The Lived Experiences of Faculty Over Age Sixty-Five: A Heideggerian Hermeneutical Analysis

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LOYOLA UNIVERSITY CHICAGO

THE LIVED EXPERIENCES OF FACULTY OVER AGE SIXTY-FIVE:
A HEIDEGGERIAN HERMENEUTICAL ANALYSIS

A DISSERTATION SUBMITTED TO
THE FACULTY OF THE GRADUATE SCHOOL
IN CANDIDACY FOR THE DEGREE OF
DOCTOR OF PHILOSOPHY

DEPARTMENT OF EDUCATIONAL LEADERSHIP AND POLICY STUDIES

BY

JULIE MCNELLIS

CHICAGO, ILLINOIS

JANUARY, 1995
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ACKNOWLEDGEMENTS

Each member of my dissertation committee has displayed a high degree of concern and support during this extended effort. Anne Juhasz inspired me to focus and succeed long before I actually began the dissertation writing. She embodies the characteristics of these vital faculty and will always be a model of excellence for myself and those who follow her. Steve Miller continues to provide the ground for myself and others to explore the furthest corners of qualitative research and methodology. It was through his prodding and support that I was finally able to envision the project as it developed. Terry Williams in every way provided the model of what a dissertation director should be. He understood my time constraints and my hectic life as few would. He willingly and promptly turned material around and even listened supportively when called upon. His insight and support resulted in a dissertation I am proud of.

I certainly owe this dissertation to the participants of this study. Without their stories and their willingness to share them with me, I would have been unable to proceed. Extended interaction with several of the participants was a particular joy. The opportunity to touch upon the feelings and perceptions of exciting, alive individuals who draw intense satisfaction from their academic lives was a privilege. A special thanks goes to Carole Frank who turned out to be a skilled transcriptionist, a sharer in the beauty of these life stories, and a true friend.
My family has been important to me throughout this experience. My husband, Chuck, has been patient and understanding, even when he was a bit bewildered by this intricate academic process. (Yes, it is over.) My four children, in whom I see all my strengths and weaknesses, have given me a reason to succeed and provided plenty of distractions when they were sorely needed.

Finally, there is my mother, Alice O'Neill. Since my first memory, I have been encouraged, supported, challenged, and loved by this woman of incredible tolerance, generosity, and strength. If it were not for her, I would not be the person nor the student I am today. At 80, she embodies the characteristics of the participants of this study: highly vital, caring, committed to life-long learning, flexible, and tolerant. She continues to inspire all who are fortunate enough to be touched by her. With love and gratitude, I dedicate this dissertation to her.
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CHAPTER I
INTRODUCTION

Background

The timing of retirement for tenured faculty in higher education has become an important issue for the nation's colleges and universities, especially with the elimination, or "uncapping", of the mandatory retirement age (MRA) of 70 on January 1, 1994 (ADEA amendments; Public Law 99-582, 1986). Now, the decision to retire uniformly rests with the individual faculty member and cannot be imposed by institutional policy. Although several states (Florida, Hawaii, Maine, Utah, Wisconsin) and some institutions had already "uncapped" the MRA prior to 1994 (Richardson, 1989), the majority of institutions have a large cohort of faculty who are now able to extend their careers indefinitely.

Commentary by higher education scholars and administrators has focused on the potential effect of an aging faculty upon the quality of higher education. The more pessimistic writers have concluded that increasing numbers of aging faculty would result in fewer openings for new and tenured faculty positions, lessened mobility and advancement in academic careers, increased costs to institutions because of high salaries paid to older faculty, deterioration of educational quality based on a decline in scholarly productivity and lowered teaching effectiveness connected with old age ("the best will leave, the worst will stay"), and finally, a loss of the current knowledge and skills of new Ph.D.'s (Clark & Lewis, 1988; Kastenbaum & Wouten, 1990; Keller, 1983; Mehrotra, 1984; Richardson,
Those more optimistic in outlook have contended that a balance of new and old will be reached as the large number of faculty hired in the 1950's begins to retire (Bowen & Schuster, 1986). Caffarella, Armour, Fuhrmann and Wergin (1989) argued that the negative stereotypes of senior members obscure the positive aspects of an aging faculty: experience, stability, a sense of competence, need to nurture, and desire to leave a legacy. Cytrynbaum, Lee and Wadner (1982) also maintain that, if anything, "mandatory retirement results in the university losing its most experienced, seasoned, productive faculty" (p. 20).

While recent research has strongly indicated that uncapping the MRA is unlikely to cause an immediate substantial increase in the average age of retirement (Chronister & Truesdell, 1990; Holden & Hansen, 1989; Lozier & Dooris, 1991), it has been noted that the percentage of faculty continuing full-time employment beyond the average faculty retirement age of 64.5 years continues to grow. For example, Lozier and Dooris (1991) estimated an increase in faculty over age 64 from 14% in 1988 to 34% in 2003. Approximately 20% of their faculty sample intend to work beyond the age of 70. In 1991, less than 3% of full-time faculty were age 70 or older (Lozier & Dooris, 1991).

Lozier and Dooris (1991) found the most influential factor affecting the faculty retirement decision to be one's financial condition upon retirement. Based upon current economic projections, these financial concerns are likely to increase in future years. This economic forecast could cause an even greater percentage of faculty to delay retirement into their 70s.

As Americans continue to live longer, they are also expected to work longer.
Richardson (1989) notes that every day the average life expectancy of Americans increases by seven hours, or two days each week, and 25 years in this century. Crawley (1990) stated, "Just as the American society is growing older, so is the American professorate growing older - only more so" (p. 230). By the year 2000, the percentage of full-time U.S. faculty 55 years of age and older will be 52%, more than double the 25% recorded in 1990 (U.S. Department of Education, 1990). In addition, fully two-thirds of today's full-time faculty are tenured (Schuster, 1990). Schuster stated "the faculty is 'congealing', which is to say growing older and increasingly 'tenured in' - at a rate of 66% in 1985 (U.S. Department of Education, 1987) - and is bunching up in the senior ranks" (p. 9). Among the tenure-track ranks of professor, associate professor, and assistant professor, the proportion of full professors has climbed, as of 1990, to over 40%. In the mid-1970s, assistant professors were the modal rank, by 1990, professors had become the most numerous (Schuster, 1990).

The uncapping of the MRA, the increased longevity of Americans, and the gradual increase in the number of faculty members over 65 all reveal the growing need for additional research on the most senior group of faculty. It has been relatively easy for institutions to brush this group aside once several studies (Bowen & Schuster, 1986; Lozier & Dooris, 1991;) determined that they posed no immediate or significant financial crisis. So instead of addressing the needs of active senior faculty who have no immediate intention of retiring, institutions continue to concentrate on getting these faculty to retire through options such as 'bridge' benefits, bonus systems, part-time work, '30 and out' programs (Chronister & Kepple, 1987; Gustman & Steinmeier, 1992; Spreadbury, 1984), and faculty development efforts that have concentrated on preparing these same faculty
for retirement. But what is known about those senior faculty who choose to continue in their full-time positions? Who are they? What motivates them to continue? What have been the high and low points of their academic experiences? The value of this study lies in its contribution to what is known about this age group of faculty, what can be done to increase their satisfaction at this stage, and how others might develop or seek the positive qualities of these individuals.

Although faculty over 65 are continuing full-time employment in ever-increasing numbers, no research has been conducted that examines the lived experiences of these individuals (van Manen, 1990). The term 'lived experience' refers to the everyday understandings, meanings, practices, relational concerns, and skilled activities of an individual. This dissertation research explores the lived experiences of ten of these senior faculty members

Conceptual Orientation

This study is guided by Ralph Baldwin's (1981) sequential conception of the academic career which, in part, describes the way that older faculty react to their roles in the final stages of their careers. Baldwin's sequential focus recognizes the changing demands of academic life. He claims that a developmental frame of reference can provide insight that "can empower us in higher education to serve more effectively the distinctive needs of individual professors and to extend the most creative phase of academic life" (p. 38). Baldwin maintains:

People change through the course of their lives and careers in fairly predictable ways. The adult years may be viewed as a series of stages characterized by changing developmental tasks, concerns, activities, values, and needs (Hall, 1976).
Focusing on academic life through a developmental lens can reveal subtle, but important differences among professors at successive stages (p. 21).

Baldwin conducted a developmental study of the faculty career process. His framework identifies characteristics and experiences at five stages of the academic career:

I. Assistant professors in the first three years of full-time college teaching

II. Assistant professors with more than three years of college teaching experience

III. Associate professors

IV. Full professors more than five years from retirement

V. Full professors within five years of retirement

Baldwin's work is based upon a study of faculty from liberal arts colleges in the Midwest using a personal interview and questionnaire. His analyses did not use statistical techniques for testing the differences between groups, but rather an examination of academic career development. The responses of the five career stage subgroups were compared on each topic of investigation including: faculty values and goals, professional strengths and weaknesses, critical career events, problem-solving behavior, vocational satisfaction, career reassessment and change. Frequencies and percentages (since N's per category were not equal) or mean ratings were calculated, and substantial differences among subgroups served to identify developmental trends and fluctuations. The data were organized in tables by topic ratings, rankings and percentages.

Baldwin's analyses resulted in the identification of 1) stable faculty characteristics, 2) evolving faculty characteristics, 3) fluctuating faculty characteristics, and 4) critical events in the academic career. These descriptions consist of generalized inferences from
the self-reported data. Baldwin maintains that these descriptions provide some sense of the common experiences of liberal arts college teachers at successive stages of the academic career. All five stages rated pressure from workload as the greatest source of stress and revealed a uniformly high ranking on the importance of teaching. Stages II and IV described substantial proportions of reassessment experiences (including mid-career crises, loss of interest, lack of recognition, and dissatisfaction). The findings indicate that professors continue to grow well beyond the time they surmount the final formal academic hurdle - full professorship. In general, the critical events data strongly suggest that variety, change, and a sense of progression are essential to those academic careers judged to be successful and personally satisfying.

At Stage V, Baldwin identified several characteristics and experiences. Faculty were generally content with their career achievements, identified quite limited goals for the remainder of their professional career, were gradually withdrawing from various responsibilities, revealed some fear that their knowledge might be getting out-of-date, were becoming somewhat isolated from their younger colleagues, tended to try to cope with problems independently, were less than 50% likely to take advantage of formal professional growth opportunities, and were particularly comfortable with their service to the department or the college (p. 111).

Stage V professors scored highest of all groups in identifying their service to department and institution as a professional strength and in their comfortableness with teaching. These senior professors scored lowest of all stages in recording the desire to succeed as a source of career pleasure, in the amount of stress in the occupation, and in their goals for advancement or change.
Baldwin focuses on the last stage of the academic career in terms of leaving a legacy and timing of gradual disengagement from work may occur. He describes the paradox which frequently appears between the enjoyment of a respected position in one's institution and pride in lifetime achievements concurrent with a sense of being out of touch, isolated or somewhat irrelevant.

Baldwin's sequential conception of the academic career offers a lens through which to think about the data gathered in this study. Yet, even Baldwin himself clearly states:

The framework outlined is not a definitive model of academic life; many successful careers do not fit this precise developmental pattern. Still because it addresses developmental issues common to many professors throughout higher education, it provides a basic foundation for understanding evolving issues, activities, and development needs of college and university faculty members. (p. 31)

Baldwin continues to elaborate on the "rich variety that exists within the professorate" but hopes "to help extend the most creative phases of academic life and abbreviate unproductive career plateaus" (p. 38).

The Baldwin research, although broadly conceived, offers substantial direction for this study's major focus. Although Baldwin urges caution in applying these ideas, he does find evidence which suggests that the most senior faculty member's needs and rewards may be significantly different from earlier perceptions and expectations of academic life. He noted among older faculty a decreased interest in research and an increased enthusiasm for teaching. Also, senior professors appear more likely to solve problems independently than do their junior colleagues. The junior faculty noted the lack of time for outside activities and the difficulty in achieving balance between the professional and the personal (Baldwin, 1990). Baldwin and Blackburn (1981) also found that satisfaction was greatest among senior faculty with some evidence of decreased satisfaction at transition points in
Purpose and Research Questions

An overarching purpose of this study is to add to the existing research on senior faculty career experiences through an examination of the lived experiences of those individuals over age 65 who continue in full-time, tenured faculty positions. The central focus of this study is on the academic experiences of the individuals who are past age 65. A particular focus of the study is on senior faculty is an perceptions of their relationships to students, fellow academics, and administrators.

Two principal research questions guide this study:

1) What are the common themes that emerge from the lived experiences of those individuals who are choosing to continue their academic careers beyond age 65?

2) How do these individuals perceive their relationships with students, other faculty, and administrators during this period?

Overview of Study

The qualitative research design used in this study is based on Heideggerian hermeneutical methodology. This study describes the lived experiences of ten tenured faculty over age 65. These 10 individuals were selected from a pool of tenured faculty members continuing full-time employment beyond age 65 at 14 independent higher education institutions in the Chicago area. These institutions are members of a consortium, the Associated Colleges of the Chicago Area (ACCA). Based upon the Carnegie Classification system (Carnegie Foundation for the Advancement of Teaching,
1994), these institutions include both Masters I and Masters II colleges and universities.

Personnel directors of the 14-member institutions of the consortium were sent letters of inquiry to determine the number of tenured faculty who have continued full-time employment beyond age 65. A total of 42 faculty were identified and then contacted through the mail by the researcher to determine their willingness to participate in this study. A purposive sample of 10 faculty was selected. Since a faculty member with more years of experience in this age bracket would be more likely to provide richer data, those individuals approaching or over age 70 were actively sought. The sample includes individuals from seven of the member institutions from varied disciplines including Political Science, Education, Library Science, Math, French, Business, Chemistry, Physics, Speech, and Theater. The sample includes six males and four females.

The data were gathered in extended, nonstructured audio-recorded interviews. Resulting verbatim transcripts were analyzed hermeneutically by the researcher using Heideggerian phenomenology to identify common meanings, relational themes across texts, and finally, constitutive patterns expressing relationships between themes. The goal of hermeneutical analysis is not to extract theoretical concepts at a higher level of abstraction, as grounded theory might do, but to discover meaning and achieve understanding. This type of interpretive research seeks to draw out insightful descriptions of the way an individual experiences the world. The goal of the study is to achieve understanding of the "everyday" (van Manen, 1990) and to describe and interpret these meanings to a certain degree of depth and richness.

The MARTIN Qualitative Analysis Software package, developed by Nancy Diekelmann, in conjunction with Robert Schuster and Eric Lam (1990), was used as a tool
for analysis of the qualitative narrative data present in the texts of the interviews. This program allows the researcher to label sections of the transcribed interview texts and to pull together related sections from each text. This study is particularly appropriate for this type of textual analysis because of the emphasis on physical association rather than formal labeling structures.

The 10 interview texts were hermeneutically analyzed, based upon an adaptation of the seven-step method of data analysis (Diekelmann, Allen & Tanner, 1989), to reveal shared practices and common meanings. A detailed description of these stages and a discussion of the philosophical assumptions of Heideggerian hermeneutics are provided in Chapter III of this study

Limitations

There are certain limitations to this study. First, faculty participants were drawn only from the independent sector. The decision to include only independent institutions was made because public institutions differ significantly in retirement options and benefits from those provided by private institutions. Because the goal of this study is to accurately and fully describe the shared experiences and common practices of a certain group of faculty, the narrowed focus in terms of independent control is most appropriate.

Also, this sample does not give voice to the two-year, doctoral-granting, or research university faculty. While many of the stories of faculty over 65 at these institutions may share common themes with the participants of this study, there are significant differences between the faculty career paths and the academic missions of these different classifications of institutions. In addition, significantly more research has been
conducted on senior faculty in the research university (Lozier & Dooris, 1987). The faculty in less selective liberal arts and comprehensive institutions have received far less attention (Baldwin, 1990).

Another limitation arises because the unstructured interview of the Heideggerian hermeneutical approach does not attempt to validate the 'reality' of the participants' information. The interpretation is considered valid if it accurately represents the participants' perceptions of their experiences. Chapter III will address these issues more completely.

Chapter II follows, including a literature review which addresses related research on faculty retirement, faculty vitality, age-related performance studies in teaching and scholarship, adult development and faculty career-stage literature. Chapter III, Research Design and Methodology, addresses the selection of the Heideggerian hermeneutical analysis approach and describes the population and sampling involved in the study. The philosophical assumptions of Martin Heidegger are explored in relation to qualitative research. A discussion of the technique employed sheds light on the unstructured interviews and the hermeneutical interpretations. A description of the data analysis includes the functions of the MARTIN software, a computer package utilized in analysis, and the seven-step process for interpretation of the data. Chapter IV focuses on a discussion of the study findings. Results are shared through a description and discussion of constitutive patterns and limitations of the findings are explored. Chapter V presents a summary of the research, as well as conclusions, implications of the work, and recommendations in terms of educational policy and additional research.
CHAPTER II
LITERATURE REVIEW

In general, a literature review chapter in a dissertation traces the intellectual origins of the research undertaken and explores the ideas, concepts and issues that are central to the research. This dissertation seeks to relate the new knowledge of the dissertation to the relevant knowledge that currently exists. In this effort, the academic content domains are defined and the contributions of other scholars are reviewed and critiqued.

Although the group of faculty over age 65 continuing full-time employment is growing steadily, no interpretive studies exploring their experiences were found in the literature. Research however, continues to address the impact of uncapping the retirement age, the problems of faculty supply and demand, and adequate planning for future hiring needs. Several inter-related content areas do shed light on the group of faculty over age 65. These areas include related research on faculty retirement, faculty vitality, age-related performance studies in teaching and scholarship, adult development and faculty career-stage literature.

The research on faculty retirement basically establishes the parameters of current faculty eligible for retirement and projects retirement behavior of faculty in the future. The literature on faculty vitality examines the characteristics and attitudes of this most senior group of faculty, while the age-related performance studies very specifically
evaluate the teaching and scholarship of faculty in the senior ranks.

The broader domain of adult development research provides a framework from which faculty in their 60's and 70's can be viewed. These adult development theories allow the researcher to compare and contrast senior faculty experiences within the context of extended human experience. Finally, faculty career stage literature provides a more precise description of experience of the senior faculty thus allowing this researcher to situate this study's specific findings in relation to previous explorations.

Research on Faculty Retirement

The research on faculty retirement behavior reinforces the fact that higher education faculty are "graying and staying", a term used by Schuster (1990) to refer to the fact that the average age of tenured faculty has been rising steadily between 1960 and 1990 and that these same faculty are choosing to delay retirement beyond age 65. In 1986, Bowen and Schuster warned that more attention should be paid to the challenges of replacing or retaining faculty who could be retiring (nearing 70) in the 1990's. They also noted the positive effects for the individuals who now have the right to choose a retirement age without any upper age limit on his or her choice.

Lozier and Dooris (1991) conducted a comprehensive study sponsored by the Commission for Higher Education. This report was initiated by the U.S. Department of Education in response to the January 1, 1994 change in federal retirement law that affects higher education institutions. The researchers were most concerned with projecting, at the national market level, faculty retirement patterns and with improving understanding of factors influencing retirement behavior. They indicated that from 1987 to 2000, the
number of faculty reaching the age of 65 would increase by 50%, with significant variation by discipline (greater need expected in humanities and social sciences). Lozier and Dooris projected that by the academic year 2002-3 the number of faculty retiring annually could be 25 to 40% higher than in 1987-88. They also noted that as of 1990, average age of retirement was highest in faculty at private comprehensive institutions (66.4). This dissertation involves individuals drawn from this category of institutions.

The Lozier and Dooris research (1991) also revealed that among retirees who reported that a mandatory retirement policy was an important factor in their retirement decision, approximately 87% would have continued full-time employment beyond age 70. A 1987 COFIIE (Consortium on Financing Higher Education) study also noted that from 1982 to 1986, the average faculty retirement age in these independent institutions rose from 64.6 years to 66.0 years.

