Core Self-Evaluation Theory in Qualitative Research: Extending a quantitative theory into a qualitative framework to study community college faculty.

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Abstract

The use of qualitative research in higher education has long been underutilized, specifically when examining community colleges. The purpose of this article is to demonstrate the need for more qualitative research focusing on the lives and work of community college faculty and to introduce the reader to Judge et al. (1997) Core Self-Evaluation Theory (CSE). The article describes the rationale and process of utilizing CSE as a viable theoretical framework in qualitative research. The author discusses the way in which CSE was extended from a traditional quantitative measure to a qualitative framework by walking the reader through a study which examined the lived experience of community college faculty in three components of their work: teaching, service, and scholarly work. To demonstrate the feasibility of applying this theory to future research, the strengths and potential downfalls of the approach are discussed. The article serves to encourage future studies in higher education and specifically community colleges to keep experimenting, extending, and perfecting the use of CSE in future qualitative studies.

Keywords

methods, qualitative research, Core Self-Evaluation Theory, community college, community college faculty, higher education

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Introduction

In the United States, 5.6 million undergraduate students attended a community college in the fall of 2019, constituting 34% of the total undergraduates in the country (National Center for Education Statistics, 2021). Through 1,044 community colleges, 878,900 associate degrees, and 619,711 certificates were awarded from 2018-2019 (American Association of Community Colleges, 2021). To that end, for a substantial percentage of college students, their first foray into higher education is into classrooms staffed by community college faculty (Baum & Kurose, 2012). With the COVID-19 pandemic limiting most on-campus interactions and options over the past two years, and the long-standing commuter nature of community colleges, the students at these institutions "chiefly interact with their instructors above all others at their college. As a result, many community college faculty play a pivotal role in shaping the higher education and life trajectories of their students" (Thirolf, 2015, p. 1).

The purpose of this article is two-fold: 1) to demonstrate the need for more research, specifically, qualitative in nature around the lives and work of community college faculty; and 2) to introduce the reader to the use of Core Self-Evaluation Theory (CSE) as a viable framework conducting these qualitative studies. This publication uses the author's Ed.D. dissertation, *Elevating the voices of community college faculty: A phenomenological study of community college work* (Lawton, 2021), to illustrate the use of CSE in a qualitative study to gather rich data for analysis. A discussion about the need for more qualitative research on community college faculty will be provided, along with an overview of theoretical frameworks in qualitative research, specifically focusing on phenomenology. Next, CSE will be explored first as a quantitative measure and then as a qualitative option. Finally, a phenomenological study on community college faculty will be used to demonstrate how CSE was used in a qualitative study

to explore the lived experiences in three areas of faculty work: teaching, service, and scholarly work.

Strengths of Qualitative Research focusing on Community Colleges

One could argue that in higher education research, there has been a longstanding mentality echoing the "if we can measure it, we can manage it" mantra, thus favoring quantitative approaches to studying nearly all aspects of the institution and the people within. Seidman (2019) explored this idea further:

> Although anthropologists have long been interested in people's stories as a way of understanding their culture, such an approach to research in education has not been widely accepted. For many years those who were trying to make education a respected discipline in universities argued that education could be a science. (p. 7)

Even though a substantial number of students in the United States start at community colleges, the research about such institutions and the faculty within has been minimal. Quantitative research through the now defunct National Study of Postsecondary Faculty (1993, 1999, 2004) gathered valuable information on measurable indicators such as course-load, hours spent teaching and education level of faculty, with community college faculty serving as a portion of the respondents, along with four-year faculty, but provided solely quantitative data.

