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A Phenomenological Study of Tenure-Track Faculty Serving in Dual Roles as Administrators

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ABSTRACT

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This qualitative, phenomenological study explores the lived experiences of tenure-track faculty serving in dual roles as administrators at Carnegie classified R2 and R3 higher education institutions within the United States. Fourteen participants completed one-on-one, semi-structured interviews about their lived experiences as tenure-track faculty members serving in dual roles. Participants discussed rewards and motivations as well as challenges. Additionally, participants discussed perceptions of their academic identities. Key themes emerged during data analysis. Rewards and motivations included the following: Community change agent and student advocate, a "seat at the table," collegiality, flexibility, confidence from prior experience and clear tenure procedures, and job security and potential for career advancement. Challenges included workload and time management, research, operational confusion, politics including power dynamics and bureaucratic or hierarchical obstacles, changing conditions in higher education, professional invisibility, untenured stress and anxiety, and personal obstacles such as family and health issues. Themes related to academic identities included self-identity in relation to audience, perceptions from others based on interaction, and metaphors of identity. The findings from this study led to recommendations for best practice concerning tenure processes and policies as well as recommendations for dual role processes and policies. The findings from this study also revealed a need for more research concerning dual roles to aid in the creation of more equitable policy and practice for faculty serving in dual roles both pre- and post-tenure.

DEDICATION

To Claire and Elle, my biggest cheerleaders. Remember, you can do hard things.

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Several years ago, I was reminded there is never really a great time to pursue your goals. Lando, thank you for reminding me of the simple fact that in a few years I could either have my doctorate or not. Like always, my overthinking needed your optimism. Along with that, you have given me your support, encouragement, child chauffeuring, laundry-folding skills, and much more so that I could have time to grow and learn. Thank you for listening endlessly to ideas and reading drafts to help me. You are the best teammate and best friend I could ever have.

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Chapter 1. Introduction

Tenure and academic freedom in the United States have been a critical component for higher education faculty since the late nineteenth century, especially as the American Association of University Professors (AAUP) took a special interest in academic freedom due to alleged violations around 1915 (AAUP, 1915). The AAUP issued statements thereafter to promote and protect the academic freedom of faculty, and these statements remain the leading positions on tenure and academic freedom as it is known today (AAUP, 1970). From the 1990s onward, however, colleges and universities have experienced struggles that have caused tension concerning the value of tenure. For example, since the Great Recession, many higher education institutions have struggled financially, often passing on the burden to students concerning fees and tuition or reducing faculty and course offerings (Mitchell et al., 2017); moreover, these financial strains have coincided with a reduction in tenured faculty lines. However, current financial issues may not be the only culprit for decreasing tenure-track faculty lines. The AAUP (n.d. a) reiterated that contingent faculty appointments, in truth, grew during economic prosperity before times of financial strain. As noted by Conley et al. (2017), between 2003 and 2013, full-time staff increased 19% with the greatest growth at 38% for part-time faculty. Furthermore, according to the AAUP (n.d. a), over 70% of instructors are currently non-tenure track employees. In other words, the reduction of tenure-track faculty positions persists. New trends are also emerging; Georgia's Board of Regents in 2021 approved a policy to allow any president in the University System of Georgia to dismiss a tenured faculty member in any of its public institutions without faculty involvement (Flaherty, 2021; Heyward, 2021). Therefore, while tenure has historically been a fundamental component of

United States higher education institutions, current issues may affect tenure-track experiences of higher education faculty.

Reflecting the current, turbulent climate of higher education, some faculty are beginning their journey toward tenure with the knowledge that they have secured a desirable position in a heavily saturated academic job market (Carey, 2020). While tenure itself is a contested concept, many articulate that tenure is the key to academic freedom. Recalling the work of Kolodny, Manning (2018) expressed, "By protecting academic freedom, though imperfectly, tenure in the form of employment for life creates a 'protected space' for intellectual pursuits in teaching and research" (p. 44). This is why tenure is an expensive but arguably worthwhile commitment. However, faculty who obtain tenure-track positions may experience several challenges in being new to academia as they navigate research, service, and teaching, such as poor work-life balance, lack of confidence or training in teaching, unclear expectations in achieving tenure, and a lack of guidance and collegial connectivity (Gosling et al., 2020). Faculty may feel the pressure to say "yes" to requests from their tenured colleagues in order to avoid jeopardizing their tenure.

Moreover, as Hannum and Muhly (2015) noted, the time for new leaders to step into the positions that baby boomers are leaving has arrived. Once again, those new to administration in higher education also face obstacles in learning how to lead oftentimes without formal training. While there are numerous benefits to serving in administrative positions, the positions can be challenging, even for individuals who have worked many years in higher education (Buller, 2012; McCarthy, 2003). Therefore, administrative positions can be stressful and time-consuming even under the best of circumstances.

Considering the evolving financial state of higher education along with the deceleration of tenure-track faculty and growing openings in administrative positions, some faculty are serving in dual roles, as both faculty members and administrators simultaneously. While the changing higher education factors may accelerate these types of positions, as Daffron (2010) stated, some positions are created as dual assignments from the start. Regardless of how these positions come about, faculty in dual roles have distinctive positions in higher education that deserve attention. The confluence of the aforementioned factors also means at some institutions, new faculty may be expected to take on a dual role prior to tenure. Daffron (2010) explained that while dual roles can certainly be rewarding, these faculty members may experience pressure on their professorial identity and time. He warned that higher education institutions should be careful in "how they assign faculty to these positions, what expectations they have for these individuals, and how they nurture these faculty with dual roles throughout their tenure in the positions" (para. 4). In considering this, tenure-track faculty serving in dual roles may face unique challenges in their higher education experiences. Current manuscripts show examples of tenure-track faculty serving as chairs (Channing, 2021; Everly et al., 2017; Williams, 2006); however, tenure-track faculty are likely to be asked to take on other types of administrative roles in an effort to spread out the needs and tasks of colleges and departments. These positions often have the title of coordinator or director (Daffron, 2010).

Tenure-track faculty tasked with a dual role may also be influenced by the type of institution in which the faculty member works. Carnegie classification can alter the experiences and expectations of faculty members who are working toward tenure. Perry et al. (1997) noted that expectations may be clearer at community colleges and R1 classified institutions because they have a more clear-cut purpose, whereas with other Carnegie classified institutions, faculty

may find it difficult to distinguish the balance between their research, teaching, and service. My study, therefore, will investigate the phenomenon of tenure-track faculty serving in dual roles as administrators at Carnegie classified "higher" research activity (R2) and Carnegie classified "moderate" research activity (R3) higher education institutions within the United States.

Statement of the Problem

As the state of higher education and tenure appointments evolve, it is important to study the effects of these changes on newly appointed faculty, especially those who take on dual roles. Faculty are not only a central part of the student experience but also are catalysts for fulfillment of a college or university's mission through their service as well as architects of truth through excellence in research. The faculty member who receives tenure helps shape the university for years to come. Therefore, the tenure-track faculty member experience is a partial determinant for what roles faculty members will be willing to play and what contributions they be willing to make in their institution's future. Contributions may include assuming a leadership or administrative role, furthering research, innovating their teaching practice, and undertaking more service.

Thus, the purpose of this qualitative, phenomenological study is to explore the lived experiences of tenure-track faculty serving in dual roles as administrators at Carnegie classified R2 and R3 higher education institutions within the United States. Dual roles will be generally defined as faculty positions that include an administrative component outside of traditional teaching, service, and research expected of tenure-track faculty. I aim to explore the rewards and motivations as well as the challenges of tenure-track faculty in these unique positions to better understand their experiences and academic identities. I aim to consider implications for future

faculty entering into these roles as well as to identify areas of further study concerning professorial roles in present-day higher education institutions.

Research Questions

An overarching research question as well as several sub-questions guided my investigation of the lived experiences of tenure-track faculty serving in dual roles. The questions guiding this research include:

Overall Research Question

What are the lived experiences of tenure-track faculty serving in dual roles as administrators in R2 or R3 classified higher education institutions in the United States?

Research Question 1

What do tenure-track faculty members serving in dual roles as administrators perceive as rewards and motivations of serving in dual roles?

Research Question 2

What do tenure-track faculty members serving in dual roles as administrators perceive as challenges of these roles?

Research Question 3

How do tenure-track faculty serving in dual roles perceive their academic identity?

Significance of the Study

This research will contribute to the body of knowledge of the tenure experiences of faculty in the modern-day era of higher education, which is a pivotal moment in history concerning tenure-track positions and academic freedom. With an academic job market that affords limited choice, especially in oversaturated fields, faculty members will experience the often high-stakes process of the tenure with an elevated sense of precarity. However, institutions

that offer faculty members positions at their institutions benefit from having successful, engaged, and fulfilled faculty members, especially ones who are willing to contribute in multiple ways to the university or college. Additionally, higher education institutions will need to prepare for the future in terms of leadership and future-forward vision of academia, and the tenure-track faculty of today will soon be stepping into these ranks as retirements occur. Higher education institutions that are classified as R2 or R3 institutions should find an equilibrium in their demands for research, teaching, and service while also considering if or how "institutional striving" affects their tenure-track faculty members.

In considering this historical lens, I aim to describe how undertaking an extra component in the tenure-track journey may impact the faculty experience currently and in the future. Presently, there is a paucity of research in the area of faculty members serving in dual roles prior to tenure despite the evidence of the phenomenon existing. The descriptions of this study illuminate what could improve the tenure-track experience for faculty who must take on an additional role. This study also provides insight into the strengths and weaknesses of the present-day tenure-track process. Furthermore, this study may also aid in the understanding of post-tenure productivity loss concerning research and scholarship, as it asks faculty about the pressures and challenges of achieving tenure. With leadership opportunities potentially increasing in the future, this study provides insight into why faculty may or may not continue to pursue leadership opportunities in the future, which could be especially important for women candidates and candidates of color. In examining the tenure-track experience of faculty serving in dual roles, I contribute to research that lays the groundwork for helping prepare faculty for success on the tenure track. In fact, this study provides a foundation for best policy and practice in assigning dual roles as well as helping institutions create ways to support faculty in these

roles. Finally, this research explores how Carnegie classification may affect the tenure process for faculty in R2 and R3 institutions.

Definition of Terms

The definitions of terms provided are intended to promote clarity and continuity in meaning throughout the dissertation.

- Adjunct faculty: Member of the contingent faculty professoriate who is considered part-time and hired on an as-needed basis, is off the tenure track, and is compensated per course or hourly rather than by salary (AAUP, 2014)
- Administrator: Employee who has expert knowledge and often holds advanced degrees to perform highly specialized functions in higher education operations within a bureaucracy model to enact distinctive goals of the university or college (Manning, 2018); administrators range from the lowest organizational structural rung of curricular unit (e.g. head, chair, director, coordinator) to the administrative unit (e.g. dean, assistant provost) to the organizational unit (e.g. president) (Breslawski, 2017). Faculty members may be given an administrative role while serving as faculty.
- Assistant professor: Lowest ranking member of tenure-track faculty whose responsibilities include teaching, research, and service but who has not achieved tenure nor been promoted to associate professor (Manning, 2018)
- Associate professor: Middle ranking member of tenure-track faculty whose responsibilities include teaching, research, and service who has achieved tenure and promotion from assistant professor (Manning, 2018)
- Carnegie classification: Classification framework to describe and compare post-secondary institutions and discern peer institutions (Henderson & Powers, 2017; Indiana,

n.d.) that is frequently interpreted by higher education stakeholders as a vertical ranking system (Thelin, 2019)

- Coordinator: Administrative role in which the employee typically does not supervise other faculty but rather coordinates a college or university program, which may be academic support-related (Daffron, 2010; North Carolina, 2022)
- Director: Administrative role in which the employee typically does not supervise other faculty but may supervise a staff and directs a higher education program or center where they may handle financial and curricular or academic aspects, strategic planning, budgets, and additional initiatives (Daffron, 2010; North Carolina, 2022)
- Dual role: A role in which a faculty member of a higher education institution identifies as both a faculty member and a part-time administrator (Daffron, 2010)
- Faculty striving: A faculty member's attempt to emulate the work expectations of peers at higher-level research institutions, which may in turn affect their home institution's work expectations of faculty members (O'Meara & Bloomgarden, 2011)
- Full professor: Highest ranking member of tenure-track faculty whose responsibilities include teaching, research, and service who has achieved promotion beyond the associate professor rank (Manning, 2018)
- Hybrid role: See dual role
- Institutional striving: "[T]he institutional pursuit of prestige within the academic hierarchy" as a tendency of a university or college over time, particularly in relationship to Carnegie classification or a drift outward and upward in mission (O'Meara & Bloomgarden, 2011, p. 40)
- Junior faculty: See assistant professor

- Phenomenology: A qualitative research method that seeks to describe the lived experiences of participants as they experience a phenomenon as well as reduce those individual experiences to a universal essence in order to share what was experienced and how (Creswell & Poth, 2018)
- Tenure-track faculty: A person considered "probationary for tenure" at a higher education institution who prepares a tenure and promotion dossier and experiences reviews for "reappointment" during this time period (Manning, 2018). These faculty are often given the title "assistant professor" during the probationary period. Each institution creates standard, often broadly defined criteria for tenure, and the tenure-track faculty must present evidence of achievement in teaching, research, and service to "go up for tenure" (Manning, 2018).
- Tenure: "An indefinite appointment that can be terminated only for cause or under extraordinary circumstances such as financial exigency and program discontinuation" for faculty on the tenure track that is meant to safeguard academic freedom (AAUP, n.d. b)

Limitations and Delimitations

Limitations pertain to any shortcomings of the study that are out of a researcher's control. As a phenomenological study with participant interviews, the interviews occurred on days and times of the participants' convenience and, therefore, may have affected the participants' responses. Additionally, participation in this study was optional, so the data is limited to those willing to participate in the interviewing process. The participants in this study are on the tenure track and, therefore, may have reservations about communicating negative aspects of their positions even though I communicated measures of protecting identities, such as through the use of pseudonyms and secure digital storage of data transcriptions. Another limitation of the study

is the how participant experiences outside of the phenomenon affect their perspectives. For example, the participants' gender identities, racial identities, socio-economic identities, and other personal aspects of identity may impact the findings of this study. Additionally, because the phenomenon of dual roles as the focus of this study is unique to the roles assigned by various departments as is the tenure experience, the findings of this study may not be transferable to all dual role positions, especially those outside of the Carnegie classifications and specific positions of administrators being studied.

Researcher bias is another limitation of this study that must be addressed. My interest in this topic stems from personal encounters with faculty members who have experienced the phenomenon of serving in a dual role while on the tenure track. Additionally, many of my friends and personal acquaintances have gone through the tenure process, and I have worked at an R2 and R3 higher education institution for over a decade. My experiences in higher education have undoubtedly had an impact on my perceptions of the tenure process, on administration and leadership roles, and on the unique positionality of dual roles in higher education. I identify as a white, cisgender woman, and I am invested in increasing underrepresented voices in leadership roles in higher education, particularly women in higher education leadership. In this study, I took steps, which are discussed in Chapter 3, to avoid allowing my personal identity and experiences to weaken the findings of the study. I also had to recognize that aspects of my identity prevent me from wholly understanding the perspectives of faculty members who have additional parts of their identities that I do not experience. This applies, for example, to gender or racial identities of participants. In order to mitigate the researcher bias described, I followed all IRB protocols; clarified procedures to participants, shared how information was stored; communicated how participation was voluntary; and used member checking to ensure the participants' lived

experiences provided trustworthy thick descriptions. Lincoln and Guba (1985) consider member checking to be one of the most important elements of a qualitative study concerning credibility.

Delimitations of a study are consciously set by a researcher concerning the study's boundaries and limits. This study is delimited to tenure-track faculty members who are serving in a dual role at an R2 or R3 higher education institution. The delimitation of participant qualifications preserves the lived experiences in dual roles as they are experienced; it prevents both a possible retrospective hindsight lens as well as an underdeveloped lens of participant experiences. Participants are also delimited to being on the tenure-track; my reasoning for this is to build upon Daffron's (2010) study of dual roles by only interviewing participants prior to receiving tenure in order to describe a more specific experience. Carnegie classification is another delimitation of the study. As established by Perry et al. (1997), dual mission institutions, those focused on both teaching and research, may complicate the experiences of new faculty as opposed to more singularly focused institutions such as high research designated (R1) institutions and community colleges. I explored the perceptions of faculty at R2 and R3 designated institutions specifically in order to describe the complexity of that particular experience.

Overview of the Study

This phenomenological qualitative study includes five chapters about the lived experiences of tenure-track faculty serving in dual roles as administrators to tenure at Carnegie classified R2 and R3 higher education institutions. Chapter 1 comprises the introduction to the study, the statement of the problem and purpose statement, research questions, the significance of the study, definition of terms, limitations and delimitations, and an overview of the study. Chapter 2 is a review of the literature pertinent to the study including concepts of tenure and

academic freedom, the components and processes of tenure, the historical context of tenure and academic freedom, tenure in the twenty-first century, experiences of faculty transitioning into administration, and experiences of faculty serving in dual roles. Chapter 3 includes the study's research design and methodology. Chapter 4 reveals the findings of the research interviews through the coding process and shares an analysis of the data. Chapter 5 contains the conclusions of the study and present suggestions for additional research.

Chapter 2. Review of the Literature

Research on faculty transitioning into administration often focuses on the challenges and rewards of well-established faculty members who have decided upon this transition within their existing careers (e.g. Achterberg, 2012; Cullen, 2012; Flaherty, 2016; Fuchsel et al., 2021; Mallinger, 2013; McMinn, 2016; Zelna & Schans, 2017). Additionally, faculty experiences of the tenure process as a product of the higher education landscape since the 1970s has been a focus of study, as tenure is recognized as a unique and demanding process for higher education faculty in comparison to employees in other fields (e.g. Ansburg et al., 2022; Chait, 2002; King et al., 2012; Rice & Sorcinelli, 2002; Schroeter & Anders, 2017; Thelin, 2011). Some recent studies on higher education tenure also point to growing concern over the tenure process for minority and underrepresented candidates (Raheem, 2016; Zajac, 2011). However, there is limited research on faculty serving in dual roles. For example, Azikiwe (2020) examined faculty in dual roles through a qualitative study in an attempt to understand how and why they assumed managerial roles, the challenges they faced, and what universities can do to better support these faculty members. Daffron (2010) studied how the experiences of a dual role created clear benefits while it also generated a precarious balancing act of working as professor and administrator simultaneously. A gap in the research exists, as well, on dual roles specifically focused on higher education tenure-track faculty. Furthermore, Perry et al. (1997) suggested that more research is needed to understand the faculty experiences at institutions that are not single-missioned, as with R1 institutions and community colleges, because the multiplicity of focuses for the tenure-track faculty complicates the experience. This study, therefore, draws upon the research on transitions into administration, tenure-track experiences, and dual roles yet seeks to

add to the limited body of research on dual roles pre-tenure in order to expand upon the perceptions of tenure-track faculty in the current higher education landscape.

The review of literature for this dissertation contains several core areas of research. The study of a dual position implies a duality in the nature of research as well, split between higher education faculty-related and administrative-related research. First, I explored the concepts of tenure and academic freedom; this historical lens of tenure helps illuminate how tenure has evolved in the United States in order to better understand tenure today. Additionally, I reviewed the components and processes of tenure in order to better understand the complexities of the tenure process. I also shared research on tenure in the twenty-first century including the current higher education landscape, mission and prestige as it relates to tenure, evolving tenure expectations, new faculty experiences with tenure, critics of tenure, and rewards of tenure. It is important to include the evolving state of higher education in order to illustrate the effect of those changes on administration and faculty.

Next, I examined the research on faculty transitioning into administration including challenges and rewards. This research is critical in showing the challenges that even experienced faculty members encounter and the barriers they face to becoming effective administrators; however, the research also establishes the benefits of learning and experiencing administrative roles in higher education. Research on transitions into administration, therefore, can be applied to experiences of faculty who are not fully transitioning into administration yet who are experiencing some of the same challenges and benefits as part-time administrators. I also explored the limited research on dual roles in higher education today, once again, to illuminate the challenges and rewards of faculty in these positions, regardless of tenure status. Finally, I shared the theoretical framework that shapes this dissertation research. All of the literature

included in this review establishes a foundation on which to build new knowledge concerning a more specific area of research on tenure and administration in higher education.

The Concepts of Tenure and Academic Freedom

Academic tenure has been defined in various ways over the years, but the definitions are typically simplistic in nature. Some have defined tenure as the university or college's commitment to continuous employment of its researchers and educators (Ashcraft et al., 2021; Larson et al., 2019). Ansburg et al. (2022) added that tenure not only protects faculty from censorship from the university but also protects faculty outside the institution, such as expressing political beliefs. Additionally, Ansburg et al. (2022) stated that when a university grants tenure, the faculty member is considered permanent at the institution and cannot be fired arbitrarily for any research they ethically produce. Schroeter and Anders (2017) also stated that tenure gives faculty a safe way to challenge both administrators and students. In other words, tenure has endured as a way to extend protections that may not otherwise exist. However, Amacher and Meiners (2004) explained that tenure does not mean faculty who behave inappropriately or who perform inadequately cannot be dismissed, and Ansburg et al. (2022) noted that this typically happens when a faculty member violates employee policies. While tenure has existed for over a century, the basic purposes of tenure have remained the same even though the procedures for obtaining tenure have not (Larson et al., 2019). Definitions of tenure appear to be uncomplicated and straightforward, but as Ashcraft et al. (2021) has reiterated, "the simplicity of the definition belies the complexity of the tenure system" (p. 578).

Furthermore, tenure has been inextricably linked in higher education to the concept of academic freedom. Tenure, it can be argued, protects academic freedom, and academic freedom affords faculty members "the autonomy to pursue knowledge and truth in their research and

scholarship and to teach about and comment publicly on controversial or difficult topics" (Ansburg et al., 2022, p. 182). Slaughter (2011) has defined academic freedom as "professorial ability to follow research where it leads and to communicate the results, whether through publications, in research forums, in the classroom, or to the public" (p. 241). Slaughter (2011) also argued that academic freedom is the "cornerstone of academic expertise," (p. 241) essential to faculty owning their own autonomy and that academic freedom results in research for the public good, a fruitful social contract between the faculty's work and the people. While the AAUP has noted that academic freedom applies to not only tenured faculty but also part-time faculty and teaching assistants, many statements on academic freedom from various institutions do not include adjuncts or non-tenure track faculty as part of those protections (Trower, 2002). As Schroeter and Anders (2017) have reiterated, many conclude that the tenure system is the sole way to ensure quality of both research and higher education in general. However, critics of tenure have postulated that tenure is not necessary in the quest to ensure academic freedom and that there are better ways to offer protections without the long, enduring, and often difficult tenure process. Some may argue, in fact, that tenure is a means of job security above any claims of academic freedom (Ashcraft et al., 2021; Kaplan, 2010). The extent of tenure in relation to the protection of academic freedom remains a contentious debate.

The Components and Processes of Tenure

The central tenets of tenure are generally agreed upon as teaching, research, and service. However, other factors may impact a faculty member's tenure depending on the college or university. Connell and Savage (2001) shared that the courts have sided with universities in considering a colleague's working relationships, eventually termed "collegiality," as a consideration for a faculty member's promotion and tenure. Trower (2002) furthered this notion,

adding that collegiality is often an unmentioned component added to the faculty member's evaluation beyond teaching, research, and service. King et al. (2012) included a fourth tenet as the faculty member adding "general value" to the institution. Additionally, Slaughter (2011) noted that institutional tenure components may be influenced in the present day by entrepreneurial activities as a turn toward neoliberalism. As an example, Oregon State University recently received a National Science Foundation grant to add "innovation and entrepreneurial achievements" as new criteria for tenure and promotion (Lundeburg, 2019). On one hand, the move is said to "more inclusively recognize the full breadth of research opportunities for faculty and students in the 21st century" (Lundeburg, 2019). On the other hand, Lundeburg (2019) observed this decision can impact how faculty think about their research in terms of market value of research endeavors. Rich Carter of the Oregon State University Research Office said this change will help make Oregon State University become a global leader (Lundeburg, 2019). As this example reveals, while the core of tenure remains research, teaching, and service, other components may be considered, and even the three central tenets may evolve over time in meaning.

When faculty members enter the tenure track, it can be helpful for them to have an understanding of typical tenure timeline. New, junior faculty on the tenure track are typically given the title "assistant professor" as the lowest tier of the faculty ranking in the tenure-track system, and this is true for any institution type regardless of Carnegie classification (Larson et al., 2019; Manning 2018). In most situations, faculty are considered assistant professors during a probationary period, which lasts approximately five to seven years, before being able to apply for tenure and be promoted to the rank of associate professor (Ansburg et al., 2022; Ashcraft et al., 2021; Hansen, 2008; Jones et al., 2014; Manning, 2018). However, this timeline can certainly

differ depending on various contracts, negotiations, or life interruptions (Ansburg et al., 2022). For example, leave for medical or familial reasons, such as a sick spouse or the birth of a child, may interrupt the tenure timeline, and in these cases, faculty may be offered the option to stop the tenure clock for one or two years depending on the institution's policies (Schroeter & Anders, 2017; Trower; 2002). As Schroeter and Anders (2017) emphasized, tenure timing can be viewed as mark of excellence, especially if a faculty member is encouraged to apply early due to a robust publication record. However, they also note that not all early tenure applications are successful. Some early applicants were denied, and they had to reapply, or they were granted tenure but had to reapply for promotion to associate professor at a later date (Schroeter & Anders, 2017).

For faculty to be awarded tenure, they must go through a peer review process based on the components of tenure for the institution and perhaps, more specifically, for their program or department (Lassiter & De Gagne, 2010; Manning, 2018). Each component of tenure will likely not be weighed equally not only between different institutions and institution types or Carnegie classification but also between individual departments on each campus. King et al. (2012) noted that these criteria sets may be subjective and evolve with the mission of the university. However, overall, tenure is considered a prize worth fighting for by most individuals for its long-term job stability and security, even if salary growth is lower for a promotion than with other types of careers (Gosling et al., 2020; King et al., 2012). Prottas et al. (2016) shared that current research shows a majority of professors who apply for tenure receive it.

Service

Service activities of faculty members can vary greatly considering the wide range of opportunities that can be considered for this component of tenure. Trower (2002) explained that

service activities can include being a part of committees on campus, being a member of a professional organization, leading student organizations, or working with community groups. Hansen (2008) added that student advising may also be part of service work.

Trower (2002) explained that service work is typically assessed "by the level of faculty involvement and some measurement of leadership, time, and effort" (p. 53). Considering this variety and ambiguity, measuring the amount or type of service appropriate for tenure application may be confusing. While Hansen (2008) shared that most new faculty will receive release time during their first years for service-related activities, this can also vary for departments and institutions. Furthermore, Schroeter and Anders (2017) argued that increased administration and service accounts for a recent shift in contractual appointment splits in workload for new faculty members.

Teaching

Teaching load may also vary depending on faculty appointment at differing institution types, and new faculty may be assigned to teach at the undergraduate or graduate level. Bakken and Simpson (2011) shared that at a more teaching-focused institution, a teaching load may be four courses a semester, while at both a research and teaching-focused institution, a teaching load may be three courses a semester, depending on Carnegie classification. However, faculty assignments may vary from person to person depending on each faculty member's other assignments and obligations. Senior faculty in Price and Cotten's (2006) study described successful teaching as not being "disastrous" in nature, lacking student complaints, and having at least average student or peer teaching evaluations. However, all ranks of faculty in the study noted the subjectivity of student evaluations and the potential for these evaluations to measure popularity over effectiveness. Furthermore, the number of students a new faculty member

teaches per semester can differ as well. Price and Cotten (2006) revealed that junior faculty members at teaching institutions tended to teach sections of 30-50 students compared to junior faculty at research institutions who averaged 20-40 students per section. Bakken and Simpson (2011) argued that new faculty should fight for some stability and consistency in the courses they teach to avoid the overwhelming teaching preparations that come with planning new courses. They noted that new, first-year faculty members may barely stay one step ahead of students, which can make effective teaching and assessment difficult. In Gosling et al.'s (2020) research, they expressed that new faculty frequently explained how they had to prioritize teaching over research and service in their first years. Regardless of number of courses assigned or number of students in each class, teaching is a critical part of pre-tenure life that requires a great deal of time from new faculty members.

Research and Scholarly Activity

Research refers to the scholarly activity of faculty that is assessed for tenure in addition to their teaching and service commitments. According to Price and Cotton (2006), a reasonable expectation may be two to six publications per year depending on the institution type. Hansen (2008) added that securing grants may also be include in the category of research. Faculty may have to be innovative in their research and consider broader implications. For instance, Austin (2011) shared that "finding ways to translate scholarly work into products and forms of interest to those outside the academy—which includes communicating with diverse audiences, leading teams, and managing budgets—is new for many faculty members" (p.151). Additionally, faculty members can look beyond their specific disciplines to research other adjacent areas for publication. Boyer (1990), for example, established that including teaching, mentoring, and real-world problem-solving as part of a research agenda is a more robust picture of research.

Research is indisputably a critical part of the tenure process. In fact, Lassiter and DeGagne (2010) argued that most institutions, regardless of mission or culture, place heavy emphasis on a faculty member's research record. Schroeter and Anders's (2017) research validated this argument when they explained that faculty respondents in their study spent about half of their time on research, regardless of institution type, and roughly 40% on teaching with the remaining 10% on service. Waugaman (2018) argued that the "pursuit of prestige" at universities is part of this emphasis on research during the tenure process. As a result, tenure-track faculty members will spend much of their time on research pursuits.

Historical Context of Tenure and Academic Freedom

Tenure and academic freedom in the United States can be traced back to the 1820s where concepts of rankings and faculty advancements existed. By 1900, presidents at Chicago, Columbia, and Harvard had declared that donors could not control faculty ideas (Amacher & Meiners, 2004). Moreover, King et al. (2012) explained that the concept of academic freedom can be linked to the first American universities from their European roots. However, the notoriety of tenure in the United States can be traced back to the late nineteenth century and early twentieth centuries. As Thelin (2021) stated, the concept of tenure surfaced at this time as many professors gained an audience for winning or losing cases involving their scholarship, which may have been disliked by boards or presidents. In 1915, the American Association of University Professors (AAUP) held a meeting in regards to problems that had arisen concerning academic freedom. Directly after the inception of this AAUP committee came multiple cases of alleged violations of academic freedom, which varied greatly in the type of violation made (AAUP, 1915). The committee ultimately concluded that safeguards were needed to protect the professoriate including to defend the freedoms of inquiry and teaching from attacks and to attract

high-quality faculty to the profession (AAUP, 1915). As Lassiter and DeGagne (2010) explained, before the AAUP's statement, political dismissal of faculty was common.

Following this monumental declaration came the 1925 *Conference Statement on Academic Freedom and Tenure*. The 1940 *Statement of Principles on Academic Freedom and Tenure* ensued, which was reevaluated in 1970 to include specific interpretations of the 1940's statement (AAUP, 1970). The AAUP (1970) noted that the statement was intended to provide procedures that would ensure both tenure and academic freedom for the common good. As such, this would allow faculty to seek and advance truth in both teaching and research and protect rights of both teachers and students. Ultimately, the statement promoted "freedom and economic security" (AAUP, 1970). The 1940s statement also reduced what is referred to as the faculty "probationary period," the years prior to tenure, to seven years (Amacher & Meiners, 2004). Lassiter and DeGagne (2010) also emphasized how the AAUP's statement advocated that universities should provide associate professors with charges of incompetence or wrongdoing in writing and a trial of a judicial committee before dismissal from the institution, and King et al. (2012) added that the statement shields faculty who may share unpopular viewpoints or who were disliked by superiors.

From the 1950s to the 1970s, the boom of higher education gave the mostly white, male faculty members comfort as academic appointments were plentiful (Rice & Sorcinelli, 2002). In fact, tenure was a way to keep faculty from taking better offers elsewhere. Thelin (2021) stated this was especially true for faculty whose research could help secure large federal grants. While the 1950s may be thought of as a time of security for faculty, McCarthyism revealed the uses of tenure, as many academics faced accusations that were mostly dismissed (King et al., 2012; Thelin, 2011). Furthermore, Chait (2002) explained that student unrest on campuses in the 1960s

spurred recommendations for colleges and universities to reconsider, revise, or forsake tenure altogether; however, Chait (2002) recognized this desire was mostly political in nature as a way to respond to the unruliness on campuses. Once again, in the 1960s, tenure protected faculty members during the Civil Rights Movement by allowing them to participate in desegregation activities and protests (King et al., 2012). By the 1970s, the need for faculty slowed; if anything, administrators worried that the stability of a large number of tenured faculty could hurt diversity initiatives (Chait, 2002). The end of the 1970s marked the beginning of the incremental decreases in the privileges of professorship (Hermanowicz, 2011).

The 1990s through the turn of the century marked a renewed interest in revising tenure, specifically limiting its protections and power. Colleges and universities began implementing changes in criteria for tenure and employing post-tenure reviews (Chait, 2002). As Chait (2002) explained, the nation's attention on the debate of tenure was the result of several factors, many of which continue in present times. For one, the public was concerned about why professors should be free of the risk of job loss that ordinary people faced, especially in relation to periods of economic downturn. Additionally, trustees and administrators questioned the long-term commitment of discipline-specific faculty when faced with changing needs, demands, and resources. During this time, faculty also expressed concerns about tenure, and even at institutions that showed efforts of weakening tenure, almost half of faculty still wanted modifications of the tenure system, citing "ambiguous and often contradictory criteria; conflicts between institutional rhetoric and realties of reward structures; clouded and clandestine review procedures; and unmitigated stress in the face of unreasonable expectations" (p. 17). Women and faculty of color, in particular, viewed tenure as outdated or unfair (Chait, 2002). Furthermore, the AAUP released statements against periodically evaluating already tenured faculty as well as the growing reliance

on non-tenure track faculty (Chait, 2002). Many of these issues endure, especially after the challenges caused by the Great Recession and the Covid-19 pandemic.

Tenure in the Twenty-First Century

As Larson et al. (2019) have reiterated, tenure-track positions today are coveted on the academic market, most notably for the stability and pay. Securing one of these positions can be difficult. In fact, Schroeter and Anders (2017) stated that faculty candidates on the job market today may be in a pool with 500-1,000 applicants for the same position. While tenured positions have grown increasingly competitive over the last five decades, non-tenured and adjunct appointments have simultaneously increased. In order to understand many of these changes, it is important to examine the higher education landscape that has given rise to tenure experiences and expectations in the 2000s. Colleges have undergone paradigm shifts that have undoubtedly changed the role and experiences of the modern-day tenure-track faculty member.

Higher Education Landscape in the Twenty-First Century

Examining the changing higher education landscape provides insight to how the lives of faculty members have been affected now and will be in the future. Powers and Schloss (2017) explained that public institutions have grown in number over the last thirty years, and during this time, competition for student enrollment ensued as for-profit institutions increased 800%. However, more recent years in higher education have shown a gradual constriction of higher education institutions. Lederman (2021) shared that all types of institutions have decreased in number and that more closings may happen during post-pandemic years. Carnegie classification trends are changing as well, as there has been an increase in doctoral-designated institutions, but other institutions, including baccalaureate and associate colleges, trended downward ("Enrollment," 2020). The National Center for Educational Statistics ([NCES], 2017-2021)

IPEDS data shows the number of institutions receiving Title IV status declining by 8.9 percent between 2017-2021. Enrollment has also trended downward in recent years. According to NCES (2020) data, the number of students enrolled full-time has declined each year since 2010-2011 with 18,343,423 students enrolled to 16,457,116 in 2019-2020. While the Covid-19 pandemic may have an effect on enrollment, the loss of students has been consistent for at least a decade. Bransberger et al. (2020) additionally noted that a decline in enrollment may continue because of external factors, such as declining birth rates.

Furthermore, higher education's financial health has been in a steady state of decline. Over the last decade, states have continuously cut higher education funding, prompted in part by the Great Recession (Mitchell et al., 2019). Woodhouse (2015) agreed, noting "while growing personnel and construction costs are a factor in the rising price of public higher education, a decline in state funding is the real culprit." Schuster (2011) explained that the economic health of colleges after the recession had a "broad and deep" adverse effect on United States higher education institutions. Additionally, post-pandemic, many states have made deep higher education cuts (Daugherty, 2021). However, in an attempt to attract students in poor economic pandemic conditions, many colleges have frozen tuition increases, leaving the higher education institutions in an even more precarious financial position (Nietzel, 2021).

