



ONTARIO COLLEGE ADMINISTRATIVE STAFF ASSOCIATION

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Trends in Educational pursuits for College Administration

A survey of OCASA members to better understand the trends in advanced studies and professional credentials amongst college administration.

March 2013

“As learning institutions we have to have a very strong PD agenda whether it is for personal credentialing or towards career advancement. PD is the best investment the colleges can make in times of change and transition. Good people are already working in the system.”

- Survey respondent

Executive Summary

The goal of this survey was to better understand the educational profile of OCASA members, the trends in education, and what OCASA's role might be in supporting these initiatives.

Here's what we found (170 respondents completed the survey):

- **Education profile:** 53% of all respondents have a Masters degree, and 74% have Undergraduate degrees.
- **Granting institutions:** Members are using a wide variety of institutions for their studies, with Ontario institutions granting the strong majority.
- **Current enrollment:** 24% of all respondents are currently enrolled in a program of some sort, half at the graduate level (Masters or PhD/Doctorate).
- **Gender:** Female respondents are dominating the current enrollment figures at all levels – Undergraduate, Masters and PhD/D.
- **Reasons for pursuing credential:** Those that have enrolled in studies while employed at the college named PD as the number 1 motivation (68%), followed by Advancement/Promotion opportunities (61%) with only 13% stating a requirement for the job.
- **College support:** 74.5% indicated some tuition sharing (level varies by college); 46% indicated some time off or leave (might be in addition to financial support); and roughly 25% indicated no support or knowledge thereof.
- **PD Leave:** 86% have never taken a PD leave, and of those that have, only 8% have taken a PD leave according to the Terms & Conditions of Employment

Equally noteworthy were the open-ended comments invited at the end of the survey. Clearly PD/Education is important to administrators, as a natural part of being a college manager and leader. Also clear is the need for stronger support from colleges – both time and financial.

Finally, respondents are looking for more information about study options, future trends in job requirements, and support with planning their education path.

Recommendations to the OCASA Board:

1. That OCASA continue to advocate for administrators provincially regarding access to and support for PD/Education.
2. That OCASA explore next steps in providing support to members who are seeking information about educational pathways.
3. That partnership opportunities between OCASA and granting institutions be explored in an effort to build bridges and opportunities.

Background

Increasingly we're seeing pressure to "up the ante" on credentials as part of one's career path in the college system. Leadership positions have education levels written in as requirements for the job.

We also know of members who have been returning to school – online – to acquire their undergraduate degree, which was not necessary years ago when they began their college career. And now the Masters degree is creeping up as the next basic requirement, certainly in the academic side of the house.

But where does one go for career and education planning? OCASA's research working group agreed that this would be useful information to our members: What degrees do college admin have? Where have they studied? Where are they studying now and in what programs? What support do they receive from their college? What are the trends in credentialing?

OCASA's role of advocacy for members includes sharing the results of this survey with our college senior leadership, and also exploring partnerships with institutions that already welcome college leaders into their programs.

INTRODUCTION

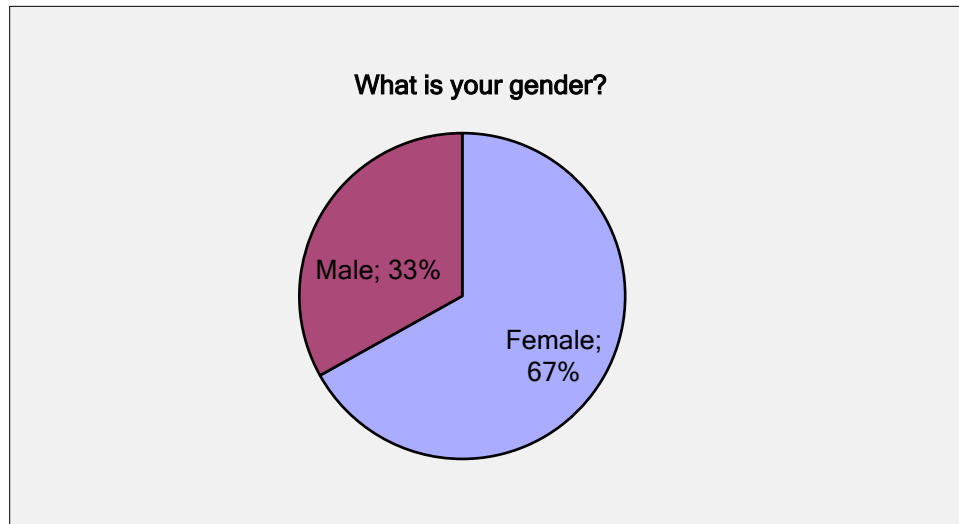
The goal of this survey was to better understand the educational/credentialing trends amongst the OCASA membership.

The survey invitation was sent by email to members on February 15. The survey closed three weeks later on March 8, following two email reminders. See Appendix 1 for a copy of the survey.

