ADJUNCT FACULTY: BRANDING OURSELVES IN THE NEW ECONOMY

By

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A Dissertation Submitted to the Faculty of the

DEPARTMENT OF HIGHER EDUCATION

In Partial Fulfillment of the Requirements
For the Degree of

Doctor of Philosophy

In the Graduate College

THE UNIVERSITY OF ARIZONA

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THE UNIVERSITY OF ARIZONA
GRADUATE COLLEGE

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ACKNOWLEDGEMENTS

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ABSTRACT

The field of higher education offers a wealth of literature concerning part-time, adjunct faculty. While the decision to employ this category of labor is crucial to the financial exigency of many institutions this study adopts the perspective of the individual employee and to investigate the motivations and strategies that adjuncts employ in order to teach in the field of higher education. To date, the majority of the literature concerning adjuncts has been written from the perspective of the full-time, tenure track academician. This paper investigates the perspective of adjunct faculty in higher education; specifically the personal branding efforts carried out in the execution of an adjunct's day-to-day job requirements. Additionally the study examines the economic situation – what I am calling "the new economy" – in which an adjunct must function and how this has impacted their career.   And finally, the study looks at how adjunct faculty fit in and transition among the multiple taxonomies in which they have been cast by researchers.

The study was a qualitative analysis of twelve adjuncts who possessed varying levels of terminal education achievement. Some temporary laborers are clearly valued by the institutions that hire them because of the skill and expertise they bring to the schools, while others rely on relationships with the decision makers to formulate a career in their chosen field.   The findings from this study indicate that adjuncts clearly employ a broad variety of personal branding and selling strategies in order to maintain a foothold in the field of higher education. Future directions include the opportunity for longitudinally investigating the impact that personal branding plays in educational career as well as the impact adjuncts have on students' educational experience.

CHAPTER 1: INTRODUCTION

This dissertation addresses the phenomenon of adjunct faculty in higher education, specifically the self-branding carried out in the execution of an adjunct's day-to-day job requirements. Additionally the study examines the economic situation – what I am calling "the new economy" – in which an adjunct must function. And finally, the study looks at how adjunct faculty fit in and transition among the multiple categories of the taxonomy in which they have been cast by researchers.

In this study, I present and analyze the results of 12 interviews, conducted in Seattle, Washington over the course of four weeks, with adjunct faculty representing a total of <u>twenty-three</u> higher education institutions. After discussing the research project in general in Chapter One, I review the literature in Chapter Two and identify the literature gap that poses the opportunity to expand our knowledge of adjunct faculty. Notable theoretical frameworks are presented in Chapter Three, specifically Professionalization, Identity, Structural Functionalist and Dual-Labor Market. Chapter Four discusses methodology. Chapters Five, Six and Seven are the crux of the analysis in which results of the interviews are discussed as is the environment in which the participants work. A summary and look toward the future are included in the conclusion, Chapter Eight.

1.1. Statement of Problem

The topic of adjunct faculty in higher education encompasses a rich and diverse array of research and publications. Driving this interest is a 30-year trend of increasing presence of adjunct faculty in higher education – both in numbers and in proportion to

full-time faculty – thereby exceeding the 1979 prediction that "It is not unreasonable to project that adjunct faculty will constitute nearly 40 percent of all university faculty by 1985" (Leslie and Ikenberry, 1979). Consider the following:

- Involuntary part-time employment in the U.S. has experienced a steady increase from 17 percent in 1969 to 29 percent in the late nineties (Partridge, 2001).

- In the years from 1981 to 1999, the number of adjunct faculty members increased by 79 percent

- Across that same timespan there were more than 400,000 adjuncts out of a total of one million instructors (Walsh, 2002).

- According to figures released by the U.S. Department of Education in April of 2001, institutions employed 1, 074,000 faculty members and other instructors in the fall of 1998 (U.S. Education Department, 2001), 43 percent of them worked part-time.

Not surprisingly, then, in 2002 Walsh reaffirmed what many already had concluded, that adjuncts comprise a major labor force in the field of higher education.

Simultaneous with the rise in adjunct faculty, a negative trend in full-time faculty members in higher education has occurred. U.S. Department of Education statistics show that 18 percent of full-time faculty members worked in non-tenure-track positions in 1998. This was an increase from 11 percent in 1992 and a mere 8 percent in 1987. Paralleling these findings is the fact that the percentage of full-timers employed as assistant, associate, or full professors at four-year institutions – as opposed to lecturers or

instructors – decreased to 84 percent in 1998, from 87 percent in 1992, and 89 percent in 1987.

Adjunct faculty in the field of higher education exist in a broad spectrum of roles and possess varying levels of terminal degree achievement. Aggregate data on community colleges indicate that 64 percent of community college faculty hold adjunct appointments. At four-year institutions those holding an adjunct appointment comprise approximately 29 percent of the faculty (USDE, 1997).

Concurrent with these significant trends is the level of advanced or terminal degree possessed by our nation's adjuncts. Although many part-time faculty members have excellent professional credentials and do excellent professional work, they are less likely than full-time faculty to hold doctoral degrees (16 percent versus 52 percent) or any advanced degree (76 percent versus 93 percent). Similar proportions of part-time and full-time faculty members, however, hold professional degrees (10 percent versus 12 percent). Nearly half of all part-time faculty members teach in community colleges. Nonetheless, those who teach in four-year colleges on a part-time basis are also substantially less likely than their full-time colleagues to hold Ph.D. degrees. Among those who hold doctoral degrees, the proportion occupying full-time, tenure-track positions continues to diminish as noted by the U.S. Department of Education (2001).

1.2. Current Literature

Despite the breadth and depth of information on adjunct faculty, several disconcerting issues exist: 1) Adjuncts are typically portrayed as a heterogeneous group when in fact they may be less so, 2) Information from their perspective -- their "voice" --

is lacking, 3) The part-time nature of their position may well relate to larger economic phenomena and represent trends beyond the scope of higher education.

First, the heterogeneity with which adjuncts have been portrayed. The majority of scholars have not conceptualized or analyzed part-timers as anything other than a heterogeneous group. Some scholars (Tuckman, 1978; Gappa & Leslie, 1993) have offered taxonomies of part-time faculty motivations for teaching. In fact, Tuckman (1978) states that "seven mutually exclusive categories are distinguished: the semi-retired, students, those wishing to become full-time (Hopeful Full-Timer), those with a full-time job (Full-Mooners), those with responsibilities in the home (Homeworkers), those with another part-time job (Part-Mooners, and all others (Part-Unknowners)". However few have sought to incorporate those taxonomies, or any other form of disaggregation into an analysis from the perspective of part-time faculty.

At this time, only Benjamin (1998) has disaggregated the data in an effort to develop a profile depicting the individual adjunct. In his article, "Variations in the Characteristics of Part-Time Faculty by General Fields of Instruction and Research," Benjamin indicates that the aggregate data on part-time faculty fails to reveal the great diversity amongst these faculty. Part-time faculty are widely dispersed among various disciplines. Benjamin demonstrates this variation across twenty-six general "teaching fields". This data is further disaggregated beyond teaching or research field to include the level of adjunct faculty in two and four-year colleges with either professional or Ph.D. degrees. Literature from this area of research raises the question as to the degree of

fluidity an individual adjunct faculty member is able to represent amongst one of several

of these predetermined typologies simultaneously.

Second, the relative absence of literature from the perspective of the adjuncts

themselves. Colleges' and universities' ever increasing reliance on adjunct faculty has

led to richly researched areas that have traditionally focused on operational, economic

and labor concerns. Current studies have generally explored the increasing reliance on

adjuncts as well as the topics of retrenchment, benefits, unionization, quality, stability of

tenure-track, and rationale for part-time status. The majority of the literature represents

the perspectives of management and tenure track faculty, even though the adjunct voice is

at times heard. One must ask if this lack of attention reflects the inherent hierarchy in

academia where adjuncts are consistently marginalized in institutional retrenchment

activities (Wyles, 1998). Specifically, this study found a lack of literature representative

of the adjuncts' perspective concerning strategies to maintain part-time employment in

the face of its many obstacles and challenges. A major question requiring focused

examination and one which shall form the basis of this investigation is how these laborers

prosper and personally brand themselves in their chosen field of study within higher

education.

Third, the failure of the literature to establish linkage between part-time adjuncts

and the larger economic context. Part-time employment continues to encroach on its

share of jobs in the United States. Preliminary analysis of this trend has the potential to

present itself to be driven by workers preferences: aren't employers simply

accommodating the wishes of housewives, students, retirees, and others who prefer short-

hour schedules (Tilly, 1991). This explanation may have had some validity in the 1950's or 1960's. However, since 1969, part-time employment has expanded primarily because a greater percentage of employers view them as a means to reduce labor costs, and not because more workers want them. A longitudinal review of this trend reveals that, on the average, the fraction of the work force employed part-time has trended upward at roughly 0.19 percent per year since the 1950's. While such an increase is significant for the overall population, the numbers of part-time laborers in higher education has been cited as being significantly greater. The purpose of sharing such general population employment statistics is twofold. Primarily the motive is to demonstrate that part-time employment is not solely occurring in higher education. Secondly, despite a significant trend in U.S. statistics, this national employment trend is far overshadowed by the growth in the use of part-time labor in the field of higher education.

While such an increase is significant for the overall population, the numbers of part-time laborers in higher education have been cited as being significantly greater. One wonders, are the demands of the shifting economic structure (hereby referred to as the "new economy") combining with a large number of potential workers in the domain of willing part-time employees attracting a greater number of adjunct faculty? At one time the term "adjunct faculty" referred to special appointments: to specialists, though not necessarily celebrities, hired to provide particular expertise not available among the permanent faculty and rewarded with compensation and privileges commensurate with their rank (McGee, 2002). Today, many adjuncts must travel daily, teaching on two or

more campuses in order to acquire enough courses to provide a minimum income on which to live (Boileau, 1997).

1.3. Research Questions

A reasonable question at the beginning of such a study would be, "Do we really need to hear and better understand part-time faculty?" Perhaps others who have studied adjunct faculty in the past have found that there is little new information to be mined or simply that part-timers as a group are too heterogeneous to make any sense of significant findings except in aggregate terms. Despite prior investigations into part-time faculty, I found that questions remain regarding the potential for and existence of exploitation (Karabell, 1998; Dubson, 2001). Additionally, the literature is inconclusive on whether part-time adjuncts are considered highly trained and paid professionals (Gappa & Leslie, 1993). Do they bring rare and highly valued expertise and training to campuses (Gappa & Leslie, 1993; Roueche, Roueche, & Milliron, 1995) or are they economic expedients and an easy means to efficiency (Rhoades, 1996)? Are they excluded and marginalized on campuses (Karabell, 1998; Dubson, 2001) or satisfied with their positions on campus and the relative lack of demands for time which their temporary positions bring? These questions need and deserve additional insight in order to formulate a broader, deeper understanding of the adjuncts perspective.

This study aims to offer evidence that the answers to the questions surrounding adjuncts depends upon the acclimation of part-time faculty within the parameters of both their employment in higher education and their personal/professional achievements. No longer the minority, the macro-economic perspective illustrates that involuntary part-time

employment in the U.S. has experienced a steady increase from 17 percent in 1969 to 29 percent in the late nineties (Partridge, 2001). The voice and patterns of these workers are significant not only for academic administrators, tenure-track faculty, and unions but also for the adjuncts themselves to further understand their own ever-growing ranks.

The primary question that this study is intended to explore is as follows:

RQ 1: How do adjunct faculty "brand" themselves?

The goal of personal branding is to improve your trust relationship with your target customers. An individual's personal brand identity is the emotional and cultural image that surrounds him or her. Our personal identity package integrates ourselves as a "product" within an organization, and among customers and competitors (Pettis, 1998). It is said that a brand is a promise, one that you make and fulfill, over and over again. Branding yourself must mitigate your personal liabilities by flexing your behavior to meet the needs of the people and groups who are important to your business (Lam, 2004).

This study asked adjuncts to recount, in their own words, details of their everyday work experience and the meaning associated with these actions. Most specifically, I looked at what actions are undertaken to personally brand adjunct efforts regardless of which academic surrounding they are working at.[1]   And, secondarily, I examined how the type of institution and degree of involvement in branding impacted the adjunct faculty member.

A secondary question which supports the primary question investigates the impact or contribution which the new economy has on the branding.

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[1] I n 1985, Seidman conducted a similar study for the purpose of offering insight into the teaching experience at the community-college level (Seidman, 1985).

<u>Q2: What is the impact of the 'New Economy" on employment, from the adjunct's</u>

<u>perspective?</u>

The topic of the "New Economy" is discussed more extensively in Chapter 2. Aspects of the New Economy especially relevant to adjunct faculty include the globalization of economic activity, the emergence of "network" forms of economic organization, and a competitive environment that emphasizes continuous innovation by both the academic administration as well as the individual adjunct faculty member.

The link between personal branding and the New Economy becomes apparent in a quote from John Schwartz (2001). "Those firms that fail to change with the cultural environment are destined for extinction". The New Economy's focus on adaptability and flexibility has at least two troubling aspects. First, individuals may be compelled to adapt ceaselessly. Second, the idea – central to contemporary corporate culture and business self-help – that one can survive through sheer will belies a truth that when it comes to evolution, no one individual gets to choose to survive (Brown, 2003). In the New Economy, adjuncts must adapt their behavior to meet the requirements of the economic, social, geographic, and political environments (Benner, 2002).

This study explores the voices through which adjunct faculty members express the impact of this New Economy on their employment and career status. It probes the conscious and unconscious behaviors of the interviewees in order to gain insight into individual actions and behaviors in a marketplace that has experienced a significantly higher level of involuntary part-time employment over the past decade. Critical questions within this topic that warrant additional investigation begin with an exploration

of exactly how adjuncts view their personal positions at each respective institution with which they are affiliated, and how the New Economy and its valuation of experience and educational achievement has impacted their ability to operate at the fringes of higher education.

The third question that supports the investigation of branding of adjunct faculty investigates current literature to either support or dismiss the issue of whether adjuncts are easily classified into single, aggregated groups of individuals.

RQ3: Are adjunct faculty really as heterogeneous as existing literature defines them?

Tuckman (1978) was the first scholar to propose a set of taxonomies for part-time faculty. These typologies, developed nearly thirty years ago from a study commissioned by the American Association of University Professors (AAUP) included the responses of 3,763 part-time faculty from 128 institutions. Tuckman (1978) classified adjuncts by the hours they teach, the institutions at which they are employed, their socioeconomic status, the positions they hold, and their motives for entering and remaining a part-time laborer in academia. Using these broad classifications, he developed seven "mutually exclusive" (Tuckman, 1978) categories by which all adjunct faculty members can be classified.

These proposed taxonomies remain a basis for current studies and rest on the notion that part-time faculty are a heterogeneous group with multiple motivations for teaching regardless of field. My study investigated these typologies in order to assess their relevance in today's employment environment. Primarily my study questioned the idea that adjuncts can exist solely in one of these mutually exclusive typologies. The malleability of a part-time worker's situation is found to have a profound influence on

which typologies they occupy at any given time and place. Results of this study clearly

indicate that adjunct instructors cannot be defined by strict, rigid typologies. Rather, my

study supports the position that adjunct faculty and part-time workers, in general, possess

fluidity across Tuckman's typology, shifting amongst these categories with relative ease.

1.4 Significance of Study

Castell and Jensen (2004) reason that temporary laborers in the New Economy

exist in a void between the valued, irreplaceable employee and the unskilled temporary

worker. Temporary laborers who exist in the former category as an integral contributor

whose skills are valued by the institutions that hire them because of the skill and

expertise they bring to the labor pool equation. This group oftentimes brings forth

advanced training and education for which they are fairly compensated and treated as

valuable assets and professionals. Contrarily, the latter group of temporary laborers fails

to possess those rare, highly valued skills and abilities most often coveted by

management or administration. This constituency is oftentimes relatively uneducated and

frequently must be trained to meet the minimum performance requirements for their

current position. Due to the necessity to train and the surplus of people who can perform

their duties, these part-time laborers are poorly compensated and are treated as marginal

contributors to the ongoing operations of a business unit or enterprise.

While the literature has documented working conditions of adjuncts, little has

been documented from the perspective of the adjuncts themselves. This research

addresses the three primary questions outlined above, and does so *from the adjunct's*

perspective and in his/her own voice. In profiles presented in their own words, the

adjunct faculty members have been asked to reconstruct the details of their everyday

work experience and the meaning associated with these actions. Most specifically, what

actions are consciously or unconsciously undertaken to personally brand their efforts

regardless of which academic surrounding they are working at given any particular time

and day. Moreover, IF part-time faculty could be re-conceptualized in terms of their

personal branding strategies in the New Economy beyond the rigid taxonomies presented

by Tuckman in 1978, then the adjunct's perspective could be enhanced and, hopefully,

more clearly understood.

CHAPTER 2: LITERATURE REVIEW

With the background established in the introductory chapter serving as a foundation, it is my intention to provide a review of the current, available literature specific to several aspects of the adjunct faculty issue in higher education. The variety of approaches employed in researching the topic of adjunct faculty provides a rich literature review but makes generalizing about their academic careers very challenging (Lawrence, 1998). This literature review explores the two influences that contribute to adjunct faculty hiring and employment trends -- new economy labor practices, and personal branding from the perspective of the adjunct faculty member. The relationships among these dynamic elements are depicted in the diagram below and directed my investigation.

New Economy

Personal Branding   Adjunct Faculty
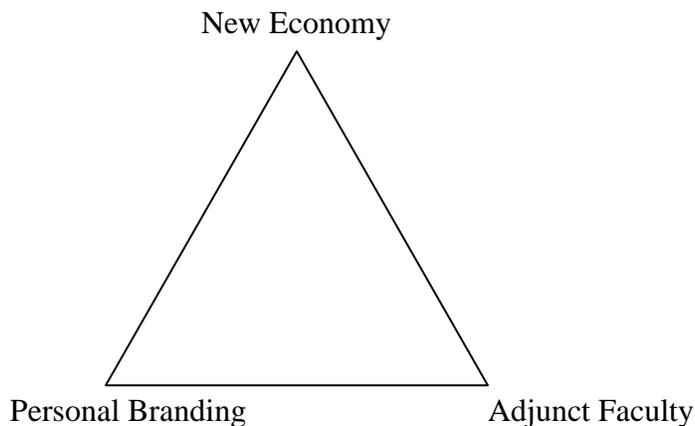
This review is organized into the following four sections:

- Section One: Issues.   This first section examines the bureaucratic dynamics through which adjunct faculty are required to navigate.

- Section Two: The New Economy.   Here I define the new economy, and use it as context for the issues confronting adjuncts in higher education.

- Section Three: Branding. Branding in general is discussed and then applied to institutions of higher learning as well as the adjunct faculty operating within.

- Section Four: Discussion. The literature gap is identified, reviewed and discussed.

2.1. Section One: Issues

2.1.1. The Administration Issue

Much of the current literature discusses a longitudinal trend that exhibits increased managerial reliance in higher education on part-time faculty. The rationale for part-time faculty appointments has shifted dramatically from the need for specialists (visiting, clinical, and in-residence appointments) to the expedient need for temporary instructional assistance (Leslie, 1998). As higher education has expanded, taking on new missions and programs, serving new populations, and adding capacity with new and larger colleges, so too has the definition of faculty begun to change (Leslie, 1998).

Faculty teaching patterns have become markedly different among varied fields as well (Clark, 1997).

Administration in higher education has increased its reliance on adjunct faculty for many reasons, two of which are decreasing state appropriations and the desire to increase flexibility. Of these two reasons, by far the former – funding – is the driving force behind the increase in contingent employees. National research suggests that increasing enrollment without a commensurate rise in institutional revenue has been an important factor in reallocating faculty positions from full-time to part-time (Leslie, 1998).

Managers in higher education have hired more part-time workers to minimize costs and maximize managerial control in providing educational services. Administrators have suggested retrenchment as a primary strategy for adapting to substantial cutbacks in state appropriations (Gumport, 1993). It is less expensive to hire part-time faculty than full-time faculty; it entails less of a commitment to hire temporary rather than tenure track, tenured, or even faculty contracted for extended terms. Both public and private institutions, faced with increased costs and public criticism of high tuition, view the hiring of part-time faculty as a critical source of flexibility in budgets dominated by fixed costs (Leslie, 1998). The professional position of faculty is being renegotiated and marginalized as a result of this increased managerial flexibility in relation to the academic workforce (Rhoades, 1996).

The decreased salaries and the lack of or meager benefits given to adjuncts have made their hiring an immediate financial win for academic administrators. Leslie and

Ikenberry report that insurance benefits are available to part-timers in some collective bargaining contracts they studied. Health or medical insurance was provided to at least some part-timers in 46 percent of the contracts (Leslie & Ikenberry, 1979). Generally, the institution pays a partial premium or there is a work-load minimum before part-timers become eligible (Leslie & Ikenberry, 1979) A more recent study reveals that only 40 percent offer any benefits to part- timers (Cox, 2000).

A final management perspective affecting adjuncts is that of due process.   An overview of collective bargaining amongst the tenure-track population provides a broad range of research, topics and findings. Several studies attempted to quantify the effectiveness of unionization amongst the new working class. Findings resulted in the fact that "the unionization of teachers has had a modest positive effect on teachers' salaries (Jackson & Clark, 1987). Collective bargaining contracts provide for minimal notice of non-renewal. In a benchmark study, conditions for appointment/release of part-time faculty are *not* specified in 140 of the 183 collective bargaining contracts. All but three of the 43 contracts with such conditions deal with appointment. Most constitute brief references to postings or listings of jobs and to the logistics of the appointment process. These clauses have been crafted to ensure managerial flexibility. In short, managerial flexibility in (re) hiring faculty is seldom participant to professional constraint. The discretion enjoyed by managers is magnified in the releasing part-time faculty. Release is dealt with in only six of 183 contracts (Rhoades, 1996).

2.1.2. The Tenure Track Faculty Issue

Full-time, tenure track faculty express many concerns regarding adjunct faculty, some of which are: unionization, quality, credentialing issues, trends in adjunct employment, commitment (or lack thereof) to research and service, and the future of their own full-time, tenure track faculty positions.

The American Association of University Professors (AAUP), in a report which was approved by the association's committee on part-time and non-tenure track appointments (1993, p. 2) states that "the growth of part-time faculty has often come at the cost of stable employment for those who seek full-time careers". Consistent with this perspective are comments concerning the quality of education provided by part-time faculty. "The increase in non-tenure-track appointments affects the quality of education as a whole and the stability of the profession in particular. The growth of non-tenure-track faculty erodes the size and influence of the tenured faculty and undermines the stability of the tenure system. The large numbers of faculty who now work without tenure leave academic freedom more vulnerable to manipulation and suppression. The professional status of faculty suffers when so many are participant to economic exploitation and demeaning working conditions inconsistent with professional standards". Consistent with these findings are more recent studies which further exacerbate the challenges facing full-time faculty members.

Kuchera and Miller (1988), discuss the loss of control that full-time faculty (especially non-tenured) are experiencing in a shrinking academic marketplace. In this shrinking academic market, administrators have gained greater control over full-time

faculty members, especially those without tenure, for two reasons. First, full-time

academicians are apprehensive about the academic labor market and no longer have the

freedom of mobility that they enjoyed when the academic market was growing. Second,

"junior" faculty members find themselves both striving for the security of tenured full-

time positions and trying to keep from falling into the pool of irregular workers. This

sense of apprehension ultimately filters into concerns focusing on quality and work focus

on behalf of full-time faculty. Sloan Conference participants noted that these emerging

patterns of adjunct faculty employment may have overrun the traditional faculty career

patterns, leaving them characteristic only of the minority of all who teach in higher

education. The new majority of faculty does more varied work in more varied settings,

on more varied terms and conditions – and brings more varied preparation and

qualifications to academic life (Leslie, 1998).

U.S. Education Department statistics support the full-time faculty's apprehension.

In the 1999 NSOPF study conducted as part of the National Center for Education

Statistics, a survey of 960 institutions provided insight into the growing use of adjunct

faculty at colleges.   The study reports that between 1993 and 1998, 40 percent of all U.S.

institutions took action to reduce the size of their full-time faculties. Nearly 25 percent of

these institutions accomplished this task via the replacement of full-time faculty members

with part-time faculty (Fogg, 2001).

2.1.3. The Part-Time Issue

Castell and Jensen (2004) reason that temporary laborers in the New Economy

exist in a void between the valued, irreplaceable employee and the unskilled temporary

worker. Temporary laborers exist in the former category as an integral contributor whose services are valued by the institutions that hire them because of the skill and expertise they bring to the labor pool equation. This group oftentimes brings advanced training and education for which they are fairly compensated and treated as valuable assets and professionals. Contrarily, the latter group of temporary laborers fails to possess those rare, highly valued skills and abilities most often coveted by management or administration. This constituency is oftentimes relatively uneducated and frequently must be trained to meet the minimum performance requirements for their current position. Due to the necessity to train and the a surplus of people who can perform their duties, these part-time laborers are both poorly compensated and are frequently treated as a marginal contributor to the ongoing operations of a business unit or enterprise.

The part-time nature of many adjunct positions has contributed to the negative perspective some individuals hold regarding the adjunct work situation. At the crux of this situation is the concern that adjunct faculty have low prestige and fewer rights than their full-time counterparts (McGee, 2002). Overall, the data indicates that between one- and two-thirds of part-time faculty are dissatisfied with the specific terms and conditions of their professional employment. 60 percent of part-time faculty affirmed that they held part-time positions because "a full-time position was not available" and do not prefer part-time appointments and feel constrained to accept part-time positions (Gappa & Leslie, 1996). Teaching conditions today, especially for those trying to eke out an existence combining part-time jobs in the hope of finding a niche in which to survive, bear more of a resemblance to the impecunious academic life described by Veblen in The

Higher Learning in America than to the "multiversity" described by Clark Kerr at the height of the 1960's (Tirelli, 1997).

There is another side to this story, however. While the stated statistics represent a clear majority of the adjunct faculty's point of view, another perspective exists, that of the satisfied part-timer. Adjunct faculty differ in their reasons for becoming or remaining a part-timer, and as a result, their labor force behaviors will also vary greatly. Part-time employment provides a unique advantage to those who covet one if its primary benefits—flexibility of hours. It offers an option to the educated that they would not other wise have and thus it is likely to be viewed as "good".

Table 1. The AAUP Sample of Part-Time Category

Category	% of Total	# in Sample
Semiretired	2.8%	107
Student	21.2	796
Hopeful Full-Timer	16.6	624
Full-Mooner	27.6	1,039
Homeworker	6.4	240
Part-Mooner	13.6	512
Part-Unknowner	11.8	445
Total	100.0%	3,763

Part-time employment in academia possesses the ability to provide a more desirable career option than part-time employment elsewhere. It provides an avenue for a person to earn money and engage in productive activity without having to spend thirty-five or more hours at the workplace (Tuckman, 1978). My investigation questioned the adjuncts' fluidity amongst these typologies as well as the addition of new typologies.

McLeod (1999) makes the case for a new typology of the place-bound adjunct, those part-time faculty who are spouses or partners of other full-time faculty members. Another key deliverable of this research is to gather current perspectives as to whether these categories are mutually exclusive as Tuckman has suggested in his seminal literature or whether there is a fluidity amongst these typologies which permits adjuncts to move from one of these categories into another or to occupy several of these categories simultaneously?

A relatively recent source in the popular literature, Jill Carroll's *How to Survive as an Adjunct Lecturer: An Entrepreneurial Strategy Manual* (2001) offers little sympathy for the "poor me / poor part-timer" point of view. It advises the following:

- Adjunct lecturers will not succeed if they perpetually think of themselves as victims of the academy, or the market, or capitalism or university corporate interests.

- Sometimes you will work a 10-hour day, sometimes a two-hour day. You can still get about eight weeks of vacation a year.

- For now the part-timers have to live with the higher-education reality.

- Think of yourself as an entrepreneur selling a product to a client.

- Don't tell me [Carroll] that adjuncts get paid no better than teenage fry cooks.

Motivations of part-time instructional educators indicate that they are at least partially motivated to work part-time by the attraction of being a part of the academic environment. 70 percent cited "to be in academia" as a reason for holding part-time

employment. Approximately one-half (54 percent in four-year institutions and 50 percent in two-year institutions said they preferred part-time employment (NCES, 2002) over full-time and its inherent commitments of meetings, committees and potential research.

2.1.4. The Quality Issue

Quality and credentials of adjunct faculty is an area of concern for many tenure track faculty. While many part-time faculty members have excellent professional credentials, they are less likely than full-time faculty to hold doctoral degrees. It is well documented that the vast majority of part-time faculty teach in community colleges. Those who teach in four-year colleges are also substantially less likely than full-time colleagues to hold Ph.D. degrees (Kuh, 1997).

While the most prevalent theoretical models will be investigated in Chapter 3, it is valuable at this time to provide a correlation between the theories and critical issues as they relate to adjunct faculty. Human Capital theory proposes a focus on the aggregate of an individual's total investment in education, on-the-job-training and other time related efforts invested in preparing for the job market (Baptiste, 2001; Schultz, 1961). If "meritocracy" is one of the fundamental characteristics of higher education, the situation of the part-time faculty is viewed as one of a deficiency in human capital investment in the academic labor market. The reason they do not have full-time faculty jobs is because they do not qualify to have them. Is it true that full-time faculty have better academic qualifications than their part-time counterparts?

Gappa and Leslie (1996) argue against the notion that a lack of human capital exists in the case of part-time faculty. They propose that the "part-time faculty work force

is largely voluntary, reasonably well-off in economic terms and professionally qualified for the work they do." This assertion does not stand up in the face of empirical evidence that presents facts to the contrary. Benjamin (1998) found that "specifically only 36 percent of part-time faculty at four year institutions have Ph.D.'s or professional degrees, compared to 74.8 percent of full-time faculty at four-year institutions". The proportion of adjuncts holding terminal degrees in two-year colleges is 13.5 percent for part-time faculty to 19 percent for full-time faculty.

Benjamin's findings were further disaggregated by clusters: vocationally oriented cluster (VOC) and the liberal arts-oriented Cluster (LAC). "The VOC cluster includes first-professional health, nursing, occupational programs, law, business, engineering, physical sciences, and teacher education. The LAC cluster includes eight liberal arts fields: history, English and literature, foreign languages, fine arts, sociology, philosophy and religion, biological sciences and political sciences" (Benjamin, 1998). He found that 47.8 percent of the VOC cluster had PhD's compared to 25.0 percent of the LAC cluster part-time faculty at four-year institutions. In the two-year colleges, 22.1 percent of the part-time faculty in the VOC cluster had Ph.D.'s or professional degrees compared to 8.2 percent of the part-time faculty in the LAC cluster. This therefore raises the question as to why the disparity. The answer suggested by Benjamin (1998) is that part-time faculty in the LAC cluster are usually assigned to lower level core classes for which research degrees such as Ph.D.'s are unnecessary. While certainly an issue worthy of additional investigation, my study shall focus upon solely participants from the business field representative of the VOC.

Another factor that is reflected in the literature with regards to quality is the perception of the part-time faculty that they are "second-citizens" (Burk, 2000; Budd, 2000; Wyles, 1998; Gappa & Leslie, 1984). This creates an environment of discontent and dissatisfaction, which contributes to other quality issues. The group that has the highest degree of dissatisfaction amongst the part-time faculty is the Liberal Arts Cluster who viewed themselves as overworked and under-compensated in the academic labor market (Benjamin, 1998).

Part-time faculty continues performing work that is apparently not "profitable" for them financially and socially. According to Kuchera and Miller (1988), they have weighed their options and have decided that they prefer to be in the academic environment more than anywhere else. While increasingly used to provide flexibility and to meet budget needs, adjunct faculty continue to be used to capture special skills in specific academic programs. Adjunct faculty are a diverse group and can range from senior graduate assistants to distinguished private practice professionals (Naquin, 2001). This is due to the fact that they have "Identity Salience" which makes teaching a more significant identity than any other identity they may possess. Their levels of "commitment" and "satisfaction" which are variables within Identity Theory, overshadows the "opportunity structure" of the academic labor market which they know to be low financially compared to other labor markets. They enjoyed their "time in role" as teachers over and above the dissatisfaction they may experience in the workplace.

Despite the literature provided depicting the negative environment in which many adjuncts operate within, some institutions have sought to remedy the issue of quality

through the introduction of faculty development programs. The quest for excellence in college and university teaching is a worldwide concern. A need for colleges and universities to pay attention to the quality of pedagogy practiced in their classrooms has led to several institutions organizing and providing orientation programs for their new faculty members. This has occurred not only in the United States, but also other countries, including Mexico. The Universidad Autonoma del Noreste has served more than 800 adjunct faculty members in programs supporting the presentation of supportive theory of skills, demonstration of competencies, and structured and open-ended feedback (Ovando, 1991).

