

The Lived Experience of Full-Time Non-Tenure Track Faculty: Who They Are, What They Do,  
and Why They Do It

by

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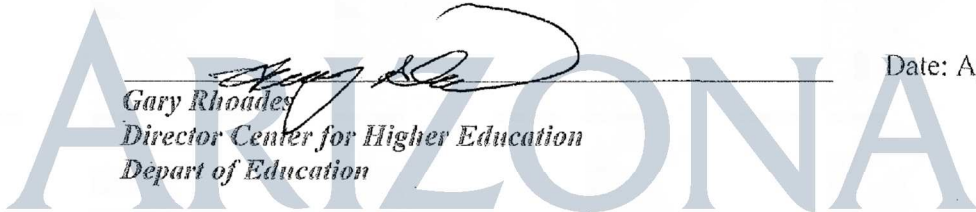
  
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## Dedication

This dedication *wouldn't dare* begin anywhere but with my mother, Shirley Ann Wellmaker, a total badass who expected her only daughter to charge at life full tilt. My mother, as the daughter of proud Oklahoma sharecroppers, always admired highly-educated people. She dragged my brother, David, and me through museums all over Europe in an effort to expose us to people who thought bigger and in more vivid color and texture than anything she ever knew growing up. While she dreamed big, my stepdad, Bob, taught me the value of discipline, hard work, and stick-to-itiveness. The energy of their parental love and lessons acts as my own personal gulfstream pushing me ever onward.

For my kids, Thyge, Ollie, Sedona, Reyk, and Logan, I did this for you. I wanted to model the correct behavior: If you make a promise to yourself—as I did at 12 years old to get a doctorate—be there for yourself and see it through. No one is going to do it for you. You kids are the reason for every good decision I make. One utterance ahead of my 6<sup>th</sup> grade vow to someday earn a doctorate was the goal and hope of someday being a mother. You kids remain my greatest accomplishment.

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RIP

*Shirley Ann Wellmaker Welch Sowash (1942-2005)*

*Steven Robert Brodersen (1955-2014)*

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### **ABSTRACT**

The rise of Non-Tenure Track Faculty (NTTF) in higher education is a well-researched topic, yet the research fails to disaggregate the data and findings between Full-Time NTTF and Part-Time NTTF. Very little research has been conducted on the work lives of Full-Time NTTF, and this research sought to make a small contribution toward that end. This study explored the lived experiences and motivation of FTNTTF with a focus on what aspects of their work life supported or thwarted their efforts.

Based on a review of the literature, this study used an IPA methodology and viewed the issue through the theoretical lens of Self-Determination Theory using Seidman's three-part interview process to gather the material. The findings revealed that this segment of the faculty demonstrate high levels of competence and professionalism, display ambivalence toward the promotion schedule, often have their own research agendas, and feel autonomous but also vulnerable. The findings support the recommendation to clarify promotion and pay structures and keep them consistent across departments, to decrease the emphasis on student evaluations of instructors, and to acknowledge and value them as equal colleagues in their departments. Future research could explore the impact this segment of the faculty has on student outcomes and scrutinize institutional policies that affect their engagement and participation in professional committees and governance.

**The Lived Experience of Full-Time Non-Tenure Track Faculty: Who They Are, What They Do, and Why They Do It**

“It is about a search, too, for daily meaning as well as daily bread, for recognition as well as cash, for astonishment rather than torpor; in short, for a sort of life rather than a Monday through Friday sort of dying. Perhaps immortality, too, is part of the quest. To be remembered was the wish, spoken and unspoken, of the heroes and the heroines of this book.”

-Studs Terkel, 1972

**CHAPTER 1: INTRODUCTION**

Inspired by Studs Terkel in his seminal sociological tome, *Working: People Talk About What They Do All Day and How They Feel About What They Do*, this phenomenological study sought to explore the work lives of full-time non-tenure track faculty (FTNTT) with an emphasis on their motivation. Rather than addressing deficient working conditions per se, this study sought to portray *how they experience* their work by in-depth interviews with a small sample. The bulk of research on this specific group of professionals has been undertaken by tenure track faculty (TTF). As a much-needed contrast and augmentation of extant research, this study sought to describe full-time nontenure track faculty’s perceptions of their motivation in their work – in their own words. As Terkel’s did 45 years ago when he spent countless hours interviewing regular people about their jobs, I set out also to listen to people talk about their work and use their own words as much as possible to describe their experience.

The purpose of this Interpretive Phenomenological Analysis (IPA) study is to explore a small sample of FTNTT faculty at a single R1, land-grant university across two colleges. Perspectives gained from this research could be used to inform policy creation that positively affects this group of faculty. In order to support this growing body of professionals, it is

important to have some foundational understanding of their own perceptions what they do and why they do it. These instructors have access to a large number of students, spend a lot of contact hours with students, and play an important role in student outcomes, yet who is paying attention? Those who care about student outcomes should be paying attention to FTNTTF. This research uses an Interpretive Phenomenological Analysis (IPA) methodology in an effort to better understand this burgeoning body of the professoriate (Smith, Flowers & Larkin, 2009) and describe their experiences. This basic understanding of FTNTT faculty's motivations and sense of their efforts and contribution could offer a richer understanding of the work carried out by this large segment of the overall faculty.

This study first overviews the background and context that frame the research. Next, I will identify the problem statement, statement of purpose, and the research questions. Further content will describe the research approach along with the researcher's assumptions and perspectives. Concluding this chapter is a high-level view of the significance of this research and an overview of the proposed rationale.

## **Background & Context**

Since the U.S. recession of 2008, job cuts and unemployment have been forefront in the American psyche and workforce. The University of Arizona has been affected by the same economic forces that beset the nation. When the furloughs and budget cuts hit the University of Arizona in 2008 and 2009 the toll was especially high for some categories of employees. States cut their higher education budgets, many by as much as one third, but only two states — Arizona and New Hampshire — cut their higher education spending per student in *half*, according to the Center for Budget and Policy Priorities, (2013).

In the face of this employment instability, tenured teaching positions seemed particularly attractive. Though tenured faculty are being released across the country in program reorganization processes, their position relative to those off the tenure track seem secure— at least in a climate that valued security over generous salaries in a slow economic turnaround that was particularly sluggish on college campuses. "While the Great Recession of 2007-2009 might be officially over for the broader economy, the higher education recession could not plausibly be described as a thing of the past" (Thornton & Curtis, 2012). Citing data from the most recent (2015-2016) Annual Report of the Economic Status of the Profession from the American Association of University Professors (AAUP), whose mission includes topics like shared governance and academic freedom:

Over the past four decades, the proportion of the academic labor force holding full-time tenured positions has declined by 26 percent and the shareholding full-time tenure-track positions has dropped by 50 percent. The increasing reliance on faculty members in part-time positions has destabilized the faculty by creating an exploitative, two-tiered system; it has also eroded student retention and graduation rates at many institutions (para. 2).

Though many publications do not separate full-time and part-time non-tenure track faculty, the data still offer a high-level view of the landscape and provide a useful context. That said, where possible, the data is disaggregated allowing for a more accurate view of the role of *full-time* NTTF. There is so much attention to adjunct/*part-time* faculty that FTNTT faculty are often overlooked and the terms are used somewhat interchangeably. Further, the terms used to identify this group of educators is confusing and include adjunct, part-time, and contingent. While FTNTT faculty may, in actuality, be “contingent” in the sense that their terms of employment are dependent upon the need for their services, this study uses the term full-time non-tenure-track or FTNTTF.

The most comprehensive book to date that focuses specifically on the role of FTNTTF is Baldwin and Chronister's *Teaching Without Tenure* (2001). The authors note that oftentimes university policies describe the role of FTNTT as primarily teaching lower-level undergraduate courses without the need for producing research. Another finding was that FTNTT were "not expected to perform the same range of duties as regular faculty" (p. 33). Baldwin and Chronister note three reasons for employing NTTF.

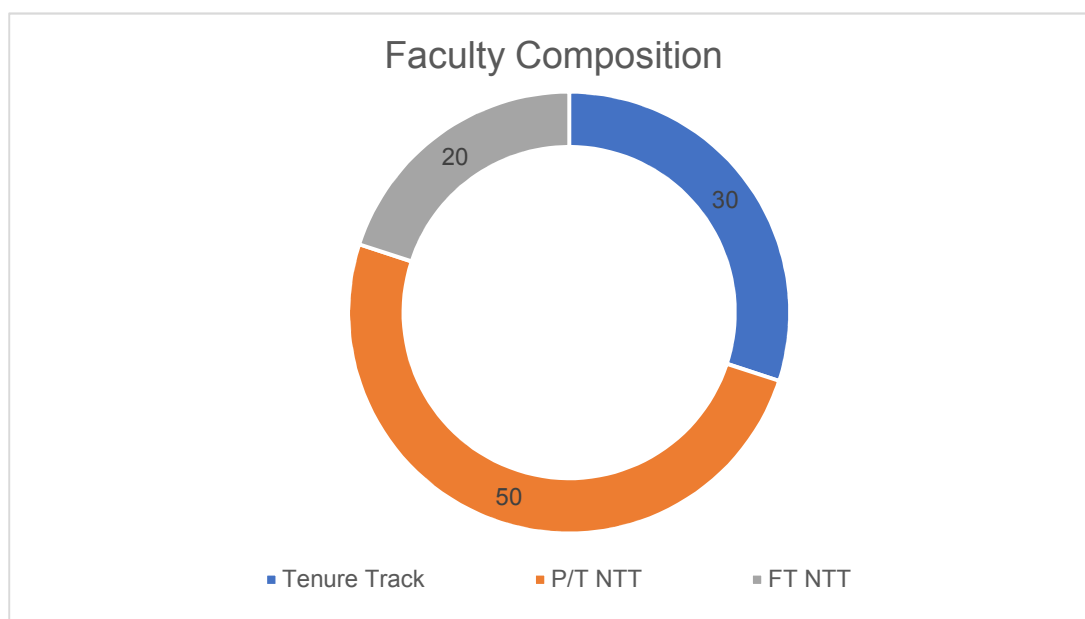
The first is to protect tenure-track faculty. Deans and chairs at the institutions where they conducted their study claimed that by hiring FTNTTF they could fill roles and responsibilities deemed "inappropriate for tenure-track faculty" (2001, p. 34). The example given was in the Humanities where teaching writing and languages were deemed "not the domain" of TTF. The second reason institutions cited for hiring large numbers of FTNTTF was to meet institution needs economically. The flexibility in hiring for one-year contracts allowed for an escape hatch should enrollments decline or a new degree program fail to get off the ground; essentially, it was a commitment-free route to take. Further, hiring FTNTT faculty was efficient in terms of budget: FTNTT faculty carry heavier teaching loads than their tenured counterparts (Chronister & Baldwin, 2001).

The third and final reason the authors contend for employing FTNTT faculty is to allow for specialized hires who are brought on board because of special skills or knowledge but without the educational qualifications that are required for tenure track positions. These types of hires occurred most often in business schools where, for example, they might hire retired corporate leaders who bring industry experience but lack terminal degrees. The other area of specialized hiring is in research. FTNTT research faculty are hired in the "heaviest

concentrations in the natural sciences, engineering, and medicine” (Baldwin & Chronister, 2001, p. 36). In fact, Finkelstein, Seal, and Schuster note that accrediting associations and state policymakers continually entreat universities whose mission includes/emphasizes research to focus more on teaching (1998). Yet, their numbers show that the majority of “new” faculty prefer research time to time spent teaching.

Considering the fact that tenured and tenure-track faculty account for less than 29%—or one-third of the academic workforce in higher education—the relevance of understanding who the other 70% are and determining what motivates them to do their jobs seems an obvious line of inquiry. An entirely parallel consideration are the graduate students who serve as GTAs who exist in a gray no-man’s land in much of the research. Breaking down the numbers for further edification, among those in non-tenure track positions 73% are part-time and only 27% are full-time. On net, approximately 30% of higher education faculty are tenured or on a tenure-track, 20% are **full-time** non-tenure track, and 50% are **part-time** non-tenure track (Yakoboski, 2015).

Figure 1: Faculty Composition



While some argue that the hiring trend away from tenure track is fiscally driven, the American Association of University Professors ([AAUP, 2014](#)) claims that the hiring of contingent faculty is a choice to prioritize investment in technology and facilities over investment in instruction rather than an economic necessity. Baldwin and Chronister characterize the trend as driven by a need to fulfill their multiple missions which leaves colleges and universities scrambling to effectively allocate limited resources (2001). Either way, the trend is showing no signs of being temporary or on the decline.

Offered in their Factbook as an overview of the faculty composition in the R1 university where this study took place, the most recent numbers can be seen below in Table 1 and perfectly illustrate the issues with lumping all contingent faculty under one category.

**Table 1: R1 Setting's Faculty Numbers**

TRACK	Total			FULL TIME			FULL-TIME EQUIVALENT (FTE)		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
<b>Tenure Track Faculty</b>	993	542	1,535	880	465	1,350	962	526	1,488
<b>Other Instructional Faculty*</b>	451	538	989	200	251	451	286	362	684

\*Other instructional faculty includes Adjunct, Emeritus, Visiting, Professors of Practice, and other ranked faculty.

This data exemplifies the difficulty in parsing out specifics about faculty composition. No explanation is given as to the difference between “Full Time” and “Full Time Equivalent (FTE)” and the categories included in “Other Instructional Faculty” do not help us tease out the exact number of FTNTT faculty. Even the use of the word “Adjunct” is interesting because, as of 2017, the terminology changed at this university to “Career Track.” If they mean Part-Time, then they can hardly fit into either Full-Time category above.

Though not the largest segment of the educator population, full-time non-tenure track faculty have been the focus of very little research; rather, they have been lumped together with part-time NTTF under the broad umbrella of “contingent faculty” because they tend to stay at institutions longer and often hold multiyear contracts, they hold a unique position within the greater faculty and experience their work differently. they spend more contact hours with students than do part-time instructors, and they are often more integrated in their departments (Gappa, 2002; Kezar & Maxey, 2014). identity management theory (Padavic, 2005) posits that in order to maintain overall good moral and integrate into the work environment, workers “defined their high work motivation as determinative of their personal values” and in doing so “mitigated the need to rethink the basics of the employment contract” (p. 128). this could be true of FTNTT faculty as well, but more needs to be known about how they feel about their positions and their work. this unique position FTNTT faculty hold is another reason they merit researching—for the overall good of the institutions and the students they serve. as Gappa and Leslie (1993) did with part-time faculty in their book, *the invisible faculty: improving the status of part-timers in higher education*, this research attempted to make visible FTNTT faculty’s work experience on a much smaller scale.

Some research suggests that graduation rates are adversely affected by the use of part- and full-time NTT faculty (Ehrenberg & Zhang, 2005) and that student outcomes suffer under the same conditions (Umbach, 2007). Again, the issue arises that the data for FT/PT are lumped together thus not allowing for a greater understanding of causality. In a dissertation by Korgan (2016), these same results were not found. The study used data from the 2010-2011 Faculty Survey (administered by the Cooperative and Institutional Research Program), which included 37,000 faculty members at more than 460 colleges and universities and compared the instructional efficacy of *part-time* faculty versus tenured or tenure track faculty. The findings were opposite of previously cited research on the subject:

The conclusions from this study demonstrate that part-time faculty scored substantially higher across the study's outcomes of educator effectiveness. In fact, after controlling for stress and various perceptions of campus and departmental climates, as well as attitudes connected to the teaching and learning environment, part-timers' scores on the outcomes increased even more when compared to their traditional counterparts. Inspection of the final multilevel models across all outcomes revealed that all faculty subgroupings were more efficacious instructors than their tenured colleagues (Korgan, 2016, p. 129).

In the case of Korgan's research, the data is once again focused only on part-time, but one could reasonably assume that the findings would be similar for full-time non-tenure track faculty.

Clearly, whichever philosophical or ethical side one takes in the debate about the effect of non-tenured faculty on student outcomes, the picture becomes only slightly clearer when full-time are once again mis/not represented.

Another response to the budget shortfalls in higher education has been to rely on NTT faculty to meet flexible staffing needs that also reduce the cost of instruction. At all degree-granting U.S. institutions in 2007, faculty teaching part-time or as adjuncts was 49% (U.S. Department of Education, 2009). Likewise, the Coalition of the Academic Workforce (CAW

2011) report documents the salaries for adjuncts and compares them to their Tenure Track Faculty (TTF) counterparts with the results showing great disparity in salary and benefits between the two groups (CAW, 2011). The United States Department of Education's 2009 Fall Staff Survey noted that of the nearly 1.8 million faculty members and instructors, roughly 75% were not on the tenure track and were working in some contingent fashion. While the category is broad, this report defines them as "part-time or adjunct faculty members, full-time non-tenure track faculty members, or graduate student teaching assistants" (US DOE, 2009). Clearly, the disaggregation of the data on non-tenure track faculty would assist researchers trying to answer basic questions about three-quarters of the faculty engaged in teaching and belonging on campuses across the U.S.

Due to the growing numbers of non-tenure eligible faculty, the landscape of higher education is changing. In order to best include these faculty members, administrators must consider how to manage, evaluate, and recognize this burgeoning group (Waltman, Bergom, Hollenshead, Miller & August, 2012). At research universities, tenure-track faculty (TTF) are hard pressed to meet the demands for producing publishable research, keeping up with their teaching loads, and fulfilling the service component of their tenure contract (Baldwin & Chronister, 2001). Concurrently, college enrollments are increasing as are the educational demands that teaching a more diverse population require (U. S. Department of Education, 2006). Enter the full-time nontenure faculty boom, which, once thought to be a temporary phenomenon, appears here to stay with fully one in five full-time faculty members ineligible for tenure (Harper, Baldwin, Gansneder & Chronister, 2001).

Full-time non-tenured faculty are unique in that they are not as fringe as part-time faculty who come and go and often work at more than one institution but are more similar to tenure track faculty in their commitment and loyalty to their institution (Gappa, 2002). That these two categories are distinct is something that is poorly treated in the literature and data prior to the 2000s. Part-time faculty and full-time faculty, while both off of the tenure track, are vastly different in how they interact with the institutions they serve. "To mix these different types of appointees indiscriminately in a single analysis is likely to provide more murkiness than light" (Schuster & Finkelstein, p.407, 2006). With the growing numbers of this faculty group, 22% of faculty in research-oriented universities according to AAUP (2006) it can only strengthen the institution to have this large body involved in many aspects of university life, including governance, decision-making, socio-cultural endeavors, and outreach.

### **Statement of Problem**

It ain't what they call you, it's what you answer to.

W. C. Fields

With the growing presence of full-time non-tenure track faculty in higher education, it is important to the health of the institution at large to understand what motivates this group and to understand their perceptions of their role. Despite their growing numbers and significant contact hours with students, very little is known about how they see their roles and their contributions. Much has been written about them, but very little has been written *from their point of view* by one of their own. In order to understand and better accommodate this increasingly relevant and vital segment of higher education faculty, it is important to know why they do what they do and

how they experience their work in order to identify factors that support or thwart their professional efforts.

### **Statement of Purpose and Research Questions**

The purpose of this study was to speak with nine full-time non-tenure track faculty to gain a better understanding of what motivates them in their job as educators and to explore their perceptions of their work identity. Perhaps by gaining a clearer sense of who they are and why they do what they do, and by understanding what factors support or hinder both their ability to do their work and their sense of identity, administrators and policy makers can make more informed decisions on policies and procedures that affect this segment of faculty. As Kezar and Maxey (2014) note in their Occasional Paper #21, “There are great opportunities to capitalize on the expertise and knowledge of non-tenure-track faculty if campuses policies and practices are sufficiently revised” (p. 19). Toward this end, the following research questions will help gain a

1. Why do they teach as a FTNTT faculty member? (This question seeks to determine the path that brought them to their current employment status).
2. In their work and their work environment, what motivates FTNTT faculty? (In answering this question, factors could be identified as either supporting or thwarting intrinsic motivation).
3. How do FTNTT faculty experience their roles? (Understanding FTNTT faculty perceptions of their role in the institution could inform ways to support their autonomy and sense of belonging).

## Research Approach

This study explored the lived experiences of nine full-time non-tenure track faculty using qualitative research methods. Bogden and Biklen describe the five features of qualitative research as 1) Naturalistic—conducted in the particular setting being studied for context; 2) Descriptive Data—collected with attention to rich detail and examined with the assumption that nothing is trivial; 3) Concern with Process—concerned with process instead of outcomes; 4) Inductive—data analyzed inductively wherein abstractions are built as the particulars gathered are grouped together; 5) Meaning—interested in how different people make sense of their lives from their own perspectives (2007). The context of this study falls easily within these parameters for choosing to conduct qualitative research.

On a more granular level, this study employed the methodological framework of Interpretive Phenomenological Analysis (IPA). The primary goal of research using IPA is to investigate how individuals make sense of their experiences (Pietkiewicz & Smith, 2012). Three principles which underlie IPA research are sketched in brief here: phenomenology, hermeneutics, and idiography. *Phenomenology*, as a philosophical approach first posited by French philosopher Husserl in 1900, eschews existing theoretical preconceptions in favor of articulating an account of lived experiences in its own terms. This philosophy values “capta,” that which is taken from experience over “data” that which is empirically given (Russo, 1957). The second underlying principle of *hermeneutics* (from the Greek *hermeneutikos* “to interpret; to make clear”) ([www.etymonline.com](http://www.etymonline.com)) is a theory of interpretation (Smith & Osborne, 2015). Smith et. al describe the double hermeneutic process as the participant first making meaning of their world and then the researcher endeavoring to decode that meaning—essentially, making

sense of the participants' meaning making (2008). The final underlying principle of IPA is *idiography* which concerns itself with the individual and understanding their experiences in details that give a depth of analysis. It is for this reason that IPA can use small, purposively selected and carefully situated samples (Smith, Flowers, & Larkin, 2009) such as the research that I am proposing.

Since I interviewed participants about their positions at the university, it was understood that their non-tenured position may carry with it a lot of ambiguity, fear, and any other range of emotions that may not be positive, so this methodological framework provided a well-suited construct. "IPA is a particularly useful methodology for examining topics which are complex, ambiguous and emotionally laden" (Smith & Osborn, 2015). Further, it is important to have few cases, to interview strategically and thoughtfully, and to have what Pietkiewicz & Smith describe as "an openness to see the world through someone else's eyes and the ability to control a temptation to *a priori* impose conceptual categories" (2012, p.11). Toward that end, three in-depth 60-minute interviews were conducted with each participant focusing on the three aforementioned-research questions.

