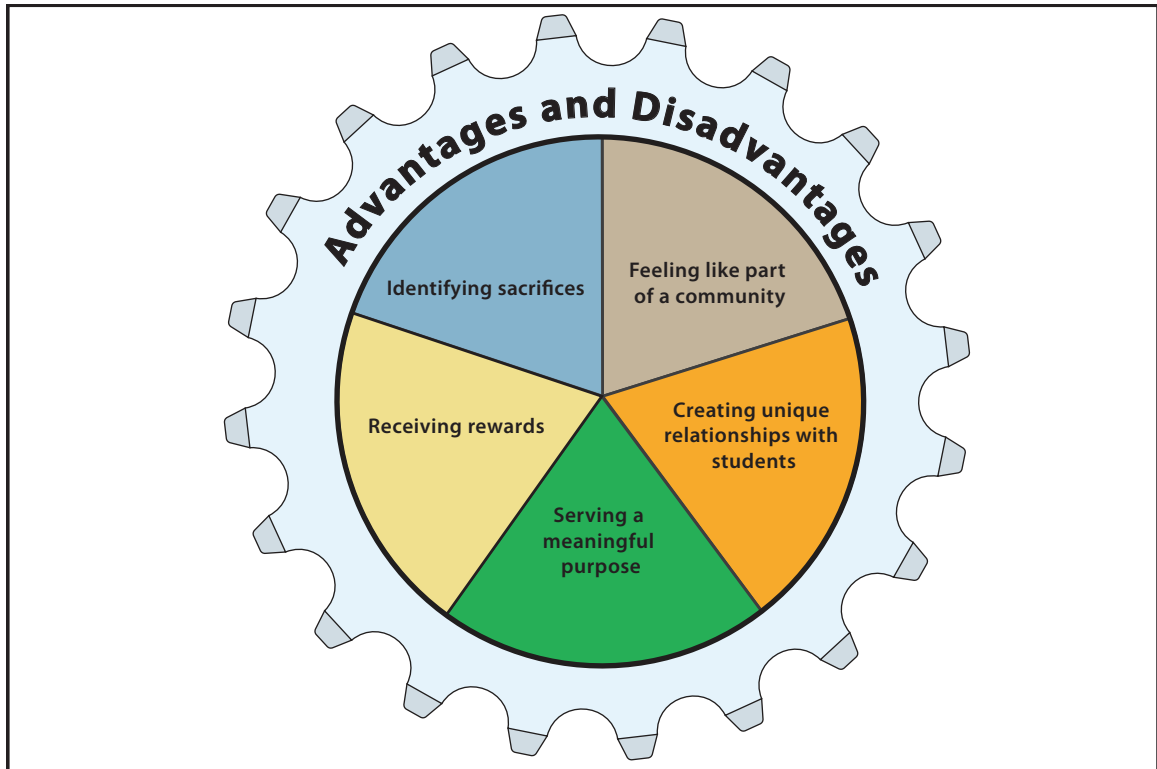
Figure 5. Faculty Perceptions of Advantages and Disadvantages for Living-Learning Involvement

Receiving Rewards

Participants identified concrete compensation and individually intrinsic rewards for their involvement in L/L environments. Faculty highlighted external rewards that included university recognition, reduced course loads, and financial remuneration. Also, many individuals acknowledged intrinsic rewards, such as the personal satisfaction and benefits they received from teaching.

Being externally rewarded for L/L work. Participants articulated several concrete ways they were compensated for their L/L involvement, including through course releases, development grants, and stipends. Saul was able to remunerate his faculty participants by paying them a salary overload of $2,500. "I think I would have a hard time recruiting mentors if I didn't have some financial remuneration," he surmised.

Course releases were among the most desirable rewards faculty received for L/L involvement. Eva's college dean bought her out of teaching a course in her home department, in addition to granting a course release for assuming a L/L course to teach. She was certain the L/L was important to the dean, since it was costly to compensate the department for their loss of her teaching. Teaching faculty in the L/L with which Eva worked were provided course releases, in addition to a stipend. Jeremy, on the other hand, was unable to buy L/L faculty out of teaching responsibilities. "All of our classes are department classes, so the department still gets credit for them," he articulated. "We don't have course releases to hand out."

Marie explicated that faculty participants in her L/L program were provided a stipend the first time they taught a course. "That's a real incentive because it takes a lot of time the first go 'round when you are designing the learning experience." Jeremy clarified that this curriculum development grant provided L/L instructors with a few thousand dollars toward a summer salary.

Jeremy was able to offer his program faculty two other beneficial rewards, including a student assistant and funds to support out-of-class activities. The programming money supported student attendance at related events. "The other super benefit that I push a lot is the program associate," Jeremy said. This student helped them administer the course, coordinated labs, and served as a positive role model to new students.

Some external rewards were not financial, but rather involved rewards through a social system. For example, Seth felt more politically savvy on a large campus because

of his L/L involvement. His overall awareness about the campus was enhanced, allowing him to better navigate his environment:

> I've seen different aspects of this campus, which can be very insular, especially for someone who is in a department as big as mine. You can be in [my department] and spend almost all of your time thinking about issues within the department, the research and the teaching and the service. ... [The L/L connection] has really broadened my idea of what this campus does, what it does well, and what it does not do well.

Michael perceived benefits for faculty, as well, with regard to how they related to campus and its students.

Program directors in particular felt rewarded by their campus colleagues' appreciation. Saul was honored with nominations for awards and received some prestigious accolades for his work with undergraduate education. "I've gotten a lot of rewards, not just psychological rewards, but I've been recognized publicly for these efforts with living-learning programs," Saul stated. "I've had a lot of public recognition, ego gratification." Likewise, Michael perceived that the campus community credited him with the good work being done in his L/L.

Identifying intrinsic rewards. Teaching and working administratively in L/L environments benefited participants in expected and unlikely ways. Participants identified intrinsic rewards they received, coming from within themselves and being personally pleasing.

Marie found her L/L participation gratifying, since it enabled her to teach in the ways she most enjoyed. She explained that, "It's rewarding because I get to know every

student." Seth believed he had become a more effective instructor, which he found empowering. Michael felt a sense of immediate personal satisfaction from teaching L/L students. For Max, relating to students was his greatest reward; he brought a game table to work, and students occasionally stopped by to play with him. He reflected:

> The students are young, they're interesting and fun, ... I do want to be able to hear about their challenges and know that we're helping them to grow and learn. It's fun to see them experience something that you know you experienced in college, whatever it is, learning something for the first time or traveling somewhere.

Getting to know students helped Max to see first-hand the value of his efforts and find enjoyment in his day-to-day work.

Making connections on campus was another personally rewarding outcome of L/L involvement. Saul met many people through committee work, and he enjoyed the relationships he established. "I felt for the first time that I really was a part of the whole campus community," he reflected. The contacts Saul established across campus served him well over the years and he now felt fully integrated in the campus environment. Max agreed with Saul's perspective on getting around campus through L/L work. "One thing I love about this job is I've met people who are amazing. ... When you step outside your department, you're on a good campus. Boy, there are just neat people everywhere," Max affirmed.

Daniel shared a personal benefit he received through L/L involvement. "I'm going to be a dad for the first time in a few months," he admitted with a grin. From his vantage point, the L/L experience had helped prepare him for this new life challenge:

> You do play a kind of quasi-parental role with some of [the students]. I think it's
>
> because it's that much closer than a normal student-professor relationship, in a
>
> completely non-creepy way. You know, you do hear about their emotional,
>
> psychological struggles with adapting to college life as first-semester students,
>
> and they come to you for advice on that kind of issue rather than what did Plato
>
> say in this text kind of stuff.

Having an opportunity to support students through their transition to college helped Daniel feel increasingly confident about his future role as a father.

Serving a Meaningful Purpose

Most participants became involved with L/Ls because they perceived it fulfilled meaningful purposes. Being involved in L/L programs resonated with the values of several participants. Pamela called it "the best working experience I ever had," because of the focus on students. "It's not work," Marie insisted. "I think professors who really have found their calling look upon what they teach as their life's work." Having an alignment between one's values and work responsibilities produced a fit that Jeremy referred to as vocation. "This isn't necessarily something that I chose; it kind of chose me," he asserted. "I'm not sure how I could not do it." Specifically, participants discussed their focus on the importance of undergraduate education and being student-centered in their approach.

Focusing on undergraduate education. Several participants found the opportunity to orient themselves through L/L work on undergraduate teaching to be exciting and rewarding. Pamela explained that to immerse oneself in undergraduate education, "You have to kind of unlearn the existing campus culture that elevates

graduate students and research." She learned to value undergraduate students and engage them in the curriculum. In her L/L environment, Pamela emphasized that, "Everything isn't done in the classroom. ... This is your intellectual playground where the things you always wished you could try doing with students, you can try here." The openness of the L/L culture inspired Pamela to experiment with students' learning and confirmed her genuine interest in working with an undergraduate population.

As a member of a department without doctoral or other graduate-level students, Molly recognized she did not have a choice but to focus on undergraduate students, calling them "the bread and butter of our daily lives." She believed she and her colleagues self-selected into the environment:

> If you are not in some way satisfied or fed by working with undergraduates, you
> probably wouldn't stay in this department. ... We sort of idealistically or stupidly
> or against our own best interest, who knows, are committed to the educational
> mission of the institution and not just the research mission of the institution.

The core group of students in Molly's department typically took part in the L/L. Their positive energy for the discipline and L/L promoted long-term connections between faculty and students. Molly explained that the L/L students were program advocates and exemplars. "That you have this core group of learners is a sort of reminder, a testament that what you do when you go in the classroom and close the door — no matter what's happening in the institution — makes a difference," she asserted.

Although Jeremy admitted that a decade ago he did not know he would someday become a L/L director, he discovered that his role allowed him to be the type of educator he wished to be. He found that the L/L was an avenue to providing students with space

for reflection and deeper learning. In an essay directed toward his L/L faculty and students, Jeremy equated the college experience to the "eddy" one might find behind a rock located in a river; a calm place in life's waterway where a student can slow down to engage in a contemplative experience. Comparing faculty to experienced boaters who are familiar with river flow, Jeremy articulated the faculty member's role:

> College is separated out to enable a measure of clarity, of insight, of comprehensiveness that is hard to achieve in the bustle of everyday living; achieving that clarity, insight, and comprehensiveness is part of the vocational task of the faculty, and the other part of our vocation is to create and sustain spaces in which you students can develop your capacity for the same qualities. We hear a lot about the research productivity of the faculty, in part because that's pretty easy to quantify, but we should never lose sight of the fact that the primary reason why you've chosen to come here for a college education ... [is so] you can benefit from the smooth still space that we produce and sustain by taking ourselves out of the river of everyday activity in order to focus on producing knowledge.