The 1991 report from the Committee on Mandatory Retirement in Higher Education sponsored by reviewed current faculty retirement patterns as well as studies projecting future patterns and examined college and university tenure, evaluation, and retirement policies. The Committee reported that, in 1991, the proportion of faculty over age 70 at uncapped institutions was 1.6%. The committee concluded that faculty who are research-oriented, enjoy inspiring students, have light teaching loads, are covered by pension plans that reward later retirement, and are most likely to work past age 70. However, the Committee maintained that an increase in the number of faculty over age 70, or more generally, an increase in the average age of faculty, does not by itself affect institutional quality according to existing research. Committee members regarded
retirement incentive programs as an important tool for increasing turnover when necessary. Still the Committee warned that faculty pension, health insurance, and other retirement policies should create neither disincentives to retirement nor inadvertent incentives to postpone retirement.

Rees and Smith (1991) found that over 35% of faculty reaching mandatory retirement age at capped private institutions retired at the mandatory age and suggested that a large number of these individuals might have continued in their positions given the opportunity. Rees and Smith found that predictions of a late retirement age included quality of student body (higher SAT scores), low teaching load, and research grants held.

Crawley (1991) issued a warning about possible future faculty shortages. He cites American Council on Education (1989) projections of an upturn in hiring rates for new faculty over the five years from 1989-1994 due to retirement rates, and even the possibility of shortages in the future - first in the sciences and business, later in engineering and the humanities. He noted, "In the not too distant future, there will be a steadily growing number of faculty continuing their academic careers well into their seventies and beyond" (p. 237) and claimed this group might help alleviate faculty shortages.

The body of literature substantiates the increasing numbers of aging faculty, their growing desire to extend their academic careers, and the distinct possibility that their extended services may be strongly needed in the future. There has been significant research into reasons for postponing retirement, options for encouraging retirement, and effects of postponing retirement on institutions. Yet, little attention has been paid to the actual lived experiences of those individuals who do postpone retirement. This study
seeks to describe the experiences of those faculty who do choose to extend their academic careers beyond their mid-60's.

Faculty Vitality Research

Based upon an acceptance of the concept that a vital, motivated faculty is necessary to the success and health of an institution, several researchers have indicated that late-career faculty can and should maintain vitality in their academic careers in order to continue to positively impact the institution. Clark and Lewis (1985) described vitality "as those essential, yet intangible, positive qualities of individuals and institutions that enable purposeful production" (p. 3). They suggest that quality and effectiveness are also important attributes of those professors who possess vitality.

Bland and Schmitz (1990) claim that "everything that affects faculty morale, whether its source is internal or external, enters into the vitality equation" (p. 45). They too target quality as an essential ingredient - "an institution cannot offer a quality educational product without high caliber, dedicated professors, in other words, a vital faculty" (p. 59). Maher (1982) notes, "In the quest for vitality, it may be that we are seeking an elusive chemistry that catalyzes a rare integration of individual and institutional energy, commitment, and creativity" (p. 6).

In Teaching and Aging, Mehotra (1984) wrote in relation to the vitality of late-career faculty, that "the ideal of conserving these vital human resources and honoring one's right to work are worth striving for" (p. 97). Chronister and Kepple (1987) suggest that while several institutions have developed early retirement programs, this movement may
have been premature since many institutions lost vital faculty they would rather have retained. They conclude that the challenge is "to broaden rather than narrow the range of opportunities for seasoned faculty and focus their talents and interests in such a way as to maximize their contributions to the university in a real and meaningful way" (p. 20). Such an approach would produce a vital, involved senior faculty.

Cleveland (1987) also conducted research revealing that age is not a valid determinant of faculty vitality and productivity, and that a large number of faculty appointments will be needed during the 90's and from 2000 to 2010. He concluded that those responsible for making decisions regarding personnel policies and staffing need to be concerned with "retaining productive older faculty heretofore put out to pasture" (p. 9).

Much of the recent research in this area has attempted to quantify the phenomenon of faculty vitality. Clark, Boyer, and Corcoran (1985) identified faculty vitality as a qualitative phenomenon, more than simple productivity, which is contextual in nature. Roger Baldwin's (1990) qualitative study of faculty, which attempts to uncover factors that foster and sustain vitality among professors at small liberal arts colleges, comes closest to getting at the lived experiences of faculty. He utilizes a survey and a structured interview schedule to gather information. The "vital" professors were found to have more concrete and immediate goals, have more professional stimulation, more fluid careers, and exhibit more risk-taking, innovation, and role change. They survive and thrive in an environment that offers many challenging opportunities. They fit the description of Kanter's (1979) "moving" workers, those who are challenged and stimulated. Baldwin claims "Academic life is too specialized and too fragile to compose a simple formula that
will guarantee dynamic careers for professors in general" (p. 178).

To keep faculty among the "moving", Clark and Lewis (1985) prescribe "an opportunity and power structure that opens career paths, provides developmental activities, facilitates lateral movement across fields, that involves people in goal-setting, planning, and governance, and that recognizes good performance in a variety of ways" (p. 249). This structure must involve faculty at every career stage, including the latest stages.

McKeachie (1979) concluded that individuals at different stages of life assign different values to potential satisfactions. McKeachie (1984) indicated that faculty differences in terms of interests, abilities, and roles are likely to increase over time, and that it may be beneficial to target incentives to vitality of faculty in particular stages of their academic careers.

Austin and Rice (1987) identify environmental factors in the organizational culture which influence the vitality of professors individually and collectively. These factors included recognition from administrators, perceived influence in the institution, and congruence between personal interests and institutional values. Lawrence and Blackburn (1989) agreed that there must be congruence of faculty and administration on the level of importance of teaching for faculty satisfaction to be high. Also, recognition of faculty from administrators was identified as one of the best predictors of faculty satisfaction and vitality. Simpson and Jackson (1990), in a faculty development program created for the University of Georgia, proposed that a vital faculty needed late-career, as well as mid-career, assistance in life career planning and enhancement of the overall opportunity structure offered to faculty. To enhance overall vitality for senior faculty, Simpson and
Jackson recommended flexible assignments such as consulting and quasi-administrative positions and interdisciplinary teaching programs. They established a senior teaching fellows program to encourage vitality by facilitating re-entry into undergraduate education by senior faculty who have been primarily researchers. The program was based upon a belief that "late-career faculty are increasingly sensitive to the needs of undergraduate students and find energy in developing new interpersonal relationships and often better understand the importance of engaging in forums that address issues across department and college lines" (p. 174).

While the essential nature of vitality in the academic career has been established by many studies, including those described above, none except Baldwin's (1990) sought significant qualitative data on the experience. This study focuses more narrowly on the last years of the academic career, and more extensively on the qualitative dimensions of the lived experiences within the academic setting.

Age-Related Performance Studies in Teaching and Scholarship

Since the 1982 ADEA legislation and its amendments in 1986, when the "uncapping" of mandatory retirement was set for January 1, 1994, several researchers have attempted to study the relationship of age to faculty performance. Concern about uncapping came from the belief that older faculty might be less effective in the classroom and as scholars. A 1987 National Research Council Report found that studies suggest that certain abilities do decline with age but not necessarily those central to faculty quality. The report states that "older people's greater experience with various activities may
counteract or compensate for abilities that decline with age" (p. 26).

In 1991, the Committee on Mandatory Retirement in Higher Education noted that most studies of age and ability compare the abilities of younger and older people and fail to measure changes over time in a single group of people. They maintained that "isolating the effects of aging does matter for the purpose of predicting changes in the performance of individuals who may postpone retirement" (p. 51). Longitudinal studies by Schaie and Willis (1986) and Powell (1991) suggest that there would be little overall decrease in the mental abilities of faculty for several years of continued employment past age 70. Powell (1991) stated "Normal aging does not entail general mental deterioration. Normal cognitive loss is not broad and debilitating" (p. 2).

Weintraub (1991) found that "there are, in fact, individuals over the age of 75 who maintain their cognitive skills at a level overlapping with the average performance of individuals under age 35" (p. 4). These researchers tested the hypothesis that less healthy people and individuals whose cognitive abilities have declined may be more likely to retire. They compared the highest and lowest scores in several age categories. The top and bottom scorers in the two oldest groups had no statistically significant differences in their medical histories. However, the difference in the numbers of top and bottom scorers still working was significant. Sixty percent of the top scorers continued employment: less than 20% of the lowest scorers continued.

Berkowitz (1985) investigated age as it correlated with responses on student evaluations. A significant limitation of this study was its lack of access to teaching evaluations over time. He noted that without mandatory retirement there seemed to be a
vision of elderly faculty "succumbing with the chalk still clenched in their fingers" (p. 285).

The research indicated that while age does exert a small but significant influence on student evaluation, the findings varied by discipline, where in the humanities, student ratings steadily improve after dropping lowest at age 50. Berkowitz concluded that significant numbers of older faculty were doing highly rated teaching and that some older people are competent past the age of retirement just as some younger people are incompetent prior to retirement.

Blackburn and Lawrence (1986) and Lawrence and Blackburn (1989) analyzed age as a predictor of faculty performance and demonstrated clearly that many older faculty have both the motivation and ability to continue productive professional lives beyond normal retirement age. They concluded that the fear of a largely unproductive, increasingly aging faculty is clearly unjustified. It is important to note that most studies of the relationship between teaching ability and age are based on student ratings of faculty at one or two institutions, so that the number of faculty in the oldest age groups is so small that an individual exception could appear as a trend. Research studies show increasing evaluation ratings followed by decreasing ratings over time. There was an overall negative correlation between age and teaching ratings (Blackburn & Lawrence, 1986), to nonsignificant correlations (Blackburn, 1972; Blackburn & Lawrence, 1986), to teaching ratings increasing with age for faculty over age 50 in the humanities and 65 or older in the social sciences, but decreasing after age 46 for faculty in the sciences (Kinney & Smith, 1992). In two liberal arts colleges, Blackburn (1989) found increased variation in teaching scores by age. Such evidence is not conclusive, but it does not indicate that the teaching
ability of college and university faculty decline with age. Conflicting results of these age-related performance studies indicate that more research needs to be conducted since no clear pattern has emerged.

Kinney and Smith (1992) measured teaching effectiveness and considered its relationship to age and timing of retirement. They proposed a two-peaked model with student evaluation of teaching effectiveness rising in the social sciences until about age 41, then falling until about age 64, and then beginning to rise again. In this study, the relationship of age to student evaluation though statistically significant, is small. The authors conclude that "With uncapping becoming a reality, then, if faculty stay on indefinitely, the only area in which there might be a question with respect to the quality of teaching would be in the physical and biological sciences. However, the anticipated impact would be small enough that no serious concern would be indicated" (p. 297).

Since direct, quantitative measures of the quality of research are unavailable, there is little evidence on the relationship between age and research quality. Most studies (Bayer & Dutton, 1977; Blackburn & Lawrence, 1986; Howe & Smith, 1990) measure scholarly productivity by using counts of publications. However, these results may be biased by variations in types of publication by age. For example, older faculty may publish more books and fewer articles. The mixed research results generally show an initial rise in number of publications early in a faculty career, then a more steady output, followed by a decline (Blackburn & Lawrence, 1986).

Howe and Smith (1990) noted that these findings do not suggest that research activity ceases as the faculty member approaches age 70. They show that between age 60
and age 70, recent publishing activity for the average tenured faculty member would
decrease by 0.2 articles (over a decade) in the humanities, by 0.5 articles in the social
sciences, and by 0.4 articles in the physical and biological sciences.

In a study at Stanford University, Biedenweg (1989) found that average faculty
research increased until about age 50, then slowly dropped until age 65, at which point the
average starts increasing again. It was believed that self-selection (retirement of faculty
less engaged in research) caused the increase in this age group.

The Committee on Mandatory Retirement in Higher Education (1991) concluded
"in scholarship and in teaching, individual variance is greater than any average tendencies
to decline" (p. 58). An older faculty member who performs less well than he or she did a
decade earlier may nevertheless perform at a higher level than a colleague a decade or
more younger, and thereby, contribute as much or more to an institution's reputation for
quality.

Crawley (1989) noted that a more positive perspective on the phenomenon of an
aging faculty is beginning to emerge. It is based on the belief in the tremendous potential
for growth of academics in their mid- and late-career stages and the potential influences
older faculty members have on their professional and personal communities (Claxton &
Murrel, 1984, p. 4).

This research substantiates the fact that most faculty are indeed capable of
performing at high levels up to age 70 and beyond. Thus, there was no assumption in this
study that any significant evidence of decreased performance will exist among the sample
of senior faculty.
Adult Development/Career Development Research

Adult development and career development theories provide another relevant area of research for this study. Theories of adult development (Erikson, 1982; Levinson, 1978, 1986) identify the relationship of contentment to adults' view that what they are doing is important to them and to their employers. Also identified is the need for a measure of control over the important decisions in their lives. Levinson (1978) discusses the importance of finding a 'niche'. Erikson (1963) identified the primary task of late adulthood as a drive for ego integrity where the individual seeks a feeling of fulfillment and of satisfaction with life.

The career development theory of Bardwick (1986) suggests that workers in many fields, following an initial period of growth, eventually reach a career plateau which is less goal-oriented and less creative. She found that some individuals seem to plateau before retirement and become less innovative and less productive. Other individuals remain professionally active and vital to the end of their careers. A career plateau can include a permanent state of routine responsibility, diminished enthusiasm, and little or no creativity. Bardwick indicates that productive, engaged workers find continuing challenges and opportunities for growth in their positions. She indicates that systematic career planning can be a successful antidote to the "plateauing trap". Also, awards and recognition confirm worthwhile efforts and stimulate vitality. Here, Bardwick suggests that the specific form of recognition is less important than the reward of being singled out and the acknowledgement that one's contributions are needed and valued (p. 157). Bardwick also discusses the transitional periods in life (lasting four to five years), "involving evaluation of
existing life structure, exploring alternatives, and making some initial decisions that will form the basis of a new plan" (p. 164).

Rosabeth Kanter's (1981) key work on educational management issues identifies 'opportunity' and 'power' as key variables in individual motivation and performance contributing to organizational productivity through increased individual effectiveness and capacity. She maintains that employees with opportunity are not only more motivated, they work harder to acquire more skills so they will be able to contribute more to the system. These employees feel empowered, make better collaborators and leaders, and accomplish more.

Kanter continues by identifying two very different types of people in an organization: the "moving" and the "stuck". She asserts that people who conceive of themselves as moving rather than stuck in the organization, will be more likely to keep their aspirations high, have positive self-esteem, work hard, take appropriate risks, remain engaged in their interests, remain involved with their students and colleagues, and advocate constructive organizational change.

Kanter's concept of power, as "the capacity to mobilize people and get things done" (p. 83) is associated with the ability to act flexibly and accomplish more. She claims that the powerless are most likely to become turf-minded. They feel blocked from influence and the respect of the people around them, so they protect their domain fiercely. While Kanter believes educational systems such as universities have many characteristics that foster powerlessness, she includes three criteria for power-producing job activities: the ability to engage in activities that use discretion and judgment, the visibility of the
activity (different from observability), and relevance, or the extent to which the activities contribute to solving important contingencies for the organization.

In the vocational literature, control of work environment and one's career direction are central issues. Dalton's (Hayes, 1981) model of career stages characterizes development in terms of movement from positions in which one is under the control of others, to those in which one has authority for oneself, to positions in which one is ultimately responsible for others.

Several of the concepts developed in this research, including those of "niche", plateau, and transitional periods are key to the analysis and interpretation of the data in this study. It is important to avoid any rigidity in viewing the various stages of the adult and career development theories which may be applied in order to be fully open to the experiences and feelings expressed by the participants of this study.

Faculty Career Stage Literature

Research relating to the stages of the academic career is particularly relevant to this study. Often, these approaches parallel the findings on adult/career development presented in the previous section of this chapter. Still, the focus on the academic setting allows for more enlightened interpretations of the data gathered in this study.

Several adult development researchers (Roman & Taietz, 1967; Rose, 1967) criticize developmental theories that presume states of readiness for disengagement on the parts of both the individual and the social institution as the individual ages. Higher education research (Mauch, Birch & Matthew, 1991) points to evidence of a continuing
desire for engagement and for role continuity in higher education faculty. "Though disengagement may be a mutually satisfying adaptation to retirement for the American work force in general, that is evidently not necessarily true in the case of productive senior faculty members and their colleges and universities" (p. 16).

Janet Lawrence (1985) describes a framework for the academic career. She suggests that the common motivational themes of control and search for meaning provide a framework for viewing development-related incentives that may affect faculty vitality at various stages of the academic career. In her framework, at Pre-Tenure, the faculty member's intrinsic push for control will be strong, but may be sublimated while working for tenure. At the next turning point, Tenure-to-Midcareer, professors desire the opportunity to negotiate their workloads as their orientation to the world shifts.

Most pertinent to this study, Lawrence's category of Mid-to-Late Career professors who may feel overwhelmed by the prospect of redirecting their research or perceive themselves as underutilized may find support from interdisciplinary activities and colleague groups. Lawrence maintains that an age-related preference for convergent thinking appears in professors at this stage. During Pre-retirement, Lawrence noted that individuals need opportunities to move gradually out of an institution where they have spent much of their lives. Lawrence's categories form a base of comparison for the data from the individuals involved in this study.

Baldwin's (1981) model of faculty career development, utilized as the conceptual orientation for this study and more fully discussed in Chapter I, also assumes that professors move through initial phases in which they are under the control of others (pre-
tenure), to ones in which they take more active roles in changing their institutions (early-associate through late-career).

Clark's (1984) work shows that productive faculty members take an active stance toward their environment and are most satisfied in their careers when they reach a stage of autonomy and the freedom to pursue self-defined goals, usually during the later stages of their careers. Clark also notes the feelings of diminished control older professors may experience as they sense their range of career options may be narrowing. Both Lawrence and Clark reflect the importance of control, of the ability to actively impact one's environment, and of the freedom to pursue self-defined goals as a professor passes through the career stages which have been defined.

The Baldwin (1981) model of faculty career stages serves as a developmental frame of reference for this study. The sequential conception of the academic career in part describes ways that older faculty may react to their roles in the final stages of their careers. Baldwin revealed the existence of a career reassessment phase after achieving the highest academic status (full professor). For some professors, this reassessment period leads to invigorating new career activities, while others opt to maintain the status quo. The findings indicate that professors continue to grow well beyond the time they surmount the final formal academic hurdle - full professorship. In general, the data strongly suggest that variety, change, and a sense of progression are essential to academic careers judged successful and personally satisfying. At Stage V of Baldwin's model, full professors within five years of possible retirement, Baldwin identified several characteristics and experiences including general contentment with career achievements, quite limited goals for the
remainder of the professional career, gradual withdrawal from various responsibilities, some fear that their knowledge might be getting out-of-date, some isolation from younger colleagues, a tendency to cope with problems independently, and a degree of comfort and satisfaction with service to the department or the college (p. 111).

The Armour, Fuhrmann and Wergin (1991) survey of senior faculty from a wide range of higher education institutions studied relationships among personal development, career development, and job satisfaction. "Senior faculty" was defined as all tenured faculty at the rank of full or associate professor. Ratings of satisfaction with career were significantly related to the use of abilities, satisfaction with advancement, rank time devoted to faculty roles, perceived influence, perception of when their best work was done, anticipated retirement age, and personal health. Inverse correlations with satisfaction were found with the extent to which faculty were feeling "stuck" (Kanter, 1977) in their careers at this stage, the extent to which they questioned whether "this is all there is", feelings of restlessness, interest in or chances of moving to another institution or career, and existence of unmet goals (p. 224). Faculty at this late stage of their career scored significantly differently on these variables than faculty at early or middle stages of their careers.

Braskamp (1982) claimed that after achieving tenure, the need to find meaning, which may have been lying dormant, becomes a dominant force in a professor's career development. Thus, a faculty member strives toward a balance of life roles and professional activities so that his or her academic role has integrity. Baldwin (1979) maintained that during the later phases of an academic career, a professor may be inclined
to seek further consolidation of work roles and professional identity.

