

November 11, 2023

Dear Members,

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2022-2024**

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Thank you for your patience in receiving this report as it was necessary for the Administrative Board to review it prior to release to the public. After rich conversation at the recent meeting of the Administrative Board, we are attaching for your review, the full report including a plan of action developed by the Board. This plan of action is a work in progress, a fluid document that will be adjusted and modified over time as necessary. As always, member feedback is appreciated and quite frankly, necessary as we all work together to move the organization forward with careful consideration to the recommendations of Avenue M.

In the very near future, you will be invited to participate in a series of town hall meetings and focus sessions to continue the conversation about the future of DKG and how best to implement these recommendations. Keep your eye on the DKG website: more details to come.

Sincerely,



Debbie LeBlanc, Ed.D.
2022-2024 International President,
On behalf of the Administrative Board

Administrative Board - Avenue M Implementation Plan 2023 - 2024

Report Recommendations:

If DKG wishes to recruit, engage, and retain members it must make it a priority to develop and implement a multi-channel strategy for demonstrating the value of membership and the ability to engage without requiring a major time commitment.

Timeline: 12 – 18 months (beginning January 2024)

Phase 1: Planning and Strategy Formulation (Months 1-2)

- A. Initiate planning for creating virtual, interest-based networks and local chapter engagement opportunities utilizing surveys, town halls, Inside International, and member focus groups.
- B. Develop and send state organization presidents a pilot survey (via link) to test different engagement and benefits mechanisms. The survey could be shared via state organization presidents to chapter presidents and members.
- C. Explore logistics and methodology for providing opportunities for developing thinking groups (*DKG Masterminds: A Visionary Network*).
- D. Develop and expand multi-month marketing plan, focusing on membership benefits, with details regarding format and media to be used.

Phase 2: Development and Initial Implementation (Months 3-6)

- A. Disaggregate and analyze survey data to identify interest groups.
- B. Create and open communities and assign facilitators to encourage engagement.
- C. Use survey data to identify and prioritize interest groups to develop appropriate pilot groups and materials for *DKG Masterminds: A Visionary Network*. Identify a network coordinator.
- D. Begin implementation of multi-month marketing campaign – January and following.
- E. Explore options for badging to be used for both marketing and credentialing.

Phase 3: Full Implementation and Feedback Loop (Months 7-12)

- A. Continue to track communities' engagement and feedback regarding interest groups.
- B. Utilize state organization presidents and chapter feedback in assessing success and identifying areas for improvement.
- C. Open *DKG Masterminds: A Visionary Network* groups for member engagement.
- D. Continue multi-month marketing campaign and develop a drip campaign after exploration of resources available via migrated database (opening April).
- E. Evaluate and implement badging as possible using the DKG 365 App and possibly outside resources. Implement, if practicable.

Administrative Board - Avenue M Implementation Plan 2023 - 2024

Phase 4: Continue to Implement, Review, and Scale (Months 13-18)

- A. Prioritize opportunities via data analysis and feedback.
- B. Continue to track engagement and feedback from facilitators and members.
- C. Track engagement via feedback from the *DKG Masterminds: A Visionary Network* coordinator and members.
- D. Assess marketing campaigns to explore needs for revision or re-focus.
- E. Continue to evaluate and consider expansion of the badging program.

Activity components will be assessed before subsequent activities or phases of the implementation plan are initiated. Assessments will be reported using the appropriate form of communication.

Further details regarding implementation of the plan, including content of the marketing campaigns, operating logistics of the communities and mastermind groups, and options for badging and other engagement programs, are outlined in the expanded plan.



DKG (International Society for Key Women Educators)

2023 DKG Research Report – Final

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September 7, 2023

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Executive Summary

Overview: The Executive Summary highlights some of the top findings from the Key Findings section. It is meant to provide a **very brief** summation of the Survey Key Findings and Avenue M’s interpretation of the research. Additional details on differences between important respondent segments in the survey can be found on the following pages and in the Excel file cross-tabulations provided as an appendix to this report.

1. Educator burnout/resignations (62%) and a shortage of educators entering the profession (60%) are the top challenges or trends that women educators believe will negatively impact the profession in the future. Educator burnout/resignations is of particular concern to women educators who are 54 or younger.
2. Increasing expectations of teachers (50%) and having to deal with issues affecting students outside the classroom (42%) are the top challenges and issues that are currently impacting women educators. Younger women educators (54 or younger) are more likely to report they are struggling with burnout/lack of work-life balance.
3. Nearly four in five (79%) DKG members and former members say they accepted DKG membership because they knew a friend or colleague who was a DKG member. Community/connections with other women educators (65%) is the other top reason that these individuals chose to accept membership.
4. Over four in five DKG members are likely (21%) or extremely likely (66%) to renew their DKG membership. The proportion of members who are extremely likely to renew membership (66%) is higher than the industry benchmark of 55% tracked in Avenue M’s database of professional membership organizations.
5. Affiliation with DKG is stronger at the chapter level than at the international level, as members are more satisfied with their chapter membership than with their DKG international membership and are more likely to recommend chapter membership. They also tend to view Chapter membership as more valuable.
6. Providing updates on state/federal policies affecting education (35%) and improving communications about member benefits, activities, and events (34%) are ways that DKG could improve the value of membership for members. Younger DKG members (54 or younger) are more likely to feel the society could increase the value of membership through attracting more members that reflect their demographics and providing more opportunities for leadership development training.
7. Nonmembers are most likely to not be a member of DKG because they are retired/retiring (28%) or because they don’t have enough time to use DKG benefits/attend events (24%).
8. State organization conventions (84%) and scholarships (75%) are the DKG offerings respondents are most likely to be aware of. The state organization conventions (42%), and *Collegial Exchange* (33%) are the most highly utilized benefits.
9. While respondents 65 and older are most likely to believe there are no barriers to engaging with DKG, those 64 or younger are more likely to feel a lack of time is a barrier to engagement.
10. When respondents engage with DKG, their number one goal is to connect with other women educators (59%). Those who are 64 or younger are more likely to engage with DKG to get information or

resources to help them do their job better, find opportunities for training/education, and find opportunities for financial assistance.

11. In the future, Women educators feel DKG should be focusing on attracting/recruiting educators to become DKG members (54%) and attracting/recruiting educators to the profession (46%).

Methodology

Survey Research Overview

An electronic survey launched on May 3, 2023 and closed on June 1, 2023. An invitation to participate in the survey was successfully delivered to 59,478 individual email addresses. A total of 10,879 surveys were collected with a completion rate of 94% and an overall response rate of 18%. The survey's margin of error of +/-1% at the 95% confidence level is a more important measure. The industry standard for research studies is to achieve a margin of error of +/-5% at the 95% confidence level. DKG is within that goal; thus, the results are considered representative of DKG's audience. In other words, if the survey were conducted over and over, 95 times out of 100, one would obtain results within +/-1% of the results garnered in this survey.

Overview of the Report

This report contains key findings and recommendations from the electronic survey sent to DKG contacts. The Key Findings address areas with enough significant and relevant information to support themes that emerged from the survey results. The Recommendations section provides recommendations based on the survey results and Avenue M's experience in research and consulting with professional societies and associations. The Demographic Overview shows a brief summary of survey respondents. The Overall Survey Results section contains all of the questions from the survey and their respective answers. Each close-ended question will have a chart, graph, and/or table representing the answers from respondents. A brief explanation of the data is located above each chart, graph, and/or table. Open-ended questions include a sample of verbatim responses.

Survey Bias

Every study has some bias due to an overrepresentation by a certain segment of its audience. It is important to understand the level of influence by an overrepresented segment and take it into consideration during the analysis. To identify differences within important groups when compared to the overall findings, Avenue M also cross-tabulated the results by the following demographic attributes and other variables from the survey and contact list:

- Employment status
- Current position
- Education level at school(s) worked in
- Type of school
- Years in the profession
- Member status
- DKG state organization
- Likelihood to renew
- Likelihood to rejoin
- Overall satisfaction
- Value of membership
- NPS categories
- Country
- Age
- Level of education
- Race and Ethnicity
- Engagement with/membership in other professional societies or associations

Avenue M Group, LLC, an independent market research and consulting firm, conducted the survey, analyzed the data, and prepared this white paper report. All respondent information is displayed in the aggregate and remains confidential. This report does not reveal information from any individual source.

Interpreting the Data

The cross-tabulated data are column percentages. This means that column data are being used to segment the rows. Some of the percentages in tables in this report and in the Excel cross-tabulation file include blue and red arrows (↑↓). **These arrows indicate a value that is statistically significantly higher (blue) or lower (red) than what would otherwise be expected when compared with its complement (that is, the net minus the given audience with the arrow).** Some of the Key Findings include statements that one segment is “more likely” to have selected a given answer option. This means that the statistical testing showed that, at an overall significance level (*p*-value) of 0.05, the percentage of that segment that selected that answer option was statistically significantly higher than the complement. See the [Survey Statistical Method](#) for more information on the statistical testing.

For example, below is an abbreviated table looking at the relationship between member status (columns, Q6) and employment status (rows, Q1). Current members are more likely to indicate they are retired compared to the complement – that is, a significantly higher percentage of current members selected Retired in Q1. Nonmember respondents are more likely to indicate they are employed full-time compared to the complement. The statistical comparisons are between columns for a particular row, not between rows for a particular column.

Which of the following best describes your employment status? by What is your membership status in Delta Kappa Gamma (DKG)?	Member Status		NET
	Current member	Nonmember (net)	
Retired	65% ↑	53% ↓	62%
Employed full-time	28% ↓	40% ↑	31%
Column n	8826	1934	10884

↑↓ Indicates responses that are significantly higher/lower for segment than for its complement

These colors are only descriptive when comparing values in the same row or column, but not across rows or columns diagonally. In some cases, this may not appear accurate, as lower numbers are not colored red and higher numbers are not colored blue in a particular row or column. This may be due to an inadequate sample size. When a response has a low sample size, we cannot be reasonably certain that it is statistically representative of the population. Additionally, it may be an inability of the statistical testing to find any significant relationship between these values that is not due to chance, meaning the value may be explained by sampling error.

Demographic Overview

The following Demographic Overview provides the context needed to better understand the Key Findings and Overall Results that emerged from the survey. The table below shows an overall view of the respondents from the current survey. **Please note, percentages in the Demographic Overview have been rounded to the nearest whole number, and some responses have been left out; therefore, they may not always total 100%. For a complete view of the results, please see the Overall Survey Results section.*

Member Status	Percentage
Current member	81%
Nonmember (net)	18%
DKG State Organization (top three)	Percentage
Texas	14%
California	8%
North Carolina	6%
Employment Status	Percentage
Retired	62%
Employed full-time	31%
Primary Current Position	Percentage
Teacher, Professor, or Instructor	68%
Program Manager, Director, or Coordinator	9%
Education Levels at School(s) Worked In	Percentage
Elementary school	51%
High school	34%
Middle school	33%
Pre-school/Head Start	19%
College/University	13%
Schools(s) Worked In	Percentage
Public School	78%
Private School	7%
Years in the Profession	Percentage
Less than 20 years	31%
20 to 29 years	35%
30 or more years	34%
Country	Percentage
United States	96%
International (net)	4%
State (top three)	Percentage
Texas	15%
California	8%
North Carolina	6%

Age	Percentage
44 or younger	8%
45 to 54	12%
55 to 64	18%
65 or older	61%
Level of Education	Percentage
Master's degree or equivalent	64%
Bachelor's degree or equivalent	10%
Some graduate work	10%
Doctoral degree, medical degree, law degree, or equivalent	9%
Race and Ethnicity	Percentage
White and/or person of European descent	87%
Black, African American, and/or person of African descent	5%

Respondents At-a-Glance

- Four in five respondents are current members.
- More than one in ten respondents belong to the Texas DKG state organization.
- More than three in five respondents are retired.
- Close to seven in ten respondents are a teacher, professor, or instructor.
- Half of respondents work in an elementary school.
- More than three-fourths of respondents work in a public school.
- More than one-third of respondents have worked in the profession for 20 to 29 years.
- The majority of respondents live in the U.S.
- More than one in ten respondents live in Texas.
- Three in five respondents are 65 or older.
- Nearly two-thirds of respondents hold a master's degree or equivalent.
- Close to nine in ten respondents are White.

Survey Key Findings

On the following pages, Avenue M has highlighted key findings based on the results of the survey and important differences in responses among key audience segments. Significant differences in responses that appeared in the cross-tabulations are highlighted in this report and in the Excel file cross-tabulations shared as an appendix. Avenue M uses statistical testing to determine significant differences in segment responses (see the [Statistical Method](#) section for explanation on statistical testing methods used). It is Avenue M's best practice to only highlight differences deemed statistically significant. However, not all survey questions and significant differences among respondent segments are mentioned in this report. Therefore, it is important that DKG review the Excel cross-tabulations file.

Explanation of Terms: Throughout the Survey Key Findings, "Top Box" refers to the best possible rating on a scale of 1 to 5. "Top-Two Box" refers to the sum of the top two ratings (4 and 5) on a scale of 1 to 5. The term "women educators" and "respondents" are used interchangeably to refer to all survey respondents.

Note on Crosstabs: The Age crosstab is a primary focus in the Survey Key Findings section because the pool of all survey respondents was heavily skewed toward older individuals, with respondents having an average age of 65, and more than three in five (61%) respondents being 65 or older. Therefore, viewing the overall results may not present the entire picture, as these results will always be heavily influenced by older respondents. Thus, the Age crosstab provides a more nuanced look at responses. Other crosstabs, including current position, employment status (retired vs. full-time), member status, and race/ethnicity are also referenced throughout the Survey Key Findings.

Please note that, in some instances, not all responses are shown in the tables in this section. For complete results, please see the [Overall Survey Results](#) section.

Trends and Changes That Will Impact the Future of the Education Profession

- 1. Educator burnout and a shortage of educators entering the profession is the top trend or change that women educators fear will negatively impact the future of the education profession.** When asked about the top trends or changes that are likely to negatively impact the education profession in the next 1-2 years, at least three in five respondents cited educator burnout/resignation (62%) or shortages of educators entering the profession (60%). To a lesser extent, women educators worry that a decreased respect of the profession (41%) will negatively impact the profession. As seen below, those who are 54 or younger are more likely to cite educator burnout/resignations and stagnant/declining salaries for educators as a trend or change likely to have a negative impact on the profession. Women educators who are 65 or older are more likely to be concerned about a shortage of educators entering the profession, and partisanship in the political environment.

Thinking about the next 1-2 years, what are the top trends or changes you expect to negatively impact the education profession? (Select up to three) by What year were you born?	Age						NET
	25 to 34	35 to 44	45 to 54	55 to 64	65 to 74	75 or older	
Educator burnout/resignations	74% ↑	75% ↑	67% ↑	65%	60% ↓	58% ↓	62%
Shortage of educators entering the profession	41% ↓	46% ↓	54% ↓	59%	63% ↑	63% ↑	60%
Decreased respect of the profession	47%	45%	44%	43%	41%	39% ↓	42%
Partisanship in the political environment	12% ↓	20% ↓	18% ↓	21% ↓	29% ↑	30% ↑	26%
Stagnant/declining salaries for educators	35% ↑	32% ↑	29% ↑	26%	24%	22% ↓	25%
Lack of well-trained educators	22%	20%	22%	24%	23%	24%	23%
Larger class sizes	20%	18%	18% ↑	17% ↑	13% ↓	12% ↓	15%
Virtual/Online learning	4%	4% ↓	5% ↓	7% ↓	10%	14% ↑	9%
Lack of federal funding and grants	21% ↑	10% ↑	9%	7%	7%	7%	7%
Artificial intelligence (e.g., chatGPT) – please specify:	3%*	7%	6%	6%	5%	6%	6%
Technology in the classroom	3%	2%	3%	3%	3% ↓	4% ↑	3%
n =	148	603	1146	1713	3341	2298	9262

↑↓ Indicates responses that are significantly higher/lower for segment than for its complement
The table above is abbreviated, showing only select rows and columns

*Less than five respondents

For cross-tabulation tables like these, the Overall (NET) column refers to respondents who answered both questions in the cross-tab—that is, the question represented in the columns (e.g., age) and the question represented in the rows (e.g., trends/changes you expect to negatively impact the profession). Therefore, there may be minor differences between the percentages in these Overall (NET) columns and the results for all respondents (as seen in the Overall Survey Results section). This is because respondents who did not answer both questions are not included in the Overall (NET).

When looking at trends and changes based on respondents’ current position, those who are Teachers, Professors, or Instructors are more likely than other respondents to cite decreased respect of the profession (47%), stagnant/declining salaries (31%), and larger class sizes (21%) as negative trends or changes likely to impact the profession. Those who describe their position as Program Manager, Director, or Coordinator (63%); Principal (66%); or Assistant Principal (74%) are significantly more likely to be concerned about a shortage of educators entering the profession. Program Managers, Directors, or Coordinators (32%) and Principals (34%) are also more likely to indicate a lack of well-trained educators will be a negative trend or change.

Challenges Facing Women Educators

2. **Increasing expectations of teachers (50%), dealing with issues affecting students outside the classroom (42%), and burnout/lack of work life balance (42%) are the top challenges and issues affecting women educators.** Criticism of the education profession (32%) and low pay/compensation (28%) round out the top challenges and issues impacting respondents. The impact of these challenges tends to be related to respondents’ age as seen in the table below. For example, women educators who are 54 or younger are significantly more likely to cite burnout/lack of work-life balance as a challenge, and nearly two-thirds (65%) of those 25 to 34 say this is a challenge. Women educators who are 25 to 34 are also more likely to feel criticism of the education profession is a challenge or issue. Respondents who are 25 to 34 (44%) or 35 to 44 (37%) are more likely to be affected by low pay/compensation.

What are the primary issues and challenges you are currently facing? (Select up to five) by What year were you born?	Age						NET
	25 to 34	35 to 44	45 to 54	55 to 64	65 to 74	75 or older	
Increased expectations of teachers	58%	56% ↑	53%	52%	36% ↓	36% ↓	50%
Dealing with issues affecting students outside the classroom	42%	47%	45%	44%	34% ↓	22% ↓	43%
Burnout / Lack of work-life balance	65% ↑	56% ↑	47% ↑	37% ↓	22% ↓	11% ↓	42%
Criticism of the education profession	43% ↑	34%	34%	32%	23% ↓	20% ↓	32%
Low pay/compensation for myself	44% ↑	37% ↑	29%	24% ↓	19% ↓	13% ↓	28%
Time-consuming administrative paperwork	12% ↓	22%	28%	29% ↑	22%	23%	25%
Balancing diverse learning differences/needs	28%	24%	26%	25%	23%	26%	25%
Keeping students engaged	20%	23%	25%	22%	19%	23%	23%
Keeping up with state/federal policies affecting the education profession	19%	21%	22%	20%	17%	18%	20%
Budget/funding issues	21%	17%	18%	19%	18%	16%	18%
Keeping up with new technology	2% ↓*	5% ↓	10% ↓	15% ↑	22% ↑	26% ↑	12%
Communicating with parents	19% ↑	11%	10%	10%	7%	6%	10%
n =	139	553	1011	977	441	105	3232

↑↓ Indicates responses that are significantly higher/lower for segment than for its complement
The table above is abbreviated, showing only select rows and columns
*Less than five respondents

Differences in challenges and issues being faced are also observed based on respondents' current position. Teachers, Professors, and Instructors are significantly more likely to be challenged by many of the listed issues and challenges, including increased expectation of teachers (60%) and burnout/lack of work-life balance (46%). Teachers, Professors, and Instructors (45%), as well as Principals (58%) and Assistant Principals (59%), are significantly more likely to say a challenge is dealing with issues affecting students outside the classroom.

What are the primary issues and challenges you are currently facing? (Select up to five) by Which of the following most closely describes your primary current position? (Select one)	Current Position				NET
	Teacher, Professor, or Instructor	Program Manager, Director, or Coordinator	Principal	Assistant Principal	
Increased expectations of teachers	60% ↑	32% ↓	38% ↓	37% ↓	51%
Dealing with issues affecting students outside the classroom	45% ↑	36%	58% ↑	59% ↑	43%
Burnout / Lack of work-life balance	46% ↑	40%	46%	51%	43%
Criticism of the education profession	35% ↑	31%	33%	37%	33%
Low pay/compensation for myself	31% ↑	25%	15% ↓	21%	29%
Time-consuming administrative paperwork	26%	21%	30%	41% ↑	25%
Balancing diverse learning differences/needs	27% ↑	22%	26%	22%	25%
Keeping students engaged	26% ↑	16% ↓	19%	23%	23%
Keeping up with state/federal policies affecting the education profession	19% ↓	30% ↑	32% ↑	16%	20%
Budget/funding issues	15% ↓	33% ↑	27%	18%	18%
Keeping up with new technology	12%	11%	8%	6%	12%

Communicating with parents	11%	9%	13%	14%	11%
n =	2237	301	113	94	3315

↑↓ Indicates responses that are significantly higher/lower for segment than for its complement
The table above is abbreviated, showing only select rows and columns

3. **Women educators could use more support or resources for resolving student conflicts/issues (29%), communicating with parents (16%), and filling out administrative paperwork (16%).** Teachers, Professors, and Instructors (34%) and Assistant Principals (48%) are particularly likely to need help with resolving student conflicts/issues. Teachers, Professors, and Instructors are also more likely to need help with communicating with parents (18%), preparing lesson plans (18%), and preparing/revising curricula/syllabi for classes (17%). Program Managers, Directors, or Coordinators; Principals; and Assistant Principals are more likely to be facing other challenges such as managing staff/faculty and hiring, training, and advising staff.

Out of your job responsibilities, where could you use more support or resources? (Select all that apply) by Which of the following most closely describes your primary current position? (Select one)	Current Position				NET
	Teacher, Professor, or Instructor	Program Manager, Director, or Coordinator	Principal	Assistant Principal	
Resolving student conflicts/issues	34% ↑	8% ↓	32%	48% ↑	29%
Communicating with parents	18% ↑	6% ↓	21%	23%	16%
Filling out administrative paperwork	16%	18%	21%	24%	16%
Preparing/revising curricula/syllabi for classes	17% ↑	10%	4% ↓*	4% ↓*	14%
Counseling students	16% ↑	5% ↓	12%	11%	14%
Preparing lesson plans	18% ↑	2% ↓	1% ↓*	0% ↓*	14%
Teaching classes	16% ↑	2% ↓	1% ↓*	1% ↓*	12%
Managing staff/faculty	4% ↓	23% ↑	38% ↑	42% ↑	9%
Fundraising / Securing funding	7%	12% ↑	17% ↑	8%	8%
Hiring, training, and advising staff	3% ↓	23% ↑	43% ↑	34% ↑	8%
Establishing objectives for learning activities	9% ↑	3% ↓	3%*	0% ↓*	7%
Managing budget/record-keeping	2% ↓	12% ↑	17% ↑	7%	4%
n =	1981	241	102	83	2801

↑↓ Indicates responses that are significantly higher/lower for segment than for its complement
The table above is abbreviated, showing only select rows and columns
*Less than five respondents

Why Do Women Educators Accept and Maintain Membership in DKG?

4. **Current and former members of DKG are by far most likely to indicate that the reason they chose to accept DKG membership was because they knew friends or colleagues who were members of DKG.** Nearly four in five (79%) respondents indicate this was a reason they became a member. Community/connections with women educators (65%), opportunities to give back to women educators and students (47%), and supporting DKG’s advocacy efforts on behalf of women educators and the profession (44%) are other main reasons for accepting membership. As seen below, former members are significantly more likely to have accepted membership because they knew someone who was a member (83%), while current members are more likely to have accepted membership for other reasons such as community connections with women educators (67%). Though not shown below, it is also worth noting that, compared to other respondents, those who are 25 to 34 or 35 to 44 years old

are more likely to indicate that they chose to accept membership for the professional development opportunities (47%, 41%) or for access to financial assistance (34%, 19%).