Further, in many studies that have included research on community college faculty, it has been in comparison with their four-year counterparts. Townsend and Twombly (2007) argued that "such comparisons normalize the experiences and expectations of four-year college and university faculty, resulting in unfair portrayals of community college faculty as somehow

inferior" (p. xiii). Brown et al. (2016) reiterated the lack of inclusion of community college faculty in existing literature:

> The working conditions, characteristics, and concerns of community college faculty largely have been neglected in the higher education literature, even in journals that extensively cover other issues in community colleges, such as student characteristics and learning outcomes, curricula, and articulation agreements. (p. 252)

By utilizing qualitative methodologies when studying community college faculty, the comparisons with their four-year counterparts cease to take center stage. Instead, the emergence of the individual stories of the lived experiences of these unique faculty are brought forth. As Merriam and Tisdell (2016) ascertain, "qualitative researchers are interested in understanding the meaning that people have constructed; that is, how people make sense of their world and the experiences they have in the world" (p. 15).

The strength of a qualitative approach is that it strives to answer questions beyond simply the "what" or "how many." Indeed, "qualitative data supply *thick descriptions* that are vivid, are nested in a real context, and have a ring of truth that has a strong impact on the reader" (Miles et al., 2020, p. 8). Qualitative research does the important work of focusing on meaning and understanding rather than solely focusing on a myopic examination through quantitative measures. Quantitative research is important and valuable in its own right, but in order to get to a deeper, more nuanced understanding of the human experience, qualitative methodologies should not be overlooked.

At a time when we are increasingly looking to community colleges as a key to educate the future workforce and ultimately strengthen the economy, the practical implications of

building a deeper understanding through qualitative research of the very faculty who staff those classrooms is not only essential, but urgent. A recent proposal from President Biden included language to make two years of community college essentially free for all. While the promise of free community college looks to ultimately be stripped from the social spending bill, Biden indicated that he would still be fighting for it in the future stating, "I promise you — I guarantee you — we're going to get free community college in the next several years and across the board" (CNN, 2021). The potential for an influx of students into these institutions would heighten many challenges that community college faculty face. To better hire, support, and retain faculty in the community college, a deep understanding of their work lives is necessary. Through quantitative data, we can glimpse a snapshot of the phenomenon we are studying, but only through qualitative data do we get the richness of the "voices of the participants, the reflexivity of the researcher, a complex description and interpretation of the problem, and its contribution to the literature" (Creswell, 2013, p. 44).

Theoretical Frameworks in Qualitative Research

Creswell and Poth (2018) explained that theoretical orientations provide "a lens through which to view the needs of participants and communities in study" (p. 18). Peoples (2021) further added, "theoretical frameworks exist in research because, to increase objectivity, a researcher must take others' thoughts into consideration" (p. 29). While there are several approaches to qualitative research design including ethnography, grounded theory, narrative inquiry and case study, in this dissertation, the researcher used a phenomenological qualitative research design. In phenomenology, the focus is on "describing what all participants have in common as they experience a phenomenon. The basic purpose of phenomenology is to reduce

individual experiences with a phenomenon to a description of the universal essence" (Creswell & Poth, 2018, p. 75).

Phenomenology prescribes its own framework, specifically transcendental or hermeneutic. Transcendental phenomenology includes the concept of Epoché, or bracketing, which in simple terms means that the researcher tries to exclude their own biases when examining a phenomenon. Further defined by Moustakas (1994), "Epoché is a Greek word meaning to refrain from judgement, to abstain from or stay away from the everyday, ordinary way of perceiving things" (p. 33). In transcendental phenomenology, the experiences of the individuals as well as the context surrounding the phenomenon are taken into consideration. The data analysis process for transcendental phenomenology is summarized by Creswell and Poth (2018):

> The researcher analyzes data by reducing the information to significant statements or quotes and combines the statement into themes. Following that, the researcher develops a textural description of the experiences, a structural description, and a combination of the textual and structural descriptions to convey an overall essence of the experience. (p. 78)

Conversely, in hermeneutic phenomenology, the use of bracketing is rejected and instead the idea of *Dasein,* literally meaning "being there," is used to describe how "there is no way to separate yourself from the being within the world" (Peoples, 2021, p. 32). While transcendental phenomenology strives to provide descriptions, hermeneutic phenomenology emphasizes interpretation rather than description using texts, such as "writing, spoken communication, visual arts, and music, all of which must be deciphered by the researcher. The aim of hermeneutical phenomenology is to provide understanding through meaning by permitting these texts to speak for themselves" (Regts, 2018, p. 23).

