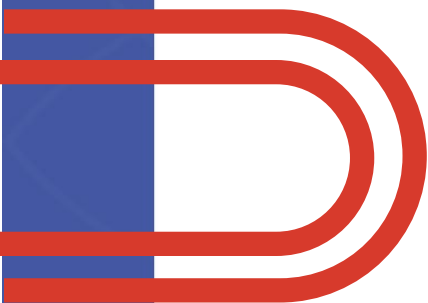




**NC STATE
UNIVERSITY**

PACE CAMPUS CLIMATE SURVEY

An initiative of the Belk Center at NC State

706 Hillsborough Street | Raleigh, NC 27603

UA-Pulaski Technical College

North Little Rock, Arkansas

PACE Part-Time Faculty Report

PACE Climate Survey for Community Colleges

Lead Researchers

Sam Dotson & Connor Guerin

Conducted

March & April 2026

RESEARCH TEAM

Audrey J. Jaeger, Ph.D.

Executive Director

Sarah A. Deal, Ph.D.

Director of Research

Kaitlin S. Newhouse, Ph.D.

Associate Director of Research
and Evaluation

Daniel West, Ph.D.

Senior Research Associate

Connor Guerin

Research Associate

Jared King

Research Associate

Kayla Patterson

Research Associate

Natasha Spencer

Research Associate

Nyasia Lloyd

Research Associate

Oscar R. Miranda Tapia

Research Associate

Sam Dotson

Research Associate

CONTACT US

Phone

(919) 515-8567

Web

pace.ncsu.edu

North Carolina State University

Belk Center for Community College
Leadership and Research
706 Hillsborough Street
Raleigh, NC 27603

Fax

(919) 515-6305

Email

pace_survey@ncsu.edu

Suggested Citation: Belk Center for Community College Leadership and Research, North Carolina State University. PACE Climate Survey for Community Colleges Part-Time Faculty Report, by Dotson, S., & Guerin, C. Raleigh, NC: 2026.

Table of Contents	Page
Part-time Faculty Literature Review	1
Table 1. Compensation and Benefits Frequency Distributions	4
Table 2. Job Security, Motivation, and Advancement Frequency Distributions	6
Table 3. Training and Evaluation Frequency Distributions	7
Table 4. Inclusion and Access Frequency Distributions	8
Table 5. Part-time Faculty Question Set Demographic Frequency Distributions	10
Table 6. Compensation and Benefits Item Mean Comparisons	12
Table 7. Job Security, Motivation, and Advancement Item Mean Comparisons	13
Table 8. Training and Evaluation Item Mean Comparisons	14
Table 9. Inclusion and Access Item Mean Comparisons	15
Table 10. Mean Comparisons by Number of Institutions	16
Table 11. Mean Comparisons by Industry Career	17
Table 12. Mean Comparisons by Full-time Status Preference	17
Table 13. Mean Comparisons by Pursued Full-time Position	18
Table 14. Mean Comparisons by Seeking Full-time Status	18
Table 15. Mean Comparisons by Teaches Developmental Education	19
Table 16. Mean Comparisons by Teaches Online Courses	19
Table 17. Mean Comparisons by Course Pay	20
Table 18. Mean Comparisons by Resources	21

Part-time Faculty Literature Review

Over the last three decades the makeup of instructional staff at colleges and universities has drastically changed to include a larger proportion of part-time and adjunct faculty than ever before. According to the National Center for Education Statistics (2022), part-time faculty made up 46% of the total number of all postsecondary faculty in the fall of 2020. Strikingly, at community colleges specifically, part-time faculty make up over 80% of the instructional faculty (Hurlburt & McGarrah, 2016). These shifts to relying on larger proportions of part-time faculty can be attributed to the fact that hiring less expensive and more flexible part-time faculty has become a preferred choice for many community colleges, where funding and resources have diminished over the years (Jacoby, 2006). Thus, given the emerging prominence of part-time faculty on community college campuses, the following report aims to empower institutional leaders with a better understanding of who these part-time instructors are and what their experiences of the campus climate are like.

