

# Assessing Professional Development Needs and Opportunities for Adjunct, Part-Time, and Non-Tenure Track Faculty throughout the Cooperating Raleigh Colleges (CRC)



## Data Analysis and Recommendations

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## Background & Context

The Cooperating Raleigh Colleges (CRC) is designed to promote collaboration among the higher education institutions in Raleigh and across Wake County. All of these institutions rely on part-time, adjunct faculty members to design courses, teach classes, and assess students' learning. These faculty members are essential to supporting the missions of all of the area's institutions, and often, they are connected to more than one campus across the CRC. Many are graduate students working towards a degree at one institution while teaching part-time at another.

Others are scholars who are involved in projects and programs that cross institutional boundaries.

These faculty members are associated with the area's colleges and universities, yet they remain disconnected from campus life and opportunities for professional growth and development. More importantly, their success directly impacts the academic experience for students in their classrooms.

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The increase in adjunct faculty teaching in the CRC's institutions reflects national trends. More than 1 million of the 1.5 million faculty members teaching in American colleges and universities are adjuncts (insidehighered.com, 2012). Non-tenure track faculty members now make up the majority of faculty in higher education institutions (insidehighered.com, 2012). With decreasing budgets, increasing enrollments, and a growing need for alternative structures in higher education, it is essential to find ways to collaborate and share resources to minimize the negative impacts on students' academic experiences.



## Addressing Challenges

In response to these challenges, representatives from institutions in the CRC formed an ad hoc group in summer 2011 to explore opportunities for collaboration focused on teaching. Every CRC institution depends on adjunct, part-time, and non-tenure track faculty members to support their missions and to provide quality educational experiences for their students. Participants in the ad hoc group have expressed an interest in developing a pool of applicants who are trained in teaching, experienced in the classroom, and knowledgeable about the CRC institutions.

In this challenging time of decreasing budgets and limited resources, it is essential to create opportunities for collaboration and integration of services such as professional development. Centralized professional development programs can save campus leaders time and money searching for qualified adjunct faculty members. In addition, each campus has its unique qualities and areas of strength, and an integrated inter-institutional professional development program would leverage these strengths to enhance the services offered to all CRC campuses.

## Purpose of Study

The purpose of this project is to assess the need for professional development opportunities for adjunct, part-time, and non-tenure track faculty across the CRC institutions.\*

*\*Note: Wake Technical Community College was not confirmed as a formal member of the CRC when this study was conducted. As a result, WTCC is not included in this report.*

## Methods

During the spring 2013 semester, the CRC distributed an online survey to leaders in five of the CRC institutions including Meredith College, NC State University, Peace College, Shaw University, and Saint Augustine's University. For the purpose of this project, CRC leaders defined adjunct, part-time, and non-tenure track faculty as instructors or lecturers whose primary responsibility is teaching at least one course where students receive academic credit.

The survey questions were created, vetted, and approved by campus leaders and then loaded into an online survey management system. Each campus leader emailed the survey link to the adjunct, part-time, and/or non-tenure track faculty members in their respective institution. The survey included quantitative and qualitative questions. All responses were anonymous and confidential.

Limitation: An exact sample size could not be determined using this method of distribution, however, we estimate approximately 400-500 participants received the survey.



## Highlights from the Findings

Respondents were distributed fairly evenly across the CRC institutions:

- 122 participants responded to the survey.
- 54% of the respondents have been teaching in a CRC institution for more than 4 years.
- Respondents see professional development program as an investment in their students and their own jobs.
- Teaching load varies across institutions, ranging from 1-8 courses with an average of 2-3 courses totaling between 3-18 credit hours. There is one outlier: one respondent at Saint Augustine's teaches 8 courses for a total of 23 credit hours.
- The heaviest teaching load appears to be at Shaw and Peace. The lightest teaching load appears to be at NCSU. Large classes seemed to be an area of interest for faculty teaching at NCSU.
- Overwhelmingly, the majority of respondents are interested in a professional development program designed for adjunct, part-time, and non-tenure track faculty.
- Respondents who indicated they were not interested were: (1) near retirement; (2) already feel confident in their teaching skills and abilities; (3) don't have time; and/or (4) unable to see the value of this type of training to their career advancement.
- 82% of respondents "would be or might be" interested in a CRC-wide program for enhancing teaching and learning if:

- (1) the content is relevant to their needs
- (2) the programs are offered at convenient times, and
- (3) participation is recognized.