As noted by Powers and Schloss (2017), between 2003-2013, full-time staff increased 19% with the greatest growth at 38% as part-time faculty. Part-time employment for higher education instructors, though, may finally be in a slight decline. As Lederman (2019) explained, NCES statistics show a slight downward trend where the numbers have tilted back to a majority of full-time employment. Even so, according to the AAUP (n.d. a), over 70% of instructors are non-tenure track employees. Additionally, higher education still relies heavily

on adjuncts, and the plight of adjuncts is clear. While universities that rely on non-tenured and adjunct workers could claim that they are doing so simply because of financial reasons, the AAUP (n.d. a) explained that this is not true and noted that contingent labor exists as a matter of priorities, not economics. In fact, the AAUP (n.d. a) shared: "While many institutions are currently suffering budget cuts, the greatest growth in contingent appointments occurred during times of economic prosperity." The organization also stated that institutions have instead invested in building and technology. In other words, many institutions have made a conscious decision to invest less in faculty. Furthermore, administrative positions are on the rise, and this growth is often referred to as "administrative bloat." However, at the same time, new administrative positions are necessary because they are part of an adaption to changing student bodies and expanding missions as well as a result of unfunded mandates (Ginsberg, 2011). New growth and change require new administrative positions.

Examining the higher education landscape today provides insight to the health of the professoriate. As Schroeter and Anders (2017) shared, many factors are contributing to changes including budget cuts, desire for flexibility, student enrollment fluctuations, and specialization of staff. In considering the mounting changes, both internal and external, tenure policies have been impacted (Alstete, 2004; King et al., 2012). When one pairs all of these shifts with the changes of hiring practices outlined above, one can see that the new faculty of today face novel challenges and uncharted territory in their higher education experiences.

Mission, Prestige, and Tenure

What it takes to reach tenure may or may not align with institutional mission. Hansen (2008) acknowledged that the expectations for current professors include a "wide and demanding range" (p. 192). In fact, Hansen (2008) emphasized that tenure procedures are different at each

institution, along with the fact that departmental tenure expectations may not match with the mission of the university, as can be seen through Lawhon et al.'s (2004) research. In Ashcraft et al.'s (2021) study on nursing faculty, they saw that faculty were influenced by institutional culture and that the tenure expectations for teaching, research, and service only sometimes aligned with the faculty's goals. They also noted that the work of the faculty members in their study often did align with their institutions' missions.

King et al. (2012) advocated that what faculty do in terms of tenure needs to be tailored to their specific type of institution, even though this can be a challenge as missions evolve. So, as mission of each institution differs, some argue so should the ways one achieves tenure; however, many question what happens when an institution's mission keeps growing or the institution itself undergoes a metamorphosis. Waugaman (2018), for example, focused on comprehensive universities' growing emphasis on research and service despite an original emphasis on teaching. This form of institutional evolution has been called "mission creep" (Waugaman, 2018). Gonzales and Rincones (2011) studied an institution they identified as exhibiting "mission creep" and found heavy teaching loads, large class sizes, a lagging research infrastructure, and what one faculty member called a "dissonance" between the R1 aspirations of the institution and the underprepared students the institution serves. O'Meara (2007) explained that many universities and colleges have shown over time a desire to reach a higher standing of academic hierarchy; she defined this "pursuit of prestige" as "institutional striving." Notably, the Carnegie classification system born in the 1970s was never intended as a hierarchy or ladder to be climbed, though institutions, the public, and other stakeholders have indeed viewed the classification system in this way (Thelin, 2019). O'Meara (2007) explained that four-year institutions have shown what she calls an "upward drift" in categories. She noted that institutions

right at the threshold of the next rung, just below a prestigious group, are susceptible to striving. Waugaman (2018) added that institutions may also mimic other institutions' conditions even when they are not synonymous. When leadership is part of this decision to enact mission creep, it can have a clear impact on faculty life (Waugaman, 2018).

While there are numerous causes of institutional striving, such as economic and political forces, what is most relevant to this study is how faculty contribute to or feel forced into this striving. For one, the abundance of qualified faculty in certain disciplines can drive striving. Additionally, institutions that are striving will seek candidates who are more research-oriented, according to O'Meara (2007), even if the institution is considered a teaching-focused institution. As part of this cycle, faculty who are striving may incidentally raise promotion and tenure requirements as the striving peers' work productivity turns into the norm (O'Meara & Bloomgarden, 2006). O'Meara (2007) pointed to Finnegan and Gamson's (1996) research in which they shared that, in the absence of criteria based on mission, faculty simply apply professional standards to their research. O'Meara and Bloomgarden (2006) noted that faculty striving can cause faulty to feel pressure to excel in multiple areas while simultaneously feeling a decreased sense of work-life balance. However, O'Meara (2007) warned that faculty and administrators should recognize when they are actively, personally engaging in striving quests—when it is not forced upon them but rather is part of their personal pursuit of the benefits that striving elicits.

Evolving Expectations of Tenure

As Schuster (2011) has stated, "The future of the U.S. academic profession clearly has entered a new phase, arguably constituting a new paradigm for the faculty and their colleges and universities. Thus, the evolution is ongoing" (p. 2). This new phase for faculty can mean a

difficult road for meeting tenure criteria. For example, because tenure can be subjective and evolve alongside the mission-related changes, so too can tenure expectations. As King et al. (2012) described, it is not unusual that the tenured faculty members serving on peer review tenure committees had less rigorous expectations for when they themselves worked toward tenure. As Rice and Sorcinelli (2002) have stated, retirees of the 1960s will be increasing as new faculty are hired in smaller numbers. They warn, "The criteria and processes used to select this new generation of faculty will set the course of American higher education for decades to come" (p. 106). Additionally, these new faculty will be expected to tackle expanding demands that come with the modern era of higher education including better undergraduate teaching, working with new technologies, and considering the broader societal needs that higher education serves (Rice & Sorcinelli, 2002). Schuster (2011) agreed that a new phase in higher education has emerged and that for faculty in this era, "the decades ahead likely will have profoundly changed what higher education institutions are and what their faculty members do" (p. 1). Adding to that, Austin (2011) stressed that faculty members of this era will be encountering new roles and new responsibilities. Schroester and Anders (2017) studied generational differences in the tenure process as well, and they highlighted these generational changes in tenure processes, noting that these changes are important for review committees to understand because tenure today emerges from a competitive environment with a plethora of requirements and high expectations including journal publications, grant funding, excellent teaching, and service commitments to a variety of stakeholders.

New Faculty Experiences with the Tenure Process Today

Many researchers have investigated the experiences and perceptions of faculty on the tenure track in the modern era. The descriptions of faculty members concerning their tenure

processes sheds light on exactly how the tenure process has changed, typically becoming more stressful and elusive over time. For example, Rice and Sorcinelli (2002) described the tenure process today as a "tortuous gauntlet," noting that faculty may feel "under siege" as they are overwhelmed with numerous responsibilities. They portrayed new faculty as being "pulled in all directions" as more work is piled on, resulting in an experience that is "not only stressful and unmanageable, but also unsatisfying and even distasteful" (p. 105). One faulty member in Rice and Sorcinelli's (2002) study explained that the tenure process at their public university was vague with constantly changing expectations. Another faculty member felt that tenure expectations were so unrealistic that the process was merely a way to catch faculty off base as a means of humiliation. Tenure, in their study, often amounted to survival. Larson et al. (2019) found similarities to Rice and Sorcinelli's (2002) work concerning uncertainty of expectations.

Likewise, Jones et al. (2014), in a study of tenure-track appointments in STEM fields, found that even if tenure documents exist in writing, they could be interpreted differently, and faculty found the expectations to be confusing and subjective. One faculty in their study described tenure as a "moving target" with expectations both written and unwritten during the process. Lassiter and DeGagne (2012) portrayed tenure as a "complicated, prolonged, and sometimes acrimonious process" (p. 8). Waugaman (2018) focused on tenure experiences of new faculty at comprehensive universities and found frustrations and anxiety about tenure to be one of the emerging themes; moreover, junior faculty at all institution types have been noted to experience confusion and stress (Youn & Price, 2009; Waugaman, 2018). Prottas et al. (2016) stated that both faculty who successfully navigated the tenure process and those who did not considered themselves frustrated and even described the process as inhumane. Part of this frustration may stem from faculty members not understanding the tenure system as a whole

(Prottas et al., 2016). As Hansen (2008) put it, considering the wide-ranging and sometimes confusing expectations, it is not surprising that many new faculty feel stress during the tenure process. Hart and Fassett (2021) added that faculty today may be enduring even more stress and mental health effects from the global Covid-19 pandemic.

However, it is important to recognize that not all new faculty feel the same about their experiences with the tenure process. For example, in Gosling et al.'s (2020) study, while some faculty viewed the tenure process as stressful, others simply saw the process as something that needed doing. Waugaman (2018) found the same. She noted, "The tone in their voices and in their words showcased the process was simply a means to an end" (p. 77). Additionally, Seifert and Umbach (2008) discovered that less vague tenure policies and clear expectations may aid in a less stressful tenure process, especially for women. Because the tenure process is considered difficult, some institutions offer faculty stop-the-clock policies for life interruptions (Schroeter & Anders, 2017), although there is debate on how stop the clock policies affect women in particular and cause them to get behind on the tenure timeline, which can negatively affect their careers (Khamis-Dakwar & Hiller, 2020; Manchester et al., 2013; Quinn, 2010). Other institutions may offer tenure roadmaps as a way to guide faculty through the process (Helms, 2015). Waugaman (2018) also noted that "satisfaction with the tenure process" and "feeling secure with themselves" were emerging themes from her research. While tenure-track participants did experience challenges, all participants in the study remaining on the tenure track felt confident that they would achieve tenure. Additionally, they articulated their department's expectations were manageable. Other participants in the study expressed their appreciation that tenure would provide protections of academic freedom. Finally, the participants in Waugaman's (2018) study shared "a sense of peace with themselves, their work, and their identity" (p. 78) as a faculty

member that developed over time. At the core of the tenure process is a recognition that it is a complex process in general (Gosling et al., 2020; Youn & Price, 2009). One can anticipate feelings of stress as a natural part of transitioning from junior to advanced levels of faculty membership.

Tenure-track faculty may also experience a challenging transition in developing their faculty identity. Lassiter and DeGagne (2010) explained that if a faculty member does not get tenure, the faculty member's career can be damaged. Therefore, it is imperative that faculty members figure out who they are and what they can contribute early on. Larson et al. (2019) found that many faculty members experienced a transitioning identity; this meant not only figuring out who they were as researchers but also who they were at their particular institution. Part of that transition, they noted, included learning the culture of a specific institution and the various power dynamics at play. Gosling et al. (2020) also found that participants had to gain an understanding of the departmental procedures and decisions, something that is critical to the tenure process. Additionally, new professors may have trouble figuring out their identities as mentors to students and as teachers (Larson et al., 2019). However, as Rhoades (2007) outlined, higher education needs more studies on the specific working conditions and faculty experiences during these times of dramatic changes.

Furthermore, many newer faculty members may experience imposter syndrome, which means that they feel inadequate regardless of knowledge, expertise, experience, or credentialing. Gosling et al. (2020) added that feeling "overwhelmed as well as underprepared" concerning certain aspects of the tenure-track process was common (p. 73). One faculty member in Larson et al.'s (2019) study stated, "You are in charge and people think you know a lot, but you really don't know anything. You'll have to continue that masquerade" (p. 43). This is one example of

the feelings of insecurity that new faculty may hold internally as they get started. Adding to this, Eddy and Gaston-Gayles (2008) found that teaching, in particular, could be a source of self-doubt, especially if newer faculty did not have training opportunities. It is important to note that imposter syndrome may affect particular faculty members more than others; for example, Dancy and Brown (2011) shared that women and faculty of color may be more susceptible to feelings of imposter syndrome. In Waugaman's (2018) study, some faculty shared feelings of illegitimacy in their work compared to peers at research institutions, but by the end of the study, they had gained confidence as they gained experience, denoting that imposter syndrome can lessen with experience.

Work-life balance can be an additional struggle for new faculty members. Larson et al. (2019) noted that there are many aspects of new professorial life to balance—the interplay between teaching, research, and service and personal life. They also argued that for faculty members who were simply not prepared for faculty life, that work-life balance may seem exceptionally difficult. Additionally, Larson et al. (2019) mentioned that teaching specifically can create difficulty in work-life balance as new professors may over-prepare for courses or place a greater focus on courses because of the weekly schedule, thus putting research with floating deadlines on the backburner. As a result, professors may find themselves in a cycle of constantly feeling behind in one area or another. It is important to note, though, that any new position whether in academia or not, may cause a work-life balance shift. As Merlo (2016) shared, being overwhelmed and having trouble with work-life balance are a naturally difficult part of this experience.

There are a variety of other factors that may contribute to the challenges of new faculty members in higher education institutions that should be noted. For one, Larson et al. (2019)

emphasized that "[u]nexpected, often invisible, systemic barriers can present significant obstacles" (p. 44). In their study, some participants pointed to institutional racism and the need for ethical leaders to combat issues like fairness when it comes to bias or racism. Personal biases, cultural biases, and subjectivity should be attended to carefully in terms of the tenure process (Jones et al., 2014; Larson et al., 2019). Gender-related experiences can also affect the tenure process. In fact, Gosling et al. (2020) summarized the research on male and female faculty, stating, "While male faculty with children reported that academic life was liberating and included more family time, female faculty reported feeling pressured by the imbalances of work and home, resulting in a productivity discrepancy" (p. 76). In other words, female faculty members may have a more difficult time with work-life balance due to imposed gender norms both inside and outside of academia.

Time spent on the three components of tenure can be confusing for new faculty, especially when it comes to Carnegie classification and the pressure to publish or perish. In fact, Hansen (2008) stated that understanding Carnegie classifications and the faculty expectations that go along with these is critical and that faculty candidates should consider these before applying for jobs at specific institutions. When a faculty member misunderstands the institution's classification, they may apply equal time and attention to the three components of tenure, unaware that reviewers for tenure rarely want an equal balance (Hansen, 2008). Gosling et al. (2020) added that part of the balancing act for new faculty is figuring out how much weight to give the components of tenure while learning academia in general and drawing from specific personal qualities in order to achieve that goal. Perry et al. (1997), echoed in the research of Gosling et al. (2020), noted how community colleges and R1 institutions' specific focuses may create less pressure on faculty in achieving the balancing act of tenure whereas colleges with a

dual teaching-research focus may be more challenging for faculty. Perry et al. (1997) explained that the single-missioned nature varies greatly from the multiplicity of demands placed on new faculty at other institution types. They stated that more research is necessary about faculty experiences with the tenure process at different institution types. Prottas et al. (2016) noted that misallocation of time and energy put toward the components of tenure may be caused by ambiguous requirements. Overall, Rice and Sorcinelli (2002) argued that "Throughout higher education there has developed a serious mismatch between what are perceived as priorities among faculty—those tasks in which one should invest one's time and talent—and the mission of the institution" (p. 102). Considering this, new faculty may find it difficult to allocate their time.

Concerning research and the balance with teaching and service, Schroeter and Anders (2017) have conveyed that the "publish or perish" mentality likely still exists in higher education today. They reported that, overall, faculty spent half their time on research with only 40% on teaching and 10% on service. All faculty, both new and established, agreed that time spent on administrative tasks has been the biggest shift in workload (Schroeter & Anders, 2017). On the other hand, Gosling et al. (2020) described a prioritization for faculty on teaching; however, they also noted that R2 institutions in their study still required "significant research accomplishment" during the tenure review process (p. 85). Ansburg et al. (2022), on the other hand, expressed that newer faculty members may be forced into more service to the detriment of their research or teaching. Ansburg et al. (2022) also stated that women and women of color tend to do 1.5 times more service than their male counterparts, as Guarino and Horden (2017) also found. It can be noted, then, that new faculty members may experience varying degrees of pressure to publish while also balancing pressures to teach well and provide service to their departments,

communities, and universities all while not being sure of the appropriate distribution of work in the first place.

Critics of Tenure

While many believe that tenure is a critical albeit unique part of academia, some criticize tenure as outdated and unnecessary. Outsiders of academia have long misunderstood or disapproved of tenure while comparing it to other types of job experiences. For example, Chait (2002) noted that the public and even trustees have questioned why professors should be free from the economic hardships and layoffs that the common workforce faces. He explained that previous research shows many believe phasing out tenure would improve higher education. Furthermore, the public and others have expressed that tenure protects the "deadwood" faculty who no longer have to work as hard yet are given endless job security (Chait, 2002; Lassiter & De Gagne, 2010). Along with this, some trustees and administrators believe that tenure protects faculty in ways that prevents them from replacing poor performing faculty with better performing faculty (Chait, 2002).

Critics of tenure have also noted that tenure is a system of rewards, which can harm the overall good of universities in achieving their goals and missions. For example, Chait (2002) shared that some think the lifetime commitment of tenure for specialists in one area may, in the future, hurt the reallocation of resources that are needed in other areas. Lassiter and DeGagne (2010) also emphasized these critics are arguing that tenure prevents "responsive decision making" of universities. While higher education institutions are responsive, the responsiveness is often much slower than acceptable, as explained in Kezar and Eckel (2004). Prottas et al. (2016) noted that even with critics who argue that tenure harms efficiency and effectiveness concerning student success, tenure remains a staple today. In agreeance with this, Schroeter and Anders

(2017) believed the rewards system of tenure favors research over teaching, thereby potentially harming some universities' missions. Eron (2017) argued that tenure for academic freedom is potentially not necessary and, therefore, can only be viewed as a reward.

Additionally, tenure is questionably effective when it comes to faculty productivity. As Schroeter and Anders (2017) have stated, pre-tenure and post-tenure productivity are worthy of study in terms of economics because of the differences found. For example, Leech et al. (2017) cited multiple research productivity studies, which found that once a faculty member achieves tenure, their productivity typically decreases. Leech et al. (2017) utilized these studies to conduct their own research about pre- and post-tenure productivity. Their findings matched the literature in that faculty at the associate rank had a statistically significant decrease in research motivation; furthermore, those promoted to full professor showed a statistically significant decrease in research motivation as well. In fact, they noted that for full professors, the demotivation triples. Therefore, tenure and promotion had a negative effect on professor research productivity overall.

Not all faculty are convinced that tenure is effective either, and many have called for revision of the tenure system with some pointing to lack of faculty diversity as a negative aspect of tenure. Baldwin and Chronister (2002), for instance, argued that women in tenure-track positions have not increased enough, and that if gender equity is important in higher education, then institutions must not hire women for mostly non-tenured positions. Manning (2018) added that higher education institutions uphold bureaucratic traditions that create and maintain gendered differences and processes through power dynamics and workplace practices. Women, Manning (2018) explained, are still more likely to be in positions with job insecurities. Furthermore, Abdul-Raheem (2016) noted a specific cycle with underrepresented minority faculty. He stated that because minority tenure track faculty are underrepresented, they cannot

advocate for more cultural diversity. He explained that because of this, white professors have the responsibility to step into the role of educators of cultural diversity. However, diversity in higher education cannot flourish if the tenure system slows or prevents new, diverse faculty members from being hired.

Rewards of Tenure and Guidance for New Faculty

Advocates of tenure believe that tenure is worth preserving because it protects faculty's academic freedom and because it provides some anomalous affordances. Carmichael (1988) once noted that tenure is unique in that incumbents are willing to hire people who could perform better than they do because of the protections that tenure affords. In other words, current faculty do not have to feel threatened by the talents of new faculty, which, in turn, betters the university as a whole. Additionally, Craft et al. (2016) noted that tenure helps colleges incentivize faculty to work for their institution and stay put versus continuously seeking a higher salary elsewhere. Regardless of the argument of benefits versus detriments, tenure endures in modern United States higher education institutions, and new faculty who land in these roles many find it satisfying in several ways with the right tools in place.

Gosling et al. (2020) noted that tenure-track faculty still feel the process can be a rewarding experience; however, there are measures universities and new faculty can take to make the process better. For example, Hart and Fassett (2021) proposed faculty should attend onboarding practices that allow faculty to learn institutional culture and to better understand their place as faculty. Prottas et al. (2016) showed that affective commitment, or emotional attachment, to an institution and engagement in work provide clarity and a sense of fairness for faculty during the tenure process. Ponjuan et al. (2011) also shared that faculty who more fully comprehend tenure expectations have higher job satisfaction than those who do not. Several

other studies also noted that knowing the expectations and documenting progress are important for new faculty (Ansburg et al., 2022; Hansen, 2008; Larson et al., 2019). Hansen (2008) added that faculty should utilize tenure policy documents, but they can also use curriculum vitas of other faculty in their departments in the absence of those documents. Moreover, faculty members can discuss expectations during annual reviews for further clarification (Hansen, 2008). As new faculty members make progress, they should be meticulous about recording keeping and storing information for tenure (Ansburg et al., 2022; Larson et al., 2019). Larson et al. (2019) also shared that new faculty members should be realistic about what they can accomplish and should say "no" to projects that they do not care to do. However, they also acquiesced that this can be difficult considering the precariousness of new working relationships with colleagues.

Furthermore, researchers have established that mentoring and collaboration with colleagues is beneficial for new faculty on the tenure track. Larson et al. (2019) stated that, unfortunately, higher education mentoring is not as prevalent as it should be. However, when formal mentoring is in place and faculty are guided and coached throughout the tenure process, the impact on faculty success is significant (Ansburg at al., 2022; King et al., 2012; Schroeter & Anders, 2017; Trower, 2010). Mentoring can also help increase support for and attract minority candidates (Zajac, 2011). Additionally, informal mentoring can be just as important for faculty success (Gosling et al., 2020). Other researchers have suggested that faculty look for collaboration with colleagues both inside and outside of their departments for tenure success (Hansen, 2008; Larson et al., 2019). Therefore, new tenure-track faculty should work to make connections with experienced faculty members who can provide guidance as well as offer means of advancement through collaboration and collegiality.

Faculty Transitioning into Administration in Higher Education Today

Administration in higher education has grown in recent decades, and some have coined this "administrative bloat," indicating that administration has unrightfully grown to extreme proportions in relation to the growth of faculty positions (Archibald & Feldman, 2018). While one could explore the nuances of whether this growth is good or bad for higher education institutions, the focus in this dissertation is that administrative growth can mean increased responsibilities for some faculty members. Ginsberg (2011) explored the concept of growing administrative roles, noting that increased demand for administrative services may be one cause. He explained that the increase is an inevitable part of the expansive nature of higher education institutions and the growth of student bodies in general. In other words, needs and demands have resulted in new positions. Ginsberg (2011) also suggested that administrative growth is the result of responses to escalating mandates from governments concerning aspects of higher education such as licensing and accreditation and other demands. Regardless of why the growth in administration has occurred, the reality is that administration in higher education is not stagnant; the new responsibilities of colleges and universities may bleed into the expectations of faculty members in order to satiate the various demands on institutions.

Faculty members become administrators for a variety of reasons; however, much of the literature notes that this transition is often not easy despite tenure status or experience. A learning curve typically exists for faculty administrators. McMinn (2016) noted that both success and perspectives of faculty administrators are influenced by the ways in which they arrive in such positions. In fact, as June (2017) reiterated, many faculty members are uninterested in becoming administrators. Many academics even call becoming an administrator joining "the dark side" (Fuster, 2020; June 2017; McCarthy, 2003; Palm, 2006). What leads faculty to become

administrators is varied just as why people would choose to enter academia in a faculty role (Kline, 2016); therefore, many faculty cannot fathom why one would leave research and teaching to do administrative tasks. On the other hand, Mallinger (2013), as a faculty-administrator, shared that taking on an administrative role as a faculty member meant not only fulfilling curiosities of administrative work but also making a difference. It is also common for faculty to serve in an administrative role as a duty or service to the university or department and then return to their main faculty role (Mallinger, 2013). One reason many faculty members resist moving into administration is because doing so is risky. As Achterberg (2012) explained, when faculty transition into administration and fail, "faculty and their universities lose a great deal of time, training, resources, and opportunity" (p. 23) that few can afford. Zelna and Schans (2017) added that the transition from faculty to administrator, such as a program director, is not easy as they often embark upon the journey with no preparation and must learn on the job. Zodikoff and Manoj (2020) shared that for faculty who hold administrative roles, the majority serve as program directors.

A move into administration requires a shift in perspective that may be difficult for some faculty members. Faculty culture tends to value thorough and measured analysis as well as long-term implications of topics and ideas typically seen through the vein of tradition whereas administrators value efficiency in decision-making (Manning, 2018). Thompson (2011) noted that this type of faculty-turned-administrator transition calls for a perspective shift from an individual focus to that of a group leader. She added that even though faculty collaborate and act as mentors, the focus is not the broad view required for affecting change on a larger scale. Additionally, leaders must have a vision that drives their work rather than political interests in order to be effective (Thompson, 2011). Thompson (2011) believed there are phases a faculty

member goes through on the journey to becoming effective leaders. They may go from being a more technical and individual-focused leader to transactional and managerial focused one before finally becoming a transformational-focused, true leader (Thompson, 2011). The time during these processes of transition can provide space for reflection that allows for growth and changes (Hart & Fassett, 2021). The shift to an administrative viewpoint also means that faculty administrators must learn to become action-oriented (Achterberg, 2012). Jackson et al. (2018) noted that the transition takes time, often beyond the first year, to understand the rhythms of all the new tasks, relationships, and responsibilities of a new faculty administrator. This, they shared, is a true process or a "transition curve." Zodikoff and Manoj (2020) wrote about this transition in terms of phases as well. They share Inman's (2011) stages of leadership as formation: the socialization phrase, the first phase of the transition; the accession phase, the second stage in which leadership capacity takes shape and a desire to make a difference emerges; the incumbency phase, when one takes on the leadership role that may not align with the individual needs; and finally, the divestiture phase, in which the individual will marry the enchantment and disenchantment of the leadership role that will ultimately lead to the individual continuing in the position or leaving and returning to faculty. McCarthy (2003) also noted that the overall experience creates a divergent path for new leaders, as some leave to return to teaching and others continue to move from one administrative job to another. As administrative leaders, some become overwhelmed with the paperwork and retreat into solitude while others feel a sense of energy and thrive on interpersonal relationships that can overcome any lack of preparation.

As faculty move into administration, they may experience some initial challenges. Administrative faculty may receive a reduction in course load to aid in the workload transition;

however, this can also create a disconnect between the work and the focus on students (McMinn, 2016). The advantage, however, is that faculty administrators can begin to see the big picture when it comes to various departments and programs. McMinn (2016), for example, noted that the more administrative responsibilities he took on meant seeing the institution from a "10,000-foot view" and that interactions with stakeholders including trustees, alumni, donors, and other administrators meant a change in perspective that was a big adjustment from the more narrowed faculty perspective. Kelly (2012) shared the experience of a program chair who noted that the one benefit of being a faculty administrator is that they must "straddle the fence" in order to see both faculty and administrator perspectives, which is something that all administrators should have to do. Faculty administrators may face a shift in timeliness of decisions, especially critical ones that must be made quickly. The frequency and timeliness of decisions may often be invisible to non-administrators, making the administrative work seem to be a thankless job (McMinn, 2016). McMinn (2016) also warned that decisions must be made in a consistent manner as inconsistencies can be a marked failure of leadership.

While many full-time or career administrators may not understand the faculty perspective, the same can be true for faculty who have yet to venture into administration. Ginsberg (2011) wrote about the dangers of career administrators and yet conceded that there are many reasons administrators are needed. He wrote that faculty were often excellent managers with entrepreneurship and intelligence who did not forget the main purposes of the university is to promote research and education. On the other hand, he painted full-time administrators as villains of the university who are well-paid and fill their days with "make-work" activities such as retreats, meetings, and planning processes and who have their administrative careers as priority over the purpose of the university. However, even Ginsberg (2011) conceded that faculty

are often a direct cause of career administration, noting that many faculty consider administrative work to be "obnoxious chores" and prefer focusing on their own professorial work. The research, then, supports an administrative-faculty divide, which seems to lie with faculty or administrators who have not experienced both sides of this work dilemma.

Challenges of Faculty Administrators

Faculty who become administrators may be surprised by the change in their daily schedule with steep learning curves coupled with little payoff in the short term. Cullen (2012) explained that faculty in administrative jobs may feel mired in the daily work. For example, administrators will spend large amounts of time problem solving or making small steps toward long-term change. In fact, Cullen (2012) shared that while administration provided a sense of accomplishment, it was difficult to feel that reward while being busy with daily operations. Achterberg (2012) also observed that the daily life of an administrator is quite different from that of faculty. She noted that an administrator's day is filled with unpredictability, interruptions, and changed plans. Prioritization may be difficult, she noted, considering that the pressure for competing priorities can come simultaneously from different directions. She explained that "turning on a dime" is a key ability that administrators need to possess. While administrative work can be rewarding, McCarthy (2003) noted that these regular challenges can quickly add to frustration. Zelna and Schans (2017) wrote about faculty who transitioned into full-time program directors and noted that the numerous learning curves related to handling a budget, understanding the full curriculum of programs, knowing the number of faculty needed to teach, overseeing student recruitment and admission, monitoring graduation requirements, and being responsible for accreditation reports, can contribute to frequent frustrations, especially since all of these take up a large amount of time.

Considering the time needed, then, for administrative duties, faculty-turned-administrators coincidentally face difficulty in maintaining their scholarship identities and preserving time for research. Fuchsel et al. (2021) studied three new associate professors who stepped into director positions. They found that long-term projects and shifting schedules led to fewer publications and presentations. Therefore, they suggested that faculty-turned-administrators must have a strong scholarship support environment created in tandem with non-administrative faculty to maintain current scholarship practices. Mallinger (2013) and Flaherty (2016) agreed that limited time for research is one of the biggest challenges for these administrators. As Bryant (2005) shared, administrative work takes a considerable amount of time that can now no longer be spent on research and publications. He noted that even time to read current field research can become exceedingly limited.

Furthermore, faculty who transition into administration face new power dynamics that can affect relationships. McMinn (2016) noted a delicate balance between remaining friends with colleagues yet also assuming a new space in the hierarchy. These relationships, she explained, can be upended by unpopular decisions and changes that challenge the way things have always been done. Thompson (2011) agreed that introducing any kind of change can elicit resistance. Kelly (2012) and Buller (2012) both shared that being a newly appointed administrator can change and challenge well-established relationships with colleagues, and Buller (2012) cautioned that words and actions of the new administrator will now be taken differently than when the colleague was not in an administrative role. The dynamic simply changes. These relationships may be tested further should conflict arise. Thompson (2011) noted that faculty-turned-administrators must weigh meeting faculty needs with meeting the expectations of more senior

administration. Moreover, McMinn (2016) added that tackling this imbalance and solving conflict can be further complicated by a lack of training on dealing with conflicts.

In fact, researchers point to the fact that administrators often lack leadership programs, training, or mentoring that could help them tackle the job more efficiently and successfully. McCarthy (2003), for instance, shared his experiences that validate how difficult being an administrator without training can be. He explained, for example, how psychologically taxing problem-solving could be as he struggled with resistant faculty or fought to fund deteriorating building repairs. Flaherty (2016) shared that of academic chairs, 67 percent received no formal training, and those who do typically receive less than 10 hours. Buller (2012) added that new administrators frequently learn on the job. June (2017) wrote about the benefits of a two-year leadership academy offered to midcareer faculty that works to demystify the leadership process, although this type of experience is rare. McMinn (2016) noted that mentoring can help new administrators learn about challenges and responsibilities associated with administration. Furthermore, Fuchsel et al. (2021) found that lack of mentorship and lack of preparation inhibited a faculty member's ability to successfully move into administration.

Rewards of Faculty Administrators

Despite the challenges, faculty who move into administration can experience rewards that make the transition worthwhile, especially if they follow the advice of those who have experienced this transition before. June (2017) explained that one faculty member she studied regretted following the advice to avoid taking on tasks that would not count as part of tenure, realizing that those experiences could have provided her with the tools she needed later in her career. McMinn (2016) stated that the variety in the daily work schedule can, to some, be a benefit as opposed to the predictability of a faculty routine. Cullen (2012) added that

administrators noted the opportunity to plan and execute a special project made leadership worthwhile. Others shared that seeing a physical result of work put in, such as a renovated building they advocated be improved, made them feel accomplished, as so much work can be abstract. Additionally, Mallinger (2013) said that the chance to shape a program's curriculum for improvement can also be a rewarding part of an administrative position. Furthermore, Mallinger (2013) found that while being an administrator reduced the faculty member's freedom and autonomy, having an impact, solving problems, and making decisions was worth this sacrifice.

Concerning external benefits, administrators also found stipends and course releases were beneficial (Mallinger, 2013). Zelna and Schans (2017) noted that program directors found the benefits frequently outweighed drawbacks. They suggested that allowing time for shadowing the incumbent, having a transition package with a checklist of responsibilities, and being given an assessment plan are ways to help the new administrator enjoy the benefits of administration. Kelley (2012) added that faculty transitioning into administration should think about motivation and why they may want the new position. Kelley (2012) advocated that new administrators give themselves time to learn and understand the position as well as monitor their satisfaction with the position in order to grow comfortable and be successful.

Faculty in Dual Roles in Higher Education Today

Faculty members who serve simultaneously in dual roles as faculty and part-time administrators face similar demands, challenges, and rewards according to the literature. These challenges grow more complicated for faculty who are still on the tenure track. While dual roles have been utilized and studied in secondary education (Snyder, 2017), and Brady and Singh-Corcoran (2013) wrote about non-tenure track faculty serving as administrators, limited research exists on tenure-track faculty members serving in dual roles. Naydan (2018) recalled Bhabha's

(2004) definition as “neither the one thing nor the other” as a fitting description of tenure-track faculty members in what she deemed “hybrid” roles. Daffron (2010) cited Wegner (1998) who found faculty-administrators to have conflicting identities as unique individuals with a “multi-membership” of two different communities of practice. Killian and Wenning (2017) focused on the hybrid role of program director in their study and explained that the nature of dual roles varies and is not the same at all institutions. They clarified that while one institution may require someone in a dual role to manage a budget or oversee schedules, another institution may require very little of this kind of administrative work. Additionally, while one institution may provide a stipend or a course release, others may not provide such benefits even if the amount of administrative work is extensive. Fink (2008), however, cautioned against stipends to recognize the additional responsibilities or to attract faculty to the work. He believed that the financial compensation becomes a reflection of what is valued, and as such, it communicates that institutions value administration over teaching, research, and scholarship. He noted, for example, that some faculty members may make poor administrative decisions simply to keep the monetary rewards flowing for personal reasons such as providing for the needs for their families at home. However, while Killian and Wenning (2017) found that a getting stipend was the highest external motivation for accepting a dual role, various intrinsic motivations existed that attracted and kept faculty in these roles.

Dual roles exist for a variety of reasons; however, many point to the financial strain in higher education as a leading reason for the presence and potential growth of these positions. For example, Thies (2003) noted that because of shrinking budgets, augmenting faculty salaries with stipends is a much more cost-effective way to fill administrative needs as opposed to hiring more full-time administrators. Daffron (2010) agreed that higher education’s financial state lends itself

to this practice of dual roles, and he predicted that this practice would increase in the future. After the Great Recession and considering the impact of the Covid-19 pandemic, financial troubles have only increased for higher education institutions in the twenty-first century (Friga, 2021; Startz, 2020).

It is important to note that literature on dual roles in higher education tends to fall into two categories: chairs, tenured or untenured, and directors or coordinators, tenured or untenured. While I am focusing exclusively on tenure-track faculty, the experiences of all dual role faculty members are worthy of examination to clarify similarities in the experience. Daffron (2010) recognized, for example, the commonality of dual roles as being rewarding even though these positions complicate professorial time and identity. Daffron (2010) focused exclusively on coordinators and directors and explained how these roles can vary:

> While the plight of both department chairs and deans merits continued exploration, it is instead a whole host of coordinators and directors-of honors programs, assessment, international programs, faculty development, academic advising, and so forth—with faculty status and/or duties whose part-time administration preoccupies this [his] essay. As faculty members who typically do not supervise other faculty directly, these coordinators and directors occupy a unique place in the institution worth investigating. (para. 5)

While Daffron (2010) clearly draws similarities between chairs and other administrative positions, he excludes chairs because of their supervisory positions. However, he does not distinguish between the tenured and untenured experience for the participants in his study. Channing (2021), Williams (2006), and Everly et al. (2017) take an opposite approach by focusing solely on untenured chairs. Channing (2021) and Everly et al. (2017) specifically

pointed out that untenured chairs in their studies all had previous leadership experience, which potentially made some difference in their emerging leadership skills. Thies (2003) made an important point that regardless of the type of administrative work, graduate school does not prepare faculty for administrative work that may be in their futures. Thies (2003) also noted that assistant professors ending up with administrative work is a common occurrence, and this work may include "serving as graduate directors, directing research centers, and even filling the role of department chairs on occasion" (p. 447). Although there is a dearth of information on tenure-track faculty in dual roles, I will utilize what literature currently exists on dual roles, despite faculty tenure status, in order to advance the study.