Notably, part-time faculty positions attract a range of individuals with different goals, motivations, and experiences (Gappa & Leslie, 1993; Thirolf & Woods, 2017). Some part-time faculty, specifically those in the arts and sciences, rely on non-tenure track positions as either a main or supplemental source of income in the absence of the diminishing availability of tenure-track roles (Wagoner, 2007). In fact, some part-time faculty view temporary employment as a foot in the door to possibly gain access to a permanent, tenured position (Gappa & Leslie, 1993). Others, such as those in vocational-related fields who have experience working in the field but have not had pedagogical experience, often approach non-tenure track positions with other motivations. Often these individuals see part-time faculty roles 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).

Regardless of their backgrounds, part-time faculty are extremely beneficial to community colleges, where instructional needs vary and it is important to adapt to changes quickly (e.g., adding or canceling class sections due to enrollment fluctuations) (Phelan, 2016; Thirolf & Woods, 2018). However, research has shown that the working experiences of part-time faculty are often negative for many reasons, including low levels of compensation and limited job security, as well as simply feeling disconnected from or ignored by other members in the college environment (Bickerstaff & Chavarín, 2018; Kezar, 2010; Kimmel & Fairchild, 2017). To address these challenges, Kezar's (2010) meta-analysis of non-tenure track faculty (including part-time faculty) recommended the following in order to improve non-tenure track faculty members' levels of satisfaction in 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

The Belk Center for Community College Leadership and Research recognizes the need for institutional leaders to understand more about the experiences of this group of employees in order to improve campus climate and student outcomes. Accordingly, the Part-Time Faculty Question Set is distributed only to employees who indicated they were part-time faculty. The report that follows presents the background information of part-time faculty, as well as part-time faculty's perceptions about the following:

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

References

- Bickerstaff, S. E., & Chavarín, O. (2018). *Understanding the needs of part-time faculty at six community colleges*. Community College Research Center, Teachers College, Columbia University.
- Gappa, J. M., & Leslie, D. W. (1993). *The invisible faculty. Improving the status of part-timers in higher education*. Jossey-Bass Inc.
- Hurlburt, S., & McGarrah, M. (2016). *The shifting academic workforce: Where are the contingent faculty?* Washington, DC: American Institutes for Research.
<https://www.air.org/sites/default/files/downloads/report/Shifting-Academic-Workforce-November-2016.pdf>
- Jacoby, D. (2006). Effects of part-time faculty employment on community college graduation rates. *Journal of Higher Education*, 77 (6), 1081-1103.
- Kezar, A. (2010). Understanding the new majority: Contingent faculty in higher education. *ASHE Higher Education Report*, 36 (5), 1-91.
- Kimmel, K. M., & Fairchild, J. L. (2017). A full-time dilemma: Examining the experiences of part-time faculty. *Journal of Effective Teaching*, 17 (1), 52-65.
- National Center for Education Statistics. (2022). *Characteristics of postsecondary faculty. Condition of education*. U.S. Department of Education, Institute of Education Sciences. Retrieved from <https://nces.ed.gov/programs/coe/indicator/csc>.
- Phelan, D. J. (2016). *Unrelenting change, innovation, and risk: Forging the next generation of community colleges*. Lanham, MD: Rowman & Littlefield.
- Thirolf, K. Q., & Woods, R. S. (2017). Contingent faculty at community colleges: The too-often overlooked and under-engaged faculty majority. *New Directions for Institutional Research*, 2017 (176), 55-66.
- Wagoner, R. L. (2007). Part-time faculty satisfaction across missions and disciplines. *New Directions for Community Colleges*, 2007 (140), 75.

