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North Little Rock, Arkansas

PACE Part-Time Faculty Subscale Report
Personal Assessment of the College Environment

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Part-time Faculty Literature Review

Since the inception of community colleges in 1960s, the status of faculty has undergone a dramatic change. Research has found that the number of part-time faculty has increased by 86% since this time (Schuster and Finkelstein, 2006). In 2012, the American Association of Community Colleges (AACC) reported that 70% of community college employees were part-time while only 30% of faculty were classified as full-time. Hiring part-time faculty has become a preferred choice than hiring full-time faculty because of the low salary and flexibility of part-time positions (Jacoby, 2006).

Part-time faculty positions attract a range of individuals with different goals and motivations (Gappa and Leslie, 1993). Some part-time faculty, specifically those in the arts and sciences who are trained to teach, rely on non-tenure track positions as either a main or supplemental source of income because their skills are not as valued in private industry (Wagoner, 2007). Others, such as those in vocational-related fields who have private industry experience but have not had formal pedagogical experiences, choose non-tenure track positions as a way to share their knowledge and expertise and gain enjoyment from teaching while continuing to work in private industry (Gappa & Leslie, 1993; Wagoner, 2007). Finally, some part-time faculty view temporary employment as a way to ease into a permanent, tenured position (Gappa & Leslie, 1993).

Beyond goals and motivations, the demographics represented by part-time faculty are skewed. Although the numbers of men and women in part-time positions are about equal (AACC, 2012), the number of women in non-tenure track positions are fewer than the percentage represented in tenure-track positions in higher education (Gappa & Leslie, 1993). When it comes to race and ethnicity, minorities are not sufficiently represented in part-time faculty positions (AACC, 2012; Kezar, 2010).

Research has shown that the working experiences of part-time faculty are often negative, for a myriad of reasons (Kezar, 2010). These reasons range from receiving low levels of compensation, to lacking job security, to simply feeling that they are unheard and ignored by others members in the college environment. The following recommendations are based on Kezar's (2010) meta-analysis of non-tenure track faculty (including part-time faculty) in order to improve their levels of satisfaction with the higher education working environment:

- Communicate respect to non-tenure track faculty
- Ensure a consistent hiring process for non-tenure track faculty
- Encourage inclusion of non-tenure track faculty with tenure track faculty
- Reconsider contract length of non-tenure track faculty
- Consider providing compensation and benefits similar to tenure track faculty
- Clarify expectations of work role
- Implement and use tools related to promotion and evaluation
- Support professional development opportunities
- Encourage academic freedom
- Provide resources for non-tenure track faculty.

The National Initiative for Leadership and Institutional Effectiveness recognizes the need to understand more about this group of employees and are committed to conducting research based on the data collected from this group using the PACE report in addition to the specialized part-time faculty scale in this report. This data will be analyzed using a framework that covers the background information of part-time faculty and the following factors:

- Job Security, Motivation and Advancement
- Compensation and Benefits
- Training and Evaluation
- Inclusion and Access.

References

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Table 1. Compensation and Benefits Frequency Distributions

Compensation and Benefits	Response Option	UA-PTC	
		Count	%
<i>The extent to which...</i>			
1 Compensation is a major consideration in my decision to teach part-time	Strongly disagree	4	33%
	Disagree somewhat	0	0%
	Neither	4	33%
	Agree somewhat	4	33%
	Strongly agree	0	0%
	Total	12	100%
2 My part-time position provides necessary income for me	Strongly disagree	3	25%
	Disagree somewhat	2	17%
	Neither	2	17%
	Agree somewhat	5	42%
	Strongly agree	0	0%
	Total	12	100%
3 My part-time position provides reasonable benefits (e.g., health insurance, retirement)	Strongly disagree	8	80%
	Disagree somewhat	0	0%
	Neither	2	20%
	Agree somewhat	0	0%
	Strongly agree	0	0%
	Total	10	100%
4 Teaching part-time aligns with my current lifestyle	Strongly disagree	0	0%
	Disagree somewhat	1	8%
	Neither	1	8%
	Agree somewhat	4	33%
	Strongly agree	6	50%
	Total	12	100%

Compensation and Benefits (continued)		UA-PTC	
		Count	%
<i>The extent to which...</i>			
5 Part-time teaching provides a personal outlet for my interests not related directly to financial compensation or employment	Strongly disagree	1	9%
	Disagree somewhat	0	0%
	Neither	1	9%
	Agree somewhat	3	27%
	Strongly agree	6	55%
	Total	11	100%
6 I am compensated well for advising/counseling students	Strongly disagree	3	43%
	Disagree somewhat	1	14%
	Neither	1	14%
	Agree somewhat	1	14%
	Strongly agree	1	14%
	Total	7	100%