Because dual roles are so complex, the motivating factors for accepting a dual role are worth examination. Some faculty have accepted these dual roles based on internal desires as well as external ones. For example, in Killian and Wenning's (2017) study of program directors serving in dual roles, 64.8% of participants noted that they volunteered for their positions. The participants also noted that they would not have accepted the role had they not believed they could be successful in the role. These faculty with dual roles, furthermore, mentioned that promoting a program's mission and core values was an important reason for accepting the position. Other driving factors for participants in this study included opportunities for professional growth, a course release, and increased professional status. The respondents in this study included mostly tenured faculty, representing 85.7% at associate or full professor rank, and only 6% untenured with 10.2% at assistant professor rank.

Other studies have focused on the reasons why faculty members have chosen or accepted dual positions as well. For example, Blankenship (2018) offered the perspective of an untenured director of composition studies. He was assured in interviews that he would not be asked to take

on the director position until after being tenured; however, not long after accepting the position, the expectations changed:

> It quickly became clear that the rest of the department, as well as the dean and provost, expected I would immediately and gladly take the position—one that received limited reassignment time in exchange for responsibilities in placement, scheduling, training and supervising graduate teaching assistants, hiring and supervising contingent instructors, transfer-credit decisions, test-out evaluations, program assessment, and a slew of other minor duties. (p. 37)

Blankenship's (2018) experience suggests that new faculty can be pressured into such positions. He explained that he did not desire this role at this point in his career because of his knowledge of Dew and Horning's (2007) scholarship on the difficulties of junior faculty serving in dual roles as writing program administrators. Additionally, there was no official job description; the responsibilities instead developed organically and expanded during the position's history. When Blankenship (2018) composed his own list of the duties, he realized that performing all of these tasks while teaching three courses and fulfilling other duties would potentially hurt his chances to earn tenure. Additionally, the responses of his colleagues varied; untenured faculty sympathized and encouraged him to make negotiations while other faculty members responded that everyone was "overworked and undercompensated," indicating that he should simply step up. Blankenship's (2018) experience provided a clear picture of how some new faculty are pushed into administrative roles.

In the case of untenured chairs, Channing (2021) noted that prior academic leadership can have an impact on the decision to serve as an untenured faculty administrator in a dual role by providing a basis of experience that can actually complement the tenure process rather than

detract from it. Williams (2006) added that reasons to accept an untenured department chair position might include the opportunity to act as a change agent for the department, a dearth of other candidates, the opportunity to add significant service toward tenure, the need for departmental leadership, the obligation to a dean, and an increase in pay or status. Everly et al. (2017) shared that one untenured chair believed it was their turn to step into the role; however, they were bolstered by the fact that they had been identified throughout their life as a leader. Another untenured chair mentioned said they liked a challenge and wanted to help with accreditation issues within the department; other reasons included being an overachiever, wanting to facilitate change, and having no other better candidates available (Everly et al., 2017).

Similarly, Azikiwe (2020) explained that faculty-administrators in her study also noted that they accepted the position because they were "next in line." Others in the study said someone higher up persistently encouraged them to take the role. Additionally, Azikiwe (2020) noted that of the faculty-administrators interviewed, all described their accepted dual role as both "unintended and unanticipated" but, at the same time, was a position they felt they "could not turn down" (p. 77). Thies (2003) noted his experience as a second-year assistant professor who stepped into a new faculty coordinator position, which was tied to a first-year experience for on-campus residents. He received a course release and summer compensation for taking on the role, citing interest and the additional stipend as leading reasons he accepted the position. Overall, the literature shows a multitude of intrinsic and extrinsic motivational factors for faculty accepting dual positions, both for tenured and tenure-track faculty.

Challenges of Faculty in Dual Roles

The phenomenon of faculty members serving in dual roles has not been well-researched; therefore, findings on challenges faculty face in these positions is limited. In fact, much of the

literature points to specific positions, such as writing center directors and writing program administrators, for insight into the challenges of serving in dual roles. As Jackson et al. (2018) noted, though, even writing center administrative scholarship does not fully documented what the labor entails. Additionally, within this specific focus of writing center dual positions, Tetreault (2018) added that writing center directors are "overworked, underpaid, and misunderstood on their campuses" (p. 273). If this is the case for writing center directors, faculty members serving in dual roles in other positions outside of writing centers may be treated similarly. While being in any new position can be challenging, a dual role can further complicate the experience. For example, Daffron (2010) explained that a dual role can create "dissonance" and a feeling of being a "double agent" to the point that one may feel a choice looming—to retreat into being a faculty member only or to advance into full-time administration.

A lack of training and preparation can contribute to the difficulty of being in a dual role. Williams (2006), for instance, pointed out that untenured department chairs often lack training and feel overwhelmed not knowing what to do or how to create a vision for the department. Thies (2003), who served as a coordinator, also acknowledged that moving into an administrative dual role as a junior faculty member was not only unexpected but also difficult because of not being well-prepared for the administrative side. Furthermore, Azikiwe (2020) found that a lack of faculty readiness and training to be key reasons for a dual position dilemma. For example, all participants in Azikiwe's (2020) study stated that they neither received nor were offered training for their positions. To compensate for this lack of preparation, participants in the study tried various methods of shoring up gaps including self-teaching through books, watching other faculty in similar positions, learning from those previous good and bad experiences, and learning through trial and error. Azikiwe (2020) noted that without clear expectations and

procedures on managing the many balls that faculty in dual roles juggle, it is no wonder that they do not feel successful.

Another challenge for faculty in dual roles is the time it takes to complete administrative tasks as well as the work that may not be as visible to others who are not in administrative roles. Fink (2008) noted that administrative work requires patience that is not demanded of faculty members and that results of the work can be slow to materialize in comparison. Channing (2021) added that doing the "behind the scenes" work as a leader in an administrative position can be a thankless job. Mostly, however, dual faculty members struggle with balance. Bane (2012) noted, for example, that balancing faculty and administrative work was difficult, especially in the first year in the role, and she found that most of the time in that first year was spent on administrative tasks while teaching and research fell behind. Administrative tasks often involve solving problems and, therefore, can result in consistent time "putting out fires," as was the case with one untenured chair in Everly et al.'s (2017) study. In Daffron's (2010) study, two participants noted that regardless of what kind of split the work was supposed to have, the campus community, from their perspective, wanted them to spend more time in the administrative role than the faculty role. Another participant in Daffron's (2010) study explained that others expected the dual role faculty member to be "all places at once." Furthermore, a different participant had to create two office spaces to distinguish time spent as a faculty member and as an administrator. Finally, one participant noted that their administrative duties interfered with their classroom and academic discipline obligations as a faculty member (Daffron, 2010). Thies (2003) expressed much of the same concerning the lack of balance between being a faculty member and an administrator. When he started in the dual role, he immediately saw the troubles he would face ahead, noting time lost to one endeavor after another in scheduling for the

program. He stated that while the work was satisfying, the time commitments became excessive, and to do the work well, the part-time commitment drifted into what amounted to full-time, even excessive administrative work. This led to him feeling worn out and stressed to the point of giving an ultimatum—add another staff member or risk him leaving the coordinator position (Thies, 2003).

Additionally, becoming an administrator while still on the tenure track can be challenging because of the risks to tenure, especially for those who are not prepared to lead and who may struggle with an imbalance in authority because of the untenured status. Naydan (2018) explained that many writing program faculty who serve in dual roles as administrators commit to their administrative duties at the expense of their tenure and that they experience a professional transition to academic leadership well before they have any influence. Naydan (2018) also compares these dual role-writing faculty to contingent faculty who are at risk of losing their positions, disposable, and in a sort-of *in medias res* in their professional careers. Likewise, Jackson et al. (2018) noted that being a faculty director is risky as well as unpredictable. Other related challenges might be inexperience with practices and policies (Channing, 2021). Channing (2021) and Everly et al. (2017) both mention the conflicts that may arise with having authority yet still being evaluated by peers for tenure and promotion. Correspondingly, Daffron (2010) also noted that participants faced potential conflicts with other faculty members. For example, one participant stated that being both an administrator and a faculty member led to seeing an issue two different ways—from a faculty member perspective and from the university-wide perspective. The result of this duality was the faculty member feeling like a traitor to their faculty colleagues in seeing a broader perspective.

Faculty serving in dual roles also struggle with being pulled in multiple directions, which complicates both work-life balance as well as their professional identity. Faculty in Jackson et al.'s (2018) study of writing center directors shared the struggles of being faculty members while also serving as directors. One director described her professional identity as being an orchestra conductor trying to make everything work together seamlessly. Another director said his position was like herding cats or playing Tetris at a high level where the player is just trying to survive. Likewise, Azikiwe (2020) found there was a lack of balance among faculty requirements, serving as a leader, and life in general. Thies (2003) also noted that his personal life suffered because of a lack of balance in his work. Furthermore, Everly et al. (2017) shared one participant's struggles to complete tasks in a quality manner, explaining that being in a dual role led to multi-tasking rather than "single-tasking" to fulfill the many jobs needed doing. A few participants in Daffron's (2010) research said they experienced complications with their daily schedules because each role, faculty and administrator, contained multifaceted duties. Sometimes, though, faculty have had to choose where to put their time emphasis. In fact, one participant noted in Azikiwe's (2018) research that they never had time to learn their administrative role and, instead, put more focus on teaching and research since the administrative work was never part of their performance review.

When faculty in dual roles are pulled in multiple directions, they may find themselves struggling to identify as faculty or administrators and when to let one identity show more than the other. Daffron (2010) found that most participants in dual roles identified as faculty because this identity was easier to explain or because they started out solely as a faculty member. However, these faculty members also noted that specific circumstances could sway them to claim an administrator identity, including wanting to be seen as more "prestigious" in specific

situations. These identities can be complicated by having two supervisors, one for each role as faculty and administrator. One participant in Daffron's (2010) study called this experience "serving two masters." Considering how faculty survive this split identity, a participant in Daffron's (2010) study explained that she has to play mental tricks on herself to switch roles and use separate parts of her brain to be both an instructor in the classroom and a coordinator of a program. Others at the university may see faculty in dual positions in two different ways as well, depending on the other person's role within the university (Daffron, 2010).

Guidance for Faculty in Dual Roles

Various guidelines for faculty who are in or may be in a dual role in the future, especially prior to tenure, are available in the literature. While some of the literature focuses on specific dual roles, much of the guidance applies to all in a dual role despite positions or institution type. For example, Thies (2003), noted his experience in a large, public research university would resonate with others in dual positions at smaller institutions including both public and private ones. Thies (2003) also warned of mission creep as more of these dual positions arise. Everly et al. (2017) added that untenured faculty members should make sure they have support from upper leadership because tenure is key to continuing at one's institution.

Some of the guidance for dual roles starts with the advice to say no to certain commitments, even as an untenured faculty member. For instance, both Bane (2012) and Blankenship (2018) indicated that saying no after careful consideration can be an option. Bane (2012) said that a junior faculty member can say no new commitments by noting that focusing on existing commitments is more important. Blankenship (2018) suggested that saying no can be part of negotiations to saying yes to an administrative commitment, meaning that negotiating better conditions can lead to more manageable work for untenured professors; however, his

advice came with two caveats. First, he conceded that his identity as a white male privileged him to have a more straightforward negotiation style within a customarily masculine process. Second, he cautioned that "resisting too strongly can damage relationships, ones that are needed over the years during the tenure and promotion process" (p. 45). In addition to this guidance, Thies (2003) shared that dual role faculty members should consider walking away from the administrative role if it harms teaching and research, which are critical to the tenure process, especially if the faculty member asks for assistance and does not receive any.

Furthermore, faculty members in dual roles should consider the time commitments in relation to tenure. For instance, Bane (2012) noted that a course release can be better than a course overload with a stipend, explaining that "money is not as valuable as more time" when it comes to tenure (p. 20). Blankenship (2018) agreed with this notion and recommended negotiating as much reassigned time as possible for taking on an administrative role. However, he added that this can be difficult if the release time requested too closely mirrors course release times of administrative faculty who are in higher up positions. He cautioned, too, that some faculty members may be resentful of any reassigned time. Daffron (2010) and Thies (2003) both shared that faculty members who are taking on dual roles should have conversations with the appointing administrator to discuss precisely the amount of time each position will take. Thies (2003) also asserted that the faculty member should develop a contingency plan with the lead administrator in case the workload becomes unmanageable, explaining that without boundaries, administrative positions can overtake daily processes.

Along with these guidelines, Blankenship (2018) reminded dual faculty to get the responsibilities of the administrative position in writing, and Thies (2003) suggested that a potential dual role faculty member should work with administration to see how the

administrative work can count toward tenure. Daffron (2010) stated that these discussions about responsibilities should also include how one will be supervised and evaluated. Blankenship (2018) agreed, especially if negotiations were forged in accepting the dual role. Blankenship (2018) stated that the faculty member in a dual role should continue to self-assess to prove the negotiations were warranted. Thies (2003), on the other hand, suggested that faculty members in dual positions should regularly assess whether or not the reasons for taking the position are still applicable.

Moreover, tenure-track faculty members in dual roles should be purposeful in focusing time on research and scholarship endeavors that will lead to tenure. Thies (2003) explained that the priority as a faculty member is to get tenure and that research is one of the best ways to attain it. Bane (2012) also added that scheduling specific time to write and research can help faculty in dual roles advance their scholarship. Furthermore, Fuchsel at al. (2021) explained that faculty administrators should strategize ways to maintain research and writing including joining writing groups and sustaining collaborations to help continue scholarly productivity. They also noted that using current positions to bolster research agendas can be a smart move for faculty in dual roles.

Finally, having support can help a dual role faculty member be successful. As previously stated, formal as well as informal mentoring can aid new faculty in attaining tenure (Ansburg at al., 2022; Gosling et al., 2020; King et al., 2012; Schroeter & Anders, 2017; Trower, 2010); however, these opportunities for mentoring are not as readily available for everyone (Larson et al. 2019). In fact, Daffron (2010) explained that a continuous mentorship program where faculty convene with experienced administrators could help a faculty member new to administration

succeed. Everly et al. (2017) also noted that a strong support system is necessary for success in challenging dual positions.

Rewards of Dual Roles

While specific challenges exist for faculty in dual roles, especially for those who are untenured, these positions can also be rewarding in a variety of ways. Daffron (2010), however, noted that it should not be overlooked that institutions benefit from having dual roles on campus, evidenced by the longstanding practice of having faculty members serve in a variety of administration positions. Not only does it save money but also it gives the institution much more flexibility (Daffron, 2010). Therefore, it is important to consider both a broader context as well as a personal context when it comes to dual roles.

One of the most prominent benefits for faculty in dual roles is stipends or other similar, tangible rewards. In fact, Killian and Wenning (2018) found that the greatest extrinsic motivating factor for faculty in their study was receiving a stipend. Daffron (2010) highlighted this benefit as well. However, others point to benefits that go beyond monetary rewards such as a reduced teaching load (Williams, 2006) and a change of pace in work (Fink, 2008). In Williams's (2006) study of untenured department chairs, he noted the faculty member's tenure progress did not seem to be negatively affected by the dual position.

Dual roles can also provide opportunities for leadership as well as personal growth and personal job satisfaction. Blankenship (2018), for example, noted that assuming an administrative position while untenured provides a faculty member with invaluable experiences that can foster new opportunities. Daffron (2010) emphasized that the part-time administrative work of dual role faculty members can also lead to a full-time administrative role, if that happens to be a goal of the faculty member. Furthermore, Fink (2008) noted that overcoming the

challenges one might face in a dual role can lead to personal growth and fulfillment. Dual roles, Daffron (2010) noted, can lead to "reduced boredom, stagnation, or burnout" (para. 13). Additionally, administrative roles let faculty develop new, marketable skills and better classroom instruction (Daffron, 2010). Thies (2003) also acknowledged that a dual experience can inform teaching practice by providing new insight. He additionally noted that personal attributes, such as becoming more organized and becoming more adept at allotting time to write even when not in the mood to do so, were enhanced by a dual experience. Overall, Killian and Wenning (2018) found that the reality of a dual experience was more positive in terms of job satisfaction than they originally anticipated, and respondents were mostly satisfied in their roles.

Another benefit of serving in a dual role is gaining a new vision of a college or university as well as a new vision of a program or department. New networking opportunities and campus-wide relationships are benefits of a dual role experience (Daffron, 2010; Williams, 2006; Thies, 2003). Additionally, faculty serving in dual roles may find that they learn more about campus operations and start to develop priceless institutional knowledge in these roles (Daffron, 2010; Fink, 2008; Williams, 2006; Thies, 2003). Moreover, Daffron's (2010) participants specified a kind of beneficial "double vision" that a dual role enabled, meaning that faculty could still relate to other faculty members, yet they could also "traverse that linguistic divide, translating the concerns of the administration to the faculty, and vice versa" (para. 10). Therefore, the dual position gained both a personal "double vision" as well as a representative "double vision" that helped the other faculty members and department.

A final benefit of serving in a dual role is being a positive change agent for the department or program. Williams (2016), for example, stated that being an advocate for a department was fulfilling work. Fink (2008) previously found the same, explaining that

advancing a program not only helped advance the profession but also resulted in personal self-satisfaction. Both Daffron (2010) and Thies (2003) found that building programs was rewarding work for those in dual roles. Likewise, Killian and Wenning (2018) explained that promoting a program's mission and values was not only an important part of a dual position but also met respondents' expectations concerning this part of the job by giving them the ability to act on their ideas.

Theoretical Framework

The theoretical framework for this study focuses on identity theory, specifically academic identity theory. Bauman (1996) shared how individuals to try to continuously understand and create their own personal identity:

> One thinks of identity whenever one is not sure of where one belongs; that is, one is not sure how to place oneself among the evident variety of behavioural styles and patterns, and how to make sure that people around would accept this placement as right and proper, so that both sides would know how to go on in each other's presence. "Identity" is a name given to the escape sought from that uncertainty. Hence "identity," though ostensibly a noun, behaves like a verb, albeit a strange one to be sure: it appears only in the future tense…[N]either there is nor can there be any other identity but a postulated one. Identity is a critical projection of what is demanded and/or sought upon what is; or, more exactly still, an oblique assertion of the inadequacy or incompleteness of the latter." (p. 19)

Therefore, one's identity is a means of continuously negotiating how someone fits into the world, or specific community of the world, around us. Additionally, Bauman (1996) explained that developing parts of one's identity corresponds with specific contexts. Therefore, academia

provides a specific circumstance from which an individual can glean new identity. As noted by Barrow et al. (2022), there has been a dramatic increase in academic identity research since the late twentieth century. In fact, Pick et al. (2017) asserted that a new wave of academic identity theory has emerged where the focus is on the individual, as a means of responding to educational reform in the current, turbulent higher education climate. Barrow et al. (2022) also added that "in the face of the rapid and wide-ranging structural, financial, and ideological changes occurring within the Western academy (and beyond) during this period, many are struggling to (re)define who they are as academics and how they might respond to what is happening around them" (p. 240). Therefore, academic identity theory offers a lens through which to examine the changing professoriate.

Furthermore, Barrow et al. (2022) shared that academic identity theory provides a way to consider how changes to academia have revised the roles and responsibilities of academics. Winter (2009) considered this an "identity schism," created by the public and corporate sector reshaping all areas of academic identity and performance, and which Barrow et al. (2022) stated often caused a "deep incongruence" between individuals and their institution. Modern academic identity theory also recognizes the precarity of faculty. For example, Bozzen et al. (2017) discusses the concept of how early career academics often struggle with work-life balance, especially women.

Current academic identity theory, according to Barrow et al. (2022), closely associates with a social constructionist view in that identity can be attributed to both psychological and sociological components and is, as coined by Sarup (1996), incomplete and continually shaped. However, Barrow et al. (2022) also breaks down academic identity theory into the following specific theorizations: poststructuralist, critical social realist, socio-psychological, eclectic

sociological, and feminist. Poststructuralism, however, stands out as most prevalent in the literature. With poststructuralism, identity "is seen as fragmented, multiple and contradictory" and "is always enacted within complex webs of power relations" (Barrow et al., 2022, p. 245). Davies (2005), in particular, emphasized exploitation in the creation of academic identity, noting that a desire to "exist" as an academic leads academics to accept unfavorable conditions, despite the Western view that people are free to pursue the existence they want. In this view, autonomy is illusive. Burrows (2012), who utilizes the work of Foucault, added to this perspective that academic identity is marked by exhaustion, stress, and anxiety, yet he offered no specific answers as to how to resist the identity solidified by neoliberal structures.

On the other hand, other theorizations provide a more optimistic view of academic identity compared to the more prominent poststructuralist theory. Critical social realism, for example, focuses on agency and posits a more hopeful view in that identities are not as trapped as much as they are "in negotiation with" organizational structures (Barrow et al., 2022). In critical social realism, Clegg (2008) grappled with the pessimism entwined with postructuralism in that she saw possibilities for realized autonomous agency while also agreeing with the poststructuralism concept of an "unfixed" identity. Furthermore, socio-psychological academic identity theory focuses on the idea of community and shared values as it relates to identity (Barrow et al., 2022). Henkel (2005) argued that academic identity comes about through the amalgamation of the self with the community of a higher education institution as well as the community of one's academic discipline. Winter (2009) added to this theory by defining academic identity as the identity one crafts in relation to the values and motives of people who also share the same professional position. Additionally, an eclectic sociological theory emerged in the work of Harris (2005), which Barrow et al. (2022) suggested resisted some of the

pessimism prevalent in postructuralist academic identity theory. For example, Harris (2005) argued that the individual, despite the changing academic climate, must recognize "possibilities and opportunities…in order to successfully challenge the negative and destructive aspects of neo-liberal modes of governance" (p. 421). Harris (2005) drew from various sociological perspectives and recognized that there are threats to academic identity, as recognized by posstructuralists; however, she stated that there is room for creative thinking in navigating these climates. Academic identity can be perceived through a specific lens. Feminist academic identity theory, for example, focuses on how gender affects the academic experience. Specific feminist theories vary greatly; however, as Barrow et al. (2022) explained, "What they have in common is an acute focus on the sociopolitical consequences of the category 'woman' and how that category shapes, especially how it constrains, the lives of those who come under it" (p. 247).

Lamont and Nordberg (2014) emphasized that the current concept of academic identity is in crisis, despite the particular theoretical lens through which it is examined. However, they also noted that despite the prominent pessimistic view, universities offer a space for individual expression and recognition of individual identities as well as the ability to challenge what may bring harm to identities. Recalling the work of Henkel (2010), Lamont and Nordberg (2014) also explained that modern universities provide the freedom to construct new identity; therefore, identities may be diverse and unstable as academics change roles, and, in shifting to various spaces, tasks, and roles, individuals may continuously reconstruct their identities over time. Additionally, as academics "work in a greater variety of contexts and amongst different groups, this may challenge their personal values, aspirations and sources of self-esteem, rendering such multiple identities irreconcilable" (Lamont & Nordberg, 2014, p. 11). Barrow et al. (2022) agreed that this era of academia emphasizes flexibility in identity, making it clear that the

struggles of academic identity are not surprising considering the current climate. Recognizing the expanding literature on the subject of academic identity, they noted the marking of a zeitgeist and that much of the literature emphasizes the problems of academic identity (Barrow et al., 2022).

Barrow et al. (2022) argued that researchers should carefully consider who we select as participants in studies on academic identity. They contended, "[B]roadening our empirical ambit has the potential to provide an even richer vein of data to expand our understandings of the problematic[*sic*] that is academic identities" (p. 251). In this research study, I have, therefore, considered the variations in academic identity theory, both recognizing the fragmented and typically negative aspects of poststructural academic identities that are prevalent as well as the space for creative negotiation and change offered through other theorizations such as eclectic sociological theory and critical social realism theory. Additionally, I recognized that, as Henkel (2005) and Winter (2009) argued, identity may be constructed through various communities in academia. I have also considered Barrow et al.'s (2022) analysis of how academic identity theory often stems from empirical studies of researchers' own disciplinary backgrounds and, therefore, may risk creating what they call an echo chamber of unchallenged ideas. I have considered this notion and taken Barrow et al.'s (2022) advice of selecting participants from a broader scope than solely my own discipline to provide richer data in understanding academic identity as explored in this study.

Chapter Summary

This chapter examined that existing scholarship related to the concept of dual roles. First, I explored the concepts of tenure and academic freedom and the three components and processes of tenure to establish the reasons why tenure is an important part of the assistant professor

faculty experience. Next, I examined the historical context of tenure and academic freedom in order to establish how it affects tenure today. This historical lens provided background for literature on tenure in the twenty-first century, in which I explored several aspects of modern-day tenure including: the higher education landscape, mission and prestige, evolving tenure expectations, new faculty experiences, critics of tenure, and rewards of tenure. In order to better understand how complex the transitions can be, I explored literature on the challenges and rewards of faculty transitioning into full-time administration. I also noted the limited but insightful research on faculty serving in dual roles, both as tenured and untenured faculty members. Finally, I included the theoretical framework that informed the research in this dissertation.

As this literature review establishes, overall, more information is necessary to understand the lived experiences of tenure-track faculty members serving in dual roles. Azikiwe (2020) noted that further research on dual roles should include more universities with a focus on specialization, including studying institutions that focus on research and those that do not, and the emotional effects on faculty leaders who take on these roles. Daffron (2010) also added that due to the rewarding yet high-pressure intensity of a dual role more attention should be paid to expectations for dual faculty and the ways in which these faculty members are nurtured in these positions. However, limited research exists specifically on tenure-track faculty who serve in dual roles and the risks and rewards this unique position brings; therefore, this study should contribute to this gap in the literature.

Chapter 3. Research Methods

The purpose of this qualitative, phenomenological study was to explore the lived experiences of tenure-track faculty serving in dual roles as administrators at Carnegie classified R2 and R3 higher education institutions within the United States. Additionally, I focused on how these tenure-track faculty experienced motivations, rewards, and challenges of their dual roles and the perceptions of their academic identities while in these roles. The findings from this study may be used to help future faculty in dual roles as well as to consider implications for future administrative roles and other policies and practice related to tenure and dual roles. Additionally, I aim to identify other areas of study concerning professorial roles and identities of faculty and administrators in higher education institutions.

Research Questions

I focused on an overarching research question as well as several sub-questions concerning the lived experiences of tenure-track faculty serving in dual roles. The questions guiding this research include:

Overall Research Question

What are the lived experiences of tenure-track faculty serving in dual roles as administrators in R2 or R3 classified higher education institutions in the United States?

Research Question 1

What do tenure-track faculty members serving in dual roles as administrators perceive as rewards and motivations of serving in dual roles?

Research Question 2

What do tenure-track faculty members serving in dual roles as administrators perceive as challenges of these roles?

Research Question 3

How do tenure-track faculty serving in dual roles perceive their academic identity?

Researcher's Role and Reflexivity Statement

Qualitative research encourages researchers to recognize their role in the research process and the impact it has on the study. Creswell (2013) noted that qualitative writers should acknowledge how their construction of a study's text is inextricably linked to themselves as humans, and the way something is written has an impact on readers and even participants. He explained that written expression of qualitative research interpretations clearly projects a reflection of the researcher's own self including social, gender, class, cultural, and personal influences. Creswell (2013) stated, "All writing is 'positioned' and within a stance" (p. 215). Qualitative researchers, therefore, are urged to clarify their subjectivity and the way in which they affect the knowledge produced through the process of reflexivity. Reflexivity is a meticulous, self-reflective process in which the researcher considers personal aspects such as theoretical tendencies, biases, and their approach to the research process (Urquhart, 2017). Creswell (2013) emphasized that reflexivity shows that the writer is conscious of their experiences, values, and biases related to their study. However, researchers should also do more than just be aware of their positionality. Hammersley and Atkinson (1995), for example, emphasized that the positionality of the researcher be made explicit to the reader. McMillan and Schumacher (2010) added that reflexivity should be a rigorous process that does not happen just once but rather is continual throughout the research process. Creswell (2013) suggested that researchers provide not only their own experiences with a phenomenon but also how their personal identities affect the interpretation of the phenomenon. Researchers can enhance reflexivity not only through acknowledgement and disclosure but also through several specific

strategies. McMillan and Schumacher (2010) recommended researchers pose such questions as "How do they [participants] know what they know?" and "What shapes and has shaped my perspective [as a researcher]?" as well as "What perspectives do they [the readers] bring to the findings I offer?" (p. 333). They also recommended multiple strategies for reflexivity such as having a peer debriefer, keeping a field log or reflexive journal, practicing audibility, or conducting formal corroboration activities.

In my role as researcher, I have reflected on why I have pursued this research and how my identity may impact the study. Most of my professional career has been at an R2 and R3 doctoral granting Carnegie classified institution. Additionally, I have taken on many roles within the institution including that of full-time non-tenure track instructor, adjunct, advisor, and administrator. In my current role, I have served simultaneously as an administrator and an instructor. Although I am not currently on the tenure-track, I have experienced the delicate balancing act of serving as an administrator and instructor simultaneously. I have also recognized how my identify in a leadership role has impacted the labor I do and how my relationship with work and individuals may differ based on that identity. I identify as a white, cisgender woman, and I am invested in advancing women in higher education leadership. On the other hand, I must recognize that other aspects of my identity prevent me from fully understanding the perspectives of faculty members who have additional parts of their identities that I do not possess. Furthermore, because of my long-standing relationship with the university, I have many acquaintances who are on the tenure track. Some of those acquaintances have served in dual roles, as tenured professors and as untenured professors.

Another way I have practiced reflexivity is through keeping a reflexive journal throughout the research process. Lincoln and Guba (1982) likened a reflexive journal to an

anthropologist's field journal as a means of keeping a "running check on the biases" (p.11) that one may bring to the study. Lincoln and Guba (1982) noted this provides a kind of audit trail for the decisions made in the research process, yet they also stated that all reflexive journals will look quite different from one another because of variations in the process. A reflexive journal essentially chronicles logistical and methodological decisions along with how the researcher's values and identities coincide with these.

Qualitative Research Design

As stated by Lapan et al. (2011), qualitative research does not focus on the cause and effect of a problem, nor does it concern itself with generalization of the research. Additionally, Patton (2002) explained that qualitative research design should be flexible in order to truly explore the phenomenon. Qualitative research also follows inductive logic (Creswell, 2013). As Denzin and Lincoln (2011) have noted, a qualitative researcher's role is to interpret phenomena based on the meanings people attribute to them. Furthermore, as Creswell (2013) has explained, the researcher is a key instrument in qualitative research as the researcher is intensely involved in the data collection process.

In this study, the "researcher as instrument" occurs through the experience of interviews and the creation of open-ended questions. Creswell (2013) shared that "we conduct qualitative research because a problem or issue needs to be explored" (p. 47). However, that exploration is prompted by a need to empower individuals and their voices (Creswell, 2013). For this study, therefore, a qualitative research design is necessary because of its flexibility in capturing the stories of tenure-track faculty members serving in dual roles. To understand these faculty members' perceptions, the meanings must come from the participants as they experience the phenomenon.

This study specifically uses a phenomenological research design. According to Creswell (2013), phenomenology focuses on the commonalities among the lived experiences of participants concerning a phenomenon then reduces the individual experience to a universal essence. Additionally, a phenomenological design results in description of the essence of what was experienced and how; this essence is an essential aspect of a phenomenological study (Creswell, 2013). Eberle (2013) noted that phenomenological research focuses on the idea that others do not necessarily perceive the world as the individual does. Adams and van Manen (2012) shared that themes emerge from the descriptions stemming from phenomenological studies. Simply put, we can learn from the experiences of others. In fact, Levin (1999) argued:

> For centuries, most people have been *told* what it is that they are or should be experiencing; told, also, *how* they should experience the socially constructed—hence ideologically hegemonic—interpretation of what they are experiencing….The power of phenomenology consists in the fact that it insists on recognition and respect for the reality of our experience as lived: it thereby legitimates and empowers the reflexive, critical capacity of subjectivity in its struggle to twist free of the oppressive cultural interpretations that have been imposed. (p. 24)

By accepting and understanding a real lived experience, I reject what we assume should be the experience. Phenomenology shapes the world by providing insight into the lived experiences. Adams and Van Manen (2012) argued that "a good phenomenological text can make us suddenly 'see' something in a manner that enriches our understanding of everyday life experience and may transform our practices" (p. 616). In considering the phenomenological research design, I aim to capture in this study the essence of the lived experience of tenure-track faculty serving in dual roles.

However, as Larsen and Adu (2022) explained, phenomenology was not created for empirical research needs; Husserl, Heidegger, and Merleau-Ponty did not provide specific instruction for conducting such research. Thus, researchers must utilize the philosophical underpinnings of phenomenology as inspiration to inform research design and practice (Larsen & Adu, 2022). In fact, Creswell, 2013 said one must recognize the heavy philosophical background of phenomenology as first established by Husserl and expanded upon by others. Adams and Van Manen (2012) called phenomenology more than a method but rather a "style of thinking." In fact, phenomenology has been described a philosophy in which one suspends assumptions about what is real, a suspension Husserl called "epoché," which allows for a fresh perspective of the phenomenon (Creswell, 2013; Stewart & Mickunas, 1990). Adding to this, Eberle (2013) explained that phenomenology provides analysis of "the things themselves," and begins before data is collected. Phenomenology, as noted by Adams and Van Manen (2012), is invested in "recovering the living moment of the now—even before we put language to it or describe it in words…phenomenology tries to show how our words, concepts, and theories always shape (distort) and give structure to our experiences as we live them" (p. 617). Even though it is nearly impossible to capture "the now," phenomenology explores the lifeworld in this way.

Considering the philosophical underpinnings and research methodology, this study is well-suited to phenomenology, for I have sought to provide in-depth description of the essence of tenure-track faculty members serving in dual roles. To understand the perspectives of these faculty members, I needed their first-hand stories of their feelings, thoughts, and experiences through interviews. In-depth interviews are a logical and desirable data collection process for phenomenology that allows researchers to collect these lived experiences (Creswell, 2013).

Ethical Considerations

Lichtman (2017) reminded researchers that above all, researchers must "do no harm." A qualitative researcher's heavy reliance on in-depth interactions with participants to establish rapport is an important part of the research process; however, due to these close relationships, qualitative researchers may have to navigate any ethical situations carefully. I have utilized this view of "do not harm" while also establishing rapport with my participants to guide the ethics of this study.

One ethical consideration in this study is interviewing non-tenured professors who may be in precarious situations concerning their untenured status. Lichtman (2017) stated that qualitative researchers should get permission from participants for any information that could be damaging to an organization and be careful not to publish long quotes that could be traced to that person. Drew et al. (2008) also reminded researchers about threats to privacy that could harm others. Because each interviewee in this study does not have the protection of tenure, they could potentially lose their position or be viewed differently or treated differently based on what has been disclosed. Considering the precariousness of the situation of my participants, I have used pseudonyms for confidentiality and anonymity. Additionally, I allowed my participants to select their own pseudonyms to not project any identity onto my participants. The American Educational Research Association (AERA, 2006) recommended that researchers honor confidentiality agreements, and Lichtman (2017) stated that participants should be guaranteed a "reasonable expectation" of privacy. Therefore, I have saved transcripts with secure digital storage following IRB protocol.

It is also unethical to waste my participants' time, especially considering part of this study focused on the time constraints of individuals on the tenure track. To mitigate time

wasting, I have prepared interview protocols that have been approved through the IRB process. In fact, the AERA (2006) reiterated that IRB should guide all studies and that IRB procedures should be stated in the research publication, as I have done in this dissertation. To value my participants' time, I shared with participants an approximation of how long each interview would take. I kept track of time during the interviews, and I also thanked them for agreeing to participate. I let participants know that they could withdraw from the study at any time without repercussion.