Table 1. Compensation and Benefits Frequency Distributions

UA-PTC compared with:

Compensation and Benefits	Response Option	UA-PTC		2024		PACE Normbase		Small	
		Count	%	Count	%	Count	%	Count	%
1 Compensation is a major consideration in my decision to teach part-time	Strongly Disagree	1	14%	0	0%	48	9%	15	7%
	Disagree	3	43%	1	14%	75	14%	34	16%
	Neither	1	14%	2	29%	98	19%	40	19%
	Agree	0	0%	2	29%	149	29%	55	25%
	Strongly Agree	2	29%	2	29%	151	29%	72	33%
	Total	7	100%	7	100%	521	100%	216	100%
2 My part-time position provides necessary income for me	Strongly Disagree	1	13%	0	0%	51	10%	18	8%
	Disagree	3	38%	1	14%	84	16%	31	14%
	Neither	0	0%	2	29%	74	14%	34	16%
	Agree	1	13%	2	29%	162	31%	67	31%
	Strongly Agree	3	38%	2	29%	159	30%	69	32%
	Total	8	100%	7	100%	530	100%	219	100%
3 My part-time position provides reasonable benefits (e.g., health insurance, retirement, etc.)	Strongly Disagree	3	38%	--	--	176	39%	60	34%
	Disagree	2	25%	--	--	96	21%	37	21%
	Neither	2	25%	--	--	90	20%	38	22%
	Agree	0	0%	--	--	49	11%	19	11%
	Strongly Agree	1	13%	--	--	43	9%	21	12%
	Total	8	100%	--	--	454	100%	175	100%
4 Teaching part-time aligns with my current lifestyle	Strongly Disagree	0	0%	--	--	32	6%	8	4%
	Disagree	0	0%	--	--	22	4%	7	3%
	Neither	1	13%	--	--	32	6%	12	6%
	Agree	1	13%	--	--	175	33%	70	33%
	Strongly Agree	6	75%	--	--	265	50%	118	55%
	Total	8	100%	--	--	526	100%	215	100%

UA-PTC compared with:

Compensation and Benefits (continued)		Response Option	UA-PTC		2024		PACE Normbase		Small	
			Count	%	Count	%	Count	%	Count	%
5	Part-time teaching provides a personal outlet for my interests not related directly to financial compensation or employment	Strongly Disagree	1	13%	--	--	42	8%	13	6%
		Disagree	0	0%	--	--	39	8%	13	6%
		Neither	1	13%	--	--	58	11%	24	11%
		Agree	4	50%	--	--	157	31%	68	33%
		Strongly Agree	2	25%	--	--	216	42%	91	44%
	Total	8	100%	--	--	512	100%	209	100%	
6	I am compensated well for advising/counseling students	Strongly Disagree	--	--	--	--	79	20%	19	13%
		Disagree	--	--	--	--	57	15%	20	14%
		Neither	--	--	--	--	80	20%	35	24%
		Agree	--	--	--	--	99	25%	39	27%
		Strongly Agree	--	--	--	--	78	20%	34	23%
	Total	--	--	--	--	393	100%	147	100%	

Table 2. Job Security, Motivation, and Advancement Frequency Distributions

UA-PTC compared with:

Job Security, Motivation, and Advancement			UA-PTC		2024		PACE Normbase		Small	
	Response Option		Count	%	Count	%	Count	%	Count	%
7	Part-time faculty at this institution often get hired into full-time positions	Strongly Disagree	1	14%	--	--	91	20%	24	14%
		Disagree	0	0%	--	--	77	17%	17	10%
		Neither	3	43%	--	--	175	38%	92	52%
		Agree	2	29%	--	--	90	20%	33	19%
		Strongly Agree	1	14%	--	--	28	6%	10	6%
		Total	7	100%	--	--	461	100%	176	100%
8	Part-time teaching is a path to a full-time position	Strongly Disagree	1	13%	--	--	108	23%	31	17%
		Disagree	0	0%	--	--	77	16%	18	10%
		Neither	3	38%	--	--	133	28%	70	38%
		Agree	2	25%	--	--	111	23%	44	24%
		Strongly Agree	2	25%	--	--	45	9%	21	11%
		Total	8	100%	--	--	474	100%	184	100%
9	Full-time positions were not available at the time that I was searching for employment	Strongly Disagree	0	0%	--	--	57	13%	26	15%
		Disagree	1	14%	--	--	46	10%	16	9%
		Neither	1	14%	--	--	110	25%	45	27%
		Agree	1	14%	--	--	99	23%	44	26%
		Strongly Agree	4	57%	--	--	127	29%	38	22%
		Total	7	100%	--	--	439	100%	169	100%
10	I feel that I have job security	Strongly Disagree	1	13%	0	0%	87	17%	23	11%
		Disagree	1	13%	0	0%	86	17%	26	12%
		Neither	1	13%	2	29%	81	16%	35	17%
		Agree	3	38%	2	29%	170	33%	77	36%
		Strongly Agree	2	25%	3	43%	93	18%	51	24%
		Total	8	100%	7	100%	517	100%	212	100%

