Report on the Faculty Senate Resolution to Study the Needs of Adjunct Faculty and Recommendations to Support Their Continued Contributions

Presented to Faculty Senate January 14, 2021

This report from the Faculty Senate Human Relations Committee, chaired by Brian Metcalf, was charged to a Task Force by the Faculty Senate per a Fall 2019 resolution to study the needs of and best means to support the continued contribution of Part Time Faculty (adjunct faculty) at the University of Cincinnati. We recommend practices for onboarding adjunct faculty; communication with these faculty by each college concerning rights, benefits, and opportunities available to adjunct faculty; inclusion of adjunct faculty within the units they work. The perceived working conditions of adjunct faculty pertaining to benefits, salary, and professional development were key to these recommendations. As issues related to adjunct faculty transcend the units for which they work, improved coordination of efforts between central university resources and colleges is essential.

While there is certainly some good news to report, there is much we should do to improve conditions for this important segment of our university community. Many disciplines rely on adjunct faculty to bring expertise and experience from outside academia to enrich education for students. As a matter of basic professional respect, all adjunct faculty deserve compensation and support commensurate with the expertise they bring to the university. In addition, adjuncts nationally are disproportionately female and non-white. Bringing their compensation and support into parity with full time faculty is therefore an issue of critical importance to the university’s efforts at equity and inclusion.

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"Our part-time faculty are valuable contributors toward the university’s educational mission... It is vitally important that all faculty, including part-time faculty, have ownership of their roles at the university. We will work to ensure that this happens."
—President Pinto
Priority Recommendations

Compensation—Set university adjunct compensation minimum at 3% per credit hour of the minimum full-time faculty pay from Article 12 of the AAUP Collective Bargaining Agreement. This aligns with the Provost’s guidelines on adjunct appointments, which considers an annual teaching load of 33.67 credit hours as 100% effort for full-time faculty. Essentially, this would apply Article 12.2, “The minima defined in this Article shall apply to AAUP-represented adjuncts on a pro-rated basis proportional to their percent of full-time,” to all adjuncts. This is our top recommendation, as it impacts so many other aspects of the adjunct experience.

Working Conditions—Adjuncts who teach face to face, especially annual adjuncts, should have access to office space to work and meet with students, including secure storage for course-related material. It is simply not feasible for many adjuncts to carry all of their course materials with them. The opening of the Faculty Enrichment Center has greatly improved support for adjunct faculty but is open limited hours and is inconvenient to many campus teaching locations.

Hiring and Onboarding—Each college or appropriate unit should have:

- Clear guidelines and processes for recruiting and hiring adjunct faculty.
- Clear guidelines to determine when an adjunct hire is warranted. Considerations include:
  - Whether the adjunct offers specialized expertise or has experience that would enhance the educational environment for students.
  - When long term enrollment (five year rolling average, for instance) or enrollment fluctuations would not support additional full-time faculty.
  - Coverage of temporary staffing situations such as academic or medical leave.
- Orientation should be available to adjuncts both on the university and college/unit levels.

Policies and Communication—Though university-wide policies can be found through the Provost’s Office, adjunct faculty feedback indicates improvement is needed in communication of policy at the college and unit level

- Core material should be regularly updated and supplemented by college and unit specific information packets, orientations, and continuing communication.
- Documentation for adjuncts, including RPT policies within each unit, should reflect accurate rights and expectations of adjunct faculty in providing notice of expectations and guidance toward promotion.
- Given that job security is a key factor in supporting academic freedom, the university should develop guidelines on expectations of continued employment when an adjunct’s service exceeds ten semesters, the point at which they are eligible for promotion.

Professional Opportunities—Adjunct faculty should be allowed participation in the full range of professional activities:

- Include adjuncts in appropriate unit meetings, faculty meetings, and governance bodies.
- Mentorship and other peer-to-peer opportunities should be made available.
- Funds should be made available to support adjunct professional development funds through the colleges and/or central administration.
About This Report

On September 12, 2019, the University Faculty Senate unanimously passed a resolution to study the needs of and the best means to support the continued contribution of adjunct faculty at the University of Cincinnati. The Senate acknowledged the need to learn more about adjunct faculty working conditions given concerns that were being raised by adjunct faculty in and since a 2015 survey of faculty was completed on their responses to issues of communication, support, and compensation. Additional concerns came from college administrators and through the University of Cincinnati Adjunct Advocacy Association (UCAAA) regarding support of adjunct faculty. Concerns about consistency of support made it clear that a closer look was warranted. The review was timely given the importance of adjunct faculty to the central instructional mission of the University; to the goals of inclusion, innovation, and impact as set out in Next Lives Here; and to the aspirations of UC’s Strategic Sizing initiative to grow both numbers of students and the quality of their educational experience—goals that can only be reached if all those charged with supporting students are, in turn, adequately supported in their efforts.

An ad hoc committee led by the Faculty Senate Human Relations Committee (HRC Adjunct Task Force or simply Task Force) was charged with producing a report to provide direction on:

1. Practices for onboarding of part-time faculty across colleges;
2. Information and communication through a centralized university unit and through each college concerning rights, benefits, and opportunities of, and responsibilities to, part-time faculty;
3. Communication with and inclusion of part-time faculty in units regarding plans, practices, and events relevant to part-time faculty; and
4. Working conditions of part-time faculty, including, but not limited to, benefits, salary, and professional development.

President Pinto had this to say during his November 2019 address during the All-University Meeting: "Our part-time faculty are valuable contributors toward the university’s educational mission. I am glad to know that the Faculty Senate has taken leadership in assessing the environment for our part-time faculty and will make recommendations to the Provost following this assessment. It is vitally important that all faculty, including part-time faculty, have ownership of their roles at the university. We will work to ensure that this happens."

