

BENEDICTINE UNIVERSITY

A FRAMEWORK FOR COLLABORATION: BRIDGING THE GAP BETWEEN  
ADJUNCT FACULTY AND THE COLLEGIATE ENVIRONMENT

A DISSERTATION SUBMITTED TO THE GRADUATE SCHOOL  
IN CANDIDACY FOR THE DEGREE OF

DOCTOR OF EDUCATION

IN

HIGHER EDUCATION AND ORGANIZATIONAL CHANGE

BY

W. KEN WOO

LISLE, ILLINOIS

December, 2013

A FRAMEWORK FOR COLLABORATION: BRIDGING THE GAP BETWEEN  
ADJUNCT FACULTY AND THE COLLEGIATE ENVIRONMENT

A dissertation submitted

by  
W. Ken Woo

to  
Benedictine University

in partial fulfillment  
of the requirements for the degree of

Doctor of Education  
in  
Higher Education and Organizational Change

This dissertation has been accepted for the faculty  
of Benedictine University

_____	<u>Faisal Akkawi, Ph.D.</u>	_____
Dissertation Committee Director		Date
_____	<u>John Minogue, Ph.D.</u>	_____
Dissertation Committee Chair		Date
_____	<u>William Sunna, Ph.D.</u>	_____
Dissertation Committee Reader		Date
_____	<u>Sunil Chand, Ph.D.</u>	_____
Program Director, Faculty		Date
_____	<u>Eileen Kolich, Ph.D.</u>	_____
Faculty		Date
_____	<u>Ethel Ragland, Ed.D., M.N., R.N.</u>	_____
Acting Dean, College of Education and Health Services		Date

Copyright© by W. Ken Woo, 2013  
All rights reserved.

## ACKNOWLEDGEMENTS

As I complete my doctoral studies, I would like to take the opportunity to acknowledge those who have made this accomplishment possible. Nothing of this magnitude can be accomplished through a solo effort, and without serious sacrifices, especially time away from those we love. I want to personally acknowledge and thank the Faculty Committee members: Dr. Faisal Akkawi (Advisor and Director) for his guidance during this journey by making it exciting and positive as well as forward moving; Dr. Jack Minogue (Chair) who has been very helpful and insightful along this arduous road; Dr. William Sunna (Reader) who has been willing to help in any capacity needed in the completion of this journey together. I would also like to acknowledge and personally thank Dr. Sunil Chand for his generous time, invaluable support, and insightful guidance throughout this process. Thank you for keeping me on task to complete this document. To my children, Katheryn and Stephen, who understand the value of hard work in school. Last, but certainly not least, to my wonderful wife, Jane, who has tirelessly waited and supported me during this journey. Your knowledge about marketing, the higher education systems, online learning, and curriculum has enabled me to finish this study. It was with your guidance and support, especially during the times when you have stood by me as we have sacrificed so much time and so many events together in order to complete this program – Yes, I will go with you anywhere now.

## TABLE OF CONTENTS

	<u>PAGE</u>
ACKNOWLEDGEMENTS .....	III
TABLE OF APPENDICES .....	VI
GLOSSARY .....	VII
ABSTRACT .....	IX
CHAPTER 1: INTRODUCTION .....	1
The Rise of the Nontraditional Learner and Adjunct Faculty.....	1
Statement of the Problem.....	3
Significance of the Study .....	4
Purpose of Study .....	5
Research Questions .....	7
Summary .....	7
CHAPTER 2: REVIEW OF THE LITERATURE.....	9
Nontraditional Learners and Adjunct Faculty in the Academy .....	9
Adjunct Faculty .....	9
Nontenure-Track Faculty Issues .....	11
Unions and Job Security .....	13
Retrenchment .....	15
Faculty Disparities .....	16
Professional Development and Quality.....	18
Disruption of Higher Education.....	20
Learning at a Distance.....	20
The Internet Economy.....	21
Branding.....	24
General Branding .....	24
Institutional Branding .....	25
Personal or Self-Branding .....	28
Discussion of Literature Gap .....	33
Interview Questions .....	35
CHAPTER 3: METHODOLOGY .....	36
Conceptual Frameworks .....	36
Dual-Factor Theory .....	36
The Looking Glass Self Theory .....	38
Research Design.....	38
Population and Sampling .....	39
Instrumentation .....	40
Data Collection Procedures.....	41
Data Analysis .....	42
Validation of the Findings .....	43
Limitations .....	43

CHAPTER 4: DATA GATHERING.....	45
Review of the Conceptual Frameworks.....	46
From the Adjunct Perspective.....	47
Adjunct Faculty A1.....	48
Adjunct Faculty A2.....	53
Adjunct Faculty A3.....	60
Adjunct Faculty A4.....	64
Adjunct Faculty A5.....	67
Adjunct Faculty A6.....	70
Adjunct Faculty A7.....	74
Adjunct Faculty A8.....	78
Adjunct Faculty A9.....	84
Adjunct Faculty A10.....	87
Adjunct Faculty A11.....	89
Adjunct Survey A12.....	93
Summary of Findings.....	93
 CHAPTER 5: CONCLUSIONS.....	 95
Summary of the Study.....	95
Findings Related to the Study.....	96
Personal Branding Strategies.....	101
Word of Mouth.....	102
Social Media.....	103
Technology.....	103
In the Classroom.....	104
Credentialing.....	107
Job Satisfaction.....	110
Perspectives on Teaching.....	113
Institutional Support.....	114
Compensation.....	117
Disruptive Innovations.....	120
Surprises and Improvements.....	121
Conclusions.....	122
Implications for Actions.....	126
Limitations and Recommendations for Future Research.....	126
Closing Remarks.....	127
 APPENDICES.....	 130
 REFERENCES.....	 139

TABLE OF APPENDICES

<u>APPENDIX</u>	<u>PAGE</u>
A. INFORMED CONSENT FORM .....	131
B. INTERVIEW QUESTIONS .....	134
C. PERSONAL BRANDING/CREDENTIALS/JOB SATISFACTION/ PERSPECTIVES ON TEACHING/COMPENSATION/ IMPROVEMENTS BULLS EYE .....	137

## GLOSSARY

AAC&U	Association of American Colleges and Universities
AAUP	American Association of University Professors
AFT	American Federation of Teachers
CAW	Coalition on the Academic Workforce
CPM	Certified Project Management
ICF	Informed Consent Form
ITA	Illinois Technology Association
LGS	Looking Glass Self Theory
LMS	Learning Management System
MCIS	Masters of Computer Information Systems
MOOC	Massive Open Online Courses
NCES	National Center for Educational Statistics
NEA	National Education Association
NFM	New Faculty Majority
NTT	Non tenure-Track
PMP	Project Management Professional certification
PMI	Project Management Institute
SHEEO	State Higher Education Executive Officers
SME	Subject Matter Expert
TA	Teaching Assistant
TTF	Tenure-Track Faculty
UIC	University of Illinois at Chicago
UPCEA	University of Professional and Continuing Education Association

USDE U. S. Department of Education

## ABSTRACT

This study explores the use of personal branding and motivation strategies that have increased the job satisfaction of adjunct faculty within a school of continuing studies at a postsecondary institution. Recent studies reported by NCES (2011) have shown that the adjunct faculty population has grown substantially since the 1960s; the use of adjunct faculty is clearly increasing in public, private, and for-profit educational institutions (AAUP, 2011). From the perspective of some tenure-track faculty (TTF), adjunct faculty were not truly integrated or recognized as faculty within the institutions where they taught (Dolan, 2011). University athletic departments have done a good job of branding and marketing their programs to bolster the student athletes and coaches for more ticket sales. Personal branding with adjunct faculty is no different; branding of oneself can be used to bolster and market oneself within the institution. This dissertation offers a qualitative phenomenological narrative research design that attempts to understand the importance of branding from the perspectives of adjunct faculty. Through face-to-face and telephone interviews, video conferences, and a qualitative survey, this dissertation will also show that adjunct faculty must be perceived as leaders in their field through their own branding. The purpose of this study is to examine how the branding methods and strategies impact the adjunct faculty's overall job satisfaction within a school or department of continuing studies for a University of Professional and Continuing Education Association (UPCEA) institution within Illinois.

**Keywords:** adjunct, part-time, contingent, nontenure track, branding, job satisfaction, motivation, continuing studies, UPCEA

## CHAPTER 1: INTRODUCTION

### **The Rise of the Nontraditional Learner and Adjunct Faculty**

Learning is no longer limited to the 18 to 21 year old age range for undergraduate education; instead, a growing number of learners are adults beyond 21 years old who are in midcareer change, finishing their college studies, or simply continuing their education. These adult learners can be defined as nontraditional learners (Puzziferro & Shelton, 2009) and may be seeking undergraduate or graduate degrees. Over the past 20 years the signs of enrollments for the non-traditional learners have been increasing exponentially. Researchers estimate that by 2013, 6.8 million American adults will be engaged in adult learning (Carpenter, 2011) either by traditional or nontraditional methods of delivery such as online or hybrid formats (O'Malley, 1999). According to the U.S. Department of Education's (USDE) National Center for Education Statistics (NCES), the projected increase in college enrollment from 2007 to 2018 will be 25% for students who are 25 to 34 years old and 12% for students 35 and over. Projections for enrollment in graduate programs and professional programs designed for a specific career or profession will increase 18% and 20%, respectively, while the undergraduate enrollments are expected to grow by 12% (Razor, 2010).

To meet the growing and continued demands of increased enrollments, new and existing programs have expanded through various delivery methods and new departments established for the nontraditional learners who have helped reshape higher education's shift into a new paradigm via online learning (Christensen & Erying, 2011; O'Malley,

1999). Many U. S. colleges and universities (public, private, and for-profit institutions) have leveraged the advancement of internet technologies to propel educational opportunities to all learners (Hülsmann, 2003). As the learning population grew and delivery methods shifted, the need to develop teaching methods to reach nontraditional population also increased (Allen & Seaman, 2008). A vital step was to take a critical look at the various levels of instruction and the number of instructors that would be required to support programs and teach the nation's traditional and nontraditional students (American Federation of Teachers [AFT], 2010; National Education Association [NEA], 2009). The nation's pool of tenured or tenure-track faculty had begun to shrink in favor of non-tenured track (NTT) or adjunct faculty (Cross & Goldenberg, 2009).

According to recent data published by the U. S. Department of Education (USDE, 2009), 68% of all faculty appointed in our nation's 2-year and 4-year academic institutions are adjunct faculty (American Association of University Professors [AAUP], 2011; United States Higher Education, Coalition on the Academic Workforce [CAW], 2012). The United States Department of Education's National Center for Educational Services (NCES, 2011) reported that adjunct faculty members are now considered to be the largest category in the academic workforce. The hiring of adjunct faculty to teach within higher education institutions is not a new phenomenon; data suggest that adjunct faculty began showing up on the IPED reports in the early 1970s. Since that time, instructional part-time faculty ranks have steadily increased to levels that now rival those of full-time faculty (NCES, 2011).

### **Statement of the Problem**

The population of adjunct faculty has increased annually and, according to AAUP (2011) statistics, 68% of teaching faculties are adjunct or part-timers, and 76% of all faculty appointments take place off the tenure track (O'Connor & Black, 2009). NCES (2012) reported that these numbers are actually higher. Decades of disjointed, unmanaged, and decentralized systems have blurred these numbers because NTT and tenure-track faculty lines are indistinguishable to the students and to some administrators (Cross & Goldenberg, 2009).

Tenure-track faculty may have titles associated to them by their affiliated institution, such as assistant professor, associate professor, professor, or even emeritus (Drozdowski, 2012). Adjunct faculty are relegated to the titles of visiting professor, postdoc, NTT, part-timer, lecturer, college lecturer, senior lecturer, instructor, teaching associate, academic professional, general faculty, research faculty, recalled faculty, contingent faculty, acting faculty or adjunct faculty. (Boldt, 2012; Cross & Goldenberg, 2009, p. 20; Maisto, 2012). There is a paucity of literature on the recognition by title or self-branding of online adjunct faculty (Lam, 2003). Available research, showed that adjunct faculty and part-time faculty members are committed to their profession and the students they serve; however, a CAW (2012) survey revealed that these faculty members believed that they did not see the same commitment from the educational institutions that employ them. Many have revealed feelings of being treated as second-class educators (Piscitello, 2006).

### **Significance of the Study**

This study sought to examine how the perceptions of adjunct faculty might impact or affect their level of motivation and ultimately their job satisfaction in the academic field within the continuing studies environment. It is the belief of this researcher that the study's findings could help continuing education adjunct faculties— who make up more than 65% of the instructional workforce in U. S. colleges and universities (Abowd, 2008) — and provide the nontraditional learners with the best possible online learning experience. As technology has disrupted the way US colleges and universities is being taught, because of online learning, the increased use of NTT faculty within the university has changed the teaching profession (Black & O'Connor, 2009). Because the adjunct faculties are primarily practitioners in their fields, their ability to interact face-to-face or become involved in university business or meetings has been limited, and a sense of isolation, disconnection, and the feeling of being taken for granted permeates within the ranks (Dolan, 2011).

The term “job satisfaction” seems straightforward, but some literature does provide specific descriptions. Reio and Kidd (2006) defined job satisfaction as “The feelings a worker has about his or her job or job experiences in relation to previous experiences, current expectations, or available alternatives” (p. 355). Huysman (2007) defined job satisfaction as “The sense of contentment and happiness of individuals in their current teaching position” (p. 16). These definitions consist, to some measure, of an emotional connection from an employee's current position as it relates to a past history of work or to future environments. In the 1950s sociologist Frederick Herzberg noted that an individual's sense of job is not the same as having no job satisfaction (Herzberg,

1959), meaning having no satisfaction is not the same as actually being dissatisfied. He theorized that motivation comes from two different factors which he later dubbed “the Dual-Factor theory.” These two factors consisted of the intrinsic and extrinsic influences that play a major role in an individual’s belief of happiness and self-actualization. In other words, in order for one to be truly motivated and have job satisfaction, as Huysman (2007) or Reio and Kidd (2006) defined it, the early stages of Maslow’s hierarchy (1943) must first be satisfied. As noted in a recent CAW (2012) survey of adjunct faculty, there are a myriad of challenges that this new faculty majority must overcome. Great strides need to be taken to address and raise that level of awareness of adjunct faculty issues.

### **Purpose of the Study**

A qualitative study was performed to explore adjunct faculties’ perceptions of their self-brand and job satisfaction within their respective academic institutions. The aim was to explore whether online adjunct faculty members who had a self-brand would be distinguishable enough to differentiate them from other adjunct faculty. With the expansion and proliferation of the nontraditional students and online adjunct faculty, it is interesting to note that the idea of students’ learning or teachers’ teaching at a distance dates back to the early 19<sup>th</sup> century to the late 20<sup>th</sup> century when correspondence courses were the choice for distance learning (Hülsmann, 2003) for many students. The nontraditional students or learners are defined as adult learners who are beyond the age of 21 or 22. These are individuals who are midcareer, finishing or continuing in postsecondary studies, or returning to the academic world to pursue advanced degrees, additional credentialing, or completing their studies for better job opportunities (Puzziferro & Shelton, 2009). As the proliferation of online learning for the

nontraditional learner has grown, online adjunct faculty numbers have also increased (Parry, 2009).

In this study, I analyzed and presented the results of interviews with working professionals who work or have worked as adjunct faculty in post-secondary institutions in Illinois who have taught undergraduate or graduate students within a continuing studies environment and whose affiliated institutions belong to the University of Professional and Continuing Education Association (UPCEA). An adjunct faculty is defined as those individuals who are not full-time, not on the tenure track, and have taught in a part-time capacity— perhaps in multiple schools— within the continuing studies schools or traditional schools of postsecondary institutions of higher education.

This study provided additional information and a working framework for academic leaders who hire adjunct faculty within Higher Education as a starting point to see their adjunct faculty as more than just temporary workers as we are a globalized economy and society. This study allowed adjunct faculty who are seeking full-time tenure-track positions to sell and differentiate their skills to the hiring administrators within U. S. colleges and universities. Moreover, let this serve as a guide to all who are interested in teaching in a post-secondary capacity of continuing education of how their self-branding strategies can catapult their motivation to the job. This study also addressed the nontraditional students within higher education that allowed them to recognize those faculties as more than NTT, adjunct, or contract employees.

## **Research Questions**

The following questions were used to guide this study:

1. Does having a self-branding for online adjunct faculty impact their job satisfaction within the institutions where they teach?
2. How does having a brand influence their level of on-the-job motivation and, in turn, lead to job satisfaction with their role as an online adjunct faculty?
3. What advantages/disadvantages would a self-brand have for online adjunct faculties?
4. How would self-branding of an online adjunct faculty member's identity be promoted within an institution?

## **Summary**

Chapters 1 was a discussion of the importance of adjunct faculty in the instructional workforce within US colleges and universities and revealed how numbers gathered from USDE, AAUP, and AFT have shown the increased use of adjunct faculty in academia. Research and these statistics indicate that adjunct faculty should be recognized as faculties of the new global economy.

Chapter 2 provides a review of some of the current literature on the subject of adjunct faculty, job satisfaction of adjunct faculty, and the motivations of adjunct faculty within the academy. Chapter 3 includes the conceptual and theoretical frameworks that are the basis for this study, and the research methodology, design, procedures, and limitations of the study. Chapter 4 provides the analysis of the data with a review of the findings and detailed descriptions of the procedures through the perspectives of the participants.

Chapter 5 reviews the conclusions and findings, along with any limitations of these findings, with recommendation for further study. The purpose of this study was to examine, from the adjunct faculties' perspective, how branding techniques and methods impact their overall job satisfaction within a school or department of continuing studies that belongs to the UPCEA organization.

## CHAPTER 2: REVIEW OF THE LITERATURE

### **Nontraditional Learners and Adjunct Faculty in the Academy**

#### **Adjunct Faculty**

With the background established in chapter 1 serving as a foundation, it is the intention of this researcher to provide a review of the current literature and context to some of the adjunct faculty issues within US colleges and universities. Little has been published about adjunct faculties from the continuing studies sector of institutions. The sources of most of these articles are community colleges, traditional 2-year or 4-year universities, with primary attention focused on comparisons of full-time versus part-time inequities and were quantitative in nature (Meixner, Kruk, & Madden, 2010). This literature review explores how adjunct faculty may self-brand, and serves to add to the current literature to improve the conditions that motivate and brand online adjunct faculty by expanding the knowledge of adjunct faculty within a continuing studies perspective.

NCES (2011) statistics show that between 1999 and 2009, college and university enrollments increased from 14.8 million to 20.4 million students. That number represents a 38% increase in student enrollments across the nation in US colleges and universities. In the 2002 NCES report, nontraditional students made up 73% of students enrolled in undergraduate programs, with 39% of undergraduate students being 25 years of age or older (Kuenzi, 2005; NCES, 2002). What is more startling is that when the comparison between the 2003-2004 and 2007-2008 academic years was made, the percentage of

undergraduates who actually took their courses via an online model increased from 6% to 20%, (NCES, 2011).

The current pool of adjunct faculty accounts for 1 million of the 1.5 million educators teaching in postsecondary American colleges and universities today. Predictions are that the nontraditional student enrollments, as well as the adjunct faculty ranks, will increase more rapidly than previously projected, and the tenure and tenure-track faculty will continue to decrease more rapidly than what was once perceived (Altbach, 2009; Cross & Goldenberg, 2009; Gappa, 2008; Gappa, Austin, & Trice, 2007). Many adjunct faculties continue to work at or below the poverty line; most do not have health insurance or the academic freedom afforded to tenured or tenure-track faculty. Even more disturbing is the fact that adjunct faculty can be terminated at will and current federal unemployment laws do not allow them to collect unemployment compensation benefits (June, 2009).

What would it take to put adjunct faculty on the radar of university leaders within the institutions that employ them? What would it take to make their working conditions a major issue for the higher education establishment, and for university leaders to recognize that adjunct faculty are now the majority? Gappa and Leslie (1993) and Berube (2012) called adjunct faculty “the invisible faculty” because part-time faculties are virtually ignored and receive very little attention in their hiring institutions (Cross & Goldenberg, 2009, p. 8).

Although adjunct faculty issues and challenges have become a critical topic, leaders and administrators have continued to rely heavily on the use of these educators (Cross & Goldenberg, 2009). The Delphi Project (2011) launched a report to increase

and raise awareness of the adjunct faculty issues. In a partnership between the University of Southern California Rossier's School of Education and the Association of American Colleges and Universities (AAC&U), a report was released that addressed the changing nature of the professoriate as more adjunct faculty enter the academic workforce. By raising awareness, the Delphi Project hopes to bring solutions to adjunct faculty issues. The report also pointed out that while there was a lack of data about adjunct faculties within postsecondary institutions (p. 39), isolated solutions and policies among some institutions can serve as a baseline for more significant and wider reform for adjunct faculty employed in colleges and universities. (p. 36).

### **Nontenure-Track Faculty Issues**

A study (June, 2012) was released by CAW which surveyed more than 30,000 adjunct faculty members. Results show that, anecdotally, adjunct faculties demonstrated a commitment to the institutions where they taught; however, those institutions did not reciprocate a commitment to the adjunct faculty in the areas of wages, recognition of credentials, years of services, institutional or professional development, or support. This long awaited and highly anticipated survey from CAW supported and confirmed the anecdotal evidence that many have suspected about adjunct faculty issues and the ongoing college practices that do not represent good educational policy. The statistics represented in this survey, did not suggest an immediate priority to help students attain their goals of degree attainment; it also showed weak institutional support of adjunct faculty (CAW, 2012).

Maria Maisto, the current president of the New Faculty Majority (NFM), one of the nation's leading advocacy groups for adjunct faculty, contends that since the USDE

does not collect data on non-tenured faculty as it once did, the Coalition of Academic Workforce report from 2012 was more significant. (Basu, 2012; McKenna, 2012). The AFT vice president Sandra Schroeder—who is also the chair of the AFT Higher Education program and policy council, and president of the AFT Washington chapter—lauded the CAW report as a new beginning to better understanding the systematic and continuous improvements that all colleges and universities need.

During a national summit conference held in Washington, DC that was sponsored by NFM, Gary Rhoades, from the Center for the Study of Higher Education at the University of Arizona, commented on Vice-President Joe Biden's stunning remarks made earlier in the day during the same summit. Vice-President Biden directly correlated escalating college tuition costs to the accelerating salaries of faculty. Jill Biden, the vice-president's wife, who had taught for many years as an adjunct faculty in the community college system, should have been able to attest that the vice-president's remarks were erroneous. CAW's 2012 survey had validated that the vice-president's remarks about the majority of adjunct faculty salaries was more of an illusion. Many adjunct faculties have said that the vice-president was ill-informed and his statement was an ironic twist that slices to the heart of the academic enterprise (Basu, 2012). Colleges and universities promote and pride themselves that their students' attainment of a degree as a rite of passage to the American Dream; however, regrettably, low adjunct faculty salaries are an unfair casualty of helping students attain their degrees as one of the many obstructions toward achieving that dream.

These issues that our institutions' adjunct faculties face have resulted in a critical call for continuous institutional improvements as touted by the NCES (2011), State

Higher Education Executive Officers Report (SHEEO, 2005), and the Spellings Report (2006).

### **Unions and Job Security**

For some adjunct faculty, having any course appointments outweighs the feelings of being trapped to an office day-job (June, 2009) although the lack of job-security or tenure ship was, and still is, a concern. Unlike the tenure-track or tenured faculty who have the luxury of their research protected by academic freedom in the tenure system, an adjunct faculty member's path is less certain (Eckler, 2010; AFT, n.d.). An adjunct faculty's research and instructional materials are not protected, they can be fired at any time, and their contracts not renewed at any time. They would be ineligible for unemployment benefits because of a clause in the federal unemployment law invoked by institutions that states that an adjunct faculty job is not a "reasonable assurance of continued employment."

In an attempt to improve on job security and work conditions, both tenured and adjunct faculties formed unions. (Davis et al., 2011; Schmidt, 2011). While there were no limitations on collective-bargaining rights for non-tenure-track faculty in private higher education, the ability of tenured and tenure-track faculty was limited by the Supreme Court's 1980 *Yeshiva* decision, making them ineligible to unionize (Davis et al., 2011). Although some past unionization attempts included both tenured and adjunct faculty jointly, these attempts have led to abysmal results for the adjunct faculty (Davis et al., 2011). Hoeller (2011) discussed the bifurcation of the two that resulted in the formation of separate unions— one for tenured and tenure-track faculty, and one for adjunct faculty. Woods (2012) stated that the union at the University of Illinois at

Chicago (UIC) has decided to combine both nontenured and tenured faculty unions into a single collective bargaining unit. Professor Darold Barnum, who has taught courses in history and on labor, in addition to his union organizer duties, stated that a combined union would have a superior organizational efficiency and effectiveness for all interested parties. UIC unions have moved forward with creation of a union constitution, as the university officials make plans to challenge the unified union (Woods, 2012).

Despite the myriad of union issues, some outlined in the CAW (2012) survey, research showed that adjunct faculty were still teaching in record numbers, comprising almost one million of the 1.5 million who have taught in postsecondary American colleges and universities (Altbach, 2009; Cross & Goldenberg, 2009, p. 70) and were considered to make up the majority of the institutional workforce (Davis et al., 2010; Schmidt, 2011).

Some adjunct faculties have held onto their positions at one or more institutions for many years although contracts vary year-by-year. Some have had contracts on a multiyear basis, even for 10, 15 or 20 years without any opportunities (Berube, 2012). Most continue on the adjunct faculty path despite the lack of job security because of the belief that being an adjunct faculty member would eventually be the best way to network among peers for a possible permanent full-time or tenured position in the future (June, 2009).

Perhaps Gene Sasso thought the same about the adjunct faculty path to a full-time tenure-track position. Sasso, who was a popular adjunct faculty member within Kent State University's School of Journalism and Mass Communication, left a decade-long career in the public relations sector to teach at Kent State. Despite developing a wildly

successful graduate degree program in public policy, his work did not lead to a TTF position. Instead, Sasso had no contract renewal after two years' service and did not have a third year review as required by Kent State University's collective bargaining agreement. Instead, it resulted in the firing of Sasso (Straumsheim, 2013).

### **Retrenchment**

The "hidden-hand" is what Harclerod and Eaton (2005) calls the various external forces that have had an impact on postsecondary education in the United States. These external forces have U. S. institutions rethinking the bottom line and have determined that one significant way to counterpoise the shrinking federal and state funding is to hire part-time faculty instead of full-time faculty (Anderson, 2002; Gappa, 1984).

