THE UNIVERSITY ENGLISH LECTURER: COLLEAGUE OR COMMODITY

by

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ABSTRACT

KAREN LOUISE CARNEY. The university English lecturer: colleague or commodity. (Under the direction of DR. MARGARET MORGAN)

Consumer demands and annual budgetary inconsistencies have caused today's postsecondary academic landscape to continuously shift and change. Challenges to remain competitive or simply survive impact postsecondary institutions at their most fundamental level: those who are teaching the core curricula. Within the discipline of English, lecturers teach the core undergraduate composition courses. They usually work on annual contracts and maintain 4/4 teaching loads with little, if any, job security, for low wages, long hours, and less prestige within the academic community. Yet, the number of postgraduates applying for lectureship positions seems endless. In light of the current academic culture this study asks: is the university English lecturer considered a colleague, or a commodity?

The conclusions of the eight participants from six public universities within the University of North Carolina (UNC) system are: 1) Lecturers felt that they and their courses were marginalized by their institutions and to an extent, by their peers. 2) Job satisfaction was linked to the department and to their students rather than to their institution or peers. 3) Validation from teaching and control in their classrooms compensated for the heavy workload, poor wages, and job insecurity. 4) All lecturers felt more status over adjunct faculty but MAs felt less valued than those with PhDs. 5) Lecturers with terminal degrees showed more discontent and viewed this position as transitory. 6) All participants saw themselves as valid contributing professionals and thought that teaching composition was an honorable and important contribution to the institution, department, and to student development.

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CHAPTER ONE: INTRODUCTION

Knowledge has always been a commodity: something created, used, bought and sold. Grades and grade point averages (GPA) remain commodities for acceptance into classes, schools, postsecondary institutions, and as negotiating tools for employment. For students at traditional, non-traditional, public, private, or for-profit colleges and universities worldwide, the academic degree is considered the premiere commodity of higher education. While The National Center for Education Statistics (2012) reported a 33% increase in bachelor's degrees awarded between 1999-2000 and 2009-2010, overall this remains a relatively small population of eligible students nationwide (p. 110). Yet, as Kindergarten through 12th grade (K-12) educators and parents continue to prepare students for college and employers prefer to hire students with a college degree, new local, national, and global capitalist influences continue to impact this educational achievement on many levels.

For centuries, capitalism's tiered system has defined the elite and privileged within postsecondary institutions. The Morrill Land Grant College Act of 1862 (USDA, 2012) and the 1944 GI Bill of Rights (Today's GI Bill, 2012) changed this academic landscape. Morrill created the availability of more physical institutions and the GI Bill created postsecondary access to the middleclass. Over the past several decades, capitalistic economic drivers such as costs and competition have redefined higher education from enrichment to a commodity. During the last couple of decades when the shift from pedagogy to profits accelerated, administrators began reallocating funds toward research and development, patents, copyrights, courseware development, and in celebrity faculty members as ways to generate and increase revenues, as well as commercially market their institutions (Slaughter & Leslie,

1997; Shumar, 1997). Times were good until the times changed, again. Like any business in a highly competitive market, higher education still seeks new revenue streams from innovative research, renowned faculty, benefactors, and through increased student enrollments. Today, the emphasis is shifting more from profitability to institutional sustainability, and in some cases, institutional survival. Colleges and universities faced financial challenges during strong United States (US) markets and good economic times, however, the recent steep downturn in the US economy in this decade, as well as emerging academic alternatives and global competitiveness present additional challenges to higher education.

As US unemployment numbers continued to fluctuate during the 2012 election year, US employers continued sifting through applications of highly skilled and qualified job candidates. The glut of overqualified job seekers in a troubled economy has created fierce competition in the marketplace. This is a textbook case of capitalism: supply and demand. In such a dismal job market, employers are hiring college graduates for minimum wage positions, and graduates in need of jobs are willing to settle for less pay. According to the Bureau of Labor Statistics the jobless rate for college graduates over age 25 was 4.1% in June 2012 and for high school graduates in the same demographic, the jobless rate was 8.1 % (Table A-4). Greenhouse (2010) citing economics professor Andrew Sum stated, "If you work in a job that doesn’t require a college degree, you’ll make 30 to 40 % less. One reason a lot of high school grads are having such a hard time is you have college grads willing to take jobs that high school grads used to get.”

This remained true even at the international level. The Department of Labor and Employment (DOLE) conducted a study of 6,500 companies in the Philippines where labor is

plentiful. The results showed 80% of the participating companies also preferred to hire only college graduates (*The Philippine Star*, 2010).

While college enrollments and degrees conferred continue to rise, some may question whether a postsecondary degree at a traditional institution remains a good investment. According to the National Center for Education Statistics (IES 2012-006) report, high school completion rates, factoring in an alternative credential such as passing the General Education Development Test (GED), increased to 89.9% for 18 to 24-year olds in 2009 as compared to 83.9% in 1980 within the age population (p. 10). Similarly, data from the US Census Bureau on educational attainment (2003, 2012) showed an increase in postsecondary degrees from 2000 to 2009 for those age 25 and up. Bachelor degree recipients increased from 15.5 % to 17.6%; master's degree recipients increased from 5.9% to 7.27; doctorate degree recipients slightly increased from 1.0% to 1.2%. The exception was for the professional degree (law or medicine) which showed a slight decrease from 2.0% to 1.9% (Figure 2 & Table 1). While the pursuit of a postsecondary degree is on the rise, tuition rates, student debt, unemployment, and employer dissatisfaction are also on the rise.

Furthermore, according to Trends in College Spending 1999-2009 (Desrochers & Wellman, 2011) tuition increases replaced losses from state and private revenue sources (p. 31) and tuition now covers on the average between 70% and 75% of the costs at bachelor's institutions (p. 33). Moreover, the report states in 2009 the national average of student-shared costs was about 52% at public research sector universities. During this period, North Carolina's shared student cost was at 36% while South Carolina's shared cost was at 74% (p. 38). The University of North Carolina system, like most public institutions nationwide, announced an increase in tuition rates of 8.8 % for the 2012-2013 academic year across its 16

campus system (Stancill, 2012). Decreases in federal, state, and local funding impacted institutional costs, and subsequently tuition rates, placing greater burdens on students and their families. Additionally, the National Center for Educational Statistics (2012) reported:

> Approximately 58 percent of first-time, full-time students who began seeking a bachelor's degree at a 4-year institution in fall 2004 completed a bachelor's degree at that institution within 6 years or 150 percent of normal completion time to degree [see table A-45-1]. In comparison, 55 percent of first-time, full-time students who began seeking a bachelor's degree in fall 1996 earned a bachelor's degree within 6 years at that institution. (*The Condition of Education*, Indicator 45)

According to the National Center for Education Statistics (2009), the average of exclusively full-time students at four-year public institutions (doctorate and non-doctorate) was 60% in 2007-2008 as compared with 22% exclusively part-time. For whatever the reasons almost half of this student population required two additional years to complete a bachelor's degree. Adding two additional years of tuition, whether due to class availability or student inability, adds significantly to both an institution's and student's financial bottom line.

Speaking of costs, the National Postsecondary Student Aid Study (NPSAS) conducted by the US Department of Education showed increases in student loans. Data published in January 2010 reflected the most current data from the 2007-2008 academic year and these data also showed a 27 % increase in student debt since 2004. According to the findings, "In 2008, 67% of students graduating from four-year colleges and universities had student loan debt." The average debt was $20,200 at public universities (20% higher than in 2004); $27,650 at private nonprofit universities (29% higher than in 2004); $33,055 at private for-profit universities (23% higher than in 2004). Although in July 2012 Congress extended the discounted 3.4% rates on federally subsidized loans for one year, rather than the proposed 6.8%, they also applied more loan restrictions to ease this additional $6 billion deficit created by this decision. The ripple effect of hefty student loans will be felt long after

graduation for most students in pursuit of housing, transportation and securing additional credit.

Prior to the GI Bill, college and a degree remained a privilege and a degree was an enhancement, not a requirement for work. As the US economy became robust and specialized, a degree for a professional career became a requirement and college graduates often had offers for multiple positions. Today, the degree requirement remains but the multiple job offers have changed. The Bureau of Economic Research (Isidor, 2008) announced that the US was officially in a recession in December 2007. The US still struggles with economic and job challenges, a much contested point during the upcoming 2012 presidential election. While some recent predictions indicated a better job market for 2012 graduates, Mayerowitz (2012) stated, "The job market remains tough, even for those graduating from the best universities. Hiring is not back to its pre-recession level and plenty of seniors are leaving campuses without jobs." According to the Bureau of Labor Statistics, the US unemployment rate in June 2012 was at 8.2% nationwide. The percentage of the unemployed labor within the age range of 16 – 24 years with a bachelor's degree or higher, was at 9.9% in June 2012 (Table A-16). For those 25 years and older, the unemployment rate was at 4.1 % during this same time period (Table A-4). While the unemployment rate for residents age 24 and under remained higher than the national average, residents over age 24 with a degree were faring better in the job market. While these statistics may support the benefit of acquiring a college degree, are graduates prepared to enter the workforce and are employers satisfied with the candidates? It doesn't seem so. Employers, parents, and the national media are raising concerns over our unprepared postsecondary graduates. Employers, with expectations of hiring graduates possessing a mastery of basic skills, remain

dissatisfied with the caliber of available graduates. According to Pfau and Kay (2002), "A learning curve is now a luxury. There is a negative ripple effect to hiring people who are not up to the task - every employee who has to deal with them is rendered less efficient. Companies cannot afford to hire people who will not hit the ground running" (p. 27).

Moreover, a study conducted for the Association of American Colleges and Universities by Hart Research Associates (2009) reported key findings from 302 employers. The survey asked employers to review 17 learning outcomes and identify where colleges and universities needed to place more emphasis to prepare students for the workplace and to compete globally. The majority of employers identified 15 of the 17 outcomes. The report stated, "For eight of these learning outcomes, a full 70% or more of employers think that colleges should place more emphasis on them." The top eight were:

1. The ability to effectively communicate orally and in writing (89%)
2. Critical thinking and analytical reasoning skills (81%)
3. The ability to apply knowledge and skills to real-world settings through internships or other hands-on experiences (79%)
4. The ability to analyze and solve complex problems (75%)
5. The ability to connect choices and actions to ethical decisions (75%)
6. Team skills and an ability to collaborate with others in diverse group settings (71%)
7. The ability to innovate and be creative (70%)
8. The ability to create and understand concepts and new developments in science and technology (70%).

According to Laura Morsch (2007), these skills enhanced candidates by broadening their educational background. Moreover, candidates with good writing and communication skills, especially in fields like engineering and science, actually save

companies money. Morsch stated, “One-third of employees at blue-chip companies can't write well, and businesses spend up to $3.1 billion annually on remedial training to improve their workers' writing skills.” More recently in *The Washington Post* Parker (2011) stated, "The failure of colleges and universities to teach basic skills, while coddling them with plush dorms and self-directed 'study,' is a dot-connecting exercise for Uncle Shoulda, who someday will say-in Chinese- 'How could you let this happen?"

When institutions began operating from capitalistic business models in the late 1970s and 1980s, it allowed for most every aspect of the institution to be viewed in terms of a commodity, or as something to be bought, sold, or traded based on function and worth. Shumar (1997) purported:

> The ideas that go into the notion of commodification, particularly as it relates to higher education, involve the transformation of the social activity of education due to a series of crises. These crises are produced by the needs of a capitalist economy, the reproduction of a work force, the guarantee of new products and new markets, and the use of state apparatuses to manage people in the society and the overall social system (p. 24).

During this decade, in addition to funding, a new crisis looms over American colleges and universities--accountability. As the educational landscape changes again, institutions need to find ways to justify their costs. Business models need to compete with: emerging global and international educational markets, for-profits institutions, distance and digital learning programs, aging campus infrastructures, new construction, reduced funding, and capped salaries, all while competing for students. How? Follow the money!

According to the *New York Times*, “At Education City in Doha, Qatar’s capital, students can study medicine at Weill Medical College of Cornell University, international affairs at Georgetown, computer science and business at Carnegie Mellon, fine arts at Virginia Commonwealth, engineering at Texas A&M, and soon, journalism at

Northwestern" (Lewin, 2008). For the majority of US public institutions, establishing an overseas campus is not a feasible option, however, in response to market demands, the majority of colleges and universities are reducing or eliminating offered courses, degree programs, and members of the faculty. Lewin (2008) cited Mark Yudof, president of the University of California school system who stated, "Higher education is very labor intensive. We may be getting to the point where there will have to be some basic changes in the model."

Changes are also happening because Massive Open Online Courses or MOOCs are moving onto the scene. MOOCs are the free online classes offered to a global market redefining some postsecondary institutional business models and creating competition. Harvard University's venture edX, for-profit Udacity's initiative, and Coursera's venture with 15 universities, including Stanford, MIT, and Johns Hopkins, just added Duke University to its educational line-up (Stancill 2012). Stancill reported, "Already, about 650,000 students from 190 countries have taken Internet courses through Coursera." The ability to reach 650,000 students with no facility infrastructure or maintenance issues raises the competitive bar for brick and mortar campuses. Kevin Carey (Rehm, 2012), director of the Education Policy Program at the New America Foundation summed it up well. He stated if a well-branded, high quality institution offers free programs, it will be hard for institutions with a $50,000 tuition bill to compete against zero.

Although MOOC participants currently receive no college credit, Daphne Koller (Rehm, 2012), founder of Coursera and professor at Stanford University stated Stanford was investing money into this model to make it sustainable. She stated other goals included empirical research studies to demonstrate that learning through this method was viable and

validated the certificate's market value to students and employers. Koller envisioned the potential charge for each certificate to be between $25 - $35. Conceivably, MOOCs can bridge current issues such as affordability, access, and accreditation for students. For institutions who can participate, the potential funds generated from one class (650 students at $25 per certificate) and one teacher during a six or 10-week class structure is seemingly unparalleled. The downside according to *The Chronicle of Higher Educatio*n's Jeffrey Selingo (Rehm, 2012) is the commodity core course. He stated that the commodity courses could be made available through this platform; in doing so, institutions could employ fewer professors or lecturers.

While many of the top US postsecondary institutions can compete in foreign educational markets and global markets, and others offer three-year degrees (Joschik, 2010), the reality is that some public institutions may be able to increase online or distance learning opportunities to satisfy students. Still the technology, infrastructure, and staff must be available. These alternative options have forced institutions to continue looking internally for ways to cut their bottom lines. On June 12, 2012 the University of Missouri closed its university press as a cost-cutting measure. According to the Associated Press, "The university system provides a $400,000 annual subsidy to the press. The Missouri press has also had a recent yearly deficit of $50,000 to $100,000" (2012). To remain competitive, institutions of higher education are redirecting funds to support students' social and recreational demands by investing in state-of-the art student unions and gym facilities, rather than educational facilities. Moreover, encroachments from capitalistic food, coffee, and book store franchises on campuses are cutting into bottom lines forcing institutions of higher education to look for additional revenue options.

Another consideration and a big internal expenditure is faculty staffing. As Chronister (1999) stated, “Many institutions have not adequately considered how this evolving staffing pattern is shaping their academic community, their service to students, or the overall quality of their educational programs” (p. 1). While concerns and the discussion about the cost and quality of higher education becomes more mainstream and even political, the cost-cutting measure of employing contingent faculty for decades is finally bubbling over into the public conversation. Over a century ago, commodification’s impact on staffing created a two-tier faculty system within the university system that continues to be redefined by market influences. Early on there were institutional distinctions among scholars, tenured, and tenure-line faculty members (Aronowitz, 2000). Eventually there was the internal distinction between revenue and non-revenue generating disciplines and faculty, such as science and humanities (Slaughter & Leslie, 1997). Since the 1960s, scholars have worked to expose the exploits of adjunct faculty teaching classes on a last minute, per class basis, with no benefits or hopes of secured employment. Eventually the water cooler conversations about adjunct faculty began to seep into professional publications and adjuncts received support from The American Association of University Professors (AAUP), the National Education Association (NEA), and The American Federation of Teachers (AFT).

Part-time faculty sometimes referred to as "academic gypsies" have advanced degrees and often rely on work at several institutions to make a decent wage. Similarly, fulltime non-tenure track (FTNT) faculty also teach a full course load of undergraduate core classes, at one institution while on a one year or multiple year contract. In an era of limited funding, competition, and extreme accountability, colleges and universities are looking differently at contractual labor. Following business models again, it seems as if the FTNT contractual

model is moving to the forefront and is being considered as the model for future academic hiring. Chronister (1999) stated that FTNT faculty fill similar but more narrow and specialized roles as tenure-line faculty and may possess atypical skills or expertise. He further stated, "From multiple directions, tenure is being criticized as an outmoded form of protection for faculty autonomy and job security that higher education can no longer afford or defend" (p. 4). As qualified candidates willing to work on a contractual basis flood this job market, institutions have the same opportunity as private industry to capitalize on supply and demand to staff faculty. Of course there is another side to this story and when it comes to a great story, rife with drama, suspense, and irony, no discipline does it better than English.

FTNT Faculty and FTNT Faculty in English

Professor, assistant professor, student, chancellor, and dean are titles recognizable within the postsecondary educational system. Each title relates to a specific role within colleges and universities and is often a way to identify a person's function and worth. For full-time non-tenure track faculty the same job function can carry the title of lecturer, instructor, visiting professor, or adjunct faculty, which makes researching this population difficult at best (Cross & Goldenberg, 2009). Fortunately, the title for full-time non-tenure track faculty within the UNC school system is lecturer so herein these academic employees are referred to as lecturers.

The value and exploitation of part-time faculty has been a topic of scholars for decades (Gappa & Leslie, 1993; Nelson, 1995; Shumar, 1997; Bousquet 2004, 2008). As mentioned earlier, professional organizations and unions joined their support in favor of better employment conditions for adjuncts. More recently, lecturers (Cross & Goldenberg

2009; Baldwin & Chronister, 2001), and more specifically humanities lecturers, have received more institutional and mainstream recognition (Horner, 2000; Bullard, 2007; Donoghue, 2008; Shaker, 2008).

Well educated and with advanced degrees, lecturers vie for positions in a relatively small and highly competitive labor market. In the literature, institutions have been directly blamed for intentionally creating "this glut" of graduates to meet tuition goals and the market demands for decreased labor costs. In fall 2010, the University of Phoenix, a for-profit, an online and physical institution, still had the highest enrollment of the top five postsecondary intuitions and was ranked number one in degree-granting campuses (NCES 2011-001, Fast Facts, Table 249). Moreover, the University of Phoenix relies primarily on contingent faculty for their educational staff--a response of supply and demand within both the consumer and staffing markets. Although a Senate Democratic report released in July by the Associated Press (2012, July 31) criticized for-profit institutions, these schools also represent the capitalistic market model of free enterprise. The educational landscape has indeed changed.

In a stressful market economy, where institutional budgets are tight, lecturers are the ultimate commodity and they carry the currency: an advanced degree. Cross and Goldenberg (2009) reiterated at the institutional level that the debate was about cost and at the departmental level the critical issues were about teaching and personnel (p. 76). While institutions may be unemotionally committing to a fixed-term contract by hiring lecturers, issues at the department level remain more interpersonal and perhaps competitive. Furthermore, Cross and Goldenberg (2009) stated, “Thus the initial motivation for using non-tenured instruction has vanished, but the phenomenon of non-tenure track instruction has remained in place” (p. 95). History and research credit the GI bill (Today's GI Bill, 2012)

with increased enrollments creating the initial need to hire supplemental faculty. While enrollments into colleges and universities have ebbed and flowed over the decades, the lecturer model remains, offering both a short-term and economically feasible instructional solution for institutions.

On another note, *The Chronicle of Higher Education* (May 15, 2001) announced that some of the results from a joint study conducted with Pew shows most university presidents preferred no tenure for the majority of faculty and some preferred long-term contracts for professors. According to the National Institute of Educational Sciences (IES) 2012 report on the Condition of Education, Indicator 46 showed an increase in master's degrees from postsecondary intuitions in this decade at 49.6% Similarly, in the same time span of 1999-2000 through 2009-2010 showed a 33.5% increase in doctors (which does include PhD, EdD and professional degrees). In addition, the IES table 271(2011) showed during the 2010-2011 academic year a salary difference of over $10,000 between the rank of assistant professor and lecturer. In a market of supply and demand, especially when institutions need to reduce costs, the lecturer model may become the most cost-effective and sustainable hiring model. Research continues to support this trend. Citing more recent researcher key findings, Bland, Center, Finstad, Risbey and Staples (2006) stated, "Rather than filling vacated tenure-track appointments to meet multiple needs (teaching, research, and service/outreach), institutions are increasingly shifting toward hiring faculty into 'nontraditional' appointments for specific responsibilities, which are often on contract that can be readily terminated in response to revenue decreases or programmatic changes" (p. 99).

This more flexible staffing model provides administrators the opportunity to adjust faculty costs and numbers in response to market demands and student enrollments. As long

as there is a pool of qualified, degreed candidates willing to work off-tenure, the feasibility of assimilating this model into the institutional structure is savvy; however, it potentially threatens the current tenure model. Likewise Cross and Goldenberg (2009) added that once the lower salaries of contingent faculty were absorbed into a strained university budget, their attractiveness as an academic value was difficult to ignore (p. 96). On the other hand, The American Association of University Professors' (AAUP) report on Tenure and Teaching-Intensive Appointments (2010) stated:

> We are at a tipping point. Campuses that overuse contingent appointments show higher levels of disengagement and disaffection among faculty, even those with more secure positions. We see a steadily shrinking minority, faculty with tenure, as increasingly unable to protect academic freedom, professional autonomy, and the faculty role in governance for themselves—much less for the contingent majority. At many institutions, the proportion of faculty with tenure is below 10% and too often tenure has become the privilege of those who are, have been, or soon will be administrators.

Although it is not impossible to be terminated with tenure, tenure offers the security of academic freedom and autonomy to faculty that lecturers and contract workers do not experience. As within corporations, certain freedoms and opportunities are reserved for those at the top. The AAUP's concern about declining tenure rates implied only those at the top of colleges and universities will enjoy tenure, along with its academic freedom and autonomy in the future. This suggests that the future hiring model might be tenured administrators, lecturers, and contingent faculty, thus eliminating an entire professional ranking – tenure-line faculty.

Ironically, Delbanco (2012) purported when the PhD became the gold standard of teaching in colleges and universities around 1903 it was both a "boon and a problem" (p. 81). He stated, "It encouraged professionalism and elevated standards through American higher education. But it also created a context in which ambitious academics regarded teaching

undergraduates as a distraction and a burden" (p. 81). Traditionally, the academic career path to tenure is through research and publishing and not by teaching the same undergraduate core course multiple times. The pursuit of tenure and the disinterest in teaching undergraduates helped to create the need for contract instruction, which paradoxically may be the beginning of the end of tenure. Moreover, Donoghue (2008) stated when hiring cheaper contract labor became a permanent practice in the humanities tenure-track opportunities for PhDs have never been the same (p. 25).

Humanities lecturers traditionally teach 4/4 course loads with the majority, if not all, undergraduate core curriculum requirements. To widen the divide among faculty status, Latzer (2004) purported that postsecondary institutions give lip service to the importance of a core curriculum. He stated:

> They may give the appearance of providing a core curriculum because they require students to take courses in several subjects other than their major--the so called 'distribution requirements.' Colleges typically require from one to three courses in each of five or six distribution areas: physical and biological sciences, humanities, social sciences, writing skills, math skills, and multi-cultural studies. (p. 2)

While undergraduate core curriculum course requirements can be varied and inconsistent, most colleges and universities require all students to take two English courses. Data suggested that English departments have a large dependence on lecturers to teach their composition requirements, so the English lecturer serves as the appropriate model for this study. While a staple in the academic community for decades, lecturers have been fairly invisible until recently. Caught in the middle of budget restraints, fierce job competition, accountability and availability, how do English lecturers perceive themselves as commodities or colleagues?

Statement of the Problem

As stated, the use of part-time staff and lecturers at colleges and universities is not a new practice, especially in the humanities and in other core areas of concentration. However, colleges and universities are increasing their dependency on lecturers to fill voids in staffing. Chronister (1999) outlines the drivers stimulating the increased dependency of lecturers as:

> 1. The financial constraints of the latter half of the 1980s and the early 1990s;
>
> 2. The need to reduce costs of institutional operation;
>
> 3. Demands for increased accountability in terms of faculty workload and productivity;
>
> 4. Demands that the quality of undergraduate education be improved;
>
> 5. Increased involvement of representatives of business, industry, and government who are taking a more active role on institutional governing boards; and,
>
> 6. Challenges to tenure as a legitimate employment strategy for higher education (p. 3).

Continued and growing financial constraints as a result of reduced federal, state, and local funding have many institutions raising tuition and as a result, the public is asking for more accountability. Higher tuition costs, potentially six years for degree completion, and significant unemployment rates upon graduation have some parents and students questioning the value of the investment. Likewise, employers express their dissatisfaction of performance and skills of recent graduates and they join the collective voice questioning institutional accountability. The issues of affordability and accountability have turned political. Addressing student and taxpayer concerns about tuition affordability at the University of Texas, Governor Rick Perry (2011) expressed the need to evaluate teaching loads in relation to affordability and to the changing the academic work model to resemble other professions such as doctors, lawyers, and accountants. To keep educational institutions more affordable

and accountable, additional corporate strategies such as staff reduction and increased contract employees may need to be implemented.

Furthermore, the value and fate of tenure remains in question more and more. Shaker (2008) stated, "Often in American higher education the existence and dominance of a tenure system of employment is accepted as a foregone conclusion. In truth, the modern concept of tenure is little more than 65 years old, and all faculty once worked without tenure" (p. 1). So teaching without tenure may not be as impactful to the institution as to the scholar, especially when positions are limited in a highly competitive market. If tenure is no longer a viable career path for academics, would this change both postsecondary education staffing and teaching quality? Research indicates a glut of qualified academics, such as lecturers, who are willing to work off tenure-track for the opportunity to work at colleges and universities. Perhaps teaching without tenure has come full circle. Higher education's relationship, once fairly independent from capitalism, has progressively evolved over the decades into an interdependence, and now extreme dependence on corporate business models for its financial survival. Therefore, as educational institutions continue to seek ways to respond to politicians, parents, and market influences, the lecturer contract model may become a more attractive employment strategy.

Ehrenberg and Zhang (2005) purported, "the use of more full-time non-tenure-track faculty is associated with increased external research volume for the full-time tenured and tenure-track faculty" (p. 656). So lecturers, while being a potential threat to tenure, fill a void that supports their colleagues. Teaching the core courses frees tenure-track and tenured colleagues to pursue research, scholarship, and teach courses in their areas of interest. Cross and Goldenberg (2009) stated that part of the reluctance of research universities to expand

English Departments is in part due to the disinterest of tenure-track faculty in language and literature to teach core courses. Therefore, the end result is a heavier reliance on contingent faculty to teach these core undergraduate courses (p. 28). The anticipated decline of tenure-track positions nationwide at colleges and universities and a surplus of equally qualified contingent faculty eager to teach off the tenure-track reflects another capitalistic supply and demand scenario that aligns with market-like behaviors. University administrators get qualified faculty for less pay and qualified faculty get positions, although temporary, in a highly competitive profession and market. Moreover, Delbanco (2012) said that tenure is not the enemy and the problem is within the ability to deem what is useless versus useful within the utility of education. These perspectives of useful versus useless may no longer focus entirely on the core curriculum, but may now include the value of faculty as well.

Michael Pollex (2000) stated, “The less capital must compensate labour [sic], the greater potential for profit for the capitalist insofar as it is primarily labour that gives a commodity its value” (p. 99). The transition from a tenure model to a contractual model would be less expensive for institutions and lecturers are both experienced and functional within this model. Moreover Shumar (1997) stated, "What they are teaching is being marketed as a commodity, a product that will hopefully give the buyer the necessary credentials to get a job in the global economy. This alienated commodity process produces a two-tiered faculty with an alienated workforce and a growing administrative apparatus and disaffected students" (p. 175).

So is there a need for the great two-tier divide anymore? Has it created an alienated workforce and is there an impact on faculty to consider as well? Former lecturer Mark Purcell (2007) purported, "The two-tiered system that divides faculty into ‘tenure-track’ and

‘everyone else’[sic] and the status and privilege that the tenure-track enjoy, has a deep and corrosive effect, both on the well-being of non-tenure-track faculty and on the intellectual vibrancy of the discipline and the academy as a whole" (p. 122). Jane Usherwood (2010) concurred suggesting changes in the model of employment with non-tenured faculty was bringing uneasiness into the work environment, as well as inefficiency, uncertainty, inequality, and stress (p. 58).

This divide might have a greater impact for those teaching in the humanities and core curriculum courses, such as English composition. Christopher Ferry (2004) citing Bartholomae stated, "As a professor [of composition], you’re not identified with some of great cultural value, like Shakespeare or the English novel…you’re identified with the minds and words of eighteen-year-olds” (p. 244). Another disadvantage to the composition lecturer is marketability within the academic institution. Horner (2000) stated teaching the same course over and over adds no marketable value to one’s vitae. Walter Jacobson (2004) contended given their marginalized role in the academy it would be delusional for composition faculty to consider themselves as part of the enlightened academic community (p.194). Perhaps academics currently in these marginalized roles share a different perspective. Marc Bousquet (2008) deserves the last say. He said what composition labor does not merely want to be "*treated…as* colleagues,’ but instead to *be* colleagues” (p. 182).

While interest in commodification and academic capitalism in higher education remains robust, research trends appear to be shifting from profit-making (education for sale) to cost-saving (educators on sale). Many scholars seem to have an opinion about the past, present and future value and worth of lecturers to the university, departments, students, and accreditation agencies, but lecturers have had few public opportunities to express their own

perspectives. How do those who fill lectureship roles and teach the core curriculum, supported by University mission statements and endorsed by employers, feel about their value and worth in the workplace, more specifically within English departments? Do they see themselves as commodities or as colleagues?

Moreover, fulltime status does not immediately create membership within an academic community. "Status, or the lack of it, is built into the culture of a campus, and it is embedded in the attitudes of many tenure-track faculty members toward their non-tenure-track colleagues" (Cross & Goldenberg, p. 112). So while it becomes easier to argue that core courses offered by an English department are valuable, the issue of the lecturers' value remains relatively unaddressed. If department stratification defines faculty value campus-wide, does it also create a caste system among professionals not divided by degrees, but titles?

While recently more attention has been given specifically to the lecturer population (Baldwin & Chronister, 2001; Bullard, 2007; Purcell, 2007; Shaker 2008) there is so much more to be discovered and understood about these highly qualified people who fill the core and critical roles within postsecondary institutions. Their shared insights might provide opportunities to learn how to facilitate challenges and changes to the academic workforce model. What do lecturers value from their experience? Cross and Goldenberg (2009) stated that teaching and reapplying for the same course year after year shows an unwillingness on the university's behalf to commit to experienced non-tenure-track faculty. This practice is also demoralizing and unnecessary (p. 113). On the other hand, Nelson and Watt (1999) stated, "How does teaching of a single course in one's specialty compare with the labor of teaching multiple sections of freshman composition or introductory calculus?" (p. 151).

Horner (2000) and Cross and Goldenberg (2009) agreed, teaching one class year after year does not build one's vita or improve one's marketability. The debate as to whether English lecturers are a commodity teaching a commodity or if they are considered as competent and credentialed colleague continues.

