



NATIONAL INITIATIVE FOR LEADERSHIP
& INSTITUTIONAL EFFECTIVENESS

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Barton County Community College

Great Bend, Kansas

Updated PACE Part-Time Faculty Subscale Report

PACE Climate Survey for Community Colleges

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Conducted

September & October 2020



NATIONAL INITIATIVE FOR LEADERSHIP & INSTITUTIONAL EFFECTIVENESS

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Suggested Citation: National Initiative for Leadership & Institutional Effectiveness, North Carolina State University. Updated PACE Climate Survey for Community Colleges Part-Time Faculty Subscale Report, by VanZoest, E. R., & Norcross, G. A. B. Raleigh, NC: 2021.

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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

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- 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		PACE Normbase		Small	
		Count	%	Count	%	Count	%
1 Compensation is a major consideration in my decision to teach part-time	Strongly disagree	5	10%	26	13%	12	12%
	Somewhat disagree	4	8%	27	14%	20	19%
	Neither	11	22%	42	21%	17	16%
	Somewhat agree	12	24%	61	31%	31	30%
	Strongly agree	18	36%	43	22%	24	23%
	Total	50	100%	199	100%	104	100%
2 My part-time position provides necessary income for me	Strongly disagree	5	10%	22	11%	13	12%
	Somewhat disagree	6	12%	31	15%	21	20%
	Neither	8	16%	33	16%	21	20%
	Agree somewhat	15	31%	63	31%	28	26%
	Strongly agree	15	31%	53	26%	24	22%
	Total	49	100%	202	100%	107	100%
3 My part-time position provides reasonable benefits (e.g., health insurance, retirement)	Strongly disagree	13	33%	92	52%	45	47%
	Somewhat disagree	5	13%	26	15%	19	20%
	Neither	14	35%	40	23%	21	22%
	Somewhat agree	1	3%	9	5%	5	5%
	Strongly agree	7	18%	9	5%	6	6%
	Total	40	100%	176	100%	96	100%
4 Teaching part-time aligns with my current lifestyle	Strongly disagree	2	4%	1	1%	1	1%
	Somewhat disagree	1	2%	14	7%	11	11%
	Neither	3	6%	17	9%	12	12%
	Somewhat agree	11	23%	60	30%	32	31%
	Strongly agree	31	65%	106	54%	46	45%
	Total	48	100%	198	100%	102	100%

BCCC compared with:

Compensation and Benefits (continued)		Response Option	BCCC		PACE Normbase		Small	
			Count	%	Count	%	Count	%
5 Part-time teaching provides a personal outlet for my interests not related directly to financial compensation or employment	Strongly disagree	2	4%	9	5%	6	6%	
	Somewhat disagree	3	7%	6	3%	2	2%	
	Neither	5	11%	27	14%	14	14%	
	Somewhat agree	11	24%	57	30%	27	28%	
	Strongly agree	25	54%	91	48%	48	49%	
	Total	46	100%	190	100%	97	100%	
6 I am compensated well for advising/counseling students	Strongly disagree	3	9%	30	21%	16	20%	
	Somewhat disagree	3	9%	19	13%	13	16%	
	Neither	8	23%	47	33%	28	35%	
	Somewhat agree	13	37%	26	18%	12	15%	
	Strongly agree	8	23%	19	13%	11	14%	
	Total	35	100%	141	100%	80	100%	

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

BCCC compared with:

Job Security, Motivation, and Advancement	Response Option	BCCC		PACE Normbase		Small	
		Count	%	Count	%	Count	%
7 Part-time faculty at this institution often get hired into full-time positions	Strongly disagree	3	9%	42	24%	23	24%
	Somewhat disagree	5	16%	32	18%	19	20%
	Neither	17	53%	63	36%	35	36%
	Somewhat agree	5	16%	30	17%	17	18%
	Strongly agree	2	6%	8	5%	3	3%
	Total	32	100%	175	100%	97	100%
8 Part-time teaching is a path to a full-time position	Strongly disagree	3	8%	39	22%	20	21%
	Somewhat disagree	5	14%	25	14%	16	17%
	Neither	14	38%	51	29%	29	31%
	Somewhat agree	11	30%	44	25%	20	21%
	Strongly agree	4	11%	19	11%	10	11%
	Total	37	100%	178	100%	95	100%
9 Full-time positions were not available at the time that I was searching for employment	Strongly disagree	7	20%	29	17%	15	16%
	Somewhat disagree	3	9%	20	12%	10	11%
	Neither	11	31%	51	30%	27	29%
	Somewhat agree	7	20%	25	15%	9	10%
	Strongly agree	7	20%	47	27%	31	34%
	Total	35	100%	172	100%	92	100%
10 I feel that I have job security	Strongly disagree	7	15%	34	18%	19	18%
	Somewhat disagree	4	9%	29	15%	16	15%
	Neither	8	17%	52	27%	27	26%
	Somewhat agree	11	23%	45	23%	24	23%
	Strongly agree	17	36%	32	17%	18	17%
	Total	47	100%	192	100%	104	100%