Population and Sampling

As Gobo (2011) reiterated, qualitative researchers must remember that sampling is "an unavoidable consideration because it is, first of all, an everyday life activity deeply rooted in thought, language and practice." However, Flick (2011) emphasized that knowing in advance who will be the most knowledgeable or the "right" person to address the research questions may not be possible. Therefore, he suggested that the interview process is iterative, and the more immersed one becomes in the study, the more one produces a deeper knowledge that guides the study. Flick (2011) added that in considering this iterative process, sampling and selection can change throughout the research process. Furthermore, Creswell (2013) noted that qualitative research utilizes purposive sampling procedures. He defined purposive sampling as the researcher choosing the study's participants because "they can purposefully inform an understanding of the research problem and central phenomenon in the study" (p. 156). Creswell (2013) also provided general guidelines for sampling procedures in qualitative research considering its illusive nature. For phenomenological studies, Creswell (2013) noted that participant numbers can range from one to as many as 325, as seen in one study; however, he recommended three to ten subjects as a likely range.

In this study, I selected participants based on the phenomenon of serving in a dual role as a tenure-track faculty member. Adams and Van Manen (2012) explained that phenomenological studies share "the lifeworld as we immediately experience it, prereflectively, rather than as we conceptualize, theorize, categorize, or reflect on it" (para. 1); therefore, I selected participants in this study who have experience in their dual role but who have not yet experienced an academic year being tenured. Additionally, participants had administrative roles in addition to their faculty duties. Furthermore, Carnegie classification's impact on a university's faculty expectations may alter faculty experiences; therefore, participants were selected from public R2 and R3 institutions. As Perry et al. (1997) noted, community colleges and R1 institutions may have more clear-cut purposes as they focus more explicitly on teaching and research respectively, so I did not recruit participants from these institution types.

Additionally, the purposive sampling strategy I utilized for this study was snowball sampling. With snowball sampling, a researcher selects a few participants who meet specific characteristics of the study and then continues to sample from these people who know other people who can provide information-rich data (Gobo, 2011; Patton, 2002). After making initial contacts, I asked individuals to identify other potential participants who were tenure-track faculty members serving in dual roles at public R2 and R3 institutions. I gathered participants contacts through references and public access directory information through university website faculty profiles. I sent potential participants for the study my call for participants and asked these potential participants to contact me if interested in participating. I confirmed with all interested participants who contacted me that they met the criteria for the study. I also sent them the IRB informed consent letter. I sent selected participants a secure video platform link for an agreed upon interview time.

Data Collection

Interviewing is a relevant method for obtaining data in qualitative research. As Patton (2002) has explained, interviewing allows a researcher "enter into another person's perspective" to find out more about behaviors and situations that cannot be observed as well as to know more about how people attach meaning to their experiences (p. 341). King (2004) noted that in phenomenological interviews, data collection and analysis may overlap in order to deepen knowledge of the phenomenon and to further shape any subsequent interviews. For these reasons, I utilized in-depth interviews in order to collect data about the phenomenon of tenure-track faculty serving in dual roles. While I was not be able to observe my participants while they were performing their duties, I was able to understand more about their perspectives and the meaning they attach to their experiences through the interviewing process. Additionally, my data collection and analysis processes overlapped in order to slightly hone the interviewing experience as data collection continued.

For this dissertation, I utilized a semi-structured interview process. Rosalind and Holland (2018) explained that this structure allows a researcher to have a pre-determined list of questions for the interviewing process that will guide interview; however, some flexibility in the process allows the researchers to vary when and how questions are delivered. For example, if the interviewee provides an answer that prompts the researcher to ask another more probing or follow-up question, the interviewer has the flexibility to pursue that question to open up new discussion (Rosalind & Holland, 2018). Merriam (2009) shared that while there is flexibility in semi-structured interviews, the interview is still largely guided by a list of questions, and specific data is required from all of the participants. Furthermore, Rosalind and Holland (2018) noted that with semi-structured interviews, the interviewer is more concerned with the content that comes

from the interview and the ways in which the interviewee wants to convey the information. Merriam (2009) explained that with semi-structured interviews, there is no predetermined order to the interview. However, my interviews were also informed by Patton's (2002) concept of the standard open-ended interviewing process. What I have borrowed from Patton's (2002) standard open-ended interviewing is that I have carefully crafted questions prior to the interview so that I have a clearer idea of how to ask each participant for the same information. Additionally, while I had flexibility in allowing the conversation to unfold in a more organic way, I generally steered the direction of the interviews in a similar order. Patton (2002) shared that the benefits of standardized open-ended interviews are that the process ensures consistency and makes data analysis more manageable because it is easy to locate the answers to the same question. Furthermore, Patton (2002) shared that this type of interview helps in being cognizant of time constraints of the participants as well as time management for the interviewer. Because the participants in this study had busy schedules as tenure-track faculty in dual roles, I found that a semi-structured interview process, which also had clearly defined questions and a general order for the interview protocol, was the best type of interviewing for this study. If needed, I asked follow-up questions during interviews to prompt more in-depth or clarifying answers. Interview protocols included five out of six of Patton's (2002) suggested question types including questions of experience, opinions, feelings, and background and demographic questions; sensory questions were excluded because they were not pertinent to the study. Additionally, I adapted some of my interview protocol from Daffron's (2010) interview protocol on identity and time issues for faculty serving in dual roles.

I conducted the interviews for this study via Zoom, which provided video conferencing. As Edwards and Holland (2013) explained, computerized forms of communication have changed

interviewing practices by allowing interviewers and participants to "transcend the boundaries of time and space" (p. 26). However, they also caution that online environments can stimy socio-emotional signaling that may occur in face-to-face communication as well as create power dynamic issues and ethical challenges. Video conferencing for interviewing has become more frequently used, especially during the Covid-19 pandemic. This study's method of snowball sampling also created a need to transcend boundaries of space that Edwards and Hollands (2013) mentioned; therefore, I utilized video conferencing interviews for this study. I followed all IRB protocols for this interviewing method, and I attempted to be aware of body language in addition to the words shared during the interview. All participants agreed to be interviewed by video conferencing. The video conferencing allowed me to review interviews carefully and provided me with voice-to-text transcription that aided in the coding process.

Data Analysis

Flick (2018) stated that moving from transcriptions to descriptions and interpretations and eventually to a presentation of findings is a complex process involving text and writing, one that should be handled with concern and care. I downloaded interview raw transcripts from Zoom and corrected them using ATLAS.ti, a qualitative data analysis software. I coded the interview transcripts recorded after they were corrected. Saldaña (2013) noted that a code is "most often a word or short phrase that symbolically assigns a summative, salient, essence-capturing, and/or evocative attribute for a portion of language-based or visual data" (p. 3). I used my research questions to guide the process of coding. As Saldaña (2013) suggested, my coding moved through the first cycle of coding using line-by-line coding. I employed descriptive coding in the process, which is used to summarize a primary topic from the data (Saldaña, 2013). Then, as the process is iterative in nature, I moved into a second cycle review of the data to elicit

further understanding of the subject as derived from participant views. As the data analysis process continued, I wrote memos to reflect on the data. Additionally, the overarching research question led to thematic analysis. Codes led to categories so that I could discover and share emergent themes in the findings. I emphasized direct words of the participants to elicit thick description. Additionally, I consistently engaged with practices of reflexivity throughout the research and data analysis process.

Credibility and Trustworthiness

According to Guba and Lincoln (1981), trustworthiness in qualitative research is related to the concepts of credibility, transferability, dependability, and confirmability. In qualitative research, credibility is emphasized when the participants believe in the results. In this study, therefore, I utilized member checking for credibility. With member checking, participants review their data to ensure meaning has not been lost between data collection and analysis. Creswell (2013) emphasized that Lincoln and Guba (1985) found member checking to be a critical way to establish credibility. Creswell (2013) suggested that member checking involve taking back to participants "preliminary analyses consisting of description or themes" (p. 252) rather than transcripts or raw data. He noted that the reason is because of an interest in "their views of these written analyses as well as what was missing" (p. 252). Therefore, I utilized Creswell's (2013) method of member-checking in my study.

In addition to member checking, I utilized other methods the ensure my study met high standards for credibility and trustworthiness. For transferability, I provided rich, thick description and utilized purposive sampling (Anfara et al., 2002; Lincoln & Guba, 1985). These detailed descriptions, according to Creswell (2013), allow the readers of the study to transfer information to other settings or determine if findings can be transferred. Furthermore, I wrote memos as a

way of creating credibility and trustworthiness. As Saldaña (2013) shared, memo writing is a way to document and reflect on coding processes and choices, and he stated that memos are a great place to "'dump your brain' about the participants, phenomenon, or process under investigation by thinking and thus writing and thus thinking even more about them" (p. 41). Furthermore, Saldaña (2013) disclosed that while some methodologists label and create various types of memos, he personally believed that writing freely was more conducive to the process, suggesting that memos detail "[f]uture directions, unanswered questions, frustrations with the analysis, insightful connections, and anything about the researched and the researcher are acceptable" (p. 42) including relating to participants or the phenomenon, the research questions, code choices, patterns or themes, links and connections, theory, problems in the study, or ethical dilemmas. I explored Saldaña's approach to memo writing in this dissertation. As previously noted, I also kept a reflexive journal during the process as well. To bring it all together, trustworthiness can be assessed by checking interpretations with participants (member-checking), coding while transcribing data, and keeping a reflexive journal while also writing analytic memos (Ezzy, 2002). Therefore, I utilized these methods to enhance this study's credibility and trustworthiness.

Chapter Summary

This chapter includes the research questions concerning tenure-track faculty serving in dual roles. In addition, the chapter has an overview of the researcher's role and the reflexivity statement in order to provide the reader with a better understanding of how I have had an impact on the study. Furthermore, I explained how phenomenology, as a philosophy and a methodology, shaped the study and provided a lens with which to view the phenomenon. This chapter additionally included the sampling procedures for the study as well as the population for the

study and the reasons behind such selections. Data collection and analysis explanations provided insight into the interviewing and coding processes for the study. Finally, credibility and trustworthiness are imperative for a research study, and I outlined the ways in which I strengthened these components of the study.

Chapter 4. Findings

The purpose of this qualitative phenomenological study was to explore the lived experiences of tenure-track faculty serving in dual roles as administrators at Carnegie classified R2 and R3 higher education institutions within the United States. Dual roles were generally defined as faculty positions that include an administrative component outside of traditional teaching, service, and research expected of tenure-track faculty. I sought to explore the rewards and motivations as well as challenges of tenure-track faculty in these unique positions. I also sought to better understand their experiences and academic identities to consider implications for future faculty entering into these roles as well as to identify areas of further study concerning professorial roles in present-day higher education institutions.

Data Collection

For this phenomenological study, I used semi-structured interviews to collect data about the lived experiences of tenure-track faculty members serving in dual roles as administrators at R2 and R3 United States institutions. The interviews allowed me to explore first-hand accounts of participants' feelings and perceptions while participants were experiencing the phenomenon. I conducted interviews using Zoom in July, August, and September 2022. I utilized Zoom cloud transcription, and I edited transcripts in ATLAS.ti, a qualitative data analysis software. I also coded the interviews in ATLAS.ti. Furthermore, I participated in memo writing and keeping a reflexive journal throughout the interviewing, coding, and analysis processes, which resulted in key themes. The research questions that guided my study were as follows:

Overall Research Question. What are the lived experiences of tenure-track faculty serving in dual roles as administrators in R2 or R3 classified higher education institutions in the United States?

Research Question 1. What do tenure-track faculty members serving in dual roles as administrators perceive as rewards and motivations of serving in dual roles?

Research Question 2. What do tenure-track faculty members serving in dual roles as administrators perceive as challenges of these roles?

Research Question 3. How do tenure-track faculty serving in dual roles perceive their academic identity?

Participant Profiles

Fourteen faculty participated in this study in which I used purposive snowball sampling. I identified participants who met specific characteristics of the study and then utilized these contacts to sample other people who met the research criteria. I gathered participants' contacts through references and public access directory information through university website faculty profiles. I sent potential participants an IRB approved email soliciting participation. Of the fifty people I identified and solicited via email, sixteen returned my email agreeing to participate in the study; however, two potential participants did not meet the study's criteria. For all fourteen interviews, I asked participants the same or similar questions from the IRB approved interview protocol. I adjusted interview protocol questions for those participants who were hired directly into a dual role. I asked questions in a different order depending upon the flow of conversation. Additionally, follow-up and clarifying questions were asked of each participant. Participants came from six different universities in the southeastern region of the United States. I gave participants the option of selecting their own pseudonym, and three participants chose their pseudonym names. The rest of the participants elected to have me assign a pseudonym for them. I assigned each participant a pseudonym alphabetically and in the order in which interviews

occurred. Table 1 provides information about each participants' administrative title, years of experience, and knowledge of whether or not they would be in a dual role upon being hired.

Table 1

Participant Titles, Years of Experience, and Knowledge of Dual Role Upon Hire

Name	Administrative Title	Years on Tenure-Track	Years in Dual Role	Hired into Dual Role
Adam	Program Director	6	5.5	no
Brooke	Program Coordinator	5	4	no
Callie	Program Coordinator	3	2	no
Dana	Program Coordinator	3	2	no
Eleanor	Director	6	6	yes
Franklin	Department Chair	6	2.5	no
Gia	Director	4	4	yes
Hayes	Program Coordinator	3	2	no
Ivan	Director	5	5	yes
Julia	Director	3	1	no
Katie	Program Coordinator	5	1	no
Arlene	Program Coordinator	3	2	no
Miranda	Program Director	3	1	no
Victoria	Associate Director	2	2	yes

Adam is a tenure-track faculty member at an R2 institution in the Southeastern United States. He is a program director for a graduate library science program, which is housed in his university's educational leadership department. Adam has prior experience in higher education and has been on the tenure-track at a previous institution. Additionally, Adam has managerial experience outside of higher education. While Adam does receive a stipend for being in a dual role, he noted that the stipend is only for summer accreditation work. He also receives a course

release for his dual role; however, Adam explained that his course release would soon change from a 2:2 teaching load to a 3:3 load.

Brooke is a tenure-track faculty member at an R2 institution in the southeastern region of the United States as well. Brooke holds the title of program coordinator of a Master's degree program in an educational leadership department. Brooke has prior experience working in elementary education, and she also has one-year prior experience in higher education at her current institution as a full-time, non-tenure track faculty member. Brooke does not receive a stipend for her program coordinator role, but she does receive a course release from a 4:4 to a 3:3 teaching load.

Callie is also a tenure-track faculty member at an R2 institution in the southeastern region of the United States. She serves as a program coordinator in her institution's department of elementary and special education. Callie's prior experience includes teaching at the secondary education level, and, similar to Brooke, she also served for one year as a full-time, non-tenure track faculty member at her current institution. Callie does not receive a stipend for her dual role, but she does receive a course release. Callie teaches a 3:3 load reduced from a 4:4 load.

Dana is a tenure-track faculty member at an R2 institution in the southeastern region of the United States. She serves as a program coordinator for a minor in her institution's department of educational leadership. Before her current position, Dana was post-doc researcher at a different institution, and she also has experience as a teacher in secondary education. Dana does not receive a stipend for her role as program coordinator; however, she does receive one course release and currently teaches a 3:3 load.

Eleanor is a tenure-track faculty member at an R3 institution in the southeastern region of the United States. She is currently the director of composition in an English department at her

institution. This is her first time on the tenure track; however, Eleanor has previous experience in higher education. She worked at another institution on a non-tenure track for fifteen years prior to her current position. During this time, she earned a Ph.D. and was an assistant writing program administrator in the English department for two years. Eleanor was hired into her current role knowing she would be on the tenure-track and serving in a dual role as director. Eleanor does receive a summer stipend. She negotiated a course release for her first semester resulting in a 1:2 load for the first year, but when faculty in her department argued for course load reductions from 4:4 to 3:3, Eleanor also received another course release that resulted in her teaching a 1:1 load.

Franklin is a tenure-track faculty member at an R2 institution in the southeastern region of the United States. Franklin serves as the chair of an emergency management and occupational health department. Although Franklin does not have prior experience on the tenure-track in higher education, he did serve as a temporary instructor for a year, and he also has administrative experience working for the government in emergency management for seven years. Franklin noted that faculty at his institution typically teach a 4:4 load. Chairs, Franklin explained, have a 12-month contract at his institution and should have two course releases that would result in a 2:2 teaching load and one course over the summer. However, Franklin shared that because of the growth of the program, he has taught an overload almost every semester, which has resulted in a 3:3 load in fall and spring and two courses in the summer in order to meet student needs.

Gia is a tenure-track faculty member at an R2 institution in the southeastern region of the United States. Gia is a writing center director, and she teaches for the English department at her institution. This is the first time Gia has been on the tenure-track; however, she has prior experience in higher education as a non-tenure track faculty member for one year and was a

writing center assistant director at two different institutions. Gia receives a summer stipend for her current position, and she also has a reduced course load from 4:4 to a 1:1.

Hayes is a tenure-track faculty member at an R3 institution in the southeastern region of the United States. He serves as a program coordinator in a kinesiology, recreation, and sports department at his current institution. Hayes does not have prior experience in higher education. Additionally, Hayes does not receive a stipend for his dual role nor does he receive a course release. Instead, his administrative role is supposed to account for a percentage of his service requirements.

Ivan is a tenure-track faculty member at an R2 institution in the southeastern region of the United States. Ivan was hired into his dual role as both a tenure-track faculty member and the director of resource collections in a world languages and cultures department. While this is Ivan's first time on the tenure-track, he has prior experience in higher education. Ivan was originally a full-time, non-tenure track faculty member for ten years before acquiring his current tenure-track position. He receives a course release reducing him from a 3:3 teaching load at his institution to a 2:2 load. Moreover, Ivan elaborated on the changes to his position concerning financial benefits. Ivan began his position on a 12-month contract; however, administration at his institution recently reduced a number of 12-month positions to 9 months, effectively reducing the faculty members' incomes. Ivan still receives a stipend; however, his current salary has been cut overall.

Julia is a tenure-track faculty member at an R3 institution in the southeastern region of the United States. Julia is a director of STEM education housed within her institution's education department. Furthermore, Julia has prior experience in higher education, but this is her first time on the tenure track. Her previous experiences include serving as a clinical instructor for three

years at a different institution, working as a high school teacher, and working as a chemist. Julia does not receive a stipend for her dual role, but she mentioned she has secured two grants and gets extra pay in the summer through those. Additionally, Julia gets a course release for her directorship, reducing her from a 4:4 to a 3:3 teaching load.

Katie is a faculty member at an R3 institution in the southeastern region of the United States. She is as a program coordinator in a school of kinesiology, sport, and recreation at her current institution, and she is also a co-coordinator of a certificate program in her school. This is Katie's first time on the tenure track. Prior to her current position, Katie worked in athletics, and she also worked in a dean's office as office coordinator and as assistant to the dean. When she was teaching part-time, an opening became available for visiting assistant professor. Katie took this position for a year before a tenure-track spot became available that she accepted. Katie does not receive a course release for her dual role, but she receives a small stipend.

Arlene is a tenure-track faculty member at an R2 institution in the southeastern region of the United States. She is a program coordinator in the department of elementary and special education at her institution. This is Arlene's first time on the tenure-track, but she has taught previously in secondary schools. Arlene does not receive a stipend for her role, but she does receive gas money for the traveling required for this position. The money is a flat rate despite the fluctuations in gas prices. She also receives one course release and currently teaches a 3:3 load.

Miranda is a tenure-track faculty member at an R2 institution in the southeastern region of the United States. Miranda serves as a graduate program director in her institution's department of criminal justice and criminology. This is Miranda's first time on the tenure track; however, she does have experience in her field as a police dispatcher. Miranda receives a summer stipend for her role as graduate program coordinator. She also noted that a typical

teaching load at her institution is a 3:3 load; she also receives a course release that reduces her load to a 2:2 teaching load.

Victoria is a tenure-track faculty member at an R2 institution in the southeastern region of the United States. Victoria serves as an associate director of general education English at her current institution. This is Victoria's first time on the tenure track; however, she has prior experience in a variety of positions. Victoria has taught secondary education and has adjuncted at a variety of four-year and two-year institutions. At a two-year institution, she served as an assistant professor and department chair; Victoria emphasized that this institution did not offer tenure-track positions. Furthermore, Victoria worked for a program that helped students who never finished high school earn their high school and college degrees, and she also taught as a full-time non-tenure track online instructor. Victoria receives two course releases for her role, reducing her load from a 4:4 to a 2:2 teaching load.

Researcher Notes and Memos

During the interviews and the coding process, I wrote memos about the data collected not only as a means of establishing credibility but also as a way, as Saldaña (2013) suggested, to unload the innerworkings of my brain concerning my participants and the phenomenon as well as to document and reflect on coding. Additionally, I wrote in a reflexive journal to create a narrative of what I thought and felt while looking at the data as a means of examining personal biases and creating what Lincoln and Guba (1982) call an audit trail for the decisions I made.

Often during the interview process, I related to my participants' experiences. For one, I admired the participants' dedication to supporting students an being an advocate for students. All participants noted their dedication to students and found supporting students to be a rewarding and motivating part of their experience.

Another way I related to my participants was in the struggle with work-life balance. During the memo writing process, I noted that work-life balance may be influenced by gender roles and family life as well as the minor differences in work, such as teaching online versus in person. In fact, several participants mentioned online teaching as an obstacle or benefit when serving in a dual role. However, my main interest concerned how life circumstances made the tenure process easier or more difficult. In my reflexive journal, I wrote about finding it difficult to withhold personal judgements about a work-life balance question. I wrote, "I can't help but think about my own situation of being a full-time employee and a mom of two children and how much each individual's own situation could complicate or simplify that." However, I noted I wanted to remember how each individual has their own important story to tell concerning work-life balance. I came back to this notion again in my reflexive journal. I wrote:

> Two participants brought up how different life circumstances (in particular, being a mom) can specifically impact time management as it relates to my study. Two others mentioned it in terms of impacting their time management in general. Despite this acknowledgement that things like family, neurodivergence, and health obstacles, the participants all faced similar challenges. The tenure process is hard. Even the ones who felt confident in their ability to get tenure mentioned challenges in the process. Additionally, many participants mentioned they were not great with work-life balance, and several participants revealed an already-present realization of stress and burnout. I felt concern for these participants, and I saw myself in a lot of them in relation to throwing everything into work until nothing is left. This also made me think about how personality plays a role in the tenure process.

In the end, I paid attention to how each participant brought their own unique set of challenges to their concept of work-life balance.

My conversation with several participants about work-life balance, time management, and the changing state of higher education caused me concern. At one point in my reflexive journal, I noted, "What are some of the deciding factors that make faculty feel rewarded and motivated, and what is making many participants mention burnout already or the idea leaving academia?" In this journal, I noted the impact of having a spouse who has gone through the tenure process and its impact on me as a researcher. Having seen first-hand the rewarding and difficult parts of tenure, I had to caution myself not to read into other people's experiences that I had seen in my own personal life. I also recorded in my memos that many participants mentioned the Covid-19 pandemic and its impact on their various jobs, roles, and life experiences. I added, "Covid could have unexpected impact on the experiences of these participants…How would experiences have been similar or different if Covid had not happened? Will or has Covid affected feelings of burnout?" Like my participants, I have been in academia during the Covid-19 pandemic and noted my similar feelings of wondering what my experiences would have been like over the last few years without this external factor.

Furthermore, I noticed in the memo writing process that most participants shared they do not divide their time well. Some participants expressed that there is a blurred line between administrative work and faculty work and that it all tends to run together as a long to-do list. I remarked, "The only separation noted is when participants use timed, scheduled work to get specific tasks done, which seems to be what they would consider being 'doing it well.'" I wrote in my reflexive journal how I commiserated with time management issues. However, I

documented how interesting it was, from an outside perspective, to perceive them all as doing the best they can with a variety of work and time commitments. I wrote:

> I feel like there is more to their stories about what "bad" means in terms of time management—something under the surface of these words. Participants seemed to have strategies, but no matter what, they never fully feel like masters of their own time.

In my reflexive journal, I elaborated about how I knew work in academia is demanding and that there is always work to do be. Along with this, I wrote about my perceptions of participants' concepts of work and time management for those who were not fulfilled in their dual roles: "I felt participants were voicing resentment when they didn't feel valued for that time but still noted being trapped by a sense of obligation. Those working in summers without a stipend especially noted this discrepancy." I followed up on these thoughts by writing about the notion of "someone has to do it" and how I wondered about the line between stepping up and being a team player or feeling forced. I also noted that scholarship and research stood out as a challenge concerning the tenure process related to time management.

One of the positive experiences I noted in my reflexive journal was that while the changing conditions in higher education were often mentioned in negative terms, I saw the emergence of a new trend among participants in higher education that pushed back against traditional notions of higher education in a positive way. I wrote in my memos about how many people think about how siloed individuals are in higher education and that while some participants did share about moments of feeling isolation concerning their administrative side, all participants shared their welcomed and desired experiences of collegiality and collaboration with colleagues as both support systems and as a means of producing scholarship. I wrote:

> Higher education is often talked about in terms of "silos," but the picture painted by tenure-track faculty in this study shows something different, one with heavy reliance on fellow colleagues to survive—in research, in life, in venting, in clarity, in getting tenure, in having friends.

I also pondered if collaboration is highly valued by new academics and the least valued by the "old guard." With this thought, I questioned my own judgement about an "us" versus "them" mentality, even my use the of the term "old guard," referring to those who have been in academic for decades versus "new guard," people new to the tenure track. My final thoughts were about how it was clear that in this study, there is great comradery amongst those going through the tenure process at the same time.

Another important part of the memo and journaling process was writing about the concept of tenure as well as how leadership and administration can influence the process. I also considered how different the process might be for those in dual roles, especially those hired into dual roles or those who have served in a dual role for the majority of their tenure process. I wrote about how the concept of fear in particular: "The fear itself is real, but is it legitimized? This is what some participants have questioned. How much fear is self-created? How much is fear is myth?" I recognized that inexperience with the tenure process helped me, as a researcher, be open to hearing about the perceived fears associated with the tenure process. What I noticed, I penned in a memo as this: "Tenure is synonymous with protection in various ways—publishing, feeling valued/respected, being fired, from ending year-to-year contracts, from saying yes to undesired obligations, from tenured colleagues." In a way, I found that my participants were influencing my own perceptions of tenure. However, I also recognized the dual experience is

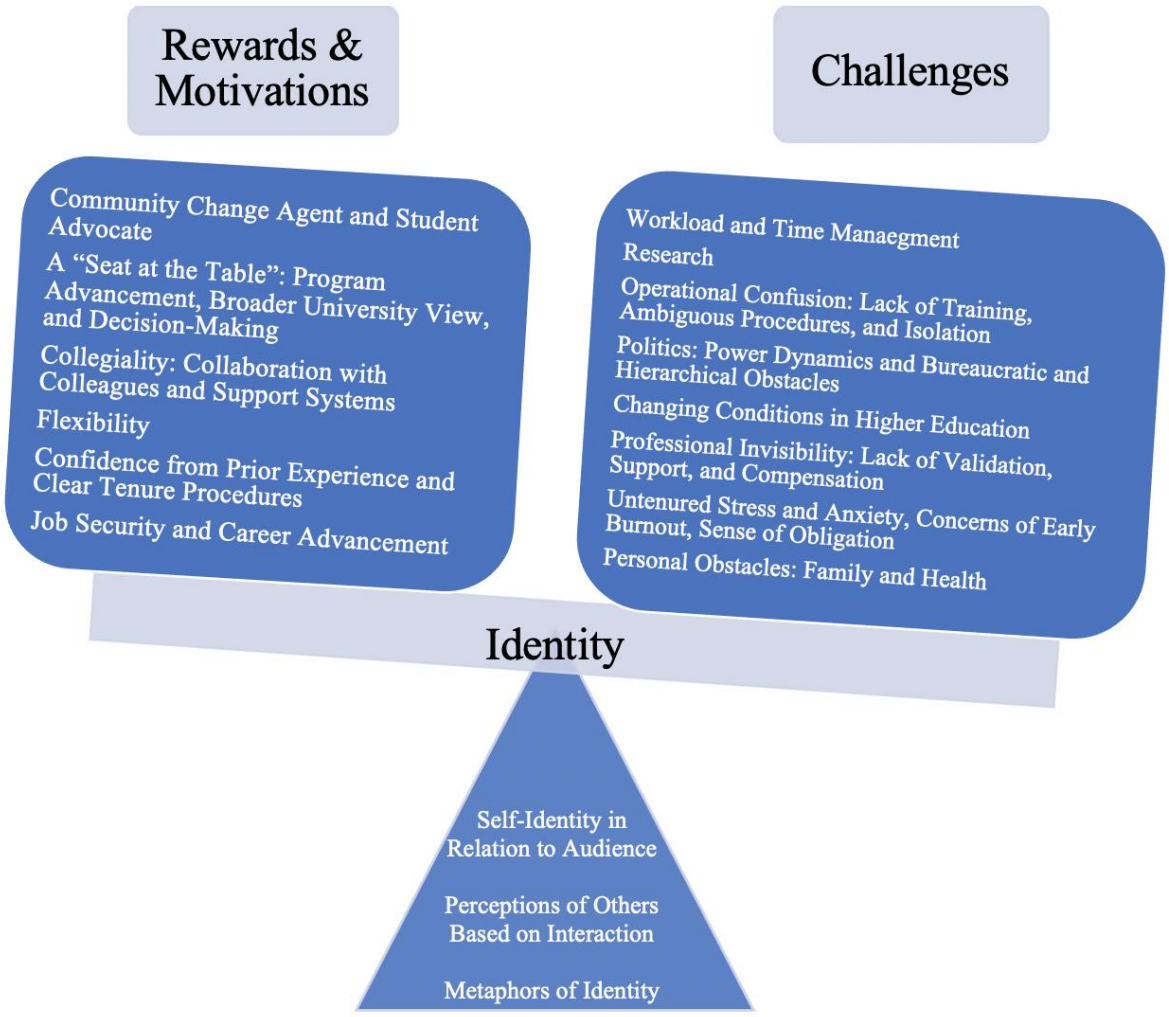
unique, as I noted that many participants mentioned they really do not know what the tenure process is like without this extra component.

Interview Results

For this qualitative, phenomenological study, I collected data that was coded in cycles, and in the analysis process, categories and themes emerged related to each of the study's research questions. This section reveals the findings from the interviews. Furthermore, this section is organized by research question. An overall research question served as a guide for the data collection process, which was: What are the lived experiences of tenure-track faculty serving in dual roles as administrators in R2 or R3 classified higher education institutions in the United States? Throughout this section, I used direct quotes from participants to elicit rich, thick descriptions. The themes from this research can be seen in Figure 1. Figure 1 shows an image of a balance scale to invoke the concept of the weighing back and forth of rewards, motivations, and challenges of serving in a dual role with the challenges side weighed down more based on the challenges that emerged. The scale is balanced upon the concept of identity because the participants' identities have been continuously shaped, formed, and reformed by their experiences on the tenure track while serving in a dual role. The themes are elaborated on in the following sections. An analysis of the data and further recommendations are included in Chapter 5.

Figure 1.

Themes from Analysis



Research Question 1

What do tenure-track faculty members serving in dual roles as administrators perceive as rewards and motivations of serving in dual roles?

Community Change Agent and Student Advocate

One theme that emerged in all of the interviews was the rewarding and motivating experience of working with students in order to help them on their educational journeys. Additionally, many of the participants expressed how they were having an even larger impact on the communities around them, including their university, local, or state community, by helping students and others associated with the work. While teaching can be a source of doubt for some new to the tenure track (Eddy & Gaston-Gayles, 2008), the participants in this study seemed to find the most joy from working with and helping students. However, it is important to note that many participants in this study had prior teaching experience before starting on the tenure track.

The participants in education departments were particularly inclined to have a desire to help their students, noting the difficult conditions for teachers in secondary education at the present time. For example, Adam, Brooke, Callie, Dana, Arlene, and Julia all expressed how important their jobs were for preparing future educators. Adam explained that his motivation to help students was "as strong as [his] own personal motivations" to be in his current position. He even mentioned taking on overload classes just to ensure students' needs were being met. Adam noted:

> Regardless of where I go, I still want to help students because in the end, the students being able to do their jobs properly and well will hopefully mean that the communities that I also live in, my family lives in also, it will help them. Hopefully those students will help improve those communities, not only the immediate community but also the state community.

Much like Adam, Brooke explained how she felt the need to "to be there for your students." She shared:

> I'm trying really hard to just make a connection because right now teaching is so horrific and, for my own children, I want the teachers to stay in the profession, so mentoring is a passion of mine. That's one reason why I've stayed in it is because I feel like it helps me to be able to do some of that mentoring.

This belief impacted Brooke's view of how much she needed to be available working with current teachers and the relationships that have developed from being in her dual position. Brooke explained how her teacher-students come to her with problems: "I feel like that's helped me develop a relationship with them that I probably wouldn't have if I didn't do the coordinating part of it." Callie also expressed her desire to influence others to become middle school teachers, and Dana consistently shared the message that teacher preparation was a motivating factor for her. Dana said, "It's important to me to prepare teachers that are ready for the classroom." Similarly, Arlene expressed, "Students are my passion. I want them to get in there and become teachers and get them into schools and educate our future." Arlene also shared stories about seeing former students who secured teaching jobs and were thankful for her support. In one story, Arlene mentioned seeing the results of her working with students. She shared:

> I had one student on the border of [a nearby state] who drove up to [college satellite location] just to get her degree, and she got a job back in her hometown, so I really enjoy working with those teachers to get them that education and send them back to their communities to educate our students.

Julia, who works with STEM education students, empathized with her students transitioning from high school to college and noted that she brought that understanding into her own teaching practice. She said, "Helping to develop science and math teachers is hugely rewarding" and that for her, students are a priority: "That's always kind of number one. Getting students to be

successful." Julia even elaborated that students make her job worthwhile and that she would continue her job even if she won the lottery, adding "I love this job. It would just be a little bit more well-funded. But I would do this job. I love working with students."

Additionally, participants outside of education departments noted that having an impact on their students and the larger community was important to them as well. Hayes, for example, tied the desire to be in a dual position to making programmatic changes so that students could have a better experience. He explained, "Having a vision and being able to impact a lot of younger students' lives is kind of what keeps me in it." He also shared that watching students grow throughout their time in his department's program was rewarding:

> Taking somebody at the undergrad level or recruiting somebody from the undergrad level or early on in their first year of their graduate program and mentoring them and then seeing them change so quickly. I know the most I've ever changed for the better was in my Master's program between the first and second semester, and that's something I've always wanted to see happen on the other side being a mentor to somebody then actually to see that change happen. And I've been able to see that in a couple of our students, one of the ones that I mentored and one of the ones that I kind of helped mentor. They're both in Ph.D. programs this upcoming year and that was really, really cool to see.

In this example, Hayes not only saw himself in his students but also wanted to replicate that experience for his own students. Much like the education faculty members, Miranda also thought that having an impact on students and the communities beyond is an important part of her work. Miranda stated that her job is to "make sure we're preparing them [students] for the workforce, then preparing for them for their actual careers" and that she intended to use her research to

"build better policy to help communities to help police better." Like Hayes, Miranda found watching students make progress to be rewarding. She said:

> So far, it's actually been great to watch students progress through the program, particularly those students who initially start off struggling, and I spend time working with them one-on-one and checking in with them monthly to improve their academic performance as well as sometimes addressing things outside of their lives and mentoring them through that. To watch them get to the end of the program and be successful, to me, that's always been the best part of teaching, the best part of being an administrator with academia.

Miranda added that teaching gives her "very direct gratification" when she sees students become successful. Katie also expressed her love for the students in her program, and she felt like being in a coordinator position gave her a rewarding viewpoint of student success. She stated:

> In a lot of these recruitment events that we do, being able to meet students and their families and then seeing them apply, seeing them come to the institution, seeing them do well in our courses, is something that I really enjoy.

Furthermore, Katie likened treating her students like she would want her own children to be treated and added, "Students are still the number one priority, and I don't have it in me to just stop serving students."