In Seidman's (2007) three-interview structure, the first interview details the life of the participant up until the present time. The second meeting asks the interviewee to detail "their present lived experience in the topic area of the study" (p. 18). The third and final interview allows the participants to reflect on the meaning of their experience. During this final meeting, participants address the intellectual and emotional connections between their life and work. Allowing for a break of around a week allowed participants to process and reflect on the previous meeting thereby consolidating impressions and thoughts. This understanding of their

experience was in keeping with the IPA methodologies focus on meaning-making through talking and sharing their experiences (Smith, et al., 2009). Participants were informed of the general overview of the questions for each interview so that they knew what to expect. At each subsequent interview, I reminded them what we covered last time and what we would focus on in the current interview. This intentionally iterative and transparent process allowed them to relax as they knew what was coming.

In this study, participants were assigned colors that are used as names, and all interviews were transcribed verbatim. The overall findings of this study are couched within the conceptual framework which is presented in the literature review and the chapter on methodology and theoretical framework.

### **Assumptions**

As a lifelong educator with 17 years of full-time non-tenure track teaching experience at two different four-year institutions, I have made my career off the tenure track. The assumptions that I bring to this academic endeavor are twofold. *First*, FTNTT faculty do not take a deficit view regarding their position in the institution. This is based on the growing number of this body of educators and their position and changing policies that give them more recognized and defined roles. The *second* is that FTNTT faculty view their roles as vital to the education of students. This assumption is based on years of being a part of this group and recognizing the common thread—in the absence of other outside motivating factors like tenure and advancement—of valuing ourselves as educators, first.

Identifying and candidly articulating my underlying assumptions was a good way to know what experiences and beliefs to “bracket” or set aside in order to more openly understand

those of the participants of my study (Creswell, 2009). Extensive readings of Seidman (2006), Creswell (2009), Moustakas (1994), Bogdan and Biklin (2007), Corbin and Strauss (2008), and more esoteric and abstract readings by Husserl and Heidegger confirmed the importance of identifying the interviewers' assumptions, or what Moustakas termed *Epoche*. In this method, the fact that the interviewer and the participants have experienced the same phenomena is what allows them to connect; essentially, everyone in the study will address the same entity from different perspectives (Moustakas, 1994). Internalizing and maintaining a continued awareness of interviewing strategies and principals as outlined by Seidman (2007) and others, (and revisiting the readings frequently throughout the interviewing phase) helped me to make sense of the participants' meaning making (Smith & Osborn, 2008).

### **Rationale and Significance**

The rationale and genesis of this research came from this researcher's experience as a non-tenured faculty member and from years of discussion with my peer non-tenured educators who seem propelled by a different set of motivators and whose identity lay in the work that we do. Further, after reading about "us" for years, and hearing why "we" do our jobs, this researcher wanted to ask, in a formalized and sanctioned context, why FTNTT faculty do what they do and how they see themselves in the context of their daily work lives and in the greater institution.

One-on-one, in-depth interviews at a single institution with a small number of FTNTTF could yield richer information pointing toward the universal that is not easily discovered on the surface (Miles & Huberman, 1994; Smith, Flowers, & Larkin, 2009). These findings might in turn aid the single institution's awareness of strategies they might employ to better recognize and manage their FTNTT employees—ultimately providing students a more valuable education

(Modarelli, 2006). This IPA research process sought to illustrate what FTNTT faculty experienced at one specific place of employment, thereby eliminating other variables, and providing a clear and deep snapshot of how they experience their work and what motivates them in their jobs.

Drilling down on and clarifying how FTNTT faculty construct their role in the institution and describing their motivations for the jobs that they do may help create a baseline foundation of understanding from their own words. Most published research on the topic has been written by tenured faculty. That said, the trend is changing as evidenced in a growing number of research dissertations in the Proquest Database on the topic of NTTF by NTTF. Further, this group has much to contribute beyond their classroom content-area expertise. As managed professionals (Rhoades, 1998), FTNTT faculty bring experience and commitment to the proverbial table. This category is ripe for more research and study particularly with attention to how this population perceive their role in the enterprise (Kezar & Sam, 2011; Anderson, 2007; Gappa, 2002; Hoyt, 2012; Harper, 2001). Inaccurate preconceptions, such as the deficit model for describing FTNTT faculty's role in the enterprise, cause scholar researchers to choose theoretical frameworks that may not be appropriate (Kezar & Sam, 2011). Also noted is the fact that these same scholar-researchers could see this contingent core of faculty as a threat to their own continued relevance (Kezar & Sam, 2011). Thus, a study of this nature could be rich in detail as to the specifics of what motivates FTNTT faculty in their work lives.

## CHAPTER 2: LITERATURE REVIEW

### Overview

This chapter will describe a theory of motivation that I determined was the best lens with which to view my study and its participants. IPA studies by their nature are inductive and open (Smith & Osborn, 2008). Bogden and Biklen's notion of bracketing assumptions or ideas that the interviewer might take for granted as true is a core tenet of phenomenology and were observed (2007). Deci and Ryan's Self-Determination Theory (SDT) was the lens through which I researched the motivations of FTNNT faculty. I acknowledged and summarized other theories that come to bear when they influenced the direction of my study.

I did not know what I was going to discover upon interviewing my participants, and I went in with intentionality toward an open mind. Reading and re-reading Studs Terkel's seminal book on people and how they felt about their work reinforced my caution about what I know and don't know about the motivations of my peers. As Seidman cautions, "Interviewers must try to avoid imposing their own interests on the experience of the participants" (2006, p. 15). Further, my own thoughts on the subject of working as a FTNTT faculty member are fairly well developed and seasoned and knowing this made me even more cautious about pre-determining the direction my participants might take when they described their motivations toward their jobs.

The literature can be broadly grouped into a few different worldviews that have their own underlying philosophies and purposes. The advocacy /participatory worldview is particularly prevalent in online forums, activist websites and blogs, and in the *Chronicle of Higher Education*. In this body of literature, adjuncts are seen as needing saving and the agenda is often politically tied. The findings from these articles are couched, for example, in terms of

raising consciousness about institutional neglect or in giving voice to the marginalized (Creswell, 2009).

Another category of literature has more pragmatic underlying assumptions and goals and looks at best practices to incorporate adjuncts into the greater mind of campus faculty in order to find a win-win amongst the tenured and untenured. This body of research offers solutions to the problem and is pragmatic in intent (Creswell, 2009). Issues like the satisfaction and loyalty of adjunct faculty, their employment preferences and commitment to their organizations, and their involvement and engagement in university life will be included in this section. Naturally, some of these concepts like engagement and satisfaction could present as extrinsic or intrinsic motivators.

A final body of literature will explore the theoretical framework that provides the most appropriate lens through which to examine FTNTT faculty members' engagement in university processes and procedures. In light of the fact that more recent literature on the subject of adjunct faculty is taking a proactive angle at both describing and improving their working lives, it is important to choose the correct framework to view, describe, and analyze the experiences of FTNTT faculty and perceptions of their identity and motivations.

### **The Deficit Model**

The deficit model in education describes the problem as within the student who is lacking or missing something important that will enable them to be successful. Consideration is not given to the context and the environment in which the students' learning is taking place. In general, a deficit model in any field is one where the focus is on what is wrong, what is missing, what needs to be done, remedied, fixed, or removed. A majority of the research on adjunct

faculty (as a category meaning non-tenure, whether part- or full-time; this distinction is often not made in the literature, nor is it always disaggregated in the data) focuses on the downsides of adjunct work (Discenna, 2007; Kendzior, 2013; Feldman & Turnley, 2000). Much of this takes place in 'soft' writings like opinion pieces and news articles. Like these quick descriptions from an article in the Organization of American Historians, which was reporting on dissatisfied and exploited part-time faculty, e.g. "academic sweatshops," "the working poor on campus," "the new scarlet letter," and "academic serfs" (Lurie, 2007). These disparaging monikers are meant to cast light on the marginalized role of adjuncts (again, the lack of distinction between part- and full-time notwithstanding, the two are largely lumped together with the same perceptions blanketing both). Bogdan and Biklen (2007) tell a cautionary tale of relying on existing theoretical and conceptual understanding as did social scientists for a quarter of a century studying disability and deviance. Their focus on stigma and labeling turned the study of deviance into one of exclusion.

The *Chronicle of Higher Education*, a publication whose website logs 12.8 million pages seen per month with over 1.9 million unique visitors, often includes commentary, articles, and essays that portray adjuncts as an overworked proletariat with little hope for changes in status or living conditions without collaboration, a uniting of voices, and/ or unionization. In fact, much of the literature on adjunct faculty characterize them as dissatisfied and marginalized (Fulton, 2000; Pompper, 2011). "There appears to be quite a strong trend for theories to comport to a deficit model" (Kezar & Sam, 2011, p. 2). Often this is unintentional and a by-product of the theoretical frameworks through which research has been conducted on contingent faculty (Kezar, 2011).

Status of the industry reports like the AAUP annual economic report offer statistics and data about the salaries and income distributions throughout academia. While that captures part of the picture, not everything that compels about one's job is predicated on salary. In fact, educators as a group are not as monetarily motivated as professionals in other fields and find satisfaction and compensation in less tangible rewards like collegiality, campus environment, and mentoring (Hagedorn, 2000). Thus, while the deficit model has provided fertile ground for growing a body of literature that decries the working conditions of adjuncts, the perspective that is used is often from a business or economic vantage point which is not always applicable to the professoriat (Rhoades, 1996, 2006). To reiterate, where this model may have been apt and served the purpose of drawing attention to the situation in which part-time adjuncts found themselves, the landscape of FTNTT faculty's work experience is very different and requires a different lens through which to view them.

### **Pragmatic Worldview**

A more current rash of research exists in publications after 2000 and in doctoral dissertations published in the last five years that looks at the working lives of non-tenure track faculty in a different light. These more recent studies focus on positive self-reporting by adjuncts themselves (as opposed to tenured researchers writing *about* them) and attempting to assess the climate in order to improve the profession (Hoyt, Howell, Glines, Johnson, Spackman, Thompson & Rudd, 2008). It is understood that adjuncts are here to stay and that it is probably best to determine and delineate best practices so that everyone benefits in a cohesive, functional institutional environment (Hoyt, 2012). As Maynard and Joseph note, job satisfaction data comes from national surveys like the National Study of Postsecondary Faculty (NSOPF; Conley and Leslie, 2002; Anthony & Valadez, 2002; Clery, 2001) and these have consistently shown that

part-time and full-time faculty report comparable levels of global job satisfaction (2006). Much of the literature actually shows that adjunct faculty are satisfied with their teaching positions—often on par with tenured faculty (Hoyt, et al., 2008; Weglarz, 2000; Waltman, et al., 2012; Antony & Hayden, 2011; Maynard & Joseph, 2006; Anderson, 2007; Harper, 2001; Kezar & Sam, 2011).

Much of this research focuses on understanding the adjunct faculty and listening to what they say about the jobs they do and the jobs they have (Kezar & Sam, 2011). Likewise, many of the studies seek to discover what aspects of the work make adjunct faculty satisfied with their positions. I use the term “adjunct” here because it is what is used in the research described here. I will not continue using this when I switch to focusing on full-time non-tenure track faculty (FTNTT). Research that utilizes a person-job fit perspective (Kristof-Brown, 2000) teases out whether the person has the job they want and are suited for: Are they part-time but actually prefer to be full-time? Are they underemployed commensurate to their education level and experience? Both underemployment and poor person-job fit scenarios evidence lower levels of job satisfaction for the employee (Maynard & Joseph, 2006). Another facet of job satisfaction can be examined through Rousseau's theory of psychological contracts which she defines as 'an individual's subjective belief in the reciprocal nature of the exchange relationship between himself/herself and a third party, based on the promises made or implied in their interactions' (1995). In essence, if an adjunct faculty member perceives that their institution has met their obligation to them, they may experience a sense of satisfaction--even if they would prefer to be working in a different full/part-time position. So, while they may not have the exact job (fit) that they want, they may feel satisfied that there is a certain *quid pro quo* in the psychological contract belief that people recognize as containing a basic kernel of fairness.

Since the faculty hiring patterns have changed in the past twenty years and show no signs of being a passing trend, administration and other hiring agents and policy makers could react by developing systematic policies for non-tenure track faculty (Harper, et al.,2001). Harper et al also found that non-tenured faculty are satisfied with their jobs in spite of institutional policies, rather than because of them and recommend developing coherent policies to address the needs of this growing body of faculty (2001). This means that in order to maximize the value of the adjunct faculty, institutions should develop policies that are clear cut and not ambiguous (Gappa, 2008).

Other areas of job satisfaction for non-tenured faculty are opportunities to teach and work with students, career flexibility, and a perceived lower stress level when compared to tenured faculty (Waltman et al., 2012). Student evaluations of instructors, (TCEs at this university) became de rigeur at higher education institutions across the country after the late 1990s. Simpson and Siguaw (2000) note that these evaluations “are psychologically critical because the ratings and student comments on them may be hurtful or malicious to faculty members who are genuinely trying to be the best at what they do: teach” (p. 210). It was worth exploring the feelings about TCEs with FTNTT faculty to what if any impact these assessments have on their motivation and perceptions of their work environment.

Finally, in this literature review, after having discussed research that was borne of the deficit model, I presented the literature that focused on more practical aspects of what is working for adjunct faculty, and what creates satisfaction for them in the workplace. While the literature review presented here is abridged, that is intentional as authorities on qualitative research consistently caution against over-researching and reviewing the literature. Corbin & Strauss warn

of being “so steeped in the literature” as to be constrained and stifled by it (2008, p. 36).

Creswell further asserts that qualitative research is exploratory in nature meaning the topic is not well covered in extant literature, and the researching is seeking to build an understanding based on what is heard (2009). While Bodgan and Biklen (2007) note that a substantive review of the literature will enhance analysis, they do warn of finding ideas and concepts that are so compelling as to “blind you to other ways” of interacting with the data and results of your collection (p. 169). This research seeks to strike a reasonable balance and places much of the relevant literature in the analysis sections at the document’s end.

### **Self Determination Theory**

Self-Determination Theory, a macro theory of human motivation, has been successfully applied across a wide range of domains, from school settings, to athletics, and to the workplace (Deci, Olafson, Ryan, 2017). Deci and Ryan (1997; 2000; 2002) in an effort to categorize human motivation (to motivate: that which gives rise to action) distinguish between different types of motivation based on the different reasons or goals that give rise to an action. The most basic distinction is between *intrinsic* motivation, which refers to doing something because it is inherently interesting or enjoyable, and *extrinsic* motivation, which refers to doing something because it leads to a separable outcome. Over three decades of research has shown that the quality of experience and performance can be very different when one is behaving for intrinsic versus extrinsic reasons. One purpose of this review was to revisit this classic distinction between intrinsic and extrinsic motivation and to summarize the functional differences of these two general types of motivation.

Deci and Ryan's SDT (1985, 2000, 2002) views intrinsic motivation as a catalyst for behavior/action that will in turn fulfill the innate psychological needs of autonomy, competency and relatedness. Of particular relevance is that fulfillment of these needs leads to positive outcomes providing that the environment *supports* rather than undermines the efforts of the individual. When supportive conditions in the social context are present, it leads to "engagement, mastery, and synthesis; whereas, to the extent that it thwarts need fulfillment, it diminishes the individual's motivation, growth, integrity, and well-being" (Deci & Ryan, 2002, p. 9).

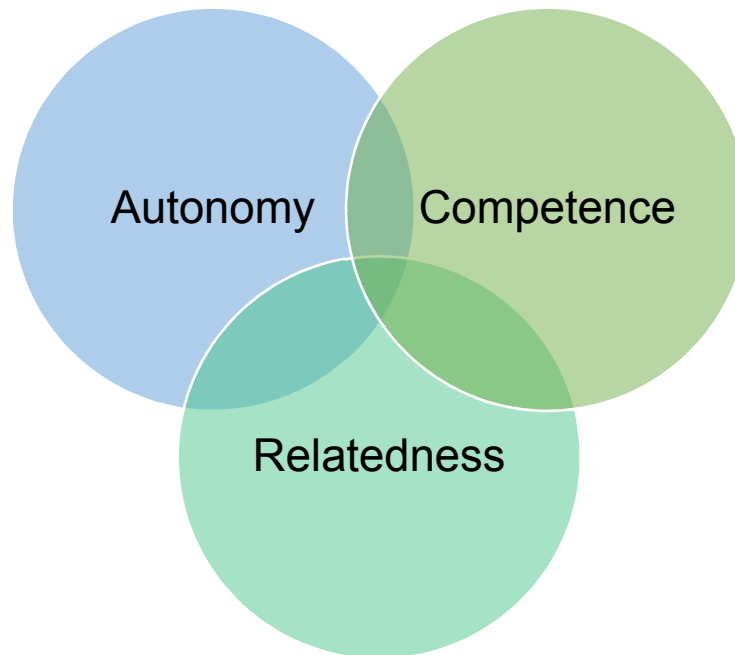
In an article in Harvard Business Review, author Susan Fowler (2014) clearly defines the three innate needs and posits that SDT supersedes Maslow's Hierarchy in articulating the needs that must be met in order to motivate people in the workplace:

- **Autonomy:** Relates to the feeling of having choices and the ability to self-determine a course of action and identify it as one's own volition.
- **Relatedness:** Feeling connected to others without the pressure of ulterior motives—caring about others and being cared about in return. Another aspect of this innate need is that of feeling that one is contributing to something greater than oneself.
- **Competence:** Relates to feeling effective at meeting everyday challenges and recognizing and pursuing opportunities. Feeling that one is growing and flourishing and honing skills over time. It is closely related to Csikszentmihalyi's mental state of "Flow" (1990).

**Figure 2: Venn Diagram of SDT**

## Self-Determination Theory

### Three Innate Human Needs



By focusing on the fundamental psychological tendencies toward intrinsic motivation and integration, SDT occupies a unique position in psychology, as it addresses not only the central questions of why people do what they do, but also the costs and benefits of various ways of socially regulating or promoting behavior ([selfdeterminationtheory.org](http://selfdeterminationtheory.org)).

This study used the theoretical lens of Self-Determination Theory (SDT)(Ryan & Deci, 2000) through which to examine and explore the lived experiences of FTNTT faculty and to understand what motivates them in their everyday work lives. SDT highlights the importance of human beings' evolved inner resources for personality development and behavioral self-regulation (Ryan, Kuhl, & Deci, 1997). As an approach to human motivation, SDT looks at ways that social-contextual conditions either facilitate or forestall the natural inclination and processes of intrinsic motivation. Perhaps more importantly, as Deci and Ryan note, in the real world, motivation is highly valued because of its consequences: Motivation produces (2009). The

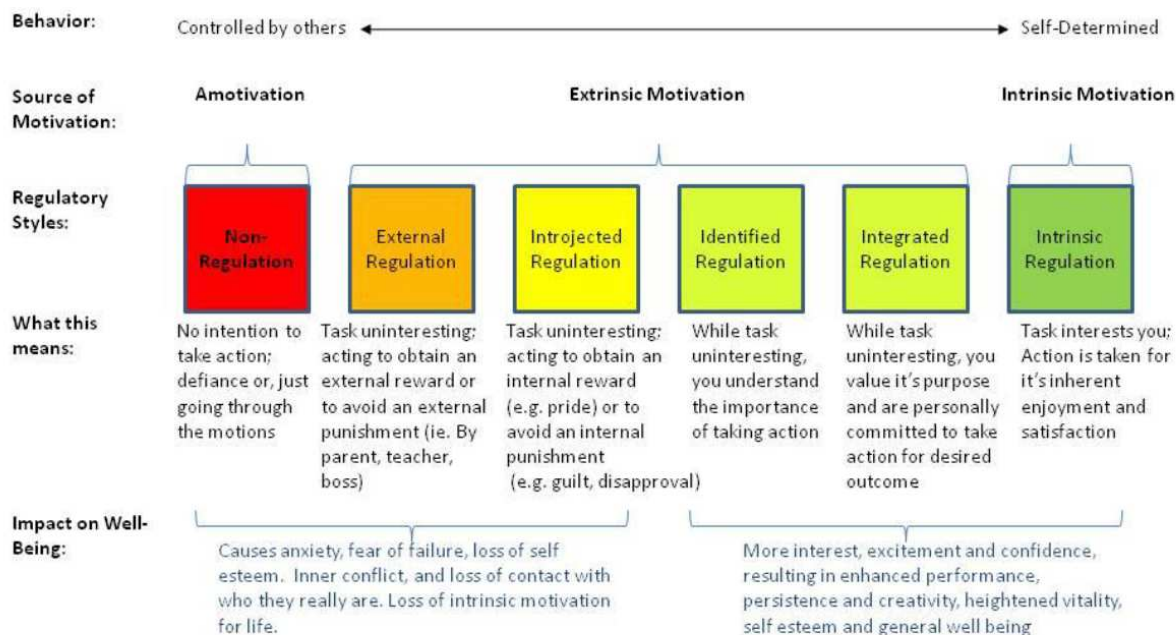
authors also assert that understanding motivation should be a preeminent concern to those in roles that mobilize and encourage others to act, i.e. managers, teachers, parents, etc. (Deci & Ryan, 2009). This is especially important when considering the context in which FTNTT faculty find themselves working and belonging.

According to SDT, motivation can either be prompted by internal or intrinsic factors like a desire to do well for the sake of doing well, or by external or extrinsic factors like higher pay and the bosses' approval. External motivation has been found to somewhat thwart the natural human tendency to explore and engage if overused or used improperly; however, intrinsic motivation is more resilient but also often requires supportive conditions (Ryan & Deci, 2000).

### **Organismic Integration Theory (OIT)**

The infographic below helps situate degrees of motivation by describing Deci and Ryan's (2000) four typologies on a continuum of internalization between behavior that is self-determined and that which is controlled by others. These four typologies describe motivation that is *extrinsic* and break down the degree to which it is internalized by the person: The more internalized the *extrinsic motivation*, the more autonomous the person will be when enacting the behaviors. In particular, autonomy and relatedness are critical for internalization. In other words, if people *feel* that they are the source of their own behavior and motivation, and they *feel* like they belong, that they are a part of some group or department, they are more likely to internalize motivation that is actually extrinsic, that is coming from outside themselves in the form of rules or directives or expectations from others. Figure 3 below helps make less abstract the idea of a continuum with regard to extrinsic motivation.

**Figure 3: Four Typologies of Extrinsic Motivation**



(Deci & Ryan, 2000)

Expressed as a continuum, the concept of internalization describes how one's motivation for behavior can range from amotivation or unwillingness, to passive compliance, to active personal commitment. With increasing internalization (and its associated sense of personal commitment) come greater persistence, more positive self-perceptions, and better quality of engagement (Deci & Ryan, 2000, p. 61). Thus, when applied in a work setting, those tasks which are extrinsically motivated in which one sees the value either as necessary or as resonating with one's own values produce better outcomes. In other words, getting the "buy-in" on required tasks has better outcomes as people integrate the motivation as their own and therefore persist and perform better.

