

IHE Bachelor Performance Report

Bennett College

2010 - 2011

Overview of the Institution

Bennett College was founded in 1873 as a coeducational institution. Its first sessions were held in the basement of Warnersville Methodist Episcopal Church North, now known as St. Matthew's United Methodist Church, in Greensboro, North Carolina. As a coeducational institution, the College graduated men and women who assumed positions of leadership as preachers, teachers, and homemakers as well as leaders in other professions. Two of the first African American bishops in the Methodist Episcopal Church were graduates of Bennett College. Early in the twentieth century, the Woman's Home Missionary Society decided to build a college for the education of Negro women. The Board of Education of the Methodist Church offered the site of Bennett College for this project. Under these agencies, Bennett College became one of two senior colleges for Negro women in the South. The reorganization of Bennett College took place in 1926. In 1930, the College granted its first college degrees as a women's college. Dr. David Dallas Jones was the first president of the reorganized Bennett College and served until his death in 1955. As one of only two historically black colleges for women, Bennett College strives to provide an environment that is caring, nurturing, disciplined, and emotionally and spiritually uplifting. Among a variety of reasons, students elect to attend Bennett College because of its unique urban setting, low teacher/student ratio, dedicated first-rate faculty and staff, and the diverse, yet unique exposure and opportunities it provides for women. Overall, excellence in performance is valued as the foundation for the achievement of the College's mission and educational goals and is the primary emphasis in all teaching and learning endeavors. Bennett College has twenty-nine buildings on approximately fifty-five acres. A thirty-one member Board of Trustees is legally responsible for the policies that guide the College's operation. Its academic program is tailored toward undergraduate education that offers 24 bachelor's degrees and two dual-degrees. Programs at the College are presently accredited by the Southern Association of Colleges and Schools (SACS), University Senate of the United Methodist Church; Commission on Black Colleges, United Methodist Church, Council on Social Work Education (CSWE), North Carolina Department of Public Instruction (DPI) and the National Council on the Accreditation of Teacher Education (NCATE). Since 1926, Bennett College has had fifteen presidents. Its current president, Dr. Julianne Malveaux, has had a distinguished career as an economist, an author, and a commentator. Described by Dr. Cornel West as "the most iconoclastic public intellectual in the country", Dr. Malveaux's contributions to the public dialogue on issues such as race, culture, gender, and their economic impacts, are helping to shape public opinion in 21st century America. Dr. Malveaux has implemented focused area programs: (1) Leadership, (2) Global Diversity and (3) Entrepreneurship.

Special Characteristics

Bennett College, is the only historical African-American College for Women in the State of North Carolina. The basic philosophy undergirding Bennett College is its belief in a need to provide for students a unique and flexible program of instruction, supplemented by rich experiences in group

participation and community involvement and designed to meet the needs of an ever-changing society. The program encourages the development of the critical and analytical thinking necessary for students to become lifelong learners. Bennett College prides itself on the diversity of religions and ethnicities among the student body, faculty and staff. At Bennett College, education takes place in an environment of open inquiry where teachers and students are immersed in educational processes that build community, foster authentic research, create knowledge and advance scholarship and personal empowerment. Students will leave Bennett College prepared for success in the world of work and further studies, possessing a greater appreciation of the history and culture of Africa and the African Diaspora, the struggle and accomplishments of women and a realization of their own ability and the possibilities to help change the world. The Teacher Education Program is dedicated to the development of facilitators of learning in the contemporary global community. Reflective practitioners, combining theory and practice, and celebration of diversity permeates the delivery of quality instruction in small personable class settings.

Program Areas and Levels Offered

Licensure areas offered at Bennett include Elementary Education (K-6), Biology Education (9-12), Music Education (K-12), English Education (9-12), Mathematics Education (9-12) and Special Education (K-12).