Regardless of the phenomenological approach taken, the goal of the research is to get to the "essence" of the phenomenon being studied. Further, "the reader should come away from the phenomenology with the feeling 'I understand better what it is like for someone to experience that'" (Merriam & Tisdell, 2016, p. 27). In addition to the phenomenological framework, a researcher may also apply a secondary framework as an additional lens through which to explore the phenomena under study. In the dissertation referenced in this article, the researcher utilized CSE as that secondary framework.

Core Self-Evaluation Theory

Core Self-Evaluation Theory (CSE) (Judge et al., 1997) asserts, "a key characteristic that differentiates people from one another is the fundamental evaluations we make about ourselves and how we relate to our environment. These fundamental beliefs are called core self-evaluations" (Judge & Kammeyer-Mueller, 2011, p. 332).

Core Self-Evaluations are "fundamental, bottom-line evaluations that people hold about themselves, the world, and others" (Bono & Judge, 2003, p. 6). There are four latent factors, or traits, that determine an individual's core self-evaluation: self-esteem, self-efficacy, locus of control and emotional stability, and research has shown that "these four characteristics show up as a single construct, with much shared variance across measures" (Judge & Kammeyer-Mueller, 2011, p. 332) Bono and Judge (2003) gave a definition of each of the first three traits:

- Self-esteem: "the approval of oneself and the degree to which one sees oneself as capable, significant, successful, and worthy."

- Self-efficacy: "one's estimate of one's capabilities of performing, at a global level (not situationally based) across many contexts."

- Locus of control: "one's belief in one's ability to control one's environment." (p. 6)

The final trait of emotional stability is defined by the American Psychological Association (2020):

- Emotional stability: "predictability and consistency in emotional reactions, with absence of rapid mood changes"

Since the CSE theory was first introduced by Judge et al. (1997), it has been used as a predominantly in the study of job-related variables such as satisfaction, motivation, attitudes, performance, and success, making it a valuable higher order construct as an individual difference factor in organizational behavior research (Johnson et al., 2007). CSE is measured by using a 12-item Corse Self-Evaluation Scale (CSES) that was developed by Judge et al. (2003) (See Figure 1).

Figure 1

The Core Self-Evaluations Scale (CSES)

1	2	3	4	5
Strongly disagree	Disagree	Neutral	Agree	Strongly agree

1. ___ I am confident I get the success I deserve in life.
2. ___ Sometimes I feel depressed. (r)
3. ___ When I try, I generally succeed.
4. ___ Sometimes when I fail I feel worthless. (r)
5. ___ I complete tasks successfully.
6. ___ Sometimes, I do not feel in control of my work. (r)
7. ___ Overall, I am satisfied with myself.
8. ___ I am filled with doubts about my competence. (r)
9. ___ I determine what will happen in my life.
10. ___ I do not feel in control of my success in my career. (r)
11. ___ I am capable of coping with most of my problems.
12. ___ There are times when things look pretty bleak and hopeless to me. (r)

Previous research has confirmed that CSE is positively related to job satisfaction and even had influence on the way in which people choose and committed to goals (Bono & Colbert, 2005; Judge et al., 2005; Judge et al., 1998). Judge (2009) indicated that "high scores on CSE, reflecting a positive self-concept, are related to a broad array of work and nonwork criteria, including increased levels of job and life satisfaction, better job performance, higher work motivation and higher income" (p. 59). With rarity, CSE has been used in a higher education setting; once to examine CSE in relation to student GPA (Broucek, 2005) and again to examine the relationship between CSE and approaches to student learning and studying (Starcher, 2015).

