

Barton County Community College
Great Bend, Kansas

PACE 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 fall 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

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Table 1. Compensation and Benefits Frequency Distributions

BCCC compared with:

Compensation and Benefits	Response Option	BCCC		PACE Normbase		Medium		2020	
		Count	%	Count	%	Count	%	Count	%
1 Compensation is a major consideration in my decision to teach part-time	Strongly Disagree	3	7%	51	12%	23	12%	5	10%
	Disagree	10	22%	42	10%	21	11%	4	8%
	Neither	11	24%	93	22%	48	25%	11	22%
	Agree	8	17%	127	30%	50	26%	12	24%
	Strongly Agree	14	30%	111	26%	48	25%	18	36%
	Total	46	100%	424	100%	190	100%	50	100%
2 My part-time position provides necessary income for me	Strongly Disagree	5	11%	37	9%	16	8%	5	10%
	Disagree	6	13%	60	14%	25	13%	6	12%
	Neither	7	15%	63	15%	26	14%	8	16%
	Agree	15	33%	134	31%	70	36%	15	31%
	Strongly Agree	13	28%	134	31%	55	29%	15	31%
	Total	46	100%	428	100%	192	100%	49	100%
3 My part-time position provides reasonable benefits (e.g., health insurance, retirement, etc.)	Strongly Disagree	14	40%	160	42%	66	40%	13	33%
	Disagree	8	23%	67	17%	21	13%	5	13%
	Neither	7	20%	80	21%	38	23%	14	35%
	Agree	4	11%	39	10%	17	10%	1	3%
	Strongly Agree	2	6%	39	10%	25	15%	7	18%
	Total	35	100%	385	100%	167	100%	40	100%
4 Teaching part-time aligns with my current lifestyle	Strongly Disagree	4	9%	27	6%	12	6%	2	4%
	Disagree	1	2%	22	5%	9	5%	1	2%
	Neither	1	2%	28	7%	10	5%	3	6%
	Agree	20	43%	127	30%	54	28%	11	23%
	Strongly Agree	20	43%	225	52%	109	56%	31	65%
	Total	46	100%	429	100%	194	100%	48	100%

BCCC compared with:

Compensation and Benefits (continued)		BCCC		PACE Normbase		Medium		2020	
		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	5	11%	37	9%	15	8%	2	4%
	Disagree	4	9%	30	7%	15	8%	3	7%
	Neither	3	7%	46	11%	25	14%	5	11%
	Agree	20	43%	117	28%	46	25%	11	24%
	Strongly Agree	14	30%	185	45%	81	45%	25	54%
	Total	46	100%	415	100%	182	100%	46	100%
6 I am compensated well for advising/counseling students	Strongly Disagree	6	18%	63	20%	26	19%	3	9%
	Disagree	6	18%	46	15%	21	15%	3	9%
	Neither	10	29%	67	21%	30	22%	8	23%
	Agree	6	18%	77	24%	36	26%	13	37%
	Strongly Agree	6	18%	64	20%	24	18%	8	23%
	Total	34	100%	317	100%	137	100%	35	100%

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

BCCC compared with:

Job Security, Motivation, and Advancement		BCCC		PACE Normbase		Medium		2020	
		Count	%	Count	%	Count	%	Count	%
7 Part-time faculty at this institution often get hired into full-time positions	Strongly Disagree	3	8%	88	24%	31	20%	3	9%
	Disagree	5	13%	74	20%	29	19%	5	16%
	Neither	20	50%	110	30%	54	35%	17	53%
	Agree	9	23%	72	19%	31	20%	5	16%
	Strongly Agree	3	8%	26	7%	8	5%	2	6%
	Total	40	100%	370	100%	153	100%	32	100%
8 Part-time teaching is a path to a full-time position	Strongly Disagree	6	14%	97	25%	35	21%	3	8%
	Disagree	5	12%	66	17%	29	18%	5	14%
	Neither	18	43%	91	24%	40	24%	14	38%
	Agree	8	19%	93	24%	47	28%	11	30%
	Strongly Agree	5	12%	37	10%	14	8%	4	11%
	Total	42	100%	384	100%	165	100%	37	100%
9 Full-time positions were not available at the time that I was searching for employment	Strongly Disagree	5	15%	54	15%	21	13%	7	20%
	Disagree	1	3%	35	9%	15	9%	3	9%
	Neither	10	29%	92	25%	43	27%	11	31%
	Agree	13	38%	72	20%	35	22%	7	20%
	Strongly Agree	5	15%	116	31%	47	29%	7	20%
	Total	34	100%	369	100%	161	100%	35	100%
10 I feel that I have job security	Strongly Disagree	3	7%	86	21%	33	18%	7	15%
	Disagree	4	9%	80	19%	35	19%	4	9%
	Neither	8	19%	77	18%	37	20%	8	17%
	Agree	18	42%	114	27%	48	26%	11	23%
	Strongly Agree	10	23%	60	14%	33	18%	17	36%
	Total	43	100%	417	100%	186	100%	47	100%