Similar to Hayes, Miranda, and Katie, Victoria thought that students were one of the most rewarding parts of her job and expressed several times that she wished she had more time to focus on her students. She particularly noted that the students at her institution were relatable to her own educational journey:

> [Our] students are fantastic. I love our students. Our students remind me a lot of myself in terms of just like first-time college student, first gen [generation], working three jobs, trying to figure out what's what, and they bring so much to the table in terms of just lived experiences and what they bring to the classroom. I love working with them. Unfortunately, I don't spend a lot of time with that because I'm always fire hosing things, but I love them and our graduate students in the same way. Our graduate students come from a variety of backgrounds a lot of times. It's kind of like a second chance degree for them and about changing their lives. And as someone who sort of like came here by happenstance, I can appreciate that—and not to [this institution] but to higher education. I can appreciate a chance to start over.

Many of the participants, like Victoria, found students to be personally and professionally motivating to do their jobs.

Gia and Eleanor related to each other more in terms of student and community impact, leaning into the more administrative sides of their positions. Gia, for example, talked about how she was motivated to impact her writing center staff so that students would have a great experience. She stated that she wanted to:

> Cultivate a space where my admin team feel welcome and encouraged and supported, where tutors get professionally developed, and they get experiences that they wouldn't get in any other space and then, most importantly, that students get served, and I feel like I'd be happy to do that until I retire.

Likewise, Eleanor was motivated by using her position to have an impact on the other instructors in her program who are not on the tenure track. She believed that through her position, she could

help the instructors who could, in turn, make a positive impact on the students in their program. She noted her desire to:

> Give them some agency to do the work that they do well and help them develop things that they don't know about or help them. Help them just like be comfortable in their own teaching shoes and bring new ideas to them that they don't get access to because they're teaching a 4:4 load. So, they don't have time to go to conferences and look at journals, and I can bring those things back and say, "Here, consider these things, or this is going to make grading easier," and so I like helping them do well in their jobs.

In all, the participants were heavily influenced to do their work in a dual role based on the impact they could have on the students, people, and communities around them.

A "Seat at the Table": Program Advancement, Broader University View, and Decision-Making

The participants in this study also noted benefits associated with being in a dual position as gaining a "seat at the table" that enabled them to advance the programs they care about, understand the university from a broader perspective, and be able to make decisions that they believed would be helpful overall.

Shaping and improving a program can be rewarding administrative work resulting in self-satisfaction for administrators in general and for those in dual roles (Daffron, 2010; Fink, 2008; Killian & Wenning, 2017; Mallinger, 2013; Thies, 2003; Williams, 2016). Many of the participants in this study stated that they felt motivated and satisfied by the ways in which they could shape the programs they taught in. Adam, for example, specifically talked about his desire to grow the library program he directs and to get the program accredited. He expressed a clear vision for his programmatic work, sharing: "Hopefully, too, the program grows to the point

where it could actually get to the size of a department or school." On the other hand, Brooke talked about how her program moved online and about being part of that decision so that the program did not die out. She felt connected to the program in helping bring about these changes, stating, "We decided to move it online. So, it's been fun for me to do that part of it. I like that creative part of being able to build something, and I'm teaching classes that I built." Her programmatic changes helped her feel more connected to her teaching.

Hayes also found that he wanted to accept the dual role as a way to make programmatic changes, fearing that the changes would not occur if he did not step up. He shared:

> I saw some issues with the with the graduate program, and I wanted to change those, and I felt like the only way to do that would be to actually take over because if not, nothing was really going to change.

However, Hayes reiterated that he did not accept the dual position for the administrative clout, stating, "I took it on because I want to make the program better, not necessarily because I want to be in an admin role whatsoever. I just want to be a faculty that works with productive and solid departments." Hayes tied programmatic changes into his desire to impact students, adding, "Having a vision and being able to you know impact, a lot of younger students' lives is kind of what keeps me keeps me in it." Once again, Hayes made a clear connection between two motivating factors, the students and the programmatic changes.

Katie also merged the idea of making programmatic changes with impacting students in her program. She said, "It is kind of twofold. I love our program. I love our students. I love working here, so I want our program to be good…I wanted the position." Katie noted that while programmatic changes can be difficult, especially in terms of making changes despite the desires of other faculty members, that the work was worthwhile. She expressed:

> I think it's a lot of hard work, and then, just to make a plan and see that plan work as far as changing things within the program, which is not really popular amongst some of our faculty who don't really like change, but seeing numbers go down a little bit and being like, “Okay, why is this happening? What can we offer that will help with that?” and then implementing that and seeing a little bit of a change is pretty rewarding too.

Katie recognized the challenges of change and was willing to move forward with those adjustments despite clashing with other faculty. Furthermore, Miranda also found that being in her dual position was rewarding work concerning program advancement, especially in light of obstacles such as the enrollment decline that Katie also mentioned. Miranda added:

> I’m happy to be in the position as long as they’re happy to have me because I think that I’ve contributed positively to the growth of the department, the program, and the direction, and the mission the Dean seeks for our program in the midst of enrollment declines.

Both Katie and Miranda understood the importance of recruiting and retaining students for their programs.

Ivan and Eleanor both accepted dual roles upon hire. Therefore, they both specifically sought out opportunities to make programmatic advancements. They found watching a program grow and change to be rewarding. Ivan shared of his position:

> It also gave me the ability to kind of really dig into the kinds of innovations in different programs that I had been looking to institute or that I wished I could have, and I was kind of given this opportunity to be like, all right, well, make it happen.

Ivan talked extensively about the different ways he was able to shape his program such as purchasing new technology, hiring tutors and raising their pay, renovating spaces, creating open

educational resource materials, and implementing a professional development conversation series. Eleanor knew the challenges associated with taking on a dual role as a writing program administrator (WPA), but she felt her desire to change a program for the better exceeded this concern:

> I was aware of all the reasons that I shouldn't be looking for a job, or this particular job, but I also wanted to run a program. I've been in a [writing] program for so many years I've watched many WPAs come and go, and I'd seen successful WPAs and unsuccessful WPAs, and I wanted to grow a program.

Both of their prior experiences led them to be motivated about being closely involved in programmatic changes.

Moreover, a result of becoming an administrator can be a broadened university view that can enable a faculty member to see beyond their singular program, especially if they have to work with other campus community partners (Thompson, 2011). McMinn (2016) called this gaining a "10,000-foot view," and Kelly (2012) called this adjustment from faculty viewpoint to broader viewpoint an ability to "straddle the fence." Several participants in this study explained how their work in a dual role had an impact on the way they saw, understood, or made certain decisions. Dana, for example, mentioned how being over her program, which is an academic minor, created a situation in which she would work with partners all over campus and collaborate with those partners to make programmatic decisions. Callie also talked about a new vision once she was in her dual role and began attending meetings where she was a part of a broader decision-making process. She explained her approach to dealing with colleagues who had a narrow programmatic vision:

> You always have some you always have faculty that will say, "Well, I don't understand," griping in the bathroom. Okay, I hear you, but I'm in the middle of this. I understand what you're saying, but I also see the long term. I also see the history, and I've written these things. I understand why we're making the decisions that we're making.

Callie, therefore, transcended the faculty-only viewpoint once she was able to attend meetings centered around broader issues. Eleanor expressed this broader university view in terms of the complexities of decisions that must be made for the university as a whole and how that impacts her program:

> It's helpful to function in the university and beyond writing program because, with the writing program, it's always like of course caps. There are more arguments we have up the ladder and looking at larger complexity and how universities are a business in a way now, and, like enrollments and budgets and all of those things, those are all things that a lot of faculty don't think about. So, I have good working relationships with deans and with provosts or vice provosts, and understanding some of these bigger picture things helps me see how the functioning of the writing program kind of tendrils out.

In this instance, Eleanor clearly understood that her view of issues such as student course caps would be different if she did not see the bigger picture that she now has a director.

Furthermore, decision-making is a specific shift in mindset from faculty member to administrator. Manning (2018) explained that administrators tend to value efficiency whereas faculty tend to value a more thorough and measured analysis. The participants in this study have to navigate both worlds. However, many of the participants expressed a sense of accomplishment and satisfaction in having a hand in the decision-making process, and one participant in

particular desired to have the colleagues around her to be more in line with those administrative-like decision-making qualities.

Callie expressed how being "at the table" helped her make sense of the decision-making process and aid in being a program coordinator. She noted, "I do get to make decisions. I get to be at the table, I think, with our department chair, and I get to learn from other program coordinators. You know, I got to be at the table during CAEP [Council for the Accreditation of Educator Preparation]." She went on to talk about how things that did not make sense to her at first came together when attending these meetings:

> I couldn't connect the dots. Well, then, when we went through CAEP, and I was then sitting in that program coordinator seat, with people like [name] and [name], all these other people, then those things began to make sense when I was actually having to do the work myself…then it made sense.

Callie's collaboration with other administrators not only shifted her viewpoint but also aided in understanding.

Franklin noted how being in a dual position helped in implementing ideas in ways he would not experience otherwise:

> I think it gives us an opportunity tenure-track faculty or faculty in general have lots of ideas, but sometimes it's hard to implement those ideas…you need to have the ear of folks in mid- and senior-leadership, and this gave me the opportunity to have a seat at the table, which was not only beneficial for the department, it was beneficial for me going through the tenure process.

Franklin felt connectivity to upper administration while also getting to implement ideas, and he felt that as long as the idea were well-thought-out and valid, it would benefit him in the long-term.

Others commented on decision-making and the rewards of having a dual role on a smaller scale as well. For example, Dana felt that the position added exciting new challenges for her, stating, “It’s such a unique position that it gets my brain working in a different way, so that’s fun.” Arlene noted the perks of being in a program coordinator role in making decisions about her own workday. She expressed that by being a program coordinator, she was able to make her own schedule, and she enjoyed being able to make those decisions that specifically impacted her day-to-day.

On the other hand, one participant desired more ease with the decision-making process and felt hindered by her position as an associate director. Victoria discussed how she had to make decisions with a larger team and how she clashed with more faculty-minded decision-makers in the department. When I asked her to talk more about her feeling that she was constantly doing administration tasks and decisions, she clarified:

> Yeah, talking about how we're going to do them. There’s a lot of meetings where we talk about how and why we’re going to do them rather than just doing them. I finally confronted my director about that. And we’re working out ways to handle that because we just work differently, and we just tackle problems differently. She prefers to talk about them for a really long time, and I just want to fix the problem and move on. I don’t want to talk about it for an hour.

Victoria's view on decision-making, interestingly, is more aligned with the administrator mindset, which she later discussed as a mindset and identity she does not relate to as much anymore.

Collegiality: Collaboration with Colleagues and Support Systems

Informal mentoring (Gosling et al., 2020) and collaboration with colleagues (Hansen, 2008; Larson et al., 2019) contribute to new faculty being successful. The participants in this study discussed how collaboration was key to part of their success, and they also discussed how various forms of mentorship helped them as well. However, the participants in this study also described a deep connection and closeness formed with their colleagues, many of whom were also on the tenure-track journey. The idea of "finding your people" emerged not only as a means of survival, especially in terms of meeting research and publication requirements, but also in terms of simply experiencing camaraderie, community, and friendship. The participants in this study described helping others along the way as much as others helping them, drawing upon the notion of teamwork in an often-isolating experience. Even for those experiencing isolation, especially in the administrative part of their roles, they often found someone who could help counsel them.

Several of the participants, specifically Adam, Hayes, and Julia, talked about the mutually beneficial work of helping others. Adam, for example, mentioned how he had co-authored articles with a new tenure-track colleague and saw himself as helping her with data analysis. He stated that helping his colleague would mean, for him, having a strong colleague to continue working with in his program. Additionally, he was simultaneously increasing his publication record. Hayes talked about working with graduate students in the publishing realm as well, explaining that the graduate student would complete data analysis, giving the graduate

student experience. The graduate student was going to use one part for a thesis, and Hayes said, "I'm going to take the other part and eventually just publish it." Much like Adam, this collaboration was mutually beneficial. Julia talked about the potential of her colleague coming back to work with her in the STEM program. She shared:

> I'd love to have somebody to also mentor. She's just a little bit behind me, but she's got great ideas, and… it's not like I feel like I'm dragging her along with me. I mean, she's going to make me better.

Julia looked forward to the prospect of collaboration despite experience, noting that they would both come away better in the end.

All participants specifically commented on working with people they respected, and all talked about how much they liked and enjoyed the people with whom they worked. The participants discussed how they found people they trust and rely on for help, collaboration, and understanding in what they were experiencing in their own departments or colleges. These colleagues have become the participants' self-created support systems, pushing back against the notion of educational silos. Brooke, for instance, discussed the need to vent with some colleagues. She shared:

> Just having somebody to say, "Hey I'm feeling this way," and then they say, "Oh, I feel that way too," and you're like okay, I feel validated. Like, yeah, I'm not this crazy person that's feeling this way and nobody else is….to have that safe place where you can say it and know you're not going to get in trouble.

Brooke also mentioned that even though she feels isolated in the administrative part of her role because no one has a position exactly like hers, or as she put it, "There's really nobody that really understands that struggle," she added she is not fully alone in her tenure-track and administrative

experience, stating, “There’s people there that you can lean on and go ‘Oh my gosh I’m totally stressed about this,’ and then you kind of have that vent…It’s just helpful, I guess…It’s helpful to know that other people are struggling.” After this, Brooke clarified that while she did not enjoy the fact that other colleagues were struggling, she felt better knowing she was not alone in that feeling.

Callie noted that having colleagues also going through the tenure process was helpful in a multitude of ways. She shared:

> I’m in a very fortunate position that I have an amazing group of people around me…We all kind of work together, trying to get our requirements done for our tenure, making sure our publications get out. I’ve got other groups, teams that I work on too, so those publications are finished, those requirements are made, but it's just a lot. You just have to make sure you’re getting it all done.

Callie elaborated on how, to her, the tenure expectations are nearly impossible to accomplish alone, especially in the area of research. In terms of the administrative side of her work, Callie discussed how thankful she was to discuss coordinator roles with another colleague of hers and discovered through these discussions that they faced similar issues, specifically dealing with multiple departments on campus.

One of the interesting aspects mentioned by Dana was how office location could be important in making connections. She shared:

> As far as the faculty side, I think that I’m, again, fortunate about just also where my office was placed, but there’re a few pre-tenure folks that are always here, and so we can talk in the hallway about whatever is happening, whether it be classes or research work or new projects or whatever we’re working on.

Other participants also mentioned how physical location helped them form connections with colleagues. Hayes, for example, mentioned a colleague "on the other side of this wall" whom he publishes with and who helps him out. He added, "She's always around to like spitball stuff. She'll help out with whatever I need. She's taken on some things from the graduate level that I just didn't have time to do." Katie also felt that the people she worked with were likeable people who were always "very supportive" and "willing to help," adding that everyone in the school "has become a friend." In fact, Katie mentioned the near-detriment of her office location being one where most people pass by, saying that "I make myself so accessible to everyone that it's hurting my productivity" in the talk she engages in when people see her.

Finally, Arlene shared that she never has an issue reaching out to her peers for help or collaborating on course content creation. For example, for one class, Arlene described working on the first half of the online course modules while her colleague worked on the second half. Arlene concluded:

> It's moral support. It's help with workload as well, not necessarily on paper, but sharing responsibilities. It's just sometimes that I can go in and sit in [name]'s office and shut the door. Then, I feel better. She helps me, and she'll do the same to me. It's just having those people, your people. They're my people. Yeah, I feel supported by them.

These participants, in particular, highlighted the benefit of not only having colleagues that were helpful and reliable but also who were literally just an office away. In fact, Ivan lamented the fact that the Covid-19 pandemic had an impact on these relationships due to the loss of physically being near colleagues. He noted, "we used to be a pretty close bunch," but he explained that much of his campus community is still not back on campus as much as they used to be. Of struggling with a task, he said, "I used to be able to just kind of like go over next door,

tap, and be like ‘Hey, can I pick your brain?’ or ‘Can I vent about something?’ That support is gone.” Ivan still mentioned working closely with colleagues, especially his administrative coordinator.

Dana, Franklin, and Gia all spoke about these connections from more of an administrative perspective. Franklin, for example, talked frequently about the distance and loneliness that happens once one becomes a department chair, but even so, he concluded of other faculty members: “I do think that I have their support, and we have each other’s backs.” Furthermore, Gia added that she gets support from her administrative team, and in turn, she trusts them to do their jobs “with a level of excellence.” She also noted that even though some of her collaborative colleagues do not always agree when it comes to administrative decisions, that they are great to work with as writers and as colleagues in general. Dana added to this that during her first year she felt a bit isolated, but her dual role “has created opportunities to collaborate with faculty that I probably wouldn’t have been able to build as rich of a relationship with otherwise.” She also noted she feels lucky to be able to coordinate with people value her ideas.

Moreover, Miranda and Victoria both spoke about how surprising it was to find such comradery among the people with whom they work. For example, Victoria noted how confusing it was for her to be struggling with the administrative work that she does not enjoy while also being happy to be surrounded by people she connects with daily:

> I genuinely love the people that I work with, and it’s been a really strange, cognitive dissonance for me because I hate the work, but I like the people, and it’s like, I like coming to work because I enjoy the people that I spend time with. The work that I do is not how I want to be spending my time.

On the other hand, Miranda's surprise stemmed more from the fact that she did not anticipate close friendships to emerge. Miranda explained how serving on committees helped her connect with others in her department who shared similar visions. Miranda stated, "The line between colleague and friend becomes a bit blurred because they really do become that much part of your life. It's a part of academia I didn't expect. In a pleasant way."

Participants also noted that people outside of their institution or outside of their departments became trusted systems of support. Callie mentioned a collaborator at a different institution that she met in graduate school. Likewise, Miranda agreed that her earliest network was the people she knew from her graduate institution. She also spoke fondly of a mentor she met there whom she still frequently talks and collaborates with frequently and calls "an excellent mentor" and "a massive support system." Gia discussed a similar support network with which she deliberates challenges, and Eleanor also noted that one of the reasons for her success at her current institution is because she has "lots of good networks." Furthermore, Callie, Dana, and Franklin all mentioned their frequent work with people outside of their immediate departments. For Franklin, that support comes from other chairs and deans on campus. He noted, "We lean on one another. We complain to one another. We ask each other for advice." While Franklin felt being a chair could be a bit isolating within the department in some ways, it was nice to have support and understanding from another group of people.

Some participants also expressed thanks to formal mentors. For example, Eleanor discussed how she was assigned a mentor, one who had held her position as director previously. What was so beneficial for Eleanor about this connection was that her mentor "understood like what my job was and what it needed to be and where I would be pulled." This mentor pushed her to focus on research knowing it might be Eleanor's struggle. Eleanor also mentioned learning a

lot about administration through her chair. Similarly, Franklin noted that formal mentoring was important and that his department had implemented what he called “an ad hoc research committee” to pair senior faculty, “somebody that’s been through the process,” with new faculty to mentor to help them through it. Julia and Katie also discussed having a mentor at their institution, but Franklin and Eleanor were the only two participants to specifically mention a formal, procedural form of mentorship.

While some participants did not feel supported by higher administration or more senior faculty, others spoke about how the support of these people was critical for their success, and some mentioned colleagues who previously occupied their administrative roles helping them out. Dana, for instance, discussed how the person who left her position spent a week discussing the administrative work with her and sharing Google drive folders. Adam’s predecessor offered the same help, though he was reluctant to take it due to her retirement. Julia and Katie both specifically noted they had the support of their deans, and Katie expressed appreciation for her school’s director. Hayes talked about how his director supported him in a tense moment when Hayes and a tenured faculty member disagreed: “She was in the room next to me, and she came over right after that and reprimanded him.” Hayes also talked about a more senior faculty member he can go to for advice:

> He’s the first one to say I’ve dealt with this exact thing before. I’ve seen somebody else deal with this exact thing. This is how to go about it. And he's always down for that. Phone calls, or I’ll just randomly walked into his office and interrupt whatever he’s doing. He’s always down, so there's definitely support.

Finally, participants in this study expressed how collaborative research and writing was essential in the tenure process. For example, Dana mentioned how fortunate she was to find

people to collaborate with on research and grant writing and how she works with local school districts to develop what she calls a "research practice partnership." Franklin specifically talked about how collaborative research was essential to surviving a dual role. Of collaborative research, he said, "If you're counting on yourself to hang out there on your own and do everything that you're supposed to do for the tenure process while serving in a dual role, it's not going to happen." Franklin added that "there's no shortage of pre-tenured faculty that are willing to collaborate with you," and he noted this was especially true in the current higher education environment.

Gia and Eleanor both talked about collaborative research and writing in terms of accountability. Eleanor described a writing time she developed with colleagues and other junior faculty. Even during the height of the Covid-19 pandemic, Eleanor said of the writing group: "We would just have Zoom writing times where we would have our cameras on but muted, or even have our cameras off and muted, and we come back and we say, 'This is what I'm working on today.'" Eleanor added that this group gave her accountability. Likewise, Gia noted that the way to write a lot is to write collaboratively with "different iterations of writing partners." Gia presented this strategy:

> I think that you have to do the same pipeline that you would do as an individually authored writing-type person, right? Go to conferences, give your conference paper, turn that into an article, but instead, you just do it more collaboratively. And that has really been a way for me to continue publishing on the regular and continue writing because they motivate me. I have deadlines. I have to be held accountable.

Therefore, the collaborative research served as a motivation to get research for the tenure process completed while serving in a dual role.

Flexibility

Some of the participants in this study found flexibility to be a rewarding factor of not only being a faculty member on the tenure track but also in being a faculty member in a dual role, which comes with a course release for all but one of the participants in this study. However, it is important to note that some participants still grappled with the reality of their work situations. Adam specifically mentioned that one reason he wanted to be a professor was to be home enough to see his children grow up, noting that if he were an on-call medical doctor, for example, he did not think he would have the family and family life that he has. Katie also talked about this flexibility in terms of family life; however, Katie in particular still struggled with how the flexibility did not necessarily ameliorate work-life balance. She stated:

> I love that I have the flexibility in this position, so I'm able to get my children to school, and I'm able to be there when they get home, but in that six hours in between, it's like I need to do 12 hours of work. So, when I get home at the end of the night, running around my kids to sports or whatever it is that we're doing, I have this, like, weight of all the things I did not get done that day for work, so it is something that I do take home. There's a lot of pressure there because I'm like, if I can just work one more hour on this at home, then tomorrow won't be as hectic. And then, it turns into the same thing the next night, and the same thing the next night.

Katie, however, still said she is "thankful for that flexibility" but is "not a good steward of that flexibility." Katie also expressed appreciation for flexibility in teaching and in the summers.

Victoria also noted that she accepted her current position because she was looking for flexibility. She stated that of her many job offers, the job she currently has was the only one that offered some flexibility in what she could do within a department. She said, "I wanted the

flexibility. I sometimes wonder if this was a mistake, but I wanted the flexibility of working within an English department." Like Katie, Victoria is grappling with flexibility but in terms of the departmental work rather than family life.

On the other hand, Brooke and Arlene both described how their dual roles gave them flexibility in teaching and building their own schedules, and Dana elaborated on how flexible the role of program coordinator is for her. Dana noted how the role is what you make it and that she chooses the work she does. She explained:

> If I didn't want to have meetings with campus partners or didn't want to have these meetings across the program, there's nothing in it that says I have to. To me, I just want to be doing the job, and so that sort of flexibility and that trust that our chair has in each of us makes it manageable because you can make it what you want it to be.

While flexibility was sometimes complicated for participants, many noted their dual positions could give them some maneuverability that they might not get otherwise.

Confidence from Prior Experience and Clear Tenure Procedures

Most of the participants in this study had prior experience in higher education before entering into a tenure-track position; additionally, several noted different kinds of prior experience or work that motivated them to believe they could be successful in their positions. These participants often brought up their experience in general as part of their journey to becoming a tenure-track faculty member, but Adam, Eleanor, Franklin, Ivan, and Julia were clearer about how their prior experiences made them feel more confident in their dual positions. Adam, for example, noted what he called "a rather strong management background," and through these experiences, he was able to see similarities and differences between the private sector and academic, with the difference mostly being considering "the political ramifications"

of actions in higher education. Julia shared her story of being a chemist and in several teaching roles in secondary and higher education before accepting her current job, noting, “All these experiences they add up too. It makes it easier.” Furthermore, Franklin shared how he had done some administrative work for the government, which he called “quasi-administrative” that he noted led up to his current dual role. Ivan explained how already teaching at his current institution gave him experience with what would become his new administrative role. He said, “I had been involved with the existing language lab and with the previous director. So, I would frequently bring my students into lab. I was very familiar with it. Very familiar with its kind of administrative structure.” Ivan’s familiarity motivated him in taking over the lab. Eleanor explained how her dissertation and previous work as an assistant writing program administrator not only helped her feel confident but also propelled her to seek out becoming a writing program director.

While many of the participants had a complicated relationship with the tenure processes at their institutions, a theme emerged that several also had more confidence when they had a clearer tenure process that they trusted. This confidence motivated the participants to move forward in their dual roles. Much like Waugaman’s (2018) findings, several participants saw the process as something that simply had to be done. Additionally, as Seifert and Umbach (2008) reiterated, clearer tenure expectations led to a potentially less stressful tenure process. However, unlike Ponjuan et al.’s (2011) research, participants in this study who better understood tenure expectations did not necessarily communicate that they were more satisfied with their jobs, and this could be for a variety of reasons including having an administrative component added to their jobs.

Many participants shared their confidence in the way their institutions and departments communicated tenure expectations. Adam was the only candidate who had been on the tenure-track before, and he described his prior tenure process as frustrating. Therefore, in his current position, he said he tries to "do my best to try and ensure that every bit of feedback I get is absolutely clear. That there isn't anything hidden in that feedback that I should be more aware of or focus on more." He also added that he does believe his current institution has been "rather good at explaining their expectations." Callie also stated that her departments' expectations are "very clear," mentioning a "clear rubric" designed to help those on the tenure track grow throughout the process. Additionally, Callie mentioned that tenure-track faculty in her department "get very heavy feedback" that, while sometimes difficult to hear, aids in understanding expectations. Callie said she appreciated this process overall despite the fact that it could be "a little disconcerting."

Several participants explained how meeting or exceeding the predetermined expectations was motivating for them. Eleanor mentioned that one reason she took her WPA director and assistant professor position was because two articles were required for tenure, which she saw as "doable." She also believed because she can articulate what she does well that she would excel at service. Furthermore, she explained the process her department requires to prepare their faculty for their third-year review so that creating a dossier was what she described as "very simple…maybe a week's worth of work." Eleanor said she not only felt very prepared but also that she "knew exactly what was expected and exactly what they wanted and where they wanted it." Victoria felt similarly to Eleanor about meeting tenure expectations, explaining that she had a lot of works in progress prior to starting at her current institution. Victoria shared that her institution, like Eleanor's, required two publications for tenure. She noted that some tenured

faculty in the department had written no more than two things in total, and with five items published her first year and four in her second year while also securing grants, she was "not worried about earning tenure from that perspective." She stated that on paper, she is doing okay, has "checked all the boxes," and hopes to be promoted early. In her perspective, the tenure process has not been difficult. Victoria said, "Everything's going fine. That's it. I appreciate what it is" concerning the process. Exceeding the minimum helped ease Katie's worries as well. Of each category for tenure, Katie shared:

> I've exceeded the minimums…They're quantified, so it's like, here's a target point. Well, I'm way over that, so it's like, I don't know. How they could not give me tenure if I've exceeded the expectations? So, I probably should be more worried about it, but I'm really not.

While Katie still expressed some concern, she also used the concept of "checking the boxes" to build confidence that she will receive tenure. Ivan felt the same way as Eleanor, Victoria, and Katie in that he felt he was "way ahead of the game" and that his institution has "pretty darn clear criteria," and positive annual feedback, which he believed helps him as a planner.

Franklin explained that his fears about the tenure process eased after his third-year review, and that his dual role as chair was beneficial in the tenure process because people knew who he was. In fact, Franklin was encouraged to go up for tenure early after his positive third-year review. With only "a couple more boxes to check" and time on his side, Franklin started feeling like he was "going to make it." Franklin explained that he did not exactly stop worrying, but he said this pivotal part of the process eased his mind. "This is going to be okay," Franklin concluded.

Job Security and Career Advancement

Three of the participants in this study explained that they were motivated to have a dual role because they believed it could help provide them some job security. Dana stated this directly: "It also felt like some job security at a time when I was the lowest rung in the system." She also felt like taking this dual role was part of helping her in "building a niche" at her institution. Gia specifically wanted not only a dual role but also one that provided her job security after being in several non-tenure track writing center positions. She stated, "I wanted that protection of tenure," and this desire, she noted, tied directly into the type of research she wanted to do. Hayes also volunteered for the dual role he is currently in. He explained, "I plan on being here for the long run, and I want to try to facilitate change." For Hayes, the dual role could help him not only shape a program but also put him in a position for long-term change.

Several studies have reiterated that taking on an administrative role can include professional growth, professional status, new opportunities, and the potential for full-time administration in the future (Blankenship, 2018; Daffron, 2010; Killian & Wenning, 2017). Many participants in this study discussed how their dual role could help them reach goals similar to the ones mentioned in this previous research. Adam called his dual role "career defining." He continued, "I think this is something I could be remembered for from a professional perspective." Adam talked about his desire to define his career, build upon that success, and potentially serve as a chair once his program gains accreditation. Eleanor also expressed a desire to move up as an administrator. She shared that she considers herself a good administrator with administration being part of her career trajectory. She said:

> I think my goals are going to be to move up in that direction. Because I understand and appreciate the value of the university, and I want a university to stay a place of growth

> and learning and questioning ideas and that kind of thing and not have it become a business degree mill.

She also discussed helping other teachers as a motivating factor to move further into administration.

Franklin was baffled by the idea that some faculty members are happy achieving tenure and remaining as associate professors, calling it “a waste of a career.” He explained how there are steps to rise up to the next level. In fact, Franklin talked about his dual role and described his career goals in this way:

> There are those of us who want to do more. I think I have a drive to do a little more simply because I come from public service government where you were always trying to achieve the next level, so I do have the drive to move on up, and it helps having this dual role because it gets you noticed. For good or bad. You’re going to tick people off on the way up, but you also make a lot of beneficial relationships on the way up, so it helps you move to the next level, which is, I don't know what that will be or what that looks like at this time. The goal is always full professor. And something in senior leadership. I don't know what that’s going to be, but I do have plans to continue on whatever that may be.

Franklin did discuss there were specific administrative jobs he would not want, but he was still open to possibilities. Furthermore, other participants noted how the dual role helped them realize administrative aspirations. Ivan, for example, shared that he has started to look more seriously at positions in administration, adding that he has really come to enjoy that type of work. Katie also shared that she would possibly want an administrative role one day. Victoria shared that she thought administration was a goal in her future:

> I really thought that I wanted to work my way up through administration. And so, I thought, okay, this gives me a leg up in that direction. I don't have to work super hard to get into an administrative role. I'm already in one, and then I can move my way up. However, I don't think that that is what I want to do now that I'm in it.

While she has come to doubt those desires, Victoria knew that accepting a dual role could be helpful if she wanted to pursue that path.

Research Question 2

What do tenure-track faculty members serving in dual roles as administrators perceive as challenges of these roles?

Workload and Time Management

A specific challenge for faculty in dual roles in this study was heavy workloads and associated time management issues. Faculty members in dual roles frequently receive course releases to serve in a dual role; in fact, in this study, most participants received at least one teaching course release. However, some participants such as Adam and Franklin mentioned that, regardless of course releases, they have taught an overload in some semesters. Bane (2012) and Mallinger (2013) have emphasized that course releases can be beneficial for faculty members with Bane (2012) emphasizing that time, in this case, is more valuable than money associated with stipends for administrative roles. However, many of the participants in this study felt that the course release they received for their administrative work did not equate to the hours they had to put into the role. This was especially true for faculty members who were reduced from a 4:4 load to a 3:3 load or for faculty members whose administrative responsibilities did not count or counted very little toward service required for tenure. Participants frequently described issues

with heavy workloads and not enough time to complete all of the tasks associated with their administrative work and tenure requirements.

Participants described their workloads as a blurred mix of administrative duties and tenure requirements. Brooke, Callie, and Katie all noted that in having a dual role for so long during their tenure processes, they had trouble making distinctions between what their work or what the tenure process would be like without a dual role. Brooke, for example, said she does not know what it would be like to not have a dual role, noting, "I don't even know how to separate it anymore." Callie shared, "This is all I've ever known" concerning her dual role experience while on the tenure track. Katie discussed this blur of workload in term of perception versus reality. She explained:

> There is no line there. It's a blur. Honestly, I am a very organized person in my life. I'm very type A. I'm the oldest of three, so I'm very type A, very motivated intrinsically to push myself. I'm an enneagram three. I'm all about achieving. I feel like I have my life together except it's in complete disarray behind doors.

Katie mentioned how the blur including not only her work but also her work-life balance and left her feeling not in control.

Adam talked about workload in terms of balancing teaching and assessment, which he considering to be a heavy part of his workload, with things like annual reports and accreditation in his college. Adam is facing an increase in workload from 2:2 up to 3:3 in the future. The semester he took an overload to teach three courses, he described as being mentally taxing not only during that semester but afterward as well. Adam said his university was "cracking down on course loads" as the reason for this upcoming change. However, Adam described course releases on his campus an unequitable. He discussed another faculty member in a dual role who receives

the same course release time that he does despite the fact that he is running a full program while this person is not. He described how he is marketing, advising, making course offering decisions, teaching assignments, and so on; while he felt the other faculty member did deserve a course release, he could not understand how his could be the same as hers. Adam stated that a 2:2 course load is manageable with the work he must complete.

Similar to Adam, Brooke also found course releases on her campus to not be equitable, and she also believed that one course release, from a 4:4 to a 3:3, is not enough for the amount of work she must complete in her dual role. Brooke stated that her course release "does not equate to the number of hours you spend on it doing the program" and that "three credits of release is not enough." Of other colleagues' course releases, Brooke added, "What I'm finding is that workloads are not equitable across the university and even across the department. They are not equitable." Brooke echoed the same concerns as Adam and explained how her university applies a broad policy of release time to anyone with a dual role despite what the work entails. Brooke added that her own duties include being "largely responsible for basically everything for your program so like marketing, student retention, student data, putting them in classes, all of that stuff." Furthermore, Brooke specifically said that workload is the main struggle she has right now. She noted that because her program is online, she sometimes ends up with double or triple the number of students of courses on campus. Brooke concluded her thoughts on workload by saying, "I think non-tenured people should not be program coordinators."

Callie also talked extensively about her workload. She originally accepted the dual role because she wanted to keep the course release she received as a first-year tenure-track faculty member the year before. Callie discussed how she does the marketing and everything else for her program including keeping up with the work of adjuncts in the program and checking to see if

they turned in grades and attendance. Callie also must write all of the syllabi for the courses in her program. Callie described how she would like to add a diversity course to her program, but she just does not have time for it. She added:

> They want me to recruit for my program. Well, I need to be in schools to do that. I have no time to do that and publish and do my research. There's no way there's enough in that course release to do that…What they want me to do, I'd have to be superwoman.

I asked Callie what would make the dual role more feasible for her while on the tenure track. After joking about stopping teaching altogether, Callie added that a 2:2 teaching load would give her more time to accomplish the workload required in her position.

Hayes, Arlene, and Franklin talked about workload issues transitioning into a dual role. For Hayes, the program he took over was at risk of being cancelled, so he spent a lot of time at first having to revamp the program. Hayes said it was difficult to do research and teaching while also having his administrative work, which he said was "kind of looming over you, especially with the push of getting more students." Hayes described that while his responsibilities increased with the dual role, nothing else decreased. He explained:

> This [coordinator position] is 10% of my service, which is incredibly arbitrary, so what ended up happening is all my service stuff for my last continuance meeting was like keep on doing what you're doing. What I ended up doing is taking on an additional 10% of service without getting rid of anything. Because if I did, that would probably be a problem, to be honest, that somebody would say something about. I don't think they necessarily validate this role as much as they probably should.

Hayes added that, like other participants, the workload did not match the work required of him. Arlene, like Hayes, presented the idea that the workload does not match the release time. Arlene

described advising students, recruiting, scheduling classes, and hiring adjuncts. Arlene shared her workload frustration:

> I'm doing all of it, and that's more than a three-hour course release. So, if I counted my hours, which I did, it doesn't add up. And I work all summer if I'm paid or not—I'm not paid other than I am teaching a class right now online—but I've been meeting with students and emailing and everything all summer long. This is the most I've worked not working.