Pelz and Andrews (1976) suggested that there may be age-related or career stage related differences in intellectual interest. Preference for divergent thinking and basic research seem to predominate in early career phases, while senior professors are more inclined toward convergent intellectual tasks and may be more interested in their role as teachers.

According to the Armour, Fuhrmann, and Wergin (1991) study, the strongest single predictor of satisfaction at the senior career stage was the extent to which the respondent's career had met or exceeded expectations. Most frequently cited factors which contributed to the feeling of "stuckness" were lack of funding, diminished energy, conflicts with administration, being outside the 'in' group, an unchanging work environment, and lack of intellectual stimulation and opportunity. The researchers concluded that most senior faculty remain internally controlled, vital, and productive, with 90% expressing overall satisfaction with their career and nearly as many choosing an academic career if they could make the decision again. When asked to describe their lives right now, most employed adjectives such as "interesting", "enjoyable", "worthwhile", "full", "hopeful", "free", and "rewarding" (p. 222). None of these descriptions varied significantly by discipline. The researchers identified a sense of efficacy and control as key to the high satisfaction among faculty at the senior stage. More than two-thirds of the subjects in this study expressed strong feelings of control over their careers, feeling they decided how much time to devote to an activity, where to put major emphases, and when to shift from one interest to another. Adult development theory (Erikson, 1982; Levinson,
1978, 1986) supports this concept that adults must view what they are doing as important to them and employers and they must have some control over the important decisions in their lives, including retirement. These findings and general assumptions provide some sense generally of where faculty over age 65 have said they 'are coming from'. The review of the various stages of academic careers is helpful in terms of reflecting upon the lived experiences of older faculty.

Summary

This discussion has highlighted the interrelated content areas that shed light on the issues involved in this study. Attention has recently focused on the group of faculty over age 65 due to the recent 1994 uncapping of the mandatory retirement age. Thus, retirement behavior and quality of performance have been quite thoroughly investigated. Increased perspective was gained through reviewing research on the process of aging and the aspects of late career stages in general and in the academic field. Armed with this increased understanding of the individuals included in this study, it is possible to move to direct interaction with the subjects based upon the unique methodology described in Chapter III.
CHAPTER III

RESEARCH DESIGN AND METHODOLOGY

Selection of the Heideggerian Hermeneutical Approach

Martin Heidegger (1927/1962) proposed that everyone exists hermeneutically, finding significance and meaning everywhere. Thus, hermeneutical methods can be applied to understanding the everyday world of practices and lived experiences. Hermeneutics is the theory and practice of interpretation. The word derives from the Greek god, Hermes, whose task it was to communicate messages from Zeus and other gods to ordinary mortals.

Hermeneutic phenomenology, as defined by Max van Manen (1990), is a human science which studies persons hoping to gain a deeper understanding of the nature or meaning of everyday experiences. It is a descriptive (phenomenological) methodology because it is attentive to how things appear, it allows for individuals to speak for themselves; it is an interpretive (hermeneutic) methodology because it claims that there are no such things as uninterpreted phenomena (van Manen, p. 180). This chapter addresses the philosophy underlying this type of qualitative research methods and the specific techniques utilized in this study.

Max van Manen (1990) has argued that a research method is only a way of investigating certain kinds of questions. The questions themselves and the way one
understands the questions are the important starting points, but not the method as such. He states, "But of course, it is true as well that the way in which one articulates certain questions has something to do with the research method that one tends to identify with. So there exists a certain dialectic between question and method" (p. 1).

Based upon this position, van Manen proposed that phenomenological questions are "meaning questions" that cannot be 'solved' by standard applications of "research methods". He points out that "Meaning questions can be better or more deeply understood, so that, on the basis of this understanding, I may be able to act more thoughtfully and more tactfully in certain situations" (p. 23). Van Manen warned that "unless the researcher remains strong in his or her orientation to the fundamental question or notion, there will be many temptations to get sidetracked or to wander aimlessly and indulge in wishy-washy speculations, to settle for preconceived opinions and conceptions, to become enchanted with narcissistic reflections or self-indulgent preoccupations, or to fall back onto taxonomic concepts or abstracting theories" (p. 33).

Van Manen (1990) describes the fundamental model of the hermeneutical approach as textual reflection on the lived experiences of everyday life. "Phenomenology describes how one orients to lived experience, hermeneutics describes how one interprets the 'text' of life, and semiotics is used to develop a practical writing or linguistic approach to the method of phenomenology and hermeneutics" (p. 4). Semiotics, as the science of signs, proposes that the true nature of things is seen to lie not in the things themselves but in the relationships which one constructs and then perceives among them. According to semiotics, there is no innocent, pure or pristine experience of a real external world. Van Manen states that "we encode our experience of the world in order that we may
experience it; there is no neutral text" (p. 185).

Wilhelm Dilthey (1914/1976) distinguished natural science, "naturwissenschaften", from human science, "geisteswissenschaften", claiming that natural science studies objects of nature, things, natural events and the way that objects behave. For Dilthey, human science studies persons or beings who have 'consciousness' and who act purposefully in and on the world by creating objects of meaning that are expressions of how human beings exist in the world (van Manen, 1990). The model of hermeneutics intends to increase one's thoughtfulness and practical resourcefulness.

Van Manen describes 'lived experience' as the starting point and the end point of phenomenological research. Dilthey (1976) suggested that in its most basic lived form, 'lived experience' involves our immediate, pre-reflective consciousness of life, a reflexive or self-given awareness, which is, as awareness, unaware of itself. "Lived experience is to the soul what breath is to the body, it is the breathing of meaning" (p. 35).

Merleau-Ponty (1968) describes the 'sensibility', or immediate awareness of lived experience. He maintained that the eventual aim of phenomenological human science is concentrated upon "reaching a direct and primitive contact with the world as immediately experienced" (p. vii). This goal is to be accomplished through textual practice and reflective writing.

Sample

This study describes the lived experiences of 10 tenured faculty over age 65. These 10 individuals were selected from a pool of tenured faculty members continuing full-time employment beyond age 65 at 14 independent higher education institutions in the
Chicago area. These institutions are members of the Associated Colleges of the Chicago Area (ACCA). Based upon the Carnegie Classification system (Carnegie Foundation for the Advancement of Teaching, 1994), these institutions include Masters I and Masters II colleges and universities. The decision was made to include only independent institutions in this study as public institutions differ significantly in retirement options and benefits due to more significant government involvement. Consortium on Financing Higher Education (1987) data indicate that faculty in public institutions retire earlier than those in independent institutions. The retirement age was 1.8 years higher in independent comprehensive institutions than in any other sector (COFHE, 1987).

This sample also excludes two-year, doctoral-granting, and research institutions. Because of differences in faculty career paths and academic missions, an analysis of one group might be ill-suited to the other. For example, the senior faculty member at a research institution is less likely to be carrying a heavy teaching load compared to a faculty member at a masters or liberal arts institution. The role of the faculty member at a community college differs significantly from other types of institutions, and a significant amount of research has been conducted on senior faculty at research and more highly selective institutions (Lozier & Dooris, 1991). The faculty in less selective liberal arts and comprehensive institutions have correspondingly received less attention. In addition, the focus on the Midwest seems appropriate based upon national research data of Lozier and Dooris (1991) that indicate the current average retirement age was highest in the Midwest, 64.9 years in 1991.

Personnel directors of the 14-member institutions of the ACCA were sent letters of inquiry to determine the number of tenured faculty who have continued full-time
employment beyond age 65 at their institutions (see Appendix A). A total of 42 faculty were then contacted by the researcher to determine their willingness to participate in this study. A sample comprising approximately 25% of the total group of faculty was selected. Since individuals who had just reached age 65 might not provide as potentially rich data as a faculty member with more years of experience in this age bracket, 10 individuals nearing age 70 or beyond were selected. Also, the sample includes individuals from seven different institutions and from disciplines including Political Science, Education, Library Science, Mathematics, French, Business, Chemistry, Speech, Theater, and Physics. This selection process allows the voices of those with very different academic backgrounds to be recorded. From these texts, the shared meanings and patterns unfold.

These interviews were conducted from February 3 to May 22, 1994 in the office or home of the individual faculty member. The participants included:

<table>
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<tr>
<th>Gender</th>
<th>Position</th>
<th>Age</th>
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<tbody>
<tr>
<td>Male</td>
<td>Political Science Professor</td>
<td>72</td>
</tr>
<tr>
<td>Female</td>
<td>Education Professor</td>
<td>69</td>
</tr>
<tr>
<td>Male</td>
<td>Library Science Professor</td>
<td>69</td>
</tr>
<tr>
<td>Female</td>
<td>Mathematics Professor</td>
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</tr>
<tr>
<td>Male</td>
<td>French Professor</td>
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<tr>
<td>Male</td>
<td>Business Professor</td>
<td>71</td>
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<tr>
<td>Female</td>
<td>Physics Professor</td>
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</tr>
<tr>
<td>Female</td>
<td>Biology Professor</td>
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<tr>
<td>Male</td>
<td>Speech Professor</td>
<td>70</td>
</tr>
<tr>
<td>Male</td>
<td>Theatre Professor</td>
<td>68</td>
</tr>
</tbody>
</table>

It should be noted here that any research approach applied to the human sciences must be concerned with issues of sampling. Although the intent of naturalistic inquiry is not directed toward the generalizability of findings, some justification of the eventual sample utilized must be attempted. Thus, while it is possible to incorporate even
probability sampling strategies in naturalistic inquiry studies (Patton, 1990), the more common forms include snowball or purposive sampling (Miller & Fredericks, 1994). The general idea is to justify the sample on the basis of what is being investigated as well as the possibility of obtaining in-depth and insightful data from the respondents.

In this context, the issue of "drawing" a biased sample is not as relevant as it is in the probability sampling case. Rather, the sample is purposefully selected based on the assumption that the question, perspective, or issue to be studied can best be approached by this particular group. As indicated above, these characteristics, based both on an understanding of the literature in adult learning as well as the epistemological intent of hermenologically-based research, included age, length of service and type of institution.

It should also be noted that in naturalistic inquiry approaches as they relate to sampling issues, the conceptual notion of "variability" or "variation" as it is applied to sample characteristics may be addressed in specific ways, if, again, it is appropriate to the issue under study. For example, in this study, variability in terms of fields/areas was taken into consideration NOT as a "variable" to be systematically investigated in the study, but rather as a means of establishing that the sample would not be "biased" (i.e. homogeneous) on this characteristic. Of course, depending on the intent of the study, one could possibly desire the sample to, say, consist of professors of chemistry. Conversely, for some forms of naturalistic inquiry (but not centrally for the phenomenological case), one may want to have a given characteristic "vary" across the sample for specific theoretical reasons. On this construal, the "variation" serves as a form of "matrix analysis" (Miles & Huberman, 1984) whereby the categories inclusive of the "variable" (e.g. fields/disciplines) are used as classificatory devices (i.e. "codes") to analyze the qualitative data within and among the
respective categories to establish the presence or absence of themes and patterns.

Finally, the issue of actual sample size may become problematic for the naturalistic inquiry case in the sense of justifying a given (eventual) sample for a particular study. This issue, while not one to be overlooked, is not as problematic as it originally appears. Again, given that most naturalistic inquiry studies are directed towards ascertaining issues of "meaning" and "interpretation" of a given group within a clearly specified context, the issue of generalizability and hence the need for a probability sample of a certain size is not directly relevant. What is relevant is the justification of a given sample for a given study. Generally, such a justification is established by arguing that the sample size incorporates the domain and range of characteristics/attributes thought to be theoretically central for the intent of the study. The establishment of such theoretically-based parameters is obtained from an in-depth knowledge and critical analysis of the related literature. Thus, for the present study, the sample size of 10 was selected with the above considerations in mind. Incidentally, but importantly, it should be noted again that the purpose of naturalistic inquiry, especially of the phenomenologically-based type presented here, is to ascertain and interpret the "deep structures" (Chomsky, 1957) or "thick description" (Geertz, 1973) of meanings associated with the lived experiences of the selected group. "Thick description", for Geertz, is meaningful description - description embedded in the cultural framework of the actors; the term does not refer to the richness or detail of the account. Accordingly, while the eventual sample must be carefully selected, it must of necessity be fairly limited to accommodate the type of labor-intensive research this approach entails.

A pilot interview was conducted with one individual matching the descriptions
above in order to explore this type of interview and to practice the stages of analysis proposed in this study. This experience provided the researcher the opportunity to test the equipment to be utilized in taping the interviews and to practice specific skills key to hermeneutic interviewing. In the hermeneutic form, the interview is used as a vehicle to develop a conversational relationship with a partner (interviewee) about the meaning of an experience. It must be remembered that the interview process needs to be disciplined by the fundamental question that prompted the need for the interview in the first place.

The pilot interview served as a reminder to guard against the temptation to let method rule the question, rather than the research question determine what method is most appropriate for its direction. The pilot also served to help the researcher determine the appropriate length of the interviews. Van Manen (1990) warns "interview material that is skimpy and that lacks sufficient concreteness in the form of stories, anecdotes, examples of experiences, etc., may be quite useless, tempting the researcher to indulge in over-interpretations, speculations or an over-reliance on personal opinions and personal experiences. In contrast, an over-abundance of poorly managed interviews may lead either to total despair and confusion...or to a chaotic quest for meaning" (p. 67).

The pilot interview provided further ground to become oriented to the research question in a stronger manner. It also established the importance of patience or silence as an effective way of prompting the participant to gather recollections and proceed with a story. The researcher found that if there was a block, it was sufficient enough to repeat the last sentence or thought in a questioning tone, thus triggering the other to continue. Also, it was discovered that when the person being interviewee begins to generalize about the experience, a question can turn the discourse back to the level of concrete experience.
Thus, the pilot interview provided both theoretical and practical information to be utilized in the actual data collection.

Philosophical Assumptions - Martin Heidegger

The philosophical framework of Heideggerian phenomenology challenges Western views of persons and their ways of knowing. Martin Heidegger (1927/1962) described phenomenology as letting "that which shows itself be seen from itself in the very way in which its shows itself from itself" (p. 58). Heidegger spoke of "being". Being is the being of whatever is. Humans come to understand some of the possible meanings of Being through experience of the world and being within it. Heidegger (1962) said "Being's poem, just begun, is man" (p. 4). Everyday experience as it is lived is the focus of attention. The concern is to render lived experience intelligible, for this is the place where meaning resides. Because one's lived experience is so "everyday" much of the meaning remains hidden (Rather, 1990). Heidegger (1962) reflected "What is spoken is never, and in no language, what is said" (p. 11).

In the Heideggerian view, to be human is to participate in cultural, social, and historical contexts. Human nature is not considered fixed. Purely neutral, non-interpreted observation is impossible. Human background gives one the conditions for actions. Every person comes with a story and a history. Rules can never be context-independent. Van Manen (1990) states, "The individual is not capable of being a passive receiver of non-interpreted stimuli; or to put it another way, brute, or 'raw' data is not a possibility" (p. 35).

Meaning is shared and handed down culturally. Heideggerian phenomenology
expects commonalities and recurring similarities, but unlike empiricism, does not look for them in laws or structures that are unrelated to meaning (Allen, Benner, & Diekelmann, 1986). "Explanation is making meaning as apparent as possible, not simply juxtaposing two sequential events (If X, then Y)" (van Manen, 1990, p. 29).

From the Heideggerian perspective, theory is always context-specific, not universal. "Knowledge may be generated by developing a theory from practice and then extended and refined by testing that theory in practice, but there was knowledge in the practice before the theory was derived" (Allen, Benner & Diekelmann, 1986, p. 29).

Van Manen (1990) claims that phenomenology differs from almost every other science in that it attempts to gain insightful descriptions of the way individuals experience the world pre-reflexively, without taxonomizing, classifying or abstracting it. Van Manen (1990) states:

Phenomenology does not offer us the possibility of effective theory with which we can now explain and control the world, but rather it offers us the possibility of plausible insights that bring us in more direct contact with the world (p. 9).

Thus, the goal of hermeneutical analysis is not to extract theoretical concepts at a higher level of abstraction, as grounded theory might do, but to discover meaning and achieve understanding. This type of interpretive research seeks to draw out insightful descriptions of the way an individual experiences the world. The goal of this study is to achieve understanding of the everyday experiences of these older faculty and to describe and interpret these meanings to a certain degree of depth and richness.

As investigator, the hermeneutic researcher seeks commonalities in meanings, situations and practices. Multiple meanings that are linked are grouped into themes that describe aspects of the phenomenon. This linkage is based upon descriptions which share
the same underlying truths. Themes are grouped into constitutive patterns that present a holistic picture. These patterns, the highest level of hermeneutical analysis, express the relationship among the themes and should be reflected in all the texts (Diekelmann, Allen & Tanner, 1989). Burch (1989) reflected that "phenomenology never purely coincides with lived experience in itself, but by probing its ultimate horizons and seeking to grasp the englobing sense of what appears within them, renders lived experience anew" (p. 198).

Technique

The data were gathered in extended, nonstructured audio-recorded interviews. Resulting verbatim transcripts were analyzed hermeneutically by the researcher using Heideggerian phenomenology to identify common meanings, relational themes across texts, and finally, constitutive patterns expressing relationships between themes. Hermeneutic interviews are not conducted, rather they are participated in, since the person being interviewed both shapes and is shaped by the interview. The participants are free to talk about what they want in a way that makes sense to them. During the interview session, it is important for the interviewer to encourage the participant to share the feeling and meaning of the event through verbal and nonverbal encouragement. As the stories of the individuals unfold, there is an increasing awareness of the new meaning by both the investigator and participant.

The time and place of the interview were chosen by each research participant. Each individual was asked to talk about anything that stood out in his/her mind about what it is like to be faculty member during this stage of his/her career. The participants were encouraged to tell about a time since they have reached age 65 that they will never
forget because it reminds them of what it means to be 'faculty' at this stage of their careers. This constituted, in non-Heideggerian terms, the research question. Descriptions of specific stories, in rich detail, were elicited. Participants were asked to tell the story rather than to analyze the experience.

Data Analysis

The MARTIN software package, developed by Nancy L. Diekelmann, Sui-Lun Lam and Robert M. Schuster (1991) was used to analyze the interview texts. This software brings the capabilities of the computer not to generate studies, but to facilitate the process of qualitative text analysis. The computer analysis allows the researcher to benefit from the strengths of the computer, including extensive storage and rapid retrieval, ease of editing, and duplication. This approach allows maximum flexibility in developing qualitative analyses.

MARTIN uses Microsoft Windows graphical environment to create a metaphorical desktop. Passages from original documents are copied to electronic similies of index cards and annotated. Notes are attached (or discarded) to the text being studied. As the cards accumulate, they are moved around and stacked with other similar cards. As patterns emerge from the informal associations, related cards are formally linked by moving them into a hierarchy of folders and folder groups.

This graphical approach to analysis eliminates the rigid key word coding schemes which were part of traditional textual data bases. In MARTIN, key words are brief, free-form summaries are options. The organizational function of coding is replaced by the less decontextualizing facility of associating and reassociating objects physically, much like
actual index cards, scissors, and tape.

The qualitative texts and the analytical materials generated by MARTIN can be imported into and exported from MARTIN as ASCII text files. MARTIN analyses parallel the traditional procedures involved in cutting, pasting, and cataloging index cards. MARTIN texts are the original documents. "Cards" are the equivalent of index cards on which you copy or paste passages from texts. "Folders" are filing containers for arranging and storing cards. "Groups" are larger containers for holding both folders and groups. As with actual index cards and printed transcripts, MARTIN allows the researcher to return again and again to the original texts, cards, and commentary for more focused reading and analysis. For these closer readings, materials can be displayed side-by-side, reorganized into other folders or groups, or filed away.

In terms of analysis, phenomenological/hermeneutical analysis of texts should not be confused with other forms of content analysis or as identical to analytic coding, taxonomic and data-organizing practices common to ethnographic or grounded theory methods (Glaser & Strauss, 1967). Content analysis specifies beforehand what it wants to know from a text. Hermeneutics is discovery-oriented, looking for what something means or how it is experienced.