CSE is deeply rooted in psychology. The American Psychological Association (2021) defines psychology as the "study of the mind and behavior," and they also provide a secondary definition of "the supposed collection of behaviors, traits, attitudes, and so forth that characterize an individual or a group." One cannot help but see the overlap with a qualitative phenomenological approach, which Moustakas (1994) referred to getting to the very *essence* of the phenomena being experienced, thus providing a rational basis for using a theoretical approach rooted in psychology to study the lives experiences of not just community college faculty, but any group sharing the experience of a common phenomenon.

Core Self Evaluation as a Theoretical Framework: A qualitative phenomenological study on community college faculty

As previously noted, this article makes use of the author's dissertation, *Elevating the voices of community college faculty: A phenomenological study of community college work* (Lawton, 2021), in which a qualitative phenomenological study was conducted to explore the lived experiences of community college faculty in the three core components of their work: teaching, service, and scholarship. The guiding framework used in this study was

CSE. Since there were only quantitative examples of this theoretical framework used previously, this was the first foray into extending CSE into the qualitative space. An overview of the phenomenological study focused on community college faculty will be used to not only provide readers with an example of how CSE was applied in a qualitative study, but to showcase the extensive results that the approach yielded.

Methodology

The study sought to explore the following research question and sub questions:

How do community college faculty describe their lived experiences concerning their work?

Sub Questions:

How do faculty describe the teaching component of their jobs?

How do faculty describe the service component of their jobs?

How do faculty describe the scholarly work component of their jobs?

The design of the qualitative phenomenological study was based off Creswell and Poth's (2018) approach to qualitative research generally and more specifically on Moustakas' (1994) procedures of conducting phenomenological research. A phenomenological approach was taken to understand the individuals' shared experience of the phenomenon – being faculty at a community college. The study received approval from the Institutional Review Board at Minnesota State University Moorhead.

Through purposeful sampling, each of the participants in this study was an unlimited full-time (UFT) faculty member at a community college within the Minnesota State System. Four

institutions across the state of Minnesota were utilized to ensure geographic diversity. The community colleges selected were all situated in the mid-range of total number of student enrollments, based on data from the Minnesota Department of Higher Education, in the system. In total, eight participants ranging in age from 30-63 were interviewed for the study. To recruit participants, the researcher sent an email to Minnesota State College Faculty (MSCF) leadership on the selected campuses asking for either suggestions for participants or to forward the information on the study along to their membership. All union leadership contacts were willing to send an email to their faculty campus community and the responses to the email provided nearly all the study participants. To recruit the additional participants needed, the researcher reached out to a colleague and asked for assistance with identifying faculty contacts, whom the researcher contacted directly. Using MSCF leadership to recruit faculty participants ran the risk of potential bias, however, over 95% of UFT in Minnesota State community colleges are union members, thus ensuring that large populations of faculty were not being overlooked (G. Long, personal communication, February 18, 2021).

Half of the study participants had a master's degree and the other half held doctorate degrees at the time of the interviews. Echoing the lack of diversity in the UFT position within Minnesota State, seven of the eight participants identified as White while there was one participant who identified as Asian. While a more diverse participant pool would have been preferred, having one of eight participants identify as non-White constitutes a higher percentage of representation in this study than is present in the Minnesota State System (12.5% vs. 8.64%) among UFTs.

Data Collection

All participants were interviewed for approximately one hour via a recorded Zoom session. The interviews were conducted using an interview protocol to explore each area of community college work: teaching, service, and scholarship. When a researcher sets out to conduct interviews within the context of a theoretical framework guiding the study, it is imperative that the research questions are aligned not only with the research questions, but also within the bounds of the theoretical framework. For some, this means replicating previous studies, however since this was the first extension of CSE into the qualitative space, the researcher developed the interview guide based on both the research questions and the subtraits of CSE.