On March 26, 2020, due to the pandemic, the University switched its efforts in teaching and research to remote work. Only by a concerted effort by all constituents, including adjunct faculty, did the University guide students to successful course completion in Spring Term, 2020. During that time, all faculty, whether full-time or adjunct faculty, had to quickly and effectively transform courses from a face-to-face modality and work from home, along with all the distractions that entailed, including the care of family members and assistance in teaching younger children who were also at home. Such a situation reinforced the fact that it did not matter whether faculty were term adjuncts, annual adjuncts, represented adjuncts, or full time, all faculty were needed, and all worked to ensure that students successfully completed courses, despite wide variation in their per-course pay and the benefits and other support they received.
Though the pandemic continues and most of UC’s classes are currently being taught online, enrollment set another record in summer and fall 2020. Though the pandemic has had differential effects across units, the overall reliance on adjunct faculty has remained constant, making it clear that our university will be depending on adjunct faculty for the foreseeable future.

Information in This Report
In the course of reviewing adjunct conditions, the Task Force has sought information from and based its knowledge on a number of areas, and we want to thank those who contributed to our knowledge. Sources include:

- Reviews and recommendations already completed on UC adjuncts in 2015 and the Women Lead cohort of 2016-17;
- A comparison of the 2015 and 2020 surveys sent to adjunct faculty;
- Review and analysis of the University website and the developing Bearcats Landing and documents found through searches for information on adjunct working conditions;
- Responses to a set of questions sent to the Associate Deans of all UC colleges (14 of 15 responded) and academic units;
- A review of other institutions and of literature related to working conditions, salary, and best practices relating to adjunct faculty;
- Interviews with various University personnel to help focus our inquiries and obtain additional information on recent history of responses to adjunct faculty concerns; and
- Salary data from Institutional Research and other sources.

Definitions
“Adjuncts” herein refers to a subset of all part-time faculty. According to the Provost, “The University employs three classes of adjunct faculty members: term adjuncts, whose contracts are typically for one or two course sections per term and may or may not be renewed for subsequent terms; annual adjuncts, whose annual contracts put them between 50% and 65% FTE; and bargaining-unit [represented] adjuncts, whose multi-year contract are at greater than or equal to 65% FTE enables them to be represented by the AAUP. All three classes of adjunct faculty receive some level of benefits and are eligible for promotion. Adjunct appointments are, by definition, part-time and are classified according to their full-time equivalency (FTE). The calculation of FTE is based on the principle that one semester credit hour equals 6% FTE.”

Because represented adjuncts are in the AAUP bargaining unit and are therefore grouped with full-time faculty for the purpose of support, the focus of this report is on term and annual adjuncts who are not represented by the AAUP and are considered Part-Time according to the Faculty Senate bylaws. Not all data conform to these percentages or terminology. Some call part-time those faculty who are both annual and represented adjuncts. Others identify only represented adjuncts as part time. These and other discrepancies will be acknowledged as needed in the report and recommendations on this matter will be included.

“Colleges” refers to all formal colleges and academic units. “Units” refers to any sub-set of colleges, including schools, departments, and programs. Since we are not generally identifying
sources of responses, the term unit can usefully serve to differentiate college-level from other levels within the college while maintaining anonymity.

“Survey feedback” refers to the two surveys completed by adjunct faculty in 2015 and in 2020 that are included in the appendix and noted in the text by reference.

“College feedback” refers to the feedback presented by mostly Associate Deans with other assistance from within the college as a result of the questions posed by the Task Force.

**Employment and Significance of Adjunct Faculty**
Instruction at UC by Adjunct Faculty is extensive. According to most recent data (2018) from the Integrated Postsecondary Education Data System (IPEDS), the number of full-time instructional staff at UC was 2452 (Main Campus = 2213; Blue Ash = 161; and Clermont = 78). The number of part-time instructors was 1527 (Main Campus = 1115; Blue Ash = 184; and Clermont = 228). Therefore, Adjuncts comprise 38.4% of instructional staff at UC. While they account for 33.5% of instructional staff at the Main Campus, these percentages are 53.3% at Blue Ash and 74.5% at Clermont. While the percentage of course sections taught by adjuncts is not as stark but not as readily accessible, numbers like these reveal the real need to increase full time faculty positions, especially at our regional campuses.

Term and annual adjuncts often teach course loads similar to full-time faculty. Term adjuncts might, therefore, teach a 3-2 load across two semesters, a load not uncommon for tenure-track faculty. Annual adjuncts may teach a 3-4 load, a common load for teaching-focused faculty. Data from the 2020 adjunct survey suggest that the mean number of credits taught by adjuncts per term and year is 4.4 and 9.7 credits, respectively. Such dependence on adjunct faculty to teach our students suggests the need for ensuring the quality of their teaching, providing them with the opportunities and incentives for professional development to ensure such quality, and to encourage their continued contribution and improvement through mentoring, development, recognition, and promotion.

In addition, almost all colleges note that the need for adjunct faculty remains consistent and is anticipated to remain so if not increase in the future. When asked to describe responsibilities of adjuncts, teaching was the most common, but the majority of colleges also noted other responsibilities, including adjuncts serving as faculty liaisons or professional supervisors for work in the field, providing direct clinical care to patients, developing curriculum in new programs, working as facilitators in large enrollment cases, performing placement assessment,
engaged in program development and coordination, tutoring, supervising student research, supporting academic programming, and advising undergraduate and graduate students. Ongoing concerns have been raised in the literature for decades about the increasing dependence on adjunct faculty and the general inadequacy of support and resources for them. Eileen Schell’s *Gypsy Academics and Mother Teachers* highlighted such disparities in the late 1990s, but research and organizations such as the National Education Association (NEA), Modern Language Association (MLA), and others continue to warn about the importance of treating and full-time and part-time faculty as equal partners in higher education as both equally impact the ability of institutions to provide excellent education to students. (See NEA, *Professional Pay in Higher Education*, and MLA, *Committee on Contingent Labor*.)