Table 3. Training and Evaluation Frequency Distributions

BCCC compared with:

Training and Evaluation	Response Option	BCCC		PACE Normbase		Small	
		Count	%	Count	%	Count	%
11 I was given training at this institution before teaching	Strongly disagree	6	14%	43	22%	27	23%
	Somewhat disagree	4	9%	42	21%	28	24%
	Neither	10	23%	48	24%	25	21%
	Somewhat agree	21	48%	40	20%	14	12%
	Strongly agree	3	7%	26	13%	24	20%
	Total	44	100%	199	100%	118	100%
12 Student evaluations are provided to me within six months of the completion of the course	Strongly disagree	0	0%	19	9%	15	13%
	Somewhat disagree	1	2%	15	7%	8	7%
	Neither	7	15%	34	17%	21	18%
	Somewhat agree	36	75%	97	48%	49	41%
	Strongly agree	4	8%	37	18%	26	22%
	Total	48	100%	202	100%	119	100%
13 Performance evaluations are conducted at least once per academic year	Strongly disagree	3	6%	35	18%	23	21%
	Somewhat disagree	1	2%	29	15%	21	19%
	Neither	12	24%	37	19%	21	19%
	Somewhat agree	30	60%	56	29%	24	22%
	Strongly agree	4	8%	35	18%	20	18%
	Total	50	100%	192	100%	109	100%
14 My institution provides the opportunity for me to engage in professional development	Strongly disagree	0	0%	14	7%	10	8%
	Somewhat disagree	2	4%	17	8%	11	9%
	Neither	9	20%	73	34%	47	38%
	Somewhat agree	33	73%	95	45%	44	36%
	Strongly agree	1	2%	14	7%	11	9%
	Total	45	100%	213	100%	123	100%

Table 4. Inclusion and Access Frequency Distributions

BCCC compared with:

Inclusion and Access	Response Option	BCCC		PACE Normbase		Small	
		Count	%	Count	%	Count	%
15 I have access to support services (instructional and/or technological support)	Strongly disagree	0	0%	2	1%	2	2%
	Somewhat disagree	1	2%	10	5%	6	5%
	Neither	13	27%	77	35%	47	37%
	Somewhat agree	35	71%	119	55%	63	50%
	Strongly agree	0	0%	9	4%	9	7%
	Total	49	100%	217	100%	127	100%
16 I am welcome to attend meetings (e.g., department, unit, college-wide)	Strongly disagree	0	0%	7	3%	3	2%
	Somewhat disagree	0	0%	12	6%	9	7%
	Neither	9	18%	59	29%	33	26%
	Somewhat agree	40	82%	115	56%	71	56%
	Strongly agree	0	0%	12	6%	10	8%
	Total	49	100%	205	100%	126	100%
17 My participation in meetings (e.g., department, unit, college-wide) is valued	Strongly disagree	2	4%	13	7%	6	6%
	Somewhat disagree	0	0%	18	10%	12	12%
	Neither	14	30%	62	36%	34	34%
	Somewhat agree	30	64%	51	29%	31	31%
	Strongly agree	1	2%	30	17%	16	16%
	Total	47	100%	174	100%	99	100%
18 Full-time faculty respect me	Strongly disagree	1	2%	15	8%	9	9%
	Somewhat disagree	1	2%	11	6%	6	6%
	Neither	7	16%	54	29%	28	27%
	Somewhat agree	29	67%	75	40%	41	39%
	Strongly agree	5	12%	31	17%	21	20%
	Total	43	100%	186	100%	105	100%

BCCC compared with:

Inclusion and Access (continued)	Response Option	BCCC		PACE Normbase		Small	
		Count	%	Count	%	Count	%
19 I have satisfying working relationships with administrators	Strongly disagree	0	0%	10	5%	5	4%
	Somewhat disagree	5	11%	12	6%	9	8%
	Neither	13	28%	59	30%	40	34%
	Somewhat agree	29	62%	97	50%	52	44%
	Strongly agree	0	0%	17	9%	13	11%
	Total	47	100%	195	100%	119	100%

Table 5. Part-time Faculty Subscale Demographic Frequency Distributions

BCCC compared with:

Demographic Items	Response Option	BCCC		PACE Normbase		Small	
		Count	%	Count	%	Count	%
1 What is the total number of institutions at which you are teaching this semester?	1	32	67%	170	80%	96	81%
	2	12	25%	36	17%	19	16%
	3	3	6%	7	3%	4	3%
	4	1	2%	0	0%	0	0%
	5+	0	0%	0	0%	0	0%
	Total	48	100%	213	100%	119	100%
2 I have a full time career in an industry outside academia	Yes	14	28%	64	26%	33	22%
	No	36	72%	179	74%	115	78%
	Total	50	100%	243	100%	148	100%
3 My preference would be to have full-time status at this institution.	Yes	18	35%	106	50%	67	55%
	No	33	65%	104	50%	54	45%
	Total	51	100%	210	100%	121	100%
4 Have you ever pursued a full-time teaching position at this institution?	Yes	13	25%	78	33%	49	36%
	No	38	75%	156	67%	89	64%
	Total	51	100%	234	100%	138	100%
5 Are you currently seeking full-time status at this institution?	Yes	9	18%	46	20%	32	25%
	No	42	82%	180	80%	98	75%
	Total	51	100%	226	100%	130	100%

BCCC compared with:

Demographic Items (continued)	Response Option	BCCC		PACE Normbase		Small	
		Count	%	Count	%	Count	%
6 I am responsible for teaching developmental/remedial/general education classes.	Yes	21	42%	98	44%	53	41%
	No	29	58%	127	56%	76	59%
	Total	50	100%	225	100%	129	100%
7 I am responsible for teaching online courses.	Yes	32	63%	112	48%	45	33%
	No	19	37%	119	52%	90	67%
	Total	51	100%	231	100%	135	100%
8 On average, how much are you paid per course at this institution?	\$2,000 or less	33	67%	108	52%	47	43%
	\$2,001-\$3,000	14	29%	81	39%	49	45%
	\$3,001-\$4,000	1	2%	12	6%	10	9%
	\$4,001 or more	1	2%	5	2%	4	4%
	Total	49	100%	206	100%	110	100%
9 Mark all resources not available to you in your last term as part-time faculty at this institution.	Use of private office	23	70%	112	75%	58	69%
	An email account	7	21%	24	16%	16	19%
	A personal computer	18	55%	95	63%	48	57%
	A phone/voicemail	20	61%	97	65%	45	54%
	Shared office space	20	61%	76	51%	24	29%
	Access to parking	11	33%	33	22%	19	23%
	Faculty lounge area	16	48%	50	33%	22	26%
	Classroom supplies	16	48%	42	28%	16	19%
	Mailbox	14	42%	58	39%	21	25%
	Photocopy & Printer	14	42%	39	26%	17	20%
	Library	7	21%	30	20%	16	19%
	IT Support	4	12%	22	15%	13	15%
	Professional Development	5	15%	39	26%	25	30%
	Administrative Support	7	21%	29	19%	18	21%
	Total	33	100%	150	100%	84	100%

Table 6. Compensation and Benefits Item Mean Comparisons

BCCC compared with:

Compensation and Benefits	BCCC		PACE Normbase			Small		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size
1 Compensation is a major consideration in my decision to teach part-time	50	3.680	3.342			3.337		
2 My part-time position provides necessary income for me	49	3.592	3.465			3.271		
3 My part-time position provides reasonable benefits (e.g., health insurance, retirement)	40	2.600	1.960	**	.517	2.042	*	.436
4 Teaching part-time aligns with my current lifestyle	48	4.417	4.293			4.088		
5 Part-time teaching provides a personal outlet for my interests not related directly to financial compensation or employment	46	4.174	4.132			4.124		
6 I am compensated well for advising/counseling students	35	3.571	2.894	**	.527	2.863	**	.562

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

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

BCCC compared with:

Job Security, Motivation, and Advancement	BCCC		PACE Normbase			Small		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size
7 Part-time faculty at this institution often get hired into full-time positions	32	2.938	2.600			2.567		
8 Part-time teaching is a path to a full-time position	37	3.216	2.882			2.832		
9 Full-time positions were not available at the time that I was searching for employment	35	3.114	3.238			3.337		
10 I feel that I have job security	47	3.574	3.063	*	.379	3.058	*	.375

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

Table 8. Training and Evaluation Item Mean Comparisons

BCCC compared with:

Training and Evaluation		BCCC		PACE Normbase			Small		
		N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size
11	I was given training at this institution before teaching	44	3.250	2.819	*	.330	2.831		
12	Student evaluations are provided to me within six months of the completion of the course	48	3.896	3.584			3.529		
13	Performance evaluations are conducted at least once per academic year	50	3.620	3.141	*	.371	2.972	**	.506
14	My institution provides the opportunity for me to engage in professional development	45	3.733	3.366	*	.405	3.285	**	.482