The concept of intrinsic motivation as described by Deci and Ryan (2000) is "the prototype of self-determined activity and as such represents a standard against which the

qualities of an extrinsically motivated behaviour can be compared to determine its degree of self-determination" (p. 237). Of the four types that fall under "Extrinsic Motivation," *identified regulation* and *integrated regulation* are the more self-determined and non-controlling forms of motivation (Deci & Ryan, 1985, 2000; Ryan & Deci, 2002). With both, individuals perceive little pressure, internal or external, because they consider the regulation important (Ryan & Deci, 2000b; Vallerand & Rousseau, 2001). These regulations are said to be "integrated" when they align with the goals, values, and identities of the individuals (Deci & Ryan, 2000; Deci & Ryan, 2002). Identified regulations differ from integrated regulations in that they are assimilated (taken on as their own since they converge with personal values and beliefs) not just acknowledged as important. Those on the right of the continuum, the more self-determined forms of motivation (intrinsic, integrated, identified) lead to more positive outcomes.

This study sought to identify the factors that support self-determined and autonomous behavior and the factors which have the opposite effect. After all, "Engaged employees whose individual performances are rewarded and whose roles are clear stay in their institution longer and are more engaged in its mission" (Spreitzer, 1995). By viewing the participants' lived work experiences through the lens of SDT, this study sought to understand what promotes autonomous and self-determined motivation among FTNTT faculty. By discovering what intrinsic and extrinsic factors motivate or demotivate FTNTTF, better policies could be crafted by administrators that increase their job satisfaction and their contribution to their classes, departments, and universities (Hoyt, et al., 2008).

### **CHAPTER 3: METHODOLOGY**

The purpose of this research was to understand the lived experiences of FTNTTF with a focus on motivation and identity in an effort to discover why they do what they do and how they feel about their work.

This section provides an overview of the methodology and the data collection strategies that were used in this research study. Also, this section will offer a step-by step description of the data collection methods and will describe the analysis of the data collected. A review of the approach used, Interpretive Phenomenological Analysis, will underscore the appropriateness of the approach as the means to elicit and gather the data needed to answer the research questions.

#### **Research Questions**

The research questions guiding this study are twofold: In their work and their work environment, what motivates FTNTT faculty? How do they experience their role?

#### **Research Approach**

This study will employ the methodological framework of Interpretive Phenomenological Analysis (IPA). The primary goal of research using IPA is to investigate how individuals make sense of their experiences (Pietkiewicz & Smith, 2012). IPA studies use small numbers of participants (typically 3-6) and seek to uncover in detail “what the experience for this person is like, what sense this person is making of what is happening to them” (Smith, Flowers & Larkin, 2009). This was ideal for my study which sought to understand and describe the lived experiences of FTNTT faculty in the academy.

#### **Qualitative tradition**

Creswell (2009) notes that qualitative research is interpretive and best used when an issue requires a complex understanding that involves a sustained, intensive experience with the study's participants. Further, Bogden and Biklen describe the five features of qualitative research—mentioned previously as 1) Naturalistic, 2) Descriptive Data, 3) Concern with Process 4) Inductive, and 5) Meaning (2007). The context of this study fell within these parameters for choosing to conduct qualitative research.

### *IPA Approach*

Specifically, this study will employ the methodological framework of Interpretive Phenomenological Analysis (IPA). The primary goal of research using IPA is to investigate how individuals make sense of their experiences (Pietkiewicz & Smith, 2012). Three principles which underlie IPA research will be sketched in brief here: phenomenology, hermeneutics, and idiography.

Phenomenology, as a philosophical approach first posited by French philosopher Husserl in 1900, eschews existing theoretical preconceptions in favor of articulating an account of lived experiences in its own terms. This philosophy values “capta,” that which is taken from experience over “data” that which is empirically given (Russo, 1957). The second underlying principle of hermeneutics (from the Greek *hermeneutikos* “to interpret; to make clear”) ([www.etymonline.com](http://www.etymonline.com)) is a theory of interpretation (Smith & Osborne, 2015). Smith et. al describe the double hermeneutic process as the participant first making meaning of their world and then the researcher endeavoring to decode that meaning—essentially, making sense of the participants’ meaning making (2008). The final underlying principle of IPA is idiography which concerns itself with the individual and understanding their experiences in detail that give a depth

of analysis. It is for this reason that IPA can use small, purposively selected and carefully situated samples (Smith, Flowers, & Larkin, 2009).

### **Justification Use of IPA Approach**

Since I interviewed participants about their positions at the university, I took into consideration the fact that their non-tenured status made them vulnerable. I knew that without the protections of tenure, lecturers might be more cautious in speaking out in any way about their job, department, or institution that might be deemed as critical. I also was aware that speaking honestly might carry with it a lot of ambiguity, fear, and any other range of emotions that may not be positive, so this methodological framework seems a well-suited construct. “IPA is a particularly useful methodology for examining topics which are complex, ambiguous and emotionally laden” (Smith & Osborn, 2015).

Further, it is important to have few cases, to interview strategically and thoughtfully, and to have what Pietkiewicz & Smith describe as “an openness to see the world through someone else’s eyes and the ability to control a temptation to *a priori* impose conceptual categories” (2012). In sum, IPA’s in-depth, personal interviewing style, the ‘interpretive’ aspect of making meaning of the participants’ own meaning making, and exploring how participants are making sense of their personal and social world made it an ideal approach for my research study. Though certainly an inductive framework, there was in my study a level of deduction involved with combining an IPA methodology with the deductive lens of SDT.

### **Recruitment, Participants, and Sampling Strategies**

Interviews with nine participants were conducted in person with the exception of one out-of-state participant with whom I met on Zoom/Skype sessions or in phone calls. Participants

were recruited from three colleges at a 4-year Tier 1 research university in the southwest of the United States where they work as FTNTT faculty.

### **Recruitment and sampling**

According to Flowers et al., participants can be recruited for an IPA study by referral, opportunities, or snowballing (2009). My recruitment employed a combination of all three. A recruitment letter (Appendix A) was sent out to three departments, two in STEM and one the Humanities. These departments were chosen since they typically employ large numbers of NTT faculty and they served a large portion of the student body as they house required courses which are often large-scale with students numbering in the 100s. Since most TTF do not teach these introductory, required courses, they are often the purview of NTT faculty (Baldwin & Chronister 2001). Since most students will take courses in each of these colleges, they were ideal for finding FTNTTF who had a lot of contact hours with large numbers of students.

The document was sent to office managers or administrators, Seidman's "informal gatekeepers" (2006) who presumably had access to listservs in each college. They in turn forwarded the email on to FTNTT faculty in their departments. The information in the document overviewed the research questions and noted that most research on this population had been undertaken by TTF and that this one was being conducted by a **fellow FTNNT faculty member** (which were the only words bolded in the recruitment letter to signal a degree of security and the message that I was one of them, a peer, rather than a tenured faculty member). I was sensitive to the fact that this recruitment letter was (presumably) being read by department administrators who were forwarding it on, so I felt my messaging required subtlety. I also sent the letter to a tenured colleague in a STEM field who is involved in many organizations across campus and is

known to be active, dynamic, and engaged in his field. I asked him to reach out to FTNTT faculty he knew who might be willing to talk about their work and their lived experiences.

Of the nine participants, four self-selected without encouragement; three were drawn in by a participant reaching out to them about the study; and two were referred by tenured professors who recommended them based on their amiability and accessibility. They were seen as people who “would be good to talk to.” This was (to my mind) based on their willingness to talk about a political hot potato and being sufficiently engaged and involved enough to want to share their experiences in an effort to contribute to an understanding of their roles at this specific institution. The reality is that the employment contracts of these FTNTT faculty members—whether on a multi-year contract or not—can be “not renewed” at the close of any semester. Thus, to self-select to participate in this study evidenced a strong enough desire to speak out in the face of possibly being found out as a contributor. This implied that they felt relatively secure in their positions, or that they had a more political-activist view that compelled them to be seen and heard.

### **Participants**

Typically, IPA studies focus on three to six participants in order to delve deeply into the experiences of the individual (Smith, et al., 2009). In IPA, “psychological similarities and differences are usually analysed within a group that has been defined as similar according to important variables” (Pietkiewicz & Smith, 2012). These important variables are first and foremost, the willingness to speak about one’s work in a context where no one is assured a job from one year to the next. I chose to use 8-10 participants, and, fortunately, nine faculty members agreed to participate in my study. I made the conscious choice to have more

participants as I figured some would provide rich information and others might not be as forthcoming. Since IPA endeavors to produce an in-depth examination over certain phenomena rather than generalizing across a population (Pietkiewicz & Smith, 2012), I decided that nine was a manageable number that would not logistically require my sacrificing breadth over depth.

Table 3 below describes the participants and gives relevant, general information on each.

**Table 3: *Participant's Backgrounds***

Name	Sex	Native Speaker?	Intended to become teacher	Highest Degree	Department or College	Years@ this University
Green	M	No	No	PhD	STEM	Over 10
Blue	F	Yes	No	PhD	Humanities	Under 10
Orange	M	Yes	No	MA	Humanities	Under 10
Pink	F	Yes	Yes	MA	STEM	Under 10
Yellow	F	Yes	No	MFA	Humanities	Over 20
Purple	M	Yes	No	PhD	STEM	Under 10
Buff	F	Yes	No	MA	STEM	Over 20
Lime	F	Yes	No	PhD	Humanities	Under 10

### **Explanation of Colors**

My intention was to allow participants to choose their favorite color so that I would have that association with them. As an artist, color is important to me and resonates with me in ways it may not for others. Since it matters to me, I knew it would be an effective way to categorize and structure my research. The copy room in my office offers a selection of stacks of pastel papers that I decided I would use to take notes on based on the person's chosen or assigned color. All notes for that person would be on their color of paper in a folder with a matching colored label. The first participant chose green which I already had out as I thought it was 'science-y,' the

second participant chose her favorite color, blue, and she was very much a calm, restive type of a person.

After that, the interviewing schedule became hectic and sometimes I only had one color with me, so I assigned them their colors. I liked the plan, but it probably would have fallen apart anyway with people choosing from the colors that remained. Nonetheless, with each subsequent interview, the person became more aligned with their color in my mind. Yellow was talkative and expressive; Lime had a bold, loud personality and liked the neon Lime paper; Pink was more of an ironic name as her acerbic wit was hardly soft and pastel; Red was an older man with plenty of opinions and a good sense of humor; Orange was bold, unique, and complex and was the brightest color represented—a good match as he was such a bright man; Buff was the only color left when I reached my last participant, and her demeanor was calm, straightforward, and unobtrusive. I never once wrote down the participants' names; I didn't need to. The color-coded folders and matching paper served to keep my many pieces of paper readily identifiable and a snap to keep organized.

### **Data Collection**

Data was collected over a period of five weeks on the campus of a large R1 university. The recordings of a series of 2-3 interviews were professionally transcribed totaling over 400 pages. These were safely stored in a private laptop in a private residence and no university cloud services were used for storage, though emails were sent through the university server.

### **Interviews**

Participants met with me at a place and time of their choosing on campus for roughly three one-hour interviews. The majority of interviews took place in the privacy of my office

while my officemate was engaged elsewhere *and* understood that I required privacy. Email correspondence between the participants and I helped determine suitable times and locations for the interviews. The participants offered their availability, and I picked times that also worked for me. My schedule was suitably open, so scheduling was never a problem. Later, text messaging helped with reminders and directions to meeting places.

At the initial meeting, the participants were given a consent form (Appendix B) to read and sign. One participant asked for his own copy. No others made this request. This snowball sampling was also in play as roughly half of the participants were told about the study by the first few participants or by tenured professors enlisted by me for that very purpose. In this sense, they had seen the recruiting email, and then were encouraged by a participant to respond and join the study—or they were encouraged first and were on the lookout for the email.

Having read so much theory on interviewing techniques in Seidman (2006), Bogdan & Biklen (2007), Corbin & Strauss (2008) and even Creswell (2009), I had to remind myself to relax and let the process I had internalized unfold. Further, I trusted my abilities because I had gone so far as to attend a three-day “Interrogation and Interviewing Strategy” in a neighboring state during my doctoral coursework in preparation for the eventuality of conducting interviews for my research. There, alongside detectives and wardens, I learned how to watch for “tells” that indicated a person was being untruthful or were withholding important information while simultaneously needing to talk about it. To be sure, I had no intention of playing human lie detector; rather, I considered the training invaluable for the confidence it afforded me to trust myself in the interviewing process.

I started off each interview with a bit of small talk, localized to who wanted to sit where, what was the weather doing, or did they find my office okay, etc. Then they read the consent form and signed it; next, I explained the tape recorder and let them know that I would take notes throughout to aid in my listening process. The tape recorder always seemed like an interloper, and a passage from Terkel made the same association, “The privacy of strangers is indeed trespassed upon. Yet my experiences tell me that people with buried grievances and dreams unexpressed do want to let go. Let things out” (1972, p. xix). In fact, in more than one interview, I pointed out features on the little machine, describing it as “a little trooper,” anthropomorphizing it--anything to make more palatable and to make it an integral part of the process.

In my interviews, I did not attempt to talk about subjects other than the study because I knew that it would feel disingenuous: We both knew we were meeting for an interview. Yes, I went through small talk as they were settling into their seats, but I cut to the chase quickly. Having raised five kids and working as an educator for 35 years, I trust my instinct when dealing with people. Instead, I began the interview by turning on the tape recorder, placing it in the middle of the table facing them, and saying, “I’m just going to jump right in. Tell me about your educational path.” I knew that this question was ambiguous and even confusing which forced them right off the bat to ask a clarifying question which invariably went something like this, “You mean my own education? Or my teaching educational path?”

I did this again and again and always met with the same confusion. Only in journaling (writing memos—I will use my verb “to journal” as I have journaled consistently, if not daily, weekly for 45 years so that is my word for going over in writing what transpired) did I come to understand my reason for starting out from such a position of—what could appear to be—weakness: I wanted them to feel empowered right out of the gate. I wanted them to feel like they

had some say in the direction the interview would take. I wanted them to feel a modicum of control which, in turn, would make them feel confident that I was not going to be able to lead them somewhere they didn't want to go.

Once the interview hit a decent stride and I sensed that they were relaxed and feeling confident, only then would I wander off on a tangent that led to small talk. This way felt less contrived because it was borne of something they said, not in any way fake small-talky. Oftentimes the tangent would be triggered by having a shared experience or feeling. I didn't generally hesitate to agree, particularly when the interviewee was stressed by the topic at hand. A good example here will serve to clarify what I mean. Pink became really agitated by the talk of TCEs (student evaluations of instructors) which stress her:

They can say I assign too much homework, okay fine, that's [crosstalk 00:13:58]. But if they say that you're mean, or you did something that you didn't do, or you showed favoritism

*Yeah, because you can't argue it.*

Right. I don't ... that upsets me.

*Mm-hmm (affirmative). I have a colleague who—I don't even know what she's thinking—she will read hers on a Friday night!*

You'll stew about it all weekend.

*You're just going to ruin your whole weekend.*

Yeah!

*At night then you can't go to sleep, then you get ...*

Right. Because those things keep me up. I guess maybe I should have a thicker skin but talking to a student person-to-person if he's mad at me whatever, I'm all good at that, but otherwise that's like a cheap shot.

In the final statement, Pink had the opportunity to disagree with my prompt that reading TCEs can keep “you” from falling asleep. Using the second person removes it once from oneself and implies that “one” cannot go to sleep, a person cannot go to sleep and is stated generally. Pink could have done a few things here. She could have internalized what I said and applied it to herself and disagreed: “No, I can always sleep,” or something to that effect. Or she could have said, “Yeah, because those things keep *you* up....” just as she had done in all the preceding sentences in accordance with my using second person. But she did neither. She admitted that *she herself* couldn’t sleep after reading negative evaluations in her TCEs. In this way, by sharing feelings about an experience, participants seemed to go farther than they would have had I not commiserated (or identified with whatever the feeling being expressed),

Although I met Buff and Lime in their own offices, all other interviews took place in my office with the door closed. Only when interviewing Lime was the door open—to her office. Her position of authority as an administrator was probably reasons she didn’t feel she had anything to hide.

### **Validity**

A tactic that I employed to get interviewees to discuss more in-depth topics that they were deftly side-stepping (mainly pay and true feelings about parity and fairness in the workplace) was to ask them to respond to something another interviewee had said. In this way, it could be more like a conversation and they could hear the thoughts of other participants which could let them feel a sense of safety in numbers. This type of member checking can help validate for participants that they are not alone and can help to normalize the phenomenon they are experiencing (Harper & Cole, 2012). Further, I made every attempt to be recursive in our

interviews weaving them together. Each time I met with a participant again, I would have already reviewed my notes and written up follow-up and clarification type questions. Sometimes I would say, “Let me read back to you some notes that I took when we last met, and you let me know if I got it right or if I left anything out....” In this way, they were able to extrapolate on answers, amend statements, or even walk back something they didn’t feel comfortable having said. This type of member checking, recursive reviewing and asking them to respond to statements made by other participants helped bolster an argument for validity or truthfulness as best can be captured by the human instrument (Seidman, 2006).

### **Data Analysis**

Although I looked at Saldana’s (2016) book on coding in qualitative research, I felt more comfortable sticking with the IPA methodology to reduce the number of variables I was dealing with in my first foray into primary research. In alignment with the processes of an IPA methodology, a lengthy process of interaction with the data was undertaken. Smith, Flowers, and Larkin prescribe six steps to analyzing the results:

1. Reading and re-reading
2. Initial noting
3. Developing emergent themes
4. Searching for connections across emergent themes
5. Moving to the next case
6. Looking for patterns across cases

First, I interviewed the participants and recorded the meetings. I took notes throughout the interview as a personal preference that helps me process and store for short-term memory

retrieval all that I am hearing. I underlined parts and otherwise annotated my own notes as I went to remind myself of sections to which I wanted to revisit later or pay particular attention to. After the interview, I journaled about the experience and made high-level notes on what stood out as important. After I worked with my own notes from the interview, I wrote down in a separate journal my summative thoughts and highlighted what I thought might be important and making notes as to what to clarify in my next interview. I also listened to the recordings again to take further notes on what I had missed. I did not add those to the original notes that I took during the interview as I wanted to keep intact my initial thoughts and interpretations.

I went through this process with each participant and each interview. I first wrote only about that person and that particular interview without contamination from other interviews. I treated each separately so that I could get only out of the interview what transpired in the interview. Later, after each was treated individually, I began to cross-reference areas of similarity and difference between that and previous interviews and with other participants. By the end, I had a web of intersections and coding that rose to the surface with each iteration of interviewing, journaling, listening again to the recordings, and notating anew. Finally, I had all of the interviews transcribed and started the process of coding and pulling out superordinate themes as described in the IPA methodology. Getting transcriptions toward the end was a personal choice as I wanted to listen to the recordings instead and react to the tone and the feeling of the interviews.

What this looked like, in fact, was a mess of notebooks, papers, and transcriptions which then became organized under the superordinate themes that emerged. For each theme, a separate word document was created and excerpts cut and pasted from the original transcripts. Because the participants were assigned a color in lieu of a name, the transcripts themselves were then

changed to match the color. For example, in all of Green's transcriptions, I highlighted the entire body and changed the font color to green. This made it easy to know to whom to attribute long quotes as they appeared on the word docs under each superordinate theme as they were color coded.

Getting to the superordinate themes was a long process and involved lots of papers moved around on the floor (the large rug had been removed from my bedroom for this purpose) and making sense of emerging patterns and themes. What resulted was a solid clustering under the three innate universal needs that form the crux of the broad macro-theory of cognitive development of Self-Determination Theory (Deci & Ryan, 1997). This further broke down into what I thought of as a bright side and a shadow side of each need, but in reality represented a continuum between those elements that supported intrinsic motivation toward getting that need met and extrinsic motivation which thwarted the intrinsic motivation and, in some cases, served to amotivate. So, initially, I gathered information from participants in an open, inductive style, when the sense-making began, I utilized the lens of Self-Determination Theory to give it order and shape.

### **Limitations of IPA Studies**

The limitations in a small phenomenological study, according to Corbin and Strauss (2008) is that it is not generalizable to the entire population under study. That noted, it was never intended to be representative as IPA studies seek rather to focus on few to find a central core of sameness. Perhaps one limitation is that the participants self-selected. So, a more interesting question is why did they self-select? When asked why they agreed to participate in the study, the answers were 1) that the study sounded interesting, 2) that supporting other researchers was good

research karma, 3) that the political hot topic was of personal interest, 4) that they wanted to contribute to a study on this particular university. There is always an element of self-selection in any interviewing process as Seidman notes, because interview participants have to consent to be interviewed (2006). Seidman further reassured that “the job of an in-depth interviewer is to go to such a depth in the interviews that surface considerations of the representativeness and generalizability are replaced by a compelling evocation of an individual’s experience” (p. 51). It is that “evocation of an individual’s experience” that what I endeavored to uncover and describe.

One limitation could be that my participants were the better instructors. It is my opinion that those who participated in my study felt confident in their competency. It would be hard to imagine anyone choosing to participate in a study about work which they felt they were not good at. In my experience, people do not rush forward to share failings and shortcomings, particularly not in a situation where their words are tape recorded and subsequently published for posterity. In a pool hall, the person to watch out for is the one who brings their own custom cue stick, not the regular person grabbing a much-used cue off the wall. Assuredly, the FTNTT faculty who chose to be interviewed brought their own pool cues. Further, I anticipated that the participants whom I interviewed were switched on enough to read their emails carefully which showed at least a minimum amount of engagement. Finally, they were conscientious and dedicated enough to give time to the study which I took to evidence a certain level of professional commitment to their work or to the academy.

### **Positionality**

I have been a FTNTTF member for approximately 16 years at two 4-year universities in the United States’ Southwest. I have had good and bad experiences in these positions. I have

been 'not renewed' for no reason, and I have won Teacher of the Year awards. I currently teach in a college where the disparities between salaries of FTNTTF and that of tenured professors are as wide as one would find anywhere on campus. That said, my college is knowledgeable about the importance of FTNTTF's involvement and offers a career-track promotion schedule that continues to be more clearly articulated every few years, even though the participation and representation of full-time, non-tenure-track faculty in college governance remains a sensitive, oft-revisited, and unresolved topic. Our program is critical to our college and loudly lauded, yet the glaring pay imbalances persist between our programs' FTNTT faculty and tenured faculty.