Much of the previous quantitative research provided a demographic silhouette of the lecturer and added more distinguishing features between academic roles, however, it did not tell a more complete story. Personal accounts (Purcell, 2007) and experiences from English lecturers (Shaker, 2008) have contributed to the literature by presenting first-hand lecturer experiences. This insight into understanding how lecturers feel, not just how many there are, offers a richer perspective into their self-perception and value. To add dimension, clarity, and a voice to the current discussion, the focus of this research was to explore how full-time English lecturers perceived their value: as a commodity or colleague?

Purpose of this Study

My purpose was to gain new insights and information about and from English lecturers on their perceptions of their function and worth within the academic community.

Significance of this Study

Lecturers have been at the center of academic debates, union rallies, research and governmental studies for decades. Past studies, although critical, were murky at best because there was little, if any, delineation between part and fulltime faculty. More recent works (Baldwin & Chronister, 2001; Bullard, 2007; Purcell, 2007, and Shaker, 2008) have focused their efforts specifically on lecturers. Separating faculty types tenured, tenure-line, lecturers, and part-time shows the broad and clearer spectrum and the issues of faculty at

postsecondary institutions. Distinguishing the differences among these academic populations provided a greater opportunity for more refined and richer research.

The recent US economic downturn has left administrators, employers, parents, students, and politicians questioning and rethinking the value of postsecondary institutions. For college and university administrators considering contract labor as the new, more efficient, and cost effective hiring model over tenure, this study will provide the direct perspectives of function and worth of those currently performing within this model. As administrators and departments consider hiring more lecturers, this study may provide insight into lecturer tensions, needs, expectations, dissatisfaction, as well as key indicators of job satisfaction. If the hiring business model changes based on calculated cost savings of hiring lecturers, then administrators may evaluate pay scales and renewal standards for qualified contract employees.

In addition, if the distinction and credibility of teaching over research is legitimately recognized within higher education, administrators might review and reassess the importance of their core curriculum outlined in mission statements as a commitment to lecturers, students, parents, and potential employers. As Kezar and Sam (2010) stated, "The most important reason for understanding and examining non-tenure-track faculty, however, is that they teach the majority of students in higher education; thus, they are the key to creating the teaching and learning environment" (p. 3). Bringing lecturers to the forefront of the discussion may encourage colleges and university administrators to reemphasize the market value of teaching and review their alignment of general education requirements to provide students with a competitive edge. The Hollow Core-Failure of the General Education Curriculum (Latzer, 2004) reviewed Big Ten, Big Eight, Ivy League, Sister Schools, and

other institutions revealing a nationwide need to improve core curriculums. Restoring a solid core, both in the curriculum and instruction, may even restore the value of general education.

Similarly, departments who employ a majority of lecturers (English, math, foreign language) may benefit from gaining a better understanding of lecturers' personal concerns and workplace issues to better support their needs. Department heads may find ways to improve the inclusion of lecturers within their academic environment, decision-making initiatives, and participation in professional development. Tenured and tenure-line faculty who feel uneasy considering lecturers as peers, much less as a future hiring model, may gain understanding, insight, and a respect for lecturers who share similar objectives and goals. Circumstance may be the biggest divider between faculty populations.

Humanities departments may see a greater responsibility to provide their students and graduates with career path options other than enrolling into graduate degree programs. Departments may need to work closer with placement offices, employers, graduates, and current students to establish a correlation between the degree and its marketability outside of the institution, professionally and financially. During an interview with National Public Radio's (NPR) Diane Rehm, Delbanco (2012, July 12) stated it is important not to give up on the areas of education that are not easily convertible into monetary rewards.

For recent PhD, MFA, and master graduates in humanities and similar courses of study, this study will share the experiences and perceptions of eight lecturers on their sense of their value and worth to their university, department, students, and personally. Moreover, it may motivate students to demand more clear-cut and marketable career paths from their institutions to help them obtain suitable and stable employment options. The participants' experiences will provide insight to those considering a lectureship as a next career option as

well as provide insight into the transition from student to teacher. This study may deter some from pursing an advanced degree in these areas for a degree that might yield a higher return on their investment, especially for those who rely on student loans.

Parents may benefit from understanding the required qualifications to be hired as a lecturer and see them as legitimate and important contributors in their children's education. Undergraduates introduced to college and university expectations, as well as forming study and learning habits while moving through the core curriculum, will benefit. It is important for parents and students as well to see value in the core requirements and not just as courses to pad the tuition or duration of seeking a degree. The same need can be said for the faculty teaching these courses. Moreover, both parents and students may learn what motivates a lecturer in the classroom, how students affect outcomes, and what influences his or her pedagogy.

Employers might push for postsecondary institutions to have more accountability for their graduate's workforce readiness. This may be demanding a strong core curriculum to strengthen the basics skills to remain competitive. Furthermore, employers can work with career centers and departments to demonstrate a need and demand for students with transferrable skills and help to develop career paths or internships toward gainful employment. This study may encourage employers to continue engaging with the media to bring more public accountability to postsecondary institutions entrusted with both public and private dollars.

Last, and certainly not least, are the lecturers. May this study represent your voice, your concerns, and your perspectives accurately, as well as provide you with a more defined place in the literature.

Research Questions

This study seeks to answer three exploratory and interrelated research questions: How do English lecturers perceive their institutional and peer value? How do credentials, titles, and contracts impact their professional identities and ambitions? What is the function and worth of this position beyond monetary compensation?

Study Design

Initially, this study was to be based as a mixed-methods design. An email was sent to Directors of Composition (or equivalent positions) at public institutions across the four US time zones. Although there was a 50% response rate, the survey base was small only 20 responses. These participant responses about their hiring practices of FTNT English faculty are included in the appendix (Appendix A).

A qualitative study design was also used to collect data, which now remains the foundation of this study. The narratives of English lecturers representing one state public university system provided for personal and institutional perspectives from lecturers, as well as a collaborative perspective of the profession across several institutions. In Non-Tenure-Track Faculty in Higher Education, (Kerzar & Sam, 2010) four main social science theories were cited most by researchers studying these academic faculty: economic theories, sociological theories, psychological theories, and labor relation theories (p. 19). This study used the commodification economic theory of labor market principles, along with critical theory, to describe lecturers' perceptions of their institutional value and work. Eight participants, representing six UNC public postsecondary institutions, were interviewed directly and independently. Experience as a lecturer averaged three years and five participants were female.

Definition of Key Concepts

Some of the concepts that are key to this study were the lecturer, English as a core curriculum, and contract employee. Here is how I defined those terms:

English Lecturer: As mentioned earlier, FTNT faculty are often titled differently across institutions (adjunct professor, contingent faculty, lecturer, visiting faculty, and instructor); in this dissertation, this group of educators was referred to as lecturers for the purpose of this study. English lecturers possessed advanced degrees- a master's (non-terminal), a Master of Fine Arts (MFA) or Doctor of Philosophy (PhD), the two latter being terminal degrees. According to Cross and Goldenberg (2009) institutions created the lecturer position as temporary means of support for graduate students but the position morphed into a semi-permanent, contractual, non-tenured position (p. 29).

English and the Core Curriculum: According to a study conducted by the American Council of Trustees and Alumni (2005), "A core curriculum is a set of courses designed for the purpose of general education and required of all students" (p. 2). Cross and Goldenberg (2009) stated even though data were limited, it is clear that much of the growth of NTT has occurred in introductory courses in foreign language and composition studies (p. 19). Research conducted for the Pope Center for Higher Education Policy study showed general education requirements at the 11 UNC institutions in the study as weak. Blosser (2004) quoted lead researcher Gary Brasor, "General education curriculum are lacking at UNC. The standards they have set are fine. The problem is they haven't been lived up to in most cases" (2004). The six UNC public institutions selected for my study were part of the 11 included in this Pope's study and more details will emerge in Chapter 4.

Contract Employee: One issue concerning academic employees was tenure. Nelson and Watt (1999) stated, "Tenure is the expectation that a faculty member who has been through a probationary period and has passed a tenure review will remain employed until retirement, voluntary separation, or removal for cause" (p. 292). As Bess (1998) stated contracts are both implicit and explicit calculated bargains between workers and employers. He continued, "A contract of 'tenure,' then with its associated psychological undertones and overtones, carries a very different meaning than does a contract with 'limited terms'" (p. 3). Lecturers typically work on a one-year or three-year renewable contractual basis. This differed from part-time instructors who work on a per-semester contractual basis and from tenure-line faculty with a chance for permanent employment.

Dissertation Overview

The next chapter includes a review of the literature and theory shaping this study. The literature surveys the encroachment of capitalism on the academic landscape and its effect on the faculty, specifically English Lecturers. A review of theory was also included in this chapter. The study designs and methods are discussed in Chapter 3 and the findings are discussed in Chapter 4. Chapter 5 completes this study and includes a summary, discussion, conclusion, and recommendations for future research.

CHAPTER TWO: REVIEW OF THE LITERATURE

In this chapter the literature and theories were examined to help guide the purpose and methodology of this study. This chapter has been divided into seven sections and the literature has been listed chronologically to trace commodification's impact on the institution and lecturers. It concludes with the discussion of the theory. This literature review covers some historical as well as interrelated areas of previous studies in the academic literature that shaped perspectives or narratives related to my area of study. It begins with a brief overview of commodification's effect on education and then educators. Next, it presents academic interpretations of commodification's direct impact on humanities, and then faculty. The lecturer's academic value has also been considered, as well as speculations of future impacts. This chapter concludes with an explanation of commodification and critical theory as the theoretical frameworks selected for this study.

Capitalism's Encroachment from Education to Educator

Over the decades the concept of education for sale kept redefining itself from gate receipts at early sporting events to purchasing degrees online today. While this concept continues its metamorphosis to meet the demands of consumers and operating capital, a newer concept of educators on sale shifted the research focus from capitalism's effects on the institution to its effect on its faculty. In his early discussions of politics and capitalism's encroachment into education, scholar Paulo Freire's (2006) cited principles of *conscientization* and *massification* as key arguments for education as a liberator, ironically now both serve as key arguments for education as the oppressor. While Freire's intention was to show the powerful influence of politics and capitalism on education and society, today his words reflect their powerful influences in education and on faculty. Freire, citing Karl Marx

warned, "The educators should also be educated" (p.105). Both men have greatly influenced contributions to the literature from prominent scholars such as Peter McLaren, Henry Giroux, Stanley Aronowitz, Wesley Shumar, Michael Apple, Shelia Slaughter, Gary Rhodes, Leslie, Frank Donoghue, Cary Nelson, and Marc Bousquet, who have also influenced me. Freire's timeless works contrasted modes of education, theoretical frameworks, and insights on capitalism's power, control, and dehumanization in education which remained central to this evolving discussion. In Freire's *The Politics of Education* (1985) Giroux's introduction stated:

> Freire understands that power as a form of domination is not simply something imposed by the state through agencies such as the police, the army, and the courts. Domination is also expressed by the way in which power, technology, and ideology come together to produce forms of knowledge, social relations, and other concrete cultural forms that function actively to silence people (*The Politics of Education*, xix).

Freire's early understanding about the relationships of education, power, knowledge, and domination remain relevant. An education is still equated to income, power, and social standing; people with college degrees earn more money, power, and prominence. Similarly, a terminal degree once commanded more money and lead to a tenured position within institutions of higher education. Decades of scholarship, inspired by Marx and influenced by Freire, detailed capitalism's encroachment and pervasiveness into education. Two examples of their influence on research were works by Shelia Slaughter (1997, 2004) and Wesley Shumar (1997). Both documented the impact of internal and external market-based decisions on higher education and its faculty.

Sheila Slaughter and Larry Leslie (1997) applied the term "academic capitalism" and Wesley Shumar (1997), the "commodification of knowledge" specifically to institutions of higher education and all detailed the impact on academic labor. They started a research trend that generated controversy and insight which ignited a research frenzy continuing today.

Academic Capitalism: Politics, Policies, and the Entrepreneurial University (Slaughter & Leslie, 1997) and *College for Sale* (Shumar, 1997), which were both central to my study, remain frequently cited works.

Slaughter and Leslie's research spanned almost three decades (1970 – 1995) and four countries. Their research showed the impact of academic capitalism resulting in the restructuring of higher education, stratifying departments and faculty. Utilizing the resource dependency theory they concluded the value of research overrode teaching. Their work clearly linked and delineated the economic value and status value of certain academic disciplines and faculty to income generating capabilities. They stated, "Merit is no longer defined as being acquired primarily through publication; rather it encompasses at least in part success with market and marketlike activities" (p. 21). Slaughter and Leslie's work opened the door for continuing research on academic capitalism's impact on funding, tenure, staffing, and the devaluation of the profession.

Moreover, Shumar's (1997) work outlined similar impacts of commodification on public postsecondary institutions and individuals working within these institutions (p. 11). He defined commodification as a valid theoretical framework and as a theory of modeling economic infrastructure changes that resulted from political and business influences. He expanded capitalism's encroachment beyond research into the market sphere. He stated, "Everything and everyone in every arena; can be thought of, and increasingly is, as a commodity for sale on the marketplace. Universities are busily developing and putting to work technologies of consumption; developing ways to get people to *buy* courses, programs, degrees, certificates, and ideas" (p.11).

Like Slaughter and Leslie, he contended the university school systems had influence over status and value. He stated, "The structure and logic of institutions does more than provide for individual needs. They also structure how those needs are perceived and how valuable they are. They have our help in this" (p. 6). Shumar discussed the employment hierarchy beyond the tenured, to include contingent faculty, as well as the capital generation of specific departments, both indicated as makers of status and essential to this research (p. 164). Shumar's critique of higher education used a Marxist and commodification theoretical perspective and was regularly cited for its early contributions to this emerging field of study.

In 2004, Slaughter and Gary Rhoades published Academic *Capitalism and the New Economy* based on their research from 1997 - 2002. It followed capitalism's penetration beyond efficiency models into economic gains from for-profits, patents, intellectual property and privatization resulting from government deregulation. This work expanded academic capitalism research which showed institutional gains and individual losses. In light of more recent impacts of capitalism on postsecondary institutions, the efficiency model might again be under consideration.

Yvonne Lincoln's *Commodification and Contradiction in Academic Research* (1998) offered five resistance strategies for faculty members to deal with commodification pressures. Lincoln, like the aforementioned others, discussed "the market model which acts to treat knowledge, whether basic or applied, as a consumer commodity," (p. 268). She also recognized the strong internal and extra-institutional pressures toward the commodification of knowledge (p .268). Lincoln found production for profit weighed more into the tenure and promotion process than did acts related to teaching and social justice. Lincoln concluded:

> The pressures toward commodification represent an attenuated, analogous form of modernist argument that whatever is needed can be 'engineered,' including

> solutions to social problems and knowledge, a suggestion first argued by John Stuart Mill in the mid-19th century. Both pressures toward commodification and pressures inherent in the conservative nature of institutions of higher education create painful contradictions in academic life, especially as academics seek to redress the balance between their strengths in producing knowledge, and their growing recognition that knowledge is never value-free, but rather services some social agenda. (p. 275)

Similarly, Henry Giroux's *The University in Chains* (2004) talked about the encroachment of capitalism, the government, and profits moving previous research to the next level. He stated:

> Against the current drive to corporatize higher education, commodify curricula, treat students as customers and trainees, and relegate faculty to the status of contract employees, higher education needs to be defended as a public good. Central to such a task is the challenge to resist the university's development into what literary theorist Bill Readings has called a consumer-oriented corporation more concerned about accounting than accountability, and whose mission, defined largely through an appeal to excellence, is comprehended almost exclusively in terms of instrumental efficiency. (p. 128)

Giroux's work supported the previous works on commodification's encroachment into higher education. Additionally, he raised concerns over the impact of marketing the institution and student consumerism on postsecondary institutions, their mission, and teaching.

While other notable scholars have chronicled capitalism's encroachment into higher education, these works remain the cornerstone of many previous and current research studies. These works documented and speculated about the consequences of capitalism in higher education, revealed vulnerabilities, and created opportunities for future studies. While these earlier important works may not be as relevant at the completion of this research, they provided a history of capitalism's encroachment on the institutions of higher education. These works also provided a starting point for understanding capitalism's continual contagion within the institution.

Commodification's Direct Impact on Faculty

The early commodification research (Nelson, 1995, Slaughter & Rhoades, 1997; Shumar, 1997; Aronowitz, 2000) was pivotal and tracked commodification's increased impact within the university school system and on its faculty. Commodification's impact affected their value, workload, and tenure. It also drew attention to the trend of institutional hiring practices toward the use of more contingent faculty.

In *Lessons from the Job Wars* author Cary Nelson (1995) warned of commodification's impact on impending issues affecting faculty and job identity. His early concern about the overproduction of PhDs and their relegation to unskilled laborers remains a viable topic of conversation in 2012. Nelson also discussed the issues of self-preservation and identity as important and relevant issues. Much of his early efforts focused on exposing the exploitation of adjunct instructors, which until recently was also the focus of much of the literature. He remains committed to issues of faculty justice. As the American Association of University Professors (AAUP) president from 2006-2012, Nelson remained a strong advocate for unionization and for contingent faculty, both existing as foundational and central issues to this study. In an audio interview with Marc Bouquet (2008) titled *Twilight of Academic Freedom*, Nelson voiced his concerns over current institutional changes affecting tenure, contingents, and academic freedom. *Solidarity vs. Contingent* (2010) was also cited in this study. For decades Nelson has been an active and vocal supporter of faculty and academic freedom. His scholarly contributions to the field, including institutional, employment and research perspectives remain important and relevant to research today.

Stanley Aronowitz (2000) was also recognized as an early supporter of commodification's impact on higher education and faculty. In his work, *The Knowledge*

Factory (2000) he chronicled and discussed the transformation of the university school system from a knowledge institution to a knowledge factory. He supported the Marxist perspective by illustrating the shift of university scholars to factory workers. He also discussed, like Nelson (1995) and Shumar (1997), the increased reliance on contingent faculty and how institutions, in anticipation of a wave of tenured faculty retirements, responded to the demand by offering more PhD and master's programs. Aronowitz speculated both tenure-line and contingent positions would be impacted by overproduction of graduates. This was important considering both scholars and the literature cited an overproduction of PhDs in the market as a contributing factor on the issue of exploitation.

Similarly, he predicted institutional changes resulting from commodification would create situations where faculty turn on each other, rather than on the university's administration. A preeminent and noted scholar, Aronowtiz experienced the transition of the university from hallowed halls to corporate walls, witnessing corporate encroachment on institutions and its influence to create a production rather than academic environment. His work supported the themes examined in this study from commodification's impact on the institution to diminishing value and worth of some disciplines and faculty.

Commodification's Direct Impact on Humanities

Francis Oakley's (2002) *Data Depravation and Humanities Indicators* indicated the need for more empirical humanities studies to collect critical data on value within the profession. Oakley stated, " For the humanities, perhaps surprisingly, such data are either lacking or, where they have been collected, are inconsistently assembled, hard of access, poorly disseminated, inadequately analyzed, unwittingly ignored, and routinely underutilized" (p. 5). Oakley felt better data collections were critical and that piecemeal or

snapshots no longer sufficed as relevant research. She expressed that better studies on humanities hot topics would create a clearer understanding of the value of humanities to the institution, the faculty, and the undergraduates. Most importantly, focused studies would help to establish a place within the literature for humanities research. Oakley believed a result of the lack of humanities research and available data was that humanities professionals did not understand the scope of their contribution in larger contexts. Also that the lack of professional acknowledgement was crippled by the lack of interpretative tools for gathering, analyzing and dissemination of pertinent data which supports and challenges the issue of value within the profession (p. 6). The need for more and better humanities data was an intent of my study and as Oakley purported, a way to identify, examine, and question hot topics related to the profession.

Similarly, Robert Solow (2002) in *The Value of the Humanities Indicators* acknowledged without such data the comparative value of humanities in society among disciplines was not recognized. One problem he stated was for humanities to measure its final product in terms of fungible dollars. Moreover, as Solow contended, humanities data were critical links to self-awareness within these academic disciplines. Further humanities research would validate its contribution within higher education and to continue to measure academic disparity resulting from the effects of commodification. He stated, “The humanities community knows deplorably little about what is taught to whom and by whom, how long it takes, where graduates and post-graduates go, what they do when they get there, and how many of them there are” (p. 3).

In defense of a liberal arts education in the light of commodification, Kaye, Bickel, and Birtwistle (2005) chronicled the humanities fall from grace. They provided a rich history

of the liberal arts curriculum which was established as the alternative to trades education. They purported, “A consumerist approach to education would therefore have been seen as a contradiction in terms, and clearly indicative of an ill-educated person” (p. 7). Prior to capitalism’s intrusion, a liberal arts education was distinguished, valued, and worthy of pursuit. They stated, “Today, ironically, such ‘impracticality' is considered to signify a ‘soft option’ which is barely worthwhile and studied only by those incapable of grappling with more rigorous vocational disciplines such as business, medicine, engineering and law” (p. 9) Moreover they stated:

> Consumerism in higher education has thus come about through the commodification of the *right* to higher education. Unfortunately, universities themselves must take some of the blame for this. A market requires not just willing buyers, but also complicit sellers. Universities frequently advertise their 'wares' as though brands on offer in a sort of educational Wal-Mart. (p. 29).

This study became an important link to my research. It looked at the value of the liberal arts as core curricula in relation to academic and professional worth. These authors stated universities must be held culpable for profit over education and that a diploma signified a contract of a mastery of skills which remains a debatable issue today, as does the issue of humanities as a "soft option" of study.

More recently, Nussbaum (2010) continued the support, validation, and the critical need of humanities for our democratic and global competitiveness. Her book, *Not for Profit*: *Why Democracy NEEDS the Humanities*, Nussbaum argued against education for profit at the expense of citizenship. She stated:

> Democracies have great rational and imaginative powers. They are also prone to some serious flaws in reasoning, to parochialism, haste, sloppiness, selfishness, narrowness of the spirit. Education based mainly on profitability in the global market magnifies these deficiencies, producing greedy obtuseness and technically trained docility that threaten the very life of democracy itself, and that certainly impede the creation of a decent world culture (p. 142).

The implications of profitably over citizenship weighed prominently in this research. As graduates are less workforce ready and core curricula which lecturers teach diminishes, the consequences on democracy, the workplace, and to the individual deserves evaluation.

Commodification's Direct Impact on Humanities Faculty

Bullard's (2007) study looked at the impact of academic capitalism on the faculty in the social sciences. She conducted 37 qualitative interviews in sociology, criminology and economic departments at three public Florida universities. Her results indicated capitalism's impact on the social sciences' grant writing which was more of an area of concern for junior faculty. Bullard's findings further suggested that positive social change and quality research, rather than economic yield, mattered most to social scientists. This study expands upon and models Bullard's humanities research by using qualitative interviews conducted at public universities within a state system, but in English departments alone. Furthermore, it builds on her social science research by using English lecturer interviews to evaluate their perception of capitalism on staffing and worth.

Following similar trends, Donoghue's (2008) literary contribution *The LAST Professors: The Corporate University and the Fate of the Humanities* suggested that professors in the humanities have lost the power to rescue themselves from capitalism. He concluded that the humanities offered neither a profit to the institution nor to the faculty. Similarly, he was troubled over market-based decisions to elimination tenure-line job prospects for PhDs in the humanities (p. 25). He supported others (Nelson, 1995; Aronowitz, 2000; Bousquet 2004, 2008) that a glut of PhDs devalued professional identity, but ironically increased their institutional value as contingents. Donoghue's work pulled together views of

noted scholars and data from the humanities, central to his research as well as mine. Irony seems to be a theme of this research and its potential outcomes.

How the University Works: Higher Education and the Low-Wage Nation (2008) by Bousquet was a crucial contribution to this research. Bousquet is often cited as a prominent voice in commodification and academic labor movement issues. His own experience as an Associate Professor of English was represented and central to his writings. Like Nelson (1995), Shumar (1997), Aronowitz (2000) and Donoghue (2008), PhDs in crisis as a fallout from commodification was an important and relevant theme. Conversely, Bousquet argued there was plenty of work within higher education but there was an underproduction of jobs, rather than an over production of PhDs. He stated, “The problem is that this enormous quantity of work no longer comes in the bundle of tenure, dignity, scholarship, and a living wage that we call ‘a job" (p. 41). While Bousquet’s book covered the alpha and omega on commodification, cited relevant scholars, and covered academic labor issues, his discussion of full-time non-tenured labor in humanities was most important to this study. He argued that cheap teaching was not a victimless crime: it may reduce salaries and payroll expenses but hurt everyone. Tenured, non-tenured faculty, their dignity, and the students were all victims. Likewise, when the most experienced lecturers were being replaced by the least expensive, inexperienced master’s students that their cheapness holds down all salaries.

The *Humanities Departmental Survey* (2010) conducted by the Humanities Resource Center was released in February and surveyed approximately 1400 four-year college and university humanities departments. This quantitative study was conducted during 2007 - 2008 and the questionnaire was sent to several departments including: history, modern languages and literature, art history, linguistics, and religion in conjunction with major

organizations, including the MLA. The long-term goal of this survey was to produce necessary comparable data on the faculty, research, jobs, and course loads. While all of the survey findings were important, the humanities workforce indicators, Section D-Postsecondary Humanities Faculty findings, and especially those relating to English, were most important to this research. The MLA's, Robert Townsend (2010) and David Laurence (2010) wrote interpretations based on the English department data from this survey, data relevant to the issues cited in this literature review.

Section D data revealed doctoral degree completions had declined and faculty (full and part-time) had increased 24 % since 1999 within the humanities. Results also provided, "In any given year between 1999 and 2006, English language and literature had the greatest number of faculty, and more than twice that of foreign languages and literatures, which consistently had the next highest number" (Figure III - 9c). With the exception of business, there was a net decline of full-time faculty between 1988 and 2004 with the greatest percentage in the humanities declining in the late 1980s and early 1990s. In 2004, full-time humanities faculty represented 53 % of all humanities faculty. Moreover, the results revealed a decline in the percentage of part-time faculty who preferred part-time employment in all fields, with humanities showing a significant 19 % decline (Figure III - 11b).

On issues of salary and job satisfaction, the results showed data germane to this research. Although salary data sets were derived from full-time status it revealed professors in the humanities ranked second from the bottom in pay with education faculty at the bottom. Interestingly, in 2004 over 45 % of all the humanities faculty were very satisfied with their jobs but showed that business and education faculty were most satisfied at rates of 52 % and 56 % respectively. The results indicated that job satisfaction in humanities related more to

discipline than dollars, supporting Bullard's (2007) findings. Although job opportunity was not addressed in the 2004 survey, the results for opportunity and advancement in 1999 showed a very satisfied faculty. My study should expand this research by exploring whether similar trends hold consistent from the lecturers' perspective.

Scholarly interpretations of the Humanities Indicators data provided insight. *In Progress: The Idea of a Humanities Workforce* David Laurence (2010) embraced the Humanities Indicators as long overdue and the data add plausibility, validity and respect for humanities professions and professionals. Roger Geiger's (2010) essay, *Taking the Pulse of the Humanities: Higher Education in the Humanities*, spoke to the 4000 new humanities PhDs increasing between 1996 and 2004 fueling the trends toward more institutional reliance on the availability of contingent faculty. In addition, Alan Brinkley's (2010) data interpretation in *The Landscape of Humanities Research and Funding* discussed humanities funding was reduced to a third of what it was 30 years ago and supported the argument that hot research commodities in other disciplines were rewarded more funding and research dollars. This data collection was important for the humanities which lag behind the decades of empirical data within non-social science fields. It also confirmed the need for continued humanities research to establish its function and worth within the academy and value of its faculty.

The Coalition on the Academic Workforce (CAW) issued a brief on *One Faculty Serving All Students* (2010). The brief stated:

> In 1970 faculty members in part-time positions represented only 22.0% of all faculty members teaching in US colleges and universities; in 2007 they represented 48.7%. Of faculty members who are full-time, well over a third do not have access to tenure. When graduate teaching assistants are included in the calculations, barely one quarter of the instructional staff are full-time and have

> access to tenure. The shift toward a more contingent workforce is occurring at all types of institutions in both the public and private sectors. (p. 1)

Furthermore, the brief confirmed about one third of humanities, social sciences and natural science faculty have taught off tenure track for six years and one fifth for nine years, essentially functioning as permanent faculty without job security, compensation, or benefits. This brief questions if the title of contingent labor accurately defines this class of academic employee functioning in a quasi-permanent state of employment and devalued by labels. Titles and their contributions to value have been an important part of this research. Not only did this study show an increased reliance on contingent faculty, it questions whether adjunct or lecturers are contingents at institutions.

Commodification's Direct Impact on Contingent English Composition Faculty

Bruce Horner (2000) stated, "The teaching of 'writing,' as opposed to 'Writing,' is the teaching of commodification: both the production of written commodities [texts] and the commodification of the writer into a bundle of skills for subsequent exchange on the job market" (p. 212). His book, *Terms of Work for Composition: A Materialist Critique* not only discusses commodification, but addresses value issues on multiple levels. Composition, he asserted, is not viewed as critical work and alienated those who taught it.

He stated:

> The work of Composition[sic], insofar as it is identified with teaching, thus is in a double bind: it is less readily susceptible to traditional academic forms of commodification because of its ties to student bodies and institutional resources and conditions. At the same time, it attempts to valorize its work threaten either to deprive it of its identity as Composition by removing it from teaching, or to seal its fate as alienated labor owned, and exploited, by the institution. (p. 3)

Horner maintained that since Composition [sic] was tied to teaching and teaching was devalued over scholarship, this alone threatened the status of Composition. Moreover, this

devaluation was also clearly represented in the academic curriculum vitae (CV) which interprets academic work as a commodity for exchange value. He stated, “Teaching is identified not in terms of the number of times a section has been taught, or how many course sections the faculty member has taught per term, but the names of the courses taught” (p. 5). So an academic’s CV that reflects course diversity garners more exchange value than someone teaching Composition over again. Horner wrote about Composition’s marginal position within English studies, the humanities, and the academy overall. His perception was that Composition instructors were commodities producing a commodity by developing writing skills and future skilled employees.

In addition, Horner pointed out that many who teach Composition were not specialists in Composition, further devaluing this position and its economic exchange value. Appropriately and again, ironically, Horner was one of the first to acknowledge that the faculty who are specialists in Composition may never teach Composition (p. 15). Moreover, Horner acknowledged that Composition played a subordinate role even to literature although it was linked to the production side of capital to meet commodified literacy skills of other academic disciplines and society. He said it was also difficult to pawn off Composition as a reified subject rather than just a labor intensive activity. Horner’s book emphasized that commodification has devalued Composition and those who teach it. He plainly showed Composition’s place in the academic hierarchy of value and how teaching the same course semester after semester devalued an instructor’s marketability. Horner’s work was an excellent resource for my dissertation. His assertions become pivotal toward developing my interview questions for lecturers in my research.