At the University of Cincinnati, one of our guiding principles is to provide a *Just Community*, a pledge that notes the crucial role that faculty play at the university, identifying our faculty as a body that "produces world-renowned scholarship and nurtures innovation in and out of the classroom. As well, the faculty, staff and administration support an educational setting of excellence, opportunity and service.” In order for such excellence to occur, UC notes that promoting justice means “working to build a learning environment that offers everyone an equal opportunity to grow, flourish, and contribute.” That learning community is acknowledged by our practices to include ongoing learning by and support of those who, in turn, support the learning of students. To embrace this role, therefore, it is critical that all faculty seeking to drive excellence have the same support and opportunities to provide the kind of educational environment for which we strive.

**Analysis**

The 2020 PT Faculty survey yielded the following data regarding where respondents taught:

<table>
<thead>
<tr>
<th>Q5: In which college at UC do you teach?</th>
<th>(n=606)</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Arts &amp; Sciences</td>
<td>17.0%</td>
</tr>
<tr>
<td>College of Education, Criminal Justice, &amp; Human Services</td>
<td>13.0%</td>
</tr>
<tr>
<td>UC Blue Ash College</td>
<td>12.4%</td>
</tr>
<tr>
<td>Clermont College</td>
<td>11.1%</td>
</tr>
<tr>
<td>Allied Health Sciences</td>
<td>8.6%</td>
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<tr>
<td>Lindner College of Business</td>
<td>8.6%</td>
</tr>
<tr>
<td>College-Conservatory of Music</td>
<td>7.8%</td>
</tr>
<tr>
<td>College of Design, Architecture, Art, and Planning</td>
<td>5.6%</td>
</tr>
<tr>
<td>Engineering &amp; Applied Sciences</td>
<td>5.4%</td>
</tr>
<tr>
<td>Nursing</td>
<td>5.4%</td>
</tr>
<tr>
<td>Medicine</td>
<td>2.6%</td>
</tr>
<tr>
<td>Pharmacy</td>
<td>1.2%</td>
</tr>
<tr>
<td>Experience-Based Learning and Career Education</td>
<td>0.8%</td>
</tr>
<tr>
<td>Cincinnati Online</td>
<td>0.5%</td>
</tr>
<tr>
<td>Law</td>
<td>0.0%</td>
</tr>
<tr>
<td>Libraries</td>
<td>0.0%</td>
</tr>
</tbody>
</table>
A. Working Conditions of Adjunct Faculty, including:
   1. Benefits, and Salary of Adjunct Faculty
   2. Space, Equipment, and Other Support

1. Salary and Benefits
While the good news is that the 2020 survey revealed that the vast majority (84%) of adjuncts report general “job satisfaction” at UC, specific dissatisfactions do exist. For example, dissatisfaction with adjunct salary and benefits has been expressed by both adjunct faculty themselves and from their college administrators. Regular salary increases and long-term solutions for a more equitable living wage are key, especially when adjunct teaching is a person’s main source of income, as is the case with many of our faculty. We assume other expenses will increase regularly due to inflation or general cost increases; we should build plans for similar salary increases for adjuncts as well.

Survey Data
- A majority of faculty in both the 2015 and 2020 surveys were dissatisfied with salary and benefits. In the 2020 survey responses, only 35% of faculty reported being satisfied with their salary and only 20% reported being satisfied with their benefits.
- Annual adjuncts were less satisfied with pay than term adjuncts. This is understandable, given that they are more likely to depend on adjunct pay as their major source of income. In fact, a clear majority of adjuncts in the 2020 survey indicated that they were somewhat likely (25.1%) or extremely likely (36.2%) to apply for a full time position at UC if it became available.
- More than 67% of FT faculty reported in the 2020 survey that they have never received an increase in compensation at UC.
- About 40% from each survey reported that they were not or did not know if they were eligible for medical benefits and only about half utilized this insurance when eligible.
- Only a small minority were aware of promotions available to them, and 41% were never evaluated by their supervisors, though such evaluations are crucial for the ability to achieve promotion.
- Over 18% are engaged in research and publication and of these, 34% indicated that they were not supported in these endeavors.
- Almost a third of adjunct faculty reported engaging in service within or for their units or the university. This question prompted a long and varied list of activities, including the following examples:
Serving as Undergraduate Director;
- Working on or leading committees on curriculum development, including creation of certificates and minors;
- Recruiting and admissions committees, including international strategies; long-range planning; accreditation; and online learning;
- Advising and evaluating students on thesis and dissertation committees, undergraduate and graduate research, performances, and capstone courses;
- Advising students in clubs, accessibility services, and service-learning projects;
- Mentoring programs; and
- Community outreach to high-school students.

- 84% of faculty report that service they perform is outside their job obligations and compensation structure. In estimating the amount of time they spend on such activities, 25% report that they spend more than ten hours per week, 25% report 2-5 hours, and 7% report 5-10 hours. These amounts of time reported for unpaid service to our university are not trivial.

**College Feedback**

Although the consistent obligation across colleges for adjuncts is teaching, colleges report a range of activities for which they hire faculty. It is not clear whether all activities which report important student and unit directed activities are compensated by the salary provided.

**Asked to provide the most prominent need, salaries and other direct financial support of faculty were common** and noted by at least eight of the colleges:

- Although a few colleges noted that they look to other universities and realign to set competitive rates, at least eleven colleges noted that they have either not looked at such relative salaries for anywhere from two to nine years. Others commented that they weren’t sure when the last raise may have occurred, but none had “in the recent past,” including no cost-of-living increases. Many indicated that the only means to an increase was via promotion, increases on a case-by-case basis, or increases only for annual but not term adjuncts.

- A number noted the inability of colleges to support adjunct faculty on their own and indicated that support from the university was important to promote term and annual adjuncts and to stay competitive with other universities, and the need for new permanent funding to be earmarked for this purpose.