My perspective is informed by all that I believe and think. While I am a fellow career-track educator, I was still very open to hearing answers I did not expect and things with which I maybe did not agree. I was genuinely curious about my colleagues and hoped to broaden my mind and my perspective. I sought to dig deep and pull out their stories. It should be noted that I am probably the only person in my ninth grade English class who fell in love with Studs Terkel's *Working: People Talk About What They Do All Day and How They Feel About What They Do*. I found compelling the first-person telling of each person's story of their work and their relationship to it. The feelings of pride and dignity that they shared about their work resonated with me and stayed in my mind for years. Terkel allowed their voices to tell their own tales. I have emulated that as much as is possible in the format required of dissertations.

The current higher education employee trend is to reframe adjuncts as "career-track" (UHAP development, 2017) both locally and across the US higher education landscape. I don't know how I feel about it. Like Pink, one of the participants in my study, I am a teacher. That is my identity. With friends, I played school as a kid—but *only* if I could be the teacher. I taught

high school for years, student teaching at 19 when some of my students were seniors who were 18. Later, I taught at-risk high school kids who wore ankle monitors and whose rap sheets I was warned never to read as they were so violent and alarming, “You’re better off not knowing,” was how the principal put it. Everything about school and teaching interested me.

I was an excellent student who watched everything my teachers did, vowing to myself that someday I would do it better. In his book, “Schoolteacher” Dan Lortie observed the phenomena of a “non-finding” (1975, p. 46). Finding that positive identification with teaching was evident in two out of three of the major processes involving early entrance into teaching as a career path, the opposite motivation was glaringly absent. “But what of negative identifications, of experiences with injustice or incompetence which could lead someone to teach in order to improve levels of performance? In short, where are the counter-identifiers?” (p. 46). [Raises hand] I am one of the counter identifiers that Lortie found nowhere, “If indeed they do exist, they must be very scarce” (p. 46). I can recall in vivid detail experiences as far back as four years old what I perceived as injustices. As memory does, the negative experiences etched far deeper in my memory and allow for near-perfect recall (of what my brain recorded, my perception of the events).

### **My Background**

Having attended many schools in many places, I was hyperaware of teachers and their interactions with students. The first injustice I registered was in an American preschool in Germany when I was five years old. In anger, I threw a Weeble at Gunnar Newquist’s head (missed) and had to sit elsewhere for piano time when all the other kids sat on the floor around the piano and sang. This was torture as my anger needed to be cleansed in song with the others; yet, I was ostracized and not allowed to join in the uplifting experience. To be kept away from

something so beautiful and calming made no sense to me. This feeling would later return when my own daughter was made to sit in the classroom during recess because she had been hyperactive during morning lessons. Again, it seemed the exact opposite of what was really needed.

Later, I was in a large urban German school for first and second grades, learning to write on a tiny blackboard with a soft white pencil. I recall nothing personal about my teachers specifically, so overcrowded is my mind with memories of strict regimentation: my perfectly organized red leather satchel, the process of taking off our shoes and wearing slippers in the cold hard school, and keeping that tiny pencil point precisely on the lines of my personal blackboard. To this day my handwriting is exemplary. Back in the US for the latter part of second grade and attending a small elementary school in Oklahoma, my mother had to demand a classroom change when my teacher refused to let me participate because I spoke and read German. My mother failed in her attempts to convince my teacher that I could do the same in English. She held her ground that such parlor tricks like *bilingualism* would not be tolerated in her classroom, and only an appeal to the principal got me moved to a more progressive instructor's class.

At a Catholic school in the jungles of Central America in third grade, I watched nuns beat children in the back with yardsticks when they misbehaved or got a question wrong when asked. I got my hyper-flexed palm hit once with the sharp edge of a ruler for missing the question, "How do seeds germinate?" *Once*. Only once. My mother was at the school meeting with the head nun as soon as I reported the painful punishment after school. I was never struck again, but I watched other kids get beatings daily and seethed over the injustice. In 8<sup>th</sup> grade in Alaska, I watched the science teacher make what should have been a fascinating lesson on meal worms

about as interesting as reading Ikea bookshelf instructions. It was in that science class that the decision to become a teacher coalesced into something solid at the pit of my stomach. What I was witnessing was gray and joyless, and I saw lost opportunity for something fun and engaging. In high school, I clashed with male teachers who insisted that I quiet down, or sit down, or stop raising my hand, or stop...whatever it is I wasn't stopping. I was once accused of plagiarism on an essay about Ronald Reagan that my civics teacher insisted that I could not have written as the vocabulary was too sophisticated. I was *livid*. So, I appear to be an outlier as one who chose teaching as a profession with the motivation of righting wrongs. This is not to say that I didn't have some excellent and memorable teachers—I did. The bad ones seem to have provided more motivation.

When I began this study, I expected to find that the participants would identify strongly as teachers or educators and would speak of the joys of being in the classroom. What I found could not have been further from that expectation. When I say that I identify as a teacher, I mean that I can teach anything. It's not subject matter specific. Given enough information and a little bit of time to learn it, I believe that I can teach just about anything. I am a teacher. I teach. And, in my heart, I believe that teaching is a service, even a noble service. Those who participated in my study did not set out to be teachers (save one, Pink), and none of them spent a lot of time talking about students or what they did in class. They are professionals. They are good at what they do—following the dictates of their departments. They are very aware of their 80/20 teaching/service contract mandates. Twenty percent of their efforts and work time should be toward service to their department and/or to the university. Only once in over 400 pages of transcripts did one participant, Blue, speak of what she does as a teacher as “service.” When the

word service came up, it was in relation to fulfilling the 20% requirement—and had nothing to do with nobility.

That's not to imply that they do not enjoy being in the classroom, it is just that more often they spoke of helping students develop their careers, of tweaking course content and tests to better fit the students' needs, of performing administrative duties that made it easier for other instructors/lecturers, of doing things that made them more entrenched in their departments to keep their positions secure. And it differed between genders—something else I wasn't expecting. The women made sure that they were integral to their departments (in some way); the men did not attempt to make themselves indispensable to their departments—at all. They sought to improve their own performance in the classroom (better tests, higher TCEs) mostly to avoid negative outcomes—grade appeals or low-TCEs which would draw negative attention. These findings will be discussed at length in Chapter 5 of this document.

## CHAPTER 4: FINDINGS

### Overview

The findings of my research study are rich and complex—exactly what one would hope for in an in-depth study with few participants. Deci and Ryan’s Self-Determination Theory (SDT) was an appropriate lens through which to answer the questions of FTNTT faculty’s lived experiences, their reasons for doing the work they do, and their identities with regard to their roles. The use of Interpretive Phenomenological Analysis (IPA) was also an ideal way to spend more time with participants exploring and making meaning of their experiences. The hermeneutic circle of their meaning making with my making meaning of their meaning-making allowed for much deeper analysis than might otherwise have been afforded under the strictures of a different methodology.

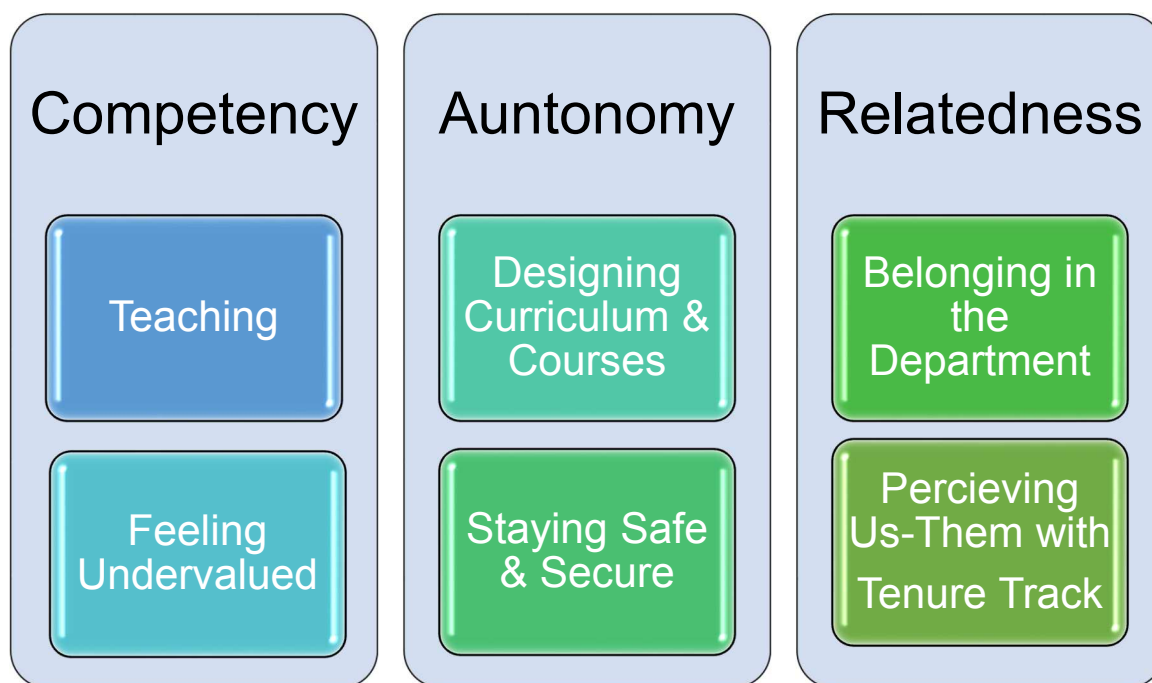
The findings will be presented in a narrative structure that focuses on superordinate themes that evolved in the course of interviewing, journaling, reading the transcripts, notating the transcripts, grouping like themes, analyzing subtext, and constantly referring to the literature both old and new (pre-and post-interviewing)—the basic operational processes of conducting research using the IPA methodology.

The positive aspects of the superordinate themes are that FTNTT faculty find teaching rewarding, feel a sense of belonging in their departments as well as feeling a source of protection from their (allies), and enjoy relative freedom within the courses they teach to redesign the curriculum or make it their own in some way. On the negative side of the same themes, FTNTTF believe that they are underpaid for the work that they do, know that much of the work they do is not known, appreciated, or rewarded by higher ups (beyond their departmental protector),

acknowledge a distinct us-them relationship between themselves and tenure track faculty, and maneuver in ways that they think will keep them safely employed.

Self-Determination Theory (Deci & Ryan, 1997) views motivation as the activating agent for behaviors and identifies three innate and universal needs to which people are intrinsically driven to meet. The superordinate themes identified in this study fall neatly into the three universal needs of Autonomy, Competency, and Relatedness. The cards below in Figure 2.1 show what aspects of FTNTT faculty's work facilitate intrinsic motivation (on top) and which thwart intrinsic motivation (on bottom).

**Figure 4: Superordinate Themes by Category**



## Competency

I run into people who say how much they admire what I do. It's embarrassing. I don't make any judgments about my work, whether it's great or worthless. It's just what I do best.

--Pat Zimmerman, school headmaster (Terkel, 1972, p. 493)

This section will begin with Competency, the degree to which a person feels like they have direct influence, or effectance, on their work and environment around them (Deci & Ryan, 1997). The underlying assumption is that people perceive that positive outcomes will follow when they believe themselves to be proficient or skilled in their work (Bozeman & Gaughan, 2001). This will be followed by Autonomy and Relatedness and conditions and factors that elicit intrinsic motivation and the role of extrinsic pressures that come to bear on FTNNTF in an effort to meet these basic psychological needs. Through their interviews, participants shared their experience as FTNNTF. These are their stories.

## Satisfaction in Teaching

### The Path to Teaching

It is important to determine how participants came to teach in order to understand the degree to which they feel they have satisfied their innate need for competence. Surprisingly, only one participant of nine—Pink—set out to be a teacher; the others fell into it throughout the course of pursuing graduate degrees. Pink, retired now from teaching high school, decided in the course of her undergraduate studies to be a teacher:

Education's in my background—it's in my blood! My mom and grandma were teachers, and lots of aunts and uncles, so it wasn't a big stretch. "Oh, I'll teach math," because I really like math, and not being very good at it almost was a plus because it made it easier to understand what the students go through.

Lime had the opposite experience with her highly educated parents—one a professor, one an O.R. nurse:

My dad was ... Oh my gosh. He was relieved. He was petrified I was gonna be a high school teacher. Oh no. He wanted me to be a doctor, and then when I wanted to be a doctor, he wanted me to be a lawyer. And so, he was relieved when I went to grad school and I was gonna get a PhD. Oh no! This was a big deal. He was relieved!

Again, she fell into teaching as a job that fit with her degree. “So when I was finished coursework for the PhD, I got a full time job up at Jackson Community College and so I did my comps ...and then took my leisurely five years to finish. Well, no. Just say I had a job. I got paid well for that job. It was a five-five teaching load.”

Buff, also fell into it as a by-product of pursuing her master’s degree

So, I was always good at science and math, I wanted to go to grad school because I didn't want to get a job. I'm from (Midwest city). And I was always good at math, but I loved population dynamics, and the school I came from had a strong program. So, I was looking for a grad program in that and at the time my fiancé was a physicist. And he got recruited to (this university). So, we came here and it was just a random luck that I got hooked into the math ed people. And got involved in something called “Program Name” (Actual name deleted for identity protection). It was a wave of a new way to teach and look at math and we spearheaded it, the people were here. And so that's what sucked me in there and I enjoyed it, I had success. So, after I got my master's, that same semester they created this instructor position. We didn't have one of these before that. And I figured I'm not going anywhere, I'll apply.

The two STEM researchers, Purple and Green, found themselves teaching as a part of their responsibilities as graduate students and later as post-docs. Again, there was no intention to teach, rather teaching was a by-product, a necessary service in the pursuit of doing research.

While Green is a full-time teacher with little hope of attaching himself to a PI or a lab, Purple is

happy to be in a cycle where he is not teaching. “Right now, I'm not doing any teaching, and that's a good thing for my career at this moment because I get to focus on my research.” The other participants described remarkably circuitous routes to where they are now, but, for most, it fit with the graduate work they were doing. Yellow dipped in and out of administration in her 20 years with her Humanities Department. “I decided to go to grad school, so I told myself, I'll take the first thing that I got. And it was an administrative secretary, which mortified me. In *this* department. And I thought it was gonna be the worst job of my life. And it was wonderful.” Growing tired of that, she later segued to teaching once she completed her graduate studies, though she admitted she had never really set out to teach.

Buff marveled at the random events that led her to teaching:

So to me, I mean it was incredibly random. I mean the story of me teaching my first class. And it was all the, all the TA's had to teach something. And they would teach one class and there was a math ed course, that they... and we would always refer to it as they had to have a token grad student in there somewhere... and literally it was I remember it so distinctly, it was a Friday. I was walking out of the building and our programs coordinator who assigns classes says, "Buff! Come here, come here! I have a class for you to teach in the fall. Do you mind?" and I said, "No, no, just put me in anything,". And that started the whole thing.

Though she did later admit that there was some family influence or precedent to becoming a teacher:

My family is from Hungary. And my grandfather on my dad's side was a principal of like a K-12 school, one of those things. And my dad was an engineer and he always said, yeah, that's your thing, you should be a teacher and that and I said, I don't like kids enough to be a teacher.

This lack of intention to become educators, to teach, is important as it bolsters the case for competency being an innate need. For those who did not set out with an intention to teach

who have, nonetheless, found themselves employed as FTNTT faculty discovered somewhere along the line that they were *good at teaching* and enjoyed it. Blue came to realize that she liked helping others, that she derived a satisfaction out of service when she read student papers for a blind professor as an undergraduate. She was, metaphorically, reading through his eyes and looking at student work from the perspective of a professor. Now teaching fully online in a distance capacity, she clearly articulated her purpose:

Well, in my work with my students I feel like I am engaged in the online classroom, in ways that many of them haven't experienced before. And I feel like I'm doing them a service. And helping them in their success by doing that. And in my research and committee work and instructor support, I feel like I am helping to create a better online learning environment by learning about how we are working in that environment.

Others echoed similar sentiments, but the satisfaction came from different variables with all of them. One expects a certain sentimentality with “teachers” and much of the research on teachers of K-12 dwells on the more emotional aspects of teaching like *seeing their faces light up* or *making a difference in a child's life*. Teaching for most of these participants offered different rewards, but for none of the participants was this the main focus when they described their work. In fact, Orange was always able to offer the counter-narrative to the feel-good notion of teaching as noble and service-y:

That was my first teaching experience, really, was as a GAT or GTA, yeah, GTA. But then, especially in those days ... Well, this was, let's say, I finished that up in 2011. And the climate here was a lot different. It was really a lot of adjunctification. So, after that, I wanted to stay in Tucson for more personal reasons, I enjoyed it, but there really wasn't a way to teach initially. I bided my time for six months or so, and then eventually just kind of got in here as an adjunct.

When asked if he liked teaching, he replied, “Well, I'm not averse to it...I mean, I'll do it if I have to.” Yet, he admits (with a certain ennui) to finding his teaching work rewarding:

In the work we do, we don't really get to see our students five years, ten years down the line. So, it's all kind of hypothetical, our impact, in a lot of ways. I mean, it's incredibly rewarding to connect with the upcoming generation and to try to nudge them in a certain direction. That is rewarding. There's no doubt about it.

In no instance did anyone say in approximately 400 pages of transcripts that they worried about not being good at what they do. None expressed fear that they were not up to the task of teaching the courses they taught, or they felt in over their heads or—worse—like imposters pretending to be teachers. Green describes the measures to which he goes to accommodate students, to act professionally and with competence. Though he does worry and a bit much, it wasn't over his overall competence in his subject matter. Worried that his accent is too thick and his pronunciation difficult for the students to understand, he practices his lectures for hours tweaking certain phrases and words in an effort to ease the burden on his student listeners. Further, he monitors student success and changes lessons and readings accordingly:

For example, the activities that I prepare, I prepare activities so they can understand better their material. I go back to previous years to find out what were the points that they were not getting and try to teach that lecture better.

***Yeah. So, you're diligent. (Bolded italics denote interviewer speaking)***

Well, yes, I try. Right? I try, I change things, I try. I mean, when students don't like the textbook and I can see that the vocabulary or the layout of the textbook or the online activities are not working for them, I will change it even though that means doing new PowerPoints, adjusting my activities to this new textbook.

Yellow had been in administration in her department for a few years but, having finished her master's degree thought she would like to go into teaching. She got her wish in a roundabout way:

So, they put me on this committee with other faculty members, trying to put together a certificate program. And then, the department head ... The good thing that happened is, we had a very ... Briefly, not even a year. I'm convinced it was specifically for me. But

we had this guy, I was on the search committee for a new business manager. And he was awful, and I knew he was gonna be awful, but ... And there were five of us on the committee, two of us knew he was gonna be awful. He was awful. And one of the things that I think really motivated him was to get rid of me. So, he really helped. And he was putting it in people's ears, we should let Yellow teach....

So, while all of the participants feel competent in their abilities in the classroom, only one set out to become a teacher. This was in marked contrast to what I thought I was going to discover. I assumed that the joy of teaching, of being in the classroom with students was what propelled people into their roles as instructors when it was anything but that. For me, the motivation to teach comes from always wanting to be a teacher and of finding that nowhere in the world am I more at home and more sure of myself than when I am in front of a class full of students. Going back to the research questions of how they became FTNNT faculty, the answers were as varied as the individuals themselves. With the exception of Pink, they all fell into it and decided they liked it and determined that they were good at it. For some, like Blue, it also afforded the flexibility that being a parent and a military wife required. As to the research question of motivation, from what I heard, their motivation came from within (intrinsic) and—if it had to do with students and the joys of teaching—I didn't hear it. Maybe I asked the wrong questions? I went where their answers took me, and that wasn't a direction the interviews went. That is not to say that they don't enjoy teaching, it did not comprise the bulk of their answers.

### **What They Do Beyond Teaching**

As a FTNNT faculty member for most participants at this institution, the contract under which they work is called an 80/20, that is 80% of one's responsibility is teaching and 20% is service. Documenting an abridged list of services in which these FTNNT faculty are engaged is the best way to present this as the list is so long: research, mentoring, tutoring, finding students'

mentors and internships, writing letters of recommendations for students, training TAs, training GTAs, creating instructor support sites full of resources on the LMS for new hires, taking students to campus functions, compiling test banks, compiling homework banks, revising curriculum (constantly), attending conferences, engaging in professional development opportunities, and joining committees and professional groups. And this is but a partial list. FTNTT faculty are engaged in nearly every facet of their departments and across the wider campus.

Lime is unique in that she has a 40/20/20/20 with 40% of her efforts directed toward administrative duties, and the remaining 20% directed toward 1) teaching, 2) research, and 3) service. Hers is also unique in that she is off the tenure track like all of the other participants but enjoys Continuing Status which confers many of the same protections as tenure and is a five-year appointment approved through the Office of the Provost. For most of the participants in this study (Lime and Purple excluded), 20% service is required until the terms of their employment, and each participant noted various service component activities.

For her part, Buff's service component is 30% and concentrated in the administrative work she does for her department in a STEM field. She trains new TAs and has a hand in all of the materials that populate the instructor's site. "Some people think that they just appear, that they are just there, but actually, I put them there." When asked how she felt about all of the extra responsibilities she takes on, she said, "I don't know how I would feel if I were limited, like I had to just teach four classes and I couldn't do anything else. I probably would do things anyway."

Since the definition of competence includes the elements feeling effective at meeting every-day challenges and opportunities and feeling a sense of growth and flourishing (Fowler, 2016), Yellow's willingness to move into new territory embodies the growing and flourishing

aspects. She has created her own sequence of courses and certificates, taught classes across her department, “And then they realized that they didn't have anyone looking at internships. And so, the director of undergraduate studies said, ‘Yellow has administrative experience’ . . . . So, I took that on. And . . . I'm on a PhD committee. And I'm on multiple service committees at the university level, at department level, nationally.” What was noteworthy was that so much of what accounted for tipping the scale toward feeling very competent did not have to do with teaching but with everything else FTNTT faculty do in the course of their jobs.

### **Invisible Work**

The idea of “invisible” work (Gappa, 2002) was brought up and many participants were quick to agree that they engaged in work that was invisible. Green especially worried that the degree to which he sacrificed was not known:

Yeah, the department is nice, I have good evaluations, but I don't think they have an idea of how much I have to give up from my own personal life and time to do what I do. It's like it's not . . . I don't even know if they know about it. For example, Saturdays I will be working, Sundays I will be working somehow in both my classes. I don't think they understand how email makes our job busier because the department has rules, which makes sense. You need to reply to your emails fast.