Table 3. Training and Evaluation Frequency Distributions

UA-PTC compared with:

Training and Evaluation	Response Option	UA-PTC		2024		PACE Normbase		Small	
		Count	%	Count	%	Count	%	Count	%
11 I was given training at this institution before teaching (e.g., instructional and/or technological support)	Strongly Disagree	1	14%	0	0%	71	15%	19	10%
	Disagree	0	0%	0	0%	83	18%	27	14%
	Neither	1	14%	4	57%	154	33%	68	35%
	Agree	4	57%	2	29%	138	29%	67	35%
	Strongly Agree	1	14%	1	14%	23	5%	13	7%
	Total	7	100%	7	100%	469	100%	194	100%
12 Student evaluations are provided to me within six months of the completion of the course	Strongly Disagree	0	0%	--	--	46	10%	5	2%
	Disagree	1	14%	--	--	33	7%	8	4%
	Neither	1	14%	--	--	114	24%	48	23%
	Agree	5	71%	--	--	220	46%	125	60%
	Strongly Agree	0	0%	--	--	67	14%	21	10%
	Total	7	100%	--	--	480	100%	207	100%
13 Performance evaluations are conducted at least once per academic year	Strongly Disagree	0	0%	--	--	65	14%	13	7%
	Disagree	3	43%	--	--	52	11%	13	7%
	Neither	0	0%	--	--	122	27%	56	28%
	Agree	3	43%	--	--	166	36%	100	51%
	Strongly Agree	1	14%	--	--	52	11%	15	8%
	Total	7	100%	--	--	457	100%	197	100%
14 My institution provides the opportunity for me to engage in professional development	Strongly Disagree	--	--	0	0%	13	3%	2	1%
	Disagree	--	--	0	0%	21	4%	8	4%
	Neither	--	--	3	43%	148	30%	58	28%
	Agree	--	--	4	57%	306	61%	131	63%
	Strongly Agree	--	--	0	0%	13	3%	9	4%
	Total	--	--	7	100%	501	100%	208	100%

-- indicates results redacted for confidentiality

Table 4. Inclusion and Access Frequency Distributions

UA-PTC compared with:

Inclusion and Access	Response Option	UA-PTC		2024		PACE Normbase		Small	
		Count	%	Count	%	Count	%	Count	%
15 I have access to support services (instructional and/or technological support)	Strongly Disagree	--	--	0	0%	5	1%	0	0%
	Disagree	--	--	0	0%	11	2%	6	3%
	Neither	--	--	2	29%	168	33%	73	34%
	Agree	--	--	5	71%	317	62%	131	61%
	Strongly Agree	--	--	0	0%	7	1%	4	2%
	Total	--	--	7	100%	508	100%	214	100%
16 I am welcome to attend meetings (e.g., department, unit, college-wide)	Strongly Disagree	--	--	0	0%	12	2%	3	1%
	Disagree	--	--	0	0%	17	3%	2	1%
	Neither	--	--	2	29%	137	28%	58	27%
	Agree	--	--	5	71%	317	64%	144	68%
	Strongly Agree	--	--	0	0%	12	2%	5	2%
	Total	--	--	7	100%	495	100%	212	100%
17 My participation in meetings (e.g., department, unit, college-wide) is valued	Strongly Disagree	--	--	--	--	30	7%	8	4%
	Disagree	--	--	--	--	24	5%	1	1%
	Neither	--	--	--	--	128	29%	57	30%
	Agree	--	--	--	--	221	50%	112	59%
	Strongly Agree	--	--	--	--	39	9%	12	6%
	Total	--	--	--	--	442	100%	190	100%
18 Full-time faculty respect me	Strongly Disagree	--	--	0	0%	22	5%	5	3%
	Disagree	--	--	0	0%	32	7%	6	3%
	Neither	--	--	2	29%	125	28%	50	28%
	Agree	--	--	5	71%	236	53%	109	61%
	Strongly Agree	--	--	0	0%	28	6%	10	6%
	Total	--	--	7	100%	443	100%	180	100%