- A number of quotes from different colleges summed up concerns about support:
  - “For Term adjuncts, we regularly receive two complaints: low pay, and not feeling involved at UC. Generally, heavy use of term adjuncts with so little pay and other rights & benefits seems to be a cheap outsources for providing education. Some of our adjuncts are the best in their field, and if it weren’t for their passion for service, they would not support us.”

  —An Associate Dean
“Our adjunct salaries are embarrassing and exploitative... adjunct faculty salary comes from General Funds, which have been reduced over the years. PBB has hurt [our] ability to recruit and retain quality adjunct faculty, and our ability to ask any more of our adjunct faculty than to simply ‘show up, teach, and leave.’”

Asking for awareness of the need for the following: “Increasing pay so we may attract and retain top-quality teachers; creating awards and other forms of recognition for exceptional work; understanding that many low-paid instructors work at multiple institutions to make a living wage... and analyzing the demographics of part-time teaching and determining whether low wages and lack of benefits hit some groups harder than others.”

Additional Data
The online environment means that now UC must compete nationally, and indeed internationally, for talented faculty. The national average adjunct pay for Category I Public institutions is $1,423 per credit hour, according to the latest AAUP Salary Survey. Pay rates across UC colleges vary widely. Depending on rank, adjunct pay at UC per credit hour ranges from $800 to over $3,000 per credit hour, putting colleges in the position of competing with one another, not only with other universities, for qualified adjunct faculty. For instance, College of Business adjunct pay ranges from $1,575 to $2,375 per credit hour, whereas branch campus adjunct pay can be as low as $800 per credit hour. All three colleges offer many of the same classes. Of course, some of the pay variance pertains to the colleges and the kinds of adjuncts that are employed. For example, the medical and health fields employ adjuncts whose qualifications and non-academic professional alternatives are high paying, and adjunct pay in such disciplines is often higher than other disciplines. Even so, these colleges have noted that their budgets are inadequate to keep pace with such competition and they have trouble recruiting faculty. Other variances may be due to differential tuition at various campuses, and the resulting lower salaries exacerbate difficulties recruiting adjunct faculty.

Despite the concerns raised by colleges about the adequacy of salaries, when considered as a percentage of the overall university budget, adjunct salaries represent a very small portion. In addition, the argument could be made that due to the proportionately larger general education courses adjunct faculty teach compared with upper-level courses in the major, adjuncts receive an even more disproportionately low percentage of total teaching compensation.

Best Practices
A minority of colleges report aligning salaries with competitive wages, but most indicate a limitation in doing so given current college budgets. While UC adjunct pay is higher than smaller institutions such as Xavier, NKU, and Cincinnati State, in comparison to an R1 competitor such as Ohio State, we pay less (see Chronicle of Higher Education Adjunct Salary data.) However, we should not primarily rely on market comparisons to set compensation levels. Since the entire sector of part time teaching in higher education is widely recognized to be grossly undercompensated, we should strive to be better. Benchmarking has its place, but we should never benchmark to injustice. We should instead set a pay rates that put part time and full time faculty at similar compensation for similar professional work, especially given that the work involved requires advanced skills and education.
Recommendations

- Increase the total salary and benefit package for adjuncts to align with what full time faculty receive for equivalent work. This can best be done by tying adjunct minimum pay to some proportion of minimum full-time faculty pay outlined in Article 12 of the AAUP Collective Bargaining Agreement. This guarantees some level of consistency across colleges and builds in an annual increase mechanism so that adjunct faculty pay does not lose ground to increases in cost of living over time. Though teaching load is not calculated consistently across units and colleges at UC, three possible levels of pay make sense given general UC policies:
  - 3% per credit hour—this aligns with the Provost’s guidelines on adjunct appointments, which considers an annual teaching load of 33.67 credit hours as 100% effort for full time faculty. Essentially, this would simply apply Article 12.2, “The minima defined in this Article shall apply to AAUP-represented adjuncts on a pro-rated basis proportional to their percent of fulltime,” to all adjuncts, not just to represented adjuncts. Though the following two options would be at higher pay levels, this first option is our recommendation, given its consistency with other guidelines used by the Provost’s Office. At this level, pay would range from $1,365-$2,408 per credit hour.
  - 3.33% per credit hour—this aligns with workload at the current teaching colleges, which consider an annual teaching load of 24 credit hours as 80% effort for full time faculty. This also aligns generally with Educator workloads across the university, although these vary. At this level, pay would range from $1,502-$2,648 per credit hour.
  - 3.75% per credit hour—this aligns with secondary semester compensation for full time faculty as outlined in Article 10.7.2 of the Collective Bargaining Agreement, which considers one three-credit course as one ninth effort for full time faculty. At this level, pay would range from $1,706-$3,009 per credit hour.

- Where credit hours do not align with contact hours, colleges should determine adjunct faculty pay in the same way they determine full time faculty pay. Overload pay as outlined in Article 13.1 should not be used to determine adjunct faculty pay. The Provost considers overload teaching only appropriate in emergency situations, and does not consider overload pay as commensurate with normal compensation.

- Graduate Assistant pay for teaching should at minimum be made consistent with adjunct instructor pay.

- Recognize the additional benefit adjuncts bring to the university. Many adjuncts work over and above what they are paid for, helping to share the burden of student service and other obligations given the lean budgets within which many colleges are operating.

- Consider opening more hiring opportunities for represented adjuncts or contingent full-time faculty for which current adjuncts could apply. An evaluation should be made of the number of adjuncts who are employed on a regular basis and compare the yearly cost through the time and personnel that it takes to hire such faculty each year against the ability to have more faculty on whom units can depend from year-to-year without rehiring each year. It should be noted that almost 60% of faculty say that they would be likely or extremely likely to apply for a full-time position in their unit.
Consider the Modern Language Association (MLA) recommendations that if benefits are not available to the instructor, that an equivalent add-on premium or stipend should be added to the base salary to compensate for lack of benefits. Other suggestions by the MLA include that higher than minimum rates of compensation should apply in cases where contracts or appointments are for one year or less and not renewable and have no provision for a career path consisting of a sequence of appointments leading to longer-term contracts.