Tenured Bosses and Disposable Teachers (Bousquet, Tony Scott, Leo Parascondola, Eds, 2004) consisted of a collection of essays about writing instruction and the managed university. Bousquet (2004) cited throughout this study, authored the introduction and an essay and this book, which was broken into four main parts: *Disciplinarity and Capitalist Ideology; Putting Labor First; Critiques of Managerialism; Pedagogy and Possibility.* While all the essays were interesting, only those with specific relevance were cited. Eileen Schell's (2004) essay *Toward a New Labor movement in Higher Education: Contingent Labor and Organizing for Change* addressed the staffing of composition staff. She stated, "The professional success narrative of composition is tempered by the continued exploitation of non-tenure-track faculty" (p. 102). She acknowledged a non-tenured faculty burdened by heavy teaching loads that feared speaking up could cost them their jobs, which is an important aspect of my research. Based on her discussions with tenure-line faculty there existed a belief that working to improve conditions for non-tenure-track faculty would create tiers that would erode tenure. She proposed the need for "rhetoric of common cause, not rhetoric of entitlement" as a solution (p. 109).

Each of Eric Marshall, Steve Parks, and Ruth Kiefson's (2004) essays supported unionism as a solution to contingent exploitation. Furthermore, Tony Scott in *Managing Labor and Literacy in the Future of Composition Studies* (2004) indicated labor conditions of writing instruction faculty have not been a priority of composition scholarship. He stated:

> We now have a very broad and substantial theoretical foundation in composition, and we are doing empirical research that uses increasingly sophisticated methodologies to contextualize writing and pedagogy and explore the varied factors that affect public literacies, the production of texts, and classroom instruction. It is troubling that the everyday working conditions of most writing instructors-basically, the material conditions within which literacy instruction occurs in postsecondary education in the U.S.- have so rarely surfaced as a concern or focus in our research. (p. 154)

Furthermore, Scott spoke of the need to develop more research exploring how institutional reliance on a contingent workforce to teach composition affected literacy education, thus further supporting my research (p. 155).

The Report *of the MLA Task Force on Evaluating Scholarship for Tenure and Promotion* (2005) surveyed 1,339 departments in 734 four-year colleges of which 596 were English departments and 96 were combined English and foreign language departments. The outcomes of this study indicated that tenure remains contingent upon teaching, scholarship, and publication: a problem for contingent faculty with heavy composition loads. Incredibly, 45.9 % of institutional respondents were not reconsidering their institutions process of criteria for tenure. This becomes problematic for contingent faculty, especially those with terminal degrees, bogged down with instructional responsibilities and unable to research or publish. The fact that the institutions were satisfied with their status quo on tenure adds to the importance of this research and the impacts of commodification on mission statements and core curricula.

Bousquet (2008) provided a detailed history of academic labor and the transition into disposable labor. He sided with unions, professional organizations, scholars, and contingent faculty in support of contingents becoming dignified from full-time employment status and a decent wage. He compared status and value of the non-tenured female faculty (the majority) in English to garment workers. He stated, “Even in the full-time nontenurable positions, women with doctorates, averaging as much as ten years of post-baccalaureate study, commonly earn under $30,000, often without benefits” (p. 91). Bousquet also supported Marist theory and the identification of composition instructors with working class laborers having surplus value. Defining composition instructors he stated:

> Sometimes it means 'those who teach composition'; sometimes it means 'those of us who theorize and supervise the teaching of composition.' The movement between these meanings always has a pronounced tendency to obscure the interests and voice of those who teach composition in subfaculty conditions, ultimately to the advantage of university management. (p. 165)

He further acknowledged the enormous role of rhetoric and composition's usefulness to academic capitalism in delivering cheap teaching and although marginalized, a respectability and validity to upper management (p. 166). In *Composition as Management Science* (2004), he cited many works and studies indicating that half of non-tenure track faculty were dissatisfied with their jobs, salaries, and their ability to keep current while full-time non-tenured positions result in high turnover (p. 171). This became an important focus of my research because a few studies indicate high job satisfaction among this group. Bousquet brought management theory of agency, critical theory, and job market theory as possible frameworks into this discussion of casualization and disposable labor. He proposed, as did many others, the solution for restoring dignity and value to "discounted labor" was to raise wages, promote contingents to faculty status, limit teaching loads, and provide faculty with more workplace control (p. 208). Bousquet's *How the University Works: Higher Education and the Low-Wage Nation,* (2008) was essential. He addressed issues germane to this study and added the rhetoric and composition elements to the humanities discussion, as well as possible frameworks.

The Modern Language Association (MLA) and the Association of Departments of English (ADE) 2007 Workforce Report (2008) *Education in the Balance: A Report on the Academic Workforce in English* evaluated and made recommendations about faculty staffing. The Ad Hoc committees' initial study in 1996 - 1997, which surveyed 123 English departments at four-year colleges and universities, published data and their recommendations

in 1999. Their findings concluded 40 % of the instructional staff were composed of tenure and tenure-track faculty with 61 % of the same population teaching undergraduate English courses. This study showed the continued trend of the reliance of non-tenure-lined personnel for teaching core undergraduate courses. Core courses are required by most institutions and the instructors teaching these courses reach a broader population of undergraduates than other faculty. Therefore their impact and influence on the undergraduate student population may be greater and more significant than tenured, tenure-line faculty.

In 2006, an initial study was replicated but broadened by integrating data from US Department of Education Fall Staff Survey, the Postsecondary Data System (IPEDS) and the National Study of Postsecondary Faculty (NSOPF) surveys. While this study produced a lot of data, only that which is relevant to this study was considered. Findings showed that the combination of increased student enrollment and limited growth of tenure options increased the reliance on non-tenured faculty resulting in a more segmented faculty. The report also stated:

> The data from the Fall Staff Surveys suggest a trend that the members of the ad hoc committee had been informally tracking over the last decade—the creation of a significant number of full-time non-tenure-track positions, often referred to as lectureships, sometimes as professorships of practice. For departments and department chairs, these positions have improved the working conditions of those who were once part-time faculty members; for deans and provosts, the full-time positions are part of a larger argument about a division of resources between a teaching faculty [largely off the tenure track and outside the tenure system, located in the lower division] and a research faculty [almost exclusively tenured or tenure-track and charged with the preparation of majors and graduate students]. (p. 3)

As with similar studies, this showed tenured faculty remained on the decline but there was an increase in full and part-time positions between 1993 and 2004 based on NSOPF data. In 1993, 96.3% were full-time positions and 69.1% part-time increasing to 96.7% full-time and 86.8 % of part-time in 2004 (Figure 9). According to the report this comparison indicated

as the fulltime faculty retired their positions were being replaced with tenure-line positions. Moreover it indicated that a master's degree was the qualifying degree for those teaching off tenure track and composition (p. 5). In addition, data concluded when first year composition was taught outside the English department students benefit from tenured or tenure-line faculty instruction by an increase of 23.3% (56 %) than the departments responsible for administering first-year instruction (32.7%). Moreover the findings stated:

> English departments that are wholly responsible for first-year writing tend to be in public institutions (83.8%) and in Carnegie Master's institutions (81.9%). Private institutions and Carnegie Baccalaureate institutions (which are similar in size by student enrollment) appear to be more likely to use alternative structures in or approaches to first-year writing [or a writing-focused freshman experience], such as first-year seminars. (p. 8)

Overall, the findings concluded a decline in tenure and tenure-line faculty and showed an increased usage of full-time, non-tenured track faculty in teaching the undergraduate English curriculum. Furthermore, that non-tenure-track colleagues were consigned to job insecurity and inappropriate economic, professional, or institutional recognition (p. 14).

Regarding the departmental hiring of full-time non-tenure track faculty (FTNTT), 68.1% advertised nationally and 80.3% were selected by committees, rather than the chair alone (Table 16). Regarding titles, few respondents provided specific information but lecturers and instructor appeared to be the most common titles for FTNTT faculty holding Master's degrees. No information was provided for PhD titles. The contract length for FTNTT faculty varied from one to three-year contracts and 73 chairs indicated 95.9% of their contracts had a renewable option. The average maximum length of employment was 13.2 years varying little across departments and institution types. Furthermore, 95.8% of departments reported involvement in curricular decisions (p. 15).

Overall, there was concern for the increasing use of FTNTT faculty in English. As their role was defined, salaries, working conditions, responsibilities and job security needed to be part of the equation. Non-tenure track instructors were indispensable and responsible for teaching the majority of introductory courses such as undergraduate composition. As mentioned earlier, due to a heavy reliance on staffing, the title “contingent faculty” was no longer relevant. Furthermore, the findings showed a master’s degree as an appropriate credential for full-time instructors at lower levels, including first year writing. Outcomes, the committee recommended further inquiry into MA and MFA degree qualifications for faculty appointments in postsecondary English. In addition, the committee recommended a cost-benefit analysis of non-tenure track to determine real costs and savings. While I felt a particular need to pay attention to this study conducted and supported by the MLA, much of the findings were not revelatory or new; however, the data were focused specifically on English instruction which is imperative for my research.

The MLA’s report (2009) on the *Job Information List* (JIL) from 2008 - 2009 was a professional resource and a gauge of employment for faculty positions in English and foreign languages. JIL published over 2,100 ads from 1,250 departments and 700 institutions in the US. It confirmed that the number of jobs advertised in 2008 - 2009 in English declined by 24.4 % indicating the largest single-year decline in JIL’s 34-year history (p. 1). Moreover, the report indicated a larger percentage of job ads did not specify tenure positions and many advertised for non-tenure-track positions. This information confirms the decline of tenured positions and trend of hiring contingent labor in the industry as well as providing current and significant data for this research.

The AAUP's *On the Brink* (2009) looked at the current economic status and stated, "Maintaining an outstanding system of higher education requires investments in the faculty members who cultivate the human capital upon which our economy's recovery and future growth will depend," (p. 15). Salary freezes, dismissals, and benefits cuts were predicted for postsecondary institutions. The report reflected the increased mean income for graduates with more education illustrating a postsecondary education remains a good investment. Additionally, Figure 4 showed the increased dependency on contingent faculty from 1975 to 2007, with FTNT faculty increasing about five percent over this span.

The JIL's mid-year report for 2009 - 2010 indicated a one-year drop of 27.5% of departments advertising jobs in English and follows last year's steep decline of 24.4% of jobs in English. JIL trends of 35 years (1975 - 2010) showed the plunge over the past two years projecting 826 fewer jobs in English, representing a two-year decline of 45.2%. The report stated October 2009 (compared over a 12-year span) showed a decline in the percentage of tenure-track assistant professor jobs advertised which may be reflective of the economy. On a brighter note, trends from the 1980s - 1990s reflect recognition of rhetoric and composition as a scholarly field.

In *Academic Researchers Speak*, Bergom, Waltman, August, and Hollenshead (2010) looked at NTT research faculty. Their findings concluded consistent findings with NTT faculty such as: job insecurity, marginalization, treatment as second-class academic citizens, no real place within the academy, or policies to guide them. What the study found was that NTT faculty wanted collegiality and collaboration with colleagues, more job security, role clarity, peer networking, respect and inclusion. Although the audience was a melding of

contingent faculty and researchers, the outcomes might show their concerns to be universal about this position.

The MLA Advocacy Kit (2010) brought resources links and guidelines on faculty workload and staffing. One link, *Demography of the Faculty: A Statistical Portrait of English and Foreign Languages* (Laurence, 2010) provided relevant information based on US government data, chiefly The National Study of Postsecondary Faculty (NSOPF) 2003-2004 data. Laurence reported tenure positions in decline and being phased out while non-tenure positions were on the upswing. English, which had the largest faculty population in 1993 (84,100), was the third largest in 2004 (NSOPF) with 82,400 and was the only field that showed a decline in total population and tenure, tenure-track faculty members (p. 1). Laurence stated that faculty working off tenure (FTNTT and PT-NTT) made up 60% of the faculty at four-year institutions and 80% at two-year institutions. “Despite the extraordinary high percentage of faculty members teaching off the tenure track in two-year colleges, 8.704 English faculty members holding tenured and tenure-track positions in two-year colleges outnumber the tenured and tenure-track English faculty in every other sector” (p. 2). While a master's degree is the qualifying degree to teach undergraduate English composition at four-year institutions, 25.8% of FTNTT positions are held by PhDs at these institutions. We may now be seeing the impact of the glut of PhDs (Nelson, 1995; Shumar, 1997; Aronowitz, 2000) as contingent, rather than as tenure-line faculty. This is definitely pertinent and critical information for my study.

2007-2008 Humanities Department Survey (HDS) on modern languages randomly sampled four-year, not for profit Carnegie classified schools to provide numerical representations of population estimates, as well as the denials of tenure, degrees awarded,

and data on majors and minors in English. From this data Townsend (2010) concluded faculty teaching upper courses confirmed existing data with tenure and tenure- line faculty teaching higher percentages than FT-NNT faculty. Based on Carnegie Classifications, only 13% of upper courses were taught by FTNTT faculty (Table EN9). The numbers changed to 90% and 5% respectively for graduate courses (EN10). The faculty tenure and recruiting data indicated 38 % of total faculty were tenured; 13% were tenure-line faculty were granted tenure; 13% were on tenure line tracks, but not tenured faculty; five percent were denied tenure or left prior; four percent of full time tenured faculty were recruited in 2007 – 2008 and 2008 - 2009 (Table EN12). The current impacts of commodification on hiring might impact this information. Many for-profit institutions are working with a majority of contingent faculty and capitalizing on the glut in the market.

Lecturer Academic Value and Identity

Bousquet (2008) asked, "Isn't composition work faculty work? Or is composition's 'faculty work' the supervision of parafaculty?" (p. 183). The majority of research conducted to date and published on contingent faculty focused on the disparity of part-time non-tenure track faculty. Studies combine all NTT (full and part-time) which made researching lecturers murky. Until recently, the lecturer has received limited, if any, attention thus supporting future research. Most of the research on lecturers was from Europe, Asia, and Australia where lecturer referred to a new faculty with an elevated status or career path rather than FTNTT faculty. Several issues with collecting good data were the inconsistent use of titles, the differences within each academic system, inadequate records of data, and perhaps, interest. Nonetheless, research findings from other countries revealed some parallels and signified this as new ground for continued academic research.

Chronister's (1999) *Marginal or Mainstream?* was one of the first works to focus specifically on the FTNT faculty. He said that institutions needed to consider how "this evolving staffing pattern is shaping their academic community, their service to students, or the overall quality of their educational programs," (p. 1). He cited reasons for the increased usage of FTNT staff as: cost reduction measures, faculty accountability and workload, demand improvements to higher education, challenges to tenure, and more visibility and accountability from both the public and our politicians. He also stated the lecturer positions should be classified as tenure positions based on staffing gaps, core curriculum requirements, hybrid academic roles, and credentials. He noted that this academic sector of instructors provided valuable contributions to the institution, students, and academic community and that they should be valued. Chronister's excellent commentary supported many of the concerns in my research.

An Association of American Universities Non-tenure track faculty (2001) report, conducted by the AAU tenure committee on non-tenure track faculty, surveyed 25 AAU institutions and 15,128 non-tenure track faculty within those institutions. The intent was to look at the role of NNT faculty within the institutions and at the policies governing their employment. This study cited that almost half of the non-tenure track staff sample fell under the general title of lecturer, either lecturer or senior lecturer (p. 6). Fewer than half, 44 % of the participants were classified as full-time NTT working on fixed-term contracts. This study also indicated significant differences between NTT and TT faculty by gender but not by race or citizenship. Results from this study indicated that NTT faculty are growing and their roles did support institutional missions. Although governing policies did differ, inclusion, recognition, and consideration of this growing academic community was recommended.

Baldwin and Chronister's *Teaching without Tenure* (2001) was a critical work because it focused on lecturers, or FTNT faculty. A major problem with much of the previous research on postsecondary contingent faculty was the tendency to lump all contingents (part and full-time) together making it difficult to understand differences between the two. This need for clarification encouraged my research interests.

Their findings concluded that lecturers will remain part of the permanent academic landscape. The presence of FTNT faculty created a two-class faculty system within postsecondary institutions. Moreover, lecturers provide staffing flexibility during difficult economic times. They stated, "In a time of financial constraints and dynamic change, the employment of full-time non-tenure-eligible faculty gives institutions a flexibility not provided by the continued tenuring of faculty," (p. 23).

Furthermore, Baldwin and Chronister (2001) confirmed that: FTNT faculty were hired to teach core curriculums; they were hybrid faculty; they performed the same functions as their tenure-eligible colleagues. From an institutional perspective they stated, "At several institutions, administrators indicated that the use of full-time non-tenure-track faculty contributes to budgetary efficiency because faculty in such positions tend to carry heavier teaching loads than tenured or tenure-track faculty," (p. 35). This validates the intentional and strategic institutional decisions to employ qualified and specialized employees at a lower cost to supplement their postsecondary faculty and staff utilizing short-term contracts.

Their comments regarding composition faculty were germane to my study. They stated that disciplines such as foreign languages and composition did not require research-oriented degrees. In addition that teachers with doctorates were least satisfied with their conditions. This information was important to the outcomes of my research.

Gansneder, Harper, and Baldwin (2001) in *Who are the Full-Time Non-Tenure-Track Faculty?* used NSOPF-93 and supplemental data along with their interview data and institutional surveys collected from 12 four-year institutions. They looked at FTNTT faculty on several outcomes such as: who they were, educational achievement, where they worked, why they taught, what they taught, their productivity, professional status, and job satisfaction (p. 77). They concluded FTNTT faculty filled one of four primary roles: teacher, researcher, administrator or academic professional. This study added greatly to my research since if focused on my audience and outcomes relevant to my study.

Anderson's (2002) *The New Professoriate: Characteristics, Contributions, and Compensation* was an excellent contribution to this study. Anderson commented that the hiring trend toward more part-time staff and lecturers showed a departure from the traditional hiring model at postsecondary institutions (p. 9). His report showed a cost break down for instructional services, which although outdated, still provided a relevant visual to understanding the differentials on several levels. The costs did not include benefits. Anderson showed a part-time faculty member averaged $2,200/course; a lecturer, $5,300/course; a tenured or tenure-line faculty member averaged $7,800/course. Regarding productivity, lecturers published the least and were plagued by personal issues such as trailing spouses. They also earned lower salaries, but were almost as productive as their traditional colleagues.

Hodkinson and Taylor in *Initiation Rites: The Case of New University Lecturers* (2002) chronicled their United Kingdom (UK) relational study on lecturers' perception of their institutional context. The participants in this qualitative study were 15 full-time lecturers initiated into the community of learning and 12 were recruited out of doctoral programs and three were previously part-time. Thirty-minute interviews were conducted

discussing peer and formal mentoring programs and personal experiences of joining the university. The interview data were evaluated in two ways: first to identify themes then, overall to identify generalized conceptions, a similar model of my study. They conclude that the essentials needed for successful transitioning into a full-time lecturer required monitoring, support, peer reviews, and collegiality as a need for validation and acceptance. What was most relevant to my study was that the researchers indicated that future studies on different experiences of new lecturers' daily routines, contacts with colleagues and students, and past experiences, and on their 'rites of passage' were necessary. However, lecturers in European cultures are distinguished professionals, unlike lecturers in American universities. Their findings are relevant to the acceptance of lecturers in American institutions in that titles matter.

Robin Wilson (2002) wrote an article for the *Chronicle of Higher Education* covering a two-day strike of lecturers at five University of California campuses. Two contrary points about lectureships emerged regarding the perception of value. Wilson quotes Kevin Wilson, a lecturer and union spokesperson stating, "These people are being thrown away, and people who are unexperienced [sic] are being brought in and told they won't have any chance of long-term employment." Wilson provided the sobering administrative perspective of Paul Schwartz who stated that the lectureship was not meant to be a permanent career position, a valid point often overlooked in this debate. This directly affects my study as the lectureship, although many hope, is not marketed as a permanent career position.

Scott (2004), in *Tenured Bosses and Disposable Teachers* addressed composition faculty value and identities in *Managing Labor and Literary in the Future.* He stated that because composition faculty were viewed as trained staff rather than colleagues this placed

them at the bottom rung of the academic ladder. He said, “It should be clear that the primary virtues of a trainee, as opposed to a tenure-track faculty member, are not expertise, creativity, and investment, but cheapness and a flexibility that derive from the trainee’s institutional vulnerability” (p. 159). He purported compositionists' professional identities were sketched as “primarily politically left-leaning teachers with often ambivalent relationships with the institutions and departments within which we work” (p. 163).

Additionally, Walter Jacobson (2004) referred to composition faculty as disempowered practitioners in his essay *Composition and the Future of Contingency.* He said this lack of power was debilitating personally and professionally and diminished the value of important voices universities needed to face future challenges (p. 195). He also discussed the importance of composition faculty’s significant role within the university and that contingent labor exploitation was the far-reaching and important issue to be faced (p. 199). Ruth Truth Goodman (2004) in *The Righting of Writing* provided a history of composition studies as a formal course and also that composition teachers needed to defend their existence in terms of the bottom line. Moreover the devaluation of this position could potentially lead to corporate consolidation and privatization. Indeed.

Knowledge Work, Teaching Work, and Doing Composition by Christopher Ferry (2004) was a critical anchor of this book, at least in relation to my research. His essay discussed the identities of those working in English studies, composition, and the contract zone. He cited Bartholomae, "As a professor [of composition], you’re not identified with something of great cultural value, like Shakespeare or the English novel,…you’re identified with the minds and words of eighteen-year-olds" (p. 244). He used Freire's work as a model of his writing, and discussed compositionists and exploitation. Ferry recognized that

institutional composition continued to be considered as a service course taught by faculty with little or no institutional status creating class issues among professionals.

In addition, Duncan Lewis' *Bullying at work: the impact of shame among university and college lecturers* (2004) qualitative study used 15 narratives generated from unstructured interviews from UK college and university lecturers who felt bullied. Duncan defined bullying as harassment or negative behaviors from management, the organization, or individuals. His findings indicated shame continued after the bullying has stopped. Duncan concluded shame resulting from meek or submissive responses manifests itself into depression, self-degradation, interpersonal anxiety and perfectionism (p. 6). Bullying and the reluctance to admit to being a victim of this behavior may prove to be quite relevant to this study.

On a staffing note, The Center for the Education of Women (CEW) at the University of Michigan conducted a nationwide study of Non *Tenure Track Faculty: the Landscape at U.S. Institutions of Higher Education* (2006) and collected data on both full-time (FT) and part-time (PT) faculty. These findings confirmed the literature stating about 43 % of non-tenured track faculty were employed full-time at their institutions and nearly half of the institutions reported an increased usage of NNT over the past five years. This major ground breaking study confirmed the shift toward FTNTT faculty is gaining momentum.

Mark Purcell's (2007) autobiography *Skilled, cheap, and desperate: non-tenure-track faculty and the delusion of meritocracy* chronicled his personal experience as a PhD geography lecturer confined in limbo (p. 121). He discussed the two-tiered system as tenure-track and then everyone else (p. 122) and argued, "the marginalization and devaluation of non-tenure track runs deep and is an acute problem" (p. 124). Purcell cited many references

used in this literature review and used both critical theory and personal experience to explain his institutional challenges as a FTNTT faculty member before his tenure-line appointment. He discussed the difficulty of his transition from lecturer to tenure-line faculty based on pressures from administration and resistance from his colleagues. His essay was very important to this study because it focused on his experience as a lecturer, which added a much needed voice to the literature. He also encouraged others to continue this research quest by interviewing more lecturers in an attempt to create a collective voice and a more complete picture of this position within the university and department.

Furthermore, Barlow and Antoniou from the University of Brighton, UK, did a qualitative research study on the experiences of 17 new lecturers (first three years) on induction, teaching, interactions with students, relationships with colleagues and research opportunities. Their findings were presented in *Room for improvement: the experiences of new lecturers in higher education* (2007). Regarding induction, the data indicated the need to be multi-dimensional and included an orientation to the university and to teaching. Coping with the teaching experience and time management were major issues offset by lack of guidance from colleagues and the freedom to develop their own approach. Lecturers were surprised at students' unwillingness to study but were also able to restructure their teaching methods to meet the needs and abilities of students. Lecturers' relationships with colleagues varied with some finding support and others finding competition which was less positive. The work environment did contribute to feelings of isolation, lack of support, and also influenced their relationships with colleagues. However, the researchers did find that lecturers were motivated and conscientious and that they should be valued for these traits. Like the MLA, similar recommendations for improvement were cited such as a better

induction process, handbooks, unified culture, time for research and building of better professional relationships. University and faculty support of new lecturers' careers and recognition were critical sources of success. Their findings confirmed support and a need for nurturing contribute to value and success.

The Chicago Coalition on Contingent Academic Labor, in conjunction with the National Education Association (NEA), American Association of University Professors (AAUP), and the American Federation of Teachers (AFT) created *Access to Unemployment Insurance Benefits for Contingent Faculty: A manual for applicants and a strategy to gain full rights to benefits* (2007). While this manual reinforced the professional need to support contingent faculty, *Part 5: Barriers Faced by Contingent Faculty in Gaining Benefits* indicated contingent faculty were often misinformed and were paralyzed while waiting semester to semester or contract to contract, often facing or experiencing periods of nonworking with no guarantee of reemployment. This stable, then unstable, work environment created embarrassment and implied an inability to make a living even though contingents were highly educated. Misperceptions about filing unemployment benefits claims created institutional budget constraints and could result in permanent non-hire status as retribution. These views reflected fear and little self-worth. Conversely, the manual highlighted both the organizational and employer perspectives reflected the power. It stated higher education administrators had connections with Human Resource (HR) departments, as well as relationships with state officials making it difficult for a contingent faculty to face an unfamiliar process against well-versed, well-connected administrators. Furthermore, this manual stated filing unemployment claims could not result in non-reemployment but this was not communicated to contingents adding to the fragile line between fear and power. While

this information was skewed toward contingents, bias may exist, and the information may be pertinent only to faculty in Illinois, it showed and reinforced the power structure and the issues and decisions driven by fear, job insecurity, and value.

The resource-based strategic management model and Marxian conceptualizations of subsistence wages (representing workers) were used by Stephen Jaros (2008) to blend theories to evaluate low-wage employee pay and establish how value was formulated and appropriated in organizations. Jaros saw wages related to labor de-skilling dynamics and influenced by personal power which equated into organization value to stakeholders. He also introduced Coff's (1999) "Theory of Value Creation and Distribution" (representing business) which emphasized two key concepts: quitting costs and rent. The quitting costs paralleled opportunity costs. *Labor, Knowledge, and Value in the Workplace: Implications for the Pay of Low-wage Employees* outlined the similarities of both theories which Jaros suggested could be used to improve value added and value appropriated by low-wage workers and he cited corporations implementing this perspective into their business strategies. His article was beneficial to this research in several ways. He used Marx's theory as do many others investigating commodification, the humanities, contingent labor and issues of value. He also brought a relevant business theory into the research mix representing the business interest. Low-wages and the relationship to value was also a major theme throughout this research. Jaros used strong examples to represent worker and business interests and strategies, including unionization, to show the impact of wages on negotiation and immobilization.

Yonghong Jade Xu's *Faculty Turnover: Discipline-Specific Attention is Warranted* (2008) reported on her multiple regression study on faculty turnover behaviors. Xu's study

included a representative sample of 3,391 faculty at research and doctoral universities, of which 70.2 % were male and 29.8 % were female. Of this study group: 56.5% were tenured; 20% on tenure-line; 23.5% not on tenure-line and included lecturers and instructors. The participants were put into eight discipline clusters for the cross-discipline comparisons. Humanities disciplines (Philosophy, Religion, History, English, etc.) were classified in the Soft/Pure/Nonlife cluster (SPN) and represented the soft versus hard dimension, pure versus practical application, and organic versus living objects. Satisfaction variables included a sense of job security, faculty leadership, opportunity for advancement, and academic freedom. Two key issues were found for the SPN cluster, especially for non-tenured junior faculty members, related job satisfaction to salary and advancement opportunities. Satisfaction and salary are factors in my study.

As mentioned earlier, a YouTube interview by Bousquet with Cary Nelson (Twilight of Academic Freedom, 2008) supported Xu's job security findings and also provided an insight into contingent labor's fear to be honest about their work environment. Nelson stated:

> If you meet with contingent faculty as I have continually for over 20 years, you learn a lot about what it means to feel emotionally and professionally pressed toward frankness and toward courage and to feel that every time you take a step in that direction you're endangering your livelihood and endangering your family.

Nelson explained that tenure's job security offered a degree of protection for frankness that contingent faculty may not experience, undermining the basic purpose of academe to challenge beliefs in an academic setting. Additionally, the fear of job insecurity inhibited a contingent's academic freedom from syllabus design to textbook selections. It could even make them vulnerable to mediocre students who use their poor grades to punish faculty. Nelson said this created an atmosphere of teaching in fear, rather than atmosphere of freedom and honest interchange. This strikes at the very heart of my research. Nelson stated

that to be a professor means to profess and contingents should not be required to work in fear or threat of job loss for expressing or displaying true feelings.

Shaker's (2008) dissertation: *Off the Track: The Full-time Nontenure-Track Faculty Experience in English* was discovered after my research began. Her findings were of great interest and significance. Her design was similar and our audiences, identical—FTNT track faculty in English. Although her participant scale was larger and she used postsecondary institutions in two states, one unionized, the outcomes may be complementary and add validation. Shaker interviewed 18 participants at three public universities in two states. She concluded her participants: held nontraditional academic career paths; struggled with heavy workloads, poor salaries and job insecurity; dealt with workplace attitudes; marginalization and secondary status; felt closeness to the work and students. Shaker's research was an important study and an important contribution to research and the literature.

Cross and Goldenberg (2009) conducted an important study of non-tenured faculty at the top ten research institutions. Their study focused on arts and sciences and engineering non-tenure-track faculty across these institutions and several measures. Their study showed no specific breakdown of NTT to distinguish between full-time and part-time participants-- a consistent problem in the literature. They also studied different populations at top research institutions which were both private and public; however, their outcomes were relevant to my study. Cross and Goldenberg acknowledged a need to study NTT faculty and asserted, "non-tenure-track faculty members are exploited and need to organize into unions: they teach too many courses, receive poor pay and poor (or no) benefits, [and] are marginalized on campus..." (p. 8).

Furthermore, this team explored the impact of unionization, governance, inequality, morale, governance, business models, academic freedom and NTT faculty as potential threats to the tenure system. Cross and Goldenberg presented a history of the position as well as considerations about the influence of grades on evaluations, on overall teaching quality as well as parental expectations and recommendations for NTT inclusion. In addition, Cross and Goldenberg confirmed that titles made it difficult to separate part-time faculty and lecturers from studies. Contingent faculty was used for both adjunct and FTNTT faculty at many institutions. Their work showed the importance of separating these two groups as adjuncts and lecturers. This important distinction allowed for the recognition of contract employees at multiple institutions versus an annual or multi-year contract employees at one institution. This was critical in the delineation of contract workers and to their value to the institution.

In *For a Full-time Lecturer, All in a Semester's Work* (2009) Charitianne Williams, a senior English lecturer at the University of Illinois at Chicago documented a detailed time allocation semester summary which provided value and a baseline for my research questions. Her senior status paid her about $4,000 per year more than a lecturer (about $30,000 annually) and in addition to supervisory and administrative duties, she was required to teach three English Composition courses per semester. She estimated each semester she spent around 356 hours divided among class time (45 hours), office hours (48 hours), answering email (32 hours), class preparation time (90 hours), grading (110 hours based on 22 students and five papers) and time spent in meetings, copying, but excluding tutoring and professional development hours. Although the times were more estimates than hard data, it did provide a breakdown of the time/per course/money scenario indicating a tangible snapshot of purpose and value gauged through the viewpoint of an English lecturer.