He does not devalue the researcher roles of faculty members; rather, Jeremy explained that scholarly research is one way that faculty can help students learn to produce knowledge themselves.

An institution's teaching mission resonated with several L/L faculty participants. Molly admitted, "I've always liked the teaching part of it." She explained that being a teacher connected to her sense of purpose as a faculty member. Max felt similarly, and he explained that, "If we're going to have a great undergraduate experience for our

students, then we need to have people who are focused on teaching and education. I don't think it's a sacrifice." In a university environment where teaching was not rewarded with financial remuneration, he believed active researchers needed to show interest in undergraduate education.

Centering on students. Faculty participants felt rewarded by approaching their work with a student-centered perspective. Individuals described being oriented to helping underrepresented students achieve collegiate success, influencing the student population in an exponential way, and imparting wisdom to students.

Renee approached her L/L experience with a strong desire to support underrepresented students. "It's not just women. It's anybody who's different," she explained. "I have taken a particular interest in that." She considered low-income, transfer, women, and students of color in developing her L/L program. She explained that without a support structure, universities lose students like these. "We lose minorities because it's harder for them to believe that they belong there, because they don't see anybody else like them," Renee said. She perceived to be building out-of-class relationships with underrepresented students as critical.

Faculty members articulated a sincere interest in and commitment to seeing the L/L students grow and develop through their involvement. Molly encapsulated the notion of influencing students exponentially as she described how early interaction with students set them on a path for lifelong learning:

> There's a certain amount of egotism or a power rush that goes along with the best teaching because you have the potential to change lives. ... You have the power to make a huge difference in somebody's life by your interaction with [students]

in a learning environment and particularly at the lower levels. So, that's when

you have the potential to grab them, you know, to really make them get fired up

about something.

Molly felt that some faculty members underestimated how powerful an entry-level course

could be for students. "You have the power to turn them off of the subject or to change

their lives because they can't get enough of it," she asserted.

If faculty members engaged students in a subject from the beginning of their

college careers, they were able to see how much students developed. For programs that

spanned several years, participants observed students mature through numerous

interactions. Saul described this phenomenon as very fulfilling:

I meet them on the lawn ... when they move in in August of their freshman year.

Then I send them off. ... In watching these, they're all smart but very raw, 17

year olds show up here and then become polished mature young adults four years

later. It's very gratifying.

Students in Saul's L/L presented on their year-long projects, and he felt he was able to

see sophistication, skill, and confidence emerge in their final products. He identified the

project showcase as a way to appreciate students' outcomes. Likewise, Renee enjoyed

observing students as they came into their own:

Seeing students accomplish something I didn't know for sure that they could do,

seeing a really shy, slightly awkward student give a speech at our reception and

just do a spectacular job, it's like, "Whoa, where did that come from?"

Renee was amazed by some of her students' successes. She was happy "knowing that we had at least a little bit to do with kind of giving them the foundation for that, or the suggestions, or the nudge to try it."

A reward that several faculty identified was the ability to shape young lives and, in a sense, give back to the next generation. Faculty seeking to maximize students' potential and impart their personal wisdom manifested this generative emphasis.

Some participants perceived their involvement with students as a means of imparting important lessons. In a large lecture-style interaction with L/L students, I observed that Saul conveyed information to students in a directive and instructive manner, which was well aligned with his self-identification as a guide to the students in his charge. "I like feeling like all this 35 years of doing research has amounted to something other than a list of papers," Saul asserted. "It has given me some wisdom I can pass on." Reflecting on his scholarly experience from the vantage point of a wise sage enabled Saul to concretely contribute to his students' development. "I feel like I can hone in on what the issue is and how you can get past it," he said, which helped Saul to prepare students for their own research endeavors.

Creating Unique Relationships with Students

The relationships with students in L/L environments are special and different than in other settings faculty experience. Molly described the interactions of L/L students and faculty as resulting in "A community, and beyond the classroom ... some faculty members will bring small children if they have them. It's life. It's normal life outside of the classroom." The emphasis on humanizing faculty members and making them

accessible resources and collaborators for students was an important aspect of L/Ls; as a result, faculty felt rewarded by these unique relationships.

The relationships faculty and students developed allowed both parties to see into each other's lives. Daniel explained that, "You just know that little bit more and it gives you an extra kind of angle into their learning processes and what's going on in their learning environment, like their dorm room." Faculty members acknowledged that L/L involvement required a certain type of faculty member. Pamela provided some examples of faculty traits that helped facilitate relationship building with students:

> We have to have a faculty member ... who always understands the kid in your
> class is not just in your class. They have an outside life. They have other classes
> they're taking, and I think it helps to have someone who has a certain amount of
> empathy and a good memory for what it was like to be a freshman. Not
> everybody has that.

Pamela believed empathy and flexibility were assets for L/L faculty. "You can't have rigid standards," she explained, distinguishing that she did not mean faculty needed to lower standards. "I think it is an opportunity to see students as individuals and treat them as individuals."

Receiving understanding from faculty members helped students cope with life challenges. Michael explained that students did not expect much from him, but he offered empathetic support. "You don't help a student solve the problem, you validate the fact that that's a horrible problem," he said. Daniel perceived that students approached him under the guise of needing academic assistance:

They will come to me and they will ask me what did Plato say in this text and

then they will tag on at the end, "Oh, I'm feeling a bit homesick" or that kind of

stuff. I think it's done that way because the academic stuff is their "in," and then

they can talk to me about the thing that they really wanted to talk to me about.

As students become increasingly comfortable with their L/L faculty members, the

conversations morphed into being more about real life.

Daniel found that the more time he spent with students, he established a stronger

connection with them. Through in and out-of-class events, he found the emerging mutual

bond to be "very productive for the academic environment." He described the result as a

shared sense of obligation. "When I'm shouting at them to say something, they feel

obligated to do that," he admitted. "On the other hand, I feel that obligation to spend an

extra five minutes grading their paper a little bit more carefully." The reciprocal

relationship also helped Daniel get students excited about the subject matter. "The

passion I have for my subject, I think, will naturally transfer across," he hypothesized.

By sharing academic interests with students, Daniel felt he could better advise them in

their endeavors.

The relationships that L/L faculty developed with students sometimes provided

unique opportunities to address student behavior. Pamela shared the story of one student

whom she dubbed a "concern troll," since she frequently shared her complaints with

others. "When I talked to her, she no longer had any concerns," Pamela said. "She had

managed to spread them to everybody else." Due to her frequent contact with the

student, she was able to confront her more directly:

I said to her, "You know, you are a natural leader, you're very persuasive, and I think you have to realize that you can use this ability that you have for good or for ill." I pointed out to her all the times we had people who were upset about an assignment or something had [happened] on the floor, this pattern of her being at some point in the center of the discussion, and then removing herself from the discussion once she moved on. ... I said, "If you're going to get people juiced up about a topic, then it's your responsibility to get them to some kind of resolution and not just leave that mess for somebody to clean up."

Although the student was upset at Pamela's assessment at the time, she later admitted to her that Pamela's insight helped her see something new about herself.

L/L faculty members also felt relationships they built with students lasted longer than with other students. They told stories of relationships with groups of students spanning decades. Saul reflected on a faculty member from his L/L program who gathered with her former students over the holidays. Students and faculty in Saul's L/L "develop this really close relationship unlike relationships that most faculty have with students who they just see for a semester in class." He likened the relationship to parenting, since faculty members continued following students' successes after graduation.

Pamela saw a number of cohorts of students during her work in a L/L; she felt strong connections with some groups because of their shared experiences. "The 2001 cohort, because we went through 9/11 together and the tornado and all that, the sniper the next year, we had a really, really close bond," Pamela commented. She credited Facebook, too, for keeping her in touch with some former L/L students, "who are all now

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pushing 40, getting married and having kids." Like Pamela, Molly also kept in touch

with her former L/L students. "I still have students getting in touch with me twenty years

later," she said. "I'm always delighted to hear from them." During her interview,

Pamela pointed out a framed poster hanging in her office that students made for her. She

called it "really one of my prized possessions."

Feeling Like Part of a Community

Living-learning settings provided faculty participants with senses of community

on their campuses. Individuals described the unique opportunities they found with like-

minded colleagues and the special community they developed with undergraduate

students.

Working with the "kindreds." The community that participants experienced

with their fellow L/L faculty was highly valued by several individuals. "I loved the

people I worked with. I loved going to the staff meeting because there was always a

great sense of camaraderie and sharing ideas," Pamela explained. The colleagues she

interacted with through her L/L role were special to Pamela:

> The idea of being in the same room with all these people who I knew cared about
>
> students, cared about undergraduate education, you don't get that all the time. My
>
> first [L/L faculty] meeting, I remember ... I walked in and I knew most of the
>
> people in the room. They were all people I had seen at [teaching] events or
>
> advising events or whatever, so it was like okay. It was all the kindreds, all the
>
> usual suspects, all the people on campus where if you have something on
>
> undergraduate education, they would all show up.

Within the L/L community, Pamela described that she would collaborate with other involved faculty to sponsor events and trips for students.

Seth perceived that "A lot of [the program's success], of course, is about communication; communication between the individuals who are involved, communication between the faculty members who teach there." He felt fortunate to have established collegial and open relationships with other L/L faculty. "We share syllabi, we talk about the management experience because it really has become a large part of that," Seth said. "We try to talk about the goals that we have." Sharing ideas and goals enabled L/L faculty like Seth and Pamela to feel a strong connection to their faculty colleagues.

Developing a student community. Participants described developing an environment in which students would form relationships as a core responsibility. Saul explained that for L/L students, "You're doing this plus everything else you're doing at the university in a supportive community of your peers, the [program] staff and the mentors." Similarly, Renee reiterated that community was "hugely important" in the student experience:

> The piece that really makes a difference is the community. It's the being linked to other students that [sic] are pursuing common goals. It's being linked to faculty members who care about you. It's being linked to people outside, being able to see where you're going.

Students in the L/L with which Renee was involved participated in "family meetings," career and academic skill-building programs, social events, peer and faculty mentoring

for entering students, industry mentoring for advanced students, as well as a student governance board.