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

Table 9. Inclusion and Access Item Mean Comparisons

BCCC compared with:

Inclusion and Access		BCCC		PACE Normbase			Small		
		N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size
15	I have access to support services (instructional and/or technological support)	49	3.694	3.567			3.559		
16	I am welcome to attend meetings (e.g., department, unit, college-wide)	49	3.816	3.551	*	.346	3.603		
17	My participation in meetings (e.g., department, unit, college-wide) is valued	47	3.596	3.385			3.394		
18	Full-time faculty respect me	43	3.837	3.516			3.562		
19	I have satisfying working relationships with administrators	47	3.511	3.508			3.496		

* 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			Small		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	51	3.606	3.326	**	.425	3.299	**	.470
1	32	3.598	3.292	**	.522	3.236	**	.691
2	12	3.511	3.205			3.064		
3	3	--	3.391			--		
4	1	--	--			--		
5+	0	∅	∅			∅		

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

-- indicates results redacted for confidentiality

∅ indicates mean could not be calculated with 0 responses

Table 11. Mean Comparisons by Industry Career

BCCC compared with:

	BCCC		PACE Normbase			Small		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size
I have a full time career in an industry outside academia.								
Overall	51	3.606	3.326	**	.425	3.299	**	.470
Yes	14	3.702	3.340	*	.591	3.312	*	.716
No	36	3.587	3.333	*	.386	3.309	*	.423

Table 12. Mean Comparisons by Full-time Status Preference

BCCC compared with:

	BCCC		PACE Normbase			Small		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size
My preference would be to have full-time status at this institution?								
Overall	51	3.606	3.326	**	.425	3.299	**	.470
Yes	18	3.427	3.294			3.242		
No	33	3.703	3.322	**	.644	3.305	**	.751

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

-- indicates results redacted for confidentiality

∅ indicates mean could not be calculated with 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			Small		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	51	3.606	3.326	**	.425	3.299	**	.470
Yes	13	3.100	3.267			3.185		
No	38	3.779	3.366	***	.622	3.380	**	.614

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			Small		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	51	3.606	3.326	**	.425	3.299	**	.470
Yes	9	3.353	3.157			3.066		
No	42	3.660	3.362	**	.472	3.359	**	.492

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

-- indicates results redacted for confidentiality

∅ indicates mean could not be calculated with 0 responses

Table 15. Mean Comparisons by Teaches Developmental Education

BCCC compared with:

	BCCC		PACE Normbase			Small		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size
I am responsible for teaching developmental/ remedial/general education classes?								
Overall	51	3.606	3.326	**	.425	3.299	**	.470
Yes	21	3.631	3.262	**	.662	3.179	**	.807
No	29	3.581	3.371			3.372		

Table 16. Mean Comparisons by Teaches Online Courses

BCCC compared with:

	BCCC		PACE Normbase			Small		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size
I am responsible for teaching online courses?								
Overall	51	3.606	3.326	**	.425	3.299	**	.470
Yes	32	3.580	3.346			3.270	*	.542
No	19	3.650	3.274	*	.564	3.267	*	.581

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

-- indicates results redacted for confidentiality

∅ indicates mean could not be calculated with 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			Small		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	51	3.606	3.326	**	.425	3.299	**	.470
\$2,000 or less	33	3.618	3.255	**	.560	3.148	**	.772
\$2,001-\$3,000	14	3.553	3.309			3.262		
\$3,001-\$4,000	1	--	3.406			3.313		
\$4,001 or more	1	--	--			--		

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

-- indicates results redacted for confidentiality

∅ indicates mean could not be calculated with 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			Small		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	51	3.606	3.326	**	.425	3.299	**	.470
Use of private office	23	3.487	3.179	*	.519	3.133	**	.682
An email account	7	3.234	3.205			3.136		
A personal computer	18	3.472	3.145	*	.528	3.154	*	.577
A phone/voicemail	20	3.404	3.169			3.187		
Shared office space	20	3.494	3.251			3.326		
Access to parking	11	3.504	3.246			3.238		
Faculty lounge area	16	3.438	3.157			3.194		
Classroom supplies	16	3.466	3.172			3.129		
Mailbox	14	3.584	3.232			3.195		
Photocopy & Printer	14	3.540	3.126	*	.639	3.192		
Library	7	3.443	3.174			3.183		
IT Support	4	--	3.152			3.098		
Professional Development	5	--	2.985			3.087		
Administrative Support	7	3.155	2.982			3.030		

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

-- indicates results redacted for confidentiality

∅ indicates mean could not be calculated with 0 responses