Each of these themes is explored in the next section.

### **Theme #1: Content**

Faculty members across the CRC are interested in designing courses to encourage critical thinking, enhance motivation, and increase engagement. They want to know more designing effective student-centered learning environments based on how students learn. Most of the respondents have been teaching for more than four years, which means they are most likely familiar with fundamental course design and classroom management issues. They are ready to explore more advanced teaching and learning topics. The top 5 most requested topics were:

62% - Designing courses to enhance critical thinking

58% - How students learn

57% - Student-centered learning strategies

54% - Teaching with technology / Managing online environments

51% - Designing courses to enhance creativity

### **Theme #2: Format and Schedule**

Scheduling will be the most challenging aspect when considering how to offer professional development programming for this audience, but this did not discourage their interest in the participating in the events. Here are formats and schedules preferred by the respondents:

69% of respondents would prefer blended / hybrid models of professional development.

55% would be interested in taking self-paced online workshops.

58% of respondents would be interested in meeting monthly for 1-2 hours.

50% of respondents would prefer in-person workshops meet on weekday evenings.

44% would prefer to meet in the summer.

### **Theme #3: Recognition**

Recognition in any setting is connected to motivation, retention, and satisfaction. Faculty members who participate in professional development experiences are often internally driven and highly motivated to seek opportunities to enhance their knowledge. However, they are concerned with how a teaching certificate or participating in a professional development program would be viewed by the person evaluating them.

- 66% of respondents said they would be or might be interested in a certificate-awarding teaching and learning program, however, they wanted to know more about the specific benefits of such a program, and they want to learn more. Others prefer relevant content to a piece of paper. Most respondents are interested in a certificate program commented on

the value of participating in professional development with or without a certificate option. Selected comments:

- “I think that this might be helpful but wonder if this certificate would enhance my employment opportunities at other CRC institutions.”
- “I would be interested if there were concrete benefits.”
- “I think certificates are a nice way of acknowledging the time and effort that was expended towards continued learning.”
- “I feel any opportunity to improve my skills as a teacher would be time well spent.”
- “Ongoing professional development is very important to my long-term career advancement.”
- “Many of us are academic majors in disciplines other than education. Programs focused on effective instruction techniques, classroom management and syllabus creation would be beneficial.”
- “I might consider it if it were free and if I felt that the material covered would actually be worthwhile or helpful. I remain highly skeptical, however, that I would find the certificate worth pursuing.”
- “A certificate would not enhance my credibility as an instructor.”
- “Yes, if it was a certificate program, I would be interested in participating.”
- Most of the respondents (55%) indicated they would not be willing to pay additional fees for these types of programs. Some of the respondents noted they would be a nominal fee (\$5-\$10) for these services if it clearly provided them with career-enhancing opportunities.
- By far, the majority of respondents feel that the University should pay for their professional development. Respondents indicated financial support for professional development would be a small token of appreciation for these opportunities.
- Selected comments:
  - “Professional development should be free to part-time and adjunct faculty as way of maintaining faculty at that particular institution.”
  - “Any programs designed to enhance my experience as an instructor would benefit both my students and myself.”
  - “In some sense I would be willing to pay, but my budget is stretched so thin, any cost would be a large hurdle.”
  - “These types of courses should be offered as part of the compensation package.”
  - “I would be interested if the teaching certificate provided some real benefits (i.e. more teaching opportunities, etc.). In other words, I wouldn’t want a certificate just to hang it on the wall.”



