



**Cincinnati State Adjunct Faculty Satisfaction Survey 2023-24**

**Report from Faculty Senate, March 2024**

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## Summary

The Cincinnati State Faculty Senate conducted an Adjunct Faculty Satisfaction Survey in Fall 2023 to increase understanding of adjunct faculty concerns and identify ways to improve support for adjuncts at the College. The survey had a response rate of approximately 23.5%, with 148 adjunct faculty members participating.

Overall, adjunct faculty at Cincinnati State expressed satisfaction with their experience, especially regarding student engagement and the college's mission. Nevertheless, there are areas where enhancements can be made, with compensation being a notable area of concern.

### Key Findings:

- Most adjunct faculty reported as satisfied or neutral regarding communication channels, academic support services, and facilities.
- Areas of concern and improvement include compensation, professional development opportunities, and the need for streamlined communication tailored to adjuncts.

### Recommendations:

Based on survey results, key areas identified for potential enhancement include:

1. **Compensation:** Improve compensation rates to recruit and retain high-quality adjunct faculty, especially those with technical and industry experience.
2. **Consideration in Scheduling:** Include adjunct faculty in scheduling conversations for in-person, hybrid, and LiveWeb courses to enhance flexibility and work-life balance.
3. **Streamlined Communication:** Establish a dedicated communication channel for adjuncts to improve engagement and inclusion.
4. **Facilities/Adjunct Workspaces:** Enhance facilities and shared workspaces for adjuncts, including updates to furniture, storage spaces, and access to amenities.
5. **Support Services:** Provide more opportunities for adjuncts to request specific library subscriptions and additional materials, expand IT Helpdesk and computer lab hours, and clarify how Starfish "flags" are addressed.
6. **Connection and Collaboration with Peers:** Increase opportunities for adjuncts to connect with full-time faculty through events and professional development opportunities.
7. **Professional Development and Training:** Increase awareness and accessibility of professional development offerings, including funding for memberships and conference presentations.

The Cincinnati State Adjunct Faculty Satisfaction Survey 2023-24 emphasizes the importance of addressing key areas to enhance adjunct faculty satisfaction. Prioritizing these areas is crucial, because of the vital role adjuncts play in achieving the College's mission and the impact their satisfaction has on student success. Making improvements to the adjunct faculty experience will contribute directly to the College's academic excellence and the success of our students.

## **Background and Introduction**

Adjunct faculty constitute approximately 60% of the College's teaching staff, so their role in accomplishing Cincinnati State's educational mission is significant. In Fall 2023, the Faculty Senate launched a Satisfaction Survey of adjunct faculty to deepen our understanding of their experiences, to systematically identify their concerns and prioritize their needs, and then to effectively advocate for future initiatives that will improve adjunct faculty experiences.

The Faculty Senate appreciates the participation of all adjunct faculty members who contributed to the survey by sharing information about their work environment, challenges faced, and current support structures.

The information and insights gained will assist the Faculty Senate and College leadership in efforts to enhance adjunct faculty job satisfaction and retention by ensuring they are recognized as a crucial component of our institution's success.

The Faculty Senate remains committed to advocating on behalf of adjunct faculty concerns and looks forward to contributing to new initiatives that will have a positive impact on the adjunct faculty experience.

## **Participant Demographic Data**

**Number of Respondents:** 148 (out of approximately 630 total possible respondents, about 23.5% response rate)

### **Respondents by Department/Division:**

- BTD – 16.3% of respondents
- EIT – 14.9% of respondents
- HPS – 23% of respondents
- H&S – 44.6% of respondents
- Other (Library, Workforce Development) – 3.3% of respondents

### **Modalities Taught:**

Respondents represented the various teaching modalities offered at Cincinnati State. Some adjuncts teach classes in more than one modality.

Of respondents 39.9%, 8.1%, and 25.7% reported teaching face-to-face (in-person) in either lecture only, lab only, or in combined in-person formats respectively.

