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## **PACE CAMPUS CLIMATE SURVEY**

An initiative of the Belk Center at NC State

706 Hillsborough Street | Raleigh, NC 27603

# **University of Arkansas-Pulaski Technical College**

North Little Rock, Arkansas

### **PACE Part-Time Faculty Report**

PACE Climate Survey for Community Colleges

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**Conducted**

April 2024

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**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 VanZoest, E. R., & Yilmaz, E. Raleigh, NC: 2024.

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## 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 & Chavarrín, 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.

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Hurlburt, S., & McGarrah, M. (2016). *The shifting academic workforce: Where are the contingent faculty?* Washington, DC: American Institutes for Research.  
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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.

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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		PACE Normbase		2022		Small	
		Count	%	Count	%	Count	%	Count	%
<b>1</b> Compensation is a major consideration in my decision to teach part-time	Strongly Disagree	0	0%	49	10%	0	0%	20	9%
	Disagree	1	14%	55	12%	2	13%	27	12%
	Neither	2	29%	103	22%	5	31%	50	23%
	Agree	2	29%	135	29%	2	13%	57	26%
	Strongly Agree	2	29%	129	27%	7	44%	65	30%
	<b>Total</b>	<b>7</b>	<b>100%</b>	<b>471</b>	<b>100%</b>	<b>16</b>	<b>100%</b>	<b>219</b>	<b>100%</b>
<b>2</b> My part-time position provides necessary income for me	Strongly Disagree	0	0%	40	8%	1	7%	17	8%
	Disagree	1	14%	65	14%	0	0%	24	11%
	Neither	2	29%	71	15%	2	13%	35	16%
	Agree	2	29%	149	31%	6	40%	71	32%
	Strongly Agree	2	29%	152	32%	6	40%	73	33%
	<b>Total</b>	<b>7</b>	<b>100%</b>	<b>477</b>	<b>100%</b>	<b>15</b>	<b>100%</b>	<b>220</b>	<b>100%</b>
<b>3</b> My part-time position provides reasonable benefits (e.g., health insurance, retirement, etc.)	Strongly Disagree	--	--	171	40%	6	50%	78	43%
	Disagree	--	--	80	19%	2	17%	29	16%
	Neither	--	--	87	21%	2	17%	40	22%
	Agree	--	--	44	10%	1	8%	15	8%
	Strongly Agree	--	--	41	10%	1	8%	21	11%
	<b>Total</b>	<b>--</b>	<b>--</b>	<b>423</b>	<b>100%</b>	<b>12</b>	<b>100%</b>	<b>183</b>	<b>100%</b>
<b>4</b> Teaching part-time aligns with my current lifestyle	Strongly Disagree	--	--	32	7%	0	0%	9	4%
	Disagree	--	--	22	5%	1	6%	9	4%
	Neither	--	--	30	6%	0	0%	13	6%
	Agree	--	--	146	31%	4	25%	61	28%
	Strongly Agree	--	--	246	52%	11	69%	127	58%
	<b>Total</b>	<b>--</b>	<b>--</b>	<b>476</b>	<b>100%</b>	<b>16</b>	<b>100%</b>	<b>219</b>	<b>100%</b>

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UA-PTC compared with:

Compensation and Benefits (continued)		Response Option	UA-PTC		PACE Normbase		2022		Small	
			Count	%	Count	%	Count	%	Count	%
<b>5</b> Part-time teaching provides a personal outlet for my interests not related directly to financial compensation or employment	Strongly Disagree	--	--	41	9%	0	0%	13	6%	
	Disagree	--	--	33	7%	1	7%	13	6%	
	Neither	--	--	51	11%	2	14%	26	12%	
	Agree	--	--	140	30%	5	36%	64	30%	
	Strongly Agree	--	--	198	43%	6	43%	97	46%	
	<b>Total</b>		--	--	<b>463</b>	<b>100%</b>	<b>14</b>	<b>100%</b>	<b>213</b>	<b>100%</b>
<b>6</b> I am compensated well for advising/counseling students	Strongly Disagree	--	--	66	18%	1	13%	18	12%	
	Disagree	--	--	53	15%	2	25%	23	15%	
	Neither	--	--	78	22%	1	13%	41	27%	
	Agree	--	--	89	25%	1	13%	36	24%	
	Strongly Agree	--	--	72	20%	3	38%	35	23%	
	<b>Total</b>		--	--	<b>358</b>	<b>100%</b>	<b>8</b>	<b>100%</b>	<b>153</b>	<b>100%</b>