Similar to Arlene, Katie was frustrated about her workload as well, especially in the summer. While Katie does receive a stipend for her dual role in fall and spring, she described it as minimal and noted that while she does work on the administrative tasks during the fall and spring, the bulk of the work occurs in the summer when she has to do things like create marketing materials and plan recruiting events. Katie shared:

> This summer in particular was interesting because I never can take time off as a coordinator. There's this expectation to always be available, and it's written in my contract as a faculty member and as a coordinator that I'm a nine-month employee. But I'm expected to always be available to students, to parents, to administrators all summer without any extra pay. It's kind of disheartening and frustrating when you're trying to unplug, especially after the last few years how stressful everything has been. I wanted to be able to just take time off this summer to be with my kids before my youngest started school, and it was frowned upon to not answer emails in a quickly manner or phone calls, even though I'm not technically on contract, so I think that's probably a big challenge, but more than anything, it's just all the expectations but no resources.

Therefore, while many participants struggled with workload overall, Katie and Arlene in particular highlighted the idea of uncontracted summer work.

Franklin also described the increase of workload upon accepting his position as chair. Franklin portrayed how he went from getting a dozen emails a day to "well over one hundred" his first day as chair and clarified they were not emails he could ignore. He has frequently taught an overload of classes. Franklin shared:

> It's very hard to set time aside to do anything. I quit keeping it to-do lists. When I worked in government, I was a to-do list guy. It made me happy to be able to check things off. To be honest, I don't do it anymore because the list is just longer at the end of the day than it was when I started.

Franklin described his workday overall as one that is never finished.

However, some participants mentioned that their workload was manageable for a variety of reasons. Dana and Julia, for example, felt that a course release was enough to do the work. Dana mentioned how her dual role work "comes and goes in waves" with the height of that work being accreditation. However, Dana did acknowledge the uniqueness of her position, explaining that other dual positions on campus were more stressful than hers, especially for those faculty members who are expected to recruit students. Julia also felt her course release was enough to get the work done but also explained that the courses she teaches have smaller rosters. She also described her courses as "familiar" and said she teaches the same thing almost every semester.

The other two participants who discussed being more content in their workload were Eleanor and Gia. Eleanor and Gia both teach a 1:1 load. Eleanor remarked that an outside reviewer noted that her role as director was the fourth highest position in the department, and she also stated that one of her tenure and promotion review letters stated that her administrative role

was directing a program bigger than most departments on campus. Eleanor felt that her course releases in comparison to her administrative workload was justified. Gia described her 1:1 teaching load in relation to her administrative work as "a unicorn" and unique in higher education. Like Eleanor, Gia noted that she believed her tenure and promotion documents show that she does enough administrative work to make up for the course release she gets: "The work that I do makes up for that course release." Gia was thankful, noting, "To me, that means that they really thought about what would help this person [who took the director position] be successful." However, Gia also described that because of her greatly reduced teaching load, she had fewer student evaluations on file for tenure, so she was told to take an overload in the summer to secure more student evaluations.

Moreover, most of the participants in this study mentioned time commitments and time management being a struggle they encountered with their dual roles, whether it be getting the heavy workload done, allotting specific time for specific work, or dealing with work-life balance. Much like Daffron (2010) discovered, the participants in this study also felt they had to be "all places at once" and without time to do it. Additionally, when asked about dividing their time or about work-life balance, many participants hastened to answer that they were bad at it.

Some participants' experiences in this study evoked Achterberg (2012), Cullen (2012), Everly et al.'s (2017) descriptions of administrative work, particularly the idea of "putting out fires" and "turning on a dime." Participants Adam, Brooke, Eleanor, Franklin, and Katie spoke about urgency in completing work and dealing with many jobs simultaneously. Adam, for example, said he had "many balls up in the air, all at once." He also said, "Urgency definitely plays a role in how I divide my time. And, of course, if the dean or my chair has a request for me, I set aside other stuff to do that at least by the end of the day." Eleanor also used a juggling

metaphor to help her in dealing with work pressure and time management. She talked about how she once read that "everybody's juggling, and some of your balls are glass, and some of them are plastic. Your job is to recognize which balls are glass and which balls are plastic." Eleanor explained that once you recognize which "balls" are glass and which are plastic, you can best decide how to divide your time and attention. Franklin specifically used the phrase "putting out fires" to describe his chair work, like the chairs in Everly et al. (2017), and how his work is "driven solely by what happens each day." Furthermore, Brooke described the interruptions to her writing like Franklin did. She discussed how she could be trying to write then, she said, "you'll get an email, and it says, like, okay in two hours, I need you to do this. And you're like, well, so much for that. That kind of stuff is frustrating." Katie spoke to this notion of changing directions in work as well: "I get in here and more things pop up, and it's kind of like I'm here and there doing everything." These participants' days were clearly described as being driven by daily, and sometimes hourly, needs and demands.

Participants often discussed time management in general as a challenge. When asked about his challenges in a dual role, Adam stated, "Time management. That's a big deal for me," and he also noted his job was a "constant time management battle" that he is trying to fight. Brooke explained her administrative duties take up so much time that she is trying to scale back on other service opportunities, adding that her dual role work with students "takes up a lot of hours." She said there are days when she asks herself "Why am I doing this?" noting that just teaching a full load might be "a lot less stress and a lot of time." Brooke also discussed her commitment to students while also trying to draw boundaries, such as not answering calls from students on Facebook messenger, even though it is difficult teaching working adult teachers. In the end, she concluded she is "not good" at work-life balance. Brooke also explained that the

faculty work side of her has suffered from being in a dual role. Much like Katie and Arlene describing their issues with summer, Brooke recalled the same concerning time. She elaborated on how the dual role complicated time management and time commitments:

> My faculty workload has suffered, I feel like, because in this [role], I feel like I don't have as much time to do some of the things that other people do. I'm pretty much twenty-four seven always doing this job…I feel like when I have breaks, I have to just kind of work during them, even in summer, which I know people feel that way, especially being on tenure-track, but I think it's just even more pressure being a program coordinator to get all the things done.

Brooke felt certain that her dual role is the cause of some of her time management issues. Franklin also agreed that being in a dual role affects time management: "Time management is extremely difficult in the tenure process when you're serving in a dual role because…it's almost impossible to set time aside to say that I'm going to do this [task]." Additionally, Victoria noted that her administrative work made it harder to pay attention to teaching and students. Hayes also mentioned "time constraint" as a challenge, linking the time management issues to the idea of "surviving." Callie noted the negative aspect of serving in a dual role for her was time: "You just don't have time to do anything…it just doesn't add up." Finally, Miranda shared that while she enjoys her administrative work, it's "time consuming" and impacts her research.

Participants also discussed how they attempted to complete the work that posed time management issues and the strategies they used to conquer the time they have. Concerning how they divide their time, Arlene, Ivan, Hayes, Julia, and Katie all described that they did not balance their time well. However, Arlene, Ivan, and Julia all described systems they attempt to use to contribute better to time management. Arlene, for instance, said that her to-do list for the

faculty side of her and the administrative side of her just "blends all together" and is driven by due date, but she also noted that she wants to try block scheduling again to better prioritize her time. Ivan said his strategy was to keep his workload percentages as balanced as possible as it's presented in his contract; however, he also noted that he does not know if he succeeds because "work is messy," and sometimes some commitments take more time than others at different points in the semester. Like Arlene, Hayes also mentioned that all of his work blends together, and he wished to be better at blocking off specific time. Furthermore, Julia stated she did not divide her time well, but at the same time, she presented her time management strategy as setting a timer and reminding herself that done and good work are better than perfection. Julia stated that once her timer goes off, the work she is doing is simply done, and she moves on to something else.

Participants also mentioned how their work bled into other areas of their lives, how it is pervasive, and how their work collides with work-life balance. Katie, for instance, talked about the challenges of being a working mom and trying to fit in work when she can. Katie noted the contrast between her life on paper and how she felt by stating: "I say I'm balanced but only because I can check all those boxes, not because I am actually balanced…I choose that chaos, but it is hard to balance." Julia also recognized how work-life balance can he hard, particularly for mothers. While Julia does not have young children at home now, she noted that she remembered the difficulty of trying to balance those aspects of life.

Participants such as Dana, Victoria, and Miranda all discussed working on weekends, but Dana and Miranda noted that they were okay with doing this. Victoria said she was trying to work on this balance, but that she still takes her computer on vacation, noting "The work is never done." Elaborating on this work-life balance, Hayes said he has been told by tenured faculty

members to take a break. In the summers, he described working over 40 hours a week, but while considering this advice, he explained:

> Unfortunately, there's just so much to do…Last week, I was pulling nine or ten-hour days trying to get stuff done because I have other service obligations as well. I oversee our lab. Doing all that stuff. So yeah, I don't really have a work-life balance.

Hayes added that he might pull back on work as other aspects of life such as relationships develop, but at this point in time, he simply has to get all the work done. When asked about work-life balance, Victoria also said, "Oh yeah, it's terrible. So, I mean, I work like ten, twelve-hour days. I work on the weekends." She added that her husband understanding the rhythms of academia helped.

Research

Another challenge that branches off the theme of workload and time management issues is struggles with completing research requirements for tenure or with having time for research while serving in a dual role. According to Larson et al. (2019), new professors often put off research with vague deadlines; this was true for participants in this study as well. In Flaherty (2016) and Mallinger's (2013) studies on administrators, they found making time for research to be one of the biggest challenges. Again, this could be seen in many of the participants' descriptions. Additionally, as Ansburg et al. (2022) expressed, new faculty may be forced to do more service, which can hinder research or teaching. In this study, faculty members did not feel forced into their positions; however, many of the participants found themselves wanting a way out of the position without a process to do so, and as a part of their increased service work, they struggled with fulfilling research requirements. Eleven participants in this study described various aspects of struggles with research.

Several participants spoke about how research could be pushed back in order to get all the other work completed. Brooke discussed how research could be interrupted at any time in order to fulfill obligations of her dual role. Brooke specifically said, “I think that my research has suffered.” Callie shared that she her collaborative publishing was going well, but of her own research, she said: “I have not done well doing my own research, which is my only negative that I continue to get back from my T&P [tenure and promotion] reviews is that my personal research is not getting pushed forward.” Callie questioned whether or not this was because of being in a dual position. At first, Callie answered that she did not know because she had so many other tasks she had to prioritize, but she also added that since she has been in a dual role so long: “I don't know what I don't know. If I didn't have this administrative position, would I have had plenty of time to do my own research? Maybe. I don't know.” Along the same lines, Gia shared that her collaborative writing was going well; however, she noted, “I did have to author at least one single piece for my tenure file and that that took a really long time for me to write.” Franklin specifically noted that the hardest part of tenure for someone serving in a dual is the scholarship. He shared:

> Getting that research agenda down, actually following a path, finding time to commit to write, to research, to do it when you’re in a dual role, it’s even harder because you spend most of your time putting out fires each day, and it leaves even less time to check that research box.

Franklin followed up saying that when your day is driven by whatever is happening around you, that there is no way to simply state you are going to set time aside on a particular day to work on a manuscript. Furthermore, Arlene noted:

> It's the writing that is suffering. Highly suffering in the writing. That's the first thing usually to go, unfortunately. I've been sitting on my dissertation article for three years and it's almost there, but now because it's been three years, I have to update the lit review, which I don't want to do.

Arlene explained that she tries to block off an hour of the day to research, but it does not happen for various reasons.

A few participants felt they were doing well in the area of research, but they did mention some smaller issues. For example, Dana discussed how the minor she coordinates is technically 17 different programs that must be evaluated during accreditation. During this time, Dana said, "That was a pretty big lift, so when that was happening there was no time to do my research." However, Dana felt she was able to catch up over the summer. Miranda also said taking over as program director made research difficult. She stated, "I can tell you quantitatively that it has eaten into my research time," adding that the moment she took over, her research productivity "tanked by fifty percent." Miranda, however, noted that she did not foresee the research hinderance lasting long-term. She stated that she hoped the way she was setting up the program would allow it to be a bit more automated, thereby taking up less of her time. Ivan also noted feeling good about his research. He explained that he has exceeded the minimum number of publications for tenure, but he recognized he was not necessarily publishing in top-tier journals. He said he expected he might get feedback about that.

Hayes and Julia discussed how the research required for tenure was confusing and, therefore, created stress and anxiety around the research process. Hayes shared that research for tenure is the one thing his department truly quantifies. He discussed how the research portion of the checklist said one "should" get a certain number of publications, to which Hayes responded,

“Even that is still arbitrary because the verbiage is, you ‘should,’ so it's like, what is, what does that mean?” Hayes also discussed how the pandemic stopped him from publishing as much. Julia discussed her feedback so far concerning research:

> I literally had one line of feedback. Please have more publications by the time you come up for tenure, so I’ve had like one a year, but I don't know. Do I need another one? Do I need two more? Do I need higher impact factors? I mean, I need to know. I don’t have that information.

Julia also discussed how she has been awarded two grants during her tenure process, but even so, she said she finds the whole publication process to not be easy. She mentioned sitting down to write and finding a home for the article is an obstacle. Julia’s next strategy is to try to be published in more electronic journals with higher acceptance rates. She said, “When it takes almost a year to get a paper published, to me it’s not worth it if that’s not what my committee absolutely has to see.” Julia found herself unsure of what the committee wanted while also knowing she needed to be publishing more.

On the other hand, Eleanor and Katie both discussed how they do not love to research and how that has affected their research productivity in general. Eleanor stated, “Getting things published and that kind of thing, that is not my strength, and I’ve never pretended that it was my strength.” Much like Bane (2012) and Fuchsel et al. (2021) suggest about scheduling writing time and joining writing groups, Eleanor has found this to be true in order to be productive with research. Eleanor stated she must be “very regimented.” “I have to schedule my writing time have to force myself to do it,” she explained. Eleanor shared that what she started doing was reserving a room at her institution’s library where said she likes to “kind of hide there” and write. She also stated that she scheduled time on Zoom with a writing group during Covid. Eleanor said

she cannot write in her office because people will walk in to ask her questions. She said, “And then I’m distracted, and I can’t write, and even putting up a sign writing time doesn't always help.” Like Eleanor, Katie shared, “I don't like research. I don't love research. I like to read research, I like to use research to put it into practice, but I don't like to write it. I don't like to do it." For Katie, research pulls her away from her true passion of working with students. While she noted that no one said she was in jeopardy of losing her job, she still felt like she was “just barely hanging on with research.” Katie said, “I kind of got on some research teams and just suffered through it.” These two participants had to strategize in order to meet the research demands.

Operational Confusion: Lack of Training, Ambiguous Procedures, and Isolation

Participants in this study also referred to a lack of procedural guidance in navigating different aspects of being in a dual role while on the tenure track. One particular issue noted by Azikiwe (2020) was that a lack of training for the positions along with faculty members simply not being ready for administrative positions could be problematic for dual role faculty. Participants in this study pointed to a lack of training in indirect ways, mostly noting that they were not fully aware of what their administrative work would entail. Blankenship (2018) also noted that dual faculty members should get job responsibilities in writing. Many participants in this study pointed out a lack of clarity in responsibilities and procedures within the administrative work and a lack of procedures for stepping out of the dual role. Participants also highlighted how they often had to figure out the job alone as the sole person in charge of a department or program, often relying on someone else in a different but somewhat similar dual role to make sense of any procedures they did not understand. Ten participants in this study discussed some form of operational confusion.

Participants in this study describe cobbling together an understanding of what their administrative roles would require. Adam, for example, shared that he has never had another program coordinator come to him to explain more about what this role would be like. Furthermore, he added that the chair never asked someone to come talk to him about it either. Adam described an abrupt retirement of the person who preceded him, noting that "basically, she had the time to just kind of push all of these emails and files" to him. Adam explained that this person did offer assistance for a year, but he did not want to overstep, saying, "There's also part of you that says I don't really want to bother this person who just retired." This was the extent of his introduction to the position.

Brooke, in particular, talked extensively about ill-defined procedures and expectations. Despite having some experience in higher education, Brooke noted she "no idea what the role would entail," adding that all of the work "was trial and error." Brooke said figuring out the role is something she had to do on her own. Of training, Brooke said:

> There was no training. Of course, I could go to my chair and ask questions, or I could go to other faculty members, but as a new, tenure-track person, it's often hard to figure out who the people are and who you can trust and who your real mentors are.

Brooke described asking for meetings with her chair on Zoom where they could just get together and talk about the job, but she expressed, "I always leave that meeting going 'I have no answers.' I'm just going to have to move forward with whatever I think is right." When I asked Brooke more about her duties of the job and if they were written down, she stated, "Well, there's no written list. I've just kind of figured that out" and noted it is like "running a one-man show." Brooke added that a mentor helped figure some things out "out of the goodness of his heart." When Brooke first agreed to take the position, she did sit down with her chair. She recalled

taking notes but saying she still did not really understand or have context for what a lot of the work would mean for her as someone who had not done it yet. Brooke also explained that several areas of her job are still unclear after being in the position for a few years. For example, Brooke discussed hiring adjuncts. Of this process, she said, “It’s weird because it’s not like a written rule. It’s hard to know sometimes whether it’s the chair’s job or the program coordinator’s job.” She also described that as leadership changes hands, the unwritten rules about who does what can change as well. She said, “You just kind of guess at what it should be and then just hope it doesn’t blow back on you” when she must make a decision without knowing whose decision it should be.

Brooke also expressed confusion about how to leave the role of program coordinator. Brooke said:

> I don't know that there's a procedure for even getting out of this role. It’s kind of baffling. It’s like, am I forever going to be in this role? When am I going to advocate for myself to get out of this role? Do I have that opportunity?

When she accepted the position, Brooke did not think to even consider a term limit. Brooke suggested that roles like being a coordinator could offer a two or three-year term like the ones offered for committee work on campus, so that “you know exactly what you’re committed to.” Brooke was concerned about what she had heard about others who wanted out of a program coordinator position and explained that someone she knew could not give up a similar position. She stated that person was told they needed to find someone on their own to take their place. Brooke was alarmed that even that task of finding a replacement was put on the coordinator.

Like Brooke, Arlene and Victoria were concerned about their long-term commitment to their administrative roles. Arlene explained how she was told that she needed to be committed to

the position for two years and then after that, she could walk away. However, Arlene stated that the administrator who told her this is no longer in that position. Now, Arlene feels stuck. She explained:

> There's no one else. Now I'm worried I can't give it up, or they won't let me give it up because I've told my chair 'I'm going you need to start looking for someone else.' He told me that nope, you're it for now because there's no one else who can take it.

She elaborated that she was told she has too much knowledge about the position, so now she is stuck in the position, which, she noted, had its pros and cons. Moreover, because of the remote location where she often has to teach, Arlene feels isolated as well, saying, "I'm out there all by myself," which, again, she explained had its pros and cons. Additionally, Arlene was frustrated about other unclear procedures. Last fall, she taught a course for free despite being told she should have a course release. Her perception was that her chair made her feel obligated to do so:

> I was told I had to by my chair, so I did [teach the course for free], and then, when I was talking to other tenured faculty members, they said no, you don't do that. What am I supposed to do? She told me I had to do it, and this is my role, so I felt like I was taken advantage of in a way.

Victoria was told, as was Arlene, that there was a timeline for being in the dual role she was accepting. When she accepted the position, Victoria was informed that the role was a three-year term, and after that third year, she could decide if she wanted to take over as director or return to being solely a faculty member. After being dissatisfied in the role, Victoria has expressed that she would like to change to being faculty only. Victoria noted her decision has not been well-met. Victoria also said, "My role is not defined. My role is whatever is in front of me, despite the fact that I've been asking for definition since I arrived. There is no definition. It's just

a constant fire extinguisher." Recalling the "putting out fires" metaphor mentioned previously, Victoria closely associated this problem with not having a position with clearly defined tasks and responsibilities.

Callie recalled how her position was not put down in writing; however, she had access to and help from her predecessor. However, even with her predecessor's help, she was still surprised by tasks that came along with the position. Callie shared this story:

> This was the one that surprised me the most—transcript analysis. So, I got the first one. I sent it back. I sent several of them back. This isn't mine. They finally sent me an ugly email and said no, this is your job, and I said should I make this decision? This seems unreal. This seems like I'm not qualified for this…Do I just make this up?

Callie felt completely unprepared for and surprised by what the job required of her. Callie also dealt with isolation in her role as well as being potentially trapped in the position. At this point in time, Callie is the only person in her program dedicated full time to it. As she said, "There are no other choices now…it's just me and adjuncts." Callie explained that she has made a connection with another program coordinator who works with other departments on campus like she does, so that has helped, but she still feels isolated in the position overall. For example, Callie described a departmental work day where everyone in the department was told to go sit with their people. I asked Callie if she sat by herself. She said, "I did. I was like, what people? Where do I go? Truly, it was kind of kind of like sitting in the cafeteria by yourself." Callie reiterated there was no one that she fit with and that she keeps hoping for a full-time faculty member for her program.

Dana, Eleanor, and Franklin are mostly satisfied with their positions, but they did share a few instances of procedural ambiguity, lack of training, or isolation. Dana, for instance, shared

that the job description for her program was “not written down in any way.” She said, “I’m kind of laughing because I think I have a sheet of paper where I started to write down the pros and cons, but I think I realized pretty quick that I didn't know enough to write that down,” which is reminiscent of what Brooke said. Dana also does not know how to get out of the position if she wanted to although she currently has no plans to leave. She noted, “I hadn’t really thought it was an option to stop.” Dana actually expressed that she likes how the position is what she calls a “nebulous role” because of the flexibility in making choices about what she does. Other than accreditation, Dana says that she has free reign of what she does or does not want to do for her program. Eleanor, on the other hand, only noted that one of the difficult parts of her job is being a writing program administrator “in a system where people don’t understand your job.” Finally, Franklin told me he was already desiring a path toward administration, but he took over as chair quickly upon the former chair’s resignation, spending two months as interim before permanently being appointed. He described this swift learning curve as “baptism by fire.”

Katie described a lack of training on a broader scale. She described how resources are going down but faculty member expectations are going up, especially for program coordinators. As an example, Katie said:

> Recruiting students never used to fall on individual colleges. It used to be the admissions office would handle recruiting, and they would know your program, and they would get students to apply, to enroll in your program. Well, now that’s on us. We are never trained to do that. A lot of us don’t want to recruit. A lot of coordinators, I guess, as a whole don’t have the personality so much to recruit or the experience…It’s a lot coming from the top, and then having to relay that information to the faculty in our department, it’s not always fun.

Therefore, Katie described the problem of lack of training as a way to push more work onto faculty members, and as someone in a dual role untenured, might be put in a difficult situation in relaying information from the top to the other faculty members.

Ivan also experienced an issue of ambiguous procedures that, in trying to help fix them as an untenured faculty member, found himself in a difficult power dynamic that may cost him his position as director. Ivan described how his department chair approached him about adding information about his position in the bylaws like other director positions so that they could define what the job entails and how the director is selected. Ivan agreed to help with this because he was worried that at some point in time, without the details in writing, someone could strip the position away. Ivan hoped to have the position as long as he wanted it since this position was one reason he took the job. The process, he said, "got entirely hijacked" by faculty in the department. He said he is not sure why this occurred:

> I'm not exactly too sure. I have a feeling some people had some misplaced ideas, or I don't like to think it's a personal vendetta per se, though I don't particularly get along professionally with the people who are spearheading this thing, to popular election every three years, term cap of two.

Ivan also said this stance by some faculty members creates even more confusion and questions such as how to apply such ideas as popular election and term caps to him as the person hired into the role.

Politics: Power Dynamics and Bureaucratic and Hierarchical Obstacles

Power dynamics and dealing with various bureaucratic and hierarchical obstacles was another theme that emerged. According to Larson et al. (2019), new faculty members need to learn their institution's culture and the different power dynamics with which they will interact.

When faculty move into administration, they may struggle even more with power dynamics; for example, existing relationships can be threatened by the decisions or changes that disrupt "business as usual" (Buller, 2012; Kelly, 2012; McMinn, 2016; Thompson, 2011). This power dynamic may elicit even more precarity for untenured faculty members in dual roles who now have to make decisions or give directives to more senior faculty members. Additionally, participants in this study also noted various bureaucratic and hierarchical obstacles that made their jobs more challenging. Eleven participants in this study spoke directly about dealing with these kinds of power-related issues.

One of the issues both Adam and Brooke discussed was higher-up administrators not understanding their roles as both faculty members who teach online and administrators for programs with online courses. Adam stated, "There's a misconception out there for some administrators that [when] we teach online you prepare your courses, you put it up, you let it roll, you don't do any work," which he explained is the opposite. He also discussed frustration with administration not understanding workload in terms of course release, as did Brooke. Brooke also noted:

> There's an expectation that because it's online, you should take way more [students] in your classroom, and I don't know like at what level that's coming from, but that's hard because I feel like quality suffers because of that, and the amount of feedback and the student interaction that you have. So, I think there is a lack of awareness amongst a lot of faculty members even admin, paid admin that online is maybe not as good.

Therefore, as junior faculty members with additional administrative duties, both Adam and Brooke were dealing with other challenges they felt were out of their control concerning course delivery.

Brooke also spoke about complicated power dynamics with more senior faculty and with her chair that she had to navigate as a program coordinator. She noted, “When you’re a program coordinator and a faculty member, that just complicates it even more because you do have faculty members that kind of work under you but are really over you in rank,” and calling it “a really awkward situation.” Brooke said that she got asked this summer to let a full professor who is not adept at new technologies and “doesn’t know how to work a computer” teach in her online program. Brooke stated she had to make the decision to tell her chair that putting this person in her program to teach online would not be a good fit. Brooke said she told her chair, “I feel like that's not a good idea and that the quality of my program will suffer.” She added that she cared about this faculty member she was rejecting, which made the situation even more difficult. Brooke said that being a non-tenured faculty member and saying no to someone in rank was very difficult “because you can just diminish relationships.” Brooke added, “You want to do what's best for the students, but you also want to be a good colleague and a good friend.” In this situation, Brooke highlighted the precarity of decision-making for a tenure-track faculty member serving in a dual role in a hierarchical setting.

Hayes experienced a similar issue to Brooke’s situation when dealing with making decisions as an untenured faculty member and program coordinator. Hayes explained:

> One of the biggest issues that I think stopped some other tenured faculty members from taking this role, and something that I was warned about from multiple tenured faculty members, is trying to make and facilitate changes to long-standing programs which were developed by tenured faculty members here. You’re going to get some pushback from people, from tenured faculty members, that are going to have a say on whether you can keep your job.

Hayes said once he was in the coordinator position, he encountered an uncomfortable situation with a tenured faculty member. In describing the situation, Hayes said:

> It got heated to the point where he said…he's like, watch out. He's like, you still have to get tenure, and I think he said it in a way that it was meant to be helpful, but at the same time, I think he would be the only one that would hold it against me. And I told some other faculty members about it, some people here and then some of my mentors from previous institutions, and they're like, you need to tell somebody because that's the last thing that we want, and you shouldn't have that kind of looming over your head.

I followed up asking Hayes about what the situation has been like since that encounter. Hayes stated that time has helped because since then, some changes he made created positive effects, which has built trust. He said, "A lot of the changes that I've made have come to fruition already and the place hasn't blown up yet. There's a lot more trust in me I think now."

Miranda also mentioned that her success as a tenure-track faculty member in a dual role has sometimes created tension. Miranda shared:

> I can tell you that, as a junior faculty member serving in this administrative role, it can be somewhat intimidating for individuals who are associate professors to see somebody successful in research and in teaching and taking on this leadership role and being kind of this intruder in their lives. And I've definitely experienced that. It can be challenging, and knowing how women in our society are socialized, that places a target on my back about me having certain personality characteristics that I'm trying to change the place, or I'm trying to do this or that, or I'm just you know the "B word."

Miranda expressed her resentment at being considered a threat when she feels she is a nice person in general.

Victoria, in particular, experienced some challenging power dynamics in her role as associate director. One instance Victoria described is when she was told to tell a long-term tenured faculty member whom she had never met to complete their attendance reporting for the university. She also noted this person is on the tenure and promotion committee, so Victoria refused to send the email. Victoria added, “Every single day I run into strange power dynamics.” In another example, Victoria shared that a tenured faculty member used a racial slur in the classroom in a course under her purview, and yet, Victoria noted that in the end, there was nothing she could do about it because “it was a tenured faculty member that was in a different citizenry class, so to speak.” Victoria also shared that multiple female tenured faculty members have reached out to her about power dynamics. Some have asked her, for example, if she felt safe in her role as an administrator. She stated:

> They were very clear to say, you are qualified for this role, and you are doing a great job, but you should not be in this position because it is a dangerous position for you, and we don't think that you should be put in this position until you have tenure.

Victoria explained that even with her previous experience, she has never been in a tenure-track role and did not fully understand the weight of power dynamics nor did she know how they would be at this specific institution. She stated she knew they existed, but she has always “conveniently ignored power” being in a different type of position than the one she has now. Another faculty member warned Victoria about being careful in telling her to stop doing certain things so as to not upset someone in the department. She said, “It was all personal. It was all just telling me where the lines are, teaching me how to change lanes on the interstate, so to speak, where the speed traps are.”

Furthermore, another power dynamic Victoria has grappled with is helping the non-tenure-track lecturers who come to her for assistance because they feel comfortable approaching her with their problems. She shared:

> They feel like they can work with and be honest with me, but it also puts me in like a really weird place…They felt comfortable telling me that information about what happened to them, so now it's my responsibility to handle it with care and to be sure that that gets resolved, even if it's not within my reach. I have to spend time on it and figure out how to fix it and go to bat for them because they feel comfortable telling me that. So, it's like a weird, liminal space.

Victoria's position in the middle, as an administrator yet also an untenured faculty member, has created uncomfortable situations where she feels the need to be an advocate for others while potentially jeopardizing her own tenure.

Franklin discussed how being in a dual role as chair and dealing with power dynamics can be difficult. Franklin said that he is lucky because he is in a newer department where everyone under him is not tenured, and he is aware that if the opposite were true, it would be a totally different situation. Franklin mentioned that "You never know what toes you need to avoid stepping on" in making decisions. He added:

> Especially in a dual role, there are decisions that you have to make. There are conversations that are going to have that happen with senior leadership that are going to be uncomfortable, and, ultimately, all these people are responsible for signing off at some point on whether or not you receive tenure and promotion. So that's a challenge. You have to there's a fine line to walk there.

Franklin continued to reiterate that being in a dual role on the tenure track is more challenging when it comes to power dynamics: “I think you’re extra careful, you’re extra sensitive to what you say what you do.” He also said, “How do you balance collegiality with the wants and desires of administration? It’s a tug back and forth every day.” In this example, Franklin painted a picture of wanting to be a colleague while also trying to please higher up administration.

Gia talked in terms about higher education as an institution being hierarchical. This is why Gia pursued a tenure-track position. She wanted the protection of tenure; however, she also noted the complications with this structure. She said:

> The tenure process is inherently a political process because you have power dynamics, things that you don't have any control over. I think people who serve in dual roles need to be aware of it. I also think, and this is just my opinion, I don’t think people right out of Ph.D. programs need to be put in those roles and that it is a bad idea to do that to somebody straight out of grad school.

Like Brooke, Gia believed that the power dynamics at play are enough to warrant keeping untenured people out of dual positions.

Arlene, Eleanor, and Ivan discussed various interactions with administration that posed some challenges for them. Arlene cited rotating administration as a source of anxiety because she felt like there was no one to go to concerning getting out of her dual role, stating that she feels like she does not “have a voice.” Arlene stated that while she is frustrated in her dual role, she still felt like she has to support students. A course she teaches is currently at low enrollment, and she described being stuck in a worrisome situation with the administration. She stated,

> So now I'm going to go to this administrator who doesn't appreciate what I do out there, telling me I'm stuck in it. I'm going to have to justify to him why I have to keep this program for these four students.

Here, Arlene described administration not understanding her program while also being stuck defending the students in the program.

Ivan also expressed frustration with administration. Ivan, for example, described an "administrative disconnect" he has experienced. He talked about a grant-based program he created for generating open educational resource materials through his directorship. He explained how the process worked great, but each year, upper administration demanded more formality to the process. Of administration, he stated, "[They] keep adding another hoop to jump through whereas very clearly, at the beginning, it worked out really well, and I don't mind kind of making it even more transparent, but on the other hand…it was working!" He felt the changes demanded were not necessary. Eleanor, on the other hand, stated of power dynamics, "The power dynamic was less of an issue for me. I know untenured faculty have less power, but I'm a strong force in a room and tenure doesn't matter to me in that respect." She did, however, note learning about hierarchical situations by watching her department chair where she says she learned that one must pick their battles carefully with upper administration and should ask oneself, "Should this be the hill?" when dealing with pushing boundaries within the hierarchy.

Changing Conditions in Higher Education

Participants in this study also referred to changing conditions in higher education as a source of difficulty while in their current positions. Schuster (2011) has articulated that higher education has entered a new phase, one which has created a new paradigm for academics; the tenure experience and tenure policies have been affected by this shift (Alstete, 2004; King et al.,

2012). Many participants held both knowledge of this shift and experience with its effects, especially in terms of expectations. For example, eight of the participants discussed how various aspects of modern-day higher education created challenges for them in their current positions. Many of the participants simply felt a shift in higher education and wanted to use their awareness to help themselves or the university, and for others, the current higher education dynamic affected their mindset, disposition, or desire to move upward in administration. Some participants noted the reality of tenure-track professor life was not always what they expected it to be.

Eleanor spoke of this awareness in terms of being moved to do something about changing higher education conditions, such as leaning into administration. Eleanor discussed how, in the English discipline, there used to be a divide between literature faculty and composition faculty. She argued:

> I don't think that's a thing as much anymore. I think it's a generational thing now right. Those of us who came up in a competitive job market understand how the institution functions, understand in a way that those people who got their Ph.D.s in the 70s and 80s don't because…you could get multiple job offers and you could sit in your office and be the professor with the sweater vest or whatever and that was a thing that you could do. That world doesn't really exist anymore, and the way you make arguments for growth in a department is not the same. Like, even the idea that lines can get replaced because somebody retired is not guaranteed anymore, and so I think that, because I have an administrative understanding that, and again I teach and I talk to faculty, I think my goals are going to be to move up in that direction. Because I understand and appreciate the value of the university.

Eleanor recognized through her collective experiences in higher education that she wants to be a change agent due to these challenges.

Franklin felt that higher education is definitely in a new era. He said, “I don't really know what has happened. I can only assume that the golden age of higher education is over with. That whole…the pinnacle of American employment is you wanted to be a tenured university professor.” Franklin also talked about his institution’s shifting Carnegie classification. His college recently shifted to an R2 institution, and he explained that he did not understand the classification change. This shift has caused some concern: “We don't have a lot of external funding support. That's the place that I struggle with the most, and that's a real push…when you start getting into the higher R2s and R1s, external funding is a big piece of the tenure process.” Franklin wondered what this change would mean. He also shared that his dean was surprised by how many pre-tenured faculty were serving in leadership roles. Franklin added, “But I think it's just the changing nature of higher ed right now.” Through this statement, Franklin expressed the changing higher education conditions are putting more pressure and expectations on newer faculty members.

A few participants expressed their distaste, now, for moving into upper administration. For example, Gia described her shift in perspective:

> I always say that the institution will never love you back. Like, I always knew that, theoretically, that our work is a type of work that you will just put 120% in and the institution will allow you to do that, and then they will underpay you, and then they’ll do things like get rid of tenure, or they’ll do things like agree with the state legislator that talking about divisive concepts is wrong.

Gia added that she has seen how miserable chairs are and how much work deans are expected to do. With what Gia sees as the heavy workloads that span into administration, she said, “I don’t see myself going into upper administration. I can’t, even with the money that they make.” Gia stated that the nature of higher education creating a space for employees to be overworked did not encourage her to move into leadership.