Similarly, Steve Street, a writing program lecturer since 1980 at Buffalo State College provided an insightful point of view in *Academe's House Rules* (2010). He discussed the inequities between two-tied faculty on credentials versus experience. He stated:

> In our particular industry, credentials rule over experience and other standard criteria for seniority and promotion, and sometimes over judgment and common sense. In most professions, it's accepted that the longer you do a job, the better you get at it. But that's not perceived as true of adjuncts. In academe, the assumption is that if you spend more than a couple of years working in contingent teaching positions, something must be seriously wrong with you.

He also cited a study conducted by Hart Research Associates for the American Federation of Teachers reporting 44% of their respondents believed they were not given a fair chance at full-time positions and a brand-new degree was preferred over years of teaching experience. This draws some important value correlations: in the corporate world experience was valued and in academia among contingent faculty, it had little value.

In *Academic and Professional Identities in Higher Education: The Challenges of a Diversifying Working* (2010) Mary Henkel's introduction discussed faculty identities in higher education specifically, "who they are, how they define their professional selves, and from where they find a sense of meaning and worth" (p. 3). The distinction of expert and non-expert faculty was impactful and she stated, "While individual identity and reputation were defining aspirations and values in academe, the choices made by individuals were also significantly shaped by community, histories, values, and norms" (p. 8). In addition to boundary maintenance, she stated that faculty with different values, aspirations, strengths and sources of self-esteem or with multiple identities many not be easily reconciled.

George Gordon in *Global Contexts* discussed the professional implications of fixed-term appointments and contracts leading to new identities and academic career paths. He cited D'Andrea and Gosling (2005) identifying three types of identity: personal, institutional,

academic/professional (p. 28). He stated that the three aspects imply, "increased complexity and diversity within the workforce in higher education, the links between different strands of identity, and the relationship to career pathways and organizational responses" (p. 29). He stated there was a polarization between the value of respect in the workplace and the degree to which the individual associate them with that workplace (p. 30). Gary Rhoades (2010) also contributed to this collection in *Envisioning Invisible Workforces: Enhancing Intellectual Capital* looking at academics as managed professionals. He contends contingents impacted the balance of power between professional autonomy and managerial discretion. Rhoades stated estimates that were upwards of 20% of academic faculty in the United States were full-time, non-tenure track (p. 37). Regarding acknowledgement, Rhoades stated professors were the only staff with recognition or as recognized professionals and the other staff remained unrecognized and unacknowledged (p. 41).

Jane Usherwood (2010) in *Innovative University Management* discussed Harvard's Collaborative on Academic Careers in Higher Education (COACHE), a survey which identified satisfaction levels of junior faculty on various elements of their working lives. In 2007, the survey emphasized clarity about tenure and performance expectations stressing non-monetary factors were as important as monetary factors in increasing success and satisfaction of junior faculty. She stated, "The attractiveness of the work environment is possibly even more important to staff in higher education than to staff in other sectors, where rewards such as higher pay rates or social status are more likely to be available" (p. 57). Moreover, titles, recognition, and work-life balance were relevant and motivation for academic faculty.

In *Evolving Academic Career Pathways,* Tony Strike (2010) discussed identity and stated that faculty who selected a particular career path based on teaching excellence may feel devalued, attracting less prestige and reward than those pursuing research paths. His essay outlined the traditional career path model in Britain of lecturers showing academic progression as lecturer, senior lecturer, reader, and professor (p. 85). He offered alternative models for staffing considerations and cited Kogan et.al for acknowledging tensions existing among the faculty concerning tasks such as teaching, scholarship, research, administration and community service. Strike stated, “Teaching was viewed as an activity that could be outsourced or delegated to part-time of junior lecturers or tutors and held lower status value and significance” (p. 89).

Strike mentioned academia had its own social structure with its own sense of rank and status. Titles indicated prestige as do career paths. He suggested that the defractionalization of roles and the shared meaning of titles with consistency across institutions would clarify rank and identity. Moreover, he stated, “Human resource directors in England were changing the academic titles, pay scales, grade definitions, and career structures for academic faculty, and in doing so were changing what it was to be an ‘an academic” (p. 95). He indicated job satisfaction was linked to opportunity and two other sources of job satisfaction were engagement with students and reaching personal milestones – both interesting research issues of this study. Additionally, this study showed that job titles, rather than salary, lead to higher job satisfaction.

Craig McInnis (2010) in *Traditions of Academic Professionalism and Shifting Academic Identities* stated that a consequence of the university’s managerial environment created by market competition and pressures to generate income have created a loss of

academic identity. Citing Henkel, McInnis restated that academic identity was symbolic and significant to individual academics and within the academic profession (p. 147). Henkel also identified three sources of academic identity: the discipline, the institution, and the profession with the underlying assumption that identity drives commitment and productivity (p. 148). Moreover, McInnis referred to Clark's view of the academic profession stating, "It is inherently a secondary organization of persons located in numerous diverse fields that operate as primary centers of membership, identity, and loyalty" (p. 148). McInnis added that academics also competed with other academics for status and authority.

Regarding loyalty, McInnis stated that when the faculty were divided between disciplines and institutions, institutions take a second place. Moreover, he showed that peer-assessed research drives performance and reinforces identity; however, the same was not true for generalist in teaching roles reiterating a familiar story described in this literature review. McInnis also stated that opportunity was the main predictor of job satisfaction over salary and job security. This might be an interesting premise to test during my research. He also stated when opportunity in teaching and research was limited, faculty commitment declined. Furthermore, he claimed, "The disciplinary cultures generate significantly different organizational cultures within institutions at the level of the school or department that sharpen differences in academic identities" (p. 156). There was also a difference in academic identities when one was achieved, not just ascribed.

Judith Gappa, (2010) often cited in the literature, contributed a chapter to this book on *Rethinking Faculty Work and Workplaces.* She discussed how institutional well-being was directly related to the quality of work produced, individually and collectively, and that faculty productivity was becoming more critical to the institution. In addition, Gappa showed

that productivity directly correlated with individual treatment and job satisfaction. She stated, "To meet current and future challenges, every college and university must pay attention to the recruitment, retention, and well-being of its faculty members" (p. 207). Addressing commodification through efficiency and revenue generation, Gappa purported that both have led to significant changes in faculty careers and the workplace. She identified five themes running through research findings about faculty members' job satisfaction and career priorities: value equity, collegial relationships, professional growth, high value on job security, and both departmental and institutional support (p. 213).

Additionally, she identified five essential elements for faculty support to create a meaningful workplace and maintains that all faculty from tenured to fix-termed seek meaning. The elements were: employment equity, academic freedom and autonomy; flexibility; professional growth; and collegiality, with respect placed at the core (p. 216). She stated, "Respect is a fundamental entitlement of every faculty member and is at the core of any reciprocal relationship between faculty members and their institutions" (p. 217). Lack of respect was an insult, a perspective which may prove important in this research. While the elements of academic freedom, flexibility, and professional growth were self-explanatory, her definitions of equity and collegiality were worth defining for this research. Gappa said:

> Employment equity is the right of every faculty member [regardless of appointment type or time base] to be treated fairly in regard to all aspects of his or her employment by the institution and its departments, to have access to the tools necessary to do his or her job, and to have status as a fully-fledged member of the faculty. (p. 218)

Collegiality, she stated, "requires opportunities for all faculty members to feel that they belong to a mutually respectful community of colleagues who value their contributions, and who are concerned about their overall well-being" (p. 220). She felt creating a supportive environment for the faculty would be critical for institutions to maintain a competitive edge,

retain their faculty, and utilize their talents. Gappa's finding provided an excellent base for my interviews. She also reiterated how the importance of the basic human needs, such as belonging and respect, add to a person's sense of value.

Overall, this current book was an excellent resource toward understanding academic identities in higher education. In addition to multiple perspectives from subject matter experts, several essays provided a basis for inquiry through interviews. FTNTT lecturers had no specific or universal titles, which Strike indicated is important for job satisfaction. Since perceptions of value and respect differ within institutional communities and individuals, an aim of this research was to provide the perspective, perceptions, views, and a voice to humanities' *hottest commodity*--its full-time non-tenure track faculty.

The AAUP's *Tenure and Teaching-Intensive Appointments* (2010) report discussed four decades of failure of social contacts in faculty employment. It stated:

> The tenure system was designed as a big tent, aiming to unite a faculty of tremendously diverse interests within a system of common professional values, standards, and mutual responsibilities. It aimed to secure reasonable compensation and to protect academic freedom through continuous employment. Financial and intellectual security enabled the faculty to carry out the public trust in both teaching and research, sustaining a rigorous system of professional peer scrutiny in hiring, evaluation, and promotion. Today the tenure system has all but collapsed.

The significance of ending this literature review with this report seemed clear. It was a timely publication, so the information was relevant, unfortunately, it is not fresh. Tenure was meant to be more inclusive and the report stated the majority of "teaching intensive" positions were now "teaching-only" closed off from tenure and defined by a multi-tiered faculty. Furthermore, this report cited its 2009 report pinpointing a fundamental flawed premise stating:

> Faculty represents only a cost, rather than an institution's primary resource. Hiring faculty on the basis of the lowest cost and without professional working conditions

> represents a disinvestment in the nation's intellectual capital precisely at the time when innovation and insight are most needed.

While the report cited several institutional efforts at stabilizing the contingent faculty by considering tenure positions, different and consistent title distinctions, and long term contractual options, nothing has changed for the lecturers while the promise of change continues. While visionary plans were laid, recommendations by professional groups suggested, and senates and unions continued to debate the function and worth of lecturers, change has stalled. It is time to stop wondering and begin researching if the two-tier system is not both preferred and intentional. Perhaps, non-tenured inclusion is intentional and has less to do with a shared profession, common goals, educating students, and the betterment of society. This report provided very timely considerations for this research.

Hutchens (2011) used a legal lens to examine the employment issues facing non-tenure track faculty. He acknowledged that union representation might offer more legal protections to this instructional sect; however, North Carolina institutions, the focus of this study, are not represented by unions. NC is an "at-will" state. Hutchens explained:

> Under the traditional standards of the at-will doctrine, either party may end the employment relationship at any time and for any reason. Although important exceptions exist in firing at-will employees, with relevant legal limitations often dependent upon state law, an employer generally is not required to demonstrate cause, such a poor performance, in dismissing such an employee. (p. 1446)

Such legal limited protections work in favor of the institution providing extensive authority over non-tenured faculty. He discussed the different types of contracts, such as single, multiple, or rolling year contracts. The employee on the multiple year contract had less time to secure employment than an employee with a rolling contract; however, more time to job hunt than an employee on an annual contract (p.1448). Another factor of consideration pointed out by Hutchens was how the contract was reviewed, whether by an

individual (department chair) or a committee. In any case, it is the employee's responsibility to prove he or she deserves continued employment. He stated:

> Still, a non-tenure track faculty member with a long-term contract with a presumption of reappointment and performance subject to review by a committee has a much different employment situation in important legal respects than an individual working in an at-will capacity or someone employed under a short- term contract with renewal subject to a single administrator's preference. (p. 1449)

He continued that although tenure represented a contract, several postsecondary institutions have dismissed tenured faculty due to budgetary conditions (p. 1445). Regarding the First Amendment, non-tenured faculty does not share in the legal protection afforded to tenured faculty. Hutchins said, "In the First Amendment realm, questions surrounding constitutional protection for academic freedom and professional speech present a legal issue with special relevance for non-tenure track faculty" (p. 1458).

Baldwin and Wawrzynski (2011) examined teaching practices of contingent faculty (part and FTNT) compared to permanent faculty (tenure-line and tenured). They used Holland's 1977 theory of academic environments that human behavior was a function between an individual and his/her environment (p. 1490). Using 2004 NSOPF:04 data, they looked at learning-centered and subject-centered teaching strategies. Contingent and tenure-line and tenured faculty were solicited (35,000) and 26,108 respondents completed faculty questionnaires at 1,080 institutions. What they found was important considering limited literature exists on how contingent faculty teach. Their findings suggested, "Full-time contingent faculty [usually on fixed- term contracts] approached their teaching more like their tenured and tenure-eligible colleagues than like their part-time contingent counterparts" (p.1540). Additionally, they supported the critics who were concerned that the part-time staff

had a more negative impact on the quality of teaching and learning (p. 1504). Their results showed:

> Although investigative, full-time contingent faculty were less likely than their other investigative colleagues to use midterm/final exams, only full-time contingent faculty in social environments [e.g., education, psychology, sociology] were less likely to use learning-centered strategies [essay exams, term papers, and multiple drafts of written work] than their more permanent colleagues. (p. 1504)

Regarding technology, full-time contingents were more on par with tenure-line and tenured faculty in the use of technology over the part-time contingent faculty. This information was important to identify teaching preferences, but also spoke to the quality of classroom instruction with FTNT faculty more aligned with permanent faculty. In light of high teaching loads of core courses and reduced salary, the lecturer remained a great value in a competitive and depressed market. This study also opened the doors for additional research on this instructional group.

Levin and Shaker (2008) examined the hybrid and dualistic identities of FTNT faculty. They stated that 69% of academics work off tenure and 25% of this group was FTNT faculty. Additionally, that the FTNT faculty represented 60% of all new hires (pp. 1461-1462). Using identity theory, Levin and Shaker used interviews of 18 FTNT faculty members in English during the 2007-08 academic year. Their objective was to present findings on the self-representation of FTNT faculty about their professional and occupational identities (p. 1467). This study aligned closely to mine and the outcomes were of significant interest.

Likewise, the participants saw their job as a ministry and "FTNT faculty presented themselves as confident effective, and personally rewarded. They authored themselves, without exception, as satisfied and skillful master teachers with a great deal to contribute and a near-unwavering dedication to their craft, (p. 1477). The participants felt the freedom to

work within prescribed curricula and worked to provide the most beneficial and suitable experiences for their students (p. 1478). On the other hand, their stature and placement within the institution diminished their influence and power. Moreover, they concluded:

> FTNT faculty possess a "hybrid" identity. This blended identity is expressed by the participants in the distance they maintain from their institutions; few appear to be fully comfortable with their institution and their placement within it as well as their formal professional designations. Instead, by keeping one foot inside the door and one foot outside, the participants maintain a figured world aside from the tenure setting. Inevitably, however, their concerns about status and equity interrupt even this self-created context. Unease about their nontenure status becomes a barrier to their agency: The nontenure identifier is inescapable and overshadows the quality of their contributions. Although a majority express some sense of job protection and security, few admit to activities that test that security. By holding back from pursuing their concerns, FTNT faculty constrain both their agency and their professional identity. (pp. 1479 - 1480)

In addition, they concluded that their teaching role was undervalued, but that their professional destinies were beyond their control. There was a dual lack of commitment to an institution uncommitted to this group and the position limitations did not match the FTNT faculty members' goals. This study and Shaker's dissertation (2008) are an important basis for my research since we used the same types of participants and received similar outcomes.

Impacts on English Lecturers and the Future State

The skills and capabilities of recent college graduates weighed heavily into my research. As institutional costs and tuition escalate and employee workplace skills diminish, the commodification of postsecondary education and its impact on the current state of employment needs reexamination. Many have questioned whether postsecondary institutions have leveraged knowledge over profit. Moreover, has consumerism dictated the future of education over knowledge? Are lecturers a cheap commodity or the potential rescuers of postsecondary education?

Latzer (2004) did a 50 college study which he titled, *The Hollow Core: Failure of the general education curriculum.* He looked primarily at Big Ten, Big Eight, Ivy League and Sister Institutions, an interesting comparison for my research. Duke University was the only NC institution in his study but the overall outcomes were still relevant. The introduction stated that 50 years ago students graduating college had a broad-based knowledge because of a solid core curriculum. Today the core has changed. Latzer stated:

> Our current college graduates often have only a thin and patchy education, with enormous gaps of knowledge in fields such as history, economics, and literature. Moreover, many of the colleges and universities in this study offered alternative humanities courses to the core, such as History of Comic Book Art (Indiana University); Love and Money (Bryn Mawr); Ghosts, Demons, and Monsters (Dartmouth College). Moreover, this report revealed, "mathematics is no longer required at 62 percent of the examined institutions, and 30 percent do not require a common writing course. (p. 5)

This information was important in several areas of this study. First, lecturers teach core courses, so if these courses go away, potentially so does the need for the position. On the other hand, and in defense of the core, Latzer's findings make this position more valuable. Much of the information from workplace satisfaction studies showed that the deficiency in core courses translated into poor job candidates lacking basic and critical thinking skills, resulting in employers investing money into improving their workforce. The survey covered seven core courses, literature, foreign language, American history or government, economics, mathematics, natural or physical science. Each institution was assigned a letter grade, A - F based on the number of required core courses. The scale's range was 6 - 7 courses (A) down to 0 - 1 courses (F). Of these 50 institutions, 24% only had one or none. Only 2% received an A; 28% received a B; 30% earned As or Bs; 24% received a D; 24% received an F; 48% received Ds and Fs. Considering these were some of the most prestigious and influential US postsecondary institutions with high tuition rates, these numbers indicate a tremendous void

and also reinforce that institutions still cater to students as consumers. Latzer concluded postsecondary institutions were not meeting their responsibilities to their students and called for a return to foundational courses. The costs to strengthen the core are minimal and obviously staffing would not be a problem or a big expense for institutions.

Articles in the *New York Times* and other publications indicate that postsecondary education caters more to consumerism than learning. In 2007, George looked at the student as a consumer. Institutionally, there was a rise in both advertising and marketing of postsecondary institutions. These trends used by postsecondary institutions and the use of current business models factor into this research. His work, *Market overreach: The student as customer* examined less qualified faculty as burdened with educating our students, our future generations. In addition, he expressed concerns over potential grade inflation, as well as lowered efforts and expectations from faculty in the classroom. George reported:

> A variation on grade inflation can also be observed, namely, the strategy of simply decreasing the time commitments required of the student. While the generally accepted rule-of-thumb has long been an average of 2 h outside the classroom for every 1 h in, a recent National Survey of Student Engagement found that 'only 12% of last year's freshman at 4-year residential colleges reported spending 26 or more hours per week preparing for classes, while the majority, 63%, said they spend 15 or fewer hours on class preparation.' And 'seniors in the same survey reported studying even less than freshman, with 20% studying 1-5 hours per week.' [Young, 2002]. In the case of grade inflation, no less was being asked of the student, but a more generous evaluation of performance occurred. (p. 974)

George (2007) purported that viewing the student as a consumer rather than an as a student threatens learning and that commodification in education has created a negative environment. Unlike the workplace, the flow of money is not from the employer to the employee (the university to the student) but reversed. Also institutions seem more inclined to

sell, rather than grant degrees and unlike the retail or insurance industries, education requires students to demonstrate proficiency before acceptance of a degree.

Recent concerns raised by employers and the media have questioned the workforce readiness of college graduates, in which commodification and consumerism were part of the equation. Two recent works challenged the status quo of higher education and pushed toward the redefinition of several preliminary concepts.

Keeling and Hersh (2012) maintained that a bachelor's degree no longer signified specific qualifications, capability, or maturation. Similarly, that value not cost alone, needed to be a central consideration. They stated:

> The problem is that without higher learning, higher education is not valuable enough to justify its price, unless you're buying a degree, in which case a logical and savvy consumer would and should purchase the cheapest one available. The only thing that's 'higher' about that kind of learning is the cost, and the combination of high cost and poor quality always equals low value. (p. 3)

Likewise, they purported that learning needed to be the number one focus of higher education and change was needed within the institutional culture. All eyes have been focused on K-12 educational reforms and not on postsecondary institutions. Pointing to some of the failures in higher education, Keeling and Hersh (2012) stated students graduated without much of an experience in higher learning. They stated that, "Just accumulating credits, meeting the basic academic requirements, and picking up a diploma are poor returns on the huge investment that students, parents, and society make in higher education" (p. 9). They affirmed that employers expect job candidates to possess basic core competencies. In addition, that postsecondary institutions have lost sight that learning, not magazine rankings, matter most. They stated, "Other priorities - higher rankings, growing enrollments, winning teams, bigger and better facilities, more revenue from sideline businesses and more research

grants- have replaced learning as the primary touchstone for decision making, (p. 13). *We're Losing Our Minds: Rethinking American Higher Education* is an important consideration in my study.

Similarly, Delbanco's (2012) work, *College: What it was, is, and should be* chronicled the changes in postsecondary education. He stated, "Before the crash of 2008, with the money chase totally out of control, a few academic leaders did try to point out the cost- moral, psychological, social-of giving into the commodification of everything," (p. 143). Like Keeling and Hersh (2012), Delbanco (2012) focused on the importance of teaching, but also in the teaching future postsecondary faculty. He stated that few graduate programs distinguish between which students might be more suited for research, than teaching. He acknowledged teaching was a gift, not something certified by an advanced degree, and professors can drain the zeal for teaching. He stated:

> Many physicians now speak of 'patient-centered' medicine as a main goal of the profession, If we in academic are to break what Robert Maynard Hutchins long ago called 'the vicious circle...in which the products of a bad system grow up to be the operators and perpetuators of it,' it is high time that PhD programs take seriously their obligation to provide 'student-centered' doctoral education - the sense of preparing scholars to be teachers too. (p. 169)

In defense of liberal arts education, he stated, "Perhaps the most daunting challenge facing those of us who believe in the universal value of liberal [arts] education is the challenge of conveying its value to anyone - policymakers, public officials, and even many academic-who has not personally experienced it," (p. 171).

In an odd but unrelated way, *Outside in: the Power of Putting Customers at the Center of your Business* (2012) seemed relevant for making institutional recommendations and suggestions for future research. Manning and Bodine (2012), researchers at Forrester Research, showed the business model progressions for the age of manufacturing (1900-

1960); the age of distribution (1960-1990); the age of information (1990-2010) as moving into the age of the customer (2010 until unknown). If postsecondary institutions continue to follow these trends and business models, more alignment with their customers' experience (on all levels) will need to be a focus. This trend could affect the institutional brand, satisfaction levels, and perhaps, their future benefactors.

Theory

Throughout the literature review and additional research on theories, several options surfaced. There was a theory for everything. Equity theory considered fairness within relationships. Institutional or adaptation theory was also considered. Initially, Marx's labor theory of value seemed the perfect choice for a theoretical framework but my research on this theory yielded few results. Dr. Gay from the University of North Carolina at Charlotte (my sponsoring institution) confirmed not many scholars still discuss Marx in terms of a labor theory of value. This was also confirmed by Ernsberger's analysis (1988) of the theory that stated that the Labor Theory of Value had several flaws, suggesting the Market-Exchange Theory as more appropriate. Resource Dependency Theory used by Slaughter and Rhodes (1997) and Bullard (2005) was relevant but did not seem to align with my research. The Dual Labor Market Theory (Chronister & Baldwin, 2001; Shaker 2008) was also considered but not used.

Kezar and Sam's (2010) *Non-Tenure-Track Faculty in Higher Education* suggested more psychological and social psychological theoretical options used in researching this population from Career Theory to Job Fit Theory. At the advice of my chair, I returned to the simpler and more applicable commodification theory to provide the most leverage and latitude for my research. Wes Shumar's (1997) use of commodification theory was more

universal and applicable. So this study used qualitative research grounded in phenomenology to gather empirical evidence and commodification as the theoretical framework. My perspective was critical.

Commodification Theory

A commodity is a broad term that could imply and apply value to people, places, and things. Metals, products, services, degrees and faculty have been considered commodities. Shumar (1997) stated commodification was interdependent upon three interrelated processes, talk, governance, and products, which he contended was a semiotic process. Capitalism, itself a commodity, was entangled in an endless chain of signification. Citing Baudrillard he explained symbols don't represent realities; they simulate them (p. 11). Baudrillard also suggested capitalism was a self-contradictory system based on profit which was an illusionary and empty sign (p. 23).

For this study commodity theory had two values: the value of utility (function) and the value of exchange (worth) and these theories guided my research questions. Shumar (1997) suggested the evolution of commodification from scholars, books, ideas, concepts, to labor "are becoming commodity signs, or things to be circulated and exchanged for the value of their appearance, not for substance" (p. 24). An anthropologist himself, Shumar viewed commodification from an anthropological theoretical perspective of Marx's commodity fetishism defined by Taussig as based on false consciousness. He explained, "Commodity fetishism is the way Marx explains our way of understanding how the world grows out of the materially-produced social relationships and institutions which have developed in a capitalist social formation" (p. 26). Taussig labeled this as reification where things become more important than people.

Shumar saw commodification in higher education as an evolutionary process and no longer a metaphor for buying and selling or profit and loss, but as a model based on capitalist accumulation. He stated:

> While the university does not produce a commodity in the traditional sense, the service it provides is taken as a product and the institution uses capitalist institutional arrangements to produce it. This for me is the commodification of higher education, the evolution of a vision of education as, not just a product to be bought and sold [which is itself a semiotic in the process of change and very important] but the entire institutional rearrangement of higher education into a productive industry. (p. 31)

Using a postmodern perspective incorporating class theory, Shumar addressed academic contingents as exploited working class labor that was becoming more fragmented. He believed the university was turning into a factory where professors represented industrial workers. Researchers and scholars have expanded Shumar's perspective to include their focus on contingent faculty as the representative of the industrial worker whose exchange value hinges on cheap hiring for higher profits (Nelson, 1995; Donoghue, 2008; Aronowitz, 2000; Bousquet, 2004, 2008). This study supported one of Shumar's central beliefs of an isomorphism between capitalism and higher education which over a decade after his research continued to transform its faculty into producers of education. It also focused on a specific population, English lecturers, to gather data on a very deliberate and narrow population. As Cross and Goldenberg (2009) stated data collection on non-tenure-track faculty was inconsistent. Chronister (1999, 2001) and Shaker's research (2008) isolated the FTNT faculty, as does this research. Moreover, Shaker used similar participants and a similar theoretical model.

Michael Pollex (2000) argued the value of scholarship over profit. His concern was that commodification would override the initial purpose of "knowledge for the sake of knowledge" (p. 31) and that research for profit would impede academic freedom, liberal

scholarship and democracy, and public good. He argued for scholars as teachers and found nobility in this profession beyond political affairs and profits. Furthermore, Pollex supported Marxist theory and the shift of labourer [sic] to the capitalist (p. 100) and the effect on the two-tier academic system. Citing Marx, he stated:

> The labour [sic] process becomes the instrument of the valorization process, the process of the self-valorization of capital-the manufacture [sic] of surplus value. The labour [sic] process is subsumed under capital [it is its own process] and the capitalist intervenes as its director, manager. (p.100)

Pollex's (2000) view was important because it supported Marxist and the commodification theories, but more importantly, it supported scholarship and teaching as a legitimate professional for academic inquiry and the public good. He also discussed the two-tiered faculty systems (Chronister,1999; Shaker, 2008), as well as their value and status. His perspective added to the possibility that some teach for the love of the profession, the public good, and for the democracy of academic and freedoms over the institutional pressures to produce for profits.

Similarly, Stephen Ball (2004) in *Education for Sale! The Commodification of Everything?* discussed education as a general commodity, and the educators and their social relations as “inherent on the processes of education,” (p. 4). Moreover, he talked about the contradictions between belief and expectation; policy and preferred practice, and the educators’ struggle for authenticity (p. 15). Like Pollex (2000), Ball supported knowledge for its own sake rather than the relationship of knowledge as a commodity (p. 20). He stated:

> This is not just a process of reform; it is a process of social transformation. Without some recognition of and attention within public debate to the insidious work that is being done, in these respects, by privatisation [sic] and commodification – we may find ourselves living and working in a world made up entirely of contingencies, within which the possibilities of authenticity and meaning in teaching, learning, and research are gradually but inexorably erased. (p.25)

Ball offered a defense for the return to scholarship, the dignity of scholarship, and the need to authenticate and value those who pursued, taught, and researched within the profession. His concerns may echo the perspective of educators, humanities educators, and those participating in this study. This literature review indicated commodification was pervasive within institutions on many levels. Narrowing a framework in such a large field helped to guide this research. Therefore, the lecturer's perceptions of their function and worth are used to create their sense of value.

Critical Theory

Critical theory supported by Marx, Foucault, Derrida, Freire, Bakhtin, McLaren, Grioux, Apple, and Bousquet, emerged as a perspective for this study. Paul (2005) used Noblit's definition of critical theory as a predominantly qualitative methodology and as central to working against power and oppression. It critiqued ideology by focusing on the interests of those served by the research. According to John Creswell (2007) critical theory perspectives were concerned about empowering humans to transcend constraints (race, class, gender) and the researcher needed to acknowledge his/her own power to engage in dialogues and use theory to interpret social action (p. 27). Critical researchers might explore social institutions or the historical problems of domination, alienation, and social struggles and design a study to include changes in how people think; encourage people to interact, form networks, become activists, or help individuals examine the conditions of their existence or develop resistance (p. 28).

Marilyn Lichtman (2006) explained how critical theory was based in neo-Marxism and feminist theory and related to postmodern research. She cited Tripp (1992) who argued “critical research in education is informed by principles of social justice” (p. 29).

Furthermore, Giroux (2003) discussed critical theory as a legacy of theoretical work from members of the Frankfurt School. He stated, “The concept of critical theory refers to the nature of SELF-CONSCIOUS CRITIQUE [sic] and to the need to develop a discourse of social transformation and emancipation that does not cling dogmatically to its own doctrinal assumptions.” Or as Giroux stated, critical theory was a “school of thought” and a process of critique (*The Critical Pedagogy Reader,* p. 27). He stated central values of the Frankfurt School were studying the relationship between theory and society; the struggle between self-emancipation and change; the relationships between domination and subordination, and what is and what should be (p. 28). Giroux stated, “It is not surprising, then, that the focus of the Frankfurt School’s research deemphasized the area of political economy to focus instead on the issues of how subjectivity was constituted and how the spheres of culture and everyday life represented a new terrain of domination” (p. 30).

Moreover, Kincheloe and McLaren (2002) stated:

> Critical theorists understand that the formation of hegemony cannot be separated from the production of ideology. If hegemony is the larger effort of the powerful to win the consent of their ‘subordinates,’ then ideological hegemony involves the cultural forms, the meanings, the rituals, and the representations that produce consent to the status quo and individuals’ particular places within it. Ideology vis-a'-vie hegemony moves critical inquirers beyond explanations of domination that have used terms such as 'propaganda' to describe the ways the media, political, educational, and other socialcultural productions coercively manipulate citizens to adopt oppressive meanings. (p. 412)

Critical researchers reviewed previous interpretations to uncover the ways in which the truth was attempted to be exposed. Kincheloe and McLaren also stated:

> A critical social theory is concerned in particular with issues of power and justice and the ways that the economy; matters of race, class, and gender; ideologies; discourses; education; religion and other social institutions; and cultural dynamics interact to construct a social system. (p. 407)

One outcome of this research is to establish a truth by examining the existing conditions and perspectives of individuals working at postsecondary institutions. Revealing a truth publically may inspire lecturers, and others, to consider the rituals, competing powers between groups, and those who benefits from the status quo (Kincheloe & McLaren, p. 409).

Purcell (2007) used critical theory as his lens to reveal the stigma, marginalization, and oppression of his full-time non-tenure-track experience. He believed a more complex portrait of the FTNTT experience needed to be documented. He stated, "But my 'best case scenario' offers an important lesson: even in the best case, there are significant pathologies embedded in the system of institutional hierarchy and privilege, and these pathologies grind down the spirit, health, and energy" (p. 132).