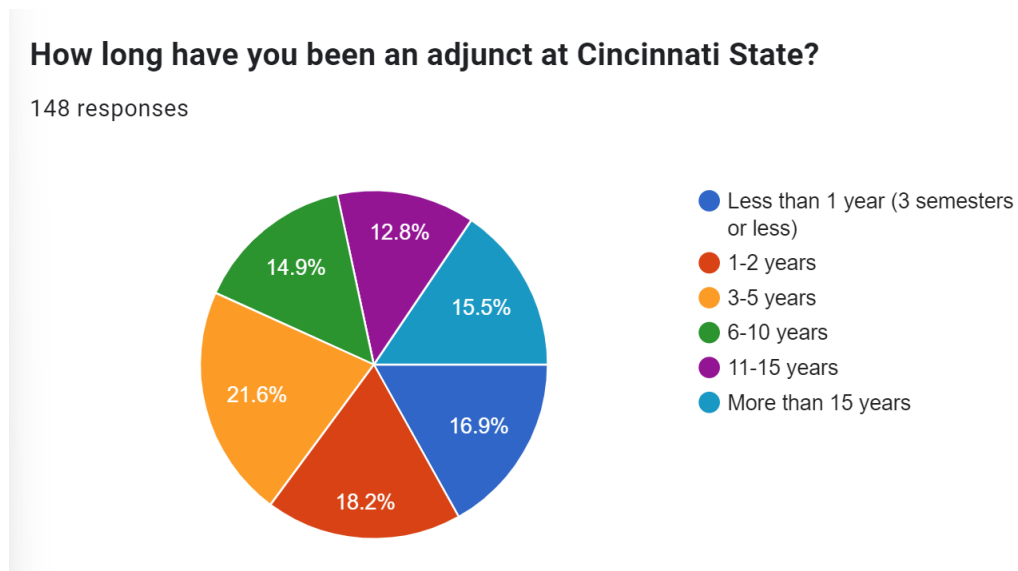
Other teaching modalities reported included:

- Asynchronous web (34.5%) - Students can access learning materials and complete assignments at their own pace and schedule. Students are not required to be online at the same time for lectures or discussions.

- Synchronous web (19.6%) - Students must be online at specific days/times for lectures, discussions, or other activities, promoting real-time interaction with instructors and peers.
- Hybrid (18.9%) - Combines elements of both asynchronous and synchronous learning. Students engage in some activities online at their own pace (asynchronous) and participate in others at scheduled times (synchronous), through in-person or virtual meetings.
- Clinical/practicum/cooperative learning (8.8%) - Involves hands-on, real-world experiences that allow students to apply their knowledge and skills in a practical setting under the supervision of professionals

### Years Teaching at Cincinnati State:

There was a fairly even distribution of years of experience among the respondents.



### Employment History Outside of Cincinnati State:

There was significant diversity in the employment history/status of respondents. The top responses included:

- Working in business/industry setting – 24.3%
- Self-employed – 15.5%
- Retired – 12.8 %

For those currently employed, 21% of respondents are teachers/educators at other institutions. Nearly 60% of those respondents teach at multiple institutions while the remainder are full-time instructors at another institution.

### **Why they are Adjuncts at Cincinnati State:**

75% of respondents said they are adjuncts at Cincinnati State because they enjoy making a positive impact on the lives of others. Adjuncts also said they valued earning extra income (59.5%), connecting with students going into their industry (33.1%), and working while they seek a full-time instructional position (25%).

### **Feedback from Adjunct Faculty**

Adjunct faculty were asked a series of questions regarding their satisfaction with specific aspects of their Cincinnati State experiences, including facilities, technology, equipment, communication, support services, and compensation.

#### **Items with majority favorable and/or neutral responses:**

Adjunct faculty responses to the following survey items were reported as majority favorable (combining “very satisfied” and “satisfied” responses) or neutral. In addition, the percentage of unfavorable responses (combining “dissatisfied” and “very dissatisfied”) is provided.