Pamela compared the L/L to a small college experience. "It's what I kept hearing about from colleagues who had gone to small liberal arts colleges, about what it was like," she explained. Eva agreed, sharing that "I was at a small liberal arts college, which is kind of the atmosphere they're trying to create with this living-learning program."

Jeremy described his reaction to seeing students express community membership when he took a group of them to a major league baseball game. He explained, "The scoreboard put up the groups, and they get to [our program] and everybody says 'Yay!' I was like, 'Oh, well, that's cool.' People actually feel some sense of connection to this thing. That's awesome."

Identifying Sacrifices

Participants acknowledged that being involved in living-learning environments meant making sacrifices in other areas of their lives. Renee encapsulated the notion with her observation about time constraints:

> I think it's the necessary downside of having a full life, ... there is never enough time, everything is always in conflict, and because you care deeply about it you never feel like you're doing as much or you're doing it as well as you wish you could.

Being involved with L/Ls required that faculty members rearrange priorities, schedules, and relationships. Several individuals reframed the adjustments as being choices they knowingly made, while others described their juggling acts. Regardless, all individuals

acknowledged feeling crunched for time. As Renee noted, "There are not enough hours and something goes, and that's the downside of having things that you love to do."

Making choices. Several faculty participants clarified that being involved with a L/L was not a sacrifice but rather a choice they made. Molly explained, "It's all a matter of how you look at it. So, is there a cost? Absolutely. Can you be bitter about it? You could." From her vantage point, resentment was useless since faculty members inevitably make choices throughout their careers.

Akin to other individuals, when he was approached about becoming involved with a L/L, Saul weighed the benefits and drawbacks:

> I knew that I would spend less time in my own research field in cranking out more papers and becoming better known within my own research field. It wasn't a choice that I viewed particularly as a sacrifice. I went into it with my eyes open and knew that that's what I wanted to do, and I would find more satisfaction trying to do both of these things rather than doing exclusively one and doing more of it.

Saul never regretted the choice he made. Before accepting a L/L role, he deliberated several weeks. Saul was drafting a research grant the day he was asked to direct the L/L. "Had I turned down [the L/L position], I would have pushed that through and just gone along the normal track of being a usual research professor."

Prefacing their comments by saying, "I don't see it as sacrifice," both Pamela and Marie agreed that they consciously chose to invest time into L/Ls. Marie recounted a colleague who could not believe she dedicated a weekend day to attending an event with students. She replied, "I get to go to the theater and talk with my students about an

experience afterwards that I've handpicked because I know that there is going to be something provocative here." Marie reframed the time spent with her L/L students as an opportunity.

Associate and full professor participants indicated that they were aware of how L/L involvement would affect their careers. Molly pointed out that, "Having the tenure means that I can say, 'Okay, I have a choice.'" She could close the door to undergraduates and focus on core teaching responsibilities and research. Such an approach did not appeal to Molly, even though it had its rewards:

> I'll get that promotion, which will add a couple of thousand dollars to my
> paycheck, and I'll have somebody patting me on the head saying, "What a good
> girl." In the grand scheme of things, is that what I was working for? No, I think
> the fabric of your everyday sort of interaction in life is probably a little bit more
> important. This has been a richer way of having my professional life and my
> personal life in some sort of balance.

Reconciling her interpersonal needs with career choices allowed Molly to feel satisfied, even without a promotion. Max explained that for a mid-career faculty person, L/Ls did not disadvantage him. "I'm specifically saying the sacrifice is not real if you have jumped those hurdles already," he said.

Discovering there is never enough time. Participants acknowledged that they often felt short on time, and being active with a L/L program added to feeling crunched. Hobbies, research, and professional development activities were among the pursuits faculty sacrificed for L/L roles. Renee summarized the push-pull nature of L/L involvement and finding time for other activities. "If I had a nine-to-five job where I just

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did my thing and I just left it, and I didn't want to do more and be more, it would

certainly un-complicate my personal life," she asserted. "But then, why would I want to

have a job that I didn't love?"

Max and Jeremy felt they did not engage in personal reflection activities because

of the time they devoted to their L/Ls. Jeremy illuminated:

I rarely have time to sit down and read something, except something that I have to

do for grading or I've got to discuss it for a conference or I've got to write a

review of it. ... I'd like to have more time to actually just sort of read stuff and

spend the amount of time on it that it actually demands.

Feeling unable to think through experiences resonated for Max, too. He expressed that

there was not enough time to reflect on the L/L program while he was so busy doing the

work for it.

Some participants indicated that the time required by L/L involvement meant

making sacrifices; Eva and Jeremy identified that they forfeited other interests in order to

do their L/L work. "By dedicating an hour to this program, I am giving up whatever that

I could be doing my research, you know," Eva explained. "I mean it's a dilemma."

Jeremy gave himself a guitar when he attained tenure; however, he had not touched the

guitar in a year. "I look at it kind of mournfully from time to time," he said. "But I don't

have 20 minutes to run some scales on a regular basis."

Routine deadlines for classes were coupled with out-of-class time requirements

for L/Ls. In his experience, Seth found teaching in L/Ls to be more time and energy

intensive than other departmental teaching responsibilities. Daniel concurred:

Normally, I would have spent [last night] with my wife on the sofa watching TV. But last night I was at the opera instead. There are three or four extra meetings per semester for faculty. And then every Wednesday there [are] labs. ... So, it's a good three or four extra hours per week on those weeks. They do extra assignments so there's extra grading time, too.

The extra time required was the one downside he perceived with his L/L role. Similarly, Renee indicated that when seeking to involve new faculty with her L/L, time was a frequent topic for discussion. "It's not about convincing [prospective faculty] that they want to do it, it's about them convincing themselves that they have time," she admitted.

Focusing on family. Family responsibilities and expectations influenced faculty members' decisions about becoming involved with L/Ls and their subsequent experiences. Spouses, partners, and children helped faculty make decisions and competed for their time. Time with family was important to Jeremy, and he tried to make light of how he missed being with them more often. "I do have this wife. ... I see pictures of her occasionally, and I like her," he said. "And, these kids, they're pretty cool, too." Similar to Jeremy, Michael said that his L/L involvement meant sacrificing time with his wife and with the youngest of his kids.

When Renee first became a L/L director, she found herself exceedingly busy. "I tried really hard to try and not take it out of my time with my children," she explained. Jeremy could not live close to the university, which posed significant challenges at home:

If I'm going to be here at 6:00 at night that requires negotiations between myself and my wife to figure out about childcare, to shuffle responsibilities, to figure out who is going to do homework when. It's insanely complicated.

He acknowledged that because of his L/L responsibilities, he could not be with his children as much as he wanted. As a result, Jeremy and his wife intentionally worked together to create time on weekends for the family to be together. Prioritizing family was necessary for participants, including Renee, Jeremy, and Michael; unfortunately, L/L involvement complicated the balance they sought between work and home life.

L/L work came with advantages and disadvantages for participants. Participants framed sacrifices as making choices, not having enough time, and prioritizing their families. Participants acknowledged that they perceived many advantages to their L/L involvement, including receiving rewards, feeling they served a meaningful purpose, created unique relationships with students, and felt like part of a community.

Revisiting the Model

Overall, the findings of this study illuminated the relationships between faculty members' processes of becoming involved with L/Ls, the roles they held within L/L programs, their experiences within L/L settings, and the benefits and disadvantages they perceived in L/L experiences. Participants described different avenues into and through L/L work. As a result, the grounded theory encompasses key themes and relationships among the themes. The theory and its accompanying model (see Figure 1: Model of Faculty Involvement with Living-Learning Programs) suggest that the motivations and attributes of L/L faculty jointly function with the academic environment, and perceived advantages and disadvantages to propel L/L faculty members' interactions with living-learning environments. To reiterate, the overlapping gears represent (1) motivations and attributes that capture how the faculty came to be involved with L/Ls; (2) characteristics of the environment for faculty, including tenure experiences, academic pressures, and

campus context; and (3) advantages and disadvantages of L/L involvement for faculty, including rewards, sacrifices, meaningful purposes, community, and relationships. These gears are intended to show that three categories of factors work together to move a faculty member's experience within L/L programs.

Alignment of the key categories – one's personal motives and attributes, the academic environment, and an appropriate balance of advantages and disadvantages for involvement – facilitates an overall affirming experience for L/L faculty. Represented by the largest gear in the diagram, the interactions of faculty members with L/L environments are shaped by varied roles and responsibilities they had (i.e., teaching, directing), assorted challenges they faced, and diverse perspectives they held about their L/L environments. If components of model do not operate cooperatively, the faculty member's experience with L/L involvement may stall, leading to dissatisfaction and disengagement. For example, if a faculty member became involved for financial assistance, yet the rewards they received did not adequately meet their expectations, these smaller gears could cause the largest gear representing one's L/L experience to be propelled backward – representing a negative experience – or become stalled.

Each gear relies in part on the other gears, and faculty members' gears are constructed differently, depending on circumstances. The gears support each other, and the chain in the model can move forward or backward, based on the experiences of faculty. The intent of the graphic is to depict that the gears are closely related and influential over how a faculty member engages with L/Ls.

This chapter included findings with regard to participants' personal motives for being at their institutions and working with L/Ls along with participants' perceived

strengths. In addition, participants' views of campus-level environment and other

professional contexts were explored. The findings chapter also explored how faculty

members interacted with the L/L environment with which they were involved. Lastly,

faculty members' perceived advantages and disadvantages for L/L involvement were

clarified.

CHAPTER 5: DISCUSSION

The stories and perspectives of faculty participants in living-learning programs reflected many motives, experiences, and rewards. A grounded theory model, described through Chapter 4, captured key aspects of how and why faculty members interact with L/L environments and become "faculty faces" for L/L programs through their involvement. In the discussion of the study's findings, I will recapitulate the research questions that guided its design and the methods used to conduct the study. Then, I will relate the major findings of this study to the research questions. Third, I will connect my findings to related literature. Finally, I will introduce implications of the study's findings for L/L administrators, involved faculty, and future researchers.

Study Questions and Methods

The purpose of this study was to explore motivations and experiences of faculty members working with living-learning programs at research institutions through a constructivist grounded theory. The following research questions guided the study design and methods: (1) what motivated faculty to become involved with teaching in living-learning settings, (2) what do the interactions between living-learning faculty members and students look like, (3) what makes teaching and working within living-learning environments meaningful to faculty participants, (4) how has living-learning involvement benefited faculty members' professional lives, and (5) what pedagogical approaches do faculty members employ within and outside their classrooms when engaging with living-learning students? Through the qualitative inquiry, the perspectives of faculty participants were individually inspected and common themes converged to provide new

insight into their experiences. The study resulted in a theory for organizing the participants' viewpoints.