2.1.5. The Retrenchment Issue

The economic crisis that public higher education is facing is rooted in the changes in the structure of American capitalism – changes that actually began during the 1970's (Bluestone & Harrison, 1982). Public academic institutions are not immune from the pressures affecting other public sectors in the United States. The retrenchment literature is by and large written from an organizational efficiency perspective and is concerned primarily with economy and efficiency. Governance generally refers to the decision-making and policy process in academic organizations. There is little if any agreement amongst scholars concerning the manner in which academic institutions are governed (Lee, 1979). There is almost no longitudinal data on retrenchment (Slaughter, 1993). Declining revenues, shifting government priorities, and a citizenry unwilling to pay higher taxes have all contributed to a need to reorganize and retrench our higher education system (Kerlin & Dunlap, 1993; Sprenger & Schultz, 1974; Goodman, 1978;

Rood, 1977). In sum, retrenchment in the restructuring of the academy highlights the struggle between managers and professional labor over the conditions, processes, and targets of retrenchment. Slaughter (1993) theorizes that continued reconcentration of wealth in the 1990's will depend on a restructuring of the white-collar and professional work force in ways that loosely parallel the restructuring of the blue-collar work force in the 1970's and 1980's.

While individual institutional definitions of precisely what constitutes financial exigency vary broadly, the AAUP has sought to define financial exigency in a broad manner – as threatening the survival of the entire institution – and by calling for faculty consultation in the retrenchment process (Rhoades, 1993). This definition has been openly criticized by several factions within higher education due to its narrow perspective (Furniss, 1980). The extent of the budgetary crisis will dictate the gross structure of administrative action (Olswang, Cole, & Wilson 1982). One extreme of the continuum is the declaration of a financial exigency. As the degree of severity of budget reduction is lessened, other less drastic but equally problematic options (e.g., program and faculty eliminations or reductions) arise.

Historically, faculty has opted to look askance at union applications to higher education (Williams & Zirkel, 1988). As Baldridge (1978) points out, one of their major concerns about unionism was the perception that it was unprofessional to negotiate for improvements in working conditions. The Yeshiva University decision suggested that faculty participation in institutional governance changes their status from employee to management. Along with this landmark decision is the argument questioning the right of

faculty to organize (Lee, 1982). Court decisions reflect the policy debate and political struggles of the period. Unfortunately for the unions and their constituents – the courts have upheld a narrow, individualistic fashion and have accorded managers discretion in directing the course of broad reorganization in higher education.

Gumport (1993) details the various constituencies and their associated language and alliances when faculty are let go due to budgetary concerns. She reports that executive administrators speak in the corporate language of alterations ("downsizing", "consolidation", "exit package") calling for swift centralized decision making rather than consensus management in order to adapt to mandates from the state and the market. Subordinate administrators (for example, deans) in the tier below the executive decision makers align themselves with the top tier's discourse of alterations and, in a language of rationalization, try to make sense of the content and process of budget decisions. Faculty research stars align themselves with the administrative language of alterations and justify their own entrepreneurial orientations with the language of the meritocracy in the context of national science policy. Targeted faculty claim injustice over having been betrayed by the espoused meritocracy in the language of progressive politics, whether they were already cut as victims of administrative fiat or defending themselves against the threat of elimination without the support of powerful constituencies. Contiguous faculty, located in regions adjacent to targeted faculty, align themselves as the surviving-yet-still-vulnerable spectators or as advocates for those cut, allied in the collective defense of faculty rights.

Literature on retrenchment frequently adopts the managerial perspective (Rhoades, 1993).   Faculties rarely win their retrenchment suits (Olivas, 1989). According to Rhoades (1993), court victories concerning retrenchment reveal the minimal protections held even by tenured faculty. For example, in the Bloomfield College case, the court found that the administration had not acted in good faith in firing 13 faculty for reasons of financial exigency. Administration had revoked the tenure of all remaining faculty, put them on one-year terminal contracts and then hired twelve untenured faculty. The faculty's victory rested not on the broadly defined concept of financial exigency, but on academic freedom--the protection of tenure against administrative action taken in bad faith. For this reason "bona fide" language in retrenchment clauses is critical.

When investigating the trends associated with the hiring of adjunct faculty, a researcher must consider the stimulus behind such actions. The proportion of an institution's faculty selecting retirement during the 1990's occurred simultaneous with the decreasing supply of available resources to pay faculty. This situation has forced many higher education organizations to eliminate academic programs deemed unaffordable and shift academic personnel within the institution (Kerlin & Dunlap, 1993). Compounding the ability of an institution to react to changes in such situations is the fact that academic institutions are often steeped in centuries of tradition. The seniority system which has been established governs job movements such as promotion, transfer, downgrading, and layoffs in an employment unit (Nasstrom, 1986; Waerdt,

1982). A seniority system has the potential to be advantageous to employers, unions, and certain classes of employees.

A college or university contemplating retrenchment must confront many serious questions relating to goals, quality, and mission of the university. Prior to a university making a substantive decision to retrench, several operational questions need to be taken into consideration. What liabilities or financial constraints are involved in retrenchment? Who are these made by? Where does authority to make the retrenchment decision reside? Program reduction translates into the release or rearrangement of faculty. Therefore, faculty tenure creates an obvious barrier to institutional change (Johnson, 1987).

A summary of this particular topic indicates that retrenchment possesses a dual edged sword for part-time faculty. On the one hand, adjunct faculty are rarely considered or protected in collective bargaining contracts. Most bargaining units and contracts (62 percent) are constructed to exclude virtually all part-timers (Leslie & Ikenberry, 1979). Despite this non-representation, adjunct faculty's gross numbers continue to grow. Part-time faculty teach greater numbers of students and classes each year. Simultaneous with this increased representation is the reduction in the number of tenure track positions (Shapiro, 1990) during which time the concept of faculty being identified as a new working class (Jackson & Clark, 1987) has been of question in many circles. This raises many questions concerning administrator's power and decision rationality during periods of financial exigency. Does retrenchment create increased opportunities for adjunct faculty or does it further contribute to the exploitation of a highly educated resource?

2.1.6. Best Practices

Between 1968 and 1985, part-time workers grew from 14 percent to 17 percent in the general population. This growth of part-time workers in the general population cannot be overlooked as it impacts the academic sector of the economy (Tuckman and Pickerill, 1988). The data concerning part-time employment in the U.S. is further substantiated by Partridge (2001) who states that Part-Time (PT) employment is an important component of regional labor markets. PT work, defined as working less than 35 hours per week, accounted for 17.5percent of U.S. non-farm jobs in 1998, which has increased since the 1960's (U.S. Department of Labor 1999). Another perspective to part-time labor is the concept of underemployment. Those whose labor is utilized inadequately (the underemployed) fall into four broad categories: the unemployed, those working less than full-time, those with very low income, and those substantially overqualified for the occupation they have (Jensen & Slack, 2003).

Overall, underemployment began the 1990's at roughly 20 percent and rose to over 20 percent amidst a sluggish economy. The involuntary share of PT employment was 17 percent in 1969, rising to 21 percent in 1979, and 29% in 1993 (Nardone, 1995; United States Department of Labor, 1988). While this trend in part-time or underemployment in the general population is significant, it pales in comparison to the number of part-time faculty members in higher education. Walsh (2002) recaps new data presented by the U.S. Department of Education by the American Council on Education by citing an increase in part-time faculty members of 79 percent from 1981 to 1999. Between 1987 and 1993, a full 82 percent of the faculty members hired represented part-

time positions. Most disturbing is the trend associated with such staggering growth

amongst part-time academics. During the period from 1981 to 1986, less than 30 % of

the 90,000 new faculty members were part-time. A comparison of part-time labor in the

general population (29 percent) versus higher education (82 percent) during similar time

frames clearly quantifies the significance of these two trends.

Faced with the reality of underemployment in the general population one is not

surprised that the plight of the part-time workers, particularly faculty in higher education

is not viewed with sympathy and concern for their well being. The attitude is "this is the

way it is, just deal with it." The working conditions of the part-time faculty are of such a

nature that there is concern over the quality of the delivery of education.

Gappa and Leslie (1993) have recommended that attention be given to the

following areas for the purpose of improving the plight of the part-time faculty:

1. Achieving educational objectives. That is to include the part-time faculty
in the plans for setting the objective of courses that they will be teaching. This
will help to boost their morale.

2. Being fair in employment practice. The tendency to treat part-time faculty
as "second-class citizens" (Scarff, 2000; Gappa, 1984) reflects in the fact that
their views are not taken into consideration when dealing with employment
matters in some institutions.

3. Investing in human resources. How much effort goes into making sure
that the part-time faculty who has been teaching in the department for four
years is included in conference attendance that is sponsored by the department

or programs within the institution? What has been done to tell the part-time faculty that we value him or her around? For example, the need for office space or even a computer where one can work on the campus and meet with students for advising purposes.

The authors are making these suggestions purely from a Structural Functionalist point of view, which says, "we are all parts of a whole organism and each part is meant to perform its role for the benefit of the organism." (Chilcott, 1998; Gappa & Leslie, 1993) Therefore one would expect that the institution and its administrators would be mindful of letting each part function optimally. That is by providing for the full-time faculty adequately and also taking care of the needs of the part-time faculty so they too can function optimally within the organization. This does not appear to be the intention of the institution and its administrators.

Many in academia have expressed some level of concern over best practices as related to part-time faculty. The Virginia State Council on Higher Education, in a paper issued in 1998 made some pronouncements on steps to improve the conditions of adjunct faculty members within the state. The statement titled: "Study of Policies Regarding the Use of Adjunct Faculty" highlighted five different areas of concern to the welfare of the part-time faculty, but did not specify rules of possible enforcement of these suggestions. In 1998, the AAUP and eight disciplinary associations issued a nineteen-point statement on best practices for the use of part-time faculty. They also issued a twenty-one point agenda on how to implement these statements of best practices.

Jacobs (1998) summarizes the recommendations for best practices as follows:

- Institutions to limit the use of part-time faculty to "beneficial and attractive" uses.

- Institutions are to disaggregate the various part-time faculty and tailor their policies to fit program needs/objectives.

- They should include part-time faculty in the institutional culture.

Although appropriate, these suggestions are subject to the will of those empowered to implement them. Capitalism by its very nature requires that market forces dictate where an investor will put his or her money in the economy. In this case it appears that it makes more economic sense to continue using the part-time faculty the way they are being used currently, mainly for economic and not academic reasons. "The future is likely to be a continuation of the present." (Jacobs, 1998) As long as flexibility in the face of budgetary constraints is still the reality that institutions have to deal with, there will be few changes to the current status quo.

2.2. Section Two: The New Economy

The objective of this literature review section is two-fold. Primarily it is important to provide an overview of the New Economy in broad terms from a Macro-Economic perspective. The intent is to develop an understanding of the revolutions, which have swept our society repeatedly over the course of the past two hundred years, most specifically our most recent "New Economy" which occurred during the late 1990's and into the early phase of the twenty-first century. Even when considered in a relatively restrained sense, much is new about this new economy, particularly its signature information technology, the broad combination of technical equipment and know-how that enables us to process, store, and transmit information more efficiently

(Alcaly, 2003). Secondly, and most significantly it is imperative to develop a correlation

between the new economy and the impact that this has upon the adjunct faculty member.

For the purposes of this study, I define the "New Economy" as a confluence of

factors including: IT advances (which necessarily involves the World Wide Web),

availability of goods, and the related global community and marketplace -- all of which

have fueled an optimism about the future as well as an attitude about the present that has

required and fostered extreme flexibility in the workforce. The new economy provides

the context in which adjunct faculty must operate.

The term "New Economy" is not new, appearing several times over the course of

the twentieth century and referring to an economy with seemingly unlimited potential and

prosperity. Consider the following noteworthy years and occurrences:

- 1873: Walter Bagehot, editor of *The Economist*, wrote of the tendency of

  businessmen and investors to "fancy the prosperity they see will last always, that

  it is only the beginning of greater prosperity".

- 1901: The optimism that accompanied the stock market boom and merger wave

  at the turn of the 20th century led the *New York Daily Tribune* to proclaim a "new

  era" stimulated by greater efficiencies as a result of the formation of giant

  enterprises. J.P. Morgan's U.S. Steel became the world's largest company. In

  1901 the illusion that old rules and precedents were obsolete and that things could

  be performed safely that was once dangerous and impossible.

- 1929: Extreme prosperity and financial independence preceded the devastating

  stock market crash of this year

- 1991: Computers and Information Technology—appeared to have broken all the

  old rules, unleashing throughout the country unbounded optimism about the

  future. Both economic growth and growth in productivity accelerate sharply.

From a macro-economic perspective, the most recent "New Economy" is a result

of productivity, information and communication technologies, and global competition

(Alcaly, 2003), each profoundly impacting the behavior of our world's population and

business enterprises. Even at this relatively early stage in the current New Economy,

productivity enhancements compare favorably with those in both the first and second

industrial revolutions (Alcaly, 2003). Nicholas Crafts, a noted British historian states that

the information technology (IT) revolution's contribution to productivity has exceeded

that of steam and matched that of electricity over comparable periods of time (Crafts,

2001).

These cycles of speculative excess and new economy thinking have occurred

several times over the last two hundred years and will most likely repeat themselves

consistently throughout history. The most recent reference to a new economy drew upon

these historic fluctuations and capitalized upon one of the key influencers of the most

recent new age. Information technology, clearly a major component of this generation's

new economy was employed to create an unprecedented level of articles embracing the

"New Economy" (Henwood, 2003).

Table 2. Articles Containing the phrase "New Economy"

Year	# of Articles
1980	0
1985	15
1990	35
1995	50
2000	1350
2003	200

Source: Articles containing the phrase "New Economy in the New York Times and Washington Post, 1980-2003. Figure for 2003 annualizes data through July 9.

Experts cite that the evolution to and through a new economy is not a smooth and seamless transition or journey. Schumpeter (1939) states that "Economic change, in turn, is driven by innovation, a process "that incessantly revolutionizes the economic structure from within, incessantly destroying the old one, creating a new one". The uneven process of economic progress enables us to better place the new economy in perspective (Alcaly, 2003). Technological and organizational leaps are so important to economic growth yet are by their nature irregular and unpredictable and tend to come in bursts, economic progress has tended to be episodic rather than smooth and continuous, except when viewed over very long periods of time (Alcaly, 2003).

While a discussion of the ramifications of economic progress in general as well as those of New Economies is beyond the scope of this study, one area is exceptionally pertinent to the domain of adjunct faculty – "Flexibility" or, more accurately, "MANDATORY Flexibility".

2.2.1. Mandatory Flexibility

The time for "flexible" consumption has arrived (Cohen, 2003). We expect production runs to be short; we expect products to be fabricated "just in time" and practically custom made; and we expect employees to be versatile and multi-skilled. In "The Brave New World", Ulrich Beck discusses how corporate flexibility in an increasingly global marketplace acts to redistribute risks away from the state and the economy and back to the individual (Beck, 2000). The specialization of the Fordist world has been replaced by the polyvalence of workers in the twenty first century (Cohen, 2003). Worker flexibility[2] takes a variety of forms (telecommuting, conferencing calling 24/7, physically disparate departments, flex time, positions requiring extensive travel, the ability to send and receive instant messages up and down the corporate hierarchy, to name a few). Kevin Kelly's "New Rules for the New Economy: 10 Radical Strategies for a Connected World" takes the idea of personal adaptation to another level, positing intangibles such as ideas, information, and personal relationships as the keys to success for the individual worker (Kelly, 1999).

A correlation exists between how modern businesses operate in the new economy and how the field of higher education has utilized adjunct faculty over the past thirty years. In the twenty-first century knowledge/power regimes have shifted again, and now professionals, who still portray themselves as independent, are aligning themselves with

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[2] The focus on adaptability and flexibility poses two troubling effects (Brown, 2003). First, individuals must adapt ceaselessly. Second, the idea that one can survive via sheer will and determination has proven to be quite unsuccessful. No one individual opts to survive.

the market and corporate elites, backgrounding the state and the public domain (Brint, 2004). Professionals, including faculty, are building new networks that connect them with the new economy, spanning boundaries between public, nonprofit, and market organizations. In so doing, they are restructuring universities (Slaughter and Rhoades, 2004). Versatility, flexibility, and multiple skills are precisely what adjunct faculty have brought to their role in higher education.

Benner (2002) differentiates between flexible work and flexible employment. The former alludes to increased labor market "churning" (job loss and creation), rapid skills changes and increased reflexivity in working practices, dynamics primarily shaped by the competitive dynamics of IT-intensive sectors. The latter describes the rise in "non-standard" employment forms (temporary, part-time, etc.), the changing contractual conditions of employment and the increase in mediated management practices, processes influenced as much by the legal, institutional and organizational environment in which labor markets operate as by the demands of flexible work.

Equally dramatic are the recent Bureau of Labor Statistics (BLS) data depicting work trends. Stephen Roach (Chief Economist, Morgan Stanley) discusses the types of jobs that have been created over several months in 2004. Lower-end industries, employing 22 percent of the workforce accounted for 44 percent of the hiring. Higher-end industries, making up 24 percent of employment, accounted for 29 percent of the job growth. "In short, jobs are growing at both ends of the spectrum, but the low-paying jobs are growing much more quickly" (Roach, 2004). The 2004 BLS survey found that "the total count of person at work part-time…increased by 495,000 from March to June—an

astonishing 97 percent of the cumulative increase of the total growth in employment measured by the household survey." From an average weekly hours worked perspective, the decline in the workweek has continued to show a long-term downward trend in the average length of the workweek. From 1964 to 1999, the average weekly hours fell by a substantial 11 percent, from 38.7 to 34.5 hours, based on annual averages of monthly data (Partridge, 2001; Kirkland, 2000; Tilly, 1991).

Another perspective on these labor statistics is the concept of underemployment (Hauser, 1974). Most simply stated, underemployment is the less-than-optimal use of the skills of employees and can take the forms of: unemployment, less-than-fulltime work, very low income work, and workers substantially overqualified for the occupation they have (Jensen and Slack, 2003). Clearly, adjuncts in higher education can fall into one or more of these underemployment categories.

The new economy has varied impacts upon a broad range of business segments and industries. Slaughter and Rhoades (2004) best explain my position concerning the new economy in their recent book *Academic Capitalism and the New Economy.* "In considering the new economy, we are not so much concerned with causality or characteristics, which have been discussed at length by scholars from various disciplines, as with the implications of the new economy on academia." A critical component of the new economy, which directly relates to the utilization of adjunct faculty is that of flexible consumption. Desire to maintain flexibility in hiring during uncertain and unstable periods of funding, public and private higher education institutions began in the 1970's to adopt the post-Fordist mechanisms that private industry had implemented: increased

flexibility in the management of work roles, a two-tiered work force, and a de-skilling or degradation of labor. This system leaves the workers on the bottom with low status, no benefits, and little job security (Tirelly, 1997). From a micro-economic perspective attention to higher education has been altered by both political and technological conditions, which have provided alternative channels in which to distribute information or knowledge (Castell & Jenson, 2004).

In this new economy the adjunct faculty member must navigate and secure a position for him/herself despite the challenges and obstacles placed before them. Our new economy provides an opportunity for the adjunct who recognizes and understands the political and technological landscape. The new economy is reliant on technology, flexibility, and knowledge. Expanded managerial capacity is also directed toward restructuring faculty work to lower instructional costs (Slaughter & Rhoades, 2004). Adjuncts who exploit these requirements will find themselves with skills and objectives consistent with the decision makers. Those who fail to recognize the pedagogical requirements as set forth within the hierarchical administrative lattice will be unable to meet the positional demands of not only the new economy but of the new workforce regardless of the industry or selected field of labor.

2.3. Section Three: Branding

2.3.1. General Branding

The new marketplace is comprised of new economy brands that are traded on the Internet and legacy brands from the old economy that are undergoing rapid transformation. There are those who suggest that the role of branding is under assault in

the new marketplace (Kathman, 2002). Successful branding fosters awareness, support,

and loyalty for the brand. Branding can most easily be defined as the major enduring

asset of a company, often times outlasting the company's specific products and facilities

(Kotler, 2004). Brands are powerful assets that must be developed and managed.

Branding must be viewed as more than just names and symbols. Inherent in a brand are

consumers' perceptions and emotions—in essence a brand is everything that the product

or service means to consumers. Brands exist in the minds of consumers; therefore the

true value of a brand is its ability to capture consumer preference and loyalty, even

though they may have to pay a premium for it.

Branding strategies are employed to increase equity for a broad range of products

and services. A powerful brand possesses brand equity. Brand equity is the differential

effect that knowing the brand name has on consumer response to the product or service

offering. Brand names have become valuable assets for many companies (Kohli &

Thakor, 1997). Rationale for the value placed on brand names are as follows:

- New product introductions are expensive. Failure rates of new products
  are approximately 75 percent. In higher education, the capital costs of
  beginning a new college, university or program will vary tremendously
  depending on factors ranging from faculty, facility requirements and
  demand for classes.

- The marketplace is crowded. The globalization (Levin, 2001) of
  education has made it possible to be awarded a degree from any number of
  institutions via online courses and/or satellite facilities.

- Successful brands have a long life span over which they provide higher returns. Brands can be strengthened over time through advertising, and any image can be created for a given brand.

2.3.2. Institutional Branding

Brand names possess an innate ability to differentiate. Consumers can indicate their brand preferences via their purchases. The same is true in academics in that students (and those supporting them) can indicate their university brand preference via the schools to which they apply and, ultimately, the one/s they attend and fund.

Branding is becoming a buzzword increasingly important and useful for universities by providing them ways to say something distinctive and attractive about themselves in a crowded marketplace (Mighall and Day, 2004). A brand should be based on the reality of a school's present situation and culture (Bisoux, 2003). Consistent with the notion presented by Bisoux, authors Mighall and Day concur by stating that "a brand should provide an authentic, credible and sustainable articulation of what an institution – comprised of individual talents, specialisms and reputations has to offer". Researchers have begun to consider higher education as a market where individual institutions compete for resources such as students, faculty, legislative appropriations, research funding, and donors. Success in these competitive markets requires the creation of a strong brand (Toma & Morphew, 2000). Institutions of higher education are notorious for 'deciding' what the school's brand is. Culture has dictated that administration determines what theirs should be, and then past experience dictates that they enter the marketplace and figure out how to make everyone believe it. When developing a brand

for a business school, the school must be focused in order to present the institution's true value to the market while retaining flexibility to change as the niche evolves. An effective theme, consistent with the image the institution is trying to project, ultimately allows for the creation and management of "brand image" (Gutman, J. & Miaoulis, G., 2003).

Branding can only be successful when it infiltrates the mindset of the entire organization (Bisoux, 2003). Likewise, it is critical to target the brand to each audience that a business school reaches. These audiences can range from students, parents, administration, and tenure track faculty, to adjunct faculty who may represent several institutions concurrently. These radically different market segments each surround the same product/service offering. The school's brand is expressed through every action undertaken by a school. The willingness to brand an institution fits with college's desire to create a "total environment, delivering an experience, gaining satisfied customers amongst their targeted market segments and groups (Twitchell, 2004).

Another key consideration with respect to branding in higher education is that of heritage. Colleges are competing among themselves and against non-educational institutions for state and federal appropriations, research money, and foundation grants and private gifts. Competition is heating up to land the smartest students, the best scholars, and the highest rankings (Pulley, 2003).

Literature that has focused on branding activity undertaken by the higher educational institutions has demonstrated a recurrent theme. Schools are oftentimes

turning their attention towards the achievement of one goal: to achieve the highest

ranking possible in the annual college ratings performed by *U.S. News & World Report*.

2.3.3 Personal Branding

Branding strategies are employed to increase equity for a broad range of products,

services, and individuals.   Personal branding is a hybrid of homespun psychology, self-

help, and dressing for success (Kellaway, 2000). Like a corporation or institution of

higher education, that has undertaken a branding campaign, individuals have taken to the

notion of branding themselves in an effort to differentiate themselves and to build

demand for their services (Arruda, 2003).

Three steps are inherent to successfully branding one's self. 1) Unearth your

brand. Ones personal brand must be tied to one's goals and must also be authentic. Your

personal brand identity is the sensory, rational, emotional, and cultural image that

surrounds you (Pettis, 1998).   Armed with a clear vision and purpose, an individual can

begin the process of developing of his or her own brand. 2) Know your attributes.

Expressing oneself requires knowledge of one's individual characteristics and a personal

brand tagline. It is crucial that your personal brand be clear and consistent. 3) Evaluate

and evolve. Establishment of metrics during the initial stages will allow one to measure

and assess a personal brand to ensure that it evolves (Arruda, 2003).

Attempts to brand the self rather than the company or institution have generally

been confined to the sports and entertainment spheres (Houlding, 2004). A recent trend

that has been for CEO's to present themselves as a personal brand. CEO brand analysis

employs the same steps identified and discussed by Arruda in his article "Brand: You".

The more senior the executive, the closer the fit needs to be between the corporate brand and personal brand (Lam, 2005). A CEO should consider him/herself to be an extension or an embodiment of the corporate brand. Commonly asked questions require answers to such questions as: What does your corporate brand stand for? How does your CEO's brand fit within it? The branding of many CEO's is modest, low key, and plainspoken, but their personal brand stands for something. The corporate elite need to foster a personal brand that announces they are worth the salaries they are paid.

Similar issues could be contemplated about academicians and the institutions of higher learning in which they operate: Do the more highly valued professors more closely fit the brand of their institution? Do faculty consider themselves to be extensions of their institution's brand? A discussion of faculty branding in general would be massive; however the notion of adjunct faculty branding in particular IS within the realm of this study and is discussed extensively in Chapter Seven. Since education is a state-run, highly centralized, paternalistic system based around a specific space and time agenda (Greener & Perriton, 2005), a restricted number of avenues exist through which an adjunct professor may market him or herself in order to gain a precarious foothold into the field of academia.

This dissertation sought to establish the impact of branding on the credibility of and the ability for an adjunct to employ brand extension within his or her personal branding strategy. The specific sub dimension of brand credibility and extension that were particularly salient was the consumer's perception of the individual's willingness to

meet the requirements established at the onset of the consumer consumption process (Erden and Swait, 2004; Meyvis and Janiszewski, 2004).

2.4. Section Four: Literature Gap.

Regarding the research questions of this study, the related literature is relatively silent. Relatively little has been published from the adjunct faculty perspective (Tuckman & Pickerill, 1988.). Full-time faculty members have the motivation to conduct research and publish their findings whereas part-time adjunct faculty likely do not. Given the realities that 1) full-time faculty member numbers and public funding to universities is shrinking, 2) full-time faculty positions will not be secure for too long (Garmon, 1999; Karabell, 1998), and 3) part-time faculty use is increasing in American educational institutions, it is important for the value of adjuncts to be understood. Clearly, the use of adjunct faculty continues to rise and institutional decision makers would do well to consider whether they are factoring in the adjunct perspective when they establish their vision for what their college should represent.

Moreover, the literature presents a myopic perspective and lacks a robust discussion of the dynamic intersection among the New Economy and personal branding in higher education. Treatment of the New Economy in the literature has not bled over into the domain of higher education. The New Economy has placed a premium on technology, flexibility, and adaptability in order to both survive and succeed in today's rapidly changing environment. A key facet of this century's New Economy is the requirement to minimize the total cost of production. In order to achieve this objective, organizations have significantly modified their hiring practices via an increased part-time

labor pool as well as the location of their labor force through the exportation of employment and services. The thirty-year trend of increasing adjunct ranks provides evidence that they recognized and exercised resiliency in adapting and maintaining flexibility long before it became fashionable in this newest of New Economies.

Lastly, any references to the wave of personal branding appears to be focused upon high-level executives and over-exposed personalities. Questions not heretofore answered include "Which 'face' does an adjunct wear as s/he teaches at one of their institutions?" "How does the adjunct represent him/herself?" "Has their branding been strategically presented?" " "Do they carry the brand of the institution where they are conducting their lesson or does their personal brand represent the school with the most prestigious Carnegie classification?" "How, if at all, do they view their positions within Tuckman's typologies?" "Are these typologies static, fluid, and do adjuncts occupy more than one typology simultaneously?"

Inherent in these questions is the theme that adjunct faculty exist on the fringe of academia, that tenure-track faculty exert greater control and influence over their subservient counterparts, and that management possesses the controlling hand in terms of decisions and long-term strategic direction. What was unclear at the outset of this study was whether adjunct faculty members have any influence on the positioning or branding activities of either themselves or the institutions they represent.

CHAPTER 3: THEORETICAL FRAMEWORK

Four distinct theoretical frameworks comprise a significant portion of the research literature that is written on adjunct faculty. In no specific order, the four notable theoretical frameworks as cited in current literature are Dual Labor, Professionalization, Identity, and Structural Functionalist Theories. Clearly each of these theories presents a specific perspective for analysis. The first theory, which shall be discussed, will be that of the Dual Labor Market theory perspective. Roemer & Schnitz (1982, p.514) clearly apply this theory to adjunct faculty when they state, "The existence and proportionate increase of non-tenure positions in higher education indicates the emergence of what is aptly termed a dual labor market." Professionalization theory states that the professionals in a particular field establish jurisdiction and closure in an organizational area (Rhoades, 1996). The third prevalent theory, Identity theory suggests that part-time faculty secure their identity as teachers within the different roles they have to perform in life (Kuchera & Miller, 1988). The final theory, which contributes to the study of adjunct faculty, is that of Structural-Functionalism. This model observes the function of part-time faculty in relation to the full-time tenured faculty and seeks to achieve a balance that will let both co-exist (Chilcott, 1998) for the good of the organization and the system.

While each of these theoretical models has been employed in the scholarly literature concerning adjunct faculty, my intent is to avoid the use of any single theoretical model or vantage point in this dissertation investigation. Rather than limiting the study to one model, my study shall allow the participants to express their experiences in a manner that is unconstrained by any preconceived limits. Denzin & Lincoln (2003),

in *Strategies of Qualitative Inquiry* state that the qualitative researcher is remarkably like a choreographer at various stages in the design process, in terms of situating and recontextualizing the research project within the shared experience of the researcher and the participants in the study. This interpretation of qualitative inquiry is further supported by Flick (1998) who adds that a good choreographer refuses to be limited to just one approach or one technique. The qualitative researcher uses a multitude of techniques and applies rigorous and tested procedures in working to capture the nuance and complexity of a social situation. Based upon this type of support, my strategy is to detail the four major theoretical models employed in the study of adjunct faculty and use them as a framework by which to understand the participant's experiences and evaluate the conversations in relation to the major models which are currently being employed by top researchers studying adjunct faculty in the field of higher education. This methodology shall present a fully developed account of the participants from their perspective, unbiased but clearly recognizing the models and complex diversity inherent in each account obtained throughout this study.

3.1. Dual Labor Market Theory

The dual labor market model or, more generally, segmented labor market models are a description of the income distribution within a given set of jobs or careers. The theory of dual market was used by many economists in the mid-nineteen-sixties and early nineteen-seventies to explain the inability of some social groups to exit from occupational levels associated with low socioeconomic status (Gordon, 1972; Baron & Bennet, 1971; Doeringer and Piore, 1971).

Dual labor market theorists maintain that jobs can be divided roughly into primary and secondary jobs. Primary jobs are those with relatively high wages, good working conditions and opportunities for advancement into higher paying jobs; secondary jobs are those with low wages, bad working conditions, unstable employment, and little opportunity for advancement (Dickens & Lang, 1987; Doeringer & Piore, 1971). The existence of two sectors with different wage-setting mechanisms is fundamental to dual labor market theory. Persons advocating this view cite that primary jobs are rationed, and that in particular, women, blacks, and other minorities have difficulty obtaining primary employment (Dickens & Lang, 1987).

While theorists may differ on some of the particulars of this theory, most all agree on two basic tenets:

- The dual market typology described above is a useful characterization—most jobs strongly resemble the description of either primary or secondary jobs. While fundamental to dual labor theory, this is not entirely incompatible with human capital theory.

- At most times there is rationing of primary sector jobs. Dual labor market theory maintains that individuals cannot always choose the sector they prefer. Some workers who would prefer to be employed in the primary sector cannot find jobs there. Rationing, as a general phenomenon is often times restricted to recession periods or times of financial stress (Piore, 1980). When the model was first proposed, the view was that a queue exists for primary sector jobs. Since the introduction of the dual-market theory, there have been an increasing number of models that allow for a

queue for desired positions. Most noted are the models developed by Weiss (1980) and Stoft (1982) whose research indicates that job queues arise in firms that there are unobserved skills or efforts.

Estimates of the dual labor market model cast doubt on workers' ability to choose their sector of employment. Dickens and Lang (1987) estimate that most workers would earn considerably more in the primary than in the secondary sector. Unless workers in the secondary sector have strong preferences for the nonpecuniary characteristics of secondary employment, most workers in the secondary sector must be there involuntarily.