Table 3. Training and Evaluation Frequency Distributions

BCCC compared with:

Training and Evaluation	Response Option	BCCC		PACE Normbase		Medium		2020	
		Count	%	Count	%	Count	%	Count	%
11 I was given training at this institution before teaching (e.g., instructional and/or technological support)	Strongly Disagree	3	7%	70	19%	32	19%	6	14%
	Disagree	7	17%	72	19%	27	16%	4	9%
	Neither	10	24%	110	30%	55	33%	10	23%
	Agree	19	45%	103	28%	47	28%	21	48%
	Strongly Agree	3	7%	15	4%	6	4%	3	7%
	Total	42	100%	370	100%	167	100%	44	100%
12 Student evaluations are provided to me within six months of the completion of the course	Strongly Disagree	0	0%	44	12%	4	2%	0	0%
	Disagree	2	5%	27	7%	5	3%	1	2%
	Neither	11	26%	73	19%	47	27%	7	15%
	Agree	27	63%	175	46%	104	59%	36	75%
	Strongly Agree	3	7%	61	16%	17	10%	4	8%
	Total	43	100%	380	100%	177	100%	48	100%
13 Performance evaluations are conducted at least once per academic year	Strongly Disagree	1	2%	67	18%	21	13%	3	6%
	Disagree	1	2%	43	12%	15	9%	1	2%
	Neither	14	33%	80	22%	41	25%	12	24%
	Agree	24	57%	122	33%	70	43%	30	60%
	Strongly Agree	2	5%	54	15%	17	10%	4	8%
	Total	42	100%	366	100%	164	100%	50	100%
14 My institution provides the opportunity for me to engage in professional development	Strongly Disagree	0	0%	13	3%	5	3%	0	0%
	Disagree	1	2%	19	5%	11	6%	2	4%
	Neither	16	38%	110	27%	54	29%	9	20%
	Agree	22	52%	256	63%	109	59%	33	73%
	Strongly Agree	3	7%	7	2%	5	3%	1	2%
	Total	42	100%	405	100%	184	100%	45	100%

Table 4. Inclusion and Access Frequency Distributions

BCCC compared with:

Inclusion and Access	Response Option	BCCC		PACE Normbase		Medium		2020	
		Count	%	Count	%	Count	%	Count	%
15 I have access to support services (instructional and/or technological support)	Strongly Disagree	0	0%	4	1%	2	1%	0	0%
	Disagree	0	0%	12	3%	4	2%	1	2%
	Neither	16	36%	132	33%	69	38%	13	27%
	Agree	26	59%	255	63%	106	58%	35	71%
	Strongly Agree	2	5%	3	1%	2	1%	0	0%
	Total	44	100%	406	100%	183	100%	49	100%
16 I am welcome to attend meetings (e.g., department, unit, college-wide)	Strongly Disagree	0	0%	10	3%	5	3%	0	0%
	Disagree	0	0%	14	4%	3	2%	0	0%
	Neither	13	30%	103	26%	55	31%	9	18%
	Agree	27	63%	259	66%	112	63%	40	82%
	Strongly Agree	3	7%	7	2%	2	1%	0	0%
	Total	43	100%	393	100%	177	100%	49	100%
17 My participation in meetings (e.g., department, unit, college-wide) is valued	Strongly Disagree	1	3%	26	7%	11	7%	2	4%
	Disagree	0	0%	23	6%	7	4%	0	0%
	Neither	7	19%	112	31%	57	35%	14	30%
	Agree	25	69%	161	45%	72	44%	30	64%
	Strongly Agree	3	8%	36	10%	18	11%	1	2%
	Total	36	100%	358	100%	165	100%	47	100%
18 Full-time faculty respect me	Strongly Disagree	1	3%	22	6%	11	6%	1	2%
	Disagree	1	3%	28	8%	13	8%	1	2%
	Neither	10	31%	104	28%	54	31%	7	16%
	Agree	19	59%	190	51%	82	47%	29	67%
	Strongly Agree	1	3%	26	7%	13	8%	5	12%
	Total	32	100%	370	100%	173	100%	43	100%

BCCC compared with:

Inclusion and Access (continued)	Response Option	BCCC		PACE Normbase		Medium		2020	
		Count	%	Count	%	Count	%	Count	%
19 I have satisfying working relationships with institutional leaders	Strongly Disagree	1	2%	18	5%	7	4%	0	0%
	Disagree	2	5%	24	6%	14	8%	5	11%
	Neither	15	36%	120	32%	57	33%	13	28%
	Agree	24	57%	200	53%	92	53%	29	62%
	Strongly Agree	0	0%	15	4%	3	2%	0	0%
	Total	42	100%	377	100%	173	100%	47	100%