Why did you choose to accept membership in DKG? (Select all that apply) by What is your membership status in Delta Kappa Gamma (DKG)?	Member Status		NET
	Current Member	Former Member	
I knew friends or colleagues who were a member of DKG	78% ↓	83% ↑	79%
Community/connections with women educators	67% ↑	58% ↓	65%
Opportunities to give back to women educators and students	49% ↑	36% ↓	47%
Support DKG's advocacy on behalf of women educators and the profession	46% ↑	35% ↓	44%
The prestige/honor associated with being a member of DKG	40% ↑	32% ↓	39%
Professional development/leadership opportunities	35% ↑	30% ↓	34%
Attending international, state, and/or local meetings	19% ↑	10% ↓	17%
Access to financial assistance (e.g., grants, scholarships)	8% ↑	5% ↓	8%
Access to DKG publications (e.g., <i>The Bulletin</i>)	6%	5%	6%
Access to awards	2%	1%	2%
n =	8498	1780	10278

↑↓ Indicates responses that are significantly higher/lower for segment than for its complement
The table above is abbreviated, showing only select rows and columns

5. **The opportunities to give back to women educators and students (68%) and community/connections with women educators (67%) are the top reasons that drive members' decision to maintain membership.** Supporting DKG's advocacy efforts (64%) and knowing friends or colleagues who were members of DKG (60%) are also high drivers of membership. Those who are currently retired are more likely to indicate that supporting DKG's advocacy efforts (66%) is a high driver of membership. Conversely, respondents who are currently employed full-time are more likely to indicate professional development/leadership opportunities (46%) and access to financial assistance (43%) are high drivers.

To what extent do the following reasons drive your decision to maintain membership in DKG today? (All Respondents)	Not a Driver	Low Driver	Medium Driver	High Driver	n =
Opportunities to give back to women educators and students	0%	3%	29%	68%	4016
Community/connections with women educators	1%	4%	28%	67%	5476
Support DKG's advocacy on behalf of women educators and the profession	1%	4%	31%	64%	3766
I knew friends or colleagues who were a member of DKG	3%	7%	30%	60%	6406
Attending international, state, and/or local meetings	3%	9%	42%	47%	1516
The prestige/honor associated with being a member of DKG	4%	13%	38%	44%	3293
Professional development/leadership opportunities	7%	15%	42%	37%	2802
Access to DKG publications (e.g., <i>The Bulletin</i>)	3%	12%	53%	32%	468
Access to financial assistance (e.g., grants, scholarships)	17%	17%	34%	32%	683
Access to awards	8%	20%	42%	30%	154

The table above is abbreviated, showing only select rows

Key Performance Indicators (KPIs)

- 6. The vast majority of current DKG members are likely (21%) or extremely likely (66%) to renew their DKG membership.** The proportion of members who are extremely likely to renew membership (66%) is higher than the industry benchmark of 55% tracked in Avenue M's database of professional membership organizations. Members who are ages 65 to 74 (68%) or 75 or older (70%) are significantly more likely to indicate they are extremely likely to renew, while members 64 or younger are less likely to indicate they are extremely likely to renew (63%).
- 7. While nearly half (47%) of members are satisfied with their DKG international membership, only 19% are extremely satisfied.** Nearly one third (31%) are neither satisfied nor dissatisfied, and just a small percentage are dissatisfied (2%) or extremely dissatisfied (1%).
- 8. About two thirds of members consider DKG international membership to be either valuable (47%) or extremely valuable (17%).** Just over one in five (22%) say it is somewhat valuable, and 11% consider it to be a little valuable (8%) or not at all valuable (3%). Members who are employed full-time are more likely to see DKG international membership as valuable or extremely valuable (70%), while retired members are less likely to see it as valuable or extremely valuable (65%).
- 9. Almost half of members are likely to recommend DKG membership.** A common metric used to measure member loyalty is the Net Promoter Score (NPS), which measures members' likelihood to recommend membership (see the [Net Promoter Score](#) section for more information). If presented with the opportunity, nearly half (48%) of members would recommend membership to a colleague or peer who is a women educator. The NPS for DKG membership among members is +25.2, which is right in line with the industry average of +25.1 observed in Avenue M's database.
- 10. Members generally see their DKG chapter as valuable. They are also satisfied with their DKG chapter and likely to recommend membership in it to colleagues or peers who are women educators.** Most members indicate that DKG chapter membership is valuable (42%) or extremely valuable (43%). Further, over four in five members are satisfied (44%) or extremely satisfied (42%) with their DKG chapter membership. Retired members are more likely to be satisfied or extremely satisfied (87%) with their DKG chapter membership. DKG's NPS for chapter membership is +30.4 and is particularly high among members who are 75 or older (+35.3). Members 64 or younger have a significantly lower NPS (+28.7), though it is still strong overall.

Increasing the Value of Membership

- 11. To increase the value of membership, DKG should provide updates on state/federal policies affecting education (35%) and improve communication about member benefits, activities, and events (34%).** These are the top ways to increase the value of membership among all respondents. The table below shows how members feel DKG could increase the value of membership by members' age. Members 54 or younger are more likely to feel the value of membership could be improved through attracting more members that reflect their demographics, providing more opportunities for leadership development training, and providing more financial assistance. DKG's oldest members (75 or older) are most interested in DKG providing updates on state/federal policies affecting education (42%).

What could DKG offer or provide that would increase the overall value of membership for you? (Select all that apply) by What year were you born?	Age						NET
	25 to 34	35 to 44	45 to 54	55 to 64	65 to 74	75 or older	
Provide updates on state/federal policies affecting education	26%	25% ↓	31% ↓	30% ↓	36%	42% ↑	35%
Improve communication about member benefits, activities, and events	40%	36%	33%	34%	35%	34%	34%
Provide more opportunities to advocate on behalf of women educators	23%	28%	23% ↓	28% ↓	35% ↑	36% ↑	32%
Provide opportunities for mentorship	28%	31% ↑	29%	26%	26%	25%	27%
Increase efforts to enhance diversity, equity, inclusion, and access (DEIA) in the society and profession	22%	23%	19% ↓	19% ↓	21% ↓	29% ↑	23%
Provide more opportunities for leadership development training	36% ↑	35% ↑	26% ↑	23%	17% ↓	17% ↓	21%
Provide access to new research	20%	22%	21%	16% ↓	17% ↓	21% ↑	19%
Attract more members that reflect my demographics (e.g., age, race, role)	49% ↑	38% ↑	33% ↑	19%	12% ↓	13% ↓	18%
Provide more financial assistance (e.g., grants, scholarships)	32% ↑	28% ↑	22% ↑	15%	12% ↓	13% ↓	15%
Provide information on job opportunities	28% ↑	21% ↑	21% ↑	16% ↑	10% ↓	9% ↓	13%
Appoint more DKG leaders that reflects my demographics (e.g., age, race, job role)	18% ↑	20% ↑	11% ↑	8%	5% ↓	7%	8%
n =	116	381	810	1193	2318	1730	6559

↑↓ Indicates responses that are significantly higher/lower for segment than for its complement
The table above is abbreviated, showing only select rows and columns

Respondents who identify as Black, African American, and/or person of African descent or Hispanic and/or Latina/Latino/Latinx tend to have a different viewpoint when it comes to how DKG could increase the overall value of membership. For example, attracting more members that reflect their demographics, and increasing efforts to enhance DEIA are more important to both of these segments of respondents. Hispanic and/or Latina/Latino/Latinx are also more likely to want DKG to improve its communications about member benefits, activities, and events (43%). Appointing more DKG leaders that reflect their demographics is of particular importance to Black, African American, and/or person of African descent respondents (45%).

What could DKG offer or provide that would increase the overall value of membership for you? (Select all that apply) by Please indicate the racial and/or ethnic groups with which you identify. (Select all that apply)	Race/Ethnicity			NET
	White and/or person of European descent	Black, African American, and/or person of African descent	Hispanic and/or Latina/Latino/Latinx	
Provide updates on state/federal policies affecting education	37% ↑	28% ↓	36%	36%
Improve communication about member benefits, activities, and events	34%	39%	43% ↑	35%
Provide more opportunities to advocate on behalf of women educators	32%	30%	35%	32%
Provide opportunities for mentorship	26% ↓	33% ↑	36% ↑	26%

Increase efforts to enhance diversity, equity, inclusion, and access (DEIA) in the society and profession	20% ↓	52% ↑	37% ↑	23%
Provide more opportunities for leadership development training	19% ↓	30% ↑	31% ↑	20%
Provide access to new research	18%	20%	19%	18%
Attract more members that reflect my demographics (e.g., age, race, role)	15% ↓	54% ↑	38% ↑	18%
Provide more financial assistance (e.g., grants, scholarships)	14% ↓	24% ↑	22% ↑	15%
Provide information on job opportunities	12% ↓	31% ↑	24% ↑	13%
Appoint more DKG leaders that reflects my demographics (e.g., age, race, job role)	5% ↓	45% ↑	16% ↑	8%
<i>n</i> =	5448	294	196	6030

↑↓ Indicates responses that are significantly higher/lower for segment than for its complement
The table above is abbreviated, showing only select rows and columns

Nonmember Findings

12. **Nonmembers are most likely to not be a member because they are retired/retiring (28%) or they don't have enough time to use DKG benefits/attend events (24%).** Other reasons for nonmembers not being a member of DKG include not enough relevant benefits to justify the cost (16%) or the chapter they belonged to being disbanded (16%). Respondents who are employed full-time are more likely to indicate they are not a member because they do not have enough time to use benefits/attend events (38%), because they have never been asked to join/rejoin (14%), or because they can no longer afford the cost of dues in their budget for professional resources (13%).

What are the primary reasons you are not a member of DKG? (Select all that apply)	All Respondents
I am retired/retiring	28%
I don't have enough time to use benefits/attend events	24%
There are not enough relevant benefits to justify the cost	16%
The chapter I belonged to disbanded	16%
There is not a DKG chapter near where I live	11%
My previous experience with DKG was unsatisfactory	11%
I have never been asked to join/rejoin	11%
I can no longer afford the cost of dues in my budget for professional resources	10%
I have left/am leaving the profession	7%
The prestige/honor associated with being a member of DKG has declined	6%
I maintain membership in other organizations that better serve my needs – please specify:	6%
I did/do not feel welcomed by DKG	5%
I am unaware of the benefits of belonging to DKG	5%
I forgot to renew	5%
There is a lack of diversity, equity, and inclusion, and access (DEIA) at DKG	4%
<i>n</i> =	1600

The table above is abbreviated, showing only select rows

13. **Most former members are not likely to rejoin DKG.** Nearly two thirds say they are unlikely (32%) or extremely unlikely (32%) to rejoin, and over one-fourth (27%) are unsure if they will rejoin. Just 10% are likely (6%) or extremely likely (4%) to rejoin.

14. **To make membership more attractive to nonmembers, DKG needs to improve communications surrounding member benefits, activities, and events (24%) and attract more members that reflect**

their demographics (17%). DKG could also make membership more attractive to nonmembers by providing more opportunities to advocate on behalf of women educators (13%) and more opportunities for mentorship (12%). Nonmembers 64 or younger are significantly more likely to feel that improving communications surrounding member benefits, activities, and events (30%) and attracting more members that reflect their demographics (25%) would make membership more attractive.

Awareness, Usage, and Value of DKG Offerings

15. **State organization conventions (84%) and scholarships (75%) are the DKG offerings respondents are most likely to be aware of.** The table below shows awareness, usage, and value for a wide array of DKG offerings. The state organization conventions (42%), and *Collegial Exchange* (33%) are the most highly utilized benefits. The scholarships are the most valuable offering among those who have used them. Awareness and usage for most benefits is lower among respondents who are 64 or younger but tends to be higher for many benefits for those 65 and older. *Please note, in the table below, higher percentages are shaded green and lower percentages are shaded red. The shadings do not represent statistical significance. The table below reflects awareness, usage, and value of the offering for all respondents (members and nonmembers).*

Awareness, Usage, and Satisfaction with DKG Offerings (All Respondents)	Awareness	Usage	Top-Two Box Value (Valuable + Extremely Valuable)
State organization conventions (annual or biannual)	84%	42%	83%
Scholarships (e.g., postgraduate, doctorate)	75%	7%	93%
International conventions (held in even years)	66%	10%	86%
International conferences (held in odd years)	61%	8%	83%
<i>The Bulletin</i> (International Journal for Professional Educators)	61%	30%	66%
Committees (e.g., Educational Excellence Committee)	54%	20%	82%
<i>Collegial Exchange</i> (magazine)	52%	33%	66%
Professional development awards (e.g., Cornetet Award, Educators Award Fund)	46%	4%	88%
<i>Get Connected</i> (newsletter)	43%	23%	71%
DKGIEF grants	40%	4%	92%
Webinars	38%	14%	77%
Special group events (e.g., U.S. Forum, European Forum)	27%	4%	77%
Discount program (e.g., discounts on insurance)	22%	1%	72%
Leadership Discovery Centre	9%	1%	79%

Engagement with DKG

16. **When respondents engage with DKG, their number one goal is to connect with other women educators (59%).** Getting news/updates on the profession (44%) and finding opportunities to give back (40%) are other goals that women educators have in mind when they engage with DKG. As seen below, younger women educators tend to have different goals when they engage with DKG compared to older women educators. Those who are 64 or younger are more likely to engage with DKG to get information or resources to help them do their job better, find opportunities for training/education, and find opportunities for financial assistance. Those 65 and older are more likely to engage with DKG in order to get news/updates on the education profession and learn about upcoming events.

What are/were your main goals when engaging with DKG? (Select all that apply) by What year were you born?	Age						NET
	25 to 34	35 to 44	45 to 54	55 to 64	65 to 74	75 or older	
Connect/network with women educators	60%	63%	62%	60%	60%	56% ↓	60%
Get news/updates on the education profession	23% ↓	30% ↓	35% ↓	40% ↓	48% ↑	52% ↑	44%
Find opportunities to give back	35%	32% ↓	39%	41%	44% ↑	39%	40%
Learn about upcoming events	23% ↓	24% ↓	28% ↓	35%	41% ↑	43% ↑	38%
Get information or resources that help me do my job better	46% ↑	39% ↑	35% ↑	33% ↑	24% ↓	24% ↓	28%
Find opportunities for training/education	39% ↑	34% ↑	29% ↑	26% ↑	19% ↓	19% ↓	23%
Learn about upcoming webinars	9%	7% ↓	9% ↓	10%	12% ↑	13% ↑	11%
Find opportunities for financial assistance (e.g., grants, scholarships)	37% ↑	21% ↑	19% ↑	13% ↑	8% ↓	8% ↓	11%
Find information on a specific topic – please specify:	2% ↓*	4% ↓	5% ↓	7%	9% ↑	9% ↑	8%
Find opportunities for awards	15% ↑	9% ↑	9% ↑	6%	5% ↓	5% ↓	6%
n =	142	575	1102	1654	3272	2254	9012

↑↓ Indicates responses that are significantly higher/lower for segment than for its complement
The table above is abbreviated, showing only select rows and columns
*Less than five respondents

17. While respondents 65 and older are most likely to believe there are no barriers to engaging with DKG, those 64 or younger are more likely to feel a lack of time is a barrier to engagement. Respondents who are 54 or younger are also more likely to indicate that not knowing what DKG has to offer that is relevant to them is a barrier, as is not having personal connections at DKG and not knowing how to engage with DKG.

What are/were the barriers to engaging more with DKG? (Select all that apply) by What year were you born?	Age						NET
	25 to 34	35 to 44	45 to 54	55 to 64	65 to 74	75 or older	
I don't have time to engage with DKG	34% ↑	41% ↑	33% ↑	21% ↑	10% ↓	6% ↓	16%
I don't know what DKG offers that is relevant to me	23% ↑	21% ↑	13% ↑	11%	8% ↓	6% ↓	10%
The distance to meetings is too far	9%	12%	9%	8%	9%	10%	9%
I cannot find what I'm looking for on the website	7%	7%	6%	6%	5%	5%	5%
I don't have personal connections at DKG	10% ↑	12% ↑	7% ↑	5%	4% ↓	3% ↓	5%
I don't know how to engage with DKG	14% ↑	10% ↑	5% ↑	3%	2% ↓	2% ↓	3%
I can find more relevant and valuable resources from another organization – please specify:	2%*	3%	3%	3%	3%	2%	3%
Other, please specify:	6%	11%	12%	9%	10%	10%	10%
There are no barriers to engaging with DKG	30% ↓	22% ↓	33% ↓	43%	51% ↑	53% ↑	46%
I'm not interested in engaging more with DKG	3% ↓	5% ↓	4% ↓	8% ↓	12% ↑	13% ↑	10%
n =	125	511	973	1412	2744	1913	7690

↑↓ Indicates responses that are significantly higher/lower for segment than for its complement
The table above is abbreviated, showing only select rows and columns
*Less than five respondents

18. **More than two in five (44%) women educators say they engage with or belong to another professional society or organization outside of DKG.** Respondents 75 or older (47%) and individuals who identify as Black, African American, and/or person of African descent (58%) are significantly more likely to belong to or affiliate with another organization. Of those respondents who turn to both DKG and other societies or organizations, they are most likely to turn to DKG for events/meetings (58%), leadership/volunteer opportunities (45%), and networking opportunities (41%). Respondents are more likely to turn to other societies or organizations to find a broad scope of information on the education profession (46%) and training/education (48%). They are equally likely to turn to DKG (41%) or another society or organization (41%) for publications.

Most Important Areas for DKG to Focus on in the Future

19. **Women educators feel DKG should be focusing on attracting/recruiting educators to become DKG members (54%) and attracting/recruiting educators to the profession (46%).** Enhancing the public’s recognition of DKG as a professional education society (37%) and enhancing the public’s recognition of women educators (32%) are also areas that women educators feel DKG should be focusing on. Enhancing public recognition of DKG is significantly more important to women educators ages 65 to 74 (35%) or 75 or older (39%). Women educators who are 25 to 34 or 35 to 44 are more likely to want DKG to focus on providing financial assistance to members (31%, 26%) and developing collaborative relationships/partnerships with similar organizations (31%, 23%). Women educators who identify as Black, African American, and/or person of African descent are significantly more likely to want DKG to focus on ensuring DKG and the profession is more diverse, equitable, inclusive and accessible (50%).

Looking to the future, which of the following areas are most important for DKG to focus on? (Select up to three) by What year were you born?	Age						NET
	25 to 34	35 to 44	45 to 54	55 to 64	65 to 74	75 or older	
Attracting/recruiting educators to become DKG members	54%	45% ↓	52%	52%	57% ↑	57%	55%
Attracting/recruiting educators to the profession	34% ↓	42%	46%	46%	47%	48%	46%
Enhancing the public’s recognition of DKG as a professional education society	35%	36%	34% ↓	37%	39%	39%	38%
Enhancing the public’s recognition of women educators	21% ↓	23% ↓	26% ↓	28% ↓	35% ↑	39% ↑	32%
Sponsoring significant projects	11% ↓	16% ↓	20% ↓	23%	27% ↑	25%	24%
Ensuring DKG and the profession is more diverse, equitable, inclusive, and accessible (DEIA)	21%	22% ↑	19%	16% ↓	18%	20%	18%
Providing financial assistance to members (e.g., grants, scholarships)	31% ↑	26% ↑	19%	17%	16% ↓	17%	18%
Developing collaborative relationships/partnerships with similar organizations	31% ↑	23% ↑	21% ↑	19%	16% ↓	14% ↓	18%
n =	128	514	976	1408	2690	1964	7692

↑↓ Indicates responses that are significantly higher/lower for segment than for its complement
 The table above is abbreviated, showing only select rows and columns
 *Less than five respondents

Net Promoter Score

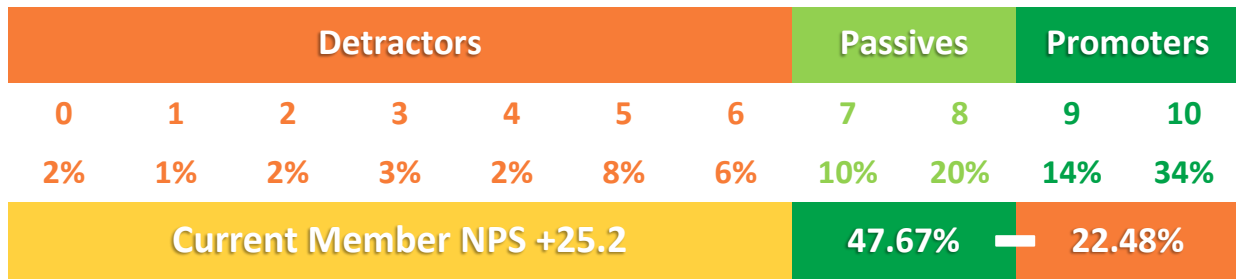
Loyalty is often measured by the likelihood of individuals to recommend membership. The Net Promoter Score (NPS)* is a loyalty metric that is based on grouping members or customers into three categories: Promoters, Passives, and Detractors. To measure individuals’ likelihood to recommend membership using the NPS metric, current and former members were asked the question, **“Overall, how likely are you to recommend DKG membership to a colleague or peer who is a woman educator?”** (Scale of 0 - 10, 10 = extremely likely). The NPS is calculated by subtracting the percentage of Detractors (rating 0 - 6) from the percentage of Promoters (rating 9 - 10).

NPS = Promoters - Detractors

- **Promoters** (rating 9 or 10): loyal enthusiasts that will refer others
- **Passives** (rating 7 or 8): satisfied but unenthusiastic
- **Detractors** (rating 0 - 6): unhappy and can damage brand and/or impede growth

Research has shown that satisfaction is often not the best indicator of loyalty. The goal of the NPS is to provide a measure that captures future customer loyalty. NPS is one of very few measures (among the various loyalty questions) that has been shown to correlate with business growth.

The NPS can be as low as -100 (everybody is a Detractor) or as high as +100 (everybody is a Promoter). An NPS that is positive (greater than zero) is considered to be acceptable. The graphic** below displays the score for **current members only**.



*The NPS was developed by Frederick Reichheld, Bain & Company and Satmetrix.

**Please note, most percentages in the NPS results have been rounded to the nearest whole number; therefore, they may not always total 100%.

The current member NPS for DKG is +25.2, which aligns with the average of +25.1 found in Avenue M’s benchmarking database of professional membership associations. In total, 30% of members are Passives, which is encouraging because it means there is an opportunity for these members to be converted into Promoters. Further, many Detractors rate their likelihood to recommend membership as a 5 or 6. There may be an opportunity to convert these members into Promoters as well.