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

*UA-PTC compared with:*

Job Security, Motivation, and Advancement	Response Option	UA-PTC		PACE Normbase		2022		Small	
		Count	%	Count	%	Count	%	Count	%
7 Part-time faculty at this institution often get hired into full-time positions	Strongly Disagree	--	--	89	22%	2	20%	32	18%
	Disagree	--	--	76	18%	2	20%	21	12%
	Neither	--	--	140	34%	4	40%	80	45%
	Agree	--	--	81	20%	2	20%	34	19%
	Strongly Agree	--	--	27	7%	0	0%	11	6%
	<b>Total</b>	--	--	<b>413</b>	<b>100%</b>	<b>10</b>	<b>100%</b>	<b>178</b>	<b>100%</b>
8 Part-time teaching is a path to a full-time position	Strongly Disagree	--	--	100	23%	3	27%	37	20%
	Disagree	--	--	70	16%	1	9%	18	10%
	Neither	--	--	113	26%	3	27%	62	33%
	Agree	--	--	104	24%	4	36%	50	27%
	Strongly Agree	--	--	41	10%	0	0%	21	11%
	<b>Total</b>	--	--	<b>428</b>	<b>100%</b>	<b>11</b>	<b>100%</b>	<b>188</b>	<b>100%</b>
9 Full-time positions were not available at the time that I was searching for employment	Strongly Disagree	--	--	60	15%	0	0%	34	19%
	Disagree	--	--	36	9%	1	8%	11	6%
	Neither	--	--	104	26%	5	38%	53	29%
	Agree	--	--	86	21%	4	31%	42	23%
	Strongly Agree	--	--	120	30%	3	23%	40	22%
	<b>Total</b>	--	--	<b>406</b>	<b>100%</b>	<b>13</b>	<b>100%</b>	<b>180</b>	<b>100%</b>
10 I feel that I have job security	Strongly Disagree	0	0%	86	19%	1	6%	29	14%
	Disagree	0	0%	80	17%	4	25%	30	14%
	Neither	2	29%	85	18%	4	25%	44	21%
	Agree	2	29%	137	30%	5	31%	65	31%
	Strongly Agree	3	43%	76	16%	2	13%	44	21%
	<b>Total</b>	<b>7</b>	<b>100%</b>	<b>464</b>	<b>100%</b>	<b>16</b>	<b>100%</b>	<b>212</b>	<b>100%</b>

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**Table 3. Training and Evaluation Frequency Distributions**