The constructivist grounded theory approach allowed me to co-construct meaning with faculty participants. I selected 12 tenure-stream faculty members who worked with living-learning programs tied to academic curricula to participate. Faculty participants worked at three different institutions in the same metropolitan region, which helped me to gather varied perspectives on living-learning involvement.

Using ethnographic and narrative approaches, I gathered data over a twelve-month period from April 2010 through April 2011. Approaches included observations of some faculty in L/L program activities and semi-structured, individual interviews with all participants. Data analysis followed the constant comparative approach, and I made meaning of the data using open coding, axial coding, and theoretical coding. Open coding entailed line-by-line analysis of the transcripts and notes, axial coding included creating broad categories out of the concepts identified through open coding, and theoretical coding involved relating core categories to each other.

Major Findings Related to Research Questions

This grounded theory emerged in response to the guiding research questions, as well as ideas drawn from existing literature. In Chapters Two and Three, I provided a review of the extant literature that influenced this study's questions, methods for data collection, and approaches to data analysis. By revisiting each research question, I discuss relationships between the grounded theory and the literature described in Chapter Two. In addition, I introduce relationships between the grounded theory and additional themes found within the literature as the result of interpreting the findings.

Relationships between Research Questions and Existing Literature

The first research question I addressed through this study asked what motivated faculty to become involved with teaching in living-learning settings. The findings illuminate significant implications for future research and practice. Existing studies identified common motivations of L/L faculty that paralleled my findings. Participants' motives for being at the institutions at which they worked included alignment of values, pursuit of professional opportunities, ties to academic disciplines, and personal or professional connections. Faculty members perceived that research institutions attracted, supported, and rewarded researchers; conversely, people who enjoyed teaching found themselves seeking like-minded others and feeling unrewarded for their efforts to relate to students. Several studies corroborated my finding that L/L faculty value developing relationships with colleagues (Golde & Pribbenow, 2000; Kennedy, 2005, 2011; Jessup-Anger et al., 2011). Similar to a small number of participants in my study, a few faculty in Kennedy's study were interested in administrative positions, which drew them toward L/L work.

A key finding of this study is that, for L/L faculty, timing matters. Other researchers have corroborated this with their studies (Ellertson, 2004; Kennedy, 2005, 2011). In order to fully participate, faculty identified needing to make time for L/L roles, recognizing the right time for involvement, and being at an ideal point of time in their tenure processes. Faculty participants struggled with L/L involvement when they felt there was not enough time, resented spending what time they did have available with students, and sacrificed desired family or research time.

The importance of faculty members' place within the tenure process deserves special note. For participants, tenure was the critical factor in their choices to engage with university life, including when the timing was appropriate for new involvements and to what institutions they applied for employment. For example, Eva admitted that although she possessed the skills to be an administrator, she felt stifled by the experience since she remained immersed in an active research agenda. She hypothesized that such work might be better timed later in her career, rather than during its peak. Baldwin and Blackburn (1981) identified that as faculty progressed through their careers, they expressed interest in diversifying their experiences. In the present study, Saul described life as a research faculty member as stressful; however, as he concluded significant projects, he was able to free up additional time for involvements beyond the lab. Other faculty in the study conveyed that their involvement in settings like L/Ls provided them with new opportunities at opportune times.

This study's second research question inquired about the nature of interactions between living-learning faculty members and students. Findings from previous studies signaled that faculty-student interaction boosted persistence through college, enhanced cognitive skills, and promoted personal and intellectual growth in students (Astin, 1993; Pascarella & Terenzini, 2005; Pike, Schroeder, & Berry, 1997; Tinto, 1993). This study reinforced the literature about the importance of faculty-student relationships, particularly those that occur outside the classroom. Participants described L/L students as bright, involved, and talented; for the most part, faculty in this study felt drawn to the opportunity to work with such students. Faculty-student contact varied widely, and there was not a prescribed "right way;" this upheld findings from other studies that indicated a

range of interactions occurred between L/L students and faculty (Cox & Orehovec, 2007; Kennedy, 2005; Sriram et al., 2011). Participants found myriad opportunities to connect with students in person, via electronic media, and through social networks. For example, Michael described email "sermons" he sent to L/L students as opening communication with students he might not have otherwise reached. Other faculty arranged or attended social events. Also, some L/Ls used built-in structures that promoted less classroom-style interactions (e.g., learning labs, trips). Faculty seemed to make strong connections with students when they personally tailored the interactions.

The findings of this study also illustrate that relationships between L/L faculty and L/L students are likely to be different than those faculty have with non-L/L students. Participants described strong bonds with L/L students, and faculty felt that know their L/L students in different capacities than they knew non-L/L students. As Pamela indicated, not all faculty members may be able to look at students holistically, yet she felt that appreciating the larger picture of students' lives was necessary for L/L faculty. Participating faculty members described using the relationships they developed with L/L students to confront troubling behavior, help students through personal challenges, and meet unexpected student needs. Kitchener, Wood, and Jensen (1999) reinforced that students develop reflective judgment skills as a result of the types of conversations that faculty in this study reported having with their L/L students. For some individuals, the closer faculty-student relationships associated with L/L work were very rewarding. Overall, faculty participants who expressed that they "liked" students fit well with L/L teaching opportunities. The desire to teach the L/L students translated to an inviting learning environment.

In the third research question of this study, I asked what makes teaching and working within living-learning environments meaningful to faculty participants. Participants cited numerous different perspectives, and a powerful theme was that when the work one is doing feels meaningful, it is not really work. Some faculty members strived to change lives, help underrepresented students, and impart learned wisdom to students. Participants discussed the roles undergraduate education played for them in their careers, demonstrating personal insight and self-awareness. These faculty were able to explore their motivations and identify what helps them feel rewarded through work with students. Similarly, Ellertson (2004) found that learning community faculty felt affirmed personally and professionally because of their involvement.

Acknowledging the conjectural existence of a "good list" of faculty who enjoy work with undergraduates added another dimension to identifying how L/L involvement was meaningful to faculty. According to participants, faculty and administrators recognize who is good with students and who is not; the "good list" highlights those individuals who are interested in and adept at working with programs that benefit undergraduate students. The notion of a "good list" raises questions about who devises that list and how faculty members across institutions perceive individuals who "actively work for good" (e.g., work with undergraduates benefits departments versus "good list" faculty are not prolific scholars). Self-identified "good list" faculty in this study professed that L/L involvement was good for their departments, and these individuals believed they were in positions to contribute to their departments, their students, and the university environment. Regardless, faculty who "actively work for good" are tapped a lot, but, given their strong affiliation with being on the "good list," they do not

necessarily mind being approached repeatedly for efforts that align with their skills, beliefs, and values. Even so, good people do not have time to assume every role they are offered at once. Overall, the findings reinforced that faculty members finding kindred colleagues through their L/L roles, actively working for good, and feeling one's work is meaningful related to each other as a feedback loops, mutually reinforcing participants' motives and rewards.

Through the fourth research question, I sought to answer how living-learning involvement benefited faculty members' professional lives. For several participants, L/L involvement helped them to align their values and perspectives with their educational practice, a finding that echoed conclusions from previous studies (Golde and Pribbenow, 2000; Sriram et al., 2011; Wawrzynski et al., 2009). The match between L/L responsibilities and the strengths of the people within such roles was evident through this study. Faculty members brought different interests, needs, and experiences to their L/L involvement. Having prior or related experiences gave participants something to relate to, reminisce about, and strive to replicate through their L/L administration and work. Also, faculty members possessed skills and strengths that uniquely qualified them for working with L/Ls and for having different roles within them. Finding congruence between personal strengths and positional requirements helped faculty feel efficacious within their L/L roles. Professionally, some faculty found that enjoying students and liking teaching were added benefits. Feeling a lack of fit with L/L involvement manifested challenges to some faculty. For example, marketing L/Ls and addressing large audiences were difficult for some directors, including Eva, Renee, and Max, indicating that certain administrative responsibilities do not fit well with their strengths

and interests. Several L/L directors enjoyed the ever-changing responsibilities they had

with the L/Ls. If faculty members desired more variety in their daily lives, they

appreciated administrative L/L work; on the other hand, some faculty found the variation

frustrating. Additionally, changing perspectives and campus roles proved beneficial to

several faculty participants. L/L directors gained different perspectives about their

campuses because of involvement; working with people from across campus offered

them broader understandings of their settings. Also, L/L roles enabled faculty directors

to influence their programs and campuses, as they assumed both burdens and

opportunities for L/L programs.

Finally, research question five explored the pedagogical approaches faculty

members employed within and outside their classrooms when engaging with living-

learning students. Through the interviews and observations, it appeared that teaching

processes for L/L faculty differed from traditional teaching. The approaches participants,

across all disciplines, took to classroom teaching dovetailed with the motivational and

process-oriented teaching styles that Eimers (1999) described as germane to soft

discipline faculty. For instance, faculty developed goals for L/L students that were

longer term and multi-semester commitments (e.g., research endeavors, group projects),

and the goals emphasized students being excited about course content and developing

life-long learning techniques. Since many L/L students are first-year students, faculty

challenged them to immediately develop dialogue abilities, senses of responsibility,

research capabilities, and critical thinking skills to help the students through college and

into their careers. Also, the relationships faculty established with L/L students helped

them encourage dialogues that were more challenging than those occurring in traditional

classrooms, and faculty were able to go deeper into course topics with L/L cohorts. For participants, the creative teaching approaches were expected, and faculty with inclinations toward innovative teaching found them particularly exciting. One example that highlights a convergence of the unique challenges L/L faculty may present to their students and the types of relationships they may build with students is evidenced through Pamela's example of giving everyone in her L/L course "As."

Faculty explained they were expected and allowed to approach issues or topics from multiple angles, using more than one discipline; the interdisciplinary opportunities excited some faculty participants. Another angle on working with L/L students in interdisciplinary courses emerged. Since the students are not subject-matter experts, they did not know how to approach material from an unfamiliar discipline. Faculty teaching these courses needed to deliver their courses differently. Students, particularly traditional-aged, first-year students, occasionally resisted multidisciplinary approaches because they could not grapple with many conflicting truths. Since the L/L teaching experience for faculty differed from teaching non-L/L courses, making adjustments was challenging. Teaching in a L/L was depicted as more time-consuming for faculty. Nevertheless, participants responded well to having more autonomy in their teaching for many L/Ls. Also, faculty appreciated the resources available for their L/L teaching experiences (e.g., money for outings). Through innovative teaching, L/L faculty influenced students to develop interests and abilities. Also, faculty perceived their own subjects through fresh eyes, combated the monotony of teaching, and incorporated interesting others or activities into their teaching.