I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION (SCDE) INITIATIVES

A. Direct and Ongoing Involvement with/and Service to the Public Schools

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Priorities Identified in Collaboration with LEAs/Schools	Activities and/or Programs Implemented to Address the Priorities	Start and End Dates	Number of Participants	Summary of the Outcome of the Activities and/or Programs
Guilford	Improved student achievement in reading comprehension Quality preservice teacher preparation Principals at Bluford Elementary Communications Arts Magnet School and Peck Elementary School requested	Five interns went to Bluford, four interns were assigned to Peck, and one intern went to Dudley to serve as reading tutors. They worked collaboratively with assigned teachers and students with particular needs. While	Fall 2009- Spring2010	12 interns Bennett interns worked with 20 students at Bluford; 25 students at Peck; and 7 students at Dudley. Public school students served were of African-American, Hispanic, and European American ethnicities, as	Cooperating teachers at each school reported that students achieved higher scores on their benchmark assessments. Interns noted in weekly classes progress their tutees made from one visit to the next. Cooperating teachers at the Newcomers

	<p>tutors in reading for grades 3-5. During the same time, the principal at Dudley High School requested tutors in their sophomore, junior, and senior English classes. The principal at the Doris Henderson Newcomers School, a school that serves recently arrived immigrant and refugee students in grades 3-12 who are novice English speakers, requested our assistance with students in the elementary grades with decoding and encoding skills in reading.</p>	<p>some of their tutoring satisfied their class internship hours' requirement, many additional hours were spent in volunteer service. Interns read with students, helped students complete assignments, completed activities designed to enhance reading comprehension and to check for students' understanding of various texts. Two interns worked with eight elementary students during the 2009-2010 academic year at the Newcomers School. There, students were from Iraq, Burma, Vietnam, and Cambodia.</p>		<p>well as those of international students from families of refugees. The countries represented were Iraq, Burma, Vietnam, and Cambodia.</p>	<p>School noted with university supervisors the academic and social progress that newly arrived students had made, with the assistance of Bennett interns, as well as growth in the acquisition of language and reading skills.</p>
Guilford	<p>Increase ethnic minority presence in the teaching profession Given the increased</p>	<p>Activities included skills in improving reading, writing, and time</p>	<p>Summer 2009</p>	<p>Thirty-five students participated in the week-long program during summer</p>	<p>Program evaluation data from the participants revealed that their interests in</p>

	<p>attention to the teacher shortage, particularly the absence of ethnic minority presence in the teaching field, the Budding Bennett Belles program is designed for the purpose of strengthening the recruitment and retention of ethnic minority students who are interested in pursuing a career in teaching. Other focuses of the program are collaborating with teachers and administrators in Guilford and Alamance County School districts as well as assisting school districts with developing school-based future teachers' clubs and programs. Mentoring and exposing middle and high school students to elements of the teaching profession, i.e., monthly workshops, hands-on experiences, guest speakers,</p>	<p>management. Attention was also given to skill-building in studying. Social skills, including etiquette training and business manners, were also shared. Participants experienced the daily duties of being a teacher. They spoke with career ethnic minority teachers who shared their lives with them. During a tour of Bennett College's Children's House, the Director there spoke with participants as a means of extending their teaching possibilities to Pre-K.</p>		<p>2009; eleven schools with a total of 31 participants were from Guilford County. One student from one school was represented from Alamance County. One school with one student was represented from Orange County. Thirty-three participants were of African American ethnicity. Two students were of Latina ethnic groups. Two students were from Let's Teach Home-school.</p>	<p>teaching grew while they were in the program. Their participation confirmed what they believed they could do for other students as teachers. Since elementary and secondary teachers spoke of their professional experiences with the Budding Bennett Belles, participants decided on what level they would like to teach. As a result of the participation in the Budding Bennett Belles Program, two former participants have been formally admitted and have enrolled in Bennett with hopes of applying to the Teacher Education Program.</p>
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	<p>presentations, and out-of-state field trips. Central Office administrators and principals at schools determined the need for such recruitment and intervention to occur at their schools. They were also quite pleased with the middle school inclusion for future professional role development. Orange County administrators requested to be included in this program.</p>				
Guilford	<p>Increase parent involvement in elementary and middle schools. Personnel from Guilford County Public Schools and members of the Department of Curriculum and Instruction met for the purpose of discussing ways to increase parent participation and involvement in the educational process especially in high poverty schools and in</p>	<p>The Institute took place on the campus of Bennett College for Women, June 2, 3, 4, and 5, 2009 from 6:30-7:30pm. Seminars were conducted on topics such as: 1) the process of schooling; 2) how to acquire information from agencies, businesses, and organizations that could help in the education of</p>	<p>June 2-5, 2010 and 2009-2010</p>	<p>Fifty-four parents from the following schools participated: Shiloh Headstart, Hairston Middle School, Murphy Traditional Academy, The Sunshine House, Children's House, Smith High School Kindervillage, Erwin Montessori, First Steps Child Care,</p>	<p>A survey was given to parents at the end of the Institute. Overwhelmingly, they rated the seminars as being beneficial to them. They really appreciated the information provided on advocacy. For some of the participants, it took away the fear of going to school. In fact, a few said that knowing how to advocate made them feel more empowered.</p>