There exists, in identifying themes and pulling them together, a direct correlation to the concept of "clustering" (Miles & Huberman, 1994). Clusters are summarized and reworked many times before they come clear. The hermeneutic themes and patterns work much the same way. Clustering is seen as a process of moving to higher levels of abstraction, a process which occurs in hermeneutical analysis as the patterns emerge during analysis. Miles and Huberman (1994) warn that clusters, like the results of other
conclusion-drawing tactics, must be "held lightly" so that premature closure is warded off. The same precautions are appropriate in hermeneutical analysis. It is essential that thoughtful reflection and "presumptionless" analysis are a part of the process.

Phenomenology aims at being presuppositionless, with no predetermined set of fixed procedures or techniques that would rule-govern a research problem. Yet, van Manen (1990) believes there is a way to address this issue. Heidegger talked about phenomenological reflection as following certain paths, "woodpaths", towards a "clearing" where something could be shown, revealed, reclarified in its essential nature (not determined by fixed signposts) (p. 29).

Miles and Huberman's (1994) advice on making metaphors is affirmed in van Manen's (1990) discussion of hermeneutic writing. Miles and Huberman suggest that qualitative researchers not only write, but also think, metaphorically because of the richness and completeness of metaphors. Van Manen (1990) states that "by way of metaphor, language can take us beyond the content of the metaphor toward the original region where language speaks though silence. This path of the metaphor is the speaking of thinking, of poetizing" (p. 49). Miles and Huberman maintain that metaphors are data-reducing devices, pattern-making devices, decentering devices, and ways of connecting findings to theory.

The 10 interview texts which constitute the data for this study were hermeneutically analyzed, based upon an adaptation of the seven-step method of data analysis (Diekelmann, Allen, & Tanner, 1989), to reveal shared practices and common meanings. The adaptation allows the individual researcher to move toward the practices of a formal research team. The analysis proceeded as follows:
<table>
<thead>
<tr>
<th>Stage One:</th>
<th>Read and reread texts for overall understanding. Write Level One analysis on each text. The purpose of this stage is to examine the interviews as a whole.</th>
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<tr>
<td>Stage Two:</td>
<td>Summarize sections of texts and identify categories using MARTIN software. Provide excerpts of the texts (quotes) to serve as supportive data of the interpretation.</td>
</tr>
<tr>
<td>Stage Three:</td>
<td>Further analyze each text to identify questions and discrepancies. Dialogue with other researchers and participants themselves is appropriate at this stage.</td>
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<tr>
<td>Stage Four:</td>
<td>Identify relational themes, continuing to utilize the MARTIN software. A relational theme cuts across all texts. Texts generated in previous stages will be reread and studied. When conflicts arise among the various meanings within the texts, seek documentation to support the choice of relational themes. Write Level 2 analysis.</td>
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<tr>
<td>Stage Five:</td>
<td>Identify constitutive patterns. A constitutive pattern is one which is present in all the texts and expresses the relationships of the themes.</td>
</tr>
<tr>
<td>Stage Six:</td>
<td>Validate the analysis through persons not participating in the study, but familiar with both the content and the</td>
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research method. This dialogue increases the reliability of the study. Members of the advisory board may serve in this role.

Stage Seven: Prepare the final report using sufficient excerpts from the interview to allow for validation by the reader. The multiple states of interpretation serve as a means of bias control and address the issue of validity. When conflict or inconsistencies are exposed, reappraisal is necessary. Consensual validation is also included in this process. The participant is asked to review the interpretation and reflect upon it.

The purpose of these stages of interpretation is to allow for continuous reappraisal. Also, the reader of the research report is always an active participant of the validation process of Heideggerian hermeneutics (Benner, 1984; Diekelmann, 1989; Packer, 1985). The intent is to draw the reader into the hermeneutic circle, moving back and forth between excerpts from the data, and the emerging description of the constitutive pattern. The reader is a co-analyst who must reflect on whether given these data, the interpretations are convincing. Though there is no single correct interpretation, continuous examination of the text with consistent communication and consultation with the participant ensures that interpretations are grounded and focused.

In addressing the validity of the study, it is necessary to focus on the accuracy of the researcher's interpretations.
From a phenomenological point-of-view, we are less interested in the factual status of particular instances: whether something has actually happened, how often it tends to happen, or how the occurrence of an experience is related to the prevalence of other conditions or events (van Manen, 1990, p. 10).

This study asks "What is the nature or essence of the experience of faculty members over 65?" Returning to the participant to reflect upon the interpretations lends credibility to the patterns identified.

The nature of validity in qualitative research has necessarily been addressed by researchers in their debates over the legitimacy of qualitative work. Responses have most often involved denying the relevance of the quantitative paradigm for qualitative problems (i.e. Guba & Lincoln, 1989), or arguing that qualitative research has its own procedures for attaining validity that are just different from those of quantitative approaches (i.e. Kirk & Miller, 1986). Wolcott (1990) is skeptical that validity or any related concept is legitimate or useful in qualitative inquiry, while Mishler (1990) argues that "since the dominant model's categories of validity are themselves fundamentally flawed...issues of meaning and interpretation have become central" (p. 418).

Wolcott (1990) and Maxwell (1992) are in basic agreement that understanding is a more fundamental concept for qualitative research than validity. Maxwell (1992) also maintains that a method by itself is neither valid nor invalid, "To speak of the validity of a method is simply a shorthand way of referring to the validity of the data or accounts derived from that method" (p. 284). According to Maxwell's typology (based upon a realist approach), there are five categories of understanding and corresponding types of validity in qualitative research. Primary descriptive validity, the factual accuracy of the account, is addressed in this study by multiple reviews of the transcript by a trained
transcriptionist and by the researcher. Also, each transcript is shared with the participant soon after the interview session. In the hermeneutic interpretation, the fact that all fillers and other utterances are included in the transcript enhances descriptive validity.

Maxwell's (1992) interpretive validity, concerning what the objects, events, and behaviors of the participants mean to the people engaged in and with them, is uniquely addressed by the hermeneutic methodology utilized in this study. The analysis of the researcher is often shared with the participant to reflect upon the interpretation of the researcher. The follow-up discussion and comments may result in a revision of the original interpretation.

Kirk and Miller (1986) and Maxwell (1992) address theoretical validity/understanding, in which the issue is the legitimacy of the application of a given concept or theory to established facts. Maxwell maintains that "any challenge to the meaning of the terms, or the appropriateness of their application to a given phenomenon, shifts the validity issue from descriptive or interpretive to theoretical" (p. 292). Stage Six of data analysis method in this study seeks to address the legitimacy of applied theory by reviewing the analysis with persons familiar with both the content and the research method.

The philosophical assumptions of Heidegger and hermeneutical methodology directly address generalizability, Maxwell's fourth level of validity. Generalization in qualitative research usually takes place through the development of a theory that may be useful in making sense of similar persons or situations. Since hermeneutical inquiry does not aim to develop theory as, say, the grounded theory approach (Strauss & Corbin, 1990) does, this issue is less problematic.
Maxwell's typology of validity issues concludes with evaluative validity, involving the application of an evaluative framework to the objects of study. In general, hermeneutical researchers (excluding critical hermeneutical approaches; Smith, 1993), make no claim to evaluate the objects they study. Diekelmann, Allen and Tanner (1989) propose that in terms of hermeneutical inquiry, the concept of consensual validation is more applicable than the traditional concept of validity.

Maxwell (1992) argues that reliability "refers not to an aspect of validity or to a separate issue from validity, but to a particular type of threat to validity" (p. 288). If different observers or methods produce descriptively different data or accounts of the same events, the descriptive validity of the accounts should be questioned. Maxwell proposes resolving any problems by modifying the accounts, so that different observers come to agree on their descriptive accuracy, or by proving that the differences were based on differences in the perspective and purpose of the observers, that both were descriptively valid, given the perspectives and purpose.

Some researchers, notably Marshall and Rossman (1989), argue against the positivist notion of reliability which assumes an underlying universe where inquiry could be replicated, stating the "assumption of an unchanging social world is in direct contrast to the qualitative/interpretive assumption that the social world is always changing and the concept of replication is itself problematic" (p. 147).

Summary

The preceding discussion included a summary of Heideggerian hermeneutical methodology, discourse on the philosophical assumptions of Martin Heidegger as they
apply to this method, a description of the data collection technique, and a detailed account of the data analysis phase utilizing MARTIN software. This coverage of the research design and methodology of this study sets the stage for the description and discussion of the results of this hermeneutic analysis presented in the following chapter.
CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

Process of Hermeneutic Discovery

The goal of the Heideggerian hermeneutical approach is to discover meaning and achieve understanding of the textual data. In this study, 10 faculty over the age of 65 were interviewed to provide insightful descriptions of the way they experience the world. This chapter attempts to make the meaning of these experiences as apparent as possible. To accomplish this end, the hermeneutic researcher seeks to establish commonalities across texts. These commonalities, referred to as "themes" in hermeneutical terms, describe specific aspects of the phenomenon of being a faculty member over age 65.

The MARTIN software package (1991), described more fully in Chapter III, was used to facilitate the process of textual analysis. Notes, or memos, were made by the researcher and attached to the text during the initial reading of the transcripts. Next, the researcher created cards including a brief summary regarding the "feeling" of the passage and the actual passage from the interview which elicited the researcher's response. Utilizing MARTIN, the researcher created folders based upon several plausibly logical groupings of the cards. Many of these folders constituted the themes presented in the following section of this chapter. They were combined or collapsed to form the themes which presented themselves across texts. At this point, a First Level Analysis was written.
which summarized the participant's experience as perceived by the researcher and explored the meaning of the themes.

The researcher shared these analyses with several of the participants and was able to confirm and refine several assumptions as a result of these discussions. A Level Two Analysis resulted from these discussions, that is, further rereading of the texts and MARTIN summaries, and the related research literature. Based upon reflection of this analysis and the MARTIN-generated 'detail summary' of theme-coded excerpts, 6 constitutive patterns were identified and validated by persons familiar with both the content of this study and hermeneutical methodology. These individuals included hermeneutical researchers from a local university and from the University of Wisconsin.

This chapter represents the final analysis of the data which includes extensive representative excerpts from the interview texts, thus allowing the reader to better understand the "flow" of analysis. Several participants were also asked to review this stage and reflect upon the interpretation. Several key insights were added as a result of this dialogue. This continuous examination of the texts involving consistent communication and consultation with participants both grounds and focuses the interpretations presented by allowing the researcher more insight into the meaning of the stories. Since the goal of hermeneutics is to discover the nature or essence of the experience, further insight from the participant increases understanding not bias.

The themes discovered in the 10 interview texts are presented briefly in the next section of this chapter. These themes share the same underlying perceptions involved in each of the participant's experiences. The themes are next grouped into 'constitutive patterns' which present a holistic picture of the experiences of the participants. These
patterns express the relationship among the themes and are reflected in all texts. The constitutive patterns are described and developed in the third section of this chapter. One interview text provided a "negative case" to the experience of the rest of the participants. An analysis of this text is presented next. A reflection on the limitations of this study's findings is presented in the final section of the chapter.

Themes Within the Texts

Since the hermeneutical approach is based upon presumptionless analysis, thoughtful textual reflection resembles, according to Heidegger (1927), "following woodpaths towards a clearing, not determined by fixed signposts" (p.29). Thus, these themes were held as first order approximations of future constitutive patterns, thus avoiding premature closure. A theme responds to the question "What constitutes the nature of this lived experience?" Van Manen (1990) reflects that theme formulation is at best a simplification and that themes are not objects one encounters. From van Manen's perspective, a theme is a means to get at the notion of an experience. It is a reduction of a noun which describes the content of the notion you are trying to understand: "A theme is like a knot in the webs of our experiences, around which certain lived experiences are spun and thus lived through as meaningful wholes" (p. 90). The MARTIN software system is particularly effective in allowing the researcher to explore meaning without forcing labels before consistent patterns emerge. In this study, 13 themes eventually emerged as present in every text. A short description of each theme follows.
**Maintaining a High Level of Performance/Vitality**

The cards developed by the researcher within this category reflected references to the individual's continued energy and passion for new ideas, as well as ongoing excitement and love for new challenges. The commitment to staying current in terms of new developments in one's own field, and preparing for the students of today, related directly to the vitality of the individuals. The faculty member's current vitality often included a variety of different experiences throughout the career which allowed for his or her continued growth. Current vitality was often linked to the ability to pursue new or renewed interests at this career stage, including writing, advising, and curriculum development. The continued enjoyment of studying/learning/teaching flowed throughout these references.

**Founding/Starting Some Facet of the Institution**

This theme reflected pride in having made some vital contribution to the participant's own institution in the form of a new program or other aspect. Excerpts revealed a deep involvement in the institution through the years and a sense of being valued by the institutional community. There was a commitment to working for and contributing to the institution. There was a sense that these individuals would be leaving a part of themselves behind when they did move on and that the institution would be a better place because of their contribution.

**No Regrets/High Career Satisfaction**

The overall contentment with the participant's choice of career resounded
throughout the texts. Individuals reflected pride in being productive and personally satisfied with their life's work. This satisfaction had not lessened through the years and appeared to be growing. Individuals had set their own standard of excellence and felt satisfied with their efforts to maintain that standard.

Age Is Not An Issue

Woven into each text was the perception that advancing age was not an important concern for the individual faculty member nor for his or her students. There was an overriding sense of improvement in ability over the years. Reflective of this stance toward age, there was a concentration on future goals and plans as a faculty member. Also present was a sense that there is still something out there to be accomplished in terms of production and success as a faculty member.

Importance of Interpersonal Relationships with Students

Each participant revealed that he or she places great importance on interpersonal relationships with students. Facilitating and counseling students was a key part of the faculty experience. They sought to be honest with students. The participants connect with students and enjoy that connection. Helping with students' personal problems is often a part of that interpersonal connection. Participants are often sought for many types of advice. Feedback from students regarding teaching and courses is also a part of this connection. The participants listen and touch people and care deeply about their ability to do so.
**Being Flexible/ Adapting to Change Over Time**

Participants' stories reveal a flexibility on two levels: they are flexible in their one-on-one interactions with students, and they have been able to adapt over time to changes in personal life, institutional dimensions, and higher education. Instead of pining over what 'used to be', they revealed excitement about new types of students and situations. There was also a high tolerance for individual differences. Making personal adjustments is not a problem since participants do not tend to feel threatened by change or new circumstances.

**Teaching as Developing Student Self-Concept**

Participants treat students as important individuals. There was a widespread commitment to getting students to "reach for the stars", as well as a respect for the student's growth and learning. "You don't do it, the student does". This inner development of students is accomplished by valuing students and treating them with respect. Each participant is vitally concerned about the long-term welfare of individual students and has maintained that concern throughout the years.

**Being Available to Students**

Another theme present across texts involves the commitment to be available to students outside of the classroom. Whether extra explanation, tutoring, or counseling is sought, an open-door policy is maintained so that students will feel free to seek out the individual faculty member. Through discussion of this involvement, a deep compassion and concern for students are revealed.
Teaching as Interaction/the Teacher-Learner Role

Participants placed high value on the process involved in their role as teacher which focused on "teaching as learning", an unbroken cycle of growth. There was an overall value on the influence one can have on students' learning and a commitment to styles of teaching which encourage interaction. Emotional responses to student accomplishment in a course were common, so that one might come out of a class feeling high because one was able to 'light a fire' within the students. This metaphor of fire expresses the life and movement these individuals experience as teachers.

Gradual Disengagement/Accommodating Age

Another theme which cuts across all texts is the choice being made to gradually pull back from certain faculty activities and adjust one's schedule accordingly. Key to this movement is a total sense of personal power. The individual feels in complete control of the adjustments he or she makes. Often, these adjustments take the form of becoming less political within the institution and seeking out more personally rewarding professional activities such as advising or writing. There was an ability to recognize lessened physical stamina and then to step back to maintain quality and enjoyment.

Relationships/Pride in Past Students

Each participant places significant value on being respected and remembered by past students. Participants treasure the accomplishments of students and seek to maintain ties which keep lines of communication open. The concept of students returning to share their lives with a teacher/mentor is a part of teaching as an ongoing cycle in one's life.
Shouldering Extra Institutional Duties in the Past

The theme of willingly shouldering institutional duties including committees and administrative posts in the past appears across texts. Although no participant considered it a highly rewarding part of the faculty role, each person had gone far beyond what was required or expected by the institution. A position of leadership seemed to underlie these past experiences. Participants roundly shared a willingness and eagerness at this stage to have passed on these duties to others. Clearly, this was not where current satisfaction and energy are drawn.

Enjoying Peer Relationships

Each participant placed a high value on his or her relationships within the college or university community. Individuals continue to seek and find intellectual stimulation from their peers. Each faculty member's experiences as part of a collegium have been positive and account for a significant part of the total satisfaction each has experienced in his or her career. These relationships range from guiding a younger faculty member through the hurdles of beginning an academic career, to collaborating with a colleague on a research project, to developing a close personal relationship with another member of the institution.

These 13 themes describe the shared experiences of the phenomenon of remaining full-time faculty members beyond age 65. The next step in hermeneutic analysis is to discover patterns which express the relationship among these themes and which allow one to present a holistic picture or the essence of the experience for these faculty members.
Constitutive Patterns Among Texts

As the themes described above were reviewed and further analyzed, six constitutive patterns emerged. It is important to remember that while a researcher using content analysis specifies beforehand what he or she wants to know from a text, hermeneutic analysis is discovery-oriented and examines for what something means or how it is experienced. Van Manen (1990) states that the process of identifying essential patterns "is not a rule-bound process but a free act of "seeing" meaning. Ultimately the concept of theme and pattern is rather irrelevant and may be considered simply as a means to get at the notion we are addressing" (p. 79). The process of moving from themes to constitutive patterns involves use of a method of free imaginative variation in order to verify the relation of themes. During this process of apprehending essential relationships among the themes one asks the question: Is this phenomenon still the same if one imaginatively combines these qualities of the phenomenon? Does the phenomenon without this combination of themes lose its fundamental meaning? This process of free imaginative variation led to the development of the six constitutive patterns which will be described.

The patterns discovered in this study's texts reflect how the later years of an academic career are experienced by this selected group of individuals. The patterns allow the researcher to address the primary research question at hand in terms of the nature or essence of the experience of faculty members over age 65. This section presents the patterns discovered including illustrative examples from the texts and insights from related literature. The six patterns include: a) maintaining high performance at the senior level/vitality, b) importance of and openness to interpersonal relationships with current and
past students, c) teaching as an interactive life-long process of learning, d) no regrets/high satisfaction with career and peer relationships, being d) flexible/ adapting and accommodating change, and f) developing an aspect of the institution/shouldering institutional duties.

Pattern I - Maintaining High Performance at the Senior Level/Vitality

A 72-year old political science professor reflected upon the quality of vitality in the course of his interview:

And the most important thing, if the person by nature is an inquisitive person, which I have been all my life, you know. I'm an inquisitive, I like to learn something new every day. And so when I am, I'm teaching, I am in a, in my world. Ah, it's not a world of 65 or 70 or 30 or 40. It's a world of learning. And somehow I forget, um, about everything else and sometimes I pay the price afterwards, you know.

A 70-year old female professor of biology shared the same sentiment when she said:

I know what I like to do is study. I just like to study and learn things. And that's never changed.

The energy and continued excitement in the role of professor which were common to each of the participants comes through in this statement. The strongest and most prevalent pattern within the texts of the interviews was the level of vitality still possessed by each of the participants and the active commitment to maintaining a high level of performance. Maher (1982) noted "In the quest for vitality, it may be that we are seeking an elusive chemistry that catalyzes a rare integration of individual and institutional energy, commitment, and creativity" (p. 6). For these individuals, age is not an issue nor, as they perceive it, for their students. Similar phrases recur throughout the interview texts: "I never think of my age", "I don't really think a lot about being a senior", "I don't feel any
different, I was always very close to them", "I'm not thought of as an old foagie, I don't see them treating me as one", "Probably age sometimes gives you an advantage".