But the situation of today, two exams, one at 8:00, one at 2:00 PM, so that means I didn't check my email yesterday, and last time I checked my email, checked it as carefully as was on Tuesday around 2:00 PM. I got an email from the DRC that I didn't see. I got a phone call, so there was some information that they needed to share to me about a student, so I go to my email. My inbox is like . . . It will be my Friday tomorrow, which means that I won't do anything to prepare for the next week. I feel sometimes that I'm giving too much.

Green's frustration was that so much of what is time consuming about his work—the email Inbox stacking up, the administrivia that accompanies the role of faculty, the weekends

spent preparing for class isn't seen or acknowledged by those higher up. Buff had a slightly different take on it. After specifically asking her what she thought of the notion of "invisible work," she answered immediately:

Oh. I feel invisible. I do a lot of invisible work, and people go by and say, "Oh, this is running so smoothly." You're welcome (the response she is thinking in her head). I'm not quite sure what you had in mind with invisible, but-

***They're just things that maybe other people don't know about, or the higher ups don't know about. I mean, do you-***

Oh, yeah. Definitely.

***Definitely which way?***

The reason why I'm fine with that is I have a lot of pride in the outcome, and if I don't do it, it's going to sort of fall apart, and it's not that it would make me look bad because I'd say, "Hey, I don't know what's going on." But it makes the department look good. It makes it easier on the teachers so they can focus on other things. For example, I create these instructor D2L sites, and so it's instructor-only. It's for everybody in the course that's teaching that semester, and it's a ... There's a name for it in D2L now. Non-term specific, or development. What I post in there is handouts, suggestions. I give comments about what to worry about, what not to worry about, so it's a teacher support tool.

Even though she knows that this work is invisible, so much so that hardly anyone knows she does it, Buff's motivation falls under Deci and Ryan's Integrated Regulation style. This regulatory style takes a task that is extrinsically motivated and adopts it as one's own making the behavior far more self-determined since they are personally committed to taking the action for the desired outcome (Deci & Ryan, 2012). Interesting also to note the degree to which it was integrated into her own value system, that she does this extra work not so that she doesn't look bad, but so that the department looks good. This integration was possible because her own upbringing included the belief that one should have pride in one's work and not seek "more" from the employer, as will be evident in later quotes from Buff. A final look at invisibility came

from a lengthy exchange with Green who had announced his invisibility in the previous interview. He had been lamenting his invisibility and attributed much of it to race and “otherness.” I had pushed back a bit asking him to tell me about the things he attended, the things he was involved in because I had been hearing a pattern of things he didn’t do. In the second meeting he confessed that he had been thinking about my questioning factors that could have contributed to his invisibility:

I have been thinking that the department does different things that I don't attend. I don't go. For example, they have journal clubs.

***Journal?***

Journal clubs. I don't know what it's called. Scientific papers. It's target for graduate students. That's an opportunity that I can go and try to contribute but I don't. There is the speakers that they bring every week. I enjoy listening to all them, but I don't go.

***You don't go?***

And when they bring their research retreat, I don't go. I go to the teaching, I go to the ethics retreat because I teach Bio Ethics, so I guess I need to go. (pause) I could be maybe more influential. I could be doing more...to not be...invisible.

In this case, Green understood that while much of his work answering emails, preparing lessons on weekends, and refining his test bank, he himself did not necessarily have to be invisible, that more effort on his part to engage could mitigate some of that. Of course, this would require time away from doing all of his other work to attend functions in order to be seen. Naturally, my intent never was to influence or impact any of the participants, but through conversation and engaging with him and asking him questions, he started asking himself questions. It seemed that part of his lack of motivation to engage had more to do with the psychological need of Relatedness not being met—which will come up again later for Green.

To look at Competency further, the extrinsic aspects that contribute to amotivation will be discussed next as the participant samples will continue to support the claim that many feel competent—despite extrinsic factors which threaten to dampen intrinsic motivation.

## **Pay**

The compensation earned by FTNTT faculty is an easy comparison in quantitative research. Salary earned—or salary awarded—is the most obvious evidence to the academic community of the imbalance between TTF and NTTF. In terms of competence in this study, the results paint a complex picture and the interview responses exemplify the complexity. When asked if pay was commensurate with the work she put in, Blue had this to say:

No, but that could be my own fault.

### ***Why is that?***

Well, so things like I agreed to take on a split-level class that has both, it's a four, five. And I had a lot of Ph.D. students, which tends to mean more work in the sense that there's larger projects that I'm reading. By the end of the seven weeks I'll have read six article-length projects. And I agreed to do that because I wanted the experience, and I thought it would be fun. However, I'm not getting paid to teach a class at that level. And things like doing the research and doing the service that I do because I want to learn more and because I want to develop professionally and because this is research that interests me. But I know the amount of work that's going into doing these things is well beyond what is required of me.

This response clearly reflects the *intrinsic* nature of her motivation, which by definition is “Task interests you; action is taken for it’s inherent enjoyment and satisfaction” (Deci & Ryan, 2000). However, she also notes that she is not getting paid to do it—despite her enjoyment of it and the learning and professional development that she is getting out of it. So, she does note that her motivation is her own, and that she is going above and beyond what is required of her which fits with intrinsic motivation as the behavioral driver.

Moving on to another participant, Pink had the most radical response when asked about pay being commensurate with her efforts, she said she would have taken the job for \$10,000 less. She then had to think about it, “But you know, I’m used to that because I’m a woman...wow, that’s probably...I shouldn’t say that. That sounds bad, doesn’t it?” This was the first reference made to gender roles by a participant, but it was not the last. Most of the “extra” work that women did was aside from their own work; it was for the other teachers or their department or program writ large. When Green worked hard on the weekends, it was to become better in his role as a professional educator. When Orange put in extra effort, it was to fight for his fellow FTNTT faculty members who were severely underpaid in his department. This was the opposite of what the women in the study did to make themselves useful and to engage in activities and endeavors that made the department look better. Orange drew negative attention to the department by staging rallies to highlight the plight of the FTNTT faculty campus-wide. His extra work was the opposite of making oneself useful and helpful and integral. He stood out as a thorn, as someone pointing out the inequity and exploitative nature of the academy with regard to its non-tenured faculty. I hadn’t anticipated this gender angle when I began my research, but that did not stop the differences in becoming evident in the way men navigated their roles and the way that women did.

Coming from teaching in high school, the autonomy Pink experiences in her classroom and the respect she gets from people when they find out she teaches at the university are perks that make her feel good. When I reminded her in a later interview what she had said about \$10K less, she quipped, “Well, I would take more money if they’d give it to me, but it probably wouldn’t make me happy.” Doubtless, fresh off a career in teaching high school, the autonomy

of university teaching was a relief only one who had been in the high school trenches could truly appreciate.

Later, when I was interviewing Yellow, I asked her to respond to someone saying they would do this job for \$10,000 less. In all honesty, I was expecting outrage or disbelief, but I got something very different:

Well, you know, what's funny is I took a huge pay cut when I left admin. And we were in the process, when I became a lecturer, we were in the process of changing colleges.... I think I make about 44 or 45 right now. And they had just negotiated, you know, and led by lecturers, a *strong team* of lecturers, had just gotten the base salary moved from \$33,000-... to \$43,000. But I didn't know that when I made my decision. So technically I was literally thinking I was gonna be making \$33,000. And I was gonna do it.

She seemed to struggle with the idea and went at it again:

Well, okay, so you know, I just went through doing my dossier to switch tracks to be more in line with what comes down from the dean's office, and I understand it on one hand, but on the other hand I think it's a little bit-

*Mm-hmm (affirmative)*

So, what I do completely mirrors that or tenured faculty.

*Okay.*

*Completely.*

*Okay.*

And I work harder than many... with tenure. And that's my choice. Right? I don't have to do that. It's my choice. It's my work ethic. It's who I am.

*Right.*

But I'm told, you know, this is not a promotion, it's a change of track, which I totally understand. And they said, you know, so don't expect any money. And my point is, if you're getting out of me, and of course I'm making it easy, right?

*Right.*

I'm giving myself away. I think that the salary should be, you know, commensurate with what I'm doing. And so that's a little bit difficult to deal with sometimes. But, I mean, you know, I still do what I do.

Unprompted was the comparison to tenured faculty with whom she believed her professional efforts were on par. The cognitive dissonance was evident in much of what Yellow shared. She drew many comparisons between her efforts and those of her tenured colleagues and felt she did as much as they did yet was paid less. Then she would say how the tenured faculty were her only friends and were in fact the people with whom she hung out. So, she was allowed in the club and was chummy with her tenured counterparts, yet her position wasn't secure and her efforts were not valued—at least not enough to actually garner a pay raise. That she blamed herself for continuing to do the work for which she was neither sufficiently valued nor paid was something for which she took ownership. That said, in the face of no other option, you take what you can get and hope that someday things get better, or it ends and it's finally time to retire. Yellow enjoyed her work and felt she added value to the students' experience, so she kept plugging away and used her talents and skills to create side jobs for herself in a more gig economy mindset.

What did not need to be stated because we were both NTT is that the tenured faculty make so much more than we make, often three to four times what we make. This would have been awkward to say to an interviewer who was tenured; again, why this research is necessary. In light of that, Yellow's knowledge—not belief—*knowledge* that her duties which she documented in writing in her dossier were commensurate with that of tenured faculty (as an admin she had access to their workloads and duties) had to have made her salary amount sting a bit more. As to motivation, again it was her intrinsic work ethic, an integral part of her identity that motivated her to continue to do her job, not extrinsic motivators like pay. Unlike Pink who retired from a high school teaching career and was just happy to be in the classroom with little oversight and a more

grown-up atmosphere, Yellow knew the ins and outs of her department and had worked on both the administrative and teaching sides making the salary question a very different one for her.

Padavic's (2011) research on contingent labor kept coming to mind even though her studies focus on identity work of laborers and production workers. In particular, she notes that "by claiming 'I work hard because I believe that doing anything less is beneath me,' they bolster their sense of themselves as really being the good workers required for moral approbation" (p. 7). She notes that "renewed displays of hard work" are an acceptable reaction to perceived indignities and confirm for contingent workers that they are worthy of status (2011). Another strategy Padavic describes is identifying with an employer's interest thereby allow workers to "sidestep to some extent their feelings of helplessness" (2011, p. 116). This research resonated, despite the fact that NTT faculty are highly educated and skilled and are not the day laborers of Padavic's study. The underlying motivations for one's work and a desire for dignity know no class bounds but are part of being human.

Back to the \$10,000 question, when Blue was asked to respond to the \$10,000 less statement, she said this:

If it was just the teaching, yes. But the fact that it's so much more than that for me and that might end up with lots of little things like I am spearheading a \_\_\_\_\_ professional development class right now, which I'm not getting paid for it. But to me, if I was also getting paid \$10,000 less, I would be much less likely to volunteer for things like that.

Orange, an activist on campus for the rights on NTT faculty, was instrumental in getting a pay raise in his department in the Humanities. He described the role of service and discussed travel funding:

A few years ago, the baseline was \$33,000.... And then after the national walk out day, we got a 27% raise to \$42,000 or \$41,000 or something. It's still gone up since then. But, anyway, but as a condition of that raise, we went from no service component to this 20% (service, but with) the same teaching load. Now that we're doing service, and we're becoming more professionalized, less casual, our director is trying to get us to go to conferences, or to participate in the wider landscape. I think for senior lecturers now, of which is about one-fourth of us, I think we get \$500 a year of travel funding. But that's in comparison to, maybe, \$3,000 or something for tenured folk.

Orange was very attuned to the inequalities and had no problem calling them out. He was not uncomfortable with discussing compensation or parity. On the other hand, Buff did not like to talk about compensation. In our second interview, the conversation went like this:

*So, compensation, are you fairly compensated for your efforts?*

I'm told I'm not. But I don't have anything to compare that to.

*Meaning what?*

I don't walk into the office saying I need a raise kind of thing. I never have, but that's my background. My parents never did that either. They never advocated for themselves for raises, it just wasn't the culture I grew up in. Yeah, I have nothing to compare to. I technically, I think I'm the highest paid of all this group, probably not by a whole lot, but yeah. I've been told I could make a significant amount more somewhere else. But it would have to be a program that would allow a Master's. See that's always the catch. Because they're looking for PhD's. So, it'd have to be a program that was willing and would accept the experience. You know that kind of thing.

When the topic of compensation came up in the final interview, Buff doubled down:

I think I'm still making a little bit more [than colleagues at same position], and I think they're okay with that, but I think a lot of people are okay with that just because they go, "Well, I don't want to do what she does." So, I've been sort of protected that way. Another nice thing is when there's a lot of merit freezes and stuff we've had over the last decade, and often enough, when some money comes in, I get a little something. So, that makes me feel good. I know it's a token amount, but they didn't have to give it, and they don't give it to everybody in any sense. That's kind of just a nice little pat on the back kind of thing. I've never been a salary person. I get upset when somebody tells me, "Oh, yeah. You could be making 20 grand more," or I find somebody who is doing something else, but that's, yeah. If they told me I'd make another \$20,000, that would probably be a temp. I see those as just temporary. Oh yeah, that's nice kind of thing, but not making me feel good long term.

This was the second time that there was a reference to more money not making the person happier or making them feel better long term. Pink had said it earlier too, even though happiness was not a part of the question that I had asked her. It seemed that the women made a connection to emotion with salary, where the men did not. To me this showed that the men and women in my study experienced compensation differently. Both Yellow and Buff alluded to making less than certain counterparts, or were told they could/should make more, but they upheld that they worked as they did because it was who they were, it was consistent with their personal values, thus an *Integrated Regulator* in Deci & Ryan's Superordinate themes (2000). Padavic, noted, some people work harder "for reasons stemming from internal, psychological sources: their identities and self-respect are tied to the dutiful work performance and "good worker" ideology" (2011, p. 112). This certainly seemed to be the case for Buff who, like her parents, didn't go around demanding raises. This was certainly a value that was instilled from her family who believed in working hard and not creating disharmony. Though earlier, I was uncomfortable with the notion of FTNTT faculty being *contingent*, they are in Hipple's (1998) definition of contingent employment as one where workers ongoing employment is neither explicitly nor implicitly contracted. Thus some of the literature on even laborers who work on a contingent basis applies to this study.

Compensation proved a tricky topic, but none spurred more ambivalence and outright flip-flopping than the title and promotion structure that is being solidified by colleges and departments across campus. Though enacted campus-wide two years ago, the trickle down to FTNTT faculty has been slower to manifest and even slower to become a topic of discussion amongst us.

## Paths to Promotion

Is it any wonder that in such surreal circumstances, status rather than the work itself becomes important? Thus the prevalence of euphemism in work as well as war. The janitor is a building engineer; the garbage man, a sanitary engineer; the man at the rendering plant, a factory mechanic; the gravedigger, a caretaker. They are not themselves ashamed of their work, but society, they feel, looks upon them as a lesser species. So they call upon a promiscuously used language to match the “respectability” of others whose jobs may have less social worth than their own. (Terkel, 1972, p. xvi)

Few questions garnered a more mixed bag of responses than the paths to promotion.

Orange, the campus activist and political voice of the group, (“I think that's my role, I like to be a protector of my peers”) spent years fighting for clear promotion delineations for FTNTTF and describes the chronology and efforts in his Humanities department:

A colleague and I, for the last two and a half years, we wrote a promotion plan for lecturers in our department to go from lecturer to senior to principal. Then it got kind of co-opted by the department, and just really....The department wasted a whole year just keeping us down, [crosstalk 00:12:06] parsing our stuff, yeah. Because they were threatened by the idea that we would get voting rights.

That was also precipitated by faculty senate changing the definition of general faculty to if you've been here three of the last four years at greater than half time. And that's replicated at the college, but why is our department being so regressive and exclusive? So that was part of that, the moment, in the last couple years. So, a lot of this has been ground up. But supported by our director.

***Okay. And that was a promotion path from lecturer to senior lecturer to ...?***

Yeah, to principal. So, technically, I don't think there are any principal lecturers at [this university], but it's built into [UHAP 00:13:00]. And technically ... This came from the provost too, like every unit needs to have a plan that fits the needs of the discipline.

When asked about his own path, Orange responded, “This is the first year any of us have been senior lecturers. I co-wrote this thing, and it went into effect for this year. Yeah, so that was good

timing for me.” When asked about the process for applying for senior lectureship, Orange described the process in his department:

You apply. We have a pretty robust APR process, it's not different from that. Bunch of materials, and a personal statement. Probably a CV, but it's a big packet. Mine ended up ballooning to like 80 pages. But it was mostly a lot of teaching samples and stuff. I don't know. Those things bloat in ridiculous ways.

*And who looks at those?*

Then there's a committee that ... Even determining who should be on the committee, because obviously the tenure folk don't want us to self-govern. It's maybe five people, three career track faculty that are at that rank you're going for, and then maybe two tenure track faculty. So, it's a committee of five. Then from there it goes ... They write a recommendation. Then it goes to the unit head which, again, in our case is the director of the \_\_\_\_\_ program, the \_\_\_\_\_ department head. It just kind of depends where you live [what department or college]. And then, I think the dean signs off on it. But it doesn't have to go to the provost.

Though he acknowledged that the process was robust and required a lot of preparation on the part of the FTNTT faculty themselves, he believes it is important:

I think path to promotion was huge. Otherwise you're just kind of spinning your wheels. I think variety, professional development leave is also something that we're theoretically supposed to have at a university level. Every seven years or so. So the question is, how is that gonna get implemented when there's a group of 40 people? I think the ability to design courses and teach a variety of courses. I think a lot of people, they're just churning the same courses out over and over, and that gets horribly mundane.

Not all participants were as tuned into the path to promotion structure as was Orange, nor would they have said that it was a strong support for their efforts. That said, neither does the path to promotion thwart any intrinsic motivation; for most, they were ambivalent or undecided. Both Green and Pink had to be asked to submit packets for consideration to move up a level. Blue isn't yet eligible by virtue of not having taught here long enough but realizes she will be up for a promotion next year. For Green, the story has particular poignancy:

There was a lot of help and support for me to apply. I didn't expect so much support. Doesn't mean that I will get it, but it feels good... that the chairperson sees you in an elevator. That happens once and he says, "I know that you're applying and I haven't received your package. When am I gonna read it? I want to look at your package." Other members of the committee, when they finished everything with the package, they recommended it. I know that part goes to the College of Science and this and other committee that...It was nice to find colleagues telling me, "You know that idea you have for this program? We like it and we're going to support you." It's nice right?

Green was not so much interested in the nuts and bolts of what this promotion would look like as he was flattered by the fact that someone higher up asked him about his packet submission and expressed interest in reading it. This can be explained by Reid and Vallerand's (1984) research which found that positive feedback on performance increased both intrinsic motivation and perceived competence in undergraduates, a study whose results they would later prove true across athletes and other groups of participants. Also, Green's comments relate strongly to the psychological need of Relatedness, the feeling of belonging, which Green who had felt "othered" seemed to come back to time and again. Pink took the idea of promotion in stride, but the discussion unearthed some deeper questions:

I've seen that stuff in some emails that say, if you want to apply for ... I think ... there's instructor, that's what I am. Nothing says the word Adjunct in front of it. Although, we used to call part-timers, Adjunct. But I don't think that I'm in any way, shape or form, Adjunct. I don't know that they use that term anymore. Yeah, people always ask me if are you adjunct, and I'm like, "Well, they don't use that word anymore". I said I'm full-time, and I get a contract. I don't know, could they get rid of me?

***Yes.***

I figured they probably could, but I don't think they'd want to, but okay.

***Right.***

As long as I keep in good graces of everybody.

When I told her that she could, indeed, be let go, she created the on-the-spot plan to stay

in everyone's good graces. With FTNTT faculty who hadn't been at this university for a long time, like Pink, the rules surrounding their job, job security, and promotion were not well known. Buff was told she needed to apply for the next position up, Principal Lecturer—after the department worked out what requirements to list for the position/level:

Well, I have a funny feeling that part of that went in there because senior lecturer ... I mean, the big difference, instructor, it's not that you're learning. You're pretty good at teaching. You're growing. Blah, blah, blah. A lecturer, you are superior in your lecturing. You take people under your wing kind of thing, but to go to senior lecturer, you have to show leadership and not just take over a job. You have to show you create something. You guide groups.

Then the question is, what in the heck is principal lecturer, then? There's nothing left except what Buff does, so that's what happened. I still don't know the exact distinction. I think loosely it's you've been a senior lecturer with this leadership of doing a great job for five years.

***Is there a pay raise associated with principal lecturer?***

I don't really know.

And this confusion from someone with decades of experience applying for the highest rank of Principal Lecturer! It would be unfair to expect FTNTT faculty to get very excited about the paths to promotion when they do not understand the different titles, levels, and pay increases—if any. Again, the notion of promotion and the different NTT titles caused some to feel that their work situation had improved, while others felt the process was cumbersome and offered little in the way of compensation. Many were still figuring out the levels and titles and were unsure of any pay increases. This was exacerbated by different colleges have different titles for the same levels—some colleges have a Professor of Practice as the highest level, where other colleges have Principal Lecturer—so when NTT faculty talk to peers in other colleges, the waters become even murkier. That said, Buff did seem flattered that she was at the highest level because she was the only person who did all that she did: she was a category unto herself. And,

when she described all that she did, all that she was responsible for doing, it was extensive to the point of being exhaustive and affected a large number of other faculty members, tenured and not.

This reminded me of a male friend who, when I remarked that the women in my study did all kinds of extra work in their departments but the men did not said without a second of hesitation, “Men don’t do extra work without compensation. We just don’t. You want us to do something, you have to pay us.” This proved true in my research. I was amazed at how much a few of the more seasoned women did of their own initiative that had nothing to do with compensation or advancement. That is not to imply that the men were lazy or miserly with their time; it seemed they spent a lot of time focusing on their own work and improving their standing through TCEs or, in the case of Orange, spend time organizing and fighting for better working conditions for his fellow FTNTT faculty members. The women, though, networked and took over administrative-type duties as a matter of course. This reminded me of a story from my own department where my female boss and a newer FTNTT female faculty member attended a university-wide meeting with mostly male tenured faculty. When the chair asked who would take minutes, the junior female non-tenured faculty member immediately raised her hand to volunteer. Equally quickly, my boss grabbed her wrist, pulled her hand down, and recommended to the committee that they should take turns and someone different would be responsible in the next meeting—and it would not start with a female. It was ingrained in the men to look to the women to take minutes, and it was ingrained in the less-experienced woman to immediately volunteer.

Not everyone, however, was confused by the tiered advancement system. A participant with a clearer understanding was Blue who appreciated the path to promotion because it will

(eventually) allow her credit for her years of teaching and will help her establish a stronger research agenda:

Yes. I mean first of all, it's pay increases prices. And for me, it acknowledges all of the work that I have done to get to where I am. Because right now just the entry-level lecturer position does not take any of my teaching previously into consideration. Whereas the senior lecturer position does. I can take my past teaching and I can advance sooner than the six years because I have taught in the past. It doesn't take my whole 10 years. It only will take three, but it's better than nothing.