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

BCCC compared with:

Demographic Items	Response Option	BCCC		PACE Normbase		Medium		2020	
		Count	%	Count	%	Count	%	Count	%
1 What is the total number of institutions at which you are teaching this semester?	1	26	62%	316	77%	136	71%	32	67%
	2	10	24%	78	19%	44	23%	12	25%
	3	5	12%	10	2%	8	4%	3	6%
	4	1	2%	7	2%	3	2%	1	2%
	5+	0	0%	0	0%	0	0%	0	0%
	Total	42	100%	411	100%	191	100%	48	100%
2 I have a full time career in an industry outside academia.	Yes	17	37%	121	28%	53	27%	14	28%
	No	29	63%	310	72%	142	73%	36	72%
	Total	46	100%	431	100%	195	100%	50	100%
3 My preference would be to have full-time status at this institution.	Yes	15	33%	214	50%	87	45%	18	35%
	No	30	67%	216	50%	106	55%	33	65%
	Total	45	100%	430	100%	193	100%	51	100%
4 Have you ever pursued a full-time teaching position at this institution?	Yes	9	20%	163	38%	62	32%	13	25%
	No	37	80%	266	62%	133	68%	38	75%
	Total	46	100%	429	100%	195	100%	51	100%
5 Are you currently seeking full-time status at this institution?	Yes	9	20%	103	24%	41	21%	9	18%
	No	37	80%	329	76%	155	79%	42	82%
	Total	46	100%	432	100%	196	100%	51	100%

BCCC compared with:

Demographic Items (continued)	Response Option	BCCC		PACE Normbase		Medium		2020	
		Count	%	Count	%	Count	%	Count	%
6 I am responsible for teaching developmental/remedial/general education classes.	Yes	17	38%	167	39%	80	41%	21	42%
	No	28	62%	264	61%	115	59%	29	58%
	Total	45	100%	431	100%	195	100%	50	100%
7 I am responsible for teaching online courses.	Yes	33	72%	318	74%	135	69%	32	63%
	No	13	28%	114	26%	60	31%	19	37%
	Total	46	100%	432	100%	195	100%	51	100%
8 On average, how much are you paid per course at this institution?	\$2,000 or less	26	59%	114	27%	68	35%	33	67%
	\$2,001-\$3,000	14	32%	132	31%	82	43%	14	29%
	\$3,001-\$4,000	1	2%	72	17%	12	6%	1	2%
	\$4,001 or more	3	7%	102	24%	30	16%	1	2%
	Total	44	100%	420	100%	192	100%	49	100%
9 Mark all resources not available to you in your last term as part-time faculty at this institution.	Use of private office	21	75%	258	77%	99	75%	23	70%
	An email account	4	14%	58	17%	27	20%	7	21%
	A personal computer	20	71%	162	48%	68	52%	18	55%
	A phone/voicemail	22	79%	181	54%	66	50%	20	61%
	Shared office space	19	68%	143	43%	63	48%	20	61%
	Access to parking	13	46%	62	18%	32	24%	11	33%
	Faculty lounge area	18	64%	128	38%	48	36%	16	48%
	Classroom supplies	16	57%	104	31%	46	35%	16	48%
	Mailbox	17	61%	119	35%	46	35%	14	42%
	Photocopy & Printer	16	57%	103	31%	44	33%	14	42%
	Library	6	21%	60	18%	27	20%	7	21%
	IT Support	4	14%	52	15%	21	16%	4	12%
	Professional Development	3	11%	60	18%	22	17%	5	15%
	Administrative Support	4	14%	66	20%	29	22%	7	21%
	Total	28	100%	336	100%	132	100%	33	100%

Table 6. Compensation and Benefits Item Mean Comparisons

BCCC compared with:

Compensation and Benefits	BCCC		PACE Normbase			Medium			2020		
	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	46	3.435	3.483			3.416			3.680		
2 My part-time position provides necessary income for me	46	3.543	3.626			3.641			3.592		
3 My part-time position provides reasonable benefits (e.g. health insurance, retirement, etc.)	35	2.200	2.299			2.485			2.600		
4 Teaching part-time aligns with my current lifestyle	46	4.109	4.168			4.232			4.417		
5 Part-time teaching provides a personal outlet for my interests not related directly to financial compensation or employment	46	3.739	3.923			3.896			4.174		
6 I am compensated well for advising/counseling students	34	3.000	3.104			3.080			3.571		