As Harclerod and Eaton's (2005) "hidden hand" reached out and redefined higher education institutions across the nation, more and more colleges and universities were grappling for new and creative alternatives for new revenue sources. The trend of shrinking dollars was common across the nation and was not localized to one state. In New Hampshire, the education budget was cut by \$50 million in 2011 (Berry, 2012) and in Pennsylvania, deep cuts mushroomed to \$230 million, or roughly 25% of the university state funds (Boccella, 2012).

Cross and Goldenberg (2009) recognized that the funding for education began to decline in the early 1970s when legislative support for public higher education was waning. The late 1980s and early 1990s showed that the public's support declined due to exorbitant tuition increases and the perception that most institutions were too inefficient in administering the available funds (p. 85). As the public dissatisfaction hit a pinnacle entering the 21<sup>st</sup> century, the questions of affordability and accountability of institutions

emerged. A scathing report from the Spellings Commission (Spellings, 2006) and the SHEEO report of 2005 identified challenges and suggested areas for improvement. These issues included access, affordability, accountability, and innovation. (Spellings, 2006, p. 1-5)

Because of the decades of diminishing federal funding and the ever fluctuating economic landscape, the hiring of adjunct faculty was an economic necessity and a natural choice to offset shrinking budgets. As adjunct faculty have become the new majority and core of every institution, the issues and challenges presented by the Spellings Commission (2006) and SHEEO report (2005) suggested that a commitment by faculty leadership would be needed to help support institutional improvements (SHEEO, 2005). To reverse the adjunct faculty hiring decisions to a tenured model is counterproductive to the cost savings advantage (Cross & Goldenberg, 2009, p. 96).

### **Faculty Disparities**

Many full-time faculty members have acknowledged the inequities between tenured versus non-tenured faculty, but rather than support the adjunct faculty fight of “more for everyone,” tenure-track faculty are threatened by the incoming, cheaper workforce alternatives. As a result, full-time faculty are trying to retain what they have—which is a declining tenured and tenure-track profession that adjunct faculty aspire to become (Planzer, 2006). Cross and Goldenberg (2009) discovered in their research study that in one elite research institution adjunct faculty members were not permitted to eat in the faculty dining room, were omitted from departmental lists, and even in an awards ceremony where an adjunct faculty member was given the “great teacher” award, she was not present to accept it because she did not know about the award or the

ceremony to honor her. Lashbrook (n.d.) recommended keeping adjunct faculty informed through various channels such as campus mail, email, or departmental meetings. But is that enough? Research findings conducted by tenured faculty suggested those adjunct faculties are “inferior” to tenure-track faculty (Gappa & Leslie, 1993; Hoeller, 2010).

A tenured professor of mathematics and statistics at American University, noted that the tenured faculty and the Faculty Senate are “treating term faculty [adjunct faculty] like real people; [although] they may be second-class people, at least they are real people, and we are treating them better than they are at other places” (Schmidt, 2011).

Adjunct faculties from an elite research institution were not allowed to be called by the title of faculty (Cross & Goldenberg, 2009, p.107). Adjunct faculty further felt they are politically invisible by not being promoted nor recognized, even within their own institution(s). Drozdowski (2012) remarked that many endowed faculties have long titles attached to their names that bolster the individual’s prestige within the institutions; the longer the title, the more clout it conveys. Will having such an identity bolster recognition among online adjunct faculty?

Perhaps a branding approach in promoting the institution’s adjunct faculty would increase credibility of both the adjunct faculty and the institution. It may also distinguish adjunct faculty from others. Piscetello’s (2006) findings indicated that adjunct faculty within traditional institutions employed personal branding and selling strategies to maintain a foothold in the field of higher education (p. 8). Questions to consider are: What titles can be given to online adjunct faculty that would elicit prestige and promote the adjunct faculty and the school brand? How can adjunct faculty leverage their personal branding strategies to be recognized?

### **Professional Development and Quality**

Piscitello (2006) wrote that adjunct faculties were perceived as “second-citizens” (p.32). Some traditional institutions have sought to address the issue of the quality of courses and adjunct faculty through the introduction of faculty development programs, and have organized and provided orientation and professional development programs for new faculty members (p. 33) . As online learning courses increased, the need to provide online adjunct faculty the opportunity to participate in the institution’s professional development programs increased; the trend showed adjunct faculty having more professional development opportunities (Shattuck, Dubins, & Zilberman, 2011).

Challenges of these opportunities still remain. Shattuck et. al, (2011) found that institutions offered professional development in formats that were not easily accessible by adjunct faculty. Institutions did not take into consideration that needs of adjunct faculty differed from those of their on-campus faculty counterparts. For example, the likelihood that adjunct faculty who taught online courses from locations far from the campus, most likely would not be able to attend professional development seminars located at the campus. Ease or the readiness of access to on-campus workshops or for specific mentoring programs was especially nonexistent. Shattuck et al. believed that if an adjunct faculty were teaching an online course, the professional development for online adjunct faculty should be taught in an online format (p. 42); similarly, faculty teaching on-campus courses should have access to professional development in an on-campus format.

With the extensive use of adjunct faculty comes a question from many tenured faculties of the quality of the instruction (Evans, 2009). The quality argument was

pointed to the credentials of adjunct faculty who have been deficient because adjunct faculties often lacked a Ph.D. or other professional degree (i.e., J.D., M.B.A., and M.D.) attainment. Benjamin's 1998 findings stated that 36% of adjunct faculties at 4-year institutions had attained a Ph.D. or a professional degree, while at 2-year institutions only 13.5% percent of adjunct faculty had earned a Ph.D. or professional degree. The recent CAW (2012) survey found that the numbers had increased to 54.2% of adjunct faculty at 4-year institutions having attained a Ph.D. or professional degree and 31% of adjunct faculty at 2-year institutions having attained a Ph.D., or professional degree. Questions to consider are: Would more education and more credentialing expand the adjunct faculty member's name recognition within the academy?

As the questions of quality of instruction revolved around classroom instruction, and to adjunct faculty educational levels, De la Vergne (2012) suggested that it is not just the theories and practices of how to teach that are critical, but the professional development opportunities that universities offer within the orientation processes which can be similar to those of corporate businesses. As businesses do not want their employees to begin or continue a career seemingly unprepared, universities should want their faculty (adjunct faculty) to be equipped to handle the many university processes and issues they will encounter. De la Vergne suggested that the adjunct faculty were consigned to what he called the "byzantine university processes"—those independently working on their own to be better instructors (p. D14). Seasoned adjunct faculty knew about the lack of institutional support structures and the lack of professional development opportunities, yet found ways to improve themselves professionally. Although there has

been improvement over the years, these are the exceptions and not the norm. (Meixner et al., 2010).

### **Disruption of Higher Education**

Corporate America has reinvented itself and continues to do so through internet innovations, technologies, and the internet economy. Leaders like Amazon's Jeff Bezos and Marc Benioff of Salesforce.com consistently come up with new product ideas and more efficient processes for their businesses to turn a profit (May, 2011). Institutions of higher education are no different than the corporations; academia must recreate and reshape their processes and become more innovative in order to redefine themselves to be more competitive and sustainable (Christensen, 2008). The disruption to the normal was what Christiansen (2003) believed, and that the internet economy was the leveraged answer to the revolutionizing of higher education in the form of online learning. The internet economy is an economy that is based on electronic goods and services produced by the electronic business and traded through electronic commerce. The internet economy refers to conducting business through and to markets whose infrastructure is based on the internet and World Wide Web. An internet economy differs from a traditional economy in a number of ways, from communication to market segmentation as the distribution costs and pricing are also revised from the traditional economy OECD (2013).

### **Learning at a Distance**

The idea of students learning from a distance is not new. Since the early 19<sup>th</sup> and late 20<sup>th</sup> century, correspondence courses were the choice of learning at a distance for many students (Hülsmann, 2003). Correspondence courses through the mail was perhaps the ONLY distance learning format available to all students in the late 19th and early

20th centuries. By the mid-1960s and through the mid-1990s, the use of television, video/audio conferencing, and internet technologies have provided many U. S. colleges and universities (public, private, for-profit institutions) a better method for extending learning at a distance for all learners. (Hülsmann, 2003).

Learning is not limited to the 18 to 21 year old traditional learner; instead, a growing number of adult learners (non-traditional learners) are seeking undergraduate, graduate, and post baccalaureate degrees. Over the past 20 years the signs of enrollments for the non-traditional learners have been increasing exponentially. “The adult learner model is in high demand, and will continue to be, in the foreseeable future.” said Robin Curtin, Chief Applications Officer for Microsoft Corporation, who is heading new gaming applications for adult learners for online or on-ground use (Curtin, personal communication, August 6, 2011).

Distance learning options are offered to those learners who sought flexibility in schedules, convenience, and faster degree completion, as these have been the focus of school administrators within some traditional US colleges and universities (Razor, 2010).

### **The Internet Economy**

In the age called “the internet economy,” businesses can come and go at a fast and furious pace. The factors that ensure business survival are how fast and how efficiently businesses adjust to the internet economy (Brooks, 2011). One way universities have responded to the internet economy is to hire adjunct faculty to teach online courses. Hiring adjunct faculty, who are already skilled utilizing an online platform, helps the university respond to market demand at a cost effective and timely manner.

As the internet economy has changed business, technology has also changed the classroom and the teaching profession. The digital revolution of online learning was the innovative disruption that Clayton Christensen (2003) believed will alter higher education. He believed that the commoditization of educational access through the use of information technology (online learning) would bring higher education into the internet economy. It is in this modality that higher education will be reinvented and traditional learners will be transformed to become nontraditional learners. Status quo for institutions will be the downfall of traditional universities says Christiansen and Erying (2011) in their latest book entitled *Innovation University*. Christensen argued that distance learning was the game changer and believed that this method would ultimately be the way all learners would learn.

By 2013, adult learners were projected to make up 6.8 million learners engaged in the nontraditional path by using the online learning mode (Carpenter, 2011). Williamson and Smoak (2005) argued that with more e-learning tools available to the learners, the 24x7 learning model would no longer be the exception, but perhaps the preferred way for the nontraditional learners to learn. Malcolm Knowles (1980) suggested that because the majority of learners were beyond the age of 22, the nontraditional learners were seeking more autonomy. In the past, there were an increasing number of post-secondary institutions who relied on the Internet to deliver content to students, whether as part of the distance learning curricula or to be used as supplements to traditional programs within higher education institutions. Now, entire programs are being taught online by adjunct faculty (Britt, 2004). A specific example of a successful distance learning program has taken place within the United States Military Academy at West Point (West Point

Academy). West Point Academy offered an e-learning curriculum because this delivery medium satisfied their need for security and speed of delivery to various locations precisely at 7:30 a.m. to more than 1,000 cadets simultaneously (Britt, 2005).

Because online learning allows the educator to not be the “sage on the stage” but instead, a “guide on the side,” Christiansen further believed that offerings of online learning within the traditional institutions would be the game changer for higher education to sustain and reinvent itself for the future of its educational offerings (Christensen & Eyring, 2008) within a global and internet economy. Disruption to the traditional learning scheme has already taken root within academia and has exploded with growth within the for-profit and the traditional brick-and-mortar institutions (Allen & Seamus, 2007). The major breakthrough in the revolution happened in 2011 when a MOOC (Massive Open Online Courses) by Stanford University fueled online learning to new heights. From this impetus, online learning MOOCs spawned several new disruptions such as edX, MITx, Udacity, and Coursera, providing courses from major universities such as MIT, Harvard, and Yale.

The for-profit industry such as University of Phoenix, Kaplan, and the Apollo Group were other examples of the explosiveness of how the internet and disruptive innovation have transformed learning for the nontraditional learners (Hentschke, 2011). According to Andrews (2012), a high percentage of adjunct faculties within the for-profit sectors do not believe that adjunct faculty appointments need touting; instead, it is their belief that having adjunct faculty is the biggest selling point for students. The innovative disruption and massive growth of online courses was a critical factor in the explosive growth of adjunct faculty in U. S. colleges and universities (Allen &

Seaman, 2008). In 2011, Grand Canyon University promoted 98 part-time faculty members to full-time status in the hope of fostering a competitive advantage. Although the promoted faculties are full-time, they are not on the tenure track. Brian Mueller, Grand Canyon's CEO, believed the strategy would be a competitive advantage for Grand Canyon. He believed this strategy would pay for itself by enhancing the university's brand, reducing marketing costs, and improving student retention. (Fain, 2011).

## **Branding**

### **General Branding**

From the brick-and-mortar storefronts to the television advertisements, and from paper catalogues to the web, consistent marketing of a brand image relates to more than informing the consumer about a product; it is the affinity of that brand to which the customer connects. Customer expectations are related to the brand that is best marketed and touted, perhaps as a leader in the industry or as the best in the business (Swedberg, 2005). Companies such as Walgreens, Costco, Best Buy, or Home Depot are considered good at marketing their own brands with consistency and strategic management. Interbrand, one of the world's largest branding consultants, states in their 2012 annual report that the world's view of branding and brand management has changed because of the way brands are managed as business assets by creating and managing the brand value and aligning that value with the business' core strategy and mission. Interbrand states that the stronger the brand's competitive position, the more capable a brand will reduce the overall risk for a business (Swedberg, 2005, p. 56). For some companies, their brand is the differentiator for customers. In the case of ties or close calls, the decision for consumers will most often be to side with the well-branded companies (Koco, 2005,

p.36). A brand exists in the minds of every consumer; and how that brand captures the customer's attention is the responsibility of an organization that manages and promotes their brand to capture a customer's loyalty. Companies and organizations around the globe leverage their brands to go deeper than just management as they develop brand strategy around their product or service.

Branding strategies are used to increase the brand equity. The brand equity of an organization is the measurement of how customers perceive or respond to a product or service that is offered. A product's brand name is a valuable asset for a company (Kohli & Thakor, 1997). Examples would be: Coca-Cola, Apple, or Harley-Davidson. Each of these company brands represent a strong asset and has successfully bolstered the company's enduring success (Kotler & Pfoertsch, 2010). Kohli and Thakor (1997) further identified three components that make a brand name valuable to any organization: (a) A brand name can be used to introduce a new product, (b) recognition of a product globally into a crowded marketplace (Levin, 2001), and (c) measuring the life span and return on investment (ROI) from a consumer's loyal use of the brand name products in response to a company's advertisements and communication efforts.

### **Institutional Branding**

Brand name and strategy was an axiom for universities who were distinctive and attractive from the competition in a crowded marketplace (Mighall & Day, 2004). Chapleo (2010) writes that although the use of branding and principles are widely used within institutions of higher education, the practice is still relatively recent. The research on higher education branding is within the pioneer stages and has been considered a recent phenomenon that has become popular only within the last few years (Hemsley-

Brown & Oplatka, 2006; Waeraas & Solbakk, 2008). The road to branding the institution is complex (Chapleo, 2010) but the message is that branding needs to be consistent concerning the objectives of branding programs (p.418). Waeraas and Solbakk (2008) suggested that one of the principles of branding is to have a differentiation or distinction that something is better or different from the competitors. Examples from the corporate sector are that of Volvo and Nordstrom. Volvo prides themselves on the safety of their cars whereas Nordstrom is known for their superior customer service for all their customers.

While successful for corporations to brand themselves with a distinction, universities have a more difficult time in differentiation because of the complexity of a university; there are various departments and schools promoting different products within different corners of the institution (Waeraas & Solbakk, 2008, p.243).

Business schools have become very competitive and the brand of the School of Business is one mechanism to attract students and also to retain faculty and staff (Anderson, 2000). One message is clear— university must have a distinct, clear, and consistent message about the brand, and that message should remain the same. Having various and multiple stakeholders would be the next logical and most effective approach to getting a branded message out to external or internal stakeholders within the campus community (Chapleo, 2010; Scarborough, 2007).

Anderson (2000) said that it has become increasingly important for business schools, as it has been for all industries, to build up their credible brands. Some predict an increased polarization between the strong brands versus the weaker ones. Because of the explosion of consumer choices in all areas ranging from consumer goods to facial

tissue to education, there are many choices for consumers to keep track of with just a brand differentiation (Kotler & Pfoertsch, 2010).

Colleges and universities may sharpen their focus on their brands by representing the institution's true value to the market while retaining flexibility to change as the world changes (Gutman & Miaoulis, 2003). Building, supporting, and protecting an organization's brand is everyone's job. Whether the audiences are students, tenure-track faculty, or adjunct faculty representing different institutions, it is critical to target market the brand to external consumers, to those that the schools are trying to reach (Kotler & Pfoertsch, 2007, p. 358).

As the educational market has become globalized via online learning, the expansive growth of technology has enabled institutions of higher education to market their brands within an internet economy and mobile world (Copeland, 2012).

Social media strategist, Noelle Visani (2012) believed that the use of social media has given institutions a web presence with content that can be used to create an image. The ability to tell a story about their college and university in multimedia is how Elizabeth Scarborough (2007) positioned her branding strategy. She incorporated social media with a website presence, along with other delivery venues, a strong foundation for marketing communications and a brand strategy was developed.

Just like business strategies, having a brand strategy for universities is essential. However, just having a strong brand strategy is not enough; the requirement to building a strong brand and continuing to tout the university's brand strategy with the consistent message on delivery from administration, staff, and faculty collectively and cohesively is

delivering on a brand promise. If the promise by a university is delivered fragmented or poorly, the brand of that institution is devalued (Lockwood & Hadd, n.d.).

### **Personal or Self-Branding**

As Scarborough (2007) suggested for institutions, one of the principles of a branding strategy is to have a differentiation or distinction that is something better or different from the competitors. In order to have an individual competitive advantage one must promote oneself beyond others in the field. Being able to build a compelling personal brand to identify oneself as an expert within a specific area is equally as important as the institutional brand and does come with some challenges that may be difficult to do as an online adjunct faculty (Horton, 2011). However, Peters (1999) believed that the internet is ripe for adjunct faculties to self-brand. How would an adjunct faculty differentiate him or her from competitors? Is it possible for adjunct faculty to have a distinct brand, given the way some adjunct faculty are transient and are sometimes treated by TTF?

Today's tenure-track faculties (TTF) within postsecondary institutions sometimes have a distinctive title associated to them. For example, the role of a department chair or a named professorship has been a distinction for those TTFs as a brand within the ranks and an expert of their field. Moreover, the ranks of TTFs have positions that have the titles of Associate, Assistant, or simply Professor. Adjunct faculties do not have these defining distinctions; instead, adjunct faculties have been relegated to designations that are often exclusionary and have varied among institutions ranging from the nomenclature of Contingent to Part-time Faculty, Visiting to General Faculty, or Lecturer to Nontenure

Track (NTT) Faculty, just to name a few. (Boldt, 2012; Cross & Goldenberg, 2009, p. 20; Maisto, 2012)

In order to be able to demonstrate that an individual is a subject-matter expert (SME), Horton (2011) believed that one must not only be the expert in their chosen field, but also be recognized as the thought leader in that field. An adjunct faculty member's personal brand should bring a compelling and added value to what is being delivered; either characterized by the years of teaching experience, exceptional academic background, or the multitude of relevant expertise within the field that s/he teaches.

Either through the use of the instructional technologies or the use of the most current communication tools to personalize their message for the students will the personal brand of an online adjunct faculty be relevant and considered relevant (Barseghian, 2011).

Would an advanced or doctoral degree obtained by adjunct faculty be recognized as a differentiator? The CAW 2012 survey showed that within 4-year and 2-year institutions, 42.1% of reported adjunct faculty respondents held a doctoral degree or other forms of advanced degree (i.e., J.D., M.D., or D.O.). The survey further showed that the educational attainment results of individual adjunct faculty were not statistically significant for wage differences. While having a professional or terminal degree can separate adjunct faculty from others in the field, this question still remains unclear: Is that enough? Would more self-branding of adjunct faculty have an impact on their wages as movie-star recognition comes with higher salaries?

According to Arruda (2003), there are essentially three characteristics to a successful self-branding campaign for oneself. The first is to unearth your brand. In

other words, since all personal brands are personal, there needs to be an authentic realism to your own brand while tying your self-brand to a personal goal. Having a clear mission and vision for oneself will begin the process of further developing the self-brand.

Anderson (2000) emphasized the importance of building up that brand to gain credibility among stakeholders. Like corporations and institutions of higher education, adjunct faculty must develop and build that self-brand as a method to differentiate and emphasize those services they can provide (Arruba, 2003). The second facet is to know your own attributes. Being a thought leader in a specific field of expertise makes you the SME (Horton, 2011). Personal brand strategist William Arruda (2011) explained further by saying that you also need to “know thyself first” and the brand message must be delivered in a consistent message (Chapleo, 2010; Kotler & Pfoertsch, 2007, p. 358). Lastly, evaluate, communicate, and evolve. Measure and benchmark what kind of communication tools are used and communicate the personal brand through physical and virtual channels to continually adjust your brand because of the changing internet economy (Arruda & Dixon, 2007; Chritton, n.d.).

Branding strategies have been successfully implemented in many venues—from the sporting world to many corporations and industries (Houlding, 2004). Celebrities, such as Oprah Winfrey, Michael Jordan, Martha Stewart, or even Tiger Woods, have successfully applied and aligned themselves with businesses to create that emotional bond for the consumer over a product or service (Fleming & Witters, n.d.). In turn, these applications spoke to the consumer as one brand and one consistent message. (Kaputa Davies-Black, 2006)

Because of layoffs and job cuts in the last few years, there has been a paradigm shift from institutional branding toward a self-promotion and individualism (O'Neill, 2009) of self-branding. Andrea O'Neill, a brand strategist and managing partner of Transparency Strategic Brand Management, explained that the entire world is now the competition and that personal branding creates that platform from which to communicate one's strengths to a target audience as technology has paved the way for today's internet economy and digital environments. Christiansen and Eyring (2011) believed that the digital environments of online courses resulted in the disruptive innovation for higher education. As more courses were being transformed online, so too must the old paradigms of academia change in order to survive in the new internet economy.

How could a personal brand be effectively promoted and be idyllic for adjunct faculty members? How would adjunct faculty and the institutions create distinction as they may teach at multiple institutions for the nontraditional learner audience? Peters (1997) believed that the brand is a promise of the value to the customer. Being able to establish a reputation, networking and positioning one's brand are perfect for an internet economy (Peters, 1999). The expansive growth of online course programming across the nation has given adjunct faculty more opportunities to reach more students globally (Rewick, 2001). Social media has increased branding opportunities—not only for institutions, but also for individual use—to capitalize, leverage, and ultimately self-brand (Deckers & Lacy, 2011). Decker and Lacy (2011), along with Rewick (2001) and Peters (1997), believed that all individuals can integrate current methods of promoting oneself and combine it with social media in the internet economy to promote oneself. The research of the hiring practices of adjunct faculty within the elite research universities

showed that there were not proper attention or sufficient resources of data system collection to track and brand adjunct faculty by the administrative leaders (Cross & Goldenberg, 2009, p. 9). Deckers and Lacy agreed that LinkedIn, web-blogging, or online publishing is considered one of many and best vehicles to brand oneself professionally because of the wide reach and open networking opportunities that the internet provides. To be known, one must utilize more than one method and there must be a tandem effort from the institutions to promote their faculty.

“Imagine hitting a stone 1,000 times and the stone breaks; it is not the 1,000<sup>th</sup> that breaks the stone, but the aggregate of the 999 times that contributes to the 1000<sup>th</sup> hit to break that stone.” More branding of yourself on the internet along with the institution, can translate to more opportunities for you (Deckers, 2011). Examining ones identity can be viewed through Charles Cooley’s *Looking Glass Self* (LGS) theory. A prominent sociologist named George Herbert Mead in the 1930s, and still considered the father of identity theory research (Deaux & Burke, 2010), based his work on Cooley’s LGS theory. Cooley’s theory was supported by Mead’s work and the formation of the self-identity theory, but Mead (1934) went deeper by arguing that identity theory formation was a process and that the formation process was continuously in motion. While Cooley theorized that an individual’s identities were formed within oneself, Mead (1934) said that the identities were more fluid, as the way one thinks of oneself was the direct result of societal interactions (Cooley, 1902). For example, the feedback from others can either confirm or refute what we know about ourselves. Mead (1934) developed this theory of identity-process by saying that all humans developed their identities during infancy and stated further that as “life-happens,” each individual has feedback from others within

their lifetime that tells them something about themselves. He argued that the identity of an individual was not static, but in fact, dynamic and can be changed through the continuous dialogues and influences between the individual and those with whom that individual forms relationships (Hatch & Shultz, 2008). Gradually, identities can also change to an imitation of others. In a database search of many dissertations on identity theory, there were only a few that addressed how adjunct faculty members viewed their work as part of their identities, and there was no research on the types of identities formed within virtual spaces (Wise, 2009).

Therefore, if individual identities are formed during infancy and influenced by society, can Mead (1934) and Cooley's (1902) theory of a fluid self-identity be applied to creating a self-brand? How would Mead's and Cooley's identity theory impact adjunct faculty's "brand" identity in a virtual environment? Does an adjunct faculty's "brand" with on-campus personnel change within an online environment? Would the adjunct faculty's self-identity be enough to form a self-brand that also increases job satisfaction, given that adjunct faculty were considered "inferior" by the tenured faculty (Cross & Goldenberg, 2009, p.107; Gappa & Leslie, 1993; Hoeller, 2010; Schmidt, 2011)?

### **Discussion of Literature Gap**

The literature published from an adjunct faculty's perspective was diminutive, while the bulk of the literature published were from those adjunct faculties who taught within the traditional colleges or universities (Cross & Goldenberg, 2009). Piscitello's 2006 study was primarily about adjunct faculty and their self-branding from the adjunct faculty members' perspective with traditional universities and community colleges; however, the information presented was dated and did not specifically include the

perspective of the adjunct faculty within the continuing studies sector of postsecondary institutions belonging to UPCEA, nor did the findings include the adjunct faculty's perspective of job satisfaction parameters.

Piscitello's (2006) research explored the perspectives of adjunct faculty within community colleges and traditional universities, or even from the perspectives of full-time faculty based in Seattle, Washington. Cross and Goldenberg's (2009) research was from the perspective of adjunct faculty within elite research institutions. Findings from the CAW survey (2012) and the Delphi Project (2012) focused on adjunct faculty as a homogenous group and the general compensation findings.

Gappa & Leslie (1993) labeled adjunct faculty as a very heterogeneous group and categorized them into four groups: (a) Career-enders; (b) Specialists, experts, and professionals; (c) Aspiring academicians; and (d) Freelancers.

This study will update and discover what adjunct faculties have done to self-brand and determine in which of Gappa and Leslie's categories adjunct faculties classify themselves. The study will also attempt to explore what adjunct faculty can still do to be distinct and market themselves—apart from their peers—within US and global colleges and universities within the continuing studies sector of an institution belonging to UPCEA.