*UA-PTC compared with:*

Training and Evaluation	Response Option	UA-PTC		PACE Normbase		2022		Small	
		Count	%	Count	%	Count	%	Count	%
<b>11</b> I was given training at this institution before teaching (e.g., instructional and/or technological support)	Strongly Disagree	0	0%	70	17%	0	0%	24	13%
	Disagree	0	0%	79	19%	1	8%	29	16%
	Neither	4	57%	123	30%	7	58%	57	30%
	Agree	2	29%	120	29%	3	25%	66	35%
	Strongly Agree	1	14%	19	5%	1	8%	11	6%
	<b>Total</b>	<b>7</b>	<b>100%</b>	<b>411</b>	<b>100%</b>	<b>12</b>	<b>100%</b>	<b>187</b>	<b>100%</b>
<b>12</b> Student evaluations are provided to me within six months of the completion of the course	Strongly Disagree	--	--	44	10%	1	7%	6	3%
	Disagree	--	--	26	6%	0	0%	6	3%
	Neither	--	--	86	20%	5	33%	38	19%
	Agree	--	--	200	47%	6	40%	131	64%
	Strongly Agree	--	--	69	16%	3	20%	24	12%
	<b>Total</b>	<b>--</b>	<b>--</b>	<b>425</b>	<b>100%</b>	<b>15</b>	<b>100%</b>	<b>205</b>	<b>100%</b>
<b>13</b> Performance evaluations are conducted at least once per academic year	Strongly Disagree	--	--	66	16%	2	17%	17	9%
	Disagree	--	--	49	12%	2	17%	14	7%
	Neither	--	--	97	24%	2	17%	43	22%
	Agree	--	--	138	34%	4	33%	97	51%
	Strongly Agree	--	--	57	14%	2	17%	21	11%
	<b>Total</b>	<b>--</b>	<b>--</b>	<b>407</b>	<b>100%</b>	<b>12</b>	<b>100%</b>	<b>192</b>	<b>100%</b>
<b>14</b> My institution provides the opportunity for me to engage in professional development	Strongly Disagree	0	0%	13	3%	0	0%	4	2%
	Disagree	0	0%	18	4%	0	0%	8	4%
	Neither	3	43%	127	28%	2	13%	55	26%
	Agree	4	57%	281	62%	11	73%	134	64%
	Strongly Agree	0	0%	11	2%	2	13%	8	4%
	<b>Total</b>	<b>7</b>	<b>100%</b>	<b>450</b>	<b>100%</b>	<b>15</b>	<b>100%</b>	<b>209</b>	<b>100%</b>

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**Table 4. Inclusion and Access Frequency Distributions**

*UA-PTC compared with:*

Inclusion and Access	Response Option	UA-PTC		PACE Normbase		2022		Small	
		Count	%	Count	%	Count	%	Count	%
<b>15</b> I have access to support services (instructional and/or technological support)	Strongly Disagree	0	0%	4	1%	0	0%	0	0%
	Disagree	0	0%	9	2%	0	0%	4	2%
	Neither	2	29%	151	33%	8	62%	74	35%
	Agree	5	71%	284	63%	4	31%	130	61%
	Strongly Agree	0	0%	6	1%	1	8%	4	2%
	<b>Total</b>	<b>7</b>	<b>100%</b>	<b>454</b>	<b>100%</b>	<b>13</b>	<b>100%</b>	<b>212</b>	<b>100%</b>
<b>16</b> I am welcome to attend meetings (e.g., department, unit, college-wide)	Strongly Disagree	0	0%	9	2%	0	0%	2	1%
	Disagree	0	0%	14	3%	0	0%	4	2%
	Neither	2	29%	124	28%	5	33%	59	28%
	Agree	5	71%	286	65%	9	60%	139	67%
	Strongly Agree	0	0%	10	2%	1	7%	5	2%
	<b>Total</b>	<b>7</b>	<b>100%</b>	<b>443</b>	<b>100%</b>	<b>15</b>	<b>100%</b>	<b>209</b>	<b>100%</b>
<b>17</b> My participation in meetings (e.g., department, unit, college-wide) is valued	Strongly Disagree	--	--	27	7%	0	0%	8	4%
	Disagree	--	--	21	5%	0	0%	4	2%
	Neither	--	--	124	31%	5	36%	61	32%
	Agree	--	--	189	48%	6	43%	100	53%
	Strongly Agree	--	--	36	9%	3	21%	15	8%
	<b>Total</b>	<b>--</b>	<b>--</b>	<b>397</b>	<b>100%</b>	<b>14</b>	<b>100%</b>	<b>188</b>	<b>100%</b>
<b>18</b> Full-time faculty respect me	Strongly Disagree	0	0%	23	6%	0	0%	6	3%
	Disagree	0	0%	27	7%	0	0%	7	4%
	Neither	2	29%	117	29%	6	43%	52	28%
	Agree	5	71%	209	52%	7	50%	107	58%
	Strongly Agree	0	0%	27	7%	1	7%	12	7%
	<b>Total</b>	<b>7</b>	<b>100%</b>	<b>403</b>	<b>100%</b>	<b>14</b>	<b>100%</b>	<b>184</b>	<b>100%</b>