Measurement of Impact on Overall Satisfaction

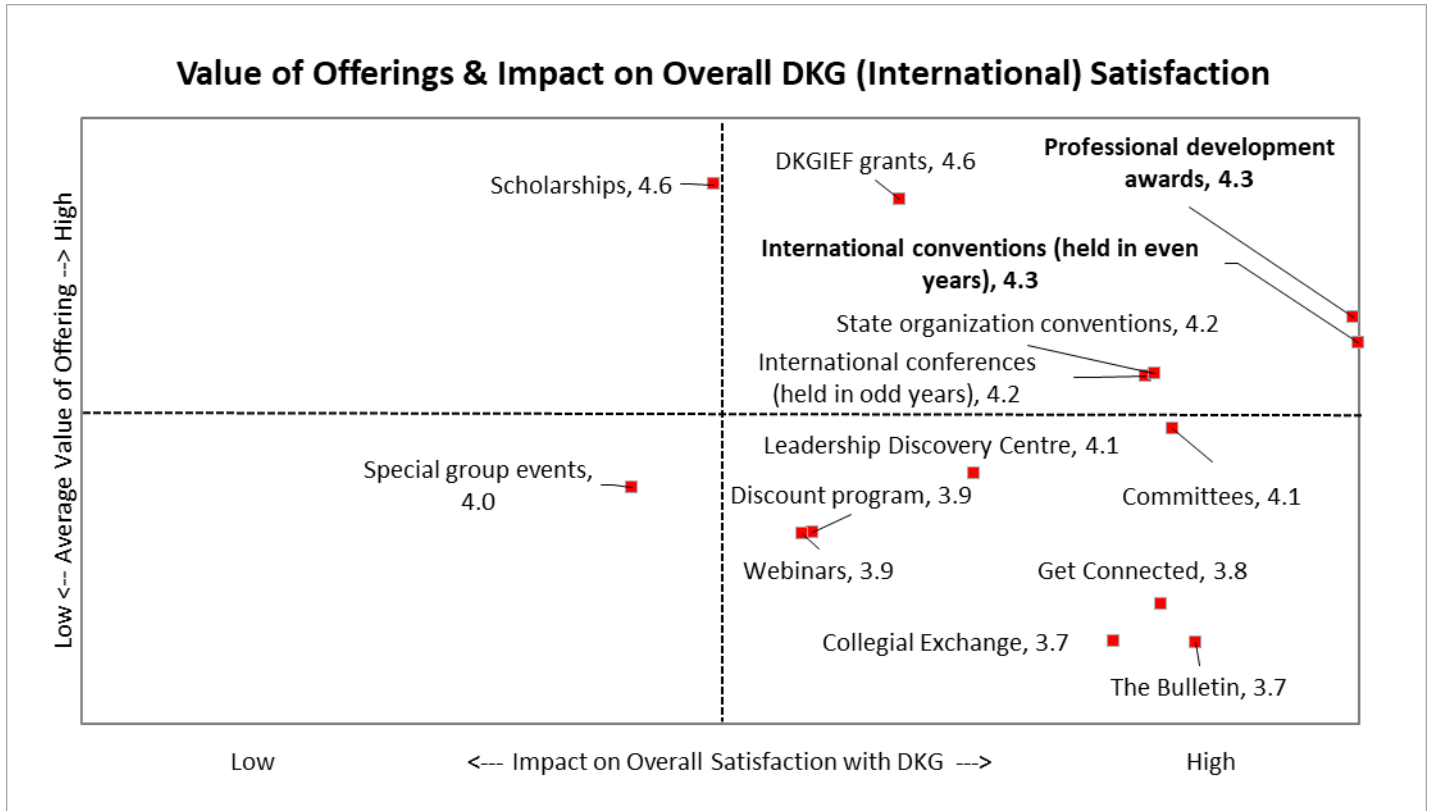
Awareness, usage, and value of DKG offerings were determined by direct questioning. However, the importance of these offerings was determined statistically rather than through a direct rating question. The statistical approach calculated the correlation between the value of DKG offerings (Q28) and satisfaction with DKG international membership (Q15). For ease of interpretation, these correlations have been converted to a Relative Impact score. The highest correlation is assigned an impact score of 100, and any correlations of 0 or lower are assigned the lowest impact score of 0. Low Relative Impact indicates that perceived value of an offering has no bearing on current members' overall satisfaction with membership. This means that members with high and low satisfaction scores have similar ratings on the value of that offering. An offering with higher Relative Impact and a higher value rating (e.g., international conventions, professional development awards) bolsters overall membership satisfaction for the portion of members who have used that offering. Conversely, offerings with a lower value rating and moderate or high Relative Impact (e.g., *The Bulletin*) may undermine some members' overall satisfaction with membership. *Please note, the following table only shows the results from current member respondents.*

Current Members Only				
DKG Offerings [Alphabetized]	Awareness (Q26)	Usage in Past 3 Years (Q27)	Average Value* (Q28)	Relative Impact**
Collegial Exchange (magazine)	60%	38%	3.7	81
Committees (e.g., Educational Excellence Committee)	59%	23%	4.1	85
Discount program (e.g., discounts on insurance)	25%	2%	3.9	57
DKGIEF grants	44%	4%	4.6	64
Get Connected (newsletter)	47%	26%	3.8	85
International conferences (held in odd years)	67%	10%	4.2	83
International conventions (held in even years)	72%	11%	4.3	100
Leadership Discovery Centre	9%	1%	4.1	70
Professional development awards (e.g., Cornetet Award, Educators Award Fund)	50%	4%	4.3	100
Scholarships (e.g., postgraduate, doctorate)	80%	7%	4.6	49
Special group events (e.g., U.S. Forum, European Forum)	31%	5%	4.0	43
State organization conventions (annual or biannual)	89%	47%	4.2	84
<i>The Bulletin</i> (International Journal for Professional Educators)	66%	34%	3.7	87
Webinars	43%	16%	3.9	56

* Average on 1-5 scale, where 1 = Not at all valuable and 5 = Extremely valuable

** 100 = highest impact; 0 = no impact

The graph below displays the DKG offerings by the average value rating of that offering (vertical axis) and by relative impact on overall membership satisfaction (horizontal axis). The number beside the name of the offering is the average value on a 1-5 scale (rounded to the nearest tenth decimal). The two offerings with the highest Relative Impact score of 100 are bolded.



The value scale in the graph above (vertical axis) is from 3.6 to 4.7 to encompass the range in average value ratings (3.7 – 4.6) for the listed offerings.

Member Value Canvas

About the Member Value Canvas: The Member Value Canvas (MVC) on the following page is designed to help DKG gain clarity on how the organization can position its benefits to best address the specific needs and goals of its members. The canvas reads left to right, starting with Member Jobs. Below is an example of how to use a Member Value Canvas:

- The member has a job to be done— preparing lesson plans, teaching classes, navigating behavioral issues, and preparing curriculum.
- By getting involved in DKG, the member will gain access to peers who can share insights and helpful resources and educational programs to help resolve conflicts and address concerns.
- However, the member has a pain point of not having a great deal of time to commit to searching for information or engaging at the chapter level. The member needs options with varying time commitments and delivery options.
- DKG offers products and services that will allow the member to begin to tackle some of the major challenges facing educators. Additionally, the member will feel like they are contributing to the future of education and fellow educators by sharing their own insights and experiences.

Women Educators Interested in Professional & Personal Growth

Member		Value Proposition	
<p>Member Jobs </p> <ul style="list-style-type: none"> Teaching classes Resolving student conflict/issues Communicating with parents Preparing/revising curricula/syllabi for classes Preparing lesson plans Managing staff/faculty Navigating a charged political climate and ideological concerns Administrative work (e.g., paperwork) Updating and creating school policies Establishing learning objectives Counseling students Learning/staying on top of the latest trends/changes in the profession (e.g., technology, AI) 	<p>Gains </p> <ul style="list-style-type: none"> A growing network of peers to learn from and grow with Resources to turn to that provide information on issues/problems related to work Resources that help with jobs/tasks Effective time management Leadership skills Respect as educator (and woman educator) 	<p>Products & Services </p> <ul style="list-style-type: none"> Chapter, state and international peer networking opportunities International and state conventions and conferences Professional development at DKG conferences DKG Communities Discovery Learning Centre <i>The Bulletin</i> (International Journal for Professional Educators) <i>Collegial Exchange</i> magazine Webinars Advocacy Forums based on geographical area Recognition & Awards 	<p>Gain Creators </p> <ul style="list-style-type: none"> I feel like I am part of a community and am more connected and committed to the education profession. I have access to a community of women educators who support each other. I can stay informed and updated on the latest trends/changes in the profession and best practices to address common workplace issues/problems. I have access to resources that will help save time when completing tasks/jobs. I have the confidence, knowledge, and expertise to be a trusted and respected woman educator and leader.
	<p>Pains </p> <ul style="list-style-type: none"> Behavioral and social issues (lack of respect, parental interference) Administrative challenges (lack of support, lack of quality or affordable professional development) Financial concerns (low pay, low financial support for public schools, vouchers) Education & quality standards Mental health and emotional wellbeing Political issues (e.g., government regulations/rules set by non-educators) Lingering effects of the pandemic Lack of time due to increased demands Lack of autonomy/prescriptive curriculums Breaking the glass ceiling 		<p>Pain Relievers </p> <ul style="list-style-type: none"> Saves time by providing credible and reliable information, education, and training on key issues, challenges, and trends from one source. Provides active efforts to advocate on behalf of educators and the profession. Reduces barriers by providing opportunities to develop and be recognized as a respected woman educator and leader in the profession. Provides access to a community of women educators to lean on and learn from.

SWOT Analysis

The SWOT analysis is based on the key findings from the research and Avenue M’s understanding of the environment that DKG is currently operating in. The SWOT analysis should be used to evaluate DKG’s internal strengths and weaknesses, alongside external and internal opportunities and threats. By analyzing these factors, DKG can make informed decisions and develop strategies to leverage strengths, address weaknesses, capitalize on opportunities, and mitigate threats.

<p>Strengths</p> <ul style="list-style-type: none"> • DKG has a long and solid reputation as being a leader in the representation of women educators. • The opportunities DKG provides its members to give back to women educators and students, as well as the community and connections DKG provides makes it a professional home for women educators. • Members strongly affiliate with their chapter and tend to find their chapter membership valuable. • Most members are likely or extremely likely to renew their membership. • DKG’s state organization conventions are DKG’s most utilized offering and viewed as valuable to those who attend. 	<p>Weaknesses</p> <ul style="list-style-type: none"> • While DKG’s invitation-only policy for membership may help to create a feeling of exclusivity and prestige among members, DKG may be viewed as unwelcoming or inaccessible by others outside the association. Several nonmember women educators have never been asked to join DKG. • Awareness and usage of DKG benefits and offerings is low, particularly among younger women educators. • Young women educators may not know how to engage with DKG or feel welcomed. • Lack of diversity in membership (e.g., age, race/ethnicity).
<p>Opportunities</p> <ul style="list-style-type: none"> • Create specific opportunities for young members and members who identify as racial/ethnic minorities to be more involved in DKG. • Create targeted campaigns to recruit young members. • Provide opportunities for leadership development training for young members. • Improve marketing and communications surrounding DKG benefits, activities, and events. • Modernize the DKG brand (e.g., website, technology stack). 	<p>Threats</p> <ul style="list-style-type: none"> • DKG’s most dedicated members are older, and DKG’s overall membership is aging. • Governing document that may prevent DKG from making substantial changes. • Shortage of educators entering the profession and educator burnout. • Lack of time to engage with DKG among women educators. • Lack of awareness of DKG among young women educators. • Women educators turn to other societies/associations for several areas/resources.

Gap Analysis

Using the survey data, Avenue M conducted a gap analysis, a strategic assessment to analyze and identify the disparities or “gaps” between DKG’s current state and the desired future state. The gap analysis pinpoints areas for improvement to allow DKG to establish priorities and create an action plan to bridge the identified gaps. To conduct the gap analysis, Avenue M followed the following steps:

1. **Identified the Desired State:** Defined the ideal or expected outcomes that align with DKG’s goals.
2. **Assessed the Current State:** Analyzed the survey data about DKG’s current state and areas for improvement.
3. **Analyzed the Gaps:** Compared the current state with the desired state to identify any areas where current performance falls short of the desired outcomes.
4. **Identified an Action Plan:** Developed next steps/an action plan outlining the steps to close the identified gaps.

This analysis can be used by DKG to address any gaps, enhance performance, and achieve strategic objectives more effectively. DKG can implement the action plan and track progress over time to regularly assess whether the implemented changes are effectively bridging the gaps and moving the society closer to the desired state. Based on ongoing monitoring and assessment, make any necessary adjustments to the action plan and continuously refine strategies to address new challenges, emerging trends, and changing goals.

On the following page is an abbreviated table showing the gap analysis “at-a-glance.” This highlights DKG’s desired future state, any gaps between the desired future state and the society’s current state, and the next steps/action plan to help bridge those gaps. A more in-depth deep dive into the gap analysis, with supporting survey data about DKG’s current state, is also provided on the following pages.

Gap Analysis At-A-Glance

Desired Future State	Gap	Next Steps/Action Plan
<p><u>Identify Barriers:</u> Understand the barriers and obstacles to membership that affect members' experience and engagement.</p>	<ul style="list-style-type: none"> • A lack of time to participate, lack of awareness of what DKG offers, and the distance to meetings are some of the top barriers to engaging with DKG. • A lack of awareness of how to engage with DKG and no personal connections at DKG is more likely to be a barrier for some respondent segments. • Younger respondents and nonmembers are less likely to say there are no barriers to engaging with DKG. 	<ul style="list-style-type: none"> • Ensure members have an understanding of what DKG offers by developing a comprehensive communication strategy that includes regular updates through emails, newsletters, social media platforms, and the DKG website. • Implement a structured onboarding program for new members that introduces them to DKG's offerings and support. • Address the lack of time barrier by creating microlearning opportunities with short-term time commitments that members can access at their own convenience. • Recognize the time constraints and long distances to travel to meetings by continuing to offer virtual participation options for meetings, workshops, and events. • Develop personalized engagement plans for disengaged members or those who say they are not interested in engaging with DKG. • Establish partnerships with higher-ed education departments (e.g., guest lectures, workshops, joint projects with students and young educators). This can showcase the benefits of membership, help students develop personal relationships at DKG, and introduce the society to potential younger members.
<p><u>Recruit & Engage Members:</u> Understand how to effectively attract, engage, and retain members today and in the future.</p>	<ul style="list-style-type: none"> • Connecting/networking with other women educators and finding resources to help them with their work are some of the main goals respondents have when engaging with DKG. • Education and professional development and financial assistance are important aspects of DKG membership for many respondent segments. • Increased efforts focused on DEIA and DKG attracting and engaging more members that reflect their demographics is important to some respondent segments. • A lack of time and a lack of relevant benefits are among the top reasons nonmembers do not hold membership. • Several never members say they have never been asked to join DKG or are unaware of the benefits. • Former members are unlikely to rejoin DKG, and never members are unsure if 	<ul style="list-style-type: none"> • Share real examples and showcase stories that demonstrate how engagement with DKG plays a critical role in the professional success of women educators. • Enhance engagement and minimize the number of members and nonmembers who are unaware of how to engage with DKG or do not know what DKG offers that is relevant to them by creating a brochure or one-pager that highlights the many benefits DKG provides. • Clearly communicate DKG offerings/benefits to members and prospects to ensure they are aware of the range of benefits and resources available to them through DKG membership (e.g., financial assistance). • Implement personalized outreach efforts for newer and younger members to help guide them through the initial stage of membership. • Create opportunities for members to provide feedback on their engagement experience with DKG. • Ensure that all communications have a clear call-to-action (CTA) directing individuals to specific resources, events, or opportunities relevant to them. • Actively work to attract and engage members from diverse demographics. Highlight the value of diverse perspectives and experiences within the DKG community.

	<p>they would join were they to receive an invitation.</p>	
<p><u>Define & Convey Value:</u> Understand and offer resources/services that meet the needs, interests, motivations, and jobs to be done of members.</p>	<ul style="list-style-type: none"> • Several respondent segments need support or resources related to resolving student conflict issues; managing staff/faculty; hiring, training, and advising staff; administrative paperwork; and communicating with parents. • Some respondents find the value of DKG membership to be neutral or not valuable. • Several respondent segments say the value of membership could be improved by providing more opportunities for leadership training; providing information on job opportunities; providing updates on staff/federal policies affecting education; improving communication about member benefits, activities, and events; and providing more opportunities to advocate on behalf of women educators. • Several respondents turn to another society/association for a broad scope of information on the education profession, publications, networking opportunities, and leadership/volunteer opportunities. 	<ul style="list-style-type: none"> • Demonstrate how members can leverage specific DKG resources to advance their careers. • Using the list of goals respondents indicate they have when engaging with DKG (e.g., financial assistance, resources to help with their work), highlight the DKG resources that will help them achieve these goals. • Develop a comprehensive communication strategy that consistently highlights the benefits of DKG membership. • Create a comprehensive online resource hub that caters to the diverse needs of educators. • Continue to promote DKG’s existing resources for leadership training (e.g., Leadership Management Seminar) and also consider where there should be additional investment in leadership training offerings. • Expand the Leadership Discovery Centre on DKG’s website, dedicating it to leadership training and development. Include articles, videos, quick tips, leadership assessment tools (e.g., strengths and weaknesses), etc. • Establish a process for ongoing feedback to ensure leadership opportunities provided are meeting the needs and expectations of members to help them grow both personally and professionally. • Create a Career Connection Hub where members can gain access to job opportunities.

Deep Dive into the Gap Analysis

Identify Barriers

- Understand the barriers and obstacles to membership that affect members' experience and engagement.

Current State (i.e., Survey Data)

Lack of Time

- Close to one in five (16%) respondents say a barrier to engaging more with DKG is they don't have time to engage with DKG. The following select audience segments are more likely than the complement to say they don't have time to engage with DKG:
 - Respondents employed full time (33%)
 - Respondents working at a public school (33%)
 - Respondents with less than 20 years of experience (35%)
 - Nonmember respondents (26%)
 - Respondents aged 24 or younger (42%), 25 to 34 (34%), 35 to 44 (41%), 45 to 54 (33%), and 55 to 64 (21%)

Lack of Awareness of DKG's Offerings

- One in ten (10%) respondents say a barrier to engaging more with DKG is they don't know what DKG offers that is relevant to them. The following select audience segments are more likely than the complement to say they don't know what DKG offers that is relevant to them:
 - Respondents employed full time (14%)
 - Respondents with less than 20 years of experience (19%)
 - Nonmember respondents (15%)
 - Respondents aged 25 to 34 (23%), 35 to 44 (21%), and 45 to 54 (13%)
 - Respondents who are Hispanic and/or Latina/Latino/Latinx (16%) or multiracial, biracial, and/or multiethnic (29%)

Distance to Meetings

- About one in ten (9%) respondents say a barrier to engaging more with DKG is the distance to meetings is too far. International members are more likely than the complement to say the distance to meetings is too far (15%)

Lack of Awareness of How to Engage with DKG

- Though less than one in ten (3%) respondents overall say a barrier is not knowing how to engage with DKG, the following select audience segments (though small percentages) are more likely than the complement to indicate such:
 - Respondents employed full time (6%)
 - Respondents with less than 20 years of experience (10%)

- Nonmember respondents (6%)
- Respondents aged 25 to 34 (14%), 35 to 44 (10%), and 45 to 54 (5%)
- Respondents who are Black, African American, and/or person of African descent (7%)

Lack of Personal Connections

- Though less than one in ten (5%) respondents overall say a barrier to engaging more with DKG is a lack of personal connections, the following select audience segments (though small percentages) are more likely than the complement to indicate such:
 - Respondents employed full time (7%)
 - Nonmember respondents (16%)
 - Respondents aged 25 to 34 (10%), 35 to 44 (12%), and 45 to 54 (5%)
 - Respondents who are Black, African American, and/or person of African descent (9%)

No Barriers

- Though over two in five (45%) respondents say there are no barriers to engaging with DKG:
 - Compared to more than half (54%) of retired respondents, only about one-third (34%) of respondents employed full-time say there are no barriers to engaging with DKG.
 - Compared to two in five (41%) respondents with 30 or more years of experience, and over one-third (35%) of respondents with 20 to 29 years of experience, less than three in ten (29%) respondents with less than 20 years of experience said there are no barriers to engaging with DKG.
 - Compared to half (52%) of current members, only about one in ten (13%) nonmembers say there are no barriers to engaging with DKG.

Gap Description

- Several respondent segments say a lack of time to participate, lack of awareness of what DKG offers, and the distance to meetings are barriers to engaging with DKG.
- A lack of awareness of how to engage with DKG and no personal connections at DKG is more likely to be a barrier for some respondent segments.
- Younger respondents and nonmembers are less likely to say there are no barriers to engaging with DKG.

Next Steps/Action Plan

- Ensure members have an understanding of what DKG offers by developing a comprehensive communication strategy that includes regular updates through emails, newsletters, social media platforms, and the DKG website. Ensure that members are consistently informed about upcoming events, resources, and opportunities.
- Implement a structured onboarding program for new members that introduces them to DKG's offerings and support. This could involve welcome emails, orientation webinars, and personalized communication from leadership.

- Address the lack of time barrier by creating microlearning opportunities with short-term time commitments that members can access at their own convenience. Evaluate the ways in which DKG can create bite-sized content (e.g., short webinars, quick-tip emails). Develop an easily accessible online resource hub with valuable materials that members can explore on their own time. Where possible, repurpose old or existing content into microlearning opportunities.
- Recognize the time constraints and long distances to travel to meetings by continuing to offer virtual participation options for meetings, workshops, and events. Leverage technology to enable members to attend remotely, ensuring they can engage without the need for extensive travel.
- Develop personalized engagement plans for disengaged members or those who say they are not interested in engaging with DKG. Recommend specific resources, events, or opportunities that align with their interests and needs.
- If not already doing so, establish partnerships with the education departments of universities, colleges, and other educational institutions. This could involve guest lectures, workshops, joint projects with students and young educators. These interactions can help showcase the benefits of DKG membership, help students develop personal relationships at DKG early in their career, and introduce the society to potential younger members.

Recruit & Engage Members

Desired Future State

- Understand how to effectively attract, engage, and retain members today and in the future.

Current State (i.e., Survey Data)

Top Goals When Engaging with DKG

- The top three goals respondents have when engaging with DKG are to connect/network with women educators (59%), get news/updates on the education profession (44%), and find opportunities to give back (40%).

Most Important Focus Areas

- Attracting/recruiting educators to become DKG members (54%), attracting/recruiting educators to the profession (46%), and enhancing the public's recognition of DKG as a professional education society (37%) are the top three areas respondents overall say is most important for DKG to focus on.

Nonmembers

- The top reasons nonmembers are not a member of DKG are because they are retired/retiring (28%), they don't have enough time to use benefits/attend events (24%), there are not enough relevant benefits to justify the cost (16%), and the chapter they belonged to disbanded (16%).
- More than one-third (35%) of never members say they are not a member of DKG because they have never been asked to join, and more than one third (35%) say it is because they are not aware of the benefits of belonging to DKG – this is significantly higher than the complement.
- Close to two in three (63%) former members are unlikely or extremely unlikely to join DKG as a member in the next year, and nearly three in five (58%) never members are unsure if they would join DKG if they were to receive an invitation.
- The top ways DKG can make membership more attractive to overall nonmember respondents is to improve communication about member benefits, activities, and events (24%) and attract more members that reflect their demographics (17%).

Connecting/Networking

- Nearly three in five (59%) respondents overall say a main goal when engaging with DKG is to connect/network with women educators, and the following select audience segments are more likely than the complement to indicate such:
 - Nonmember respondents (66%)
 - International respondents (66%)
- A top reason respondents chose to accept membership in DKG is for the community/connections with women educators (65%).