Several participants discussed the state of higher education as being difficult and chaotic. Hayes was concerned about the expectations of faculty in shoring up gaps from students who the institution enrolls. Hayes did say that his dual role helps him want to stay in academics “when there's a lot of things that are very unattractive about this job.” He noted that, “Higher education is a business” and that in trying to educate students who have knowledge gaps, the expectation of the administration is to make it work for the students no matter what, which, in turn is “putting an undue amount of stress on faculty.” Katie also described an upper administrative disconnect. She said, “It is a new world in higher education, and I think those of us who are in this process are trying to make it in that new world and those who are in administration are in the old world still.” She added, “They want the new world, they expect the new world, but they don't know how to function with the new world, so it’s a lot of pressure.” Furthermore, Arlene added, “Several are retiring. So many are leaving, like ‘I don't want to do this anymore,’ and they’re out.” Ivan discussed how administrative cutbacks have affected his role, yet also noted how the state of higher education and the job market, especially when he took his current job, was not great to “hopping about” to find a specific position.

Victoria, specifically, discussed her distaste with how her current position intersected with the conditions in higher education:

> There's just a lot of things that do not make me want to be an administrator here or anywhere else. I just think that higher education really needs to be reinvented, and I'm not really sure that I'm in a place where, not just because I'm not tenured, but I'm not sure that I'm in a place personally where I want to invest my energy in that reinvention.

Even a mentor who is in administration has encouraged Victoria to transition into an exclusively faculty member role because she would not be able to "make any change" to higher education like she desires to do. Victoria expressed her upset while discussing her place within the system: "I'm crying a little bit because I just I can't. I just can't keep going and like putting my time and energy into things that are never going to change."

I asked Victoria to share with me what specifically she felt at odds with concerning higher education and her institution. She shared that, first of all, she feels powerless in her position: "I call this role like a really frozen white lady middle management role where, like there's just nothing I can do, and I'm responsible for a lot of things. But I can't make any changes" and that "most of what I do feels like spinning wheels." She shared specific examples about her frustrations. First, she talked about working with graduate students. She said:

> We're training students for a profession that doesn't exist, and I find that to be a real problem, and our administrators within the graduate program are not super interested in hearing that feedback. Seventy-three percent of the professoriate, and probably even more in English, is adjunct labor and will only continue to grow because the university is an enterprise, not a non-profit, and that's just the way it is. So, I just have real trouble with the way that we train graduate students, and I think we should be training them for other things.

Victoria also talked about her institution's problematic relationship with full-time, non-tenure track faculty. She portrayed how her institution prides itself on having few adjuncts on paper within accreditation documents but how there is an inadequate renewal process for non-tenured, full-time faculty that creates anxiety. She described the situation for these faculty members up for renewal:

> You're in competition with more and more people that have more and more experiences and qualifications that are better than yours because you've been serving an institution for however long and "better" is a negotiable term there. But, like I mean, if you have a Master's degree, and you've been working at [this institution] for fifteen years, you have some local experience that's more valuable than somebody that comes in with a Ph.D., but I've been in the hiring room when I hear some of those conversations, and I'm like this is so stupid, and the reason why we do that, according to administration, is because we want to broaden our or, recruit more diverse faculty, and that's also not happening.

She shared that the conditions of higher education contingency are exploitive of even the institution's full-time instructors.

Finally, Victoria discussed how her institution purports being student-focused, but Victoria contends it is faculty-focused. She explained that tenure-track faculty are often professing to do research while non-tenured faculty, adjuncts, and graduate students do the bulk of the teaching, and with all of these problems, Victoria said, "I just can't continue to be a part of those sort of systems." I asked Victoria how all of this made her feel being in a dual role within this system. She commented:

> I absolutely feel complicit, and I feel complicit in all kinds of ways. In the role of the institution, and having worked as contingent faculty for the majority of my career, I feel

> complicit in the way that we treat our faculty, and there's very little that I can do about it outside of standing in the doorway of administrators' offices and saying, "This is ridiculous," and they're like, "I know, Victoria, but it's just the way it is." And I'm so tired of hearing that phrase. 'Yeah, the way it's always been, the way it's always been. Victoria, it's the way we do things,' and I'm just not willing to participate in that.

Victoria passionately expressed through this statement that the current higher education system has made it impossible to want to stay in her position as an administrator.

Professional Invisibility: Lack of Validation, Support, and Compensation

Professional invisibility was another theme that emerged from this study. It is not uncommon for people to desire a feeling of validation in their work life, and that validation can take many forms. For the participants in this study who commented on professional invisibility, they specifically mentioned wanting to have clear support from their immediate supervisors, such as chairs or deans. They also wanted to feel more validation in general from receiving recognition and acknowledgement of what their work entails and how much time and energy the job takes, especially for their administrative work. Finally, four participants commented on a lack of pay or stipends, especially in the summer months, to validate their administrative workload. Getting a stipend can be beneficial (Mallinger, 2013), and in Killian and Wenning's research (2017), they found that stipends to be the strongest external motivating factor for faculty.

Two participants described a hands-off approach from their immediate supervisors. Adam described his relationship with the dean and chairs to be good and painted them as supportive. However, he went on to say, "If I have an issue about the program, I can go talk to them. And that's fine, but they're not outwardly supportive. Like they're not proactively

supportive." He also added, "they [chairs and deans] speak to me very rarely about it [the program] unless it's something that affects them directly." Dana added how in her position, there was less pressure from anyone over her: "Being a minor I think there's a little less pressure in terms of numbers, not that there isn't a numbers pressure, but it's less than if we were a major and they were tracking us in the same way." Both Adam and Dana were okay with the level of support they received and were okay with less visibility. Adam, on the other hand, did mention the problem with a lack of stipends on his campus. He said,

> I am paid a stipend during the summer because I am working on accreditation. I think every program coordinator at [my institution] should be paid a summer stipend, especially if the university expects them to work on things like student recruitment, marketing, advising, reviewing applications, etc. I think every single program coordinator deserves that.

Adam's comment elucidated that at his university, faculty in dual roles are typically not paid stipends.

Moreover, Brooke described how being a program coordinator could be a thankless position. Brooke added that among other faculty members, they are ill-informed about the role of being a program coordinator. Brooke described an interaction with a colleague who was considering a dual role in which she commented on lack of professional validation:

> [She] was thinking about taking on a role of program coordinator, and she was like, "So, what kind of training do they provide you?" and I was like, "Um, none." And they're like, "Well, how much extra [pay] do you get?" and I was like, "Um, none," and she was like, "Oh, so what's the benefit?" I was like, "You tell me." So, I think there is a misconception amongst the ones that don't do it, have never done it, and don't know

about it that they think that those things, that your work is getting validated in that way, but really, it's not. It's just you've got something else to juggle.

Brooke reiterated, later, that people in the department have no idea how many extra tasks the coordinators do. Brooke added of her dual role, "I call it a pseudo-administrative position because it doesn't come with a stipend. It doesn't come with really any formal recognition other than the fact that you have to do the work." Brooke described how the credit release is not enough and how, at this point, she would rather give up her course release and get paid instead: "I'd rather just go ahead and teach. And then, you just give me a stipend. Then I feel like my work is being honored, I guess, in such a way. Like, it's kind of been validated." Brooke described how she has heard other universities pay stipends and do better about workloads concerning the number of students enrolled in classes.

Hayes, Arlene, and Katie also discussed feeling undervalued for the work they put in. Hayes described how his role is not validated based on no stipend and no course release. Instead, his role is supposed to count toward service, but his service workload did not decrease in any other way when he became coordinator; the workload simply increased. He said:

> I took on another something that was supposed to be a ten percent role, but then I didn't drop anything, so then, if I was at a twenty percent previously, now I'm at a thirty percent, but they don't see it as that.

Hayes described taking on more work with no tangible financial or workload benefit along with noting that more senior administrators do not see how his workload has changed.

On the other hand, Arlene discussed another form of invisibility. Arlene described how and why she was approached about her dual role. She explained how part of the dual role required her to travel to a remote campus location. She said:

> Well, honestly, I think it was…the dean approached me because of where I live…And of course, I think I have all these qualities that they're looking for. I can organize things, I am responsive to students, I put students first, but I really think it's because of where I live. That's what [an administrator] told me, so.

Arlene described not feeling valued for her talents but rather for her ability to commute to a location, which she relayed to me as a source of frustration and exploitation, especially as she is being told she cannot leave the position. As previously discussed within the theme of workload, Arlene also discussed a heavy workload in summer with no extra pay. Like Arlene, Katie discussed summer work with no stipend and a miniscule stipend during the year: "I can't even remember [how much] because honestly when it gets divided month by month it's like nothing." Katie also described not having good options when it comes to coordinator work being valued:

> For all the coordinators, it's the same thing. None of us can take course releases because there's just nobody else to teach, so we take the stipend and that stipend is for fall and spring but not summer. And summer is the only time I have to plan, to create marketing material, to plan recruiting…I'm doing coordinator things all year, but the summer is really when it would be nice to get the stipend…because that's when the work is happening.

Katie described being trapped into no choice in how she is compensated for her work and feeling like the summer work she does, which she described as extensive and time-consuming, is not validated with pay.

Eleanor and Gia discussed invisible labor and others not fully understanding their dual roles. Eleanor, for example, told me about how people in her discipline's community are sharing how one can show other people the "the invisible labor that you." Eleanor, who had said that one

of the difficult parts of being in her dual role, is that so many people do not understand her job. To combat this, Eleanor created an infographic document that she put with her dossier that showcased "initiatives that I ran and the number of students that the program touched because a lot of people just, especially people who aren't in English, don't understand the work of the WPA." In other words, Eleanor needed to make more visible the work she does. Gia, as previously mentioned, felt that others in her department, such as the tenure and promotion committee, do not understand how her work as an assistant professor and writing center administrator intersect. Gia describes how, as a way to combat this administrative invisibility, she and other administrators are working toward "clarifying T&P requirements in my department to accommodate administrative work and making administrative work count for something." Gia also said she invites people to observe her classroom who do not know her well in the department to write letters for her tenure and promotion files, so that they can see another side of her and view her less as an outsider to what they do since Gia is seen as an administrator with a 1:1 load.

Both Miranda and Ivan are currently dealing with having their stipends revoked for their dual roles. Miranda simply noted that her role came with a course release and a stipend, "but that stipend because of budget cuts and pullbacks and all that stuff is on the chopping block." Ivan told me the story about how his contract for his dual role has changed and how that has affected him financially. Ivan stated that his new dean examined the budget and decided to cut 12-month contracts for faculty in dual roles and replace them with 9-month contracts. I asked Ivan how this would affect him:

> Severely is what it's going to affect me. It wasn't quite 30% because the way they did the formula here is pretty much, take whatever a nine-month salary is and multiply by 1.3 so

> you get your 12-month contract salary, so they do the reverse, of course, when you get downgraded to a nine-month contract. So, initially I was looking at something that was just going to be kind of catastrophic. In the end, I think I'm losing still like 17% of my salary.

Ivan noted that he will no longer to be able to focus solely on his directorship work in the summer and instead will have to supplement his income with teaching. He noted, "Basically what has happened is that I still have the possibility to be making the same amount of money, but I now have a great deal more financial insecurity." This reduction in salary has made him consider looking for other positions. Ivan added, "I mean, basically it just felt like, as if I were just completely devalued." Ivan's loss of compensation for the dual role tied directly into feeling like the institution did not value him by devaluing the work he was doing.

Untenured Stress and Anxiety, Concerns of Early Burnout, and a Sense of Obligation

As noted by Youn and Price (2009) and Waugamann (2018), junior faculty have been known to experience stress, and Hansen (2008) stated that extensive and potentially unclear expectations can result in stress during the tenure process. According Gosling et al. (2020), a feeling of being overwhelmed can occur while on the tenure track. Gosling et al. (2020) also shared that faculty members may experience imposter syndrome. In this study, only Adam referenced imposter syndrome directly. Ten of the participants in this study expressed feelings of stress, anxiety, or uncertainty concerning the tenure process or the obligations surrounding their dual roles, and several hinted at their concern about early burnout. Daffron (2010) noted that serving in a dual role can potentially help reduce feelings of stagnation or burnout; however, Daffron's (2010) study did not differentiate between tenured and non-tenured faculty.

Participants in this study elaborated on the pressure and fear of working in higher education on the tenure-track while serving in a dual role.

Several participants discussed the uncertainty associated with unclear tenure expectations. Brooke, for example, described her department's tenure process:

> Some people have a checklist of things they have to do to get tenure, and we don't have that, and so, it's kind of just a guessing game…I just rely on those letters each year to say whether you're qualified or not, but still, there's just a lot of non-transparency with both the faculty role for me anyways and the program coordinator role.

Brooke was one of the few participants without a checklist of some kind. Julia felt similar confusion about her tenure process. Julia noted that she and some other tenure-track faculty needed to consult those in charge of their bylaws to "sit down for once and for all and let me know what exactly are you looking for" because of the confusion. As a teacher, Julia noted that with a good rubric, there should never be a question of "Is this what you want?" and right now, she does not know what is required of her.

However, even with checklists, there could be confusion or simply fear. Even phrasing in the checklist mattered. Despite having what she described as clear expectations, Callie still felt nervous, especially in receiving her first year of feedback "it's a little nerve-wracking, a little edgy." Callie also felt concern about her institution moving to an R2 classification. She asked:

> Will they change the requirements, the level of research requirements that we have to do before I can before I go up for tenure…And I just had a publication come out, a very high-tier journal, but I wasn't first [author], so I don't know what they're going to say, but that is a little bit concerning. I just had a friend whose about to go up, and she's very concerned. Because…there's no time now.

Callie, therefore, must also contend with feelings of anxiety surrounding changing Carnegie classification. Hayes also had a checklist, but he debated the word "should" on it, questioning what "should" get one first author publication means. He said that in his department, they use an Excel file and quantify everything to get enough points for tenure. Even with this process, Hayes expressed worry, stating, "Even if you hit those, that doesn't necessarily mean you're going to get tenure. So, it's this, once again, it's very weird, arbitrary, 'do enough,' but we don't know what enough is." Hayes does think that if he were not on track, the tenure and promotion committee would let him know, which, he said, is nice, "but it's one thing to hear that and another thing to be able to feel that."

Hayes described other stressors as well, including the undue stress on faculty members to that point that, as he said, many are "getting so burnt out." He added, "We had a couple people here leave specifically for other positions, but then I've also heard you know stories of people just leaving academics in general." Hayes also described his struggle with student evaluations in the tenure process:

> I tend to struggle with student teacher evaluations. They would say I struggled with student teaching evaluations. We basically judge everybody on are you below or above average on-site evaluations or student teaching evaluations. If you're above average on those, then you're fine. If you're not, then it's an issue. And that's stressful because I mean our I think our site averages and a lot of our things are like 4.5 out of 5…I teach measurement evaluation, so it's an evaluation issue. When you norm reference things or compare everybody to everybody else, you could cause a huge issues, and, in fact, because I could just make my class easier to get my teaching evaluations up.

Hayes added that he is still above 4 to 5 on all of the categories, but he is still "being dinged on it." He elaborated on this problem:

> This past year, they were like if you don't improve your teaching evaluations, you could be put on probation, and it's like, if I'm getting 2 out of 5, for sure, but a 4 of 5? it's like, well, that's fine. So, that's been incredibly, incredibly stressful and something that made me think about leaving, to be honest.

Hayes described the overall experience as "just this way of keeping tenure-track faculty members kind of on their toes is putting it nicely. Incredibly stressed, overly stressed, I think, is probably the better way to say it."

No participant said directly that they were burned out; however, several participants hinted at concerns about feeling that way now or in the future. For example, Hayes said, "I say that I'm getting burnt out, but at the same time, if I was really, really burnt out I wouldn't be up here" at his institution. He also felt like dual roles were becoming more common for tenure-track faculty members because tenured faculty members are burned out, which may lead to more dual roles for those not tenured. Arlene, on the other hand, never used the word burnout, but she did express feelings about the upcoming semester: "I'm dreading it. I really am." She added that she is looking at backup job ideas, stating:

> I'm looking at other options right now, which is frustrating, because I think I'm pretty good at what I do, and the lack of support and the lack of understanding and consideration of where people are coming from is impacting the culture of our building.

Arlene also felt like some of the work she does is a waste of her time: "I didn't go to school to organize schedules. I didn't go to school to hire people. Why am I doing this? I feel that that

should be someone else's expertise." Furthermore, Ivan described being in a dual role in this way:

> I think one of my particular struggles, and I think this is very common with a lot of administrative, especially dual-appointed administrative people…We teach half, we do administration half. I'm not exactly ready to use the word burnout, but there's definitely been like just a lot of stress lately without what feels like a lot of payoff. I'm actually really kind-of looking forward to achieving tenure.

Ivan, therefore, expressed concerns of potential burnout during the tenure process, some of which he specifically attributes to a dual role.

Franklin, Victoria, Katie, and Gia both discussed the culture of fear surrounding tenure and pondered the reality versus perception of fear and the impact that has had on their experiences. Franklin described this idea of fear several times. For example, he said:

> There's a culture of fear in higher education in pre-tenured faculty…Is it perceived, or is it real? But if it's perceived by enough people, then that kind of makes it real if that makes sense…There's this fear that you have to be very… you never know who's going to serve on your tenure committee. You never know what toes you need to avoid stepping on…I mean, that's not perceived because they will 100% shake your hand, thank you for playing the game. And it's not like you do something else at the university. You fade away."

Concerning the dual role during tenure, Franklin commented,

> It's always a balancing act. You sometimes…avoid decisions or don't make decisions. Sometimes you go, what are the consequences if I just ignore this? Or, you know, or is it

> going to be worse if I ignored? Or, is it going to be worse if I make this decision? Is it going to impact my tenure? Is it going to impact my longevity?

While Franklin felt confident about tenure, he still went back and forth on dealing with stress during the process.

Additionally, despite being confident in her tenure concerning meeting and exceeding expectations, Victoria commented on the renewal process. Victoria's portrayal of the tone and attitude of those making decisions about tenure closely mirrored those of Franklin's perceptions of the handshake goodbye or the playing a game metaphor. She said, "If I really fuck up this year, they can be like oh, nope, we're not going to renew. You have a nice day" calling this situation "fragile." Katie also felt confident in her ability to achieve tenure and also noted exceeding minimums. Despite this, Katie described not speaking up or voicing her opinions because she still needs to go through another review process. She described how if there is something she disagrees with at the dean level, Katie said she "can't push it because again she's [the dean's] the one that's going to be deciding at that level whether or not I get to be tenured." Katie pondered, what else could anyone want from her at this point, saying "I don't know what else you could want from me."

Like Franklin, Gia wondered about the reality or perception of fear in the tenure process. She said:

> Well, there's the facts and reality on the ground and then there's this huge, massive anxiety perspective. Right, so, the facts and reality are, it is measurements. It is a checkbox. It is a list of things that you have to attend to, and they're very easily measurable. All right, so there's that, and if you check all those boxes, then you get tenure, but then there's also everything that we know about the tenure process and how it

> is, it can be, unfair, it can be subjective, it can be unwieldy and irrational, and it can be all of those things. So, right now, these two things are in my head. Okay Gia, there's just a checklist, and you've met everything on the checklist, and it's going to go fine. And then my chair says it's just a checklist, don't worry about it, and all my colleague say don't worry about it, but then you read Inside Higher Ed, you hear these horror stories. And you don't even have to go to Inside Higher Ed. You hear all the urban myths that go that flow within your own college and departments, and you hear these horror stories. So, that's my perception of it. It's like *Stranger Things*. You have this, and then there's like this Upside Down world part that I know exists, and I know it's there, and nobody wants to talk about that. And they're rightfully forcing me to focus on just the facts. It's just a measurement thing. It's not a personality contest. It's not anything like that. But I don't know if that's true, and I guess we don't know until it happens.

Gia's description is a complex mix of perception versus reality that creates a fear until tenure is reach. Gia's other dilemma is that she feels the tenure and promotion committee do not understand dual roles. She explained:

> They have said they don't understand when I'm serving in a role as an assistant professor or when I'm serving in a role as a director of the writing center. For some reason, it's important for them to develop distinctions between them. I don't know why. I think it probably comes down to the ways in which we evaluate people, which is quantitative measurements, so they want to put a number to it. I get that but that kind of restriction doesn't make sense to me.

All of this plays into Gia's concerns until her tenure status has been achieved.

A few participants felt a sense of obligation to take on their dual roles. Blankenship (2018) intimated that new faculty can be pressured into dual roles; however, in this study, some participants accepted the position in what they described as by accident or concern for the program, despite how adding to their workloads could create challenges in the tenure process. Miranda, for example, clarified, "I don't want to make it sound like I was thrust into the position because I was eager about it, it was just not necessarily in my plan at that point in my career." Julia discussed her position in a dual role in this way:

> Somebody's got to do this role in teacher education programs. They don't just run themselves…There's so many checks and systems and regulations, and everything's got to be just so, so there's got to be somebody in this role, and there really wasn't another science education person to do it.

Julia utilized her knowledge from previous experiences to help her in this role: "I have experience doing other things. I was the teacher education program director of all teacher education programs at a small college before I was at my current university, so I've done this kind of stuff before." Katie clarified that she wanted the position, but she said,

> Also, there wasn't anybody else, so that was, [it] kind of fell into my lap, I guess. I don't know what would have happened had I not taken it. Because the other, one person is a pedagogical position, so he's really focused on teaching and service, and then we have two other traditional tenure-track, and they are both new. So, there really wasn't an option for who else could do it.

I followed up on Katie's explanation and asked if she thought she could have said no. She responded, "No, I think it would have been detrimental to the program and then possibly ultimately my job…as far as enrollment and everything else, so I knew I needed to take it."

Again, she clarified that she wanted the position, especially since she potentially wanted an administrative role one day. Arlene's goal, though she has wavered some concerning her experiences so far in education, is to become full professor. She told me:

> I don't think the dual role will really help me in that being that full professor, but I don't think it'll hurt me because it shows, hopefully, that I kind of stepped up, even though I was told to do it and took this on and basically no one else wants it.

Arlene added that she is "kind of bitter" about the whole experience. Furthermore, Hayes noted:

> I don't think anybody wants to see tenure-track people in these in these roles, and that's never a bad reason, it's just going to be more protective if they could focus on other things, but I think the argument for myself and two other people [taking on dual roles] was like listen, it's them or it's somebody who doesn't want the job who is not going to do anything, so…and then you're going to defend your tenure-track people who are going to end up picking up the slack anyway. So, at least right now, you get the title.

Personal Obstacles: Family and Health

A final challenge that participants in this study mentioned is dealing with personal obstacles during their time in a dual role. While work-life balance was discussed some in the theme of time management, this theme focuses more on unexpected life circumstances that complicated the work of the participants in this study. For example, participants discussed having specific family needs to attend to, dealing with the Covid-19 pandemic during their tenure processes, and experiencing other health and mental health obstacles. Larson et al. (2019) noted that the interplay between tenure-track life and personal life can be a struggle for faculty members. Furthermore, Hart and Fassett (2021) explained how the Covid-19 pandemic has potentially exacerbated stress and mental health issues for faculty members.

Eight participants specifically discussed how the Covid-19 pandemic made some aspect of their current positions more difficult. For example, Callie mentioned how she took her coordinator position right as Covid hit; the impact of this was that the former coordinator was going to be able to help Callie more originally, but it just became more difficult when everyone was home during the pandemic. The pandemic, in other words, added another layer of difficulty to the dual role position. Arlene noted the same; she stated that it was an "interesting Covid learning year trying to figure out" her role. On the other hand, both Eleanor and Hayes discussed how Covid-19 had an effect on publishing. Eleanor said some of her projects in the pipeline "just had to be paused," and Hayes noted "it stopped me from publishing as much." Furthermore, Victoria started her position during the middle of the pandemic, and she noted that it simply made the experience "funky." The pandemic had an impact on her getting to know other faculty members. She discussed how the first time she "met" some people were through "not so great email exchanges," but when she finally met them in person, she was pleasantly surprised. She shared, "Your first interaction with someone, whatever that medium is, is what sticks out to you, and then you meet them in person, and you're like, wow, you're a lovely human! We should have coffee." Covid, she noted, posed a problem for her on building community with colleagues. Ivan experienced a similar problem. While he was already in his current position before the pandemic started, he noted how he missed the ability to pop into a colleague's office for advice. The impact of that shift of losing physical closeness with peers remains for him today. Gia noted a broader, more complicated experience grappling with her job and the Covid-19 pandemic. She noted that "the pandemic has changed a lot of how I feel about my career goals, and my role in academia, and then also my feelings about academia at large have certainly changed because of the pandemic." Gia explained that she realized higher education did not show enough care for

those who work in academia. On the positive side, she said the pandemic helped her create a better work-life balance. Finally, Dana noted that that she started her role as program coordinator during the first summer of Covid and how it made her dual role more difficult. Dana shared that because of her child's health, she has to be very Covid conscious. She felt like she has "dropped the ball" in forging more school partners because of not being able to work as closely with schools. She also stated that some of the work she was hoping to engage with while in this position has been completely halted because of Covid.

Participants also discussed other aspects of their lives, specifically mental and physical health as well as life events, that have posed challenges to their current positions. Sometimes the dual role was the cause of the health challenges while other times the life obstacle created the challenge that had an impact on the job. For example, Adam discussed the impact of taking on a course overload. He said doing too much caused "the mental pressure put on me" in the spring term, which continued into the summer months. He also is worried about how a 3:3 load will hurt him saying, he wonders how he would be doing mentally had he had a 3:3 during the length of time he has been in the dual role. Eleanor discussed how a divorce had an impact on her publication record and tenure process. Arlene, Dana, and Ivan mentioned how having children or spouses with special needs or with a neurodivergence has created some challenges to their positions. Arlene also shared that her spouse is changing jobs. She said, "I have a lot of outside things too. I just tried to find pockets of time to get it all done." Ivan also said, "Life is messy. I cannot, I can't treat life as if I go to work nine to five and nothing interrupts that." These participants, as well as other who talked about a lack of work-life balance in terms of time management, described serving in a dual role while dealing with life interruptions.

Research Question 3

How do tenure-track faculty serving in dual roles perceive their academic identity?

Self-Identity in Relation to Audience

Wegner (1998) noted that faculty-administrators can have conflicting identities and a "multi-membership" of communities. Daffron (2010) added to this by studying the identities of faculty in dual roles. He found that participants in his study frequently identified more as faculty for ease of explanation or because of their starting positions as faculty only. Various circumstances in Daffron's (2010) study caused the participants to call upon their administrative identity, such as being seen as have more prestige with their administrative title. Overall, Daffron's (2010) participants felt a split identity. In this study, tenure-track faculty members in dual roles often did feel more like a faculty member in identity or more like an administrator in identity, but they also recognized their identity as being split. Furthermore, several participants in this study noted that how they identified themselves to others depended upon their audience. The dual role identity is complicated. As Franklin explained, "You're faculty, but you're not. You're administration, but you're not. How do you balance collegiality with the wants and desires of administration? It's a tug back and forth every day." Additionally, Barrow et al. (2022) and Lamont and Nordberg (2014) noted that the individual and institution could be incongruent with one another, which can create a dissonance among the multiple identities of a faculty member. This dissonance was seen in one participant. Nine faculty members discussed how their identities were dependent upon their audience.

Adam, Eleanor, Gia, Ivan, and Julia explained that their identities as faculty and administrator were so intertwined that they usually tried to mention both identities even though Ivan said "it's highly dependent" on audience and Julia said "it really depends" on audience.

Adam noted that when he registers for conferences, he adds both of his roles on the registration forms. He explained how he thinks both titles are equally important, and that if he were to become chair, he would "still use them both together." Gia also said, "I'll always say both of my titles" when speaking with people on campus. She elaborated:

> I'll say director of the writing center and assistant professor of English again because of that status that tenure track brings to it. And I think that, for some people who buy into the hierarchy of the institution, that clues them in okay, she, again, she's one of us. I'm going to pay attention to what she has to say. And then, it is funny because, like, when you apply to conferences, and you have to put in like what you are, and I try to fit in both my titles, and sometimes they don't fit, like, it doesn't fit my titles, or there's just too many titles…So it is interesting to think about that, but to me they're almost always together because both of them describe who I am and what I do to people either in my field or institutions.

To Gia, the identities were too intertwined to leave one out, and furthermore, she believed that stating both roles clued others into respecting her for being "one of them." Eleanor said she tells people, "I usually just say I'm a professor and I run a writing program." Moreover, Ivan said his go-to description of his identity is "I have many hats." He added, "Whatever comes first really kind of depends upon like who I'm talking to" and added that it is "contextually dependent." However, he stated, "I really do try and hit upon the main three things that I do almost every time." Similarly, Julia shared, "It really depends on who I'm talking to. I mean, they're fairly closely intertwined." Finally, Victoria noted, "it really depends on who I'm talking to," noting that the first title that she usually shares between upon the context such as at an academic conference or consulting or the person to whom she is speaking.

Four participants identified as faculty first, much like in Daffron's (2010) study. For example, Brooke stated that she usually says she is an assistant professor and then if they ask her further questions, she will add that she runs a program as well. She said, "I don't go 'I'm program coordinator,' like, that's not me. That's just not my personality." Hayes also does not identify as much with his administrative role. He said:

> Technically, I am in an admin role; I don't see myself as an admin, though. I see just one of the reasons I got into being the program coordinator is to improve the program, and I see that as a job of a faculty member to do.

He elaborated on how his identity is simply a faculty member doing administrative work. Arlene noted that while it depends on her audience, she sometimes does not mention her administrative role because that identity does not apply to all of the students she teaches. When on the main campus, she said the coordinator role "doesn't impact them [those students] at all." She added, "But I guess I would talk faculty first, faculty position first and the additional role if needed." She even discussed how she had to go back to a grant application and add the coordinator role on her curriculum vita. She said, "It didn't even dawn on me to put that in there." Furthermore, Katie said the way she identifies herself is closely tied to her passion. She explained, "I think my academic identity would be a professor because, I mean, [of] all I do, that's what I love most is, you know, the traditional teaching aspect of it." Finally, Miranda stated that, again, while audience matters, she tends to lead with her researcher identity as a faculty member.

Two participants identified more with their administrator side. Callie, for instance, leads with the program coordinator title. This, she explained, is because she is the only full-time faculty member in her program, so what she teaches and what she does as an administrator are all connected. Her identity is easier for others to understand that she is the person in charge of her

specific educational program. While Franklin noted that "it really depends" on the audience, that "most chairs just identify themselves as chairs." He added, "we don't generally go by academic rank or anything like that. It's just, we're the chair of whatever and leave it at that." Franklin's identity, then, closely connected with the collective identity of how chairs typically identify themselves.

Perceptions of Others Based on Interaction

Concerning perceptions of others, some participants were not sure how others saw their identities while others decided the primary type of interactions dictated how others at their institutions and in their departments saw them. One participant felt like others specifically see her as faculty first. Dana simply stated, "I think most people just see me as another faculty member." Six participants believe they are perceived more as administrators on campus. Five participants specifically commented on how the lines are so blurred that it is either impossible to distinguish or that it is highly dependent on context.

Callie, Julia, Adam, Eleanor, Ivan, and Franklin all described themselves as being identified by others they know on their campuses as being an administrator first. Callie and Julia noted this is likely because they are the only ones who could be in the administrator roles that they occupy. For example, Callie said, "I would say, probably, first and foremost in within our department I'm seen as the middle school person." Julia shared, "Yeah, there's really nobody else that could do it" when asked about how others perceive her. Adam discussed how having his library sciences program housed in an education department makes others perceive him more in his program director role because they understand less about what he does. He elaborated:

> I don't have people coming in, "So, how is your research going in librarianship?" We're in the information sciences, or whatever. I have nobody coming in asking that because

they don’t understand it, or they don’t have an interest in it. I don't blame them. Obviously, they have their various foci that they need to concentrate on, so yeah, I think amongst my colleagues I’m seen primarily as a program director, as opposed to being a professor.

Furthermore, Eleanor stated she thinks that most of the faculty identify her as the director of composition because it’s such a large administrative role. Ivan stated that because he is in languages and the department is more individualistic, people probably identify him more as a director. Finally, Franklin explained that being a chair, he is identified more as an administrator. He noted that “your world gets smaller” as you move up in administration and that “friends, conversations in the hallways, gossip, the day you take over stops.” I asked Franklin if it was because he was no longer considered one of them. He responded, “No, you're one of *them*,” meaning administration, “You’re an other.” Franklin’s identity to others is based on being seen more as a community member of administrators, one related more to hierarchy.

Several participants were unsure or felt that their two identities were not separated by others. Hayes, in particular, stated that he thought others still see him as faculty first, but then he added, “They probably see me as more of an admin than I do.” I asked him to explain why. Hayes said whereas he lumps his job together, others see him in meetings in his specific administrative role; the specific visibility shapes others’ perceptions. Arlene stated that she is simply perceived differently from everyone else because of the remote program she works within. Katie said, “I think it likely all blends together because, like I said before, I’m not very good at separating those identities myself.” Furthermore, Miranda paused for a moment to consider and said, “It depends on the faculty member, how close they are with me. Those ones who are essentially friends, they would likely view me as a fellow faculty member.” However,

Miranda also noted that newer people might see her more as an administrator. Victoria also commented on friendship. For one group in her department, she said, “I think we just see each other as friends.” Victoria also said she has fully embodied her identity as an administrator and that could have an impact on how others see her.

Metaphors of Identity

Several metaphors were used by participants in this study to describe their identities as tenure-track faculty members serving in dual roles. Some participants in this study used the metaphor of a person putting out fires concerning their daily work, which echoes Achterberg (2012), Cullen (2012), Everly et al.’s (2017) descriptions of administrators “putting out fires.” Three participants talked about needing to “put out fires,” especially in their administrative roles. Franklin mentioned how as an administrator, one’s day is dictated by emergency where “putting out those fires” can hurt completing research. Hayes also recalled this metaphor and noted that getting tasks done is about “surviving.” Victoria described her day-to-day responsibilities as putting out fires and said her day is “just a constant fire extinguisher.” She also noted how she and the director do not always agree “on the approach to put out fires” and adding that they disagree “where to point the hose.” This metaphor evokes the idea of continual emergencies that prevent the faculty member from having longer periods of planned concentration.

Another metaphor included being a person wearing many hats, which was discussed by three participants. Ivan recalled this image when discussing how he explains to others his identity. Hayes also noted that others see him wearing his different hats more, which shapes others’ perceptions of his identity. Finally, Victoria, described how being in a dual role is like wearing two hats. She told me a story about an interaction with a graduate student where she had trouble responding to his request for feedback on an assignment he had created. She noted that

she was transparent in her dilemma. As his professor, she loved the assignment, but when she had to put on the administrative hat, she knew that she should tell him to align the assignment better with the demands of the department. She added, “It's been an interesting dance, and I think it’s led me to kind of feel that like hat on hat off, kind of approach to things.” She also likened her administrative hat to one that signaled a warning to others in a way she does not feel comfortable with. She said, “When I have to put on my, like, hat that says like WPA on it walking in the hallway, it just becomes a totally different scenario. It’s just like oh, danger, danger! She’s got her orange hat on.” For Victoria, wearing the administrative hat is isolating and incongruent with her as a complete and whole faculty member.

A third metaphor mentioned to describe serving in a dual role was that of a person trying on dresses. Victoria is the participant who described the experience as being in a dressing room trying on a new dress, especially when it comes to moving up in administration or moving back into a faculty only role. She shared:

> It still feels like I’m putting on someone else’s outfit. Like, right now I feel like I’m in the changing room. But like if I were to move into the director role, like, I'm wearing the dress, and I’m taking it out to the red carpet, and I just don't know… I mean, I had to try it on, and I had to figure out like, do I want sleeves on my dress? Do I not want sleeves on my dress? Do I want a bold color? Do I want to be in gray? I don't really know what this looks like. Do I not want the dress? And, I think where I am right now is like I just, I keep looking at myself in the proverbial mirror, and I’m like, I don’t think I want the dress. I think I just want to put the jeans and t-shirt back on and go back out into the world.

Victoria's person trying on dresses metaphor painted a picture of conflicting identity. The image she created likens her experience to "trying on" what it is like to be an administrator as a tenure-track faculty member in a dual role.

Chapter Summary

In this chapter, I shared the data from this qualitative, phenomenological study that I gathered from 14 semi-structured Zoom interviews with volunteer participants in order to explore the lived experiences of tenure-track faculty members serving in dual roles as administrators at R2 and R3 Carnegie classified institutions. I transcribed the interviews, coded them, and completed thematic analysis. I shared memo writing and reflexive journal excerpts to disclose the role of myself as the researcher. Furthermore, I provide participant profiles for all participants in the study. Using an overall research question and three sub-questions, I organized the data into themes which are shared in this chapter. The conclusions from data analysis as well as implications for practice and future research are presented in Chapter 5.