Ensure that faculty are provided current and clear information on retirement benefits and how such benefits accrue under the state and/or other alternative retirement plans.

Note on impact to college budgets:
We recognize that adjunct pay at many colleges is significantly lower than the recommendation made by this report, and that the initial reaction to the suggested pay minimum may simply be that it is not possible. Colleges have often made their budgets work by taking advantage of the much lower pay that adjuncts receive for doing equivalent work as full-time faculty, and budgetary resolution must come from somewhere. A first logical step would be for each college to report to the Provost exactly what the budgetary impact of the new pay structure would be at current staffing levels. We hazard a guess that the number at each college will be less that the amount the university has invested in activities much less central to the university’s mission. Given that the university is embarking on a reevaluation of its budgeting practices, every effort should be made to re-base college budgets so that they can support one of the most basic aspects of their mission—teaching. Just as colleges are responsible for compensating their own full-time faculty, they should take responsibility for compensating their part-time faculty. As this may not be possible all at once given the long history of inadequate pay at some colleges, we recommend that central administration subsidize the increased adjunct pay rates in diminishing amounts over a term of three years. Reconfiguring college budgets to support the basic mission of teaching, in conjunction with subsidies from central administration, make it possible to redress the situation of substandard adjunct compensation. The decision to hire part-time faculty should be made on the merits of benefit to education, not benefit to budgets.

2. Space, Equipment, and Other Support
While having office space and equipment to work, and locations to meet with students are common for full-time faculty, adjuncts do not enjoy similar support and practices are varied between colleges. Administrators recognize the need for more assistance in these areas and express the desire for upper administration to assist in planning for these needs.

Survey Data
Almost 50% of adjuncts report having no office space provided by their department, with less than 8% having individual space and the remainder having either shared or some other space available. 75% have no phone available; 60% have no computer workstation available, with 30% having shared workspaces. Only 38% were either extremely or somewhat satisfied with professional spaces and tools available outside the classroom and 25% were either somewhat or extremely dissatisfied.
When asked to provide most pressing needs for change, prominent responses from the Associate Deans were space and other physical means of support for adjunct faculty. At least five colleges noted that space was a problem for adjuncts, and they indicated a need for private spaces for adjuncts to meet with students and a central place to gather, with two noting that they do not have space left that can be used for these purposes.

Other colleges noted that indirect support could benefit adjuncts through sufficient faculty or staff within units who could work on recruitment, onboarding, and continued guidance through unit-based facilitators, with such duties being “built into divisional/unit leadership roles/job descriptions.” One college noted that they “can’t imagine adding adjuncts to the workload” of department heads and program directors to complete the necessary work of reviews of term adjuncts given the amount of time that annual reviews take. Two colleges indicated that additional support is needed such as access to parking and amenities which “are a must for teachers on the run.”

**Best Practices:**
A few colleges have office space dedicated to adjunct faculty and that at least shared workstations are available for them to use. Secure storage for educational materials is also important, especially for faculty who teach multiple courses on an ongoing basis.

**Recommendations:**
Specific recommendations are difficult given some practical limitations on space and budget. However, it is important to identify the need that exists and to suggest that the means for obtaining such support be further considered.

- All faculty need to be provided the means to work on campus and use campus services and to meet with students. This benefits students as much as it does faculty who can engage with students while they are on campus.
- All faculty need to have sufficient supplies to engage in their work. Increasingly, this means technology to readily access email and course support software. Since it may not be feasible to supply all adjunct faculty with personal computer equipment, the university should consider some system of technology support stipends.
- Given the limitations some colleges face, university-level support is needed for better allocation of space and services for adjunct faculty.
- To the extent that some work by faculty would be facilitated by support staff and administrators or faculty peers, the space adjuncts are provided should be in the vicinity of other faculty in their unit.
- College and university administrators should coordinate efforts to ensure adequate and consistent support of adjunct faculty.
- Centralized services might be a cost-effective way to support of adjuncts. The Faculty Enrichment Center is a primary example of a place to work but is currently only open from 8:00 a.m. to 5:00 p.m., for example. If adjunct faculty are teaching early or evening classes, extended hours can be beneficial.
• Available and affordable parking, especially on game days, is crucial for adjunct faculty. Faculty of all categories have repeatedly expressed concerns about not being able to find convenient, accessible, and/or affordable parking when they need it to teach. At the current rate of pay many adjuncts receive, parking costs cut deeply into compensation. This is but one example of how the pay issue exacerbates other issues.

B. **Communication with and Opportunities for Adjunct Faculty:**
   1. **Onboarding and Orientation**;
   2. **Ongoing Communication toward Promotion**; and
   3. **Adjunct Faculty Engagement Including Professional Development Opportunities**

1. **Onboarding and Orientation**
   Although multiple means exist to help onboard and orient adjunct faculty to their positions, faculty and administrators have reported concerns relating to the need for consolidated information, consistent and reliable practices, and adequate notice of these processes.

**Survey Data**
Both the 2015 and 2020 Adjunct Surveys show a large gap in knowledge by faculty about information pertinent to their employment. In the 2020 survey, 47% noted that no “formal orientation session was made available” when they were first hired. If they were aware of one, 77% report that they did attend this orientation, clearly indicating a willingness to participate. Far too many adjuncts reported that they did not receive crucial information about the job such as benefits (49%), their eligibility/requirements/steps for promotion from the unit head (78%) or any others (80%), or a copy of/link to the Adjunct Handbook (55%). Just 20.1% of those surveyed reported being aware if they are eligible for medical insurance through UC. We acknowledge that this does not necessarily mean that information was not available. However, if this many adjuncts are reporting that they are unaware of the information, this indicates at minimum a critical problem in communication.