* 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		PACE Normbase			Medium			2020		
	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	40	3.100	2.659	*	.364	2.712			2.938		
8 Part-time teaching is a path to a full-time position	42	3.024	2.758			2.855			3.216		
9 Full-time positions were not available at the time that I was searching for employment	34	3.353	3.436			3.447			3.114		
10 I feel that I have job security	43	3.651	2.957	**	.515	3.070	*	.437	3.574		

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

Table 8. Training and Evaluation Item Mean Comparisons

BCCC compared with:

Training and Evaluation	BCCC		PACE Normbase			Medium			2020		
	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)	42	3.286	2.786	**	.433	2.808	*	.421	3.250		
12 Student evaluations are provided to me within six months of the completion of the course	43	3.721	3.479			3.706			3.896		
13 Performance evaluations are conducted at least once per academic year	42	3.595	3.145	*	.352	3.287			3.620		
14 My institution provides the opportunity for me to engage in professional development	42	3.643	3.556			3.533			3.733		

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

Table 9. Inclusion and Access Item Mean Comparisons

BCCC compared with:

Inclusion and Access	BCCC		PACE Normbase			Medium			2020		
	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)	44	3.682	3.594			3.557			3.694		
16 I am welcome to attend meetings (e.g. department, unit, college-wide)	43	3.767	3.608			3.582			3.816		
17 My participation in meetings (e.g. department, unit, college-wide) is valued	36	3.806	3.441	*	.370	3.479			3.596		
18 Full-time faculty respect me	32	3.563	3.459			3.422			3.837		
19 I am satisfied with my working relationships with institutional leaders	42	3.476	3.451			3.405			3.511		

* 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		PACE Normbase			Medium			2020		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	46	3.444	3.333			3.384			3.606		
1	26	3.404	3.323			3.351			3.598		
2	10	3.923	3.340	**	.992	3.384	*	.884	3.511		
3	5	--	3.350			3.542			--		
4	1	--	3.561			--			--		
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		PACE Normbase			Medium			2020		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	46	3.444	3.333			3.384			3.606		
Yes	17	3.636	3.464			3.516			3.702		
No	29	3.332	3.284			3.342			3.587		

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		PACE Normbase			Medium			2020		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	46	3.444	3.333			3.384			3.606		
Yes	15	3.196	3.228			3.286			3.427		
No	30	3.544	3.438			3.468			3.703		

* 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		PACE Normbase			Medium			2020		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	46	3.444	3.333			3.384			3.606		
Yes	9	2.887	3.170			3.144			3.100		
No	37	3.580	3.438			3.501			3.779		

Table 14. Mean Comparisons by Seeking Full-time Status

BCCC compared with:

Are you currently seeking full-time status at this institution?	BCCC		PACE Normbase			Medium			2020		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	46	3.444	3.333			3.384			3.606		
Yes	9	2.966	3.146			3.228			3.353		
No	37	3.561	3.392			3.426			3.660		

* 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		PACE Normbase			Medium			2020		
	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	46	3.444	3.333			3.384			3.606		
Yes	17	3.282	3.300			3.328			3.631		
No	28	3.589	3.353			3.420			3.581		

Table 16. Mean Comparisons by Teaches Online Courses

BCCC compared with:

	BCCC		PACE Normbase			Medium			2020		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
I am responsible for teaching online courses?											
Overall	46	3.444	3.333			3.384			3.606		
Yes	33	3.474	3.310			3.385			3.580		
No	13	3.369	3.400			3.382			3.650		

* 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		PACE Normbase			Medium			2020		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	46	3.444	3.333			3.384			3.606		
\$2,000 or less	26	3.411	3.403			3.402			3.618		
\$2,001-\$3,000	14	3.394	3.371			3.354			3.553		
\$3,001-\$4,000	1	--	3.254			3.607			--		
\$4,001 or more	3	--	3.216			3.294			--		

* 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		PACE Normbase			Medium			2020		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	46	3.444	3.333			3.384			3.606		
Use of private office	21	3.318	3.224			3.220			3.487		
An email account	4	--	3.264			3.351			3.234		
A personal computer	20	3.470	3.172			3.162			3.472		
A phone/voicemail	22	3.358	3.218			3.183			3.404		
Shared office space	19	3.344	3.275			3.243			3.494		
Access to parking	13	3.459	3.335			3.324			3.504		
Faculty lounge area	18	3.356	3.150			3.081			3.438		
Classroom supplies	16	3.473	3.277			3.303			3.466		
Mailbox	17	3.310	3.321			3.337			3.584		
Photocopy & Printer	16	3.455	3.218			3.296			3.540		
Library	6	--	3.296			3.444			3.443		
IT Support	4	--	3.222			3.351			--		
Professional Development	3	--	3.161			3.082			--		
Administrative Support	4	--	3.126			3.154			3.155		

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

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∅ indicates 0 responses