Table 2. Job Security, Motivation, and Advancement

Job Security, Motivation and Advancement		UA-PTC	
		Response Option	Count
<i>The extent to which...</i>			
7 Part-time faculty at this institution often get hired into full-time positions	Strongly disagree	5	45%
	Disagree somewhat	2	18%
	Neither	1	9%
	Agree somewhat	1	9%
	Strongly agree	2	18%
	Total	11	100%
8 Part-time teaching is a path to a full-time position	Strongly disagree	6	55%
	Disagree somewhat	1	9%
	Neither	1	9%
	Agree somewhat	1	9%
	Strongly agree	2	18%
	Total	11	100%
9 Full-time positions were not available at the time that I was searching for employment	Strongly disagree	2	20%
	Disagree somewhat	3	30%
	Neither	2	20%
	Agree somewhat	1	10%
	Strongly agree	2	20%
	Total	10	100%
10 I feel that I have job security	Strongly disagree	5	45%
	Disagree somewhat	4	36%
	Neither	1	9%
	Agree somewhat	0	0%
	Strongly agree	1	9%
	Total	11	100%

Table 3. Training and Evaluation Frequency Distributions

Training and Evaluation	Response Option	UA-PTC	
		Count	%
<i>The extent to which...</i>			
11 I was given training at this institution before teaching	Strongly disagree	3	25%
	Disagree somewhat	2	17%
	Neither	3	25%
	Agree somewhat	4	33%
	Strongly agree	0	0%
Total		12	100%
12 Student evaluations are provided to me within six months of the completion of the course	Strongly disagree	2	18%
	Disagree somewhat	3	27%
	Neither	2	18%
	Agree somewhat	3	27%
	Strongly agree	1	9%
Total		11	100%
13 Performance evaluations are conducted at least once per academic year	Strongly disagree	3	27%
	Disagree somewhat	0	0%
	Neither	1	9%
	Agree somewhat	7	64%
	Strongly agree	0	0%
Total		11	100%
14 My institution provides the opportunity for me to engage in professional development	Strongly disagree	0	0%
	Disagree somewhat	2	18%
	Neither	5	45%
	Agree somewhat	4	36%
	Strongly agree	0	0%
Total		11	100%

Table 4. Inclusion and Access Frequency Distributions

Inclusion and Access	Response Option	UA-PTC	
		Count	%
<i>The extent to which...</i>			
15 I have access to support services (instructional and/or technological support)	Strongly disagree	0	0%
	Disagree somewhat	1	10%
	Neither	6	60%
	Agree somewhat	3	30%
	Strongly agree	0	0%
	Total	10	100%
16 I am welcome to attend meetings (e.g., department, unit, college-wide)	Strongly disagree	2	29%
	Disagree somewhat	1	14%
	Neither	1	14%
	Agree somewhat	3	43%
	Strongly agree	0	0%
	Total	7	100%
17 My participation in meetings (e.g., department, unit, college-wide) is valued	Strongly disagree	2	22%
	Disagree somewhat	2	22%
	Neither	2	22%
	Agree somewhat	0	0%
	Strongly agree	3	33%
	Total	9	100%
18 Full-time faculty respect me	Strongly disagree	2	17%
	Disagree somewhat	2	17%
	Neither	4	33%
	Agree somewhat	4	33%
	Strongly agree	0	0%
	Total	12	100%

Inclusion and Access (continued)	Response Option	UA-PTC	
		Count	%
<i>The extent to which...</i>			
19 I have satisfying working relationships with administrators	Strongly disagree	1	10%
	Disagree somewhat	3	30%
	Neither	3	30%
	Agree somewhat	3	30%
	Strongly agree	0	0%
Total		10	100%

Table 5. Part-time Faculty Subscale Demographic Frequency Distributions

Demographic Items	Response Option	UA-PTC	
		Count	%
1 What is the total number of institutions at which you are teaching this semester?	1	10	83%
	2	2	17%
	3	0	0%
	4	0	0%
	5+	0	0%
	Total	12	100%
2 I have a full time career in an industry outside academia.	Yes	5	42%
	No	7	58%
	Total	12	100%
3 My preference would be to have full-time status at this institution.	Yes	6	50%
	No	6	50%
	Total	12	100%
4 Have you ever pursued a full-time teaching position at this institution?	Yes	2	17%
	No	10	83%
	Total	12	100%
5 Are you currently seeking full-time status at this institution?	Yes	3	25%
	No	9	75%
	Total	12	100%

Demographic Items (continued)		Response Option	UA-PTC	
			Count	%
6	I am responsible for teaching developmental/remedial/general education classes.	Yes	2	17%
		No	10	83%
		Total	12	100%
7	I am responsible for teaching online courses.	Yes	6	50%
		No	6	50%
		Total	12	100%
8	On average, how much are you paid per course at this institution?	\$2,000 or less	0	0%
		\$2,001-\$3,000	0	0%
		\$3,001-\$4,000	12	100%
		\$4,001 or more	0	0%
		Total	12	100%
9	Mark all resources not available to you in your last term as part-time faculty at this institution.	Use of private office	8	67%
		An email account	2	17%
		A personal computer	7	58%
		A phone/voicemail	7	58%
		Shared office space	5	42%
		Access to parking	2	17%
		Faculty lounge area	4	33%
		Classroom supplies	3	25%
		Mailbox	4	33%
		Photocopy & Printer	3	25%
		Library	2	17%
		IT Support	3	25%
		Professional development	3	25%
		Administrative Support	4	33%
		Total	12	100%

