

UA-Pulaski Technical College
North Little Rock, Arkansas

PACE Part-Time Faculty Report
PACE Climate Survey for Community Colleges

Lead Researchers
Greyson A. B. Norcross and
Emily R. VanZoest

Conducted
April and May 2022

Research Team

Audrey J. Jaeger, Ph.D.

Executive Director

Kaitlin S. Newhouse, Ph.D.

Senior Research Associate

Greyson A. B. Norcross

Research Associate

Daniel R. West

Research Associate

Emily R. VanZoest

Research Associate

Additional Report Editors

Kara Reddish

Research Assistant

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 Norcross, G. A. B., & VanZoest, E. R. Raleigh, NC: 2022.

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

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 & 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 & 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 Belk Center for Community College Leadership and Research 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

- American Association of Community Colleges. (2012). *Community college trends and statistics* . Retrieved from <http://www.aacc.nche.edu/>
- Gappa, J. M., & Leslie, D. W. (1993). *The Invisible Faculty. Improving the Status of Part-Timers in Higher Education* . Jossey-Bass Inc.
- 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.
- Schuster, J. H., and Finkelstein, M. J. (2006). *The American faculty: The restructuring of academic work and careers* . Johns Hopkins University Press.
- 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		2020		PACE Normbase		Medium	
		Count	%	Count	%	Count	%	Count	%
1 Compensation is a major consideration in my decision to teach part-time	Strongly disagree	0	0%	1	5%	54	12%	19	15%
	Disagree	2	13%	0	0%	41	9%	9	7%
	Neither	5	31%	8	40%	93	21%	32	25%
	Agree	2	13%	6	30%	138	31%	40	31%
	Strongly agree	7	44%	5	25%	115	26%	29	22%
	Total	16	100%	20	100%	441	100%	129	100%
2 My part-time position provides necessary income for me	Strongly disagree	1	7%	0	0%	40	9%	11	8%
	Disagree	0	0%	1	5%	60	13%	15	11%
	Neither	2	13%	2	10%	68	15%	16	12%
	Agree	6	40%	10	50%	133	30%	46	34%
	Strongly agree	6	40%	7	35%	146	33%	46	34%
	Total	15	100%	20	100%	447	100%	134	100%
3 My part-time position provides reasonable benefits (e.g., health insurance, retirement)	Strongly disagree	6	50%	9	69%	168	42%	50	42%
	Disagree	2	17%	0	0%	66	16%	9	8%
	Neither	2	17%	2	15%	88	22%	27	23%
	Agree	1	8%	1	8%	38	9%	15	13%
	Strongly agree	1	8%	1	8%	41	10%	18	15%
	Total	12	100%	13	100%	401	100%	119	100%
4 Teaching part-time aligns with my current lifestyle	Strongly disagree	0	0%	0	0%	27	6%	10	7%
	Disagree	1	6%	1	5%	21	5%	4	3%
	Neither	0	0%	0	0%	29	7%	6	4%
	Agree	4	25%	1	5%	129	29%	38	28%
	Strongly agree	11	69%	18	90%	239	54%	77	57%
	Total	16	100%	20	100%	445	100%	135	100%

UA-PTC compared with:

Compensation and Benefits (continued)		Response Option	UA-PTC		2020		PACE Normbase		Medium	
			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	0	0%	0	0%	36	8%	12	9%	
	Disagree	1	7%	0	0%	24	6%	6	5%	
	Neither	2	14%	4	21%	47	11%	20	16%	
	Agree	5	36%	3	16%	125	29%	36	28%	
	Strongly agree	6	43%	12	63%	200	46%	54	42%	
Total		14	100%	19	100%	432	100%	128	100%	
6 I am compensated well for advising/counseling students	Strongly disagree	1	13%	0	0%	64	20%	23	25%	
	Disagree	2	25%	0	0%	40	12%	10	11%	
	Neither	1	13%	4	33%	73	23%	26	29%	
	Agree	1	13%	3	25%	78	24%	20	22%	
	Strongly agree	3	38%	5	42%	66	21%	12	13%	
Total		8	100%	12	100%	321	100%	91	100%	

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

UA-PTC compared with:

Job Security, Motivation, and Advancement	Response Option	UA-PTC		2020		PACE Normbase		Medium	
		Count	%	Count	%	Count	%	Count	%
7 Part-time faculty at this institution often get hired into full-time positions	Strongly disagree	2	20%	1	8%	89	23%	27	23%
	Disagree	2	20%	2	17%	77	20%	23	20%
	Neither	4	40%	4	33%	127	33%	40	34%
	Agree	2	20%	4	33%	70	18%	20	17%
	Strongly agree	0	0%	1	8%	26	7%	6	5%
	Total	10	100%	12	100%	389	100%	116	100%
8 Part-time teaching is a path to a full-time position	Strongly disagree	3	27%	2	13%	96	24%	28	23%
	Disagree	1	9%	0	0%	65	16%	19	16%
	Neither	3	27%	2	13%	104	26%	30	25%
	Agree	4	36%	8	53%	94	24%	33	27%
	Strongly agree	0	0%	3	20%	41	10%	11	9%
	Total	11	100%	15	100%	400	100%	121	100%
9 Full-time positions were not available at the time that I was searching for employment	Strongly disagree	0	0%	2	13%	58	15%	15	13%
	Disagree	1	8%	0	0%	38	10%	12	10%
	Neither	5	38%	5	33%	98	26%	31	27%
	Agree	4	31%	4	27%	64	17%	18	16%
	Strongly agree	3	23%	4	27%	123	32%	40	34%
	Total	13	100%	15	100%	381	100%	116	100%
10 I feel that I have job security	Strongly disagree	1	6%	0	0%	90	21%	28	22%
	Disagree	4	25%	5	26%	74	17%	22	18%
	Neither	4	25%	6	32%	87	20%	27	22%
	Agree	5	31%	6	32%	108	25%	29	23%
	Strongly agree	2	13%	2	11%	70	16%	19	15%
	Total	16	100%	19	100%	429	100%	125	100%

Table 3. Training and Evaluation Frequency Distributions

UA-PTC compared with:

Training and Evaluation	Response Option	UA-PTC		2020		PACE Normbase		Medium	
		Count	%	Count	%	Count	%	Count	%
11 I was given training at this institution before teaching	Strongly disagree	0	0%	2	13%	74	19%	27	24%
	Disagree	1	8%	2	13%	75	19%	20	18%
	Neither	7	58%	7	44%	109	28%	33	29%
	Agree	3	25%	5	31%	110	28%	29	26%
	Strongly agree	1	8%	0	0%	19	5%	4	4%
	Total	12	100%	16	100%	387	100%	113	100%
12 Student evaluations are provided to me within six months of the completion of the course	Strongly disagree	1	7%	0	0%	46	12%	4	3%
	Disagree	0	0%	0	0%	30	8%	7	6%
	Neither	5	33%	2	11%	60	15%	25	21%
	Agree	6	40%	15	79%	191	48%	69	58%
	Strongly agree	3	20%	2	11%	67	17%	14	12%
	Total	15	100%	19	100%	394	100%	119	100%
13 Performance evaluations are conducted at least once per academic year	Strongly disagree	2	17%	0	0%	67	17%	18	16%
	Disagree	2	17%	2	11%	50	13%	12	11%
	Neither	2	17%	2	11%	78	20%	23	21%
	Agree	4	33%	9	50%	125	33%	39	35%
	Strongly agree	2	17%	5	28%	63	16%	18	16%
	Total	12	100%	18	100%	383	100%	110	100%
14 My institution provides the opportunity for me to engage in professional development	Strongly disagree	0	0%	0	0%	15	4%	6	5%
	Disagree	0	0%	0	0%	20	5%	8	6%
	Neither	2	13%	3	15%	111	26%	36	28%
	Agree	11	73%	17	85%	265	63%	75	59%
	Strongly agree	2	13%	0	0%	9	2%	3	2%
	Total	15	100%	20	100%	420	100%	128	100%

Table 4. Inclusion and Access Frequency Distributions

UA-PTC compared with:

Inclusion and Access	Response Option	UA-PTC		2020		PACE Normbase		Medium	
		Count	%	Count	%	Count	%	Count	%
15 I have access to support services (instructional and/or technological support)	Strongly disagree	0	0%	0	0%	3	1%	1	1%
	Disagree	0	0%	0	0%	14	3%	5	4%
	Neither	8	62%	6	32%	125	29%	41	32%
	Agree	4	31%	13	68%	285	67%	81	63%
	Strongly agree	1	8%	0	0%	1	0%	0	0%
	Total	13	100%	19	100%	428	100%	128	100%
16 I am welcome to attend meetings (e.g., department, unit, college-wide)	Strongly disagree	0	0%	0	0%	10	2%	5	4%
	Disagree	0	0%	0	0%	19	5%	4	3%
	Neither	5	33%	5	26%	97	24%	36	31%
	Agree	9	60%	13	68%	271	67%	69	59%
	Strongly agree	1	7%	1	5%	10	2%	2	2%
	Total	15	100%	19	100%	407	100%	116	100%
17 My participation in meetings (e.g., department, unit, college-wide) is valued	Strongly disagree	0	0%	0	0%	29	8%	11	10%
	Disagree	0	0%	0	0%	27	7%	9	8%
	Neither	5	36%	6	33%	109	30%	37	34%
	Agree	6	43%	8	44%	164	45%	36	33%
	Strongly agree	3	21%	4	22%	38	10%	15	14%
	Total	14	100%	18	100%	367	100%	108	100%
18 Full-time faculty respect me	Strongly disagree	0	0%	0	0%	24	6%	12	10%
	Disagree	0	0%	0	0%	25	7%	7	6%
	Neither	6	43%	4	20%	102	27%	39	34%
	Agree	7	50%	16	80%	193	51%	46	40%
	Strongly agree	1	7%	0	0%	36	9%	12	10%
	Total	14	100%	20	100%	380	100%	116	100%

UA-PTC compared with:

Inclusion and Access (continued)	Response Option	UA-PTC		2020		PACE Normbase		Medium	
		Count	%	Count	%	Count	%	Count	%
19 I have satisfying working relationships with administrators	Strongly disagree	0	0%	0	0%	19	5%	8	7%
	Disagree	0	0%	0	0%	21	5%	5	4%
	Neither	7	50%	4	20%	115	29%	33	29%
	Agree	7	50%	15	75%	216	55%	61	54%
	Strongly agree	0	0%	1	5%	20	5%	5	4%
	Total	14	100%	20	100%	391	100%	112	100%

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

UA-PTC compared with:

Demographic Items	Response Option	UA-PTC		2020		PACE Normbase		Medium	
		Count	%	Count	%	Count	%	Count	%
1 What is the total number of institutions at which you are teaching this semester?	1	12	80%	17	85%	329	77%	95	71%
	2	1	7%	3	15%	79	18%	31	23%
	3	2	13%	0	0%	14	3%	6	5%
	4	0	0%	0	0%	6	1%	1	1%
	5+	0	0%	0	0%	0	0%	0	0%
	Total	15	100%	20	100%	428	100%	133	100%
2 I have a full time career in an industry outside academia.	Yes	4	25%	7	35%	125	28%	35	26%
	No	12	75%	13	65%	323	72%	99	74%
	Total	16	100%	20	100%	448	100%	134	100%
3 My preference would be to have full-time status at this institution.	Yes	7	44%	10	50%	216	49%	64	50%
	No	9	56%	10	50%	222	51%	64	50%
	Total	16	100%	20	100%	438	100%	128	100%
4 Have you ever pursued a full-time teaching position at this institution?	Yes	5	31%	8	40%	166	37%	44	33%
	No	11	69%	12	60%	281	63%	90	67%
	Total	16	100%	20	100%	447	100%	134	100%
5 Are you currently seeking full-time status at this institution?	Yes	3	19%	3	15%	106	24%	31	23%
	No	13	81%	17	85%	343	76%	104	77%
	Total	16	100%	20	100%	449	100%	135	100%

UA-PTC compared with:

Demographic Items (continued)	Response Option	UA-PTC		2020		PACE Normbase		Medium	
		Count	%	Count	%	Count	%	Count	%
6 I am responsible for teaching developmental/remedial/general education classes.	Yes	5	31%	8	40%	179	40%	58	43%
	No	11	69%	12	60%	269	60%	77	57%
	Total	16	100%	20	100%	448	100%	135	100%
7 I am responsible for teaching online courses.	Yes	9	60%	17	85%	329	73%	104	77%
	No	6	40%	3	15%	122	27%	31	23%
	Total	15	100%	20	100%	451	100%	135	100%
8 On average, how much are you paid per course at this institution?	\$2,000 or less	3	21%	5	25%	149	34%	62	46%
	\$2,001-\$3,000	10	71%	14	70%	120	28%	43	32%
	\$3,001-\$4,000	0	0%	1	5%	71	16%	7	5%
	\$4,001 or more	1	7%	0	0%	96	22%	23	17%
	Total	14	100%	20	100%	436	100%	135	100%
9 Mark all resources not available to you in your last term as part-time faculty at this institution.	Use of private office	7	58%	N/A	N/A	277	78%	80	84%
	An email account	5	42%	N/A	N/A	53	15%	10	11%
	A personal computer	6	50%	N/A	N/A	183	52%	59	62%
	A phone/voicemail	8	67%	N/A	N/A	204	58%	56	59%
	Shared office space	6	50%	N/A	N/A	164	46%	56	59%
	Access to parking	5	42%	N/A	N/A	60	17%	15	16%
	Faculty lounge area	5	42%	N/A	N/A	134	38%	34	36%
	Classroom supplies	5	42%	N/A	N/A	105	30%	28	29%
	Mailbox	3	25%	N/A	N/A	132	37%	40	42%
	Photocopy & Printer	7	58%	N/A	N/A	102	29%	24	25%
	Library	3	25%	N/A	N/A	58	16%	15	16%
	IT Support	4	33%	N/A	N/A	48	14%	11	12%
	Professional Development	3	25%	N/A	N/A	63	18%	16	17%
	Administrative Support	7	58%	N/A	N/A	61	17%	14	15%
	Total	12	100%	N/A	N/A	354	100%	95	100%

N/A indicates survey item previously unavailable

Table 6. Compensation and Benefits Item Mean Comparisons

UA-PTC compared with:

Compensation and Benefits	UA-PTC		2020			PACE Normbase			Medium		
	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	16	3.875	3.700			3.497			3.395		
2 My part-time position provides necessary income for me	15	4.067	4.150			3.638			3.754		
3 My part-time position provides reasonable benefits (e.g., health insurance, retirement)	12	2.083	1.846			2.297			2.513		
4 Teaching part-time aligns with my current lifestyle	16	4.563	4.800			4.196			4.244		
5 Part-time teaching provides a personal outlet for my interests not related directly to financial compensation or employment	14	4.143	4.421			3.993			3.891		
6 I am compensated well for advising/counseling students	8	3.375	4.083			3.131			2.868		

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

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

UA-PTC compared with:

Job Security, Motivation, and Advancement	UA-PTC		2020			PACE Normbase			Medium		
	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	10	2.600	3.167			2.658			2.612		
8 Part-time teaching is a path to a full-time position	11	2.727	3.667			2.798			2.835		
9 Full-time positions were not available at the time that I was searching for employment	13	3.692	3.533			3.409			3.483		
10 I feel that I have job security	16	3.188	3.263			2.986			2.912		

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

Table 8. Training and Evaluation Item Mean Comparisons

UA-PTC compared with:

Training and Evaluation		UA-PTC		2020			PACE Normbase			Medium		
		N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
11	I was given training at this institution before teaching	12	3.333	2.938			2.806			2.673		
12	Student evaluations are provided to me within six months of the completion of the course	15	3.667	4.000			3.515			3.689		
13	Performance evaluations are conducted at least once per academic year	12	3.167	3.944			3.175			3.245		
14	My institution provides the opportunity for me to engage in professional development	15	4.000	3.850			3.555	*	.579	3.477	*	.641

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

Table 9. Inclusion and Access Item Mean Comparisons

UA-PTC compared with:

Inclusion and Access	UA-PTC		2020			PACE Normbase			Medium		
	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)	13	3.462	3.684			3.624			3.578		
16 I am welcome to attend meetings (e.g., department, unit, college-wide)	15	3.733	3.789			3.619			3.509		
17 My participation in meetings (e.g., department, unit, college-wide) is valued	14	3.857	3.889			3.422			3.324		
18 Full-time faculty respect me	14	3.643	3.800			3.505			3.336		
19 I have satisfying working relationships with administrators	14	3.500	3.850			3.504			3.446		

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

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		2020			PACE Normbase			Medium		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	16	3.578	3.767			3.353			3.344		
1	12	3.611	3.760			3.350			3.343		
2	1	--	--			3.346			3.344		
3	2	--	--			3.365			--		
4	0	∅	∅			∅			∅		
5+	0	∅	∅			∅			∅		

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

N/A indicates survey item previously unavailable

-- 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		2020			PACE Normbase			Medium		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	16	3.578	3.767			3.353			3.344		
Yes	4	--	3.979			3.469			3.411		
No	12	3.487	3.653			3.311			3.326		

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		2020			PACE Normbase			Medium		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	16	3.578	3.767			3.353			3.344		
Yes	7	3.512	3.642			3.240			3.268		
No	9	3.630	3.892			3.453			3.406		

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

N/A indicates survey item previously unavailable

-- 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		2020			PACE Normbase			Medium		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	16	3.578	3.767			3.353			3.344		
Yes	5	--	3.678			3.208			3.264		
No	11	3.675	3.826			3.443			3.389		

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		2020			PACE Normbase			Medium		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	16	3.578	3.767			3.353			3.344		
Yes	3	--	--			3.159			3.191		
No	13	3.581	3.756			3.412			3.390		

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

N/A indicates survey item previously unavailable

-- indicates results redacted for confidentiality

∅ indicates 0 responses

Table 15. Mean Comparisons by Teaches Developmental Education

UA-PTC compared with:

	UA-PTC		2020			PACE Normbase			Medium		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
I am responsible for teaching developmental/ remedial/general education classes?											
Overall	16	3.578	3.767			3.353			3.344		
Yes	5	--	3.594			3.336			3.297		
No	11	3.622	3.882			3.361			3.380		

Table 16. Mean Comparisons by Teaches Online Courses

UA-PTC compared with:

	UA-PTC		2020			PACE Normbase			Medium		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
I am responsible for teaching online courses?											
Overall	16	3.578	3.767			3.353			3.344		
Yes	9	3.635	3.785			3.325			3.349		
No	6	--	--			3.430			3.327		

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

N/A indicates survey item previously unavailable

-- 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		2020			PACE Normbase			Medium		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	16	3.578	3.767			3.353			3.344		
\$2,000 or less	3	--	--			3.397			3.313		
\$2,001-\$3,000	10	3.502	3.749			3.430			3.388		
\$3,001-\$4,000	0	∅	∅			3.252			3.647		
\$4,001 or more	1	--	--			3.204			3.255		

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

N/A indicates survey item previously unavailable

-- 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		2020			PACE Normbase			Medium		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	16	3.578	3.767			3.353			3.344		
Use of private office	7	3.437	N/A			3.245			3.189		
An email account	5	--	N/A			3.249			3.397		
A personal computer	6	--	N/A			3.203			3.119		
A phone/voicemail	8	3.375	N/A			3.241			3.153		
Shared office space	6	--	N/A			3.299			3.208		
Access to parking	5	--	N/A			3.366			3.252		
Faculty lounge area	5	--	N/A			3.189			3.013		
Classroom supplies	5	--	N/A			3.292			3.217		
Mailbox	3	--	N/A			3.338			3.276		
Photocopy & Printer	7	3.818	N/A			3.219	*	.944	3.107	*	1.001
Library	3	--	N/A			3.223			3.184		
IT Support	4	--	N/A			3.165			3.299		
Professional Development	3	--	N/A			3.083			2.662		
Administrative Support	7	3.639	N/A			3.068	*	.841	2.836	*	1.048

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

N/A indicates survey item previously unavailable

-- indicates results redacted for confidentiality

∅ indicates 0 responses