This study will add to the current research knowledge by contributing additional findings discovered from the perspectives of some adjunct faculty who have a focus on their personal branding strategy. This study looks at how their personal branding strategy may impact their level of job satisfaction at a school of continuing education.

The purpose of this study is to examine, from the adjunct faculty's perspective, how branding methods and strategies impact their overall job satisfaction within a school or department of continuing studies for a UPCEA institution within Illinois.

### **Interview Questions**

1. How does having a personal "brand" impact an online adjunct faculty's job satisfaction within an affiliated UPCEA institution?
2. How do online adjunct faculties differentiate and brand themselves from their peers?
3. Does having a personal brand matter and contribute to an adjunct faculty's job satisfaction?
4. How can online adjunct faculty self-brand and distinguish themselves as they teach for any affiliated college or university within the continuing education sector?
5. What can online adjunct faculty do to bolster their image and personal brand to impact their job satisfaction at the affiliated institutions for whom they teach?
6. What type of professional development, if any, do they receive from their hiring institutions?
7. Did your students look at the branding of online adjunct faculty prior to taking your courses?
8. Do increased self-branding and/or credentialing of adjunct faculty increase their brand prestige?

## CHAPTER 3: METHODOLOGY

### Conceptual Frameworks

#### Dual-Factor Theory

The first framework is a motivational theory designed by sociologist Frederick Herzberg. His studies, done in the 1950s and 1960s, involved job satisfaction among engineers and accountants. His method included applying a “critical incident” methodology through participant interviews to identify particular life defining experiences or incidents as individual stories and perspectives were gathered and analyzed (Waltman et al., 2012, p. 414).

Herzberg (1959) was one of the first to conduct research on employee motivation and job satisfaction or dissatisfaction within a work environment. His findings are still relevant today. Further research involved interviewing employees and asking about the factors that caused employees’ satisfaction or dissatisfaction. His theory is called the Motivational-Hygiene Theory or the Dual-Factor theory (Herzberg, 1959). The theory stated that there are two categories affecting the motivation for employees to work. The first is the extrinsic motivation factors; these are achievement, recognition, the work itself, responsibility, promotion, and growth. These motivational factors are the ones that can potentially make employees satisfied. The second category is the hygiene factors or intrinsic factors to the employee; these are pay and benefits, company policies, organizational administration, relationships among coworkers, physical work environment, supervision, job status, job security, and personal life. These intrinsic

factors are what potentially can make employees dissatisfied. Herzberg's research was based on Maslow's Hierarchy of Needs where the hierarchy showed self-actualization as the pinnacle and final step to one's self-actualization in the pyramid (Maslow, 1943). Herzberg further postulated that this self-actualization is the pinnacle of satisfaction; however, the motivational factors differ for each individual. As Herzberg (2002, p. 76) affirmed, "The opposite of job satisfaction is not job dissatisfaction but no job satisfaction; and similarly the opposite of job dissatisfaction is not job satisfaction but no job dissatisfaction."

As A. H. Maslow's *Theory of Human Motivation* (1943) states, human behavior is influenced and motivated only when those needs are not yet satisfied, and once these needs are satisfied, the motivators to acquire these needs are no longer used, nor are they necessary once acquired. In order for an individual to ascend to the hierarchy of the pyramid, one's basic needs must first be satisfied. Maslow defined self-actualization as "the desire to become more and more what one is, to become everything one is capable of becoming" (Maslow, 1943/1973, p. 163). The highest level within the hierarchy of needs within the pyramid is called self-actualization (Maslow 1943) where the individual's needs are satisfied or self-actualized. Most individuals can reach self-actualization with an emphasis on oneself; however, the pinnacle of the needs pyramid differs for each individual because different needs may be satisfied and completed at any level, depending on the needs of that individual as each need has a varying depth of importance (Hindle, 2008). In other words, fulfillment of the greater needs come first, and then attention is turned to the less pressing ones. As each need becomes satisfied,

and therefore less important, other needs loom and those become the motivators for action (Kelly, 1980).

### **The Looking Glass Self Theory**

The second framework is the Identity theory from the works of George Herbert Mead (1934). Mead was inspired by the early works of Charles Horton Cooley who was a 1900s social psychologist. Cooley's identity theory was called "The Looking Glass Self" (LGS) theory. In his first book entitled *Human Nature and the Social Order*, Cooley (1902) discussed the LGS theory and proposed that a person's identity is developed from childhood and continues into adulthood. The identities of individuals are dependent on the social context of individuals within their environments. Three principle ideas came out of the LGS theory of identity: (a) How we imagine we would appear to other people, (b) how we imagine others to judge our appearance, and (c) how we feel about our imaginations through the judgment of others (or our self-esteem as we see ourselves in the reflections from others (Yeung & Martin, 2003).

### **Research Design**

This study follows a qualitative phenomenological narrative. The study was an attempt to understand the perspectives of adjunct faculty through face-to-face interviews and telephone or video conference interviews. The interviews were in a semistructured format and the participants who were interviewed were not identified. Participants described their lives as adjunct faculty members and told their life experiences of how their teaching journeys began. They discussed the key characteristics of self-branding, job satisfaction, and motivation as adjunct faculty within a continuing studies school, department, or unit within a postsecondary institution. This study was a

phenomenological narrative design that focused on the experiences of the participants, told from their own perspectives. The inquiry began with broad and general questions (Roberts, 2010, p. 143) about how they felt being an adjunct faculty and how self-branding and their perspective of their self-identity impacted their job satisfaction and motivation. A narrative approach was used so that the adjunct faculties were telling their stories, but the researcher restoried those stories that were told. As the participants shared their stories and their own personal experiences, this method gave participants and the researcher the ability to put into a chronological order, in the participant's own words, any sequence of events (Creswell, 2007, p. 512). They discussed what was significant to their self-branding strategies that impacted job satisfaction as an adjunct faculty member. The experiences of the participants were unique. Following the interviews, all stories were coded by this researcher to formulate themes and categories, ensuring that elements of participants' stories would be presented within this study (p.521).

### **Population and Sampling**

The sampling of adjunct faculty was from a college of continuing studies within a postsecondary not-for-profit institution that belonged to the UPCEA within the state of Illinois. These populations were all adjunct faculty members who have taught within a school, department, or college, and who taught primarily within the continuing studies sector, but may have taught elsewhere. The recruitment of adjunct faculty was conducted primarily from a continuing education college either as in-person semi structured interviews or via technologies such as videoconferencing, telephone, or online. The participants' identities were kept confidential and participation was voluntary. Participants understood that they could withdraw from answering the questions at any

time without any penalty and only those participants who volunteered to respond had their interviews and data recorded and reported. A purposeful sampling was used via the “snowball effect” with adjunct faculties from an institution of higher education who belonged within the UPCEA. The Institutional Review Board (IRB) of Benedictine University was informed, notified, and approved this study prior to the beginning of this research.

### **Instrumentation**

Ten open-ended questions were asked during semi structured personal interviews with adjunct faculty from a college of continuing studies of a postsecondary, not-for profit institution that belongs to UPCEA within the state of Illinois. The semi structured interview format allowed the participants to express themselves more fully (Creswell, 2004, p. 205). An open-ended question approach allowed the participants to best describe their experiences, unconstrained by any bias of the researcher or past research findings. This method elicited responses from the participants so that their own responses were more flexible and more fluid (Creswell, 2007, p. 226). To reach a broader and wider audience, along with the semi structured interviews, a questionnaire was distributed to those who were not interviewed. This questionnaire had 10 open- and closed-ended questions, and also targeted the adjunct faculties within the school of continuing studies. This questionnaire served as an external validation and triangulation for those semistructured adjunct interviews. All adjunct faculties who were teaching in the Winter 2013 academic quarter within the school of continuing studies of a postsecondary institution within UPCEA were polled anonymously by using an online survey called zoomerang.

## **Data Collection Procedures**

Data were collected from participants in face-to-face interviews in person or through video conferencing technologies. There was no particular order in which the interviews were conducted. Data collection began in the Winter semester or quarter of 2012 and ended by the Spring semester or quarter of 2013. Interviews began with seed questions and each interview was digitally recorded. Certain themes emerged from adjunct faculty who taught or have taught online, on-campus, or hybrid courses. Adjunct faculty may have taught within many institutions; however, the institutions in which they taught must be part of the UPCEA organization. Each of the participants received a telephone call and/or email from the researcher within the 2012-2013 academic calendar year to inform them of this study and each was assured that neither their personal identities nor their demographic information would be released or revealed in this dissertation. Participants were asked to meet anywhere they felt was a comfortable environment and there were no restrictions on the location except within the state of Illinois (Roberts, 2010, p. 157) or via some form of video conference or teleconferencing technologies.

Collection of data from the survey questionnaires was through an online zoomerang.com survey tool. The survey was deployed after the participating interviews were completed. The questionnaire was opened for approximately three weeks with three survey announcements sent through email. All survey respondents' identities were kept confidential.

## **Data Analysis**

All interviews—either face-to-face, teleconference or phone interviews—were conducted and transcribed, then the data were reviewed twice prior to the development of a list of categories, themes, and patterns. In the event that a physical face-to-face meeting was not possible, a teleconference link via Skype, teleconference, a webcam or some form of video conferencing was used, and that meeting was also recorded and transcribed similar to all the face-to-face meetings. All participants' information was listened to and read and all notes taken during the interviews were compared with the transcripts of each participant. Each theme was given an initial coding.

Thorough reviews of these transcripts were also compared to the literature review, and then the researcher determined if the findings of the participants were supported or not supported. Any and all existing categories were placed on individual index cards or matrices to group the recurring themes and categories among all participants as a final master coding list was developed.

While participants were recorded with a digital audio recording device, copious notes were also taken during the interview process. Each research question and answer given during each interview was analyzed. The result was the identification of themes, categories and patterns (Roberts, 2010, p.160) that fall within each research question. A final review of the transcripts was done to determine if the findings were consistent with the data and literature review.

Survey responses were collected in a database and downloaded into an excel spreadsheet. The closed-ended questions were coded into separate categories. The open-ended questions were coded, and themed into meaningful patterns to be grouped into

their own categories. Significance of the themes and patterns were identified that emerged from the survey questionnaire that was associated to the participating interviewee categories to review if there were duplicates or if the responses of the online survey had similar categories.

### **Validation of the Findings**

Accuracy and the trustworthiness of the findings was validated through member checking and triangulation, accompanied by a qualitative survey of those non-interviewed adjunct faculty members. The triangulation approach was corroborated from the stories and areas from multiple sources and with different data points (Creswell, 2007). As the personal interviews served as a starting point, the researcher was able to identify each participant's role and responses from the internet within their social media (LinkedIn, Facebook) environments. Since online identities were so pervasive, the interviewed participants were Googled before and after the interviews and also asked if they were on any social media presence for self-branding (Roberts, 2010, p. 161). Social media outlets were searched internally to validate if the participants had an online presence account and if those accounts were updated periodically. LinkedIn and Facebook, along with Pinterest and their respective college websites, were also checked to find adjunct faculties' identities online and in other published areas.

### **Limitations**

The first limitation was the sampling size, as the samples were limited to include only adjunct faculty members within Illinois institutions belonging to UPCEA.

The second limitation was the limited sampling of institutions within Illinois who belonged to UPCEA, as there is but a small subset of the entire UPCEA membership

(over 430) of even the larger population of postsecondary institutions within the United States or the globe. However, the detailed interviews participants were from the perspective of US colleges and universities of continuing education adjunct faculty. Although most had taught nontraditional learners, there were those who have taught the traditional learner as well.

The third limitation was that the results of the study did not provide information about those adjunct faculty members who did not chose to respond and was, therefore, limited to the bias of those who did respond.

The fourth limitation was that as respondents were asked to reflect from the perspectives of their past and current experiences, changes over time may shift future perspectives; the researcher was not able to include these changes in the findings.

A fifth limitation was that the study was based on one quarter of the academic year. The numbers of adjunct faculty vary between quarters as enrollment and course schedules differ. This study was comprised of data from the Winter quarter 2013 only.

Lastly, a potential biased limitation of the existing research on part-time faculty is that it is theoretical in nature, although we have gained valuable insights about the job satisfaction of part-time faculty from the perspective of self-branding in this study within the continuing education sector (Creswell, 2007, p. 515).

The narrative research provided a unique perspective from a particular group and as an advocate for the adjunct faculty. Future investigations such as a quantitative study or perhaps a mixed methods approach within a longitudinal study would benefit from this framework with which to develop hypotheses and deepen the understanding of why part-time faculties feel as they do.

## CHAPTER 4: DATA GATHERING

Cross and Goldenberg (2009) and Price (2011) have advocated that administrative leadership should pay more attention to the “lowly” adjunct faculty ranks and rethink what is best for a higher education institution. Adjunct faculty should not be thought of as a cheap labor force or as a bottom line reconciliation item; instead, for the sake of the students and the institutions where adjunct faculty teach, these faculties should be considered by administrators and academic leaders to be more than the sum of its parts. Considered as the faculty majority, the number of adjunct faculty within academia continue to increase as adjunct faculty now comprise 76% of our nation’s academic workforce in 2-year and 4-year institutions of US colleges and universities (AAUP, 2011; CAW, 2012)).

Chapter 2 has posed the central question of whether having a personal brand or a self-branding strategy offers similar benefits as businesses and corporations who own a brand and branding strategy. Does the adjunct faculty’s brand within a continuing education school or department within higher education have any impact on the success of the school or adjunct faculty? A secondary research question asks which factors motivate adjunct faculty despite the challenges and issues they face.

Instructional part-time faculty ranks have steadily increased to the levels that have surpassed those of full-time faculty numbers (NCES, 2012) and yet from the perspectives of adjunct faculty members interviewed and surveyed, there existed equality disparities between TTF and NTT faculty. There was consistent belief among adjunct faculty members, that the commitments of the institutions where they taught were massively

lacking and the hope of adjunct faculty to have institutional longevity were not reciprocated from the hiring institutions. The inequities were not only intrinsic but also extrinsic to the individual adjunct faculty member. The purpose of this study was to examine from the adjunct faculty's perspective how branding techniques and methods impact their overall job satisfaction within a school or department of continuing studies for a UPCEA institution.

### **Review of the Conceptual Frameworks**

There were two conceptual frameworks associated with this study. The first framework is a motivational theory from a sociologist named Frederick Herzberg. His studies were done in the 1950s and 1960s that involved job satisfaction among engineers and accountants (Waltman et al., 2012, p. 414). Herzberg called this the Motivational-Hygiene Theory or the Dual-Factor theory (Herzberg, 1959).

This first framework explored the motivational-hygiene theory where there were two categories that affected the motivation for employees to work. The first category was the motivational factors or *extrinsic*—these were achievement, recognition, the work itself, responsibility, promotion, and growth pertaining personally and internally to the individual. The second category was the *intrinsic* factors or hygiene factors. These factors were pay and benefits, company policies, organizational administration, relationships among coworkers, physical work environment, supervision, job status, job security, and personal life. These factors were external to the individual. These extrinsic factors were what can potentially cause employees to have no job satisfaction, but not job dissatisfaction (Herzberg, 1959).

The second framework is the Identity theory framework from the works of George Herbert Mead (1934) where Mead was inspired by the early works of Charles Horton Cooley, a 1900s social psychologist. Cooley's Identity concept was a theory called "The Looking Glass Self" (LGS) theory (Cooley, 1902). The LGS theory stated three principles: (a) How we imagine we would appear to other people, (b) how we imagine others to judge our appearance, and (c) how we feel about our imaginations [or own perceptions] through the judgment of others (or our self-esteem as we see ourselves in the reflections of others (Yeung & Martin, 2003). The perspectives of continuing education faculty had many facets that were discussed openly and candidly through the semistructured adjunct faculty interviews. There were those who were nervous, and those who rejected the invitation to participate; however, for those who did volunteer to participate in the discussions, the conversations were met with enthusiasm and a sincere willingness to assist and further the cause of the faculty majority.

The purpose of this study was to examine, from the adjunct faculty's perspective, how branding techniques and methods impact their overall job satisfaction within a School or department of continuing studies for a UPCEA institution.

### **From the Adjunct Perspective**

Each adjunct faculty participant interviewed will be identified by the letter A followed by a numeral to ensure anonymity. Every participant who agreed to be interviewed in person shared their perspectives and the life experiences that shaped those perspectives. All faculty participants who were interviewed in this study have taught within the continuing studies sector and were voluntarily interviewed. Each signed and returned an informed consent form (Appendix A) prior to our interview, and all

participants' were aware that this research was approved by the Benedictine University IRB offices, and that the participant could withdraw from the study at any time with no repercussions.

### **Adjunct Faculty A1**

Participant A1 was very courteous and forthcoming with information. He had worked in academia for more than 25 years and had held various full and part-time positions, either as an administrator or as a faculty member. He continued to teach as an adjunct faculty member within the continuing studies sector with multiple institutions; even becoming dean of an institution. His highest educational attainment was a Ph.D. and his primary position at the time of this interview was that of an academic dean for a college of business in a postsecondary institution.

A1 spoke about his duties as a dean and the internal and external committees that he served on, not only to represent the institution as a whole, but to increase the visibility and marketability of the image of the business college. I asked what the goal was with his individual participation on all the internal committees.

This is my way to contribute to the image of the college of business. It helps me to stay informed with what is happening around the university, and also to market the university's offerings. I'm also on the President's Council that consists of four other members with the provost and the president. We meet quite often to discuss [institution] business. There really was not a need for me to serve on these committees, but yes, my being involved helped the image of the business college and helped me brand it further.

He recognized the value of his business college's brand, but also recognized that being involved was a way to associate and assert himself as the expert. A1 continued by stating that the members of the institutions have a responsibility to brand themselves along with the universities where they worked. Together, the brand speaks about the

institution and the individual. A1 wanted every committee to recognize his work done on the committees, but also to know about his involvement within the institution or institutions. His belief was similar to Yastrow (2003), who stated that the two branding strategies should not be stand-alone entities, and that having bolstered one's own image and that of the institution benefits both brands.

A1's marketing agenda did not stop with himself. He participated within the university where he worked full-time and was also active in committees outside the university. This enabled him to further market himself and the institutional brand. With all the named external professional associations, his responses were enthusiastic when discussing how his participation with those organizations could help his full-time persona's institution. By joining these organizations,

I'm able make a statement about myself and to spread the word about my institution. While it is a lot of work, I have a lot of fun while doing it because I network with other deans, other faculty, adjuncts or full-time, and I look to see what may come down the horizon in other institutions.

When asked about the types of organizations he joined, A1 exclaimed that there were many that related to higher education but others that did not. He gave the examples of organizations ranging from hospital boards to cultural affairs organizations, including family business organizations. A1 was excited discussing the family business organizations and offered more details about the external entities. His family business was involved with the chamber of commerce in their area and his knowledge of the family business operations has prepared him to become the dean of his business school. While less consumed with the family business nowadays, A1 continues to keep up with the pace of surrounding businesses and peripherally on the family business and has served in the organizations that were affiliated within the retail industry. Although he

declared that serving on these boards and having involvement was fun, it was a lot of work and his primary job was that of a dean and adjunct faculty member within other institutions as well. His conviction in his services and the knowledge gained from the various external organizations will benefit his business school in the future. He didn't comment on the exact benefits or the benchmark. He said that involvement was critical for any business' success—to know the competition.

A1's primary commitment as dean and adjunct faculty between two different institutions had a dichotomy. He understood the importance of the interdependencies of businesses and the processes because if change or the business doors would close. He was more dubious on how higher education's change processes were for the shifting landscape of education as a whole.

He said that his full-time role as dean for the business college was his primary focus today. As dean, A1's greatest challenge was his faculty where there was a 50/50 split between full-time and part-time faculty within his college. He was responsible, along with the associate dean of faculty, for the appointments and hiring of faculty for the undergraduate and graduate schools.

He recognized that the national landscape of full-time and part-time faculty was changing—as discussed in chapter 2 (Altbach, 2009; Cross & Goldenberg, 2009; Gappa, 2008; Gappa et al., 2007). The disparities that he saw between the full-time and part-time faculty at his institution, particularly in compensation, was not new. The CAW (2012) survey confirmed the compensation inequality, and A1 felt that by continuing to teach as an adjunct faculty he would be more knowledgeable about what possibilities existed within an institution to usher in a change and possibly a resolution. A1 believed that the

insights garnered could lead to change, as he was very cognizant that there were more inconsistencies between full-time and part-time faculty than pay.

As an adjunct faculty member within a continuing studies sector of [University], he saw first-hand how adjunct faculty were being treated, supported, and felt that, as a dean of another institution, he would be the key person who could make a difference and institute change for the better. He continued by stating that he believed that all faculties would benefit from having a required professional development path regardless of whether the role was a full-time or a part-time position. These were programs he began within his business college and believed were unique, but further believed that these were distinct enough to apply throughout the nation. He was not aware of any other institution offering such professional development opportunities to faculties. The programs would compensate faculty for participating in the professional development opportunities offered, but also engage them throughout the year. His belief was that by offering such incentives, participation would increase and this allowed the adjunct faculty to be engaged with their peers and with the institution. The program was a 9-month program that had guest speaker series, workshops, faculty field trips, and special social activities throughout the year where all faculties could register to participate. These events allowed faculty to improve their skill sets as faculty members. Whether the workshops were to discuss teaching and learning, learning objectives, or listening to guest speakers on a panel, these topics would be relevant to faculty development. The broad spectrum of offerings would not just focus on teaching or learning but would include skill set improvement as a faculty member. All faculties were invited and encouraged to attend

and the commitment from faculty was participation for the duration of the program or there would be no compensation; attendance was taken.

I think that my good relationship with the Provost is probably why I am able to accomplish these programs for faculty. I am allowed to give a pay increase for faculties attending these events, but they (faculty) must be in attendance for the entire event to get paid.

Valencia Community College in Florida had a model where an incentive was given after the completion of the program (Janchik, 2008), but A1 felt that his program went beyond the promise of compensation.

The participation rate was high,” noted A1, “and I noticed those faculties who participated were happier. Perhaps that’s superficial, but I wanted to make sure that the faculties were taken care of; because I do the appointments. It’s really important that they (faculties) are integrated into the community whether they’re full- or part-time.

With the echo of great passion, A1 continued on about the myriad of faculty and adjunct faculty issues and disparities that he saw and heard about within other institutions. For example, since he was employed as an adjunct faculty for [University], this allowed him a different vantage point, as he saw first-hand how the adjunct faculty was treated.

This allowed me to make changes within my school to retain talent and take care of my faculty. I’m not teaching for the money or the benefits, I already have those; I teach because I love to teach and maybe I can make a difference and be aware of [the] mistakes so I won’t make them.

He asked when I would complete my degree and asked if I would be interested in teaching for him someday as he would like to have my resume on file. I thanked him for his offer and the opportunity and said that I would certainly keep his offer in mind upon the completion of my terminal degree. I thanked him again for his time in participating

in this study. “I’m happy to do it, good luck on your research”. I thanked him again, and we concluded the interview.

### **Adjunct Faculty A2**

A2 was very eager to participate; he returned his signed Informed Consent Form (ICF) immediately and followed up on his schedules that he may participate. A2 had been teaching for about four years and had taught both undergraduate and graduate level programs. He had taught primarily on-campus courses, but had begun experimenting with the use of online educational technologies within all courses from social media presence to using the institutional LMS (learning management systems) and had done the “flipped-classroom” approach in some courses.

A2 told me that he chose the field of teaching because of a personal desire to give back to the community. His personal quest and one of his personal research interests was to identify students’ retention strategies and reasons that may link a student’s desire to be persistent and to be able to define and identify strategies and methods that may improve the overall classroom experience for all students.

As we began our conversation, he was very courteous and forthcoming with information as we started the discussion with pleasant introductions. A2 was very concerned that I had sufficient time to ask my questions, so a prompt arrival for our scheduled interview was paramount to this educator. He checked the time and asked if one hour was sufficient and I informed him that one hour was ample time.

As we finished with the introductions and pleasantries, I began with my questioning. I first told him about the type of anecdotal survey that I was doing and said that there would be semi-structured interviews, such as this one, about adjunct faculty in

the continuing education environment. The question I began with was: “What was the highest level of education currently attained?” A2 said that a terminal degree—a doctorate in education (Ed.D.)—was the highest he had attained so far. He continued by saying that by obtaining his terminal degree, the deans and chairs from the universities where he taught believed him to be an immediate asset because of this credential. I asked him to elaborate on why he thought the deans and chairs treated him differently after attaining the Ed.D. He said that the terminal degree gave him that “extra” credibility when addressed in the hallways of the institutions.

A2 then recounted a story that, before finishing his Ed.D, the chairs and deans within the institutions would acknowledge him in the hallways as Mr. A2. Shortly after completion of his doctorate, he perceived that the demeanor of the faculty chairs and deans in the hallways and faculty lounges seemed to change. He had no hard evidence; however, the anecdotal evidence was when A2 was walking through the hallways, one of the chairs of the department recommended that he should apply for an open full-time position within the department. While this position had been vacant for more than a year, the department chair had never suggested this opportunity to him before. After the completion of the terminal degree, TTF started addressing our interviewee as Dr. A2 rather than Mr. A2 in the hallways. Students began to take notice of this formal addressing in the hallways where he taught.

A2 perceived that he did not notice anything significant had changed within the institution, outside of the normal operations, and the job opportunities that were open prior to his obtaining the doctoral credentials. There seemed to also be more students coming to chat with him after class and addressing him as Doctor A2. He did not change

the curriculum nor the learning outcomes of the courses he taught, but noticed that before the completion of his doctorate, the students' questions after class were primarily about the syllabus and course assignments; however, after the completion of his doctoral degree, the after-class conversations with students were focused primarily on the students' career and long term goals. A2 also said that the conversations were beyond A2's job as an adjunct instructor; because the questioning would often lead A2 to recommend that the students go to either the career center for career advising, or even toward alumni departments to inquire about more student opportunities for current and graduated students. A2 would always follow up with the students by providing his contact information such as email or office phone number.

I quickly asked a follow-up question about personal branding and since the students already were given email and office phone numbers, I asked if there were any other methods of contact given out to the students besides the contact information already described.

A2 thought about it, and said that social media was another method and that was indeed a good way to reach out to other students and to network with other adjunct faculty peers at the other institutions where he taught. He remarked that LinkedIn was his favorite social media site because many professional colleagues who were working as adjunct faculty interacted and networked within the site.

I asked if the social media sites were a good way to brand adjunct faculty. He seemed not to have understood the question as there was a long silent pause. He finally said,

“If I understand your definition of brand, I would say yes, because I have never really thought of using social media that way. I usually keep professional

references on LinkedIn and for professional contacts I would use Facebook. For me, being an adjunct faculty is a part-time job and not my full-time job, so I do not feel that branding myself is necessary; but I do let my colleagues know that I teach as an adjunct, so by word of mouth too. So I would say, yeah, that networking with others on social media would be another method of branding ... I don't know. I never thought of it as branding, though. Just having fun connecting with others ... you know.

