

Franklin University

## FUSE (Franklin University Scholarly Exchange)

---

Scholars Showcase 2018: Innovations in  
Leadership and Learning

International Institute for Innovative Instruction

---

10-5-2018

### No Tenure, No Benefits, No Autonomy, No problem?

Nicole Duttlinger

Franklin University, [duttli01@email.franklin.edu](mailto:duttli01@email.franklin.edu)

Follow this and additional works at: <https://fuse.franklin.edu/ss2018>



Part of the [Scholarship of Teaching and Learning Commons](#)

---

#### Recommended Citation

Duttlinger, Nicole, "No Tenure, No Benefits, No Autonomy, No problem?" (2018). *Scholars Showcase 2018: Innovations in Leadership and Learning*. 12.

<https://fuse.franklin.edu/ss2018/12>

This Presentation is brought to you for free and open access by the International Institute for Innovative Instruction at FUSE (Franklin University Scholarly Exchange). It has been accepted for inclusion in Scholars Showcase 2018: Innovations in Leadership and Learning by an authorized administrator of FUSE (Franklin University Scholarly Exchange). For more information, please contact [fuse@franklin.edu](mailto:fuse@franklin.edu).



# No Tenure, No Benefits, No Autonomy, No problem?

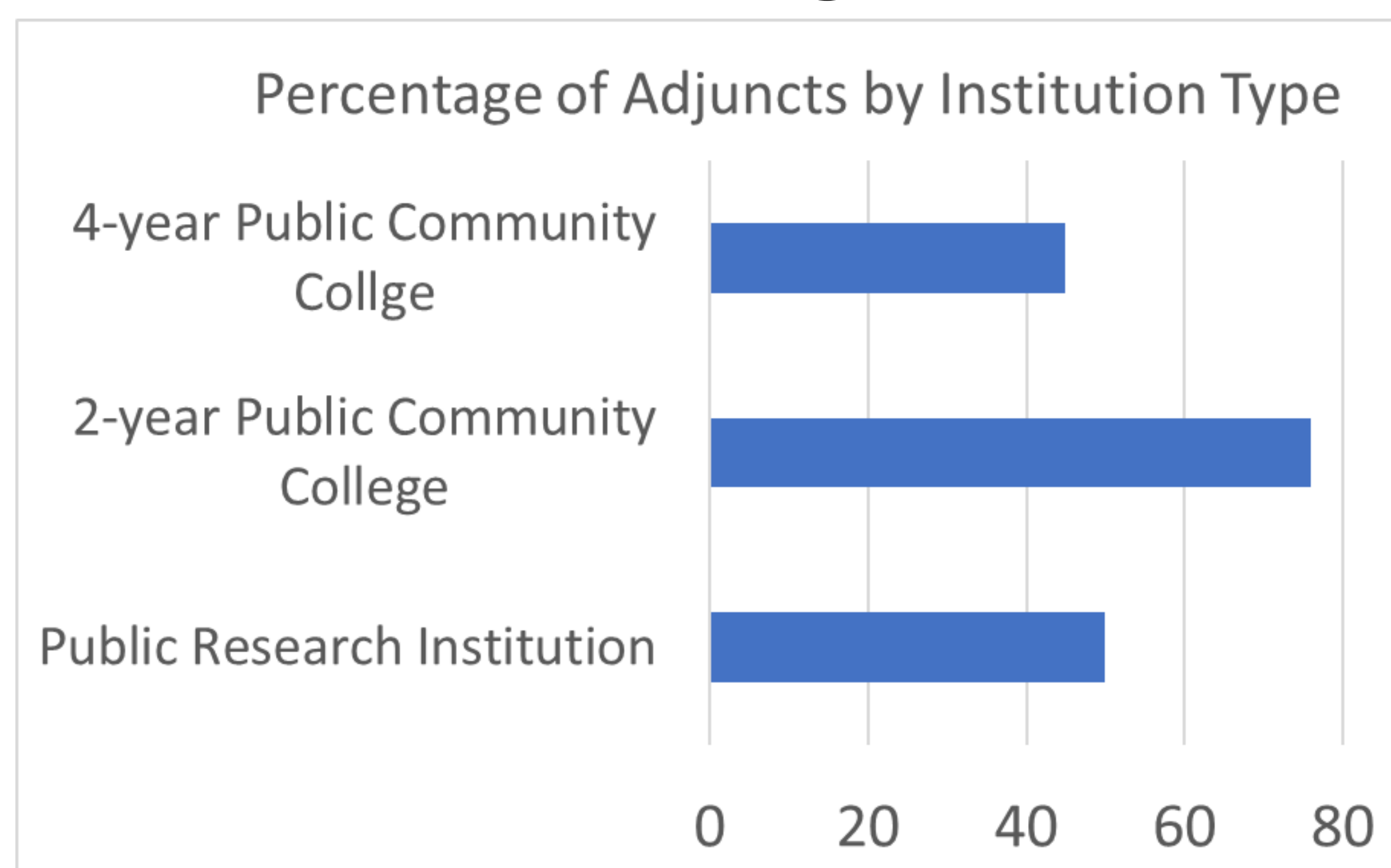
Nicole Duttlinger, Graduate Student Instructional Design Leadership, Franklin University,  
October 5, 2018