Critical theory complimented the theoretical framework because it provided the participants the freedom for self-examination of their personal and perceived experiences as English lecturers to be shared and documented throughout this study.

CHAPTER 3: METHODOLOGY

This study used qualitative research grounded in phenomenology to gather empirical evidence. According to Glesne (2006), "Qualitative research methods are used to understand some social phenomena from the perspectives of those involved, to contextualize issues in their particular socio-cultural-political milieu, and sometimes to transform or change social conditions" (p.4). The qualitative research method provided the best opportunity to understand the lecturers' social, cultural and political environments from their perspectives and experiences. The outcomes may lead to more discussions and research, as well as toward some conditions for change. Qualitative research allowed for the participants' own personal narratives to provide credence and a voice to their academic experience--a voice with not much representation in the current literature.

The phenomenological study allowed for the participants to explore their experiences as lecturers based on responses guided by the interview questions. A descriptive phenomenological approach permitted for the following according to Wojnar and Swanson (2007):

1. The emphasis is on describing universal essences;

2. Viewing a person as one representative of the world in which he or she lives;

3. A belief that the consciousness is what humans share;

4. Self-reflection and conscious 'stripping' of previous knowledge help to present an investigator-free description of the phenomenon;

5. Adherence to established scientific rigor ensures descriptive of universal essences of eidetic structures; and,

6. Bracketing ensures that interpretation is free of bias (p. 176).

This approach seemed appropriate and valid for guiding my research and for seeking "the truth" through the experiences and voices of the participants in my study. This process is detailed further in the data analysis section.

Theory selection was a daunting process. Initially, I considered the Labor Theory of Value as the unpinning theory to guide this study. Ernsberger's analysis (1988) of the theory stated that the Labor Theory of Value had several flaws, suggesting the Market-Exchange Theory as more appropriate. He said, "According to the market-exchange theories, value depends upon people's desires: the more they esteem an object and are willing to trade for it, the more it is worth. This theory is the basis of free-market capitalism, which Marx bitterly opposed" (p. 2). Academic Capitalism research (Slaughter & Leslie 1997; Slaughter & Rhoades, 2004; Bullard, 2007) utilized the Resource Dependency Theory and focused more on essential and powerful institutional resources important to commercialization and operations (Kezar & Sam, 2010). This was an important early theory as institutions maximized and transformed their resources into revenue generating streams through research, copyrights, and patents. Bullard (2007) used Resource Dependency Theory to examine the effect of the availability of external resources on humanities faculty at Florida institutions. While budget reductions have impacted institutions and hiring, this theory was close, but still not appropriate. Shaker (2008) used the Dual Market Labor Theory for the examination of English lecturers in her study. While this theory was applicable to her design and part of my inquiry, it did not align with my focus. Other theories considered were Institutional Theory, Equity Theory and Organizational Cultural Theory.

To keep my study aligned with my focus, commodification and critical theories were used. In this study, commodification theory (Shumar, 1997) was defined by two values: the

value of utility (function) and a value of exchange (worth). Critical theory complimented the theoretical framework by providing participants the freedom of self-examination of their personal and perceived experiences as English lecturers. According to Creswell (2007), critical theory perspectives are concerned with empowering humans to transcend constraints (race, class, gender) and the researcher needs to acknowledge his/her own power to engage in dialogues and use theory to interpret social action (p. 27). Moreover, Kincheloe and McLaren (2002) stated:

> Critical theorists understand that the formation of hegemony cannot be separated from the production of ideology. If hegemony is the larger effort of the powerful to win the consent of their ‘subordinates,' then ideological hegemony involves the cultural forms, the meanings, the rituals, and the representations that produce consent to the status quo and individuals’ particular places within it. Ideology vis-a'-vie hegemony moves critical inquirers beyond explanations of domination that have used terms such as 'propaganda' to describe the ways the media, political, educational, and other socialcultural productions coercively manipulate citizens to adopt oppressive meanings. (p. 412)

Critical researchers reviewed previous interpretations to uncover the ways in which the truth was attempted to be exposed. Kincheloe and McLaren (2002) also purported that “critical hermeneutics grounds a critical research that attempts to connect the everyday troubles individuals face to public issues of power, justice, and democracy” (p. 102). Guided by this research paradigm and theories, this study sought to answer three exploratory and interrelated research questions:

1) How do English lecturers perceive their institutional and peer value?

2) How do credentials, titles, and contracts impact their professional identities and ambitions?

3) What is the function and worth of this position beyond monetary compensation?

Bias/Caveat

> But it isn't just the atomization of 'faculty' in the corporate university that makes the project of amelioration so difficult. Nor is it the lingering ethos of gentility, as

> pronounced as it is in organizations like the MLA and AHA, that often prevents an enervated professoriate from recognizing its common interest with adjuncts and staff--or the same ethos that prevents many tenured faculty from regarding themselves as employees in the first place. (Nelson & Watt, 1999, p. 139)

As Bob Seger sang, “Twenty years…where’d they go?” It’s been 20 years since I was an adjunct faculty member and then became a lecturer of English at one of the institutions represented in this study. For six years, I was teaching at UNC Charlotte before I left the lectureship position for fulltime employment in the private sector. I was concerned that both my experience and my departure could add some bias into this research project. On one end of the spectrum, I experienced firsthand what it means to be an English lecturer at a public NC institution. On the other hand, I also found a more stable career outside of the institution, an option not recognized by many in this study. I also had my own personal experiences during my time in the position and my own interpersonal relationships with faculty and staff. I did share my experience with the participants during the course of our conversations. Phenomenology recognizes that the researcher who shared a similar experience cannot remove him/herself and his/her interpretations from the experience (Creswell, 2007). However, I was also acutely aware of the importance of objectivity and that my responsibility and commitment was to tell their story, not mine. The member check helped ensure I had captured their voices and experiences accurately and appropriately.

Additionally, the lectureship is a personal and emotional experience, so I was aware that participant bias could be reflected in the responses. Since I did not have a chance to observe lecturers interactions in the workplace, their responses could be biased because they were responding out of fear of exposure or dissatisfaction.

Research Design

The qualitative design was based on 17 interview questions that were guided by the three research questions which also provided me with additional data. The intent was to develop questions that offered participants opportunities to consider their lecturer positions, both personally and critically, from several perspectives.

This research was influenced by personal experiences and several literary works. First, my own experiences as a lecturer in an NC institution made me wonder if situations had changed over 20 years for lecturers. Furthermore, I was very much inspired by the works of Shumar (1997), Leslie and Slaughter (1997), Leslie and Rhodes (2004), and Giroux (2007) who chronicled the impact on faculty of institutions adopting a business model. Nelson (1995), Horner (2000), Bousquet (2004, 2008) and Donoghue (2008), the champions for contract educators in the Humanities and Composition were greatly influential. Bullard's (2007) dissertation on commodification research conducted at three Florida public universities provided a sound qualitative model; however, she interviewed 37 junior humanities faculty in the fields of sociology, criminology and economics, rather than English lecturers. Her study also used resource dependency theory, rather than commodification and critical theories. Purcell's (2007) autobiographical experience as a geography lecturer used critical theory which provided support and Hodkinson and Taylor's (2002) mapping process used in their qualitative study of lecturers was influential in this design. The writings of Cross and Goldenberg (2009) confirmed the difficulty of getting data about this specific population (FTNTT) and Baldwin and Chronister's work (2001) on lecturers teaching without tenure was significantly influential. Shaker's (2008) dissertation on lecturers in English was discovered after my research; however, it established some validity for the research and offered an opportunity to compare outcomes across a broader spectrum.

Participants

For this qualitative study, eight universities within the University of North Carolina Public multi-campus system were selected for this study. Selections were based on the Carnegie Classifications, as well as on the diversity of locations and student populations. A list of potential participants was also identified using English Department websites of these universities. Those identified as lecturer were listed and considered for participation in this study. In the case where the website did not use such a title distinction, I called the department administrative assistants directly to ask for assistance in identifying FTNTT faculty from faculty listed on their website. The names and email address were verified during these conversations, then documented and cataloged by institution.

Sixteen participants were sought and eight participants from six public UNC universities agreed to participate in this study. The participants represented the following NC public universities within the UNC multi-campus system: Appalachian State University (ASU) in Boone; North Carolina Central University (NCCU) in Durham; Western Carolina University (WCU) in Cullowhee; North Carolina State University (NC State) in Raleigh; UNC in Charlotte (UNCC); UNC in Greensboro (UNCG). A brief overview of the participating institutions is summarized below.

Six Public North Carolina Universities

North Carolina has a rich and prestigious academic heritage. The University of North Carolina (UNC), chartered in 1789, is the oldest public university in the United States. Since its charter, UNC has grown into a 16-campus system statewide. According to institutional websites, the 2010 fall enrollment in the UNC system was over 221,727 students compared with approximately 46,000 students in the University of South Carolina system (2011).

Institutions from the UNC system represented in this study signified broad types of institutions: rural, land grant, Historically Black College and University (HBCU), urban, as well as the oldest to newest, and the smallest to the largest. Moreover, the UNC system offered a rich diversity among its degree offerings and student populations to support a strong cross-sectional institutional sample for my research. North Carolina is a *right to work* state, which means union representation is not required for employment, and UNC faculty are not represented by unions.

Institutional Aggregate Data

According to the Carnegie Foundation, all of these universities were primarily residential and four were classified as large four-year institutions (UNCC, Appalachian State University, NC State, and UNCG). The exceptions were North Carolina Central University (NCCU) and Western Carolina University (WCU), both classified as medium sized institutions. Seven schools were ranked as high undergraduate enrollment and were identified as full-time, four year, more selective, higher transfer-in schools. The exception to this group was NCCU, which was classified as a degree seeking institution. Three of the six institutions, NC State, UNCG, and UNCC were classified as research universities and ASU, NCCU, and WCU were designated as Master's Colleges and Universities with larger programs. Regarding undergraduate instructional focus, UNCG and WCU were designated as Arts and Science focused; NCCU, NCSU, and UNCC were classified as balanced Arts and Sciences with professions; ASU's program was professions plus Arts and Sciences.

Table 1 shows an overview and comparison of the six institutions represented in this research. These data are defined in more detail in the text following the table. The institutional information (date founded, GPA, tuition and faculty ratio) was gathered from

information in April 2011 from *College Portraits*. The fulltime English faculty and lecturer information was based on the departmental websites.

Table 1: Institutional overview

Institution	Date Founded	Enrollment rank	HS GPA	In-state tuition	Faculty ratio	FT English faculty	FT English lecturers
ASU	1899	4	3.92	$16K	17:1	42	49*
NCCU	1909	6	2.95	$13K	14:1	35	6
WCU	1889	5	3.51	$14K	15:1	23	6
NC State	1887	1	3.57	$18K	18:1	62	68
UNC-C	1946	2	3.54	$15K	18:1	37	16
UNC-G	1891	3	3.58	$11K	17:1	40	17

*Includes part time faculty

Appalachian State University

Established in 1899, Appalachian State University is located in the Blue Ridge Mountains of northwestern North Carolina. During this study, the average grade point average (GPA) of high school applicants was 3.92 on a 4.0 scale (herein, the scale) and in-state undergraduate tuition and fees averaged $16,102 annually. During the 2009 - 2010 academic year, 3000 students earned bachelor’s degrees with the largest areas of degrees awarded in education, business, and communications, respectively. ASU had 852 faculty with a student ratio of 17:1. At the time of this study the English department website

indicated there were 42 full-time faculty in the English department and 49 non-tenure track English faculty. Lecturers were not differentiated from part-time instructors on the website.

North Carolina Central University

North Carolina Central University (NCCU) holds a distinction for the UNC system. It is the nation's first public liberal arts institution founded for African-Americans. This urban school, established in 1909, is located in Durham. The average GPA of high school applicants was 2.95 in 2009 - 2010 and in-state undergraduate tuition and fees averaged $12,801 annually. NCCU awarded 791 bachelor's degrees in 2010 with the largest number of degrees awarded in business, criminal justice, and safety studies. Overall, there were 429 faculty members and a student ratio of 14:1. At the time of this study the website listed 35 full-time faculty in the English department and six full-time English lecturers.

Western Carolina University

Like ASU, Western Carolina University (WSU) is nestled in NC's Blue Ridge Mountains; however, WCU was founded ten years earlier in 1889 in Cullowhee, NC. The average GPA of high school applicants was 3.51 and in-state undergraduate tuition and fees averaged $14,368 annually. WCU awarded 1,615 bachelor's degrees in 2010 with the largest number of degrees awarded in protective services, nursing, and education.
Overall, there were 469 faculty members and a student ratio of 15:1. The WCU English faculty website indicated there were 23 full-time faculty members in the English department and six full-time English lecturers.

North Carolina State University

As the largest university in the UNC multi-campus system, NC State is an urban school located in the state's capital, Raleigh. Founded in 1887, it is also the oldest school in

this study. The average GPA of high school applicants was 3.57 and in-state undergraduate tuition and fees averaged $18,427 annually. It awarded 4790 bachelor's degrees with the largest concentrations in engineering, business, and the biological sciences during the 2009 - 2010 academic years. NC State had a faculty total of 1,750 and a student ratio of 18:1. At the time of this study there were 62 full-time faculty members in the English department and 68 full-time English lecturers according to their website.

University of North Carolina at Charlotte

The newest school participating in this study is the University of North Carolina at Charlotte (UNCC), which was founded in 1946. This 950-acre suburban campus offers 90 bachelors, 62 masters, and 18 doctoral programs. The average GPA of high school applicants was 3.54, and in-state undergraduate tuition and fees averaged $14,627 annually. During the 2009 - 2010 academic years, 3,455 students earned bachelor's degrees with the largest areas of degrees awarded in psychology, education, and communications, respectively. UNCC had 981 faculty members and a student ratio of 18:1. At the time of this study their departmental website showed there were 37 full-time faculty members in the English department and 16 full-time English lecturers.

University of North Carolina at Greensboro

As a distinguished high research university, the University of North Carolina at Greensboro (UNCG) was recently named in *The Chronicle of Higher Education* (Supaino, 2011) as one of the top five US four-year colleges serving low-income students. This urban campus, founded in 1891, was formerly known as UNC's Woman's College. The average GPA of high school applicants was 3.58 and in-state undergraduate tuition and fees averaged $11,279 annually. More than 2,440 students earned bachelor's degrees during the 2009 -

2010 academic year with the largest areas of degrees awarded in education, business, and nursing. UNC-G had 788 faculty members and a student ratio of 17:1. At the time of this study there were 40 full-time faculty in the English department and 17 full-time English lecturers according to the department's website.

Although eight institutions would have added more significance to the sample size, the six that were represented provided a good cross-sectional representation for comparison and generalizations. Undergraduate profiles at five of the six institutions were representative of student data published in *A Profile of this year's Freshman* (The Chronicle of Higher Education, 2011). The majority of the students were White (75 percent), with the exception of NC Central, a Historically Black College and University (HBCU), with a predominant Black population (86 percent), which added to the diversity of this study. Furthermore, these institutions' top programs represented the interests of undergraduates nationwide: business, health, engineering, social sciences and education. For the most part, gender populations were fairly equal with females representing a slightly larger percentage of the population. The exception was NC State where males represent a slightly higher majority at 56 percent. Ninety percent of the students at these institutions were North Carolina residents and these institutions represented a good geographical cross-section of the state, with the exception of students at the coast.

Table 2 provides an overview of the eight participant profiles discussed in more detail in the following chapter.

Table 2: Lecturer participants

Inquiry	Response
Participants	8

Females	5
Males	3
Master's degrees	5
Terminal degrees	3
Average years as FTNTT	3
Teaching at institution where highest degree conferred	6
Titled lecturer	6
Institutions requiring core composition courses	8
Holding a degree in Rhetoric and Comp	1
Teaching 4/4 course loads	7
Average students per semester	100
Annual, renewal contracts	6
Evaluations as primary performance measure	8
Serve on committees	4
Most positive job aspect	Students
Most negative job aspect	Salary

Procedure

The participants for this qualitative study were invited to participate via an email sent to their university email accounts. A number between three and ten was drawn to identify participants. This was to help ensure anonymity rather than starting with the first lecturer. The first of two emails was sent to the lecturer listed on the institutional website based on the randomly generated number. Another email was sent to the second lecturer following the first selected. The emails were the same and invited participation in the study. The emails included a deadline to participate and, if interested, the lecturer only needed to select "reply." If the deadline passed and there was no response, another invitation was sent to the next lecturer at that school.

Those who agreed to participate were sent a handwritten note via the United States Postal Service (USPS) to their institutional address thanking them and acknowledging their participation. In addition, each was offered several options to make further contact with the

researcher to maintain their anonymity. Participants could call the researcher on a private number directly; use their preferred email account; or correspond with the researcher directly using the USPS. A preliminary inquiry for this design indicated that some participants may not feel protected using email even under Internal Review Board (IRB) guidelines; however, all did agree to use email accounts to set up the face-to-face interviews.

Once contact preference was determined; each participant received a follow-up email and asked for a convenient time at the location of his or her choosing to conduct the face-to-face interview. All participants selected a public venue, such as a restaurant, and a meal was offered as a gesture of gratitude for their participation. The face-to-face interviews were conducted during March and April 2011. All interviews were recorded using audio cassettes, and these cassettes remained the sole property of me. I also took handwritten notes during the taped interviews. Aliases were selected by each participant for purposes of anonymity.

I transcribed all of the interviews, verbatim, and offered member checks to each participant for review. Two declined the member check feeling confident with the transcription, five reviewed the transcripts, and one did not respond.

Instruments

Seventeen questions developed around the three research questions that were used to conduct the face-to-face interviews with all participants (Appendix B). All interviews were recorded and I also took written notes at the time of the interviews.

Data Analysis

Glesne (2006) stated, "Within the sociological tradition, the most widely used means of data analysis is the 'thematic analysis,' a processes that involves coding and then

segregating the data by codes into data clumps for further analysis and description," (p. 147). In addition, Colaizzi's Method of Analysis cited in Wojnar and Swanson (2007) guided my data analysis. The seven steps in this analysis were:

1. Reading and rereading descriptions.
2. Extracting significant statements.
3. Formulating meanings.
4. Categorizing into clusters of themes and validating the original text.
5. Describing.
6. Returning to participants.
7. Incorporating any changes based on the informants' feedback.

The interview transcripts formats were consistent and organized by the interview questions. Once the transcripts were approved by the participants, hard copies of each interview was printed and placed into a divided notebook. Each question represented categories to be further analyzed for similarities in narrative responses. It was hoped that this format would also helped me to remain objective by focusing on the context and content. This method also helped capture and categorize narrative responses of participant experiences and thoughts, leading to themes and outcomes.

After an initial cold read of the transcripts, each transcript was read a second time on the same day then locked away. This enabled me to reflect on the narratives and contemplate a preliminary coding scheme. Being visual, a color-coding provided me with an initial visual representation that I needed to begin making sense of the data. The color codes method allowed me to sift through the lecturer responses most applicable to their experiences, my research, and to assign sub-codes based on frequency within coded categories. Delamont

(1992) suggested using codes and categories to identify "patterns, themes, and regularities as well as contrasts, paradoxes, and irregularities" (cited in Coffey and Atkinson, 1996, p. 47). Documenting the frequency of positive and negative attitudes of participants helped in determining and charting patterns, themes, contrasts, and irregularities. The lecturer experience, as well as situations and interactions affecting his or her experience were key to the findings. Bracketing was used to separate my experiences from the participants.

There are several ways a researcher can make associations from the data toward creating meaning, such as using descriptive, analysis, and interpretation techniques. This study is based on descriptive, which Glesne (2006) described as:

> Description involves staying close to the data as originally recorded. You draw heavily on field notes and interview transcripts, allowing the data to somewhat 'speak for itself.' This approach answers the question, 'What's going on here?, and the narratives of descriptive analysis often 'move in and out like zoom lenses,' selecting and portraying details that resonate with the study's purpose. (p.164)

It was through the lecturers' experience and voice that their narrative was made available. Their reflections on their positions within academia were for their self-discovery and also provided others, whether within the institutional environment or outside, a public glimpse of their professional lives.

Reporting

The interviews were transcribed verbatim. Verbal emphasis was captured; however, no reference was made to non-verbal expressions. The majority of the reporting relied on thick, detailed and descriptive responses. However, in cases when there was a chance an identity could be revealed or compromised, loose translations were substituted. In this situation, the responses were presented as close to the original for data integrity. In situations where participants requested cleaner responses based on member checks, those edits were

made, but the integrity remained. The detailed descriptions from the respondents were guided by the research questions, coded, and then categorized for synthesis. It is through the understanding of each participant and his and her individual voices that the lecturer experience was communicated. Stroller (1998) said, "Using artistic forms of expression as guides, some researchers seek to combine the 'strengths of science with the rewards of the humanities" (Cited in Glesne 2006, p. 197).

Ethical Considerations

This study and my research protocol were submitted and approved by the Institutional Research Board (IRB). Potential participants identified by random selection were contacted and notified of my IRB approval, and given my contact information, as well as the contact information of my Chair. Those who agreed to participate were first contacted via USPS and given three options for contracting the researcher, to ensure privacy. I had no prior contact or relationship with any participants and each participant selected his or her preferred place to conduct the interview. Furthermore, each participant signed a waiver and also selected an alias to shield his or her identity. Five of the eight participants were sent copies of their transcript via their preferred medium and conducted check reads to verify my accuracy. Two declined the reading opportunity reporting that they were comfortable with my ability. One did not respond.

Limitations

While participants in this study represented institutions with differing classifications adding diversity, this study was limited to North Carolina institutions, which may or may not

be representative of this group. Moreover, North Carolina institutions do not have any union representation, which could also impact the outcomes. In addition to being limited in scope, the size of the population was relatively small. Moreover, while invitations to participate in this study were conducted on a randomized basis and yielded a fairly diverse group representing gender, all participants were Caucasian, thus may not be racially or ethnically representative. While it was believed this study could be replicated in other core disciplines, such as math, history, and foreign language studies, this study focused only on lecturers in English. It was the intent of this study to represent the perspectives of lecturers; however, the fact that institutional administrators, department heads, tenured, tenure-line and part-time faculty were not considered in this study may be seen as a limitation. Institutional information gathered from websites when this research began may have changed and may no longer be representative of each institution.

Remaining Chapters

The data collected from the participant interviews is shared in Chapter 4. The final chapter, Chapter 5, includes the discussion of the data findings, conclusions, and the recommendations based on the outcomes.

CHAPTER 4: RESULTS

In this chapter the research findings from participants were analyzed and shared. Data collected about the UNC system was provided; however, the data through face-to-face interviews of English lecturers teaching within the UNC system was foundational. The interview questions, available in Appendix B, were developed around these three exploratory and interrelated research questions:

- How do English lecturers perceive their institutional and peer value?
- How do credentials, titles, and contracts impact their professional identities and ambitions?
- What is the function and worth of this position beyond monetary compensation?

This chapter begins with overviews of the NC postsecondary system and aggregate participant profiles. The grade ascribed to five of the six key indicators provides a snapshot of NC's postsecondary performance in education. This is important because it also gives an overview of the students enrolling into NC postsecondary institutions to provide some foundational data to complement lecturers' comments.

While the research questions guided the interviews, several themes emerged during the interview process revealing perceptions of personal and professional value and worth. The lecturers, their insights, and their institutional experiences are reflected here.

North Carolina's Report Card on Higher Education

The National Center for Public Policy and Higher Education publishes individual state report cards based on six key indicators: preparation, participation, affordability,

completion, benefits, and learning. A comparison of North Carolina's report cards from the years 2002 and 2008 showed a downgrade on four of the six key indicators with the sixth indicator, learning, denoted as "incomplete," as it was across all states. Outcomes of the key indicators were measured by letter grades and used a plus and minus scale to provide an overview of NC's academic landscape. By excluding learning, four out of the five key indicators (preparation, participation, affordability, and completion) showed declines with only benefits showing an increase.

In 2008, preparation which measured students' readiness for training or education beyond high school, received a B- grade. The report called *Measuring Up 2008* stated, "Over the past 15 years, the proportions of 11th and 12th graders scoring well on college entrance exams have increased substantially, although the state's current performance on this measure remains very poor when compared with other states" (p. 5). While North Carolina improved on this measure statewide, nationwide, NC students were not as prepared to enter into their next educational phase.

Similarly, participation, which evaluated the state's opportunities for students to enroll in education and training beyond high school, received a D+ grade. This report stated, "About 18% of the adult population has less than a high school diploma or its equivalent, compared with 16% nationwide" (p. 6). North Carolina's adult population without a high school diploma or GED was 2% higher than the national average so some state residents did not meet the entry standards of state schools. Likewise, affordability in NC received an F grade indicating that higher education was not affordable to all students and their families. "Compared with the best performing states, families in North Carolina devote a very large share of the family income, even after financial aid, to attend public two-and four-year

colleges and universities, which enroll 84% of college students in the state" (Measuring Up 2008, p. 7). While affordability remains a hot issue nationwide, in-state tuition and related costs for NC residents remained out of reach for a large majority in 2008.

Completion, which measured student progress toward certificates or degrees on schedule, also received a B- grade. Confirming earlier data, the reports said, "A very high percentage [58%] of first-time, full-time college students complete a bachelor's degree within six years of enrolling in college" (p. 9). While this information was encouraging, it also supported the trend of taking longer to complete a degree within the standard four years. Benefit, referred to the benefit NC received from having a highly educated population. In 2008, NC improved to a C+ grade from a D+ in 2002. Although NC is rich in postsecondary institutions, only 36% of adults between ages 25 - 64 had an associate's degree or higher. Within the same age range, only 27% of adults had a bachelor's degree or higher. The report cited this small proportion of residents with degrees weakened NC economy (p. 10).

The UNC system

As mentioned in Chapter One, a study conducted by the National Association of Scholars for The Pope Center reviewed the general education requirements at 11 of the 16 UNC institutions (Blosser, 2004). The six institutions represented in this study were included among those reviewed. The study found the general education curriculum of the 11 institutions to be weak. Blosser (2004), citing key researcher Brasor stated the standards were fine but institutions and faculty had not lived up to the standards. Some reasons cited were fluffy classes offered to students as substitutes for the core requirements, as well as a specialized faculty more interested in using classrooms as platforms to promote social change. While this report showed UNC institutions were not living up to the standard core

curriculum, it also stated UNC was not an isolated case but representative of a growing trend nationwide.

Participant Overview

As previously stated, I interviewed eight lecturers teaching first year writing and Table 2 provides a quick overview of the aggregate participant profiles. It shows the similarities as well as the differences among the eight participants.

Table 2 :Lecturer Participants

Inquiry	**Response**
Participants	8
Females	5
Males	3
Master's degrees	5
Terminal degrees	3
Average years as FTNTT	3
Teaching at institution where highest degree conferred	6
Titled lecturer	6
Institutions requiring core composition courses	8
Holding a degree in Rhetoric and Comp	1
Teaching 4/4 course loads	7
Average students per semester	100
Annual, renewal contracts	6
Evaluations as primary performance measure	8
Serve on committees	4
Most positive job aspect	Students
Most negative job aspect	Salary

Table 2 indicates that of the eight lecturer participants in this study, five were female and three were male representing a fair distribution across gender. Moreover, three of the

eight were married, two with children. This was worth noting in the data because both parents held terminal degrees and both were trailing spouses.

Trailing Spouses

Past literature on trailing spouses referred to a spouse who followed his or her partner overseas. More frequently, this term is used to describe domestic relationships where one spouse got employment and the other partner left his or her career to follow. The issue of trailing spouses is becoming a common practice and problem in academia. According to Baldwin and Chronister (2001),"In some instances, one spouse or partner receives a position at a college or university or a professional position in the community, and the accompanying partner acquires a full-time non-tenure-track position at a nearby institution" (p. 141). Although this was not one of the interview questions, this information was revealed during the interview and is becoming an important topic of study in the literature.

Both participants, one male and one female, were married to spouses with PhDs. Their partners received tenure-line positions at the institutions where my participants, their spouses, were lecturers. As compensation, one was given a different title than lecturer and the opportunity to teach a class other than the usual 4/4 composition load. On the other hand, the other had only the opportunity to teach a seminar class when a faculty member was on leave. Both blamed the economy, not their spouses, for their employment situations. The participant who resided around several postsecondary institutions was unable to find a tenure-line position. The other trailing spouse had an opportunity for a tenure-line position at the same institution; however, the search was dropped when the economy took a downturn. Both were hopeful that an improved economy would improve their job prospects for fulltime tenure-line employment. One said, "I think if the economy gets better they might consider

adding some other majors or minors, but right now everything is on hold everywhere. Not just in creating one course but creating anything new is on hold."

Likewise both shared that their employment situation affected them professionally and personally. One participant stated, “I live with somebody who got a tenure-line job and he feels the same way as me. He’s got a 4/4 load as well and more pressure to publish. Every night we work and it’s hurting our marriage.” They also argued about who had more time to take care of their children because both jobs were so demanding. After our interview, I waited with the other participant who was meeting his wife at the corner so he could take their child while she went to teach her class. He shared that paying for childcare was not an option. The other married participant had no children at the time of the interview, and the spouse was employed outside of academia.

Yet, paying bills was a struggle for both couples. Pay, discussed in more depth later, was an issue affecting single and married participants. One lecturer said, "We don't get paid enough. We get burned out because it’s hard working really long weeks, and taking a lot of work home. You're paying your rent; buying groceries every month; doing nothing fun, AND [emphasized] you're out of money." Another shared that he'd probably be scrambling to make a living if he had children.

Within the group, the average length of employment as a lecturer was three years; however the actual employment ranged from one semester to nine years, reflecting a range in experience and perhaps perspective. Regarding degrees, five of the eight had master's degrees and three had terminal degrees. All of those with master's degrees, including the participant with an MFA, were lecturers at the NC institution where they received their highest degree. Moreover, all but one received their only formal training in instruction during their master's

programs. The other had a week of training prior to entering the classroom. In North Carolina, unless a person holds a state teaching license he or she is unable to teach in the K-12 public school system. However, the master's is a qualifying degree to teach core curriculum, such as English composition, at community and postsecondary institutions (NSOPF, 2004).

Furthermore, six were titled “lecturer,” the common title for this position at UNC institutions. Two held different titles, one because of the trailing spouse scenario, and the other was a short-term administration position filling in for an ailing colleague. All institutions required English composition as a core undergraduate course; however, different institutions within the NC university system offered different options. Five of the six institutions required two three-credit hour courses but NC State required one four-credit course. At Western Carolina students took one course their first year and the next course during their second year. At Appalachian State and NC Central, programs were housed under writing or mass communications programs rather than in specific English departments. Both of these schools, as well as NC State, used Writing Across the Curriculum (WAC) as the requirement. Similarly, some instructors used a program mandated textbook, others had choices from selected textbooks, and one had open choice. Most worked from a department-developed prescriptive program for composition. Those who did felt they had the flexibility within the curriculum to create their own creative assignments.

In addition, only one lecturer held a degree in Rhetoric and Composition. Others held specialties in the several areas of literature, linguistics, poetry, and general English. One participant said, "It's strange. I think, I actually do, that part of this [lecturers with different areas of specialty] might be the idea that anyone can teach comp." Seven, all but the one

participant who assumed the temporary administrative position, were teaching 4/4 course loads and averaged 100 students per semester.