So I continued with this line of questioning and asked how adjunct faculty could better brand themselves and be distinctive. Was there something that institutions could do to assist the adjunct faculty in promoting themselves? A2 said that perhaps there should be more promotion from the institutions on behalf of the adjunct faculty; however, in his four years of adjunct teaching, he was not aware of any such promotions for adjunct faculty from any institutions where he had taught. He noted that his not being aware of any advertising or promotions of adjunct faculty did not mean they did not exist; perhaps they were happening and he was not aware of it. He was, however, aware that the institutions were promoting the full-time TTF because he saw this on the main web pages of the institutions. When it came to promoting adjunct faculty, he did not see any effort. A2 said that there were professional development opportunities that all faculties could participate in and that if an adjunct faculty member was teaching these workshops, then that faculty was promoted because the workshop was promoted. Even though an adjunct faculty led workshop was available for all faculty to participate in, these workshops were not scheduled at a convenient time for him to participate. He worked during the day—the same time the workshops were being facilitated.

A2 said that there should be careful planning when scheduling professional development workshops designed specifically for adjunct faculty; this is one way the institutions can give back to the adjunct faculty. He said that there were no workshops

designed for adjunct faculty only, as these workshops were open to all faculties. He continued by saying that some of the institutions offered professional development workshops, but not all of them were free. There was a fee associated for some workshops and adjunct faculty would have to attend these classes at their own expense. He was unsure if the TTF who participated had to pay anything. He said that for him, as an adjunct faculty member that teaches part-time in the evening and holds a full-time job during the day, it seems less likely that any adjunct faculty would attend the offered professional development workshops if there was an inconvenient schedule with an associated fee.

When asked about what recommendations for improvements to either past and/or current institutions should be given to senior leadership of higher institutions, A2 identified several paths of recommendations. (a) Any TTF positions should be made readily available and announced to the adjunct faculty pool first so that those already on the payroll as adjunct faculty could apply first. Adjunct faculty members are already teaching within those institutions and know the culture, the transition; therefore, it would be easier for those already within the system to fill the positions. Once hired, all faculties should be promoted by the institution regardless of status and rank. (b) More opportunities to engage more faculty, not just NTT but also TTF. While there were general departmental meetings for administrators, there were no quarterly or beginning-of-the-term meetings for adjunct faculties prior to the start of the term (semester or quarterly). These types of meetings were incredibly helpful in networking among NTT with the TTF and also allow, an opportunity to get to know each other and interact with the leadership. (c) A2 felt that the courses taught were disjointed and not part of a

program because learning objectives were changed by incoming adjunct faculty member from those of the adjunct faculty member who last taught the course. When I asked how the learning objectives of a course would improve the branding for adjunct faculty, A2 said that at one institution, the teaching quality of the courses suffered because the learning objectives were not clearly defined. Course and learning objectives were identified when the courses were offered by the current adjunct faculty member teaching the course. In the opinion of A2, if a new or different adjunct were to teach the same course every quarter, a particular learning objective would be modified or sometimes completely missing from the course because the adjunct faculty had the freedom to add or subtract learning objectives in the syllabus as the current adjunct saw appropriate.

A2 also felt that some of the courses that he taught were not providing enough rigor or challenge to the students, so he increased the assignment workloads and added more learning objectives into the course. However, this addition was not properly communicated to the other sections of the same course, which were taught by different adjunct faculty. So it would seem the objectives of the same course from different sections differed.

A2 gave an example where he was challenged to teach a course he had not taught before. It seemed that not only were the students learning during the quarter, but he was also learning how to teach the course. Because the adjunct faculty who taught this course before him had the freedom to modify the courses, including the learning outcomes and objectives, there was a disconnect among sections of the same course, and since there were no faculty meetings to coordinate content on a quarterly or semester basis, the sections were taught differently. A2 suggested that having an annual or some

type of course/program review to evaluate the course objectives and align those objectives with the overall programs would have benefitted both the students and the faculty teaching these courses.

A2 said that his course-teacher evaluations (CTE) at the end of the course varied. When he was “learning” the course, his reviews were lower than with those courses he had taught before; later, the CTE scores were higher.

I asked if there was anything else that institutions can do for adjunct faculty in our quest for personal branding. A2 said that there were institutions that integrated their adjunct faculty as part of the overall culture of the institution. “How was this accomplished?” I asked.

Well, the institution would give adjunct faculty their own office, mailbox, voicemail, phone, and ample after-hours support from administration. Since TTF has these, and it may seem trivial to some, to me it was a big deal. It showed me that I was welcomed. Further, I do attend adjunct faculty association events...once a month...I think it’s once a month...yeah...once a month...to increase my visibility within the institution that offers this opportunity...that’s part of my branding strategy....I guess.”

He then went back to the department chairs; he said that building a relationship with them could be viewed as an important way to brand oneself. He also felt that if not for the good relationship with the department chairs, he would not have had an opportunity to be considered for the full-time teaching positions after his doctoral degree was complete. While he is not interested in the full-time position now because he wants to continue work at his other full-time career, he was intrigued and felt that his options and opportunities within the institutions where he teaches have expanded. He said that his CTEs were not exemplary, but above average. When asked about his teaching quality and how he would grade his own teaching quality on a Likert scale where (5) was the

highest and (1) was the lowest, he said he would grade himself a (4). He thought he could do better teaching than just learning how to teach each quarter with new courses because of the inconsistent learning outcomes in each class. A2 went on to say that he wanted to get to a point where every quarter, there was a vetting process for each course on learning objectives. At the time of this interview, A2 was doing course reviews for the next quarter for a new class he will teach. He felt that giving himself a (5) rating would be too unfair and inaccurate.

### **Adjunct Faculty A3**

Our third adjunct faculty participant (A3) worked in the private sector and had moonlighted as an adjunct faculty within the continuing studies sphere for about six years. He was happy to be interviewed and returned the signed, scanned copy of the ICF via email on the same day he received the request. His primary reason for teaching was because he believed in being the subject matter expert (SME) in financial planning. He taught, primarily, within the school of continuing studies with both formats—online and the traditional classroom classes—and has also taught in other college areas of higher education with other institutions.

We began our introductions, and the conversation quickly moved to the topic of how and why teaching was appealing and why he continued teaching part-time as an adjunct faculty. He said that while being a banker was his primary full-time job within the banking industry, the choice to teach was to educate consumers on types of services that banking offers. As a working professional within the banking sector, he said that he noticed there were a lot of questions and confusion from consumers about this industry. A3 said that most consumers viewed banking as if it were just deposits and withdrawals.

He said banking was more than that. While money and cash was involved, there were many sections of banking, such as financial planning and wealth management that many consumers did not understand. He said that he didn't see the industry explaining these available services to their customers and he believed that he could make a difference through teaching these services. When asked if he was still banking, he said,

“That was my prior life, I'm a higher ed administrator now – just like you” [grinning]. We had a hearty laugh because while one of his former lives was with banking, he now works as an Associate Dean of Academics within a higher education institution as his primary job during the day. In the evenings, he works as an adjunct faculty within the continuing studies sector teaching others about financial planning and the nuances of banking.

A3 thought that a difference could be made by educating others on the terms and services that banks offer, but wanted to inform consumers in a formal and more efficient way. His highest level of education completed was a Master's in Business Administration (M.B.A.) and felt that teaching as an adjunct faculty, and he as the SME would be the best way to inform consumers. A3 said that he did not teach to gain recognition, but wanted to teach because it was fulfilling. He commented that while the pay is not very good, it was satisfying to know that there was experience gained from being a finance banker and others could benefit. I asked if he viewed himself as an academician or a professional because he was in both industries, and he said he did not know. He said that he is also learning while he was teaching, and did not feel that he is credible enough to students. I asked what made him believe that his credibility was in doubt after thinking about it; he believed that although he was an associate dean and an

adjunct faculty, he felt there was something missing. He felt that he needed a terminal degree to solidify his credibility with the students he taught.

A3 then asked me where Benedictine University was located and what program I was working to complete. He was curious because he was interested in enrolling in a doctoral program and told me that the belief of obtaining the doctoral credentials would be a good way to not only increase his credibility as a SME in financial planning, it would be a great way to level the playing field between himself and the TTF.

“While I have an M.B.A. and I think this degree is sufficient, getting a doctorate would ‘sound better’”

I asked if A3 was satisfied with the teaching quality he provided to his students. He proceeded to question the validity of my question by asking if all faculty interviewed would say they were extremely satisfied – giving themselves the highest rating (5), with their teaching quality.. I responded by saying, “Not necessarily, but everyone is entitled to their own opinion and perspectives of themselves.” He said, “That’s fair” and explained that when he was teaching online, he rated his teaching quality as a (2)–*Slightly Dissatisfied* and while teaching on-ground classes, he rated his teaching quality as a (5)–*Extremely Satisfied*. He said that the on-campus classes allowed him to give his personal touch to the students, whereas online, he was a facilitator and did not believe he was really teaching.

He explained further by saying that he perceived that there was a “what’s-in-it-for-me” (WIIFM) factor among the adjunct faculty within the institutions where he taught. He said that for him, in order for these scores to increase, there should be reciprocity within the institutions towards adjunct faculties in general. I asked him what that meant and he elaborated by saying that it would be nice if the institutions had more

opportunities to network with his adjunct peers. He said that outside of the quarterly departmental meetings, there were no social events that he was aware of. He said he wasn't asking for much, just an improved office space to meet students, more professional development opportunities geared towards adjunct faculty schedules, so adjunct faculties would be viewed as equal in the eyes of the TTF. He said that there was "hiring hoopla" when TTF got hired—announcements on the institution's webpages or announcement in emails or even in newsletters. When adjunct faculties were hired, there were no advertisements, and no announcements. I then followed up and asked if he used any personal branding for himself. I gave him an example such as Volvo—the automobile manufacturer—where they were/are known for safety. I gave him the example of Nordstrom's retailer—where they were/are known for superior customer service. He thought about this question and said that while he never really thought about personal branding as an adjunct faculty member, he never did it. He believed that networking with adjunct peers was how he did it and thought that was what counted. He said that his trying to get his doctorate would be a good method in increasing his visibility with his peers as well. He revealed that over the years, he noticed some of his adjunct peers were being hired because of their doctoral degrees. He felt that would be one way to brand himself—by networking with his adjunct peers and getting a terminal degree in the process. I acknowledged what he said and thanked him for his time. I then asked him for permission to contact him later if I needed clarification on what we discussed here or to do a factual check. A3 quickly nodded and said yes. I ended the interview and thanked him again for his participation.

### **Adjunct Faculty A4**

A4 had been an adjunct faculty member for about two years within the continuing studies department of an elite research institution and an adjunct faculty member for a second-tier university and had done research within the area of technology. She held a Master's degree in Computer Information Systems (MCIS). The ICF was not signed right way and I was informed via email that the delay was due, in part, to her intensive travel and full time work schedule. She eventually signed and scanned back the ICF the day before this interview. She said that there was a genuine curiosity about my research and she, too, wanted to understand adjunct faculty better.

We began the conversation with pleasant introductions and I quickly reminded her again about my research topic. She was quiet and I asked the first question about how she began her teaching career. “

Teaching wasn't something that I selected as a career, the topic and subject matter must interest me before I begin to teach any class. My primary job is in database administration and I was a teaching assistant (TA) during my graduate studies years. When I was a TA, I truly enjoyed the topic of databases, that's how I got my start. This wasn't something that I set out to do...no, one of my professors asked me to TA for him and said that since I had a background in database design and management, I would do well, so I agreed to TA his class after graduation, and now I'm a part-time adjunct faculty member.”

Seeing the opening, I proceeded to probe deeper on the TA job and asked if being a TA was what interested her to stay and continue to teach as adjunct Faculty.

“Well, I decided to take the TA job because I really liked working with databases and database technologies; besides, [name of professor] was very persuasive and he said that I would be a natural fit”

She thought that TA'ing would be a good opportunity to do something that was of interest, yet different, and gave her the opportunity to share her passion of databases with other students who were pursuing a Master's degree in Computer Information

Systems (MCIS). She also commented that teaching was like mentoring and that was enjoyable.

I asked if her passion for learning and working with databases also translated into teaching databases and staying on at an institution as a second calling or if there was a further desire to teach databases and computing as full-time faculty either as a tenure-track or non-tenured track position. She did not hesitate in answering this question and quickly said that full-time teaching was not her desired professional path or full-time career path. While the financial compensation was adequate, instead of her being known only as an educator, she wanted to be known as a professional who teaches about her profession and passion of databases.

This led to my next question about personal branding and if she branded herself as a professional who taught courses as an adjunct faculty or a part-time adjunct faculty who worked as a full-time professional. I explained that branding was something that corporations do to create distinctness. Examples include Volvo, the automobile manufacturer who strives to be known as one of the safest cars on the market. Another example is Nordstrom's retail stores, who are known for their superior customer service commitment.

She paused and said that her branding of herself is her full-time profession. A4 worked as an adjunct faculty because she liked databases. In the social media world, she used Facebook (for personal networking) and LinkedIn (for professional networking). She felt that putting down her adjunct faculty experience would be branding through those social mediums and that was enough. She also said that she did not feel it was necessary to brand herself as an adjunct faculty member because she was more interested

in her students learning than in any of the institutional events. She said that she was not really interested in the faculty meetings and was not aware that there were any professional development opportunities or workshop seminars available for adjunct faculty. She felt that teaching was a way to educate students to her passion of databases.

I then asked if she believes her quality of teaching is of the highest quality. If she were to rate her teaching quality on a Likert scale from (1) to (5), where (5) was the highest rating, where would she rate her teaching quality. She paused, then answered that she would rate herself a (4) because she didn't believe that anyone can get a perfect score.

“There wouldn't be any room for improvements”.

Speaking of improvements, I asked if there was anything she saw as needing improvements within the institutions where she taught. She recommended that: (a) The institutions should have more faculties and students integrated because in the years that she's been teaching, there seemed to have been disconnects between the adjunct faculties and students; (b) More after hour support from administration. She felt that there was limited administrative support for adjunct faculty. For example, as her classes were in the evenings, the administrative support staff worked during the day (9-5 p.m.) and she felt that many of the adjunct faculty members working in the evenings were “fending-for-themselves” with limited to no support from staff.

As I concluded our interview and thanked her for her time, I asked if I could contact her again if I had further questions about our interview. She said it would be fine; I thanked her again concluded the interview.

**Adjunct Faculty A5**

A5 was quite pleasant and extremely punctual in returning the ICF. Within a few minutes of my emailing the ICF to him, he replied to my email stating that he was eager to let me know about his availability and to make sure that he could accommodate my scheduling and that we had enough time to talk. He stated that he was working full-time and scheduling an hour during his lunch period to talk to me in an interview format may not be enough. He then suggested that we schedule the interview on the weekend so we would not be interrupted. He gave me some time frames and wanted me to know when we would be mutually available to get together to talk; or even for a phone interview as an option. I responded in kind and scheduled a mutually beneficial time slot on the weekend and conducted this interview via the telephone.

As we began our conversation, he asked again if I received his signed copy of the ICF. I said yes I did and thanked him for his promptness and his time. A5 said he was a little nervous, and I said I thought that I should be the nervous one. We both laughed and began the interview.

A5 was an adjunct for about two and half years in an elite research institution within the school of continuing studies and has taught undergraduate and graduate classes at other institutions not in the continuing studies department. He has primarily taught on-campus, but had explored the opportunities for teaching online. He believed that higher education's landscape had changed into an online medium and he was hoping to teach online someday, but to-date has only taught on-campus courses.

When asked why he got into teaching, he said that he had just finished his Master's degree in Computing Information Systems (MCIS) and wanted to do something

to benefit others. He felt that the field of information systems had a lot to offer and believed that teaching and leveraging technology through social media or online teaching, he could reach out via technology to any students who wanted to learn.

When asked if he thought the use of social media was a form of self-branding to promote being an adjunct faculty member, he said he did make use of social media but not as a branding tool. He said that his social media sites were informational and were primarily networking tools and not branding tools. I gave him an example of branding such as Volvo, the automobile manufacturer known for safety, and Nordstrom's, a retailer known for superior customer service. I asked him how he branded himself as an adjunct faculty member. He said that since he did not have a terminal degree, he believed that his greatest strength was during his in-class teaching because he revealed to that he believed his appearance was part of his brand and by dressing nicer during all his scheduled class times, he would automatically become the part of the professor. He said that sometimes his colleagues would tell him that he looked very young for his age as they searched for him on the internet and on LinkedIn. He said he would be able to enhance his real-world experience as the SME and his neat appearance to be that brand that students expected in the classrooms. He further said that

the way I dress, the way I carry myself during and after class, gives me the edge. I make myself available to all my students outside of class through multiple methods of contact such as through email, text, and phone. I also use LinkedIn and tell everyone to keep in touch with me this way. I use Twitter to get more presence...since I work in I.T. [information technology], I try to leverage these mediums; they seem to work best for me.

I continued along this line of questioning and asked if he had any publications or had joined any professional associations. A5 said he had not published anything, but did join a professional association for his primary job with the Illinois Technology

Association (ITA). Joining the association would allow him to network with those interested in technology and that is a good way to brand himself as an I.T. professional.

I asked if he were to rate his teaching quality where (5) was the highest quality and (1) was the lowest, how would he rate his teaching quality. He said

Probably a three, I'm very critical. I do my best to prepare; still, I feel I can do a better job preparing for class. Preparation at the beginning of each semester or quarter before class should allow me to be more comfortable in class and teaching the same class before would allow me to be able to rate myself higher. But right now, since each quarter I get a new class, I can only rate myself a (3).

I asked A5 if he were able to make a recommendation for improvement for all the institutions where he taught, what would those recommendations be? He paused, and then stated that he thought that professional development was important for adjunct faculty. He said that he knew of colleagues at other institutions who had opportunities to pursue a terminal degree as part of the professional development process. Another peer from another institution told him that there was a partnership with a corporation to have professional development opportunities for adjunct faculty brought to that institution.

He continued and said that it would also be nice to have a mailbox as well as a private office instead of an open cubicle at the institutions where he taught so that he could meet with his students in a more private environment. I asked if there were any other recommendations or observations he may have had over the years of teaching that he may share to inform others about this topic we were discussing. He said that if he thought of anything after the interview, he would let me know. I thanked him again for his time and his flexibility to be interviewed on the weekend, and I concluded the interview.

**Adjunct Faculty A6**

The next interview started with the standard pleasantries and introductions as A6 had a busy schedule and we had to reschedule our talk three times before we had a mutually beneficial time slot on our calendars. She was quite energetic and signed the ICF immediately and without hesitation. She had a full-time job and was teaching as an adjunct faculty in the evenings. She held a Project Management Professional certification (PMP) and a Certified Project Manager (CPM) from the Project Management Institute (PMI) along with a Master's degree in Information Systems (M.I.S.). She had taught online and on-campus classes and had taught in higher education for about one year.

When asked how she liked teaching and how she would rate her teaching quality where (5) was the highest quality and (1) was the lowest quality. She said that she enjoyed teaching and would rate herself a (4). She said that becoming a CPM with project manager work experience has allowed her to be methodical and rate herself this high. She said that although the curriculum was well established within her courses taught, she would welcome the possibility of redesigning the courses to better reflect reality and her experience as a CPM. She thought that, although she didn't know the curriculum at first, after teaching the same course a couple of times, she felt she had mastered the material and thought that the material could use an update and revision based on her full-time relevant job and work experience as a manager at IBM Corporation.

As she spoke about her work experience, I asked if that experience translated into the classroom and how she would brand herself with her experience. Once again, I gave

the example of branding such as Volvo, the automobile manufacturer known for safety, and Nordstrom's, a retailer known for superior customer service. How do you brand yourself as an adjunct faculty member?

Wow, that's a tough question, I consider myself the subject matter expert. I thought about teaching before because I believe myself to be the expert in project management. I did a lot of teaching before, not formal but informal...you know the kind of training where I could share my knowledge with others within the corporation. It's kind of like training. I pride myself as going back to the days of college because real world experience is good. It helps me understand the instruction of concepts by training and explaining to others. Teaching is different than training and I was stepping out of my comfort role, or comfort zone.

She continued by explaining further that others would go through workshops and training to become an expert on the subject that she taught; however, she prided herself on being that SME in her courses by doing and having that working experience already and not having to be trained in the subject—hence she's the SME.

If she considers herself as the SME, I asked if that's how she self-brands among her peers by saying that she is the SME. She said that she did not need to brand, in fact, she wasn't looking to be an educator as teaching came naturally. She felt that it was something that was a part of her, even though she had not formally taught before. She stated that she works out of the home and enjoys the classroom time lecturing. I asked if she had a webpage to promote her knowledge or spoke at conferences as public speaking was similar to lecturing. She said that she did not do either but did say that she belonged to professional associations such as the PMI Illinois Chapter. While she did not speak at conferences, she did attend these and explained that because of her busy work schedule, the conferences were too inconvenient and she could not commit the time to speak. She said that her company, IBM, did request that she speak to their clients, and she felt that was similar to speaking at conferences.

I then asked if professional development would have assisted her to become efficient in her public speaking with clients. I reminded her that sometimes institutions offered faculty helpful topics to assist them in teaching, planning lessons, and even learning outcomes to curriculum. She felt that she had a good handle on the topics when teaching because she was already familiar with the topics. She thought that perhaps teaching techniques or techniques in the classroom would be helpful; she added that students were a needy bunch and

As faculty, we have to set the stage for students... we cannot take on too many students because students push faculty to their limits and you're one of them, unless there's extenuating circumstances, then you may be more helpful. Students seem to take a lot of your time where staff at work is different; the setup is different especially at work. In academia, you must establish yourself, say things succinctly and say what you can offer.

While she enjoyed the classroom environment, she said that she would have liked to have a retirement path for teaching. Teaching is "something like going back to college" and she enjoyed that. I asked about her thoughts on her students calling her professor or Ms. She said that titles were not important and that even Ph.D. scientists at IBM were addressed by first name. She and all of her students were on a first name basis. According to A6, she felt it wasn't necessary nor were there any compelling reasons to use titles "unless you were a medical doctor." She wanted everyone to have a memorable experience during and after the class and so she was able to give real-life scenarios and believed that being in the workplace, individuals do not salute or call each other doctor or professor. Similar to the scientists who worked at IBM; (distinguished within their fields and credited with Ph.D.'s), she said she always greeted them by their first names. Moreover, she continued with her example of greeting top executives at IBM without a title of Mr. or Mrs. as everyone there was on a first name basis as well.

Taking this greeting methodology from her work, she felt that her students should not have to greet her with the title of professor or Ms.; instead, she said that all students and faculty alike should address each other with their first names. So she reiterated that she felt that titles do not matter. She then explained that her eldest son was a medical doctor and said that he wanted to be called a doctor or addressed as Doctor, but that's not for her. She said this is about the students, and that teaching at an elite university like [this University], one would say has the highest teaching quality, if not the best, in the world. She continued by saying that the materials presented should be the best and the learning experience should be the best. A6 insisted that the educational experience was about the students and said that in order for anyone to feel welcomed within the academy; they need to feel part of a community.

As an adjunct faculty, she felt no sense of camaraderie nor community and attributed this to perhaps the position being a part-time position. At the same time, she was very careful in her words when she stated that knowing other adjunct faculty, peers, and even the leadership of the institutions would be helpful. At last, she said that she felt the adjunct faculties were not being accommodated enough. For example, A6 was adamant about how some of the course materials were not congruent with the students' and the instructors' lived experiences. A6 also felt that courses were inflexible to change; as the business environments shifted, so too must the curriculum. She recounted an example of where a course had prescribed learning outcomes and although she felt the learning outcomes was acceptable, these outcomes were obsolete and she didn't have enough latitude as an adjunct faculty to change them from theoretical to pragmatic. Because she was a practitioner in the field, she believed the learning outcomes were not

addressing the real-world experiences that she knew existed. There were also tools that were used within the world of project management that were not included within the courses, nor were these tools explained enough. A6 felt that students were the ones losing out.

I'm not talking about changing the entire course, no, that would be wrong, but there should be enough latitude from my perspective, to be able to tweak the course materials and start working with the [courses], as it is important to have that type of discrimination. I take the view of the working world, not just academic and theoretical...

I asked if there were other recommendations, from an adjunct perspective in continuing education—such as having more academic freedom in the courses she taught—that she would like to tell the administrative leadership. She said that networking with administrative leadership was important. She said she felt removed when no one would communicate with her throughout the quarter – she paused and said, “Perhaps more professional development opportunities for adjunct faculty are needed because not all of us know everything.”

I thanked her for her time and asked if she would be available for further contact if there were follow-up questions for clarification. She happily agreed and said that she was excited to participate in this interview. A6 made a point to verify her contact information, and then let out a sigh of relief when the interview ended.

### **Adjunct Faculty A7**

My next participant had been an adjunct faculty since 1986. His highest degree attained was a Ph.D. and he had taught at five institutions over the course of his 27 years as an adjunct faculty. He said that he enjoyed teaching and while he continued to teach, his primary job currently was a senior college administrator. He has published and has

written many papers and articles but mostly, “liked the dynamics of the classroom because that’s where the intellectual interests were, the social aspects of faculty, and I learn more while teaching.”

I asked A7 his thoughts on personal branding and gave as examples of corporate branding Volvo and Nordstrom’s, as I had with previous interviewees. As an automobile manufacturer, Volvo was known for safety; as a retailer, Nordstrom’s was known for their superior customer service. Then I asked, “What do you think of as your personal branding as an adjunct faculty and what distinguishes you?” A7’s response was “To teach more and become more integrated into the fabric of the institution. His belief was that NTT faculty should have more social events such as in-person gatherings to network among peers and to build community. When asked about community and if online tools were used, he said that he had used emails and LMS discussion boards as part of this strategy to organize community among the students. He did not use social media sites to engage but did use the social media Twitter application to integrate within his classes. He believed that the use of technology such as Twitter and having email forums were a good way to be an extension of the classroom. He did not consider himself as faculty; instead, recognized himself as a contingent or a part-time instructor who taught at [University]. He was careful in having his students call him professor and has struggled with the naming convention for a long time on those names that adjunct faculty could or do use. The online classroom has been a different challenge because of the technology involved. There was a concern about the online movement as classrooms were extended into the virtual world and A7 thought that while there was a place for technology, the technology was only one part of the equation.