Resources to Help with Their Work

- While getting information or resources that help them do their job better (28%) is not among the top goals overall respondents have when engaging with DKG, the following select audience segments are more likely than the complement to indicate such:
 - Respondents employed full time (38%)
 - Nonmember respondents (32%)
 - Respondents aged 25 to 34 (46%), 35 to 44 (39%), and 45 to 54 (35%)
 - Respondents who are Hispanic and/or Latina/Latino/Latinx (40%)

Education & Professional Development

- While less than one-fourth (23%) of respondents overall say a main goal when engaging with DKG is to find opportunities for training/education, the following select audience segments are more likely than the complement to indicate such:
 - Respondents employed full time (30%)
 - Respondents with less than 20 years of experience (33%)
 - International respondents (30%)
 - Respondents aged 25 to 34 (39%), 35 to 44 (34%), and 45 to 54 (29%)
 - Respondents who are Black, African American and/or person of African descent (33%); Hispanic and/or Latina/Latino/Latinx (37%); and/or Native American, Alaska Native, First Nations, Metis, and/or Inuit (37%).
- While not among the top reasons respondents overall chose to accept membership in DKG, about one-third (34%) of respondents overall say they chose to accept membership for the professional development/leadership opportunities. The following select audience segments are more likely than the complement to indicate such:
 - Respondents employed full time (37%)
 - Respondents working for a college/university (46%)
 - International respondents (50%)
 - Respondents aged 25 to 34 (47%) and 35 to 44 (41%)
 - Respondents who are Black, African American and/or person of African descent (47%) and/or Hispanic and/or Latina/Latino/Latinx (42%)
- The following select audience segments are more likely than the complement to say professional development/leadership opportunities are a medium or high driver of membership:
 - Respondents employed full time (87%)
 - Respondents aged 35 to 44 (88%) and 45 to 54 (88%)
 - Respondents who are Black, African American, and/or person of African descent (92%)

Financial Assistance

- While only one in ten (11%) respondents overall say a main goal when engaging with DKG is to find opportunities for financial assistance, the following select audience segments are more likely than the complement to indicate such:
 - Respondents employed full time (18%)

- Respondents with less than 20 years of experience (22%)
- Respondents aged 24 or younger (38%), 25 to 34 (37%), 35 to 44 (21%), and 45 to 54 (19%)
- Respondents who are Black, African American and/or person of African descent (22%); Hispanic and/or Latina/Latino/Latinx (23%); Native American, Alaska Native, First Nations, Metis, and/or Inuit (21%); and/or multiracial, biracial, and/or multiethnic (26%)
- While less than one in five (18%) respondents overall said it is most important for DKG to focus on providing financial assistance to members, the following select audience segments are more likely than the complement to indicate such:
 - Respondents with less than 20 years of experience (24%)
 - Respondents aged 25 to 34 (31%) and 35 to 44 (26%)
- While less than one in ten (8%) respondents say they chose to accept membership for access to financial assistance, the following select audience segments are more likely than the complement to indicate such:
 - Respondents with less than 20 years of experience (20%)
 - Respondents aged 24 or younger (46%), 25 to 34 (34%), 35 to 44 (19%) and 45 to 54 (12%)
 - Respondent who are Black, African American, and/or person of African descent (14%) and/or Southeast Asian (29%)
- The following select audience segments are more likely than the complement to say access to financial assistance is a medium or high driver of membership:
 - Respondents employed full time (79%)
 - Respondents aged 25 to 34 (86%) and 35 to 44 (85%)
 - Respondents who are Black, African American, and/or person of African descent (86%)

DEIA

- While less than one in five (19%) respondents overall said it is most important for DKG to ensure the society and profession is more diverse, equitable, inclusive, and accessible, the following select audience segments are more likely than the complement to indicate such:
 - Respondents working at a public college/university (33%)
 - Respondents with less than 20 years of experience (22%)
 - International respondents (26%)
 - Respondents who are Black, African American and/or person of African descent (50%); Hispanic and/or Latina/Latino/Latinx (27%); and/or multiracial, biracial, and/or multiethnic (41%)
- Though less than one-fifth (18%) of respondents overall say DKG could increase the value of membership by attracting more members that reflect their demographics, the following select audience segments are more likely than the complement to indicate such:
 - Respondents employed full time (31%)
 - Respondents with less than 20 years of experience (37%)
 - International respondents (26%)
 - Respondents aged 24 or younger (73%), 25 to 34 (49%), 35 to 44 (38%) and 45 to 54 (33%)
 - Respondents who are Black, African American and/or person of African descent (54%); Hispanic and/or Latina/Latino/Latinx (38%); Native American, Alaska Native, First Nations,

Metis, and/or Inuit (34%); multiracial, biracial, and/or multiethnic (55%); and/or Southeast Asian (40%)

Gap Description

- Connecting/networking with other women educators is a top goal when engaging with DKG for some respondent segments.
- Finding resources to help them with their work is a main goal when engaging with DKG for some respondent segments.
- Education and professional development are important aspects of DKG membership for many respondent segments.
- Financial assistance is an important aspect of DKG membership for many respondent segments.
- Some respondent segments would like to see DKG increase efforts focused on DEIA, and several segments say DKG can increase the value of membership by attracting and engaging more members that reflect their demographics.
- A lack of time and a lack of relevant benefits are among the top reasons nonmembers do not hold membership in DKG.
- Several never members say they have never been asked to join DKG or are unaware of the benefits of belonging to DKG.
- Former members are unlikely to rejoin DKG, and never members are unsure if they would join were they to receive an invitation.

Next Steps/Action Plan

- Share real examples and showcase stories that demonstrate how engagement with DKG and the connections/relationships formed through membership play a critical role in the professional success of women educators. Conduct an annual campaign that emphasizes the value of DKG membership, incorporating diverse member testimonials and stories.
- Enhance engagement and minimize the number of members and nonmembers who are unaware of how to engage with DKG or do not know what DKG offers that is relevant to them by creating a brochure or one-pager that highlights the many benefits DKG provides. Categorize benefits into sections and provide links with more information.
- Clearly communicate DKG offerings/benefits to members and prospects to ensure they are aware of the range of benefits and resources available to them through DKG membership (e.g., financial assistance). Provide clear and concise information on DKG's website and through marketing materials and member communications. Establish a regular communications strategy that showcases the value DKG provides and keeps members engaged and informed about resources, events, opportunities, etc.
- Implement personalized outreach efforts for newer and younger members to help guide them through the initial stage of membership. Offer insights into DKG's offerings and help them navigate the opportunities available to them. Launch storytelling campaigns featuring young educators who have benefited from DKG membership. Share their journeys and how DKG has supported their personal and professional growth.

- Create opportunities for members to provide feedback on their engagement experience with DKG. Use surveys and feedback sessions to understand evolving needs and refine engagement strategies accordingly.
- Ensure that all communications have a clear call-to-action (CTA) directing individuals to specific resources, events, or opportunities relevant to them.
- Actively work to attract and engage members from diverse demographics. Highlight the value of diverse perspectives and experiences within the DKG community.

Define & Convey Value

Desired Future State

- Understand and offer resources/services that meet the needs, interests, motivations, and jobs to be done of members; clearly convey the value of membership to members.

Current State (i.e., Survey Data)

Resources or Support Needed

- Resolving student conflicts/issues (29%), communicating with parents (16%), and filling out administrative paperwork (16%) are the top three job responsibilities respondents could use more support and resources.
- The following select audience segments are more likely than the complement to indicate they could use more support resources related to resolving student conflicts/issues:
 - Respondents who are a teacher, professor, or instructor (34%) or an assistant principal (48%)
 - Respondents working in an elementary school (35%)
 - Respondents working in a public school (33%)
 - Respondents with less than 20 years of experience (32%)
- Though less than one in ten (9%) respondents say they could use more support or resources related to managing staff/faculty, the following select audience segments are more likely than the complement to indicate such:
 - Respondents who are a program manager, director, or coordinator (23%); principal (38%); or assistant principal (42%)
- Though less than one in ten (8%) said they could use more support or resources related to hiring, training, and advising staff, the following select audience segments are more likely than the complement to indicate such:
 - Respondents who are a program manager, director, or coordinator (23%); principal (43%); or assistant principal (34%)

Value of Membership

- While nearly three in five (59%) current member respondents find DKG international to be valuable or extremely valuable, one-fifth (20%) find the value to be somewhat valuable, and one in ten (10%) find it to be a little valuable or not at all valuable.

Increasing the Value of Membership

- Providing updates on state/federal policies affecting education (35%); improving communication about member benefits, activities, and events (34%); and providing more opportunities to advocate on behalf of women educators (32%) are the top three ways respondents indicate DKG could increase the value of membership.

- Though only one-fifth (20%) of respondents overall say DKG could increase the value of membership by providing more opportunities for leadership training, the following select audience segments are more likely than the complement to indicate such:
 - Respondents employed full time (27%)
 - Respondents with less than 20 years of experience (30%)
 - International respondents (42%)
 - Respondents aged 25 to 34 (36%), 35 to 44 (35%), and 45 to 54 (26%)
 - Respondents who are Black, African American and/or person of African descent (30%); Hispanic and/or Latina/Latino/Latinx (31%); East Asian (35%); and/or Native Hawaiian and/or Pacific Islander (53%)
- Though only around one in ten (13%) respondents overall say DKG could increase the value of membership by providing information on job opportunities, the following select audience segments are more likely than the complement to indicate such:
 - Respondents employed full-time (20%)
 - Respondents with less than 20 years of experience (23%)
 - Respondents aged 24 or young (36%, 25 to 34 (28%), 35 to 44 (21%), and 45 to 54 (21%)
 - Respondents who are Black, African American and/or person of African descent (31%); Hispanic and/or Latina/Latino/Latinx (24%); Native American, Alaska Native, First Nations, Metis, and/or Inuit (32%); and/or Native Hawaiian and/or Pacific Islander (37%)

Other Societies/Associations Turned To

- Close to half of respondents turn to another society/association for training/education (48%) and a broad scope of information on the education profession (46%). Around two in five turns to another society/association for publications (41%), networking opportunities (39%), and leadership/volunteer opportunities (38%).
- Respondents employed full time are more likely than the complement to turn to another society/association for all of the areas listed.

Gap Description

- Several respondent segments need support or resources related to resolving student conflict issues; managing staff/faculty; hiring, training, and advising staff; administrative paperwork; and communicating with parents.
- Some respondents find the value of DKG membership to be neutral or not valuable.
- Several respondent segments say the value of membership could be improved by providing more opportunities for leadership training; providing information on job opportunities; providing updates on staff/federal policies affecting education; improving communication about member benefits, activities and events; and providing more opportunities to advocate on behalf of women educators.
- Several respondents turn to another society/association for a broad scope of information on the education profession, publications, networking opportunities, and leadership/volunteer opportunities.

Next Steps/Action Plan

- Demonstrate how members can leverage specific DKG resources to advance their careers. Incorporate testimonials from more experienced women educators who have done so.
- Using the list of goals respondents indicate they have when engaging with DKG (e.g., financial assistance, resources to help with their work), highlight the DKG resources that will help them achieve these goals. Emphasize the importance of DKG in supporting them throughout their career.
- Develop a comprehensive communication strategy that consistently highlights the benefits of DKG membership. Create engaging content such as videos, testimonials, and case studies, showcasing how DKG has positively impacted women educators.
- Create a comprehensive online resource hub that caters to the diverse needs of educators. Offer a wide range of tools, lesson plans, best practices, etc. to assist members in their work. Organize webinars and workshops led by experienced educators in areas where respondents indicate they could use more support and resources (e.g., conflict resolution, staff management, parent communication). These sessions should provide actionable strategies and practical advice.
- Create a Career Connection Hub where members can gain access to job listings covering various roles, levels, and locations; personalized job recommendations; and career development resources (e.g., resume writing, interview preparation tips). If possible, list the contact information (e.g., email) of DKG members for job listings where they have a connection. Send real-time emails or notifications to members about new job opportunities.
- Continue to promote DKG's existing resources for leadership training (e.g., Leadership Management Seminar, Leadership Discovery Centre) and also consider where there should be additional investment in leadership training offerings.
 - If not already doing so, develop formal programs that leverage the experience of seasoned and retired educators to mentor and support emerging leaders. This could consist of one-on-one mentorship, monthly check-ins, skill-building activities, etc.
 - Expand the Leadership Discovery Centre on DKG's website, dedicating it to leadership training and development. Include articles (e.g., articles from experienced educators discussing their journey, challenges faced, and lessons learned), videos, quick tips, leadership assessment tools (e.g., strengths and weaknesses), etc.
 - Establish a process for ongoing feedback to ensure leadership opportunities provided are meeting the needs and expectations of members to help them grow both personally and professionally.

Recommendations

The research conducted by Avenue M generated several findings connected to DKG membership value and the future of the organization. Below Avenue M has provided a number of recommendations for consideration based on the findings presented in this report. Additional discussion around the feasibility and implementation will be necessary to achieve measurable results. This is an effective, easy way to translate the findings into actionable next steps. It is important to acknowledge that DKG will need to prioritize efforts and make accommodations to its existing program of work. In short, in addition to the “to do” list that results from this process, there should be a parallel discussion about what DKG should “stop doing.”

Recommendation: If DKG wishes to recruit, engage, and retain members it must make it a priority to develop and implement a multi-channel strategy for demonstrating the value of membership and the ability to engage without requiring a major time commitment. The primary reason to join DKG is to connect/network with women educators and get updates on the education profession – yet lack of time and lack of awareness stand in the way for some individuals to join or participate.

Additional Suggestions:

- 1. Create and promote opportunities to connect locally and globally. Connect members locally and globally.** While the journey for a member may begin with their local chapter, and this will be their home base in the DKG community, expand opportunities for members to meet through virtual interest-based networks. Encourage local chapters to provide more opportunities to connect members to others outside their chapters to broaden their perspective and give them access to a wider network. Promote opportunities through the combination of a home base (local chapter) and a global network with other members who share their professional interests and goals.
- 2. Develop a strategy to encourage all members to take advantage of at least three benefits a year.** To increase the likelihood that members will engage, renew, and advocate for the society, they must participate in or take advantage of member-exclusive benefits.
 - Re-evaluate current efforts to onboard and engage new members. Create a member engagement program over a 12-month period. This could include an online form to help members identify their personal and professional goals and connect them to DKG resources.
 - Conduct a 3-, 6-, and 9-month poll with members to evaluate how DKG can help them engage or take advantage of benefits based on their needs.
- 3. Deploy monthly campaigns alerting members to underutilized membership benefits such as *Collegial Exchange*, DKG webinars, committees, and the Leadership Discovery Centre.** In the campaign, incorporate testimonials that show members why the offering is beneficial. Use the Member Value Canvas as a guide to member jobs and how DKG benefits support them.
- 4. Create Mastermind groups within DKG.** A mastermind group is a group of peers who meet to give each other advice and support. Although they are similar to mentoring, there are a few key differences. First, Mastermind groups should include 8 to 10 members, instead of being a one-on-one meeting. In a mastermind group, the participants will both give and receive advice.

Mastermind groups can also involve brainstorming, educational presentations and even discussions on personal issues. There is no single teacher with a prepared lesson.

5. **Provide more development opportunities on specific education topics identified as top concerns from the research.** For example, some of the challenges members face include balancing diverse learning needs, keeping students engaged, innovating, or updating curricula, and keeping up with new technology.
6. **Create and communicate opportunities to be involved that require very little time commitment.** When asked for the primary reason for not belonging to DKG, a lack of time was cited most frequently (after retirement). Change the perception that being involved or making the most out of membership requires a significant time requirement. Share stories of how members made the most of their membership in small but meaningful ways.
7. **Test different drip campaigns with a series of connected messages focused on what matters most to educators by education level and job responsibility.** A drip campaign is built around a theme or story and uses multiple automated emails or direct mail sent out over a specific timeframe. Each message includes a call-to-action and a sense of urgency to respond within a short timeframe. Examples include the following:
 - Create a campaign focused on capturing the attention of individuals who are struggling with increased expectations of teachers and dealing with issues affecting students outside the classroom. Actively promote specific articles in publications (e.g., *The Bulletin*) and topics being covered at DKG meetings. Send a follow up email encouraging members to take advantage of DKG offerings, contact the society, and get more involved.
 - Create a campaign focused on the story of a DKG member. Create a video clip to embed in the email or link to on YouTube. Start with individuals included in DKG's Member Spotlight.

Recommendation: Grow DKG's member pipeline; communicate a compelling reason to join. Looking to the future, a majority of members believe attracting and recruiting educators to become DKG members should be a key focus area for the organization.

Additional suggestions:

1. **Offer various membership/recognition badges that can be shared on LinkedIn.** Companies such as [Credly](#) offer digital badges that can be shared on personal and professional social networks. A digital badge can provide public recognition and foster new networking opportunities for the members. For DKG, it can help increase awareness and provide additional value to belonging to the organization. DKG could create a series of digital badges based on membership, achievement awards, scholarship recipients, educators book award recipients, and world fellowship award recipients.
2. **Develop a robust content-marketing campaign to increase awareness and interest in DKG.** Use content on top trends or changes expected to negatively impact the profession (e.g., educator burnout/resignations, dealing with issues affecting students outside the classroom, keeping students engaged, low pay/compensation, virtual learning, AI) to drive interest and engagement with DKG.

- Identify a list of hot topics to be included in a biweekly or monthly poll. Promote the poll through all existing communications and on social media platforms using the topics of the poll to drive engagement. Invite a group of members to participate in the beta testing of the poll prior to opening up the panel to members and prospects. Invite members and prospects to suggest topics and issues for future polls. (Example: <https://www.avenuem.org/resources/text-polling/>)
3. **Hold open house events and create a member ambassador program to increase referrals and expand DKG’s reach to potential members.** Organize events where nonmembers can meet existing members and learn about DKG, updates on state/federal policies affecting education, mentorship/mastermind groups, financial assistance, and how they can be involved. Consider testing the use of a 2-month “Guest Pass” that members can share with colleagues who are not currently a member of DKG to give them a taste and better understanding of membership without going through the process of joining.
 4. **Create better calls-to-action (CTA) in DKG communications.** On the website, change the “Contact Us” button, tabs, or links and related website copy to say, “Ask a Question”. Review all messaging to ensure CTAs provide an easy, no commitment way to start a conversation. Utilize the data from the research to capture members’ and prospects’ attention. For example, one-third (32%) of members indicate they would be interested in more opportunities to advocate on behalf of women educators. Create a CTA around engaging members in the process to create more opportunities and get involved. For example, the CTA could be, “What you can do today...” with a link to a webpage showing various actions (with information on the time commitment) that can be taken to get more involved.
 5. **Update the content and imagery on DKG's website to incorporate more storytelling elements, using bullet points to highlight supporting facts.** Start with a refresh of the About Us page, showcasing the narratives of members to depict DKG's history, mission, vision, and the distinctive features of the DKG Key Woman Educator. Analyze the most visited web pages through data analytics and revamp the content to include more engaging stories while minimizing lengthy descriptive paragraphs.
 6. **Test the use of retargeting ads so that once an individual visits DKG’s website, ads follow the visitor on the web.** Test messages, images, offers, and effectiveness on different platforms, including LinkedIn and Facebook. The ad will serve as a reminder or a nudge to go back and complete the transaction which can help bring more awareness to the association. For an example of a company that provides retargeting ad services at customized pricing, see [AdRoll](#).
 7. **Test different drip campaigns with a series of connected messages focused on what matters most to educators – connecting with women educators, updates on the profession, and opportunities to give back.** A drip campaign is built around a theme or story and uses multiple automated emails or direct mail sent out over a specific timeframe. Each message includes a CTA and a sense of urgency to respond within a short timeframe. For example, create a campaign focused on the story of a DKG member whose job was improved due to their interaction with DKG. Within each story, include the three main elements of storytelling to capture the prospects attention: 1) Normal –

things are how they are; 2) Explosion – something happens, the normal is disrupted; and 3) New Normal – things are different and people must adapt.¹ Use this technique to tell stories that will connect with prospective members on an emotional level and make them want to read the next email from DKG. The series of emails should tell the complete story while each individual email hints at the next one.

Recommendation: Invest additional resources in areas that would increase the overall value of membership, keeping in mind the differing needs by audience segment. For example, overall respondents say updates on state/federal policies affecting education is a top way DKG can increase the value of membership, while respondents with 1 to 4 years of experience say opportunities for mentorship would increase the value, and those who live internationally would like to see more opportunities for leadership development training. Below is a chart that can be used as a starting point to evaluate the areas and DKG offerings that should be maintained, leveraged, put on the backburner, or improved. Consider creating a chart for several of DKG’s key audience segments (e.g., young professionals, international members), and use this to promote the value of the society accordingly. Continuously update this chart as member needs, preferences, and challenges evolve.

<p>Areas to Maintain</p> <p>Financial assistance (e.g., scholarships, DKGIEF Grants) Regognitions & awards Special group events</p>	<p>Areas to Leverage</p> <p>Conventions Conferences Committees Advocacy</p>
<p>Backburner</p> <p>Discount programs</p>	<p>Areas to Improve</p> <p>Mentoring programs Networking opportunities Leadership development (e.g., Leadership Discovery Centre) Education (e.g., webinars, training) Newsletters/Updates Career resources (e.g., job opportunities) Publications</p>

¹ Chapter: What Makes a Story Great, p.49, *Stories That Stick*, Kindra Hall (Harper Collins 2019)

Suggested Implementation Plan

DKG aims to grow its community by not only attracting new members but also by increasing the engagement and satisfaction of current members. The following is a structured implementation plan for DKG to follow based on the recommendations informed by survey data, along with additional suggestions. DKG will need to adjust the plan based on available resources and other priorities and activities currently underway at the organization.

Timeline: 12-18 Months

Phase 1: Planning and Strategy Formulation (Months 1-2)

Activities:

1. Initiate planning for creating virtual, interest-based networks and local chapter engagement opportunities.
2. Develop a pilot survey to test different engagement and benefits mechanisms.
3. Draft a member engagement program over a 12-month period.
4. Design the outline of a multi-month campaign to introduce underutilized membership benefits.
5. Plan Mastermind groups within DKG, detailing structure, frequency, and participation criteria.
6. Explore companies, like [Credly](#), to create digital badges.
7. Begin planning for Open House events and a Member Ambassador Program.

Phase 2: Development and Initial Implementation (Months 3-6)

Activities:

1. Develop a strategy for content marketing campaigns.
2. Create and roll out digital badges.
3. Develop and test virtual interest-based networks and onboarding processes.
4. Beta-test bi-weekly or monthly poll feature with a select group of existing members.
5. Create materials for Mastermind groups and initiate the first sets of groups.
6. Launch a full-scale content marketing campaign.
7. Develop the 3-, 6-, and 9-month polls for member engagement.
8. Begin the first monthly campaign for underutilized benefits.

Phase 3: Full Implementation and Feedback Loop (Months 7-12)

Activities:

1. Introduce 2-month “Guest Passes” for existing members to share.
2. Implement better calls-to-action (CTA) on the DKG website.
3. Roll out the member engagement program.
4. Initiate retargeting ads on platforms like LinkedIn and Facebook
5. Implement drip campaigns that share member stories and focus on educators' concerns.
6. Launch opportunities for local and global networking, incorporating minimal time commitment activities.

7. Continuously gather feedback through the 3-, 6-, and 9-month polls.

Phase 4: Continue to Implement, Review, and Scale (Months 13-18)

Activities:

1. Analyze the data gathered from the polls, engagement metrics, and feedback.
2. Optimize and scale successful programs and campaigns based on the data.
3. Re-strategize and replace underperforming elements.

Key Performance Indicators (KPIs)

By continuously monitoring the KPIs listed below, DKG can adjust its strategies to ensure that it is meeting its goal of recruiting, engaging, and retaining members effectively.