## Recommendations

Based on the findings and the feedback from respondents, here are a few recommendations and next steps to consider. These steps are listed ranging from low involvement to high involvement from both the CRC institutions and the faculty participants:

## **1. Determine existing professional development programs and services.**

From new faculty orientations to reading circles to summer institutes, every CRC institution offers some level of faculty development programming. But, this information is only available within the structures of each of the institutions. One possible next step is to create a database of existing programs and services to determine which experiences could be available across the CRC institutions.

## **2. Centralize information about announcements, upcoming events, and professional development resources.**

More than 85% of the respondents are interested in professional development opportunities and programming that allows them to learn more about teaching in the college classroom. Once opportunities are available, design a section on the current CRC web site to provide a central place for announcements, upcoming events, and professional development resources that are relevant to this audience. Currently, a central promotion or registration system does not exist for faculty members who want to attend existing professional development events outside of their institution. Even if an existing event or program were open to all CRC faculty members, we don't have a way to advertise it, promote it, or manage registration across institutions to specifically address this audience's needs. We could eventually expand this section of the web site into a teaching blog where participants share strategies with the colleagues and/or feature a new tool or resource or event relevant to the CRC.

## **3. Develop a pilot program featuring monthly or bimonthly workshops hosted by each campus throughout the academic year.**

Each workshop will feature a new teaching and learning strategy related to the topics most relevant to the needs of this audience. Hosting the event on each campus reinforces the inter-institutional partnership and allows faculty members to visit the area's campuses and build connections with their CRC colleagues.

## **4. Create a self-paced, blended CRC Teaching Certificate Program.**

A self-paced certificate program offered in a blended format allows participants to achieve different levels of certification, possibly enhancing opportunities for participants to compete successfully for adjunct, part-time, and non-tenure track positions within the CRC institutions. A "beginning" level of certification might include participating in an existing faculty orientation and attending a certain number of workshops. An "advanced" level of certification might include attending workshops, designing a workshop, and facilitating the workshop to their colleagues. This would create a sustainable model and allow participants to learn from their peers. Participants might receive recognition letters from their department head and from the

CRC. Peer observations could also be built into the program to allow for continued improvement and documentation of successful teaching experiences. Efforts must be made to articulate the benefits of such a program to the participants and how it is valued among their colleagues and supervisors.

### **5. Develop a week-long blended Summer Teaching Institute hosted by a different campus each year.**

Since time is a significant factor for this audience, summer could be the best time of year for faculty to focus on course design, technology, and advanced teaching and learning topics. A blended summer institute could focus on the re-design of an existing course, the creation of a new course, and the opportunity to practice, share, and discuss ideas with colleagues who teach the same types of courses throughout the CRC.

### **6. Leverage the power of mentoring.**

More than 56% of the respondents were over the age of 41. There is a significant opportunity for senior faculty members to mentor junior faculty members throughout the CRC. One-on-one mentoring experiences could be developed both within and across institutions. Faculty members could connect with each other and arrange guest lecture experiences based on an area of expertise. Campus visits could be arranged to allow faculty to learn more about different institutional structures, expectations, and faculty life. Mentoring experiences could provide important career development opportunities that go beyond teaching effectiveness.

## **Summary**

Beaton (2012) indicates the four key issues facing part-time faculty are: (1) powerlessness: lack of voice in the institution; (2) coordination: the need for senior staff to recognize and coordinate the activities of part-time faculty; (3) relevance: the need to be involved in designing curricula which bridge real-world practical skills and theoretical frameworks; and (4) professional development: access to appropriate training and development opportunities (p. 199). The findings in this study and the recommendation in this report address all four of these key issues.

Leaders in the CRC institutions know the success of their students depend on the success of their faculty. Adjunct, part-time, and non-tenure track faculty members are highly invested in enhancing student success and creating positive learning experiences for students. These professional development programs would not only show the faculty members how much they are valued by their respective institutions, but such programs also create a stronger applicant pool from which to recruit job applicants within the CRC.