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*UA-PTC compared with:*

<b>Inclusion and Access (continued)</b>	Response Option	<b>UA-PTC</b>		<b>PACE Normbase</b>		<b>2022</b>		<b>Small</b>	
		Count	%	Count	%	Count	%	Count	%
<b>19</b> I have satisfying working relationships with institutional leaders	Strongly Disagree	1	14%	20	5%	0	0%	7	4%
	Disagree	0	0%	24	6%	0	0%	10	5%
	Neither	1	14%	139	33%	7	50%	63	32%
	Agree	4	57%	224	53%	7	50%	113	57%
	Strongly Agree	1	14%	15	4%	0	0%	4	2%
	<b>Total</b>	<b>7</b>	<b>100%</b>	<b>422</b>	<b>100%</b>	<b>14</b>	<b>100%</b>	<b>197</b>	<b>100%</b>

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

*UA-PTC compared with:*

Demographic Items	Response Option	UA-PTC		PACE Normbase		2022		Small	
		Count	%	Count	%	Count	%	Count	%
<b>1</b> What is the total number of institutions at which you are teaching this semester?	1	6	75%	342	76%	12	80%	155	73%
	2	1	13%	86	19%	1	7%	42	20%
	3	0	0%	16	4%	2	13%	12	6%
	4	1	13%	8	2%	0	0%	2	1%
	5+	0	0%	0	0%	0	0%	0	0%
	<b>Total</b>	<b>8</b>	<b>100%</b>	<b>452</b>	<b>100%</b>	<b>15</b>	<b>100%</b>	<b>211</b>	<b>100%</b>
<b>2</b> I have a full time career in an industry outside academia.	Yes	3	38%	139	29%	4	25%	71	32%
	No	5	63%	341	71%	12	75%	152	68%
	<b>Total</b>	<b>8</b>	<b>100%</b>	<b>480</b>	<b>100%</b>	<b>16</b>	<b>100%</b>	<b>223</b>	<b>100%</b>
<b>3</b> My preference would be to have full-time status at this institution.	Yes	1	14%	230	48%	7	44%	94	43%
	No	6	86%	248	52%	9	56%	127	57%
	<b>Total</b>	<b>7</b>	<b>100%</b>	<b>478</b>	<b>100%</b>	<b>16</b>	<b>100%</b>	<b>221</b>	<b>100%</b>
<b>4</b> Have you ever pursued a full-time teaching position at this institution?	Yes	1	14%	171	36%	5	31%	63	28%
	No	6	86%	307	64%	11	69%	161	72%
	<b>Total</b>	<b>7</b>	<b>100%</b>	<b>478</b>	<b>100%</b>	<b>16</b>	<b>100%</b>	<b>224</b>	<b>100%</b>
<b>5</b> Are you currently seeking full-time status at this institution?	Yes	0	0%	112	23%	3	19%	45	20%
	No	7	100%	369	77%	13	81%	179	80%
	<b>Total</b>	<b>7</b>	<b>100%</b>	<b>481</b>	<b>100%</b>	<b>16</b>	<b>100%</b>	<b>224</b>	<b>100%</b>

UA-PTC compared with:

Demographic Items (continued)	Response Option	UA-PTC		PACE Normbase		2022		Small	
		Count	%	Count	%	Count	%	Count	%
6 I am responsible for teaching developmental/remedial/general education classes.	Yes	2	29%	189	39%	5	31%	94	42%
	No	5	71%	290	61%	11	69%	128	58%
	<b>Total</b>	<b>7</b>	<b>100%</b>	<b>479</b>	<b>100%</b>	<b>16</b>	<b>100%</b>	<b>222</b>	<b>100%</b>
7 I am responsible for teaching online courses.	Yes	5	71%	351	73%	9	60%	157	70%
	No	2	29%	130	27%	6	40%	66	30%
	<b>Total</b>	<b>7</b>	<b>100%</b>	<b>481</b>	<b>100%</b>	<b>15</b>	<b>100%</b>	<b>223</b>	<b>100%</b>
8 On average, how much are you paid per course at this institution?	\$2,000 or less	--	--	145	31%	3	21%	105	49%
	\$2,001-\$3,000	--	--	137	29%	10	71%	78	36%
	\$3,001-\$4,000	--	--	74	16%	0	0%	18	8%
	\$4,001 or more	--	--	109	23%	1	7%	14	7%
	<b>Total</b>	<b>--</b>	<b>--</b>	<b>465</b>	<b>100%</b>	<b>14</b>	<b>100%</b>	<b>215</b>	<b>100%</b>
9 Mark all resources not available to you in your last term as part-time faculty at this institution.	Use of private office	4	57%	280	77%	7	58%	111	74%
	An email account	1	14%	69	19%	5	42%	34	23%
	A personal computer	5	71%	183	50%	6	50%	85	57%
	A phone/voicemail	5	71%	203	55%	8	67%	100	67%
	Shared office space	2	29%	163	45%	6	50%	86	57%
	Access to parking	0	0%	80	22%	5	42%	47	31%
	Faculty lounge area	1	14%	147	40%	5	42%	75	50%
	Classroom supplies	0	0%	125	34%	5	42%	66	44%
	Mailbox	2	29%	138	38%	3	25%	72	48%
	Photocopy & Printer	0	0%	123	34%	7	58%	66	44%
	Library	1	14%	72	20%	3	25%	37	25%
	IT Support	1	14%	62	17%	4	33%	30	20%
	Professional Development	1	14%	66	18%	3	25%	32	21%
	Administrative Support	1	14%	72	20%	7	58%	37	25%
<b>Total</b>	<b>7</b>	<b>100%</b>	<b>366</b>	<b>100%</b>	<b>12</b>	<b>100%</b>	<b>150</b>	<b>100%</b>	

**Table 6. Compensation and Benefits Item Mean Comparisons**

*UA-PTC compared with:*

Compensation and Benefits	UA-PTC		PACE Normbase			2022			Small		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
<b>1</b> Compensation is a major consideration in my decision to teach part-time	7	3.714	3.510			3.875			3.548		
<b>2</b> My part-time position provides necessary income for me	7	3.714	3.646			4.067			3.723		
<b>3</b> My part-time position provides reasonable benefits (e.g., health insurance, retirement, etc.)	6	--	2.300			2.083			2.301		
<b>4</b> Teaching part-time aligns with my current lifestyle	6	--	4.160			4.563			4.315		
<b>5</b> Part-time teaching provides a personal outlet for my interests not related directly to financial compensation or employment	6	--	3.909			4.143			4.028		
<b>6</b> I am compensated well for advising/counseling students	2	--	3.134			3.375			3.307		

\* 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		PACE Normbase			2022			Small		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
<b>7</b> Part-time faculty at this institution often get hired into full-time positions	5	--	2.712			2.600			2.837		
<b>8</b> Part-time teaching is a path to a full-time position	5	--	2.804			2.727			3.000		
<b>9</b> Full-time positions were not available at the time that I was searching for employment	5	--	3.419			3.692			3.239		
<b>10</b> I feel that I have job security	7	4.143	3.080	*	.782	3.188			3.307		

\* 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		PACE Normbase			2022			Small		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
<b>11</b> I was given training at this institution before teaching (e.g., instructional and/or technological support)	7	3.571	2.852			3.333			3.059		
<b>12</b> Student evaluations are provided to me within six months of the completion of the course	6	--	3.527			3.667			3.785		
<b>13</b> Performance evaluations are conducted at least once per academic year	4	--	3.174			3.167			3.474		
<b>14</b> My institution provides the opportunity for me to engage in professional development	7	3.571	3.576			4.000			3.641		

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

-- indicates results redacted for confidentiality

**Table 9. Inclusion and Access Item Mean Comparisons**

*UA-PTC compared with:*

	UA-PTC		PACE Normbase			2022			Small		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
<b>15</b> I have access to support services (instructional and/or technological support)	7	3.714	3.615			3.462			3.632		
<b>16</b> I am welcome to attend meetings (e.g., department, unit, college-wide)	7	3.714	3.619			3.733			3.675		
<b>17</b> My participation in meetings (e.g., department, unit, college-wide) is valued	6	--	3.469			3.857			3.585		
<b>18</b> Full-time faculty respect me	7	3.714	3.471			3.643			3.609		
<b>19</b> I am satisfied with my working relationships with institutional leaders	7	3.571	3.450			3.500			3.492		