UA-PTC compared with:

Inclusion and Access (continued)	Response Option	UA-PTC		2024		PACE Normbase		Small	
		Count	%	Count	%	Count	%	Count	%
19 I have satisfying working relationships with institutional leaders	Strongly Disagree	--	--	1	14%	21	4%	7	4%
	Disagree	--	--	0	0%	30	6%	12	6%
	Neither	--	--	1	14%	151	32%	65	33%
	Agree	--	--	4	57%	250	53%	112	56%
	Strongly Agree	--	--	1	14%	17	4%	4	2%
Total		--	--	7	100%	469	100%	200	100%

Table 5. Part-time Faculty Question Set Demographic Frequency Distributions

UA-PTC compared with:

Demographic Items	Response Option	UA-PTC		2024		PACE Normbase		Small	
		Count	%	Count	%	Count	%	Count	%
1 What is the total number of institutions at which you are teaching this semester?	1	7	88%	6	75%	372	74%	149	70%
	2	0	0%	1	13%	101	20%	46	22%
	3	1	13%	0	0%	20	4%	13	6%
	4	0	0%	1	13%	10	2%	4	2%
	5+	0	0%	0	0%	2	0%	0	0%
	Total	8	100%	8	100%	505	100%	212	100%
2 I have a full time career in an industry outside academia.	Yes	2	25%	3	38%	157	29%	74	33%
	No	6	75%	5	63%	377	71%	149	67%
	Total	8	100%	8	100%	534	100%	223	100%
3 My preference would be to have full-time status at this institution.	Yes	4	50%	1	14%	241	45%	86	39%
	No	4	50%	6	86%	290	55%	134	61%
	Total	8	100%	7	100%	531	100%	220	100%
4 Have you ever pursued a full-time teaching position at this institution?	Yes	3	38%	1	14%	181	34%	53	24%
	No	5	63%	6	86%	349	66%	169	76%
	Total	8	100%	7	100%	530	100%	222	100%
5 Are you currently seeking full-time status at this institution?	Yes	3	38%	0	0%	121	23%	45	20%
	No	5	63%	7	100%	411	77%	176	80%
	Total	8	100%	7	100%	532	100%	221	100%

UA-PTC compared with:

Demographic Items (continued)		Response Option	UA-PTC		2024		PACE Normbase		Small	
			Count	%	Count	%	Count	%	Count	%
6	I am responsible for teaching developmental/remedial/general education classes.	Yes	1	13%	2	29%	220	41%	95	43%
		No	7	88%	5	71%	311	59%	125	57%
	Total	8	100%	7	100%	531	100%	220	100%	
7	I am responsible for teaching online courses.	Yes	3	43%	5	71%	377	71%	153	69%
		No	4	57%	2	29%	156	29%	68	31%
	Total	7	100%	7	100%	533	100%	221	100%	
8	On average, how much are you paid per course at this institution?	\$2,000 or less	--	--	--	--	163	32%	109	51%
		\$2,001-\$3,000	--	--	--	--	159	31%	73	34%
		\$3,001-\$4,000	--	--	--	--	80	16%	16	8%
		\$4,001 or more	--	--	--	--	112	22%	14	7%
	Total	--	--	--	--	514	100%	212	100%	
9	Mark all resources not available to you in your last term as part-time faculty at this institution.	Use of private office	6	100%	4	57%	311	74%	116	71%
		An email account	1	17%	1	14%	87	21%	37	23%
		A personal computer	4	67%	5	71%	213	50%	93	57%
		A phone/voicemail	5	83%	5	71%	232	55%	109	66%
		Shared office space	3	50%	2	29%	187	44%	89	54%
		Access to parking	1	17%	0	0%	99	23%	50	30%
		Faculty lounge area	0	0%	1	14%	169	40%	81	49%
		Classroom supplies	3	50%	0	0%	150	36%	71	43%
		Mailbox	3	50%	2	29%	161	38%	79	48%
		Photocopy & Printer	2	33%	0	0%	145	34%	72	44%
		Library	2	33%	1	14%	85	20%	37	23%
		IT Support	1	17%	1	14%	79	19%	31	19%
		Professional Development	1	17%	1	14%	83	20%	33	20%
		Administrative Support	2	33%	1	14%	89	21%	40	24%
		Total	6	100%	7	100%	422	100%	164	100%