- Membership application submissions
- Member renewal rates
- Attendance in Mastermind groups
- Usage of digital badges
- Engagement metrics for retargeting ads
- Success rate of “Guest Passes” in converting to full memberships
- Engagement in local and global networks
- Response to drip campaigns
- Feedback from the 3-, 6-, and 9-month polls

Overall Survey Results

Note on Overall Survey Results: The pool of all survey respondents was heavily skewed toward older individuals, with respondents having an average age of 65, and more than three in five (61%) respondents being 65 or older. Therefore, viewing the overall results may not present the entire picture, as these results will always be heavily influenced by older respondents. Thus, the [Survey Key Findings](#) takes this into account and provides a more nuanced look at responses by focusing on the Age crosstab (and other crosstabs).

All Respondents

Question 1: Which of the following best describes your employment status? **[Required]*

Slightly more than three in five respondents are retired, and a little more than three in ten respondents are employed full-time.

	Percent
Retired	62%
Employed full-time	31%
Employed part-time	4%
Unemployed but looking for work	0%
Unemployed and not looking for work	0%
Employed but temporarily on leave/not working (e.g., maternity leave, medical leave)	0%
Student (graduate)	0%
Student (undergraduate)	0%
Other, please specify:	2%
<i>n</i> = 10,884	

Sample of "Other, please specify:" Verbatim Responses:

- "Retired and employed"
- "Retired AND employed part-time"
- "Employed full time and graduate student"
- "Retired & self-employed"
- "Volunteer fulltime"
- "independent contractor"
- "Retired from teaching but currently subbing"

All Employed and Student (Graduate) Respondents

Question 2: Which of the following most closely describes your primary current position? (Select one)

Out of all employed and graduate student respondents, nearly seven in ten are teachers, professors, or instructors.

	Percent
Teacher, Professor, or Instructor	68%
Program Manager, Director, or Coordinator	9%
Principal	3%
Assistant Principal	3%
Student Teacher, Professor, or Instructor	1%
Superintendent	1%
Other, please specify:	16%
<i>n</i> = 3,683	

Sample of “Other, please specify:” Verbatim Responses:

- *“Librarian”*
- *“Counselor”*
- *“Educational Consultant”*
- *“School counselor”*
- *“Paraprofessional”*

All Employed and Student (Graduate) Respondents

Question 3: What educational levels are included in the school(s) you work in? (Select all that apply)

Slightly more than half of employed and graduate student respondents work in elementary schools. A little over one-third work in high schools, and about one-third work in middle schools.

	Percent
Elementary school	51%
High school	34%
Middle school	33%
Pre-school/Head Start	19%
College/University	13%
Other, please specify:	3%
Not applicable – I don't work in a school	6%
<i>n</i> = 3,660	

Sample of "Other, please specify:" Verbatim Responses:

- *"Vocational education"*
- *"Special needs"*
- *"Adult Education"*
- *"Postgrade"*
- *"Adult Education/Literacy"*

All Employed and Student (Graduate) Respondents

Question 4: Which of the following best describes the school(s) you work in? (Select all that apply)

Out of all employed and graduate student respondents, nearly four in five work in public schools.

	Percent
Public School	78%
Private School	7%
Public College/University	6%
Private College/University	3%
Independent Charter School District/Charter School	3%
Community College	3%
Other, please specify:	3%
Not applicable – I don't work in a school	5%
<i>n</i> = 3,654	

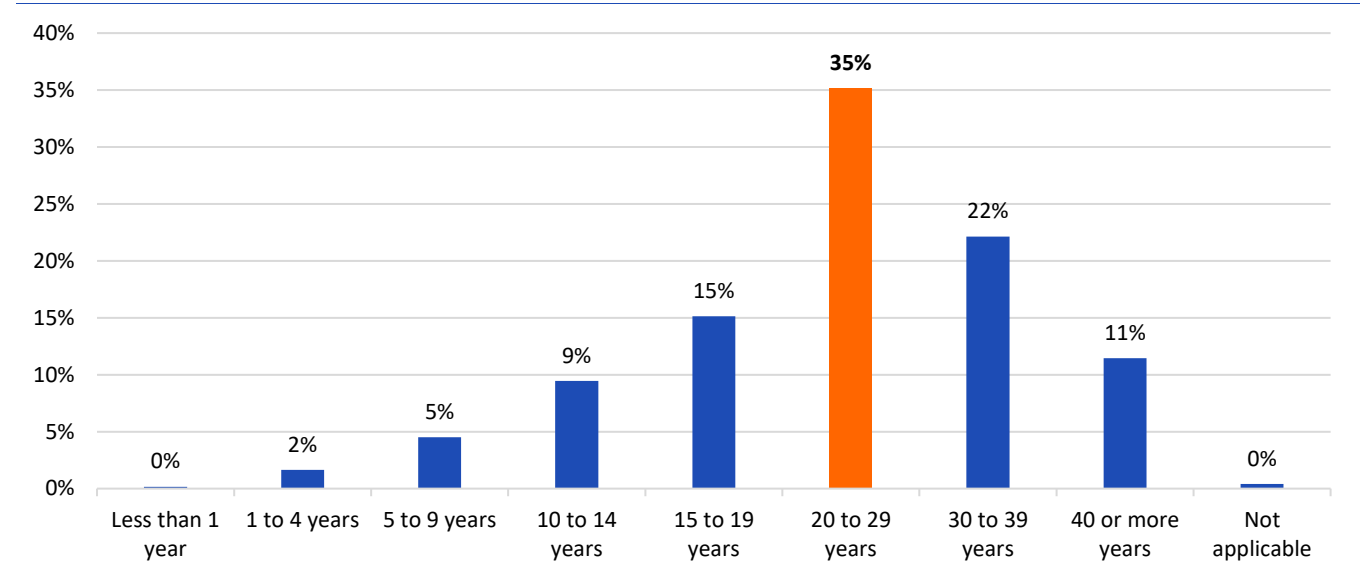
Sample of "Other, please specify:" Verbatim Responses:

- "Private Practice"
- "Parochial - Catholic"
- "Private tutoring practice"
- "Public Library"
- "non-profit"

All Respondents Except Student (Undergraduate) and Retired

Question 5: How many years have you worked in the education profession?

Almost seven in ten respondents have worked in the education profession for 20 or more years. Respondents are most likely to have worked between 20 to 29 years in the education profession.

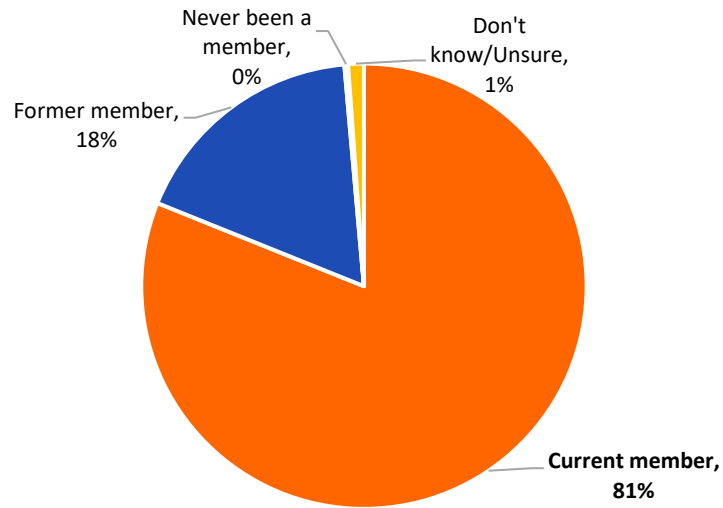


n = 4,033

All Respondents

Question 6: What is your membership status in Delta Kappa Gamma (DKG)? **[Required]*

More than four in five respondents are current members.



n = 10,884

All Current Member Respondents

Question 7: Which DKG state organization do you belong to?

Current member respondents are most likely to belong to the Texas state organization of DKG.

	Percent
Texas	14%
California	8%
North Carolina	6%
Ohio	4%
Illinois	4%
Pennsylvania	4%
Tennessee	3%
Florida	3%
Georgia	3%
Virginia	3%
<i>n</i> = 7,451	

Above are the top 10 state organizations that current members belong to. Please see the corresponding Excel file to view the full list of all state organizations.

All Respondents

Question 8: Thinking about the next 1-2 years, what are the top trends or changes you expect to negatively impact the education profession? (Select up to three)

More than three in five respondents indicate that educator burnout/resignations is the top trend or change they expect to negatively impact the education profession within the next 1-2 years. Three in five respondents also indicate that a shortage of educators entering the profession is another top trend or change they think will negatively impact the education profession.

	Percent
Educator burnout/resignations	62%
Shortage of educators entering the profession	60%
Decreased respect of the profession	41%
Partisanship in the political environment	25%
Stagnant/declining salaries for educators	25%
Lack of well-trained educators	23%
Larger class sizes	15%
Virtual/Online learning	9%
Lack of federal funding and grants	7%
Artificial intelligence (e.g., chatGPT) – please specify:	6%
Technology in the classroom	3%
Other, please specify:	5%
None of the above	0%
<i>n</i> = 10,602	

Sample of “Artificial intelligence (e.g., chatGPT) – please specify:” Verbatim Responses:

- *“chatGPT”*
- *“ChatGPT and others”*
- *“Students accessing AI for writing projects, etc.”*
- *“Being able to determine if work is original”*
- *“All aspects of AI”*
- *“AI cheating on reports and exams”*

Sample of “Other, please specify:” Verbatim Responses:

- *“Lack of support for behavior”*
- *“Lack of qualified administrators”*
- *“Behavior issues”*
- *“CRT/DEI in classroom”*
- *“Republicans”*
- *“Mental health and quality of life”*

All Respondents Except Student (Undergraduate), Unemployed and Not Looking for Work, and Retired

Question 9: What are the primary issues and challenges you are currently facing? (Select up to five)

Increased expectations of teachers, dealing with issues affecting students outside the classroom, and burnout/lack of work-life balance are the primary issues and challenges respondents are currently facing.

	Percent
Increased expectations of teachers	50%
Dealing with issues affecting students outside the classroom	42%
Burnout / Lack of work-life balance	42%
Criticism of the education profession	32%
Low pay/compensation for myself	28%
Time-consuming administrative paperwork	25%
Balancing diverse learning differences/needs	25%
Keeping students engaged	22%
Keeping up with state/federal policies affecting the education profession	20%
Budget/funding issues	18%
Keeping up with new technology	12%
Communicating with parents	10%
Innovating or updating curricula	9%
Searching for and securing a new job/position	4%
Breaking the glass ceiling as a woman educator	4%
Creating an engaging lesson plan	3%
Communicating with students	2%
Other, please specify:	9%
I'm not facing any professional issues/challenges	5%
<i>n</i> = 3,632	

Sample of "Other, please specify:" Verbatim Responses:

- *"dealing with behavioral issues"*
- *"Short-staff leading to unsustainable workload"*
- *"Student behavior"*
- *"Lack of admin support for student behaviors"*
- *"Poorly trained administrators"*
- *"politics involved in what can/can't be said/taught"*

All Respondents Except Unemployed but Looking for Work, Unemployed and not Looking for Work, Student (Undergraduate), and Retired

Question 10: What are your main job responsibilities? (Select all that apply)

Respondents indicate that their main job responsibilities are teaching classes, preparing lesson plans, and communicating with parents.

	Percent
Teaching classes	67%
Preparing lesson plans	57%
Communicating with parents	57%
Resolving student conflicts/issues	47%
Establishing objectives for learning activities	45%
Preparing/revising curricula/syllabi for classes	40%
Filling out administrative paperwork	38%
Counseling students	26%
Managing staff/faculty	21%
Managing budget/record-keeping	18%
Hiring, training, and advising staff	18%
Fundraising / Securing funding	11%
Other, please specify:	17%
None of the above	5%
<i>n</i> = 3,501	

Sample of “Other, please specify:” Verbatim Responses:

- *“supervision and evaluation of student teachers”*
- *“Administrative oversight of students in field placement”*
- *“curriculum development/management”*
- *“collection development for the library”*
- *“Administering psychological evaluations.”*
- *“supporting new educators”*

Respondents Who Selected Any Option in the Previous Question Except “None of the above”

Question 11: Out of your job responsibilities, where could you use more support or resources? (Select all that apply)

Three in ten respondents indicate they could use more support or resources for resolving student conflicts/issues.

	Percent
Resolving student conflicts/issues	29%
Communicating with parents	16%
Filling out administrative paperwork	16%
Preparing/revising curricula/syllabi for classes	14%
Counseling students	14%
Preparing lesson plans	13%
Teaching classes	12%
Managing staff/faculty	9%
Fundraising / Securing funding	8%
Hiring, training, and advising staff	8%
Establishing objectives for learning activities	7%
Managing budget/record-keeping	4%
Other [piped in from those who wrote in an open-ended answer option in Q10]	10%
Other, please specify:	15%
<i>n</i> = 2,976	

Sample of “Other, please specify:” Verbatim Responses:

- “higher budget”
- “technology”
- “Making more time”
- “None”
- “Student behaviors”
- “Teacher incentives for teachers who are burnt out”

All Current and Former Member Respondents

Question 12: Why did you choose to **accept membership** in DKG? (Select all that apply)

Almost four in five current and former member respondents chose to accept membership in DKG because they knew friends or colleagues who were a member. Nearly two-thirds of respondents accepted membership because of the community/connections with women educators.

	Percent
I knew friends or colleagues who were a member of DKG	79%
Community/connections with women educators	65%
Opportunities to give back to women educators and students	47%
Support DKG’s advocacy on behalf of women educators and the profession	44%
The prestige/honor associated with being a member of DKG	39%
Professional development/leadership opportunities	34%
Attending international, state, and/or local meetings	17%
Access to financial assistance (e.g., grants, scholarships)	8%
Access to DKG publications (e.g., <i>The Bulletin</i>)	6%
Access to awards	2%
Other, please specify:	2%
<i>n</i> = 10,278	

Sample of “Other, please specify:” Verbatim Responses:

- *“Grandmother was an active member.”*
- *“At the time I don’t know why I joined. A friend talked me into it and not knowing much about it, after a few years I really wanted to leave.”*
- *“Service projects, both locally & internationally”*
- *“My elementary teacher nominated me to join.”*
- *“Legacy”*
- *“Networking”*

All Current Member Respondents Who Selected At Least One Option in the Previous Question

Question 13: To what extent do the following reasons drive your decision to **maintain membership** in DKG today?

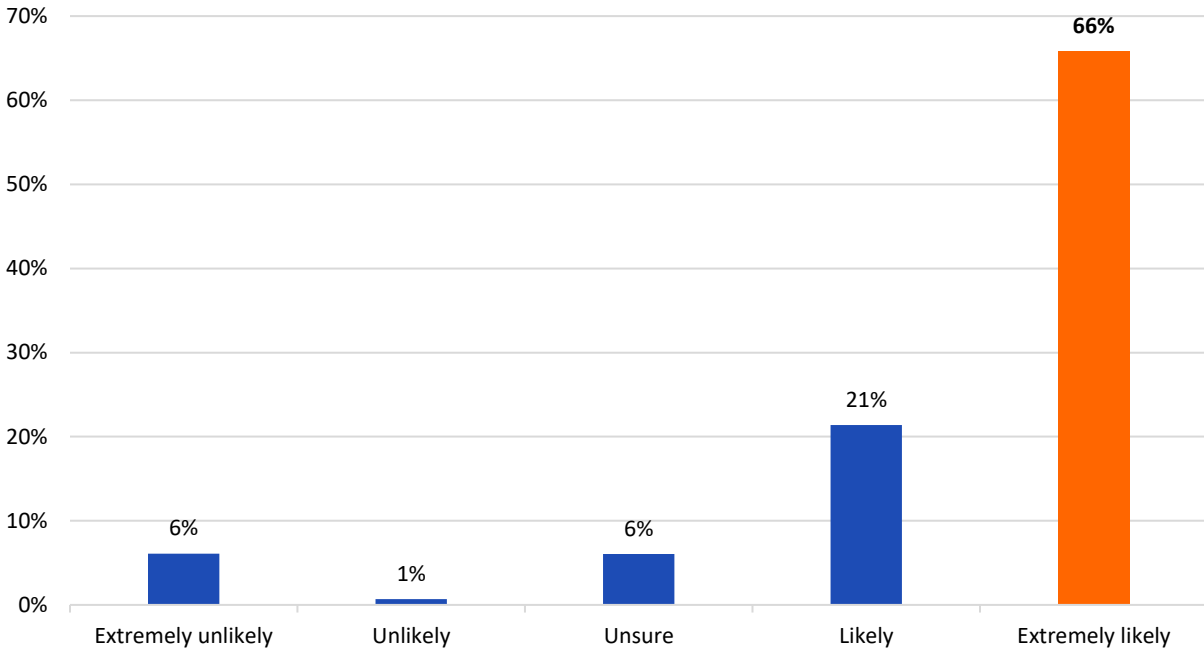
All the following reasons are either high or medium drivers for the majority of current member respondents.

	Not a Driver	Low Driver	Medium Driver	High Driver	n =
Opportunities to give back to women educators and students	0%	3%	29%	68%	4,016
Community/connections with women educators	1%	4%	28%	67%	5,476
Support DKG’s advocacy on behalf of women educators and the profession	1%	4%	31%	64%	3,766
I knew friends or colleagues who were a member of DKG	3%	7%	30%	60%	6,406
Attending international, state, and/or local meetings	3%	9%	42%	47%	1,516
The prestige/honor associated with being a member of DKG	4%	13%	38%	44%	3,293
Professional development/leadership opportunities	7%	15%	42%	37%	2,802
Access to DKG publications (e.g., <i>The Bulletin</i>)	3%	12%	53%	32%	468
Access to financial assistance (e.g., grants, scholarships)	17%	17%	34%	32%	683
Access to awards	8%	20%	42%	30%	154
Other [open-ended answer options from Q12 were piped in here]	5%	11%	12%	73%	187

All Current Member Respondents

Question 14: How likely are you to renew your membership in DKG next year?

Two-thirds of current member respondents are extremely likely to renew their membership with DKG next year.

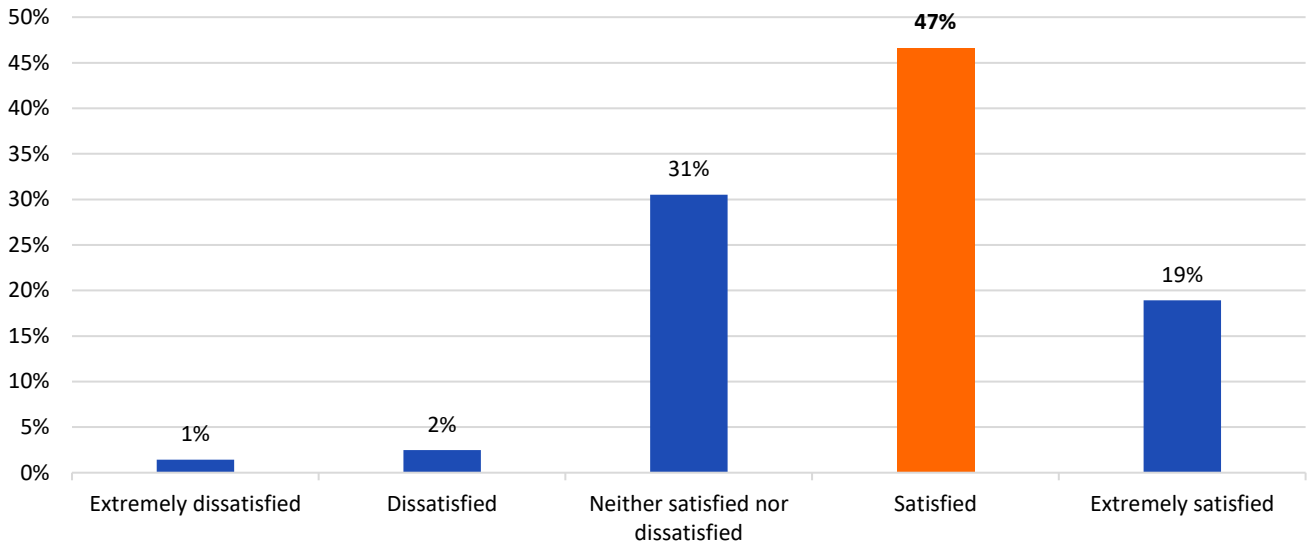


n = 8,485

All Current Member Respondents

Question 15: Overall, how satisfied are you with **DKG international** membership?

Two-thirds of current member respondents are either satisfied or extremely satisfied with their DKG international membership. More than three in ten members are neither satisfied nor dissatisfied with their membership.

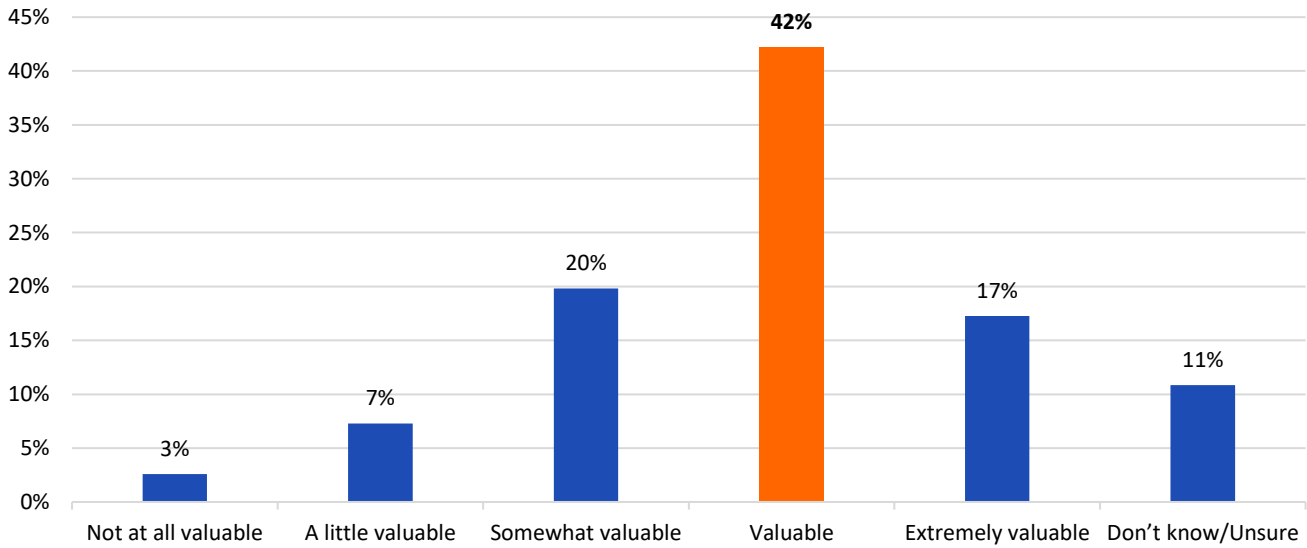


n = 7,828

All Current Member Respondents

Question 16: How would you rate the value of **DKG international** membership?

Nearly three in five current member respondents find their DKG international membership valuable or extremely valuable. One-fifth of current member respondents find their DKG international membership somewhat valuable.



n = 7,705

All Current and Former Member Respondents

Question 17: Overall, how likely are you to recommend DKG membership to a colleague or peer who is a woman educator?