All of the participants were hired on a contractual basis. As with core requirements, the UNC universities represented in this study had different contractual hiring requirements and processes, and all but two contracts were annual. Of the two that were multiple year contracts, one school was converting over to the annual contact at the end of the academic year. All participants were required to reapply for the lectureship position. One shared:

> We have to fully reapply so we have to turn in a cover letter and updated CV. They also suggest that we get new observation reports, or new letters, things like that to make it more competitive. But the other strange thing is that they know all of us and they know most of us attended school there. So it seems kind of arbitrary, not arbitrary, but like going through the motions when they ask us to reapply because it's not like we are mystery people.

On the other hand, another was evaluated based on the portfolio system. He said:

> A lot of people don't like the portfolio system, but I like it. It's the same thing with my writing students, it empowers them to create the situation that they are evaluated on, not just one or two papers that they are stuck with a grade, you know. The same thing, it [the portfolio] is based on my teaching, so I give evidence of my own teaching. There are always parts of the process you would change and do differently, but I like it because I think it gives a better picture of who you are. I'm sure there are some people who have been here a long time and that helps in their favor, but there's got to be something said for programmatic continuity as well.

Some lecturers were informed at the end of spring semester if their contract was extended; a few were informed one month prior to the beginning of fall semester. All participants on annual contracts expressed concerns over the budget and their job security. One said, "Of course the budget is the big issue right now. All of us [lecturers] are on the line right now because tenure-track and teaching assistants are protected and we're kind of left out there." Another said the department head said, "You guys [lecturers] are valuable to us and we appreciate the work you put in and do, but when the budget is slashed, which it's going to

be, your jobs are the first to go." One participant saw lectureship positions cut from 30 to six; another from 16 to six.

Although some lecturers were also evaluated on teaching observations, student evaluations remained the primary measure of teaching performance. One voiced concerns of her institution shifting to online evaluations. These evaluations were also anonymous but not mandatory. The concern was that only disgruntled students would make the effort to complete online evaluations. Four of the eight served on committees, and two of the four served voluntarily. The issue of mandatory or voluntary service impacted the lecturers' perspectives. A participant required to serve on committees and advised students stated:

> I think it's exploitive because they expect the non-tenure line people, once they are established to do the advising and I've never seen that at a university before. And I think that's ridiculous. And we are all expected to be on subcommittees, which in a way is the part that makes it more equal and good, but in a way it taps people who have 100 students and who want to apply for a tenure-line job. They are not going to have any time working on their research or even look for a better job which takes so much time. I am on three committees and I am expected to do that. So they really suck you dry [laughs] and there is no limit. You are also expected to march at graduation and go to convocation.

Another who volunteered to be on committees saw this service in a different perspective. She said:

> I also feel we're getting opportunities, maybe the opportunities were there before, but we weren't taking them necessarily. Like opportunities to serve on committees, for example. Well now we are becoming more informed as to what committees we can serve on and what they involve. So I served on the salary review committee for lecturers, last year and this year, and it was very challenging looking at your peers' activity reports and making judgments about how you are going to rank them based on professional development and teaching. I just feel like that was something new and motivating and challenging for me to feel, beyond teaching, that I was involved in some way.

She went on to mention she had a chance to advise students, which she found to be a different and motivating experience. These examples showed differing perspectives between

two lecturers and two UNC institutions. One saw the additional expectations as a liability and the other as an opportunity.

On the other hand, all of the eight participants felt their students were the most positive job aspect. Most shared two common student experiences: an inability to see value in core classes and student resistance in the classroom. One of the newer lecturers purported, "Because of the writing requirements of the university, they need someone to teach them. Tenure-track aren't going to teach freshman composition and I don't know why. I love freshman. I understand that it's not in their research area, but...." Similarly, one participant with the most experience shared:

> I feel like I'm really this conduit to a lot of these students that could go either way. I want to help them see the world, not that I am an expert, but I feel like they have opportunities and a lot of them don't. I don't know -- I give them tough love too but I give them skills to help them get a leg up. They have real idealistic, generalized impressions of what the world is going to be like and what a college degree can do.

All of the participants throughout their interview shared that tenure-line faculty were not required to teach composition at their institutions and many expressed they should as an important part of their professional development. Conversely, pay wage, or the lack of it, was the most negative perspective of the job. "We teach eight classes and eight sections a year and we get paid $28,000 before taxes, so what I see on my paycheck is like $1800 a month," another shared. All agreed that the current economy had impacted the budget. One with the most job security because of a multiple contract acknowledged no raises that year due to budgetary constraints. While a specific question on pay was not included in the interview questions, it was directly referenced by seven of the eight participants. During the discussion, it was also apparent that different schools within the UNC system had different salaries for their lecturers. According to *Faculty Median Salaries by Discipline and Rank (2011 - 12),*

the median salary for a new English Assistant Professor was $52,405 annually and for an Instructor was $41,655 annually. Since these salaries represented the median, it stands that there are both higher and lower salaries nationwide. Some unionized institutions, which the UNC system is not, may reflect higher salaries than represented in this scale.

The ages of participants spanned three decades reflecting varying levels of experience and perspectives. Much of their journey was prescriptive. Although acutely aware that the job market was bleak, the three participants with the terminal degrees were still hopeful to find full-time tenure line positions. Of the five with master's degrees, two were planning to pursue PhDs; one was unsure but considering a PhD, and two consider the lectureship as their career. The two participants content with their current lectureship positions shared their perspectives. One said, "I don't want to get my PhD. People already call me doctor and for other reasons, I don't want to go through all that political stuff. What I want to do is be a good teacher, a mentor, to a population that needs some structure." The other stated, "I have a master's, I'm a lecturer, and I 'm very happy with that. I don't look around and feel like I am less than others because of that. I feel very content and at peace with my status." Those with non-terminal degrees selected the lecturer position as the next step in their career paths, while those with terminal degrees felt as if the position is a step back in their careers.

Perceived institutional function and worth

Directly related to a research question were the participants' perceptions of their institutional value collected over four measures: the university, students, English departments, and peers, referring to colleagues. Quotes were attributed using an alias selected by the participants to protect their identities. The names selected by the participants were:

José, Amelia, Rita, Josie, Edgar, Lillian, David, and Martha. In situations where even an alias name might potentially reveal a participant's identity, pronouns were used.

Overview of the University of North Carolina System

The University of North Carolina (UNC) school system is comprised of a 16 multi-campus public system and perspectives from eight lecturers from six UNC institutions are represented here. The UNC system is governed by the UNC Board of Governors; however, each institution within this system has its own board of trustees. It is the responsibility of the Board of Governors to approve new academic programs, establish tuition and academic fees rates, prepare budgets and statewide strategic plans for all 16 institutions, as well set enrollment caps at all institutions. According to the American Council of Trustees and Alumni (June 2005) the UNC system's stated mission was to:

> ...discover, create, transmit, and apply knowledge to address the needs of individuals and society. The mission is accomplished through instruction, which communicates knowledge and values and imparts the skills necessary for individuals to lead responsible, productive, and personally satisfying lives; through research, scholarship, and creative activities, which advance knowledge and enhance the education process; and though public service, which contributes to the solution of societal problems and enriches the quality of life in the State. In the fulfillment of this mission, the University shall seek an efficient use of available resources to ensure the highest quality in its service to the citizens of the State. (p. 8)

Although each institution was guided by its own mission statement, the UNC Board of Governors and their mission statement governs and guides Chancellors, Provosts, Deans, and all who were employed within this 16 multi-campus system. Institutional mission statements that govern and guide each institution must be approved by the UNC Board of Governors but do vary in focus and length. Table 3 represents a quick visual example of the length of 2012 institutional mission statement included in this study to show differences and flexibility with the UNC school system.

Table 3: Mission statement lengths in words

Institution	**University Mission Statement**
Appalachian	141
NC Central	208
NC State	74
UNC Charlotte	288
UNC Greensboro	111
Western Carolina	51

Within these words, each institution stated its position and commitment to students and faculty. These statements were taken from each university's website and the university's mission statement. These public proclamations represent the institutional commitments but may prove consistent or contrary of lecturers' experience. Key statements regarding faculty and teaching from each 2012 mission statement are included below in Table 4.

Table 4: Key statements from mission statements

Institution	Faculty and Teaching
Appalachian	University College also provides an environment in which students, faculty, and staff can develop, experience and disseminate practices of engaged and successful learning.
NC Central	North Carolina Central University, therefore, encourages and expects faculty and students to engage in scholarly, creative, and service activities, which benefit the community.
NC State	As a research-extensive land-grant university, North Carolina State University is dedicated to excellent teaching, the creation and application of knowledge, and engagement with public and private partners

Table 4 Continued

Institution	Faculty and Teaching
UNC Charlotte	A strong foundation in liberal arts and opportunities for experiential education to enhance students' personal and professional growth.
UNC Greensboro	Learner-centered, accessible, and inclusive community fostering intellectual inquiry to prepare students for meaningful lives and engaged citizenship.
Western Carolina	Western Carolina University creates engaged learning opportunities that incorporate teaching, research and service through residential, distance education and international experiences.

Both Tables 3 and 4 reflect upon the individuality of institutions within one system. Culling participant responses showed about half felt their institutions followed closely to their mission statements. From an institutional perspective, all the interview participants understood that their primary function was to teach undergraduate writing, a core curriculum requirement for all majors across the institutions. However, several lecturers expressed feelings of unacknowledged at the institutional level and across departments. José stated:

> We do work behind the scenes and this helps these other programs. You know if we didn't exist, then the heavily funded programs and their students wouldn't be nearly as good. You know we don't every get any overt credit for that. There is a core curriculum, so other departments can make the same argument--if we're a required class for all students then we must be important. That's an important line of argument.

His perception that they taught disposable classes was representative. Additionally, several expressed while they may be unacknowledged by their institution, they should be acknowledged for their critical and important contributions to the university. Undergraduate classes set the tone of academic expectations and can greatly influence student perceptions of the academic experience and the university.

Rita said:

> I feel that we are seeing these freshmen who are going to go on no matter what their field is, and we are forming them at the early part, when they are just starting the university and I feel like we are very influential. I mean we can't totally change every student but I think that we have a big influence on these students.

On the other hand, two participants felt unrecognized until there was expressed discontentment within the institution. Martha said, "You know people always blame the English Department when people can't write and they don't see how they were when they came in and that you've progressed them this far." She also shared that to keep a good relationship with the rest of the university, the second required writing course was changed and this has not improved any consistency within the department. Lillian shared a similar perception at her institution that when X, Y, or Z were cited by students in exit interviews as university problems, she said, "What trickles down is that we're not educating them well and it has nothing to do with that." She further explained that the student problems were with finance, dormitory issues, class availability, not with the quality of instruction received in core classes. In addition, Lillian felt this form of institutional scapegoating had become exploitative.

Exploitation has been a topic for decades in the discussion of part-time faculty as stated in Chapter 2. Much of the discussion surrounding part-time academics was based on no annual or long term contracts, no benefits, and poor pay. As expressed by Lillian, exploitation remains part of lecturers' institutional vocabulary but the implications were different, broader. Issues of pay and heavy course loads reflected on their perceptions of their institutional value. Martha purported, "I think from the university perspective, non-tenure line people are cogs in the wheel. They're just a necessity and they [the university] are willing to exploit them. And when they get tired of them, the people can just move on." José

said, "I have a four/four course load so without folks like me, they can't offer these classes. The whole university curriculum would have to change because they definitively can't afford to get exclusively tenure-track faculty, they are too expensive." Lillian added, "There is something to be said for being cheap in this economy. We have tenure track faculty across the university who have been let go. It really is because we're cheap and we teach so many students." Amelia said, "Educating students is the foundation of our system. Yes, research is important, it brings in money and that's all well and good but if we didn't have the students, we couldn't do the research."

On the other hand, those with terminal degrees felt exploited by their institutions. They felt their institutions were taking advantage of the poor market and their employment circumstances to get more qualified instructors for lecturer pay. Others felt exploited by the drastic reduction in staff that created additional work, but all were also happy to be employed. But exploitation at the institutional level loomed larger as it did in previous literature. One participant said "the theory in her department" was that the Chancellor and Provost will decide to fire people, then rehire them back at a lower pay and without benefits.

Along similar, but more academic lines, student acceptance and placement were questioned. Issues about student preparedness, which NC received a grade of B- in 2008 (*Measuring Up)*, were confirmed and addressed by participants. NC State moved from SAT/HSGPA scores to a self-enro1l, self-placement program for English 100 (remedial) or English 101 (composition). The NC State lecturer mentioned that her institution had diagnostic safeguards in place to ensure successful completion of the class. If the student does not do well during the diagnostic phase, "We can recommend that students take themselves out of English 101 and place themselves in English 100," she said. Edgar and

Martha shared a different experience. Edgar had difficulties dealing with classes of students with diverse ability ranges. "You pick an assignment for a certain level of ability and then there are kids struggling because they claim they have never written an essay in high school," he purported. He felt he could be a more productive and effective teacher if the school screened students before and filled classes based on their academic abilities. Martha's experience was similar to Edgar's. She said she had to start her classes at a different level because "there is no sense starting where no one is." Martha said she learned several different styles of academic writing across disciplines to incorporate into her teaching.

All participants shared stories of going the extra mile to meet the challenges of unprepared students with inadequate writing skills and discussed modifying their teaching styles to accommodate different proficiency levels within their classrooms. Furthermore, everyone was proud of the quality of educational and classroom experiences he or she offered to his or her students.

Outside of the classroom, several also offered other examples where they added value at the institutional level, but again receive no credit or recognition. A few mentioned helping students navigate through the university and federal loan red tape. Others mentioned helping students cope with the transition to the university environment. Mentoring, advising, and esteem building were also a part of the lecturers' composition curriculum. Martha and Lillian shared stories about how ill prepared students were trying to cope with the realities of a college education. Martha said, "They have real idealistic, generalized impressions of what the world is going to be like and what a college degree is going to do." Lillian shared similar encounters. She stated:

> They feel duped because of their parents. In many ways their parents either blocked out the fact that they had to start at $25K when they got out. Or they come from

> situations where their parents didn't go to college, so their parents have this idea of what a college degree brings with it. And so I have students who are pre-med and pre-law and they're like, 'Well when we get out...' and I say, 'You're going to get out and not have a market to go into. A pre-med major does not get you a job, You have to go to medical school.

All of these services (advisor, committee member, mentors) fulfilled by the lecturers were important to both the institution and students. Unfortunately, these acts may only be acknowledged by the department or students, but not the institution. Again, the negative perceptions of institutional exploitation became strong measures of value for the lecturers, their positions, and their contributions; however, institution recognition of their contributions seemed non-existent. There was no representative voice at the institutional level. All interview participants saw the lecturer position as valuable to the institution and its mission beyond payroll savings as significant, but also as an unrecognized value.

Impact of student perceptions on institutional function and worth

All the institutions in this study required every student to take at least one core writing course (unless he or she tested out of the course). So, understanding the lecturers' perception of their professional function and worth from their view, based on their student interactions, seemed relevant. All interviewees shared stories of going the extra mile to compensate for unprepared students or to energize and engage. Rita shared an example saying:

> Like I have a student right now that is 42-years-old and I don't know what he does. He's working full-time, he's married, he has a couple of kids and he's a full-time student. I forgot what his field is, I think it's math or accounting, but he's just been so negative on English his whole life. He does struggle with writing but he said something like he felt more encouraged and felt like he made more progress the last few months then he had in 42 years. So I just wrote this on a midterm letter, and I just commented like wow, I think that's pretty good progress.

David said:

> The field of Rhetoric and Composition has always talked about the empowerment of the student, enabling the student, and I'm sure other disciplines do as well, but we are focused on this. That's what we think about all the time. We want to obsess about it at 10 o'clock at night. You know that something's not working in my class, or a student felt disempowered by something I did or said. I ask what am I going to do about this? You know?

Additionally, all participants expressed that initial student resistance was often a constant barrier. From the lecturers' point of view, much of this resistance stemmed from the students' inability to see the overall value from these core classes. From my participants' perspectives, most students viewed these undergraduate classes as income generators for the university and as roadblocks to direct access to classes in their majors. In addition to, and from the participants' viewpoint, the students' consumerist attitude added to their challenge of student engagement. Several participants shared their perspectives. Edgar said, "I think there is suddenly a consumer aspect and they are all in it for the degree. I mean I do think you get a few who seem to be very enthusiastic about the materials. But by and large they are quite demanding about their grades; they are just in it for the grades. They try to get by with as little work as possible."

Josie added, "I do have many students who are very much in the consumer category. They say things in class like will this be on the exam? Or how can I get an A in this class? They clearly don't care very much about the materials." Moreover Amelia shared, "Oftentimes I think students consider themselves as consumers; they're paying to be here. They want to get out of it what they can, be that partying or learning good writing skills, and they are going to get out of it what they want out of it." Similarly Rita stated, "A lot of them just want to pass the class because they say, well this is a requirement and I just want to get it done so I can move onto what I really want to study in my field." Lillian purported, "They

are very aware of what paying for an education is, and usually in the moment of panic, when they know they've screwed up, they default to I'm paying your check so I should get my A."

In addition, all participants admitted to encountering some form of student resistance to learning, at least initially, in their classrooms. All participants said they capitalized on student resistance to motivate, engage, and to re-establish his or her professional role with students. All participants felt overcoming resistance measured a level of their success in the classroom. José said, "I definitely try to play into it like, 'I have to be here; you have to be here; so let's at least get something done while we're both here.' But I am not trying to convert people to English majors or convert people to loving writing." Lillian stated:

> So I just plainly lay that out at the beginning of the semester. You're paying me to give you an education. This is what an education means and requires; therefore, you're paying me to make sure you're doing what you're supposed to do, not for me to write you a hall pass. And I'll tell them, 'Now you can go ahead and try it. Take your tuition for four years and bring it to the Chancellor and see if he'll give you a diploma.'

Results from this study showed no one lowered his or her performance expectations or grading standards based on the consumer mentality, or for job security from better student evaluations. Across all participating institutions, everyone saw his or her students as personally valuable and worth any extra effort to engage with them and to drive results. David shared his challenge:

> Students see this degree as transactional. One student admitted to me that it was high school part II and I think that's another thing happening. The BA is not the base level anymore; the MA is the base level and that's happening in a lot of different fields. And I think students are looking more and more at their undergraduate, not as something that's a privilege to do, not as something they choose to do, but as something they *have* to do if they don't want to flip burgers somewhere or do something else. You know they have to feel like they have to have the BA just to be on the very bottom of the best. So they're looking at it as an obligation that they *have to do* so they are less engaged in some of their undergraduate classes and resent them because they know they are going to have to go on to the MA.

Most averaged spending an average of 50 or 60 hours a week on grading, planning, and conferencing, in addition to spending extra time mentoring, advising, and helping students navigate through the university system. Lillian said, “Many student surveys showed our positions were very important to them. Their contact with us was very important to them.”

Perceived English department function and worth

Out of interest and consistency, Tables 5 and 6 below shows the length of the English department mission statements and key statements regarding faculty and teaching. This information also came from the 2012 English department websites of the universities in this study. Again, it reflects upon institutional and department individuality within one multi-campus university system.

Table 5: 2012 English department mission statement lengths in words

Institution	University Mission Statement	English Department Mission Statement
Appalachian	141	233
NC Central	208	56
NC State	74	347
UNC Charlotte	288	681
UNC Greensboro	111	408
Western Carolina	51	205

Table 6: Key statements from English department 2012 mission statements

Institution	English Department on Faculty and Teaching
Appalachian	Our strongest commitment, however, is to outstanding work in the classroom, based on enthusiastic interaction with students and dynamic engagement with cultural history.
NC Central	A major in English prepares students for a variety of careers and for continued personal, civic, and professional development. All courses offered through the Department enhance skills in reading, writing, and critical thinking.
NC State	We are proud of the wide array of programs offered in the English Department, the significant scholarship and teaching of the distinguished English faculty, and the varied accomplishments of the students who have been inspired in their studies here.
UNC Charlotte	Our intellectually diverse faculty, which brings together expertise in British and American Literature, Linguistics, Children's Literature, Technical Communication, and Writing, is dedicated to excellence in teaching, as well as a commitment to scholarship.
UNC Greensboro	The foundation of our students' achievements is the English Department faculty, a teaching staff of nearly 100 including graduate assistants, lecturers, and 35 tenure-stream faculty who represent the full range of specializations in literary studies, rhetoric and composition, and creative writing
Western Carolina	Guiding the way is our experienced, dedicated faculty, many of whom have followed this same path and made their mark as successful professionals and award-winning authors.

At the departmental level, all participants felt his or her function as a lecturer was valuable. When asked why the lecturer position was created, five said to teach composition; two said as a transitional position for graduate students; one responded, “Because we fought for it.” Since there were fewer, but typical, negative responses in this area, I will begin with the negatives.

Pay/Wage

Not everyone mentioned his or her dissatisfaction with pay; however, it was on the mind of the majority of the participants. José laughed that he was probably the perfect chump to come in and take low pay for lots of work. But he also said:

> At the same time the economy is tough and it's not my boss's fault that I get paid what I get paid. It's not the Dean's fault. It's not the Provost's fault. It's not even the Chancellor's fault, you know? It's like a budget issue, a state issue, a tax payer issue. So my gut response is we don't get paid enough, we get burned out because it hard working really long weeks; taking a lot of work home. But at the same time, you wouldn't get yourself into that position if you weren't enjoying what you were doing. I have plenty of friends making more money who are unhappy and I'm pretty happy with what I am doing.

Another participant shared a story in the fight for better pay. She said:

> First with the bond referendum, we got them to create our positions which were 80% fulltime equivalency and then we were considered fulltime by the state so therefore they had to give us benefits, And what we were shooting for was benefits and a raise in pay. The faculty began calling us 80% lecturers and we would joke that on a good day we did 87% of the work. So that shift to 80% fulltime non-tenure track faculty gave us $24,000 with full benefits, meaning full health and retirement. We, the English department, sent a resolution that was signed off on by our tenured faculty, and then the entire English department decided to sign off on it. We sent it to the Chancellor and to the faculty senate to have the things laid out in the resolution, like multiple year contracts, pass. But it took another three years to get the issue of multiple year contracts to pass.

So while pay remains an issue, participants did not really make it an issue with their departments. Several expressed that some faculty sympathized over their contractual conditions.

Office space

Only a few lecturers had their own offices and the majority was forced to share space. This impacted their sense of value within the department. Amelia said:

> Sometimes [student] conferences get in the way but there are other places on campus that we’ve found that we can go with students to meet with them. If three of us are conferencing on the same day, there’s some lounges and things that we can take students to so we sort of even that out.

Another said:

> Most of the 40 of us [including part-timers] are crammed into two offices and one of them visibly shakes continuously. And the computers, there are maybe four computers for 13, 14, 15 people to share in one space and they don’t work very well. Students don’t feel comfortable walking into a room with six people and talking about their grandmother being sick that weekend, you know what I mean? We’re talking about a violation of their privacy rights as well as ours in some ways. You know you are talking to a student about grades with five or six people sitting around.

Josie stated:

> We are sort of seen as part of the department but not really part of what goes on in the day-to-day operations of the department. We don’t have offices in the same building. We do have mailboxes there though. So we are far away physically and a lot of us feel far away psychologically as well because, again, we are not part of what seems to go on day-by-day in the department.

Like Amelia, Edgar took students off campus for meetings but encountered a different problem. Edgar said:

> We also don’t get good office space and I think that’s important. Three of us share a small office and that’s not a problem except that with our lower level comp courses we do a lot of student conferencing. We’ve been banned from meeting at the local coffee shop because the management doesn’t like us bringing students there for conferences.

One of the trailing spouses mentioned at least he can use his wife's office when she is not there so he has a place to meet with students. It also showed the value between the positions at that institution. The lack of office space was more a point of contention than pay. On the other hand, at Rita's institution, the lecturers did have their own offices. Her story was

different. She said when she was adjunct faculty many of them shared an office. She felt there was such company, interacting and bonding during those times. When she was promoted to full-time and her own office she said, "I almost felt that was so isolating and there are still times when I feel like that."

Training for the classroom

As previously mentioned, all but one received some training in the master's program on how to teach composition and/or undergraduates. Most would have preferred more training from the department to feel included and better prepared. The lecturer from NC Central shared a story of not being prepared for common student issues, family interventions and priorities over education:

> There is a big failure rate in classes and they try to address that. Students at Central, a lot of them dump classes all the time. They just seem like they expect it, Maybe I will give eight "Fs" out of 25 people and that I was totally unprepared for that. And the students will take you again, they don't even have a grudge, they like you. They have so many personal things going on. A lot of them have babies and a lot of their families don't understand school. It's just like, 'Now you have to come home and drive Grandma to Chemo. You have to come home and take Auntie to her doctor.' It's just crazy stuff that is expected and I think a lot of it is their extended families don't understand either the value or the commitment.

Professional development

Not everyone had complaints about the lack of professional development and most link the lack of opportunity again to the budget. Rita shared how her department did a lot of internal professional development that gave everyone an opportunity to participate together. Lecturers were also asked to make presentations which made her feel like a valued member of her faculty community. A few shared that when money was available it went to lecturers with PhDs and that made lecturers with master's degrees feel less valued. For some, the experience was different. Edgar shared, "There are some gestures of appreciation. I know

that last year when the department had some money, for example, they opened up travel grants for lecturers who wanted to travel to conferences." In addition, although not a requirement of the lecturer position, six of the eight participants expressed their strong desire to do research.

On the other hand, even within some areas of discontentment, the department was never really blamed. Participants all felt very valued within their departments. A strong and supportive program director was seen as their ally, their champion, and their voice within the department. Furthermore, support and recognition from a program director or chair were both acknowledged and appreciated. Amelia stated, “Over 50 percent of us in the department are not tenure-track but we are treated pretty well. The director of our department is WONDERFUL [emphasis] and she is very caring.” Rita said:

> They have these little mini-receptions to say, we do appreciate what you do; we do recognize what you do; we want to offer you these treats, and so forth. And then saying that we have the money and we’d like you to take advantage of it and go to conferences; we encourage you to do that. There are a lot of things that are happening that are just so positive.

David added:

> I get a lot of validation and rewards from my identity within my program. Just on an interpersonal level, I feel like for me it’s important. I feel strong classrooms are the result of a strong program and to me, that’s a pretty valuable thing to be involved in strengthening a program. Within the program I feel like I am valuable.

Moreover Josie said:

> I think we’re seen as, well we are kind of seen as the heroes, unsung heroes of the department. People know that we do really tough work, work that they don’t have to do anymore. And they value that work but it’s also the first to go and they’ve explained this to us a few times that, when they have to cut funding, we’re the first to get, to feel those cuts. So they, I think they see us as martyrs, in a way.

José stated:

> I feel really good about my direct supervisor and about my department head – they're AMAZING [emphasis]. They'd do anything for me and they give me all the freedom in the world. Anything that I want to do in class they're like, 'do it, do it, do it…see how it works, if it sucks, that's fine.

All participants are aware their job is to teach core undergraduate courses and everyone saw great value in what they teach. They know these course are required of all students within their institution (with the exception of those who place out) so that, in their eyes, adds more value to this position. Moreover, they also expressed, unlike the adjunct faculty, that their presence in the department added stability and academic consistency. All participants explained that in addition to representing the department by teaching core courses, this function also freed up tenure-line and tenured faculty to teach specialty classes or pursue publishing and research opportunities. This was also validation. Rita said:

> Well, you now, it's a tough job and I think a lot of people recognize that. And I think that people who are tenured, and very specialized, and who may have taught comp at some point and now are in their field and established in their field will make, will acknowledge how difficult it is to teach composition; to teach writing and to do it well.

Lillian shares a similar story. She said:

> The 'working' status is the fulltime non-tenure track faculty (FTNTT) make-up and teach 90% of the composition classes Our FTNTT faculty is in many ways seen by tenure-track and tenured faculty as the 'go to' people. Well in this regard, we've been, and I don't know whether this term was used as sort of a political motivation to get us to do something or whether it was genuine. I still haven't figured that out yet, but we are called the first year experts. I've had some tenured faculty members who admit freely say, I have absolutely no idea how to teach freshman. I don't know how to do it. Every time I do it, I'm frustrated; they're frustrated; I don't think they learn anything. And I see how much work it actually is and I'm not willing to put in that much work.

As stated earlier, one lecturer with a terminal degree was teaching a specialized course, another was temporarily serving as an administrator in lieu of an ailing faculty

member. The other with a terminal degree could teach a seminar also when a faculty member was on leave. Faculty vacancies and summer sessions temporarily created opportunities for lecturers to teach other courses. Moreover, although lecturers received preferential scheduling assignments over part-time faculty, their schedules were decided at the departmental level.

Peers

The perception of all respondents was that tenured and tenure-line faculty have paid their dues, were too specialized, or were too costly to fulfill the role of teaching undergraduates full time; however, most of them agreed that all tenured and tenure-line faculty would benefit professionally by participating in the core curriculum experience. Edgar said, “I actually think that there would be a big difference if tenure-track faculty taught at least one comp class a year. To just experience it. I think they would appreciate things and see things a lot differently.”

Several participants expressed acceptance and valued by their peers. José said:

> Okay, I mean obviously there is a hierarchy. Obviously, it's been probably this way in many professions, but in academia it's like they're the people with PhDs and you know there are the people without PhDs. So I think there's obvious hierarchy that just kind of goes unspoken, That said, I think we have a collegial sort of spirit in the English department. I have a voice in meetings and I sit on committees. I do all that stuff, and so, I feel like there is a natural hierarchy built into it but I think that given all those factors, the folks leading my department do their best to say, 'you're one of us' or 'sorry we can only offer you your contract. If it was up to us we'd give you something better. But this is all we can do for now and we are glad to have ya.'

Martha added:

> I think I’m respected but definitely my opinions don’t count as much as a tenure-line person. But they are open, in my department, not at the university. I think my department listens to everybody. And I think I see myself as a second class person because I am not tenure-line.

Similarly Rita added:

You know, my status, I feel like it is what it is. I feel like, I have a master's and I'm a lecturer. I understand that and I'm very happy with that. I don't look around and feel like I am less that others because of that. I feel very content and at peace with my status. I generally feel that the tenured faculty that I know, I feel like I can go to them and I can talk to them and I don't feel like there's a problem. I recognize that I am not on the same level in many ways but I guess I just feel content with where I'm at and what I'm doing so it's never really seemed like such a big problem to me.

On the other hand, others felt the other way. Josie stated:

I think, we, [pause] well, depending on which faculty members and lecturers you're talking about, I think a lot of them do respect the work that we do and they want to give us support, but we don't have a lot of support. So again, I think they do respect us and see us as an important entity but we're not really part of the main department.

One PhD stated problems exist from other lecturers. She said:

A lot of them have worked hard for many, many years and now all of a sudden the department is concerned with hiring PhDs. The department is concerned with publishing; it's very tense right now. Two of them have decided to take phased retirement next year. I feel bad because I understand their perspective but they're also blaming it on the new people that rather than the administration.

David purported:

When we were TAs, people within our literature program treated us like colleagues in their classes and in the halls, talking to us about teaching. It was almost like when I graduated and became a teacher here, I graduated into a demotion. You'd have people who would talk to you now just shoot right past you. We have people ask us all the time, 'Why are you still here?' We've had that blatantly asked by more than one person.