**College Feedback**
The majority of colleges, in responding to a question about what changes were most important, indicated that the current set of onboarding, orientation, and guidelines for adjunct faculty were in need of consolidation, updates, and clarity so that adjuncts and college personnel could more easily use them. Practices employed varied widely and ranged among the following:

- Most colleges seemed to depend on college HR for HR matters (any new-employee resources or needs, etc.);
- One college noted that beyond HR support, an academic process of onboarding was “virtually non-existent” in their college;
- In the majority of colleges, processes of onboarding are left up to individual units—there is not clarity that processes exist or are uniform among units;
- Including those colleges that noted practices vary within units, many noted that some meetings do occur with either department heads or program directors or both, and that each might include some type of training or orientation, but this appeared unofficial or on a case-by-case basis;
• A minority reference the Provost website specifically or the checklist or handbook. The majority do indicate that any specific documents are provided to adjuncts, although four note specific college faculty handbooks;
• Five colleges noted a college provided specific adjunct orientation or training;
• Two colleges noted adjunct orientation similar to or the same as full-time faculty.
• Where information to adjuncts was made available, such practices tended to differentiate between annual and term adjuncts, with term adjuncts receiving less or no support.
• References within the information provided to us suggested a heavy reliance on HR for salary and specific benefits managed through HR, but little was provided about promotion.

Some comments indicated a lack of understanding of the division of responsibility between college and the central university administration or HR. At least two specifically indicated assumptions that adjuncts were invited to UC faculty orientation. Most seemed to leave the responsibility for providing documentations or links to resources to the UC Provost website; few indicated that they supplemented this with specific college documents.

Best Practices
Two colleges specifically said that they invited adjunct faculty to a full-faculty welcome. One college noted that they had considered sharing a video of their new faculty orientation, but given technology problems, were unable to do so. However, given the fact that adjuncts may work in other professional capacities or at other universities, it is recommended that both an invitation and alternative mode of delivery be considered. Video orientations and trainings are highly recommended. One college provides a fall retreat for adjuncts with a shortened webinar version in the spring or summer; if adjuncts only view the webinar, they are then required to attend the full retreat in the fall.

Suggestions from colleges include creating an adjunct leadership academy or training to introduce adjuncts to opportunities in the university and to gain a better understanding of the structure of the university. Another college, recognizing the importance of adjunct support, noted the lack of personnel within the unit who could devote the needed time to such assistance and suggested the use of a college-based facilitator to attend to adjunct faculty, noting the confusing and sometimes conflicting array of resources that “took too much time to wade through.”

Recommendations
Clarity and consistency between website resources is crucial. It should be noted that the UC website has undergone a number of changes over the last few years. These include a refresh of the public-facing website which is still underway and the creation of Bearcats Landing (the Intranet) to which some information has been transferred. The UC search functions have been notably problematic for years even before such changes were made, searches often leading to dead or obsolete links and information. Adjuncts who often have little assistance or support rely on readily available digital information, and efforts should be continued to centralize and detangle this information.
Coordination of efforts between central university resources and colleges is also key. Because colleges may employ many adjuncts, the central university should not assume colleges can or should do all university orientation especially given practicalities of scale and various obligations can be shared between central and unit administrators. Additionally, given confusion on rights and responsibilities, online material should be reviewed regularly by both faculty and administrators. In particular:

- Offer letters should be accompanied with additional information so that the faculty member is aware of the full range of resources and opportunities for which the faculty member would be eligible. This could be individualized by unit and inclusive of more comprehensive information on matters such as promotion expectations.
- A master list should be created and made available to units and faculty to clarify what support and information is available through the Provost Office and central HR, and what should be expected from college HR departments and college and unit administrators. For example, will faculty be invited to a university-wide orientation? What can college HR departments assume will be covered?
- College personnel and adjunct faculty need to be made aware of and encouraged to use the Provost website resources both as a resource guide and to understand their respective rights and responsibilities.
- The UC HR site should include a link to the Provost site in the same way the Provost webpage links to HR. It may be more intuitive for those seeking adjunct resources to go first to HR and not consider the Provost webpage.
- Because it can be a good recruiting tool for adjunct faculty (a need noted in college feedback), it is also recommended that those developing the public website consult with Deans to identify key elements that would be most helpful for informal recruiting to be preserved on the public website. We need potential adjuncts to be able to find information on our website that they may need to help them decide whether to seek employment with us.
- The information on the Intranet should be updated regularly and in consultation with UCAAA and college administrators to verify needs.
- Resources available centrally through the Provost and HR should be considered the minimal requirements for information and support available for adjuncts. Additional college and unit-level information and support is highly recommended in regard to orientation, including discipline and role-specific information.
- Criteria for and timing of evaluations and applications for promotion should be noted in early conversations with or information provided to adjunct faculty so that they have notice as to the criteria on which they will be evaluated. This may be more specific than standard workload or job description information.
- Colleges and units should determine a method to keep adjuncts informed about university and unit-level requirements, trainings, upcoming events and opportunities, and other matters such as through the same methods that are used (such as listserv Emails) to send information to full-time faculty. This is especially important since some colleges noted that adjuncts, in particular term adjuncts, are not routinely invited to college/unit meetings. In addition, because adjuncts may not consistently receive other university-level announcements or may not be familiar with looking for
them in places that faculty may be familiar with (e.g., UC News; Bearcats Landing), it is especially important for units to also communicate this information to adjuncts.

- University and college administration need to ensure that college personnel responsible for adjunct faculty are aware of adjunct rights and college relevant responsibility relating to those rights. In a number of cases, college feedback reflected confusion on these points and reported inaccurate information—examples include term adjuncts not being eligible for promotion, term adjuncts being ineligible to be appointed for more than one semester at a time and stating that promotion requires that the ten-semester minimum be taught within the previous eight years—all in conflict with information readily available on the Provost website.