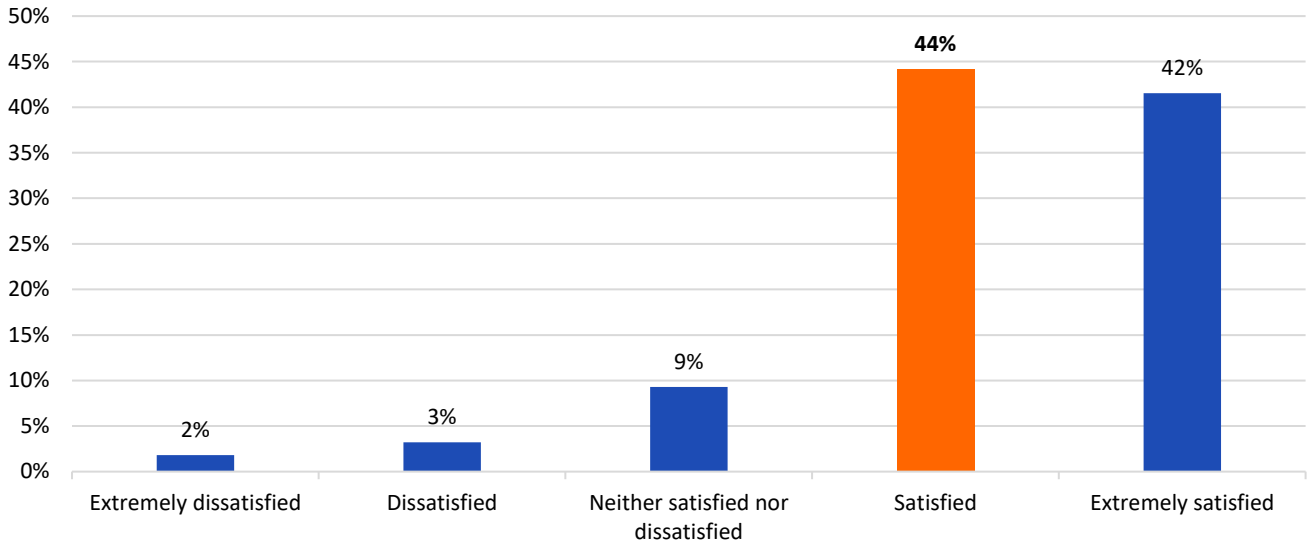
Over two in five current and former member respondents are promoters of DKG membership, meaning that they rated their likelihood to recommend DKG membership to a colleague or peer who is a woman educator as a nine or ten.

	Percent
Promoters	43%
Passives	28%
Detractors	29%
10	31%
9	12%
8	18%
7	10%
6	6%
5	9%
4	3%
3	4%
2	2%
1	2%
0	3%
<i>n</i> = 9,305	

All Current Member Respondents

Question 18: Overall, how satisfied are you with your **DKG chapter?**

Close to nine in ten current member respondents are either satisfied or extremely satisfied with their DKG chapter.

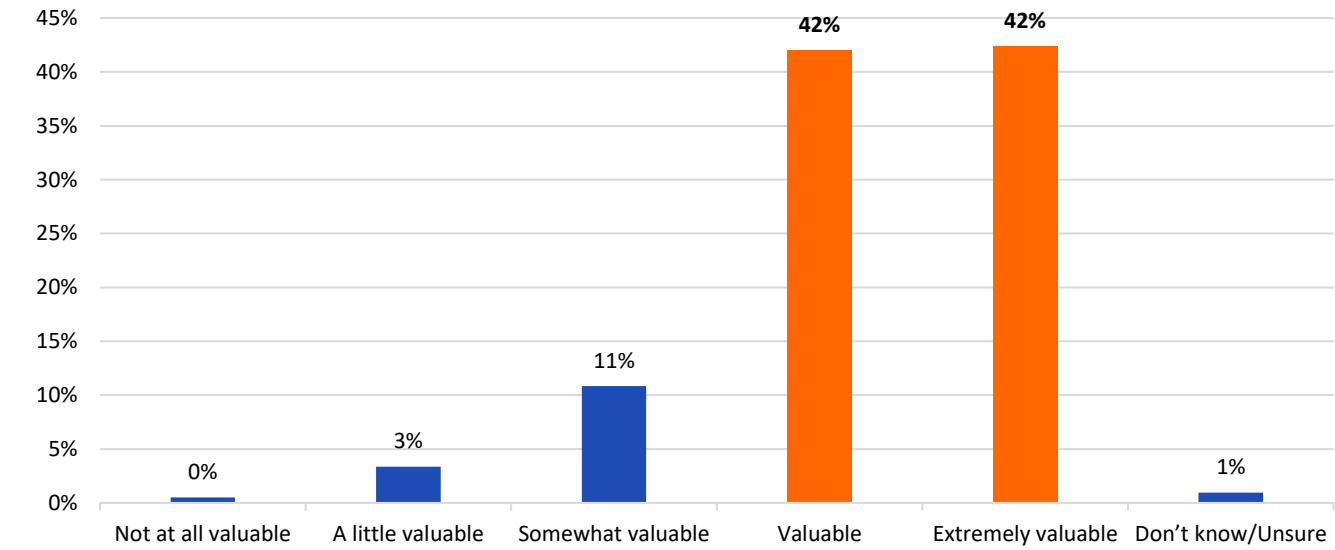


n = 7,441

All Current Member Respondents

Question 19: How would you rate the value of your **DKG chapter?**

More than four in five current member respondents find their DKG chapter to be valuable or extremely valuable.



n = 7,440

All Current Member Respondents

Question 20: How likely are you to recommend membership in your **DKG chapter** to a colleague or peer who is a woman educator in your area?

Over half of current member respondents are promoters of their DKG chapter, meaning that they rated their likelihood to recommend membership in their DKG chapter to a colleague or peer who is a woman educator in their area as a nine or ten.

	Percent
Promoters	52%
Passives	26%
Detractors	22%
10	37%
9	15%
8	17%
7	9%
6	5%
5	7%
4	2%
3	3%
2	2%
1	1%
0	2%
<i>n = 7,393</i>	

All Current Member Respondents

Question 21: What could DKG offer or provide that would increase the overall value of membership for you? (Select all that apply)

Providing updates on state/federal policies affecting education; improving communication about member benefits, activities, and events; and providing more opportunities to advocate on behalf of women educators are the top offerings that would increase the overall value of membership for current member respondents.

	Percent
Provide updates on state/federal policies affecting education	35%
Improve communication about member benefits, activities, and events	34%
Provide more opportunities to advocate on behalf of women educators	32%
Provide opportunities for mentorship	26%
Increase efforts to enhance diversity, equity, inclusion, and access (DEIA) in the society and profession	23%
Provide more opportunities for leadership development training	20%
Provide access to new research	19%
Attract more members that reflect my demographics (e.g., age, race, role)	18%
Provide more financial assistance (e.g., grants, scholarships)	16%
Provide information on job opportunities	13%
Appoint more DKG leaders that reflects my demographics (e.g., age, race, job role)	8%
Other, please specify:	9%
Nothing would increase the value of membership	13%
<i>n</i> = 7,295	

Sample of “Other, Please Specify:” Verbatim Responses:

- *“engage committee members in planning and implementation of meetings and programs. Most of committees are in name only as planning is done by a few individuals”*
- *“I believe our chapter does a great job with all of this.”*
- *“Decrease the membership fee”*
- *“Be more welcoming to young members and be open to change”*
- *“More technology updates”*
- *“Provide more of everything for retirees.”*

All Nonmember Respondents: Former Members, Never Members, and Unsure of Membership Status

Question 22: What are the primary reasons you are not a member of DKG? (Select all that apply)

For nonmember respondents, the primary reasons they are not a member of DKG are because they are retired/retiring, or they don't have enough time to use DKG's benefits/attend events.

	Percent
I am retired/retiring	28%
I don't have enough time to use benefits/attend events	24%
There are not enough relevant benefits to justify the cost	16%
The chapter I belonged to disbanded	16%
There is not a DKG chapter near where I live	11%
My previous experience with DKG was unsatisfactory	11%
I have never been asked to join/rejoin	11%
I can no longer afford the cost of dues in my budget for professional resources	10%
I have left/am leaving the profession	7%
The prestige/honor associated with being a member of DKG has declined	6%
I maintain membership in other organizations that better serve my needs – please specify:	6%
I did/do not feel welcomed by DKG	5%
I am unaware of the benefits of belonging to DKG	5%
I forgot to renew	5%
There is a lack of diversity, equity, and inclusion, and access (DEIA) at DKG	4%
My employer will not pay for membership	2%
I had difficulties with the renewal process	2%
I disagree with DKG's values or advocacy efforts	1%
There's been changes to the value/quality of the benefit(s) I used – please specify:	1%
I only joined to receive a discount to a benefit/event	0%*
Other, please specify:	23%
Don't know/Unsure	3%
None of the above	2%
n = 1,600	

*Fewer than five respondents

Sample of "I maintain membership in other organizations that better serve my needs – please specify:" Verbatim Responses:

- "my local church"
- "ASHA, NEA"
- "Senior Center and Retired Teachers Assoc."
- "Master Gardeners, church activities, book groups"

Sample of “There’s been changes to the value/quality of the benefit(s) I used – please specify:” Verbatim Responses:

- “membership fee is not justified”
- “Local level only”
- “Most members are retired and events and meetings were not relevant to me as a teacher who is still in the classroom.”

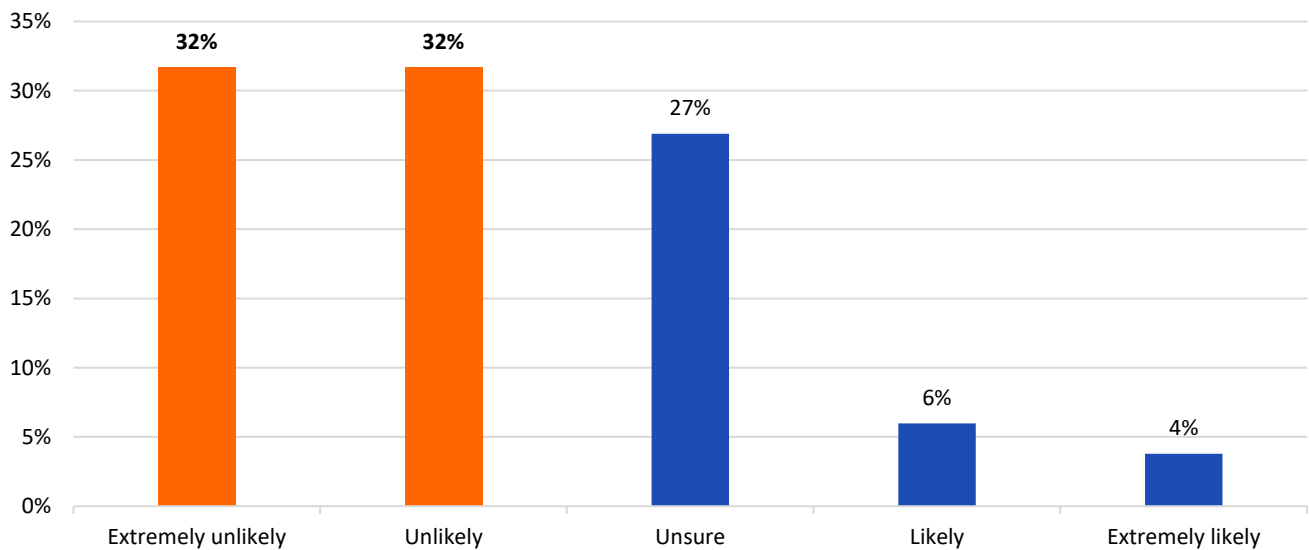
Sample of “Other, Please Specify:” Verbatim Responses:

- “Time”
- “family demands”
- “I moved across country and don’t know if a chapter is available in my area.”
- “I feel like my state and local chapters are not interested in tackling real issues that educators are currently facing.”
- “Disagree politically with many of the members in my chapter.”

All Former Member Respondents

Question 23: How likely are you to rejoin DKG as a member in the next year?

Nearly two-thirds of former member respondents indicate they are unlikely or extremely unlikely to rejoin DKG as a member in the next year, and almost three in ten former member respondents are unsure if they will rejoin.

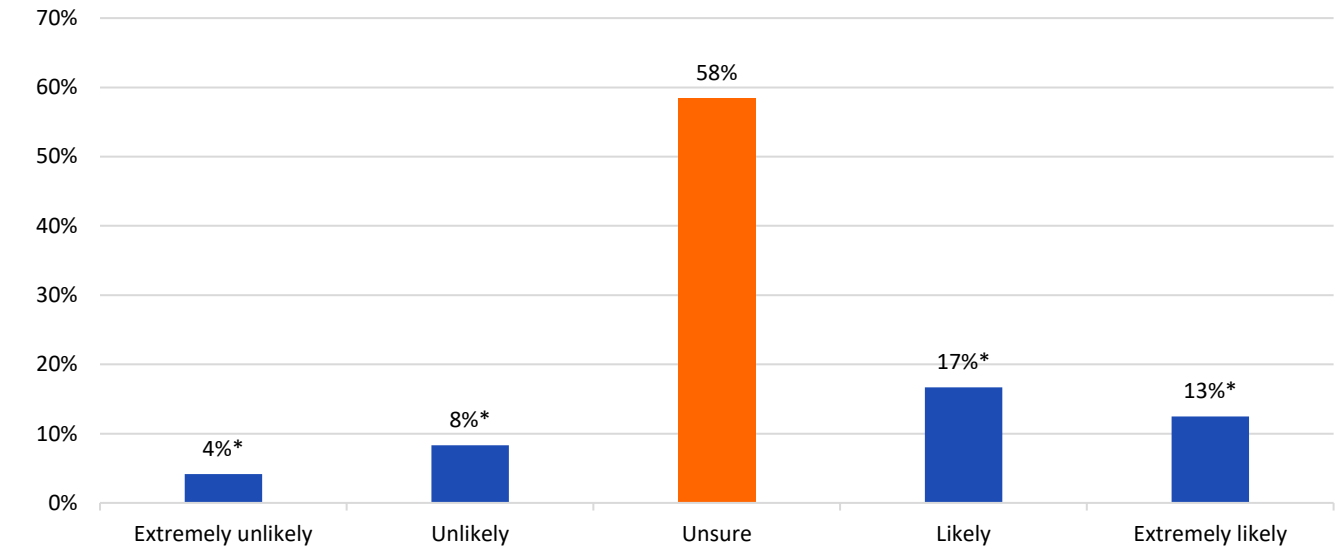


n = 1,320

All Never Member Respondents

Question 24: If you were to receive an invitation to join DKG, how likely are you to accept membership?

Close to three in five never member respondents indicate they are unsure if they would accept membership if they were to receive an invitation to join DKG.



n = 24

*Less than five respondents

All Nonmember Respondents: Former Members, Never Members, and Unsure of Membership Status

Question 25: What could DKG add or change that would make membership attractive to you? (Select all that apply)

One-third of nonmember respondents say nothing would make DKG membership more attractive to them, while about one-fourth say improved communication about member benefits, activities, and events would make membership more attractive.

	Percent
Improve communication about member benefits, activities, and events	24%
Attract more members that reflect my demographics (e.g., age, race, role)	17%
Provide more opportunities to advocate on behalf of women educators	13%
Provide opportunities for mentorship	12%
Provide more opportunities for leadership development training	11%
Provide updates on state/federal policies affecting education	11%
Increase efforts to enhance diversity, equity, inclusion, and access (DEIA) in the society and profession	11%
Provide access to new research	8%
Provide more financial assistance (e.g., grants, scholarships)	8%
Appoint more DKG leaders that reflects my demographics (e.g., age, race, job role)	8%
Provide information on job opportunities	6%
Other, please specify:	22%
Nothing would make membership more attractive	33%
<i>n</i> = 1,379	

Sample of “Other, Please Specify:” Verbatim Responses:

- *“Recruiting younger members”*
- *“Lower the membership cost”*
- *“Provide worthwhile activities”*
- *“Since I am retired I have no interest.”*
- *“local chapter”*

All Respondents

Question 26: Please indicate which of the following offerings from DKG you have **heard of or are aware of**. (Select all that apply)

State organization conventions, scholarships, and international conventions are the DKG offerings respondents are most likely to be aware of.

	Percent
State organization conventions (annual or biannual)	84%
Scholarships (e.g., postgraduate, doctorate)	75%
International conventions (held in even years)	66%
International conferences (held in odd years)	61%
The Bulletin (International Journal for Professional Educators)	61%
Committees (e.g., Educational Excellence Committee)	54%
Collegial Exchange (magazine)	52%
Professional development awards (e.g., Cornetet Award, Educators Award Fund)	46%
Get Connected (newsletter)	43%
DKGIEF grants	40%
Webinars	38%
Special group events (e.g., U.S. Forum, European Forum)	27%
Discount program (e.g., discounts on insurance)	22%
Leadership Discovery Centre	9%
None of the above	4%
<i>n</i> = 10,331	

All Respondents Who are Aware of or Have Heard of at Least One DKG Offering in the Previous Question

Question 27: Please indicate which of the following offerings from DKG you have **participated in or used** in the past three years. (Select all that apply)

State organization conventions, *Collegial Exchange*, and *The Bulletin* are the DKG offerings respondents are most likely to have participated in or used in the past three years.

	Percent
State organization conventions (annual or biannual)	42%
<i>Collegial Exchange</i> (magazine)	33%
<i>The Bulletin</i> (International Journal for Professional Educators)	30%
<i>Get Connected</i> (newsletter)	23%
Committees (e.g., Educational Excellence Committee)	20%
Webinars	14%
International conventions (held in even years)	10%
International conferences (held in odd years)	8%
Scholarships (e.g., postgraduate, doctorate)	7%
Special group events (e.g., U.S. Forum, European Forum)	4%
DKGIEF grants	4%
Professional development awards (e.g., Cornet Award, Educators Award Fund)	4%
Discount program (e.g., discounts on insurance)	1%
Leadership Discovery Centre	1%
None of the above	28%
<i>n</i> = 9,693	

All Respondents Who Have Participated in or used At Least One DKG Offering in the Previous Question
Question 28: Please rate the value of the following DKG offerings.

Respondents are most likely to indicate that the following DKG offerings are valuable or extremely valuable.

	Not at all valuable	A little valuable	Somewhat valuable	Valuable	Extremely valuable	n =
Scholarships (e.g., postgraduate, doctorate)	0%*	1%	5%	29%	64%	624
DKGIEF grants	1%*	1%*	6%	31%	61%	344
Professional development awards (e.g., Cornetet Award, Educators Award Fund)	0%*	3%	9%	43%	46%	333
International conventions (held in even years)	0%*	3%	11%	41%	45%	864
International conferences (held in odd years)	0%*	3%	14%	41%	42%	757
State organization conventions (annual or biannual)	0%	4%	13%	41%	42%	3,801
Leadership Discovery Centre	0%*	8%	13%	46%	33%	76
Committees (e.g., Educational Excellence Committee)	1%	3%	14%	51%	32%	1,830
Special group events (e.g., U.S. Forum, European Forum)	0%*	4%	18%	48%	30%	386
Discount program (e.g., discounts on insurance)	3%*	6%	19%	44%	28%	125
Webinars	0%*	3%	20%	57%	21%	1,235
Collegial Exchange (magazine)	0%	6%	28%	51%	15%	2,991
Get Connected (newsletter)	1%	5%	24%	56%	15%	2,059
The Bulletin (International Journal for Professional Educators)	1%	6%	28%	52%	14%	2,721

**Less than five respondents*

All Respondents

Question 29: What is one thing you wished DKG offered that they do not already?

This was an open-text question. Below are sample verbatim responses. Please see the corresponding Excel file to view all submitted responses.

n = 3,604

Sample Verbatim Responses:

"Provide more information and opportunities for retirees to have fun and innovative time together."

"Diversity for African American members"

"I wish they were a group nearby that was a mix of teachers currently in the field and retired teachers. I can't emphasize how impressed I was with the woman I was in DKG with. They were teachers of excellence!! I just need more people working in the group - more balanced. I also give a great deal of time and money to the church. I need to be in an organization where it does not cost so much to participate. I want to give back however, working full time in a very demanding field makes it hard to give more to that field."

"Nothing. All bases, opportunities covered"

"That's a difficult question. I'm a retired librarian. I can't think of anything that would be useful."

"More reasonably priced conventions and conferences or more assistance in how to attend"

"Less talk about recruiting members and DKG local meeting strategies and more talk about current topics in education for those still in the classroom."

"Opportunities for mentorship. More inclusive and welcoming. DKG International seems very cliquish. Such a turn off for me."

"I am interested in an online leadership program through DKG. I am interested in organizing and assisting in this type of leadership development. The major issue is of a learning management system (e.g., Moodle, Canvas, etc. which can be very expensive.)"

"Professional development seminars for educators. Open to the general public with greatly discounted registration for members. The speaker should be of such importance that educators will want to attend. Then members can take what is presented and run breakout sessions based on the presentation."

"I think DKG is pretty all encompassing in their offerings."

"To be able to meet with other chapters in our area."

"By letting universities/colleges know about DKG; how the 'master' retired teachers can assist the upper level students with their learned experiences. Also letting retired teachers learn about limitations within current classrooms and teach new teachers to be creative and individualize the lessons to truly assist the students and not just teach 'to the test'."

"The chapter seemed to be mostly retired older members. I didn't feel I connected - they need younger who are in the trenches now."

"I'm not active anymore so it would be unfair to answer this question."

"As a retired educator, I wish that there was a grant for those who wish to travel and learn. Since I am no longer in the classroom, it is hard to bring back a presentation as a requirement for a grant, but I could use money to help a me take a trip."

"REGIONAL CONFERENCES!!!! Bring them back!!! I miss all the friends I made in NE conference trios! Michigan, Vermont, PA, etc!"

"More local support and emphasis"

"Lower membership fees"

"Scholarships or discounts for committee members to attend international conventions and for discounts on hotels for state convention."

"It appears that there is a lot of focus on educators but it seems to mostly mean teachers. There are people in student services who educate but I don't see much support along those professional lines offered."

"NA--there are so many opportunities that are available, but not utilized."

"Diversity, younger members"

"More awareness of challenges encounter by educators in parts of America or the world, so DKG members could better develop projects to assist these educators and students ."

"More social activities for young working teachers. Activities on the weekends, book groups, summer social activities at times teachers can attend. My local chapter is primarily made up of retired teachers. I can barely make the monthly meetings. Their book group is held during the school day. The monthly meetings are too long. I have not been able to convince my working colleagues to attend. The ability to invite working colleagues to more frequent social activities would help with membership. The teachers at my school are interested in membership due to the scholarship and grant opportunities DKG provides."

"more leadership development articles/practical ways to improve my leadership skills"

"A purpose would be nice, not sure of its significance ? I have been very disappointed in lack of involvement in something that makes a difference."

All Current and Former Member Respondents

Question 30: What are/were your main goals when engaging with DKG? (Select all that apply)

Connecting/networking with women educators, getting news/updates on the education profession, and finding opportunities to give back are current and former member respondents’ main goals when engaging with DKG.

	Percent
Connect/network with women educators	59%
Get news/updates on the education profession	44%
Find opportunities to give back	40%
Learn about upcoming events	37%
Get information or resources that help me do my job better	28%
Find opportunities for training/education	23%
Learn about upcoming webinars	11%
Find opportunities for financial assistance (e.g., grants, scholarships)	11%
Find information on a specific topic – please specify:	8%
Find opportunities for awards	6%
Other, please specify:	2%
I don’t/didn’t have specific goals when engaging with DKG	12%
I don’t/didn’t engage with DKG	2%
n = 9,855	

Sample of “Find information on a specific topic – please specify:” Verbatim Responses:

- *“DEI, Leadership, Mentorship, Sponsorship”*
- *“Book Awards & DKG Book Club”*
- *“Chapter treasurer”*
- *“Leadership”*
- *“Conventions”*

Sample of “Other, please specify:” Verbatim Responses:

- *“Locate info and forms for my chapter during my time as president”*
- *“I offered my services in the classrooms and was never invited. I led a meeting where all participants learned to make hardcover books for which I supplied the materials. I said I would come free of charge to help their kids make books. Never heard a word.”*
- *“Treasurer Forms”*
- *“Art Gallery”*
- *“Friendship”*
- *“Professional camaraderie with dedicated teachers”*

All Current and Former Member Respondents

Question 31: What are/were the barriers to engaging more with DKG? (Select all that apply)

More than two in five current and former member respondents say there are no barriers to engaging with DKG.