	<p>schools where low achievement is consistently recognized. To meet this need, a Parent Involvement Institute was created. The purpose of this institute was to provide information, training and support for Supplemental Educational Services (SES) parent participants. The general goals of the program are: 1) to increase awareness among parents regarding ways they can support their children's learning at home, school, and in the community; 2) to improve parent perceptions of schooling and the educational process; and 3) to increase parent involvement and support of schools. The Supplemental Education Service program provided tutoring in math, and language</p>	<p>their children; 3) training and resources to help their children at home; and 4) how to advocate for their children at school. Parents received a resource guide at the end of the advocacy session. Certificates of attendance for completion of the Institute were given. Tutoring was offered by Bennett's students and faculty three days per week in three elementary schools; Peck, Bluford and Archer.</p>	<p>Ray Warren Head Start, Guilford Child Dev., Hampton Academy, Head Start, Gillespie Park, Archer Elementary, Guilford Preparatory Academy, PCC Head Start, Grimsley High School, Allen Middle, Triangle Lake Montessori, East White Oak Child Dev. Lab, Page High School, East White Oak Child Development Center, Guilford Child Dev./ Metropolitan Head Start, Gillespie Elementary, (attending in fall) Faulkner Elementary, Bluford Elementary, Hunter Elem., Aycock Middle School, Faulkner Elem, Northern Elem, Northern High, Erwin Montessori,</p>	
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	<p>arts for 45 students in grades 4-6.</p>		<p>Sedgefield Elem., Murphey Elem., Pearce Elementary, Vandalia Elem., Jones Elem, The Children's House Sedgefield Elem. Erwin Montessori David Jones elementary Maynard, Murphey Elementary Cone Elem. Middle College of Bennett Jamestown Elem., Ragsdale HS Hickory Chapel in Jamestown Shiloh Head Start, Kiser Middle School Kernodle Middle Kernodle Middle, Claxton, East White Oak (representing how many schools?) signed up to participate; 50 families were served, with childcare being provided for 28 children while their parents</p>	
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				participated in the Institute. All participants were African American.	
<p>Guilford and public school systems across the United States. The following schools were represented in Guilford County: Allen, Aycock, Jackson, Jamestown and Johnson Street.</p>	<p>Increase ethnic minority middle school girls' interests and participation in science, technology, engineering and mathematics (STEM) fields. The overall objectives of the HBCU-UP Computational Science Project are to: 1) enhance STEM faculty's technical expertise and scholarly productivity; 2) enrich the curriculum to better prepare students to enter graduate and professional schools, and assume productive careers in new interdisciplinary fields; 3) improve retention through support and enrichment experiences for students, and 4) increase recruitment</p>	<p>Outreach activities enhanced our visibility in the community and impacted recruitment at the institution. The activities included: 1) the NSF Summer Academy; The program is designed to introduce students, particularly females to computational science and prepare them for success in mathematics and science courses; and 2) A STEM Fair. The Summer Academy targeted rising high school seniors and students who had been confirmed for admission to Bennett in the upcoming fall. Now in its fourth year of operation, the Academy has</p>	<p>Spring 2010 and Summer 2009</p>	<p>Approximately 20 students participated in the program. Approximately 30 students participated in the NSF Summer Academy.</p>	<p>Between 23 and 30% of the students who participated in the Academy later enrolled at Bennett and have been retained. Evaluations results indicated that the Bennett College visit had a positive impact on students in terms of encouraging them to consider a STEM career and enhanced their perception of Bennett College.</p>

	<p>through outreach activities. The specific objective for the public school partnership part of this project is objective #4.</p>	<p>attracted students 25 students from all over the country who are interested in a STEM career and who are willing to work hard to earn at least seven college credits. Three Middle school girls from throughout Guilford County visited the campus, participated in workshops offered by STEM faculty, and interacted with Bennett College students. Similarly, the STEM Fair that targeted juniors and seniors in high school involved the students in workshops led by 14 STEM faculty and introduced them to careers in science.</p>			
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B. Brief Summary of faculty service to the public schools.