Yet another voiced strong opinions stating:

Another thing that happens as far as how we're perceived in the department is, I am one of these, because I stayed after grad school, I am one of these incestuous faculty. That's what they call us, home grown. We've been called home grown in meetings and in the self-study in the anonymous comments they say we are an incestuous program. I would just that's just like empty rhetoric and just an inflammatory thing to say, but people are using it to invalidate our program. Someone in the self-study recommended re-staffing the entire composition program because it's incestuous, That's terrifying. ...but I think and I've always felt it's reprehensible to make a position for someone and look down on them for taking the position.

A few others mentioned meetings where lecturers were not welcomed and discussions over course releases in specific situations caused ire among faculty at two campuses. Edgar concluded, "I can’t image anyone in a fulltime position not being sympathetic or not being aware of the discrepancy. I think it is so entrenched in the system, I mean but what are we going to do about it?"

Summary of Perception Data

From an institutional perspective, some lecturers identified themselves as exploited and valued as cheap labor with an excessive workload. Most felt their positions and courses were marginalized by their institution and to a large degree, by students. On the other hand, there was a positive sense of curricular value, recognition, appreciation, and support within their departments or programs. Strong departmental leadership, professional development opportunities, access to technology, and serving on committees were also seen as inclusionary. High job satisfaction was linked more to the department than to the institution or peers. Conversely, the lack of office space was seen as exclusionary. Regarding collegial function and worth, reviews were mixed, but mostly negative. While the lectureship function was accepted and understood among their colleagues, the lecturers’ worth as legitimate faculty remained in question for some. Previous studies on contingent faculty have included both FTNTT and adjunct faculty blurring the lines. Cross and Goldenberg (2009) purported the need to collect accurate data on specific populations. This data collection is specifically on lecturers (FTNTT) and does not blur the distinction with adjunct, or part-time faculty. Data on credentials, titles, and contracts shows mixed perceptions among participants.

Credentials, titles, and contracts impact identities and ambitions

According to interview participants, credentials were defined more by degrees than titles. Six of the eight participants were teaching at the institutions where they received their highest degree and, for some, that impacted the perception of their credentials. One said that lecturers who graduated from his institution were openly referred to both as “home grown” and “incestuous” faculty by colleagues and in a university self-study. On the other hand, Rita felt graduating from the master’s program into a lectureship was seen as a positive thing. Most participants with master’s degrees felt competitively disadvantaged against PhDs for lecturer positions. David said, "There’s a fantasy I think that exists within the discipline that everyone can get a PhD. So you push everyone in that direction and then make them feel like if they don’t get it that they’re not valid professionals. It’s like, ‘Let the system sort them out."

Moreover, one who recently came from an out of state university to North Carolina shared that her previous employer stated, “We’ve let too many non-tenured line people in and it’s changing the intellectual environment, so we are going to increase tenure-line positions.” Furthermore she stated the PhD was held up as the brass ring. When she first started her PhD program, the director of the graduate school would brag that so and so got this job and this person was now working for the Navy writing grants. "She had this tone, she's all academic," she said. It was always clear to her that there were three failures in this program: first, failure if you fail your comps; second failure if you don't write your dissertation; third failure is if you don't get a tenure-line job.

On the other hand, Lillian believed that institutions with general education and liberal studies requirements required a solid workforce: a workforce that knows what’s going on,

that is invested in the institution. She felt if they were not invested in the institution, then they were not invested in the students. She stated, “We need to understand that the ‘idea of tenure’ and the people who are going to have the money and the time to go for those PhDs is [sic] going to be less than it used to be.” David agreed, “The role of contingent faculty has changed and whatever misstep may have happened to create our positions, we’re here.”

Conversely, both PhD lecturers stated this lecturer position hindered their ability to research and to publish, both necessary requirements to apply for tenure-line positions. While the lack of time was an issue due to 50 hour weeks, those trying to get tenure-line positions felt the opportunity slipping away because they were unable to be competitive with publishing candidates. José shared a similar perspective. He stated, "With lecturers, it's all about teaching and even if I wanted to be publishing research articles, I don't have the damn time!"

Similarly, there was a sense among some the participants that their departments saw the lectureship as a transitional position, a perception that affected both their institutional value and self-worth. One felt she received better treatment as a newer PhD because she was more outspoken and her department recognized she had more employment options. Josie’s response represented the other perspective of holding a terminal degree in a lectureship position. She said:

> I know that I am not yet qualified to do the job I want to do, which is one that requires having a book published. And that’s kind of where there is a sticking ground in the lectureship position. You know, people who have a lectureship don’t want to have that job forever. We want to keep publishing until we can get a better job, or if you’re a PhD, you want to go get your tenure-track position. Because that’s what you’ve been trained to do, so the position itself seems very transitive, or transitory, to me. So it feels like we are very unprepared and not a very valued part of that is because no one is expecting us to stick around for very long. Because no one is expecting that that’s what we want.

José saw himself doing this job for maybe five years. In his lecturer persona he said:

> I do help facilitate our tenured and tenure-track faculty being able to continue their research. You know, if you're tenured and you serve in some sort of administrative capacity, like the head of a program or something then you might teach a 2/2 or something like that. There are different levels that you can get to when you are pulling your weight in other ways for the university and you don't have to do all those classroom hours and grading. And I think folks earn that and I don't resent it in the least. You know, if I decide to get a PhD, you know I am not going to teach f***ing 4/4 anyone. I am not. Other people are going to do that who didn't like, take the time to get their PhD. So yes, I am facilitating their research in some way by like teaching the classes, but I don't resent it.

Of the eight participants in this study, three with terminal degrees were seeking tenure-line positions, while two with master's degrees viewed the lectureship as their permanent career. Of the three remaining, one was planning to pursue his PhD and the other two were content for now but were considering a PhD as their next career move.

Job Titles

Cross and Goldenberg (2009) among others stated part of the difficulty in tracking this population was because multiple titles were used to represent this position. All the participants said that lecturer was the titled used to describe this position at their institutions. Several participants in this study expressed their belief that the "lecturer" title was both misrepresentative and limiting. From one perspective, Lillian mentioned that a lecturer at Oxford University in England was a scholar who lived in the dorm and researched, lectured, and tutored in specialized subjects. She stated, "It's a whole different system than we understand because if you were to come to my class then you would see that I lecture five percent of the time, the rest of the time the class expresses itself." To her, the lecturer title represented a more scholarly role than the function of her position.

Additionally, David said it was difficult to hear people devalue his work as contingent or as synonymous with expendable. He felt the title “contingent faculty” deserved redefining because it disempowered and classified people. He stated:

> They treat it [the position] as if we’re a different class of people but we just function at a different category at the university. It creates a whole culture that you have to work against just to be part of it. It's such a shame because I enjoy it so much. You are always on the defensive and not being creative. It was broken for them and it's broken for us but we are always defending our livelihoods and we are going into primal mode.

Rita discussed lecturer exclusion stating, “...there is this sort of natural division like oh, this doesn’t pertain to lecturers or lecturers aren’t involved with this.” While she acknowledged some exclusion exists, she felt this was being discussed within her department. Others mentioned the title served as the demarcation of those who could and could not vote on faculty, departmental, and institutional decisions. David stated his handbook said instructors and adjuncts had no voting rights. He said this seemed unfair to all, especially to adjuncts with 15 years of experience, service, and commitment being denied the right to vote.

Several shared that the lecturer title furthered the disconnect between literature and composition within their English departments. This was seen as negative because it implied that literature was more revered than writing. David shared:

> I love brilliant literary criticism but people talking about all these issues in ways that no one can access it except for the two or three people that care about it. It just got boring to me and I started seeing people whose philosophy and theory doesn't apply to the workplace and that really disillusioned me. But Composition and Rhetoric is really a productive field. It's about writing, enabling and empowering students. So yeah, I love literature and I'm glad for my experience in it but I don't HATE [emphasized] it, despite some people who think that all non-tenure track people hate literature in our department.

In addition, what the majority of lecturers felt was that their title represented stability within the department and consistency in delivery in the classroom. To Lillian her position showed some investment from her institution in building a more stable workforce.

Many felt that their positions added consistency and stability to the program. They also felt their contracts ensured their teaching standards were more consistent and stable than adjunct faculty. The two participants (trailing spouse and temporary administrator) with different titles other than lecturer had different experiences. One felt her title gave her more job security and stability over the other lecturers. Her title distinguished her as someone who is allowed to teach a different course in addition to three composition courses. The other participant temporarily filling an administrative role felt he was only respected by his director in this role, not his peers. All of the participants felt their title of lecturer did distinguish them as a level above adjunct faculty.

On the issue of academic freedom, Rita, Ashley, David, José, Lillian, Edgar, Martha, and Josie all felt empowered even working within the confines of a pre-scripted curriculum. They could impart their individual teaching styles, be creative, use innovative teaching methods, and technologies in their classrooms. This sense of confined independence was important, although not perhaps ideal. Lillian felt as a lecturer she had more academic freedoms than tenure-track faculty because she was not overshadowed by the politics of the institution or her department. David said tenure-track faculty as his institution thought the lecturers' presences somehow violated or endangered the academic freedom of tenure-line faculty. He's had colleagues eavesdropping on his conversations during heated, impassioned discussions with students. He now closes his door during class. Also mentioned earlier,

several participants welcomed and missed the opportunity to do research and several shared the perception in their department was that lecturers were against research.

Contracts

What differentiated all lecturers from all other faculty members (tenured, tenure-line, or adjunct) were their contracts. All participants in this study worked on a contractual basis. Two had multi-year contracts during my interview period; however, one of those contracts was being converted to annual after the current contract expired. Contract and position reductions were mentioned as common practices resulting from budget constraints. Amelia stated, "They did away with three and five-year contracts and they are hoping to bring them back if budget allows in future years." José witnessed the lectureship staff at his institution reduced by over 80 percent over the last five years. Of the eight participants, all worked under contract and all but one had to reapply for the position. Those with annual renewals expressed anxiety over the lack job security. Josie commented it was getting harder and harder to get this job the longer she'd been at the institution. Edgar said:

> I think it's an interesting Catch 22: you wish that the position were permanent to give you some stability and so you don't have to keep worrying over every contract. Yet at the same time, you know that if this were a more permanent position, the workload would cause you to have no time to publish. So that's tricky I guess.

While the transitional perspective and contractual requirement created anxiety over job security, more anxiety was created over the lack of career paths or career options associated with this position.

David shared:

> You're not a valid professional if you haven't moved on, so you go to *Candy Land*, but when *Candy Land* doesn't exist, that creates a real pressure. It just seems so archaic and ignorant in the context. Our contexts as non-tenure track faculty right now and as graduates out of an MA program are probably very different from the context that a lot of them graduated into.

Moreover, Lillian stated:

> Creating a career path position where turnover is lessened means you can maintain the consistency of a curriculum and you can maintain the consistency of the building blocks of professional development. When you have a workforce that is notified upon hire that they are not going to be rehired, where is the investment in them to participate in professional development? Where is the investment in the curriculum, and adhering to that curriculum? Our students deserve consistency, and consistency equals retention.

Summary of credential, title, and contract impacts

The title of lecturer was more representative, but not universal. Some participants expressed that a title was not reflective of the value of this position and used to dis-empower and classify faculty. All participants agreed that their lecturer title did indicate a certain status above adjunct instructors. While teaching experience was the most important credential of English departments, lecturers thought a terminal degree tended to define a hierarchy and hold more worth within the lecturer position. Those holding a terminal degree indicated an expectation that this position would provide them more of an opportunity to continue their research and to publish. Moreover, while most felt qualified for this position they felt that working on an annual renewal contractual basis, as well as reapplying for the lecturer position was demeaning and created constant anxiety because this position had no job security. Most of these findings aligned with the literature.

The function and worth of this position beyond monetary compensation

Responses as to the value of this position in terms of the English department and the lecturer were mixed. The lack of a career path for this position was a concern for six participants, and two were content and consider the lectureship as their career choice. Although the participants shared different professional goals, all of them felt this position added to their personal and professional experiences. Here were their perspectives:

Josie: At first it wasn't at all meaningful but now that I've been teaching for two years I find that I really enjoy it and I really love the job. So, I've found that it's become more meaningful the more I've done it and the more invested I become in it. I didn't want to teach at first but then I thought I'd try it out and I got the job and now I really love it and I am looking for other teaching jobs.

Amelia: This job is pretty meaningful. I'm getting teacher experience which is wonderful and I am interested in how language and the understanding of language plays a role in education. I'm getting a background in education and I'm developing my ideas about what role language can play in the classroom. I miss research. I have an instructional grant right now and I am doing bits of research. I don't know that I would have a problem teaching composition for the rest of my life. If I could financially do it, that would be great.

David: It was a great opportunity and then it turned into a more professional opportunities [sic] for me. I would say by taking three years, instead of leaping into the doctorate, I've developed my own interest, not interests that other people said I should have. I'm looking into the PhD because I feel I have to. I couldn't do it before I found my own motivation, until I was able to do it. So these years have been invaluable to me. If I never made it into a PhD program, I would not trade these past three years as a lecturer for anything because I learned so much about developing my own pedagogy too.

Rita: I've taught all age ranges. I've taught elementary, junior high, high school and I've taught adults. So I feel like I knew that after getting that experience that I did want to teach at the master's level. I had originally thought high school but then I realized that I like the college-level. So to me I've always seen this as the end of the line. I've never really thought much about going beyond this, and so for me, I feel like I kind of met the goal I had. It is meaningful to me because I still, after all these years, get satisfaction and joy from working with students. And there is still so much change, growth and development, so I feel like I'm still being fed. There was a period of time that I wondered if this has run its course? Do I still want to do this? Do I want to be reading papers for the rest of my life? You know, that kind of thing. But there always seems to be enough of a change so I get reengaged.

José: I like my job, I like teaching, I like writing. Not having any specific ambitions I just thought this would be a cool thing to do. I think that people my age have tried to find a new model for like how you find your purpose in life. It's like my Dad knew what he was going to do by the time he was 22. Me? It's like I totally resist committing to what I'm going to do. I'm 30 years-old and haven't even now, so my career goals I can't even speak about. I do like what I'm doing and I will keep this job for a few years if it's still available. I mean I am certainly not going to be an English lecturer for my entire life.

Those with PhDs felt this position did not enhance their career goals: to seek a fulltime tenure-line position. The position was time intensive and impacted research and family time, but both acknowledged it was a job.

When asked what suggestions they would have for improving or redesigning this level of position, here is what they recommended:

> Martha: I think the department needs to make better assessments. There are some people, tenure-line and non-tenure-line, who aren't doing the work. And that's really unfair to the students and to the department. So I think the departments need to figure out a way to really assess someone's teaching and just not if they talk a good game. The ideal thing would be to teach a 3/3 and that's not going to happen for non-tenure people, ever. It would also be great to have 15 to 17 people in the class, but again that is something that is never going to happen. Consistency in faculty that would help.

> Josie: Much more stringent training. I do believe that there needs to be a little more focused or structured training needed for those people who want it. Because walking into a classroom when you've never taught before, even if you managed to throw a syllabus together, it's like what do you do every day? I think a lot of people who give us these positions don't remember what it's like to never have been a teacher. It was a shocking adventure.

> Lillian: I think full-time are more invested than adjuncts. Creating a career path position where turnover is lessened means you can maintain the consistency of the curriculum. You can also maintain the consistency of the building blocks of professional development. Then you have a workforce that is notified upon hire that they are not going to be rehired, where is the investment in them to participate in professional development? Where is the investment in the curriculum and adhering to that curriculum? Our students deserve consistency and consistency equals retention.

> Edgar: Some sort of way of encouraging longer term employment which is based on how well you teach more than research, or the tenure-track model. I think some universities and smaller colleges do that I don't know if this will ever happen here because this is a revolving door position for new graduates.

> Amelia: There is so much about the program that I love and I would not change. My recommendation is to keep the four hour course as it stands, but add a second writing requirement in the students' discipline, That would allow the composition instructors to focus more on general writing ability Then you don't have to worry about sending them off to their majors being able to do everything they are expected to do.

> David: I think first of all, it's defining the difference in contingent faculty and what that means. I think for some people they want to only come and teach one semester.

> Other people are professionals in the private sector and they want to teach one or two classes a year. I think that's a valuable thing. I think that provides another perspective. Right now, contingent faculty is used as a term to disempower and classify people. I think that would be one thing. We could look at it as a category, not as a class. How I would revise it is to recognize the difference between true contingent faculty and NTT faculty who are willing to commit to your university in some way. It's not a passive thing. People are willing to sit through a lot of this stuff, departmental politics, and not even have a say. People are willing to do volunteer work or service in their department. That says something and there should be some way to reward and acknowledge that.
>
> Rita: There are things that have already happened that are great, I support and would keep. For example, they are really making the effort to do these day long conferences where lecturers are presenting different workshops to the rest of us. I don't know if there is funding, but there was some little stipend to do that which was wonderful. We've done some informal things in the past but this is a little more formal in the sense that they're really presentations, done well and rooted in research. So I think that's a wonderful change and I think that should continue. Even though we are hired to teach writing, I do think it helps have these other opportunities to have a little bit of diversity because it keeps us fresh.

In addition to sharing advice with the institution or department for improving the position, the participants had advice for those considering the lecturer position. Martha said, "Be prepared not to have any free time. That you are really going to have to work with the students and you are probably going to spend your evenings and weekends grading papers." Lillian added, "I would tell them the absolute cut-throat truth. You have four classes a semester which means you have about 100 students, which means that you are going to be working 50 plus hours a week." The others shared:

> José: Better like people. If you don't like people you're screwed because it's all about the people. And if you're also about the subject matter but don't like people, then you better go get some research job somewhere. Because teaching is all about the people, especially when you are getting paid a lecturer's salary, you know, you better enjoy dealing with people and their issues every day [laughs] because if you don't, you are not going to be happy.
>
> Edgar: Well, I don't know. I would tell them it's a job. No, I probably would tell them not to apply so there would be less competition for me [laughs]. I guess I would say they need to be prepared for how much time they are going to spend preparing lessons and grading papers.

Josie: I would say that it is what you make of it. I had a friend who did this job for two years and she just worked herself bare. She put so much time and energy into everything that she would stay up until 4 am writing a study guide and all of this just drove her crazy. She assigned all kinds of in-depth assignments that took forever to grade. So I would say to someone who is applying to these jobs to make sure you know what is expected and make sure you can find a way to have your own life outside of this job.

Rita: I would want to know why do they want the position and what's their intent? But I would tell them why I think it's ideal for someone like me. I would tell them that it can be a little bit overloading at times with the reading load and I would tell them time management, managing your time is pretty important.

Amelia: One, that our students are really sciency-minded and they need a lot of structure, direct instruction, and guidelines, I think that was an easier transition for me coming from the social sciences and a lot of people coming out of the humanities have difficulty with that. They want to go with the Peter Elbow, 'Oh writing is just for self-expression so do this and do that.' Well our students don't respond well to that.

Summary of the position function and worth beyond monetary compensation

All of the lecturers interviewed found the lectureship position to be meaningful and acknowledged this position weighed into future career decisions. Two participants were satisfied with this position as a career choice while others contemplated or sought different goals. Most agreed that the low pay, excessive workload, and the lack of a certain career path impacted their decisions. Some did mention that this position offered more flexibility than a nine to five job, enabling them to pursue other interests. Those with terminal degrees were most dissatisfied and felt the expectations of this position hindered their opportunity to seek tenure-line positions. Their suggestions for improving the position emphasized the need for more training, professional development, better assessments, and career paths. Their personal advice to future lecturers focused overwhelmingly on time.

CHAPTER 5: FINDINGS AND DISCUSSION

Introduction

Lecturers have been part of the US academic landscape for decades, and study subjects as contingents, as well as contract and part-time faculty. Recently, lecturers have found their own place in literature (Chronister & Baldwin, 2002; Shaker, 2008; Kezar & Sam, 2010). As indicated in Chapter 2, proponents of legitimizing the value of contingents (Nelson 1995, 2008, 2010; Bousquet 2004, 2008, Cross & Goldenberg 2009), and specifically lecturers within postsecondary institutions remain of interest. This study is situated within this work and contributes to it. Chapter 5 summarizes and presents conclusions of this qualitative study of eight English lecturers representing six public postsecondary institutions within the UNC multi-campus school system. This discussion will revisit and focus on the theoretical frameworks, four recurring themes, the research questions, the significance of the study, future research opportunities, and final thoughts.

Theoretical Frameworks

Commodification and critical theory served as the framework for analysis of the data presented in Chapter 4. Commodification theory supported findings that show academic value is defined by the participants' perceptions of their function and worth within a two-tiered academic system and by competitive markets. Critical theory was used to interpret findings that demonstrate that structure, domination, and alienation serve as institutional, departmental, and discipline “oppressors” within the UNC postsecondary system. Critical theory also allows the participants the freedom of self-examination of their own institutional experiences.

All of the participants were English lecturers working on a contractual basis whose terms of employment were dictated by value and competitive market influences. Both theories helped to support or redefine similar studies of individual experiences at the hands of perceived academic oppressors.

Value Defined as Function and Worth

Capitalism itself is a commodity that is entangled and redefined by an endless series of meanings, and its value varies based on demands by people, places, and markets. Capitalism's influence on postsecondary institutions brought with it the support of a two-tiered system of haves and have nots, winners and losers, valuable and insignificant. The use of some form of commodification to determine value, based on function and worth, was traced through prior studies of English departments and finally to my research.

Some of the previous and influential studies included institutional commodification (Shumar, 1997), profitable over non-profitable disciplines (Slaughter & Leslie, 1997), literature's value over composition from a discipline perspective (Horner, 2000), tenure-line faculty more valued over contingents from institutional and departmental perspectives (Bousquet 2008). Previous studies on lecturers included tenure-line faculty as more valued than lecturers from departmental perspectives (Chronister, 1999), and tenure-line faculty more valued than English lecturers within that department (Shaker, 2008). The study participants acknowledged, referenced, and accepted the existence of these institutional tiers. Moreover, they acknowledged that business models adopted by their institutions further defined their academic value based on status. Consistent with previous literature (Bousquet, 2004, 2008; Donoghue, 2008), participants felt aligned with workers whose exchange value hinged on cheap employment for higher profits. Shaker (2008) reported that lecturers

teaching four courses per semester with 23 students per course generated approximately $69,828 for the institution. Shaker's research concluded that from two of three schools on the semester system in her study, lecturers might produce $139,656 in tuition per year. She stated, "With salaries ranging between $24,000 and $40,000 for 10-month appointments, it is not surprising that the participants expressed disillusion when it came to compensation," (p. 224). Shaker (2008) also acknowledged that lecturers in English are among the lowest paid faculty. In addition to pay, contracts, lack of office space, heavy and repetitive course loads, exclusion from decision making, and the lack of career plans also diminished their value on multiple levels. The sense of being cheap, disposable, and dispensable employees was expressed by the participants but this fact was also accepted by the participants. Empowerment through critical perspective intensified the personal perceptions of participants' value as defined by function and worth.

Critical Theory

According to Creswell (2007) critical theory perspectives are concerned with empowering humans to transcend constraints, and the need for the researcher to acknowledge his or her own power to engage in dialogues and use theory to interpret social action (p. 27). All the participants were very open and expressive but they wanted to tell their experience anonymously, and hopefully collectively. Seven of the eight who hoped for change realized that their most plausible way to transcend the constraints of structure, domination, and alienation was to leave the lectureship. Confronting authority directly was not a safe or sensible option primarily because of their perceived postsecondary status as vulnerable contract employees.

The Role of Structure

Within the structure of the institutional environment, hierarchy, and hegemonic roles, participants personally felt valuable but thought they were unrecognized and devalued by their lack of institutional status. One participant's perception that they taught disposable classes at the institutional level was representative; however, all the lecturers transcended this label and found their own value in their core classes, students, and in their institutional presence. By transcending the constraints of institutional and curricular structures in their classrooms, the participants gained their own sense of authority, which made them feel valuable. Moreover, several expressed that though they may be perceived as unacknowledged within the university structure, their role held critical importance. The core structure itself enabled them to reach and influence undergraduates in all majors, thus shaping experiences, expectations, study habits, and potentially recruiting new majors to the discipline.

The Role of Domination

Often there is a struggle between self-emancipation and change, the relationships between domination and subordination, and what is and what should be (Giroux, 2003). Participants admitted to a sense of self-emancipation within the departmental structure and over institutional domination in their classrooms. While courses, textbooks, schedules, and curricula were controlled by the department, everyone felt he or she had control and authority in his or her classroom and with students. They all reconciled what is, their subordinate role and what should be, a sense of authority on their terms. Participants accepted their subordinate role within the department, but felt emancipated in their classrooms.

The Role of Alienation

Although there was a sense of alienation from the institution and other profitable disciplines, the greatest sense of alienation came from tenure-line faculty. Six of the eight participants were employed at the institution that had conferred their master's degrees. David said he felt like he graduated into a demotion once he became a lecturer. "Critical theorists understand that the formation of hegemony cannot be separated from the production of ideology," (Kincheloe & McLaren, p. 412). Participants did too. Again, in the classroom no one experienced a sense of alienation. One participant mentioned that students called her Doctor (even though she did not have a PhD). In her view, students saw her as a professional educator, even though she misrepresented her credentials. So the classroom became the leveler on the playing field in many ways.

Commodification theory as a framework focused on the impact and changes resulting from capitalism’s penetration into postsecondary institutions and the two-tiered system. Critical theory provided the perspective for participants to examine their institutional constraints and express their perspectives openly.

Themes Discussed

In reviewing and organizing the data, four major themes emerged: Job dissatisfaction, graduate school culpability, a growing two-tiered system, and student consumerism's impact on teaching.

Theme One - Job Dissatisfaction

What has remained consistent across all discussions throughout the decades have been issues of exploitation, poor pay, fatigue, lack of office space, job insecurity, flexibility, and heavy course loads. From Nelson (1995) to Kezar and Sam, (2010), my findings

confirmed and supported that these same issues remained relevant among lecturers. With the exception of flexibility, these issues continued to drive job dissatisfaction within this population. This study confirmed previous findings that these issues remained timely, constant, relevant, and accepted by those hiring into lectureship positions. The acceptance of these conditions by master's participants differed from those with PhDs, but their employment circumstances differed as well.

Comments from master's participants summarized different, yet consistent, responses to the issues of pay, fatigue, and heavy workloads supported in the literature; however, the participants also shared a sense of value within their statements. Comments such as: Can't offer classes without me; we are cheap but we teach so many students; adjuncts make it possible for the university to run; tenure track faculty have been let go over lecturers validated their sense of value and job satisfaction.

On the other hand, both PhD's in this study were trailing spouses (Baldwin & Chronister, 2002) and their responses were more sobering. Participants, one male and one female, were married to spouses with PhDs and had families. Their partners received tenure-line positions at the institutions where these participants were lecturers. The PhD lecturers felt more exploited for their value based on their credentials, than did the master's lecturers. All lecturers expressed a sense of hope that an improved economy might lead to better job security in terms of longer contracts or tenure-line opportunities.

Theme Two - Graduate School Responsibility

Previous studies suggesting that graduate schools were intentionally creating cheap laborers as instructors for institutions (Nelson, 1995; Shumar, 1997; Aronowitz, 2000; Bousquet, 2004, 2008; Purcell, 2007; Shaker, 2008; Cross & Goldenberg, 2009) was not

supported by these lecturers. None of the participants in this study made a direct correlation between their graduate education and their lectureship roles. Seven of the participants acknowledged receiving instruction on teaching composition during their master's programs. Those with terminal degrees received no teaching instruction during their MFA and doctoral programs. In this study, six of the eight participants were teaching at the institution where their highest degree was conferred. The only exceptions were the PhD’s who were trailing spouses.

While none of the participants were coached about employment opportunities outside of teaching undergraduates, no one felt preened for the lectureship or blamed the graduate school for these limited situations. All acknowledged that they attended graduate school to achieve a master’s degree and still felt that the degree was a marketable commodity. Similarly, all of the participants expected to pursue academic jobs and were motivated by either personal desire, intentional design, or by the contract. With the exception of two, the participants in this study were in holding patterns (Nerad & Cerney, 2000) deciding on their next career moves. Institutions were using lecturers as low cost laborers; lecturers were using this position to determine their next career steps.

Theme Three - Two-Tiered x Three

The two-tiered system between profit generating and nonprofit generating disciplines and faculty was identified previously in commodification studies (Slaughter & Rhodes, 1997; Shumar, 1997). The two-tiered system between tenured, tenure-track and lecturers within postsecondary institutions (Chronister, 1999; Baldwin & Chronister, 2001; Shaker, 2008), as well as the two-tiered system in English between literature and composition (Horner, 2000; Donoghue, 2008; Shaker, 2008), were supported by this research. In this study, none of the

tenured and tenure-line faculty were required to teach undergraduate composition at any of the participating NC institutions. All participants understood their role was to teach core curriculum courses and all supported, rather than resented, faculty with terminal degrees working toward tenure. As Horner (2000) mentioned though, teaching composition as a primary function distinguished and diminished the difference between being a professional and merely having a job. Participants agreed that teaching one composition course over and over did not contribute to the marketability of their curriculum vitae (CV).

While the two-tiered system emerged with commodification's infiltration into postsecondary institutions, an AAUP (2009) report called for action, noting that it is time to stop wondering and to start researching the two-tier system (on all levels) to determine if it is preferred and intentional. The tiered system continues to evolve. This study is an example of this evolution, as it identified three new possible two-tiered systems for future investigation: 1) Tiers between PhD households in which one has a tenure-line position and the other a lectureship; 2) Tiers between lecturers with master and terminal degrees; 3) Tiers between those pursuing a lectureship versus those settling for the position (i.e. trailing spouses).

Theme Four - Impact of Student Consumerism

All participants acknowledged that their students brought consumer attitudes and expectations into the classroom, which brought out the participants' best on many levels. George (2007) showed that the market model has redefined the relationship between teachers and students and that the student is the customer, rather than the worker or apprentice (p.1). While catering to students might be the practice of the institution, it certainly was not the practice for lecturers.

All participants admitted to encountering some form of student resistance to learning, at least initially, in their classrooms. All participants said they capitalized on student resistance to motivate, engage, and to reestablish their professional role with students. All participants felt overcoming resistance measured a level of their success in the classroom.

Moreover, study participants experienced consumerist stances from students in terms of attitude, disinterest in the materials, and being overly focused on grades as their trump cards. Cross and Goldenberg (2009) said, "Prior research suggests that expected grades are strongly correlated with student evaluations, and it is possible that more vulnerable instructors give higher grades than do tenured faculty," (p.126). Moreover, George (2007) stated, "A variation on grade inflation can also be observed, namely, the strategy of simply decreasing the time commitments required of the student" (p. 974).

Directly opposed to this notion, the participants were keenly aware of their students' primary interest in grades and of the potential impact of grades on student evaluations, but no one in this study lowered his or her teaching expectations and standards or inflated grades for better evaluations. While the incentive for excellent evaluations was high, no one traded his or her teaching values and possible contract renewals to retain this position.

Several participants acknowledged students who were unprepared and idealistic about a college degree. So in addition to teaching composition, lecturers found time to counsel, help students navigate through red tape and succeed without the intention of benefitting personally. Kerzer and Sam (2010) explained the benefits of these interactions:

> The more students interact with faculty, the more likely they are to develop relationships and connect and in turn develop informal knowledge that will help them in the future. Students who interact mostly with non-tenure-track faculty may be disadvantaged because these faculty have little time to interact with students. (p. 31)

My participants' involvement and actions showed they made the time to interact and that student wellbeing was important to them. One participant stated that surveys showed the lectureship position was important to students.