- It should also be noted that the majority of colleges indicated that lack of time and budget impedes their ability to support adjunct faculty in a way they recognized as necessary and as reflected by initial and ongoing support as well as other aspects of adjunct working conditions.

2. Ongoing Communication toward Promotion
Another concern that requires specific attention is promotion, an area of key importance since promotion helps to reward the important contribution faculty provide to the university at large and especially to the educational opportunities for students. It is also the primary method on which faculty rely for pay increases.

*Survey Data:*
In response to how often adjuncts had been evaluated by any college supervisor, 58% in 2015 noted that they had never been evaluated, and over 42% in 2020 noted they never had been evaluated. In 2015 and 2020, responses were consistently in the majority relating to a lack of knowledge of promotion availability and requirements. In 2015, 70% of adjuncts reported that they did not know they were eligible for promotion and 89% reported that they had not been informed by their unit head of their eligibility. In 2020, 78% reported not being informed about eligibility from their unit head, and 80% said they weren’t informed by any source of this. In 2020, only 30% said they understood the requirements for promotion.

*College Feedback*
Colleges provided at least two clear areas of consensus—First, as noted earlier in this report, faculty carry a wide array of responsibilities, not all of which they are paid for. Second, there is no consistent method across colleges, and often no method at all, of review, assessment, goal setting, and advancement toward or opportunities for promotion.

- Reviews of adjuncts varied widely, from “none” to a few colleges who perform annual performance reviews (APRs) as they do for full-time faculty. Term adjuncts in particular
seem to be overlooked. Additionally, some colleges report that unit RPT criteria do not include criteria for review and promotions of adjunct faculty, and inaccuracies are reported regarding adjunct faculty eligibility for promotion. In questions posed to colleges on changes they would like to see, these included the need for annual reviews, mentoring, and professional development opportunities.

- Where reviews occur, the following are the primary means of review:
  - **Review of student evaluations:** Five colleges note this specifically; three refer to some type of evaluation taking place; one notes they do not conduct reviews of term adjuncts and makes only a “quick skim” for annual adjuncts; and one college indicates that none are done but some review is under consideration for annual adjuncts.
  - **Teaching observations:** Only one college notes this specifically as part of their APR for adjuncts; three note that this is done occasionally, with two noting this done for new faculty and one of those indicating that after successful teaching observations, annual reviews of course evaluations are completed and a review cycle provided for one to three years.
  - **Annual performance reviews:** Three reference APR, with one limiting to a sub-group of adjuncts who may be represented.
  - **As required by accrediting bodies:** One college notes this.

The basis for review and promotion are reported frequently to be absent or unclear:

- At least three colleges or schools have a policy for review of adjuncts, including criteria for evaluation and processes noted. None report whether all units use these college guidelines or if, like college RPT-criteria for full-time faculty, units create and follow their own RPT guidelines.
- At least eight indicated that they have no documents and either imply, or state outright, that promotion review for adjuncts is not something that is included in their unit RPT guidelines.
- Two colleges noted following provost guidelines for promotion, although those guidelines specifically note that colleges need to provide their own criteria for evaluation and the provost guidelines do not include any timeline or specific process to use.

**Best practices:**
The use of APRs and evaluations are the recommended best practice. This would include course evaluations, teaching observations, and the opportunity to meet with unit heads and program directors. This would provide important means to engage in assessment and planning for development and advancement. As noted earlier, since promotions are the primary means for faculty to receive pay increases, these efforts provide a pathway toward that longer-term goal and, in turn, a method of rewarding professionals on their advancement. While aiding the faculty member, this is also a key opportunity to ensure that students are adequately instructed.

**Recommendations:**
- Colleges should begin the process early of providing adequate and accurate key information on promotion requirements and opportunities as early as job letters/contracts, including links to information accessible to adjuncts who are considering accepting an
offer. This also means considering whether information that might be moved to the Intranet would be available to candidates.

- Units should determine a method to engage in regular evaluation and review of adjunct faculty including, at minimum, reviewing required course evaluations.
- Units should consider methods of including observations by faculty, program directors, or chairs with as much regularity as possible, such as an early evaluation soon after hire, on a recurring cycle based on student evaluations, and as part of a request for promotion.
- Colleges should include specific promotion criteria and processes for adjunct faculty in RPT guidelines.
- Units should include in their RPT criteria guidelines for adjunct faculty which align with Provost policies.
- Colleges or units should send out annual notices to current adjunct faculty regarding upcoming deadlines for and a link to current policies governing promotion.
- Criteria should be limited to those duties for which adjuncts are compensated, and clearly note that if other criteria may also be considered in the decision to promote, that these additional criteria cannot be required for promotion “unless the adjunct received additional compensation or extra FTE’s for providing these services.” [see Provost guidelines].
- In the same way that units and/or central university units such as the FEC and CET&L make available workshops for full-time faculty to develop adequate dossiers for RPT, such workshops should be available as well to adjunct faculty.
- In the same way that units and/or central university units provide opportunities for peer-to-peer mentorship of full-time faculty, such mentorship opportunities should be made available to adjunct faculty.

3. Adjunct Faculty Engagement and Professional Development Opportunities

Adjunct faculty are professionals engaged in the same types of activity as their full-time colleagues. They should be included in departmental and college professional life and supported in their professional development. While adjunct participation outside of compensated duties should not be required, such participation should be welcomed.