\* 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		PACE Normbase			2022			Small		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	7	3.622	3.356			3.578			3.477		
1	6	--	3.339			3.611			3.445		
2	1	--	3.433			--			3.608		
3	0	∅	3.225			∅			3.335		
4	0	∅	3.616			∅			∅		
5+	0	∅	∅			∅			∅		

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

-- indicates results redacted for confidentiality

∅ indicates 0 responses

**Table 11. Mean Comparisons by Industry Career**

*UA-PTC compared with:*

	UA-PTC		PACE Normbase			2022			Small		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
<b>I have a full time career in an industry outside academia.</b>											
Overall	7	3.622	3.356			3.578			3.477		
Yes	2	--	3.503			--			3.601		
No	5	--	3.299			3.487			3.427		

**Table 12. Mean Comparisons by Full-time Status Preference**

*UA-PTC compared with:*

	UA-PTC		PACE Normbase			2022			Small		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
<b>My preference would be to have full-time status at this institution.</b>											
Overall	7	3.622	3.356			3.578			3.477		
Yes	1	--	3.226			3.512			3.358		
No	6	--	3.475			3.630			3.565		

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

-- 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		PACE Normbase			2022			Small		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	7	3.622	3.356			3.578			3.477		
Yes	1	--	3.138			--			3.171		
No	6	--	3.483			3.675			3.600		

**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		PACE Normbase			2022			Small		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	7	3.622	3.356			3.578			3.477		
Yes	0	∅	3.130			∅			3.258		
No	7	3.622	3.426			3.581			3.535		

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

-- indicates results redacted for confidentiality

∅ indicates 0 responses

**Table 15. Mean Comparisons by Teaching Developmental Education**

*UA-PTC compared with:*

	UA-PTC		PACE Normbase			2022			Small		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
<b>I am responsible for teaching developmental/ remedial/general education classes</b>											
Overall	7	3.622	3.356			3.578			3.477		
Yes	2	--	3.300			--			3.411		
No	5	--	3.397			3.622			3.538		

**Table 16. Mean Comparisons by Teaching Online Courses**

*UA-PTC compared with:*

	UA-PTC		PACE Normbase			2022			Small		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
<b>I am responsible for teaching online courses</b>											
Overall	7	3.622	3.356			3.578			3.477		
Yes	5	--	3.327			3.635			3.457		
No	2	--	3.437			--			3.532		

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

-- 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		PACE Normbase			2022			Small		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	7	3.622	3.356			3.578			3.477		
\$2,000 or less	1	--	3.383			--			3.432		
\$2,001-\$3,000	5	--	3.424			3.502			3.498		
\$3,001-\$4,000	0	∅	3.251			∅			3.397		
\$4,001 or more	0	∅	3.238			∅			3.485		

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

-- 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		PACE Normbase			2022			Small		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	7	3.622	3.356			3.578			3.477		
Use of private office	4	--	3.247			3.437			3.357		
An email account	1	--	3.267			--			3.347		
A personal computer	5	--	3.226			--			3.355		
A phone/voicemail	5	--	3.256			3.375			3.322		
Shared office space	2	--	3.296			--			3.381		
Access to parking	0	∅	3.335			∅			3.408		
Faculty lounge area	1	--	3.189			--			3.324		
Classroom supplies	0	∅	3.290			∅			3.402		
Mailbox	2	--	3.321			--			3.411		
Photocopy & Printer	0	∅	3.253			3.818			3.378		
Library	1	--	3.243			--			3.360		
IT Support	1	--	3.213			--			3.248		
Professional Development	1	--	3.224			--			3.248		
Administrative Support	1	--	3.145			3.639			3.210		

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

-- indicates results redacted for confidentiality

∅ indicates 0 responses