For adjunct faculties that were considered SMEs, especially in the for-profit sector, there seemed to be a de-evolvement of the classroom because of the technology. Technology can be viewed “as good or poor through its uses that may or may not embrace life” Technology has its place and can be helpful in the classroom and beyond, but emphasis should not be on the technology. Technologies and forums enable students to engage their peers and deliver virtual communities. A7 contends that while these methods are effective, people engaged with other people through technological means is what educational institutions and classrooms used to do. With the proliferation of online classes within the university and MOOC initiatives, technologies should be leveraged to create an experience for faculty and students to engage one another for more person-to-person contact.

A7 continued and said that in the 1990s there were more administrators to nurture people relationships, and as time evolved, resources became limited, so the pervasive use of technology was adopted to supplement the loss of administrators.

A colleague from another university would put together full-time and adjunct faculty meetings to go to his office to have tea as informal mixers. A7 contemplated for a moment and agreed that being identified and branded through the institutions where adjunct faculties taught was how the formula worked. He did not, however, believe that the institutions were reciprocating to the adjunct faculty. Although they were a vital brand within the institutions, A7 noted that at different institutions, there was a subtle war waged within ranks of the tenured, TTF, and NTT faculty ranks whereby a 2-tiered faculty class existed among instructors.

The adjunct faculties who teach here seem to be treated differently than the full-time faculty. Because there are no [health] benefits offered to those in the adjunct faculty ranks, the economics of being a full-time adjunct faculty should be questioned. It is no different here; there are adjunct faculties who have worked here for 20 to 30 years and they keep coming back, not because of the money but because they like to teach and like teaching here. There are other places where they can teach, but has always felt that adjunct faculty really like to teach here at [University]. A7 saw himself as an adjunct educator and despite the issues that adjunct faculty has endured over the years, A7 promoted himself as an educator first.

From the opening remarks of this interview, A7 reiterated that the art of teaching is what he enjoyed the most. Teaching as a part-time profession had moments of enjoyment accompanied with the challenges of being an adjunct faculty. The quality of students that the school's continuing studies offered had enough gratification when teaching and discussing topics inside the classroom. Early in his career, he was very interested in becoming a full-time faculty but his aspirations and long-term goals have changed.

Instead of becoming a full-time faculty, he wanted to be known as an innovative educator and he could do so by being a NTT faculty. He stated that he had no desire to become a TTF or become a full-time instructor because his career path did not evolve in that direction. A7 explained that after he published his first book, the aspirations weren't for tenure ship anymore; instead, it was to continuing working within academia in any capacity by not missing the opportunities that a university offered. Although obtaining a

TTF opportunity was an earlier life goal, his plans were altered over the years and obtaining tenure wasn't a priority anymore.

When asked about how he would rate his teaching quality in the classroom as a part-time adjunct faculty and full-time administrator by using a Likert scale, A7 said that a score of (4) out of (5) would be appropriate because there should always be room for improvement. He believed that being a full-time administrator did not detract nor distract from being a part-time adjunct faculty because the experience gained from being an administrator added value to the students' classroom experience. A7 stated that his CTEs from students were favorable and students enjoyed his teaching. The students informed A7 through emails and through in-person interactions. "The feedback is nice, it keeps me informed as to how I'm doing" Cooley's (1902) Looking Glass Theory (LGT) was applicable to A7's perspective in the feedback from students.

A7 looked at his watch and said that he had an important meeting to attend and was wondering if there were further questions to answer. He eagerly offered to be available again if needed, and said to contact him at any time if there were further questions or clarification needed. A7 said he was happy to share his perspectives because he was a part-time adjunct faculty and a full-time administrator and he felt that he had the best of both worlds. The interview concluded as A7 offered his contact information to be contacted at a later date.

### **Adjunct Faculty A8**

Introductions began with A8, who seemed quite relaxed and prepared for the interview. He had been given the ICF prior to the interview date and had immediately signed and returned it. .

He said that this interview reminded him of the time when he was working on his own dissertation. He believed that having a doctorate had helped his career immensely, and “despite the amount of work needed during the research period,” he felt that all of it was well worth the effort and offered best wishes with this research. A8 had taught at four institutions of higher education, including two within the continuing studies sector. He had a total of eight years of teaching experience and had taught both online and on-campus methods of instruction.

Personal branding was explained to him in the examples of corporate branding as in the automobile manufacturer—Volvo automotive and Nordstrom’s retailer. Volvo is known for safety while Nordstrom’s retail store is known for their superior customer service. The first question I asked of A8 was how he branded himself as an adjunct faculty member since he had taught within so many institutions.

I believe that getting a terminal degree advanced my career but also, through associations with the elite institutions where I’ve taught and currently teach; however these two [institutions] are my brand. People think that I’m really smart (laughs) although I know better! Being able to teach the topic of leadership, I have to have good credentials so my Ph.D. gave me that credibility as I lecture on this topic. I am also an assistant dean within [University], so as an administrator; I can teach leadership and give examples of how these principles applied in real-life scenarios. My brand is also reflected in my teaching. I am able to leverage the way I teach with the institutions I am associated with to get my brand out there.

He said that he believed he was thought of as the SME in his primary job as well because he came from many institutions and he brought a broader knowledge of various institutions. Each institution had different idiosyncrasies, and having worked in different areas within various institutions gave him a unique perspective. For example, A8 said that he was asked to publish an article on the value of corporate partnerships. This enabled him to market his institution and the value of executive education programs

within the institution. He was eager to market the institution where he taught, but truly believed that this was more than marketing the institution—this was an opportunity to market the adjunct faculty. Because he was an adjunct faculty member within the institution and a full-time administrator, the opportunity was ripe to promote him along with the institutional brand.

When he published the paper, it was clearly a promotion for executive education aimed at garnering more interest in corporate partnerships and promoting the added value provided by the institution's programs. However, because he was the author of the paper not only did the publication give credibility to the programs and also elevated his level of recognition as the SME on the topic. He was quick to say that publications would allow others to see you as prolific professionals, not only within academia but beyond. While A8 offered the advice that adjunct faculty should publish more and promote the programs that they teach as a means to brand themselves, he admitted that he had not published in many years. The opportunities to publish were there, but he was too busy because of family, teaching, and his current full-time job.

He noted that the plethora of professional associations and conferences available were an ideal tool that all adjunct faculties should take advantage of and leverage to network and brand themselves. Once these methods were used, students would certainly begin to recognize those adjunct faculties are more than instructors in a classroom. Similar to how TTF has endowed chair titles that are recognized both within and outside of academia, adjunct faculty would benefit from these titles as well. A8 acknowledged that some gains are being made in this area, with some institutions having tiered levels within the adjunct ranks, an institution where he worked being one example, where the

levels of Lecturer and Senior Lecturer are used. According to A8, these tiered levels are distinct enough for adjunct faculty to not feel discounted. TTF and NTT faculty paths do not cross because of the different roles that each plays—TTF being responsible for research and teaching while the majority of NTT faculties were responsible for only teaching.

When asked if there were specific online tools an adjunct faculty could use to further distinguish themselves from other adjunct faculty, A8 answered that there was not as much use of the web as he had hoped would be used for branding. For example, social media sites were not used and when I asked about specific websites such as [www.ratemyprofessor.com](http://www.ratemyprofessor.com), A8 responded that he did not use them.

The students frequently ask me if I am on LinkedIn and when I respond, ‘No,’ they look at me funny (laughs). I should get more involved but haven’t found the time for it. I do Google myself from time to time. (laughs)

The subject of more time to network and separate oneself from others sparked a personal story where A8 and his wife were discussing retirement and he proceeded to say that if there was an opportunity for a full-time teaching position during his retirement, he would pursue that opportunity. The desire to teach; however, was not for a tenure track faculty position, but for a full-time clinical or lecturer track position. He believed in teaching and in doing more for those within academia, thereby helping to enrich the minds and experiences of others in the roles of adjunct faculty and as full-time administrators. The real-life experiences from being an administrator and adjunct faculty member would help him stand out from other candidates. When asked about the possibility of obtaining a tenure-track position faculty position, A8 did say that these positions were being phased out and opportunities were not as readily available as before

because of the current educational landscape. A8's view was that TTFs were not changing with the times and the shifting educational environment where the growth and hiring of adjunct instructors has grown to be the relevant majority.

When asked about what tools were used to maintain his current teaching quality and what other adjunct faculty should incorporate into their teaching techniques, A8 stated that he believes in continual communications with students. Whether through the use of email, online synchronous sessions, and periodic check-ins with the students on progress, phone or personal cell phone, or conversations on the discussion boards in the LMS where the uses of these tools were a necessity, continual communications and many methods of touch sessions with the students were welcomed. When asked if these methods were effective in improving the teaching quality of the class and how he knew that teaching quality improved, he replied that the course teacher evaluations (CTEs) provided good insight into what needed improving and what was working. Further, A8 said that networking with adjunct faculty peers, along with the students' feedback, adjunct faculty could respond and improve each quarter. He said that based on feedback, there was always something to improve; however, that didn't mean that a bad quality of instruction was being delivered, but quite the opposite. The CTEs were the vehicle to distinguish good teaching quality from bad teaching quality and he assured me that the teaching quality provided to students was excellent and of the best caliber.

A8 discussed some of the well documented issues that surround adjunct faculty within the academy—ranging from low wages to inferred teaching quality. He spoke of the need to have consistently high teaching quality and stated his belief that sustaining a

high quality of teaching is the best way to retain students. He said that he taught because of his desire and passion for teaching and wouldn't have it any other way.

A8 was then asked to rate his level of job satisfaction as an adjunct faculty member and for any suggestions for improvements that he would like to recommend as an adjunct faculty member. A8 responded that there are limited opportunities for adjunct faculty professional development, and even when there are opportunities, the adjunct faculty member has to individually seek them out. He pointed out that in the institutions where he worked, there were no structured communications except through email, and there were no administrators dedicated to communicating with the adjunct faculty. A8 suggested that perhaps a place where faculty can go for professional development opportunities could have workshops specifically designed for adjunct faculty. He further suggested that any methods of delivery to accommodate adjunct faculty work schedules would be beneficial. While he said that he was extremely satisfied with being a part-time adjunct, he often felt disconnected from the community and wanted more mixers with peer adjunct faculty. Examples A8 gave were social get-togethers at pancake houses or at a coffee shop for those who taught in the same disciplines. For those online adjunct faculty members, there should be online chat sessions or virtual mixers. For those on campus, there should be events with food, because he believed that food brings people closer together.

This would ensure that all adjunct faculty were part of something because adjunct faculty were part timers, but should still feel part of the whole.

All opportunities for adjunct faculty should be broadly advertised, online, on-campus or computer based training, these opportunities should be designed with the adjunct faculty's schedules in mind and perhaps this would show that they [administrators] care.

I thanked A8 again and requested his permission to contact him at a later date if I had additional questions. He agreed to my request and this ended the interview.

### **Adjunct Faculty A9**

The next interviewee participant had been in corporate training for about 30 years, and in academia for 20 years. Her highest degree attainment is a Master's in Education and she has taught in multiple institutions within the continuing education departments only. Her primary full-time job has been her own consulting firm that specialized in corporate training. She ran the firm for more than 29 years while also working part time as an adjunct faculty member

Because of the love of teaching others—whether teaching within an online, on-campus, or hybrid delivery method—I have taught in all these mediums and like to try new things, be a risk taker, and [will] do anything once.

This interview began with a question about personal branding and how A9 branded herself as an adjunct faculty. She believed that her personal brand was her flexibility in how her courses were delivered. Her goal was to make learning fun with any topic. When presenting topics, the ability to link the pragmatic side of a topic to life was what A9 described as her specialty. She explained that she would add real life experiences during her lectures; she wanted to generate excitement in her topics and was interested in new innovative approaches in her classrooms. She gave the example about the use of incorporating social media such as Twitter, as an extension of classrooms and assignments. Through their posts in Twitter, A9 receives continuous feedback from her students. She would engage her students daily and would receive timely feedback on all classroom assignments and projects - real-time and online.

As a corporate trainer, A9 did marketing and presented various plans to boards and many clients, so she felt that real-time examples in a classroom were a more realistic approach to teaching. She said that more compelling stories can be told to students so they can learn from life experience with practicum. She said that her former positions and titles from prior corporate environments were other ways she branded herself. Over the years, she had aligned herself with senior human resource executives and senior executives from the healthcare industry as the majority of her clients were in healthcare. When asked about how she knew if her former positions and alignments branded her, she responded by saying that most of her prospective clients were referrals from former clients. The prospective client or organization referenced her former client or organizations' names and said that she did "good work training the staff" or she was an "excellent trainer" within a specific webinar. She also declared that her effectiveness was gauged and documented within the students' feedback from the quarterly CTEs after each class. Coupled with the continuous Tweeting in courses, students have commented about the "nicety of real-time presence of an instructor outside of class."

A9 told me that she enjoyed "out-of-box, innovative methods" of teaching, and wanted all students and learners to help other through networking. She was able to integrate social media in her classes, thus enabling her students to network with each other. She believed, however, that there were limited opportunities for the adjunct faculty who taught within these institutions: there were limited professional development opportunities, low compensation, and she felt that the majority of those who taught as adjunct faculty members were taken for granted. In her years of teaching as adjunct faculty, she couldn't recall if there was any periodic check-ins from administrators. She

felt that if she could present an idea, she would have a pay-for-performance structure to be adopted that is similar to pay-for-performance compensations within corporate organizations. While her CTE scores were high, she didn't feel recognized, despite the self-branding methods she outlined.

I asked if she thought publications would have made a difference in her becoming more recognized because there were TTF who published in peer- and non-peer-reviewed journals. She said that most of her work was published in non-peer-reviewed journals and most were within the healthcare industry. She was uncertain if this would have made a difference, but believed that the institutions should help promote their adjunct faculty more. Using methods similar to those used by corporations to help promote their personnel through referrals of individuals, she thought that institutions could help promote their adjunct faculty. She said that she served on the Board of a University's Women's Center, and believed that her position on this board could be used to promote her.

She added that, aside from Twitter, she was an active user of other social media sites such as Facebook and LinkedIn. She did network with others on LinkedIn but found that she may be the minority in networking with peer adjunct faculty in this way. Most adjunct faculty she met liked networking face-to-face at mixers or faculty meetings, but A9 felt that these faculty mixers were not helpful. She explained that she overheard a couple of TTF belittling adjunct faculty by stating that adjunct faculty were not professors nor were these faculty majority members recognized as quality instructors capable of delivering quality instruction because some lacked a Ph.D. credential. "This

can be a barrier between faculty—we versus them; it’s subtle, but adjunct faculties sometimes don’t [hear or] see it”.

When I asked her about how she would rate her own teaching quality, despite what she had heard from TTF, she responded by saying, “It’s at a (4) because I bring fresh, new, and focused ideas to the institutions and organizations. I care about the people and create maximum opportunities for everyone to learn”.

I concluded the interview by thanking A9 for her time and candor and asked if I could contact her again if I had further questions. She responded, “Yes, of course!”

### **Adjunct Faculty A10**

The next participant had been a corporate trainer for the last 25 years and began teaching in academia in 2009. A10 had experience teaching in multiple delivery methods: online, on-campus, and hybrid learning models. Her highest degree attainment was a Master’s degree and she truly enjoyed academic teaching— not as a job but as something that just happened to her.

As we began our interview, the first question was about her personal branding and whether she could share some of her branding strategies as an adjunct faculty member. She was quick to state that while she was happy to participate with this interview, she was unsure what her role was. A10 knew that she was an instructor paid to teach, and had heard of the descriptive “adjunct, instructor, part timer, and contingent,” but she referred to herself as a contract instructor. She did not refer to herself as “professor” and when her students addressed her in that regard, she corrected them and referred to herself and others by their first name.

Wow, that’s a good question; I focus primarily on my students, whether it is online or on-campus. I make all my classes relevant to them on a personal and

professional level. That's how I brand myself. I don't use social media for this but do use Twitter and LinkedIn for professional contacts. I use Facebook for my personal purposes, you know, pictures, discussions, likes, and all that. I brand myself through my classes.

As she continued, she related an interesting example about how some of her students took her classes based on referrals from her previous students. She thought that was also a good form of branding—the word of mouth technique. Because A10 spoke at work-related conferences, she found that during her speaking engagements, her name had moved from the corporate setting to an underground academic network that she wasn't aware of. As she polled the students at the beginning of every new class asking how they had heard of her class, there was usually someone who had learned of her name and class through a referral from a conference where A10 had spoken.

I asked if she did a lot of networking with other adjunct faculty at the conferences where she spoke. She answered that these were professional conferences and was unsure if those who taught at her institution attended these conferences. She would network with colleagues and other adjunct faculty via email, phone, or immediately after on-campus classes within the institutions.

There doesn't seem to be a lot of professional development opportunities within [University]. I do try to attend a couple of the workshops that the administrations have each quarter, but these often conflict with my schedule. If there were more online workshops, I'd probably join those more. I have meetings out in the suburbs and trying to come downtown [during rush hour] is a challenge.

A10 said that sometimes there were emails from administration to participate in luncheons because of notable speakers who were coming onto campus. A10 was particularly interested in these, but upon reading further into the emails she noticed that everyone had to pay for the lunch. She said,

That made me smile; when I look at the amount of work that we have to do to prepare for every quarter, and estimate the number of hours required to do it, it turns out to be something like...\$1.27 per hour! So I was confused by the request for money for the luncheon and didn't know if that email was for me.

I thanked A10 for her time and requested permission to contact her at a later date if there were additional questions or clarifications required. She said with enthusiasm, "Of course you may. I had a good time speaking with you," and with that I concluded the interview.

### **Adjunct Faculty A11**

A11 has been teaching for about 10 years within higher education and has taught both the online and on-campus delivery methods. He did not teach at multiple institutions but does teach at multiple colleges within the institution. A11 had a courtesy appointment within the Law School and an appointment within the School of Continuing Studies. A11 held two terminal degrees, a Ph.D. and a J.D. in U.S. law. His primary job was associate dean of academics within the school of continuing studies.

The first question I asked was how he branded himself as an adjunct faculty member. He responded by saying that he considers himself as content-specific personal brand and a skeptic of data. In his teachings and coursework, he would give everyday examples and foster new ways of thinking to do problem solving.

The real-world concepts and real world policy issues would be broken down and analyzed in class. So for example, I would have someone bring in a real world example and we'd break apart the issues and use critical thinking along with quantitative analysis to solve the problem.

I inquired further and asked if this type of teaching method distinguished him from other adjunct faculty who may have taught the same subject. He shrugged his shoulders and said, "I don't know because I don't know how well others [teach it]." I

then asked if his method was effective and how did he know? He responded that through student assessments, problem sets, final exams, the online discussion boards and even through conversations with his students he was able to make this assessment. He believed that students understood the material because, through those formal assessments, A11 was able to measure students' progress.

He then gave me an example of how he teaches where he stretches the students' thinking through critical thinking of a problem. When students are able to identify strengths and weaknesses of their own analysis, he then agrees that the students are learning. A11 was a quantitative person who liked numbers and used data in quantitative analysis to approach his problems.

When asked if he used his quantitative analysis skills when he spoke at conferences to further market and self-brand, A11 said no. Although, he networked a lot through social media such as LinkedIn and at conferences, he did not brand himself with his knowledge of content policy. He joined professional organizations that marketed to his full-time position and teaching as an adjunct faculty was something of "an add-on and not my personal persona. I rarely use my teacher persona when identifying myself or introducing myself".

It was curious to hear that personal branding and marketing didn't resonate that much with A11; instead, he identified as being the content expert and relied on his teaching of real-life examples to be a differentiator. While he said that he was unsure what methods his peers used to teach and brand, he was certain that the use of examples from students' working environments would foster teaching and learning moments for the students.

A11 doesn't use the web or web presence technologies to converse with students. He did not market himself as the expert of policy. He has not been known to reach out to his peers to be a distinctive SME. He did say that he was published on quantitative analysis for his full-time job and not on how or what he taught in the classroom. He does networking with a lot of peers at conferences via word of mouth and through LinkedIn.

His LinkedIn profile didn't state that he is the expert, but he generally says it. He was uncertain why he did not market himself more widely. While he used LinkedIn, this medium was for others to find him, and not for his use as an active communication tool.

A11 thought about publishing and recently realized that in marketing a book, more presence on social media would be a good idea although he had not used the web in this way before.

When I asked if he would be interested in any full-time faculty positions, he said,

Not really because that's not what I wanted to do before when I was in my Ph.D. program, but it never really was something that I wanted to do all that much...I didn't want to take time to publish in different journals and act like a consultant instead of a researcher. I like going from topic to topic to topic instead of full-time. I was a high school teacher for one year and ....gets to be enough, a little boring.

Academic credentials added to the SME persona because in higher education, a terminal degree was—and still is—highly acclaimed.

If someone hasn't gone through this process, it's hard to be taken seriously, but I don't believe that all adjunct faculty should have Ph.D.'s, because there are some areas that don't require it. Some applied programs, those adjunct faculty members may not be good candidates...having real world applications versus mathematical theory is more productive.

When asked about how he would rate his own teaching style in a Likert scale, he said, "By using real-life examples, it would be a (4) out of (5). As the SME on adult

learning, and the topic, the only improvement [on the rating] would be to improve on my time management skills”.

We continued the conversation on how “tools” could be applied in class to current and real-world contexts so examples can be used iteratively. A11 expressed that the institution would be able to assist with supplying all the tools, but was unsure if the university or the School would provide this level of institutional support. He continued to say that more tools and access to these tools would be helpful in bringing together and engaging adjunct faculty. Falling under the auspices of institutional support, it was important for adjunct faculty to feel engaged with each other and the institution.

With this comment, I questioned if networking with peer adjunct faculty at conferences would have provided such level of engagement. He was unsure, and was not aware of anyone who taught with the tools-sets he described. “The adjuncts may not be interested in sharing their teaching styles or even teach this way ... I’m not sure.” He believed that other adjuncts in various departments within the university may be helpful in delivering different teaching methods and new topics for a new workshop. Helpful topics would be specifically targeted for the adult learners and would teach how adults learn. “Perhaps these departments can assist with putting something together. Most adjunct faculties, I think, do a reasonable job [in teaching]. It would be better if more educational technologies were brought into the classrooms to explore real-world concepts”.

A11 thought that there should be an online workshop to share these tips among faculty or perhaps a professional development workshop available, because he didn’t feel that adjunct faculty took advantage of the current on-campus opportunities.

With the last comment, A11 said that he had another meeting to attend shortly. So I thanked him and asked if I had further questions if I could contact him via email or phone later. He nodded his head in acknowledgement. “Sure.” I concluded the interview and our time together ended..

### **Adjunct Survey A12**

312 adjunct faculties that were teaching or had taught within the continuing studies institution were asked questions similar to those asked the participating volunteers. A qualitative survey was developed in parallel with the semi structured interviews to externally validate the themes and findings in deeper detail. The themes within this qualitative survey were tracked, coded, and put into categories similar to the interviewing process. Open and closed-ended questions (See Appendix B) within this survey were administered via an online survey tool called zoomerang with each response being coded and themed. Once coded, each response was categorized and compared to the semi structured responses, then compared for similarities that would answer the central and sub-central research questions. The sample size for the Winter 2013 academic quarter was 312 adjunct faculties; those who responded to this survey provided external validation for the semi structured interviews.

### **Summary of Findings**

There were six major themes (Appendix C) that resulted from the discussions, semistructured interviews, and the online questionnaire from the adjunct faculty members within the School or department of continuing studies. These six themes can be defined as six essential elements to a successful branding strategy. The elements identified were: (a) Personal Branding Strategies, (b) Credentialing, (c) Job Satisfaction, (d) Perspectives

on Teaching, (e) Institutional Support, and (f) Compensation (Appendix C). These elements were evident in both the volunteer interviews and survey remarks as adjunct faculty felt detached from the institution(s) that engaged them. The institutions where they taught were not necessarily encouraging adjunct faculty to be part of the overall community. Moreover, these themes were recurring within the adjunct survey comments irrespective of the interviewed participants. While adjunct faculty satisfaction ratings were high in both the semistructured interviews and questionnaire survey responses, there appeared to be a lack of institutional ownership of adjunct faculty and a lack of administrative support with reciprocity from the institution(s).

With the various self-branding strategies discussed and employed by our interviewees and survey respondents, there were solo strategies employed by adjunct faculty that were either deficient (Arruda & Dixon, 2007) or had no relationship with an institutional strategy. The institutions where adjunct faculty taught should also have a component to engage with the success of the adjunct faculty member's self-brand. For example, corporations and businesses derive their success externally from the internal marketing of employees. (Arruda & Dixon, 2007) Without both comprehensive messages and marketing strategies, the institution or organization would not be aligned to tell one cumulative story (Yastrow, 2003)—especially in the minds of our customers—specifically our students and perhaps to others beyond the classroom.

## CHAPTER 5: CONCLUSIONS

This chapter presents a summary of the study and important conclusions drawn from the data presented in Chapter 4. This chapter also includes a discussion of the themes and categories derived from the semi-structured interviews and the online surveys targeted to adjunct faculty within the continuing studies sector. Let this chapter serve to provide additional information for adjunct faculty who currently teach within the higher education system. Chapter five also includes implications for action and recommendations for further research on this subject (Roberts, 2010, p. 179).

### **Summary of the Study**

To meet the growing and continued demands of increased enrollments, there has been expansion of new and existing programs through various delivery methods. There has been the establishment of new departments for the nontraditional learner who has helped reshape higher education's shift into a new paradigm which includes online learning (Christensen & Erying, 2011; O'Malley, 1999). As the learning population grew and delivery methods shifted, the need to teach the nontraditional population in differing forms also increased (Allen & Seaman, 2008). As the nation's pool of TTF began to shrink in favor of NTT faculty, (Cross & Goldenberg, 2009) it was important to explore how adjunct faculty branded themselves and what branding strategies were used.

In the current study, semi structured interviews were completed, and a qualitative survey was prepared and deployed to explore other adjunct faculties' perception of their self-brand and job satisfaction within their own academic institutions of continuing

studies. The questionnaire validated the interviewee's responses and enabled the researcher to compile a more detailed examination of adjunct faculty perspectives. The goal of the survey was to discover if some of the adjunct faculty members had a self or personal brand strategy that would be distinctive enough to separate them from other adjunct faculty. The purpose of this study was to examine, from the adjunct faculty's perspective, how branding methods and strategies impact their overall job satisfaction within a school or department of continuing studies for a UPCEA institution within the state of Illinois.

### **Findings Related to the Study**

While the semistructured interviews showed various perspectives from adjunct faculty, there were six overarching elements that were derived from the research. These themes were: (a) Personal Branding Strategies, (b) Credentialing, (c) Job Satisfaction, (d) Perceived Teaching Quality, (e) Institutional Support, and (f) Compensation (Appendix C).