	Percent
I don't have time to engage with DKG	16%
I don't know what DKG offers that is relevant to me	10%
The distance to meetings is too far	9%
I cannot find what I'm looking for on the website	5%
I don't have personal connections at DKG	5%
I don't know how to engage with DKG	3%
I can find more relevant and valuable resources from another organization – please specify:	3%
Other, please specify:	10%
There are no barriers to engaging with DKG	45%
I'm not interested in engaging more with DKG	10%
<i>n</i> = 8,353	

Sample of “I can find more relevant and valuable resources from another organization – please specify:” Verbatim Responses:

- *“More resources for BIPOC educators”*
- *“Church”*
- *“P.E.O.”*
- *“AAFCS and NYSAFCSE”*
- *“OEA, NEA and my own research”*
- *“Online resources”*

Sample of “Other, please specify:” Verbatim Responses:

- *“My family obligations and my health”*
- *“Expense”*
- *“I like being able to attend conferences virtually”*
- *“As stated previously, the outdated and antiquated attitudes displayed by some members are off putting.”*
- *“time conflicts”*

All Respondents

Question 32: Looking to the future, which of the following areas are most important for DKG to focus on? (Select up to three)

Attracting/recruiting educators to become DKG members and attracting/recruiting educators to the profession are the areas respondents indicate are most important for DKG to focus on.

	Percent
Attracting/recruiting educators to become DKG members	54%
Attracting/recruiting educators to the profession	46%
Enhancing the public’s recognition of DKG as a professional education society	37%
Enhancing the public’s recognition of women educators	32%
Sponsoring significant projects	24%
Ensuring DKG and the profession is more diverse, equitable, inclusive, and accessible (DEIA)	19%
Providing financial assistance to members (e.g., grants, scholarships)	18%
Developing collaborative relationships/partnerships with similar organizations	17%
Other, please specify:	3%
None of the above	3%
<i>n</i> = 8,378	

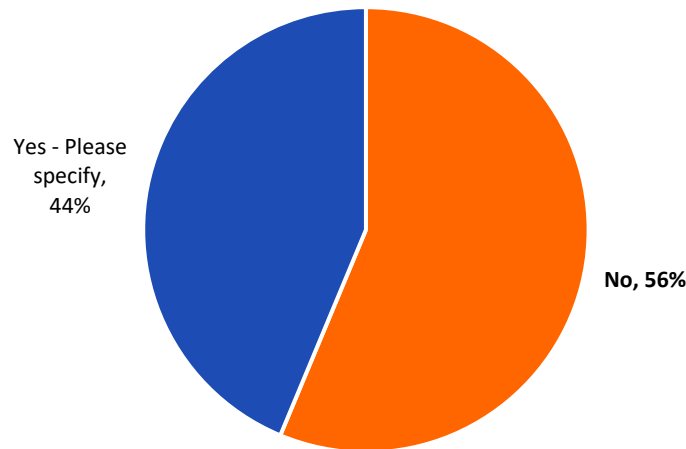
Sample of “Other, please specify:” Verbatim Responses:

- *“Mentoring and supporting the chapter level”*
- *“Mentoring new teachers.”*
- *“lower the membership costs”*
- *“Our membership must include younger, committed, dedicated leaders who will grow and sustain our Society.”*
- *“Remain politically neutral to be even more inclusive”*

All Respondents

Question 33: Excluding DKG, do you engage with or belong to other professional societies or associations?

Nearly three in five respondents do not engage with or belong to other professional societies or associations, whereas slightly more than two in five respondents do.



n = 8,029

Sample of "Yes – Please specify:" Verbatim Responses:

- *"Kiwanis, Texas Retired Teachers Association"*
- *"National Art Educators Association and California Art Association"*
- *"National Society of Phi Delta Kappa, Sigma Gamma Rho Sorority, Inc, National Education Association"*
- *"Retired Teacher Assoc"*
- *"PEO"*

All Current and Former Member Respondents Who Engage with or Belong to Other Professional Societies or Associations

Question 34: Where are/were you most likely to turn to for each of the following areas?

For current and former member respondents who belong to or engage with other professional societies or associations, they are most likely to turn to DKG for events/meetings, leadership/volunteer opportunities, and networking opportunities. These respondents are more likely to utilize other societies/associations for a broad scope of information on the education profession and for training/education. They are equally likely to turn to DKG and other societies/associations for publications.

	DKG	Other Society/Association	N/A	n =
Events/Meetings	58%	30%	11%	3,261
Leadership/Volunteer opportunities	45%	38%	17%	3,211
Networking opportunities	41%	39%	20%	3,203
Publications	41%	41%	18%	3,190
Broad scope of information on the education profession	39%	46%	15%	3,214
Training/Education	23%	48%	29%	3,165

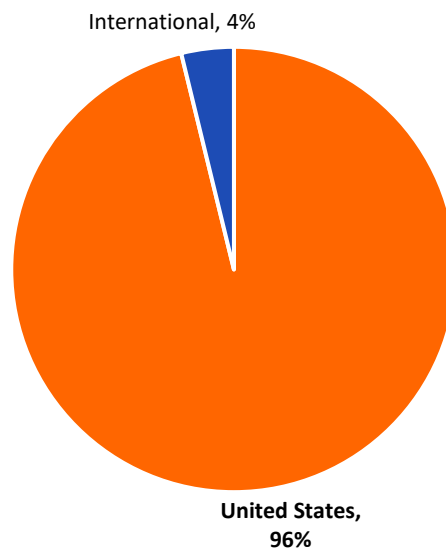
The Following Statement Was Shown to All Respondents

The remaining questions focus on demographic questions about you outside of your job. All of these questions are optional and for statistical purposes.

All Respondents

Question 35: In what country do you live?

Almost all respondents live in the United States.



n = 9,821

All U.S. Respondents

Question 36: In what state or territory do you live?

U.S. respondents are most likely to live in Texas.

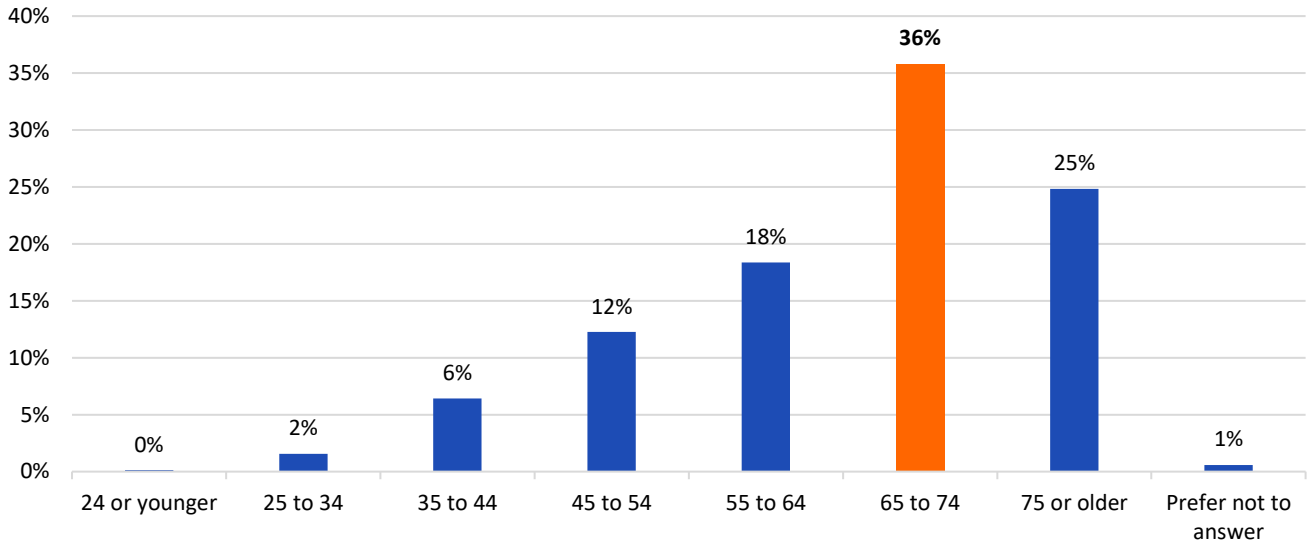
	Percent
Texas	15%
California	8%
North Carolina	6%
Ohio	4%
Florida	4%
Illinois	4%
Tennessee	4%
Pennsylvania	4%
Georgia	3%
Virginia	3%
<i>n</i> = 9,290	

Above are the top 10 states/territories that U.S. respondents live in. Please see the corresponding Excel file to view the full list of all states/territories.

All Respondents

Question 37: What year were you born?

Respondents are most likely to be between the ages of 65 to 74. Nearly four in five respondents are age 55 or older.



n = 9,405

All Respondents Except Students (Undergraduate)

Question 38: What is the highest level of education you have completed? (Select one)

Respondents are most likely to have completed a master’s degree or equivalent as their highest level of education.

	Percent
Master’s degree or equivalent	64%
Bachelor’s degree or equivalent	10%
Some graduate work	10%
Doctoral degree, medical degree, law degree, or equivalent	9%
Associate degree or equivalent	0%
Some college	0%
Vocational degree or equivalent	0%
High school	0%
Other, please specify:	6%
None of the above	0%*
Prefer not to answer	0%
<i>n</i> = 9,849	

*Less than five respondents

Sample of “Other, please specify:” Verbatim Responses:

- “Educational Specialist”
- “Specialist degree”
- “Doctoral. ABD”
- “Masters plus 30+ graduate hours”

All U.S. Respondents

Question 39: Please indicate the racial and/or ethnic groups with which you identify. (Select all that apply)

Nearly nine in ten respondents who live in the U.S. identify as White and/or a person of European decent.

	Percent
White and/or person of European descent	87%
Black, African American, and/or person of African descent	5%
Hispanic and/or Latina/Latino/Latinx	3%
East Asian (including Chinese, Japanese, Korean, Mongolian, Tibetan, and Taiwanese)	1%
Native American, Alaska Native, First Nations, Métis, and/or Inuit	1%
Multiracial, Biracial, and/or Multiethnic	1%
Native Hawaiian and/or Pacific Islander	0%
Southeast Asian (including Burmese, Cambodian, Filipino, Hmong, Indonesian, Laotian, Malaysian, Mien, Singaporean, Thai, and Vietnamese)	0%
Middle Eastern and/or North African	0%
South Asian (including Bangladeshi, Bhutanese, Indian, Nepali, Pakistani, and Sri Lankan)	0%
Race or ethnicity not listed/Prefer to self-describe:	1%
Prefer not to answer	4%
<i>n</i> = 8,621	

Sample of “Race or ethnicity not listed/Prefer to self-describe:” Verbatim Responses:

- *“white race-American of Mexican descent”*
- *“Polish, Slovak, English, Irish, German”*
- *“Canary Islander/Indigenous”*
- *“American”*

All Respondents

Question 40: Do you have any additional comments that you were not able to convey throughout this survey?

This was an open-text question. Below are sample verbatim responses. Please see the corresponding Excel file to view all submitted responses.

n = 2,046

Sample Verbatim Responses:

“It is probably a good organization-I just didn't feel very welcomed and when the pandemic hit, I just resigned.”

“Cultural changes in America are changing DKG values that are no longer held in high regard. Honor and high regard for individuality is second to guaranteed outcome for everyone . What made my membership valuable are the number of women from whom I learned or re-learned something valuable because of our differences of knowledge, skill, and discipline. Past decisions in response to decreasing membership have hurt us and decisions made with this survey information will decide if we exist a few years from now.”

“My lack of association with DKG had to do with the lack of inclusion in my local chapter.”

“ALL members should be treated as professionals and respected, not manipulated.”

“I honestly became involved because my mother in law asked me to. She was a fantastic educator! I did attend a convention and a meeting but I was still new to the profession and had just begun a family. The pressure from the local chapter to pay membership and attend meetings was too much for me at the time. I'd like to become more involved again.”

“DKG has been an overall disappointment. It is difficult to connect and the format of meetings don't help connections. Districts don't know about DKG and DKG does nothing to connect with them.”

“Academic skills, self-discipline, critical thinking skills, problem solving skills and excellence for students should be emphasized. I am retired, but it does seem (I could be wrong since I no longer work) that education has gotten too political. As I reminded myself when I worked—just do your job.”

“The questions at the end about DKG and an other organization could have been answered with both organizations. Exposure and recruitment are mandatory in order to survive. Women need a valid reason to join.”

“The chapter I left was very cliquish, pressure to be Christian, and controlled by a very small number of members who benefitted from the chapter fundraising through travel to international DKG events.”

Summary of Interviews

In Spring of 2023, Avenue M Group conducted 26 stakeholder interviews with DKG members and nonmembers. A total of 22 interviews were conducted with current members, and four interviews were conducted with nonmembers (please note, one nonmember shared that they are not an educator but are a former honorary member).

Interpreting Qualitative Data: While quantitative research is ideal for statistical predictions, qualitative research is best to identify patterns and better understand motivations behind behavior. Although it is possible to quantify qualitative data (e.g., five out of 20 interviewees believed something), this is not advisable because there is too much variation. Instead, it is best to look at trends and generalities—therefore, words like “a few” and “many” are mostly used without a corresponding number, with a few exceptions.

Quotes: The quotes (in blue) from the interviews are not verbatim—they are notes taken by the interviewer during the interview. Ellipses in brackets (i.e., [...]) in the middle of a quote indicate words that have been removed to reduce the length of the quote. When needed, Avenue M added words in brackets to clarify the quote.

Background on Interviewees

Currently Working vs Retired

Sixteen interviewees indicated they are retired, while ten are currently working. Below are the job titles interviewees currently hold or used to hold prior to retirement:

- Administrator
- Assistant principal
- Associate director at the registrar office
- Dean of education
- Digital design instructor
- Early childhood educator
- Educator (online learning for adults)
- Elementary school teacher
- English teacher
- Gifted coordinator
- Head of English and Drama department
- Headmaster
- Librarian
- Manager of systems integrations
- Medical doctor (this interviewee is not an educator and shared that they are a former honorary member)
- Physical education teacher / Coach / Athletic director
- Preschool teacher

- Principal
- Science teacher
- Special education teacher
- Technology supervisor
- University professor

Work Setting

Interviewees shared they currently work at or used to work in the following work settings:

- Central office for education
- Elementary school
- High school
- Middle school
- Postsecondary school
- Preschool
- Private school
- Public school
- State school
- Technology Center
- University

Years in the Profession

The length of time interviewees have worked in the education profession ranged between 10-50 years, with the majority indicating they have 20+ years of work experience.

Country

Seventeen interviewees reside in a country outside of the U.S., while nine interviewees reside in the U.S. Countries where international interviewees reside include Canada (eight interviewees), Estonia (two interviewees), Germany (two interviewees), Puerto Rico (two interviewees), Costa Rica (one interviewee), Finland (one interviewee), and Great Britain (one interviewee).

Interviewee Jobs

Jobs to Be Done

When interviewees who are currently working as a teacher were asked about the specific tasks/jobs they need to get done this week or the next few weeks, they shared the following:

- **Teaching/Classroom Tasks:** Interviewees were working on a research project, scientific method, and special projects; working on listening, reading, speaking, and vocabulary exercises; creating a scientific magazine with students; reviewing PowerPoints and creating new materials; taking inventory of classroom equipment; prepping for a course on organizational systems; and enforcing ongoing discipline.
- **Updating/Creating Policies:** Interviewees were updating the district-level policy on the goals of day-to-day operations, drafting summer school policy, updating goals on community service policies for students in grades 8-12. One interviewee said they need to, “[discuss gray books and make sure they’re up to date regarding counties’ policies in terms of grade. Fourth quarter is really short quarter and will have to push it this quarter.](#)”
- **Discuss Lesson Plans:** Interviewees were checking plans for teachers in grades 6-8 and meeting with teachers individually to discuss their upcoming lessons, projects, and activities.
- **Coordinating with Colleagues:** Interviewees were speaking with the principal about athletic department awards and coordinating with the athletic department to ensure there is a speaker in place, coordinating with the library for curriculum for a reading group, and validating information from a building test coordinator for computer technology.
- **Administrative Tasks:** Interviewees were working with public funds for the senior class and gowns; ensuring documentation, buses, and funding for upcoming field trips; and ordering test materials.
- **Other:** Interviewees shared other tasks, such as creating a pilot school plan for a district initiative; working on the grade 6-7 honors program; making sport passes for their local high school; and serving as the administrator, test coordinator, and assistant of the ACAP test. Another interviewee said, “[the last task that I need to do is create a crosswalk for hotel practices for teaching and learning practice for evaluation gap.](#)”

Favorite Parts of Their Work

When interviewees (both currently employed and retired) were asked about what is/was their favorite part about their work, they shared the following:

- **Teaching/Working with Students:** Nearly every interviewee indicated they enjoy their interactions and involvement with students, such as working with students who have special needs, greeting students in the hallway, introducing students to new and/or real-life experiences, building students’ confidence, and working with students that need additional help. Interviewees particularly love seeing the impact of their work on students, with one saying, “[my favorite part was when I taught first grade and children got that sparkle in their eye when they realized they could read.](#)”

“I love when they speak, and they feel happy when they can communicate with others in English.”

- **Colleagues:** Several interviewees love the connections, camaraderie, and relationships built among their colleagues and fellow educators. One interviewee said they particularly enjoy being mentored by and mentoring other teachers, while another likes working with school libraries.
- **Teacher Training:** Interviewees enjoy improving the quality of teaching and developing teachers.
- **Working with Parents:** One interviewee likes involving parents and another said they like getting parents to be a part of a team and “not an adversary.”
- **Being Outside:** A couple interviewees enjoy the opportunity to teach classes outdoors.
- **Other:** Interviewees shared other aspects of their work they enjoy, such as giving workshops, modeling, organizing the school, turning a bad situation around, the opportunity to travel to work, and shopping for new classes and learning new things as a result (e.g., culinary, automotive, welding).

Least Favorite Parts of Their Work

When interviewees (both currently employed and retired) were asked about what is/was their least favorite part about their work, they shared the following:

- **Administrative Work:** Several interviewees dislike the administrative side of their work that includes “laborious” or “bureaucratic” paperwork. One interviewee dislikes the other administrative work their job entails, such as dealing with policy, budget, schedules, and constant emails.

“Higher and higher expectations of writing all the goals and the subgoals and the actions. Getting so caught up in the paperwork that you were exhausted from the paperwork and didn’t have the energy to dedicate to the teaching. There’s a big difference in how much energy was put into my classroom when I started and when I finished because the paperwork was overwhelming.”

- **Workload:** Some interviewees said they have a heavy workload or feel too busy, with one interviewee mentioning their school is inadequately staffed.

“I think that the time that we spend in planning the lessons [...] we do it in family time in the home. This is something that is difficult as a teacher.”

- **Parents:** A few interviewees dislike dealing with “angry,” “demanding,” “disrespectful,” or “unpleasant” parents.

- **Decreased Autonomy:** One interviewee mentioned they disliked the decreased autonomy they had in the classroom as their career progressed and another said the “IEPs components got more and more.” Another interviewee said, “I think what started turning us away was the [...] prescriptive curriculums where if it’s the second Tuesday of the month at 11:00 am, you have to be on this page of this book as opposed to we’re kind of trained, we know what’s necessary, but then getting non-educators involved in dictating what we would do minute by minute. After 36 years, I’ve got it.”
- **Students:** One interviewee mentioned some students, especially older students, were disrespectful, and one interviewee said working with students ages 13-15 are “not very easy ages” to work with. Another shared they have experienced a “lack of self-motivation” from students.
- **Grading:** A couple interviewees dislike correcting/marking/grading student work.
- **Other:** Interviewees shared other aspects of their work that they disliked, such as disagreeing with their administration, dealing with difficult child-care rules and regulations, working with other teachers, and the new ways Pre-K education is applied since the pandemic.

Professional Challenges, Obstacles, and/or Barriers

When interviewees (both currently employed and retired) were asked about the professional challenges, obstacles, and/or barriers they are experiencing or have experienced in their career, they shared the following:

- **Glass Ceiling:** A handful of interviewees shared challenges related to not being respected or treated the same way as men. One interviewee said there is a “constant tension of how they treat you as a woman.”
- **Government Rules/Regulations:** Several interviewees discussed challenges about the disparity between what teachers think is best versus what the government thinks is best, with one interviewee saying, “they think they know what goes on at school because they went to school once,” and another saying their government does not seek input from teachers. A couple interviewees said their teaching is limited by government regulations/rules.
- **Funding:** A handful of interviewees mentioned challenges related to a lack of funding.
- **Technology:** One interviewee said it is a challenge getting long-term professors to adopt technology to their courses, while others said it is difficult to learn to use technology as well as teach it to their students.
- **Number of Students:** A few interviewees mentioned a lack of students, or the opposite – too many students, as a challenge being faced by educators.
- **Pay/Salary:** Low pay was a challenge mentioned by some interviewees, with one saying there are lowered standards to becoming a teacher because no one wants to be one and another saying people in their country prefer to work in a call center instead because the pay is better.
- **Student Homelife:** Interviewees mentioned the challenge of parents not getting involved with their children’s education and dealing with forces outside the classroom that affect the students.
- **Lack of Experience:** One interviewee said a challenge is a lack of experience in preparing some materials, while another mentioned the challenges associated with being the first to teach a subject (i.e., making the curriculum and teaching the course).

- **Other:** Interviewees mentioned other challenges, such as a lack of staff in school libraries, siloes in central office that make it difficult to integrate initiatives, getting analysis of what other school districts are doing, finding new learning processes for students with learning disabilities, building your professional identity outside your employer, the day-to-day challenges of dealing with the weather, and dealing with the many requirements of being a teacher. Another interviewee talked about the challenge of teaching in a country where the students are not from, saying, “these are not as much language challenges or difficulties, but they [students] don’t understand local culture. They often can’t cope with explanations or something because they don’t have really an understanding of what is going on the big scale.”

Resources Turned To

When asked about the resources they turn to that help/helped them address, minimize, or resolve their professional challenges, interviewees shared the following:

- **Colleagues and Peers:** Nearly all interviewees said they turned to their colleagues or peers (e.g., mentors, fellow educators, bosses, DKG friends and associates) for help. One interviewee said, “I think being able to turn towards other people in a similar situation makes you feel like you’re not on an island. Everybody’s in that same boat with you. Sometimes you can feel like oh my god, this is only me, this is happening to, and that’s so not true.”
- **Organizations:** Some interviewees turn to membership organizations (both statewide and national), professional learning communities, library organizations, a provincial teachers’ association, the federation of women’s teachers association [province], and the agency on entrepreneurship development.
- **Conferences and Professional Meetings**
- **Publications** (e.g., library books, e-books, magazines, educational magazines, professional literature)
- **Workgroups & Workshops**
- **Internet**
- **DKG**

When asked if they prefer to search online for potential ideas or solutions to their professional challenges or if they turn to their peers, friends, or colleagues, several interviewees said they turn to their colleagues or a mixture of their colleagues and searching online (dependent on the challenge). For example, one interviewee said they check with their peers and colleagues first and then turn to the internet, while another said they turn to their peers for questions such as “how do we handle this?” whereas they turn to online resources for curriculum-related issues.