Applications of this theory are prevalent in both economics and higher education. The structure of employment in higher education has undergone significant modification ever since the establishment of tenure. Faculty most likely belong to one of two groups: those holding tenure and those who do not (Roemer & Schnitz, 1982). A broad range of descriptions is employed to denote faculty partitions: "one- year appointment," "visiting professor" "adjunct faculty," "teaching associate," "doctoral research staff" -- all serving notice that although the position in question represents full-time employment, it fails to be considered for tenure. This distinction between tenure track and nontenure track appointments is essential for analyzing the current academic labor market.

The existence and significant increase of nontenure track positions in higher education indicates the emergence of what has been termed a dual labor market. The argument is that the conditions for supply and demand for academic employment have provided a setting for discrimination in academic employment, that dual labor market theory provides a helpful description of this discrimination and that academic

employment poses a serious policy question for higher education. The intended objective of nontenure track appointments was to ensure institutional flexibility in uncertain or difficult times. The most significant distinction between the two markets is the discrepancy in job stability and financial renumeration. Nontenure track positions display many of the characteristics of a secondary labor market: unstable employment, poor working conditions, infrequent support for travel/committee assignments/merit increase, and little distribution of travel support, committee assignments, and merit increases, limited opportunity for advancement.

The two traditional bases for discrimination in higher education, race and gender, are being challenged and made unprofitable; the secondary labor market provides a new source of discrimination. Once in a nontenure track position, the transition to a permanent or tenure track position can be difficult if not impossible. A permanent stigma can be attached to those who find employment in nontenure track positions, a characteristic that would mark an adjunct with an enduring inferiority based on their inability upon entering the job market to qualify for a tenure track position. Evidence indicates that the academic day laborer is now a reality in higher education. Some faculty in higher education find themselves returning to the marketplace while holding a series of temporary, nontenure track positions (Roemer & Schnitz, 1982). Thomas Mann (1978) notes that in the field of political science, an increasing proportion of faculty positions are temporary ones, leading to a growing cadre of experienced political science faculty who are permanently in the market.

3.2. Professionalization Theory

A profession is born out of a societal need "to have available certain services that require specialized knowledge and skills" (Reynolds & O'Morrow, 1985, p. 6). The process is complex and may occur over a long period of time. Modern societies continue to increase their dependence on the work and knowledge of individuals and groups that consider themselves to be professions and are considered professions by others as well. Sociologists, historians, and other scholars of society have become increasingly interested in studying and understanding this phenomenon. Sociologists have investigated the means by which occupations become established professions. Wilensky (1964) has suggested that although many occupations have sought professional status, few have attained the attributes and recognition ascribed to "true" professions like medicine and law. Academicians have studied both professionalism and professionalization. Most authors assume that professions grow through a series of stages in a process called professionalization (Johannesson, 1996).

In the United States, researchers and writers have focused upon whether a particular field has in fact become a profession.   The assumption is that the position of the field in the order of occupations would improve if granted status similar to medicine and law. Greenwood (1957) identified five distinguishing attributes of a profession: (1) systematic theory, (2) authority, (3) community sanction, (4) codes of ethics, and (5) a culture. Medicine and law or the "true" professions are grouped together at one end of the continuum because they possess to a maximum degree the five attributes, while

occupations like therapeutic recreation are found at the opposite end of the continuum because they possess these attributes to a much lesser degree.

The first attribute, systematic theory, is a set of abstract concepts that describes the focus of professional service. Professionals apply knowledge to problems in a strategic fashion while simultaneously utilizing their background and experience to convey a sense expertise. Professional authority, the second attribute, is gained because the practitioner has acquired expertise in the areas described by a profession's theoretical body of knowledge.   Adjunct faculty, as a result of their education and experience, are presumed to be capable of leading a classroom and to engage participants in their chosen field of study. Community sanction describes the privileges and powers gained by professionals as they practice. Codes of ethics (for example, the Hippocratic Oath for medical professionals) define relationships among professionals and participants, in the case of this study -- students, administration, and fellow faculty. Informal codes are unwritten and are evidenced when an adjunct respects a respects a student's privacy and autonomy. A final attribute, culture, describes the formal and informal network through which a profession operates. Professional associations, as well as informal interest groups, develop and promulgate a profession's norms and standards. Greenwood's model (1957) clarifies the goals a profession strives to achieve. The degree to which these attributes are developed determines the profession's position along the professionalization continuum.

Wilensky (1964) identified a five-step sequence common to the development of "true professions". 1) In the first step, practitioners perform essential tasks that meet a

societal need. Eventually, specific job functions are identified and employers hire persons

to perform these identified tasks. 2) Professional training schools are established.

Preparation is grounded in a definitive body of knowledge. 3) Training schools and

professionals develop definitive curricula to prepare professionals to perform tasks

unique to the profession. 4) Credentialing tools such as certification and licensure are

developed by professionals to differentiate their services and professional qualifications

from that of other professions. 5) Rules are developed to protect clients and ensure

service delivery by competent professionals. These rules are codes of ethics that are

adopted and enforced by professional associations. Wilensky's model is useful for

comparing emerging professions to "true" professions.

Joseph Tseng (1992) identified two schools of thought for the process by which

an occupation becomes a profession -- those who accept the "trait theory" of

professionalization and those who uphold the "theory of control". Trait theory states that

an occupation becomes a profession by attaining certain characteristics, including as we

have noted previously the adherence to a code of ethics, a body of theoretical knowledge,

licensure or registration, and loyalty to colleagues. Proponents of the trait theory have

devised the checklist of attributes as noted by M.J. Carter, et al., in "Occupation to

Profession Continuum" (1990). The theory of control looks beyond internal

characteristics and investigates how the occupation relates to other components of the

labor market and institutions in society. The greater the control or influence practitioners

of an occupation are able to exert over the substance of their work and the market in

which they operate, the more professionalized the occupation. Tseng noted that the

theory of control views professionals in terms of the amount of power they wield, and that professionalization is a collective effort rather than an individual one: "Powerful professions are characterized by powerful associations" (Tseng, 1992, p. 20).

Sociologists of the professions offer additional perspectives on the implication that "traits" afford status as a profession. Occupational groups often vary in their possession of these traits or characteristics (Vollmer & Mills, 1966). The degree to which an occupational group is professionalized depends on how many of these characteristics it exhibits (Carr-Saunders & Wilson, 1933; Barber, 1963). These defining characteristics include an extensive period of training and socialization, the possession of a systematic body of theory, the formation of professional associations, and as stated previously a code of conduct. Though postsecondary faculty organizations, such as the AAUP, NEA and most disciplinary organizations to which academics belong, have codes of conduct, such codes scarcely provide prescriptions or proscriptions for teaching-related behavior (Brown & Krager, 1985). Most higher education institutions provide a codification of norms and sanctions pertaining to the teaching role.

The process of becoming a profession is complex. Dynamic professions change as they evolve, taking into account sociopolitical realities of the time (Carter, Grebner, Seaman & Foret, 1990). In the United States, adjunct faculty and the composition of faculty at every level of the Carnegie Classification will be organized in very different ways in the future. It is the goal of professional organizations to professionalize their respective fields of study (Ibid.). Most professions experience times of uncertainty along the lengthy path to higher levels of professional status (Keller& Carter, 1989). Questions

raised at these times move professionals closer to understanding their status as emerging professions and are positive signs of the profession's growth and maturity. Adjunct faculty in the United States are faced with a number of unanswered questions and have an equal number of supporters and detractors.

Although adjunct faculty is an identifiable occupational group, the degree to which they are considered a professionalized group has posed a long-standing issue amongst scholars and adjuncts alike. This struggle towards professional status is often marked with controversy and enduring questions. Cohen and Brawer (1977) asserted that community college faculty are members of an occupational grouping in an incipient stage of professionalization. In 1996, Cohen and Brawer once again assessed community college faculty as being more nearly teachers than members of a teaching profession. Both authors contend that the evolution of community college faculty as a profession should be organized around the discipline of instruction and its pedagogical frame of reference. Palmer (1992) asserted that the professionalization of community college faculty depends on an internalization of three other frames of reference: the institutional frame, the scholastic frame, and the classroom research frame. The institutional frame refers to an internalization of the comprehensive mission of the community college and its inherent acceptance of its open-door policy. The scholastic frame requires the performance of disciplinary-based scholarly activities by community college faculty. Such scholarly activities, however, need not require traditional original research. The performance of classroom-based research to improve one's own teaching and student learning embodies the classroom research frame of reference.

The argument concerning the professionalization of adjunct faculty has been an ongoing debate. Rhoades (1996) in his article "Reorganizing the Faculty Workforce for Flexibility: Part-Time Professional Labor" approached the study of part-time faculty from the perspective of Professionalization Theory. Professional groups stand ready to challenge lay groups and other professions who seek to challenge the autonomy of the members of the profession (Rhoades, 1996). Rhoades focused on the managerial discretion or professional constraints regarding the use of part-time faculty by institution. In the same analysis he asked to what extent part-time faculty's conditions different from those of full-time faculty. Results of the study revealed that the managerial discretion and constraints that the managers within the institution had over the part-time faculty is almost absolute to the utter disadvantage of the part-timers. In keeping with the principles of Professionalization Theory, this indicates that the part-timers are "kept in their place" by not being initiated into the profession of full-time tenured faculty. By inference, the condition of the part-time faculty cannot be adjusted to full benefits that will admit them into the ranks of the full-time faculty.

3.3. Identity Theory

Identity Theory traces its roots to George Herbert Mead (1934), the "father" of identity theory, whose writings present a framework foundational to many sociological and social psychological issues. "The language of "identity" cuts across disciplines ranging from psychoanalysis through psychology, political science, sociology, and history" (Stryker & Burke, 2000, p. 284). Common usage of the term, however, belies the considerable variability in both its conceptual meanings and its theoretical role. Even

if restricted to the disciplines of sociology and social psychology, identity theory variations are considerable. Several relatively distinct meanings exist: 1) The culture of a people, with no distinction between identity and, for example, ethnicity (Calhoun, 1994) thus obscuring the theoretical point of its introduction; 2) Common identification with a collectivity or social category as in Social Identity Theory (Tajfel, 1982) or in contemporary work on social movements creating a common culture among participants (Snow & Oliver, 1995); 3) Parts of a self composed of the meanings attached by persons to the multiple roles they typically play in highly differentiated contemporary societies. The third definition is the one employed by this study.

Identity theorists focus on individualistic consequences of identity-related processes (Rosenberg, 1981). The general perspective of identity theory forms the basis for a relatively large body of literature concerned with predicting an individual's role-related social behavior in terms of the reciprocal relations between self and society (Stryker, 1968). Identity theory links self-attitudes, or identities, to the role relationships and role-related behavior of individuals. Identity theorists argue that the self consists of a collection of identities, each of which is based on occupying a particular role (Stryker, 1968; Stryker & Burke, 2000). Stets and Burke (2000) state that the core of an identity is the categorization of the self as an occupant of a role, and the incorporation, into the self, of the meanings and expectations associated with that role and its performance.

Recently, identity theorists have drawn on this meaningful relationship between persons and things to incorporate the concept of resources as a central component in identity processes (Freese and Burke, 1994). Much meaningful activity with a role that is

governed by an identity revolves around the control of resources (Burke 1997); this feature as much as anything, defines social structure.

The foundational concepts of identity theory -- identities, identity salience, and commitment -- support the critical interaction between self and others.

Identities can be defined as one's answers to the question, "Who am I?" (Stryker & Serpe, 1982). Many of the answers (e.g., "I am a father" or "I am a skier") are linked to the roles we occupy, so they are often referred to as "role identities" or simply, "identities". Role identities are organized hierarchically in the self-concept with respect to the likelihood that they will form the basis for action. Those identities that are positioned near the top of the hierarchy are more likely to be invoked in a particular situation, and hence are more self-defining than those near the bottom (McCall & Simmons, 1978; Stryker, 1968).

Mead (1934) explained the concept of role identities through his views on social interaction. Mead considered the self to be a product of social interaction, in that people come to know who they are through their interactions with others. Identity theory views the self not as an autonomous psychological entity but as a multifaceted construct that emerges from people's roles in society; variation in self-concepts is due to the different roles people occupy. Because people tend to interact in groups, it is not surprising that people may have as many distinct selves as there are distinct groups whose opinions matter to them (James, 1890).

Stryker (1968, 1980) built on this concept of distinction when he proposed that we have distinct components of self, called role identities, for each role we occupy in

society.   Role identities are self-conceptions, or self-definitions that people apply to themselves as a consequence of the structural role positions they occupy through a process of labeling or self-definition (Burke, 1980, Thoits, 1991). Identity is the pivotal concept linking social structure with individual action; thus the prediction of behavior requires an analysis of the relationship between self and social structure. From an identity theory perspective, a role is a set of expectations prescribing behavior that is considered appropriate by others (Simon, 1992). Identity theorists regard the group as a set of interrelated individuals, each of whom performs unique but integrated activities, see things from his or her own perspective, and negotiates the terms of interaction (Stets & Burke, 2000). Satisfactory enactment of roles not only confirms and validates a person's status (Callero, 1985) but also reflects positively on self-evaluation.

The second concept inherent to identity theory is that of identity salience, the probability that an identity will be activated in a situation (Stryker, 1980). Identity theory links role identities to behavioral and affective outcomes, and acknowledges that some identities have more self-relevance than others (Hogg, Terry, & White, 1995). Within identity theory, salience has been understood as the probability that an identity will be activated in a situation (Stryker, 1980). Identity theorists distinguish between an identity being the likelihood that an identity will be activated (salience) and the actual playing out of that identity (activation) (Stets & Burke, 2000).

Early work on salience focused on the separateness and the clarity of role-identity categories. The concept of what influenced the salience of a social category failed to take into account any of the realities of the social context. Those realities were general

perceptual biases; they were not functionally related to the situation nor to the individual's behavior, goals, and motives (Stets & Burke, 2000). The direct implication of this behavior is that identities, which are positioned higher in the salience hierarchy, are more closely tied to behavior. In addition to affecting behavior, salient identities have affective outcomes: their enactment should exert more influence than do identities which occupy a lower status in the hierarchy on a person's sense of self-meaning, feeling of self-worth, and level of psychological well-being (Callero 1985).

Initially, identity-theory scholars were more concerned with understanding the effect of persons' positions in the social structure on the likelihood that those persons will activate one identity rather that another, and less about the impact of the particular situation on that process. In later work, the concept of commitment to an identity was introduced. Commitment possesses both a quantitative and qualitative aspect (Stryker and Serpe, 1982, 1994). The quantitative component concerns itself with the number of person to whom one is tied through an identity. The greater the number of individuals one is linked to, the more likely it is that the identity will be activated in a given circumstance. The qualitative component of commitment focuses on the relative strength or depth of the ties to others. Stronger ties to others through an identity leads to a more salient identity. When salience is made to focus on its probabilistic nature, it becomes a characteristic of the identity, not of the situation (Stets & Burke, 2000).

Commitment comprises the third foundational concept of identity theory and is defined as "the degree to which the individual's relationships to particular others are dependent on being a given kind of person" (Stryker & Stratham, 1985, p. 345).

Commitment to a particular role determines the salience of a particular identity, according to identity theorists. Stryker (1980) identifies two specific types of commitment: Interactional Commitment which reflects the number of roles associated with a particular identity, and Affective Commitment which refers to the importance of the relationships associated with the identity (i.e., the level of affect associated with the potential loss of these social relationships). Stryker states that the more strongly committed a person is to an identity—in terms of both interactional and affective commitment—the higher the level of identity salience will be.

In early formulations of identity theory, motivation was tied to commitment and salience. The greater the commitment to an identity and the greater the salience of the identity, the more effort would be put into enacting the identity (Stryker, 1980; Stryker and Serpe, 1982). Self-esteem was implicated as a motivator. Insofar as an individual had a salient role identity, the evaluation of his own performance would influence feelings of self-esteem (Stryker, 1980).

In terms of network relationships, the more fully a person's important social relationships are based on occupancy of a particular identity, in comparison with other identities, the more salient that identity will be. Similarly, the larger the number of persons included in such a set of social relationships, the more salient the identity (Stryker & Serpe 1982). Acknowledging the impact of social networks on people's self-concepts, identity theory links the wider social structure and the persons more intimate social networks to the self-concept, and also connects social structure to the development and maintenance of social relationships (Stryker, 1987).

The decision to select this theory instead of social identity theory must be explained prior to moving forward with this analysis. Identity theory and social identity theory are two perspectives on the social basis of the self-concept and on the nature of normative behavior. These two perspectives have many similarities, yet they occupy parallel but separate universes (Hogg, Terry, & White, 1995). Identity theory, principally a micro sociological theory (Hogg, Terry, & White, 1995) has been said to be more effective in dealing with chronic identities and with interpersonal social interaction, while social identity theory, a social psychological theory, is viewed as being more effective in exploring intergroup dimensions.

General differences can be attributed, to a significant extent, to the different disciplinary roots of the two theories—sociology for one and psychology for the latter. Resolution of these two theories is not the purpose of this study. The individual nature of an adjunct's work, the likelihood that this part-time employee will hold multiple positions to effectively constitute a full-time job directs me to employ the identity theory in this investigation.

Two excellent articles exemplify the application of identity theory to higher education. In 1988, Kuchera and Miller wrote "The Effects of Perceptions of the Academic Job Market on Adjunct faculty: An Identity-Theory Analysis" in an effort to answer their research question and contribute to the understanding of the complex situation in which many adjuncts work and live. Identity theory was employed in this study due to the unique position that adjuncts occupy. Adjuncts have clearly defined multiple work roles that have the opportunity to result in multiple identities. As a

precursor to their study an excellent overview of the academic job market was provided. Such issues as the growth of higher education in the 1970's, the academic labor market as an extension of other markets, classes within the job market, and lastly the root issue concerning the employment of adjuncts that is made possible by a surplus of highly trained people (Kuchera & Miller 1988). This study acted to measure the independent variables salience and commitment as suggested by the authors and theory pioneers Stryker and Serpe.

Participants for this study were obtained via a population of adjunct faculty in a two-state region of Northern Illinois and Southern Wisconsin. This geographic region was chosen due to the diversity of colleges in the area. A total of 41 public and private two-year colleges were selected from 41 separate counties in Illinois and an additional 13 schools were selected from 36 counties from the state of Wisconsin. A questionnaire consisting of 58 items covering four areas of inquiry was distributed to 515 participants.

A total of ten hypotheses were developed around three identity theory concepts. These three concepts -- identity salience, commitment, and satisfaction -- were each measured as independent variables in their model. Results from this study supported nine of the ten hypotheses. While some of the results appear to be mixed, the overall picture that emerges from this study supports identity theory. The core of the theory involves the relationships of identity salience with time in the role, commitment with identity salience, and commitment with time in the role.

These hypothesized relationships were, on the whole, supported by the data, giving credence to Stryker and Serpe's theoretical model and methodological approach

(Kuchera & Miller, 1988). Part-time faculty keep doing something that is apparently not "profitable" for them financially and socially because according to Kuchera and Miller (Ibid.) they have weighed their options and have decided that they prefer to be in the academic environment more than anywhere else. This is because they have "Identity Salience" which makes teaching a more significant identity than any other identity they may possess. Their levels of "commitment" and "satisfaction" which are variables within Identity Theory, overshadows the "opportunity structure" of the academic labor market which they know to be low financially compared to other labor markets.

In summary, identity theory postulates that self reflects the wide social structure insofar as self is a collection of identities derived from the role positions occupied by the person. Society in the form of role positions provides a person with a sense of self-meaning and influences social behavior through these role-related components of self (Hogg, Terry, & White, 1995).

3.4. Structural Functionalism Theory

Structural Functionalism, with one foot in two distinct theoretical origins, ultimately merges into a single theory of consensus. It became extremely popular with the cultural anthropologists and rural sociologists between World War II and the Vietnam War.

Structuralism: Structuralism asserts that individuals are born into an *ongoing* social system, which exist *independent* of them and *determines* their behaviors. The individual acts accordingly to the "script" laid down by society. This theory is one of prestige, of power, for the elite (Trow, 1984). The values, institutions, and culture of

society shape actions and roles. These are acquired in the process of socialization. Trow (Ibid.) clarifies this theory with an application to higher education. "Growth in the proportions of the population that have access to higher education raises a number of questions central to the issue and function of higher education. The proportions entering higher education in every country vary sharply in different regional groups, religions, and ethnic groups, socioeconomic classes. Everywhere the proportions from the upper and middle classes are still significantly higher. The rising rate of enrollment of a particular age group has another important significance, one not so directly political. As more students from an age cohort go to college each year, the meaning of college attendance changes—first from being a privilege to being a right."

Functionalism: In the social sciences, specifically sociology and sociocultural anthropology, functionalism (aka "functional analysis") is a sociological philosophy that originally attempted to explain social institutions as a collective means to fill individual biological needs. Later it came to focus on the ways social institutions fill social needs, especially social solidarity. Along with conflict theory and interactionism, functionalism is one of the three major sociological traditions. Functionalism, originating as an alternative to historical explanations, was one of the first twentieth century anthropological theories, until it was superseded by structural-functional analysis or structural-functionalism. Prior to social movements in the 1960s, functionalism was the dominant view in sociological thinking; after that time conflict theory challenged the current society, which functionalist theory defended. According to some opponents,

functionalist theory contends that conflict and challenge to the status quo is harmful to society, and therefore tends to be the prominent view among conservative thinkers.

Functionalism is associated with Emile Durkheim and, more recently, with Talcott Parsons (Marshall, 1994). Since functional analysis studies the contributions made by sociocultural phenomena to the sociocultural systems of which they are a part many functionalists argue that social institutions are functionally integrated to form a stable system and that a change in one institution will precipitate a change in other institutions; expressed by Durkheim and others as an organic analogy. Beginning with functionalism, it was Emile Durkheim who clearly established the logic of the functional approach to the study of social phenomena. Functionalism is often referred to as 'consensus' theory because it doesn't address the issue of conflict in society; rather it projects an ideal picture of harmonious social relationships. It emerged in nineteenth century Europe as a response to a perceived crisis of social order – a crisis attributed to the emergence of a new industrial society with its subsequent loss of community (e.g., poor working conditions and increases in crime, slums, poverty) and the French revolution with its aspirations for equality, happiness and freedom of the individual.

In particular, Durkheim set down a clear distinction between historical and functional types of inquiry and between functional consequences and individual motivations. He separated functional analysis from two other analytical investigations: 1) the quest for historical origins and causes and 2) the probing of individual purposes and motives. The latter was of limited import to Durkheim and his sociological inquiry since humans often engage in actions when they are unable to anticipate the consequences. The

quest for origins and historical causes, however, was to Durkheim as essential and legitimate a part of the sociological enterprise, as was the analysis of functions. In fact, he was convinced that the full explanation of sociological phenomena would necessarily utilize both historical and functional analysis. The former would enable the analyst to show why one particular item, rather than others, was historically available to serve a particular function. The latter would reveal how a particular item under consideration had certain consequences for the operation of the overall system or its component parts (Hoult, 1969). Social investigators must combine the search for efficient causes and the determination of the functions of a phenomenon (Coser 1977).

Jeffrey Alexander (1988) sees functionalism as a broad school rather than a specific method or system, such as Parsons', which is capable of taking equilibrium (stability) as a reference-point rather than assumption and treats structural differentiation as a major form of social change. "The name 'functionalism' implies a difference of method or interpretation that does not exist." (Davis, 1967, p. 401). This removes the determinism criticized above. Cohen argues that rather than "needs", a society has "dispositional facts" which are features of the social environment that support the existence of particular social institutions but do not cause them. In the 1960s, functionalism was criticized for being unable to account for social change or structuralist contradictions and conflict and thus was often called consensus theory. However, Durkheim used a radical form of guild socialism along with functionalist explanations, Marxism focused on social contradictions and uses functionalist explanations, and Parsons evolutionary theory described the differentiation and reintegration systems and

subsystems and thus at least temporary conflict before reintegration (ibid). "The fact that functional analysis can be seen by some as inherently conservative and by others as inherently radical suggests that it may be *inherently* neither one nor the other." (Merton, 1957, p. 39).

Structuralism and Functionalism: Combining these two theories, structural-functionalism takes the view that society consists of parts (e.g. police, hospitals, schools, and farms), each of which have their own functions and work together to promote social stability. The structural-functionalist perspective emphasizes order and consensus, viewing society as a system of well-integrated, interdependent parts and units. These social units (groups, institutions, social classes, ethnic groups, etc.) interact with, mutually influence, and adjust to one another. Whatever contributes to the stability or harmony of the social system is viewed as functional. Structural functionalists believe that society is held together by the shared values of its citizens, who reach a consensus on major political and social issues. Individualism, independence, freedom of expression, freedom of religion, democracy, and equality of opportunity are just a few values that might be shared. The functionalist perspective views the state and political institutions in general as contributing to the integration of society and helping to maintain stability and order by strengthening common values and beliefs (Kourvetaris, 1997).

3.5. Theoretical Application

Application of each of the selected theories is prevalent in higher education literature concerning adjunct faculty. (Chilcott, 1998; Gappa & Leslie, 1993) have selected the structural functionalist perspective when they state that "we are all parts of a

whole organism and each part is meant to perform its role for the benefit of the

organism." Each suggests that as long as the part-time faculty members are sticking to

their role of teaching that helps to keep the organization moving forward, everyone

should be happy. Dual Labor Market theory is implied when Roemer and Schnitz (1982)

suggest that the phenomenon of a primary labor market of full-time faculty and a

secondary labor market of part-time faculty is here to stay. Kuchera & Miller (1988)

employ identity theory when they suggest that the part-time faculty members in academe

have a high degree of "identity salience" that makes it possible for them to deal with their

"time in role" as part-time workers. Their level of commitment and satisfaction are at a

point where their earning within the academic labor market is not a big issue any longer.

Lastly Rhoades (1996) utilized professionalization theory when he suggests that the

administrators and full-time faculty want to keep part-time faculty in their place, that is

outside the profession of full-time tenured professors. Their level of commitment and

satisfaction are at a point where their earning within the academic labor market is not a

big issue any longer.

Beyond citations in the literature, the theories were excellent tools for the analysis

segment of this study. While any one of these theoretical models could have been

employed exclusively, I chose to exploit the richness of each to examine the diverse

nature of adjunct faculty. Denzin & Lincoln (2003, p. 48), in Strategies of Qualitative

Inquiry state that "the qualitative researcher is remarkably like a choreographer at various

stages in the design process, in terms of situating and recontextualizing the research

project within the shared experience of the researcher and the participants in the study".

This interpretation of qualitative inquiry is further supported by Flick (1998) who adds

that "a good choreographer refuses to be limited to just one approach or one technique".

The qualitative researcher uses a multitude of techniques and applies rigorous and tested

procedures in working to capture the nuance and complexity of a social situation. I used

the four major theoretical models as a framework by which to understand the

participants' experiences and evaluate the conversations in relation to the major models

which are currently being employed by top researchers studying adjunct faculty in the

field of higher education. This methodology allowed the researcher to "choreograph" a

presentation of the participants from their perspective, as unbiased as possible, and

clearly recognizing the complex diversity inherent in each account.

CHAPTER 4: METHODS

In order to address the research questions posed in this dissertation, a five-stage design was selected. While several methods of investigative research could be employed to investigate the topic at hand, qualitative research was selected not to get answers to questions, nor to test hypotheses, and not to "evaluate" the participants. Rather, the rationale for selecting this particular methodology stems from an interest in understanding the experience of fellow adjunct faculty and most specifically the meaning, which they make of that experience (Seidman, 1998). In order to maximize the information obtained from the proposed participants, a five-stage research process was employed as outlined by Denzin and Lincoln (2003). These phases or headings provide the researcher and the researched a clear outline by which to design, gather, and interpret data for purposes of accurately recording their own observations while simultaneously uncovering the meanings that their participants bring to their life experiences.

Table 3 Research Methods and Models

Phase	Categorical Focus	Process
Phase I	The Researcher	Conception of Self
Phase II	Theoretical Paradigms & Perspectives	Selection of Theoretical Perspective
Phase III	Research Strategies	Study design & methodology
Phase IV	Methods of Collection	In-depth interviewing
Phase V	Interpretation	Criteria for judging & interpretation

4.1. Phase 1: The Researcher

4.2 Phase 2: The Researcher's Paradigm

Phases 1 and 2 are addressed corporately. Personal attributes, ethics, politics, preferences, and more are present in this researcher as in any other. Despite efforts to be "objective", I have an interpretive paradigm that is as follows: "These principles combine beliefs about ontology (what kind of being is the human being? What is the nature of reality?), epistemology (What is the relationship between the inquirer and the known?), and methodology (How do we know the world, or gain knowledge of it?)." (Guba, 1990, pg. 18). The positionality statement in Appendix 1 acknowledges my biases and personal history. While acknowledgement is valuable, it is more important for the purposes of this study, to use the information learned via introspection to the extended-interview format and maximize the depth and quantity of useful information gathered from the interviewees. Each interpretive paradigm makes particular demands on the researcher, including the questions he or she asks and the interpretations which the researcher brings to them (Denzin & Lincoln, 2003). As discussed at length in Chapter Three: Theoretical Models, the position selected for this inquiry shall employ the use of four prevalent theories employed in the investigation and study of adjunct faculty; Dual Labor, Professionalization, Identity, and Structural Functionalist. The intent to employ these four models is to facilitate a broader understanding of the feelings and experiences that the participants have opted to share unconstrained by any preconceived "lens" or "paradigms" inherent to utilizing a single theoretical model.

4.3. Phase 3: Research Strategies

Phase III begins with research design, which, broadly conceived, involves a clear

focus on the research question(s), the purposes of the study, "what information most

appropriately will answer specific research questions, and which strategies are most

effective for obtaining it (LeCompte & Preissle, 1993). Research strategies implement

and anchor paradigms in specific empirical sites, or in specific methodological practices,

such as making an individual or group of individual participants an object of study

(Denzin & Lincoln, 2003). A strategy of inquiry comprises a bundle of skills,

assumptions, and practices that the researcher employs as one moves from paradigm to

the empirical world. Strategies of inquiry also connect the researcher to specific methods

of collecting and analyzing empirical material. Evaluation of my strengths and

weaknesses as well as the nature of the information I sought, led me to select qualitative

inquiry as the basis of my study.

In qualitative research, the numbers and types of approaches became more clearly

visible during the late 1990's (Creswell, 2003). The characteristics of qualitative

research that make it appropriate for this study include the following:

- Occurs in a natural setting: The qualitative research often goes to the site of the
  participant to collect data.

- Uses multiple methods that are interactive and humanistic: The methods of data
  collection are ever changing and advancing. They increasingly involve active
  participation by participants and sensitivity to the participants in the study.
  Qualitative researchers look for involvement of their participants in the data

collection and seek to build rapport and credibility with the individuals in the study.

- This methodology is emergent rather than tightly configured. Research questions may change and be refined as the astute researcher learns what to ask. The data collection process might change as opportunities develop or are eliminated from consideration.

- Is fundamentally interpretive. Interpretive events may include developing a description of an individual or setting, analyzing data for themes or categories, and finally making an interpretation or drawing conclusions about its meaning personally and theoretically.

- Views social phenomena holistically. Qualitative research studies appear as broad, panoramic views rather than micro-analysis.

- Requires the researcher to reflect on his/her position in the inquiry. This introspection and acknowledgement of biases, values, and interests typifies qualitative research today. The personal-self becomes inseparable from the researcher-self.

- Employs complex multifaceted and complex reasoning. Both inductive and deductive processes are at work. Adding to this facet is the simultaneous activities of collecting, analyzing, and writing-up the data.

- Allows the flexibility of using one or more strategies of inquiry as a guide for the procedures.

The three primary focuses for this research into adjunct faculty -- 1) personal branding, 2) perspectives on the new economy and employment, 3) the fluidity with which participants move among typologies -- have the potential to be investigated via any number of settings or methodologies. Much information has been compiled regarding the multiple types of qualitative approaches to inquiry; and, complete procedures for the execution of the approaches are available (Creswell, 2003). Clandinin and Connelly (2000) constructed a description of what "narrative researchers do". Moustakas (1994) discussed the philosophical tenets and the procedures of the phenomenological method, and Strauss and Corbin (1998, 1990) have explicated the procedures of grounded theory. Likewise Wolcott (1999) has summarized ethnographic procedures, and Stake (1995) has identified the processes of case study research.