Reference:

Beaton, F. & Gilbert, A. (Eds). (2012). *Developing effective part-time teachers in higher education: New approaches to professional development. (SEDA series)* London: Routledge Publishing.

Refer to **Appendix A** for a copy of all of the survey questions (p. 10).

Refer to **Appendix B** for the complete list of responses (p. 16).

# Appendices

## Appendix A: Copy of Survey Questions

### Cover Email:

Dear \_\_\_\_\_,

The Cooperating Raleigh Colleges (CRC) is a nonprofit consortium that promotes collaboration among higher education institutions in Raleigh, NC and with the Wake County community. The CRC includes Meredith College, NC State University, William Peace University, Saint Augustine's University and Shaw University.

This semester, campus leaders across the CRC are conducting a study to determine the professional development needs and opportunities for adjunct and part-time faculty across the five colleges and universities. Specifically, leaders in the CRC are interested in providing training and professional development opportunities focused on enhancing teaching and learning.

As a member of this group of faculty, we'd like to learn more about your experiences to help the CRC determine how to best support your professional development needs and interests. Your responses are confidential and anonymous. It should only take 10 minutes to complete this survey.

Thank you,

Members of the Cooperating Raleigh Colleges Consortium

**Survey Questions:**

**1. Have you worked as an adjunct, part-time faculty member, part-time lecturer, or part-time instructor in any of the CRC institutions within the past 12 months?**

- Yes
- No

**[If yes] Which institution(s) have you worked in within the past 12 months? (check all that apply)**

- Meredith College
- NC State University
- William Peace University
- Saint Augustine's University
- Shaw University

**[If yes] How many courses have you taught at each institution within the past 12 months?**

<u>Institution</u>	<u># of courses</u>	<u># of credit hours</u>
Meredith College		
NC State University		
William Peace University		
Saint Augustine's University		
Shaw University		

**[If no] Which of the CRC institutions have you worked with in the past as an adjunct, part-time faculty member, part-time lecturer, or part-time instructor? (check all that apply)**

- Meredith College
- NC State University
- William Peace University
- Saint Augustine's University
- Shaw University

**2. For how many years have you worked as an adjunct, part-time faculty member, part-time lecturer, or part-time instructor with one or more of the CRC institutions (Meredith, NC State, Peace, Saint Augustine's, Shaw)?**

- Less than 1 year
- 1 – 3 years
- 4 – 6 years
- More than 6 years

**3. If the CRC offered programs focused on enhancing teaching and learning, would you be interested in participating? Why or why not?**

- Yes → (Why? Insert text box for comments)
- No → (Why not? Insert text box for comments)
- Maybe → (Explain. Insert text box for comments)

**[If yes or maybe] Which topics would be most interesting or most helpful to you? (This will be recorded on a Likert Scale (not interested, interested, very interested.)**

- Teaching Your First Course: Getting Started
- Course Design
- Classroom Management Issues
- Establishing Credibility and Authority
- How Students Learn (topics such as Emotional Intelligence, Multiple Intelligences, Learning Styles and Brain-Based Learning, etc.)
- Motivation
- Diversity & Intercultural Communication in the Classroom
- Theoretical Perspectives in Teaching and Learning
- Grading and Evaluation
- Assessment
- Blended Learning / Hybrid Courses
- Teaching Large Classes
- Generating Discussions
- Asking Effective Questions
- Student-Centered Learning Strategies (topics such as experiential learning, problem-based learning, inquiry-guided learning, flipped classrooms, etc.)
- Handling Conflict in the Classroom
- Teaching Controversial Issues
- Teaching with Technology / Managing Online Learning Environments
- Designing Courses to Enhance Critical Thinking
- Designing Courses to Enhance Creativity
- Group Work and Collaboration in the Classroom
- Teaching in the Lab Environment
- Scholarship of Teaching and Learning

**[If yes or maybe] Are there other topics related to teaching and learning in the college classroom that you'd like to learn more about? If so, list those here:**