## Introduction

Higher Education continues to rely on adjunct faculty as most of their teaching force, and largely ignores their levels of satisfaction. As faculty have the most direct line to students on a regular basis, it should be determined if adjunct faculty are satisfied with various aspects of their jobs. Additionally, to aid the large adjunct faculty teaching force, higher education institutions are implementing centralized curriculum at higher rates particularly in online courses. These courses may erode instructional autonomy which may negatively influence faculty satisfaction. Therefore, the purpose of this study is to determine if the use of centralized curriculum erodes instructional autonomy and if that leads to less satisfied faculty.

- Two-year community colleges have the largest adjunct population (almost 80 percent).
- Two-year community colleges will be used to research this area as it should yield enough statistical significance to aid Higher Education Leadership in decision making when dealing with treatment of adjuncts and use of centralized curriculum.

## Adjunct Faculty- Majority of the Teaching Force



## Hypothesis

- There will be a significant downward trend of faculty satisfaction among adjuncts who utilize centralized curriculum.

## For Higher Education Leadership

- With a large adjunct faculty teaching force it is imperative leadership in higher education develop strategies to keep this teaching pool satisfied and performing well.
- Sloane Consortium (Sloane-C) points to faculty satisfaction as one of the five pillars of quality education though administrators have tended to focus on student satisfaction only.
- The data gathered will allow for a broader picture of what adjunct faculty need from administrative leadership.
- Like those in the field of management, new avenues for research revolving around worker productivity and the relation to job satisfaction can be explored for higher education.

## Discussion

- Existing research done mostly on full-time tenure track faculty points to three areas that influence faculty satisfaction
  - Tenure or long-term contracts
  - Competitive salary and benefits
  - Work autonomy in areas of research and instruction
- Adjunct faculty have none of the three areas of satisfaction.
- The affect of adjuncts losing autonomy to centralized curriculum has not been studied even as it is being adopted at greater rates.

## Mixed Methods

- Quantitative Phase- Surveys to adjunct faculty at the two colleges.
- Qualitative Phase- Interviews with selected adjuncts who teach centralized curriculum to gather a more comprehensive understanding of faculty satisfaction related to instructional autonomy.

## Research Sites

Two midwestern two-year community colleges.

- One has more than 40 locations and serves more than 75 communities. It employs hundreds of adjuncts across Indiana who teach both traditional (face-to-face) and online classes.
- The other is the largest community college system in Illinois with more than 4,000 faculty and staff serving more than more than 80,000 students annually at seven colleges and five satellite sites.



## Resources

- Kezar, A., Maxey, D. (2013). The changing academic workforce. Trusteeship Magazine, 21(3): retrieved from <https://www.agb.org/trusteeship/2013/5/changing-academic-workforce>
- Moore, J. (2011). A synthesis of Sloan-c effective practices. Journal of Asynchronous Learning Networks, 16(1), 91-115.

## Contact Info

Nicole Duttlinger  
(912) 312-5198  
duttli01@email.franklin.edu