Table 6. Compensation and Benefits Item Mean Comparisons

UA-PTC compared with:

Compensation and Benefits		UA-PTC		2024			PACE Normbase			Small		
		N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
1	Compensation is a major consideration in my decision to teach part-time	7	2.857	3.714			3.537			3.625		
2	My part-time position provides necessary income for me	8	3.250	3.714			3.555			3.630		
3	My part-time position provides reasonable benefits (e.g., health insurance, retirement, etc.)	8	2.250	--			2.311			2.451		
4	Teaching part-time aligns with my current lifestyle	8	4.625	--			4.177			4.316		
5	Part-time teaching provides a personal outlet for my interests not related directly to financial compensation or employment	8	3.750	--			3.910			4.010		
6	I am compensated well for advising/counseling students	6	--	--			3.102			3.333		

* p < .05, ** p < .01, *** p < .001

-- indicates results redacted for confidentiality

Table 7. Job Security, Motivation, and Advancement Item Mean Comparisons

UA-PTC compared with:

Job Security, Motivation, and Advancement		UA-PTC		2024			PACE Normbase			Small		
		N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
7	Part-time faculty at this institution often get hired into full-time positions	7	3.286	--			2.755			2.932		
8	Part-time teaching is a path to a full-time position	8	3.500	--			2.806			3.033		
9	Full-time positions were not available at the time that I was searching for employment	7	4.143	--			3.440			3.308		
10	I feel that I have job security	8	3.500	4.143			3.186			3.505		

* p < .05, ** p < .01, *** p < .001

-- indicates results redacted for confidentiality

Table 8. Training and Evaluation Item Mean Comparisons

UA-PTC compared with:

Training and Evaluation		UA-PTC		2024			PACE Normbase			Small		
		N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
11	I was given training at this institution before teaching (e.g., instructional and/or technological support)	7	3.571	3.571			2.913			3.144		
12	Student evaluations are provided to me within six months of the completion of the course	7	3.571	--			3.477			3.720		
13	Performance evaluations are conducted at least once per academic year	7	3.286	--			3.193			3.462		
14	My institution provides the opportunity for me to engage in professional development	5	--	3.571			3.569			3.659		

* p < .05, ** p < .01, *** p < .001

-- indicates results redacted for confidentiality

Table 9. Inclusion and Access Item Mean Comparisons

UA-PTC compared with:

Inclusion and Access		UA-PTC		2024			PACE Normbase			Small		
		N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
15	I have access to support services (instructional and/or technological support)	6	--	3.714			3.610			3.621		
16	I am welcome to attend meetings (e.g., department, unit, college-wide)	4	--	3.714			3.606			3.689		
17	My participation in meetings (e.g., department, unit, college-wide) is valued	5	--	--			3.486			3.626		
18	Full-time faculty respect me	6	--	3.714			3.488			3.628		
19	I am satisfied with my working relationships with institutional leaders	5	--	3.571			3.452			3.470		

* p <.05, ** p < .01, *** p < .001

-- indicates results redacted for confidentiality

Table 10. Mean Comparisons by Number of Institutions

UA-PTC compared with:

What is the total number of institutions at which you are teaching this semester?	UA-PTC		2024			PACE Normbase			Small		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	8	3.449	3.622			3.363			3.506		
1	7	3.333	--			3.367			3.506		
2	0	∅	--			3.392			3.535		
3	1	--	∅			3.305			3.500		
4	0	∅	∅			3.527			∅		
5+	0	∅	∅			∅			∅		