- Overall satisfaction with their experience as adjunct faculty at Cincinnati State - 83.11% favorable, 12.16% neutral, 4.73% unfavorable
- Communication channels/dissemination of information - 72.97% favorable, 15.54% neutral, 11.49% unfavorable
- Academic support services (e.g., library resources, technology support, Starfish, etc.) - 71.01% favorable, 22.46% neutral, 6.53% unfavorable
- Classroom facilities - 67.26% favorable, 22.12% neutral, 10.62% unfavorable
- Laboratory or other learning facilities - 71.60% favorable, 20.99% neutral, 7.41% unfavorable
- Connection to Deans and Associate Deans - 65.49% favorable, 29.58% neutral, 4.93% unfavorable
- Satisfaction with physical space on campus (e.g., offices and shared workspace) - 60.75% favorable, 27.10% neutral, 12.15% unfavorable
- Professional development and training opportunities - 46.62% favorable, 42.11% neutral, 11.27% unfavorable

#### **Items with majority unfavorable and/or neutral responses:**

Adjunct faculty responses to one survey item were reported as majority unfavorable (combining “dissatisfied” and “very dissatisfied” responses) or neutral.

- Compensation - 40.14% unfavorable, 31.97% neutral, 27.89% favorable

## **Importance of Factors in Cincinnati State Adjunct Experience:**

When asked about the importance of various factors addressed in the survey, respondents said compensation was one of the most important factors, with 85.50% of respondents ranking it as “very important” or “important.”

Other factors rated of high importance included:

- Student engagement and classroom dynamics - 83.97%
- Flexibility in scheduling classes - 83.21%
- Work-life balance - 80.15%
- Access to support resources provided by the institution - 74.81%
- Job security - 69.94%
- Access to administrative support and assistance - 67.94%

## **Data Analysis and Recommendations**

Approximately 23.5% of adjunct faculty participated in this survey, which is a good response rate compared to previous Faculty Senate surveys of this group.

Respondents report enjoyment of their role at the College, specifically in the following areas:

- They find it very rewarding to engage with our students, even compared to teaching at other institutions.
- They appreciate the College's mission and are passionate about their work.
- They appreciate the various courses and modalities offered and are ready to participate more in course improvement and development in partnership with full-time faculty.

The College can gain momentum in supporting adjunct faculty and recruiting additional high-quality faculty by capitalizing on these positive aspects of the Cincinnati State culture. The College also must continue to address areas of concern, including adjunct compensation.

In addition to selecting a response for each survey item, some respondents also provided explanations for their choices. Examples of these responses are included in the Addendum. This qualitative data provides additional insight regarding improvements that might lead to increased adjunct satisfaction in the future.

### **Recommendations for Areas of improvement**

Based on the quantitative and qualitative data collected in this survey, the Faculty Senate believes College focus on the areas described below will lead to improved adjunct satisfaction.

**Compensation.** Compensation rates for adjunct faculty must continue to increase to recruit and retain high-quality adjunct faculty, especially when seeking adjuncts with technical and industry experience. Both the low satisfaction percentage on the survey and the qualitative data show that Cincinnati State’s compensation rate is a continued concern for adjunct faculty.

The Faculty Senate has been actively advocating for an increase in adjunct pay, leveraging the Adjunct Pay Recommendation from Fall 2022 and engaging in numerous formal and informal discussions with the administration on this topic. It is imperative that addressing adjunct pay remains a top priority for the institution as we currently lag both the average and median pay rates among community colleges and regional colleges. There is a continued need for the rectification in future fiscal budget planning.

**Consideration in scheduling.** After compensation, **flexible scheduling and a good work-life balance** are priorities for adjunct faculty.

- Adjunct faculty should be included in scheduling conversations related to in-person, hybrid, and LiveWeb (synchronous) courses.
- The continued growth of online and hybrid course modalities could provide new teaching opportunities for adjunct faculty, with reduced scheduling restrictions. However, these modalities are not an effective educational method for many technical courses that require “hands on” learning experiences.

**Streamline communication targeted specifically to and for adjuncts.** Current communication channels and processes vary among the divisions and departments. There is a need for an adjunct-specific communication channel in addition to divisional and department/program communications.

- Providing streamlined communications tailored to adjuncts, through a dedicated channel, might improve their sense of engagement and inclusion at the College.
- A dedicated adjunct faculty communication space (web or intranet-based) could include orientation information; updates from the College, the Human Resources department, and their divisions; professional development opportunities; and connections to resources such as institutional information, teaching pedagogy and strategy, technical tutorials, and more.