The research indicated that personal branding strategies employed by adjunct faculty alone were not enough to distinguish themselves, nor did adjunct faculty have enough personal branding knowledge or ability, outside of classroom instruction dominance, to elevate their academic contributions to the outside world. While the adjunct faculty who were interviewed was certainly SMEs within their fields, it was apparent that not all adjunct faculties effectively promoted themselves with the technological and non-technological tools available. What adjunct faculty communicated about their personal brand within their institutions was limited. The methods that the

adjunct faculty shared about marketing themselves as adjunct faculty were but a few of the many techniques and strategies that could be used.

Being the classroom SME, using various teaching methods, and joining personal/professional organizations were among the strategies used. Data from the semistructured interviews disclosed that the individual adjunct faculty were not marketed nor promoted internally. A2 was aware that the institutions where he taught were promoting the full-time, TTF because these promotions were reported on the institutions' web pages; however, when asked about the promotion or marketing of adjunct faculty, he did not see any effort. The majority of the adjunct faculties interviewed did not feel they were promoted internally by any of the institutions where they taught. The institutions did not celebrate the adjunct faculty hires and individual adjunct faculty achievements in or outside of the classroom were not highlighted. Most of the adjunct faculty who were interviewed believed that their institutions' were not bolstering the adjunct faculty brand and

O'Neill (2009) wrote about self-branding as the individualism, or personal promotion of oneself, whether through technology or by other means. The participating adjunct faculty for this study had utilized a few methods, but some of their processes and strategies were ad hoc, incomplete, unknowing of self-promotion, or there simply was no marketing of themselves at all. "I never thought of it as branding though...just having fun connecting with others". He was networking, and by default, unknowingly branding himself and the institution where he taught (Yastrow, 2003, p. 122).

My personal branding is done through my professional career. I have passion for databases, so I want to pass on that passion to others. Through the way I dress, the way I carry myself during and after class. I also use Twitter to get more presence . . . [social media] see, to work best for me.

While all of the participants felt they were branding themselves with the single or dual strategy, there were those who stated that branding was not needed. A4 said that he never employed personal branding, but believed that networking with other adjunct faculty would be a good method of increasing his visibility with peers. A5 said that she did not need to brand because she wasn't looking to be an educator, and teaching was natural for her.

Research has shown that there are three characteristics to a successful self-branding campaign: (a) Have a vision of your own personal brand, (b) Consistently communicate your brand, and (c) Use all channels, (physical or virtual) to communicate your brand to others (Arruda, 2003).

While adjunct faculty knew they were the SME's of their topics, they did not necessarily communicate their brands well outside of the classroom. Not all of them used virtual channels to communicate with their students and peers. While some did use social media such as Twitter, LinkedIn, and Facebook, not everyone who volunteered for the semistructured interviews embraced the idea that technology was part of the personal branding solution. Their main strategies were to incorporate relevancy within their class for the nontraditional learner, and adjunct faculty gave real-life examples to increase their brand in the classroom.

A11 believed that class instruction with the use of real-world examples from students was a good way to be distinguished. He believed that that being the content expert and relying on his teaching of real-life examples worked. The view of the use of real-life examples in the classroom did not stop with A11. A10 said, "I make all my classes relevant to them on a personal and professional level. That's how I brand myself"

“I teach leadership and give examples of how these principles apply in real-life scenarios. My brand is also reflected in my teachings” Adding to this line of thought, A5 felt that she wanted everyone to have a memorable experience during and after the class, so “I give my students a real-life scenario...I don’t necessarily believe I should be called a brand, like doctor. . . First name is fine”.

The survey revealed that building a self-brand happened in ad hoc fashion by adjunct faculty. On the other hand, it was evident that by employing the combination of all six themes identified through the interviews, adjunct faculty had a higher degree of satisfaction with a branding strategy that seemed more consistent with corporate branding strategies.

Yastrow (2003) wrote that branding begins internally. When the internal employees (in this case the faculty and staff) understand the brand, then the customers, (the students) will follow and naturally be attracted to the brand. That was what some of our participants were trying to accomplish with having real-life examples in the classroom and branding themselves as teaching with the real-life experiences. Outside the classroom, adjunct faculty respondents alluded to not having sufficient administrative or institutional support to leverage their branding. A5 believed that his brand should be recognized in conjunction with the brands of the institutions where he taught. “Through associations with the elite institutions where I’ve taught, and currently teach, these institutions are my brands”.

Further, professional development opportunities for adjunct faculty were needed to keep them integrated into their institutional community. Although some opportunities did exist, they were inadequate to meet the needs of this growing faculty population. To

self-brand, the organization and individuals must be ever-evolving. One of Arruda's formula steps in winning a personal brand was to always remain relevant and evolve with the times. That means developing new skill sets or making adjustments in teaching within the shifting landscapes of higher education or the institution(s). A7 reported that in previous years, there had been more administrators to provide professional development opportunities for adjunct faculties ... but as time evolved, resources became limited and those opportunities dwindled. While efforts were made within some institutions to integrate adjunct faculties into the mix of administrators and have networking opportunities within the school or the department, the efforts of the institutions were deficient, minimal, and disconnected. Ongoing professional development keeps adjunct faculty up-to-date on new research ideas and new curriculum resources. It also provides opportunities for instructors to learn from each other.

As an example, A2 and A6 reported that some institutions where they had taught assessed a surcharge fee for their professional development offerings. Although not lacking in the opportunity, the practice of charging adjunct faculty for their own training opportunity is peculiar and perplexing because some of the topics were about institutional operations. A2 and A6 were both amused and confused. "When I saw the email of the invitation to attend the guest lecture series and luncheon, I was excited, but when I saw the registration and payment buttons that made me smile. These [professional development opportunities] weren't free; if I was interested; I had to pay out of my own pocket . . . that didn't seem right."

A2 further stated that if the charging continued, he wouldn't be interested in reading the communications because he felt that the opportunities were a sales pitch and not about skills or knowledge enhancement.

Instead of charging adjunct faculty for their own professional development opportunities, the approach that Valencia Community College in Florida employed may be a better model to follow. The professional development opportunities were online as well as instructor-led and the time schedules fit with those of the adjunct faculty's schedules. By completing the 60 hour development program, they earned an increase in their pay (Janchik, 2008). A1, who was dean of a business college for adult learners, initiated a similar professional development program to offer more than just a program; he offered an event-laden academic curriculum that encompassed the development and community building experience for all faculties. Adjunct faculty were encouraged and compensated for attending any of these programs where the topics ranged from guest speaker lecture series to skills development and networking/social functions.

### **Personal Branding Strategies**

Corporate branding enables organizations to benefit in many ways. For example, corporations use their brands to charge premiums for their labels, extend product line of businesses, and attract and retain quality talent within their employee ranks (Arruda, 2002). As an example, Arruda explained that McDonalds expanded their product lines to include salads on their menu, while Volvo, the automobile manufacturer best known for safety, has added style to their the safety brand in the design of their cars.

## Word of Mouth

Strategies go hand-in-hand from the corporate to the personal. Peters (1997) was poignant and identified some specific and general approaches to building that “brand of you.” The cultivating of a network of contacts was critical to unlocking the personal power of self-branding and word of mouth was the beginning. He noted that a critical component to self-branding was word of mouth marketing. Word of mouth also nurtures the network of colleagues and customers as a first step to building a successful brand overall.

“Word of mouth is perhaps my greatest branding technique. Inside the classroom, I am the expert, the subject matter expert if you will, and I am proud just being able to teach my expertise”. A6 felt it was through her being the SME within her classes that she was viewed as the expert.

I didn’t think that I was going to teach, it was something that came naturally for me. I don’t think I need to brand; I network a lot and train a lot of people in the corporate setting. My teaching speaks a lot of me.

Participant A8 said that,

To be associated with an elite university, whether within the continuing studies or not, and being able to teach at [University] would give me a personal brand. Teaching at [University], people think I’m already smart! Although you and I may know differently. (laugh)...yeah, just by teaching at [University] gives me a brand by association.

Yastrow (2003) wrote in his book on Brand Harmony that personal or any type of branding where people communicate with other people, whether through networking at conferences or through online social media, adds to the personal branding of oneself, which in turn brands the corporation. In this case, the institutions where the adjunct faculty taught would be branded along with the adjunct’s personal brand. A1’s

comments agreed with Yastrow's comment about having bolstered the self-image of oneself and then the institution. "Yes, it helped the image of the business college . . . and helped me brand it further".

A strikingly positive duality of self-branding went deeper than just having a single upshot.

There seems to be an underground academic network—though I was not aware of it—through word of mouth. Some students showed up for class and when I asked how they heard of this class, it surprised me to hear that their colleagues suggested they take my class because of a professional conference where I had spoken.

### **Social Media**

Another form of a personal branding strategy was to go online to social media sites such as LinkedIn and Facebook. A2 seemed to agree that using social media to network would be a strategy to brand oneself. "If I understand your definition of brand, I would say yes, because I have never really thought of using social media that way". Not all agreed that the use of technology was a good method to self-brand; A7 believed that the use of technology took away a personal touch that was offered by higher education institutions. "There seemed to be a devolvement of the classroom because of use of technology". So A7 used social media Twitter to extend his classroom. A7 further believed that the institutions were not reciprocating to the adjunct faculty nor did they recognize adjunct faculty as a vital brand within the institutions.

### **Technology**

Notable corporate brands such as Google and Apple invited employees to create videos to illustrate how Gmail has "traveled" the world because of gmail's referral system or a vlogger (video blogger) who made a YouTube music video on the Apple

products. While technology can, as A7 stated, devolve the human touch, Google's and Apple's approach has aligned technology with the companies' worldwide brand strategy. Interbrand stated that branding was not only in marketing or advertisements, but should exist within the institution so that all employees have a sense of integration and belonging for their organization's and for their brands to be permeated further outwards.

Unlike corporations, the perspectives of the adjunct faculties revealed that their personal branding strategies have been nothing but short of minimal. While adjunct faculties are the experts in their fields and have been also called SME, the promotion of self was not their primary concern; nor was self-branding on the forefront of their minds. Instead, there seemed to be a genuine concern for the students they taught.

### **In the Classroom**

There is limited knowledge and breadth of self-branding strategies that adjunct faculty employed. Some of the participants interviewed have taught as adjunct faculty for many decades, and yet when asked what their greatest brand strategy was, they discussed the same techniques as less experienced and seasoned adjunct faculty. A7, who had taught as an adjunct for 27 years relied on word of mouth; as did A3, who had taught for six years and did little to no self-branding or promotion. Both worked in academia and both had full-time jobs during the day and moonlighted as adjunct faculty in the evening. Similarly, A5 who taught as an adjunct faculty member for two years, A6 who taught for one year, and A8 who taught for eight years, all said that self-branding and their personal brand was done mostly inside the classroom.

“My real-world experience I bring to the classroom makes me the subject matter expert; that's my greatest [branding] strength. I consider myself the subject matter expert

. . . I don't need to brand . . . teaching comes naturally for me and my classroom teaching speaks for itself." "My brand is also reflected in my teachings; I am able to leverage the way I teach. . ." A8 then said that he believed all adjunct faculties should publish more because that would be a good way to market themselves to the outside world.

A11 took it a step further and insisted that his teacher persona was not what he promoted. "I rarely use my teacher persona when I identify myself or introduce myself...I teach with ...real-world concepts and real world policy issues...I don't know how well others do [teach] it. . ." but doesn't distinguish or market himself. His reason for real-world concepts and policy issues stems from the student population and how adult learners learn.

All participants noted that the various background and diversity of their students, primarily adult learners, within a continuing studies context. Some students were returning to complete their degree, while others were just starting. ". . . Through associations with the elite institutions where I've taught and currently teach, these two institutions are my brand."

Adult learners learn through problem-oriented and real-life applications (Knowles, 1980, p.27). Adjunct faculties who teach within the continuing studies sector understand the unique learning requirements of adult learners, known as the principles of andragogy (Bacal, 2009).

Participants A3, A5, A6, A8, A9, A10, and A11 all noted that teaching by the principles of andragogy was done in their classrooms and that drawing on real-life scenarios contributed to their self-branding. While this represented a high number of

independent responses, irrespective of each other, it was certain that other adjunct faculty felt this way as well.

Statements made by participants included, “I . . . give examples of how these principles apply in real-life scenarios.” “I make all my classes relevant to them [students] on a personal and professional level.” “The real-world concepts and real world policy issues would be broken down and analyzed in class.”

While adjunct faculty who participated in the interviews were employing various branding strategies to address the student population in the classroom, the A12 survey also showed that 80% of respondents did use some form of branding strategy. The adjunct faculty members were teaching in more than one institution and their teaching experience varied in years as adjunct faculty and level of experience in the classroom. It is not uncommon to not brand oneself, but in order to be distinct, one must “stand out from the crowd.” One must create a presence that echoes in the halls of academia and beyond, in both physical and virtual classrooms and means (eNewsline, December/January 2009-2010).

A deeper look at the top corporations in the world such as Nike, United Airlines, and Pfizer shows that their logos are recognized worldwide. They present logos, colors, and styles to match their brand. These corporations have communicated a distinct and consistent message about their brand to consumers. Getting a branded message out to external and/or internal stakeholders within the campus community through various channels (Chapleo, 2010; Scarborough, 2007) seemed to be reaping benefits. The shifting climate of the business world has enabled corporations to align, change, and engage. In the cases of Google and Apple, who leveraged technologies and ushered those

technologies into the hands of the consumer via vlogger or YouTube, have engaged their customers worldwide recognition and engaged their own brands deeper and more creatively than ever. Adjunct faculty may have a learning moment here in the digital economy because of the shifting tides of hires within academia, making NTT the current faculty majority (NCES, 2012). A distinct faculty with a personal brand may be the key to distinguishing the adjunct faculty and its importance in higher education. The survey results showed that most adjunct faculty deployed between three to four personal branding strategies either online or in-person.

### **Credentialing**

The recognition of adjunct faculty through the use of titles had limited literature published from the perspective of adjunct faculty. The research showed that part-time faculty members were committed to their jobs; however, the CAW (2012) survey also revealed that the adjunct faculty members believed that the commitment from the institutions where they teach was lacking. The issues have resulted in feelings of being a second-citizen (Piscitello, 2006).

Such examples of TTF titles were that of Assistant Professor, Associate Professor, Professor, or even Emeritus. There are elite TTF who were named Professors with chair names or distinguished titles dedicated from the institution; whereas adjunct faculty seem relegated to the titles of : contingent, visiting, postdocs, nontenure track faculty, part-timer, lecturer, continuing lecturer, college lecturer, senior lecturer, instructor, teaching associate, academic professional, general faculty, research faculty, recalled faculty, acting faculty, subject matter expert, or adjunct faculty (Boldt, 2012; Cross & Goldenberg, 2009, p. 20; Maisto, 2012).

Many adjunct participants; however, had terminal degrees, and all held at least a masters. Amongst the terminal degrees in the sample was the Ph.D., Ed.D, or a Professional Degree (i.e., M.D. or J.D.). Some of the adjunct faculty who participated in the semi-structured interviews agreed that their individual credentialing was not enough to self-brand because they were viewed as just an adjunct or part-timer or a mercenary paid to teach. The expectation of one interviewed adjunct faculty to have a terminal degree weighed heavily on his mind. He has wondered if students perceived him as an inferior teacher because he did not have a doctorate. Another adjunct faculty felt that not having that terminal degree was a disadvantage.

I felt that not having that terminal degree and teaching within such an elite institution as [University], was a detriment to my credibility. Although I am the subject matter expert in the class, there was always that doubt in my mind on how students perceived me as an instructor. That's why, like you, I'm going back to school to get the terminal degree.

Another participant said that having obtained both a professional (J.D.) degree and a doctorate degree (Ph.D.) added credibility. "Of course, it added to my credibility, it was helpful; it solidified me as someone who knows what I'm talking about." Another participant was enthusiastic about his terminal degree and believed wholly that this was an added value and well worth it.

I believe that getting a terminal degree advanced my career but also, through the academic associations with the elite institutions where I've taught and currently teach, these two universities are my brand along with my degrees. People think that I'm really smart (laughs), although I know better. (laughs) Being able to teach the topic of leadership, I have to have good credentials, so my Ph.D. gave me that credibility as I lecture on this topic.

Our A1 participant felt that while his credentials gave him the credibility, he thought that this was only a partial solution. "My academic accomplishments qualified me for my positions, but my business background prepared me for the final step. I

enjoyed teaching since my Ph.D. was in computer science; I wanted to teach too.” A1’s adjunct teaching appointments allowed him this luxury. A2 believed that his terminal degree opened the doors for additional opportunities for him.

My degree did give me that extra push and that extra credibility. Once I earned the degree, I noticed that I was being addressed as “doctor” in the hallways (laughs). That’s strange, but my department chairs also paid more attention. Definitely. So yeah, [my terminal degree credentials] did add to my credibility.

Further examination of our discussion with A2 seemed to suggest that while he had been teaching adjunct for several years and open positions had been posted during that time, the department chairs had not approached him to apply for the full-time opportunities—not until he received his doctoral degree; shortly thereafter, his department chair came to him and suggested that he apply for a posted full-time position. A11 agreed that the terminal degree is useful; he didn’t believe that a Ph.D. was necessary for all disciplines, but it didn’t hurt. On the same note, he opined that “there are some areas that don’t require it; however, within some applied programs, an adjunct faculty may be a better teaching candidate because he/she has real world application experiences versus someone who has only the mathematical theory”.

Despite these disadvantages, the findings within our qualitative survey showed that the number of adjunct faculty who responded with having terminal degrees, (Ph.D., Ed.D, M.D., J.D., O.D., or AuD) was 52%. In 1993, the overall respondents who earned a terminal degree was only 16% (Gappa & Leslie, 1993), whereas the findings within the CAW (2012) survey showed that adjunct faculty from various institutions said that those who had received terminal degrees were 42%—an increase of 26% over a span of 19 years. Gibney (2012) and Maslen (2013) agreed there is substantive evidence over the years that more terminal degrees are being issued than ever before, and not only in

developed countries but also in the developing nations. China's annual numbers has outpaced those of the United States on a per-year basis beginning in 2008.

A study done by Australia's group of eight research intensive universities and authored by Dr. Les Rymer determined that the world is producing more Ph.D.'s than before, not only to attract high quality researchers, but to increase diversity among doctoral students who, in turn, hopefully will become one of our adjunct faculty in academia. Rymer continued by saying that governments and the public sector have been hiring more doctoral graduates because they recognized the value of a Ph.D. education (Maslen, 2013). He concluded by saying that with the increase of nontraditional learners, coupled with the shifting landscape of higher education to place more emphasis on interdisciplinary research, the Ph.D. is still viewed as the pinnacle of academic achievement in the U.S. and around the world.

### **Job Satisfaction**

Reio and Kidd (2006) defined job satisfaction as "the feelings a worker has about his or her job or job experiences in relation to previous experiences, current expectations, or available alternatives. Huysman (2007) defined job satisfaction as "the sense of contentment and happiness of individuals in their current teaching position" (p. 16). Herzberg (1959) noted that an individual's sense of job satisfaction and motivation was different than having job dissatisfaction; instead it is having no job satisfaction.

While no scholar has ever argued that there are not differences between full-time and part-time faculty satisfaction, it has been suggested, though that these differences are hard to categorize because of the heterogeneity of part-timers and their differences in motivational factors. (Gappa & Leslie, 1993, 1997; Rouche, Rouche, & Milliron, 1995).

However, from the perspective of adjunct faculty participating in this research, some revealed that they have held onto their teaching jobs at one or more institutions for many years and were *Somewhat Satisfied* to *Extremely Satisfied*. Their plan was to continue on the adjunct faculty path because they believed that being an adjunct faculty member would be the best way to network among TTF and their adjunct peers (June, 2009). The other notable belief was that many hoped it would be possible to ultimately obtain a permanent full-time or tenured-track position through this networking. The participants also suggested that meeting students was an equally important factor that leads to job satisfaction. The occasional mixers between students and faculty, for institutions that also have these social functions, seemed to add to the adjunct faculty member's job satisfaction levels.

A2 felt that teaching was satisfying and wanted to do it full time instead of his full time job. A8 contemplated that when the time came for him to retire from administration, he would seriously consider teaching full-time. The comments made from our participating adjunct faculty showed a sense of pride and satisfaction with an enjoyment for teaching. There were those who enjoyed teaching enough to consider a full-time teaching position, if offered.

Professional development became a point of focus when the interviewed adjunct faculties were asked if there was anything that would help improve their work within the institutions where they teach. In addition to professional development, answers ranged from a motivational tool to a more satisfying working environment and experience. Participating adjunct faculty were particularly interested in more of one item of personal growth, professional development. While most were aware that the institutions where

they taught often had opportunities for professional development available for their use, some issues became a hindrance to their taking advantage of these opportunities. The hindrances identified most often were (a) the fees associated with the workshops, (b) scheduling of workshops which did not accommodate the schedules of adjunct faculty and, (c) the delivery method of the workshops. However, despite some institutions having these professional development opportunities available, not all opportunities were plentiful, announced or made readily available to accommodate varied schedules.

Although A3 felt there were limited professional development opportunities as an adjunct faculty, he had a passion for teaching. He explained that teaching fulfills him and he was committed to it because he had the desire to teach even while he was working as a banker. A3 explained that he had always had a passion to pass on his knowledge of his work to students who wanted to learn about the banking industry. Being adjunct faculty gave him that opportunity, and he was glad that he was teaching now.

A7 had a different perspective. He said that he “liked the dynamics of the classroom because that’s where the intellectual interests were, the social aspects of faculty is what drew me to teach. I also learn while teaching”.

A8 had the same experience with a different slant. “I enjoy teaching and believe in doing more for students to enrich their minds. I would entertain a full-time clinical teaching position to that of an administrator (laughs); that’s what I’m doing now”.

A11 had a different response; although he was satisfied with his teaching job, he did not want to teach full-time nor did he feel that teaching was his life goal. “. . . teaching is an add-on and not my personal persona . . .”.

The qualitative survey A12 showed that adjunct faculty were *Satisfied* (52%) or *Extremely Satisfied* (39%) in the jobs. The outliers of *No Job Satisfaction* (4%) and *Extremely No Job Satisfaction* (2%) suggested that there were some adjunct faculty who, for whatever reasons, were not motivated enough to have more satisfaction in their teaching. Despite the outliers, the recurring theme was that adjunct faculty that have taught or were teaching within the continuing education sector had demonstrated a passion for teaching and a compassion for the students they teach.

### **Perspectives on Teaching**

As the adjunct faculty members related their perspectives of their own teaching a constant theme was that the majority of adjunct faculty believed they were doing an extremely good job of sharing knowledge with their students. There were no responses that suggested that adjunct faculty were doing a poor job, nor did anyone openly admit that they were doing a bad or unsatisfactory job as an instructor. Regardless of where individuals were teaching or had taught, there was an overwhelming response and belief that their teaching quality was very high, and this belief was reflected in the end-of-course evaluations completed by the students. The majority of responses from the A12 adjunct faculty were similar; about 50% were *Extremely Satisfied* that their teaching quality was above average, while 46% of respondents were *Satisfied* with their teaching.

The most interesting and curious response was from an adjunct faculty member who said that his quality of teaching was extremely low. He said that because he did not believe his role as an adjunct faculty was recognized by the institution, he did not give 110% to his teaching.

Three participants (A9, A4, & A7) spoke about having room for improvement in their teaching quality and did not rate themselves a (5) on the Likert scale. “It’s not a five because there is always room for improvement, and I’m not vain enough to be perfect!” (Laughs).” Another adjunct faculty member adamantly denied that anyone can rate themselves a five because no one can get a perfect score. “If I were to rate myself a five, there wouldn’t be any room for improvements”.

The overall consensus was that adjunct faculty perceived that they were doing a respectable job teaching and their teaching quality was satisfying to the students they served. Adult learners are different and learn differently than traditional learners (Knowles, 1980). Adjunct faculty employed different learning methods when teaching adults within the continuing studies sector. They seemed to understand Knowles’ principles of andragogy and how adult learners learn, and provided live examples and real-life experiences when teaching the nontraditional learners.

### **Institutional Support**

Extrinsic values were one of two factors within Herzberg’s Dual-Factor theory (1959). The institution where the adjunct faculties taught or currently teach also has the ability to promote adjunct feel job satisfaction.

The working conditions and the adjunct faculty’s working relationship with other adjunct faculty, and the ability to network with administration or peers in and outside the institution, plays a key role in the individual’s overall concept of reciprocity from the institution. Some adjunct faculty felt that the institution should assist the faculty within the facilities and other ancillary business processes. Having a personal branding strategy alone was not enough to distinguish the faculty. Both the individual faculty and

institutional support was also necessary to successfully promote adjunct faculty. For example, not all adjunct faculties were able to attend the professional development workshop opportunities. It is up to the institution, and of course, the faculty facilitators to recognize that the majority of part-time adjunct faculty in the continuing studies sector work full-time during the day. Scheduling was considered an operational function that could be adjusted to accommodate adjunct faculty schedules; it was noted by one participant that administrative functions were lacking and limited over the years. A7 further remarked that in the 1990s there were more administrators to nurture people faculty relationships, but as time evolved, resources became limited, so the use of technology was adopted to supplement the loss of administrators. “This federalizes the human touch, you know what I mean? Adjuncts should become more integrated into the fabric of the institution(s)”.

Another example was the fee structures associated to some professional development opportunities. If the institutions did not charge a fee for the workshops and if these workshops were scheduled conveniently for the part-time adjuncts, perhaps participation would be greater. A2 said,

I’m not sure why they [institutions] would be charging a fee; don’t know if there was a fee for the tenured faculty but that’s one of the reasons I don’t attend – aside from the inconvenient timeslots. I work all day during the day, then to pay a fee...hmmm...makes you wonder.

While not many of the adjunct faculty believed there were enough professional development opportunities, there should be some voice to what is learned.

As adjuncts, we should have a say in what’s offered in our own development. They offer the same topics, you know, they came out to the faculty meeting; we’ve seen that already, maybe offering something else that may be different.

Among other instances of institutional support, some adjunct faculty thought it should not be their responsibility to assist students in book ordering, or offer students support outside of their scheduled office hours although some were helping students with these tasks. Students would often email adjunct faculty at all hours of the day—including weekends and evenings—asking questions about course related items. “These are operational issues and there are students, like you . . . these [operational issues] should be taken care of already”.

The A12 survey identified that the number of improvements that adjunct faculty would have for their institutions were primarily related to two or three areas. There were four to six recommendations on improvements given by our respondents.

The most common recommendation was that adjunct faculties should have more professional development opportunities, have more say in their courses, and be recognized as faculty.

Of those surveyed, 28% recommended more professional development opportunities, while 30% wanted to have fewer prescribed courses, and 57% simply wanted to be recognized as a faculty member within the institution where they taught or have taught.