And then the step two principal lecturer, it's actually a lot of what I'm already doing, but I still have to put the time into it. So, making sure that your service and your research and things like that are not only influencing your own pedagogy, but also feeding back into the program. And me, the grants that I have that is funding the research that I'm doing, the research is also the assessment of the online courses. So, it is doing exactly that.

In sum, much of what was said in the interviews evidenced feelings of competency in the work that the FTNTT faculty do—whether it was noticed or rewarded or praised seemed to have little effect on their feelings of competence. There was pride in their voices when they spoke of the work that they did. They were proud of their level of professionalism, and they appreciated their position working and teaching at a widely-regarded Research 1 university. I was amazed that no one ever denigrated their work, never acted like it was no big deal. They were earnest to a fault and eager to contribute and engage. Interviewing them made me want to try harder as their dedication shone through.

While some appreciated at least the idea of a promotion structure and the possibility of small raises, for the most part, having a new title didn't evoke much interest. That they felt competent and able to carry out their duties was clear. Certainly, those with research agendas like Blue and political awareness like Orange wanted a structure more aligned with tenure track faculty who had support for their research and professional development. Blue and Orange were

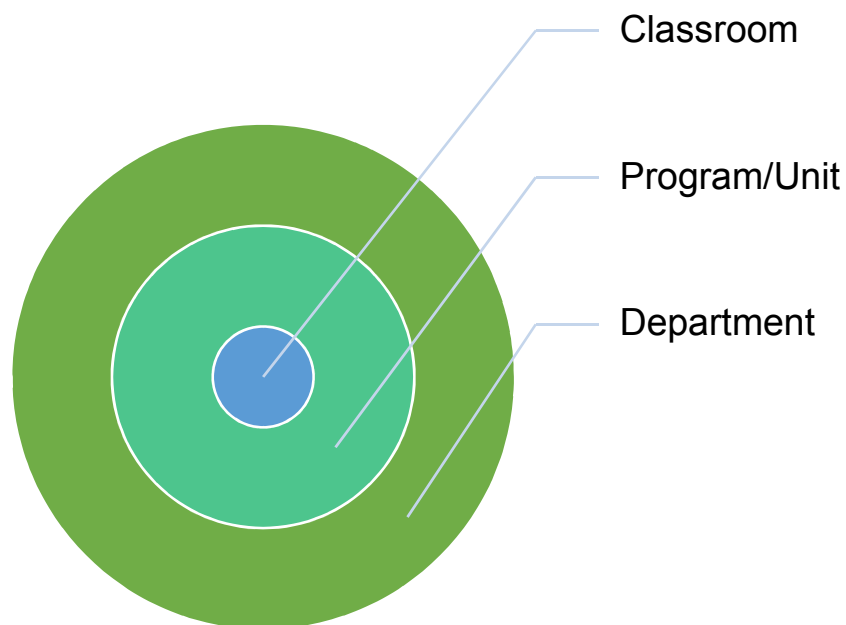
also the youngest participants and maybe they still held out hope that more parity was on the horizon, while the more mature participants just wanted to avoid drawing negative attention that could jeopardize their jobs. I can think of no one I know (including participants of this study) who would risk their own position by putting themselves out there organizing rallies and walk-outs for parity in in pay and representation as Orange did; he was a one-off, to be sure.

In general, participants seemed satisfied in their work and their efforts for their own sake whether institutional policies supported them or not (Harper, et al. 2001). As to my main research question of motivation, in the absence of clear pay raises, in the absence of a promotion structure that was either clearly articulated or well understood, and in the absence of much praise from higher ups, participants soldiered on driven one can only conclude by their own intrinsic motivation and by recognizing the importance of taking action in Deci and Ryan's *Identified Regulation*, especially if it resonated with their values and they could personally commit to the action *Integrated Regulation*. Unfortunately, it cannot be concluded that that which does not thwart supports. It isn't that easy, but what does not support can certainly dampen enthusiasm and initiative—especially over time.

### **Autonomy**

The participants of the study experienced the strongest sense of autonomy in the classroom and radiating outward in a lessening sense of self-determination as Figure 3 below demonstrates.

**Figure 5. Locus of control**



The sense of autonomy, or self-directed behavior was an easy topic for the FTNTT faculty to discuss. They were proud to share their independence and appreciated the lack of close supervision by higher-ups. Not even discussions of TCEs (teacher evaluations by students) could dampen their perceived sense of running their own classrooms, and to a great extent, their curricula—with success.

After 33 years in her department, Buff has a pulse on who runs what and who gets to do what:

But I like the fact that I have freedom to do things. And in our department, at least, instructors, we're not quite sure are they ready yet to take on something creative. Some of them are though. But at the lecturer position we could pretty much go to our programs coordinator and say, "You know, I'm thinking about trying a flipped classroom, in the \_\_\_\_\_ course that you gave

me," or whatever it is. She'll look at the person and go, "I think you could pull that off. But I'm gonna team you up with someone else and do it together.

Yellow, also a long-timer at 25+ years in her Humanities department, has created an entire new branch of courses that she designed, sought buy-in for, runs, and teaches:

***Would it be a fair statement to say that you've sort of charted your own course?***

Completely.

***Would it be fair to say that you watched for opportunities, or you created opportunities, or both?***

No. I created.

***And did you care if you ruffled feathers or not?***

Well it's kind of funny. I mean, I don't know how to answer that question. Do I care if I ruffle feathers? Well I never *like* to ruffle feathers. There aren't really that many people who should be totally concerned with what I do. Now, I say that, but...I'm sure that there's perception which is certainly based in truth that I have gotten, you know, special treatment because of my status in the department. You know, I mean, somebody off the street couldn't just say hey, I wanna do this, and have this work. But I also fill the niche that makes them a lot of money. And, you know, I said, like here's a proposal. I did a ton of research.

***Right.***

And I said, here are my qualifications, here's why I should, you know, do this. And you know... I had 20 years with the department, and they know who I am, and so at the same time like I've proven myself and my work ethic.

***So you've always been driven by what you're interested in. Fair assessment?***

Yeah. And that gives me opportunity to grow and feel like I'm contributing.

This entrepreneurial spirit and is not rewarded in any sense, even when the endeavor met with success. Even though Yellow created an entire sequence of new courses that were practical and that would give students actual experience and visibility in the field, she had nothing to show for it. Nor did she seem to expect anything, her hope as she says in the last line above was that

she wanted to *feel like she was contributing*. Expressing that sentiment alone makes one wonder just what reaction the administration has had and how much effort it must take to overlook something so obvious as an entire branch of courses created and taught by the same non-tenured faculty member. I need only ask myself, actually. In my own department, a few of us wrestled with the issue of students not truly mastering the skills they needed in a one-semester course. Our solution was to create a pre-requisite course mandatory for all students in order to create the scaffolding needed for the students to master the skill to a degree where we could see evidence of skill transfer. This new pre-requisite course became a regular three-credit class that runs approximately 1100 students through each year. None of us were paid to create, develop, and implement the course which, as a hybrid course, required hours and hours of video taping and back-end preparation. To this day, four years after it started, there has not been any compensation for the course development nor any professional recognition for the success of this course either for the revenue it generates or for the measurable learning taking place on the part of the students.

In the absence of outside appreciation, Green enjoys that his semesters don't all look alike, that there is some variety in what he teaches:

But, this semester I am more prepared. It's a joy. It's joyful to do something different... at the level that I am teaching. The students are more mature. I don't need to teach them how to study. Because this is a 400-level class.

Green knows what courses he will be teaching nearly two years out which gives him plenty of time to prepare. When he last taught a class for the first time, he was given the previous instructor's syllabus to follow but noticed it left out a lot of critical content that the course was required to cover:

They gave me, do you know that courses have to be approved by the University Senate? The curriculum? They gave me the material the last-minute approval. For most of the courses that I have taught. I have taught many different courses. Sometimes what they give me are syllabi from previous professors. And supposedly they follow [inaudible 01:05:15]-

Yeah. He did his own stuff. I learned that something was kind of not right, so I dig in more in to it—the department has files for decades—and I found it. My course now matches. I didn't want to put him in a bad place. I don't know what is going on. So, I asked the assistant of the chairperson, “Do you still have the original document that was made up for this course. I want to know if I am doing things the right way.” Then I saw the differences. Now my course matches what is required.

Green’s brand of autonomy means that he is looking out for doing what is best for his students and for the department. This was one of many times that one of the participants described going to great lengths to increase the level of professionalism when perhaps they could have gotten away with less. If you are given a syllabus by your department, you can assume that it is yours to use. Improving it and bringing it in alignment with newer course goals and objectives takes a high level of professional integrity and initiative that these participants described many times. Even though Green enjoys a certain amount of freedom to teach his students in ways that he has tried and proven by keeping records about past test scores and problem areas students’ experience, he appreciates having a team to lean on:

We have Faculty Learning Communities and we focus on the curriculum and the students and what the students need to do. We create activities for those students that we implement, and all of us implement the same activities. We cross-reference our resources in the activity, to make it better.

Blue, who teaches fully online and at a distance, echoed similar sentiments with the simple statement, “I haven't been as supported at any other institution that I've worked for.” Orange had this to say about his online courses:

Yeah, with the online stuff it's really these pre-designed curricula. Although you gotta kind of massage it to make it workable. We have a decent amount of autonomy curricularly. We have the student learning outcomes that we have to hit, but I sort of just shove them in a drawer really. Textbooks ... it's kind of an interesting moment for that. There was some sort of selection process. There's like a short list that we are supposed to use one of them. But then a couple of them are written by program administrators. Even though they give the profits, supposedly, back to the program, it's still there's pressure to use certain ones. I think a lot of people just say they use them and then just do their own materials.

***Are you monitored very closely?***

We get a lot of autonomy. Yeah. I mean, we have to submit our syllabi before the start of the semester. Pretty standard. Make sure it satisfies criteria. But we have a lot [inaudible 00:15:31] autonomy to design. There's not really oversight. We do a peer observation once each academic year. You can ask for a supervisor to observe a class, but it's totally optional.

Thus, my research found that all of the faculty felt a high degree of autonomy and did not feel overly prescribed in any sense. They also felt they had a say in curriculum design and in what outside groups they joined or meetings they attended. Nowhere was this more evident than in Pink's feelings of freedom after having spent a career as a high school teacher where the oversight and "jumping through hoops" was constant. Although most participants were positive on the notion of having autonomy and self-determination, all felt that they had to maneuver to stay safe and held, in some cases, diametrically opposing beliefs of their importance. Orange represented one far end of the importance continuum:

***Right. And what is your place in this?***

Well, on some level I'm a pretty replaceable cog. I mean, you could find a lot of ... Like theoretically you could find a lot of people who could do the official measured work that I do, and there's a lot of people in town that would love to do this. But yeah, I'm sort of an agitator. Yeah, Again, it sounds grandiose but yeah, I like to shake things up a little bit and collaborate.

***What's the purpose of shaking things up?***

It's just more dynamic, I think. Stasis is death kind of, so I don't think we'll get closer to our mission by staying the same. But I'm also distrustful on the kind of powerful interests

that are moving things in certain directions. So, I think it's good to like resist and question. And also I'm uncomfortable with the naked pursuit of power. It's not like I like to sabotage my own career or something, but it's like I just think if I were in a position of power, that would be like corrupting to me on some level, but maybe that's just a defense mechanism to rationalize my relative lack of power institutionally.

Contrast this to Buff, who after 33 years in her department feels confident that no one can do (specifically) all that she does, and has been told as much, yet skepticism still crept in:

When administrative decisions come down the pike from high on up, I feel like I'm protected. If they said, for example, "We're not going to continue hiring lecturers. The university says we've got to go. We've got to save money. We've got to go to a large lecture or whatever." I think anything that I might be involved with ... I mean, I have been told by the department that I would be the last one to ever go of the group, so I feel ... I mean, they tell me, "Oh, well, they'll never let you go," kind of thing, but I have seen too much in my life. I don't buy that argument.

She is simultaneously buoyed by assurances that her job is safe and nagged with doubt that they won't get rid of her. She has entrenched herself in her department to the point and toward the goal of being invaluable, of keeping herself safe and gainfully employed. It was like in one moment she was vital to her organization and proud of her contributions, but in the next was reminding herself that they could let her go whenever they wanted. Orange believes strongly that, "People have been keeping their heads down so long that they've forgotten they are keeping their heads down." Yet Blue expressed quite the opposite sentiment:

I have to focus on being visible. And I also have a hard time not being the one that asks the tough questions. But I also had only been at this university for two years. So since I've been there, [those running my program] have wanted to know. They want to know what the questions and concerns of the non-tenured track faculty are.

For Orange, his place in the grand scheme of the university interests him in an abstract way:

But for me, being at a University, I like to kind of figure out the boundaries of this sandbox, and I actually find that meaningful and stimulating, like figure out what the

parameters are of this ... Yeah, just kooky collection of agendas and pet projects and trends. Yeah. Just the whole stew of it. So, I like to just kind of get a lay of the land. I'm using a lot of cliches here, but I find that meaningful, just figure out who does what. And that helps me kind of locate my place in it, even if I don't think my place necessarily means something. I find just kind of locating where am I in this larger institution, I find that very satisfying. Whereas, I think some people might find that either overwhelming or boring.

Pink, who is fairly new to the university, is still trying to figure out the ropes and vacillates between feeling sure of herself and unsure and often making comparisons to teaching high school:

*So, you're treated more like an adult here?*

Well, just that they trust that you're really going to do your best, now maybe your best isn't as good as they'd like it, but they think you're really going to do your best.

*Mm-hmm (affirmative), who's "they"?*

I don't know. The people who *aren't* at my door or telling me that I need to do better. Who is that? I feel like our department chair is so far removed from my job, that I don't think it's them, but we have undergraduate coordinators. I can name names, but I don't [crosstalk 00:11:04] know exactly what their job title is. But most of them are people that I want to make sure I do well in front of them, because they are the course coordinator or they are a tenured professor who might help decide what I teach or whatever.

Again, the sense that these participants felt autonomous in the classroom was evident, and perhaps to a lesser degree in the department and the institution. It could be that they feel most comfortable where they are the least visible therefore vulnerable. Freedom in curricular design was highlighted across the board, as was having the ability to call on others in the department for help or collaboration. So what motivates FTNNTT faculty in their work, can, in part, be ascribed to the freedom to design curricula and to teach classes the way that they think to be the most effective for the students. Their self-determined behavior stems from the reality that they are trusted to fulfill their teaching roles in preparing for classes and in actually teaching

them; they do this with little interference. As Orange noted, he gets observed once a year and that is a pro forma undertaking. One could be led to believe that teaching did not matter as much as fulfilling all the extra duties and 20% service that is done in plain sight.

Perhaps, some organizational implications of this autonomy are that in the hands of competent, conscientious professionals like those who participated in this study, the lack of oversight on what goes on in the classroom is a safe practice. That said, it is a massive assumption that TCEs are going to keep all faculty in line—even though, as Simpson and Sigauw (2000) note, non-tenured faculty fear these evaluations due to “detrimental effects on performance reviews” (p. 200). The danger in using TCEs for merit-based rewards is that faculty teach to the TCEs, meaning they keep their students happy, in order to skew the measure to reflect on themselves favorably. This could degenerate into a popularity contest that serves no one in the end, least of all the students. Clayton (1999) found that “between 50% and 80% of the total variance of the evaluations may be attributed to variables linked to personality” (p. 74). A more comprehensive approach to ensuring that the FTNTT faculty are doing well in all aspects of their work is to assess them on the full measure of what they do in the course of their work—not just on student opinion of their instructors. Even for those participants in my study who could count on high TCE scores, this didn’t translate into a feeling of job security.

### **Allies and Protectors**

Whether participants were open and willing to detail the degree to which they felt secure in their jobs, every person in this study acknowledged protectors and allies in the department whom they felt “had their backs.” Purple summed it up best when describing how much healthier his current departmental climate is from one’s in his past experience:

It's people driven. Every person who runs an institute or department has their own level of rigidness or intrepidness. Dr. Connelly is exceptional. She's a female. And, Patty's been here for longer than Dr. Connelly's been here. Patty's an extraordinary human being and sees at a level of institutional capacity that's really amazing. And she's really cool at identifying opportunities. Human opportunities. So she's hired a bunch of people from the department of medicine that didn't necessarily feel at home there to very very positive effect.

Yes. It's extraordinary. And there's a lot of department heads or deans that are much more intrepid than others and what they prioritize, you can see from what they- You can see in Department of Engineering, they had an enormous education outreach program. [inaudible 00:36:21] has a huge education outreach program. Other departments, not so much. So you can see they're... priorities and values from a humanistic standpoint differ according to the place, and it's always humans that drive it. It's not the place. It's not the walls. And a new person will come in and it could be entirely different.

Buff searched in her mind for someone outside her department who even had her back, not to mention many in her department who appreciate her and are looking out for her:

Yeah, and so she, she's in the Provost's office. Why can't I remember her name...? I can't say she has my back, but if something comes up, like let's say I'm going to apply for this principal lecturer position. I can't imagine in a million years it would get stopped, but it's got to go through the whole chain of command and that.

Yellow also acknowledged support and protection in her many years with her department and noted that the longevity itself confers security:

I am, I guess, a career track. And admittedly, I have had special treatment because of my status in the department. I was given a multi-year contract. I have felt job security in a way that others might not. And so now, I'm just trying to grow the position more. And they've told us, it's not a raise, it's not a promotion, so don't expect any money. But, you know, department head has said that she's gonna go to bat for us, so we'll see what that looks like.

***And how important is that insofar as your satisfaction level with work and dealing with the head?***

It's a big deal. And she's really my immediate, because I'm not programmatically ... I mean, I work a lot with the undergrad director, but I'm not affiliated with a graduate program or any of those. And she's great. And it's also a very different feel having a female head. A conversation is received completely differently.

*In what way?*

When I used to go in and talk to the previous head, that I worked with, I just felt like ... Sometimes I felt like he was pacifying me. And it was sort of ... I just feel like I wasn't taken as seriously. I often felt nervous, which I'm not a nervous person. I just often felt like this ... I knew what I wanted to say, and I just felt like it wasn't ... I don't know. He wasn't getting it, so it sort of was a weird sensation. And so the first time I went in and talked with this head, I was like, I don't have that. Yeah. And several of us have talked about that [situation/feeling]. And I feel like she will advocate, as she ...I mean, it's a huge job, I know.

Here, Yellow's ambivalence about her position, even her title/track are clear. That she has been in her department for thirty-plus years and still has concerns about being taken seriously by those higher up, that she feels much better now with a female head who she thinks will support and advocate for her is remarkable. In any position after thirty years, one should feel safe, valued, and protected. A different issue arises here and that is how FTNTT faculty can get caught in these roles where they don't fall under any single department or do not truly fit the parameters of their position. Buff and Yellow certainly fit this description. Buff fits because she has taken on so much extra work and has begun many initiatives to better her department that they create the job description around her. Whereas Yellow has created an entire series of courses which does not fall under her job description and has tentacles in separate departmental sub-units. So, they are entrepreneurial and proactive and super-organizers and collaborators, and yet they live in a sort of no-man's-land where their titles don't match what they do and/or they aren't sure what departmental policies apply to them. It could be seen as taking advantage of these types of FTNTT faculty who go so far above and beyond titles, only to be told not to expect extra compensation or parity with tenure-track faculty whose work runs roughly parallel to theirs. They would have to be doing these extra duties in some part to be seen as adding value to the department and, therefore, more likely to enjoy continued employment. That they are not

going to be compensated for their extra efforts has been said directly to them by department administration and yet they do not slow down. Though there was little admitting of being “thwarted” in any sense—pride?—there was certainly evidence of what measures offered little support. That the faculty members worked hard not to let these less-than-supportive circumstances or measures get them down was energy that could have been spent in a more proactive and productive way.

Green admitted that he has been protected and guided from the start—even to the point of believing that his officemate was a plant put there to help him through any early rough patches he might encounter:

It used to be an office that I shared with another instructor, Dr. McAllister. She was my mentor. She mentored me. The best thing that happened to me in here, is to meet her, the talking with her and Dr. Brandt. They mentored me in different ways. Dr. McAllister because we shared, I think I told you last time, the same office space. Any question that I had--Sometimes students will come and something that required me to know something... she would step in.

"Excuse me. Can I get in?" [Dr. McAllister would say]. Then she would explain this is the way you to do. Right? I don't think I would have survived without her. One of the things that I read about professors of colors is lack of mentorship when they get their positions.

I didn't know that that is what she was doing this when she did this [interjected herself into conversations when she realized he was in over his head]. I didn't think she did that—that she did this on purpose. I know the department put her there so she could help me with whatever I needed. I don't know...I don't think they know this research. When I moved out of that office, I felt really, really out of place. I didn't know where to go to for help.

To the research question about FTNTT faculty's perceptions of their roles, it seems the answer is complex. I found it fascinating that everyone was quick to name someone who protected them in their department. It wasn't policy or law that protected them, it was a special

relationship with someone higher up in their departments who held tenured positions or were high-ranking administrators. Which begs the question—how autonomous is someone who has to rely on the kindness or protection of someone who likes them or values them or appreciates them to feel secure in their job? In their livelihood? So, they recognized and were proud of the fact that they had autonomy in their classrooms and in the curricula, and in the outside activities in which they engaged, but as far as feeling that they would have a job from year to year, they all named people who would make sure they did. The locus of control ended there. The tenuousness of that position cannot be overstated. Your employment is assured as long as you have the protection of Professor X, as long as Provost John still appreciates you and your efforts, as long as you maintain in the good graces of the person or people whom you feel protects you. An op-ed by a former college administrator excoriated the erosion of tenure and noted “A workforce without job security is obedient and weak” (Dreger, 2016). The fact that the path to promotion is new and not well understood and any path for redress in the face of exploitation is an unknown black hole for most participants (it was as if speaking of it could bring about bad luck, a knocking on wood reaction), it is unlikely that the situation will change. Therefore, it is understandable how someone like Orange would want to think about his own position in abstractions while advocating for better pay and better conditions for his peer NTT faculty. To fight for oneself in the face of injustice would be an admission that you (yourself) were being exploited and that that was unacceptable. Far easier to project apathy on one’s own behalf but a fighting spirit for those in the exact same position. It is equally understandable why someone like Pink would simply be thankful for less constrictive environment than that found in high school. It is complex, but as humans our survival instinct is strong and having a protector in high places is both adaptive and smart.