**Facilities/Workspaces.** While many respondents provided favorable or neutral responses to survey items about learning spaces and shared workspaces, the open-ended responses identified possible areas for improvement, and should be integrated with long-term and short-term facilities planning at the College.

- Adjunct faculty asked for clear information related to how to report and get help with concerns such as access to locked classrooms, facilities problems, and classroom IT problems. Information posted in classrooms needs to be kept up to date.
- Adjunct faculty expressed a desire for more functional and sharable workspaces, which is consistent with descriptions of faculty offices in the Facilities Master Plan currently being finalized.
- Other respondent comments mentioned updating the furniture and storage spaces for adjuncts and providing more access to printing and more access to communal equipment such as refrigerators and microwaves for food. Ensuring that adjuncts have access to



clean, well-organized shared spaces would also help create a welcoming experience for adjuncts.

- Continued improvements to facilities including HVAC, Wi-Fi, and cellular access would also be appreciated.

**Support Services.** While adjunct faculty reported favorable or neutral responses regarding services provided by the Library, Tutoring Services, and Office of Online Learning, some suggestions for improvement were offered, including:

- Provide adjunct faculty with opportunities to request specific library subscriptions and additional materials to support adjunct-led courses. If this is already a practice, then providing additional education on how to request materials would be appropriate.
- Expand IT Helpdesk hours to cover evening and weekend course needs.
- Expand open computer lab hours to include evening and Saturday courses.
- Clarify how Starfish “flags” are addressed to ensure that students in adjuncts’ classes are getting the support they need.

**Connection and Collaboration with Peers.** Approximately 20% of survey respondents reported that they hope to move into a full-time teaching position. While it is beneficial for all adjunct faculty to connect with their peers, this group may have an even greater need. Survey responses showed that adjunct faculty have varied experiences with their peers-- some are positive and enriching; others could be improved through mentorship and guidance. Some said their ability to establish a connection with their peers is limited because of scheduling conflicts and their current work hours.

While not all adjuncts reported a need or desire for increased connections with their peers, there was substantial interest in some degree of connection or comradery among faculty. Providing opportunities for increased inclusion in faculty events and more adjunct-centered engagement opportunities (e.g., virtual and evening offerings for professional development and events) may be beneficial for some adjunct faculty. Full-time faculty also will continue to benefit from continued collaboration with adjuncts to help keep up with current industry trends and perspectives.

**Professional development and training.** Several respondents acknowledged that professional development opportunities are available to adjuncts, such as the ACUE project and offerings from the Center for Teaching and Learning and the Office of Online Learning. However, a subset of respondents was not familiar with the College’s professional development offerings, showing a greater need for communication on this front.

- As noted above in possible improvements to communications, a website or intranet area dedicated to promoting professional development opportunities for adjuncts would be helpful.
- Increasing accessibility to professional development options by offering them in the evening or online would be appreciated.

- For adjunct faculty not on Clifton Campus, providing professional development opportunities at their location might also be appropriate.
- Some adjuncts (as well as some full-time faculty) would like funding for professional organization memberships and conference presentations.

The Faculty Senate believes the results of this survey provide a deeper understanding of the experiences and needs of our adjunct faculty. The survey responses have highlighted several areas where the College can make improvements to enhance the lives of adjunct faculty members. Moving forward, Faculty Senate plans to reach out to respondents who provided their contact information to engage in further discussion of their concerns. These insights will guide Faculty Senate efforts to create a more supportive environment for all adjunct faculty at Cincinnati State.

## **Addendum – Survey Participant Comments**

This section includes examples of “open responses” survey participants provided in response to specific questions.

**Question** - Rate your satisfaction with physical facilities available to you, such as office space and shared workspaces.