Vitality is defined by Clark and Lewis (1985), as "those essential, yet intangible qualities of individuals and institution that enable purposeful production" (p.3). Clearly, one of these qualities is undiminished energy and passion for new ideas. These individuals exuded such passion for their current work and for things they want to pursue in the future. A 69-year old French professor stated:

I'm going to propose that I be given a quarter where I go and immerse the students in France, where we're going to catapult the first and second quarter into the fall quarter and so they get two courses in one quarter in French and then I offer a history and culture course. And we do this in France. Maybe two weeks, ah, on campus to orient, prepare them for it and then eight weeks where we're going to go through France and, ah, so this is my next goal. So see, we have a challenge again, to work for and see whether I can pull it off. A new challenge.

In speaking of a new program she would like to develop, a 67-year old physics professor said "Ah, that's something that I feel I want to look into. Maybe when I turn 70 or 71 if everything goes well." Each participant shared such excitement about future goals as faculty. This picture is anything but a portrait of a burned out, antiquated senior, tired of the old grind and only looking forward to getting away.

Each participant remains keenly aware of the need to stay current in his or her field. One stated "I try to keep on top of things. Reading, attending conferences and seminars." This commitment to high performance is further reflected in the words of a 70-year old biology professor:

I've applied for a workshop this summer in Pennsylvania. I tried last year for this same one but I didn't get it. This summer they have two and it's, it's wonderful on interfacing computers with, um, the experiments we do in lab. We have some but probably not quite as smooth as it should be. Maybe I don't know it as well as I should know it and so, ah, I'd like to work on that. I, I, went to one three
summers ago out in northern Colorado and liked that a lot...New things, that's important.

This commitment to a fresh approach is also apparent in the way these individuals view course preparation:

I'm still learning. You'll never, never understand it. My friend in religious studies used to say "Well why are you in your office? I'd say "Oh, we're doing entropy." She looked at me as though, are you crazy or something, and she'd say "You studied entropy last year." And I'd say "You don't just study it once...and that's the end. You keep working at it. At least, I keep working at it until, to really understand, to be able to convey it, um, to the student. And that's, I think that's what teaching is.

A 69-year old professor of education expressed much the same sentiment:

I can honestly say, I never gave the same test twice. I never used the same outline twice. There were changes, textbook change, content change, process change, something of the kind. Ah, I always thought it was real lazy to use the same tests twice. And not good learning. "Cause you don't teach the same way every semester. So I never asked for, for tests back. That's something for students to ponder on.

Roger Baldwin's (1990) qualitative study of faculty attempts to uncover factors that foster and sustain vitality among professors at small liberal arts institutions. Baldwin found the 'vital' professors had more concrete and immediate goals, more professional stimulation, more fluid careers, and exhibited more risk-taking, innovation, and role change. They thrived in an environment offering challenging opportunities. Clearly, the participants of this study embody each of these characteristics.

Baldwin (1979) suggested that faculty vitality and institutional well-being can be enhanced by moving faculty members to different roles as their developmental needs (intrinsic incentives) change. In The Plateauling Trap, Bardwick (1986) concurs that people must alter their work responsibilities often enough to sustain a continuous sense of challenge and learning. "When people have the opportunity to engage in new work, be
creative, and make things happen, enormous amounts of psychic energy can be released so that they work well and feel good" (p. 32). Bardwick defined a plateau as a stage in work or life where there is no growth or movement, and claimed that once the sensation of progress ceases, motivation, commitment, and productivity may decline. Baldwin (1990) found faculty members susceptible to two forms of plateauing, structural and content, when the work is mastered and there is nothing new to learn. Each individual in this study referred to the changes he or she made over his or her long careers. They appear to have survived transitions by actively seeking varied opportunities and by pursuing different interests. They reflect the 'fluid career pattern' to which Baldwin referred. A 69-year old mathematics professor stated:

I did have the opportunity to move elsewhere for four years, which was a great experience for me. It was an enriching experience. Met some wonderful people. But I came back refreshed and went on... It was a very good, enriching experience for me.

The 72-year old political science professor sought variety and stimulation in a different way:

I organized things, ah, you know, institutions, associations. I became very active, president of that association, gave lectures all over the country and started traveling all around the world lecturing. I don't know how they withstood that kind of activity here, the administration let me do it. In the seventies, especially, I was traveling almost constantly, you know. However, I did that without jeopardizing my attendance in class, you know.

The 69-year old French professor sought out travel opportunities in his 'fluid career path':

I took students over to Europe, and bicycled through Europe ah, even now I do Elder Hostel programs on campus for a number of years now and I'm planning one for senior citizens for Europe this coming year. So there are always, ah, some new things I feel I get involved in, that I, I enjoy new challenges, getting involved and trying to resolve it and feel exuberant when I have achieved it.

Participants also regularly referred to the exhilaration they continue to feel from
their teaching experiences. One stated "When I come out of a class I, I'm high you know. Still today, it starts making my day," and "In all my time here I get very excited about the teaching and I get extra excited, the beginning of each quarter. And as long as I feel that way, I think I'd like to keep teaching." And another shared the same sentiment, "So the teaching is the main thing that is keeping me on. and I don't feel old."

The sense that the individuals have loved what they do was most clear in the words of a 70-year old speech professor:

One of my very good friends a lot of years ago was a doctor from River Forest, ah, Italian from South America, a marvelous, gifted surgeon. And I helped him learn English a little bit more. But he said 'I really envy you who can go to work every day and do things you really love.' That made me think.

Schuster (1985) suggested that vitality is "an inner quality of individuals who go beyond the parameters of their job description only because they want to" (p. 23). The participants of this study reveal that they fit in this category. They have created new programs, provided service to the institution beyond what was expected, and had far more contact with students than was necessary. Presently, they feel as competent, or more competent, in their work. An education professor spoke of this growth and energy:

I got a lot better. I learned new, I got to the point where I was programming my own Statistics classes when there weren't any books for it. I never knew how to do that before. Ah, I learned a lot of things cognitively. Learned a lot affectively. You have to be open to experience and you have to be willing to accept criticism and take an honest look at yourself and make changes. I think I've done that. Ah, from the feedback I got from people I think I have done that.

In exploring the parameters of faculty vitality, Lawrence (1985) suggests that the developmental drive for meaningful work as well as the desire to guide the direction of one's career present powerful forces that, with close communication, can be harnessed for the benefit of the individual and the institution. This search for meaning has been played
out in the lives of the participants of this study. They believe that what they do is important and that their lifestyle is self-fulfilling. Certain work roles are intrinsically rewarding (for example, teaching or practicing medicine) and people who perform them are more ego-involved in their work (Kahn, 1979). The participants exude their ego-involvement as they reflect upon their experiences:

Once a student said to me as she was graduating "Do you remember when you said this?" and I don't remember and I said, "No." And she said "It was the most important thing I ever heard from a teacher." And the thing that struck me there is that's good to know that I said something that was so positive. I, I think I have had some of that imprint on people. They've told me that. Ah, I do think I have facilitated some change in some people. If I didn't believe that I would not look so positively on my years at the college. I've been satisfied, that's the most important, with what I've done. I had a high standard of excellence that I had to reach, that was a personal standard. Um, that was important to me. The other is gravy. Other is icing on the cake. It's important yes.

Locke, Fitzpatrick, and White (1983) conclude that professors and other employees want many of the same things from their work: role clarity, a sense of achievement and challenging work. Professors give high ratings to the social significance of their work and the opportunities for stimulating intellectual interactions with colleagues and students. A 70-year old speech professor reflected:

I had an uncle who taught many, many years in Cincinnati, and, ah, it so happened that Ron Nisson who became Nixon's press secretary was one of his students and, ah, at the time he also got a letter from an inmate of the Ohio penitentiary and he said "Dear teacher, you must feel very strange today. A classmate when I was in your class is the President's press secretary and I'm sitting here, in the Ohio penitentiary." And my uncle wrote him back and started a nice correspondence. But it made me think about a teacher, ah. Those two boys sat in his classroom and one has been very successful, one not, but we have, ah, we have an incredible role...and yet he had an influence on both of them.

The reflections of this professor and the other participants confirm the suggestion of Pelz and Andrews (1976) that there may be age-related differences in intellectual interests and
that while preference for divergent thinking and basic research seem to predominate in the early career phases, senior professors are more inclined toward convergent intellectual tasks and may be more interested in their role as teachers.

The importance of control as related to faculty vitality is underscored by research that shows that productive faculty members take an active stance with respect to their environments (Pelz & Andrews, 1976) and are most satisfied when they have autonomy and the freedom to pursue self-defined goals (Clark, Corcoran & Lewis, 1984). A 69-year-old library science professor spoke of having such freedom:

Another thing I found, ah, rewarding when I was a student, we took a course, social science literature course. I found that we need a book dealing with reference sources in social science only. So after several years teaching experience I produced a book, the first one social science reference sources.

Faculty career stage literature suggests that after achieving tenure, the need to find meaning, which may have been lying dormant, can become a strong force for the senior professor (Braskamp, 1982). Vital faculty members seek and find integrity through a balance of life roles and professional life activities. Baldwin (1979) claims that during later phases of an academic career, a professor may be inclined to seek further consolidation of work roles and professional identity. The participants of this study found meaning and integrity, exhibiting a beautiful balance of roles and activities. Their balance is revealed as they speak:

I feel, ah, a big part of a person's life is his work and getting satisfaction from what you're doing and that's what I've been able to achieve all along and why should I give up something that gives me satisfaction? When I'm in good health. I'm really probably quite blessed. When my children were planning their careers I said, By all means, don't make money your first goal because you spend one third of your life on the job. And if you hate one third of your life, and don't know how the other third, living with your family is going to turn out. Ah, money is not satisfaction, a goal. Something you like to do, something where you get
satisfaction is what is important in the choice of a job. I believe my children still see the glow of satisfaction in me... I hope, at least.

Another participant spoke of his future based upon his current feelings:

I will probably teach next fall again. If somebody would say to me now "Are you sure you're going to be teaching, ah, year after next?" I'd say, "No, not for sure." But I'll make that decision next fall. And ah, as long as it's fun and it is, and as long as I feel I can do it and I feel physically able to do it, it will be a part of my life.

The vitality of the participants has been clearly reflected in these passages. They continue to have energy and excitement in their role as faculty. Their age has not become an issue for them and they continue to experience growth and seek new challenges. This constitutive pattern is an important part of the experience of these faculty over 65.

Pattern II - Importance and Openness to Interpersonal Relationships with Current and Past Students

One participant, an education professor, spoke of her relationship with students over the years:

I've always spoken with students with problems over the years, and I've always taught the required courses at the graduate level. So you could do that one way or the other. You could do it and say "Well, you've got to take it so what are you griping about," or you could understand their anxieties and deal with it in a way that didn't lessen the integrity of the course, but which would some way let them begin to see that they were about to do what was required of them. But in addition to the coursework, many times students would come in concerned about some element of the course, but it wasn't really that. It was some element of their personal lives that we eventually got to. So many times the initial problem that was, ah, vocalized was not what they were in there for at all.

The openness of this professor to the broad spectrum of student needs and problems was shared by each of the participants. Interpersonal relationships with students were clearly seen as an important and very rewarding part of the faculty role. Kenneth Eble (1972)
found that students are always put off by teachers who do not care or who don't seem to care and they sought "a teacher able to convey a sense of caring about what he was doing and somehow to make that concern include both the students and the world outside the campus" (p. 23). The participants of this study consistently reflected their ability to convey care and reveal that their students apparently recognize this quality in them as teachers.

Daloz (1986) spoke to the importance of listening to students, "If we are willing to listen afresh to the words of our students, we can help them make their education an experience that will meet more than simply their needs to become either knowledgeable or rich. We can help them grow wiser" (p.xviii). The faculty in this study reflected on this need of students for counseling and advice:

That was important to me, to be able to touch people. Ah, to listen to people. I think it is important to students that teachers do take the, ah, interest in them as people. And I don't think they're asking for, ah, a handout or a lessening of requirements or anything or the kind. You know when I hired ______, and the faculty were asking her one question after another and finally I said "What's your attitude toward people and toward students?" That's one of the things I'd really be concerned about when I hired faculty, how they related to students. So you know I've got a bias toward the student. That's what I'm most concerned about I guess.

Another participant stated:

It gets back to the person-to-person type thing, the feeling that my best skill is caring. I think I care for people. I'm sincere and I think they feel I really do.

Katz & Henry (1988) focus on the need for faculty to become aware of the importance of the emotional and motivational aspects of teaching and learning. They claim teachers "must see the importance of building relations of trust with and providing social and emotional support to their students in order to further their intellectual growth" (p. 51).

This deep concern and caring led to a commitment by these participants to always
make it clear that they were available to help students in any way. One biology professor reflected:

I've always gotten the greatest satisfaction in making it clear that I'm going to leave the door open always for the students to come in. I love it, if they have a question. Then they've gotten to the point in studying something that - why is this the way it is? Maybe you can sit down and really help them to see. And I, I think that's what I enjoy most of all in the teaching - helping students.

A 72-year old political science professor from another culture also emphasized the importance of his counseling role:

When I am in my office and the door is open, I find quite a number of people coming in, not only to discuss their class situation with me but their personal situation "What should I do? This is my problem?" I'm flattered you know. Some of them continue, come from the year before, or two years before and keep coming, although they don't have class with me. I mean, I treat the student much as a friend it they are open for it. And some of them actually appreciate that very much.

Daloz (1986) addressed those concerned about overstepping a boundary between counseling and teaching. He claimed there was a difference between caring and therapy and recognized that teachers are not trained for the latter and should know when they are out of their depth. "But to share our common humanity with another person is a gift of birth, not training. The capacity to care for and about our students is available to all of us" (p. 238).

These statements reflect the findings by Simpson and Jackson (1990) that "late-career faculty are increasingly sensitive to the needs of undergraduate students and find energy in developing new interpersonal relationships and often better understand the importance of engaging in forums that address issues across department and college lines" (p. 174).

Another aspect of the participants' overall interpersonal concern relates to the
development of student self-concept. This inner development of students is accomplished by valuing students and treating them with respect. In addition, participants sought to encourage students to reach for the stars and grow as much as possible. Daloz (1986) pointed out that when the aim of education is understood to be the development of the whole person - rather than knowledge acquisition, for instance - "the central element of good teaching becomes the provision of care rather than use of teaching skills or transmission of knowledge. And because care is so profoundly a human activity, it is fully in the reach of all of us" (p. xvii). Eble (1972) also spoke of the importance of this characteristic:

A teacher in some sense always gives some part of himself to help develop the self of another. One needs a developed self to be able to give. Yet the teacher's self can stand in the way of the development of the student. The less concerned we are with self, the less likely we are to be dishonest in furthering our self-interests (p. 51).

These interview texts resound with the voices of individuals who do give of themselves while maintaining a clear, unthreatened sense of self.

One participant spoke of her efforts with students in Statistics classes:

I think it was also important that they do the best work that they could do. And they do it. So I think holding high expectations for students gets them to reach. I think they really appreciate this. In Statistics they came in, I used to say "This is 'Sadistics' 400, you know and for 6 weeks it was group counseling because they were so anxious about it, that it was like the little train that could. You say, you can do it, you can do it, and pretty soon they think "Say, I can do it.", and you actually see them with that 'ah ha' expression. And after the course I talked with quite a few of them, "How do you feel about yourself now that you've finished this course?". And there was really a perceptible elevation of their positive sense of self. I work after school between hours to give them a hand and I think they feel better about themselves. That's what's important about teaching I think, is even if they get a C or D, they get out and say "I really did my best and I did get something out of it", "I can do something else because I did this". And the teacher doesn't do it. You can never believe you do it. The person does it. And so really I think facilitation, I think that's the key. Other teachers used to say "You know
what I did? I got Johnny an A in that course", Well, baloney. Johnny got the A and I think when you allow the student to know that he or she did it, that's the key. Then they can say "I did it by myself."

This interpersonal involvement with students and pride in them extends to past students as well. Every participant reflected upon students they had in the past in glowing terms and maintained pride in their accomplishments. Hall (1976) claimed the central emotional need at the late stages of career is to achieve a sense of personal integrity - the feeling that one has achieved worthwhile goals, that one's work really did matter. There is often a desire to leave some kind of legacy that will matter in the future. Each participant reflected upon his or her students' development and potential for the future as a satisfying part of his or her individual legacies.

Some of these connections last a lifetime:

Last week I was in the office when a colleague who had been in a convention in Atlanta stopped by. He said "I met Judy P., who found out where I taught. She said "Would you please tell Dr. ______ I send her my love?" Now I haven't had her for 25 years. It's that kind of thing that, ah, I'm pleased about. That pleased me.

And some of the connections even cross generations. One speech professor remembered:

Ah, it's fun to teach, in some cases now there are third generation, some of these families. I remember having one girl and I had her father. I also had her grandmother, but the father came first.

The satisfaction often comes from hearing about these past students' lives, families, and their successes:

The satisfaction you get out of students when you run into them later and they recognize you. And then what they have become in life, and, how they have made it and, just that general satisfaction of being able to help in the development of an individual to become mature and take his or her place in society. I mean, it's not anything overwhelming, but it is a good feeling that you have as years go by.

This pride and satisfaction relates to Erik Erikson's (1963) developmental conception of
late adulthood. Erikson sees the task of late adulthood as a drive for ego integrity. The individual in late adulthood seeks a feeling of fulfillment, of satisfaction with life. This assessment phase permits the person in late adulthood to disengage from life's commitments with a sense of closure. The fulfillment experienced by each participant in the successes and development of past students has allowed these individuals to contemplate disengagement without feeling threatened. Being remembered by students of very long ago reaffirms in these individuals a sense of fulfillment. Kenneth Eble (1972) claimed the college teacher "needs style and standards and vigor and openness - generosity, above all - but these can be developed by any professor in accordance with his own personality and character" (p. 24). The participants of this study, through the words and stories of their interviews, embody this development.

Daloz (1986) pulled together the many threads of this constitutive pattern, concluding that as teachers:

- We can listen to our students' stories, seeking to understand how their quest for education fits into the larger questions and movements of their lives;
- We can view ourselves as guides on our students' journeys, challenging them to do their best, supporting them when they falter, casting light on the territory ahead;
- We can sense the whole lives of our students, recognizing how the aspirations, relationships, and values of their lives hold them in a web of forces enhancing or inhibiting their movement; and
- We can recognize the place our students have in our own lives, and in our
own attempts to care for ourselves as we care for them
(p. xviii).

The participants of this study have listened, guided, challenged and supported students throughout their years in the faculty role. They consider these relationships key to the success and enjoyment of their careers.

Pattern III - Teaching as an Interactive Life-Long Process of Learning

Participants focused on the process of teaching as learning, an unbroken cycle of growth. As the 72-year old political science professor stated poetically:

Well, I think teachers sometimes delude themselves by thinking they're really teachers. I think teachers should be learners. The soul of a teacher is learning, you know, and, if you think you can really change students totally or their life totally, simply by what you tell them, in class, or in private, you are deceiving yourself. I always said students are like horses. You can take them to water, but you cannot make them drink. And the important thing is to take them to water by learning with them. And I feel that a teacher who is not a learner is not a good teacher. In other words, if you don't learn from the course you are giving, then you are, you are not really accomplishing your teaching goals.

This image of the interrelationship between teacher and student is woven throughout the texts of this study. Katz & Henry (1988) counter the notion that teaching is a static art and the even more passive idea that good teachers are born. "We think that teaching is a lifelong art, that involves constant learning not just for the student but for the teacher as well" (p. ix). In tying teaching to learning, Katz and Henry emphasize the importance of enabling students to adopt the methods of thinking that characterize the person who generates knowledge and of establishing social and emotional conditions for intellectual development.