**[If yes or maybe] Would you be willing to pay for these events/programs? Explain.**

**[If yes or maybe] If these events were offered through the CRC, which mode of instruction would you prefer? (check all that apply)**

- Online
- In-person
- Blended/hybrid

**[If yes or maybe] Which times/days would work best for you to participate in these events/programs? (check all that apply)**

- Weekday mornings
- Weekday lunch time
- Weekday afternoons
- Weekday evenings
- Weekends
- Summer
- Other: [insert text box]

**[If yes or maybe] Which formats would work best for you to participate in these events/programs? (check all that apply)**

- 1-2 times a month (1-2 hours)
- 3-5 half day sessions in between semesters
- 2-3 full day sessions in between semesters
- 3-5 days in the summer, similar to a retreat.
- Online, synchronous format.
- Online, self-paced, asynchronous format.
- As part of an orientation (such as new faculty orientation)
- Other: [insert text box]

**If you are not interested in participating in professional development workshops/programs, why not?**

*[NOTE: This question would simply read, "If no, why not?" in the actual survey. The survey logic will skip all of the questions above if the respondent selects "no".]*

- I am not interested in professional development opportunities.
- I do not have time.
- I do not see the benefits of participating in professional development programs.
- Other: [insert text box]

**4. Are you interested in earning a CRC Teaching Certificate if such a program were available to you?**

- Yes → (Why? Insert text box for comments)
- No → (Why not? Insert text box for comments)
- Maybe → (Explain. Insert text box for comments)

**5. Do you currently participate in any professional development events or programs? Examples might include conferences, workshops, seminars, courses or other activities focused on teaching effectiveness, communication, leadership, etc. If so, briefly describe.**

**6. What are your future goals in higher education? (check all that apply)**

- I plan to continue working as an adjunct, part-time faculty member, part-time lecturer, or part-time instructor for the next 1-2 years.
- I plan to continue working as an adjunct, part-time faculty member, part-time lecturer, or part-time instructor for the more than 2 more years.
- I am seeking other part-time positions in higher education.
- I am seeking other part-time positions outside of higher education.
- I am seeking full-time employment in higher education.
- I am seeking full-time employment outside of higher education.
- Other: [insert text box]

**Demographic Information: (optional)**

**6. Highest Degree Earned:**

- Doctorate
- Master's
- Professional Certification/License
- Specialist
- Bachelor's
- High School
- Other: [insert text box]
- Prefer not to answer

**7. What is your gender:**

- Male
- Female
- Transgender
- Prefer not to answer

**8. What is your age range (years)?**

- 21-25
- 26-30
- 31-35
- 36-40
- 41-45
- 46-50
- 51-55
- 56-60
- 61+
- Prefer not to answer

**Appendix B: All Survey Responses** (excluding open-ended comments)

**Survey Name:** CRC Survey to Assess Professional Development Needs and Opportunities

**Have you worked as an adjunct, part-time faculty member, part-time lecturer, or part-time instructor in any of the CRC institutions within the past 12 months (January - December 2012)?**

	<b>Number of Response(s)</b>	<b>Response Ratio</b>
Yes	112	91.8%
No	9	7.3%
No Responses	1	<1%
<b>Total</b>	<b>122</b>	<b>100%</b>

**Which institution(s) have you worked in within the past 12 months? (check all that apply)**

	<b>Number of Response(s)</b>	<b>Response Ratio</b>
Meredith College	23	21.6%
NC State University	37	34.9%
William Peace University	9	8.4%
Saint Augustine's University	25	23.5%
Shaw University	20	18.8%
<b>Total</b>	<b>106</b>	<b>100%</b>

How many courses have you taught at each institution within the past 12 months? (Confirm institution, number of courses and number of credit hours. Example: Meredith College, 2 courses, 6 credit hours).

106 Response(s)

Which of the CRC institutions have you worked as an adjunct, part-time faculty member, part-time lecturer, or part-time instructor at any time during your career?