### **Responses:**

- *Teaching space is filled with cabinets to store supplies and looks disorganized.*
- *I share a small, outdated office room with all the other adjuncts. The computers don't work most of the time and they are not connected to a working printer.... I have no space... No coordination of time/space for office hours.*
- *Nice, roomy campus in Clifton. Great facility!*
- *I feel that the lab equipment and space we have to teach in is adequate but could use updating/refreshing. Recent new purchases have been really appreciated!*
- *Lack of cleanliness, need for R&R/social space... Adjuncts need more than just a room with computers.*
- *BTD is an extremely far walk for a disabled person that can't access close parking.*
- *I don't use the spaces because it doesn't seem convenient to access the spaces.*
- *Adjuncts in H&S have access to a shared quiet space and can also book limited time at a few shared desks in the faculty office to meet with students or complete other non-quiet work tasks. These spaces are obviously insufficient for the 300+ part-time instructors in our division.*
- *I work in the afternoons and evenings. Often, I cannot get into the office to grade papers.*
- *...there are no campus spaces that I can use to lead my classes, so I must teach from home, even when I want to be on campus to attend meetings and events, collaborate with other faculty, or take part in the C-State community.*

**Question** - Rate your satisfaction with the physical equipment and condition of classrooms you have used.

### **Responses –**

- *I have everything I need for teaching, but the room could use some updates.*
- *Computer labs have had issues with connection and cleanliness. Classroom isn't conducive to engaging all students (hard to reach and see students in back rows) ... Even ATLC has some challenging facility issues (i.e., workstations that don't work 100%)*
- *The room could be better organized and cleaner... It would be nice if the classroom had working printers...*
- *Nice rooms and furniture but my classroom is never neat and tidy and the podium is always full of food crumbs.*

- *I do find the internet connection to be slow. I am very pleased with the new setup in the room where I often teach, when not online.*
- *Would love if there were whiteboard erasers in classrooms. I bring my own markers, but erasers are messy to carry around... some issues with dry erase markers going missing... classrooms are rarely stocked with white board markers and erasers, requiring me to either purchase and bring my own supplies.*
- *Occasional issues getting doors unlocked... Cincinnati State is also the only school where I have been forced multiple semesters in a row to call the campus police to unlock my classrooms for regularly scheduled course meetings, often delaying the start of class by as much as 30 minutes.*
- *Cincinnati State is the only school where I have regularly been assigned to teach courses in classrooms without enough chairs or desks for the students enrolled.*

**Question** - Rate your satisfaction with the physical equipment and condition of laboratories or other learning spaces you have used.

**Responses** –

- *Equipment is old and majority time don't have all the tools necessary to properly facilitate lab... The lab lacks modern technical equipment... Much of the equipment needs to be updated.*
- *Our lab area could be improved upon, but some components are fine as they are.*
- *When booking classrooms for computer lab exams I show up and they are locked in the evenings. It took an hour to find someone to unlock. If they are reserved, they should be unlocked for the specified time.*
- *Our lab could be a lot bigger and with a better supply and equipment budget.*

**Question** - Rate your satisfaction with the academic support services provided by Cincinnati State, such as library resources for instructors and/or students, tutoring services for students, Starfish, available technology, technical support, and any other services that affect your work.

**Responses** –

- *There's been no orientation session and communication from administration assumes I would know what Starfish and other administrative tools are.*
- *Blackboard is not the most convenient form of online items.*
- *I flag students as a preventative measure when I see negative trends and rarely do I get a response from the academic advising team... When I raise flags for students in Starfish, it sometimes takes advisors weeks to even reach out to the students, and then they lower the flag after leaving a single voicemail or sending a single email. I know that advisors are overworked and undercompensated, but if these interventions are not timely and consistent, they are not useful for increasing retention and student success. This has*

*gotten significantly worse in the four years I have worked at the college, to the point that I am less inclined to use Starfish.*