-- indicates results redacted for confidentiality

∅ indicates 0 responses

Table 11. Mean Comparisons by Industry Career

UA-PTC compared with:

I have a full time career in an industry outside academia.	UA-PTC		2024			PACE Normbase			Small		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	8	3.449	3.622			3.363			3.506		
Yes	2	--	--			3.518			3.641		
No	6	--	--			3.300			3.444		

Table 12. Mean Comparisons by Full-time Status Preference

UA-PTC compared with:

My preference would be to have full-time status at this institution.	UA-PTC		2024			PACE Normbase			Small		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	8	3.449	3.622			3.363			3.506		
Yes	4	--	--			3.215			3.354		
No	4	--	--			3.485			3.604		

-- indicates results redacted for confidentiality
 ∅ indicates 0 responses

Table 13. Mean Comparisons by Pursued Full-time Position*UA-PTC compared with:*

Have you ever pursued a full-time teaching position at this institution?	UA-PTC		2024			PACE Normbase			Small		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	8	3.449	3.622			3.363			3.506		
Yes	3	--	--			3.085			3.058		
No	5	--	--			3.514			3.654		

Table 14. Mean Comparisons by Seeking Full-time Status*UA-PTC compared with:*

Are you currently seeking full-time status at this institution?	UA-PTC		2024			PACE Normbase			Small		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	8	3.449	3.622			3.363			3.506		
Yes	3	--	--			3.125			3.228		
No	5	--	3.622			3.434			3.581		

-- indicates results redacted for confidentiality

∅ indicates 0 responses

Table 15. Mean Comparisons by Teaches Developmental Education*UA-PTC compared with:*

I am responsible for teaching developmental/ remedial/general education classes?	UA-PTC		2024			PACE Normbase			Small		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	8	3.449	3.622			3.363			3.506		
Yes	1	--	--			3.306			3.430		
No	7	3.386	--			3.409			3.582		

Table 16. Mean Comparisons by Teaches Online Courses*UA-PTC compared with:*

I am responsible for teaching online courses?	UA-PTC		2024			PACE Normbase			Small		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	8	3.449	3.622			3.363			3.506		
Yes	3	--	--			3.341			3.500		
No	4	--	--			3.425			3.539		

-- indicates results redacted for confidentiality

∅ indicates 0 responses

Table 17. Mean Comparisons by Course Pay

UA-PTC compared with:

On average, how much are you paid per course at this institution?	UA-PTC		2024			PACE Normbase			Small		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	8	3.449	3.622			3.363			3.506		
\$2,000 or less	0	∅	--			3.425			3.502		
\$2,001-\$3,000	6	--	--			3.380			3.475		
\$3,001-\$4,000	0	∅	∅			3.280			3.442		
\$4,001 or more	0	∅	∅			3.242			3.485		

-- indicates results redacted for confidentiality

∅ indicates 0 responses

Table 18. Mean Comparisons by Resources

UA-PTC compared with:

Mark all resources not available to you in your last term as part-time faculty at this institution.	UA-PTC		2024			PACE Normbase			Small		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	8	3.449	3.622			3.363			3.506		
Use of private office	6	--	--			3.261			3.415		
An email account	1	--	--			3.325			3.451		
A personal computer	4	--	--			3.251			3.437		
A phone/voicemail	5	--	--			3.263			3.382		
Shared office space	3	--	--			3.297			3.433		
Access to parking	1	--	Ø			3.338			3.469		
Faculty lounge area	0	Ø	--			3.196			3.368		
Classroom supplies	3	--	Ø			3.298			3.488		
Mailbox	3	--	--			3.318			3.444		
Photocopy & Printer	2	--	Ø			3.306			3.491		
Library	2	--	--			3.220			3.341		
IT Support	1	--	--			3.254			3.382		
Professional Development	1	--	--			3.322			3.482		
Administrative Support	2	--	--			3.209			3.352		

-- indicates results redacted for confidentiality

Ø indicates 0 responses