Armed with information and direction from the literature, and taking into account my concept of self as well as the stated objectives of the study, I identified two prominent purposes of the study: 1) To seek a situation and environment which was dramatically different than the paradigm in which I presently operated, and 2) To challenge my weaknesses and strengths in the design of this study. Quite frankly, with a two-decades-long background in sales and marketing and an additional thirteen years as a adjunct lecturer at various colleges and universities, I was a strong speaker and immensely comfortable with hearing my own voice. In the context of qualitative in-depth interviewing, I would need to foster those tendencies in others and become a good listener to the participants. My usual strengths could not be relied on.

4.4. Phase 4: Methods of Collection

In Phase IV, the researcher has at his/her disposal several methods for collecting data (e.g., interview, direct observation, analysis of artifacts, documents, and/or cultural records, and use of visual materials or personal experience). The choice of methods turns on whether the intent is to specify the type of information to be collected in advance of the study or to allow it to emerge from participants in the project (Creswell, 2003).

I chose not to use group interviews, as not all participants are equally perceptive or articulate, or telephone interviews as I wished to observe the non-verbal feedback. In-depth interviewing was the primary method employed to answer my main research questions. The selected type of interview was the informal conversational interview (Marshall & Rossman, 1999), conducted in the respondent's daily environment. I believe that the benefits of observing the surrounding environment along with meeting in the participants' natural environment far outweighed any cost or time constraints for the researcher. This strategy, while time consuming and costly, allows the researcher to observe the participant with maximum "control" over the line of questioning.

The phenomenological genre selected tends to focus in depth on the experiences of a few individuals to explore in detail, and, often, over time, their deeply held understandings of their academic career and its trials, tribulations, rewards, and challenges associated with this career choice.   At the root of in-depth interviewing is an interest in understanding the experience of other people and the meaning they make of that experience (Seidman, 1998). Keys to successful in-depth interviewing is the researcher's interest in others and ability to keep his/her ego in check. At the heart of this

study's interviews is this researcher's believe that the adjuncts' stories are important, valuable, and worthwhile. To hold the conviction that we know enough already and don't need to know others' stories is not only anti-intellectual; it also leaves us, at one extreme, prone to violence to others (Todorov, 1984).

Concurrent with the in-depth interviewing strategy this research used the collective case study. The case study is not so much a methodological choice, rather it is a choice of what is to be studied. By whatever methods, we elect to study the case. As a form of research, case study is defined by interest in individual cases, not by the methods of inquiry used (Denzin & Lincoln, 2003). Denzin and Lincoln state "a researcher may jointly study a number of cases in order to investigate a phenomenon, population, or general condition" (Ibid, p. 138). Individual cases in the participant pool may or may not exhibit characteristics of a collective sample of participants. The individuals may be similar or dissimilar to other participants. Therefore, it is instrumental to extend this study to several cases.

Each interview employed open-ended questioning (Seidman, 1998), a type of questioning that enables participants to direct the discussion to information they deem important, and well suited to collecting their perspectives on how their respective career decisions and strategies have led them to their current adjunct positions in 2005.

Questions focused on career choices, institutions at which they teach, satisfaction with their current position, use of branding techniques, and what the respondent would change about his/her current situation. See Appendix 2 for the complete list of questions. One interview was to be conducted with each of the selected participants resulting in a

total of twelve interviews. Each interview was expected to last between 1-1.5 hours in duration.   While Seidman (Ibid.) recommends a three-interview series, my proposed strategy employed one in-depth interview -- I believed the participants would have many and varied time constraints and would be unable to commit or execute a three-interview series. It was critical to manage time and depth of response on behalf of the participants in order to maximize the value of the information shared as it relates to the overall outline of the research project.

4.5. Phase 5: Interpretation.

Qualitative research is endlessly creative and interpretative. Denzin and Lincoln refer to the process as "the art and politics of interpretation and evaluation" (2003, p. 37). Armed with significant quantities of empirical materials, my overarching objective is to compile the findings in a succinct fashion.

In this phase, my task was to construct my interpretation based on field notes and transcriptions from the field. As an interpreter, my objective shifts to the notes and interpretations intertwined in the field text (Sanjek, 1990). The interpretive practice of making sense of one's findings is said to be both artistic and political. There is no single interpretative truth (Denzin and Lincoln, 2003). The evaluator becomes the conduit through which such voices can be heard.

Typical analytic procedures fall into six phases: (a) organizing the data; (b) generating categories, themes and patterns; (c) coding the data; (d) testing the emergent understandings; (e) searching for alternative explanations; and (f) writing the report (Marshall & Rossman, 1999). The interpretive act remains mysterious in qualitative

analysis. It is a process of bringing meaning to raw, inexpressive data that is necessary

whether the researcher's language is standard deviations and means or rich description of

ordinary events. Raw data has no inherent meaning; the interpretive act brings meaning

to those data and displays that meaning to the reader via the written report (Ibid., p.153).

4.6. Other Methodological Considerations

4.6.1. Context

The site chosen for this study possesses several characteristics inherent to the

topic of adjunct faculty. It had a significant pool of adjunct faculty from which to select

and offered a broad array of institutions as governed by the Carnegie Classification. A

tertiary consideration was that the participants teach at more than a single institution of

higher education. Given the financial remuneration that many adjuncts receive, statistics

show that adjuncts frequently formulate a full-time career by teaching at multiple higher

education institutions (Cox, 2000).

The selection process for a site occurred at a number of levels. Initially a pool of

prospective cities was developed. This stage of idea generation resulted in a list of

several cities that appeared to meet the above-stated requirements.   Possible cities were

Chicago, San Diego, Los Angeles, San Francisco, and Raleigh/Durham, and lastly

Seattle. The table below depicts the positives and negatives of each site which was

designated during this initial stage of consideration.

Table 4: Site Selection Criteria

City	Pro's	Con's
Chicago, IL	• Home town • Broad range of academic institutions.	• Distribution of institutions slow data collection. • Long travel times could negatively impact the number of institutions where adjuncts teach simultaneously.
San Diego, CA	• Positive range of schools. • No elite Research I	• Data on summer schedule of courses was negative.
Los Angeles, CA	• Broad range of schools • Elite public & private institutions at each Carnegie level	• Summer traffic could pose significant obstacle to conducting multiple interviews/day
San Francisco, CA	• Excellent diversity of institutions. • Strong Community College infrastructure	• Regions extremely geographically defined. • Questionable ability of adjuncts being able to teach at multiple institutions simultaneously
Raleigh/Durham, NC	• Excellent Research I institutions. • Strong contacts at the Duke and UNC	• Limited knowledge of the geographic region. • Uncertain level of Community College participation in a somewhat rural environment.
Seattle, WA	• Broad range of public & private schools. • Relatively small geographic region which should facilitate "freeway flier" phenomenon. • Strong NE linkages.	• Little first-hand knowledge of the academic environment. • No community contacts. • Combination of metro & rural environment.

Ultimately, Seattle was selected as it offered a broad array of schools that

represented every level of higher education as noted within the Carnegie Classification:

Doctoral/Research-Extensive, Public four-year, Private four-year, Public two-year and

Private two-year institutions.   Moreover, the city offered a rich academic heritage via

prestigious public and private four-year institutions such as University of Washington-Seattle, Seattle University, and University of Puget Sound as well as a broad array of lower tier, higher education institutions at various stages in their organizational life cycle as noted in Appendix 2. The ability to draw from such a diverse pool of adjuncts within a given geographic location presented an opportunity to interview adjuncts possessing a broad range of experiences from a number of academic institutions. Given that many adjunct faculty members work within and amongst several schools, the close proximity of schools further facilitates the potential to meet with adjuncts who were truly "freeway fliers".

In addition to a rich academic heritage, Seattle has been at the forefront of the New Economy in terms of technology and business drivers. Headquarters to a number of Fortune 500 organizations, Seattle possessed a representative sample of organizations at the forefront of the new economy while simultaneously having CEO's who have personally branded a persona. See Appendix 3 for a reference list of Fortune 500 organizations headquartered in Seattle, Washington. The value of the personal branding/new economy linkage was a major point of investigation during the interview sessions.

4.7 Participants

Technology allowed a detailed investigation of another criteria in terms of site selection. Once the list of schools in the Seattle metroplex was developed (Appendix 2), lists of both tenure track and adjunct faculty were identified via each institutions web site.

Connectivity and access to this information via institutional web sites provided a detailed

list comprising several hundred adjuncts from which to contact for potential inclusion

into the participant pool for this dissertation. This personal information proved to be

supremely valuable throughout the selection process. Limiting the prospective adjuncts

to solely the business school resulted in the identification of approximately 200 adjunct

faculty members.

One major question being investigated in this research was the branding strategies

employed by adjunct faculty as well as the degree of branding by the institution or

department in terms of possessing a coherent branding strategy and positional standing.

Selecting participants who currently teach or have taught at multiple institutions within a

predefined geographic metropolitan area has the potential to aid in the determination as to

whether personal branding by the adjunct is consistent with each academic institution or

based upon their own, personal criteria regardless of the institutions efforts to effectively

designate a positional strategy and branding strategy. Through cross tabulation of the

institutions websites an adjunct's teaching schedule and number of school affiliations was

ascertained. This facilitated an avenue by which to target the participants due to their

linkage to more than one regional institution. The selection of Seattle as the site for this

investigation appears to meet three of the four criteria set forth. Possessing a broad,

diverse range of schools, having a significant pool of adjuncts to interview, and the

likelihood of their teaching at greater than one institution were each met satisfactorily.

An initial pilot study was undertaken in Tucson, Arizona for two explicit

purposes. First, a strategy for identifying and selecting participants needed be tested and

streamlined. The participant for the pilot study represented a colleague in the Marketing

Department of the Eller College of Management. While the pilot participant proved to be

an excellent interviewee, it was critical to have a more focused strategy for the actual data

collection exercise. Research has revealed that each school in the Seattle area employs a

broad range of contact points by which to contact an adjunct faculty member. In order to

maintain a degree of flexibility in the contact phase of the study it is recommended that

one of three methods be used to identify and initiate contact with potential participants.

- Initiate contact with a potential interviewee via campus email in the event the

  school provides a web site identifying its adjuncts.

- Gain access to adjuncts from the administration of a selected college.

- Contact one of the predominant faculty unions for names of adjuncts that are

  members of their union.

The second advantage of conducting a pilot study focuses on the questions, the

sequence of questioning, and the interview format. Interviewing technique and the

sequence of questions needed to be tested and practiced in order to develop an overall

plan prior to undertaking the expensive and time consuming nature of fieldwork in

Seattle (Marshall & Rossman, 1999). The three schools represented in the testing phase

of this study were a research one institution (Doctoral-Extensive), a Community College

(Public, 2 year) and a private (Private, Doctoral-Limited). Knowledge gained from this

sub-sample will act as a template for the actual data collection that shall transpire in

Seattle over the summer of 2005. Several lessons were gleaned during this test case

which shall potentially minimize the recurrence of such issues during the actual

participant interviews.

- Requirement to maintain flexibility in terms of site location.

- Sequence of interview questions

- Time allotted for each interview

Attempting to schedule an interview with the test-interviewee proved to be

somewhat daunting. Efforts to combine two professionals busy, multi-site schedules

required several communications via email and telephonically. Ultimately the

appointment needed to be rescheduled twice in order to finally locate a time which

worked for both parties. Upon meeting with the test participant, the proposed sequence

of questions resulted in an awkward transition during two distinct moments over the

course of the interview. Having selected a well known, respected colleague for this test

allowed for a didactic conversation over the sequence and transitional issues. This

dialogue resulted in a fluid transition that ultimately provided a greatly improved flow of

topics and events. The new, revised sequence resulted in a three-phase line of

questioning that allowed the interviewer and participant to transition from one series of

questions to another while incurring a minimal amount of instructing and discussion. The

third issue was that of time allotted for each interview.

A goal of two participants from each Carnegie classification represented in the

Seattle area yielded a total of twelve interviewees. A crucial aspect in the selection of

participants was based on several selection criteria. Primary consideration was given to

adjuncts that taught in their institution's College of Business. The rationale behind this

specification is due to the data which notes a negative change in the percentage of adjunct faculty instruction in business schools of a 4.2% during the period 1992 thru 1994 (NSOPF: 93 and 99). Secondary factors such as length of time teaching and the diversity of schools that the adjunct teaches at will also play heavily in the selection of final interviewees. These criteria has been employed to ensure a rich and diverse group of individuals who will share their story for purposes of better understanding the rationale for selecting, maintaining, and thriving as a result of this career choice.

Upon receiving approval to conduct this study via the Human Subject Committee on June 3, 2005 (appendix 4) a comprehensive participant recruitment strategy was implemented. Details of participant recruitment involved a four-phase program that was developed to ensure that an adequate number of participants were scheduled during the field research phase of the program. Phase I of this strategy was to utilize the contact information developed in the 3rd appendix. A personalized email was sent on Sunday June 19, 2005 (appendix 5). Rationale pursuant to this methodology of communication was tri-fold. First, the recipient of an email is much more likely to read and respond to an email that is sent from a higher education institution. Additionally, the personalized nature prevented the email from being returned as having met spam criteria via the university or colleges information technology firewall. Lastly, the non-threatening nature and invitation to participate were intended to be a soft, respectable approach to these professionals. The table listed below shall outline the results achieved during this initial phase of contacting potential participants.

Table5: Contact Results

# of Potential Participant's Contacted	205
Positive: Express desire to Participate	47
Unable to Participate (Conflict with Dates)	9
No Longer Adjunct	6
Left Academic Post	3
# of Cancelled Appointments	1
# of Final Interviewees	12

Once a potential participant demonstrated a positive inclination to participate in

the dissertation project the second phase of the recruitment strategy was implemented.

Potential participants either returned the email invitation with solely their email addresses

as a point of contact while others provided me with contact information ranging from cell

phone numbers to office contact numbers. The timing to return these communications

proved to be a critical aspect of recruitment.

Coordination and timely contact of adjuncts expressing interest in participating

was performed a minimum of six times daily. The key to the successful recruitment was

a lesson learned during the test participants interview. During the recruitment for the ten

participants it was imperative to complete the schedule of appointments in the minimum

timeframe so as to minimize costs incurred during this trip to Seattle as well as maximize

the number of interviews per day to ensure continuity of the discussions. Fortunately the

potential participants were able to provide excellent advice and directions so that

appointments maintained effective timing with minimal overlap due to lengthy

conversations or unexpected traffic delays.

4.8. Data Collection

Two days prior to the interview each proposed participant was contacted both via

phone and email. The rationale behind this strategy was two-fold. Primarily, it was

recognized that three weeks had transpired since the participant had agreed to participate

in the research project. Providing a reminder to each participant of the appointment is

intended to reduce the number of cancellations. Secondly and perhaps equally important

this simple reminder provided another opportunity for communication concerning

meeting time and location. Several participants emailed detailed directions to the

meeting site. These directions proved valuable in the sense that they greatly enhanced

the likelihood of maintaining the meeting schedule as well as provide a measure of

bonding between the researcher and the participant.

Appointments were scheduled to provide a minimum of twenty to thirty minutes

between each appointment so as to provide time by which to surmise the surroundings of

each academic institution. While all of the schools where the adjuncts taught were within

the Seattle metropolitan area, the micro-environment proved to be quite rich in terms of

observation of the students, facilities, and surrounding neighborhoods. This proved to be

especially true of the community colleges and the neighborhoods in which they were

situated. The demographics of the students and the socio economic status of the

neighborhoods surrounding the community college provided a rich contextual

background and precursor to the interview itself. These characteristics were documented within the initial, opening vignettes of the field notes (appendix 6). Upon meeting with each participant it was imperative to develop a rapport so that both participants would feel comfortable and at ease with the process. After several minutes of introductory comments it became quite apparent how much time the participant felt comfortable with committing to this endeavor. While each question was discussed at all interviews, the length of time spent and the interview site exhibited significant variance between the individual participants. The duration of the meeting as well as site have been documented within appendix six and clearly demonstrates the variability of this data collection phase.

Once proper introductions were made and a rapport or common ground was established an overview of the interview process was discussed. The rapport an interviewer must build in an interviewing relationship needs to be controlled. Too much or too little rapport can lead to distortion of what the participant reconstructs in the interview (Hyman, 1954). For the sake of establishing rapport, for example, interviewers sometimes share their own experience when they think it is relevant to the participants. Although sharing may contribute to building rapport, it can also affect and even distort what the participant might have said had the interviewer not shared his or her experience (Seidman, 1998). Three distinct items were discussed as a prelude to the interview. First the issue of a consent form was broached. A short conversation ensued concerning the requirement for such a document and the process by which it was obtained at the University of Arizona. Participants from research institutions were much more familiar

with the concept of the requirement for a consent form than the participants who had

taught solely at the community or non-research institutions. Following this discussion

participants were provided with the Participant Consent Form (refer to Appendix 7) as

approved by the University of Arizona's Human Subject Committee for their review and

execution. The written consent form was bilaterally executed to ensure that both the

participants and the researcher fully understood the scope and purpose of the research

(Seidman, 1998). While potentially an issue with participants, 100% of the participants

willingly executed these documents without any question or hesitation. Four of the

twelve participants made a point of making a copy of the consent form for their own

personal records either prior to the interview taking place or at the conclusion of the

meeting.

The second issue discussed prior to initiating the interview was that of employing

a digital recorder during the course of the interview. The interviews were captured in two

manners. Primarily, the interviews were tape-recorded. Secondly, interview notes were

made prior to and throughout the interview. Utilization of the tape-recorded session in

conjunction with the "processed" notes yielded a combination of life history and narrative

inquiry of the selected participants. The discussion of this methodology generally

focused on the level of technology employed rather than the act of tape recording itself.

Providing a detailed demonstration of the recorder followed by an overview of the

downloading process to the computer and ultimate transcription via the digital recording

allied a number of fears and proved to be quite reassuring and of interest to the

participants. Several participants made a conscious note of the brand of equipment

employed for their own personal use. One participant expressed concerns over the process of employing a recorder. At the conclusion of the interview session, this particular participant offered greater detail of their work background and the reasoning which led to their hesitation to be recorded. This obstacle was overcome thru an explanation of the procedures employed to ensure the privacy of all participants. The third and final topic of discussion prior to the initiation of the actual interview focused on my taking notes during the course of the interview. It was explained that this aided in ensuring the capture of more than simply the words exchanged between the participant and the researcher, the notes we employed to remind me of the time, date, location, and general landscape of the interview. These notes help interviewers concentrate on what the participant is saying. They also help to keep interviewers from interrupting the participant by allowing them to keep track of things that the participant has mentioned in order to come back to these participants when the timing is right (Seidman, 1998).

From the onset of the interview it was explained that there would be a total of ten questions to which they would be asked to respond (appendix 8). The majority of the participants were very willing to offer their insight and overall the feeling was positive over their inclusion in this work. The taped portion of the interview ranged from forty-five minutes to over one hundred and twenty minutes. The majority transpired in the confines of an office (departmental or home) and therefore operated under the time constraints and interruptions frequently associated to such environments. Participants clearly took measures to ensure an interruption free environment for these interviews. As

a result of conscientious planning on behalf of the participants, phone calls or support staff interrupted the interviews in only 3 (25%) of the interview sessions.

Once the consent form had been executed and the participant understood the mechanics and intentions of the taping and field note procedures the formal phase of the interview began. Participants were led through the interview questions and were asked to express their personal experiences and insight into each question. Additional insight or explanation to a given question was provided when necessary. While a majority of the questions were very self-explanatory or required the sharing of information based upon their own, personal experience the question which posed the greatest difficulty or necessitated the most explanation was clearly question number seven. "What does the New Economy mean to you? How has your position as an adjunct changed over the course of your academic career?" This question delved into the topic of the new economy. While a topic of academic literature and research, a majority of the participants failed to understand the question or topic and needed further insight or explanation. Throughout the interview process the specific question resulted in responses ranging from the decline of the stock market to discussions of the economy. This question and its specific responses shall be discussed in future chapters where findings and implications will be delved into in greater detail.

A second observation was the overall level of affluence and career stage of the participants. While literature oftentimes portrays adjuncts as holding multiple positions in order to maintain financial viability, the subjects who agreed to participate in this study could be divided into three distinct classifications. Primary were the two adjuncts that

taught as a primary vocation. The second category were the five adjuncts who initiated their teaching career in higher education as a second job for monetary remuneration or to fulfill a desire to teach in an area of expertise. The third and final category of adjunct subjects are the five who were either semi-retired or affluent and were performing these responsibilities not for financial reasons, but rather for esteem and socialization purposes. This representation is clearly incongruent with the typical depiction of adjunct faculty and can be attributed to the site location as well as the limited sample size of the subject pool.

At the conclusion of each interview participants were thanked for their time and insights shared. Of particular interest is the course of discussion once the questions had been asked and the recorded had been silenced. It was then that many participants felt most comfortable in sharing more of their thoughts and feelings. As previously noted, several of the interviews took place in the participant's home or in a public location. After the recorder had been "put away", several interviews extended for up to 3 or 4 hours. While awkward to "restart" the recorder and mindful that several participants were speaking more candidly due to the fact that the device which caused this trepidation was no longer employed resulted in the utilization of field notes for this segment of the interview process.

CHAPTER 5: DATA ANALYSIS

Data analysis "makes sense" of the information gathered during the data

collection phase of research. It involves preparing the data for analysis, conducting

different analyses, moving deeper and deeper into understanding the data, representing

the data, and making an interpretation of the larger meaning of the data (Creswell, 2003).

For a qualitative study such as this in which in-depth, face-to-face interviewing served as

the primary data collection tool, enormous amounts of text were the result. The vast

array of words, sentences, paragraphs, and pages had to be reduced to what was of most

importance and interest to the researcher (McCracken, 1988; Miles & Huberman, 1984).

Most important is that data reduction is done inductively rather than deductively.

That is, the researcher cannot address the material with a set of hypotheses to test or with

a theory developed in another context to which he or she wishes to match the data (Glaser

& Strauss, 1967). The researcher must come to the transcripts with an open attitude,

seeking what emerges as important and of interest from the text (Seidman, 1998). No

researcher can enter into the study of an interview as a clean slate. All responses to a text

are interactions between the reader and the text. It is critical that the researcher identify

his or her interest in the subject and examine it to make sure that the interest is neither

unhealthy nor infused with anger, bias, or prejudice. The researcher must come to the

transcript prepared to let the interview breathe and speak for itself.

The data analysis I used combined the five- stage procedure discussed by

Creswell (2003) with the Tesch (1990) process. Included below are descriptions of both

processes as well as the combined process I used in this study.

Table 6: Creswell's Five Stages

Stage	Organize & Prepare Data	Read all data	Coding	Findings
1	• Transcribe interview being certain to note subject intonations and body language • Compare transcripts with field notes			
2		• Obtain general sense of information. • Reflect on overall meaning. • General impression		
3			• Code data • Develop in-depth profile of participant.	
4			• Establish themes or categories. • Categorize data into chunks.	
5				• Interpret meaning of data. • Present findings

The process which was ultimately employed in this investigation and analysis shall incorporate each of the core competencies of these two qualitative researchers. At the end of the day, the five stages followed Creswell's outline for data analysis yet incorporated the requirements and attention to detail in the third or coding phase which Tesch's model employed.

5.1.Stage One: Organize and Prepare Data

Data was initially prepared in the field, as I considered it critical to have the field notes input immediately following each interview so the emotional and environmental contexts of the interaction would be fresh in my mind. Whenever possible, the field notes were compiled prior to the next interview to reduce the "spillover" of information and impressions from one participant to the next. When that could not be done, I input my notes as soon as possible, and in every case on the day of the interview.

Twelve individuals participated in the study. While only ten participants were required via the dissertation proposal, the excellent response rate from the initial invitation provided an opportunity for additional data.

The process of transcribing twelve, sixty-minute (on average) interviews posed a dauntingly time-consuming task. Several innovative solutions were employed in an effort to maximize both time and efficiency:

- Transcriptions were collected via a Sony digital recorder. This state-of-the-art recorder was both compact and highly efficient. Once the daily interviews were concluded, the digital recorder was connected to the laptop via the USB port and all recordings were downloaded into an audio file.

- Downloaded voice files were uploaded daily to a transcription service located in Irvine, California. GMR transcription offers a service which transforms the digital recordings into a Word document in timeframes ranging from twenty-four hours to two weeks.

- An email would be sent as notification that the transcription was completed. Transcribed files were then saved in a "Raw Transcriptions" folder and were then in a format whereby final adjustments could occur.

- The "Raw Transcriptions" were then manually filtered against the downloaded files of the interview. The program allowed for the digitally recorded voices to be played in slow motion to allow for final adjustments to the Word documents. Upon completion of this phase, transcriptions were saved into a folder of "Final Transcriptions".

5.2 Stage Two: Obtain a General Sense of the Data

The second stage of this process was to read through all of the field notes and transcriptions. While reading through the data, my objective was to get a general sense of the information – an overall meaning, an impression of the gestalt of the twelve interviews as a whole. What general ideas are participants saying? What was the tone of the ideas? What was the general impression of the overall depth, credibility, and use of the information?

During the initial reading of the final transcripts, I noted general thoughts and recurring themes in the text margins. In this first reading, I adhered to the Denzin and Lincoln (2003) admonition that no aspect of the discussion be dismissed as irrelevant. This thorough reading of the transcripts aided in the development of a profile and presented several interesting and recurrent themes throughout the transcripts. Several additional readings determined the most prevalent themes as worthy of classifying or coding (Seidman, 1998).

A thorough reading of the transcripts aided in the development of a profile and presented several interesting and recurrent themes throughout the transcripts. Several additional readings determined the most prevalent themes as worthy of classifying or coding (Ibid.).

5.3. Stage Three: Code Data

The third phase of this analysis is to begin a detailed analysis with a coding process. Coding is the process or organizing of the material. It involves taking the text data, segmenting sentences into categories, and labeling those categories with a term, often a term based in the actual language of the participant. Tesch (1990) provides a valuable process by which to analyze transcriptions into eight stages or steps:

Tesch's eight step process:

1. Get a sense of the whole. Read all of the transcripts carefully. Perhaps jot down some ideas as they come to mind.

2. Pick one document – the most interesting, the shortest, the one on the top of the pile – and go through it, asking yourself "what is this about" Do not think about the "substance" of the information but its underlying meaning. Write thoughts into the transcription margin.

3. Once you have completed this task for several informants, make a list of all topics. Cluster together similar topics. Form these topics into columns that might be arrayed as major topics, unique topics, and leftovers.

4. Take this list and go back to your data. Abbreviate the topics as codes and write the codes next to the appropriate segments of the text. Try this preliminary organizing scheme to see if new categories and codes emerge.

5. Find the most descriptive wording for your topics and turn them into categories. Look for ways of reducing your total list of categories by grouping topics that relate to each other.

6. Abbreviate each category and alphabetize these codes.

7. Assemble the data material belonging to each category in one place and perform a preliminary analysis.

8. If necessary, recode your existing data.

Data coding is, basically, the categorization of information. It involves taking text data, segmenting sentences into categories, and labeling those categories with a term, often a term based in the actual language of the participant. Stages Two (reading) and Three (coding) necessarily overlap. A thorough reading of the transcripts aided in the development of a profile and presented several interesting and recurrent themes throughout the transcripts. Several additional readings determined the most prevalent themes as worthy of classifying or coding (Seidman, 1998).

5.4. Stage Four: Designate Themes & Categorize Accordingly

The fourth stage utilizes the coding process to generate a description of the setting or people as well as categories and themes for analysis. This stage of analysis is useful in designing detailed descriptions for codes. Further use of the codes shall generate a small number of themes and categories. The themes described are analyzed within each

individual case and across different cases. Connections between themes are established

where appropriate in order to go beyond simple description to demonstrate the linkage

between both participants and categories being investigated.

5.5. Stage Five: Synthesize Findings

In the final stage, the researcher examines the messages that have emerged from

the data and considers "what have I learned?" Utilization of visuals such as tables shall

be employed to convey descriptive information about both individual cases as well as the

entire participant pool collectively. In this final stage, the interpretation or meaning of

the data will be portrayed in essence to convey the lessons gained from this exercise.

The interpretation of qualitative research data provides a flexible framework from which

to draw conclusions and it was my intent to employ this flexibility to link my findings to

the existing literature and call for change if needed.

Using Seidman's and Tesch's recommended analysis techniques provided an

initial coding with nine potential themes:

1. Personal branding

2. New Economy & Flexibility

3. Typologies

4. Hierarchy of Institutions

5. Networking & Personal Selling

6. Standards & Ethics

7. Students First

8. Satisfaction

9. Theoretical Correlations

Findings of this analysis will be discussed extensively in Chapter Eight. At this

juncture, we have essentially identified the major categories or themes of the interviews

and organized them in a fashion which allows for an introspective look into their

meanings and impact on the primary, secondary, and tertiary research questions.

Questions concerning the connectivity of these emergent themes with extant literature

shall provide a summation of the analysis which either supports or conflicts with

prevailing knowledge concerning adjuncts and their branding strategies.

CHAPTER 6: ANALYSIS OF ENVIRONMENT

Beyond Chapter Five's analysis of respondent verbal communication, I investigated the environment, or context, in which the adjuncts lived and worked in order to more fully comprehend the overall experience. Descriptions of each interview along with some of the researcher's musings are included here. The intent of this chapter is not to restate the field notes (Appendix Six A-L); rather it is to discuss the surroundings and nonverbal communication which was captured through personal observations, notes, and the community – all of which comprise an adjunct's experience. For brevity's sake, the participant number is frequently referenced as "P#" (e.g., "Participant 1" becomes "P1" and so forth).

Participant #1

The first interviewee worked for a community college located in a lower SES neighborhood approximately 30 minutes northeast of Seattle. Enroute to our meeting place, I observed several transient peddlers on the street medians. The campus itself was an assortment of concrete structures which had been darkened by rain and vines growing on the walls. It was summer and the campus was quiet with the exception of several small groups of students dining at picnic benches in the center of the complex. Most students appeared to be Asian or middle-aged Caucasians.

I located the P1's office and settled into a chair outside until our scheduled meeting time. It was there that I observed an interaction that stood in severe contrast to the self-described "compassionate" persona that P1 had conveyed to me on the telephone. During my wait a student dropped in to my participant's office, the door opened several

inches, a paper was delivered, no verbal communication was exchanged and the door was promptly closed. P1 later told me that he was having tea. The message I took from that silent interaction was that any interruption to P1's office hours would be dealt with swiftly and coldly – a contrast to his spoken words in the interview when he commented "I try to be very flexible and helpful to the students".

Our interview took place in a large conference room beyond the confines of the participant's office. When asked to describe his personal brand, P1 expressed it as "compassionate, respectful, flexible, and not prejudiced". I noted that his nonverbal communication throughout the interview could be interpreted otherwise… his arms were generally folded or his hands tightly clasped.

Clearly P1 had found a home at this community college. Equipped with a terminal degree from a prestigious Research I university, he had created a niche in academia in one of the lower strata institutions of higher education. With English as his second language, he had gravitated to an institution with a large immigrant population. Teaching predominantly at night, as he explained it, enabled him to avoid working with "disrespectful young students who did not appreciate my efforts" – the population that he believed occupied the daytime courses. He expressed confidence in his ability to teach at the college level. He consistently sought a full-time appointment throughout the previous 13 years although had not succeeded in securing one. He felt mired within the politics of the college and felt that was one possible variable that had prevented him from achieving full-time status. While encouraged by colleagues to "not give up," he was at odds with the administration and commented "One or two bad evaluations and that's all they focus

on." To conclude, he stated, "I am a U.S. citizen just like you". We returned to his office, shook hands and said goodbye. As I turned to walk away, I heard the large metal door firmly close behind me.

This interview provided an excellent introduction into the activities associated with existing as an adjunct at public community college. Interestingly enough the body language and observed actions of this subject presented a dramatic dichotomy or gap to what the subject presented via the transcribed words of the interview. While we only shared a single meeting together, it was quite apparent that critical reviews had made this educator adjust his personal brand in a manner to both challenge the critics as well as to protect his own self-image.

Participant #2

The interview with P2 occurred in an upscale restaurant in a nearby suburb. Across the street from our agreed-upon site was a lagoon where cyclists logged miles and young children played by its shores. Mothers gathered to discuss the day's events with other parents and children ran energetically after toys and friends. In sum, the atmosphere was one of energy, trust, and promise on a beautiful summer evening, a significant contrast to the earlier interview with P1.

Upon discovering that this individual had been raised in a suburb quite close to my own hometown, our discussion turned to sports and the 1969 Cubs collapse as well as the 1985 Bears Super Bowl victory. We conversed easily throughout dinner about various topics including our shared passion for imparting knowledge. In so doing, we established a degree of trust despite the fact that we were, essentially, strangers.

This adjunct was in the introductory phase (second quarter) of his teaching career at a private, upscale university, his graduate school alma mater. His previous, full-time career had fostered a sense of comfort for P2, recently he had been released from that position as a result of the recession following 9/11. He had landed a temporary accountant position at a small, local company and then moved into an unfulfilling position (by his own description) as a controller for that same company. With his lower-hierarchical needs met, he had turned to academia to more clearly define his persona as both a business professional and educator. "They call me professor," he stated with obvious pride.