Faculty service to the public schools is exemplified through activities in every academic and support program here at Bennett College for Women. The president of the College in communicating her vision, emphasized greater involvement in service by faculty, staff and students. Bennett College science professors judged local school science fair activities, taught

hands-on science activities to elementary science teachers and served on a task force to evaluate the secondary school biology curriculum. Professors continue to coordinate service learning projects, serve as tutors, serve on improvement teams and as advisory members. Teacher Education faculty served as workshop presenters in the schools, served as advisers, tutors, mentors, lunch buddies, PTO members, and team taught classes. The SNCAE sponsored workshops and recreational activities at county high schools and elementary schools. Clearly, Bennett College is committed to supporting the public schools of North Carolina with College-wide support and service. Bennett College hosted a STEM Fair for Guilford County Schools and NSF Summer Academy. A "Girl's Making It In Science" workshop is held annually on the campus to encourage African American females to explore careers in math and science. The Budding Bennett Belles Summer Institute Program is designed for middle and high school students who are interested in the teaching profession is held on campus for one week.

C. Brief description of unit/institutional programs designed to support beginning teachers.

The Bennett College faculty supports beginning teachers through classroom visits, mentorships, and providing resources. Beginning Teachers serve on the Teacher Education Committee as partners to assist with planning and implementation for future teachers. Faculty continue to develop and implement workshops specifically for beginning teachers; Effective Discipline, Parent Involvement and Support, Motivational Reading Activities, Organizing for Instruction, Effective Use of Centers, Working Effectively with Students with Disabilities, Conducting a Science Fair, Every Student Can Write. Faculty visit, observe and assist beginning teachers consistently. Practicum students were assigned to beginning teachers and assisted with tutoring, bulletin boards and clerical tasks.

D. Brief description of unit/institutional efforts to serve lateral entry teachers.

In 1998, Greensboro College and Bennett College collaboratively applied for and received a grant to develop a Lateral Entry Program. The Piedmont Alternative Licensure Program (PAL) has operated successfully for approximately eleven (11) years, providing an accelerated developmental training program for Lateral Entry Teachers. The program provided instruction in the areas of Classroom Management, Professional Expectations, Technology, Exceptional Children and Self Analysis. The Summer 2010 Cadre includes approximately forty (40) Lateral Entry Teachers. Surveys indicate that PAL candidates are highly satisfied with the support and knowledge they receive through the program. Nurturing, coaching, and networking characterize the Greensboro College-Bennett College PAL Program for the year. Information was disseminated to six (6) North Carolina counties. The former Department Chair at Bennett continues to be a member of the PAL faculty. She also attended the National Alternative Certification Conference along with three (3) other Bennett faculty members. The former Chair of the Department was appointed as the North Carolina contact for the National Association of Alternative Certification Advisory Board and another faculty member was appointed Regional Coordinator.

E. Brief description of unit/institutional programs designed to support career teachers.

Career teachers are involved in co-teaching opportunities, recruitment activities and professional development activities at Bennett College. During 2009-2010, the community still enjoyed some benefits of Project Soaring High. Project Soaring High – Developing High Quality Teaching was designed to assist Career Teachers from 10 targeted school districts in North Carolina. Faculty also support career teachers by conducting workshops, volunteering, attending programs, accompanying classes on field trips, serving as guest speakers and as judges for contests, personnel from Guilford County Public Schools and members of the Department of Curriculum and Instruction met for the purpose of discussing ways to increase parent participation and involvement in the educational process especially in high poverty schools and in schools where low achievement is consistently recognized. To meet this need, a Parent Involvement Institute was created. The purpose of this institute was to provide information, training and support for Supplemental Educational Services (SES) parent participants. The general goals of the program are: 1) to increase awareness among parents regarding ways they can support their children's learning at home, school, and in the community; 2) to improve parent perceptions of schooling and the educational process; and 3) to increase parent involvement and support of schools.