Many adjunct faculty members were not fully integrated into the campus setting (Meixner, Kruck, & Madden, 2010). Professional development opportunities were limited and being a part of the culture resonated in some of the comments. A2 believed that there was not enough fanfare when a new adjunct faculty was hired, and A7 added that after hiring the administration abandoned them—either to the technology used or to

room within the institution— because of budgetary constraints. Resources to address adjunct faculty needs were often overlooked and lacking.

### Compensation

CAW's (2012) survey validated the exceptionally low wages of adjunct faculty; however, low compensation was not the only cause of concern, although wages were a primary contributor to *Dissatisfaction* but not *Job Dissatisfaction*. Based on some of the interviews conducted, some adjunct faculty were drawn to the academic teaching profession for the sheer desire to teach, and as compensation and benefits were brought up, it was evident that money was not the primary reason to pursue an adjunct faculty teaching profession.

As an extrinsic factor related by Herzberg's Dual-Factor Motivational theory (1959), the data showed that the motivation to work was not purely financially driven. Instead, A3 said that the enjoyment of teaching was enough to continue teaching, while A2 stated that teaching today is a stepping stone to future opportunities within the current institution or may perhaps lead to a full-time opportunity from another institution. The CAW (2012) survey validated that adjunct faculty were attracted to academia by something other than money; they taught because of a desire to teach. A3 reiterated that it was not fame or recognition that drew him to teaching; instead, he said, "I wanted to teach because it was fulfilling".

A1 was an academic dean for one institution and taught as an adjunct faculty at other institutions. He believed he could make a change and a difference for all faculties. He commented on the "pay difference that's been an ongoing issue. The full-time faculty gets paid 30% more than the part-time faculty, so we are offered professional

development as an equalizer. The undergraduate level pay is less than the graduate level pay...”. A1’s designed path to equalization was to compensate faculty who participated in the professional development opportunities offered. There would be monetary incentives for the participant once the nine-month program was completed in its entirety. The program events had guest speakers, workshops, field trips, conferences, and special activities throughout the academic year. All faculties were invited and the one-time incentive was a bonus of 25% of the participant’s salary to be paid after completion of the program.

While the compensation was adequate, none of our participants’ conversations revolved on the issue of the low wages adjunct faculty earned in most institutions. (CAW, 2102) In fact, this non-conversation seemed to imply that while compensation was a factor, money wasn’t the primary factor for why the adjunct faculty remained and continued to teach.

The classroom environment is what A6 enjoyed and she said that she would like to have a retirement path to end with teaching. A6 stated that while she didn’t like college before, she enjoyed the college experience now as an adjunct faculty because teaching, to her now, was like going back to college, and she enjoyed that feeling. “It is not because of the money that I teach, I do this because I’m the SME in the subject and I enjoy the classroom lecture time”.

A7 validated that “adjunct faculty who has worked here at [University] for 20-30 years keep coming back, not because of the money, but because they like to teach and like teaching here”.

Teaching was a by-product to the full-time corporate training job that A10 did. As a trainer for corporate clients for the past 25 years, she began teaching four years ago after someone from [University] asked if she would be interested in teaching in academia. A10 soon realized that teaching was fun. “I didn’t think I’d enjoy it as much; I love working with the students... it’s actually like a paid...um...mercenary...to teach and have fun! (laughs). I don’t do this [adjunct teaching] for the money, because it’s not very lucrative, and there’s no big reward in it . . . I would do it because I (just) love [University], I do.” When asked if she would accept a full-time position to teach within academia, she declared that she would consider teaching within academia year-round because she was having fun teaching.

While low wages were cited as an issue with adjunct faculty, the A12 survey confirmed that those who taught were not being paid a lot per course. Of those who responded to the survey, 42% indicated that the pay ranged from \$3,000 to \$5,000 per course. The highest end of the pay spectrum was more than \$7,000 per course, and about 2% of the respondents were compensated this amount. The lower end of the spectrum were those who made less than \$1,000 per course (3%) and 9% of those who responded gave no dollar amounts to this question but left a note in the open text field stating that compensation was confidential or they did not recall. Pay is considered an intrinsic motivation with Herzberg’s dual factor model (1953). The A12 survey correlation of pay to job satisfaction did not indicate that the pay range was a factor in adjunct job satisfaction. Instead, while pay may be average, job satisfaction was still high.

## **Disruptive Innovations**

Chapter 2 included a discussion of the disruption of higher education. Clayton Christiansen's (1997) theory of disruptive innovation speaks of how the use of technologies or processes could and would improve the ordinary, and where new or existing markets were transformed by creating simpler or improved access. In the case of higher education, the commoditization of access through the use of technology, namely online learning, was the disruptive innovation. It is through this disruption that higher education improved and reinvented itself within traditional colleges and universities and transformed learning for the nontraditional learners, especially within the continuing studies sector. Status quo for higher education will be the downfall of traditional universities says Christiansen and Erying in their book entitled *Innovation University* (Christiansen & Erying, 2011). An innovation in higher education such as distance learning has become the transformation that Christiansen believed to be necessary. Learners today can learn through online learning—technology has paved the way as being that disruption.

Because online learning allowed the educators to not be the “sage on the stage” but instead, a “guide on the side,” Christiansen believed that offerings of online learning within traditional institutions was the answer for higher education to sustain itself into the future and evolve for the better (Christiansen & Erying, 2011) Today online learning has morphed into Massive Open Online Courses (MOOCs), with the participation of many US colleges and universities and having Bowen (2013) believing that online education could provide cost reductions without sacrificing the quality of the students' education.

We've seen how Google and Apple have leveraged technologies to brand deeper and engage customers more via social media (YouTube and vlogging). Interbrand has leveraged digital technologies into a new and changing digital world. As Christiansen & Erying (2011) remarked, a disruptive innovation paving the way.

As digital technologies and virtual online learning offerings were amongst the disruptive innovations, NTT faculties should be considered as the second disruptive innovation and a substantial part of the higher education infrastructure equation. More than 68% of adjunct faculty appointments within our nation's academic workforce of two- and four-year institutions are adjuncts (AAUP, 2011), and the new faculty majority, and the Coalition on the Academic Workforce (2012) reported that NTT faculty members are now considered to be the largest staffed area within the academic workforce.

With appropriate institutional effort and commitment, and certainly changes to established culture that disruption requires, adjunct faculty in higher education could be considered the next innovation following Christensen's (1997) prophecy.

### **Surprises and Improvements**

Arruda (2002) and Yastrow (2003) suggested that a successful personal branding strategy was to distinguish oneself, and the employees should market internally within the organization and then externally to clients. While the interviewed adjunct faculty participants have successfully marketed themselves within their own classrooms, as seen by the participating interviewees' comments, most have limited branding strategies for marketing themselves outside of their own institutions. Instead, some of the branding and professional marketing that was being done was not of the teaching persona, but of the professional and full-time personas. Such was the case of interviewee A11 who did

not reference or identify himself as an educator (teacher persona); instead, he said he was an administrator as his professional persona. Arruda (2003) contends that successful personal branding is achieved by marketing internally and then externally, and then over time, success of those branding efforts will follow.

### **Conclusions**

Arruda (2003) contends that successful personal branding is achieved by marketing internally and then externally, and then over time, success of those branding efforts will follow. The results showed that in order for an adjunct faculty member to achieve full job satisfaction, a joint strategy between the institution and the adjunct faculty to nurture a personal and institutional brand is required. Adjunct faculties believed that their own teaching quality was high, and most had hoped to achieve the highest academic credentials by obtaining a terminal degree. Most respondents were satisfied with their wages, but were not teaching because of the wages. Adjunct faculty had mixed perceptions about their institutions. Those who perceived the institutions provided professional development opportunities that accommodated adjunct faculty schedules were the most satisfied, while those who received little or any professional development opportunities from their institutions were least satisfied.

When asked about the bulls-eye (Appendix C) elements, results showed that the adjunct faculties believed these six elements played a critical role leading to the most job satisfaction and motivation. A3 added that, in order for his personal job satisfaction to increase, there should be more reciprocity within the institutions toward adjunct faculty in general. Others suggestions included more networking opportunities among peers within the same institution, and more outside social events. A1 believed in the

reciprocity formula while he also developed his own professional development opportunities through faculty and institution engagement. Adjunct faculties' desire for improved involvement with peers, combined with institutional support to provide professional development creates a synergistic bond. When adjunct faculty were recognized as being more than a small part of the institution, but valued as a part of the institutional culture, both adjunct faculty and institutions benefited.

The bulls-eye diagram (Appendix C) represents the results from the qualitative survey questionnaire that was given to 312 adjunct faculty members from various institutions of higher education. The outermost ring identified individuals with the least job satisfaction, who had little to no personal branding strategy, received low wages for teaching, perceived one's own teaching as minimal to little effort, obtained minimal academic credentialing, and had a minimal level of institutional support. The innermost ring (Appendix C) represents individuals who had the highest level of job satisfaction, high levels of a deployed personal brand strategy, received adequate or acceptable wages, perceived that the highest quality of teaching was given to students, obtained a post-graduate degree or more, and worked for institutions that provided the needed levels of institutional support. If an individual deploys all six elements to self-brand the bold line connecting all six bulls-eye would be straight with no waves (Appendix C).

Adjunct faculty who employed all six elements had a higher degree of motivation and a successful self-branding strategy. The need to be recognized as an expert in their field and holding a terminal degree was an integral factor. Adjunct faculty members who had obtained a doctorate or professional degree, perceived that their credentials solidified their role as an expert in their discipline.

The survey identified compensation and pay structure were not important motivating factors; our respondents attributed compensation/pay structure as a stepping stone to achieving other goals. Most of the participants said that while pay was important, it was the joy of teaching and the attainment of stated extrinsic factors that kept them motivated and coming back to the institution. Recognition from the institutions was one extrinsic value defined by Herzberg's motivational theory (1953) that increased adjunct faculty motivation.

Adjunct faculty attributed their personal brand to utilizing various methods and strategies in becoming notable within the classrooms and among their peers. Not surprisingly, contributing to publications while presenting and attending conferences were on at the top of the list in creating a personal branding strategy.

As the most popular method of self-branding with a 70% consensus among survey respondents were to publish in either peer reviewed or nonpeer-reviewed articles.

Among the survey participants, 62% agreed that presenting research or speaking at a professional conference was the second most effective method for adjunct faculty to self-brand. Joining the professional associations was the third strategy of personal branding cited by 58% of respondents. The fourth most popular method of personal branding revealed by 40% of our respondents was word of mouth. That word of mouth strategy resonated with the adjunct faculty. Most respondents believed that this strategy, along with publications, will boost their self-brand: "Word of mouth is perhaps my greatest branding technique." A2, A6, and A11 agreed that the word of mouth techniques were ideal for them. A10 believed that the word of mouth strategy was how her students found her class. A10 said that she believed there was underground academic network. Because

of A10's presentations at professional conferences, those attending her presentation would often advise others to take her course.

Coincidentally, the use of social media (Twitter and LinkedIn) was reported by 70% of respondents as being equivalent to the word of mouth strategy.

The use of other online tools such as adjunct faculty's own website, or one from the institution(s) where they taught, was reported by 30% of the respondents. This was the fifth highest branding strategy cited by the participants in this research project. While these top five strategies were deployed by our survey participants, almost 20% of our respondents had no personal branding strategy outside of teaching in classrooms.

Tools such as the use of social media, websites, blogging, or teaching online enabled adjunct faculty to network with colleagues. They used some of these methods to extend their sphere of recognition and distinguish themselves apart from their peers. In conjunction with the technology, our participating interviewees and respondents have branded themselves through their teaching styles and sharing of personal experiences. Authentic experiential learning through real-life scenarios brought to coursework from their own experiences or from those of their students gave our adjunct faculty a wider breadth of teaching tools while complemented their branding.

Further self-branding efforts were extended by increasing their own academic achievements in the form of a doctorate or a professional degree. Interviewees A2 and A8 believed that the combination of publications and academic credentials resulted in attaining their current primary positions and raised awareness for future job opportunities. Amazingly, 58% of our survey respondents had obtained a professional or postgraduate degree. According to the CAW 2012 statistics, 42% of adjunct faculty across the

postsecondary spectrum held a terminal degree, whereas in 1993, the number of professional or terminal degrees obtained by adjunct faculty was only 16% (Cross & Goldenberg, 2009).

### **Implications for Actions**

It is imperative to start now. Adjunct faculty should not wait to self-brand; instead, start now to establish a defined presence virtually and/or physically and establish that presence in conjunction with the institutions. Even if a school and/or self-branding strategy already exist, the need to extend the brand is crucial—especially to adjunct faculty teaching at multiple institutions. The ultimate goal is to build on that awareness collaboratively between the adjunct faculty and school to create a consistent message for all constituents (eNewsline, 2009).

The landscape is shifting permanently for U. S. colleges and universities. In such an environment, successful marketing strategies both differentiate and align departments and send a single consistent message to their communities (Scarborough's 2007). In the U. S., higher education marketing strategies need to emphasize a strong branded faculty base as an essential part of the institutional branding. Business schools have already done this (Wright-Isak, n.d.). Once that collaborative brand is achieved, further collaboration among departments will be required in order to adjust and refine that brand to market the faculty and further refine the brand. In the modern area of change, refinement is what makes brands continually relevant.

### **Limitations and Recommendations for Future Research**

The limited sampling was restricted to adjunct faculty within institutions that belonged to UPCEA. A larger population of schools or departments of postsecondary

continuing studies should be studied throughout the country or around the globe as a consideration for further research. As the population of continuing studies adjunct faculty continued to grow over the past decades, these numbers have surpassed the TTF faculty ranks (AAUP, 2011). NTT faculties are now considered the faculty majority. It is reasonable to assume that the population of adjunct faculty will continue to expand and eventually consume academia and become the disruption to higher education.

Moreover, a quantitative study may also reveal statistically significant details not found in qualitative studies—details such as a comparison between different institutions or a correlation between personal branding among the traditional adjunct faculty. Deeper studies can also be beneficial on specific colleges within an institution, such as the business schools sector. Their branding strategies are somewhat unique to other colleges because of their independent positioning and marketing of themselves and the institution.

### **Closing Remarks**

In order to be distinguished in institutions of higher education, and become more than a single headline as an “academic gypsy”, or “on-the-road scholars”, (Ludlow, 1998, p. 52) adjunct faculty must have a strong desire for the feeling of community and sense of belonging. By having a sense of belonging, adjunct faculty would become more motivated and more likely to excel in their teaching quality, and feel more connected to the institution where they teach and to the students within those institutions (Dolan, 2011).

While nothing is resistant to change or perfect, higher education has become a victim, enveloped by the multiple disruptive innovations of online learning and the irresistible economic appeals of hiring adjunct faculty. Unlike in any period before,

higher education is now faced with issues that involve strong undercurrents and unprecedented initiatives with no clear paths to resolution. Higher education institutions were not immune to the shifting economic landscapes of global change.

The increasing use of and dependence on adjunct faculties has been a critical topic among many institutions across the United States (Cross & Goldenberg, 2009). The Delphi Project (2012) raised awareness on all adjunct faculty issues and also released two guideline documents. One was on the formation of committees for policy reviews and the other was aimed at departments within those institutions who hired adjunct faculty. The policies and frameworks reported in the Delphi Project (2012), combined with the efforts of institutional and personal branding techniques, will become the next disruptive innovation discussed by Christensen and Eyring in *Innovative University* (2011). Within the frameworks outlined for adjunct faculty within the continuing education sector of US colleges, branding is more than a single strand strategy. Personal branding is as important to making the faculty distinctive as is integrating that personal branding into the institution's brand.

This study provided information and a framework for academic leaders who hire all faculties within US colleges and universities as a starting point to recognize adjunct faculty as more than just temporary workers. This study allowed adjunct faculties who are seeking full-time tenure-track positions to sell and differentiate their skills to the hiring administrators and beyond. Moreover, this study might serve as a guide to those who are interested in teaching in a postsecondary institution of continuing education as to how self-branding can increase their success, satisfaction, and a sense of value in the job.

The instructional workforce who teach in higher education institutions today are quickly becoming the faculty majority.

APPENDICES

APPENDIX A  
INFORMED CONSENT FORM

Appendix A  
**Informed Consent Form**

**Title:** A Framework for Collaboration: Bridging the Gap Between Adjunct Faculty and the Collegiate Environment

**Background Information:** The purpose of this study is to examine how branding techniques and methods impact the overall job satisfaction of adjunct faculty within a school or department of continuing studies for a UPCEA (University of Professional and Continuing Education Association) institution.

**Procedures:** The process to uncover the framework for distinguishing adjunct faculty is to conduct a semi-structured interview and survey with adjunct faculty. Upon your agreement to participate in this study, you will be interviewed or surveyed. If you agree, and with your consent, your responses may also be audio and/or video recorded as a part of the interview/survey process.

**Risks and Benefits Associated with the Study/Interview:** This study does not have any known risks. The benefit of this study will mainly be used by the researcher to uncover strategies used by adjunct faculty.

**Confidentiality:** Any recordings or results of this study will be kept in a locked location in a locked box or a secured place within the possession of the researcher, to prevent any breach of confidentiality. Should the study ever become published material, your name will not be linked to the study, nor will any mention of your personal involvement be disclosed.

**Voluntary Nature of the Study:** Your decision whether or not to participate will not affect your current or future relations with Benedictine University. If you decide to participate, you are free to withdraw at any time without affecting your relationship with Benedictine University.

**Contacts and Questions:** If you have any questions or concerns regarding this study, please contact me:

Name of Researcher: Ken Woo  
Title: Student  
Telephone Number: 312-503-2972  
Email Address: [k-woo@northwestern.edu](mailto:k-woo@northwestern.edu)

Questions and concerns may also be also addressed to: Dr. Alandra Weller-Clarke, Ph.D., Associate Professor & Educational Psychologist, IRB Chair, Benedictine University, 5700 College Road, Lisle, Illinois, 60532, or [aclarke@ben.edu](mailto:aclarke@ben.edu)

**If you would like a form for your personal records, please indicate that to me.**

**Statement of Consent:** By signing below, you will have agreed to the above information in its entirety. Signing below also indicates that you are agreeing to participate in this study and to be interviewed and recorded.

Interviewee Signature: \_\_\_\_\_

Date Signed: \_\_\_\_\_

APPENDIX B  
INTERVIEW QUESTIONS

## APPENDIX B: INTERVIEW QUESTIONS

1. How long have you been teaching as an adjunct faculty member, whether online, on-campus, or both?
  - a. How many universities do you currently teach for?
  - b. How many universities have you taught for?
  - c. What are the names of the institutions that you have taught or current teach for?
2. What is the highest level of education you completed?
3. How does having a personal “brand” impact your job as an adjunct faculty member?
4. Do you believe that having a personal brand matters and contributes to your success as an adjunct faculty?
  - a. What would you recommend as a technique or method that an adjunct faculty can do to bolster their image and personal brand to students or others?
5. What type of professional development, if any, do you receive after being hired within your institution(s)?
6. How would you describe the credentials of adjuncts faculty’s role in their self-branding?
7. What is your current compensation level per course, per institution, where you taught within continuing studies?
  - a. Would additional compensation make your adjunct job more satisfying?
  - b. What motivates you to be an adjunct faculty?
8. From your perspective as an adjunct that has taught or teaches within a school of continuing education, how satisfied are you on your teaching quality in your courses?

Use the following Likert scale, from 1 to 5 to answer this question: (1-*extremely*

*satisfied), (2-slightly satisfied), (3-neither satisfied or not satisfied), (4-slightly not satisfied), (5-extremely not satisfied)*

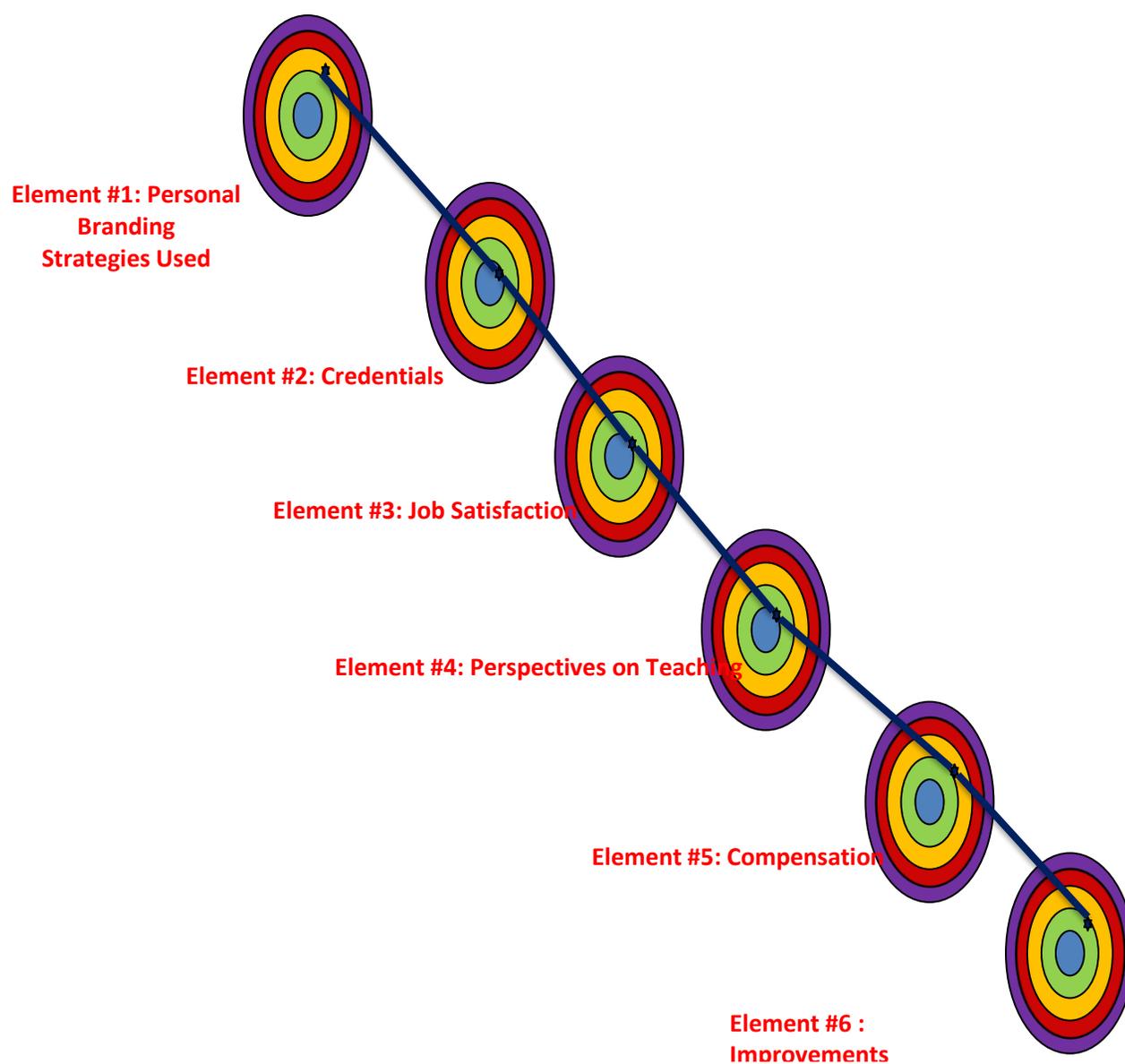
APPENDIX C

PERSONAL BRANDING/CREDENTIALS/JOB SATISFACTION/PERSPECTIVES  
ON TEACHING/COMPENSATION/IMPROVEMENTS BULLS EYE

Appendix C – Personal Branding/Credentials/Job Satisfaction/Perspectives on Teaching/Compensation/Improvements Bulls Eye

Adjunct faculty ranked themselves based on these six elements:

1. Number of Personal Branding Strategies Used;
2. Academic or Professional Credentials Obtained;
3. Level of Job Satisfaction;
4. Perspective on Teaching Quality;
5. Compensation Level;
6. Number of Recommendations or Improvements



## REFERENCES

- Abowd, P. (2008). Part-time professors: Little pay, no pensions, no health care, no seniority, now organizing unions. *MRZine*. Retrieved from <http://mrzine.monthlyreview.org/2008/abowd290208.html>
- Alex, T. C. (2013, March 28). *Why adjunct professors need to publish*. [Online forum post]. Retrieved from <http://thebluewaterinstitute.com/theadjunctforumblog>
- Allen, I. E., & Seaman, J. (2007). *Online nation: Five years of growth in online learning*. Newburyport, MA: Sloan.
- Allen, I. E., & Seaman, J. (2008). Staying the course: Online education in the United States, 2008. *The Sloan Consortium and Babson Survey Research Group*. Retrieved from [http://www.sloan-c.org/publications/survey/pdf/staying\\_the\\_course.pdf](http://www.sloan-c.org/publications/survey/pdf/staying_the_course.pdf)
- Altbach, P. G. (2009, April 30). It's the faculty, stupid! *The Times Higher Education Supplement*, 1894, 40.
- American Association of University Professors (2011). Retrieved from [http://www.aaup.org/file/Instructional\\_Staff\\_Trends.pdf](http://www.aaup.org/file/Instructional_Staff_Trends.pdf)
- American Federation of Teachers, AFL-CIO (n.d.). Protecting academic freedom. *AFT Higher Education*. Retrieved from <http://www.aft.org/issues/highered/acadfreedom/index.cfm>
- American Federation of Teachers, AFL-CIO (March, 2010). A national survey of part-time/adjunct faculty. *American Academic* (Vol. 2). *AFT Higher Education*. Retrieved from [http://www.aft.org/pdfs/highered/aa\\_partimefaculty0310.pdf](http://www.aft.org/pdfs/highered/aa_partimefaculty0310.pdf)
- Anderson, L. (2000, April 3). Good names woo students, staff, even communities. *Financial Times*, p. 4. Retrieved from <http://search.proquest.com/docview/248761405?accountid=12861>
- Andrews, M., (2012, March 21). Adjunct nation [web blog post]. *Inside Higher Ed*. Retrieved from <http://www.insidehighered.com/blogs/strategy/adjunct-nation>
- Arruda, W. (2002). *An introduction to personal branding: A revolution in the way we manage our careers*. Available from <http://www.reachcc.com/reachdotcom.nsf/bfb4f3685c4706d2c1256ad1005d5e63/79325a245696e988c1256de000431539/Body/M2/intropersonalbrandingv3.pdf!OpenElement>
- Arruda, W. (2003, April). Brand: You. *American Society for Training and Development*, 57(4), 58-59.

