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PACE CAMPUS CLIMATE SURVEY

An initiative of the Belk Center at NC State

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Barton County Community College

Great Bend, Kansas

Part-Time Faculty Report

PACE Climate Survey for Community Colleges

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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

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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

BCCC compared with:

Compensation and Benefits	Response Option	BCCC		2022		PACE Normbase		Small	
		Count	%	Count	%	Count	%	Count	%
1 Compensation is a major consideration in my decision to teach part-time	Strongly Disagree	2	5%	3	7%	43	10%	14	7%
	Disagree	9	22%	10	22%	53	12%	25	13%
	Neither	1	2%	11	24%	100	22%	47	24%
	Agree	14	34%	8	17%	125	28%	47	24%
	Strongly Agree	15	37%	14	30%	126	28%	62	32%
	Total	41	100%	46	100%	447	100%	195	100%
2 My part-time position provides necessary income for me	Strongly Disagree	2	5%	5	11%	39	9%	16	8%
	Disagree	8	19%	6	13%	65	14%	24	12%
	Neither	5	12%	7	15%	67	15%	31	16%
	Agree	16	38%	15	33%	139	31%	61	31%
	Strongly Agree	11	26%	13	28%	144	32%	65	33%
	Total	42	100%	46	100%	454	100%	197	100%
3 My part-time position provides reasonable benefits (e.g., health insurance, retirement, etc.)	Strongly Disagree	7	25%	14	40%	155	39%	62	39%
	Disagree	10	36%	8	23%	78	20%	27	17%
	Neither	5	18%	7	20%	82	21%	35	22%
	Agree	4	14%	4	11%	45	11%	16	10%
	Strongly Agree	2	7%	2	6%	40	10%	20	13%
	Total	28	100%	35	100%	400	100%	160	100%
4 Teaching part-time aligns with my current lifestyle	Strongly Disagree	0	0%	4	9%	31	7%	8	4%
	Disagree	0	0%	1	2%	21	5%	8	4%
	Neither	3	7%	1	2%	26	6%	9	5%
	Agree	20	49%	20	43%	136	30%	51	26%
	Strongly Agree	18	44%	20	43%	237	53%	118	61%
	Total	41	100%	46	100%	451	100%	194	100%

BCCC compared with:

Compensation and Benefits (continued)		BCCC		2022		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	4	10%	5	11%	37	8%	9	5%
	Disagree	1	3%	4	9%	32	7%	12	6%
	Neither	3	8%	3	7%	50	11%	25	13%
	Agree	15	38%	20	43%	132	30%	56	30%
	Strongly Agree	17	43%	14	30%	187	43%	86	46%
	Total	40	100%	46	100%	438	100%	188	100%
6 I am compensated well for advising/counseling students	Strongly Disagree	5	16%	6	18%	62	19%	14	11%
	Disagree	3	10%	6	18%	47	14%	17	13%
	Neither	6	19%	10	29%	70	21%	33	26%
	Agree	10	32%	6	18%	85	26%	32	25%
	Strongly Agree	7	23%	6	18%	69	21%	32	25%
	Total	31	100%	34	100%	333	100%	128	100%

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

BCCC compared with:

Job Security, Motivation, and Advancement	Response Option	BCCC		2022		PACE Normbase		Small	
		Count	%	Count	%	Count	%	Count	%
7 Part-time faculty at this institution often get hired into full-time positions	Strongly Disagree	4	11%	3	8%	78	20%	21	14%
	Disagree	1	3%	5	13%	73	19%	18	12%
	Neither	23	66%	20	50%	133	34%	73	48%
	Agree	6	17%	9	23%	78	20%	31	20%
	Strongly Agree	1	3%	3	8%	26	7%	10	7%
	Total	35	100%	40	100%	388	100%	153	100%
8 Part-time teaching is a path to a full-time position	Strongly Disagree	6	16%	6	14%	90	22%	27	17%
	Disagree	1	3%	5	12%	69	17%	17	10%
	Neither	17	46%	18	43%	106	26%	55	34%
	Agree	9	24%	8	19%	97	24%	43	27%
	Strongly Agree	4	11%	5	12%	40	10%	20	12%
	Total	37	100%	42	100%	402	100%	162	100%
9 Full-time positions were not available at the time that I was searching for employment	Strongly Disagree	2	6%	5	15%	52	14%	26	17%
	Disagree	6	18%	1	3%	35	9%	10	7%
	Neither	9	27%	10	29%	92	24%	41	27%
	Agree	10	30%	13	38%	82	22%	38	25%
	Strongly Agree	6	18%	5	15%	116	31%	36	24%
	Total	33	100%	34	100%	377	100%	151	100%
10 I feel that I have job security	Strongly Disagree	2	5%	3	7%	78	18%	21	11%
	Disagree	2	5%	4	9%	79	18%	29	15%
	Neither	6	14%	8	19%	76	17%	35	19%
	Agree	23	55%	18	42%	132	30%	60	32%
	Strongly Agree	9	21%	10	23%	76	17%	44	23%
	Total	42	100%	43	100%	441	100%	189	100%

Table 3. Training and Evaluation Frequency Distributions

BCCC compared with:

Training and Evaluation	Response Option	BCCC		2022		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	0	0%	3	7%	67	17%	21	12%
	Disagree	6	15%	7	17%	73	18%	23	13%
	Neither	20	51%	10	24%	121	31%	55	32%
	Agree	12	31%	19	45%	114	29%	60	35%
	Strongly Agree	1	3%	3	7%	20	5%	12	7%
	Total	39	100%	42	100%	395	100%	171	100%
12 Student evaluations are provided to me within six months of the completion of the course	Strongly Disagree	0	0%	0	0%	43	11%	5	3%
	Disagree	2	5%	2	5%	26	6%	6	3%
	Neither	14	36%	11	26%	84	21%	36	19%
	Agree	23	59%	27	63%	186	46%	117	63%
	Strongly Agree	0	0%	3	7%	68	17%	23	12%
	Total	39	100%	43	100%	407	100%	187	100%
13 Performance evaluations are conducted at least once per academic year	Strongly Disagree	0	0%	1	2%	62	16%	13	7%
	Disagree	0	0%	1	2%	50	13%	15	9%
	Neither	18	45%	14	33%	94	24%	40	23%
	Agree	22	55%	24	57%	128	33%	87	50%
	Strongly Agree	0	0%	2	5%	56	14%	20	11%
	Total	40	100%	42	100%	390	100%	175	100%
14 My institution provides the opportunity for me to engage in professional development	Strongly Disagree	0	0%	0	0%	11	3%	2	1%
	Disagree	1	3%	1	2%	17	4%	7	4%
	Neither	15	38%	16	38%	118	28%	46	24%
	Agree	23	58%	22	52%	272	63%	125	66%
	Strongly Agree	1	3%	3	7%	11	3%	8	4%
	Total	40	100%	42	100%	429	100%	188	100%

Table 4. Inclusion and Access Frequency Distributions

BCCC compared with:

Inclusion and Access	Response Option	BCCC		2022		PACE Normbase		Small	
		Count	%	Count	%	Count	%	Count	%
15 I have access to support services (instructional and/or technological support)	Strongly Disagree	0	0%	0	0%	4	1%	0	0%
	Disagree	1	2%	0	0%	10	2%	5	3%
	Neither	15	36%	16	36%	141	33%	64	34%
	Agree	26	62%	26	59%	272	63%	118	62%
	Strongly Agree	0	0%	2	5%	6	1%	4	2%
	Total	42	100%	44	100%	433	100%	191	100%
16 I am welcome to attend meetings (e.g., department, unit, college-wide)	Strongly Disagree	0	0%	0	0%	10	2%	3	2%
	Disagree	1	3%	0	0%	11	3%	1	1%
	Neither	14	35%	13	30%	114	27%	49	26%
	Agree	25	63%	27	63%	279	66%	132	69%
	Strongly Agree	0	0%	3	7%	11	3%	6	3%
	Total	40	100%	43	100%	425	100%	191	100%
17 My participation in meetings (e.g., department, unit, college-wide) is valued	Strongly Disagree	1	3%	1	3%	26	7%	7	4%
	Disagree	1	3%	0	0%	17	4%	0	0%
	Neither	15	41%	7	19%	111	29%	48	28%
	Agree	20	54%	25	69%	189	50%	100	58%
	Strongly Agree	0	0%	3	8%	37	10%	16	9%
	Total	37	100%	36	100%	380	100%	171	100%
18 Full-time faculty respect me	Strongly Disagree	1	3%	1	3%	21	5%	4	2%
	Disagree	1	3%	1	3%	25	6%	5	3%
	Neither	9	27%	10	31%	110	28%	45	27%
	Agree	20	61%	19	59%	207	54%	105	63%
	Strongly Agree	2	6%	1	3%	23	6%	8	5%
	Total	33	100%	32	100%	386	100%	167	100%

BCCC compared with:

Inclusion and Access (continued)	Response Option	BCCC		2022		PACE Normbase		Small	
		Count	%	Count	%	Count	%	Count	%
19 I have satisfying working relationships with institutional leaders	Strongly Disagree	1	3%	1	2%	19	5%	6	3%
	Disagree	2	5%	2	5%	24	6%	10	5%
	Neither	10	27%	15	36%	135	33%	59	32%
	Agree	24	65%	24	57%	214	52%	103	56%
	Strongly Agree	0	0%	0	0%	16	4%	5	3%
	Total	37	100%	42	100%	408	100%	183	100%

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

BCCC compared with:

Demographic Items	Response Option	BCCC		2022		PACE Normbase		Small	
		Count	%	Count	%	Count	%	Count	%
1 What is the total number of institutions at which you are teaching this semester?	1	28	67%	26	62%	325	75%	138	73%
	2	11	26%	10	24%	82	19%	38	20%
	3	2	5%	5	12%	15	3%	11	6%
	4	1	2%	1	2%	9	2%	3	2%
	5+	0	0%	0	0%	0	0%	0	0%
	Total	42	100%	42	100%	431	100%	190	100%
2 I have a full time career in an industry outside academia.	Yes	20	48%	17	37%	129	28%	61	30%
	No	22	52%	29	63%	329	72%	140	70%
	Total	42	100%	46	100%	458	100%	201	100%
3 My preference would be to have full-time status at this institution.	Yes	14	35%	15	33%	218	48%	82	41%
	No	26	65%	30	67%	239	52%	118	59%
	Total	40	100%	45	100%	457	100%	200	100%
4 Have you ever pursued a full-time teaching position at this institution?	Yes	7	17%	9	20%	162	36%	54	27%
	No	34	83%	37	80%	293	64%	147	73%
	Total	41	100%	46	100%	455	100%	201	100%
5 Are you currently seeking full-time status at this institution?	Yes	6	15%	9	20%	109	24%	42	21%
	No	34	85%	37	80%	349	76%	159	79%
	Total	40	100%	46	100%	458	100%	201	100%

BCCC compared with:

Demographic Items (continued)	Response Option	BCCC		2022		PACE Normbase		Small	
		Count	%	Count	%	Count	%	Count	%
6 I am responsible for teaching developmental/remedial/general education classes.	Yes	22	54%	17	38%	176	39%	81	41%
	No	19	46%	28	62%	280	61%	118	59%
	Total	41	100%	45	100%	456	100%	199	100%
7 I am responsible for teaching online courses.	Yes	28	68%	33	72%	336	73%	142	71%
	No	13	32%	13	28%	122	27%	58	29%
	Total	41	100%	46	100%	458	100%	200	100%
8 On average, how much are you paid per course at this institution?	\$2,000 or less	31	74%	26	59%	123	28%	83	44%
	\$2,001-\$3,000	10	24%	14	32%	136	31%	77	41%
	\$3,001-\$4,000	1	2%	1	2%	72	16%	16	8%
	\$4,001 or more	0	0%	3	7%	109	25%	14	7%
	Total	42	100%	44	100%	440	100%	190	100%
9 Mark all resources not available to you in your last term as part-time faculty at this institution.	Use of private office	22	65%	21	75%	263	76%	94	72%
	An email account	8	24%	4	14%	64	18%	29	22%
	A personal computer	21	62%	20	71%	170	49%	72	55%
	A phone/voicemail	22	65%	22	79%	190	55%	87	67%
	Shared office space	21	62%	19	68%	145	42%	68	52%
	Access to parking	10	29%	13	46%	73	21%	40	31%
	Faculty lounge area	18	53%	18	64%	135	39%	63	48%
	Classroom supplies	17	50%	16	57%	113	33%	54	42%
	Mailbox	19	56%	17	61%	126	36%	60	46%
	Photocopy & Printer	17	50%	16	57%	112	32%	55	42%
	Library	7	21%	6	21%	65	19%	30	23%
	IT Support	6	18%	4	14%	57	16%	25	19%
	Professional Development	8	24%	3	11%	59	17%	25	19%
	Administrative Support	8	24%	4	14%	67	19%	32	25%
	Total	34	100%	28	100%	346	100%	130	100%

Table 6. Compensation and Benefits Item Mean Comparisons

BCCC compared with:

Compensation and Benefits	BCCC		2022			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	41	3.756	3.435			3.532			3.605		
2 My part-time position provides necessary income for me	42	3.619	3.543			3.626			3.685		
3 My part-time position provides reasonable benefits (e.g., health insurance, retirement, etc.)	28	2.429	2.200			2.343			2.406		
4 Teaching part-time aligns with my current lifestyle	41	4.366	4.109			4.169			4.356		
5 Part-time teaching provides a personal outlet for my interests not related directly to financial compensation or employment	40	4.000	3.739			3.913			4.053		
6 I am compensated well for advising/counseling students	31	3.355	3.000			3.156			3.398		

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

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

BCCC compared with:

Job Security, Motivation, and Advancement	BCCC		2022			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	35	2.971	3.100			2.745			2.941		
8 Part-time teaching is a path to a full-time position	37	3.108	3.024			2.821			3.074		
9 Full-time positions were not available at the time that I was searching for employment	33	3.364	3.353			3.464			3.318		
10 I feel that I have job security	42	3.833	3.651			3.111	***	.540	3.407	*	.341

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

Table 8. Training and Evaluation Item Mean Comparisons

BCCC compared with:

Training and Evaluation	BCCC		2022			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)	39	3.205	3.286			2.866			3.111		
12 Student evaluations are provided to me within six months of the completion of the course	39	3.538	3.721			3.516			3.786		
13 Performance evaluations are conducted at least once per academic year	40	3.550	3.595			3.169			3.491		
14 My institution provides the opportunity for me to engage in professional development	40	3.600	3.643			3.594			3.691		

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

Table 9. Inclusion and Access Item Mean Comparisons

BCCC compared with:

Inclusion and Access	BCCC		2022			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)	42	3.595	3.682			3.614			3.634		
16 I am welcome to attend meetings (e.g., department, unit, college-wide)	40	3.600	3.767			3.635			3.717		
17 My participation in meetings (e.g., department, unit, college-wide) is valued	37	3.459	3.806	*	-.494	3.511			3.690		
18 Full-time faculty respect me	33	3.636	3.563			3.482			3.647		
19 I am satisfied with my working relationships with institutional leaders	37	3.541	3.476			3.451			3.497		

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

Table 10. Mean Comparisons by Number of Institutions

BCCC compared with:

What is the total number of institutions at which you are teaching this semester?	BCCC		2022			PACE Normbase			Small		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	42	3.534	3.444			3.371			3.526		
1	28	3.588	3.404			3.365			3.520		
2	11	3.322	3.923	*	-1.071	3.429			3.618		
3	2	--	--			3.233			3.356		
4	1	--	--			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