Research Questions Discussed

This study sought to answer three exploratory and interrelated research questions so as to record the perceptions of lecturers and their value as defined by function and worth in various circumstances and on different levels. Do certain institutions, circumstances, or tiers define a lecturer's value, or are the lecturers in control of their own self-worth? A question answered by questions.

> Question One - How do English lecturers perceive their institutional and peer value?

Value as defined by function and worth was also defined by participants' comments and experiences. The lecturers perceived that at both the institutional level and across disciplines, administrators and educators saw their positions as insignificant; however, the lecturers themselves saw their positions as valuable. From an institutional perspective, lecturers agreed they were seen as cheap labor with an excessive workload, but they found value nonetheless. Most felt their positions and general education courses were marginalized by their institution and to a large degree by their students. Most participants stated that students saw general education courses as unnecessary and as intentional road blocks to direct access to courses in their majors. The perception of being unappreciated, unrecognized, and devalued for teaching general education classes at the institutional level was representative of the participants. On the other hand, all of the study participants saw their positions as extremely valuable to the institution beyond cost savings. Horner (2000) stated that composition played a subordinate role within the institution and it was difficult to

pawn off composition as a reified subject rather than merely a labor intensive activity. Lecturers acknowledged teaching heavy loads of composition as a labor intensive activity; however, they felt composition was an important core course. Moreover, the lecturers felt their ability to influence and shape the institutional experience for undergraduates in all disciplines was undervalued at the institutional level. In direct support, the AAUP's (2009) report on *Tenure and Teaching Intensive Appointments* stated that institutions need to look beyond faculty as only a cost and see them as an institution’s primary resource.

Most lecturers, although unappreciated at the institutional level, saw the bigger landscape of their contributions as playing an influential role at the institution. While all were able to transcend the image constraints in the classroom, at the institutional level participants felt overlooked, undervalued, overworked, and underpaid. At the institutional level, the lecturers viewed themselves more as a teaching commodity rather than as colleagues of tenured and tenure-line faculty.

On the other hand, there was a positive sense of curricular value, recognition, appreciation, and support within their departments or programs. Strong departmental leadership, professional development opportunities, access to technology and for some, serving on committees were also seen by participants as inclusionary. High job satisfaction was linked more to the department and students than to the institution or peers. Ironically, Kerzar and Sam (2010), citing Cross and Goldenberg, stated "that administrators actually have little direct effect on institutions' hiring practices and that the departments have more control. The administration does, however, have an indirect effect by creating incentives for departments to hire non-tenure-track faculty (p. 41). The possibility that the department had

more control over issues of job dissatisfaction was never considered or discussed by the participants.

Baldwin and Chronister (2001) reiterated that lecturers will remain an important part of the US academic landscape because they provide flexible staffing during hard economic times and during dynamic change, unlike tenured and tenure-line faculty (p. 23). While this is a winning situation for institutions and departments, realistically it is not for the academics who work from contract to contract. Even so, from the lecturers' perspective all felt valued in the department and were treated as colleagues, not commodities.

As discussed in Chapter 2, views are mixed on the topics of function and worth. For example, Gappa (2010) felt all faculty members, regardless of their title, deserved equal status and employment equality (p. 218). Chronister (1999) felt fixed-term faculty were disadvantaged by teaching assignments, compensation, workloads, and this lowered their professional status over tenured and tenure-line faculty (p. 5). Lecturers felt disadvantaged from the lack of status symbols, such as office space and mailboxes; however, most felt collegiality with the department.

Collegiality, Gappa (2010) stated, “requires opportunities for all faculty members to feel that they belong to a mutually respectful community of colleagues who value their contributions, and who are concerned about their overall well-being” (p. 220). Her findings were not representative of this study. In an off the record conversation, one tenure-lined English faculty member clearly stated, "They are not my peers." While the lectureship function was accepted and understood, the lecturers’ value as legitimate faculty members was not recognized by all; however, the same was true when lecturers compared their status

with adjuncts. From a peer perspective, the majority of participants felt like commodities, and a few like colleagues.

Question 2 - How do credentials, titles, and contracts impact their professional identities and ambitions?

The title of lecturer was more representative, but not universal. Some participants expressed that a title was not reflective of the value of this position and that it disempowered and classified faculty. Strike (2010) felt that job satisfaction was measured more by title than salary. In comparing their position to part-time faculty, all of this study's participants agreed and felt their titles and positions held more worth. While some felt less valued when compared with tenure-line faculty, all the participants felt more valued compared with adjunct faculty. Those holding a terminal degree indicated that their initial expectation was that a lectureship would provide them more of an opportunity to continue their research and publish. Neither of the PhD lecturers, however, felt they had time to grow in this area due to the demands of their position.

Furthermore, masters-degreed participants in this study shared the perception that a terminal degree defined a different hierarchy and held more value within the lecturer position than the title. Strike (2010) reported titles and career paths indicate prestige. Most participants with masters degrees felt competitively disadvantaged against PhDs for lecturer positions. Conversely, those with PhDs felt differently. One stated it is made clear in her PhD program that not securing a tenure-line position is a sign of a failure.

Both Horner (2002) and Shaker (2008) maintained that composition was tied to teaching, which was devalued over scholarship. The devaluation was also reflected on the lecturers' academic curriculum vitae, which interpreted academic work as a commodity for exchange value in terms of contract renewals or vacancies. No matter the degree, teaching

composition year after year did not add to one's value and worth, nor did it reflect enough teaching diversity to remain marketable and competitive (Horner, 2000). While most participants were in a career holding pattern, all of the masters-degreed lecturers felt this teaching experience benefitted them personally and helped them to make future career decisions. Those with PhDs did not feel that this position helped them professionally.

Regarding contracts, Street (2010) suggested that in most professions it is accepted that the longer a person does a job, the better he or she gets. Participants acknowledged the irony. On one hand, teaching experience reflected stability, competency, and worth. On the other hand, the constant contract renewals and reapplying for the same position indicated otherwise. In the UNC system, tenure-line professors work on multiple-year contracts while seeking a permanent position. Lecturers felt that constantly reapplying for their position with no permanent job security created anxiety and seemed excessive with a good work history. Yet, signing the contract means accepting the conditions, all of them, for employment. What differentiated all lecturers from all other faculty members (tenured, tenure-line, or adjunct) were their contracts.

All participants in this study worked on a contractual basis. Hutchens (2011) noted that institutions have authority over non-tenured personnel based on the contract type (annual, multi-year, or rolling). In addition, Hutchens stated how lecturers' job performances are evaluated, whether by the department chair only or a committee was another factor worth consideration. In this study only one participant had a multiple-year contract, and some participants were reviewed by chairs and others by committees.

Those with annual renewals expressed anxiety over the lack of job security (Shaker, 2008; Cross & Goldenberg, 2009; Kezar & Sam, 2010; Hutchins, 2011). Although her

contract was renewed, Josie commented that it was getting harder and harder to get this job the longer she'd been at the institution. Another lecturer was notified three weeks prior to the start of fall semester if his contact was to be renewed. While the transitional perspective and contractual requirement created anxiety over job insecurity, more anxiety was created over the lack of career options associated with this position.

Question 3 - What is the function and worth of this position, a lectureship, beyond monetary compensation?

Interviewed participants in this study and researchers in the field found personal and professional meaning in the lecturer position (Bullard, 2007; Shaker, 2008). All of the lecturers interviewed in this study found the lectureship position to be meaningful and all acknowledged that this position weighed into future career decisions. Two participants were satisfied with this position as a career choice while others contemplated or sought different goals. Three were contemplating PhDs, the two PhD lecturers hoped for tenure-line positions, and one hoped to publish poetry. All felt this position helped them to establish their own pedagogy. Most agreed that the low pay, heavy workload, and the lack of a career path impacted their career decisions (Shaker, 2008). Some did mention that this position offered more flexibility than a nine to five job, enabling them to pursue other interests. Those with terminal degrees were most dissatisfied and felt the expectations of this position hindered their opportunity to seek tenure-line positions. Beyond titles and monetary compensation, participants wanted to feel more like colleagues than commodities.

Significance of the Study

Capitalism's impact on higher education and its faculty remains a fluid topic. The commodification continuum of capitalism’s encroachment on higher education has taken many turns over the last several decades. Faculty inequities at colleges and universities have been discussed in the literature and within professional organizations since the 1960s. Early pioneers (Nelson, 1995; Shumar, 1997; Aronowitz, 2000; Bousquet, 2004, 2008) brought contingent faculty, which included lecturers, to the forefront of the academic debates, which are still continuing today. Although critical, past studies were murky at best because there was little, if any, delineation between part and fulltime faculty. Chronister (1991), Baldwin and Chronister (2001), Bullard (2007), and Shaker (2008) focused their attention and efforts on lecturers. They found that a dividing line between lecturers and tenured, tenure-line, and adjunct peers is their contracts. Distinguishing the differences among these populations has provided this researcher with an opportunity for a more refined and richer dissertation study. At its close, it is possible to identify a portion of the significant contributions that this study can make to the field of higher education.

The recent US economic downturn has left administrators, employers, parents, students, and politicians questioning and rethinking the value of postsecondary education. While tuition rates have increased along with student debt, a college degree continues to remain a good investment. Moreover, postsecondary institutions are seeking ways to capitalize on the student market and the desire for convenience. The University of Phoenix has the highest enrollment and uses primarily contingent faculty. For college and university administrators considering contract employment as the new, more efficient and cost effective hiring model over tenure, this study provides the direct perspectives of lecturers currently performing within this contractual model. A more flexible staffing model can provide

administrators the opportunity to adjust faculty costs and numbers in response to market demands and student enrollments. As long as there is a pool of qualified, degreed candidates willing to work off-tenure, the feasibility of assimilating this model into the institutional structure is both smart and cost effective. As administrators and departments consider hiring more lecturers, this study can provide insights on lecturer tensions, needs, and their sense of institutional value, which must all be considered. As institutional costs continue escalating, the calculated cost savings of hiring contractual faculty, rather than tenure-line faculty (as for-profits currently do) may significantly change the hiring model. Parents and perspective employers are demanding that institutions return to supporting the core curricula so students can remain competitive in the workforce environment. Lecturers may become the preferred and cost effective hiring choices in the future. If so, perhaps administrators will reevaluate pay scales and renewal standards for qualified contract employees based in part on this study's contributions.

In addition, if the distinction and credibility of teaching, and not just research, is legitimately recognized within higher education, administrators might review, reassess, and support their commitment to the core curriculum outlined in college and university mission statements. The Hollow Core-Failure of the General Education Curriculum (Latzer, 2004) reviewed Big Ten, Big Eight, Ivy League, Sister Schools, and other institutions, revealing a nationwide need to improve core curricula. Moreover, pressures from politicians, parents, employers, and competitors have encouraged administrators to become brilliant on the basics once again. As Kezar and Sam (2010) reminded us, "The most important reason for understanding and examining non-tenure-track faculty,... is that they teach the majority of students in higher education; thus, they are the key to creating the teaching and learning

environment" (p. 3). Bringing lecturers to the forefront of the discussion will encourage college and university administrators to reemphasize the market value of teaching and to review their alignment of general education requirements, which will provide students with a competitive edge. Restoring a solid core, both in the curriculum and the instruction, may reemphasize the value of general education. This study certainly contributes to this larger conversation.

Similarly, departments who employ a majority of lecturers (English, math, foreign languages) may benefit from gaining a deeper understanding of lecturers' concerns and commitments so they can better support their lecturers' needs. Department heads will find value in this study as they improve the inclusion of lecturers within their academic environments, decision-making initiatives, and participation in professional development. Similarly, tenured and tenure-line faculty can gain understanding, insight and respect for lecturers as they come to understand that they often share similar objectives and goals through teaching and service. Further, humanities departments may see a greater responsibility for providing graduates with the lectureship as a career path option rather than viewing enrollment into PhD programs as their only choice. Departments need to work closer with placement offices, employers, graduates, and current students to establish a correlation between the degree and its marketability outside of the institution, professionally and financially. This study can provide foundational information toward this mission.

For recent Ph.D., MFA, and master's graduates in the humanities and similar fields, this study can reflect shared experiences and perceptions. While a master's degree is the qualifying degree for teaching off-tenure (NSOPF, 2004) those with terminal degrees need to realize that the lectureship position does not offer research and publishing opportunities, only

employment. As the number of available English PhDs continues to rise, independently or as trailing spouses, it makes sense for postsecondary institutions to hire available and more qualified faculty. Students with master's degrees need to be aware that their lectureship opportunities may be diminishing as candidates with terminal degrees are willing to accept lectureship positions. Moreover, this reality may motivate graduate students to demand more clear-cut and marketable career paths from their institutions to help them obtain suitable and stable employment options. The participants' experiences can also provide insights to those considering a lectureship as a next career option, including the transition from student to teacher.

Parents will also benefit from a deeper understanding of the qualifications that lecturers hold, now seeing them as legitimate and important contributors in their children's educational endeavors. Lecturers help undergraduates acclimate themselves to college and university expectations and form successful study and learning habits, all while guiding them through the core curriculum. It is important for parents and students to see value in the core requirements and the lecturers who teach them, as qualified professionals and not graduate teaching assistants.

In summary, this study makes a significant contribution to the field, as it better informs all participants of the value of the university English lecturer as a colleague and not merely a commodity.

Recommendations for Future Research

A research study as complex and applicable as this one often yields more questions at the end of the study than it did at the beginning. Multiple topics have presented themselves as possible candidates for additional research, including the emergence of three possible two-

tiered systems noted earlier in the section *Themes Discussed* (Theme Three). There are many other ideas and issues that flow from all of this work. This section will discuss the most pressing of these issues.

Value

There seems to be little need to further research issues of exploitation, job security, poor pay, office spaces, and heavy course loads pertaining to lecturers. Results have remained consistent over the decades that lecturers, although dissatisfied with these issues, found satisfaction in their classroom (Shaker, 2008). Future trends may change this perspective. According to *The Chronicle* (September 2012), "Data from the Modern Language Association show that in the 2005 - 6 academic year there were 149 more new Ph.D.'s than job ads for tenure-track assistant professors in the field. By the 2009 - 2010 academic years, the cumulative gap between new Ph.D.'s and job openings reached 1,068." No longer just a prophecy (Nelson, 1995; Shumar, 1997) but the new reality, the overproduction of PhDs may critically change the lecturers' sense of rank and value on multiple levels as this trend continues. This impact on the size and credentials of the future lecturer pool invites additional study.

Tiered System

Further research on expanding tiered systems remains viable. Investigating the impact of lecturers accepting the position rather than trailing spouses settling for the position warrants future study. Moreover, impacts on PhD trailing spouses and the terminal and non-terminal degree-tiered system need investigation. In addition, the culpability of the role of graduate schools deserves closer study in the area of better career counseling for master's

students. Moreover, research on the kinds of advising master's students are receiving and what they are being told about future careers merits more study.

Expectations for Service

Lecturers with terminal degrees feel burdened with additional responsibilities (i.e., committees and panels) while those with master's degrees report feeling honored to assume those roles. This issue warrants further study. Moreover issues of professional development, peer alignment, and the future of the position all need further review.

Fewer PhDs and More Contracts

The impact of Massive Open Online Courses (MOOCS) on the lecturer position and institutions potentially moving toward a larger contract workforce affects lecturers and their futures, and this certainly merits more study. Moreover, research on gender trends in lecturer positions might be important and especially if males are beginning to dominate a previously female-oriented profession.

Reflections

I have invested much in this dissertation study, and I have received much in return. I have learned the value of studying from those before me who laid the foundation, and I am grateful that I can now build upon that confidently as a developing researcher. I have also heard the voices of these eight English lecturers, and I have come to realize the great value in listening, really listening, to them. In turn, I now understand that everyone around me has a similar story to share and that they are only waiting to be asked. These are all future research studies in the making.

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APPENDIX A: NATIONWIDE SURVEY and RESULTS

1. During the last five years, full-time non-tenure track (FTNTT) faculty positions within your department have:

Survey Choices:
Doubled
Increased Significantly
Remained the Same
Decreased

1. During the last five years, full-time non-tenure track (FTNTT) faculty positions within your department have:

		Response Percent	Response Count
Doubled		0.0%	0
Increased Significantly		0.0%	0
Remained the Same		**80.0%**	**8**
Decreased		20.0%	2
		answered question	**10**
		skipped question	**0**

2. How are vacancies for FTNTT faculty in your department advertised?

Survey Choices:
Locally
Statewide
Regionally
Nationally

2. How are vacancies for FTNTT faculty in your department advertised:		
	Response Percent	Response Count
Locally	**40.0%**	**4**
Statewide	0.0%	0
Regionally	30.0%	3
Nationally	30.0%	3
	answered question	**10**
	skipped question	**0**

3. During the last five years, the applications for FTNTT faculty positions within your department have:

Survey Choices:
Doubled
Significantly Increased
Remained the Same
Decreased

3. During the last five years, the applications for FTNTT faculty positions within your department have:		
	Response Percent	Response Count
Doubled	0.0%	0
Significantly Increased	20.0%	2
Remained the Same	**60.0%**	**6**
Decreased	20.0%	2
	answered question	**10**
	skipped question	**0**

4. In your department FTNTT faculty are hired on:

Survey Choices:
Annual Non-renewable Contracts
Multiple Year Non-renewable Contracts
Annual Fixed-term Renewable Contracts
Multiple Fixed-term Renewable Contracts

4. In your department FTNTT faculty are hired on:

	Response Percent	Response Count
Annual Non-renewable Contracts	0.0%	0
Multiple Year Non-renewable Contracts	10.0%	1
Annual Fixed-term Renewable Contracts	40.0%	4
Multiple Fixed-term Renewable Contracts	**50.0%**	**5**
	answered question	**10**
	skipped question	**0**

5. During the initial screening process of applications for FTNTT positions, the most important candidate qualification is:

Survey Choices:
Terminal Degree
Educational History
Teaching Experience
Publications

5. During the initial screening process of applications for FTNTT positions, the most important candidate qualification is:

	Response Percent	Response Count
Terminal Degree	10.0%	1
Educational History	10.0%	1
Teaching Experience	**80.0%**	**8**
Publications	0.0%	0
	answered question	**10**
	skipped question	**0**

6. The final selection of FTNTT candidates for a faculty position is decided by:

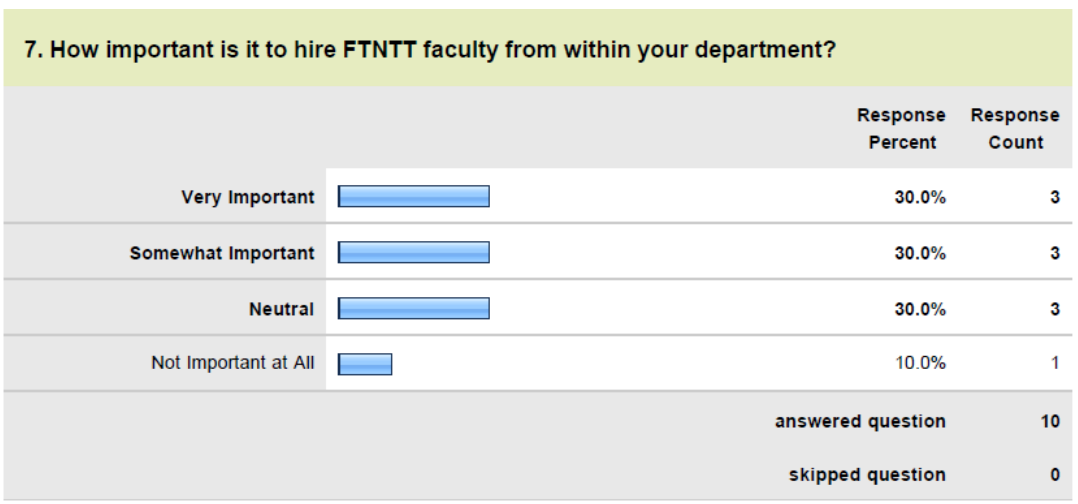
Survey Choices:
Director of Rhetoric and Composition Only
English Department Faculty Committee
English Department Chair
Diverse Committee which includes Contingent Faculty

6. The final selection of FTNTT candidates for a faculty position is decided by:

	Response Percent	Response Count
Director of Rhetoric and Composition Only	0.0%	0
English Department Faculty Committee	**66.7%**	**6**
English Department Chair	11.1%	1
Diverse Committee which includes Contingent Faculty	22.2%	2
	answered question	**9**
	skipped question	**1**

7. How important is it to hire FTNTT faculty from within your department?

Survey Choices:
Very Important
Somewhat Important
Neutral
Not Important at All



7. How important is it to hire FTNTT faculty from within your department?

	Response Percent	Response Count
Very Important	**30.0%**	**3**
Somewhat Important	**30.0%**	**3**
Neutral	**30.0%**	**3**
Not Important at All	10.0%	1
	answered question	**10**
	skipped question	**0**

8. Salary for FTNTT faculty is determined by:

Survey Choices:
The University Administrators
The College Administrators or Dean
The Department Chair
A Department Committee

8. Salary for FTNTT faculty is determined by:

		Response Percent	Response Count
The University Administrators		22.2%	2
The College Administrators or Dean		**77.8%**	**7**
The Department Chair		0.0%	0
A Department Committee		0.0%	0
		answered question	**9**
		skipped question	**1**

9. What title distinguishes FTNTT faculty from part-time (PT) faculty within your department?

Survey Choices:
Lecturer
Instructor
Adjunct Faculty
No Title Differential

9. What title distinguishes FTNTT faculty from part-time (PT) faculty within your department?

	Response Percent	Response Count
Lecturer	66.7%	6
Instructor	22.2%	2
Adjunct Faculty	11.1%	1
No Title Differential	0.0%	0
	answered question	9
	skipped question	1

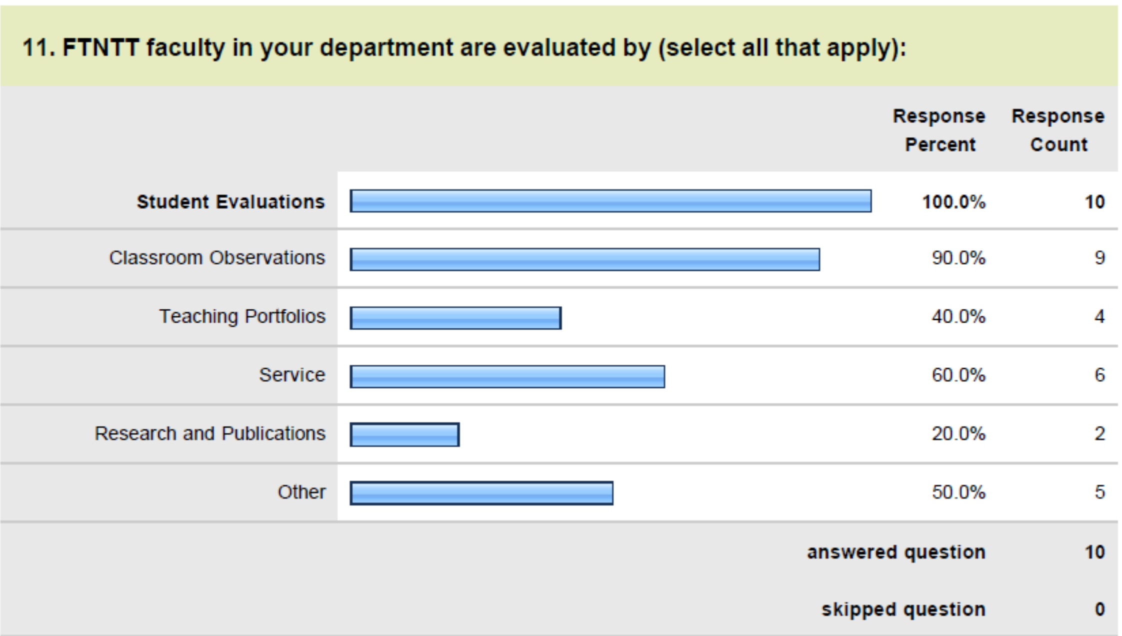
10. Approximately, what is the current ratio of FTNTT faculty to PT faculty within your department:

Survey Choices:
1:1
1:2
1:4
1:5 or more

10. Approximately, what is the current ratio of FTNTT faculty to PT faculty within your department:	Response Percent	Response Count
1:1	11.1%	1
1:2	11.1%	1
1:4	0.0%	0
1:5 or more	**77.8%**	**7**
	answered question	**9**
	skipped question	**1**

11. FTNTT faculty in your department are evaluated by (select all that apply):

Survey Choices:
Student Evaluations
Classroom Observations
Teaching Portfolios
Service
Research and Publications
Other

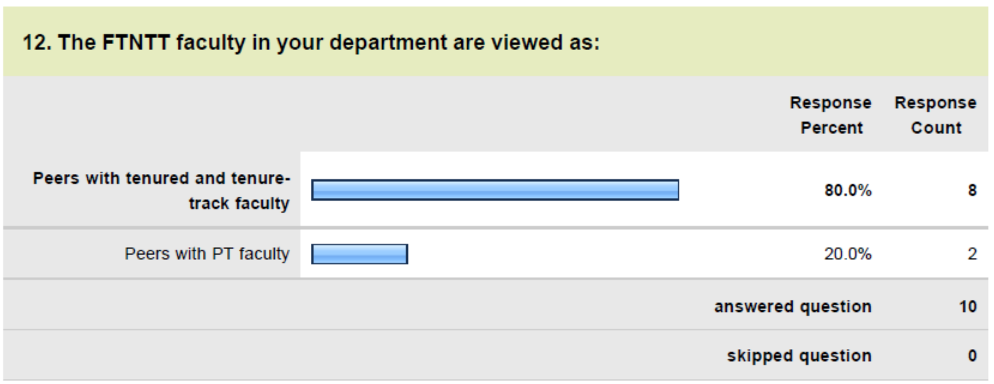


11. FTNTT faculty in your department are evaluated by (select all that apply):

	Response Percent	Response Count
Student Evaluations	**100.0%**	**10**
Classroom Observations	90.0%	9
Teaching Portfolios	40.0%	4
Service	60.0%	6
Research and Publications	20.0%	2
Other	50.0%	5
	answered question	**10**
	skipped question	**0**

12. The FTNTT faculty in your department are viewed as:

Survey Choices:
Peers with tenured and tenure-track faculty
Peers with PT faculty



12. The FTNTT faculty in your department are viewed as:

	Response Percent	Response Count
Peers with tenured and tenure-track faculty	**80.0%**	**8**
Peers with PT faculty	20.0%	2
	answered question	**10**
	skipped question	**0**

13. What professional development opportunities does your department provide for your FTNTT faculty (select all that apply):

Survey Choices:
Mentoring
Research Opportunities
Conference Opportunities
None

13. What professional development opportunities does your department provide for your FTNTT faculty (select all that apply):

	Response Percent	Response Count
Mentoring	80.0%	8
Research Opportunities	60.0%	6
Conference Opportunities	**90.0%**	**9**
None	10.0%	1
	answered question	**10**
	skipped question	**0**

14. How likely is a FTNTT faculty position to be marketed to PT faculty members as a career advancement opportunity?

Survey Choices:
Very Likely
Somewhat Likely
Very Unlikely
Don't Know

14. How likely is a FTNTT faculty position to be marketed to PT faculty members as a career advancement opportunity?

	Response Percent	Response Count
Very Likely	30.0%	3
Somewhat Likely	30.0%	3
Very Unlikely	30.0%	3
Don't Know	10.0%	1
	answered question	10
	skipped question	0

APPENDIX B: INTERVIEW QUESTIONS

Background

1.1 How long have you been a FTNTT faculty member at this institution?

1.2 Have you been a FTNTT faculty member at any other institution(s)? If yes, why did you leave?

1.3 Prior to the FTNTT position, were you a PT/adjunct faculty member? If yes, for how long?

1.4 Are you teaching at the same institution where you received your highest degree?
1.5 What is your highest degree earned?

1.6 Is your degree in Rhetoric and Composition? If not, what is your field of study?

FTNTT Position

2.1 What is the specific title associated with this position?

2.2 In your opinion, why was the level of FTNTT position created in your department?

2.3 What is the status of FTNTT faculty in your department?

2.4 How would you describe your status within your department?

2.5 In your opinion, which word is the best descriptor of this position and why? Valuable, Necessary, Exploited?

2.6 How meaningful is this position toward your career goals?

2.7 In your opinion, which word is the best descriptor of students and why? Valuable, Necessary, Consumer?

2.8 How has this view affected your teaching and grading standards?

2.9 If you were talking to someone applying for a similar position, what would you tell him/her about the position?

2.10 What recommendations would you have for redesigning the level of this position?

Wrap Up

3.1 Is there anything you would like to add that I did not ask?

APPENDIX C: CONSENT FORM

Informed Consent for
The English University Lecturer: Colleague or Commodity

Project Title and Purpose:

You are invited to participate in a doctoral research study entitled *The English University Lecturer: Colleague or Commodity.* With tenure positions on the decline and part-time positions increasing within the Humanities, your information will help to clarify the role and value of FTNTT English faculty within public universities.

Investigator(s):

This study is being conducted by the University of North Carolina at Charlotte English Department in which Karen Carney is the principal investigator working under the supervision of her committee chair, Dr. Margaret Morgan.

Description of Participation:

You will participate in a face-to-face one hour audio taped interview on your campus. The location will be selected by you and confirmed by phone.

Length of Participation:

The interview consists of 17 questions and your participation in this project should take one hour. If you decide to participate, you will be one of 16 interview subjects in this study. This study will also include 20 subjects nationwide participating in a 15 question multiple-choice survey.

Risks and Benefits of Participation:

There may be some risk of participant identification due to the small sample size and institutional information. Coding will be used to minimize this risk. The benefits of

participation in this study are to expand and contribute to educational research and to provide a representative voice and perspective for full-time non-tenure track English lecturers.

Volunteer Statement:

You are a volunteer. The decision to participate in this study is completely up to you. If you decide to be in the study, you may stop at any time. You will not be treated any differently if you decide not to participate or if you stop once you have started.

Confidentiality versus Anonymity:

The data collected the investigator will be kept confidential. Your name and data will be coded to de-identify your participation and your institution. Only the investigator will have access to the interview notes and audio recordings. Furthermore, all data will reside with, and be transcribed and analyzed only, by the investigator at her residence. Upon completion and committee approval, all interview notes will be shredded and audio tapes physically destroyed.

Fair Treatment and Respect:

UNC Charlotte wants to make sure that you are treated in a fair and respectful manner. Contact the University's Research Compliance Office (704.687.3309) if you have any questions about how you are treated as a study participant. If you have any questions about the project, please contact the investigator, Karen Carney at 704.964.2205 or the academic chair, Dr. Margaret Morgan at 704.687.4210.

Participant Consent

I have read the information in this consent form. I have had the chance to ask questions about this study, and those questions have been answered to my satisfaction. I agree to participate

in this research project. I understand that I will receive a copy of this form after it has been signed by me and the Principal Investigator.

Participant Name (PLEASE PRINT) ______ Participant Signature ______ DATE

Investigator Signature ______ DATE