Participants addressed that in the L/L classroom, they worked with the whole student. Events occurring beyond class influenced class time and vice versa. Unlike faculty views represented in Arnold and Kuh's (1999) mental models, L/L faculty participants noticed and valued students' non-classroom contexts. The results of working holistically with students was heartening to faculty, too, as their students made more headway with material by engaging with it in their halls. On the down side, students occasionally brought trouble from the hall into class, thus emphasizing the need to keep communication lines open across multiple settings. L/L faculty members indicated that students' propinquity to each other, resulting from their shared living and learning spaces, inspired pedagogical decisions they made in their classrooms. As faculty discovered the ways that student peers learned from each other, they developed avenues to capitalize upon the relationships, including using cohort models, buddy programs, and employing sophomore or junior leaders. The cross-academic year interaction seemed to require intentional structure to be most successful.

Beyond the scope of the research questions, yet interrelated with all of them, L/L faculty experienced a learning curve in their involvement. The length of time for which participants had been tenure-track or tenured faculty and the amount of time for which they were L/L faculty influenced their involvement. Newer L/L faculty described a different urgency than faculty with long-term L/L roles; L/L-related tasks seemed more difficult and challenging for inexperienced participants. Being able to prioritize responsibilities, take student feedback in stride, and understand the place of the L/L within the institutional context appeared to come with time. New faculty occasionally struggled with rudimentary aspects of L/L work, while seasoned L/L faculty put

experiences into perspective more easily. L/L faculty with additional experience as administrators shared different views than those who were entirely new to management roles. For example, Max expressed sometimes feeling as though he did not know what he was doing in his job, whereas Saul explained the processes he had in place would govern his day-to-day L/L operations.

Working with L/Ls enabled faculty to learn about students and their development. The observations L/L faculty made about students' growth were results of prolonged exposure to students. Better understanding students enabled faculty to work with them in novel ways and be both compassionate and challenging in their approaches. Also, participants described a learning curve for faculty working with staff. Having staff members helped participants run programs; faculty learned to supervise and trust staff members over time. When faculty and staff members figured out how to work together, participating faculty described feeling able to capitalize on each other's strengths. Although faculty participants perceived their L/L environments differently, through L/L roles, faculty became increasingly self-aware of their challenges and areas for growth.

Connecting Additional Findings to Extant Literature

Additional aspects of this study's findings converge with the extant literature. Several authors recently have completed studies on L/L faculty members, exploring facets of their motives or experiences, but using different qualitative methods (Golde & Pribbenow, 2000; Jessup-Anger et al., 2011; Kennedy, 2005, 2011). Other studies focused on describing experiences, largely using single-institution or single-L/L cases; in contrast, this grounded theory illustrates *processes* for L/L faculty. Existing literature on

faculty motives, satisfaction, and congruence also provide support for the findings from this study.

Kennedy's (2005, 2011) study of L/L faculty most directly related to the design and findings from this research. A key difference is Kennedy explored personal agency beliefs of faculty participants using Ford's motivational systems theory (1992); her findings, thus, connected to that theory, whereas my findings are connected more with a broader range of literature (e.g., congruence, satisfaction). Kennedy sorted faculty into categories of likely to continue, uncertain, and unlikely to continue; the approach was more predictive than I intended my study to be. My study improved upon her sampling by limiting participants to tenure-stream faculty. Similar to Kennedy's study, all of my participants were White, even though I tried to recruit more racially and ethnically diverse participants. My sample, however, did include more women and participants from more racially diverse, urban campuses than Kennedy's sample. As a result, the findings from my study introduce additional nuances into the experiences of female faculty working with L/Ls. Additionally, the context for faculty differed, given their metropolitan campus settings. For example, being situated in or proximate to a large city enabled faculty to plan cultural outings for students there and work with larger populations of underrepresented students.

Regarding the struggles of L/L involvement, Jessup-Anger et al. (2011) discovered similar perspectives among their faculty participants as I did. For example, like Eva, one of the participants in my study, Jessup-Anger et al.'s new L/L participants described feeling pulled in many directions. Living-learning faculty in other studies echoed my participants, saying they felt pressured for time and burdened by L/L

administrative responsibilities (Ellertson, 2004; Kennedy, 2005). Akin to some of Kennedy's "discontinuing" L/L faculty participants, I had a participant who felt unsupported by her department. Finally, like some of Kennedy's "continuing" faculty, many of my participants disregarded the opinions of their colleagues regarding their L/L involvement.

When compared with larger bodies of literature pertaining to faculty development and satisfaction, participants' experiences shared many characteristics. Baldwin and Blackburn (1981) discovered that faculty were stressed within the first years of teaching and early in periods with new responsibilities; faculty in my study reiterated these feelings and described that stress when discussing transitions and balancing multiple roles. Finally, Einarson and Clarkberg (2004) advanced the notion that asking busy faculty members to take on additional responsibilities would ensure such tasks were done well. The finding of my study regarding faculty members "actively working for good" resonated with the aforementioned notion. Einarson and Clarkberg asserted:

> Rather than some faculty roles detracting from others, it may more be the case that individual faculty members vary in the intensity of their commitment to the various aspects of their work, such that those who do more in one area tend to do more in other areas as well. (p. 3)

L/L faculty members who perceived themselves as members of "the good list" confirmed that they were asked to do a lot on campus, and often they obliged to take on the challenges.

Lastly, the extant literature on faculty satisfaction provided some support for the experiences and feelings shared by Eva, the L/L faculty participant whose perspectives

seemed most cynical and different from other participants. Eva felt decision makers at

her institution treated her unjustly. Evidence of this is perceptible in Eva's motivation to

assume an L/L directorship for financial remuneration. Her desire to be well paid for her

faculty role demonstrated the complexity of faculty satisfaction with compensation.

Fairness of payment is more important to many faculty members than actual salary

figures (Bozeman and Gaughan, 2011; Hagedorn, 2000). Essentially, people believe

their compensation should reflect the work they do (Bozeman and Gaughan, 2011).

Additionally, Eva voiced concerns that the differences in pay and treatment by superiors

were related to her gender. Hagedorn (2000) explained that Eva is not alone in this

perception. "More [job] dissatisfaction occurred when female faculty members perceived

their salary as being less than that of their comparable male colleagues than when they

felt that all faculty (regardless of gender) were underpaid" (Hagedorn, 2000, p. 12).

Findings from this study both diverge from and complement the existing literature

on motivations and experiences of faculty. When compared with prior studies of L/L

faculty (Golde & Pribbenow, 2000; Jessup-Anger et al., 2011; Kennedy, 2005, 2011), the

present study can be distinguished because of its sampling and methodology, yet a

number of common ideas emerged. Employing analytic lenses of faculty motivation and

job satisfaction helped to explain ways that L/L faculty fit with their environments, as

well as validated participants' dissimilar experiences. To conclude, this study of L/L

faculty motives and experiences validates and contributes to the extant literature.

Administrators, faculty, and researchers may extrapolate useful information from the

findings of this study.

Implications of the Findings

The findings of this study lend themselves to practical application in L/L work and in other out-of-class setting that engage faculty partners. This study and the subsequent grounded theory developed on living-learning faculty members' motives and experiences can inform higher education institutions, living-learning program administrators, and other individuals working with faculty members in out-of-class settings. The following sections advance implications for administrative practice, faculty involved or considering involvement with L/Ls, and future researchers, as well as summarize many promising practices for incorporating faculty into L/Ls.

Implications for Administrative Practice

For administrators seeking to involve faculty, the findings regarding what motivates faculty members to work within L/L settings and their perspectives on their experiences can help with recruiting new faculty, assisting faculty with the transition to L/L work, incentivizing L/L involvement for faculty, developing relationships with faculty participants, and providing necessary support for faculty. For the purpose of these implications, administrators are defined as the primary managers of living-learning programs, and they may be employees working in academic affairs, student affairs, or hybrid academic-student affairs roles germane to institutional structures.

Participants provided insightful information regarding how they became involved with L/L work. Administrators might be able to use their perspectives to inform their recruitment efforts. Program administrators should capitalize upon the opportunities available for establishing student-faculty relationships when marketing L/Ls to faculty as well as use this information to better prepare faculty participants for the interactions they

will have with L/L students, if needed. Some faculty members naturally are drawn to and excited by the possibilities of L/Ls. Program administrators can identify faculty who feel called to work with undergraduates for L/L work and get them involved. One lesson from the findings of this study is that it can be useful to seek out "the kindreds" at teaching and learning events on campus. Administrators should approach faculty with demonstrated interests in a subject area to become involved with a related L/L. At large, research institutions, communities where faculty members feel connected to colleagues may be difficult to find; living-learning administrators can advertise that facet of their L/Ls across campus. L/Ls can and should provide opportunities for faculty to build community with like-minded colleagues and with students. Administrators should assist in creating conditions for such relationships to develop and facilitate community development. Several participants recounted being invited to become involved with L/Ls; administrators can approach possible faculty participants, make them feel desired by the program, and provide them with reasons for why L/L work might suit them. Once faculty members are committed to L/L involvement, administrators should encourage them to recruit their peers and reinforce the community of scholars.

The findings of this study illuminate the transitions faculty members experience as they become involved with L/Ls, and the participants' experiences can provide direction to administrators. Faculty participants identified a difficult transition to working within and directing L/Ls. Once recruited to participate in L/L programs, faculty need student affairs educators and L/L administrators to help them transition into their roles. Becoming aware of L/Ls is a process for faculty members, and administrators must remember that most faculty members are not socialized in their disciplines to

understand an institution's other, non-academic programs. Faculty members may be unfamiliar with campus structures beyond their own departments, L/L administrative structures, and the holistic nature of student development. Given their training and experiences, student affairs educators are uniquely poised to support faculty through the learning curve inherent to becoming involved with L/Ls. Before acclimating to L/L roles, faculty participants may be unaware of what they need to know in order to successfully work with L/L students. Living-learning administrators should intentionally orient faculty to L/Ls, avoiding jargon and assumptions of institutional knowledge. For example, administrators cannot assume faculty participants understand what it means to live on campus or what students' environments are like. L/L administrators can help faculty develop an understanding through purposeful conversation, training, and experiences. Some participants of this study noted that typical faculty members are disengaged from university life; involving them in L/Ls can be difficult. Administrators and current L/L faculty should be prepared to expose new faculty participants to ideas and programs. Preparing faculty for engaging with students holistically and supporting their efforts are necessary roles for L/L administrators. Overall, transitions can be arduous for L/L faculty, and it is the responsibility of administrators and experienced faculty to address them through training and support programs. Thinking of faculty transitions as administrators think of others (e.g., student transition to and from college, life stages) can help them to better assist L/L faculty.