Daloz (1986) developed the metaphor of higher education as a transformational
journey where teachers and students discuss important matters together so that students "can regain the courage, insight, and passion they will need to live their lives more fully and to weave and reweave the fabric of meaning more lushly and more strongly" (p. 2).

Participants feel teaching is active and alive. Both teacher and student move and change. The library science professor put it this way:

Teaching is two-way traffic. Not just one way. I don't think a teacher should say "You know nothing. Only I am the teacher who knows everything." That's wrong. We need information feedback from the student.

There was considerable emphasis on the influence one can have on students' learning and a commitment to styles of teaching that encourage interaction. Another participant elaborated on the atmosphere he hopes to create so that learning can take place:

We get to know each other. I think creating that communication is so important. I try to make it an atmosphere where we share, we give of each other. There's no way of not communicating. You lay a lot out on the table for everyone else.

In Professors as Teachers, Kenneth Eble (1972) describes the values of the participants of this study when he states:

A wise teacher develops his sense of proportion. He knows more, has more to balance, and balances skillfully. He also does some things very well - writing, acting, designing structures, digging in the earth, or an active, doing kind of teaching which gets students to start doing things themselves. Teaching of this kind goes beyond subject matter and beyond action. Teaching moves toward openness, toward willingness to enter into a mutual experience of learning shared by students and faculty alike. Teaching is simple to do and keep on doing in a mediocre fashion. But superior teaching makes the same kinds of demands as does any craft or art (p.53).

The interaction which is clearly essential to the participants' vision of teaching has been deliberately chosen and developed by them. Many participants spoke of their own early experiences where teaching was very different. One professor who was born and educated in France related his own early experiences to his current approach with
There are some wonderful things in the American education system. There's no question about it. I love it. And the Europeans are missing the facets of the involvement of the people, and ah, the teachers, much more, relating to students than when I went to the university in Sorbonne. I never met a teacher sat down as a prof. I mean he walks in through a side door, gives his lecture and walks out the side door again. And you sit there in that hall with hundreds of other students. Wow, what American education is so much more wonderful in its relationships and interaction of class and students.

Another professor shared his experiences outside of the American system of higher education:

I mean in the beginning, most classes were, the teachers facing the students, actually in the old country, you know. Not only the teacher faces them, but they sit on the platform, higher than the students. So you'd look down at the students. You know, the idea of authority. You can be authority of what you say, not because of where you are placed, physically. That's important to make the distinction. But this idea of learning with the students came to me because I am trying to curb my tendency toward preaching.

The interactive model of teaching/learning involves giving and getting feedback from the students. One participant described her interaction with students in a math class:

Right now we do a lot of dialogue. A lot of small group interaction. I seldom give a lecture that would be more than 20 minutes without pausing, stopping. Or sometimes I involve the students in activities and have them reflect on what happened. "What did you learn?" Sometimes students still are resistant to learning through doing. They may think a professor should lay it all out and they absorb it....I'm more reflective now as a teacher. I think it's a growth of mine through the years. That I value interactive learning.

This feeling is reinforced frequently in the interview texts:

I think a class should be enjoyed by both the teacher and the students, in that, a relationship exists between the class, teacher and student. More and more of conducting my ah, my class is not in the lecture format, but rather in the question and answer format and the discussion format, and the students talk much more, and they love it.

Another stated:
These years now that I can determine what place to teach and when to teach, you
know, I use the seminar all the time. So I sit with the students, surrounded by
them.

Katz & Henry (1988) state that "the discovery of one's teaching individuality
deepens one's knowledge of oneself as a professional and as a person and can generate a
fresh and enduring enthusiasm for teaching. Such discovery allows students to make their
own discoveries" (p. 5).

One of the participants reflected on his individual style of teaching:

This is my style of teaching, you know. I like to lessen the formality of teaching as
much as possible by talking to the students as if we are in a parlor, a conversation.
It works very well. But the less formal it is then the more I think they are
interested and therefore they can have some kind of communication with you on a
higher level. Not even higher, on a deeper level this way. In other words, here we
are talking about experience as, as a learning method and also encourage the
students to also talk about the experience.

The library science professor takes the interaction one step further, incorporating modern
technology to increase interaction and feedback from students:

First thing I do is introduce them to Internet. I also want them to correspond with
me through electric mail. They like that. We can use Internet in many ways. E­
mail is only one. I think this is one of the most rewarding things for me. You
learn everyday.

Katz & Henry (1988) reinforce this stance:

For students to become more active participants in their learning, faculty must
create opportunities for getting to know them better. They need to create a
climate of trust if students are to be willing to engage in risks learning entails.
When there is, the students may turn to 'learning-by-rote' and when they do so they
are rendered dependent on the teacher as expert for knowing whether learning is
occurring (p. 46).

Participants emphasize this teaching responsibility in maintaining the connection
with the student, especially in the form of prompt feedback:

I think it's a very important dimension of teaching to let the student know what
your expectations are of them, and have them take a look at their own expectations for themselves and see how they jive. I think it's important to be very fair with students and let them know exactly how they're being evaluated, how they're being treated. Another one is to be prompt with your reinforcements. There are students who, I hear it all the time, turn in papers and they don't see that paper for weeks or months at a time, and then teachers wonder why they haven't improved. My students get papers back the very next class. And right now they have my phone number, they hand papers in and I say "put your phone number on top. As soon as I'm done you can pick it up." In fact, they have my home address and phone number. The graduate students stick the papers in the mailbox and they come and pick it up out of the mailbox or ring the doorbell and I said to them the other day, there's so many young people coming back and forth to my mailbox, I wonder if the people are thinking I'm selling drugs or something.

These professors also seek active responses from their students. One professor shared this strategy:

I always tell my students things that go against the grain, what they are used to hearing. But I tell them I will say things that are outrageous in order to promote thinking in you. And I do it just to be the devil's advocate, you know. And if they are cowarded by that, I keep telling them, "Don't be, strike back. Talk back to me. Disagree with me. Stand up to me, yeah.

Another participant spoke of seeking active response from her students:

I would like students to rebel at least in order to try it. Even for an exercise. To rebel against what they learn all their lives to be the way to do things or the way to think. So you give them something really to keep. I say, did I disturb you? And some of them say yes. I say good. That's what I wanted to do you know. Otherwise you won't learn very much. Otherwise you're not open to other, you know to other possibilities in life.

The interaction sought by the participants creates an interaction between teacher and student which is highly satisfying to these participants. Katz & Henry (1988) encourage faculty to look for ways to have their students become co-inquirers who seek to cope with difficult problems and dilemmas and need to make sense of the world:

When the student is treated as a coinquirer, the notion of what a course is becomes transformed. It becomes a means for the students to acquire more advanced skills or abilities for questioning the world about them, searching for and altering understanding, reflection, and self-expression, and hypothesizing, interpreting, and
reality-testing their ideas and those of others (p. 157).

Participants overwhelmingly reveal enjoyment and high satisfaction from this teaching act they view as an interactive life-long process of learning. This finding reinforces aspects of Ralph Baldwin's (1981) sequential conception of the academic career at the most senior level. His findings are based on a study of faculty from liberal arts colleges in the Midwest much like the institutions selected for this study, and he maintains that the descriptions provide some sense of the common experiences of liberal arts college teachers at successive stages of the academic career. In Baldwin's Stage V, full professors within five years of retirement, he noted a decreased interest in research and an increased enthusiasm for teaching. This enthusiasm is certainly reflected in the stories of the participants of this study.

Pattern IV - No Regrets/High Satisfaction

The participants of this study consistently shared their pride in being productive and their personal satisfaction with their life's work, culminating in their current efforts. This satisfaction showed no signs of lessening over the years and even appeared to be growing. The participants reflected on the standards they had set and expressed satisfaction with their ability to maintain that standard. Baldwin (1990) notes that in the last phase of the academic career, the years prior to retirement, it is key that one's contributions are acknowledged. "Meaningful work that is recognized and respected by others is important at all stages of worklife, but it may be essential in bringing a long academic career to a satisfying conclusion" (p. 37).

This contentment is reflected in the statements of one participant:
I really found the satisfaction. The being able to, ah, give something to young people and have them learn and grow in what you hand out to them, that is really a wonderful experience and I wouldn't trade it for anything.

McKeachie (1979) found that professors like the association with college students and the opportunity to contribute to student development. They also enjoyed the intellectual interchange characteristic of academic life and derive pleasure from the freedom and autonomy available in a faculty position. The implication of this analysis is that the intrinsic satisfaction of the academic career is more important than extrinsic rewards. This intrinsic satisfaction is revealed as participants reflect on reaching their goals.

One participant stated simply:

I wanted to be a teacher. And I like it. And I, I think it very significant.

Another participant spoke of her satisfactions and frustrations:

I always wanted to be a college professor. I became a college professor. I stayed a college professor and I don't have one iota of regret. I loved every minute of it, except when I had a battle about money. And that was when I had administrative positions, none of which I ever wanted to have.

Another participant agreed:

I'm very happy with how I've spent my life. I have no regrets at all.

Wheeler (1990) described the tradition that becoming a faculty member is similar to being called to a religious order and the sense of performance of noble work more prestigious than others. Wyman and Risser (1983) also described this theme, "The academic life is a good one for many. Careers as teacher-scholars in colleges and universities can be intellectually stimulating and personally fulfilling. The independence, freedom, and autonomy that characterize academic life are also highly valued for career satisfaction" (p. 2). While increased expectations, diminishing resources and deteriorating
salaries have tainted this picture for some today, the participants of this study have not felt strongly the effects of these conditions. Instead, they reveal an unusually high degree of personal fulfillment. This high satisfaction is revealed when one participant reflects:

I've been satisfied, that's the most important with what I've done. I, I had a high standard of excellence I had to reach, um, that was important to me.

Another professor addressed her feelings this way:

I have been able to enjoy many years of productivity and satisfaction. And happiness. When I say satisfaction I don't mean just feeling good about it, but really good feeling.

Often, participants referred to the satisfaction they experienced in a specific role of the academic career:

I've always liked task forces. I enjoy all of that work. And part of that I think is sharing and working through conundrums with other people. It's that kind of intellectual exercise that's fun.

Janet Lawrence (1985) maintained that the productivity and work satisfaction of faculty are functions of the Person-Environment fit (P-E). Person-Environment fit represents the congruence between the characteristics of individuals, their needs and abilities, and the "supplies and demands of environment as expressed in role expectations and prerequisites' (Kahn, 1979, p. 78). The fit can be improved by 1) employing individuals whose abilities match the tasks required by the work role; 2) rewarding people who increase their ability to perform in response to changing environmental demands; and 3) supporting individuals as they pursue self-defined goals that may prove beneficial to the organization. Melendez and deGuzman (1983) also speak of the P-E fit as a theory of stress addressing the match or mismatch of people and their environment. The participants of this study clearly exhibit a high degree of Person-Environment fit; in other
words, they are highly suited to the particular type of higher education institution they
selected. Liberal Arts and Masters I and II (Carnegie Classification, 1994) institutions
typically demand heavy teaching loads and have missions which espouse good teaching as
a central value. These individuals derive high satisfaction from their teaching experiences
and concur with the heavy value placed on teaching in their institutions. Participants
consistently refer to the particular type of work they do as the direct source of their
satisfaction:

Success was not measured for me in terms of advancement. I'd rather be thought
of as a teacher and a teacher that people like to take his courses.

Over and over, participants address the particular type of role they have chosen as their
source of satisfaction:

I consider my, ah, role as teacher very important. I've gotten great personal
satisfaction from that and feel I've made a contribution. I always say to the people
in math education, this I consider most important because it is the most far-
reaching.

Research conducted by McKeachie (1982) focuses on the level of faculty satisfaction. He
found "peer support, a feeling of autonomy and control over one's work, a sense of
stimulation from one's students and colleagues, and an administration that encourages
rather than restricts faculty initiative - all of these contribute to high levels of satisfaction
and investment on the part of faculty members" (p. 462).

Kanter (1979) differentiates between people who are 'moving' and those who are
'stuck' in their career or institutional structures and concludes that the 'movers' will have
higher morale. "The moving are more likely to become highly work engaged and
committed to putting in considerable effort. They are also more likely to talk about work
as a major source of life investment" (p. 327).
She identifies opportunity for professional growth and a sense of personal power or influence as impacting upon worker satisfaction. Kanter (1981) emphasizes that a person can remain in the same job for many years and still experience it as a high opportunity position if there has been a sense of progress, of growth and development.

The professors in this study sense their impact upon others:

I know, you know, my career is numbered, I'm sure, but I can do with that, I can teach, interact with my colleagues in a relaxed manner. I'm not, I don't have to prove anything. I feel valued among my colleagues.

Work is an integral part of self-concept. This integration is revealed through the reflections of the participants of this study. Lifton (1976) states "What we call work is a uniquely important boundary between self-process and social vision. Large numbers of men and women are beginning to demand harmony and meaning at that boundary, to demand a reasonable equation between work and 'works'" (p. 142). The profession of college professor and the experiences within that context have clearly defined the participants of this study. They claim to have found a reasonable equation between work and "works" for themselves and to experience harmony and meaning in their lives. They are not anxious to put aside that part of their experience. While their faculty role still provides this harmony, they will continue to enjoy their work. As one participant stated:

A big part of a person's life is his work and getting satisfaction from what you're doing and that's what I have been able to achieve all along and why should I give up something that gives me satisfaction.

Another participant relates the harmony and meaning found in relationships with peers:

I love the interchange among faculty of all departments. I hate to lose any of that.

Simpson and Jackson (1990) describe the high potential of late-career faculty to share their expertise and otherwise help others obtain their goals because the experience of
these faculty allows them to understand more fully the concept of community and to help others obtain their goals. Simpson and Jackson (1990) found that as college faculty mature, they often become less selfish and more willing to work toward the common goals of the institution. These experiences create the possibility of high satisfaction in senior faculty. The participants shared these experiences:

Some newer faculty approach me asking how I would handle certain things or my advice on their role in the college. How you get elected. How you become a part of the structure, outside your department. I think that's important. There's always something that can be shared with faculty just coming in, from your experiences.

Other participants spoke of their formal efforts and concerns for younger and part-time faculty:

I'd go to my dean with this problem, "It's this part-time teacher. We really want her to teach but she's got a young family and really needs more money. And our dean would say, "This time I just can't go.." So then I'd say "Well, will you go this far for this person?" I don't think there's one time, when I really pushed..... I worry that those young teachers really suffer.

There was an all-encompassing satisfaction woven through the texts of the participants about the level of positive impact from relating to peers:

Friendships. Friendships will go, stay with me. I take them, they will always be maintained. I would say I value the wonderful people I've met at the college, my colleagues, other faculty members. Been very enriching. So I prize that part of my academic life.

Participants recognized a general human need satisfied through these relationships:

When I leave, I will have some privileges. But still, I will miss the connection. As social human beings, you need people.

The high level of contentment and satisfaction experienced by each of these participants flows throughout the feelings expressed in the interview texts. All reflect pride in their productivity and a personal satisfaction with their life's work. The level of
this satisfaction has not decreased in any way, and even appears to be growing. Each individual set a standard for excellence and feels satisfied in his or her efforts to maintain that standard and develop as a professional and as a human being.

Kanter (1981) asserts that professors who conceive of themselves as among the moving rather than the stuck will be likely to keep their aspirations high, have positive self-esteem, work hard, take appropriate risks, remain engaged in their interests, remain involved with their students and their colleagues, and advocate constructive organizational change. This profile of high satisfaction without regret accurately defines the participants of this study as described within this constitutive pattern.

**Pattern V - Being Flexible/Adapting and Accommodating Change**

There was general acknowledgement of the changes in institutions and students over the course of these participants' careers. While many did miss aspects of academic life in the past, all spoke with enthusiasm of the challenges and positive aspects of the new types of students and several curricular and institutional changes. Instead of being threatened by these changes, the participants of this study found the challenges exciting and rewarding.

A math professor stated:

> I think earlier on I was much more rigorous. And maybe it's partly the change in our student population. The kind of students we have. It's a greater realization that unless students somehow get over their fears and really believe, have confidence in themselves, that they're not going to do the kind of job I would like them to do in teaching. So, I guess I'm less rigorous. But I don't think I'm soft.

Another participant referred to this adjustment and growth within herself:

> I was not as flexible as a young person as I am as an older person because I, I learned a few things along the way. You just can't be boxed in until you know more about situations. I was open to experiences. And I think I changed as a
result of that. And I think right now as an, ah elderly teacher I'm not much
different than I was ten, fifteen years ago. But I am still open. I'm not a rigid
person. So, I think I have changed. Yes, I've mellowed a lot over the years.

The changes in the characteristics of college student population called for
adjustment and recognition of differences. One participant describes adjusting to the adult
student:

I've been working mostly with the adults, the teachers, the nurses and criminal
justice people. The adults are just a little older kids. They have the same fears,
concerns, I think as some of the younger students do. And then they have more, in
many cases, angry husbands, kids. Sometimes they don't have the money, they're
working too hard. You get all those kinds of big problems. Most of my people
have children of their own, and they're working full time. They're tired when they
get to school. If you have a basic concern for people, age doesn't make any
difference. The process with which you work with them may.

Another participant reflected on changes in students over time:

It's very different now from what it was when I first started teaching. Well, we
were a women's college uniquely, and mostly resident. And all they did, all I was
responsible for in college, was to study. You just can't always expect the same
amount of hours. And you can't say "Well, in the old days...."

There was general agreement that the recent increase in the returning adult student
had produced unexpected rewards. A professor involved in a program developed for the
adult student said:

You create some change in yourself as well as the students ready for learning.
That's why I think teaching in the weekend college for me is such a nice
experience. I enjoy them.

A speech professor also spoke of his experience with this 'new' student population:

I've had a lot of fun in teaching people in our degree completion program. I think
this brings an adult student who is working all day and goes from 6:00 - 10:00
p.m. once a week and their class stays together all the way through. They've been
going and I pick them up in about the middle. But I found this especially exciting.
They're all so motivated, so excited about learning, and still have big dreams.

This willingness and ability to adjust reveals a high level of flexibility in these individuals:
I am somewhat less demanding today. I think we have not quite as good a student today as we used to have. But I feel you have to make adjustments. I think what is happening, at, at least, a student can no longer go through, without working.

Lawrence (1985) notes that there are several turning points in an academic career. It is key to be able to adapt and grow through these critical transitions. During mid-to-late career, senior professors may experience the feeling of obsolescence. At the same time, they may believe that their work has lost some of its challenge and the desire for difficult tasks may be heightened. "People who feel overwhelmed or underutilized may exhibit the same resistance to change" (p. 61). These participants were able to deal with change constructively and to grow from the experience. They do perceive changes in the environment but, instead of finding that threatening, they seem to use it to their advantage.

One professor explained:

Right now I think they approach you in a different way - "Well, he's older. And I look at him as a father figure rather than anything else. And to me, this is more satisfying. It's very, very interesting.

The participants reveal that they are still experimenting and growing. They are open to new approaches. These individuals resist the tendency to remain static. They reveal essentially no defensiveness and display high security; they are comfortable with themselves. They embrace change; therefore, the change around them is not threatening.

One professor stated:

I still find myself trying to involve the students in a more active way in their learning. So I think, I think that's a growth of mine over the years.

The participants did not yearn to return to the past, or "the way things used to be". Each step and change produced new opportunities as revealed by this participant:

It's strange. I developed academically - and I suppose I became more aware of the demands and expectations of a college faculty member. I've enjoyed it, I would
never want to go back, at all those stages of my life. Three years into the next thing, I would never go back. Each thing was good for me at a time.

The participants also seemed secure enough to be comfortable learning from suggestions, criticisms, and evaluations. One stated:

I think I like to have some kind of jolt from time to time to bring me back to reality, you know because if you listen only to the people who say you are great, sometimes you lose your perspective in teaching. So from time to time you need somebody to remind you, if somebody's not happy with you, not everybody thinks the same.