- *I find the support to be very good. Counselors work well with students and the tutoring lab is also good. I find that faculty is very willing to help students... Our tutoring and library services are amazing, love them!*
- *IT helpdesk has been helpful at times... In a previous semester, employee information was allegedly stolen, and students and some faculty were unable to get on blackboard. The CIO never responded to my emails even after the crisis. I don't feel confident about the tech infrastructure at CState... multiple students have reported having frustrating, unhelpful, and even upsetting interactions when they have reached out to IT for help with account access or other tech issues. Given the student population we serve, digital literacy is bound to be an issue - IT staff need to be prepared to assist our students without being rude, dismissive, or unkind.*
- *The library is also a source of frustration in its lack of resources for instructors. In order to stay up to date with my field, I am forced to pay out of pocket for subscriptions to relevant journals like Teaching English in the Two-Year College because the C-State library does not provide access to these essential resources. This is an unfair burden on all instructors (not just adjuncts), and it's understandable that many instructors are not up to date on current best practices for teaching in their fields when the college does not provide them with access to the pertinent scholarship... Library lacks many resources in my field which require me to use libraries at other universities to get OERs for my classes like articles or chapters. Would make it hard to ever assign basic research papers.*
- *Perhaps the only support service that I and my students have had a consistently positive experience with is the Writing Center. If I were answering this question only for the Writing Center, I would select "Very Satisfied." My students consistently return from visitors to the Writing Center with a new appreciation for the writing and revision process, and they often build strong, trusting relationships with the tutors they work with over a fifteen-week term. I cannot think of a space on campus that better embodies the mission of open-access education than the writing center.*
- *Need a testing center.*

**Question** - Rate your satisfaction with the communication channels used to disseminate information to adjunct faculty members, including the clarity and effectiveness of current communications from other faculty, academic administrators, or other College personnel.

**Responses** –

- *No communication prior to lab and minimum during lab... No communication or lack thereof.*
- *I wish there was a way for updates/information to be shared to help adjuncts (who presumably have another job outside of Cincinnati State) stay up to date with just best operating procedures and standing policies... I would love some type of Adjunct Specific updates at times. I don't necessarily make time to listen to all the Provost updates, but*

would love to have occasional updates focused on the information that is relevant to adjunct instructors... It is often unclear in college communications what information is actually relevant to adjuncts, and it regularly feels as though adjuncts only get a small portion of the information necessary to understand a given situation... I get emails with no context or explanation behind them. Fundamental communication techniques are lacking.

- *Never had a true orientation to show me how to access anything! I have to bug my program chair to get information when I need things... I would like to have had an introduction to the resources available for new adjunct teachers.*
- *The BTD Dean is very prompt in providing information to faculty and students, The administrative assistants in the office are also very helpful. I do appreciate my department chair also. The communication I receive from the BTD is great and helps to keep me informed on the latest happenings on campus.*
- *Would prefer to have my work email address connected to C-State administrative emails. Since I do this on a part time basis, regular emails from C-State don't get viewed daily. Sometimes this results in tardiness for completing required administrative practices.*
- *Adjuncts regularly receive invitations to events (presumably sent to all faculty) with little context of what those events are. What is convocation? Are adjuncts welcome to attend? Are they required to attend? What about Common Hours? Faculty Senate meetings? Many of the communications take for granted that faculty understand what these events are, but many adjuncts (particularly new instructors) do not, and it's not clear where we are supposed to get that information.*
- *I am Deaf so I have to depend on the student to call help desk*
- *I would like to be able to opt out of facility information and filter what I get notified about.*

**Question** - Rate your satisfaction with the sense of connection, collaboration, and/or interaction you feel with full-time faculty, fellow adjunct faculty members, and other Cincinnati State colleagues.

**Responses** –

- *Some faculty members treat adjuncts as less than, we are often not included for to voice our input on school matters, to attend meetings or participate in professional activities and events. We hear about guest speakers, demos, seminars from third parties and often too late to attend... Not as collaborative with adjuncts as at other institutions where I teach... Online adjuncts are not on campus and online opportunities are rarely, if ever, offered.*
- *I don't have time to connect because I work a full-time job in addition to teaching... I can only be available in evenings, so contact is extremely limited... really don't seek other adjuncts here... I teach in the evening and rare see my other colleagues. I would like to*

*have more contact to share our experiences. I'd like to see more extracurricular get together... I teach an evening class. My interaction with others is minimal.*