Trends & Changes Impacting the Teaching Profession

When asked about the biggest trends or changes that are impacting the teaching profession, interviewees shared the following:

- **Government:** The government determining curriculum (which is often strict and rigid), non-educators (i.e., politicians and legislators) controlling policies and the education system (e.g., moving public school funds to private school funds), a disrespectful government that “demoralizes” teachers, and a lack of government support for necessary resources were mentioned frequently by interviewees.

“More constraints on teachers. Have come down on how to access and manage risk. For example, my son was going on outdoor education. There are less options for what they can do... [they] can’t canoe because ‘it’s too dangerous to be near water.’ There is definitely more red tape. Want people to see that kids are capable as long as we give them a chance.”

- **Decreased Respect and Support for Teachers:** A lack of respect and support for teachers/the teaching profession from the government, public, administration, students, and parents was mentioned by several interviewees, with one saying teaching used to be considered a “noble profession.” Another said many teachers are women who also need to take care of their families and often put themselves last on the list of people to take care of.

“Almost like they tie teachers' hands in public schools. Always having to cover your butt. Anything that gets construed wrong, and you are done. More protection for students than the teachers.”

- **Pandemic:** Several interviewees talked about the pandemic causing students to fall behind educationally and behaviorally and, as a result, teachers have to “catch kids up.” Interviewees said the isolation students experienced during the pandemic affected their ability to interact with people and created learning challenges. Another interviewee said the pandemic and other natural disasters can cause students to stay home, but they do not have the resources (e.g., internet, computers) for remote learning and therefore fall behind on education.

“I think COVID has just totally rocked the teaching world and I think children are suffering [...] Especially the young ones who didn’t start school in kindergarten. I had a second-grade teacher who said she felt like she was teaching kindergarten because she had to teach them how to line up, take turns, how to raise your hand, indoor voice vs outdoor voice, how to walk down the hallway. Normally they would know all that. [...]”

- **Increased Demands:** Increased demands and requirements for teachers, burnout, teacher exhaustion, and an “overload of work” was mentioned by several interviewees. One interviewee said teachers are asked to do more and more with fewer resources, and another said that admin is also faced with the additional task of training new, uncertified teachers.

- **Increased Class Sizes:** Several interviewees talked about the “unmanageable” class sizes which often include students with diverse needs (e.g., special needs students).
- **Technology:** While interviewees said technology can be good (e.g., more tools for teaching), there are many downsides. For example, interviewees said technology creates distractions, can be misused by students, and takes the personal relation out of teaching. Another said teachers are not properly trained on how to teach with computers, iPads, etc.
- **Shortage of Teachers**
- **Increased Number of Immigrants:** A few interviewees discussed that having an increased number of students who are immigrants has created additional teaching challenges. One interviewee said their government adopted a law where students must take a class to learn their country’s language, but there are not enough teachers who can do so. Another said the increased number of students who are immigrants are “why school tests haven’t been as good as they used to be because of language program. They can’t write essays in English. So many areas in [country] have so many foreigners.”
- **Decreased Quality of Teacher Training:** Non-certified teachers, outdated teacher training at universities, and new teachers coming into the profession with a lack of experience because of the pandemic was mentioned by a few interviewees.
- **Cellphones in the Classroom**
- **Other:** Interviewees mentioned other trends and challenges including, low teacher pay, mental health of students, student burnout, the impact of social media on students, fear of gun violence, and the health of teachers.

Why They Accepted Membership

When asked why they accepted membership in DKG, interviewees shared the following:

- **The People:** Many interviewees said they joined DKG because of the people and the opportunity to meet and learn from fellow educators and women leaders. Interviewees used words such as passionate, intelligent, experienced, positive, pleasant, kind, like-minded, laid back, and welcoming when describing the other women educators who are part of DKG. One interviewee said they joined to see what it was like to be around teachers who taught older kids.
- **Peer Influence:** Several interviewees said a friend, family member, colleague, or peer encouraged them to join DKG.
- **Honor to be Invited:** Several interviewees said it was an honor to be invited to be a member of DKG, with one saying it makes you feel “special and appreciated,” and another saying it is a reaffirmation of your career.
- **International Scope:** A couple interviewees said they joined because they were “intrigued” or “excited” that DKG is international.
- **Founder:** A few interviewees said they are a founding member of their DKG chapter.
- **Other:** Interviewees shared other reasons they accepted membership, including attending conferences, the opportunity to grow professionally, the support DKG does to support teachers, and the fact that their chapter was local and focused on the community. One interviewee said they

became a member five years before retirement but would have liked to have been invited sooner, saying they missed out on a lot of benefits throughout the span of their career.

Why They are a Member Today

When asked why they maintain membership in DKG today, interviewees shared the following:

- To be a part of the search for new talent, new members, and new ideas
- To share values
- To mentor new members
- The opportunity to travel and see how other teachers work
- To stay current on the education profession
- To support various local and international DKG programs
- For the relationships/connections/bonds with other members and women educators
- To learn from other teachers
- An active member sponsor who has intentionally invested in the interviewee
- The opportunity to be dedicated to the organization and its members
- Their dues are paid for
- To attend their state convention
- To attend trainings

DKG Membership

Engagement with DKG

When asked how often they interact with DKG, several interviewees said they do frequently and mentioned they engage with DKG every day or on a monthly basis. A handful of interviewees said their interactions with DKG are more irregular. A few interviewees shared why they interact with DKG less frequently and mentioned that their chapter is small and/or the only chapter in their country, which makes it “impossible” to meet with everyone monthly. Additionally, being retired and a lack of understanding of the scope of DKG are contributing reasons as to why individuals do not have high engagement with DKG.

“I don’t understand a lot about DKG. There is our local, national, speaker’s bureau. I don’t understand the whole scope of the organization.”

When asked about the ways in which they interact with DKG today, interviewees shared the following:

- **Leadership Role:** Interviewees hold or have held several leadership roles (e.g., VP of chapter, chapter president, committee chair, state president, member of international board, state organizational president, secretary).
- **Meetings:** Several interviewees indicate they engage with DKG through frequent meetings (either virtually or in person) to discuss issues and solve problems. Additionally, one interviewee said they

host a book club and another said they meet with old friends to get information on what is going on in the profession.

- **Conferences/Conventions**
- **DKG Communications:** Interviewees like to stay in the know through DKG's consistent communications (e.g., texts, emails, letters, greeting cards, private Facebook page, private chat)
- **Other:** Interviewees shared other ways they interact with DKG, including reading DKG's journal, being the newsletter editor for their area, and engaging in activities to provide supplies, financial support, etc. to teachers. One interviewee said they have been extremely involved in DKG but do not turn to the organization for much: "So I feel as though I've been extremely involved, but to turn it around and say what kind of help have I sought from the organization, not really [anything]. I value it big time, but I don't know that I avail myself of their services."

Most Valuable Part of Membership

When asked about what they have found to be the most valuable part of membership, interviewees shared the following:

- **The People:** Several interviewees said the most valuable part of DKG membership is the connections, relationships, mentors, and friendships they have made with people from all over the world.
- **International Aspect:** A handful of interviews enjoy the opportunity to stay in the know on what is happening in different parts of the world and learning about the culture, education, religions, work, challenges, etc. of those in other countries. Traveling internationally, DKG's engagement of international chapters, and speaking at international conferences are other parts of membership members find valuable.
- **Events:** A few interviewees said one of the most valuable aspect is the conferences, guest speaker presentations, and sessions.
- **Supporting DKG's Initiatives:** Interviewees find it valuable to support DKG's initiatives, ideals, and purpose, including professional development, financial support (e.g., scholarships), and providing access to education to areas with a lack of resources (e.g., sending books to African children through donation money).
- **Confidence:** One interviewee said they gained confidence through membership and leadership, while another said the award they won gave them confidence and a voice.
- **Good Leadership:** One interviewee values the support they have received from DKG membership, while another admires DKG's healthy leadership system where existing leaders step back and give new members the opportunity to take over.
- **Other:** Interviewees shared other valuable aspects of membership, such as DKG's website and social media, along with informative meetings that help them stay up to date in their profession. One interviewee said they enjoy seeing how young members implement their ideas in the classroom, while another appreciates the many opportunities to learn something new: "I have one friend who is Jewish and she invited me to synagogue and we have lots of discussion and she became best friend. That's a value. I learned from the Native American and the struggle and the

trauma and disorders, and that's a value. [...] we had a very inspiring and touching presentation by a mom with a transgender child. That has a huge impact on me because, from that moment, I became aware about the struggle and pain that those kinds of people [go through]. [...]"

Value of DKG Membership

Interviewees were asked to rate the value of DKG membership on a scale of 1 to 5, where 1 means "not valuable at all" and 5 means "extremely valuable." Below is additional information on the ratings interviewees gave and why.

Eight interviewees gave a rating of 5. Some interviewees shared the reason(s) they gave this rating:

- DKG's contributions to the profession.
- DKG's awareness of what is happening internationally, not just the U.S. (e.g., helping countries hit by natural disasters).
- DKG's impact to boost their confidence.
- The "whole operation."
- The opportunity to work together and learn from each other.
- Having a support group through DKG is "invaluable."

Five interviewees gave a rating of 4. Some interviewees shared the reason(s) they gave this rating:

- Not having DKG membership would not have a huge impact on their life, other than the "relationship aspect."
- All of the opportunities it has afforded them (e.g., traveling). This interviewee shared they did not give a rating of 5 because they do not think their own leadership qualities are as strong as they should be.

One interviewee gave a rating of 3.5 and another gave a rating of 3-4. Below are the reasons these interviewees gave these ratings:

- DKG used to be more "effective," "active," and "intense" when they first joined, but the pandemic "spoiled it" because they stopped meeting as often.
- The resources are not relevant to their students since they do not work in a school.

Three interviewees gave a rating of 3. Below are the reason(s) these interviewees gave this rating:

- The opportunities DKG provides are the bare minimum and are "fair" compared to other organizations. This interviewee said it would take a lot more work for chapters to gain exposure and receive an influx of members to drive change.
- One interviewee said they hope the value goes up as they retire.
- The bulk of members are older and DKG does not meet the needs of members anymore. An interviewee said: "There are things about DKG that I don't care for that we spend too much time on. One thing is [the] constitution. I've been to several of the conventions where huge amounts of time [are] spent on edits to constitution. I don't think the focus should be on the constitution."

One interviewee said they are thinking about letting their DKG membership lapse. They shared that there are “barely enough people” at their state meeting. Furthermore, they said “once we’re [at the meeting], the members that are not African American did not sit with us. The lack of diversity within the organization is not working for me. [...] I don’t think it’s not meant for other races. [...] it’s only my chapter that has diversity... other chapters had no one else. [...] No one wants to feel like you’re stepping back in the 60’s. Even in the meeting, the leadership did not represent diversity, and the young lady [who] was African American in my chapter was the only one in the elections. Once they opened up, then other people wanted to run against her. She was the only person within that category [...] they wanted to run against... because of her race [...]. [...] it’s not diverse.”

Ways for DKG to Improve

When asked about the improvements, resources, or services DKG could offer to better support members, interviewees shared the following:

- **Increased Education:** Many interviewees suggested DKG provide more training, personal and professional development, literature, etc. to members. A few mentioned offering specific topics/issues (e.g., breaking silos at the district level, school leader learning standards, mental health issues with children, lack of social and emotional development, special needs, gender identity, climate change, traumatized children from refugees). One interviewee suggested connections or partnerships with other organizations for learning opportunities. Another said the Educational Excellence Committee (EEC) has valuable information for teachers and directors that should be shared and made more accessible through a hyperlink separate from the EEC.
- **Recruit and Engage New and Younger Members:** Several interviewees talked about the importance of DKG engaging and recruiting young teachers. Interviewees said DKG should highlight what it can offer young teachers (e.g., knowledge, experience, support, encouragement). Other interviewees said DKG needs to think through how to encourage them to join since they have a lack of time, are exhausted, are not interested in serving in leadership roles, and dislike formal meetings.
- **Provide Financial Support and Resources:** Interviewees suggested DKG provide more scholarships for young people (e.g., scholarships for students pursuing an education-related bachelor's degree), provide more funding to members in smaller provinces or states, and provide members with the donations, volunteers, and resources they need to make their projects succeed.
- **Opportunities to Connect:** A few interviewees suggest DKG create new ways for members to meet one another. One interviewee said they would like to see a “support tea group,” while another said teachers need to connect with people outside of their workplace.
- **Conferences:** A handful of interviewees said conferences are too expensive and create a barrier for some (e.g., young teachers, retirees on fixed incomes). One interviewee said they wish there were more regional conferences to reduce barriers (e.g., time, money), while another does not understand why DKG wants members to fly to conferences when they are supposed to be reducing their carbon footprint.

“I want to have a conference in Puerto Rico. Sometimes we don’t have economical resources. [...] it would be a very positive impact for people that could go. Providing them with resources to travel.”

- **More International Focus:** One interviewee said DKG has an “American face” that focuses on American culture/educational culture, while another said DKG could increase communications about what is happening internationally. One interviewee said DKG should connect members to more international opportunities, and another said DKG needs translators since many members do not speak English.
-

“[There] should be more representation in other countries. I think it’s been a long time since anyone outside the U.S. was the president. [...] they need to have people from other countries in those roles of leadership. People outside other countries will see more of a value.”

- **Increase Awareness:** One interviewee said they have a lack of understanding of who DKG is and what it offers. Another said DKG is a “hidden” or “invisible” organization, saying that no one knows what DKG is or does.
 - **Focused Plan/Goals:** One interviewee said DKG comes up with plans but does not follow through. Another said DKG lacks purpose, saying, “I even have thought about what is the key to the sustainability of the organization? [...] practical goals are needed which DKG lacks. [...] you have goals, [and] then you create the strategy.”
 - **Other:** Interviewees shared other ways DKG could improve, including a name change (because people think DKG is a sorority), increased diversity of membership (because DKG feels like a “white-only club”), more support for chapters, more offerings for “ordinary members” (not just “president officers”), and reducing the number of reports and emails (because this interviewee has received complaints about the number of emails from DKG international). One participant said DKG should offer resources on a broader range of subjects so that subject teachers can participate in training and practice opportunities.
-

“I always feel apprehensive with the bureaucracy and the rules and regulations involved in every membership. You have to have president, VP, all these things which is necessary but I think it is not very easy. Especially for such little groups like our chapter is so small. It is challenging for a small chapter because we cannot always be rotating with our positions like VP, President, etc. If you have only 9-10 people, you don’t have any time to take a rest. Idk how DKG can help us there, because that’s how it is.”

Never Members

Familiarity with DKG

When asked about their familiarity with DKG, one never member interviewee said they have familiarity with DKG from a friend who is a member. The other never member said they are “[sort of familiar](#)” with DKG and were invited as a guest speaker for a conference but had not heard of DKG before the speaking opportunity.

Wishlist for DKG

When asked about the information or resources they need that they wish an organization like DKG would provide, the two never member interviewees shared the following:

- Virtual workshops
- “[Tools or websites that they give you that help you](#)” (e.g., technology, teaching strategy, teaching tools, behavior management)
- Supporting DKG members (rather than just being a member) – “[What they offer to their communities and to their states and provinces is invaluable. I would like to support the educators through helping with their wellness to help them to continue doing what they are doing. Healthy, happy teachers means healthy, happy students.](#)”

Why They Are Not a Member

When asked about the primary reasons they do not hold membership in DKG, one never member interviewee said it is due to a lack of time, while the other said they are “[not very familiar](#)” with DKG and only know one member in their community.

Likelihood to Renew or Join

When asked to rate their likelihood to renew membership/join DKG next year on a scale of 1 to 5, where 1 means “very unlikely” and 5 means “very likely,” 16 interviewees gave a rating of 5, three gave a rating of 3.5, and one gave a rating of 3.

DKG Chapters

Value Received from DKG Chapters

When asked about the value they receive from their DKG chapter, interviewees shared the following:

- **Opportunities to Give Back:** Several interviewees value the opportunities to support schools and communities in need, participate in community and/or international projects/programs (e.g., identifying where resources like libraries, books, backpacks, hand sanitizer, etc. may be needed), and sponsor “[great initiatives](#).” One interviewee said they value the opportunity to give back to teachers with their experience, and another said that the World Fellowship Fund that helps graduate students is valuable.

- **The People:** Many interviewees said the people, friendships, contacts, camaraderie, and the support and personal touch from their chapter members is valuable. One participant mentioned their sponsor that helps them grow and another said the members “step up for one another.” One participant said they find it valuable to exchange experiences with and learn from other European member states when coming together through monthly meetings.
- **Other:** Interviewees shared other valuable aspects of their chapters, including the learning opportunities, opportunities to travel, ease of meetings, and the ability to make a difference for teachers.

Improvements to Their DKG Chapter

When asked about the improvements they would like to see from their DKG chapter, interviewees shared the following:

- **More Balanced Member Demographics:** Interviewees want their chapter to reach students, create interest in DKG for younger teachers (e.g., provide mentorship for young teachers), and recruit more professors and educators at all levels. One interviewee said that, since many members have been at DKG since the 80’s, there is an “imbalance” and DKG needs to recruit members of different age groups.
- **Increase Membership Numbers:** Interviewees want their chapters to increase their number of memberships, with one saying there should be integration of members from one chapter to another (without regard to where they live) and another said there should be more one-on-one outreach to potential new members to increase visibility of the society.
- **Leadership:** One interviewee said their chapter should focus on growing its leadership pipeline and suggested that existing leaders mentor potential new leaders.
- **Increase Conference/Event Attendance:** One interviewee would like to see DKG encourage event attendance and suggested DKG financially help members attend state conferences and events.

“I think right now the speakers being brought in are speaking for too long, and as a result, [there is] not enough interaction. There needs to be interaction between members. Things have to change and evolve. Maybe older people like me need to take a step back and see what direction they take it. A lot of women's organizations are not that healthy these days.”

Other Professional Associations

Membership in Other Professional Associations

Interviewees are currently members of the following professional associations:

- Albert Einstein Educator Alumni Group
- American Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD)
- American Educational Research Association (AERA)

- Association for Adult Development and Aging (AADA)
- Association for Supervision and Curriculum Development (ASCD)
- British Columbia Association of Kinesiologists (BCAK)
- Brunswick Library Trustees Association
- Canadian Federation of University Women (CFUW)
- Canadian Society for the Study of Education (CSSE)
- Chatham Public Library Board
- Delta Sigma Beta
- Estonian associations (e.g., Estonian Association of International Commerce)
- European Trade Union Committee for Education (ETUCE)
- Federal program for students at the university level
- German French Society & German Spanish Society
- German Trade Union (Verband Bildung und Erziehung [VBE])
- International Christian Community for Teacher Education (ICCTE)
- National Education Association (NEA)
- National Science Teachers Association (NSTA)
- Parent Alumni Association
- PROBUS Global
- Retired Teachers of Ontario (RTOERO)
- Retired Women Teachers of Ontario (RWTO/OERO)
- Virginia Alliance for Health, Physical Education, Recreation, and Dance (VAAHPERD)
- Member of a group of people supporting a small village

When asked what they receive from these professional associations, interviewees shared the following:

- **Policy Work:** Political action, opportunities to work with universities, scientists, and the European commission to influence the government and educational policy, and opportunities to work with international governments.
- **Learning Opportunities:** Self-paced learning opportunities, self-paced interactive videos, articles, workshops, coursework (e.g., athletic training and sports medicine), opportunities to learn about other countries and their languages, and an [“online portal that you go to, and depending on the topic, you can see if you want to learn to write memos specific to education.”](#)
- **Online Connections:** Opportunities to engage in an online community and monthly education live chats on Twitter.
- **Events** (e.g., conventions, conferences, seminars)
- **Opportunities to motivate students**
- **Leadership for education equity**
- **Job posting portal**
- **Proposal writing opportunities**
- **Labor union**
- **Liability insurance**

- **Opportunity to support a village and school children** through charity work

Necessity of Professional Associations

Interviewees were asked if membership in a professional association – not just DKG, but any association – is a “must have,” “nice to have,” or something they do not really need.

Seven interviewees said membership in a professional association is a “must have,” and below are the reasons they gave as to why:

- The people (e.g., opportunity to share with and learn from others, opportunity to meet new people, opportunity to communicate with professionals who share similar values)
- Learning opportunities (e.g., lectures, workshops, professional training)
- Provides support (e.g., opportunity to contribute to new beginners and teachers)
- Opportunity to stay current (i.e., broadens your mind and your education, holds you accountable to stay engaged, pushes your thinking)
- Access to opportunities (e.g., opens up new avenues, offers exposure, opportunities to travel to other countries)
- It is “[part of being a professional](#)”
- Access to liability and malpractice insurance

Five interviewees said membership in a professional association is “nice to have,” and below are the reasons they gave as to why:

- “[Because I’m thinking of the time \[...\] It’s something that if I have time, that would be nice to be part of. But I don’t have the time so it’s something that is difficult.](#)”
- It is not necessary for their success
- Opportunity to meet interesting people and people with similar interests
- Opportunity to exchange ideas / exposure to new ideas

One interviewee said membership in a professional association is something they do not really need because they are retired and professional associations are no longer relevant to them.

Expectations of Professional Associations

A few interviewees shared what they expect to receive when they join a professional association (i.e., their top priorities), and below is what they shared:

- Nice people and a welcoming sense of community (i.e., not “[snobbish](#)” or status-oriented)
- Learning opportunities (e.g., mentorship, workshops, opportunities to learn about new ways of thinking)
- Opportunities to give back (e.g., collecting donations for needs-based events, local community involvement, active scholarships for students)
- Opportunities to build relationships in new fields

Survey Statistical Method

Avenue M uses the statistical software Q to conduct the cross-tabulations on the survey results. We applied a t-test analysis to determine statistically significant differences between the means of two segments. The overall significance level is 0.05—in other words, there is a 5% probability of rejecting the null hypothesis (i.e., assuming there is a difference) when the null hypothesis is true (i.e., there is not a difference). This overall significance level is recommended for market research.

The screenshot shows the 'Project Options' dialog box with the 'Statistical Assumptions' tab selected. The overall significance level is set to 0.050000. The statistical tests for categorical and numeric data are set to 'Non-parametric' for proportions and 't-test' for means. The multiple comparison correction is set to 'False Discovery Rate (FDR)'. The significance levels and appearance table is visible, showing cutoff p-values, arrow lengths, font size multipliers, and positive/negative colors.

Cutoff p-value	Arrow length	Font size multiplier	Positive color	Negative color	Column letters
0.5	1.01	0.67	Blue	Red	a.b.c.d.e.f.g.h.i.j.k...
0.2	1.28	1.28	Blue	Red	a.b.c.d.e.f.g.h.i.j.k...
0.1	1.64	1.64	Blue	Red	a.b.c.d.e.f.g.h.i.j.k...
0.05	1.96	1.96	Blue	Red	a.b.c.d.e.f.g.h.i.j.k...
0.01	2.58	2.58	Blue	Red	a.b.c.d.e.f.g.h.i.j.k...
0.005	2.81	2.81	Blue	Red	a.b.c.d.e.f.g.h.i.j.k...
0.001	3.29	3.29	Blue	Red	A.B.C.D.E.F.G.H.I...
0.0001	3.89	3.89	Blue	Red	A.B.C.D.E.F.G.H.I...
1E-05	4.42	4.42	Blue	Red	A.B.C.D.E.F.G.H.I...