In Loevinger's model (1976) growth progresses from a stage of conformity, when an individual accedes to the authority of others to achieve his or her goals, to more advanced stages in which behavior is the result of negotiation, and accommodation (conscientious, individualistic, and autonomous stages). These senior faculty reveal an advanced autonomous stage of growth where they have control of their work and their lives and exhibit satisfaction in their positions. The participants of this study are able to reflect upon changes in the institution as opportunities for growth:

Right now, I sort of choose. At this point, I choose what I want to be involved in. I think earlier on I was, it seemed like I was involved in everything, and sort of being torn. Yet, it was a great growing experience. I believe that our structure at the college, university, going back 20 years, 25 years, has been a great growth experience for me and I think that's important.

Another participant had eliminated some roles and taken on others:

I have changed my activity somewhat. For many years did almost all of the drama. Directed one musical after another. And five or six years ago, I decided it was time to turn it over to someone else and I thought I'd like more of the evenings. I'm really centering now on my teaching. That is the part that keeps me and I want to be here for that reason.

This freedom of choice extends to contemplation of actual retirement. As one participant put it:
It's going to be hard to end it. I think that's the hardest part. I would find it very hard just to retire. I have to do it gradually. and I think I will know when it's time. I certainly want to leave before I'm not doing a good job. But I think when it comes that time, I'll leave with a good feeling....that I've done, I've enjoyed what I've done, and believe I've made a difference.

The gradual disengagement referred to by the participants of this study often involved pulling back from politics and committees within the institution. As one participant put it:

I've done a great share of committee work, and ah, just the last couple years, after my last term on the Faculty Senate, I decided to move back for a year and not put my name on the nominee list because I felt if it was there, I'd probably be elected. And I know in our faculty there are many people that want opportunities to serve.

Another stated:

So I had 20, 22 years of being the chair and I guess I got so used to it, but it's sort of nice these days, not having the responsibility of that.

Participants spoke of many possible arrangements for gradually disengaging from work in the future. One individual pondered:

I probably ought to slow down. I may go into a modified service. Still continue to some degree, but where I can take some time to really do some other things as well. But not quite yet. That's something I feel I want to look into. Maybe when I turn 71 or 72, if everything goes well.

This 69-year old professor considers other arrangements:

I think I'll know when to leave. We have a number of colleagues who are retired but they are still teaching. And that's another level. They are very good teachers, but they did want to back off that much. And somewhere down the line....that's the next move I'll probably make.

The participants had also recognized and adjusted to lessened physical stamina. One stated:

Sometimes it's just a matter of physically getting too tired. I know myself. It's very difficult. Years ago I used to, I could stay up grading papers, preparing work. I can't do that. I do it better if I allow myself a day during the week, or a
day on the weekend or in special periods of stress I do better if I get up earlier. Get up at four. I don't like to do that (laughter) I would rather, but I just can't do it late at night.

Another professor dealt with his loss of stamina in this way:

I don't think of my old age when I'm in class. So although I had more ability to teach three hours without getting tired, this time after three hours, I get very tired. But during those 3 hours, I don't. So I'm reminded of my age after I finish the class, not during it.

One 72-year old professor spoke:

From time to time, I get stuck on word, you know? A common, everyday word and I want to say it, the brain does not produce it. That's, I guess, a common problem of old age. But it stops me for just a few seconds and then the word comes.

There is a graceful, nonresentful accommodation of age and an ability to move to a variety of new ideas and activities:

It has hit me that age has a demand on you. Now I'm quieting down. I'm still active, but active in, more writing. I'm doing much more writing and already got a book out and another book is coming next month, and a third book is on the way, so that's what I missed during the 70's and 80's.

The individuals in this study reveal flexibility on two levels: they are flexible in their one-on-one interactions with students, and they have been able to adapt over time to changes in their institutions and in higher education. They viewed new types of students and new situations as exciting and challenging. This lack of defensiveness reveals a level of security in which the individual is unthreatened by change. Making personal adjustments comes easily since the participants do not feel threatened by new circumstances. This keen sense of self allows the participants to gradually disengage from activities without feeling cut off or threatened. The total sense of personal power is key to this movement - these individuals feel in complete control of their own adjustments. This
constitutive pattern reveals the participants exhibited the ability to recognize physical stamina and step back to maintain quality and enjoyment.

**Pattern VI - Developing an Aspect of the Institution/Shouldering Institutional Duties**

Each of the participants of the study reflected pride in his or her vital contribution to the institution. Comments revealed a deep involvement in the institution and a sense of being valued by the institutional community. There was strong commitment to working for and contributing to the institution. These individuals sensed they would be leaving a part of themselves behind when they did move on and that the institution would be a better place because of their valuable contribution. Erikson (1963), in his framework of life stages, identifies later adult stages in terms of generativity, the need to have an impact on one's environment that becomes one's legacy. The issue of integrity is key to development in the middle and later years. Unless individuals believe their lives have meaning, despair and low morale can result. During Loevinger's (1976) early stages of development, meaning is provided by others, but the process from the conformity stage on is one of individualization.

A biology professor stated:

That seems to be the up-and-coming thing. I've put in place a post-baccalaureate premedical program and we are drawing more students all the time.

Another participant spoke of his contribution:

I started a program where I took students over to Europe and bicycled through Europe. And now I've been doing Elder Hostel programs, and I'm planning one for, ah, senior citizens for Europe this coming year.

Often, a professor had noted something that was missing in the institution. His or her
contribution involved filling that gap:

When I came here, there was not history of China or India or the Middle East or any kind of history actually. And I had to fight for history. I developed the two-sequence course, preparing students to teach math and I've also been very involved in developing our program that gives graduate credit in the School of Education. I put a lot of energy into that and find it very satisfying. I developed a new area—quite a few new courses: Microcomputer applications, computer, introduction to computers in the library.

Baldwin (1979) maintains that a faculty member strives toward a balance of life roles and professional activities so that his or her academic role has integrity. During the later phases of an academic career, a professor may be inclined to seek further consolidation of work roles and professional identity. One professor spoke of this very clearly:

I have always been a planner and I did two things at the college I'm really very proud of: I started the Continuing Education program that has been a salvation for the college; and, I began the Learning Disabilities program, the graduate program. Both of them have been very, very successful and I'm pleased with that.

The interview texts make it clear that while none of the participants found institutional duties such as committee membership and chairperson or dean's positions the most rewarding aspect of the academic career, each had willingly served in the past well beyond the necessary call of duty. As one participant stated:

I was elected chairperson for 22 years. It was a three year term and every time three years would come up, they'd say "Would you be the chair?" And I'd say, "Well, I wouldn't really like to, but it doesn't take that much time." And so we'd do it, the election. Unanimous.

Several participants had this experience of staying on in a position because they felt the need to support their department and their institution:

Somewhere along the line, the faculty decided to create a faculty senate. In my years, the rule was two terms on (four years) and then you had to go out and I'd have my year off and I'd be right back on it again. I was always a part of that. I
was department chair for 15 years. It was not the thing I loved most about the job at all. In our case here, you get a course off - I'd much rather teach my course. I was not thinking of advancement like that - success was not measured for me in that way. I got caught a little bit being dean of students and those things. And I didn't dislike that, but teaching's the thing I wanted. Actually, I was recruited to be chairman. I wanted to reject it at first. I remained chairman for 15 years because I never found somebody else to take it. But when the time finally came, I very gladly relinquished it. There's too much stress and personnel problems. For six years I was dean.

Participants shared the feeling that they had generally found areas to work in which they felt they had some kind of talent or interest. One professor stated:

I always ran for committees where I knew I would enjoy the work. If I was going to join, I'm not a joiner, but if I join, I have to satisfy myself. I was on many selection committees. I used to say I should have taken my Ph.D. in selection.

Another participant stated:

I've done a great share of committee work and, just the last couple of years after my last turn on the Faculty Senate, I decided to pull back and not allow my name to be on the nominee list. I like committees that accomplish, that are task-oriented. That set out to do a job and see some kind of closure. Ah, I guess at this point I just decided it's time for me to let other people move in.

Adult development theory supports the idea that to be content, adults must view what they are doing as important to them and to their employers and as adults they must have some measure of control over the important decisions in their lives. Levinson (1978) discussed the importance of adults finding a "niche", and the participants of this study do speak of believing they have found a special place for themselves in their institutions.

Armour, Fuhrmann and Wergin (1990), in their study of senior faculty, found that their subjects had found a special place for themselves, felt more committed to their work than ever before, and report that they are presently doing their best work or have yet to do it.

This statement by one professor reflects this same feeling:

I think that this is just an exciting place, and it has been through the years. Ah,
when it's empty, it's almost a sad place.

Kanter (1981) suggests that having power within an organization increases the motivation and contentment of the individual. She defines power as the capacity to mobilize people and resources to get things done, relating to capacity rather than domination or control. "Having power is associated with the ability to act flexibly and accomplish more. Those labeled powerful in organizations tend to get cooperation more easily, their needs are met, their suggestions are translated into action, and they can easy get the resources they need to work translated into action" (p. 329).

Kanter maintains a person has power to the extent he or she is able to make a unique contribution, stemming from exercising personal discretion and therefore doing something other than what he or she has been told or programmed to do. Another aspect of individual power (Kanter, 1981) is relevance, "the extent to which the activities contribute to solving important critical contingencies for the organization and for society" (p. 330).

Power, or the feeling that one has power, tends to create effective leadership in which people operate with more flexibility, give more freedom, emphasize more development for the people below them, and focus on results rather than procedures (Kanter, 1981, p.331). As one participant stated:

I can certainly say that any time we've wanted, a special piece of equipment or something, we were expected to write a grant and try to get matching funds, but once we did that, the school would say "Now don't worry. We'll match it somehow." And they did and there's just been a very good cooperative spirit I guess.

The participants of this study reveal deep roots and concern for their institution. They have gone beyond what was required by functioning in administrative and service
roles in which they experienced little direct enjoyment. They have received a high degree of satisfaction from contributing to an institution about which they care deeply. They have defined a 'niche' for themselves, an area in which they feel uniquely qualified to operate. The have also developed a legacy, a unique aspect of the institution which they believe will live on long after they are gone. They have had impact on their environment and their lives have meaning.

A "Negative Case": The Lame Duck

One of the interviews conducted for this study provided a picture of an individual whose feelings and recent experiences had caused him to become very negative about life as a college professor over 65. During the week of the actual interview, he was packing up his office to retire after being a faculty member at the institution for over 30 years. It was discovered that he was choosing to retire quite abruptly so soon after turning 65. As such, he did not fit the profile of the rest of the participants of the study. They had no specific plans for retirement and thought of it only as a vague possibility in the future. Somehow, quite recently, this individual had become disillusioned.

The sources and results of that disillusionment, which the professor reflected upon extensively during his interview, form a profile of an individual who speaks to each of the thirteen themes described in the first section of this chapter. This interview text was analyzed in the same way as were the other interviews in this study utilizing MARTIN software and creating cards and themes based upon the content of the passages. On four of the themes, his words mirrored the expressions of the other participants. In the nine other themes, this professor shared experiences and feelings exactly opposite those of the
other participants. His negative viewpoint in these areas serves to reinforce the shared experiences of the other participants and to confirm the findings.

Initially, he expressed an underlying resentment of events in his personal life relating to the handicaps of his only child which had impacted his personal choices in personal and professional life.

Each of the four themes which this professor shared with the participants related back to the past, not present circumstances. These included: founding or starting some aspect of the institution, learning with the students in the past, enjoying peer relationships in the past, and shouldering heavy institutional duties in the past.

This professor had been in charge of building a theater facility and expressed great pride in its existence. It certainly left a legacy at that institution. He had directed well over 100 plays. Posters of these productions filled an entire wall in the lobby of the theater. He had founded the liberal arts major and opened a coffeehouse. He had developed a program for inmates of the nearby prison.

He spoke of past students:

Starting off with rather bad actors and ending up being pretty good. In fact, one of my students last year won a best actor in the Los Angeles Critic Circle. Several are on television. You see them every night.

In terms of past institutional duties, he stated:

In addition to directing the plays, I was on any number of committees and served several years as chair of the department - at one time I felt it was important, but eventually it doesn't mean anything.

Yet, he apparently has no regrets about his career choice:

I don't think I'd want to be anything else. I had other opportunities and just realized I like this the most.
He insists that:

An academic career is a wonderful way to live, ah, even the long hours. Last year, I spent 37 days straight in the theater, not one day off. But you're interested in what you're doing, which is something most people don't have a chance to do. They put in their daily job kind of thing. You're doing it and enjoying doing it.

Clearly, in terms of the rewards of the academic career in general, this individual still appreciates the positive aspects of the profession. Beyond this level though, his comments provide a direct contrast for the nine remaining themes presented previously. Perhaps most striking is this individual's loss of vitality. He states:

You make no impact. As far as the classroom, it's just more of the same and that's where you realize that the students don't read. Their vocabulary is so small, and their interests, I think even students ten or fifteen years ago were a different breed. You think, am I getting old or are they getting different? You find out it's not worth the effort anymore. But, you know, it's just not anymore fun.

Erikson (1963) proposed that the issue of integrity is key to development in the middle and later years. Clearly, the other participants experienced a high level of integrity, while this professor is lacking it. Unless individuals believe their lives have meaning, they can experience despair and low morale. This feeling flows through the words of this professor:

After this (interview) came up, I got wondering about the idea of older faculty members. I mean not just beyond retirement, I just really didn't see where there was, there's no place more to go.

This feeling of low morale had not always been a part of this individual's experience. He stated:

I do know a friend who was just vital and dynamic right up until the day he retired, long after age 65. He just had the energy, physical energy. And it didn't slow him down. I kept thinking, until recently, I had that feeling too. You know, you realize it's time to go. You start taking the books out of the bookcases.

For this individual, age has become an issue. The other participants shared the
perception that advancing age was not an important concern for them nor for their students. They also exuded energy and excitement for future goals as faculty. This professor sees age as a major negative in his life. He states repeatedly:

You know, after a while you become a quaint old chap, don't have much contact with students really. Their interests, and you realize you're older then. You don't think this, but they do.

While the other professors speak of increasing their satisfying personal contact with students during these later years, this individual has become cut off from his students. His perception of student feelings about his age is opposite that of the other participants of the study. Another phrase is repeated:

I think the biggest problem would be when you're old, is really you know, it's a lame duck situation. I do feel it's the lame duck atmosphere, after 60, you know, you're obviously on your way out, maybe slowly.

This participant feels that a wall has come between himself and the students. He is not connecting with them and he blames it on his age:

They start treating me like an old man. You suddenly realize you're not one of them anymore. You just realize they don't know what you're talking about. Their vocabulary is so limited and it seems like common interests keep getting further apart.

He describes his perception of students at length:

But the young people, the X generation, it's sad to me that they're giving up their heritage. They're going to be boring people because they're going to be bored because they have nothing to interest them.

Whereas the other participants of the study exhibited extreme flexibility in adapting to new generations and new types of students, this professor has been unable to give up the image of past college days. He stated:

Do you remember when you went to school, you did all kinds of things just for the fun of doing it. Well, now unless they get credit or get paid for it, they won't do it.
They won't go out and do something just for the sheer fun of doing it. And, I think it's sad because they won't read. They're throwing away their heritage, if what you say isn't trite, they won't understand.

He expands upon this description of students later in the interview:

I know teachers younger than me who can't wait to retire. Because of students - bored with students who are such boring people. I mean, I like them as people. They're nice people, but academically you've just got to push them to do anything. They resent the things they have to do.

This professor seems preoccupied with age. He focuses on how it feels to him and how he perceives age in other people. He reflects:

I think the person coming in, he doesn't remember how the world used to be so it seems alright to him. That's the world he lives in. And I suppose that's just part of getting older and getting grumpy. As for getting older, they're no longer the dynamic leaders. They may think so, but the rest of the world sees them as they really are. And they're kind of off on their own. They're no longer in the generation that's doing things anymore. With the exception of a few people.

Many statements of this professor reveal his lack of flexibility and inability to change over time. These comments stand in stark contrast to the flexibility revealed in the stories of the other participants. Instead of pining over the past, they reveal excitement about new types of students and situations. While they have a high tolerance for individual differences, this individual has experienced difficulty adjusting. The other participants do not tend to feel threatened by change or new circumstances. This professor reveals his difficulty throughout his interview:

Now there's just big stacks of offices with people that you don't know what they do while they're there. I'm sure they do something. The institution keeps running. It has all become so important it seems compared to sitting and reading a book. I think just the changes you see in education make you less enthusiastic.

He compares today's students to those of other generations:

Students today are nice people, they just have a different attitude, that X generation thing. The period of the hippie was kind of fun because there was a lot
of intellectual arguing. Whether you agreed or disagreed with them or with their feelings, at least there was some spirit which they just don't seem to have today. Either emotionally or intellectually. The kind of plays you want to do they don't anymore or something, I don't know, maybe I'm just bitter.

This professor's description of one conversation about past audiences further reveals his inability to adjust to present students and audiences:

I talked to one of the directors from Second City a couple of weeks ago and I was complaining because years ago the Second City was such a cutting edge group and highly literate and so was their audience. You always had more college graduate types and I said now they just, their common reference is television commercials and what would be sex and television commercials. And he said, "well, that's true". The audience used to be better educated. The doctors, the businessmen, they all had a couple years of liberal education, the same basic education. And now they're so specialized, there's no liberal education, including the actors themselves, they don't have the liberal background that actors used to have. They don't read as many plays as we did. They think they're playing with this audience.

In the eyes of this professor, everything seems to have changed for the worst:

I think that quality of the community of scholars is gone, that's all. I think that's why you find inside it's no longer a community of scholars. At one time it felt that way. Whether you're a student, or a young teacher or an old teacher, you're all part of this community of scholars which doesn't exist anymore. In the past, theater people were people who worked in the theater - now it's become this academic kind of theater as opposed to this stage to perform. Now it's the bureaucracy of getting to the top.

The drive to control is central in Guttman's (1973) theory of adult male development. In their later years, Guttman described a "magical mastery" where men may become defensive in their orientation to the world, believing that others are to blame for their present situation and that they have little or no control. By focusing blame on the students and the institutional administration, this professor claims to have little or no control over his present situation. Hodgkinson (1971) notes the feelings of diminished control that older professors may experience as they realize that their range of career options may be narrowing. The statements of the other participants of the study reveal
that they feel little or no narrowing of options and that new and exciting challenges still await them. This professor states:

   You know you're not going to do anything to improve anything. You're not going to improve anything. You're not going to be.....so you just become a quaint old fellow to have around.

This participant also expresses frustration over his lack of interaction in teaching the students. This feeling directly contrasts with the experience of the other participants in terms of the continuing influence they feel they have on students' learning and the life and movement these individuals continue to experience as teachers. This professor states:

   You reach a point where you know you're talking to a wall. You realize you don't have much in common with them anymore. They live their own lives and so you just become a lame duck kind of person, a quaint old chap. You just realize you're having less and less contact with the student and he could care less about whether you're trying to teach him.

This lack of contact extends to lack of interpersonal relationships with the students. The other participants continue to connect with students and enjoy that connection.

Facilitating and counseling students remains a key part of their faculty experience. This professor states:

   You realize you're another generation, generations later and you no longer can really communicate with them because you have no common experiences any more.

This lack of connection in this professor also extends to relationships with his peers. While the other participants reflected on the enjoyment they receive in counseling and sharing with younger faculty, this professor states:

   You go to a faculty dinner and you end up usually at a table with people you've known for 20 years. Not that you ought to meet the other people, it's just that they are all sitting at their table with people, they don't mingle as much as they used to.
The profile of this professor stands in stark contrast to that of the other professors interviewed. His loss of vitality is revealed in several passages, as well as an inability to interact on a satisfying level with students and peers. He has ceased valuing students and has become less available to them. While the other participants exhibited a high degree of flexibility, this professor has been unable to adapt to changes in the student population. The others still take great joy in the strengths of different generations and new types of students. This individual has been unable to accommodate change. While teaching is still "fun" for the others, he has somehow lost that sense, "It's just not fun anymore". This individual has come to focus on age as a negative. The other participants forget about age or accommodate it quite easily, with no great sense of loss. Sadly, the self-descriptions of 'lame duck" and "quaint old chap" are appropriate at this point.