Chapter 5. Conclusions

The purpose of this qualitative, phenomenological study was to explore the lived experiences of tenure-track faculty serving in dual roles as administrators at Carnegie classified R2 and R3 higher education institutions within the United States. In the first three chapters, I presented an introduction to the topic including the statement of the problem and research questions, a review of the pertinent literature, and the research methods for this study. In chapter four, I explored the findings of this study. I provided participants profiles, researcher notes and memos, and key themes that emerged from the data. Chapter four included rich, thick descriptions from participants that resulted from the semi-structured interviews. In this chapter, I will restate the research questions, provide and discuss conclusions and findings from the research, and share implications and recommendations for practice and future research.

Statement of the Problem

The problem addressed in this study was that tenure-track faculty who are serving in dual roles as administrators are also navigating this work along with the expectations required of them during the tenure process. Higher education is in a state of change, and factors such as budget cuts, student enrollment, institutional striving, and a heavily saturated job have impacted faculty members as well as tenure policies (Alstete, 2004; Carey, 2020; King et al., 2012; O'Meara & Bloomgarden, 2011; Schroeter & Anders, 2017). In this study, therefore, I sought to explore the lived experiences of tenure-track faculty serving in dual roles at R2 and R3 Carnegie classified higher education institutions to better understand those experiences. Faculty experiences with the tenure process matter because these faculty members have an effect on the university for years to come through their contributions to teaching, research, and service as well as their potential for leadership roles and other responsibilities. Through this study, I explored the rewards and

motivations of faculty serving in dual roles, and I also explored their challenges. Furthermore, I asked participants to describe their academic identities. There is existing literature on experienced faculty transitioning fully into administration as well as literature on the tenure process. This study adds to the limited body of knowledge of faculty serving in dual roles as well as expands upon this limited literature by also exploring the phenomenon of faculty serving in dual roles while on the tenure track. This study also draws upon academic identity theory in recognizing that identities are diverse, unstable, and continuously reconstructed over time as individuals shift roles, responsibilities, and tasks (Henkel, 2010; Lamont & Nordberg, 2014). Findings from this study may help faculty who are considering stepping into a dual role; furthermore, this study may help inform administrators and other stakeholders of best policy and practice for dual roles, especially for faculty who are on the tenure track.

Discussion and Conclusions

Data for this study came from semi-structured interviews with 14 faculty members who are serving in dual roles while on the tenure track at R2 and R3 institutions. Participants in this study held the titles of program coordinator, program director, director, associate director, or chair. All participants were from the southeastern region of the United States. Thick descriptions from the participants were provided in Chapter Four. This study focused on an overarching research question, which was: What are the lived experiences of tenure-track faculty serving in dual roles as administrators in R2 or R3 classified higher education institutions in the United States? Conclusions and a discussion of the sub-questions are discussed in the following sections.

Research Question 1

What do tenure-track faculty members serving in dual roles as administrators perceive as rewards and motivations of serving in dual roles?

All faculty members serving in dual roles in this study mentioned rewards and motivations for serving in these positions. Rewards and motivations often overlapped. While some participants saw their dual positions as beneficial for their futures, others saw these positions as a temporary service and hoped to relinquish their roles. Six themes emerged from the data for research question 1:

- Community change agent and student advocate
- A "seat at the table": Program advancement, broader university view, and decision-making
- Collegiality: Collaboration with colleagues and support systems
- Flexibility
- Confidence from prior experience and clear tenure procedures
- Job security and career advancement

All of the participants discussed students in a positive way during the interviewing process. However, twelve participants specifically discussed how they were motivated and rewarded in their dual roles by interacting with students and helping them become successful, which, in turn, would impact the greater community in a positive way. Current literature did not include dual roles in terms of faculty relationships with students nor the impact of this relationship on faculty. Additionally, literature on the tenure process includes how teaching can be difficult for new faculty members (Eddy & Gaston-Gayles, 2008). Participants in this study often described themselves as teaching and student-focused individuals, and eleven of the

participants had prior teaching experience. Many participants found that their dual roles connected them even closer to students because of interacting with students as their advisors for the programs, being the main instructor in the program, or simply helping students during their educational journeys inside and outside of the classroom. Adam, Brooke, Callie, Dana, Arlene, and Julia are all faculty housed within different education departments, so this connection to students is clearly related to their work; however, six other participants discussed student support or community change as primary motivators. Only two participants specifically talked about their institutions being student-centered; Julia noted that she came into the position and tenure process being told that her university was teaching-centered. Victoria noted that her institution touted being student-centered; however, she believed it was faculty-centered.

Furthermore, eleven participants described advantages of being in a dual role as having what they perceived as "a seat at the table" gained from their dual role. All of the participants who discussed this aspect as a motivator specifically tied this to the administrative parts of their jobs. Seven participants discussed how their dual role helped them make programmatic changes and advancements to better their programs, which would also better their own jobs and benefit the students in their programs. In fact, two participants, Ivan and Eleanor, specifically sought positions that would allow them to advance programs within their disciplines. The literature affirms that shaping a program can be rewarding work for both full and part-time administrators (Daffron, 2010; Fink, 2008; Killian & Wenning, 2017; Mallinger, 2013; Thies, 2003; Williams, 2016). Moreover, Dana, Callie, and Eleanor reiterated that having a seat at the table meant being a part of larger conversations about the university as a whole, which, in turn, gave them a different view of how their own program functioned within the university and why senior administrators made certain decisions. Callie, Dana, Franklin, and Victoria also commented on

the rewards of being able to make decisions to improve a program and help students. The dual role experience helped many participants in this study see both faculty or department-centered viewpoints and administrator viewpoints in order to better understand the interplay between what Manning (2018) described as the slower, more measured processes of faculty member decision-making and the more efficiency-valued decision-making process of administrators.

All fourteen participants in the study discussed collegiality as a motivator and a reward of being a tenure-track faculty member serving in a dual role. Much like Hansen (2008) and Larson et al. (2019) noted about collaboration with colleagues, many participants in this study described collaborating with their colleagues as necessary for success and survival. Additionally, many participants described how friendships emerged and how colleagues who were also on the tenure-track served as a support system as others who truly understood the experience. Colleagues were described as people to vent frustrations to and confidants to get feedback from concerning frustrations or challenges. A couple of participants also discussed formal mentors as being helpful, and other participants noted that staying connected with former graduate cohorts and mentors or discipline-specific networks was helpful. Participants often discussed their interactions with colleagues in deeply connective and personal ways—as a community of critical support. All participants specifically commented on working with people they respected. Participants in this study expressed how collaborative research and writing was essential in the tenure process.

Six participants in this study specifically discussed how serving in their dual role provided flexibility while others mentioned getting a course release as a means of gaining more flexibility in their daily work. However, the participants' relationships with that flexibility were sometimes described as complicated. Adam, in particular, believed that his current position gave

him way more flexibility than other careers; however, he found that teaching online provided less flexibility in his time compared to those teaching on campus. Katie, for example, described how her position offered her the flexibility she desired on a daily basis and in summers; nonetheless, she also discussed working frequently in the summers due to her dual role, and she described how she had trouble balancing family life with the large amount of work she had to complete. Victoria took her current position so that she could have flexibility in the work she completes and the courses she teaches, but she was still struggling with the lack of clarity within that flexibility. Dana enjoyed the flexibility in determining what she wanted to do in her role as coordinator, and participants Brooke and Arlene appreciated that the dual role allowed them to craft their own teaching schedules.

General confidence was a motivator for eight participants that they could succeed in a dual role, and this confidence was connected to prior experience for five participants and clear tenure expectations for six participants, with some participants experiencing confidence from both. Adam, Eleanor, Franklin, Ivan, and Julia described their prior experiences and how that work connected to their current positions and made them feel more confident that they would achieve tenure. Furthermore, Adam, Callie, Eleanor, Victoria, Katie, and Franklin discussed how their department's processes for tenure made the experience feel more doable due to processes in place, such as building in steps like teaching observations to help make the dossier creation process faster, or clearer, because of checklists and an abundance of feedback during annual and third-year reviews. These participants echoed Seifert and Umbach's (2008) statements that clearer tenure procedures lead to a potentially less stressful experience.

Finally, eight participants discussed job security and career advancement as a reward and motivator for serving in a dual role. For Gia, she wanted a director role that also gave her a

tenure-track position so that she could have security and influence she did not have in previous positions. Dana believed taking on her coordinator role could provide her with security while being a new, untenured faculty member, and Hayes thought that having influence on a program could help him not only shape long-term plans for the department but also make him be connected to that long-term change. Furthermore, for the participants who specifically wanted to become administrators or who have grown an interest in becoming an administrator, the dual position was noted to be key in their plans for career advancement. This sentiment that administrative work builds professional growth and new possibilities is reiterated in the literature (Blankenship, 2018; Daffron, 2010; Killian & Wenning, 2017).

Research Question 2

What do tenure-track faculty members serving in dual roles as administrators perceive as challenges of these roles?

All faculty members in this study mentioned challenges they experienced while serving in dual role positions. Eight themes emerged from the data for research question 2:

- Workload and time management
- Research
- Operational confusion: Lack of training, ambiguous procedures, and Isolation
- Politics: Power dynamics and bureaucratic and hierarchical obstacles
- Changing conditions in higher education
- Professional invisibility: Lack of validation, support, and compensation
- Untenured stress and anxiety, concerns of early burnout, sense of obligation
- Personal obstacles: Family and health

Twelve of the participants in this study described workload and associated time management as a difficult aspect of being a tenure-track faculty member serving in a dual role. Four participants, however, noted that the course release they received was enough of a reduced teaching workload to get their administrative work completed. Two of these participants, Gia and Eleanor, held a 1:1 teaching load. Dana mentioned how she felt like being the coordinator of a minor instead of a major could be helpful in workload because she has more flexibility in the work she completes, and Julia stated how prior experience and teaching the same or similar courses with a smaller roster helped with workload as well. Bane (2012) and Mallinger (2013) stressed the helpfulness of course releases, and Bane (2012) expressed that more time is more valuable than more stipends for administrative roles. However, many participants in this study described the course releases as nowhere near matching the time they actually had to put into the role, and several, as noted in the theme of professional invisibility, felt like stipends would further validate the work that they put in. Six participants spoke about how urgency played a large role in daily time management, echoing Achterberg (2012), Cullen (2012), and Everly et al.'s (2017) descriptions of "putting out fires" or "turning on a dime" or Daffron's (2010) descriptions of dual faculty needing to be "all places at once" without any time to do it. Five participants expressed that they struggled with balancing work between faculty and administrative tasks. Participants' descriptions showed that their work was pervasive and affected their work-life balance.

Furthermore, eleven participants in this study discussed struggles with research required for tenure or lack of time for research while serving in a dual role. The literature has noted research to be a struggle in general for new faculty members as well as administrators (Flaherty, 2016; Larson et al., 2019; Mallinger, 2013). Participants in this study are both new faculty

members on the tenure-track and new administrators; as such, they expressed various reasons for research struggles. For example, Brooke, Callie, Franklin, Miranda, and, to a lesser extent, Dana, mentioned their research being slowed down by administrative work. Several participants noted that collaborative research was going well but that single author research was a struggle. Two participants mentioned how tenure requirements of research were confusing and, therefore, created more stress around the tenure process.

Ten participants in this study also identified confusion surrounding operational procedures to be a challenge in a dual role. The participants noted this was due to lack of training, no written information about the position or no written list of what to do in the position, and general isolation of no one else being in the same position as the one the participant was in. The lack of training was also highlighted in Azikiwe's (2020) study. Many participants in my study explained that they did not know what questions to ask nor what the work would entail until they were figuring out the work in a trial-and-error style or through speaking with the former occupant of the position. Participants sometimes found that their chair or senior administrator's descriptions were inadequate for explaining what the administrative job entailed. Some also noted they did not know what questions to ask before they started. Furthermore, several participants explained that they had no settled terms surrounding stepping out of the role or were met inhospitably for wanting to step out of the role. Some participants relied on others who held similar roles in their departments or universities for guidance.

Dealing with the politics of higher education was also an issue for eleven of the fourteen participants in this study. They dealt with issues concerning power dynamics that resulted from being a tenure-track faculty member who also had to make certain decisions that could put them in a difficult situation with tenured colleagues or upper administrators. Some participants also

discussed how bureaucratic or hierarchical obstacles could make serving in a dual role difficult. Other researchers have found that faculty who move into administration may find that relationships with other colleagues can be problematic or endangered (Buller, 2012; Kelly, 2012; McMinn, 2016; Thompson, 2011). Faculty members in this study, therefore, not only dealt with this kind of relationship issue but also contended with worries about angering tenured faculty who could potentially be on, or influence others on, tenure and promotion committees. Both Hayes and Brooke, for example, discussed discomfort with programmatic decision-making. Brooke worried about upsetting a mentor, and Hayes was cautioned by a more senior faculty member to be careful since he was not tenured.

Eight participants also mentioned the changing conditions in higher education or the present condition of higher education as being challenging for a tenure-track faculty member serving in a dual role. As both Alstete (2004) and King et al. (2012) have noted, this new era of higher education can affect the tenure experience. The participants in this study shared how they felt the new era of higher education made working in higher education more difficult. Some participants believed this gave them more impetus to push forward in their role in higher education; however, the negative aspects surrounding their roles did affect their mindset including not wanting to go into upper administration or leadership. A few participants discussed how they knew people or had heard of people leaving higher education altogether. As Barrow et al. (2022) noted, the rapid challenging and changing higher education environment has caused individuals to struggle with defining who they are in terms of the what is happening around them in higher education. Two participants discussed concern about changing Carnegie classification to a higher research designation. Participants commented on a variety of other struggles or changes including heavy workloads, high administrator demands, chaotic or difficult conditions,

student expectations, and upper administrative disconnect concerning what higher education is like for new faculty. Two participants also mentioned how cutbacks in higher education was negatively impacting them financially.

Furthermore, nine participants discussed professional invisibility as a challenge while serving in a dual role. Researchers have noted that stipends can be motivators for administrative work (Mallinger, 2013; Killian & Wenning, 2017); however, in this study, Katie described her stipend as minimal, Adam's stipend existed only because of accreditation, Ivan's stipend had recently been cut by way of moving from a 12-month to a 9-month contract, and Miranda's stipend was currently at risk of being cut. Beyond stipends, participants also mentioned how difficult it could be when they did not feel validation or support from senior leaders. Brooke, Hayes, Arlene, and Katie mentioned how being in a dual role was often unappreciated in considering the workload required. Others mentioned how it could be frustrating when no one understood their dual role.

Of the fourteen participants, ten discussed stress and anxiety often stemming from being untenured along with concerns of early burnout, and many participants, however, still felt a sense of obligation to serve in their dual position despite any stress they were already suffering in undergoing the tenure process. Stress often accompanies tenure (Youn & Price, 2009; Waugamann, 2018), and for those with unclear tenure expectations, the stress may be worse. Hansen (2008) stated that extensive and potentially unclear expectations can result in stress during the tenure process. Several participants in the study felt apprehension about tenure despite what they described as clear tenure expectations, and others without clear expectations felt even more stress. Participants in Daffron's (2010) study noted that dual positions can be positive in

reducing burnout; however, adding in the element of untenured faculty members, this study's participants showed that the dual role could contribute to the possibility of early burn out. This was true for Hayes, Arlene, and Ivan. Other participants discussed how knowing the culture of fear surrounding tenure made them question how worried or not they should be as they undergo the tenure process. Several participants such as Victoria, Franklin, and Katie discussed how they said no to, held back, or thought carefully about decisions, words, or tasks stemming from their dual roles because they knew they were in a precarious position being untenured. Despite the precarity of being in a dual role untenured, Julia, Katie, Miranda, and Hayes all felt they needed to take the position regardless in order to help students and their programs. These participants said if they did not do it, no one else would or could, or as Hayes mentioned, a tenured faculty member would get the title while an untenured faculty member would have to complete all of the work.

Lastly, ten participants also mentioned personal obstacles such as family and health that were a challenge. Much like Hart and Fassett (2021) noted, eight participants in this study indicated the Covid-19 pandemic had complicated their dual roles or made their dual roles or the tenure process more difficult. Participants also mentioned life changes such as divorce or family needs, such as mental and physical health, as things they had to deal with while also maintaining their obligations and serving in a dual role on the tenure track.

Research Question 3

How do tenure-track faculty serving in dual roles perceive their academic identity?

Three themes emerged from the data for research question 3:

- Self-identity in relation to audience
- Perceptions of others based on interaction

- Metaphors of identity

Participants in this study related how closely they self-identify their academic identities to the audience with which they are communicating. Nine participants in this study expressed how their identities were dependent upon their audience. Sometimes the participants' multiple identities were incongruent with one another, as noted in the literature (Barrow et al., 2022; Lamont & Nordberg, 2014; Wegner, 1998). As with Daffron's (2010) study, sometimes participants identified more with one role than the other. Furthermore, much like in Daffron's (2010) research, the participants in this study often felt a split identity, but at the same time, several participants in this study noted their faculty and administrative identities were so closely intertwined in the daily work that they almost felt indistinguishable from one another. Franklin, in particular, felt the back-and-forth tug of trying to be an administrator while still being faculty. Adam, Eleanor, Gia, Ivan, and Julia specifically mentioned that their identities were almost indistinguishable from one another and they call upon both of their titles as often as possible. Brooke, Hayes, Arlene, and Katie felt more closely connected with their faculty identities. Callie and Franklin felt more connected with the administrator side. For Callie, this was because of her being the only full-time faculty member in her program who also runs the program, and for Franklin, this was because of his being a chair and how chairs typically identify themselves to others.

Participants also discussed how others perceived them tended to be based on the type of interaction. One participant, Dana, felt like others specifically saw her as faculty first. Six participants believed they are perceived more as administrators. The reasoning behind this perception varied. For some, it was being "the only person" who could do the job that created this perception, and for others, it could be dependent upon the department or the type of

administrative role that created an administrator-first perception. Five participants felt the lines between their roles were so blurred that others did not separate out these two identities or they were not sure about how others perceived them.

Furthermore, participants used metaphors to describe their identities as tenure-track faculty members serving in dual roles. Three participants, for example, evoked Achterberg (2012), Cullen (2012), Everly et al.'s (2017) descriptions of being "firefighters" as administrators. The metaphor was a way for participants to describe how their administrative identities were closely tied to daily problem-solving and emergency management that affected the ways in which they divide their time. Three participants used the metaphor of a person wearing many hats due to their various identities and commitments; this metaphor tied to the split identity of faculty member and administrator. However, it also connected to the other obligations that the participants had in addition to these basic roles. Victoria specifically felt one hat, the administrator hat, was impeding the relationships she was trying to build because it served as a "danger" signal to those around her when she had to wear it. She also used the metaphor of trying on a dress to describe what it was like to be a tenure-track faculty member serving in a dual role, or, in other words, "trying on" an administrative role to see if it fits. Victoria's metaphor revealed how being in a dual role and being new to administration could produce feelings of conflicting identity.

Recommendations for Practice

This qualitative, phenomenological study of tenure-track faculty members serving in dual roles at R2 and R3 United States higher education institutions provided an exploration into the rewards and motivations, the challenges, and the identities of fourteen participants. The participants described complex relationships between their work, lives, and identities. The data

that resulted from the fourteen semi-structured interviews has been used to provide recommendations for future practice that is tied to the literature reviewed in Chapter 2. The recommendations for practice are as follows:

Tenure Practice Recommendations

- Because tenure is a stressful process (Hansen, 2008; Larson et al., 2019; Lassiter & DeGagne, 2012; Prottas et al., 2016; Rice & Sorcinelli, 2002; Waugaman, 2018; Youn & Price, 2009), administrators need to craft and continuously hone tenure checklists or rubrics to craft less vague policies and clearer expectations to promote a less stressful process (Seifert & Umbach, 2008). Tenure requirements must avoid couching language such as "the faculty member should," which can communicate vague requirements that create more stress and anxiety for the tenure-track faculty member.
- Senior administrators need to build an awareness of and find ways to combat the systematic and invisible barriers (Larson et al., 2019) that can impede the tenure process, especially for women and minorities, as well as create ethical dilemmas. These ethical dilemmas include racism, personal biases, cultural biases, and subjectivity (Jones et al., 2014; Larson et al., 2019). Personal biases, subjectivity, and gendered expectations were mentioned by participants in this study.
- I recommend that departments and universities create thorough onboarding programs to clue new faculty in to their institution's specific culture and tenure requirements (Hart & Fassett, 2021). Onboarding practices should include descriptions of how to document progress and provide evidence for annual reviews (Ansburg et al., 2022; Hansen, 2008; Larson et al., 2019).

- Administrators should provide thorough and specific tenure feedback during annual reviews that guide tenure-track faculty members to goals to reach by and beyond tenure and promotion. Administrators should consider stating specific encouragement and progress as well as areas that need more attention in reviews. Administrators can provide options and pathways to aid in the faculty member making progress.
- Formal mentoring programs with carefully and thoughtfully paired tenured and tenure-track faculty members can help support tenure-track faculty members through the tenure process. This can be especially helpful for minority candidates (Zajac, 2011).
- Universities should devote resources to teaching and learning centers to help new faculty members grow professionally as scholars and teachers.
- Because collaboration both inside and outside of departments can be helpful for tenure success (Hansen, 2008; Larson et al., 2019), universities should create support groups and workshops for tenure-track faculty across campus. These groups can be implemented through teaching and learning centers as well.
- Universities should offer writing groups that can benefit both tenured and non-tenured faculty members. Writing groups can help faculty members make time for research with vague deadlines. Researchers have noted that scheduling specific research and writing time can be helpful, especially for faculty in dual roles (Bane, 2012; Fuchsel et al. 2021). Writing groups could be offered through teaching and learning centers, libraries, colleges or departments, or other entities on campus.
- Because newer faculty members, especially women and minorities, can be pressed into more service responsibilities (Ansburg et al., 2022; Guarino & Horden 2017),

administrators should be aware of how much additional service they ask of newer faculty members.

Dual Roles Practice Recommendations

- Administrators need to have written job requirements for part-time administrative roles that are offered to faculty members. Zelna and Schans (2017), for example, recommended a checklist. However, a more thorough breakdown of tasks could be beneficial in helping the faculty member understand exactly how much time they should devote to each task. Requirements listed should include when and how often tasks take place, including summers. Responsibilities such as marketing, recruiting, advising, transcript analyzing, hiring adjuncts, creating course offering or teaching schedules and materials, making programmatic changes, completing accreditation requirements, and so on should be included in the job description. Daffron (2010) and Thies (2003) suggested faculty members coming into dual roles should have conversations with the appointing administrator to discuss requirements; however, I suggest administrators should initiate conversations with incoming dual role faculty members about requirements.
- Training for administrative roles is often lacking (Azikiwe, 2020; Thies, 2003; Williams, 2006); therefore, formal training or a job shadowing period should be implemented to help a faculty member transition into a dual role. As Zelna and Schans (2017) explained, shadowing an incumbent can be beneficial. Along with this, a process for transitioning out of a dual role should be put into practice so that when a person leaves a dual role, there is time and a process for integrating the new faculty member into that position.
- Administrators should consider imposing term limits for dual roles similar to the term limits of committee work; this would mean that the faculty member in a dual role can

reassess whether or not they want to continue in that position after a certain amount of time. If the faculty member wishes to transition out of the position, the administrator should seek a replacement faculty member and begin the transition processes in place. If the faculty member wishes to continue in the role and is performing well in the position, the faculty member should be supported in that position.

- Administrators should advocate for accurate and appropriate course release time and stipends according to the written job requirements for a dual role. This advocacy reduces the need for individual faculty negotiations, which are susceptible to certain privileges or biases, as Blankenship (2018) mentioned. For heavy workload and time-sensitive dual role tasks that must be completed in summers, faculty on 9-month contracts should be offered an appropriate stipend for their work. Fink (2008) believed that stipends corrupted the reasons why faculty would want such positions and communicated the value of administration over teaching research and service. However, much like Mallinger (2013) and Killian and Wenning (2017) discovered, participants in this study found stipends were or would be motivating, validating, and fair for the work they put into the job. Faculty in this study often found that a reduction from a 4:4 to a 3:3 teaching load were inadequate for the work required. Participants in this study suggested a reduction from a 4:4 to a 2:2 load to be more manageable. Participants running very large programs were satisfied with a 1:1 teaching load.
- Having support is crucial for faculty members serving in dual roles as administrators; however, formal mentoring in general is often limited, even for the tenure process (Larson et al., 2019). Both Daffron (2010) and Everly et al. (2017) stated that new administrators should have a strong support system. Daffron (2010) suggested a

mentorship program should be offered to new dual role administrators. Many participants in this study noted learning by trial and error, feeling isolated in their roles, having to find others with similar positions to get help, or seeking out informal mentors to help them; therefore, I advocate for formal mentoring to occur for dual roles. However, this could occur through several means. The outgoing dual role faculty member can mentor the incoming dual role faculty member during a transition year, or someone with similar administrative experience can serve as a mentor during the first year in administration.

- Several participants in this study believed that tenure-track faculty members should not be allowed to serve in a dual role, and two participants noted that their institution prohibited untenured faculty members from serving in dual roles, even though they were given special permission. However, changes in higher education may create the need for newer faculty members to take on more responsibilities (Austin, 2011). Several participants felt more comfortable in their tenure processes after their third-year review; therefore, I recommend that faculty not serve in dual roles until they have either achieved tenure, which would prevent uncomfortable and perilous power-dynamics, or they wait until after a third-year, positive review to take sole responsibility for a dual role position.

Recommendations for Further Research

This study focused exclusively on tenure-track faculty members serving in dual roles at R2 and R3 higher education institutions within the United States. The experiences and perceptions were limited to the fourteen participants who volunteered to participate. Elements outside of my control as the researcher and outside of the participants' control have an effect on the data collected and analyzed. For example, participants in this study served in dual roles and experienced the tenure process during the Covid-19 pandemic. Therefore, more research is

needed to further understand the lived experiences of tenure-track faculty members serving in dual roles. Recommendations for future studies include the following:

- A replicated study on the same research questions after the Covid-19 pandemic
- A replicated study on the same research questions exclusively focusing on specific demographics such as women or minority faculty members, who are often called upon for more service roles (Ansburg et al., 2022; Guarino & Horden 2017), or on specific administrative roles
- An expansion of the current study to include more participant experiences outside of the southeastern region where participants were located for this study
- A study on formal mentorship experiences for faculty members serving in dual roles
- A study focusing on tenure-track faculty serving in dual roles at private higher education institutions or at institutions in other Carnegie classifications
- A study on university leaders or administrators who formerly served as tenure-track faculty members in dual roles
- A quantitative or mixed methods study of dual role faculty members' leadership skills before and after formal leadership training
- A study focusing on dual role faculty members aspirations to become university leaders after serving in a dual role
- A study focusing on policies for dual roles

Further research is needed not only to understand the dual role experience but to also better implement policy and practice. Many participants in this study believed that faculty serving in dual roles pre-tenure was necessary and becoming more prevalent due to changes in the current higher education landscape. Further research on this subject is paramount to helping

new faculty succeed as well as prevent new faculty from early burnout that was mentioned by some participants. Research on dual roles can help the university grow and sustain the talents of the faculty, which will, in turn, better the university and the experiences of the students who attend.

Conclusions

This study demonstrated the lived experiences of tenure-track faculty serving in dual roles and has revealed that this type of position is not a rarity in higher education of the modern era. The participants in this study shared the vulnerabilities of their professional and personal lives with me to help shape descriptions of the rewards and challenges they experienced. Their academic identities, which are continuously crafted, have been shaped by their unique, but not atypical, roles. The faculty serving in these positions deserve policy and practice that help them be successful faculty and administrators. This study as well as future studies, therefore, can hopefully elicit more equitable and validating policy and practice for faculty serving in dual roles both pre- and post-tenure.

While the themes that surfaced as challenges for faculty members in this study may paint a discouraging picture of higher education in the twenty-first century, I see these themes as a wake-up call for higher education leaders and an opportunity for universities to better new faculty members' experiences. As higher education culture shifts, so should policy and practice to protect and support faculty. By providing insight into the challenges faced by new faculty members, especially those in dual roles, I highlight how administrators can anticipate these challenges. Moreover, I emphasize that administrators can implement the recommendations provided in this chapter to retain talented faculty and help them succeed. By creating policy and practice that stems from anticipating potential problems like the ones faculty members faced in

this study faced, administrators may prevent many of the challenges before they occur. Furthermore, the rewarding parts of being a faculty member while serving in a dual role are important for administrators recognize as well. Even though higher education is in a state of change, which is often described in negative ways, the participants in this study expressed a strong desire to help students. They also voiced respect for their colleagues, experienced meaningful friendships, and discovered trustworthy collaborators and writing partners, all of which break down the traditional notion of educational silos. Higher education leaders can harness these positive aspects of being new faculty members, as I described in this study, to implement policy and practice that betters the faculty experience as well. For example, if newer faculty members seek and value community and collegiality, then administrators can help foster community in their departments and at their institutions.

As an administrator who also teaches in higher education, I related to my participants in being torn between different roles and obligations as well as the stressors faced daily; however, I have also experienced the rewarding parts of being in higher education during this modern era. Acknowledging that these continual fluctuations between experiencing rewards and challenges exist can be helpful for new faculty members, faculty members serving in dual roles, and higher education administrators in their daily lives as well as in planning for the future. Additionally, the participants' descriptions from this study have helped me as an administrator understand the value of clear, written communication and transparency of expectations. This study's findings and resulting recommendations may also help administrators better understand the importance of not only in recognizing areas for growth and improvement for the people we lead but also in expressing an appreciation and acknowledgement of their contributions and their strengths. In other words, strong leadership and clear communication are essential components of solidifying

positive experiences in higher education. The findings from this study also reveal what questions prospective faculty should ask concerning their employment at a university in relation to tenure expectations, including teaching, research, and service, as well as the possibility of other expectations such as serving in a dual role. The participants in this study have helped shed light on understanding the modern tenure process and how leadership can help or hurt the faculty experience.

Concluding Summary

The purpose of this qualitative, phenomenological study was to explore the lived experiences of tenure-track faculty serving in dual roles as administrators at Carnegie classified R2 and R3 higher education institutions within the United States. Chapter 1 shared the statement of the problem that tenure-track faculty members serving in dual roles are in precarious positions as they navigate both the tenure process and newly appointed administrative tasks simultaneously. This chapter also provided the overarching research question and sub-research questions, the significance of the study, the definitions of critical terms, the limitations and delimitations of the study, and an overview of the study. Chapter 2 reviewed the literature for the study that included several core areas of research including tenure and academic freedom, the current higher education landscape, mission and prestige, new faculty experiences with tenure, research on faculty transitioning into administration, the limited research on faculty serving in dual roles both pre- and post-tenure, and the theoretical framework of academic identity theory. Chapter 3 revealed the role of the researcher reflexivity statement, the research design and methodology, ethical considerations, the data collection and data analysis processes, and credibility and trustworthiness measures. Chapter 4 included participant profiles, reflexivity journal entries and researcher memos, as well as themes that emerged from the data. Participant

quotes were utilized in chapter 4 to provide rich, thick descriptions. Chapter 5 provided discussion and conclusions of the study overall and for each research question. This chapter also provided recommendations for practice and recommendations for further research.

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APPENDIX: Interview Protocol

Instructions:

Thank you for being here today. My name is Keri Carter, and I am a Higher Education Leadership doctoral candidate at East Tennessee State University. I am conducting interviews to learn about the experiences of tenure-track faculty serving in dual roles as both faculty members and administrators. I am specifically interested in the experiences of directors and coordinators at institutions considered "high research" and "moderate research" institutions. I appreciate your time speaking with me. The purpose of this interview is to learn about your perspective of being a tenure-track faculty member in a dual role. There are no right or wrong answers nor desirable or undesirable answers. I would like you to feel comfortable saying what you think and how you feel. If you would like to skip a question during the interview, just say "skip" or "next question." If it is okay with you, I will be recording responses via Zoom recording so that I can be attentive to you while also keeping a record of our conversation for further analysis and coding. All of your responses will be confidential and stored in a password protected computer. You can end participation in this study at any time without repercussion. This interview should take approximately 30 minutes depending on your answers and will last no longer than an hour. If it is okay with you, I will begin.

Interview questions:
Section 1:

1. I have a few demographic questions to get us started. Can you confirm your current institution is [insert institution name]?
2. In which department are you seeking tenure?
3. How many years have you been on the tenure track at this institution?
4. What is the specific title of your administrative role?
5. How long have you been in this administrative role?
6. Is this your first job on the tenure track?
    a. If yes→Move to question 7
    b. If no→ Can you tell me about your previous experiences?
7. Is this your first time in an administrative position?
    a. If yes→Move to question 8
    b. If no→ Can you tell me about your previous experiences?

Section 2:

8. Tell me about the experience of how you came to serve in a dual role.
9. What are your motivations for continuing to serve in this dual role?
10. What are the most rewarding aspects of serving in a dual role? Please elaborate.
11. What are the most difficult parts of balancing your two roles? Please elaborate.
12. Do you ever feel that the two roles of faculty and administrator are in conflict with each other?
    a. If no→ Move to question 12

b. If yes→ How does administrative work complicate your work as a faculty member, especially concerning teaching, research, or service? How does being a faculty member complicate your duties as an administrator?

13. How do you feel about serving in an administrative role in the future considering your current experiences in an administrative role?
14. Currently, your position is part faculty and part administrator. How do you usually identify yourself to others—as faculty or as administrator? Please elaborate.
15. Do you ever identify yourself more as faculty or more as administrator under different sets of circumstances? If so, please explain.
16. How do you balance your time as faculty member and administrator?
17. Tell me about your support system on campus for being a faculty member and administrator.
18. How is your work-life balance at this point in your career?
19. Is there anything else about your dual position that you would like to share?

Section 3:

20. I would like to check back with you after the coding and analysis process to ensure you feel the information you have provided has been accurately represented. Is it okay if I reach out to you again via email to confirm your answers?
21. Can I reach back out to you via email should I have any clarification or follow-up questions?
22. I will be using pseudonyms to protect your identity in this study. I would like to offer you the opportunity to select your own pseudonym. What pseudonym would you like me to use to represent your responses?

Closing:

I appreciate your time today answering these questions about your experiences serving in a dual role. As a reminder, all of your responses will be confidential and stored in a password protected computer. Your name will not be disclosed. If you would like more information on this study or want access to your transcript, you can email me. You can also reach out to me by phone. If you decide to withdraw from the study, please reach out as soon as possible, and your answers will be withdrawn without any repercussions to you. Thank you, again, for your time.

VITA

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	M.A. English, Middle Tennessee State University, Murfreesboro, Tennessee, 2008
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	Full-time Lecturer, Non-Tenure Track, English, Middle Tennessee State University, 2009-2011, 2014-2017
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	Secondary Education Teacher, Rutherford County Schools, Tennessee, 2008-2009
	Graduate Teaching Assistant Instructor of English, Middle Tennessee State University, 2007-2008
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Publications:	Carter, K. & Carter, J. L. (2022). Ungrading through portfolios: Embracing failure in the research writing classroom. *Confronting failure: Approaches to building confidence and resilience in undergraduate researchers.*
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Carter, K. (2010). Just call me Spielberg: YouTube and student-made films in the composition classroom. *Music, movies, and more: Pop culture in the writing classroom.*

Selected Presentations:

"Connected, Agile, Reflective, and Engaged: The CARE model for Student Success." Tennessee Association for Student Success and Retention. Oct. 6, 2022.

"Failing to Learn, Learning to Fail" with John Lando Carter. Tennessee Association for Student Success and Retention. Oct. 6, 2022.

"Developing a Tinkering Mindset in the Writing Classroom" with John Lando Carter. Middle Tennessee Writing Project. Sept. 13, 2022.

"Tutoring Experiences and Perceptions of Self-Efficacy in the Online Tutoring World: A Phenomenological Study." The Southeastern Writing Center Association. Feb. 13, 2022.

Selected Honors & Grants:

MT Engage Week Grant. 2022, 2021, 2018.

June Anderson Center CARE (Concern for Adults Returning to Education) Award, 2021-2022.

Award for Outstanding Teaching in General Education English, Middle Tennessee State University, 2016-2017.