	Number of Response(s)	Response Ratio
Meredith College	26	23.0%
NC State University	48	42.4%
William Peace University	12	10.6%
Saint Augustine's University	29	25.6%
Shaw University	19	16.8%
<b>Total</b>	<b>113</b>	<b>100%</b>

For how many years total have you worked as an adjunct, part-time faculty member, part-time lecturer, or part-time instructor with one or more of the CRC institutions (Meredith College, NC State University, William Peace University, Saint Augustine's University, Shaw University)?

	Number of Response(s)	Response Ratio
Less than 1 year	24	19.6%
1 - 3 years	28	22.9%
4 - 6 years	22	18.0%
More than 6 years	44	36.0%
No Responses	4	3.2%
<b>Total</b>	<b>122</b>	<b>100%</b>

If the CRC offered programs focused on enhancing teaching and learning, would you be interested in participating? Why or why not? (Explain in comments).

	Number of Response(s)	Response Ratio
Yes	67	54.9%
No	16	13.1%
Maybe	33	27.0%
No Responses	6	4.9%
<b>Total</b>	122	100%
82 Comment(s)		

Please rate your level of interest in the following topics. (Category 1)

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.

	Not Interested	Somewhat Interested	Very Interested
Teaching Your First Course: Getting Started	57 61%	20 22%	16 17%
Course Design	12 13%	38 40%	45 47%
Classroom Management Issues	28 30%	39 42%	26 28%
Establishing Credibility and Authority	24 26%	42 46%	26 28%
How Students Learn (topics such as Emotional Intelligence, Multiple Intelligences, Learning Styles and Brain-	11 11%	30 31%	57 58%

Based Learning, etc.)

Motivation	13 14%	35 37%	46 49%
Diversity & Intercultural Communication in the Classroom	22 24%	35 38%	36 39%
Theoretical Perspectives in Teaching and Learning	19 20%	33 35%	42 45%

**Please rate your level of interest in the following topics. (Category 2)**

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.

	<b>Not Interested</b>	<b>Somewhat Interested</b>	<b>Very Interested</b>
Grading and Evaluation	17 17%	39 40%	42 43%
Assessment	16 16%	37 38%	44 45%
Blended Learning / Hybrid Courses	11 12%	40 42%	44 46%
Teaching Large Classes	34 36%	35 37%	26 27%
Generating Discussions	13 14%	37 39%	46 48%
Asking Effective Questions	14 15%	39 41%	42 44%
Student-Centered Learning Strategies (topics such as experiential learning, problem-based learning, inquiry-guided learning, flipped classrooms, etc.)	9 10%	31 33%	54 57%
Handling Conflict in the Classroom	27 29%	47 50%	20 21%

**Please rate your level of interest in the following topics. (Category 3)**

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.

	<b>Not Interested</b>	<b>Somewhat Interested</b>	<b>Very Interested</b>
Teaching Controversial Issues	24 25%	39 41%	33 34%
Teaching with Technology / Managing Online Learning Environments	11 11%	34 35%	53 54%
Designing Courses to Enhance Critical Thinking	11 11%	27 27%	61 62%
Designing Courses to Enhance Creativity	12 13%	35 36%	49 51%
Group Work and Collaboration in the Classroom	14 15%	39 42%	40 43%
Teaching in the Lab Environment	47 50%	25 27%	22 23%
Scholarship of Teaching and Learning	27 28%	36 38%	33 34%

**Are there other topics related to teaching and learning in the college classroom that you'd like to learn more about? If so, list those here.**

10 Response(s)

Would you be willing to pay for these events/programs? Explain your answer within the comment box.