## Relatedness

A close kin to belongingness, needing relatedness means that people need to care about others and, in turn, have others care about them. There is an element of caring for caring's sake—without ulterior motives. Deci and Ryan also include in the definition feelings of connection for one's community (2012). With the FTNTT faculty members interviewed for this study, the sense that they belonged came through as did the yearning to belong for those who didn't yet feel connected.

Purple had once been at this institution and ended up inviting himself back:

Yeah, no, we literally just voted on it in the last research track department meeting. So Dr. Connelly is literally sort of creating the tracks within house here. It's lovely. And the nice thing is ... this is the sweetest nicest group of people I've been around in years. They're supportive, they're kind, rigorous, right? Careful. But just, it's aspirational, inspirational, helpful. It's everything you'd want in a department without being a department.

***Right. It's not a department. What is it?***

It's an institute. And of course, every time there's a big organization, they stratify and pigeonhole and make little silos, and—our [institute's] director reports to the VP of Research at the university.

***How did you come to be here?***

So, I was interested in looking for another place to be a faculty member. I had a grant at that point, and I thought this was a lovely place, having known this institute and collaborated and published papers with lots and lots of people here, before ... during the time when I was a post doc here.

Dr. Connelly change name and the staff here were lovely. I just literally called up the office and said, "Hey, you know I have this grant. I'm interested in being somewhere else. Can I be with you?" And they were like, "Yeah." It was about humans. So this is an amazing place... because you get the opportunity to have lab space. You get the opportunity to collaborate with extraordinary people and be around human beings that are just hard working, caring, compassionate humans. So, it's a great place.

When asked how she liked working in her department, Pink was effusive:

It's wonderful. It's amazing. It's perfect. It's couldn't be better. I mean, I think you become so used to the grind of the high school, the public school system, not having any free time, not having enough time to do stuff, not having supplies, not having ... that anything is a huge improvement. I mean, I miss my squirrely high school students like crazy.

***You just get them a few years later.***

Yeah, and you make close contact with some. But after ... It's not burnout, but it's like, "I don't need to get close with all my students like I used to ... " You know?

When asked if she received praise or compliments, Pink had this to say:

Sometimes the other instructors in the hallway hear me tutor will say something. But, it's not ... they'll comment on it not so much that oh, you're so good or anything, but they would say I heard you talking to your student about that, that's the way I like to explain it too. It's more conversation. They're not higher ups necessarily. Well, I feel like I'm surrounded by really good people. We don't compete for who's the best teacher—there's not very big egos.

Some of the feedback of which Pink is *not fond* of are the TCEs, or student evaluations of teachers which are completed by students at each semester's end. Buff consistently receives high TCE scores and even consults with the office that issues them telling them how to boost TCE return rates. Year after year, Green has the highest TCEs in his department. But Pink is agitated by them and doesn't like to read them:

Okay, so I'm sure other people can see them, but I don't look at them. I looked at them the first three semesters. I thought okay, I'll say oh that's nice on the nice ones, and then I will be upset for weeks and weeks about the bad ones. I feel like I'm a good enough instructor, I don't need this job.

***Yeah, right.***

I really want this job, I don't need this job should something really ... but they have those TCEs so that you get feedback.

***Right.***

I've been teaching for 35 years. I don't really want any more feedback. It really does bother me when I get a bad one especially if it's unfair. [long pause, points at me] That

might be something to put in your thing [dissertation] that those TCE things are [crosstalk 00:16:57].

***Yeah, those TCEs are...?***

Not helpful.

The discussion of TCEs led Green directly to a discussion of belonging which led to the topic of race. A non-white, native Spanish speaker, the subject of race came up a lot, but here he tied it directly to the notion of belonging—without prompting. Also, he specifically mentions that he had thought about our previous interview and the discussion that we had about being “visible.”

***Do you get TCEs?***

Oh, yes, yes, yes.

***And how are your TCEs?***

Good, good. Actually, I don't like to see them. I don't like to see them.

***Everybody hates to see them.***

Yeah. I don't like to see them but I have been, for a couple of years I was in my department the person with the higher TCEs. And then it has been first or second in other years.

***That's great. Do you get any kudos for that? Does anybody say hey...***

Yes, yes, yes. For example, in my annual evaluations with my chairperson, which started recently, this is something that has not long. The last meeting was a year ago, the previous one was less formal. We have a new chairperson, so she started two years ago.

***And you like her.***

Oh, yes, yes, yes. She's a big supporter of mine. So, it was very informal the first time. The second time actually, she looked into the TCEs and she point out that actually this year you did the highest in the department, so she's looking at that. She was the one that encouraged me to apply for the professor in practice. In an elevator she saw me and said, "You know, I haven't seen your package. I am looking forward to see it."

I felt really, really good when I was told that the committee was really, really impressed with my package because I needed to propose some sort of program or scholar program or research, so I have a couple of proposals there. The person that told me this over lunch,

she invited me to lunch because she wanted to (inaudible) to happen. But I haven't heard a yes or no. Yeah.

***What would that mean? A pay increase?***

Oh, yes, yes. A pay increase, yes.

***Nice. What else?***

It means maybe the acknowledgement that I have been telling you that I'm missing, yeah. When I was working on it and then I heard the chairperson, another full professor, tenure-track professors telling me like, "Are you applying for this?" I thought okay, so maybe they feel that I belong. Because for a while, I was like maybe I don't belong here. I thought a lot about the conversation that we had. Sometimes it's us that we ... So I started to attend the meetings of the department. My colleagues believe that I belong. For a while I was thinking like, "No, I don't belong here." I mentioned this before, I thought that my place would be at community college. But when I came here, I thought I won't last in this job too long. I have a lot of supporters here really. I don't know why.

***You don't know why?***

No, no. I don't know why I was feeling out of place because I remember the two chairpersons ago, who was the chairperson when I was hired, the day after the final exam she came with another professor to see how was my first semester. I thought like why, and eventually I started to see it as no, it was nice.

***So then with all evidence, all the evidence points to you belonging and being supported and being liked. So why do you think you don't belong?***

I don't know. It could be a race thing. My department is White.

***Yeah.***

It's...I would say gender neutral. Maybe there are more females than males.

***Okay.***

Yeah, maybe it's that. Maybe I'm also, I'm very self-conscious of my accent. I don't know. I wish to have the same type of articulation that they have when they deliver their courses. I'm very self-conscious of my writing, the grammar. I don't like anybody to see what I write unless that a person with a good grammar skill go through my stuff.

It has taken a lot to convince Green that he is worthy of his position. Even when administrators notice him and encourage him to apply for promotions, he isn't sure he belongs. It has taken a lot to get him to reevaluate his perception on what others think of him. Even

consistently getting the highest TCEs in his department didn't change his way of thinking of himself as someone who could be targeted. He does fear losing his job because of the benefits that it confers to his family. Race was an oft-visited topic for Green having had some bad experiences with others over the topic of race in professional meetings that he had attended years before. The bitter taste was still in his mouth and beginning to believe that things might be better now is slow to take root and feel real and dependable to him. His perception of his role is changing from one of a person who kept their head down to avoid confrontations and race-related run-ins to one who assembled the documents needed for a promotion that his administration thinks he deserved and for which he is qualified.

Blue's perceptions of her role is quite different. Blue feels she has to put in extra effort to be a part of her department because she teaches fully online and from a distance.

*Okay. So, in that sense you do sound very proactive.*

Yes. I'm always asking.

*Right, right, right. And is that because you want to, or you want to make sure you keep your position?*

Part of it is because being at a distance it's harder to understand the workings of the program. So, if I can find something outside of online \_\_\_\_\_, that seems like I could participate, I do. And I do this for a couple of reasons. One, because I can better understand the program. And two, because in order to be promoted, sometimes other people need to know who you are. And with my prior experience, I will be up for promotion next year. So, it's also about making sure people know that I'm here. And I am trying to be an active member of the department.

That said, she has felt thwarted on a few occasions, one where she had been trying to become more involved:

For me personally, I have been struggling with getting my own lecturers to beam me in for meetings. They have meetings once a month, and I have asked I think three or four different people. And I know that it was brought up in December, because it was in the

minutes. But so far nothing has ... I don't know what came of that, because I wasn't in the room, so I don't know the conversation that was had.

It seems that whether trying to get noticed or not, the perceptions of their roles FTNTT faculty is that being noticed for some is difficult (so they feel devalued) or they feel devalued so they try to be overlooked. Either way, being valued is not a given as they perceive it. TCEs, one of the major measurements used when determining whether to promote someone or give them a pay increase do not measure all that these faculty do in the course of their work. Their work in the classroom is nearly entirely invisible with the TCE (student evaluations) being the only artifact of their efforts—that is, as long as there isn't an issue with a student like a grade appeal. So not being seen in that sense is a safer prospect, yet low TCEs would certainly garner attention. It's a double-edged sword: even if they think themselves to be committed, earnest educators seeking the best outcomes for their students, and they (mostly women) believe themselves to be integral to the running of their departments, drawing attention to oneself could have negative consequences. I think it is for this reason that some of the participants were ambivalent or even wary of the process of assembling the documents needed for the application to move to the next level in the title rankings.

### **Tenured Faculty**

Talk of belonging eventually led to discussion of relationships in the departments, especially relationships with tenure track faculty. While all admitted that there were certainly good, kind, engaging TTF in their departments, there still was a lot of tension surrounding the talk. And a few were quick to point out that it is not “the PhD thing” but rather tenure itself. Pink is proud that she shares her office with a man who has his doctorate but is a FTNTT faculty

member like her. Orange kicked it off without reservation when I asked if he had ever thought about going for tenure. I asked because he is one who is young enough that it could be an option:

I mean, the pathway to it would require a lot more ... I mean, I have a lot of publications, but it would require at least, probably, a couple books that are prominent. And also, the idea of just geographically having to be at the whim of ... end up in Iowa or something, I don't know. No, I haven't really ... Yeah. I don't want to do that. I don't want to submit to that process. My sense of self-worth isn't as tied up into that part of myself.

As to his relationship or feelings about TTF, Orange was crystal clear:

Yeah. Our labor, we teach so many students. And there are so many student credit hours, our labor subsidizes the research of tenure track faculty. Which, again, research is totally important, here, but there's no sense of gratitude or reciprocity or understanding. It's more like ... Yeah. It's been ...

Blue had to be prodded to “go there.” After a few failed attempts to talk about tenure and relationships in her department, I finally asked her to respond to something someone else had said.

***Someone said, “This whole using lecturers is hugely exploitative and our labor subsidizes tenure track research.”***

You want me just to respond?

***If you would...***

Yes. I'm pretty sure that person was from my department (laughs), maybe... Yeah. Yeah. It's frustrating because we do a lot of the labor that a lot of the tenure track faculty don't want to do. And a lot of the income from the freshman level writing courses does go to fund the research in other areas of the English Department. Whereas, I mean I did win a grant to help fund my research because I'm not getting paid to do research. And I can't go on sabbatical in order to take time to write things up.

***So then you apply for grants to subsidize?***

External. Yes, external grants. So yes, frustrating. So I had applied to the affiliate faculty to the \_\_\_\_ program and was denied because I'm a lecturer. Well, they didn't say that outright. But that was the overall feeling in the room from a few of the folks that were there and voted to have me be an affiliate faculty member.

***Oh wow. Wow.***

Was that because I am non tenure track faculty...? So no, the one-

***When did this happen? Recently?***

In August. I think is when that happened. So, there's definitely a tension between tenured and non-tenure track faculty in my department. I mean, so even at this conference, they had a get together for all [this university's] faculty and graduate students and former graduate students. And the former head of the department thought I was with the book publisher because he had no idea who I was. And it's because they don't take the time to learn.

***Why do you think that is?***

Because I haven't written a monograph. I think that it's probably protecting the position that they hold by making it an insider outsider. I mean that's the only thing that I can think of [crosstalk 00:13:02].

Clearly, her perception of her role as someone who has to work hard to be visible was on the mark. In the face of being so blatantly left out, the idea that FTNTT faculty were primarily motivated intrinsically rather than by any outside recognition holds true. There simply is not evidence of enough extrinsic rewards available to sustain the level of motivation these faculty members would need to accomplish all that they do. Blue has her own research agenda which supports her department's efforts, yet she has secure the research funding herself and is afforded no sabbatical to pursue her efforts. In a recent onboarding of new FTNTT faculty at my college, one speaker told them that the department valued research and having a research agenda was a positive tack; the speaker who followed negated what the first speaker had just finished saying by reminding them that they were being hired to teach and that conducting research was not under their purview. The new hire came to me to ask about the "mixed messages" the college was sending.

As to the question of extrinsic motivators, the snapshot isn't terribly compelling: The TCEs are negatively perceived and instill mostly fear into faculty and do not measure the breadth of what these faculty members do in the course of their work; furthermore, the path to promotion

is often poorly understood, requires a lot of paperwork and jumping through hoops and even then does not always offer an increase in pay. Much of the extrinsic motivation falls under Deci & Ryan's description of *External Regulation*: Acting to obtain an external reward or to avoid an external punishment (2000). That the FTNTT faculty remain positive and engaged in their work in the face of no due process and no support for research is impressive.

Yellow, though insisting that all of her friends in the department are TTF, nonetheless, described most of the TTF as having "checked out." When asked if she had ever considered going for tenure, her reply was one whose sentiment was shared across the participants:

No. I mean, I don't think I really thought of even considering it until I was into my graduate work. And then, I guess, maybe ... It wasn't even like that was my goal. But I learned, okay, here's what you have to do to be a good citizen here. And I started developing my own CV, and just sort of as I've learned along the way. [pause] Yeah. I do more work than a good many tenured people.

Purple, adamant and opinionated, eating a fistful of dehydrated veggie fries, freely shared his opinion on the concept of tenure:

You're forcing good humans to make a choice to say that your system is wrong and that they're going to break the rules of your system. As the pay lines drop and drop and drop, more scenarios exist where people are cutting corners or just running away. Now you train, the university system is constantly driven based on federal funds. It takes a very very long time to train someone to be a PhD researcher. It's a very hard road and it's training heavy. The learning curve is very steep and costly and so the biotech sector, the commercial sector doesn't pay for it and people themselves rarely do. The country coming together and said, okay, we're going to make training grants in order to pay for training our people. Then, if you can't keep them in the field because they look and go, "Well, fuck that. I'm going to go sell pipette tips for a living so I can be home by five o'clock and take care of my children and be a human and not worry about losing my job every fucking six months." Well, then, you've wasted that money and that happens constantly.

Though his job as a researcher who currently isn't teaching any classes is very different from FTNTT faculty who primarily teach, he is still off the tenure track and is considered FTNTT and thus warrants including. His perspective is unique and adds something to the discussion.

As evidenced across participants, motivation is a complex psychological concept and the findings did point to self-determined behaviors accounting for positive feelings about their competency, autonomy, and relatedness in their work environments. Other extrinsic motivators led to less positive outcomes or feelings about outcomes when considering meeting these three innate psychological needs.

## CHAPTER 5: DISCUSSION AND CONCLUSION

This chapter will first overview the study and then review the research questions that drove the study. Next, tying the research questions to the theory and literature will construct a framework for showcasing what the data reveal. This will be followed by a brief summary of the methodology describing how the research was carried out and a synthesis of my findings in light of the research and the theoretical lens of SDT. This section will conclude with possible implications for research and practice, and for higher education administrators, policymakers, academic leaders, and faculty. The limitations of the study will be described and possible future topics for research will be suggested.

### **Overview of the Study**

Driven by the lack of research on the subject of Full-Time Non-Tenure Track Faculty, FTNTTF, this study sought to make visible the lived experiences of a small group of FTNTT faculty at a large R1 university and to describe what motivates them in their work. While research on part-time/adjunct/contingent faculty is robust, very few studies discriminate between part-time and full-time faculty off the tenure track. The exception is an excellent book by Chronister and Baldwin *Teaching Without Tenure* (2001). By and large, other research fails to disaggregate the data between full- and part-time thereby offering no clear picture of the work of this sector of faculty. This study was guided by the overarching questions: Who are you? What do you do? And, why do you do it? In an effort to answer these broad, high-level questions, three research questions were posed:

1. Why do you teach as a FTNTT faculty member? This question sought to determine the path that brought them to their current employment situation.
2. In their work and their work environment, what factors support self-determined behavior of FTNTT faculty? In answering this question, factors could be identified as either supporting or thwarting intrinsic motivation.
3. What are FTNTT faculty members' perceptions of their roles? Understanding how FTNTT faculty perceive their roles would inform ways to support their autonomy and sense of belonging.

Deci and Ryan's Self-Determination Theory was the theoretical lens used to explore the three research questions on motivation. Interpretive Phenomenological Analysis (IPA) was the methodology used to conduct the study as it allowed a deep dive into a small number of participants' experiences in an effort to get to the essence of the phenomena. The categories that emerged from the study were described in terms of the participants' sense of their own competency, autonomy, and relatedness—the three innate and universal needs that SDT insists human beings are driven to fulfill (Deci & Ryan, 2002). While much of the efforts at constructing a valid argument were inductive, the categories of motivation were later imposed upon them to determine “fit.” Categorization and similarity judgments are cognitive activities that are the core of inductive processes; thus much of the general conclusions inferred from the interviews were indeed inductive. Later processes held these up to the light of SDT to see if they fit into these pre-existing categories of motivation as a way of fitting them into pre-existing categories.

## Discussion of Findings

The interviews were conducted with nine participants across two colleges known to use large numbers of FTNTT faculty: Science and Humanities. Over 400 pages of transcripts were generated from approximately 25 hours of interviewing. Again, with such a meager offering of research conducted by FTNTT faculty *on* FTNTT faculty, my goal was to get a sense of these faculty members and find out what motivated them in their work. At this point, *any* contribution to the literature can be seen as helping to lay the beginnings of a foundational understanding of this largely invisible sector of the professoriate—who are actually everywhere you look if you wander through classrooms on any campus across the country.

As I read, re-read, listened to the audio recordings, read dissertations, books, journal articles, blogs, and began organizing my findings into groups, a manageable pattern began to emerge. Major findings began to surface that ran through the majority of the participants' interviews: They believed that they were good at what they did, yet they realized that they were undervalued. They enjoyed freedom in the classroom and in lesson planning and curricular design, yet they maneuvered to be safe and every single participant named a benevolent protector who they felt had their backs. They felt a strong sense of belonging in their departments but acknowledged an us-them relationship with many tenured professors. In identifying what was significant and constructing a manageable framework with which to present it, the three innate psychological needs as defined and described by Deci and Ryan proved a net with the right sized holes to gather the data. What follows here will be an analysis and synthesis of the findings of the motivations of FTNTT faculty in terms of meeting the needs of competence, autonomy, and relatedness and of describing their identity in their roles. "These needs provide the basis for

categorizing aspects of the environment as supportive versus antagonistic to integrated and vital human functioning” (Deci & Ryan, 2002, p. 6).

### **Competence**

The most basic question that needed answering before moving into more complex questions was *Why do you work as a FTNTT faculty member? How did you get here?* The surprise finding was that only one of eight participants set out to be a teacher; the others fell into it as a by-product or requirement of graduate school. This was especially true of the four participants who had earned their PhDs as they were required to teach as part of their doctoral work. Even though intentionality was not present at the outset of their teaching experiences, all participants realized that they were good at teaching and that they derived satisfaction from it. This was, perhaps, the strongest, most cohesive finding of all: These faculty members truly believed that they were good at their jobs, competent in their work. Again, this could be attributed to the process of self-selecting to be a part of the study; nonetheless, this was almost a non-factor or discussion point so internalized and strongly held was this belief in their own competency. The best comparison I can make is that you wouldn't ask a professional golfer if they thought that they were good at golf—it would be insulting.

Part of what makes them feel competent is in fulfilling all of their varied duties and responsibilities. So much goes on in their work lives that it is little wonder that none spent a lot of time talking about actually being in the classroom—it is by and large the smallest time chunk spent on anything. Preparing for a class takes longer than actually teaching it. Working on creating an exam and then the post-mortem on the exam questions themselves takes longer than administering the exam. Sitting on committees and working on curriculum design teams are

other endeavors that are about teaching but are not actually teaching. The compendium of these faculty members' efforts is staggering. They are involved in teaching, administration, research, mentoring, finding internships for students, compiling test banks, applying best practices, supporting students by constantly reviewing homework and test scores in order to improve content for future semesters, holding extended office hours, tutoring, writing letters of recommendations, and training and mentoring TAs and new hires.

As SDT posits, the core of competence is in people feeling challenged and contributing to the cause—effectively (Deci & Ryan, 2002) and these participant faculty members were contributing effectively. In his book, *Flow: The Psychology of Optimal Experience* (Csikszentmihalyi, 1990), notes that survivors have a strongly directed purpose that is not self-serving: “People who have that quality are bent on doing their best in all circumstances, yet they are not concerned primarily with advancing their own interests...because they are intrinsically motivated in their actions and not easily disturbed by external threats” (p. 92). The FTNTT faculty whom I interviewed embodied this non-self-serving attitude. It is as if they are able to drown out or ignore most of the noise of their status and place in the academy and focus on their responsibilities because their motivation is intrinsic—the strongest type of motivation. The underlying factor that contributes the most to this motivation is that their values are aligned with their efforts (Padavic, 2005). This was expressed in many ways by the participants. The fact that none of them set out to be teachers and that they didn't spend much time talking about students does not mean that they don't care about their students. On the contrary, it seems that all of their efforts—whether in lesson planning or creating fair and fresh test banks or mentoring other instructors—benefit students indirectly. They are committed to the entirety of the enterprise. And

there are a lot of moving parts to what they do; their list of responsibilities is long and varied and they take their job very seriously. They are, in a word, professionals.

Yellow and Buff cited their own work ethic as a motivating factor in doing a job well. Others like Blue felt a sense of “service” in her work. It is worth noting that in all 400+ pages of transcripts, only Blue described her work as a faculty member as “service.” All other uses of the word were in reference to the percentage of “service” required by the contracts under which the FTNTT faculty are employed (e.g. 80/20 with 80 representing time spent on teaching activities (planning lessons, teaching, reviewing outcomes, rewriting and revising assessments, etc.) and the other 20% in service to the department or university. It is as if mandating and codifying (extrinsic motivators) a certain percentage of their time contractually to “service,” FTNTT faculty have ceased to think of their overall mission as service, or of their job as being a service to the greater good.