F. Brief description of unit/institutional efforts to assist low-performing, at-risk, and/or priority schools.

The Bennett College faculty is committed to assisting schools in their efforts to continue to improve. Faculty members volunteer on a as requested basis, serve as tutors and provide support to teachers. Specifically in 2009-2010, Teacher Education faculty have developed workshops designed to assist teachers of at-risk students. Bennett College also developed SES provider Academy...The Academy at Bennett. In 2009-2010 we tutored approximately 35 elementary students in reading and mathematics from 4 low performing schools in Guilford County.

G. Brief description of unit/institutional efforts to promote SBE priorities.

In keeping with the State Board of Education priorities during academic year 2009-2010 Bennett College Faculty has focused on the revision of the Teacher Education Program. In collaboration with Guilford County Schools and other Colleges and Universities, we have participated in two retreats, four workshops and numerous department meetings and support conferences and seminars.

H. Special Emphasis for the Year of Record (which of the above [if any] did you put special emphasis on from the preceding year).

The focused priorities for the academic year 2009-2010 for the Bennett College Teacher Education program were program assessment and revision. Due to loss of priority faculty and a new administration the Department of Curriculum and Instruction has recruited new faculty, reorganized the Department and revised the Teacher Education program.

Supplemental Information (Optional)

I. Brief description of unit/institutional special efforts to improve NTE/Praxis scores.

During the 2009-2010 academic year, tutorials as well as Saturday Workshops continued to be held to assist students in reading, mathematics and writing. Our Praxis library continues to be updated. Students are provided the opportunity to check out materials to assist in reviewing and preparing for Praxis I and II. Special tutorial sessions are held weekly.

J. Brief description of unit/institutional special efforts to recruit students into professional education programs leading to licensure.

The Teacher Education Program develops and implements an Annual Recruitment Plan. During academic year 2009-2010, all faculty members within the Department participated in College-Wide recruitment efforts, at both Open Houses for high school students. Activities included updating brochures in each licensure area, setting up information booths, providing the Admissions Office with leaflet information to use at recruitment fairs. Teacher Education faculty visited area high schools and met with guidance counselors and assistant principals to give them information related to Bennett College and assisted the Admissions Office with disseminating more than eight hundred letters throughout the United States. Faculty participated in out-of-state recruitment trips, faculty advising and made public speeches to school groups to promote Teacher Education. Faculty representatives also attended recruitment fairs at Guilford Technical Community College. We continue to participate in joint meetings, distribute brochures and share program requirement information with Guilford Technical Community College students and faculty. At Bennett College, recruitment is a priority and a continuous endeavor to connect locally while reaching out globally.

K. Brief description of unit/institutional special efforts to encourage minority students to pursue teacher licensure.

Bennett College continues to welcome students of all races, religions and cultures. Yet attracting other races to the College continues to be a challenge despite the many efforts of the Department of Curriculum and Instruction and the Office of Admissions. Cooperative agreements with the Community Colleges have been implemented and collaborative initiatives with the Consortium (area colleges and universities) are ongoing. The Historically Minority College and University Consortium grant received by the Teacher Education program assisted in expanding our recruitment efforts with minority middle and high school students by providing funds to conduct workshops, seminars and field trips.

L. Other (if applicable): Brief description of new initiatives (if any) not detailed previously in the narrative section.

The revision of the Teacher Education program, preparing for NCATE in 2011, recruiting a new faculty and department reorganization were the priority areas for 2009-2010.