It is important to note that extending the use of CSE into the qualitative space for this study was not a scientific attempt to replicate a quantitatively valid tool for qualitative purposes. As most researchers understand, this would be a futile endeavor, as the goals of qualitative and quantitative research are fundamentally different. In fact, trying to replicate the quantitative tool in this research would directly challenge the ontological assumption held in qualitative research that reality is socially constructed and seen through different perspectives, that there is no singular "Truth" in this type of research. Instead, by extending CSE into the qualitative space, the researcher acknowledges that through numerous quantitative studies, the theoretical construct has value thus making it a significant theory to explore more in-depth through qualitative measures.

For each of the components of community college work, the participants were asked first to define and describe that aspect of their work, thus getting to the heart of the research questions. Next, the researcher used four prompts, each representing one of the subtraits of self-

esteem, self-efficacy, locus of control, and emotional stability, that make up the higher order construct of CSE, to explore further into each aspect of faculty work. The researcher was deliberate with using words and phrases that aligned with each of the subtraits. For example, when exploring the subtrait of self-esteem, the researcher asked the participants if they were "confident in their ability" to perform in a certain component of their work. To explore the subtrait of self-efficacy, the participants were asked if they were confident in their ability to "solve problems that arise" in a specific component of their work. When examining the locus of control subtrait of CSE, the researcher probed the participants using the phrase "do you have control" in the area of work being explored. Finally, when it came to the CSE subtrait of emotional stability, the researcher asked the participants to "talk a little bit about when a tough situation happens" in the component of work being explored. (See Figures 2, 3)

Figure 2

Interview Protocol: Teaching

1. Can you tell me about the teaching component of your job? What does that look like for you?

   Optional prompts:
   - Are you confident in your ability to teach within the constructs of your job?
   - Do you have control over your teaching?
   - Talk a little bit about when tough situations happen in the teaching area of your job.
   - Are you confident in your ability to solve problems that arise?
   - What is the biggest challenge when it comes to teaching for you?

Figure 3

Interview Protocol: Service

2. Can you tell me about the service component of your job? What does that look like for you?

Optional prompts:
- Are you confident in your ability to perform service within the constructs of your job?
- Do you have control over what kind of service you perform?
- Talk a little bit about when tough situations happen in the service area of your job.
- Are you confident in your ability to solve problems that arise when it comes to service?
- What is the biggest challenge when it comes to service for you?

Lastly, for each of the work component areas, the participants were asked to identify the biggest challenge in each of three work components being explored: teaching, service, and scholarly work, to provide more in-depth explanations of some of the challenges they had either previously described, or to give them an opportunity to add additional information into the discussion.

Data Analysis

"The term data analysis is not completely in line with phenomenological inquiry simply because analysis means to break into parts, whereas phenomenological inquiry seeks to understand the phenomenon as a whole" (Peoples, 2021, p. 57). However, for the purposes of this study, the researcher used the term data analysis and followed Creswell and Poth's (2018) five-step data analysis spiral (see figure 4) as a general framework and Moustakas' (1994) modification of the Stevick-Colaizzi-Keen method, specifically, which entailed the following

steps as described by Creswell and Poth (2018) and was incorporated into each step of the data

analysis spiral:

1. Describe personal experience with the phenomenon under study.

2. Develop a list of significant statements.

3. Group significant statements into broader units of information.

4. Create a description of the 'what' the participants in the study experienced with the

   phenomenon.

5. Draft a description of 'how' the experience happened.

6. Write a composite description of the phenomenon. (p. 201)

To better understand the combination of the analysis spiral and the Moustakas (1994)

framework, Creswell and Poth (2018) suggested that qualitative analysis be thought of as having

two layers, with the first layer consisting of the general data analysis spiral and the second layer

being specifically tailored to the researcher's approach in order to avoid generic analysis and to

provide a rich and specific set of procedures.