P2 felt that his brand was unified between his institution and his self. The school where this particular adjunct instructed at was viewed as being the leading private school in the region. The institutions brand reinforced this subjects personal brand thru the credibility and recognition of being associated with such an outstanding academic environment. Strong ties with his academic employer have mutually reinforced his co-branding and melded them into a single unified brand. Because he attended graduate school where he was now teaching, he felt accepted. He believed he had a level of credibility and respect with the administration due to prior academic achievements coupled with his current situation as adjunct. Overall, this individual was receiving his dose of personal positive reinforcement through teaching, not through his full-time employer.

We parted after nearly four hours of conversation. The following day, P2 would be at work in his controller position but looking forward to the evening when he would

teach accounting to a group of young international students. He felt that these students bestowed upon him a sense of respect, which his high-paying management position could not accomplish. He enjoyed sharing his real world experiences with his students. P2's parting words to me were "follow your passion".

Participant #3

The interviewee's home provided the setting for the third interview. A brief drive thru the neighborhood revealed an upper-middleclass SES neighborhood that was lined by large trees, the size of which revealed that the immediate area was approximately 30 years old. Mature, tidy landscaping and late model automobiles suggested the families living here enjoyed ample discretionary income. During the drive, several construction dumpsters were evident in the driveways alluding to some measure of home improvement. P3 was awaiting my arrival in his driveway. Bearing a dozen donuts as a token of gratitude, I entered his home office -- a converted garage with two desks, a copy machine and handmade bookcases. Unfinished windows allowed natural light to fill the room, a key architectural facet to northwest living to maximize light.

Our conversation took an easy course beginning with a discussion regarding the path which led to his current career as a real estate appraiser. P3 had been a pre-med undergraduate at Stanford, later a nursing major, later still a college "drop out" who eventually returned to graduate in Industrial Engineering several years later. Despite the degree in engineering, this interviewee had pursued a career in banking. Through relationships fostered as a banker, he began working as an appraiser. P3 discovered he enjoyed public speaking through various organizational involvements including

Toastmasters. His affinity for oratory led him to agree to fill in for a friend who taught a real estate course at the local community college. Smitten with the teaching "bug," this professional teaches classes at the local college as well as at the more prestigious Real Estate Appraisal Institute. Throughout the interview a redundant theme was the individual goals that he had established to gauge both his financial and personal achievement. Statements such as "Having appraised the second largest home on Lake Washington" and "Being paid $20,000 for a single appraisal" contradicted his statement that money was not a factor for having entering the teaching profession.

Through the pursuit of multiple goals simultaneously, this independently employed appraiser/educator seemed to embody the adjunct in the New Economy. Flexibility in his education and career had enabled him to achieve satisfaction and recognition in several facets of his job simultaneously. Teaching at night, appraising by day, involvement in his profession, and publications in the National Appraisers magazine were examples of his philosophy: "Wear multiple hats, be flexible, and be a jack of all trades." Demonstrating flexibility in his career, this participant exuded a willingness to both personally sell his experience and network to further his personal objectives. Ultimately P3's goal was to be paid upwards of twenty thousand dollars for a speaking engagement.

Researcher Discussion:

By now the participant interviews were thirty percent completed. Each interviewee had been significantly different from each other yet resoundingly consistent themes and patterns had surfaced. The three participants all came from varied

backgrounds and level of education achievement. The first had been a full time adjunct. Having taught for thirteen years at the same institution, his sole means of income was tied to his job in higher education. Participant two had significant professional experience, was in the early stages of his teaching career and had nothing but positive feelings regarding the classroom experience. In fact, he openly discussed the possibility of returning to school full time in order to obtain his Ph.D. in accounting. A recurrent theme at this stage of the data collection focused on the level of personal selling and career flexibility the last two participants had demonstrated. In order to have entered higher education while simultaneously working full time, each participant had established a personal relationship with a decision maker within an institution and initiated a secondary career in teaching. Concurrent with this theme was the desire to relate their professional experiences to students considering a career in the respective participants chosen fields.

Minor adjustments had been made in the questioning sequence. Tuckman's typologies found their more natural order as a final question after a more comfortable dialogue had been establishments. The question concerning the new economy had posed a most complex issue. Experience amongst the participants related to this topic clearly focused upon the micro-economic perspective. How had the stock boom or dot.bomb affected his or her own career? Certainly each instructor to varying degrees used technology. Up to this point, each participant professed to have been impacted by and sought to explain the new economy in very different terms than what academic literature had chronicled.

Participant #4

The fourth interviewee was a Human Resources consultant who had an office on the outskirts of Seattle in downtown Belleview. This suburban region presented a modern, corporate appearance. Multi-storied underground garages, restaurants within walking distance and a plethora of glass buildings stood in contrast to the personal atmosphere of the previous three interviews. After gaining approval to enter the foyer, I was directed by an elevator attendant to my sought after floor. The office of P4 possessed magnificent views of Seattle and its surrounding areas. A long, corporate boardroom table dominated the heavily glassed office and we occupied two chairs at the end for our meeting. I noticed several projects in progress had laid claim to the majority of the table. A professionally framed "El Tour de Tucson" poster and several medals adorned the wall over his desk and provided an immediate source of discussion. Approaching his late 60's, this adjunct traveled annually for the privilege of cycling 113 miles in Tucson's El Tour.

P4 had received both his master's degree and Ph.D. from Boston University with the intention of teaching. After college and several human resources positions (including several at the senior management level), he formed his own consulting company in order to enable him to pursue teaching. Well educated and having achieved a relatively successful professional career, this participant represented the most broadly experienced adjunct of my participant pool. A total of six separate institutions of higher education were a part of these adjunct's vitae. This participant had taught at higher education institutions ranging from Masters granting private schools to Research I schools.

P4 provided a particularly interesting comment concerning his experience at Seattle University. While no longer employed as an adjunct at this school, this participant stated that he had previously had a good relationship with the former department head. However, since his contact had been replaced, P4 had little connection and was not teaching there for the upcoming semester. A second key takeaway was his decision to discontinue any relationship with City University over organizational differences. In terms of goals and ambitions, this successful professional had decided to discontinue his consulting business and focus on teaching at a realistic pace in order to enhance his satisfaction from working with motivated students.

Participant #5

As with Participant 3, P5's home was the backdrop for our discussion, although her neighborhood was of significantly higher SES than any of the previous interviews. The home overlooked Lake Washington and the automobiles in the multiple-car garages were of foreign origin. While the neighborhood for P3 had home remodeling occurring throughout, P5's surrounds were in the midst of several "scrapings" to allow larger, more expensive residences to replace older, smaller homes. After confirming my notes to ensure the proper address, I was greeted by my participant and asked to enter the four-story residence. Oriental rugs and richly appointed designer furnishings adorned this home. The participant was extremely well dressed and wore stylish but classic clothing.

Throughout the interview it became quite apparent that this adjunct pursued employment in higher education for the sheer enjoyment and satisfaction derived from sharing life and career experiences with young adults. Personal selling and networking

were a continuous theme in this adjunct's life. After receiving her baccalaureate she had established her own consulting firm, served on multiple committees and boards for several local schools and had taught graduate-level entrepreneur classes at two University of Washington satellites.

P5 continued to employ her skills at networking by fostering relationships with senior administrators and multiple board members to teach both undergraduate and graduate level courses in management and entrepreneurship. While lacking a masters or doctoral degree, her academic credentials did not hinder her pursuit of a fulfilling part-time career in higher education.

Interestingly, Participant 5 (a grandmother and recently divorced from a dot.com entrepreneur) took several aspects of our conversation to heart if not exception. Tuckman's "Housewife" typology created quite a point of discussion. Clearly this participant did not agree with the terminology employed in the landmark article. A second point of contention was her belief that the personal brand of faculty had exerted significant influence on the brand of the school and the school(s) had not impacted her own, personal brand. The third and final point of discussion was the fact that she did not recognize the contribution that her networking had served in successfully positioning herself for teaching.

At the conclusion of our interview, P5 asserted that she enjoyed challenging the hierarchy of formal institutions. My observation was that she was extremely articulate and – true to her earlier admission of rejecting mediocrity–let no question go without serious assessment and comment.

Participant #6

The sixth interview took place at a Private Masters granting institution located within the fringes of the City of Seattle. Nestled amongst tall buildings was a small campus that was home to 5,000 undergraduate and graduate students. The cityscape, with its modern skyscrapers provided a sharp contrast to the well-manicured grounds and small buildings of the university. Once parked, it took no more than five minutes to locate a map detailing the campus which detailed the campus and its multitude of buildings. The library, business college, and student union were all within a short walking distance. I browsed through the student union, observing that its lobby provided an area for reading next to a large fireplace as well as space for small discussion groups. On this particular day, several middle-aged faculty and students gathered around tables in a quiet conversation. The union also housed a cafeteria and the upper level offered a superb view of the campus and the Seattle skyline.

Since my meeting was to take place in the Business Building, I proceeded to its atrium. Almost immediately a middle-aged Asian woman politely asked whether she could be of assistance in locating an office or classroom. After stating my purpose and sharing the name of my participant the woman said that she could escort me to my destination. Finding that my participant was not in his office, I was taken to the faculty lounge and introduced to several faculty members. In thanking her for the excellent service, I learned that this woman was the vice-dean of the college, a discovery that I found to be indicative of the understated, ego-less attitude of the other individuals I met on this campus. While waiting in the lounge, I used the opportunity to converse with two

department chairs, several tenure track faculty and, finally, P6. The sixth participant arrived several minutes later than our agreed-upon appointment time. At one time, four of us were engaged in conversation while sitting on the balcony overlooking the campus. This was most certainly a dramatically different backdrop than any of the previous interviews in that several faculty openly discussed the purpose of the dissertation. Clearly this institution projected a collegial atmosphere for faculty, students, and guests.

As with the other institutions faculty members, P6 and I immediately established a rapport. I noted his attire was tastefully expensive and his wristwatch an upscale brand. Those symbols indicated to me that teaching part-time was not the sole source of income for this individual. Our discussion was free flowing and ranged from conversations relating to professional experiences to investments in real estate in ski resorts. Eventually P6 shared his path to adjunct teaching. After nearly 30 years in the radio advertising industry he had decided to pursue part-time employment in an effort to simultaneously share "real world" experiences and give back to the community. His wife had recently retired as a K-12 educator and together they planned to travel, teach, and spend time amongst their homes in Vancouver, Seattle, and Vail.

As a result of contacts made throughout his professional career, P6 established teaching positions at the University of Washington and Seattle University, the two most prestigious schools in the area and each with an established mission, objectives and model diametrically opposed to the other:

- Seattle University regards adjuncts as practitioners, not academics. No teaching assistants are available to help the adjuncts, although office staff will help

out by making copies or ordering refreshments for the classrooms. While office

space is provided, tenure-track faculty receive a private office and adjuncts share an

office with another part-time instructor. Adjuncts as well as fulltime faculty have

access to the staff lounge. When P6 responded to a question about his status, he

stated that he was "most certainly below tenure track faculty". Despite this

singular concern about status, the interviewee clearly enjoyed his position at this

excellent private university. Throughout my campus visit, whenever I observed

interactions between faculty and adjuncts, there appeared to be equality rather than

condescension.

• The University of Washington is considered by many to be the preeminent

school in the Northwest. Mere mention of this school to any of the participants

results in a conversation concerning the excellent facilities and the overall status of

this institution. Being employed, even part-time at this institution, was a coveted

position. Adjuncts are not deemed adjuncts but instead are referred to as lecturers,

this token of status lends to the overall credibility of the fringe academicians. Both

participants who taught at this regional center of excellence agreed that a gap

existed between adjuncts and tenure-track faculty. The "lecturers" are assigned

Ph.D. candidates and teaching assistants to aid them within the classroom.

While vastly different schools in terms of Carnegie classification, these two

institutions were similar in their use of part-time faculty. Both valued the experiences of

their non-tenure track faculty and treated them with respect and dignity. Titles were

modified in an effort to bestow a measure of status to the adjuncts. Facilities were not

segregated between tenure track and adjuncts and each school provided assistance in a

fashion which appeared to be most fitting to their specific situation and academic

mission.

As our interview concluded P6 made it clear that he had chosen this second career

for rewards other than money. He valued the opportunity to share his previous corporate

business experiences with young people. This participant shared that his employment

requirements were that he needed to work less than 20 hours per week and that within

five to ten years he expected that his teaching career would be phasing out to allow more

time for "travel and play".

Participant #7

The seventh interviewee participant taught at several community colleges

following his retirement from the Internal Revenue Service (IRS). His questioning of the

need to use the tape recorder was apparently due to his prior position with the IRS where

the use of recording devices was not encouraged. The school and department where my

interview with P7 occurred was North Seattle Community College, a mere two doors

away from P1's office. While the setting approximated that of P1's interview context,

the feeling I took away was largely different than that of the first interview. Same dark

hallway, same institutional surroundings. A single, lone open doorway belonging to P7's

office illuminated the hall. When I entered, I observed this participant engaged in an

explanation of potential accounting opportunities with a young student. Rather than

cutting short his discussion with the student, P7 continued speaking with her for some time and calmly informed me when their conference was drawing to a conclusion.

Our interview took place in the classroom where he had taught since 1989. This room was like a second home for this adjunct. Once we had discussed the tape recorder requirement and executed the consent form we entered into a lengthy conversation about his career as a special agent with the IRS and what he had done since retirement. All told, this instructor has taught at six different community colleges and universities in the northwest since his first retirement. His vitae included instruction in Economics at Columbia College, Police Science at City College of San Francisco, as well as various stints at University of Seattle-Edmonds, Seattle University, Shoreline, and most recently North Seattle Community College. While each of these colleges provided a unique experience and perspective, his preference was to work with older, more mature students. After sampling the environments at the above-mentioned schools, P7 finally landed at North Seattle Community College and achieved his "Preferred PT Status" after three years as an adjunct faculty member.

His broad experiences with teaching in the Seattle region enabled this interviewee to speak insightfully about the brand each institution possessed. Shoreline Community College was best known for young students; in fact their population was predominantly newly graduated seniors. Shoreline targeted first year students, transfer students and was considered an Associate Degree "mill." Edmonds Community College was more athletically focused and enjoyed a close relationship with Central Washington University.

CWU emphasized vocational training and provided a wide range of evening courses for the full-time employee.

Seattle University was considered the most prestigious of the schools where P7 had taught, and there he had spent a brief two quarters. Seattle University offered a decidedly different experience than that of the local community colleges in that the former encouraged student diversity coupled with collegial teamwork, a strong accounting program and close relations with Fortune 500 partners as Costco and Microsoft. Ultimately, P7 taught solely at North Seattle Community College. This school was part of a four-campus system of community colleges where each school specialized in a particular aspect of higher education. North Seattle Community College focused on the 42 percent of its student population that already possessed a baccalaureate degree and had gravitated back to school for retraining.

P7's persona was self-depreciating when it came to his teaching accomplishments. Expressions such as "being a good instructor and not an expert" depicted his role and style in the classroom. He viewed himself as "very structured" and one who took "no short cuts". Consistent with the many of the participants interviewed previously, the foundation for P7's teaching came "from extensive life experience". At the time of our interview, this adjunct was approaching the sunset of his second career and planning his next career as a volunteer at a social service agency. No longer a "freeway flier" he sought even greater flexibility and viewed his work as being closest to Tuckman's "part-time mooner."

Our appointment over, this participant returned to his office where he had another meeting with a student seeking his counsel with respect to careers and academic work. As farewells were exchanged, I contemplated who would miss his teaching the most, the students or this open and sincere instructor. It was quite clear that he truly enjoyed sharing his experiences with his students and that students sought his advice and experience as they increased their education to change their careers.

Participant #8

The eighth participant offered a dramatically different perspective than any of the previous interviewees. Our meeting was to take place in the town of Mukilteo approximately forty-five minutes north of Seattle's city limits at P8's real estate office. Upon approaching this small coastal town, I noted a long procession of automobiles awaiting their turn to board a ferry to neighboring Whitby Island.   This small commuter village had several quaint shops and restaurants each perched to offer a vantage point by which to overlook Puget Sound. A lighthouse was being remodeled and in approximately two weeks a celebration would be held commemorating its one-hundredth year of service to mariners. This town had all the characteristics of a sleepy, slow moving commuter suburb. P8 would prove to be an animated contradiction to her docile environment.

Having located our meeting site, I found the interviewee had not yet arrived. When I phoned her, she apologized for her tardiness, she stated that she would be thirty to forty-five minutes late, and asked that I please wait for her. 30-minutes later a late model car sped into the parking lot and my wet-haired participant proclaimed, "Just jumped out of the shower" and introduced herself. The remainder of our discussion

would prove to be equally frenetic. Anxious and harried, this adjunct frequently checked

her watch and just as frequently steered the conversation to her divorce, four daughters,

and how she had rebuilt herself following her divorce from "her children's father".

Following a quick tour of her real estate broker's office, she explained how she returned

to the workforce as a realtor. Ultimately she found a niche for herself as a trainer in a

large brokerage firm where it became apparent that her fondness for training others could

evolve into a career. After several years she dissolved her ties with her employer and

began her own brokerage/company.

P8 began her teaching career with Discover University and North Seattle

Community College at the same time she launched her real estate brokerage. Discover

University was a "cute program by which women investigate an inner peace" while North

Seattle Community College proved to be an excellent source of real estate agents for her

brokerage.

When questioned about the New Economy, this entrepreneur offered the

perspective that flexibility was the mantra of her life. Her existence revolved around job,

career and teaching with job and career clearly her top priorities. P8 explained that her

involvement in academia allowed her to enjoy teaching and appreciate the diverse student

population while keeping an eye out for potential employees for her own business. These

two goals worked in tandem to ensure a financial and emotional satisfaction for this

adjunct.

We took a walking tour of properties she had recently purchased including a

gutted condo in the midst of remodeling adjacent to her office. This location and its

would prove to be equally frenetic. Anxious and harried, this adjunct frequently checked

her watch and just as frequently steered the conversation to her divorce, four daughters,

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population while keeping an eye out for potential employees for her own business. These

two goals worked in tandem to ensure a financial and emotional satisfaction for this

adjunct.

We took a walking tour of properties she had recently purchased including a

gutted condo in the midst of remodeling adjacent to her office. This location and its

proximity to the office allowed for increased focus on her business during this boom period in real estate. This participant clearly represented the "full mooner" category within Tuckman's typologies. Building her business, investing in real estate, and ensuring the completion of her children's education were primary goals. Having accomplished these objectives, this participant was focusing her remaining energy on establishing her business. To this end, teaching an introductory real estate course accomplishes two distinct goals. Primarily, the participant is able to interact with new, prospective agents who provide energy and an endless source of fresh perspectives. Secondly, by meeting this group of students, this adjunct is able to select the most ambitious and promising prospective realtors to work at her office which supports her primary goal of reinvesting in her real estate brokerage.

This interview, albeit a "whirlwind" interaction, demonstrated the broad range of involvement and stratification inherent in adjuncts. Operating within the introductory fringes of higher education, my participant depicted a survivor representative of the twenty-first century employee. By maintaining flexibility, she had crafted a multi-faceted career that utilized both her personal selling skills as well as her business acumen to ensure financial stability for herself and her family. Furthermore, utilizing the contacts made via teaching, she was able to nurture and develop students who could launch their own careers through her real estate company. This particular nuance of personal branding demonstrates this subjects ability to maximize her entrepreneurial orientation by integrating top students into her non-academic career rather than taking the

path which other subjects have taken by sharing their experiences thru one-way communication with little or no reciprocal benefit.

P8's survivor instinct provided a great deal of insight into the broad diversity of adjuncts and the position which higher education represents in their overall strategy for ensuring financial security. P8 presented a dramatic departure from the victimized adjunct. Accepting her position as a part-time instructor, she maximized higher education's meager monetary reward by integrating two careers into the pursuit of a single goal -- building her business to maintain financial independence.

In closing the analysis of this participant, I share the motto that is painted on the wall behind the receptionist's desk: "To love what you do and feel that it matters—How could anything be more fun?" These simple words fully depicted this participant's brand, attitude, and perspective on her career and lifestyle. A frenetic multi-tasker who clearly brings a nurturing perspective to her integrated roles as a teacher and a business owner.

Participant #9

The site for this interview was a quiet coffee shop with an excellent view of Puget Sound in the same quaint village of Mukalteo where I had spoken with P8.

Recently awarded a full-time position at a community college, this adjunct professed to being an entrepreneur first and an educator second. Having made a life decision to leave her career as a Wall Street analyst in the World Trade Center to begin her first of three start-up enterprises, P9 certainly qualified as an entrepreneur. Returning to her roots in the Northwest, this interviewee had taught at four institutions prior to being awarded a full-time position. P9 personified "academic capitalism" more than any

other participant interviewed for this study. The experience gained through teaching at four local institutions provided a dynamic and fresh dimension to this adjunct's insights.

Upon returning to the northwest from New York, P9 was determined to free herself from the handcuffs of corporate America. As a foray into higher education, she taught entrepreneur courses at Seattle University, University of Washington, East Coast College and Edmonds Community College. Although dramatically different in terms of institutional goals and objectives, the institutions were within P9's purview of experience and she felt qualified to speak on their branding. Seattle University had been her introduction into higher education. Classes were small and the students both motivated and intelligent. Despite enjoying the environment and being treated with utmost respect by the administrators, P9 found the lengthy commute too cumbersome to continue employment there. Teaching and guest lecturing at the University of Washington had been an excellent experience, but her lack of a terminal degree and her frustration with the commute and parking outweighed, in this adjunct's opinion, any perceived benefits of teaching at this prestigious institution.

Having tested the region's four-year institutions, Participant 9 had turned her attention and energy towards the local community colleges. Her impression of Edmonds was that it very entrepreneurially oriented and viewed the faculty as a team. New programs had been encouraged and the department chair had sought to diversify the funding base to offset diminishing state appropriations. Offered a new challenge at Everett Community College, this adjunct accepted and found it to be a significantly less nurturing environment than at Edmonds. Everett was obviously not supportive of

adjuncts and it took two years to be offered a key to the department. The adjunct

considered it worth mentioning that this long-coveted key had to be returned after each

semester. All relations concluded and had to be renewed after every quarter. The school

offered no training and the teachers' union was in place to protect the tenured adjuncts

and faculty. The non-renewal of her contract each semester and subsequent rehire is

testimony to P9's facility in fostering relationships with decision makers over the course

of five years. Academic Capitalism played a significant role in this participant's ability

to transition from a marginal adjunct into a full-time program manager. The application

and ultimate awarding of an entrepreneur grant enabled P9 to use her personal selling

skills with both internal and external publics.

The broad range of experience which Participant 9 had enjoyed, enabled a

personal brand unaffected by the school or institution at which she had practiced her

craft. This interviewee provided significant detail into her personal brand. She felt that

her method of teaching was consistent across institutions, although she acknowledged

that she did modify her style to some extent depending on the audience, especially if ESL

students were present. She explained that when beginning a new class, she made an

effort to understand the level of each student's comprehension.

No longer a full mooner, P9 exemplified the laborer in the new economy.

Flexibility and possession of a keen awareness of the obstacles before her, this individual

recognized that part-time faculty is inexpensive labor in the present service economy.

P9's future goals include a possible move into administration. She shared that several

fellow faculty members had hinted to her that she will be the next school president. I

regarded this participant's ability to navigate the system and secure a full time position to be helpful in preparation for the politics of landing a college presidency, if she so chose.

10. Participant #10

After a bit of pre-interview misinterpretation of directions on my part – basically "right church wrong pew" – Participant 10 graciously agreed to rearrange her busy schedule to accommodate my error and met me 45 minutes later than our originally agreed-upon hour. A full-time business professional with two offices, one in Seattle and one in Portland, P10 commuted between the cities each week and still found time to teach in the evenings in an effort to give back to her community and chosen industry.

Her route to her current responsibilities had demonstrated the flexibility associated with being a part-time laborer in the new economy.   Armed with a bachelor's degree in Fine Arts, this individual had worked in advertising until the economic recession of the late 1970's. Seeking a career change she had acquired employment with a leading lending institution. Some twenty years later, no longer challenged yet continuing to work full time she had obtained her MBA in Marketing. Several promotions and relocations later, P10 had moved back to Seattle, met the department head of a local community college, and had begun teaching Escrow 101.

When I asked this interviewee why she kept such a hectic pace with work and teaching, her response was that she simply loved helping others succeed and felt a reward when she gave back to her community. Since she taught at both the community college level as well as for her company, she experienced a wide variety of students. In so doing, though, P10 felt a great deal of anxiety. She explained that even though she believed she

functioned well as a teacher in both settings, she was able to elevate the level of

communication in her corporate trainer classes because of her students' higher levels

education of there. In contrast, she felt detached from the students at the community

college level because, unlike her corporate trainees, the community college students were

not in her social or educational circles. Despite maintaining an approachable demeanor,

P10 expressed discomfort that she taught down to the diverse group of blue-collar

students seeking an opportunity to be reeducated. When she discussed her personal

branding, P10 revisited her anxiety at the contrast in corporate training and community

college teaching. She stated that she believed she modified her personal brand in order to

downplay her own financial success. In fact, P10 admittedly discussed anxiety over

teaching in such a low SES area and was afraid that her automobile might be vandalized.

As our interview concluded, this business professional shared her dreams and

ambitions in terms of higher education. Despite truly enjoying the opportunity to teach,

financial comfort level made it likely that this full-mooner would remain in her current

arrangement. I predict that if her track record of multi-tasking is a good indicator, she

will progress as an educator and utilize her contacts in order to build a second, equally

rewarding career in higher education.

   11. Participant #11

P11 was the first adjunct to respond to the email invitation. One noteworthy

characteristic was his desire to learn a great deal about the study prior to agreeing "to

invest his time when we all know that gaining full-time teaching status is only a dream".

I strongly suspected this potential participant harbored some strong feelings on the topic

of adjunct faculty and higher education. Multiple phone calls and emails later, we had

arranged a meeting that accommodated his heavy teaching schedule.   With no formal

office to meet in, this "freeway flyer" suggested that we meet at a local restaurant located

across the road from his classroom. We had no problem identifying each other: "I'm

tall, like 6'8" he had told me over the phone; to which I had responded, "I'm the opposite

of tall, like 5'7 1/4". After shaking hands, we found the quietest location to be a booth in

the bar, as far as possible from the hectic dining area.

Raised in a family of teachers, this participant possessed a broad range of higher

educational experiences. On two separate occasions this individual had left teaching at

the community college to pursue his Ph.D. in Florida. Eventually, he abandoned the goal

of acquiring the doctorate, primarily for financial reasons, and went to work as a

headhunter. Three years later, discouraged with the management at his job and having

inherited some assets with the passing of his parents, he chose to follow a path back to

teaching. With this new goal at the forefront of his plans, he met a contact, networked

and was able to land a job teaching at Highline Community College. Secure in this

position, he contacted other schools, and created for himself a career that encompassed

several institutions. This particular adjunct typified the participants interviewed for this

analysis. Several careers, no true career path until the rewards from education were made

themselves apparent.

Aside from the participant's unusual interest in making sure the interview would

not be a waste of his time, P11 was noteworthy in initiating several side conversations

that will not be reflected in the transcripts. At two separate points in the interview, he

asked that the recording device be paused so that some of his pressing concerns could be addressed. The first stoppage focused on informing me of his glass prosthesis in one eyesocket – the result of a childhood accident. Apparently either he was self conscious of this situation or I had made him so. All things considered, I must take responsibility for this interruption. The second pause was centered on his concern about being portrayed negatively as a result of his sexual preference. I assured him that his sexual orientation would in no way impact the analysis of his comments or career. Once this was discussed to his satisfaction, he requested that we hurry as he had a first date later that evening.

I found the pauses to be extremely interesting for several reasons. P11 had openly shared with an outsider information that none of his workplace peers had privy to. Clearly his achieving "priority status" in the State was not enough, in his mind, to ensure his contract would be renewed. Also, obviously this adjunct feared that his career could be derailed with potentially negative information concerning his personal life.

Teaching at four local community campuses simultaneously enabled this particular adjunct to offer valuable insight into both the schools' brands as well as his own personal brand. Shoreline Community College's students are very young and 85 percent Caucasian. The faculty recently voted "no confidence" for their President. Conversely, North Seattle Community College had recently hired a new president. The student population there was primarily ESL and many attended this institution as a stepping stone to the University of Washington. City University operated with a business mindset rather than the state-run institutional mindset of many local colleges. As a result,

it was more demanding of its adjuncts and was considered to be more administratively progressive than the local community colleges.

The topic of the New Economy brought about an excellent conversation in terms of this adjunct's perspective and the requirements necessary for tomorrow's business leaders to succeed in a changing environment. Stating increased cost of staffing full-time workers and increasing healthcare costs, this participant asserted that higher education is a working model which other industries have mirrored and will continue to do so. He noted flexibility as being a crucial characteristic for survival in today's employment environment. P11 believed that all work is moving towards temporary labor. Stretching beyond the applications of the New Economy to higher education we delved into the issues of globalization of markets and issues of transportation of goods versus the cost to transport in light of rising fuel costs.

After this conversation concluded and I had said goodbye to P11 some three and a half hours after the interview began, I paused to reflect on the numerous conversations we had shared in order to determine whether the study and interview were worthy of his time. Perusing some saved emails on my laptop, I was struck by a sentence in one of the first emails between us, "Was I one of those naïve adjuncts who thought they would get a full-time job?" he had mused. P11 had definitely impressed upon me that he left nothing on the table. Whether in his classes, or in discussions such as the one we had just engaged in, this participant made it clear where he stood.

Participant #12

Despite the fact that I had already interviewed a sufficient number of adjuncts, Participant #12 (henceforth, P12) was so engaging upon our first conversation, I added him to the pool of interviewees.

The beautiful University of Puget Sound campus was our connection point. As I slowed in front of the business building, a grey-haired gentleman, looking to be in his early sixties, was in the road waving his arms and yelling at me. I determined he must be my appointment. Our first face-to-face meeting commenced with a bear hug, a strong, pumping handshake, and the exclamation "I'm starved, lets get some food. I know a great place; it's a dive but it's close and has hearty helpings!"

Situated in the "dive", we spoke for over two hours about this participant's path to becoming an adjunct. Following his graduation from the Air Force Academy, P12 served his country via a 24-year Airforce career. Retired and needing a challenge, this participant started a company that sold yachts. Two years later, the company went broke. Undeterred by this failure, he moved into Lear Jet sales. This destroyed his marriage and, after marrying a second time, he went back to selling yachts.

Needing an intellectual challenge, he applied and was hired as a visiting lecturer by Evergreen College. In this same timeframe, he met with an officer of the Small Business Development Center in the community. This appointment required him to provide one-on-one counseling to small businesses in the area. Armed with a position and a network of businesses to consult with, this single-semester contract developed into

an eighteen-year career at four local community colleges and one four-year masters

granting institution. "I knew all the deans and loved working with the young people".

When questioned on the New Economy, P12 was knowledgeable and energized.

A paraphrased summary of his points is as follows – "Management has an enormous

challenge in the global economy. New organizational structures and reporting

relationships are forcing a new organization. Students today want instant gratification.

They want "the answer" first and foremost. Flexibility and education of workers are

critical inputs to the labor equation."

When asked to share his personal brand, his reply was immediate. "I bring reality

to the equation, pragmatism, and experience. I like to 'mix it up' with the students",

meaning he truly enjoyed the banter with both young and mature students. In terms of

personal brand, this participant was able to share his thoughts and methodologies as they

related to five institutions. While his style does not vary amongst the five institutions he

is connected with, he does make certain to lower the level of teaching for some of the

younger, less experienced students. This ability to be flexible in lieu of varying

"customer" groups is a key element to an adjunct's success.

Each institution has its own brand, some of which bend to an instructor's unique

personality; others don't and pose a challenge to the instructor. Evergreen College,

where P12 had taught for 18 years, had no departments, no grades and no majors. Any

student completing 148 hours in courses of their own choosing, is granted a degree. This

ultra-liberal environment could present a significant challenge to a retired military officer

such as P12. When asked how he succeeded in such an environment, this participant

replied that he enjoyed working with adults who chose to return to school and that the discussions were entertaining.

As our breakfast concluded, I ruminated that it was not difficult to see why this individual had been successful in several diverse areas. Rarely prepared with a syllabus or textbook, P12 had a sufficiently strong persona to preside in a classroom with his practical experiences. His facility at doing so enabled him to be in constant demand to teach courses at several different schools in the area.

