



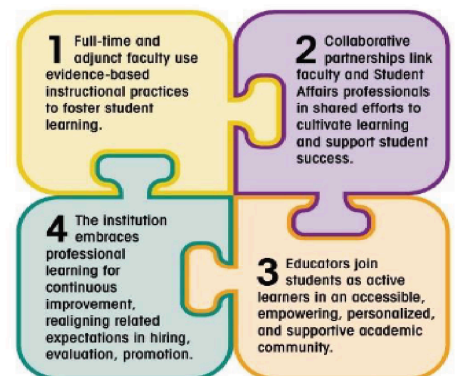
SUMMARY

Survey of Faculty Professional Development Interests and Experiences

Faculty Survey

Between November 2020 – February 2021, 2,833 faculty across North Carolina community colleges responded to our survey, sharing their interests and experiences around teaching, learning, and faculty professional development.

Questions on this survey map to Achieving the Dream's four cornerstones framework for building a culture of teaching and learning excellence.



Comparisons of Responses from Full-time Faculty and Adjunct Faculty: Instructional Practices

- Both groups express similar interest levels in the same teaching and learning practices, although more full-time faculty indicated substantial interest in new developments in their specific discipline or field (58%) compared to adjunct faculty (46%), as well as more full-time faculty indicating substantial interest in new strategies for effective and engaging instruction (57%) compared to adjunct faculty (50%).
- A slightly higher percentage of full-time faculty (91%) have access to data that tell them how students are doing in their courses as compared to adjunct faculty (85%).
- A slightly higher percentage of full-time faculty (85%) have ample opportunities to learn about supports and resources available to students as compared to adjunct faculty (76%).
- More full-time faculty indicate that they regularly collaborate with colleagues in academic affairs.



Comparisons of Faculty Responses by Program Area: Instructional Practices

General education full-time faculty are more likely to strongly agree that participation in professional learning is considered in evaluation processes (29%) as compared to faculty in other areas (19%-23%).

Basic skills adjunct faculty have different feelings toward professional learning than faculty in other areas.

	Basic Skills (%Agree/Strongly Agree)	Others (%Agree/Strongly Agree)
College provides follow-up supports as new instructional approaches are tried	59%	48-52%
Expectations for professional development are clearly articulated in position description	63%	38-40%
Participation in professional development is considered in evaluation processes	51%	31-38%

Comparison of Faculty Responses by Career Stage: Instructional Practices

- Substantial knowledge of new developments in their specific discipline or field increases with experience: 25% in the under 5-year group, rising to 38% in the 20+ year group.
- Substantial knowledge of new strategies for effective and engaging instruction increases with experience: 14% in the under 5-year group, rising to 24% in the 20+ year group.
- Having adequate or substantial knowledge of best practices in effective use of collaborative learning strategies increases with experience: 54% in the under 5-year group, rising to 64% in the 20+ year group.
- Substantial knowledge in best practices for engaging students online increases with experience: 11% in the under 5-year group, rising to 21% for each group, 11-15 years and higher.
- Opportunities to learn about available supports and resources to students increase with experience – 79% in the under 5-year group, rising to 88% in the 16-20 year group before slightly declining to 86% in the 20+ year group.
- Collaboration with academic affairs colleagues becomes more frequent with experience: 20% of under 5-year faculty say they never participate in collaboration, with this figure decreasing to 7% among the 16-20 year group before slightly increasing to 9% in the 20+ year group.
- Collaboration with student services colleagues also becomes more frequent with experience: 34% of under 5-year faculty say they never participate in collaboration, with this figure decreasing to 15% among the 16-20 year group before slightly increasing to 19% in the 20+ year group.

Comparison of Full-time Faculty and Adjunct Faculty by Career Stage: Experiences with Professional Development

Full-time Faculty: On all items, we see a decline in level of agreement through the 11-15 year group, then an increase among more seasoned faculty.

	% Agree/Strongly Agree				
	< 5 Years	6-10 Years	11-15 Years	16-20 Years	> 20 Years
College provides follow-up supports as new instructional approaches are tried	58%	55%	46%	54%	55%
Expectations for professional development are clearly articulated in position description	71%	66%	56%	68%	68%
Participation in professional development is considered in evaluation processes	78%	77%	74%	82%	81%

Adjunct Faculty: Aside from most percentages being lower than among full-time counterparts, trends are not as consistent on these items as we see for full-time faculty.

	% Agree/Strongly Agree				
	< 5 Years	6-10 Years	11-15 Years	16-20 Years	> 20 Years
College provides follow-up supports as new instructional approaches are tried	55%	48%	45%	49%	45%
Expectations for professional development are clearly articulated in position description	17%	20%	18%	15%	21%
Participation in professional development is considered in evaluation processes	43%	34%	31%	36%	37%



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