Survey Data

Sixty-three percent of adjunct faculty report that they are either allowed, invited, or encouraged to attend departmental faculty meetings. Given concerns about communication, this is a positive trend and can be useful if adjunct faculty have the time and opportunity to attend. Twenty percent of adjuncts report not being invited to attend and another 16% responded that they are unsure if they were encouraged to attend. Units should clearly communicate with adjuncts as to whether they are permitted or encouraged to attend. While this report encourages more opportunities for adjunct faculty information and development, obligations beyond those directly associated with teaching should not be imposed unless there is a commensurate recognition of the time to fulfill other obligations and remuneration for that time. We also recommend that units be careful not to establish different expectations about whether adjuncts are encouraged/expected to participate in unit meetings and other functions, especially where such extra time commitment is not directly compensated or directly connected to continued employment at UC. Clear
communication can prevent adjuncts from worrying whether their participation will affect their reappointments.

In regard to professional development opportunities, there are mixed results. About 70% of adjuncts indicated that they are encouraged to engage in professional development opportunities, but more than 30% report either not knowing or not being invited to engage in such opportunities. Nearly 56% report either not knowing of or not being invited to engage in mentorship opportunities, and 76% of adjuncts did indicate being encouraged to participate in trainings and workshops. Less than half report being given professional development opportunities to enhance their skills at UC.

College Feedback
As noted, colleges utilize adjuncts in a number of areas, with the most common being teaching, but with an array of other obligations from field supervisors to clinical patient care and research advisors. Faculty department meetings can be a useful place for adjunct faculty to feel welcomed as part of the unit, informed about current issues that may affect their teaching and other obligations; and to provide ideas and highlight concerns that are not readily known to full-time faculty but may affect the quality of courses and student engagement. Only a couple indicated that adjunct faculty were not invited to meetings and at least three indicated that annual or only represented faculty were invited, but not term adjuncts. Some indicated that this depended on units. None permitted voting commensurate with represented faculty, as the collective bargaining agreement does limit voting to full time faculty on some issues. One noted voting was possible “on certain issues.”

A number of colleges noted in response to questions of support for professional development the availability of on campus opportunities such as CET&L. Three colleges noted that they provide some support, with one taking the form of a teaching award and two others providing a lump sum amount of $500. One college indicated that because their faculty did not do research (they were professionals who were used to teach specialty subject matter), no particular professional development was provided.

Recommendations
Given the general understanding that professors and the students they educate benefit by the opportunity for honing skills, staying current with scholarship on their discipline, and gaining new ideas in their areas of focus, it is crucial to provide some incentive for adjuncts to utilize professional development opportunities. To that end:

- Units are encouraged to assign mentors for adjunct faculty as a point of contact or with more formal duties such as course observation and feedback, review of course materials, or engagement with research or other work.
- If individual mentorship is difficult in small departments or for other reasons, regular meetings with part-time faculty or a process for contacting for questions or concerns during the semester would be important to link part-time faculty to their programs.
- If our expectation for professional development among full time faculty suggests that this is crucial to fostering excellence, then it should be considered whether or not such
opportunities should be required for adjuncts. If required, adjuncts should be provided compensation.

- If not required, such opportunities can be incentivized through recognition, awards, and other forms of compensation, such as professional development money for travel and conference opportunities.
- Video trainings, workshops, and webinars can play an important role, given that adjuncts often have limited opportunity to participate.
- Adjunct faculty should be offered a way to continue use of their UC email after they cease employment with the university. This facilitates communication with former students on matters such as references and recommendations, and allows them to stay connected to the university community. The UC Foundation would also benefit from ongoing communication to adjuncts, many of whom wish to remain supportive of university projects and objectives.

C. Ongoing Suggestions and Future Focus

While this report is necessarily general and cannot take into account all unique part time faculty situations across the university, all colleges noted that use of adjunct faculty will continue. Long-term solutions to current inequities and lack of support need to be developed collaboratively between units, colleges, and central administration. While adjuncts have reported concerns about working conditions, they overwhelmingly (92%) indicate being either extremely satisfied (64.2%) or somewhat satisfied (27.9%) with the courses they teach. A clear majority (84%) are satisfied with their job at UC. However, their level of satisfaction with other elements or their opportunities for advancement in rank or salary creates an unstable workforce and the constant need to engage in hiring to satisfy our basic educational requirements.

Suggestions for future development include:

- At the completion of each academic year, the Provost could receive a brief report from each college, broken down by appropriate unit or discipline, containing
  - Proportion of courses taught by part time faculty, in both percentages and numbers.
  - Numbers of term versus annual adjuncts.
  - Pay schedule.
- Convene a group consisting of representatives from the Provost and college leadership, unit or program heads, the UCAAA, faculty senate, and staff senate to provide action plans for more consolidated and efficient processes by which to offer a combination of centralized and unit services that limit unnecessary redundancies but provide ongoing and necessary communication.
- The AAUP and Provost’s Office can assist with crafting of best practices to revise RPT guidelines to include adjunct faculty, where appropriate.
- The Faculty Senate and UCAAA can work together through the Human Relations Committee to review regular updates needed to the material available to Adjunct Faculty.
- Other areas of inquiry raised by these questions also need to be addressed, including:
  - How to improve recruitment of adjuncts;
In what ways the current practices relating to, and working conditions of, adjuncts affect diversity, equity, and inclusion;

- Examination of appropriate full-time to part-time and faulty-to-student ratios; and
- How to maintain support for a commitment to our adjunct faculty at every level from the unit to University leadership

**Conclusion**

Adjunct faculty play a critical role in delivering quality education at the University of Cincinnati. We thank them for their dedication, often under less-than-ideal conditions. While the university has come a long way in supporting adjuncts by improved policies through the Provost’s Office and resources such as the Faculty Enrichment Center, much more can be done. We trust that this report motivates the university to offer adjuncts the compensation and support commensurate with the professionals they are.

Report submitted by Brian Metcalf, Chair
UC Faculty Senate Human Relations Committee

Task Force Members:

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“Greater investment in our faculty creates opportunities to enhance student success, pursue and retain high-caliber talent, advance the trajectory of our scholarly output, and increase our impact on the region and beyond. By working together in creative and strategic ways we can fuel discovery and learning that leads to social transformation.”

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