As a concluding illustration of P12's zest for life and teaching, I share the following. He stated that he was "officially retired", he did not intend – nor was he scheduled – to teach in the Fall of 2005. "Nope, no more teaching, I am done." Once back at my own home institution, I received a letter from P12: "One more. They were all students I had taught before. Why not?"

Researcher Discussion:

The overarching objective to this chapter was to provide an opportunity to visit with these participants beyond what the transcriptions and field notes supported. Each of the participants provided a rich history and a personality to their teaching endeavors. Clearly ones SES status and professional background allow the participants to bring more to their respective classrooms than the technical knowledge in a chosen field of study. Broad ranges in professional and academic experience play a vital role for each of the participants interviewed.

CHAPTER 7: DATA ANALYSIS & CODING

Analyzing the data collected occurs in the fifth stage of the research process outlined by Denzin and Lincoln (2003). Prior to analysis, the researcher has constructed a concept of self (Phase 1, Appendix 1), identified the theoretical lens/es (Phase 2), designed the study along with the methodology to be used (Phase 3), and conducted the interviews (Phase 4).

After this study's data collection on site in Seattle, the interviews were transcribed, and the six-stage process described by Marshall and Rossman (1999) was used as a method of bringing clarity and focus to the interview field notes and transcriptions. Data was organized into categories or themes so that items buried beneath the context could emerge. Coding of the themes involved each transcription being reviewed multiple times in order to develop a single document arranged around each theme in an effort to provide a single point by which to review the context of an individual theme.

Applying the Seidman (1998) and Tesch (1990) analysis techniques to the field notes, personal observations, and interview transcriptions, I developed the following nine themes:

1. Personal branding

2. New Economy & Flexibility

3. Typologies

4. Hierarchy of Institutions

5. Networking & Personal Selling

6. Standards & Ethics

7. Students First

8. Satisfaction

9. Theoretical Correlations

All told, the twelve participants represented an aggregated experience of having taught at forty higher-education institutions. Eliminating any duplication amongst the faculty, this study was able to examine 25 distinct academic contexts.[3]

"The qualitative researcher is remarkably like a choreographer …in terms of situating and recontextualizing the research project within the shared experience of the researcher and the participants" (Denzin & Lincoln 2003, 48). This chapter presents my choreography of the generous data supplied by 12 adjuncts within the shared experience of our conversational interviews.

7.1. Hierarchy of Institutions

In 1970, the Carnegie Commission on Higher Education developed a classification of colleges and universities to support its program of research and policy analysis. Derived from empirical data on colleges and universities, the "Carnegie Classification was published for use by other researchers in 1973, and subsequently updated in 1976, 1987, 1994, and 2000. The 2005 revision, the single classification was replaced by a set of multiple, parallel classifications. The new classifications offer a set of different lenses through which to view U.S. colleges and universities.

The interviews and subsequent coding revealed that, from the adjunct's

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[3] This varied experience is precisely why Seattle, WA was chosen as a site for this investigation. The broad sample is representative of a broad cross-section of institutions in terms of their Carnegie classification.

perspective, the higher education institutions in the Seattle region existed within a hierarchy beyond their standardized classification. Each of the institutions occupies a specific niche in terms of their scholastic expertise and regional recognition from the perspective of the participants. Their comments were inherently opinion and not objective facts. Following are some of the interviewee comments regarding the presence of a hierarchy with respect to the local schools:

- *"When you're talking about caliber, University of Puget Sound would be at the top, if you have a kid who couldn't either afford to or wasn't sure what he wanted to do, lets get started at the community college. It's primarily a feed-in for the four year universities. A step up from that is it the four year and a step up from that is the University of Puget Sound".*

Another perspective on hierarchy related the concept to institutional age:

- *"Seattle University is much older and City University is still young but the community colleges are a step below and they are feeder schools, they fill their own niche".*

While most participants concurred that both regional positioning and hierarchy existed, one participant opined to the contrary.

- *"I have a personal belief that there <u>are not</u> levels of prestige. I have too many experiences with Ivy Leagues. I can assure you that hierarchy is purely in the mind, and has nothing to do with the quality of the institution."*

Each institution occupied a specific niche in terms of scholarly pursuits and regional reputation, even though the overarching attitude toward community colleges in general was articulated by P12, "*CC's, they're all the same*". North Seattle Community

College was the most represented school among the participants with six (50 percent) of the adjuncts having taught at least one class there. Strong in science and MIS, this institution catered to ESL and older students returning to school. Approximately half of the students were in pursuit of their Associates Degree. There was strong consensus among participants that North Seattle Community College played a major role in reeducating adult students as well as preparing students for transfer to a four- year institution, most likely the University of Washington. Two of the six participants made specific comments on the level of integrity of this institution through such comments as "*You know it's on the low end, of course.*" "*The student body going to North Seattle Community College isn't going to even be able to get into the University of Washington.*" "*I struggled with bringing my brand to the North Seattle Community College.*" "*I was actually a little concerned for the safety of my car*". These comments were dramatically different from one participant who stated "*I believe that 42 percent of our students achieve a four-year degree, the largest in the state.*"

While comments concerning the community colleges were consistent amongst the transcriptions and codings, some startling interpretations can be drawn from the interviews. Several local community colleges were best known for being alternative or specialized schools. Evergreen was considered "alternative" in that it offered no grades, divisions, or departments to the incoming student. South Seattle Community College was reported to possess an excellent culinary program. Edmonds had a strong commitment to real estate. Seattle Central Community College was noted for diversity in its student population.

Four-year institutions represented a level up, hierarchically, in both the Carnegie classification and in the minds of the interviewees for this study. Aside from awarding a Bachelors or Masters Degree, these institutions had individual reputations as did the community college. Bainbridge was a "start-up" targeted towards environmental and social sustainability while UW-Bothell (in only its third year of existence and being funded solely by its founders) was considered a substandard institution by all participants. "*Bothell, it's really weak.*" Seattle University was a private Jesuit school whose underlying theme was social justice. All participants regarded it as one of the best graduate business schools in the region. Comments such as "*Everything is geared to doing the right thing all the time*," "*It's comparable to the University of Washington,*" and "*It has one of the best graduate business schools in the country*" demonstrated its excellent standing in the community.

7.2. Networking and Personal Selling

Each participant took a unique route to securing a teaching position in higher education. Once that initial entry had been made, the interviewees employed strikingly similar techniques to ensure the continuation of their role as adjunct. The ensuing quotes describe the techniques used, either deliberately or unknowingly, to gain entry into the society of adjuncts.

Utilizing an pre-established contact one adjunct noted his method of entering academia when stating "*About a year ago I went out for a beer with my former tax professor who is now chairing the accounting department, she asked me if I would be interested in teaching, and I said 'sure'*".

Two fine examples of networking are apparent thru these adjuncts comments when they share their particular strategies. *"I volunteer for my professional group, give seminars for the local chapter. From there I had gone to Toastmasters, preparing to be president of the chapter. I was asked by a fellow appraiser who was teaching quite a bit at North Seattle Community College to fill in. From my perspective, I have got my foot in the door. I am also the residential associate guidance chairman for our local chapter which is helping residential appraisers work towards professional credentials."* The second example depicting the value of networking and personal contacts is illustrated via the following quote. *"I was transferred up to Seattle and started working up here in this environment and ended up meeting a woman by the name of Susie Andersmith. She is the wife of Sam Andersmith, who is one of the real estate professionals at Boeing. ... I was at a real estate evening event, and it was a of black tie type of thing, and we were all standing around chatting and I met Susie Andersmith who is the liaison between the real estate community and the North Seattle Community College. She works as an adjunct professor and the coordinator ...So she contacted me and kept contacting me. I kept putting her off and finally she said, 'Patricia, I am begging you. I really need somebody to come and teach this class.' I came to this by osmosis with Susie Andersmith who really just begged me to come and do this."*

A particularly affluent adjunct states that *"About seventeen years ago I was asked to be on what's called the Executive Advisory Council. This is literally a council of business people who advise the dean of the school on matters related to the school's educational objectives and goals. I was the chair for a couple of years and then I got*

drawn into something called the Center for Integrity where I am a fellow there. Now I have a number of connections and strong relationships with other faculty. The dean is, you know, a close personal acquaintance". In this specific case the subject networked and employed personal selling techniques so well that she was asked to teach a graduate level course despite holding only a baccalaureate degree. *'Would you please consider teaching a course on entrepreneurship?'. I thought 'How can I teach a graduate level course in college if I only have an undergraduate degree?' But they hired me and I taught my first class."*

    The next two examples represent a myriad of techniques that can be employed to secure a position. In the first example academic capitalism, networking, and personal selling strategies are apparent when this adjunct shares that "*Knowing Everett as I do, I had to get in there. As soon as I started, I began seeing opportunities through the college. I've raised enough capital and have been given a grant to start a design school for small business innovation. So I will be the director of a school within a school; and academia was the absolute lowest on my list."* Meanwhile this second example the subject shares his networking strategy using established contacts to broaden the scope of his network in order to secure a position. *"I started teaching part time there and in the process I made a contact with this Small Business Development Center at Washington State University. Yeah, very flexible. There, I was my own boss. And then in the process, of course, I met people in the colleges because this particular area that I was in had five community colleges and two four-year universities. All of a sudden, I went to 'Hey, can you teach a course here? Can you teach a course there?'"*

Lastly, the ability to meet influential decision makers or those in a position of power can be used to initiate a career. *"The people at TCC, I worked with them and got to meet their deans…They're hiring me all the time. Then, UPS where I started the first time as an adjunct and I taught five or six courses and, again, the same thing – I got to know the deans and they knew me… I started to meet everybody."*

The juxtaposition of the coding process for the categories of "Hierarchy" and "Networking" revealed a notion that was initially counter-intuitive. The existing literature (Tirelly, 1997) could be interpreted as indicating that adjuncts with higher terminal degrees would teach at institutions occupying the upper levels of the Carnegie classification. That was not the case with these participants. A Ph.D. taught as a fulltime adjunct at the community college for over 10 years while the interviewee with a Bachelor's taught Masters-level courses at a traditional four-year institution. What level does the degree truly influence the ability to secure an adjunct position? Does networking play a larger role than previously considered? This dissertation's final chapter discusses networking and hierarchy to a much greater extent.

7.3. The New Economy

Beginning in 1873 with Walter Bagehot's writing of businessmen and investors' fanciful delight over prosperity, the phrase "The New Economy" has evolved to the point where it has no single definition. Similar to literature's multiple meanings for The New Economy, the participants in this study held a variety of interpretations of the concept. Alcaly (2003) states that the New Economy is a result of productivity, information and communication, and global competition. Nicholas Crafts (2001) focuses on the New

Economy in relation to information technology. As long ago as 1939, Schumpeter stated that "economic change, in turn, is driven by innovation, a process that incessantly revolutionizes the economic structure from within, destroying the old one, creating a new one". That notion of continual change parallels the fluidity of definition when interviewees were asked to define the term "New Economy". Their attempts to articulate how the new economy related to their world were much like "shooting at a moving target".

Despite my initial frustration at the disparate answers participants gave on this participant, several common trends emerged. Most of the participants had embraced at least four major aspects of the New Economy in their academic, corporate, and personal lives, whether they recognized it or not – economics, entrepreneurship, technology, and flexibility. Many of the participants provided answers that related to more than one of those four aspects.

Regarding the economic trend that arose in responses, one participant thought of the gross domestic product when discussing The New Economy. Another stated "*The new economy means we're not a manufacturing economy anymore, we're actually a service economy. The new economy is definitely human capital, intellectual capital. It's definitely service.*" Participants also mentioned corporate layoffs, "*After my first year at Boeing, I was laid off. I was unemployed for about a year. I was laid off because of the economy.*"

Another trend that emerged from participants was entrepreneurship. "*The new economy, at least because it's Seattle, means entrepreneurship. It means starting things*

up, understanding that things change fast. The new economy to me is fast moving,

changing, receptive to what the public or business wants, financial ethics."

"*I actually started three of my own businesses in between working for corporate.*

I owned an ergonomics consulting company, a new food product development company,

and still own my own consulting company where I consult small business development

and entrepreneurship here in town."

"*I stared a boat company because I was into boats, went broke, lost a lot of*

money, broke up a marriage, then went and sold private jets for five years."

The new economy had provided a broad range of experiences, some successful

and others life-altering, to many of the participants in this study.

The New Economy and technology was touched upon only sparingly by the

interviewees. Confidence in using technology had grown amongst several of the

interviewees. "*I think something that has changed with me is my interest and confidence*

in technology so I use the web a lot. I am the lead developer for an on-line development

company of four different higher level accounting courses, the reason that I didn't is that

I always wanted a certain flexibility and independence."

A second perspective on the prevailing utilization of technology was noted with a

bit of caution. "*I think we do business differently today than we did business three years*

ago, five years ago, or ten years ago. Technology in itself has really pushed us into a

different way of thinking and a different way of participating in business with our

customers, with business partners. I live on my Blackberry and yet I try not to let it rule

my life. I have some rules that I have to put in place for technology. We actually have so much technology and so much fabulous growth in this area that we should place some rules around that. Some of my rules are at nighttime I usually leave my Blackberry in my car. So I will get home before I get out of my car, I will look at it one last time, I have probably sat in my driveway for an hour. So I have rules around technology: I turn the phone to mute when I get home, leave the Blackberry in the car; and don't look at my computer after 4:00 pm on Saturdays. I think that some of the flexibility we have is because of technology."

Flexibility became a major theme for this study, especially related to research question #2, an inquiry into the impact of The New Economy on employment and the potential requirement for adjuncts to become endlessly adaptable. The literature is reviewed extensively in Chapter Two; however for the reader's convenience, I again mention Ulrich Beck and his work entitled The Brave New World (2000) wherein he assumes that corporate flexibility in an increasingly global marketplace acts to redistribute risks away from the state and the economy and back to the individual. In a single sentence, Beck captures the essence of the adjunct in higher education over the past thirty years. He asserts that s*tating* that one is flexible and *demonstrating* flexibility can oftentimes be two mutually exclusive entities.

Many of the participants had embraced the requirement for flexibility in the new economy long before entering academia. "*I managed some retail stores, did some market research and wanted to get a business degree so I went back to school at thirty.*" Many had several career changes prior to migrating to teaching. One participant who clearly

depicted a life of flexibility began as an engineering major, dropped out, married, entered nursing school, failed to complete the program, graduated in industrial engineering and promptly entered the field of real estate. Another successful communications executive stated that "*I left because I was getting bored and I had other interests that I wanted to do while I still could.*" His wife and he investigated the concept whether you live to work or work to live. Their philosophical investigation led them to leave their full-time jobs for positions requiring no more than twenty hours per week in order to pursue "built in" flexibility.

Yet another interviewee stated "*If you want to survive you have to be adaptable. I have always taught a broad range of classes. You can teach a broad range of classes and at the same time the college wants someone who is flexible because one semester it's busy and the next semester it's not, but this course is busy, so who do they plug in?*"

And another acknowledged "*Now I position myself to be flexible, the whole idea is that it will give me more opportunities in the future.*"

What was initially viewed as a rather diverse response to one of the supportive questions ultimately developed into a rich discourse of opinions and thoughts relating to a broad, multi-faceted topic. Beginning in 1873 with Walter Bagehot's writing of businessmen an investors fanciful delight over prosperity in the new economy has continued to evolve into the current definition that has no singular definition or meaning. Rather the topic shall continue to evolve and possesses a multifaceted meaning for each and every individual who is impacted by its broad serving progression.

7.4. Personal Branding

Branding in higher education bifurcates into two major components: Institutional and personal. While institutional branding is certainly a trend and aspect of higher education which warrants additional investigation, this study focused on the latter component with the main concerns being whether an adjunct's personal brand varied with the institution they taught at, whether an adjunct's personal brand had evolved over time, and what personal branding strategies they employed.

When asked about their personal brand, seven of the twelve or fifty-eight percent of the interviewees stated that they had not considered themselves to possess one. After the initial novelty of a personal brand had passed, participants became more introspective. Both sides of the response possibilities ('yes it does' or 'no it doesn't') were asserted when participants were questioned whether their branding varied with respect to the institution at which they taught. The majority of respondents felt that the specific institution at which an adjunct taught had little if any impact on personal brand. "*It is kind of irrelevant what school I am representing.*" and "*No, it is a steady, consistent brand.*" are representative of the responses. Two of the less-experienced adjuncts indicated that they saw a relationship between personal and institutional brands. One of the participants, a well-established professional, said "*I think the school affects my brand because being able to say that I teach at Seattle University distinguishes me.*" The second participant acknowledged the relationship between institutional and personal branding, but reversed the direction of influence. "*Your personal brand? It fits the brand of the school … I selected the schools which fit with my own personal brand.*

Your own personal brand helps influence the brand of the school. We have had faculty turn down going to Stanford to come here to UW-Bothell because they wanted to form a whole new university."

Although most participants did not believe that their personal brand varied across institutions, they <u>did</u> see it varying across audiences. Many of the responses used the term "style" to represent personal brand. "*The only time I change my style is [according to] demographics. It's mostly non-English-speaking students, and the reason is, my tempo is traditionally a little quicker [than most]. I am Type A personality, so I'm very entertaining. And it took me a couple of years to figure out that when a lot of non-English students were in class and kind of nodding along that they understood, it was only because they were happily being entertained.*" Another adjunct who taught at both the community college level and the corporation stated "*I will tell you that in presentations it's very similar -- I raise the level of communication in corporate because in corporate the level of experience in our business is at a much higher level. At the community college level, it's more diverse. You may have to teach down. You have to modify. Yeah, absolutely, you have to modif*y."

Another aspect of personal branding examined by this study was whether or not an adjunct's brand had or has not changed over time. The participants universally agreed that their brand had indeed changed over time. "*I think I have gotten much better at delivering the brand. I have more experience, so more examples [and] longer term perspective. I am more confident in the classroom so that allows me to really create a comfortable environmen*t". When probed as to how his brand had changed, this same

participant stated "*I think it becomes more fine tuned. I hope that I've become more adaptable to different situations as they have been presented.*" He voiced the sentiments of all participants when he said "*I think it has changed as I became more experienced. It was different when I was investing in terms of gaining knowledge and credentials and building up my brand.*" These interviewees clearly believed that time and experience contributed to their personal brands. They admitted that their individual learning curves had affected their brands. And, they believed that a personal brand is evolutionary regardless of the institution where an adjunct teaches.

The final aspect of personal branding examined by this study was how was branding used in the classroom. This resulted in a rich sharing of precisely what it is that the adjunct brings to the classroom. Each adjunct relied on his/her academic qualifications as well as experience when establishing personal brand in the classroom. "*I actually will hand out my qualifications. I want to give them the sense that I am credible, that I have advanced in my profession.*" "*[I] tell them about my credentials, my certifications, my experience.*" "*[I bring]35 years worth of experience. I think people would say 'He is a person who has seen and experienced a lot.' I think they would also say that I am a person who can extract from those experiences rich and useful examples and lessons that are complimented or supported by a fairly thorough knowledge of the field of management.*" These excerpts represent the entire pool of interviewees. To a person, they asserted that their personal brand had been shaped by business experience and whatever experiences they had had as teachers.

7.5. Satisfaction

The topic of job satisfaction was bifurcated into satisfaction with teaching and satisfaction with a specific institutional management. As with many surveys/interviews, the respondent pool is self-selecting. Therefore my hypothesis was that interviewees would be predisposed to job satisfaction – most individuals are not inclined to interrupt busy schedules to discuss something abhorrent. As a researcher, I felt that the satisfaction questions were almost gratuitous. However, I also was willing to be surprised.

Satisfaction with classroom teaching was, with one exception, an area all participants rated high. "*It's what I really love, the coaching and mentoring of the students. I come by that naturally*". "*I find that teaching is a really great way of giving back and then of course sharing what I have learned over the years with other people.*" "*I love the interaction; I love the give and take.*" These part-time faculty members were encouraged by their interactions with students; they appeared to draw energy from the lessons which were being shared. "*Its just exciting and I get calls and emails from students. I am always off the charts in my surveys in the categories of 'enthusiasm' and 'cares about me as a person'.*" The comments representative of the attitude conveyed by all participants were "*I help people fulfill their dreams.*" And "*It's a privilege. I think I make a difference.*"

Dissatisfaction was predominantly expressed in the areas of students and the administrative lattice. Interacting with students can be challenging for even the most experienced educator. Even those who stated that they were totally satisfied made certain to note that there were times when they were frustrated with their students. "*The*

younger students are more disrespectful of the teacher and they are more blunt".

"*Students can be pretty harsh sometimes.*" Adjunct dissatisfaction with administration

"*Generally I am satisfied. But in every institution there are some small things and it*

doesn't work the way you want." One hopeful full-timer states that "*The truth is you are*

a temp. That's what an adjunct is. It's a temp [position]. You are filling in and if you

want to continue to do it, then my experience has been you'd better put yourself out and

show people you are willing to do it." Another long time adjunct who retired from one

career and has built a second via teaching states that "*I am frustrated by some of the*

things we talk about, I am frustrated that more instructors don't take advantage of the

educational opportunity. I am frustrated that sometimes decisions are made through a

certain amount of ignorance rather than knowledge that could be gained by attending a

class. I have been frustrated sometimes by the practices within the divisions." One

comment epitomized the frustration adjuncts can sometimes experience in dealing with

the administrative side of their profession: "*It took me three years to get a key to my own*

classrooms. Every quarter I was cut off from all systems [including] my mailbox and my

computer system. So every quarter I had to go reapply... After five years of teaching, that

still was an issue."

A tertiary view concerned frustration related to hierarchy within an institution.

"All of my training I had to learn myself, nobody ever trained me. Now compare that to

Seattle University [where] every one of my classes had refreshments!" The exemplary

comment from this line of questioning was "*A lot of my colleagues at the community*

college level feel under valued. Like 'Oh we're just a community college, and it's [as

though] adjunct faculty are kind of like the red-headed step children -- that we're

somehow <u>less</u>."

Participants were able to compartmentalize both their satisfaction as well as their dissatisfaction. Frustration with administration or fellow faculty did not influence their ability to be satisfied in the classroom. A majority of the adjuncts made a comment linking their personal brand to their level of satisfaction. *"Once I go inside those classroom doors, it's my world. It could be the University of Chicago, it could be Stanford. Once I go through those doors, that's my environment and I bring it to whatever level I bring to it*."

I submit that herein lies the heart of this group of professional adjuncts. Regardless of administrative hurdles, fulltime or part-time status, intermittent disrespectful students, these adjuncts were satisfied as a result of the interaction with students and the sharing of the expertise which they had worked so diligently to acquire.

7.6. Standards and Ethics

This study was concerned not with adjunct adherence to the regulations present in any institution (e.g., personal use off stationery, copiers, telephones), but rather the ethical boundaries adjuncts had created for themselves. My interest was in discovering whether or not these adjuncts (described by the literature as "marginal players") had encountered situations in which they were pushed to a point where they saw one or more policies as intrusive – violating their own personal boundaries.

Several of the participants intimated that they had left a school for just such a reason.   Upon further questioning, they revealed that, at some point in their respective

teaching careers, they had been pushed beyond their ethical limits and they had taken action to preserve their own ethical integrity. One adjunct provided a specific example where he had been requested to ignore his own guidelines of ethical conduct and instead operate under the school's. "*No, I don't want to lower [my standards]. I said ' I cannot do it and I don't want to anymore'. They are pushing teachers to pass students whether they are qualified or not qualified. This happened at City University to me, so I find that this is causing me a great deal of guilt. I am not teaching there. That's not my type you know, it's not my style.*"   In a disturbingly similar example concerning the same institution, another interviewee stated "*I got out of that situation as quickly as possible. I left due to an incongruency between their business objectives and my own personal brand. I tell students 'I don't <u>have</u> to be here. I am here as an avocation. I want to enjoy myself. I want you to enjoy yourself. I want you to go away having learned a lot.' Well, there is only one example. I gave you a list of all the schools that I have taught at and that was the only one and that was because it was really sick. I mean, I cannot tell you how….we don't need to go there.*"

These examples show that these participants endorsed a code of ethics in their teaching positions. Unlike their tenured counterparts, these part-time employees are risking more than a difference of opinion when they refuse to adhere to a request or a policy which potentially contradicts their integrity. In many cases, they are jeopardizing their entire adjunct teaching career. Bound to short-term contracts which are renewed each session, these participants could have been eliminated from teaching assignments regardless of positive student evaluations. While retrenchment (Kerlin & Dunlap, 1993)

has been a recognized trend amongst full time faculty, this area is also cause for concern

amongst adjuncts being replaced by other adjuncts willing to lower their own ethical

standards in order to gain entry into academia.

7.7. Students First

The adjunct's job is not to conduct research, nor is it to serve on committees.

First and foremost, their responsibilities are to their classrooms. Whereas tenure-track

faculty must divide their attention between teaching and research (Colbeck, 1998), the

adjunct's attention is focused on one thing -- Teach the students. Even with this objective

clearly understood, students can be trying for even the most devoted educator. Each of

the adjuncts interviewed for this research stated unequivocally that the students were their

first priority. Ultimately the participants responses fell into three areas of satisfaction.

Firstly the adjuncts truly enjoyed working with the students. Secondly, they saw the

benefit of teaching beyond the course material and felt that sharing "real world"

examples could enhance the students' academic experience. Lastly, the adjuncts found

significant personal satisfaction in helping their students to succeed.

<u>Working with the Students:</u>

Despite the reality of many pressures weighing on teachers (e.g., meetings,

grading assignments, developing lessons for diverse students) the adjuncts in this study

spoke of their commitment to their "customers".

- *"My main interest was to be with the adult educated people and help them."*

- *"I was getting complaints that the calculator was too hard, they couldn't understand*

  the calculator. I decided that I would spend four hours just on the basics of the

calculator. One of the things I have been doing is trying to get the magic of this calculator through their heads in four hours or less, so I bought a piece of software that shoots the calculator on the screen. They say that I really helped them."

- *"Teaching is my main priority. I have turned down other board positions. I feel that education is one of the very few ways in which people can change their lives."*

Beyond Course Material into Real World Applications:

The adjuncts in the participant pool found sharing their "real life" experiences and knowledge to be rewarding.

- *"Part of that was giving back. What intrigued me most about teaching was I wasn't using the accumulated knowledge that I had experienced. I wanted to pass that back to students and bring into the classroom real world examples to link the [theoretical] concepts. I can tell these students real world stories."*

- *"I did it because I really enjoyed mixing it up with the students. Going through the textbook and saying 'Here, I am going to impart this knowledge and – Look at that! – You learned the seven principles of selling.'...that's not the kind of teacher I was. Give me an example of where it is used. Tell me out of your head, little man, and tell me how you can use it"*

Personal Satisfaction in Student Success:

Helping their students succeed invigorated the adjuncts interviewed.

- *"If there's one thing that makes my blood pump, if there is one thing that floats my boat, it's that I love sales and marketing. Love working with the students. Love helping them succeed. Love helping them get a job and reach their goal."*
- *"This past quarter I had a 29-year-old – just retired from the military. I gave her a great deal of guidance. She has become very successful, she just took right off. I found that I was happier when they were successful, more than when I had my own success."*
- *"Why teach? Because I like to be a part of that success."*

7.8 Theoretical Correlations

The four theoretical frameworks discussed in Chapter Three (Professionalization, Identity, Structural Functionalist, and Dual-Labor Market) were evident throughout the interviews. Adjuncts either maintained a single theoretical perspective throughout the interview (42 percent) or else employed two or more theoretical perspectives 58 percent). The table below shall serve as an illustration related to the theoretical models which each participant exemplified in the course of their interview.

Table 7: Use of Theoretical Perspectives during Interview

Participant #	Primary	Secondary
P1	Identity	
P2	Dual-Labor	Professionalization
P3	Dual-Labor	
P4	Dual-Labor	
P5	Dual-Labor	Professionalization
P6	Dual-Labor	Structural Fxn
P7	Dual-Labor	Structural Fxn
P8	Dual-Labor	

P9	Identity	Professonalization & Dual-Labor
P10	Structural Fxn	Identity
P11	Structural Fxn	Identity
P12	Dual-Labor	

The most prevalent theory observed was Dual Labor Market. Nine of the twelve (75 percent). Low wages and unstable employment with little or no opportunity for advancement affected interviewee perspective on higher education and satisfaction level with administration. The next most prevalent theories that emerged in the data coding process were Identity and Structural-Functionalism. Four of the twelve participants (33 percent) made statements consistent with these models. The least-used perspective was Professionalism. Three participants (25 percent) mentioned being part of a symbiotic system.

Use of the multiple, theoretical lenses enabled me to step farther into the background and allowed the participants to be foregrounded so that each adjunct could be interpreted via his/her personal theoretical lens.

7.9 Typologies

Based on the seminal work by Tuckman (1978) wherein he established seven mutually exclusive categories into which every adjunct "should" fit, I developed two simple questions for insertion into the interview schedule: 1)Did the adjunct believe s/he fit solely into one category? 2)Was there a new category/ies not included in the Tuckman structure into which the adjunct wished to be placed? Table 7.1 summarizes the interviewee responses.

Tuckman defined his seven adjunct categories as follows:

- SEMI-RETIRED : in the process of phasing down their work commitment

- STUDENT currently working part-time while pursuing further education

- HOPEFUL FULL-TIMER currently would like to secure a full-time college

teaching position

- FULL-MOONER: having a second job that consists of at least a thirty-five-hour

per week commitment.

- HOMEWORKER: working part-time to allow time to care for children and other

relatives)

- PART-MOONER: Persons part-time in one academic institution with a second

job elsewhere of at least one hour per week

- PART UNKNOWNER: Persons whose reasons for becoming part-time are

unknown.

Table 8: Self-Reported Categorization

P#	Typology	Exclusive	Goal	New Typo?	Comments
P1	Part-Unknowner	Yes	Hope Full-Timer	N/A	Full time is my goal
P2	Full-Mooner	No	Full-Mooner	N/A	Explore Ph.D.
P3	Full-Mooner	No	Full-Mooner	N/A	Financial remuneration will limit ability to pursue Full time
P4	Full-Mooner	No!!	Hopeful Full-Timer	N/A	Typologies are too one dimensional
P5	Semiretired	No		Lifelong Student	Don't like the terminology
P6	Part-Mooner	No	Part-Mooner & Semi- Retired	N/A	I don't believe we are only one.
P7	Part-Mooner	No	Not becoming a tenured professor	Satisfied part-timer	Close, but not completely accurate. Mr. Mom
P8	Full-Mooner	No	Do not want to be	Part-Timer	Very dated, depends

			tied down for 10 weeks	who is a caregiver	on where my life is.
P9	Full-Mooner	No	Hopeful Full-Timer	Passion Mooner or Co-Learner	Full-Mooner who is semi-retired
P10	Full-Mooner	No	Hope Full-Time consultant	Co-Learner	Definitely room for modification, co-learner
P11	Semi-Retired	No,	Premature retirement lifestyle	Lifelong Learner	Can belong to more than one over a career. Earlier I was hopeful fulltimer, then fullmooner
P12	Semiretired	No	Retired	Co-Learner	Many phases of a career

Of the 12 participants, 50 percent regarded themselves as Full Mooners.   The second most prevalent typology (25 percent) was that of Semi Retired. The third category reported by the interviewees was Part Mooner (16 percent). One interviewee designated him/herself as Part Unknowner.

I further segregated the data to explore typology coupled with professional goals. Of the six Full Mooners, three wished to continue on their current path of academic employment; two (33 percent) desired a full-time academic position; and one Full Mooner had no quantifiable goal for him/herself in higher education and sought a full-time consulting position. Among the self-identified Semi Retireds, all three sought full retirement as an eventual goal. Both of the Part Mooners were not inclined to engage in full-time employment of any sort nor a full-time tenured academic position in particular. They indicated that they would most likely seek semi-retirement. The sole participant self-categorized as Part Unknowner hoped to find full-time employment. All told, three

(25 percent) said their objective was to transition from part-time to full-time employment in higher education.

　　Potential for Additional Typologies

　　　　The interview question regarding the desire on the part of the 12 adjuncts to establish additional typologies (outside the Tuckman 7) to better describe their situations provided an array of responses. Four new typologies were suggested : Co Learner, Lifelong Learner, Satisfied Part Timer, and Part Time Caregiver. Three participants recommended Co Learner; two recommended Lifelong Learner. I see those two additional categories easily combining into a single Learner category. Satisfied Part Timer and Part Time Caregiver received a single suggestion each.

　　　　These data reveal that, for this group of twelve adjuncts, the satisfaction rate was fairly high and they were not all striving for the bona fide full professor situation. In total, across all categories and participant situations, nine (75 percent) proclaimed themselves satisfied with the position and not seeking further involvement or any means of advancement in their higher education career.