Figure 4

Creswell and Poth (2018) Data Analysis Spiral
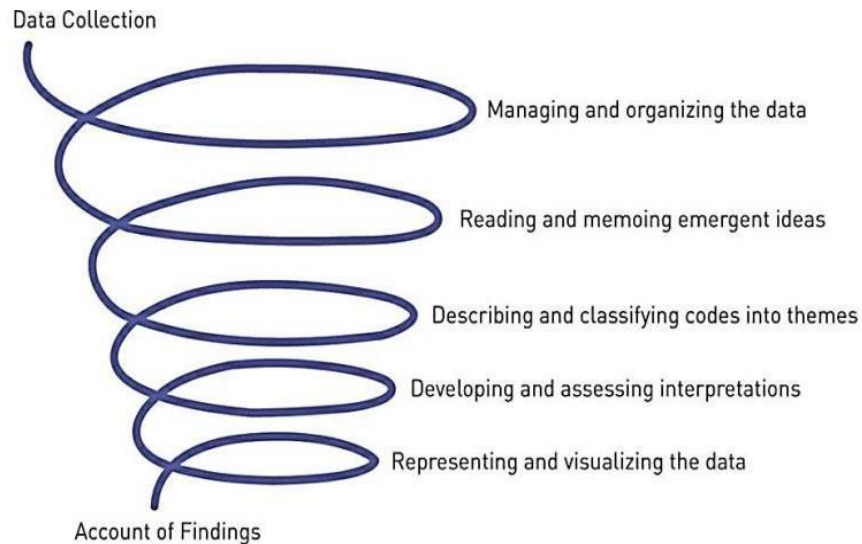
Participants were asked to provide member checks of their interview transcripts before the researcher began analysis. Member checking was only employed during the initial transcription process based on Seidman's (2019) recommendations and clear directions were provided to ensure the participants knew their rights to delete comments or provide more information or clarification to the researcher in any areas of the interview transcript**.** Reading and memoing of the transcripts was followed by describing and classifying codes. Ultimately after many rounds of coding, general themes emerged from the transcripts. The supporting data for each theme that emerged was kept grouped and included as appendices to the study for consistency, revision, and ease of retrieval. This allowed for the researcher as well as the reader to see a direct line between the data collection and the themes that emerged.

Results

The results of this study exposed that community college faculty participants have complex and multifaceted lived experiences in their work. From the interviews, using CSE as the basis for the interview protocol, 16 themes and seven subthemes emerged which ultimately served to provide the essence of the lived experience of community college faculty participants. While the results of the study were presented to pair with each research subquestion, and ultimately the overall research question, the lens through which these areas were explored was rooted in CSE. The following summary of results is taken from the author's Ed.D. Dissertation, *Elevating the Voices of Community College Faculty: A Phenomenological Study of Community College Faculty Work* (Lawton, 2021).

Findings revealed that the community college faculty participants faced a plethora of challenges when it came to the diversity of students filling the classrooms. They shared how the spectrum of student attitudes and academic ability contributed to those challenges. Participants also cited the students having competing demands made up of priorities such as family and work. Accommodations for students were often mentioned by participants as a place where the faculty felt little support and limitations on how much they could manage on their own without proper support in place. The participants in the study also discussed the challenges that PSEO students brought to their teaching.

The participants in the study mostly perceived their roles in the classroom as going beyond teaching. They reported focusing less on grades and more on forging connections with the students while keeping the big picture of successful human development in mind. When evaluation was discussed, the participants often commented that they relied more on feedback they received directly from students rather than the sometimes sporadic and unhelpful formal

teaching evaluations performed by their deans. The participants mostly felt confident in their teaching presently but remarked about how difficult it was at the beginning of their careers. A lack of teaching experience and support were perceived as barriers to feeling confident when they were first starting out in the profession.

Participants reported widely differing definitions of the service component of their job while revealing both positive and negative motivating factors for performing service at their institutions. Being a part of change was a motivating factor for some, while others participated minimally due to lack of rewards and desire. Both faculty and administrative tension emerged as subthemes related to motivation to participate in service. Some felt that there were uneven contributions from their colleagues and others felt that administration often shifted their expectations while offering little support for service. Almost all participants remarked that a barrier to participating in more service was time.