- Arruda, W., & Dixon, K. (2007). *Career distinction: Stand out by building your brand*. Hoboken, NJ: John Wiley & Sons.
- Bacal, R. (2009, May 19). *Andragogy revisited: Theory for the 21<sup>st</sup> century?* Retrieved from: <http://www.calpro-online.org/ERIC/docgen.asp?tbl=mr&ID=109>
- Barseghian, T. (2011, March 2). 21 things that will be obsolete in 2020 [Web blog post]. Retrieved from <http://blogs.kqed.org/mindshift/2011/03/21-things-that-will-be-obsolete-by-2020/>
- Basu, K. (2012, June 20). Adjunct survey paints bleak portrait. *Inside Higher Ed*. Retrieved from <http://www.insidehighered.com/news/2012/06/20/adjunct-survey-paints-bleak-portrait>
- Basu, K. (2012, August 3). The changing nature of faculty. *Inside Higher Ed*. Retrieved from <http://www.insidehighered.com/news/2012/08/03/new-effort-discuss-adjuncts-and-faculty-jobs#ixzz22VZ5zlKD>
- Basu, K. (2012, January 30). A call to action. *Inside Higher Ed*. Retrieved from <http://www.insidehighered.com/news/2012/01/30/adjuncts-come-together-demand-fairer-treatment>
- Benjamin, E. (1998). Variations in the characteristics of part-time faculty by general fields of instruction and research. *New Directions For Higher Education*, (104), 45.
- Berry, J. (2012, August). NH school officials: Can't trim any more from budgets. *The Nashua Telegraph*. Retrieved from: <http://www.statebudgetsolutions.org/publications/detail/nh-school-officials-cant-trim-any-more-from-budgets>
- Berube, M. (2012, February 1). Among the majority. *Inside Higher Ed*. Retrieved from: <http://www.insidehighered.com/views/2012/02/01/essay-summit-adjunct-leaders#ixzz21GEvP3Ii>
- Black, M., & O'Connor, E. (2009, June 29). *The ominous rise of the adjuncts*. Retrieved from The Center for the American University Web site: [http://www.mindingthecampus.com/originals/2009/06/review\\_of\\_john\\_c\\_cross.html](http://www.mindingthecampus.com/originals/2009/06/review_of_john_c_cross.html)
- Boldt, J. (2012, March 25). That which we call an adjunct... [Message posted to copy-paste.com [adjunct discussion group]: <http://www.orderofeducation.com/that-which-we-call-an-adjunct/>

- Boccella, K. (2012, February 15). Corbett defends cuts in Pa. higher-education. *The Philadelphia Inquirer*. Retrieved from: <http://www.statebudgetsolutions.org/publications/detail/corbett-defends-cuts-in-pa-higher-education-budget>
- Brooks, S. (2011, September 21). Business' digital transformation. *Texas Enterprise*. Retrieved from <http://www.texasenterprise.utexas.edu/article/business-digital-transformation>
- Bowen, B. (2013, March 29). Online Rx for 'cost disease'. *Inside Higher Ed*. Retrieved from: <http://www.insidehighered.com/news/2013/03/29/bill-bowens-new-book-moocs-and-online-education>
- Britt, P. (2004). E-learning on the rise: Companies move classroom content online. *E-Content*, 27(11) 36-40.
- Brown, A., & Campione, J. (1990). Communities of learning or a context by any other name. *Contributions to Human Development*, 21, 108-126.
- Carpenter, L. (2011). *Adult learners in undergraduate enrollment in the 21<sup>st</sup> century*. Retrieved from: [http://www.ehow.com/info\\_8075307\\_adult-undergraduate-enrollment-21st-century.html#ixzz1ZByvoPMV](http://www.ehow.com/info_8075307_adult-undergraduate-enrollment-21st-century.html#ixzz1ZByvoPMV)
- Chapleo, C. (2011). Exploring rationales for branding a university: Should we be seeking to measure branding in UK universities? *Journal of Brand Management*, 18(6), 411-422. doi: 10.1057/bm.2010.53
- Christensen, C. M. (1997). *The innovator's dilemma: When technologies cause great firms to fail*. Watertown, MA: Harvard Business Review Press.
- Christensen, C. M., & Eyring, H. J. (2011). *The innovative university*. San Francisco, CA: Jossey-Bass.
- Chritten, S. (n.d.). The personal branding process. Retrieved from [http://associationdatabase.com/aws/NCDA/pt/sd/news\\_article/27987/PARENT/layout\\_details\\_cc/false](http://associationdatabase.com/aws/NCDA/pt/sd/news_article/27987/PARENT/layout_details_cc/false)
- Coalition on the Academic Workforce (2012). *A portrait of part-time faculty members: A summary of findings on part-time faculty respondents to the coalition on the academic workforce survey of contingent faculty members and instructors*. Retrieved from <http://www.academicworkforce.org/survey.html>
- Cooley, G. H., (1902). *Human nature and the social order*. New York, NY: Charles Scribner's Sons.

- Copeland, T., (2012, April). Re: Higher education marketing. [Online forum comment]. Message posted to <http://www.enrollmentmarketing.org/highereducation/higher-education-marketing/>
- Creswell, J. W. (2004). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (2<sup>nd</sup> ed.). Upper Saddle River, NJ: Prentice Hall/Pearson Education.
- Creswell, J. W. (2007). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (3<sup>rd</sup> ed.). Upper Saddle River, NJ: Prentice Hall/Pearson Education.
- Cross, J. G., & Goldenberg, E. N., (2009). *Off-track profs: Nontenured teachers in higher education*. Cambridge, MA: The MIT Press.
- Curtis, J. W., & Jacobe, M. F. (2006). *AAUP contingent faculty index*. Retrieved from AAUP Website: <http://www.aaup.org/AAUP/pubsres/academe/2006/ND/AW/ContIndex.htm>
- Davis, L., Ehrenberg, R. G., Hoeller, K., Julius, D. J., Nelson, C., & Silverblatt, P. S., (2011, July). Forum: The future of faculty unions. *Chronicle of Higher Education*. Retrieved from <http://chronicle.com/article/Forum-The-Future-of-Faculty/128305/>
- De la Vergne, S. (2012). Why colleges should invest in the development of adjuncts. *Chronicle Of Higher Education*, 58(18), D13-D14.
- Deckers, E. (2011). *Use social media to build a great personal brand—and a great career!* [Video]. Available from [http://www.amazon.com/Branding-Yourself-Social-Reinvent-Biz-Tech/dp/0789747278/ref=sr\\_1\\_sc\\_1?ie=UTF8&qid=1344277926&sr=8-1-spell&keywords=branding+onself+with+social+media](http://www.amazon.com/Branding-Yourself-Social-Reinvent-Biz-Tech/dp/0789747278/ref=sr_1_sc_1?ie=UTF8&qid=1344277926&sr=8-1-spell&keywords=branding+onself+with+social+media)
- Deaux, K., & Burke, P. (2010, December). Bridging identities. *Sociology Psychology Quarterly*, 73(4), 315-320. DOI: 10.1177/0190272510388996
- Deckers, E., & Lacy, K. (2011). *Branding yourself: How to use social media to invent or reinvent yourself*. Indianapolis, IN: Que Biz-Tech.
- Dempsey, K. (2004, May). Promotion is like Chinese food. *Computers in Libraries*. p. 4. Retrieved from <http://web.ebscohost.com.libweb.ben.edu/ehost/pdfviewer/pdfviewer?vid=6&hid=104&sid=601bedce-9f33-43eb-b731-a60cba0ea0d2%40sessionmgr115>

- Dolan, V. (2011). The isolation of online adjunct faculty and its impact on their performance. *The International Review of Research in Open and Distance Learning*, 12(2) Retrieved from <http://www.irrodl.org/index.php/irrodl/article/view/793>
- Drozdowski, M. (2012, September). A sense of entitlement. *Inside Higher Ed*. Retrieved from <http://www.insidehighered.com/views/2012/09/21/titles-are-everything-and-nothing-higher-education-essay>
- Eckler, P. (2010, Spring). Job security continues to be top adjunct concerns. *Part-Timer*, 21(2). Retrieved from [http://www.cft.org/uploads/part-timer/parttimer\\_spring2010.pdf](http://www.cft.org/uploads/part-timer/parttimer_spring2010.pdf)
- eNewsline (2009, December). *The power of branding your business school*. Retrieved from <http://www.aacsb.edu/publications/enewsline/archives/2010/vol9-issue1-the-power-of-branding-your-business-school.pdf>
- Evans, D., (2009, May). Adjunct faculty and ‘quality.’ *The Chronicle of Higher Education*. Retrieved from <http://chronicle.com/blogs/onhiring/adjunct-facultyquality/7319>
- Fain, P. (2011, December). Adjunct promotion at a for-profit. *Inside Higher Ed*. Retrieved from <http://www.insidehighered.com/news/2011/12/05/grand-canyon-u-hires-adjuncts-full-time-online-faculty#ixzz248xyjK2n>
- Fleming, J. H., & Witters, D. (n.d.). Your employees don’t “get” your brand. *Gallup Business Journal*. Retrieved from <http://businessjournal.gallup.com/content/156197/Employees-Don-Brand.aspx?ref=more#1>
- Gappa, J. (2008). Today’s majority: Faculty outside the tenure system. *Change: The Magazine of Higher Learning*, 40, 50-54.
- Gappa, J. M., Austin, A. E., & Trice, A. G. (2007). *Rethinking faculty work: Higher education’s strategic imperative*. San Francisco, CA: John Wiley and Sons.
- Gappa, J. M., & Leslie, D. W. (1993). *The invisible faculty: Improving the status of part-timers in higher education*. San Francisco, CA: Jossey-Bass.
- Gibney, E. (2012, October). Developing nations’ Ph.D. push. *Inside Higher Ed*. Retrieved from <http://www.insidehighered.com/news/2012/10/04/study-documents-demand-phd-education-developing-nations>
- Greenberg, M. (2012). Tenure's dirty little secret. *Chronicle Of Higher Education*, 58(18), A21.

- Gutman, J., & Miaoulis, G. (2003). Communicating a quality position in service delivery: An application in higher education. *Managing Service Quality*, 13(2), 105-111.
- Harclerod, F. F., & Eaton, J. S. (2005). The hidden hand: External constituencies and their impact. In P. G. Altbach, R. O. Berdahl, & P. J. Gumpert, (Eds.), *American higher education in the twenty-first century: Social, political, and economic challenges*. 2<sup>nd</sup> ed.,(pp.253-283), Baltimore, MD : The Johns Hopkins University Press.
- Hatch, M. J., & Schultz, M. (2008). *Taking brand initiative: How companies can align strategy, culture, and identity through corporate branding*. San Francisco, CA: Jossey-Bass.
- Helmsley-Brown, J., & Oplatka, I. (2006). Universities in a competitive global marketplace: A systematic review of the literature on higher education marketing. *International Journal of Public Sector Management*, 19(4), 316-338.
- Hentschke, G. C. (2011). For-profit sector innovations in business models and organizational cultures. *Reinventing higher education: The promise of innovation*. Cambridge, MA: Harvard Education Press.
- Herzberg, F. (2003). Best of HBR 1986: One more time: How do you motivate employees? *Harvard Business Review*, 81(1), 86-96. (Original work published 1968).
- Herzberg, F., Mausner, B., & Snyderman, B. (1959). *The motivation to work* (2nd ed.). New York: John Wiley & Sons.
- Hindle, T. (2008). *Guide to management ideas and gurus*. London, England: Profile Books.
- Hoeller, K. (2010, December). We need an adjunct union. *Inside Higher Ed*. Retrieved from: <http://www.insidehighered.com/views/2010/12/09/hoeller>
- Horton, T. (2011). Branded for success. *T + D*, 65(8), 72-73. Retrieved from <http://search.proquest.com/docview/886442281?accountid=12861>
- Hoyle, J. (2010). The trials and accomplishments of an online adjunct faculty member. *New Directions For Community Colleges*, (150), 37-42.
- Hülsmann, T. (2003). Texts that talk back – Asynchronous conferencing: A possible form of academic discourse? In U. Bernath & E. Rubin (Eds.), *ASF (Arbeitsstelle Fernstudienforschung) Series, Reflections on Teaching and Learning in an Online Master Program* (Vol. 6, pp.76-120). Oldenburg, Germany: Bibliotheksund Informationssystem der Universität Oldenburg.

- Jaschik, S. (2008, May 28). Professional development for adjuncts. *Inside Higher Ed*. Retrieved from: <http://www.insidehighered.com/news/2008/05/28/nisod>
- Jaschik, S. (2012, November 12). Questions to ask on adjuncts. *Inside Higher Ed*. Retrieved from: <http://www.insidehighered.com/news/2012/11/12/new-guides-suggest-questions-ask-about-adjuncts>
- June, A. W. (2009, October). Love of teaching draws adjuncts to the classroom despite low pay. *The Chronicle of Higher Education*. Retrieved from <http://chronicle.com/article/Love-of-Teaching-Draws/48845/>
- Kaputa Davies-Black, C. (2006). *U r a brand!: How smart people brand themselves for business success*. Boston, MA: Self-brand.
- Kelly, J. (1980). *How manager's manage*. Englewood Cliffs, NJ: Prentice Hall.
- Knowles, M. S. (1980). *The modern practice of adult education*. Englewood Cliffs, NJ: Prentice Hall.
- Koco, L. (2005). Boomers buy into branding. *National Underwriter / Life & Health Financial Services*, 109(4), 28.
- Kohli, C., & Thakor, M. (1997). Branding consumer goods: Insights from theory and practice. *Journal of Consumer Marketing*, 14(3), 206-219.
- Kotler, P., & Pfoertsch, W. (2010). *Ingredient branding: Making the invisible visible*. New York, NY: Springer.
- Knowles, M. S. (1980). *The modern practice of adult education*. Englewood Cliffs, NJ: Prentice Hall.
- Kuenzi, J. T. (2005). *The postsecondary education student population: CRS report for congress* (2005), Retrieved from <http://kuhl.house.gov/UploadedFiles/postsecstudents.pdf>.
- Lam, K. (2003, February). Executive branding: Creating a personal leadership brand. *Executive Excellence Magazine*, 13-14.
- Kelly, R. (July 2007). Recruiting, developing, retaining adjuncts. *Adjunct Leader*. *Academic Leader* 22(7) (pp. 7-8). Magna Publications. Retrieved from [http://www2.acenet.edu/resources/chairs/docs/Kelly\\_Adjuncts.pdf](http://www2.acenet.edu/resources/chairs/docs/Kelly_Adjuncts.pdf)
- Levin, J. S. (2001). *Globalizing the community college: Strategies for change in the twenty-first century*. New York, NY: Palgrave.

- Lockwood, R. C., & Hadd, J. (n.d.). Building a brand in higher education. *Gallup Business Journal*. Retrieved from <http://businessjournal.gallup.com/content/28081/Building-Brand-Higher-Education.aspx#1>
- Ludlow, J. (1998). Priorities and power: Adjuncts in the academy. *NEA Higher Education Resources*. Retrieved from <http://www.nea.org/home/33216.htm>
- Maisto, M. (2012, February 17). A professor by any other name . . . 21<sup>st</sup> century scholar: A progressive look at education [Web log post]. Retrieved from <http://21stcenturyscholar.org/2012/02/17/a-professor-by-any-other-name/>
- Mangan, K. S., (2000, October 20). Andrew Whinston: Measuring the internet economy. *Chronicle of Higher Education*. Retrieved from <http://chronicle.com/article/Andrew-Whinston-Measuring-/2719/>
- Marshall, G., (1998). Looking-glass self. *A Dictionary of Sociology*. Retrieved from <http://www.encyclopedia.com/doc/1O88-lookingglassself.html>
- Maslen, G. (2013, April, 3). The changing PhD –Turning out millions of doctorates. *University World News*, (266). Retrieved from <http://www.universityworldnews.com/article.php?story=20130403121244660>
- Maslow, A. H. (1943, July). A theory of human motivation. *Psychological Review*, 50(4), 370-396. doi: 10.1037/h0054346
- Maslow, A. H. (1973). A theory of human motivation. In R. Lowry (Ed.), *Dominance, self-esteem, self-actualization: Germinal papers of A.H. Maslow* (pp. 153-173). Monterey, CA: Brooks/Cole. (Original work published 1943).
- May, M. E. (2011, July 21). The 5 habits of highly disruptive innovators. *Open Forum*. Retrieved from <http://www.openforum.com/articles/the-5-habits-of-highly-disruptive-innovators>
- McKenna, B., & Mott-Smith, T. (2012). New report blasts working conditions of adjunct faculty. *FACE*. Retrieved from <http://www.aftface.org/>
- Mead, G. H. (1934). *Mind, Self, and Society*. Chicago: University of Chicago Press.
- Meagher, T. (2011). *An investigation of the relationships of teacher professional development, teacher job satisfaction, and teacher working conditions* (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses database. (UMI No. 871192695–12861)
- Meixner, C., Kruck, S. E., & Madden, L. T. (2010). Inclusion of part-time faculty for the benefit of faculty and students. *College Teaching*, 58(4), 141-147. doi:10.1080/87567555.2010.484032

- Meyerson, G. (2005). Universities in the marketplace: The commercialization of higher education. *Radical Teacher*, (73), 33-35.
- Minor, J. E., (2003). *Organizational behavior 1: Essential theories of motivation and leadership*. New York, NY: M.E. Sharpe.
- National Center for Education Statistics. (2011). *The condition of education 2011*. Washington, DC: U.S. Department of Education. Retrieved from <https://nces.ed.gov/pubs2011/2011033.pdf>
- National Center for Education Statistics. (2012). *Digest of Education Statistics*. Washington, DC: U.S. Department of Education. Retrieved from [http://nces.ed.gov/programs/digest/d12/tables/dt12\\_290.asp](http://nces.ed.gov/programs/digest/d12/tables/dt12_290.asp)
- National Education Association. (2009). *Contingent faculty deserve professional pay*. Retrieved from <http://www.nea.org/home/12677.htm>
- O'Connor, E., & Black, M. (2009, June 30). Rethinking the adjunct. [Web log post]. *Critical Mass*. Retrieved from <http://www.erinoconnor.org/archives/2009/06/>
- O'Malley, J. (1999). Students perceptions of distance learning, online learning and the traditional classroom. *Online Journal of Distance Learning Administration*, 2(4). Retrieved from <http://www.westga.edu/~distance/ojdla/winter24 /omalley24.html>
- O'Neill, A. (2009, April 30). Why is personal branding important in today's economy? [Web log post, Msg 1]. Retrieved from <http://www.andreaoneill.com/2009/04 /why-is-personal-branding-important-in-todays-economy/>
- OECD (2013), *The internet economy on the rise: Progress since the Seoul declaration*, OECD Publishing. doi: 10.1787/9789264201545-en
- Parry, M. (2009). Professors embrace online courses despite qualms about quality. *The Chronicle of Higher Education*. Retrieved from <http://chronicle.com/article/Professors-Embrace-Online-C/48235/>
- Peters, T. (1997, August 31). The brand called you. *Fast Company*. Retrieved from <http://www.fastcompany.com/magazine/10/brandyou.html>
- Peters, T. (1999). *The brand you 50 or: Fifty ways to transform yourself from an 'employee' into a brand that shouts distinction, commitment, and passion!* New York, NY: Knopf.
- Pflanzer, H. (2006). Reclaiming the ivory tower: Organizing adjuncts to change higher education. *Socialism and Democracy*, 20(2), 204-207. Retrieved from <http://search.proquest.com/docview/207641906?accountid=12861>

- Piscitello, V. J. (2006). *Adjunct faculty: Branding ourselves in the new economy* (Doctoral dissertation). Retrieved from Dissertation Abstracts International database. (Assession No. 67 236)
- Price, C. (2011, May). The unemployed employee. *Inside Higher Ed*. Retrieved from [http://www.insidehighered.com/advice/2011/05/06/essay\\_about\\_the\\_experience\\_of\\_being\\_an\\_adjunct#ixzz21GM0I7dj](http://www.insidehighered.com/advice/2011/05/06/essay_about_the_experience_of_being_an_adjunct#ixzz21GM0I7dj)
- Prof, P. P. (2009, November). Be a tech aware adjunct. *Inside Higher Ed*. Retrieved from <http://www.insidehighered.com/advice/2009/11/18/adjunct#ixzz21CXwAFV6>
- PRWeb. (2012, July 27). *Higher education marketing stays in the frontline of web marketing*. Retrieved from <http://news.yahoo.com/higher-education-marketing-stays-frontline-marketing-130311798.html>
- Puzziferro, M., & Shelton, K. (2009). Supporting online faculty – Revisiting the seven principles (A few years later). *Online Journal of Distance Learning Administration*, 12(3). Retrieved from <http://www.westga.edu/~distance/ojdl/fall123/puzziferro123.html>
- Razor, T. (2010, January 2). Colleges work to meet needs of growing adult-learner population. *Business Record*. Retrieved from <http://www.businessrecord.com/main.asp?Search=1&ArticleID=9313&SectionID=5&SubSectionID=10&S=1>
- Reiner, A. (2011, March/April). Land that job! 5 branding tips to get you hired. *AARP: The Magazine* Retrieved from [http://www.aarp.org/work/job-hunting/info-01-2011/5\\_self\\_branding\\_tips.html](http://www.aarp.org/work/job-hunting/info-01-2011/5_self_branding_tips.html)
- Reio, T. G., & Kidd, C. A. (2006). *An exploration of the impact of employee job satisfaction, affect, job performance, and organizational financial performance: A review of the literature* [Online submission]. (pp. 355-362) Washington, DC: Educational Resources Information Center. (ERIC Document Reproduction Services No. ED492690)
- Rewick, J. (2001, March12). E-commerce (A special report): The business–off campus: Private virtual universities challenge many of the assumptions long held by educators; their own challenge: Survival. *Wall Street Journal*, pp. R10 Retrieved from <http://search.proquest.com/docview/398727571?accountid=12861>
- Roberts, C. M. (2010). *The dissertation journey: A practical and comprehensive guide to planning, writing, and defending your dissertation*. (2<sup>nd</sup> ed). Thousand Oaks, CA.: Corwin.

- Rodak, S. (2013, January). Disruptive innovation in healthcare: Examples from 3 top health systems. *Becker's Hospital Review*. Retrieved from: <http://www.beckershospitalreview.com/strategic-planning/disruptive-innovation-in-healthcare-examples-from-3-top-health-systems.html>
- Roueche, J. E., Roueche, S. D., & Milliron, M. D. (1995). *Strangers in their own land: Part-time faculty in American community colleges*. Washington, DC: Community College Press.
- Scarborough, E. (2007, May). *The branding of higher education: The great awakening in the hallowed halls of academia*. Retrieved from: [http://www.marketingpower.com/ResourceLibrary/Documents/Content%20Partner%20Documents/SimpsonScarborough/2009/Branding\\_Higher\\_Education.pdf](http://www.marketingpower.com/ResourceLibrary/Documents/Content%20Partner%20Documents/SimpsonScarborough/2009/Branding_Higher_Education.pdf)
- Schmidt, P. (2010, June). Faculty leaders at American U. seek old-school rights for a new work force. *Chronicle of Higher Education*. Retrieved from <http://chronicle.com/article/article-content/127883/>
- Schmidt, P. (2011, November). Unions confront the fault lines between adjuncts and full-timers. *Chronicle of Higher Education*. Retrieved from <http://chronicle.com/article/Unions-Confront-Fault-Lines/129836/>
- Shattuck, J., Dubins, B., & Zilberman, D. (2011). Maryland Online's inter-institutional project to train higher education adjunct faculty to teach online. *The International Review of Research in Open And Distance Learning*, 12(2), 40-61. Retrieved from <http://www.irrodl.org/index.php/irrodl/article/view/933/1786>
- SHEEO Report (2005, March). *Accountability for better results: A national imperative for higher education*. Retrieved from <http://www.sheeo.org/account/accountability.pdf>
- Spellings Report (2006, September). *A test of leadership—Charting the future of U. S. higher education*. Retrieved from <http://www2.ed.gov/about/bdscomm/list/hiedfuture/reports/final-report.pdf>
- Straumsheim, C. (2013, February). Succeed and lose your job. *Inside Higher Ed*. Retrieved from <http://www.insidehighered.com/news/2013/02/26/kent-state-university-gets-rid-lecturer-who-helped-launch-successful-masters-degree>
- Swedberg, J. (2005). E-tail: An important ally in fortifying brand identity. *Apparel Magazine*, 46(6), 30-32.
- University of Southern California, Rossier School of Education. (2012, August). *The Delphi Project on the changing faculty and student success*. Retrieved from [http://www.uscrossier.org/pullias/wp-content/uploads/2012/07/Delphi-Project\\_Report-on-Working-Meeting\\_Web-Version-2.pdf](http://www.uscrossier.org/pullias/wp-content/uploads/2012/07/Delphi-Project_Report-on-Working-Meeting_Web-Version-2.pdf)

- Wæraas, A., & Solbakk, M. (2008). Defining the essence of a university: Lessons from higher education branding. *Higher Education*, 57(4), 449-462. Retrieved from <http://web.ebscohost.com.libweb.ben.edu/ehost/pdfviewer/pdfviewer?sid=60506ffa-9893-458b-96ef-5541ffaccf5d%40sessionmgr114&vid=13&hid=104>
- Waltman, J., Bergom, I., Hollenshead, C., Miller, J., & August, L. (2012). Factors contributing to job satisfaction and dissatisfaction among non-tenure-track faculty. *The Journal of Higher Education*, 83(3), 411-434.
- Williamson, J. (2009, May 4). How non-traditional students are changing education. *DistanceEducation*. Retrieved from <http://www.distance-education.org/Articles/How-Non-Traditional-Students-Are-Changing-Education-128.html>
- Williamson, R.D., & Smoak, E. P. (2005). Embracing edutainment with interactive e-learning tools. *Journal of Extension*, 43(5). Retrieved from <http://www.joe.org/joe/2005october/iw2.shtml>.
- Wise, D. (2009). *Identity theory: A literature review*. Retrieved from [http://debwise.com/Portfolio\\_files/Lit\\_Review120709.pdf](http://debwise.com/Portfolio_files/Lit_Review120709.pdf)
- Woods, P. (2011, August 27). Faculty writing union constitution as UIC disputes ruling. *The News-Gazette*. Retrieved from <http://www.news-gazette.com/news/education/2011-08-27/faculty-writing-union-constitution-uic-disputes-ruling.html>
- Wright-Isak, C. (n.d.). *Branding a business school: The intersection of scholarship and practical experience*. Retrieved from <http://www.aabri.com/OC09manuscripts/OC09017.pdf>
- Yastrow, S. (2003). *Brand harmony: Achieving dynamic results by orchestrating your customers' total experience*. New York, NY: Selectbooks.
- Yeung, K., & Martin, J. L. (2003). The looking glass self: An empirical test and elaboration. *Social Forces*, 81(3), 843-879.