　　　　The processes developed by both Creswell (2003) and Tesch (1990) provide an excellent methodology for bringing both clarity and substance to the participants comments, thoughts and intonations. Ultimately the nine themes shall afford us with strong documentation from which to provide additional insight to the three research questions that were posed in Chapter One.. Armed with this data, answers to the three research questions (1) How do adjunct faculty brand themselves, (2) What is the impact

of the New Economy on employment, and (3) Are adjunct faculty really as homogenous

as existing literature defines them?

CHAPTER 8: CONCLUSIONS, DISCUSSION, & IMPLICATIONS

The final chapter of this dissertation summarizes the study's background, methods, and results as well as discusses the current and future implications, especially regarding new insights that differ from what is found in the current literature. At the outset of the study, my objective was to give voice to a part-time labor force (adjunct faculty) in the new economy. I believe this study has succeeded in doing that.

8.1. Review

The problem statement, research questions, and methodology are discussed extensively in chapters 1 and 4. What follows here is a brief summary.

Given the disparate trend of increased utilization of part-time labor in higher education versus the public sector, to what extent do academics recognize and understand the motivations and strategies employed by adjuncts to ensure continuing employment and satisfaction in their chosen academic career? More specifically, how do these marginal laborers employ personal branding strategies amongst and between several employers and audiences? As a result of higher educations motivations for hiring increased numbers of adjuncts, a great many of these educators are required to teach at several institutions simultaneously in order to generate sufficient income to support themselves. Precisely how does this employment requirement affect an individual adjuncts personal brand? This investigation sought to provide answers to these questions as well as to offer greater insight into the specific branding strategies employed by adjuncts and how these strategies contributed to or affected their satisfaction in our most recent new economy.

The three research questions posed were: 1) How do adjunct faculty brand themselves? 2) What is the impact of the New Economy on employment 3) Are adjunct faculty as heterogeneous as portrayed in the literature? In order to explore these questions, I designed a qualitative study based on the five-phase process outlined by Denzin and Lincoln (2003). The study employed an in-depth interview method with twelve participants at a location satisfying all three site-selection criteria: 1)a sufficiently large pool of potential adjuncts, 2) an array of institutions as determined by the Carnegie classification and 3)a variety of different institutions so that adjuncts would teach at several institutions simultaneously.   The twelve interviews took place in a various environmental surroundings such as staff lounges, conference rooms, upscale restaurants, homes, high-rise offices, and coffee shops.

I took extensive field notes in addition to tape recording the interviews. Categorization of the data proceeded according to techniques developed by noteworthy authors such as Creswell, McCracken, Miles & Huberman, and Seidman. Their guidance enabled me to synthesize over 240 pages of transcriptions into 45 pages of highly filtered, user-friendly information. At the very highest level, my process included reading the transcriptions, identifying general themes, iterating the reading and identification of themes, and finalizing the nine categories best representative of the adjuncts' feelings and strategies. The nine categories derived from this process were; hierarchy of institutions; standards and ethics; networking and personal selling; new economy and flexibility; personal branding; satisfaction; students first; theoretical correlations; and typologies.

8.2. Results Summary

8.2.1 Research Question One: Personal Branding

For Research Question 1 regarding Personal Branding, I found four of the nine categories

that emerged from the coding to be especially influential: Satisfaction, Students First,

Standards and Ethics, Personal Branding. Each is briefly discussed.

Satisfaction with one's vocation can be contagious in the classroom setting. The

participants in this study expressed a high degree of satisfaction with their teaching. "It's

what I really love, the coaching and mentoring", "I love the interaction", "It's just

exciting and I get calls and emails from students. I am always off the charts in my

surveys in the categories of "enthusiasm" and "cares about me as a person". The

satisfaction, which these adjuncts receive from teaching, has a direct correlation with

their personal brand. Side effects of this satisfaction result in strong reviews, increased

teaching assignments, and of course a reputation as an excellent teacher.

Students recognize when a faculty member takes time from their schedule to

explain a puzzling concept or to mentor a student. The perspective of placing students

first has a strong contribution to ones brand. Identifying students as a top priority can be

disaggregated into three distinct categories: working with students, beyond the course

material, and personal satisfaction with student successes. Participants provided another

component to their brand thru comments such as "my main interest was to be with the

adult educated people and help them", "they say I really helped them", to "teaching is my

main priority". Incorporation of this attitude in their teaching philosophy added yet

another dimension to their branding strategy that is completely separate from their institutions brand.

Standards and Ethics also contributed to personal brand management. Regardless of whether the adjunct has achieved protected status following three years of service, several participants interviewed for this study expressed that they had encountered situations that violated their own, personal code of ethics. Comments such as "No, I don't want to lower my standards, I don't want to anymore" and "I left due to an incongruence between their business objectives and my own personal brand" provided evidence that they would risk not teaching rather than compromise their own standards.

The fourth contributor to an adjunct's personal brand was identified as "personal branding" in the coding process. Interestingly many of the participants did not correlate the concept of branding as possessing a personal component. It was in this category where the most telling evidence of the personalization of the branding process revealed itself. "It is irrelevant what school I am representing". When responding to the question whether their brand varies by institution adjuncts shared "No, it is a steady, consistent brand". In a final example, which provided evidence that a school has limited influence on ones personal brand, one participant shared "I selected the schools which fit my own personal brand. Your own personal brand helps influence the brand of the school".

These four components were key indicators of the dichotomy between an institution's brand and the adjunct's personal brand. Each exerted influence upon the other, yet as shared by the ninth participant, " Once I go inside those classroom doors, it's my world. It could be the University of Chicago, it could be Stanford. Once I go through

those doors, that's my environment and I bring to it whatever level I bring to it". To further support this connection, of the three subjects who provided business cards, two presented cards from their corporations while only one provided a business card from each of the two institutions where he was an adjunct. Only one subject had a personal website and this site was not specific to any of the three institutions where he was a faculty member.

8.2.2 Research Question Two: The New Economy

The second research question investigated focused on the impact of the New Economy on employment.   Responses to this question had the potential to detract or support the concept of personal branding. Of the nine themes generated during the coding process, "New Economy & Flexibility" and "Networking and Personal Selling" had a significant role in both the formation and contribution to the adjunct's personal brand. As discussed in Chapter Seven, responses to the question concerning the New Economy resulted in a broad variety of responses. Initially frustrated, I searched for a methodology to rephrase the question so that the participants would better understand my intent with this question. How wrong I was! Following closer investigation of the transcripts and literature written concerning the New Economy it became apparent that there is no single definition of the most recent cycle of optimism. Rather it represented different contexts based upon the individual's interests and perspectives. Comments such as "I actually started three of my own businesses", "I started a boat company", "and I left because I was getting bored" to "If you want to survive you have to be adaptable. I have always taught a broad range of classes, if this course is busy, who do they plug in?".

Regardless of the individual adjuncts definition, one consistency imbedded in this theme was "Flexibility". Unlike their tenure-track counterparts who frequently define their roles via a niche strategy, these participants had been exposed to and worked in a variety of careers and occupations. A requirement of the New Economy was the ability to be adaptable and flexible with ever-changing job requirements.

Networking and Personal Selling was another factor enmeshed with the New Economy and adjunct employment . Prior to embarking upon this study, the concept of adjuncts undertaking this activity to secure employment had not been a consideration. During the course of the interviews, it became quite evident that this concept was to have an enormous impact on both securing a position in higher education as well as what level or Carnegie classification the participant was employed by. Shared comments such as "about a year ago I went out for a beer with my former tax professor, she asked me if I would be interested in teaching, I said sure" to "I was asked by a fellow appraiser to fill in. From my perspective I have got my foot in the door". These two comments represent adjuncts that are gaining an entrée in to higher educations entry-level strata. Other quotes such as "I met people in the colleges because this particular area that I was in had five community colleges and two four-year universities. All of a sudden, I went to 'Hey, can you teach a course here? Can you teach a course there?'" explicitly demonstrate the value of this networking activity. From the limited number of participants interviewed in this study, it was evident that adjuncts benefited greatly from this behavior in terms of class load and level of institution.

A final anecdote strongly supports the concept of networking and personal selling. "I was appointed to be on the First Citizens Advisory Board. Later I got a phone call from the director of the Business School asking 'Would you please consider teaching a course on entrepreneurship? I thought 'How can I teach a graduate level course in college if I only have an undergraduate degree?' But they hired me and I taught my first class." Networking has significant implications for both adjunct faculty and researchers and represents an area, which warrants further emphasis for both higher education as well as the part-time worker nationwide.

8.2.3 Research Question Three: Heterogeneity of Classification

The third research question focused on the concept of heterogeneity of adjunct faculty. Specifically, I looked at whether adjunct faculty were as heterogeneous as literature currently defined them. This assessment focused not on the well-documented heterogeneity of the adjuncts but rather on the premise that they are more homogeneous that previously suspected. Tuckman's article "Who is Part-Time in Academe?"(1978) became the stimulus for this aspect of the investigation. In this piece, Tuckman defined seven mutually exclusive categories or typologies. As part of my series of questions I asked the participants to comment on the typologies. Table 7.9.1 represents the Self-Reported Categorization, which the participants provided. Seven of the twelve participants were full-time adjuncts whose sole means of support were monies derived from higher education. The remaining five had both a full-time position as well as adjunct employment. Analysis of their goals further illustrated that three or 25 percent of participants sought full-time academic employment and that of the remaining nine, three

wished to remain full-mooners, another three expect to be fully retired, two wish to

remain part-mooners, and one does not want the time commitment associated with

teaching a full semester long class. This methodology reduced the number of typologies

from the seven which Tuckman proposed to three; full-time, full-moon, and part-moon.

This reduction in typologies when investigated with the previous two research

questions indicated that adjunct faculty are not as diverse as once considered.

Remarkably similar employment strategies in addition to nearly universal use of personal

branding and networking strategies indicated that what has been considered a very

heterogeneous population, in fact, possessed remarkably analogous adaptation practices

for securing employment in their chosen fields.

A final consideration with respect to Tuckman's typologies is a paradigm shift

from the concept of the typologies being related to the time spent teaching (full time,

part-moon..etc.) to developing a set of typologies that focus not solely on the component

of time, but rather on their attitude towards both being a part of academia as well as their

mind-set relating to sharing their experiences and teaching their subject matter.

8.2.4 Environment

Observation of the contexts in which these adjuncts operated was an essential

element to my triangulated approach to information gathering. Investigation of the

interview context fostered understanding of the participants' lives and lifestyles beyond

the text. A direct inquiry into the individual participant's lifestyle was not verbalized nor

accounted for in the questions during the interview. However, signs and symbols of

financial status can be readily and casually observed. While signs can be misleading

(e.g., extremely wealthy individuals may choose to display lower-income symbols for a variety of reasons), they are part of an overall identity. I took the opportunity within the interviews to absorb whatever socio-economic indicators were displayed.

My overall impression was that the participants in this study represented a bi-modal distribution of lifestyles. The dichotomy was evident in the lifestyles, especially those of the adjuncts who were not dependent on the income derived from their positions in higher education. P#3 resided in an upper-middle-class suburb; P#4 worked in a modern, expensive office in an affluent suburb. Participants 5 and 6 drove expensive automobiles, wore designer clothes and accessories that reflected financial independence. For these subjects, their personal brand was that of success. Comments such as "I have run my own business", "graduated from a prestigious University" to "I don't have to be doing this" demonstrate that they are the brand which is being marketed. Contrary to these lifestyles were those of the adjuncts who evidently had not participated in positions where financial remuneration was a primary reward for their services. P#1 worked at a school nestled in a relatively low SES community. Worn shoes and outdated clothes spoke of financial hardship. Likewise, P#2 shared his dissatisfaction with his current employer and the struggle of not having found a full-time position for over a year following the September 11th terrorist attack.

Several times during the course of the study it became evident that what was being verbally communicated stood in contradiction to what was being acted out. For example, P#1's refusal to open the door for a student during "tea time" while stating that his students came first. Or, another participant's refusal to recognize her personal selling

efforts even though she served on committees tasked with securing donations for the university.

8.3 Discussion of Results

The qualitative nature of this study provided significant insight into both the personal and professional lives of the adjuncts that volunteered to be participants for this dissertation. Investigation of the adjunct thru the influences of the New Economy, Personal Branding, and finally the long established typologies which Tuckman (1978) introduced facilitate a new representation of the part-time laborer and their use of branding techniques. Detailed analysis of the interview transcripts, field notes, and observations offer a new perspective of the personal branding and selling philosophies of part-time faculty and can facilitate a greater understanding into the rationale which adjuncts employ to gain entry into this ever changing, yet rewarding field of Higher Education.

Three distinct areas concerning the adjunct faculty member's use of personal branding have been brought to light as a result of this study. These are as follows:

- Adjuncts clearly employ personal branding strategies in order to facilitate their Higher Education careers.

- Flexibility in their careers prior to becoming an adjunct demonstrates an ability to survive and flourish in our New Economy. This most recent cycle of the New Economy mandates that employees maintain flexibility in order to meet the real time demands placed on their organizations or institutions.

- In terms of the heterogeneity or homogeneity issue, the participants interviewed for this dissertation recognized, understood, and accepted their role in Higher Education. In fact, the majority were using the situation of part-time employment in academia to augment their primary profession through the personal satisfaction that is achieved via teaching.

The participants' use of personal branding techniques presented themselves in a broad variety of strategies and levels of effectiveness. Establishing the client (student) as a top priority, development of personal standards and ethics, and satisfaction with ones position each contribute to an individual's personal brand. Evidence indicated that effective personal selling and branding had the potential to overcome the lack of a terminal degree and the potential to create opportunities to instruct at more prestigious institutions. Conversely, failure to personally sell oneself can affect one's career and negate ones academic achievement.

The current generation's New Economy mandated that our labor force be highly educated and flexible. The participant pool effectively demonstrated the benefits of flexibility in both their full-time and adjunct careers. Ability to change jobs or even industries has become ever more critical as the life cycles of industries and companies are compressed as a result of our dynamic culture. Participants sought new careers or willingly taught a broad variety of courses in an effort to secure employment in their chosen fields. This branding strategy demonstrates flexibility to both the students as well as the administrators and can clearly differentiate one candidate from another.

The third and final research question investigated the heterogeneity of adjuncts. Interestingly the participants continue to represent a broad variety of typologies and theoretical perspectives in terms of their backgrounds and desired positions. While this represents little if any contribution beyond current literature with the exception of the renaming or accretion of newer, more socially acceptable terms, the true contribution of this line of questioning reveals the homogeneous nature of their personal branding techniques as well as their positive attitude towards teaching. Virtually every participant recounted how they had met with, been introduced to, or had served on a committee with a decision maker at their respective institutions.   This universal use of personal selling and networking demonstrates a baseline application of branding strategies to gain entry into higher education via contact with the decision makers as well as maintaining an existence in academia by receiving strong reviews from our second public, the students.

8.4 Implications and Recommendations

When reflecting upon the findings of this study, I found a number of potential implications present themselves for adjuncts, administrators, and scholars to consider. The choice of utilizing qualitative interviewing allowed for a personal investigation beyond the data rich methodology of quantitative analysis. Utilizing these techniques offered each participant a voice, a personality, an identity. While initially merely a numbered participant in the study, our encounter became a human being and therefore assumed a higher level of complexity. Several implications can be made as a result of these personal, in-depth relations.

First and foremost, we as researchers need to recognize that the reasons for pursuing part-time employment in higher education are vastly different than the motivations of full-time, tenure track faculty. Unconcerned with a career path these participants' forged relationships with decision makers in an effort to gain admission into a socially rewarding endeavor. Secondly, the three research questions provided a line of questioning which unequivocally provided us with insight into the personal branding of adjuncts in our society. Networking and personal selling were clearly first tier strategies that were later modified based on the target audience. Once the adjunct had gained an entrée into higher education, the personal branding strategies shifted to the next phase of branding, the positioning of themselves with the final customers, in this case the students and administrators. This finding provides the most significant contribution to the current literature on Adjunct Faculty. From the mindset of the adjunct professor, they conclude that they are the brand and that they as an instructor adapt their brand to the institutions customers, the students.

Lastly, this study offers the potential part-time worker a methodology for survival in the New Economy. Part-time labor continues to increase in the non-academic environment as well as the academic environment. Individuals beyond the confines of higher education must integrate many of the strategies utilized by adjunct faculty in order to achieve a measure of success in the workplace as corporations follow the trends established by academia. Clearly higher education is at the forefront in terms of using flexible labor to minimize the fixed costs of staffing. The future employee must demonstrate flexibility and personal branding if they are to survive in our economy.

8.5 Further Research

Having identified personal branding as a strategy utilized by adjunct faculty, this study recognizes that the techniques and strategies used by the participants have the potential to be further investigated and disaggregated. This particular topic of personal branding could be expanded through administration of surveys focused on personal selling. This subset of personal branding has the potential for investigation beyond the single site employed in this study and can be expanded into geographic areas where the diversity of higher education institutions is not as significant yet is more competitive as a result of the limited availability of positions.

A second consideration warranting further investigation is the personal branding which adjuncts employ not in the field of higher education, but rather how they present themselves in their "full-time" positions or personal lives having taught in higher education. "They call me professor", "I am frequently asked for recommendations" demonstrate the flattering nature of teaching in higher education. Once an individual has taught, do they present themselves differently in their other social circles? The limited evidence derived from this study suggests that they do not present themselves solely within the definitional confines of Tuckman's typologies but rather as a professional that has gained a measure of credibility in two distinctly different careers.

A third consideration focuses upon the concept of branding issues with students. Precisely how do students see their brand? Lacking the personal experience which many of the subjects focused upon in their brand, exactly what is it that the students envision in developing and exuding a personal brand for public consumption. This area of

investigation has the potential to both investigate this literature gap as well as to develop

an offering to better prepare students to the realities of the economic environment.

Finally, a longitudinal study of these same adjuncts would offer insight as to how

their branding strategies have been modified over time. While the sample in this study

represented a broad range of experience as adjuncts, a clearer understanding of the

persistence and application of branding has the potential to forecast employment

strategies for the millions of individuals that find them continuously changing in the face

of the reduced employment cycle in our non-industrial society.

APPENDIX A

POSITIONALITY STATEMENT

The ethnographer brings to their work a life history that cannot be separated from the data being collected. In this case I bring to the study several perspectives and experiences which have the potential to simultaneously enrich and impact the information being shared by the selected adjunct faculty participants.

My upbringing as a second generation Italian immigrant who was the first in his family to attain a baccalaureate degree (much less an MBA or Ph.D.) brings a sense that any goal worth attaining can be realized through diligence and hard work. The middle class upbringing provided to me by my parents (father: 1st generation Italian tradesman, mother: 1st generation Italian/Russian Jewish homemaker) does not instill a significant level of empathy for individuals who feel slighted or persecuted by their lot in life. Our family was raised under the credo that you do not complain about a situation. Rather, you set your sights on what needs to be done to achieve your goals.

Beyond my middle class background is my 19+ years as a Marketing Director in private industry. Leadership and mentoring were key factors in my ability to sustain a career that resulted in my being responsible for $1billion in annual revenue and the attainment of my division's key goals and objectives over the course of two decades in a highly competitive marketplace.

Now as I enter my career as a lecturer at a large Doctoral/Research Comprehensive University I am able to examine and reflect upon my 11 years as an adjunct faculty member at three institutions (University of Arizona, University of

Phoenix, & Pima Community College) and share the feelings that are inherent in being a part-time, marginal employee despite being educated and successful in a career beyond the confines of academia. This experience shall provide me with some inherent internal connections. This background has the potential to both enhance and hamper my position as an ethnographer. It is crucial that I recognize my own internal and external biases. Great care must and will be taken not to remain empathetic to the interviewees personal and professional position. After all, I too have had the experience of not knowing if my annual contract would be renewed.

In closing, this proposal is something which I have thought of performing since I entered academia 12 years ago as an adjunct lecturer while simultaneously working full-time as a Director of Marketing for a Healthcare organization. The issues surrounding the adjunct present a myriad of opportunities to share their perspective and highlight the value which they bring to their field in the arena of education.

APPENDIX B

INSTITUTIONS OF HIGHER EDUCATION IN SEATTLE, WA

Community Colleges

Bellevue Community College
Edmonds Community College
Lake Washington Technical College
North Seattle Community College 98103
Olympic College
Cascadia Community College
Bates Technical College
Shoreline Community College

Universities and Colleges

Central Washington University, Lynnwood Campus
Gonzaga University
Northwest College
Pacific Lutheran University
St. Martin's College
Seattle University
University of Puget Sound
Seattle Pacific University
University of Washington
University of Washington, Bothell
Western Washington University
Washington State University

APPENDIX C

FORTUNE 500 LISTING, SPRING 2005

2003 Fortune 500 Ranking	Company Name
29	Costco
46	Microsoft
95	Weyerhaeuser
103	Washington Mutual
120	AT&T Wireless
250	Paccar Inc.
267	Safeco
286	Nordstrom
342	Amazon
425	Starbucks

APPENDIX D

HSC APPROVAL

Human Subjects Protection Program
http://www.irb.arizona.edu

3 June 2005

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Victor Piscitello, Ph.D. candidate
Advisor: Sheila Slaughter, Ph.D.
Department of Higher Education
320 H McClelland Hall
Eller College of Management
PO Box 210108

RE: BSC B05.123 ADJUNCT FACULTY: BRANDING OURSELVES IN THE NEW ECONOMY

Dear Mr. Piscitello:

We received your research proposal as cited above. The procedures to be followed in this study pose no more than minimal risk to participating subjects and have been reviewed by the Institutional Review Board (IRB) through an Expedited Review procedure as cited in the regulations issued by the U.S. Department of Health and Human Services [45 CFR Part 46.110(b)(1)] based on their inclusion under research category 6 and 7. As this is not a treatment intervention study, the IRB has waived the statement of Alternative Treatments in the consent form as allowed by 45 CFR 46.116(d)(2). Although full Committee review is not required, a brief summary of the project procedures is submitted to the Committee for their endorsement and/or comment, if any, after administrative approval is granted. This project is approved with an **expiration date of 3 June 2006.** Please make copies of the attached IRB stamped consent documents to consent your subjects.

The Human Subjects Committee (Institutional Review Board) of the University of Arizona has a current Federal Wide Assurance of compliance, number FWA00004218, which is on file with the Department of Health and Human Services and covers this activity.

Approval is granted with the understanding that no further changes or additions will be made either to the procedures followed or to the consent form(s) used (copies of which we have on file) without the knowledge and approval of the Human Subjects Committee and your College or Departmental Review Committee. Any research related physical or psychological harm to any subject must also be reported to each committee.

A university policy requires that all signed subject consent forms be kept in a permanent file in an area designated for that purpose by the Department Head or comparable authority. This will assure their accessibility in the event that university officials require the information and the principal investigator is unavailable for some reason.

Sincerely yours,
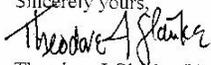
Theodore J Glattke, Ph.D.
Chair, Social and Behavioral Sciences Human Subjects Committee

TJG:pm

cc: Departmental/College Review Committee

APPENDIX E

LETTER OF INVITATION TO PARTICIPATE

From: vjp@eller.arizona.edu
Sent: Sunday, June 19, 2005 2:00 PM
To: Adjunct X
Subject: Dissertation Participant Opportunity

Hello Adjunct X,

I would like to take this opportunity to invite you to participate in my dissertation project this summer in Seattle, WA between July 10th and August 10th. The focus of my dissertation is to gain insight into the careers and challenges associated with being an adjunct faculty member in the dynamic environment that Seattle offers.

An investment of 1-1.5 hours of your time is all that is necessary to participate in this study. Your identity will be protected through this project. As a interviewee you will be able to make any changes to the "hard copy" of the transcript that you deem necessary.

If interested, I ask that you inform me via one of the methods below:

i) *Simply return this email via my personal account*
ii) Email me at vjp@eller.arizona.edu
iii) Contact me via cell phone @ 520-241-8680

I hope that you will participate in this study. As a fellow adjunct (13 years), I am conducting these interviews for my dissertation that investigates the concept of personal branding. I look forward to hearing from you soon.

Victor J. Piscitello
Adjunct Lecturer
University of Arizona
Eller College of Management

APPENDIX F

INTERVIEW FIELD NOTES

Participant One

July 12, 2005

North Seattle Community College

This interview was scheduled to begin at 1:00 pm. In anticipation of this first meeting I ensured an early arrival to the site. Lost and frantic in a new city is no way to begin these Participant interviews. Throughout our discussions the actual site or building had eluded us, perhaps it was a communication barrier. My participants accent was most certainly deep.   As a confirmation to this appointment I contacted the participant two days prior to our meeting to specifically determine a place to meet. Finally a building and floor were confirmed.

While waiting for my appointment I had the opportunity to observe the campus and students. The surrounding neighborhood was lower SES and some of the intersections had transient peddlers on the medians. It was summer and the campus was quiet except for several groups of students dining in the cafeteria. Students appeared to be primarily asian or middle-aged whites. As the time for our pre-scheduled appointment neared I migrated to the Business Building. Upon arrival I introduced myself to the office clerk to ensure that I was in the proper location. The staff was extremely friendly and I felt sure that several impromptu appointments could have been secured. Several faculty members said hello prior to their retreating behind the closed doors of their offices. While waiting, a student "dropped-in" to my participants office. The door opened several inches, the student delivered a paper and the door promptly closed. I later discovered that he was having tea.

Several minutes prior to the prearranged time, I knocked upon the heavy metal office door and introduced myself to Participant #1 at his office. We quickly went to a large conference room at the end of the corridor where the remainder of the meeting took place. Following some time for introductions and execution of the Consent Form we began our conversation at approximately 1:02 pm.

Q1: WSU '75 with a Ph.D. in statistics. Following graduation he returned home to Afghanistan. He was very proud of his Ph.D. in applied research and was pleased to be home until the communists "labeled" him and he had issues with the CIA. He felt that much of this was as a result of his being educated in the States.

In 1987 he returned to the U.S. where he taught at Griffin College. The primary focus of his work was teaching business until the College went bankrupt. From this auspicious

beginning he built a career as an adjunct by teaching at several Community Colleges. Experiences at several schools ensued:

- Highland CC: Very positive memories of this institution from both an administrative and student perspective.
- City University (--disrespectful students and poor administration who insisted on passing students regardless of their ability),
- Leaving City University ultimately led him to teach at NSCC where he has taught for the past 13 years as an adjunct faculty member who has his contract extended on a quarterly basis. This work relationship has proven to be extremely rewarding. He enjoys working with adults more than some of the disrespectful young students. In fact, he prefers teaching in the evening, as his class composition is dramatically different than during the daytime classes. This is very much in tune with my observations of the students who were mulling around in the Student Union.

Q2: When queried as to what of academia is of interest, he frankly replied that he enjoyed working with older adults. Young kids are disrespectful and do not appreciate his efforts.

Q5: Discussing his personal brand was extremely interesting. The quantitative nature of his education and career (Accounting, Economics, Statistics) led him to quantify his own brand. In fact he and I teased each other concerning the true nature of qualitative research. He felt that my dissertation would be much stronger if I could include some numeric representation. Perhaps a chi-squared or two.

(Negatives): Poor English, heavy accent. This perceived communication barrier would meld well with this institutions current student population.

After some further explanation it was revealed that he viewed his brand in Positives & Negatives.

(Positives): Compassionate, respectful, flexible, provide knowledge & education, not prejudiced.

Upon further discussion, we were able to separate the brand of his employer from his own personal brand. Observation of his demeanor was one of discipline. Arms folded or hands clasped together. It was as if he had never considered that he possessed a brand of his own…that he brought something to the classroom beyond knowledge and credentials. We discussed the value of being compassionate, flexible, and the ability to provide knowledge. At this point he pridefully stated several statistics on his students accomplishments (90% pass).

Q3: A perusal of the 7 Tuckman typologies was extremely interesting. Participant #1 felt that he was a "Part-Unknowner" (Persons whose reasons for becoming part-time are unknown) but has also vacillated as a full-mooner via other, external employment outside of academia. He stated that due to the unknowing nature of his contract situation, it was quite easy to vacillate amongst one or more categories in order to support his family.

Q7: New Economy was a mixed bag for this economist. Initially he viewed the question from a macro-economic perspective. His first response was that increasing gas prices and the general state of the economy has had a negative impact on the college. The budget has been impacted as well as FTSE. Another observation is that enrollment in high-tech has been adversely affected.

Upon further discussion, the concept of the "New Economy" shifted beyond the economic impact and IT to the issue of flexibility. This concept piqued his interest. He confided that some of his colleagues had lost their adjunct positions as a result of decreased enrollment in their courses. Full-time faculty whose courses were not full had taken over courses from other adjuncts. These displaced adjuncts had either found another job teaching or merely retired. Unlike those less prepared colleagues, Participant #1 had demonstrated flexiblity. Whether teaching econ, acct, fin, or stats, he was able to fill a void where others had not been so inclined. In short, he was flexible and this had retained his position for 13 years.

Q8-10: In general he is satisfied. He mired about the politics, which have prevented him from securing a full-time position, but stated that he would most likely be teaching here 10 years from now. In short, if they continued to provide him classes, he would continue teaching, be it part or full-time. When asked whether he would like a full-time position, the answer was unequivocally affirmative. In fact, he was once again considering applying for a FT position. He was even being encouraged by colleagues to "not give up".

Closing Observations: this interview went well for a 1st participant. While language was an issue, it was minor and I could sense that he was "warming" to our discussion. Not a man of many words, I tried to ensure his understanding of the concepts which I was presenting. This occasionally resulted in both of us speaking simultaneously.

Interesting enough, once I turned-off the recording device our conversation continued to quite some time. Had the recorder impacted his conversation? The topic of our discussion post recording was that of internal politics and student evaluations. He stated that administration tended to overlook strong evaluations and focus instead upon the negative evals. "A bad one or two evaluations and that's all that they focus upon". He had every intention of applying for the full-time position. Some of his peers encouraged him to do so. Some of his peers barely said hello, he felt a hierarchy existed in the college. To quote, "I am a U.S. citizen just like you".

We shook hands, he said to call anytime. He enjoyed working with aspiring Ph.D.'s and stated that he learned from what was being discussed. We walked back to his office, said our goodbyes and his door was closed amongst a hallway of closed doors before I had entered the hallway 10 feet away.

Participant Two

July 12, 2005

Seattle University

A bit of chatter….Cubs fan from the 60's…fond boyhood memories.

Q1: BS from University of Washington in History…not an exceptional student….entered into retail for several years and then returned to school at 30 y.o. to Seattle U. for a second degree in Accounting. 10 years of service with Boeing in both Seattle & Virginia. Received his CPA & CMA (certified managerial accounting) and ultimately his MBA from UW. Left Boeing and went to small production company but was laid-off after 2 years following 9/11. Ultimately landed at a firm called SEAMAR, first as a temp and ultimately into his current position as controller. Approximately 1 year ago he was contacted by a former professor regarding a teaching assignment. He has now taught 2 quarters and is truly enjoying the experience. Already realizes that he needs his Ph.D. in order to "move up" the ranks….this was something that we discussed following our interview session a quite some length.

Q2: Always wanted to teach. Appears to be a very patient, calm person. Loves to mentor and feels that in the future he needs to increase the relevancy to class. Thus far he has had good reviews and his boss is very positive.

Q3: Full mooner and feels that the Tuckman typologies are mutually exclusive.

Q4: "They call me professor", feels that his is accepted by his students and has credibility due to prior and ongoing experience. Also feels accepted in his department due to prior relationships with staff as an adult student who returned to school for additional training (CPA).

Q5-Q6: Brand @ Seattle U. is that it is the premier private Jesuit school in the region. Largest, most comprehensive and possesses a strong regional brand in the area. Participant #2 went on to discuss the balance act that some of his colleagues have between research and working with the students. Immediately the "lattice & ratchet" concept came to mind.

As for his own brand, he felt that it was a unified brand, between the school and himself. That the brands were complimentary between being a controller and teacher. He felt very positive that the two mutually reinforced each other. With such strong ties to Seattle U., I felt that he was very linked to the University thru both his academic achievements and new position as an adjunct.

Q7: Economy…long discussion concerning GDP and other factors. Definite controller behavior!

Q9: This person is smitten by the education bug. He is strongly considering pursuing his Ph.D. in management. We shared a lengthy discussion about the trials & tribulations of pursuing such an advanced degree as a mature adult. Current employer is Theory X, high turnover and not very satisfying work. Certainly receives positive reinforcement thru teaching. Just lost a strong employee due to dissatisfaction. Considering returning to Boeing in order to take advantage of their tuition reimbursement program for his Ph.D. Overall feeling is that he loves to "strive" and accomplish tasks/goals. His parting words were "follow your passion"

Closing Comments: This participant & I had an excellent conversation. Similar in age and the Chicago bond certainly had a positive effect. The recording of this interview will be challenging. Participant selected a rather raucous establishment to meet at. He was very intelligent and was truly enjoying teaching. We met for nearly 3.5 hours and had a strong discussion on branding. His knowledge of branding was very "best seller" oriented. 'While relatively new to teaching (2 qtrs), he is taking this task to heart and makes time for his students after class 2x/week. He has the teaching "bug"; it will be interesting to see if he pursues this newest goal.