Another practical implication from the study's findings is that faculty members should receive incentives for L/L involvement. Faculty participants found various aspects of L/L work rewarding, and L/L administrators can compensate faculty for their

involvement in tangible and intangible ways. Each person seeks different intrinsic rewards; administrators must talk to faculty participants about what they enjoy about their work and find more ways to build experiences that match. Internal rewards could include student interactions, campus connections, and life experiences. External rewards were often small benefits or incentives for faculty participants. For example, making it possible for faculty to design courses and providing them with support (e.g., student assistants) are low-budget ideas. Faculty members who are involved with L/Ls for monetary compensation may not find the time commitment to be worth the recompense. As a result, remuneration or rewards should be commensurate with the scale of work. For instance, L/L directors sought course releases and reprieve from departmental responsibilities. When money is not an option, L/L administrators must find other ways to reward faculty. As an example, Saul provided L/L colleagues with a stipend, but he believed they felt more rewarded by their experience with students. Nominating L/L faculty for awards or recognition may be one option. Intentional faculty development (e.g., skill-building) can also be rewarding.

The findings of this grounded theory emphasize the value of L/L administrators building relationships with and among L/L faculty members, as well as cultivating mutual understanding. Several study participants expressed feeling that department chairs, deans, provosts, and other top-level administrators were detached from student experiences and day-to-day realities of university life. Living-learning programs may be appropriate settings for involving these types of university administrators, including deans and department chairpersons, in order to provide them with opportunities for learning about current undergraduate students. Also, L/L administrators should

distinguish themselves from the aforementioned detached administrators in their approaches to collaborating with faculty. Using speedier processes, being in touch with students' experiences, and thinking outside the norm could be perceived as strengths to faculty partners. With regard to developing mutual understanding and appreciation, becoming aware of common and institution-specific challenges can help administrators work with faculty. Academic pressures are ubiquitous for faculty members on the tenure track. Also, in some instances, administrators must recognize gender inequities and tenure pressures faculty partners may be experiencing. Understanding tenure requirements and exploring ways that L/L involvement might contribute to promotion will allow administrators to connect faculty to L/L work. Further, familiarity with promotion and tenure cycles will help administrators to keep those faculty members feeling successful in their L/L commitment. Administrators must be aware of the time constraints of faculty, have a sense of tenure demands, and know the challenges of the academic schedule. Finally, facilitating and participating in open dialogues with faculty will help to better align L/L work with faculty availability.

The findings of this study emphasize the importance of L/L administrators providing adequate support to faculty partners. In order to participate in L/Ls, faculty members make sacrifices or reframe their thinking about how they use their time and energy. Administrators must respect faculty members' time. Clarity of expectations, adequate support structures, and flexibility will help faculty participants to better balance their L/L involvement with other aspects of their jobs. Preparing new faculty for their L/L courses and providing adequate support (e.g., clerical assistance) seemed key tasks for L/L administrators. To involve faculty with growing families in L/Ls requires that

L/L administrators consider carefully the timing of activities, courses, and meetings. When possible, administrators can invite faculty families to events and try to schedule for L/L faculty in a family-sensitive manner. Overall, the findings highlight a need to incorporate flexibility into L/L programs. For example, encourage faculty to approach interactions with students as they are most comfortable rather than prescribing a one-size-fits-all model. The need for flexible approaches, formats, and timing is also essential when administrators seek to include scholars in one-time or short-term L/L activities.

Lastly, individuals seeking to engage and work with faculty members in other non-classroom contexts may be able to extrapolate from the findings of this study. Staff members working with L/Ls through entry-level or paraprofessional residence hall roles also may perceive implications from this study that can help them work better with faculty partners. Helping faculty members become acquainted with unfamiliar parts of campus, aiding in transition to new roles, offering remuneration, and providing adequate support translate across contexts as key themes for involving faculty.

Faculty members encounter challenges throughout their careers and in distinctive facets of their responsibilities. L/L faculty participants explained they did not have sufficient time to meet every expectation placed upon them; colleagues, administrators, and students tugged faculty in diverse directions. Given faculty members' varied concerns, prioritizing responsibilities can be difficult. L/L faculty members require support from administrators, other faculty, and their home departments. They also need time off, reasonable expectations, and realistic responsibilities. L/L administrators may be able to provide support to faculty via student workers in order to reduce burdensome aspects of living-learning program involvement. Although the systemic challenges (e.g.,

departmental expectations, tenure requirements) are difficult to alter, helping faculty to develop coping mechanisms is an important task for L/L staff. Administrators can try to raise awareness of L/Ls with departments by scheduling informational meetings designed to garner interest and support. Being advocates and champions for L/L faculty members are essential roles of L/L program administrators.

Implications for Involved L/L Faculty

L/L faculty members likely will be able to relate to the diverse experiences and perspectives of participants in the present study. For involved L/L faculty, this study may help them investigate their own motives with an eye toward improving their L/L experiences, point them toward resources or approaches they can integrate in their work, and promote self-exploration of what makes L/L involvement meaningful to them.

Many participants felt research was overly emphasized at their institutions and at the expense of undergraduate learning. Involvement with L/Ls may benefit faculty seeking to find more congruence between their skills, interests, and values to balance their academic context. For example, L/Ls may serve as avenues for faculty to refocus on undergraduates. Connecting L/Ls to strategic planning efforts and institutional missions was valuable for some faculty. Faculty members also may recognize that other people with whom they frequently connect work with L/Ls; becoming involved or continuing involvement with L/Ls can help faculty develop relationships with like-minded people. Participants' testimonies illustrated that faculty who love teaching find L/L work fulfilling, and the "good people" on campus often get involved with L/Ls. Additionally, faculty were able to create more meaningful relationships with students through L/L work than were expected of them through their departments. For example,

Floyd's work with L/L students broadened his perspective on what students' experiences looked like. Also, Daniel enjoyed the conversations he held with students that began with academic overtures but progressed into personal territory, since his students could relate to him. Faculty may notice they can approach increasingly controversial topics in L/L classrooms; students have stronger bonds with each other and their instructor, feel safer sharing their views, and are more accustomed to disagreeing respectfully with their L/L classmates. If an individual faculty member desires more contact with students, L/Ls can be venues for increasing informal interactions. Faculty may also discover that teaching students in living-learning settings allows them to encounter students in novel ways; helping students connect their out-of-class experiences with academic topics can be interpersonally rewarding.

Teaching in L/Ls can give faculty exposure to different styles and approaches to their efforts in college classrooms. As well, faculty investment in improving teaching creates better experiences for students both immediately and over time. For example, Seth improved as a lecturer during his L/L teaching experience, but he also formulated an improved class by incorporating more clarity in goals and engaging student mentors. For L/L faculty, the relationships with students, nature of the courses, and duration of contact enables more innovative, hands-on approaches to assessment. Faculty may find it necessary to prepare for this opportunity, engage in classroom assessment, and creatively feed their assessment findings back into their classroom practices.

Living-learning work can be rewarding, reinvigorating, and meaningful for faculty participants. Jeremy described unwittingly teaching a community that mimicked a living-learning program; he and his students learned together to maximize the in- and

out-of-class opportunities. Seth discussed the challenge of learning about the ecology of L/L programs, specifically with regard to what constituents expected of each other. Both of these stories may remind L/L faculty that sometimes experience is the best teacher. A L/L faculty member needs to be patient with self, students, and administrators. The findings of this study indicate there are processes associated with becoming involved in L/Ls and getting the most from living-learning work. To become involved with L/Ls, faculty often become familiar with L/Ls through colleagues or personal encounters, make decisions about whether they have the necessary interests (i.e., desire to teach subject), and weigh out their external and internal motives. For faculty members to maximize their L/L experiences, they observe and evaluate the programs, make choices about the nature of their involvement (i.e., teaching or serving as director), and navigate different challenges (i.e., departmental support, transitions). Overall, faculty who love teaching, self-identify as "good people," and seek opportunities to work with kindred spirits will likely be drawn toward and fulfilled by L/L work.

Implications for Future Research and Theory

With regard to theory development, the grounded theory model presented through this analysis can contribute to expanded conceptions of faculty congruence, fit, and satisfaction. Researchers can employ the model as a guide for developing future studies, using its categories and tenets as starting points for learning more about how faculty choose to spend their time, how they interact with students and colleagues, what aspects of their jobs they enjoy, and what they personally and professionally receive from their involvements.

Future researchers can use alternative methods to explore components of the model. For example, looking more closely at the teaching approaches of L/L faculty through qualitative assessments might yield best practices for these environments. Also, researchers can extend the grounded theory model to considering faculty involvement with other out-of-class activities. Moreover, the grounded theory model and its categories would serve as starting points for potential quantitative studies. Researchers can use key themes from the study participants and the model to develop survey instruments that investigate relationships between factors that motivate, satisfy, and reward L/L faculty participation.

In guiding future research efforts, the grounded theory model from this study acknowledges that alignment between faculty experiences, motives, strengths, contexts, and advantages enables individuals to make the most of their L/L work. This study identified many aspects of faculty members' L/L experiences. More research should be conducted to explore relationships between satisfaction and congruence for out-of-class faculty involvement. The findings also lead to next research questions. For instance, how do faculty motives and experiences connect to students' feedback on L/L experience? An upcoming study could address how faculty behavior in L/Ls – because of how they interact with their environment – translates to the way students experience L/Ls. Interesting notions about a "good list" of faculty who pursue opportunities to work with undergraduate also deserve the attention of future researchers. Are L/L faculty members unique in their strong feelings about "actively working for good," or do many faculty members choose to be good citizens of their departments and colleges? How do other "good list" faculty get involved in the life of their universities?