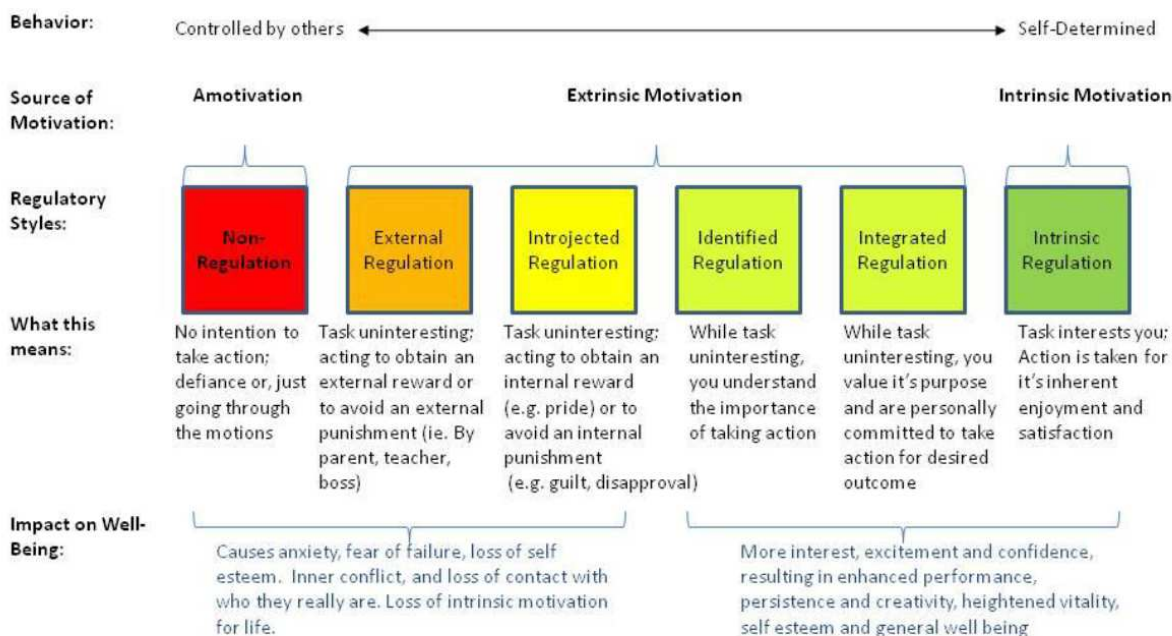
The word itself has been co-opted by the administration to the point that it is no longer used in a higher, nobler sense. It has been similarly changed in the military where “to serve” has time frame implications: you served, your service is up. In the context of this university, it is a contractual requirement with nebulous borders. For example, Buff said that she fulfills her 30% service doing administrivia—or as her section head defined it, “Everything that Buff does.” In a sense, she was already doing much of her “service” before the implementation of the percentage of service mandate so it was simply reverse engineered. Interestingly enough, the one participant, Blue, who used the word “service” in the higher nobler sense of “for the greater good” has a military spouse. This line of thinking is explicit in SDT’s subtheory of Cognitive Evaluation Theory (CET) which sought to answer the following:

If someone engaged in an activity freely without being rewarded and found it highly interesting and enjoyable, the person would clearly be intrinsically motivated. If he or she were then offered an extrinsic reward for doing the activity, what would happen to the person's intrinsic motivation? (2001, p. 10).

This reminds me of Pink and Yellow's odd throwaway statement about more money not making them any happier. It's as if being paid too much would make them feel responsible to someone else for what they did rather than doing it for its own inherent worth—precisely as described in the CET quote above. It reminds me of the psychology of winning an award and then believing you have to change what you are doing to be deserving the award. In fact, Deci, Koestner, & Ryan (1999) used a meta-analysis of 128 experiments and concluded that expected tangible rewards for being required to engage in an activity did undermine intrinsic motivation for that activity. This in contrast to verbal rewards which they found enhanced intrinsic motivation. The glimmer of findings on the codified compulsory “service” component of FTNTT faculty's employment contract would need to be studied intentionally and as a discrete phenomenon to determine if requiring it detracts from faculty's enjoyment of it, or even ownership of it. Requiring it as a part of the 80/20% split makes it just another thing they have to do and removes the feel-good part of altruism. It has become, “I'm doing my service component,” rather than, “It's a service I do for (recipient name here).” These are very different perceptions of the same work or experience.

When evaluated using CET's continuum, the participants exhibited the more self-determined forms of motivation on the continuum—intrinsic motivation, integrated regulation and identified regulation when meeting the innate need of competency. Essentially, they owned their own competence. Again, the image as a visual referent:

**Figure 6: Four Typologies**



### High Levels of Professionalism and Commitment

With relation to their competency, the participants, even if they found a task uninteresting, valued the purpose of what they did in their work and are committed acting to reach the desired outcome. As Deci and Ryan claim, these final three categories of regulatory style (on the right side) impact well-being and enhance performance. My findings showed that the innate need for feeling competent were self-determined by these participants. Even though Green, Blue, Yellow, and Buff all admitted parts of their jobs were tedious and time-consuming, they nonetheless carried them out unflinching. What surprised me most was the level of professionalism with which these FTNTT faculty approached their work. This links strongly to

the results found by Ott and Cisneros. Using the conceptual Job Characteristics Model (JCM) (Hackman & Oldham, 1980), they found that FTNTTF and TTF share a professionalized approach to their jobs which was associated with stronger organizational commitment (2015). Similarly, Gappa (2002) and Chronister and Baldwin (2001) found that FTNTTF more closely resemble TTF in their commitment and loyalty to their institutions.

They may not have identified with the classic ideal of a “teacher” in an emotional sense—Orange claiming he was not “averse” to teaching and Pink admitting she didn’t really like some of her students—yet they all shared that they worked long hours before and after the workday and on weekends to contribute to the efficacy of their programs or departments and to their courses and students. The question that remains, however, is what of the service component that has been imposed from the top down? Will this act to demotivate faculty who prior to had been performing “service” type functions because they were intrinsically motivated toward them? It certainly seems to have removed from their identities that they are in a service profession as evidenced by the total absence of all save one not describing their roles as service to a greater good.

Another interesting finding ties to the concept of “The Invisible Faculty” (Gappa & Leslie, 1993). Though many of the participants were vocal about their work not being “visible,” they also spent a lot of time telling me how everyone knew how much they did. Buff was a standout here saying that everyone knew that the content the instructor resources D2L course came from her—and this right after describing her work as “invisible.” When I pointed out to her that she had claimed her work was both visible and invisible, she re-characterized it by saying, “Well, they don’t know how much time it takes to do that stuff.” This sentiment was echoed by

the other participants. It wasn't that their work (high TCE scores, updated course curriculum, robust test banks, etc.) wasn't visible, it's that the amount of time that it took to do that work was the invisible factor. When everyone knows your name and knows what committees you are on and who you are training and mentoring, invisibility cannot be the issue. Only Blue, who works fully online can claim invisibility when committee members forget to connect with her virtually (via Skype or Zoom) when they have meetings. She also underscored her need to be visible and make noise: "People need to know who you are."

### **Ambivalence About Paths to Promotion**

In reframing the role of non-tenure-track faculty, the university in this study has in the past few years has moved toward the Alternative Career Track Model of employment (Chronister & Baldwin, 2001). The ambivalence toward new titles and paths to promotion was marked. Pink and Green were unaware of the path to promotion, could not articulate the criteria for changing titles and moving up, and had to be told by their higher-ups that they needed to gather the necessary documents in a dossier to submit for advancement approval. In their case, ambivalence was a symptom of having little knowledge or understanding of the entire structure's existence and their place in it. This suggests that what started out as a grassroots movement by adjunct faculty in the past twenty years to gain legitimacy in the faculty landscape has now become a top-down endeavor.

Buff only became engaged in the process of gathering her documentation when urged by her superiors and section heads and when she understood that she would have voting rights. She was able to pick between Professor of Practice or Principle Lecturer as a title and she chose the latter as she didn't want it to "sound like you're still practicing." Again, I was struck by the

distancing use of second person. It seemed like using “you” was a way of not calling too much (generally positive) attention to oneself. In my investigative interviewing seminar, this was something to which great attention was given—the use of second or third person when a speaker wanted to set themselves apart from what was being discussed. In fact, in order to gain confessions, one tactic is to say, “If someone were to do \_\_\_\_\_, what do you think their motivation would be?” It seemed to me that the women in my study more frequently used this avoidance of the first person “I” more than the men, but since one-third of the male participants in my study (Green) was a non-native speaker of English, I cannot generalize my findings thusly. In my notes from the Interrogation and Interviewing seminar, I wrote that sometimes this is a way of stepping out of your own story and seeing yourself through more compassionate eyes. One strategy for dealing with stressful or anxious social interactions is to speak in the second person as a way of distancing oneself from the subject. A final way that I would describe the underlying thought processes of choosing to use second person by the participants in this study was in order to appear humble rather than bragging.

Though most of the participants in this study voiced mixed, even conflicting feelings about the paths to promotion and new titles, Orange was an exception as he is an activist who has expended enormous amounts of energy fighting for the cause of “adjunct faculty.” His perspective is different as he likes to look out for the other and is politically savvy to university procedures, policies, and climate. The other participants seem to be taking it in stride, doing what they are told in gathering the necessary documentation to level up on the career track but the motivation is decidedly external. Even then, the documentation is extensive and can take weeks to put together and ends up feeling like another hoop, another way to have to prove one’s worth.

### **Autonomous but Vulnerable**

By and large, the FTNTT faculty interviewed in this study experience a strong sense of autonomy. They feel a sense of control over their in-class lessons, curriculum, testing, and even the creation of new courses. All spoke of enjoying the creative aspect of their work though it manifested differently for each person. The intrinsic motivation to create was for its own sake and because it produced a tangible positive outcome—more questions in a test bank, a new series of courses, a different way of teaching a particularly challenging concept. Many even got to choose which courses to teach in any given semester, but that autonomy excluded getting to choose the times at which one taught. At a large university such as this where classroom space is at a premium, this is a variable that understandably cannot be easily controlled.

Though the participants related feeling a strong sense of autonomy, they nonetheless all used various maneuvers to stay safe. Some, like Buff and Yellow, made themselves integral to their departments. It should be noted that both have decades of experience in their departments. Blue and Purple both let it be known that they are there and stay visible to ensure that they are being seen and heard. Others like Pink tried not to rock the boat and simply do a good job and get along, largely ignoring those who don't seem friendly. Green and Lime stay current on departmental goings on and are involved with professional development endeavors and various committees. Orange was the lone voice claiming to be an entirely replaceable cog which is in stark contrast to Buff, Yellow, and Lime who feel that they are an integral part of their programs or departments.

From this small sample, it does seem to be the case that women go to great lengths to make themselves integral to their departments, the men tended to express more fearful/negative

sentiments about their place in the academy: “I’m replaceable...I could get fired at any time...I may not get another grant when this one runs out...I may switch departments...” They did not go to the measures that the women did to really embed themselves in their departments. Whether this is because they aren’t getting paid for the extra efforts or because they don’t see the point, I do not know. I could not get a clear sense of it. What I did know is that they worried (out loud) more about the tenuous nature of the employment and were the ones to use expressions about “providing” for their families. This seems steeped in traditional views of the male role as provider and the women doing “women’s work” of everything left over that still needs to be done. As one female participant joked about all that they do that goes unnoticed, “It’s like the kitchen doesn’t clean itself.”

Each and every participant named more than once, sometimes (Purple and Green) over five times a protector or ally that they had in their program, department, college, and even in the Provost’s office. All of them felt that someone had their back and that they were relatively safe because that person was always going to bat for them and looking out for them. To a soul, all named a protective ally and spoke glowingly of them. Though this is not a quantitative study, I would be remiss in not mentioning that all but one of these protectors was a female. So, while the participants did evidence intrinsic motivation in meeting the innate psychological need of autonomy, they all nevertheless recognized a need to hedge their bets and maneuver in ways that they thought would keep them safely employed. So, autonomy...up to a point.

### **Relatedness, Belonging, and Identity**

This was a bright spot in the interviews. The participants did feel that they belonged and their need to have relatedness—to care about and be cared about by others—was fulfilled mostly

by self-determined behaviors. They belonged to groups on campus, they sat on committees, they hung out after work with friends from the department, they enjoyed their officemates (if they had one) and expressed their appreciation for working with wonderful people. The only downside came with their relationship to tenure-track faculty in the aggregate: they all expressed an us-them, in-group/out-group dichotomy in line with Tajfel's Social Identity Theory (1979). This wasn't directed at individuals, just "them" the TTF whom they perceive don't do as much as they do. Most explicitly said that they did more—maybe not worked harder—but did more than the TTF. When they worked with them individually on committees, they did not feel this same disconnect, and this is probably because the committee is in itself an "in-group." For those transient projects or committees where they come together, the group re-forms and the us-them NTT-TT dissolves and they all become committee members. It was noted that many of the older TTF are the most distant, and they have the least amount of interaction with them because they are "checked out" or "too busy doing esoteric research" to engage. On the flipside, younger TTF were seen to be much more open to collaboration and much less stuffy and unapproachable. "They are all almost out of here anyway," was one sentiment expressed about that rapidly aging and therefore retiring group.

Contrary to Baldwin and Chronister's findings (2001), none of the participants whom I interviewed ever aspired to or currently aspire to be on the tenure track. Lime was the sole participant who was once tenured and now holds Continuing Status. These findings were surprising. Yet, most realized that to aspire to that distant shore meant setting sail fully stocked a lot sooner. "That ship has sailed," was the prevailing sentiment. Many who could have chosen to go that route back when they were in graduate school, never felt the draw. Whether the idea of it seemed too confining and limiting or because it required too many hoops to jump through and

too much time spent doing research, there was not a prevailing sense of wishing they were on the tenure track. And since nearly half of the participants of this study have their PhDs, that clearly wasn't the stumbling block. I came away with the sense that for whatever reason, the path to tenure was not for them.

### **Limitations & Implications**

While this study produced some interesting findings, there are some limitations. Choosing participants from one university can only shed light on the experiences of NTTF from one locale and setting. The results at other universities could be vastly different. Another limitation is that I did not look at race as a variable, though it did come up in the study as a unique perspective. I also didn't look at gender, specifically, though many of the experiences divided along gender lines. I think that men and women not only experience different stressors on the job, but they respond to stress differently. Purple and Orange, both males, had a decidedly bold approach to the situations in which they found themselves—in tenuous positions off the tenure track. They were also the two who felt that they could lose it all at any moment albeit for different reasons: Orange saw himself as an entirely replaceable cog, and Purple knew that failing to strike gold in the next round of research funding could mark the end of his job. Other limitations include the sampling methods which could have been more purposeful in keeping with IPA procedure (Smith, Flowers, et al., 2000). That said, I do believe that the sample who self-selected were of a kind—they were motivated, engaged, switched on, positive about the academy, and committed professionals whose willingness to participate made them more similar to one another than different.

The implication that requiring service as a part of a contractual obligation may serve to demotivate faculty who may previously have been enjoying a wide band of service-related endeavors which they were intrinsically driven to perform. The finding that the paths to promotion were met with lukewarm enthusiasm and little intrinsic motivation to pursue could inform policy makers and academic leaders alike. When there is no associated pay raise but filing the dossier can take weeks, it feels like just another duty in a long list of duties. What is the final outcome? There is no change, except for one's title, and all the time and energy wasted gathering documents for a dossier that can bloat to 50+ pages. Unless the purpose of the titles are made clear to the faculty and the benefits and perks succinctly articulated, there is no motivation—intrinsic or extrinsic—to spend the time necessary to gather and create all of the documentation required. Buff was able to pin down an advantage that the title would confer: voting rights. Others had not been informed of anything having to do with voting rights or they may have been more intrigued. Rather, these faculty members are being told they need to apply and simultaneously told they should not expect any pay increase. This is adding insult to injury.

Other takeaways from this research are that the university writ large could use a reframing of the perception that FTNTT faculty are where they are because they failed at getting tenure, or that they couldn't get tenure because they didn't have PhDs. The deficit model doesn't hold with this group of faculty. They are proud of the work that they do and feel they play an active role in the institution's running and in the outcomes of their students. They are not walking around wishing they had tenure; they are walking around determined to be respected for what they do and desiring a little bit of appreciation for their efforts. Recently in this researcher's department, Friday Fun Time has been instituted for faculty to come together to do something silly or fun while they get to know one another. It should be noted here that we all share a floor

with tenured at one end and non-tenured at the other. That the tenured faculty and the non-tenured do not even know one another has finally begun to be acknowledged; that we do not do anything together is even more true than simply not knowing one another. Upon first learning of these sessions, I remarked that it was like putting gerbils and hamsters together in a cage to see if they would get along with the unspoken assumption that we were *kind of similar*. Why the need for such obvious contrivances to get us to talk? Because we are separate in every endeavor of note. We are not on committees together, and we do not run in the same service circles. Yellow was one of the few FTNTT faculty members in my study who spent most of her time with the tenured faculty. She was the only one who made such a claim.

Beyond the teaching, that many of the participants have an active research agenda could have implications for structuring contracts to allow for a lighter teaching load and more efforts toward conducting research. Perspectives gained from my research could be used to inform policy creation that positively affects this group of faculty. In order to support this growing body of professionals, it is important to have some foundational understanding of their own perceptions of who they are, what they do, and why they do it and this study is an effort to elucidate some of this.

The strength of the study, I contend, is in the questions that arose that study limitations didn't allow room to tackle—the idea that gender and race play a large part in the experiences, motivations, and identities of FTNTT faculty members is critical area of inquiry on which future research could focus. Further research could look at compensation differences across many different lines—gender, age, race—amongst a larger qualitative set of data. Mostly, future research should distinguish between full-time and part-time non-tenure track faculty instead of lumping them all together and targeting deficit-related elements as the most important lines of

inquiry. That we have more in common is undoubtedly true, but lunch shenanigans may not be the best vehicle for forging actual professional bonds and respect.

In conclusion, this study sought to identify what motivates full-time non-tenure track faculty in the work that they do. It described their efforts and explored their motivation by identifying what kinds of motivation sustained or thwarted their actions toward meeting the three innate psychological needs of autonomy, competency, and relatedness. To a lesser degree, this study looked at FTNTT faculty's perceptions of their place in the academy and their role in their work and relationships. As an increasingly critical segment of the landscape of higher education, full-time non-tenure track faculty contribute to the academy and commit as fully realized, autonomous, self-determined professionals.

## APPENDIX A: Recruitment Letter

Hello,

My name is Cheryl Brodersen and I am a doctoral candidate in the College of Educations' Higher Education program here at the UA. I am also a **Full-Time Non-Tenure Track** (FTNTT) faculty member at the Eller College of Management.

I am reaching out to FTNTT to participate in my dissertation research on the lived experiences of this segment of the faculty with a focus on motivation and identity. My research hopes are to shed light on what thwarts or supports FTNTT faculty's efforts in the classroom and to understand their perception of their identity.

Very little research has been conducted on this population; most of the data is not disaggregated and lumps FTNTT faculty with Part-Time Non-Tenure Track faculty. With 20% of faculty nationwide (and at the UA) working as FTNTT, this is an area ripe for study. Participants will be asked questions under the large umbrella of "Who are you? What do you do? And why do you do it?"

If you agree to be part of my study, you will be asked to meet with me for approximately 60 minutes three times within a one-month time period (roughly once a week) at a location (on or off campus) of your choice and at a mutually agreed upon time. You will be asked to sign an informed consent form as required by the UA's standards governing human subjects research. An Institutional Review Board responsible for human subjects' research at The University of Arizona reviewed this research project and found it to be acceptable, according to applicable state and federal regulations and University policies designed to protect the rights and welfare of participants in research.

Any professional presentation, report, article, etc. that may be presented/published that derives from the study will not personally identify any individual participant. Your anonymity is assured. The nature of FTNTT faculty's position at the university is understood by this researcher, and all participants will be de-identified and documents stored according to strictest human subjects protocol.

Naturally, you may terminate your participation at any point. I hope that you will participate in my study.

Please contact me if you have any questions or concerns.

Sincerely,  
Cheryl Brodersen  
Doctoral Candidate  
cbrod@email.arizona.edu

## APPENDIX B: Consent Letter

### University of Arizona

#### Consent to Participate in Research

**Study Title: The Lived Experience of Full-Time Non-Tenure Track Faculty: Who They Are, What They Do, and Why They Do It**

**Principal Investigator: Cheryl Brodersen**

**You are being asked to participate in a research study.** Your participation in this research study is voluntary and you do not have to participate. This document contains important information about this study and what to expect if you decide to participate. Please consider the information carefully. Feel free to ask questions before making your decision whether to participate.

This study will investigate how Full-Time Non-Tenure Track (FTNTT) faculty make sense of their lived experience on one R1 University campus. The purpose is to determine how FTNTT faculty see themselves (identity) and what aspects of their job thwart or support their teaching efforts (motivation). Few studies about FTNTT faculty have been conducted by someone without tenure.

Three 60-minute interviews will be conducted at a location and time of your choosing and completed within a one month time span. These interviews will be audiotaped. The only requirement is that you are a FTNTT faculty member on the University of Arizona campus. There are no expected risks to you as a result of participating in this study, nor will you benefit directly from participating in this study. You will receive no compensation for participating and the only cost will be y

As to ensuring the confidentiality of our interview sessions and notes and audiotapes derived therefrom, your name will not be used in any report. Identifiable research data will be encrypted and password protected.

Your responses will be assigned a code number. The list connecting your name to this code will be kept in an encrypted and password protected file. Only I, the researcher, will have access to the file. When the study is completed and the data have been analyzed, the list will be destroyed.

With your permission, I will audiotape the interviews so that I can make an accurate transcript. Once I have made the transcript, I will erase the recordings. Your name will not be in the transcript or in my notes.

Information collected about you **will not be used or shared** for future research studies. Should you choose to withdraw from the study, which you may at any time for no reason required, any and all information collected from you will be destroyed and will not be used in the study. Your withdrawal will be complete and all records destroyed.

The information that you provide in the study will be handled confidentially. However, there may be circumstances where this information must be released or shared as required by law. The University of Arizona Institutional Review Board may review the research records for monitoring purposes.

For questions, concerns, or complaints about the study you may contact *Gary Rhoades, Director, Center for the Study of Higher Education at (520) 626-4097 or at [grhoades@email.arizona.edu](mailto:grhoades@email.arizona.edu)*

For questions about your rights as a participant in this study or to discuss other study-related concerns or complaints with someone who is not part of the research team, you may contact the Human Subjects Protection Program at 520-626-6721 or online at <http://rgw.arizona.edu/compliance/human-subjects-protection-program>.

### **Signing the consent form**

I have read (or someone has read to me) this form, and I am aware that I am being asked to participate in a research study. I have had the opportunity to ask questions and have had them answered to my satisfaction. I voluntarily agree to participate in this study.

I am not giving up any legal rights by signing this form. I will be given a copy of this form.

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Printed name of subject

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Signature of subject

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Date

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