Participant Three

July 13, 2005

This interview took place in the Participants home office. Participant #3 is independently employed along with his wife in the real estate/real estate appraiser field. A brief drive through the neighborhood disclosed a medium high SES neighborhood that was well manicured and cared for.

Q1: Began pre-med at Stanford, left for nursing school, AA from local CC, construction business with father-in-law, Stanford '83 in Industrial Engineering, interested in banking, appraisal business from '83—'89 (early days were via banks as customers), began to be involved with professional organizations for leads, toastmasters, liked speaking, friend asked him to "fill-in" for a class in 2002, actually took over the class…, published in Natl. Mag for appraisers, has been teaching appraisal class ever since.

35-40 FTSE per class

Q2: Originally began to lend help to a friend, feels that key aspect of what he brings to class is the "real world" idea/concept. Likes to have open discussions

- $ was not a factor for entering the teaching profession
- ++ experience when he took over classroom
- Feels that he can be of assistance to students
- Proud to be asked to write letters of recommendation

Q4-5: NSCC's students are lower SES vs Appraisal Institute

- Appraisal Institute pays better ($500/day) & this designation qualifies one for a State License in appraising
- In his introduction to class he discusses his credentials & feels that his personal brand focuses on his depth & breadth of experience

Q6:

- NSCC: (Nancy) is preparing to offer more appraising classes, trying hard to meet the demands of the students. The school needs new & more classes (state has increased the requirement from 3 to 10 classes)
- Need teachers in his particular field badly
- Nancy sees $$ (FTSE)
- College is working for the good of the student

- Institute: began post-depression

- High standards

- 10 years to receive MAI

Q3: Definitely feels that he is a "Full-Mooner". Ultimate goal is to be paid $10-20K for speaking to groups.

Q7: New Economy: New jobs (tech)
-genetics
-realestate
-Own career: Can appraise larger homes, fast and relatively easy, fortunes made and lost

Flexibility: At school the Union limits what people can do!

*** Believes in wearing all hats
    -Bkg has helped
    -Flexibility in class
    -Makes all his own handouts
    -Jack of all trades (admires such behavior)

Q8: Greater satisfaction in teaching than appraising
    -10 letters of "atta boys" from appraisal class
    -++ emails from students
    -willing to go the extra yard for his students if they are willing to put forth effort

Q9: Must consider ROI, $/hr
    -Teaching for institute is better paying
    -Might consider teaching a certificate course at UW
    -Consider guest lecture (see Q3 for ultimate goal)

Participant #4

July 13, 2005

Initial Impressions: The building is located in the downtown business district of Belleview. Many tall glass buildings, very corporate/business orientation. Everyone appears harried, quick lunches on the patio or at restaurants in the area.

Q1: BS from Michigan, began law school for 1 year, MS in Theology (Boston), Ph.D. in Organizational studies in '75, landed in training/HR for 20 years, Bank of Boston from '70-'90, began consulting in '90 (planning, coaching, change management)

- Obtained Ph.D. to teach, teaching has been objective for long time. Enjoys learning and the teaching perspective
- Luck! Met some professors and build personal relationships from Babson in '75
- Also taught at Suffock & Bentley back East as an adjunct
- Did not teach in Seattle from '85-'89….busy with family and consulting
- Began consulting to increase flexibility
- Began teaching at UW
- Seattle University teaching was one class per term
- Seattle Pacific was two classes per term….add the two together and he was a "freeway flier"…3 classes, consulting…etc.
- Goal is to enjoy teaching more, set a realistic pace….next semester he is teaching 2 classes, only at Seattle Pacific

Q2: Entire career has had an educational aspect, feels very strong about giving back, truly likes to experiment in the classroom, class is a excellent testground for practices that he is considering implementing in the consulting side of his life.
- Enjoys teaching graduate classes due to the nature of the student: mostly adults and working, last semester he even had an MD in class who was pursuing his MBA

Q4: Status:
Seattle University→ Jesuit flavor
- Strong business school
- Approx. 5k students
- Foster justice
- Temp worker category
- Zero loyalty to temps
- Good relationship with former dept. head, he left, now little connection, also no classes to teach next semester

Seattle Pacific➔ Protestant
- smaller school: 1500-2k
- serves on the exec advisory council
- center for integrity➔ fellow
- Drawn into teaching
- Good wide & deep contact
- Teaching two classes in fall

Q5-6: 35 years of business experience, can extract from these experiences some lessons to bestow onto students, knowledge, engaging & open, encourage students to search, caring with high standards

Would not teach anywhere that devalues his own personal brand or integrity
- Left City University due to organizational differences. Had the opportunity to develop a program, very excited initially but quickly soured due to their "business only" perspective
- Brand change with time? Does not feel that he has changed over time, better at the delivery of his brand

Q7: Economy: did not really feel affected, continued to teach, building he rents for his consulting business lost quite a few tenants

NE: Worker relationships, everyone is a temp one way or another

Q8: Love it!! Only did not like City U. as previously discussed….

Q9: Teach FT!! Lease is over in 3 yrs

Q3: Now full-mooner➔ transcend into Hopeful FT

Problems with typology: too quantitative, fails to address teaching capability, too one-dimensional

HFT➔ add teaching component

"Personnel is shifting

Participant Five

July 14, 2005

The appointment for this 5th appointment was in a beautiful neighborhood overlooking Lake Washington. Landscapers were performing their jobs and there were a few houses being "scraped" to make room for a larger residence.   I rang the bell and Maryel answered

Q1: Very proud of her background as a consultant for a National Law firm. She helped to plan retreats and corporate training seminars. She did this from '85—90 and in '92 she started her own consulting business out of her home. …later she expanded her business to include CPA firms. It was from these beginnings that she began her "shirttail" career as an adjunct…hung on a influential relatives tails to gain access to HED…

UW-Bothell and Tacoma in '94
- Adult driven
- Washington is ranked 5th for CC and only 47th for a 4yr degree
- Aided in the start-up marketing for Bothell & served on the Citizen Advisory Board.
- In '95, UW-Bothell called and asked if she would like to teach a course.
- Does not possess an MBA…hired based upon life experience
- Has taught every year except 2000
- Brings in VC & entrepreneur to class every week

Bainbridge: Online and in-class model.   Personally financed by a couple…began teaching there in '01

Q2: Management & Policy
- Teaching
- Open their minds
- Served on many boards and non-profit
- Life experience
- Ex husband is an entrepreneur
- Began a females only pre-ipo group
- Tries to show potential & Big picture
- Mentor & coach
- Off the charts on her reviews

Q4: Bothell: Adjuncts go to the faculty meetings
- Aided in the formation of committee
- New Chancellor invited to meet with him

- Has been involved from the beginning

Tacoma: Began as a speaker with a professor, she knows the former director

Bainbridge: Coach and on academic committee. She is also on board. Do not teach on-line. Would not give her the satisfaction that she is seeking.

Q5: Bainbridge: Start-up with an environmental focus
- High end students
- New
- Collegial, everyone knows each other
- Very focused brand
- Word of mouth ads
- Only MBA is online with face 2 face on week/month

Bothell: Teaching institution that is open and nurturing.

Personal Brand: She had a VERY hard time with this concept. Did not like the terminology. Did not like the idea/concept of personal branding

- Entrepreneur
- Teams
- Ethics
- School have sought her out
- PB has influenced brand of the school, not vice-versa!

Brand 'Change over time: Teaching is main priority, feels need to stay on boards and committees

Q6: Differences:

Bothell --> UW
Bainbridge has the personality of the founders/financiers

- Many new decisions…owners & founders

Q7: NE
- Entrepreneurship
- Broad perspective
- Changing
- Fast moving

Flexible:

- Changes her course every year
- Must keep abreast of new developments constantly

Q8: Find, soul food, does not care about the $$

Q9: Teach entrepreneurship
- Evolve UW-B into a 4 year school

Q10: FT is not an objective….time is too valuable

Q3: Semi-retired but also could be considered a "life long student"
- She felt that the typologies are out of date

* ?? Does academia allow some adjuncts to teach that have connections on strong

committees or personal relationships?? New typology!!

Participant Six

July 14, 2005

The interview took place at a small, inner city, private college/university. With approximately 6k students, this religious based school provides a very relaxed atmosphere amongst faculty and students. Upon entering the business building, I was greeted by a middle-aged woman. We struck a conversation and I asked directions to my next appointment. She not only assisted me, she walked me up to the office, when my appointment was not in his office, and she took me to the faculty lounge. Turns out, she was the vice-dean of the college!

Q1: Experience begins with 34 years of broadcasting for ABC….'78

Undergrad in '78
Sales & Marketing for ABC, started two companies, logged a LOT of miles in the air
Participant got bored with ABC, felt the need to give back to the community, felt a need to legitimize himself since he did not have a formal Ph.D.

- UW trustee and met a marketing professor….a relationship was borne…

Q2: Interest-→ Education was a long-term goal. Wife is retired but spent her entire career in K-12 education.

Very interested in using his knowledge and experiences, attempts to give the student's "Real World" experience. Remember as an undergraduate that taking classes from professionals were most valuable.

Q4: Status within

SU: adjunct faculty is used to teach virtually every section. No TA's or Grad Assts. The school seeks a seasoned instructor and the adjuncts are viewed as practitioners, but clearly not academics.

- In the hierarchy, the adjunct is most certainly below tenure track faculty

UW: Large system, there the adjuncts are merely called Lecturers…..sign of some status

- Distinction is that UW is a "research institution" and he see's a gap in the status of adjuncts vs. the tenure track researchers

- Have use of Ph.D. candidates and TA's
- They need more experienced, real world faculty

Q5:

SU: Private, Jesuit school. The schools brand is that the school is there for teaching with a definitive overarching theme of social justice. The classes provide a caring, nurturing environment.

Mission is to recruit International students, major emphasis on diversity. He also noted "out of state tuition" revenue.

WU: Public, research, pinnacle of HED in the NW,,,,undoubtedly the TOP

As for the participant Personal Brand,….he is a former business professional that possesses experience and is now gaining teaching knowledge and experience

His PB is steady, views that his style is consistent and the same at either school. Feels that the composition of the students is the same. Remember, he teaches a 9-month seminar course on advertising to upper division business/marketing majors, not just a lower end lecture class at UW

Q6: Neither the students or salaries are very different. In fact, UW Ph.D.'s proliferate the SU staff!

Q7: NE…. create flexibility!! Finally….

$ was not an issue, he had experienced quite a bit of success in his business career. Specific criteria….did not want to work >20/wk. Colleagues said that he never looked so happy and relaxed. I would double that comment…He did look successful and pleased at his lot in life. He quote Steve Jobs of Apple…at the Stanford commencement….He said that you must Love what you do….

Q8: Theory …..?

Q9: 5 yrs and wishes to be done with adjunct….10 for sure….wants to travel and play

Q10: NOT

Participant Seven

July 15, 2005

On this Friday morning I had the opportunity to revisit the NSCC campus to meet with Participant #7, Pat Bouker. Upon arriving I noted that all the faculty doors in the business department were closed. The dark hallway had but one open door. True to form, the door was the office of my next participant. Pat was meting with a student who was interested in pursuing an accounting degree. The questions were quite rudimentary but Pat never the less answered each question completely and with an interest as if he had never answered these questions previously.

Q1: Pat was a special agent with the IRS (hence why he was suspicious of my recording the conversation). He was the chief of criminal investigation. He first began teaching at City College of San Francisco. He had grown-up in Seattle and moved back in '87. This participant had taught in many government schools throughout his career. Began to teach more formally when he taught Econ in '88 at Columbia College. It was here that he taught Police Science. From there he taught at Edmonds, Seattle U., Shoreline and ultimately NSCC in '89. He was never and continues to have no interest in the tenure track positions. Remember that he is retired military had already has a pension via this career.

Q2: Interest: Interacting with students, specifically older students. He prefers the student population at night. Fewer young teenage types and more focused adults.

Q4: Status:

Shoreline: Graduating seniors
Edmonds: Athletic based academics. Close relationship with Central Washington Univ.
NSCC: More seniors, increasingly mature, mean age of students is 32 yo
Seattle U: Taught there for 2 quarters and gained entry via an accounting associate

Commonality: Good reputation as a teacher. Viewed as not having as much power as a tenured faculty member. Lack authority, Could not serve on some committees. It should be noted that in the State of Washington, adjuncts possess a **"Preferred PT Status"** after 3 years of teaching.

Q5: Brand:

Shoreline: Youth, TXR, Associate mill
Edmonds: Athletic, pro-vocational program is very important, strong evening program

Seattle U: On-campus, diversity amongst students (ESL), good four group projects, homogenous admission requirements, strong acct. program, close relations with corp. partners such as Costco, Microsoft. Excellent reputation…tuition is $20K/Yr.

NSCC: 50% AA students and the remaining 50% are professional tech program attendees.

42% of the students have 4-year degree

Gravitate back to school for retraining

Part of 4-campus system

- Very specialized at each school
- Outstanding instructors in Math, English, Professional, & Vocational

Q5-6: PB of Pat

- Not an expert, "good instructor"
- Structured, no short-cuts
- No m/c exams, considers himself very innovative with assignments and group work.

4-year schools raise the bar:

- Group projects work out better at a traditional 4 yr school due to proximity to campus
- He minimizes his own personal background and fosters student-to-student learning.
- Self-depreciating humor & acts very informally
- Known to be technically competent in the classroom
- Extensive life experiences

Q7: Economy

Good economy: lowers FTSE and increases the likelihood of an internship
Bad economy: raises FTSE and reduces # of internships

NE: Ebus, web, credit cards, world/global economy, travel, outsourcing, continued/ongoing knowledge, perpetual students, especially teachers

- PT acct instructors are better than the tenured staff

Flexibility: flattened organizational structures, minimize mid-level management, often times does not have a controller, employees must be willing to do a lot of different jobs, key is to communicate well, lacks stability

Personal Flexibility: Increased competency with the web and technology. Awarded grant for developing 4 on-line upper division accounting courses

Q8: High!! But has his frustrations. Pay is not an issue, 2nd career, management by consensus is slow and at times the ignorant decisions and poor hiring practices frustrate him. Has had negative interaction with supervisors and other adjuncts.

Q9: 70 yo!! Winding down his 2nd career. Teaching 1 course/qtr next semester
- Likes working with social service agency once he finishes with teaching

Q10: NO!! Wanted to retain flexibility, at one time he was a "freeway flyer" and taught at several institutions simultaneously.

Q4: Closest to a part-time mooner. Fully satisfied as an adjunct. Does NOT buy into the seven categories being mutually exclusive

Participant Eight

July 15, 2005

Met participant #8, Elizabeth in her Real Estate Brokers office in Mukilteo. She was late so I called her via her cell phone. She appeared a bit harried and disheveled over the phone…."give me 30 minutes". Upon arrival, with her hair wet from a shower she met with me for a few minutes. This participant was hurried and anxious. Always checking her watch and telling me about her divorce. OK,,,,here we go I thought.

Q1: This participant was a single mother of 4 who was always involved in her childrens education. Belonging to the PTA. This interest in education fostered a desire to teach. After her divorce, she went to Plan B, real estate and began training other real estate agents. With her training, these agents flourished and she decided to open her own office. After a few years she began to teach a real estate course at NSCC and Discover U (a cute program by which women investigate an inner peace).

Q2: Interest, loved to get involved. Led her own kids down the education path via her financial support.

Q4: Discover U.

- Enjoys teaching a great deal. Likes the range of students. Youngest is generally in their 20's.

Q5: Brand

DU: Arts & crafts. No seniour

NSCC: Respected for real estate. Very best for real estate license. Draws agents. It is NOT UW, nor does it attempt to compete for their students. Two totally different markets.

Q6: Her Brand

- Realistic Experiences
- Love of learning
- Inspire some, very satisfying
- Feels that she has good relations with students

Does NSCC affect her brand? NOT AT ALL!!

Q7: Flexibility….life consists of her job, career, & teaching (Note job & career, clearly her focus….just bought some more real estate, gutting a condo…etc)
Q8: Excellent

Q9: Retired

Q10: $ not an issue

Q3: Full-mooner, finds the typologies very exclusive & dated

Participant Nine

July 15, 2005

Q1: Entered academia by accident. She is first and foremost an entrepreneur. Has started-up 3 businesses. New food product as well as Curtis/Smith consulting.

- Everett CC: 5 years
- Started Womens program
- No office or keys for 5 years
- Academic Capitalism! Applied and received a grant. Now full-time. Insisted on not having an office!
- Programs is Small business management and entrepreneur
- 135 faculty with 15K students

Seattle U.: Loved the commute but was there for only a short-time.

UW: She has guest lectured there but has yet to teach a course there.

Q2: Academia was not of interest.

- Feels that it is a privilege to teach.
- Now she feels that its a great connection
- Success is……

Q4: Many CC adjuncts feel unrespected. She was well received by East Coast College

Q5: Brand

SU: Brand is that of Social Responsibility

Everett CC: Working Class, technical, less academic, here to TXR, Nursing, Fire, Medical Transcript, Bus. Tech, Manufacturing

Brand of School Affect Style
- Does not change style
- Changes or modifies her style to audience, especially if the group is ESL
- Tries to sense level of student and their comprehension level

Q6: SU: Open and nurturing. Great treatment of adjuncts. 15/35 faculty were adjuncts

Everett: NOT supportive of adjuncts
- 2 years to get a key. Had to turn it in after each and every semester
- All relations ended and had to be renewed after every quarter.
- NO training at all
- Union
- Protect the tenured

Edmonds: Entrepreneur oriented, faculty was viewed as a team, fostered new programs, sought to diversify funding base

Q7: NE

- Service economy
- Human Capital
- IT
- Come back to community
- Cheap Labor (adjuncts)
- Flexibility is key,,,,110%
- Must be willing to change….every year is different

Q8: LOVE it!! Might get bored in 3-4 years, enjoys working with people

Q9: 5-10 years….several other faculty have told her that she will be the next President!

Q10: Just was named FT!

Q4: Not hopeful…was a full-mooner

Feels that the typologies could be modified to include a new typology….Passion Mooner or Co-Learner

Can definitely occupy more than one at a time!

Participant Ten

July 21, 2005

The participant & I met at her office on the 8th floor of a downtown business office. Patricia was kind enough to block out time in her busy, two-city schedule to meet with me. Like many of the other adjuncts whom I have interviewed, Participant #10 was an extremely busy professional who was dedicated to each aspect of her life and career.

Q1: She has always been interested in education. Achieved a BS in Fine arts from a school in San Francisco. Her parents really promoted education in the household.

Worked in Fine Arts until the economy hit the skids in the late 70's. Fine arts and advertising lost a significant # of jobs during the recession.

Floundered for awhile, interviewed with 1st American Title 20 years ago. Went to CC and took real estate classes @ Portland CC.

Participant has been with 1st American ever since. During this career she got "bored" and took the GMAT. Obtained her MBA from Marylhurst with an emphasis in MKTG in '99. Of course she was still working at the title company also. Very type A personality. Considered law school post MBA until the husband stepped in and said WHAT??

TXR to Seattle and met an influential person in HED, Nancy Adelson, wife of Jeff who is involved in real estate at Boeing. Nancy is an adjunct & coordinator at NSCC. Both parties chatted and the rest is HX! Nancy contacted and begged for her to teach "Escrow 101" in 2001-2. NSCC is interesting. Students are "displaced", older, retraining. Plusses and minuses of these students.

Pro's:
Better students
++ attendence
Participate

Con's:
Bitter
Feel that they will not succeed
Use govt. $$
Lower level of professionalism

Q2: Why do it?

- Love to help others succeed
- Also trains at 1st
- Likes corp. educ better (sales & marketing)
- Reciprocation

Q4: Status

- Participant is a high level exec who works and lives in both Seattle & Portland. Has home in Seattle with her spouse and an apt. in Portland provided by her company.
- Bring value to her classes with her experience
- Has little interaction with administration beyond her sole contact at NSCC

Q5-6: Brand

Brand at NSCC is to reeducate into the work force. Retraining of blue collar (low ses). For many it is their first training out of HS.

Community likely embraces NSCC?? Does not really know as this is not her social circle. Feels very different from her students at the CC but much closer to her students when conducting a class at 1st Title.

Feels that the CC is a great deal. Very different student than ones at UW. CC is a place you go if you cannot get into UW.

Personal Brand: DIFFERENT….ooppssss on 2nd thought, perhaps it's the same…lets examine.

Corp:
- Teaches sales & marketing
- Same presentation but different participant matter
- Raises level of communication due to fact that these are more educated individuals who all have the same core background working for 1st Title

NSCC:
- Approachable although she does not conduct office hours
- Interactive
- Down to earth
- Engaging
- Interested & involved
- Diverse group and teaches down

Sounds a tad bit different to me….

Brand Change over Time:
- Take past into future
- Increased adaptability
- Good listener
- Uses in not only teaching and stresses listening
- Does feel that she adapts brand @NSCC due to her own financial success

Q7: NE

- How do we do business differently 3 years ago vs 3 years from now?
- Technology: thinking & participant
- Business & personal
- Tech rules….has a laptop, blackberry…connectivity
- Establishes her own rules….leave blackberry in car and phone to mute after a certain time.

- Flexibility
    - Work from home if necessary, no questions asked. Would still let her superiors know where she was.
    - Great way to reward high-level of talent
    - 1st Title: 8-5, people come and go @ all hours

Q8: High…would love to pursue FT if financially possible. Husband is retired so compensation is critical. Very type A achiever,,,,could she ever truly slow down…I DID!!

Q9: Is currently in the process of adopting her grandson. Dream is to connect with a professional group that presents, lectures & develops marketing strategies for companies. Most likely consulting. Work with..not on her own.

Q10: Would love FT but also need $$ for security…very much opposed.

Q4: Full-mooner….very possible to be 2 @ same time.

Closing Remarks: This participant was an extremely professional & successful woman. She is committed to her profession and company. With her husband retired, she is the primary means of income to her family.

Participant Eleven

July 22, 2005

Participant #11 was the first adjunct to respond to my email invitation. We corresponded back and forth via email several x's. Each time he had more questions and at one time he directed me to his website so that I might ascertain his brand. Finally we met via phone and arranged to meet at Marie Callendar's near NSCC.

Upon meeting we immediately struck a conversation. Finding a quiet spot was no trouble at 1:30 in the afternoon. Once the paperwork was completed I commenced the formal taping. I joked that I wanted to start recording since everything we were discussing was pertinent to my study.

Q1: Vast experience of teaching. Shoreline, NSCC, City U., PLU, and online. Comes from a family of teachers. Mother was a Jr. High teacher with her masters in education. Initially went to FLA for his Ph.D. but did not complete.

- Taught at U of I full time for a year or two..taught seminars and wrote some articles in '73.
- Came back to the NW in '74 and taught at Highline CC. Taught a Hx class and a psychology class.
- Returned to FLA to prove he could do it!! Did not….

Considered going FT but left teaching in '77 to make some $ through headhunting.

** In '80 he met a contact, networked and got a job teaching at Highline CC

- Called other schools and started teaching at several CC's…the rest is HX..

Q2: Enjoyed doing it, pay was ok. Left for a period only because he could not find full-time in '95.

Q4: Shoreline: Not prestigeious
City U.: Nursing and teacher education
NSCC: Feeder school to UW

- Reaches out to Network…..attends more meetings, now he has priority status

PERSONAL Status:

SL: Good evals, students and staff are pretty friendly

CU: No meetings, few tenured faculty, no real contract, repeat business

NSCC: Dean likes him, is considered creative in his online course

Q5: Brand:

SL: Dental hygiene, nursing, manufacturing technology, auto tech (large plants w/ Toyota & honda), vocational

NSCC: Feeder, ESL

CU: Teacher Ed., Comp. Science, NSG, More respected as it is now 20 years old, IBM hires, SU is more prestigious due to $ and name recognition, CU gives life experience.

PB: Headhunter, does modify based on which division he taught at, Now he only teaches business so his style/brand is the same.

MSG: decrease personal debt, be frugal, environmental, family planning, birth control, Low skill jobs are obsolete.

Q6: SL:
- day are very young students
- 85% Caucasian
- Faculty voted no confidence for President
- Stays out of politics

NSCC:
- New president
- ESL
- Diverse group of students and faculty
- TXR to UW

CU:
- Working adjuncts
- Demanding
- Admin is better than at CC, more of a business mindset

Q7: NE
- Temp work
- Flexibility
- ¼ to ¼
- Not just technology, discussed global market and issues with transportation of goods vs. cost to transport.

Q8: Fine→ Knew what the career was all about. Agility, needed benefits, Union. Still seems to have a bit of a chip on his shoulder if you ask me. His emails asked if I was one of those naïve adjuncts who thought they would get a full-time job.

Q9: 5-10: Doing the same, teach till about 70, overdo with CU

Q10: NO!!!

Q4: Semi-retired. Was once a hopeful and full-mooner. Does not feel that they are mutually exclusive. Was once a student. A new typology could be "In & Out ADJUNCT.

Participant Twelve

July 22, 2005

Last participant….we had a bit of trouble connecting for the appointment but Neil and I met up at the Business School building on the campus of University of Puget Sound at about 10:30 on a rainy Friday. I immediately noted the affluence surrounding the school. Beautiful building, manicured lawns….beautiful stadiums. Neil greeted me at my car, we grabbed breakfast at a local diner.

This participant was outgoing and could spin some tales about his careers….

Q1: Air Force for 24 years. Retired military. Post Air Force, he started a yacht company that went broke. Then he sold Lear Jets. After marrying a 2nd time, he went back to yachts, this time he was selling them.

In '87 he started working at Evergreen College. This school was an alternative, liberal school. He was hired as a "visiting" for 1 year. This participant went into great detail on the differences between adjunct, visiting and tenured. Adjunct was for a one course, visiting could be for a year contract and the rest is self explanatory.

It was at Evergreen that he met someone who was the small business development center officer at UW. This entailed 1:1 counseling. Here was his opportunities to network. From here his adjunct career began and flourished.

Pierce---------------Tacoma-------------Highline--------UPS-------------Evergreen
90-97   90-97   90-05   87-05

- Knew all the deans. Despite his background (Air Force Academy & 24 yr career) he was able to adjust and thrive in this broad variety of schools. Especially the liberal Evergreen.

Q2: Why:::: Intellectual challenge, working with young people, brings reality to the equation, pragmatic, experienced
- Likes to "mix it up" with the students

Q4: CC's all the same. UPS is the best, a true liberal arts.

Evergreen: No departments, no grades, 148 hours in any courses you want.

Q5: Brand

4 CC's (Vocational tech go to CC), lowest form of education….a tad bit harsh.

Many issues concerning txr from 2 to 4 yr schools. Poor subrogation. Used to have co-ops. Many are overenrolled.

PB of Neil::

Pragmatic, brings the real world, creative, apply his experience and have the students develop strategies. Very similar to my own style….

- Does not vary or change amongst the schools where he teaches
- Only lowered for some younger groups of students, less experienced

Q6: Differentiate amongst

- Evergreen: Majority of faculty are adjuncts, very good discussion due to more mature age and experience of students.
- PSU: Dept. Division Head is a man by the name of Jim. He was selected by the faculty, pursuing diversity amongst both faculty and students. PSU recently underwent a dramatic change in their program. They went from 6K to 1600 students and increased tuition. Campus seemed far too large for 1600 students.

Q7: NE

- Global economy
- MGMT: the challenge is what to expect
- New Organization
- Changes in the US
  -flexible worker
  -students want answer, instant gratification
  -changes in the workplace
  -Govt. involvement (anti involvement)

Q8: Satisfaction:

- Good, would not do it if it were not enjoyable. Developed and lived by his own rules (flexibility again).

Q9: NOPE, he is now officially retired! My bet, he will be called into action again. Its in his blood.

Q10: He was a 1 yr renewable for years. New movement toward philosophies. PSU was a teaching. More changing. Care to teach, did not want FT headaches and hassles.

Q3: He occupied several during his career, he went from full-mooner to part-mooner to semi-retired.

APPENDIX G

PARTICIPANT CONSENT FORM

Adjunct Faculty: Branding Ourselves in the New Economy

You are being asked to read the following material to ensure that you are informed of the nature of this research study and of how you will participate in it, if you consent to do so. Signing this form will indicate that you have been so informed and that you give your consent. Federal regulations require written informed consent prior to participation in this research study so that you can know the nature and risks of your participation and can decide to participate or not participate in a free and informed manner.

PURPOSE
You are being invited to participate voluntarily in the above-titled research project. The purpose of this project is to investigate how adjunct faculty brand themselves in the New Economy workforce.

SELECTION CRITERIA
The Principal Investigator or a member of his/her study staff will discuss the requirements for participation in this study with you. To be eligible to participate, you must be an adjunct faculty member in a higher education institution in the Seattle, WA region. A total of 10 individuals will be enrolled in this study locally. Overall, these 10 individuals will comprise the entire data set for this study.

PROCEDURE(S)
The following information describes your participation in this study which will last up to 1.5 hours. The interviews will be audio-taped. Participants will be asked a series of questions concerning their adjunct career, personal branding and the impact that the New Economy has had on their teaching and employment. Each participant will present their experience and note how branding and the New Economy has affected their employment and teaching.

RISKS
There are no expected risks to participating in this research study.

BENEFITS
Participants will receive a copy of the final dissertation. This will provide the adjunct with a deeper understanding of the mechanisms associated with personal branding specific to an adjunct faculty member. Beyond a greater comprehension, benefit to the participant.

CONFIDENTIALITY
Participant names will be coded as interviewee #1, #2…etc…#10. At no time will the participants actual names be used except in a linkage document that shall be maintained solely by the Principal Investigator. All study data and personal information shall be

stored in the Education Building in Rm. 321 for a period of five (5) years. Following this period, all data shall be shredded and placed in locked waste bins for final destruction.

PARTICIPATION COSTS AND COMPENSATION
There is no cost to you for participating except your time, and you will not be compensated.

CONTACTS
You can obtain further information from the principal investigator(s), Victor J. Piscitello (Ph.D. Candidate) at (520) 241-8680 or Sheila Slaughter, Ph.D. at (520) 626-7313. If you have questions concerning your rights as a research, you may call the University of Arizona Human Subjects Protection Program office at (520) 626-6721. (If out of state use the toll-free number 1-866-278-1455.)

AUTHORIZATION
Before giving my consent by signing this form, the methods, inconveniences, risks, and benefits have been explained to me and my questions have been answered. I may ask questions at any time and I am free to withdraw from the project at any time without causing bad feelings or affecting my medical care. My participation in this project may be ended by the investigator or by the sponsor for reasons that would be explained. New information developed during the course of this study which may affect my willingness to continue in this research project will be given to me as it becomes available. This consent form will be filed in an area designated by the Human Subjects Committee with access restricted by the principal investigator, Victor J. Piscitello (Ph.D. Candidate) or authorized representative of the Higher Education Department. I do not give up any of my legal rights by signing this form. A copy of this signed consent form will be given to me.

_____   _____
Participant's Signature   Date

INVESTIGATOR'S AFFIDAVIT:
Either I have or my agent has carefully explained to the subject the nature of the above project. I hereby certify that to the best of my knowledge the person who signed this consent form was informed of the nature, demands, benefits, and risks involved in his/her participation.

_____   _____
Signature of Investigator   Date

Version Date: June 2, 2005   Page 2 of 2   Participant's Initials:_____

APPENDIX H

INTERVIEW QUESTIONS

Adjunct Faculty: Branding Ourselves in the New Economy

- Describe the situations in your career that has led you to your position(s) as an adjunct faculty member at College(s) XYZ. How was it that you became an adjunct?

- What was it about academia that was of interest to you?

- It is said that there are seven categories that adjuncts occupy. After a brief review of these categories, what position(s) do you occupy? Is this one dimensional or a fluid system amongst these typologies?

- The school(s) that you teach at are _____,_____,_____. Discuss your feelings as they relate to the status, which you hold in your respective department(s).

- How would you describe the brand identity of each school that you teach at? How do you represent yourself and your background at each of these institutions? Does the branding of a particular school affect your own, personal brand? What is your brand? How has it changed over time?

- Can you differentiate between the schools that you teach at? What major differences are there that you can note? Students, administration, salary, direct report?

- Much has been written concerning the New Economy. Seattle has experienced a significant level of growth as a result of this economy. What does the New Economy mean to you? How has your position as an adjunct changed over the course of your academic career?

- Overall, how would you rate your level of satisfaction with your position as an adjunct faculty member?

- Do you see yourself in the same position in 5 years, 10 years? If not, why?

- Do you strive for a full-time position?

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