II. CHARACTERISTICS OF STUDENTS

A. Headcount of students formally admitted to and enrolled in programs leading to licensure.

Full Time			
	Male	Female	
Undergraduate	American Indian/Alaskan Native	American Indian/Alaskan Native	
	Asian/Pacific Islander	Asian/Pacific Islander	
	Black, Not Hispanic Origin	Black, Not Hispanic Origin	8
	Hispanic	Hispanic	
	White, Not Hispanic Origin	White, Not Hispanic Origin	
	Other	Other	
	Total	Total	8
Licensure-Only	American Indian/Alaskan Native	American Indian/Alaskan Native	
	Asian/Pacific Islander	Asian/Pacific Islander	
	Total	Total	
	Black, Not Hispanic Origin	Black, Not Hispanic Origin	
	Hispanic	Hispanic	
	White, Not Hispanic Origin	White, Not Hispanic Origin	
	Other	Other	
	Total	Total	
Part Time			
	Male	Female	
Undergraduate	American Indian/Alaskan Native	American Indian/Alaskan Native	
	Asian/Pacific Islander	Asian/Pacific Islander	
	Black, Not Hispanic Origin	Black, Not Hispanic Origin	
	Hispanic	Hispanic	
	White, Not Hispanic Origin	White, Not Hispanic Origin	
	Other	Other	
	Total	Total	
Licensure-Only	American Indian/Alaskan Native	American Indian/Alaskan Native	
	Asian/Pacific Islander	Asian/Pacific Islander	
	Black, Not Hispanic Origin	Black, Not Hispanic Origin	
	Hispanic	Hispanic	
	White, Not Hispanic Origin	White, Not Hispanic Origin	
	Other	Other	
	Total	Total	

B. Lateral Entry/Provisionally Licensed Teachers

Refers to individuals employed by public schools on lateral entry or provisional licenses.

Program Area	Number of Issued Program of Study Leading to Licensure	Number Enrolled in One or More Courses Leading to Licensure
Prekindergarten (B-K)		
Elementary (K-6)		
Middle Grades (6-9)		
Secondary (9-12)		
Special Subject Areas (k-12)		
Exceptional Children (K-12)		
Vocational Education (7-12)		
Special Service Personnel (K-12)		
Other		
Total	0	0
Comment or Explanation:		

C. Quality of students admitted to programs during report year.

	Baccalaureate
MEAN SAT Total	N/A
MEAN SAT-Math	N/A
MEAN SAT-Verbal	N/A
MEAN ACT Composite	N/A
MEAN ACT-Math	N/A
MEAN ACT-English	N/A
MEAN PPST-R	*
MEAN PPST-W	*
MEAN PPST-M	*
MEAN CBT-R	N/A
MEAN CBT-W	N/A
MEAN CBT-M	N/A
MEAN GPA	2.58
* Less than five student scores. Not reported.	
Comment or Explanation:	

D. Program Completers (reported by IHE).

Program Area	Baccalaureate Degree		Undergraduate Licensure Only	
	PC	LC	PC	LC
PC Completed program but has not applied for or is not eligible to apply for a license				
LC Completed program and applied for license				
Prekindergarten (B-K)				
Elementary (K-6)		8		
Middle Grades (6-9)				
Secondary (9-12)				
Special Subject Areas (K-12)				
Exceptional Children (K-12)				
Vocational Education (7-12)				
Special Service Personnel				
Total		8		
Comment or Explanation:				

E. Scores of student teachers on professional and content area examinations.

Specialty Area/Professional Knowledge	2009 - 2010 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Elementary Education	2	*
Institution Summary	2	*
* To protect confidentiality of student records, pass rates based on fewer than five test takers were not printed.		

F. Time from admission into professional education program until program completion.

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	8					
U Licensure Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree						
U Licensure Only						
Comment or Explanation:						

G. Undergraduate program completers in NC Schools within one year of program completion.

2009-2010		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Institution	8	25	25
Bachelor	State	5,569	80	48

H. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2010-2011.

LEA	Number of Teachers
Guilford County Schools	72
Forsyth County Schools	21
Charlotte-Mecklenburg Schools	19
Wake County Schools	15
Cumberland County Schools	7
Alamance-Burlington Schools	6
Durham Public Schools	6

I. Satisfaction of program completers/employers with the program in general and with specific aspects of the program, as rated on a 1 (lowest) to 4 (highest) scale.

Due to several factors affecting responses, survey results will not be reported at the institutional level this year.

III. Teacher Education Faculty

Appointed full-time in professional education	Appointed part-time in professional education, full-time in institution	Appointed part-time in professional education, not otherwise employed by institution
8	0	1