	Number of Response(s)	Response Ratio
Yes	30	24.5%
No	67	54.9%
No Responses	25	20.4%
<b>Total</b>	122	100%
57 Comment(s)		

If these events were offered through the CRC, which mode of instruction would you prefer? (check all that apply)

	Number of Response(s)	Response Ratio
Online only	32	32.3%
In-person only	29	29.2%
Blended/hybrid (both online and in-person)	68	68.6%
<b>Total</b>	99	100%

**Which times/days would work best for you to participate in these events/programs? (check all that apply)**

	Number of Response(s)	Response Ratio
Weekday mornings	24	24.4%
Weekday lunch time	15	15.3%
Weekday afternoons	24	24.4%
Weekday evenings	50	51.0%
Weekends	41	41.8%
Summer	44	44.8%
Other	2	2%
<b>Total</b>	<b>98</b>	<b>100%</b>

**Which formats would work best for you to participate in these events/programs? (check all that apply)**

	Number of Response(s)	Response Ratio
1-2 times a month (1-2 hours)	57	57.5%
3-5 half day sessions in between semesters	20	20.2%
2-3 full day sessions in between semesters	17	17.1%
3-5 days in the summer, similar to a retreat	18	18.1%
Online, synchronous format	22	22.2%
Online, self-paced, asynchronous format	54	54.5%
As part of an orientation (such as new faculty orientation)	23	23.2%
Other	2	2.0%
<b>Total</b>	<b>99</b>	<b>100%</b>

**If no, why not? (check all that apply)**

	<b>Number of Response(s)</b>	<b>Response Ratio</b>
I am not interested in professional development opportunities.	6	25.0%
I do not have time.	14	58.3%
I do not see the benefits of participating in professional development programs.	6	25.0%
Other	6	25.0%
<b>Total</b>	<b>24</b>	<b>100%</b>

**Are you interested in earning a CRC Teaching Certificate if such a program were available to you? (Explain your answer further in comment box).**

	<b>Number of Response(s)</b>	<b>Response Ratio</b>
Yes	44	36.0%
No	33	27.0%
Maybe	37	30.3%
No Responses	8	6.5%
<b>Total</b>	<b>122</b>	<b>100%</b>
55 Comment(s)		

**Do you currently participate in any professional development events or programs? Examples might include conferences, workshops, seminars, courses or other activities focused on teaching effectiveness, communication, leadership, etc. If so, briefly describe.**

114 Response(s)

**What are your future goals in higher education? (check all that apply)**

	Number of Response(s)	Response Ratio
I plan to continue working as an adjunct, part-time faculty member, part-time lecturer, or part-time instructor for the next 1-2 years.	32	28.0%
I plan to continue working as an adjunct, part-time faculty member, part-time lecturer, or part-time instructor for the more than 2 more years.	64	56.1%
I am seeking other part-time positions in higher education.	12	10.5%
I am seeking other part-time positions outside of higher education.	7	6.1%
I am seeking full-time employment in higher education.	45	39.4%
I am seeking full-time employment outside of higher education.	13	11.4%
Other	7	6.1%
<b>Total</b>	114	100%

**Highest Degree Earned:**

	<b>Number of Response(s)</b>	<b>Response Ratio</b>
Doctorate	51	41.8%
Master's	49	40.1%
Professional Certification/License	2	1.6%
Specialist	0	0.0%
Bachelor's	2	1.6%
High School	0	0.0%
Prefer not to answer	1	<1%
Other	7	5.7%
No Responses	10	8.1%
<b>Total</b>	<b>122</b>	<b>100%</b>

**What is your gender?**

	<b>Number of Response(s)</b>	<b>Response Ratio</b>
Male	43	35.2%
Female	65	53.2%
Transgender	1	<1%
Prefer not to answer	2	1.6%
No Responses	11	9.0%
<b>Total</b>	<b>122</b>	<b>100%</b>

**What is your age range (years)?**

	<b>Number of Response(s)</b>	<b>Response Ratio</b>
21-25	0	0.0%
26-30	6	4.9%
31-35	12	9.8%
36-40	11	9.0%
41-45	17	13.9%
46-50	15	12.2%
51-55	8	6.5%
56-60	15	12.2%
61+	22	18.0%
Prefer not to answer	6	4.9%
No Responses	10	8.1%
<b>Total</b>	<b>122</b>	<b>100%</b>