- *It would be nice if there were more collegiality within departments/areas.*
- *I work on a satellite campus, so there is minimal opportunity to connect with full time faculty in my day-to-day work.*
- *I have essentially no connection to my peers here, despite being an active and dedicated member of a large department for the past 12 semesters. Additionally, most people I know who have taught for Cincinnati State previously no longer teach here due to poor pay and working conditions. The constant revolving door of adjunct faculty makes it difficult to develop community, and the low pay means that adjuncts are often working at multiple schools and have little time or energy to give to community-building efforts.*
- *I wish I had stronger relationships with full-time faculty in my department, but there are seemingly fewer and fewer each year, and it is unclear how I would develop such a connection when we do not share office space or interact beyond once-yearly department meetings.*
- *There has been a very recent uptick in an effort among departments to talk with each other, but it's slow going... The communication from the college and department is excellent; I feel very supported; teaching at multiple locations makes it difficult to establish meaningful relationships with peers... I feel very satisfied with my connection in the HSD. Not so much in Health and Public Safety.*
- *My department chairs are wonderful at keeping us in the loop and contacting via email multiple times during the semester. I feel well-supported and know any question will be answered quickly. Because I work off-campus, I do miss out on building connections with my peers in-person. Despite not being paid for my time, I do think I would enjoy having touch in-house meetings either in person or through Zoom more frequently with the department. Ideally, meetings at the start of and maybe mid-way through the semester.*
- *Apart from one adjunct that I befriended because we are always in the adjunct workroom at the same time, I don't know a lot of faculty and feel like I am in a vacuum. We don't have to sing Kumbaya together, but it would be nice to know people and share what is going on in our classes.*

**Question** - Rate your satisfaction with your relationship and communication with the academic leaders you interact with, including deans and associate deans.

**Responses** –

- *I don't even know who my dean is any longer... Never interacted with Deans or Associate Deans.*
- *Always very helpful and focused on our mutual success.*
- *No one is around in evenings... email only though.*
- *I have had minimal contact with any deans, only my course lead... I know my department head who is very supportive. Beats me who everyone else is.*

- *Satisfied with a majority of those I have dealt with over the years.*
- *I get info from them but no real dialogue.*
- *The only leader I know well is Dean Woolf. Others I have never really worked closely with them other than saying hi mostly in passing. However, there was a semester I received an email from the President applauding my community work. It was priceless and it meant a lot to me.*
- *The BTD communicates weekly via e-mail on important issues at Cincinnati State and the BTD department. Very helpful!*

**Question** - Rate your satisfaction with the opportunities for professional growth and development available to you as an adjunct faculty member, such as workshops, seminars, or other programs designed to enhance skills relevant to your work at Cincinnati State.

**Responses –**

- *I have voiced my interest in teaching other or advanced classes that I am qualified to capable to manage and that are much needed of instructors but fell on deaf ears. There is little to no encouragement for professional enhancement and definitely no guidance from senior faculty members (especially our previous chair who I believe was there for the title only). You have to seek opportunities on your own.*
- *Haven't been made aware of most options and all are offered in daytime when a lot of adjuncts work their regular jobs... These activities take place only during the day, when I am not available... Need a variety of times and dates.*
- *There is an abundance of technical skill training sessions offered internally, but I don't recall any guest speakers (for external perspectives). There does not appear to be any funds to join professional organizations if you're an adjunct, which would be really nice... There have been no intriguing trainings since I have worked at Cincinnati State.*
- *I am satisfied with training I have received. I probably have missed some but would welcome any other technology updates when provided. I do not have any complaints... There aren't many that are relevant to me that I am aware of... I am unaware of any resources available for training and professional development... Many have gone unadvertised or either had to be done on my own dime as an adjunct... To be truthful I'm probably not aware of all of the opportunities I have available for professional growth in my teaching field. I never had taken any courses at Cincinnati State.*
- *Always seems to be information available for various workshops.*
- *I see that there are options for trainings, but being on a satellite makes it hard to be at them. That being said, it works for the majority of people.*
- *Out of the four schools where I teach, Cincinnati State has offered the least professional development and training. Additionally, every other school I teach at has offered adjunct faculty some kind of compensation for attending trainings or completing courses that enhance their teaching. The few professional development opportunities I have been offered through Cincinnati State have been unpaid, time-consuming, and ultimately not*