BCCC compared with:

I have a full time career in an industry outside academia.	BCCC		2022			PACE Normbase			Small		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	42	3.534	3.444			3.371			3.526		
Yes	20	3.489	3.636			3.556			3.731		
No	22	3.574	3.332			3.301	*	.443	3.443		

Table 12. Mean Comparisons by Full-time Status Preference

BCCC compared with:

My preference would be to have full-time status at this institution.	BCCC		2022			PACE Normbase			Small		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	42	3.534	3.444			3.371			3.526		
Yes	14	3.390	3.196			3.228			3.383		
No	26	3.641	3.544			3.499			3.621		

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

-- indicates results redacted for confidentiality

∅ indicates 0 responses

Table 13. Mean Comparisons by Pursued Full-time Position

BCCC compared with:

Have you ever pursued a full-time teaching position at this institution?	BCCC		2022			PACE Normbase			Small		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	42	3.534	3.444			3.371			3.526		
Yes	7	3.020	2.887			3.130			3.155		
No	34	3.678	3.580			3.509			3.663		

Table 14. Mean Comparisons by Seeking Full-time Status

BCCC compared with:

Are you currently seeking full-time status at this institution?	BCCC		2022			PACE Normbase			Small		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	42	3.534	3.444			3.371			3.526		
Yes	6	--	2.966			3.125			3.255		
No	34	3.591	3.561			3.449			3.598		

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

-- indicates results redacted for confidentiality

∅ indicates 0 responses

Table 15. Mean Comparisons by Teaches Developmental Education

BCCC compared with:

	BCCC		2022			PACE Normbase			Small		
	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	42	3.534	3.444			3.371			3.526		
Yes	22	3.484	3.282			3.302			3.432		
No	19	3.660	3.589			3.418			3.600		

Table 16. Mean Comparisons by Teaches Online Courses

BCCC compared with:

	BCCC		2022			PACE Normbase			Small		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
I am responsible for teaching online courses?											
Overall	42	3.534	3.444			3.371			3.526		
Yes	28	3.566	3.474			3.349			3.522		
No	13	3.564	3.369			3.434			3.540		

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

-- indicates results redacted for confidentiality

∅ indicates 0 responses

Table 17. Mean Comparisons by Course Pay

BCCC compared with:

On average, how much are you paid per course at this institution?	BCCC		2022			PACE Normbase			Small		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	42	3.534	3.444			3.371			3.526		
\$2,000 or less	31	3.524	3.411			3.426			3.509		
\$2,001-\$3,000	10	3.497	3.394			3.437			3.521		
\$3,001-\$4,000	1	--	--			3.255			3.433		
\$4,001 or more	0	∅	∅			3.238			3.485		

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

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∅ indicates 0 responses

Table 18. Mean Comparisons by Resources

BCCC compared with:

Mark all resources not available to you in your last term as part-time faculty at this institution.	BCCC		2022			PACE Normbase			Small		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	42	3.534	3.444			3.371			3.526		
Use of private office	22	3.470	3.318			3.256			3.402		
An email account	8	3.636	--			3.285			3.400		
A personal computer	21	3.496	3.470			3.244			3.420		
A phone/voicemail	22	3.433	3.358			3.273			3.368		
Shared office space	21	3.471	3.344			3.305			3.422		
Access to parking	10	3.523	3.459			3.354			3.456		
Faculty lounge area	18	3.462	3.356			3.185			3.341		
Classroom supplies	17	3.547	3.473			3.311			3.470		
Mailbox	19	3.443	3.310			3.328			3.445		
Photocopy & Printer	17	3.574	3.455			3.283			3.465		
Library	7	3.340	--			3.221			3.342		
IT Support	6	--	--			3.228			3.290		
Professional Development	8	3.482	--			3.320			3.483		
Administrative Support	8	3.562	--			3.183			3.299		

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

-- indicates results redacted for confidentiality

∅ indicates 0 responses