Participants mostly expressed feelings of ambiguity around the definition of the scholarly work component of their jobs. A lack of resources including support and time were cited as barriers to completing more scholarly work. However, participants also reported split attitudes regarding scholarly work. While some participants wished they could do more, others expressed that they worked at a community college, at least in part, because they did not feel the pressure to perform traditional scholarly work.

The faculty participants shared that autonomy in all areas of their jobs was highly valued and helped balance out other unpleasant areas of their jobs. Academic freedom was also cited as a major contributing factor towards the autonomy that faculty enjoyed. Leadership was brought up several times throughout the interviews and a bipolar view emerged about the faculty feelings towards the leadership on their campus. When the leadership was deemed "good" the faculty

participants were quick to offer praise. Conversely, when there was a perceived lack of leadership, most often cited by lack of follow-up from administration, the faculty felt that had a negative impact on their work.

Of the CSE subtraits that were used to craft the interview protocol for the study, locus of control was the most directly referenced by the participants. While the other subtraits of self-esteem, self-efficacy, and emotional stability were contextually referenced, locus of control (autonomy) was emphasized as highly valued in every component of faculty work explored. When it came to teaching, the faculty valued academic freedom they had in the classroom including their approach to teaching to the materials they used. In the service component of their work, the participants valued that they had control to choose what types of service they performed. In terms of scholarly work, the participants cited control over the ability to choose if they wanted to do any traditionally defined scholarly work or find other ways to engage in their discipline.

The results of this study largely proved to be in corroboration with what previous research existed on community college faculty. However, the study provided a much richer and deeper understanding of the complex lived experiences of community college faculty. Previous research, specifically quantitative in nature, had laid out much of the 'what' around community college faculty, and this study extended our understanding of the 'why' using qualitative data.

Discussion

The purpose of this qualitative approach was not to prove or disprove a theory, but rather use the CSE as a theoretical framework to gain valuable information into the lived experiences of the participants regarding the work they perform. While it was only the initial extension of the

theory into the qualitative space, it proved to be a successful endeavor in terms of enabling the researcher to explore several facets of the lived experiences of community college faculty in the three key components of their work. Through the theoretical lens of CSE, the essence of the participants' work was explored in a deep and meaningful way to produce rich descriptions of the phenomenon under study. The use of CSE also provided breadth to explore areas of community college work in a unique and wide-ranging manner allowing for probing into many different areas during the interview process. Additionally, through the use of CSE, the researcher was able to apply a theoretical framework to a phenomenological study without being overly constrained by a narrow focus, which can sometimes be the case when working within a prescriptive theoretical framework.

There were, however, some challenges to using CSE as a theoretical framework or lens. The researcher recommends the use of CSE in further qualitative studies but cautions that the broad constructs of the theoretical framework allowed for the scope of the interviews to be very wide, which may prove challenging for future researchers who wish to maintain a tighter focus on their study. Using CSE in a mixed methods study would be a natural place to extend this framework and would allow the researcher to not only collect data from the CSE scale but explore the subtrait areas more in-depth with qualitative interviews.

When exploring the experiences of faculty in a community college setting, quantitative research approaches have traditionally been widely used. Using CSE as a guiding theoretical framework when exploring the lived experiences of community college faculty yielded wide-ranging and rich data for analysis. The researcher fully acknowledges that the use of CSE in forthcoming research likely will and should produce a more standard way of exploring the four subtraits that comprise CSE in a qualitative manner; for the first extension of CSE into the

qualitative space, this research study demonstrated that it is a viable approach to gathering data. While the detailed and extensive results of this specific study are outside of the purview of this article, the results of the study are an important demonstration of the type of rich data that can be collected using the CSE as a theoretical framework for phenomenological research designs.

By writing this article, the researcher hoped to impart two main "lessons" to the reader First, more qualitative research is necessary when studying the lives and work of community college faculty. Second, the successful first use of CSE extended into qualitative research in this study should warrant more experimentation and development of this framework by future researchers.

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