*very helpful to my teaching. I have often been the only adjunct in the room with full-time faculty (for whom professional development is a requirement and included in their compensation), and there has been no recognition of my time.*

- *When I have presented at conferences about my work at Cincinnati State or attended trainings, institutes, or workshops specifically relevant to my work at Cincinnati State, I have had to rely on funding from other schools where I teach because no funding exists at Cincinnati State.*
- *I've received a couple of professional growth opportunities via email that are hosted over Zoom, and I have attended them. It would be great to have a designated program, mentorship, in-person Cincinnati State workshop, or something else along those lines to help the current faculty enhance their skills. This would also be a chance for departments to get to know their faculty even better and set up a direct path to offer potential full-time work to adjuncts, when the opportunity occurs.*
- *We tend to only do relevant trainings rather than continual learning and development which leads to more excellence and can significantly impact student learning outcomes... They are always the same and so simplistic and boring.*
- *I took an ACUE course last spring and have been using some of the things I learned in my classes this term. I don't know when the next round of classes begins, but I would love to do it again for the upcoming semester.*

**Question** - In Summer Semester 2023, the Cincinnati State administration increased the pay rate for adjunct faculty, based on a recommendation from the Faculty Senate. Rate your satisfaction with your current compensation as an adjunct faculty member.

**Responses** –

- *Make the same rate for last four years and my industry now pays considerably higher wages... Pay has only recently increased in last 11 years and it was a minor increase. Pay hasn't even kept up with inflation. No merit-based increases nor cost of living... I have been teaching since 2006. I have not seen many raises. As stated above, the Adjunct Faculty play an integral role in sharing their knowledge with the students. It would be nice to see appreciation in the form of compensation... I could not support myself with this job even teaching 15 classes a year. Wages are unlivable.*
- *Still much lower than other institutions... I enjoy my position here, but we are the lowest paid option I had available to me. I came here because I've heard it's a good program, but it is comparatively underpaid... Lowest paying of institutions where I teach or have taught... We are worth much more, especially since this school mostly runs on adjuncts! Our pay is poor compared to other schools... Much lower than other universities per credit hour in the same field... Not competitive with other similar teaching programs... We are some of the lowest paid adjuncts in the state of Ohio. The salary is laughable... I teach at multiple colleges. Cincinnati State provides, by far, the least compensation. I have received only two increases in my 10+ years. Adjusting for inflation, I make less now than when I started.*

- *What was offered was barely noticeable.*
- *Adjuncts currently receive \$130 less per unit than full-time faculty and the gap will increase even more over the next couple of years. Yes, the adjuncts received a bump but \$20 a unit was a drop in the bucket.*
- *I greatly appreciate the raise, but this student population is very needy, they have poor writing skills, they are not utilizing campus resources and academic advising is limited, so the burden falls on the instructor.*
- *The rate may have increased, but the pay disbursement is difficult to anticipate for paying personal bills. Such as teaching for 30 days prior to any pay... Cost of living pay should be a factor in our salary. Also, there should be alternatives when there are unpaid, long breaks without pay.*
- *Between the classroom time, lesson prep, and administration I make about \$15 an hour... Taking in account all of my prep time, in class teaching, setup/cleanup I average about \$10-\$15 an hour. I believe my 30 plus years' experience in my field and 12 plus years teaching worth more than the \$620 a credit hour I'm paid. We should be on a track to reach \$800 a credit hour not \$700.*
- *The pay for adjuncts at Cincinnati State is absolutely criminal. Adjuncts at UC are paid close to twice the amount of adjuncts here (\$1,000/ credit hour versus \$600/cr. hour). I literally look at this job as volunteering... Just down the street at UC, they are also struggling to hire adjuncts at a rate of \$900 per credit hour in the College of Arts and Sciences. That has been their set pay rate for about twenty years (also not good). The fact that Cincinnati is paying 31% less per credit hour in 2023 than UC was paying in 2003 (\*not adjusted for inflation\*) is, frankly, embarrassing*