Future researchers can extend upon the findings of this study by addressing some of its limitations. The sample of this study is less racially/ethnically diverse than I hoped for. A future study should consider how L/L faculty of color and faculty from different social identities experience distinctive aspects of a university environment. Also, future researchers need to identify additional assistant professors for a study of L/L involvement, given that only one participant of this study was at that rank during the time of this study; it is difficult to determine how transferable this one individual's experience is. Also, additional research might help establish whether there is a dearth of assistant professors involved with L/Ls and, if so, investigate why that may be. Another way to improve this research could be to limit study participants to teaching faculty or directing faculty, in order to probe more deeply into phenomena. Lastly, a larger sample population, representing more campuses would also provide additional insight into the experiences of L/L faculty.

Promising Practices for L/L Faculty Involvement

To summarize, the experiences of the faculty participants illustrate that many approaches to involving faculty with L/Ls appeared to work well and hold promise for use across campuses. In Table 2: Promising Practices for L/L Faculty Involvement, I include a list of approaches to recruiting faculty for L/Ls, as well as ways to engage faculty within L/Ls, their students, and their L/L colleagues that may be transferable to other living-learning programs and out-of-class experiences that include faculty partners.

Table 2
Promising Practices for L/L Faculty Involvement

Promising Practice	How the Practice Helps L/Ls
Encourage L/L staff to learn about the faculty tenure and promotion processes on campus; use knowledge of tenure pressures and timelines to recruit and support L/L faculty	Recruiting and retaining faculty participants

Provide resources to faculty that enable them to push classroom boundaries; financial support and resources for excursions were valuable assets for L/L faculty	Recruiting and retaining faculty participants
Look for faculty with strong teaching evaluations and invite them to participate with L/Ls	Recruiting faculty participants
Attend events/workshops sponsored by campus teaching and learning support centers to identify faculty with existing interests in the undergraduate experience	Recruiting faculty participants
Ask current L/L faculty to invite their like-minded colleagues to become involved with L/Ls (e.g., through guest appearances or as fully invested participants)	Recruiting faculty participants
Purposefully connect faculty involvement in L/Ls to their academic disciplines or interests	Recruiting, retaining, and rewarding faculty participants
Help L/L faculty explore how they best connect with students, what skills they bring to their L/L involvement, and what they hope to gain through L/L roles; self-awareness and employing their personal/professional strengths helped faculty to maximize their experiences	Recruiting, retaining, and rewarding faculty participants
Hold conversations with interested faculty to better understand what motivated them to seek out this type of involvement; knowing why individuals participate with L/Ls can enable administrators to better tailor the experience for faculty	Recruiting, retaining, and rewarding faculty participants
Prepare faculty to employ less traditional pedagogical approaches in their L/L work; participants felt invigorated by the possibilities of innovative teaching, but did not necessarily transcend the classroom boundaries to incorporate the out-of-class or residential opportunities inherent to L/Ls	Recruiting, retaining, and rewarding faculty participants
Provide training for faculty participants that emphasizes the opportunities for building relationships with students; many faculty felt rewarded by their roles with students, yet they noted sometimes feeling unprepared for the unique nature and closeness of the relationships	Retaining and rewarding faculty participants
Provide appropriate compensation for faculty involved with L/Ls; ensure the compensation is commensurate with the responsibilities	Retaining and rewarding faculty participants
Create opportunities for involved L/L faculty to connect with one another, through meetings, training, and informal socializing; building a community with colleagues across disciplines is rewarding for faculty	Retaining and rewarding faculty participants
Provide supportive staffing structures for L/L faculty participants; administrative and student affairs staff eased the burden on L/L faculty (e.g., assistant/associate directors, office staff, and student co-instructors)	Retaining faculty participants
Attend to faculty members' transitions into L/L involvement; training, ongoing dialogues, collegial mentoring, and other intentional efforts eased the transitions for L/L faculty	Retaining faculty participants
Help faculty to find "fit" between their personal strengths and the L/L positional requirements; minimize or redistribute roles that are incongruent for faculty (e.g., marketing programs)	Retaining faculty participants

Drawn from the findings and implications of this study, the aforementioned

practices may be helpful to administrators and educators working with L/L programs. Consistent with the Model of Faculty Involvement with Living-Learning Programs advanced through this study, the promising practices demonstrate how efforts to recruit, retain, and reward faculty are interconnected. By considering the motives and attributes of faculty partners in the design and development of L/L roles, involved faculty will feel a stronger sense of fit with and benefit from their experiences.

Conclusion

In this final chapter, I revisited my study design and guiding research questions, reviewed the findings of this study in relation to the research questions and existing literature, and provided implications for practice and future research. This study improved upon prior research by narrowing a sample to tenured and tenure-track faculty working with L/Ls, using grounded theory methodology, and including individuals from multiple institutions. The resulting model emphasizes relationships between motives, context, experiences, and rewards for L/L faculty. The exploration of key categories highlights processes that comprise participants' experiences.

The findings of the study, however, extend beyond a model that summarizes main ideas; this grounded theory contributes to new and deeper understanding of what "being the faculty face" in a living-learning program entails. The faculty participants of this study are inspiring individuals, and their stories detailing experiences with L/L work provide voice to the population of faculty involved with students beyond the classroom. The study reinforced the need for communicating openly with, sharing stories among, and asking questions of faculty members who step beyond the boundaries of their academic departments and disciplines to connect with students and staff on campus. The

grounded theory and model provide administrators, living-learning faculty, and

researchers with a framework for understanding how faculty experience participation in

high-impact educational environments, such as L/Ls, that are designed for maximizing

the undergraduate experience.

APPENDIX A: INVITATION LETTER

March 1, 2010

Dear [name]:

As someone who is a tenured or tenure-track faculty member at a research-oriented institution and is currently involved in a curricular-based living-learning program, I am writing to invite you to participate in my dissertation research study on living-learning programs. The purpose of this project is to explore the motivations and experiences of faculty members working with living-learning programs. There is very little scholarship on why faculty members choose to work with living-learning programs and what their experiences are like. You have the potential to make an important contribution to the scholarship and add to the research in this area. Such insight into motivations and experiences of living-learning faculty members will provide guidance to living-learning partners across the country about how to best structure living-learning programs.

The study will be conducted during the spring, summer, and fall 2010 semesters. If you agree to participate, I will interview you individually for a first interview of 60-90 minutes. If you are interested, I can send you some of the initial questions in advance. Two additional data collection steps will occur after first interviews, and you may be asked to participate in those, provided you remain interested and available. These additional steps include: (1) participating in a second interview to answer my follow-up or clarifying questions and (2) allowing me to observe you in living-learning program-related activities (e.g., planning meetings, living-learning courses, or programs). Throughout this study, your confidentiality will be protected to the fullest extent possible, and you may provide me with a pseudonym for use in publications or presentations.

Participation in this study is entirely voluntary and you may chose not to participate at any point in time. If you are interested in participating, please send me an email affirming your interest at marybeth@umd.edu. I will then be in touch with you about beginning the research process and scheduling a time to meet with other participants in the study. If you have any questions, please do not hesitate to contact me. I can be reached at marybeth@umd.edu or 301-314-1369.

I am very excited about this project and hope that you would consider participating as well. I look forward to hearing from you.

Sincerely,

Marybeth Drechsler
Doctoral Candidate, Counseling and Personnel Services
1113 Cumberland Hall
University of Maryland
College Park, MD 20742
301-314-1369

APPENDIX B: INFORMED CONSENT FORM

Project Title	Living-Learning Program Faculty Motivations and Experiences: A Grounded Theory
Why is this research being done?	This is a research project being conducted by Marybeth Drechsler (in conjunction with faculty member Dr. Stephen Quaye) at the University of Maryland, College Park. We are inviting you to participate in this research project because you are a faculty member at a research-oriented institution who is currently involved in a curricular-based living-learning program. The purpose of this research project is to explore the motivations and experiences of faculty members working with living-learning programs.
	There is a need for more intentional study of living-learning program faculty to understand why they choose to work with living-learning programs and what their experiences are like. Such insight into motivations and experiences of living-learning faculty members will provide guidance to living-learning partners across the country about how to best structure living-learning programs.
What will I be asked to do?	The procedures involve semi-structured, individual interviews with faculty participants on the campuses where they are employed. Each interview will be conducted using a list of open-ended, intentionally sequenced questions. Questions will ask participants for basic information, reflections, and interpretations about their living-learning experiences. Interviews will be face-to-face. Each first-round interview will last between 60 to 90 minutes. Second-round interviews will be conducted with some faculty members to further explore their perspectives about their living-learning involvement. The follow-up interviews with faculty members may take place in person or over the telephone. Questions for those interviews will be developed as follow-ups to responses from first interviews.
	Some faculty-participants will also be observed in living-learning program-related activities, courses, and meetings. Observations will help the researcher to gain awareness and understanding of the environment and context for faculty members' living-learning program participation on campus.

Project Title	Living-Learning Program Faculty Motivations and Experiences: A Grounded Theory
What about confidentiality?	We will do our best to keep your personal information confidential. To help protect your confidentiality, data will be stored on a password-protected computer and hard copies of data will be kept in a locked storage area. Also, (1) your name will not be included on the surveys and other collected data; (2) a code will be placed on the survey and other collected data; (3) through the use of an identification key, the researcher will be able to link your survey to your identity; and (4) only the researcher will have access to the identification key. If we write a report or article about this research project, your identity will be protected to the maximum extent possible. Your information may be shared with representatives of the University of Maryland, College Park or governmental authorities if you or someone else is in danger or if we are required to do so by law. This research project involves making audiotapes of you. The recordings are intended to assist the researcher in accurately representing your viewpoints. Recordings will be transcribed and analyzed. The primary investigator will have access to them; however, they will be stored in a locked cabinet. At the conclusion of the study, recordings will be destroyed. ___ I agree to be audiorecorded during my participation in this study. ___ I do not agree to be audiorecorded during my participation in this study.
What are the risks of this research?	There are no known risks associated with participating in this research project.
What are the benefits of this research?	This research is not designed to help you personally, but the results may help the investigator learn more about the motivations and experiences of faculty members working with living-learning programs. We hope that, in the future, other people might benefit from this study through improved understanding of faculty members' perspectives on being involved in living-learning environments.