Table 6. Compensation and Benefits Item Mean Comparisons

Compensation and Benefits	UA-PTC	
	N	Mean
<i>The extent to which...</i>		
1 Compensation is a major consideration in my decision to teach part-time	12	2.667
2 My part-time position provides necessary income for me	12	2.750
3 My part-time position provides reasonable benefits (e.g., health insurance, retirement)	10	1.400
4 Teaching part-time aligns with my current lifestyle	12	4.250
5 Part-time teaching provides a personal outlet for my interests not related directly to financial compensation or employment	11	4.182
6 I am compensated well for advising/counseling students	7	2.429

Table 7. Job Security, Motivation, and Advancement Item

Job Security, Motivation, and Advancement		UA-PTC	
		N	Mean
<i>The extent to which...</i>			
7	Part-time faculty at this institution often get hired into full-time positions	11	2.364
8	Part-time teaching is a path to a full-time position	11	2.273
9	Full-time positions were not available at the time that I was searching for employment	10	2.800
10	I feel that I have job security	11	1.909

Table 8. Training and Evaluation Item Mean Comparisons

Training and Evaluation		UA-PTC	
		N	Mean
<i>The extent to which...</i>			
11	I was given training at this institution before teaching	12	2.667
12	Student evaluations are provided to me within six months of the completion of the course	11	2.818
13	Performance evaluations are conducted at least once per academic year	11	3.091
14	My institution provides the opportunity for me to engage in professional development	11	3.182

Table 9. Inclusion and Access Item Mean Comparisons

Inclusion and Access	UA-PTC	
	N	Mean
<i>The extent to which...</i>		
15 I have access to support services (instructional and/or technological support)	10	3.200
16 I am welcome to attend meetings (e.g., department, unit, college-wide)	7	2.714
17 My participation in meetings (e.g., department, unit, college-wide) is valued	9	3.000
18 Full-time faculty respect me	12	2.833
19 I have satisfying working relationships with administrators	10	2.800

Table 10. Mean Comparisons by Number of Institutions

What is the total number of institutions at which you are teaching this semester?	UA-PTC	
	N	Mean
Overall	12	2.851
1	10	2.905
2	2	--
3	0	--
4	0	--
5+	0	--

Table 11. Mean Comparisons by Industry Career

I have a full time career in an industry outside academia.	UA-PTC	
	N	Mean
Overall	12	2.851
Yes	5	--
No	7	2.749

Table 12. Mean Comparisons by Full-time Status Preference

My preference would be to have full-time status at this institution.	UA-PTC	
	N	Mean
Overall	12	2.851
Yes	6	--
No	6	--

Table 13. Mean Comparisons by Pursued Full-time Position

Have you ever pursued a full-time teaching position at this institution?	UA-PTC	
	N	Mean
Overall	12	2.851
Yes	2	--
No	10	2.786

Table 14. Mean Comparisons by Seeking Full-time Status

Are you currently seeking full-time status at this institution?	UA-PTC	
	N	Mean
Overall	12	2.851
Yes	3	--
No	9	2.889

Table 15. Mean Comparisons by Teaches Developmental Education

I am responsible for teaching developmental/ remedial/general education classes.	UA-PTC	
	N	Mean
Overall	12	2.851
Yes	2	--
No	10	2.902

Table 16. Mean Comparisons by Teaches Online Courses

I am responsible for teaching online courses.	UA-PTC	
	N	Mean
Overall	12	2.851
Yes	6	--
No	6	--

Table 17. Mean Comparisons by Course Pay

On average, how much are you paid per course at this institution?	UA-PTC	
	N	Mean
Overall	12	2.851
\$2,000 or less	0	--
\$2,001-\$3,000	0	--
\$3,001-\$4,000	12	2.851
\$4,001 or more	0	--

Table 18. Mean Comparisons by Resources

Mark all resources not available to you in your last term as part-time faculty at this institution.	UA-PTC	
	N	Mean
Overall	12	2.851
Use of private office	8	2.806
An email account	2	--
A personal computer	7	2.584
A phone/voicemail	7	2.584
Shared office space	5	--
Access to parking	2	--
Faculty lounge area	4	--
Classroom supplies	3	--
Mailbox	4	--
Photocopy & Printer	3	--
Library	2	--
IT Support	3	--
Professional development	3	--
Administrative support	4	--

-- indicates results redacted for confidentiality