Limitations of the Study

It must be recognized at this point that more can always be learned about these individuals, about faculty over 65, and about the academic career in general. Further dialogue with the participants, other hermeneutic researchers, and the readers of this study should lead to deeper understanding of this phenomenon. This exploration and discussion will be true to the meaning of the hermeneutic circle of inquiry. This study does not address the causes of why one group of faculty over 65 experience such vitality and fulfillment in their careers and others fail to experience this quality. This study also focuses on the academic career as experienced by professors in independent, 4-year teaching institutions. It does not address the experiences of professors in research institutions or those in community colleges. It is highly possible that the satisfaction or
lack of fulfillment experienced by faculty in these institutions will be very different from
that of faculty at institutions similar in type to the ones selected for this study.

There may also be various aspects of one's personal experiences which influence an
individual in his or her academic career. This study did not systematically seek to uncover
these experiences, though several references did occur during the course of the interviews.

Summary

This chapter has presented the themes and constitutive patterns which occurred
across the interview texts of this study and sought to make the meaning of the experiences
of the participants as clear as possible. The Heideggerian hermeneutical researcher strives
to discover meaning and achieve understanding in a circle of interaction with the text, the
participants and the reader. The 13 themes presented first describe aspects of the
phenomenon of being a faculty member over age 65. The results allow the reader and
researcher to achieve understanding of this experience for these individuals.

The use of the MARTIN software package facilitated the textual analysis process.
The six constitutive patterns described in this chapter present a holistic picture of the
experiences of the participants. The logical movement of the researcher from themes to
patterns is described in detail. The interview text of the participant who provides a
negative case example in relation to the experiences of the other participants was
described and analyzed following the constitutive pattern section of the chapter. The
organization of this chapter was selected to allow the reader to participate in the logical
progression of the researcher's analysis process.

A key discovery of this research is that there is a profile of one type of individual
who is drawn to continue his or her academic career well beyond age 65. The picture that
is etched is one of a highly vital professor, committed to actively maintaining a high level
of performance who cares about interpersonal relationships with students and views
teaching as an interactive life-long process of learning. The individual has absolutely no
regrets regarding career choice and continues to experience high levels of satisfaction with
career and peer relationships. Flexibility is a key personality characteristic and the ability
to accommodate change in students, institution, and society is clearly exhibited.

This professor has deep roots in the institution, often developing a key aspect of it,
and has a history of willingly sharing institutional duties. This picture of an exciting and
energetic individual open to the future and its many possibilities is a fitting description of
the experiences shared in this study

Next, Chapter V briefly summarizes the research of this study, including a
statement of the conclusions and a statement regarding the implications of this study.
Recommendations regarding future educational policies and additional research suggested
by the results of this study follow.
CHAPTER V

SUMMARY, CONCLUSIONS, IMPLICATIONS & RECOMMENDATIONS

Summary of Research

This study asks, "What is the nature or the essence of the lived experience of faculty members over age 65?" The goal of hermeneutic analysis in research, which was utilized in this study, is to discover meaning and achieve understanding by drawing out insightful descriptions of the way individuals experience the world. Thus, the goal of this study was to achieve understanding of the everyday experiences of these older faculty and to describe and interpret these meanings to a high degree of depth and richness.

This research question stated above is a "meaning question" (van Manen, 1990); in other words, it cannot be answered by the application of traditional empirical research methods. The research involved textual reflection on lived experiences that include the everyday understandings, meanings, practices, relational concerns and skilled activities of individuals. Dilthey (1976) stated "lived experience is to the soul what breath is to the body, it is the breathing of meaning" (p. 35). The purpose of the researcher is to render lived experience intelligible because this is the place where "being" resides.

Heideggerian phenomenology is a descriptive methodology because it is attentive to how things appear, and it allows individuals to speak for themselves. The individuals in this study shared their own stories and through these stories the patterns emerged.
Merleau-Ponty (1968) stated that the eventual aim of phenomenological human science is concentrated upon "reaching a direct and primitive contact to the world as immediately experienced" (p. vii). In the Heideggerian view, human nature is not considered fixed; thus, purely neutral uninterpreted observation is impossible. Rules can never be context-independent. As such, the patterns emerging from the texts of these participants are unique to this group of individuals are not applied to control or explain the world.

This research question grew out of an interest in the results of the January 1, 1994 Federal Government uncapping of the mandatory retirement age for faculty and an awareness of the growing numbers of aging faculty. Bowen and Schuster (1986) noted the potential positive effects of uncapping the retirement age in terms of the individual who now has the right to choose when to retire without any upper age limit on his or her personal choice. The participants of this study, with a mean age of 69.4 years, provide living testimony to that prediction. Crawley (1991) added "In the not too distant future, there will be a steadily growing number of faculty continuing their academic careers well into their seventies and beyond" (p. 237). The professors interviewed represent the early members of that group.

The body of literature, reviewed in Chapter II, substantiates increasing numbers of aging faculty, their growing desire to extend their academic careers, and the distinct possibility that their extended services may be strongly needed in the future. This situation led to this investigation of what it is like for those who do postpone retirement. This study answers the call to address the needs of active senior faculty who have no immediate intention of retiring. What is known about these faculty who choose to continue? This study adds to existing research on senior faculty experiences. No other interpretive
studies on this topic were found. The central focus of this study was the academic experiences of these individuals; and the particular focus was on their perceptions of relationships with students, peers, and administrators.

Two research questions guided this study:

1) What are the common themes that emerge from the experiences of individuals who choose to continue their academic careers beyond age 65?

2) How do these individuals perceive their relationships with others in the institution during this period?

This study describes the lived experiences of 10 tenured faculty over age 65 selected from a pool of tenured faculty members at 14 independent higher education institutions in the Midwest. These institutions include both Masters I and II colleges and universities (Carnegie Foundation, 1994). The sample includes individuals from 7 institutions from disciplines including: Political Science, Education, Library Science, Math, French, Business, Chemistry, Physics, Speech, and Theater. There were six males and four females.

The use of the MARTIN Qualitative Analysis Software Package (1991), developed by Nancy Diekelmann, in conjunction with Robert Schuster and Eric Lam, facilitated the textual analysis. The computer analysis allowed the researcher to benefit from the strengths of the computer, including extensive storage and rapid retrieval, ease of editing, and duplication. This method is less decontextualizing than other packages because it allows the researcher to associate and reassociate objects physically.

The data were gathered in extended, nonstructured interviews. An adaptation of the 7-step method of data analysis (Diekelmann, Allen & Tanner, 1989) was utilized.
During these stages, the researcher frequently dialogued with other researchers and the participants themselves in an effort to identify questions and discrepancies. The analysis was further validated through persons not participating in the study, but familiar with the content and the research method. This dialogue increases the reliability of the study. The analysis, presented in Chapter IV, included extensive representative excerpts and reference to related literature to allow for validation by the reader. These multiple states of interpretation serve as a means of bias control and address the issue of validity. When conflict or inconsistencies are exposed, reappraisal is necessary. It should be noted again that the reader of the research report is always an active participant of the validation process of Heideggerian hermeneutics (Benner, 1984; Diekelmann, 1989; Packer, 1985).

The intent is to draw the reader into the hermeneutic circle, moving back and forth between excerpts from the data, and the emerging description of the constitutive pattern. The reader is a co-analyst who must reflect on whether given these data, the interpretations are convincing. Though there is no single correct interpretation, continuous examination of the text with consistent communication and consultation with participants ensures that the interpretations are grounded and focused. Burch (1989) has stated that "Phenomenology never purely coincides with lived experience in itself, but by probing its ultimate horizons and seeking to grasp the englobing sense of what appears within them, renders lived experience anew" (p. 198).

Through analysis of the texts, 13 themes emerged. These themes, sharing the same underlying perceptions involved in each of the participant's experiences, are described in Chapter IV. The themes were logically grouped into constitutive patterns which express the relationship among the themes and are reflected in all texts. These patterns present a
holistic picture of the common experiences of the participants.

Conclusions

The stories of the participants of this study revealed six constitutive patterns which describe the nature of the experience for this particular group of faculty. These patterns represent the major findings of this study:

1) The strongest and most prevalent pattern within the texts of the interviews was the level of vitality still possessed by each of the participants and the active commitment to maintaining a high level of performance. For these individuals, their age is not an issue nor, as they perceive it, an issue for their students. These professors exhibit undiminished energy and passion for new ideas. They avoided "plateauing" throughout their career by following a fluid career pattern (Bardwick, 1986).

2) The participants of this study consistently reflected their ability to convey care to their students and revealed that their students recognized this quality in them as teachers. These professors were open to the broad spectrum of student needs and problems. Interpersonal relationships with students were seen as both an important and very rewarding part of the faculty role. The commitment of the participants to the development of student self concept was accomplished by valuing students and treating them with respect. The connections extended to pride in the accomplishments of past students as well. These participants value listening, guiding, challenging, and supporting students.

3) Participants focused on the process of teaching as learning, an unbroken cycle of growth. The student is treated as a co-inquirer. Teaching is active and alive and both
student and teacher change in the process. This interactive model of teaching/learning involves giving and getting feedback from students. Emotional response to student accomplishment was common, so that one might come out of a class feeling high because you were able to "light a fire" with the students. This metaphor expresses the life and movement these individuals experience as teachers.

4) Participants expressed high satisfaction with their choice of career in all its aspects. This satisfaction showed no signs of lessening over the years and even appeared to be growing. These faculty had set standards for themselves and were satisfied with their ability to maintain that standard. These professors derived pleasure from the freedom and autonomy available in a faculty position. The intrinsic satisfaction of an academic career had been more important than extrinsic rewards. This satisfaction revealed a high degree of person-environment fit; they were highly suited to the particular type of higher education institution they selected. Their institutions demand heavy teaching loads and value involvement with students. These individuals remained highly comfortable with this focus. They have experienced a sense of progress, growth, and development in their careers and in their lives.

5) The individuals in this study reveal flexibility on two levels: they are flexible in their one-on-one interactions with students, and they have been able to adapt over time to changes in their institutions and in higher education. They viewed new types of students and new situations as exciting and challenging. This lack of defensiveness reveals a level of security in which the individual is unthreatened by change. Making personal adjustments comes easily since the participants do not feel threatened by new circumstances. This keen sense of self allows the participants to gradually disengage from
activities without feeling cut off or threatened. The total sense of personal power allows these individuals to feel in complete control of their own adjustments. They reveal a graceful, nonresentful accommodation of age and an ability to move to a variety of new ideas and activities.

6) These participants reveal deep roots and concern for their institution. They have gone beyond what was required by their institution, functioning in administrative and service roles. They have received a high degree of satisfaction from contributing to an institution about which they care deeply. They have defined a "niche" for themselves, an area in which they feel uniquely qualified to operate. They have also developed a legacy, a unique aspect of the institution which they believe will live on long after they are gone. They have impacted their environment and their lives have meaning.

7) When a senior professor does not share the aspects described in these patterns, he or she can become disillusioned and either continue ineffectively and discontentedly, or opt to leave. The lone participant of this study, who describes himself as a "lame duck" and shared pride in past teaching and professional accomplishments has now ended his academic career. He began to experience despair and low morale. This professor sees age as a major negative factor in his life and experienced a loss of vitality and loss of contact with students. Lack of flexibility and inability to change over time are revealed. By focusing blame on students and administrators, an individual can claim to have little or no control over a situation.

A profile of one type of individual drawn to continue his or her academic career beyond age 65 emerges from the lived experiences of the participants of this study. The picture is one of a highly vital professor, committed to actively maintaining a high level of
performance; who cares about interpersonal relationships with students and views teaching as an interactive life-long process of learning. The individual has no regrets regarding career choice and continues to experience high levels of satisfaction with career and peer relationships. Flexibility is a key personality characteristic and the ability to accommodate change in students, the institution, and society is clearly indicated. The professor has deep roots in the institution, often developing a key aspect of it, and has a history of willingly sharing institutional duties. This is an exciting and energetic individual open to the future and its many possibilities. The profile represented by the "negative case" or "lame duck" example serves to sharpen the contrasting qualities of the other participants and to begin identification of the qualities and experiences of senior faculty who walk away from the academic career disillusioned or bitter.

Implications

In addressing the implications of a hermeneutical study, it is important to emphasize the role of qualitative research in the human studies. Qualitative researchers delve into unique individuals or groups of individuals. They seek insight and understanding about small pieces of social reality. The purpose of such research is to acquire understanding and to share that understanding through faithful, honest description. While grounded theorists seek to give that description theoretical interpretation, phenomenology rejects that step. Van Manen (1990) states:

Phenomenology does not offer us the possibility of effective theory with which we can now explain and control the world, but rather it offers us the possibility of plausible insights that bring us in more direct contact with the world. (p. 9)

With this in mind, the insights provided through this study include recognition that
the experiences of the participants do confirm the literature which indicates that late career faculty can and often do maintain vitality. Mehotra (1984) called for higher education to conserve these vital human resources and to honor one's right to work. Now that the Mandatory Retirement Age has been uncapped and the retirement decision is entirely a personal one, the vitality and ability of these individuals will grow in importance. For those participants who fit the positive description included in the study's findings, there are no barriers to continuing to seek and find the fulfillment they describe in their interview.

Based upon the description of the participant who has become disillusioned and is dropping from the active ranks of academe, much can be learned. Senior faculty who experience this disillusionment at any point need support and could possibly be revitalized in some way. It certainly cannot be concluded that all vital faculty remain and all disillusioned faculty leave, even if they would like to. Therefore, it is important to explore ways in which vital senior professors can be supported and encouraged to stay involved with students and the institution.

In terms of Kanter's (1981) key work on educational management, this study has identified "moving" workers; they have high aspirations, positive self-esteem, are hard workers, reasonable risk-takers, engaged in interests and involved with students and colleagues and may serve as advocates of constructive institutional change. Kanter asserts that people who conceive of themselves as "moving" rather than "stuck" in the organization, will be more likely to remain engaged in their institutions and satisfied with their lives. While some of the commonalities among the participants involve personality characteristics such as flexibility, many more aspects can be encouraged, provided or developed for individuals within an institution.
Also, the concept of person-environment fit (Melendez and deGuzman, 1983) is key to moving forward from this study. This study found that these individuals were highly suited to the type of institutions at which they had spent their academic career. It follows that great care should be taken when new professors are hired or accept positions. If the interactive process of teaching and learning or interpersonal relationships with students go against the tendencies or qualities of an individual, it is unlikely that the professor would find lifelong satisfaction in his or her career.

Another implication of this study relates to involvement of the faculty member with the institution. It appears that deep roots and development of a part of the institution create a connection important to high career satisfaction. The more individuals are given the opportunity to create or establish something, the more likely they are to experience satisfaction with their careers. Maher (1982) notes that in the quest for vitality, it may be we are seeking an elusive chemistry that catalyzes a rare integration of individual and institutional energy, commitment and creativity" (p. 6). This vitality at the senior level is clearly exhibited by these individuals.

There exists a body of senior faculty who are growing in number and are able to provide much needed life, spirit, energy, and wisdom for higher education in the future. The individuals of this study have experienced a level of fulfillment and satisfaction which is highly unusual. Many young scholars who may be choosing other careers should be made aware of the stories of these individuals. The story of the disillusioned participant confirms the need for action to prevent this negative experience or address it when it does occur.
Recommendations

Several recommendations can be made based upon this research. Some take the form of new or altered educational policies, while others suggest future areas of research.

Educational Policies

Strong administrative support for retaining and recognizing vital senior faculty is necessary. This support must come in the form of both tangible and intangible rewards. Academic administrators have the ability to influence how these senior faculty in the latest career stage are received. It is essential that a strong and visible statement of support be made at high administrative levels.

Faculty development programs must increase their sensitivity to the wide differences in needs of faculty at various career stages. While developing the teaching and research skills of new faculty and acclimating these individuals to the institution, it is all too easy to overlook those faculty who are at the point of retirement. Based upon the creativity and energy for growth and new ideas revealed by the participants of this study, institutions should actively develop programs which tap this vital resource. This action would respond to the challenge of Chronister and Kepple (1987) "to broaden rather than narrow the range of opportunities for seasoned faculty and focus their talents in such a way as to maximize their contributions to the university in a real and meaningful way" (p. 20).

Institutions should also seek to develop a wide variety of options, including curriculum development or fund-raising, available to senior faculty as they gradually disengage from the institution. The participants of this study reveal the importance of
allowing the individual control and direction over gradual disengagement which is so important to self-esteem and vitality. This development could take the form of late career assistance in career planning. The faculty development office can provide opportunities for mentoring and forming groups for senior faculty at this stage.

**Additional Research**

Several new research projects emerge from results of this study. First, hermeneutic research into the stories of those senior faculty who see themselves as disillusioned is suggested. These faculty would provide a deeper understanding of the experiences and practices of those individuals at a late-career stage who lose vitality and cease valuing teaching, learning, and students. Extended utilization of adult development and career development literature would enrich this investigation. Who are these individuals? What is the nature of their experience? From what seeds does this disillusionment grow?

Secondly, further hermeneutic research into the experiences of faculty in community colleges and research universities could provide insight into the senior faculty experience in each type of institution. Since the definition of faculty roles and responsibilities is so unique to each type of institution, a comparison could be drawn based upon the variety of constitutive patterns discovered. This research would deepen general understanding of the differences in demands by institutional type and would allow faculty a greater ability to reflect on their preferences and to plan their careers accordingly.

Another area of future research is the exploration of the role of a mentor for university faculty. Participant statements indicated their relationship with a mentor had
been significant for many of them. Understanding drawn from the stories of mentor relationships and influence may contribute to the potential vitality and health of individual faculty members.

Final Consideration

The task of writing a dissertation is at once monumental and unswervingly painstaking. Often, tasks seem incomprehensible. Herrigal's archery master told him he must stop hitting the target, Virgil directed Dante downward on his upward journey. Daloz (1986) reflected that "Virgil knew that Dante could never see the light until he had plumbed the darkness. And sometimes, as Mr. Miyagi, the teacher in The Karate Kid, knew, a mindless task is just what we need to teach us about our minds" (p. 224). This is not to suggest that dissertation writing is really a mindless task. But Daloz proceeds to remind us that:

There are times when our minds can be our own worst enemy, when a good dose of confusion is exactly what a student may need. There are places on the map that disappear when we look at them, and sometimes the only way to get there is to go somewhere else (p. 224).

In many ways, writing the dissertation involves accepting and becoming skilled in this process.

The experience of conducting hermeneutic research was new to this researcher. The act gives meaning to the phrase "sometimes the only way to get there is to go somewhere else". Each stage of the project brought a new set of rewards and frustrations. Extended interaction with several of the participants was a particular joy. Forcing the computer software into submission in order to conduct a meaningful data analysis
produced initial frustration. It was eventually discovered that this tool is a very effective and satisfying manner to approach texts from a hermeneutical research stance.

However, the deepest satisfaction grew from touching upon the feelings and perceptions of exciting, alive individuals who draw intense satisfaction from their academic lives. These individuals feel privileged to have selected the life of an academic and to have the opportunity to continue to envelop themselves in their role as teacher and learner. The researcher feels privileged to have shared these experiences of their lives.

The words of Daloz (1986) reflect in part this dissertation experience and the academic experiences of the participants:

Like guides, we walk at times ahead of our students, at times beside them, and at times we follow their lead. In sensing where to walk lies our art. For as we support our students in their struggle, challenge them toward their best, and cast light on the path ahead, we do so in the name of our respect for their potential and our care for their growth. As Dante's Virgil knew, to teach is to point the way through the fire (p.237).
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The final copies have been examined by the director of the dissertation and the signature which appears below verifies the fact that any necessary changes have been incorporated and that the dissertation is now given final approval by the committee with reference to content and form.

The dissertation is, therefore, accepted in partial fulfillment of the requirements for the degree of Doctor of Philosophy.

November 30, 1994
Date

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