Project Title	Living-Learning Program Faculty Motivations and Experiences: A Grounded Theory
Do I have to be in this research? **May I stop participating at any time?**	Your participation in this research is completely voluntary. You may choose not to take part at all. If you decide to participate in this research, you may stop participating at any time. If you decide not to participate in this study or if you stop participating at any time, you will not be penalized or lose any benefits to which you otherwise qualify.
What if I have questions?	This research is being conducted by Marybeth Drechsler (in conjunction with faculty member Dr. Stephen Quaye) from the Department of Counseling and Personnel Services at the University of Maryland, College Park. If you have any questions about the research study itself, please contact Marybeth Drechsler at: The University of Maryland, 1134 Cumberland Hall, College Park. MD, 20742; 301-314-1369; or marybeth@umd.edu. If you have questions about your rights as a research subject or wish to report a research-related injury, please contact: **Institutional Review Board Office, University of Maryland, College Park, Maryland, 20742; (e-mail) irb@umd.edu; (telephone) 301-405-0678** This research has been reviewed according to the University of Maryland, College Park IRB procedures for research involving human subjects.
Statement of Age of Subject and Consent	Your signature indicates that: you are at least 18 years of age; the research has been explained to you; your questions have been fully answered; and you freely and voluntarily choose to participate in this research project.
Signature and Date	**NAME OF SUBJECT**	
	SIGNATURE OF SUBJECT	
	DATE	

APPENDIX C: FACULTY INFORMATION FORM

This form is designed to gather demographic information about you in advance of your participation in an interview as part of this study. Information on this form will be treated as confidential and every effort will be made to protect your identity. If you have questions about your rights as a participant in this research, please ask the researcher now. We sincerely thank you for your participation!

I. ACADEMIC/PROFESSIONAL BACKGROUND

1. Title *(Check one.)*
    ☐ Professor
    ☐ Associate Professor
    ☐ Assistant Professor
    ☐ Instructor
    ☐ Lecturer
    ☐ Other *(Please describe:* _____)

2. Department: _____
    (e.g., Political Science, Chemistry, Economics)

3. Primary responsibilities in department *(Check all that apply.)*
    ☐ Teaching
    ☐ Research
    ☐ Public service
    ☐ Clinical service
    ☐ Administration (e.g., Dean, Chair, Director, etc.)
    ☐ Other *(Please describe:* _____)

4. Total number of years as a faculty member *(Check one.)*
    ☐ One year or less
    ☐ 2-5 years
    ☐ 6-10 years
    ☐ 11-15 years
    ☐ 16-20 years
    ☐ 21+ years

II. LIVING-LEARNING PROGRAM AFFILIATION/ACTIVITIES

5. Current living-learning program affiliation: _____

6. Total number of years affiliated with living-learning program(s) *(Check one.)*
    ☐ One year or less
    ☐ 2-5 years
    ☐ 6-10 years
    ☐ 11+ years

> Next Page →

III. SOCIODEMOGRAPHIC INFORMATION

7. Gender *(Check one.)*
    ☐ Female
    ☐ Male
    ☐ Transgender

8. Race/ethnicity *(Check all that apply.)*
    ☐ Asian American or Pacific Islander
    ☐ Black/African American
    ☐ Hispanic/Latino
    ☐ Native American/American Indian
    ☐ White/Caucasian
    ☐ Other (Please specify): _____

Thank you! Please return this form to your interviewer.

Physical Setting
(e.g., organization of space and of people in the space)

Human & Social Environment
(e.g., number of people, basic relationships between people, rough demographics)

- How do people interact with each other? (e.g. faculty-participant with students, faculty-participant with administrators, faculty-participant with other faculty)

Program Activities & Faculty Behaviors
- What does the faculty-participant do in the activity? What are his/her principal roles?

- How does faculty-participant seem to experience the activity?

- What is the "feeling" in the room?

Body Language/Nonverbals:
(e.g., language, nonverbals such as fidgeting, boredom, preoccupation, discomfort)

APPENDIX E: FIRST INTERVIEW QUESTIONS

Purpose of Study
The purpose of this constructivist grounded theory study is to investigate the motivations and experiences of faculty members working with living-learning programs. Several research questions will help fulfill the purpose of this study:
    a. What motivates faculty to become involved with teaching in living-learning program settings?
    b. What do the interactions between living-learning faculty members and students look like?
    c. What makes teaching and working with living-learning students meaningful to faculty participants?
    d. How does living-learning program involvement serve as a professional benefit to faculty members' lives? How does this involvement connect to their development apart from students?
    e. What pedagogical approaches do faculty members employ within and outside their classrooms when engaging with living-learning students?

Interview Questions
I want to talk with you about your experiences with working in living-learning programs. I'm mostly interested in how you became involved in living-learning programs, what you find meaningful about your experiences, and why you continue working in living-learning environments. I would like to hear specific stories about the interactions you have with students and your colleagues.

Getting Acquainted and Building Rapport:
1. Before we get started, I would like to gather a bit of demographic information. First, I have a brief form asking for your gender, race/ethnicity, and discipline. Also, as you can see, I would like to gather some information about the type of living-learning program with which you work, your role in the program, and the number of years you have spent working with living-learning programs.

2. To begin, I would like for you to tell me a little about yourself. Tell me about your background and your involvement here at [institution name] (probe for more in-depth information on the type of living-learning program, role in the program, and number of students in program).

3. Tell me about how you got started working in a living-learning program (probe for role of colleagues/administration, need for service to the institution, disciplinary affiliation, remuneration, teaching experiences or opportunities).

4. How did you get connected to the living-learning program work you do? In what ways did you learn about living-learning opportunities?

5. What types of activities do you do in your living-learning program work (probe for what he/she enjoys about those activities)?

Encouraging Reflection about Important Experiences:

6. Tell me a story that you think is representative of your living-learning program experiences. What was the experience like for you? (probe for details of the activity) Tell me in what ways that experience was frustrating? What was eye-opening?

7. Can you tell me about a time when you had to sacrifice something in your life to participate in a living-learning program? (probe for time management or sacrifices of time with family/etc.) Is that a normal trade-off for you? What would you be doing if you weren't working with living-learning undergraduates?

8. Tell me a story about an experience that might help me understand what is meaningful to you about your living-learning program participation? (probe for motives like helping students or the discipline, their own previous experiences, or emotional connections to issues)

9. Tell me about aspects of your living-learning program experiences that have brought you the most joy or satisfaction. Why do you think that has been the case?

Encouraging Reflection of Interpretations:
It sounds like you have had a variety of experiences with living-learning programs.

10. How do you think your living-learning program participation has affected who you are and how you see yourself?

11. Why do you make the time in your busy life as a faculty member to work in a living-learning setting? (probe for motivations like career-building, having an outlet for interacting with students, or finding teaching or living-learning activities purposeful or fulfilling)

12. Tell me, what about your current living-learning program experiences will motivate you or lead to your future participation?

13. In what ways do you see yourself as being different than you were before you began engaging in living-learning program work? What questions does this raise for you to explore in the future?

Concluding Thoughts
- Affirm the stories
- Thanks for your time
- Encourage reflection/journaling - bring journals to next session
- Ask for possible follow-up opportunities

APPENDIX F: SAMPLE SECOND INTERVIEW QUESTIONS

1. In our first interview, you explained that this L/L work was a different experience than you expected... has that changed since we last spoke?

2. Your experience with the program is largely administrative; has that changed at all? What is keeping you in this role?

3. Can you tell me about your interactions with your L/L students? Other faculty? Your professional staff?

4. What is your relationship with your department like now?

5. What are the most effective pedagogical approaches you have used with your L/L students?

6. The timing was perfect for your greater involvement - but why were you chosen for this L/L role?

7. What traits do you possess that make L/L involvement a good fit for you? Or, what traits have you developed/honed/noticed since you became involved?

8. In what ways do you see yourself as being different than you were before you began engaging in living-learning program work? What questions does this raise for you to explore in the future?

9. Tell me, what about your current living-learning program experiences will motivate you or lead to your future participation?

APPENDIX G: SAMPLE HYPERRESEARCH CODING

The following items are images from HyperResearch coding, specifically pertaining to the focused code called "being on the good list." This sample illustrates different facets of faculty identifying others and self-identifying as good list members.

Participant 1:

faculty recognize other good pe admin pick off certain people fo admin pick off certain people fo	we have to describe what we're looking for and I have to make sure that I say not every one of your faculty is going to be appropriate for this. I want people who really enjoy this kind of teaching. I want people who are not inclined to lecture. I want people who are not inclined to, we had a gentleman in the program the first two years that I was here who was a very intelligent guy, extremely traditional. 20 people in the room, wouldn't matter if it was 200, stood up at his podium, lectured, walked out of the room when he was done. The students' perpetual complaint

Participant 2:

admin pick off certain people fo faculty recognize other good pe admin pick off certain people fo faculty demonstrated interest	couple of years because now we do it formally through -21:21-, so reaching out to the young women in particular was something I always wanted to do. I've been trying to do, and sometimes it works more than others. In any academic setting, you kind of have the sense to know who the people who are student centered and the good people that you can ask to will you mentor this student, will you do that. I think I was on that list, which is why I got asked to do it for the site grant. It's possible that at that point I was on the -22:08- internal board but that wasn't a very active board. So, I was a faculty member who demonstrated that I was interested in it. I guess when was this, a year before I took over here, probably two years before

The following is an excerpt from a code tracking spreadsheet. Included are open code names, followed by a rudimentary definition of the code (designed to prompt thinking about topic) and the focused code group names assigned to the open code. The final column indicates the key category into which the open code was later incorporated.

Open code name	Code definition	Focused grouping	Category
Becoming aware of L/L experiences	Explaining how one learned about L/Ls; sometimes inadvertently exposed	Becoming involved	Motives
Being excited about the L/L job	It shows when someone is generally interested; contributed to getting a job	Becoming involved	Motives
Being in the right place	Believing that some experiences are about being in the right place at the right time	Becoming involved	Motives
Faculty demonstrated interest	Expressed desire for L/L involvement	Becoming involved	Motives
Faculty held other admin roles	Served as administrators previously; sometimes in other L/Ls	Becoming involved	Motives
Faculty interested in interdisciplinary studies	Enjoy overlapping subjects; find few interdisciplinary options elsewhere	Becoming involved	Motives
Previous teaching in L/L	Taught an L/L course before getting further involved	Becoming involved	Motives
Wanting to mentor students	Perceive L/Ls as place for mentoring	Becoming involved	Motives
Wanting to teach subject of /LL	Interested in L/L topic or subject	Becoming involved	Motives
Admin pick off certain people for L/Ls	Akin to "good people," admin recognize faculty who would do well in director roles, admin roles, or working with students	Being on the good list	Strengths
Faculty "actively working for good"	People trying to benefit students, regardless of rewards	Being on the good list	Strengths
Faculty recognize other good people	"Good people" are the faculty who are often tapped; participants knew who other good people were on campus; good people work well with others; variation is "good people list"	Being on the good list	Strengths

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