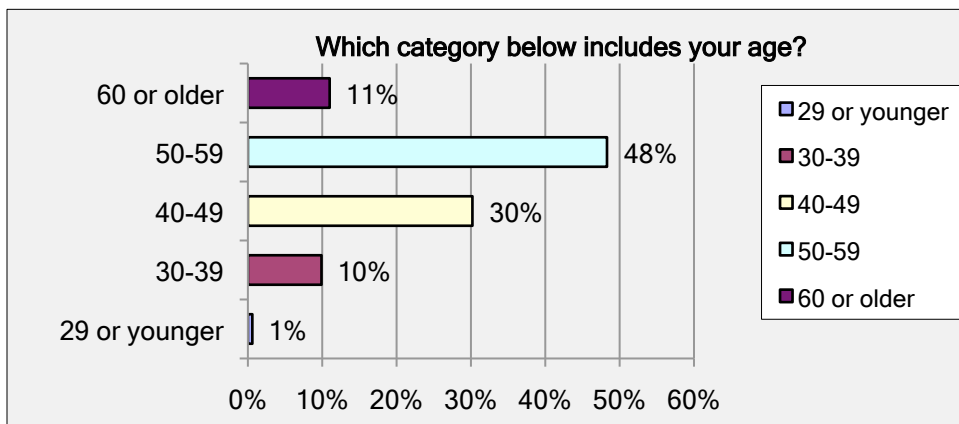
The response rate was 26%, with 183 members starting the survey and 170 finishing the survey.

Distribution of responses

Gender:



Age:



College size: The distribution of responses between small, medium and large colleges somewhat reflects OCASA’s distribution of membership.

Distribution by college size *	Survey responses	OCASA membership
Small	24%	32%
Mid-sized	24%	20%
Large	52%	53%

* Definitions of college size were defined as:

Small: Boreal, Cambrian, Canadore, Confederation, La Cite, Lambton, Loyalist, Northern, Sault

Mid-Sized: Conestoga, Durham, Fleming, Georgian, Niagara, St. Clair, St. Lawrence

Large: Algonquin, Centennial, Fanshawe, George Brown, Humber, Mohawk, Seneca, Sheridan

Region: The distribution of responses by region more closely reflects OCASA’s distribution of membership.

Distribution by college region*	Survey responses	OCASA membership
East	28.5%	30%
West	21.5%	19%
Central	34.3%	34%
North	15.7%	16%

* Definitions of college region were defined as:

East (Algonquin, Durham, Fleming, La Cite, Loyalist, St. Lawrence)

West (Conestoga, Fanshawe, Lambton, Mohawk, Niagara, St. Clair)

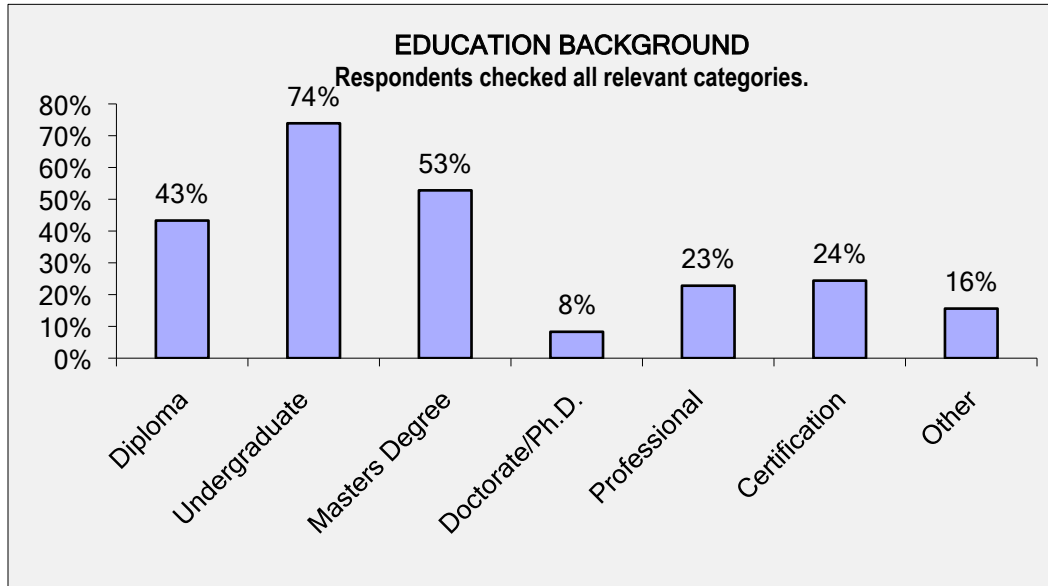
Central (Centennial, George Brown, Georgian, Humber, Seneca, Sheridan)

North (Boreal, Cambrian, Canadore, Confederation, Northern, Sault)

Survey Results

See Appendix 2 for supplementary charts

1. Educational profile



Respondents were asked to check all credentials that apply. Therefore, 43% (78) of all respondents have a diploma, 74% (133) have an undergraduate degree, 53% (95) have a Masters degree and 8% (15) have a Ph.D/Doctorate.

Of those who indicate having a diploma, 63% also have an Undergraduate degree, 30% have a Masters, and 4% have a Doctorate/PhD

2. Areas of Study

The areas of study were categorized into three main categories:

	M.Ed. and related	MBA & related	Arts/Science & related
Masters (100 degrees listed)	38	24	38
PhD/D. (14 listed, including 4 in progress)	5	1	8*

* Some of these were unspecified as to area of study

3. Granting Institutions

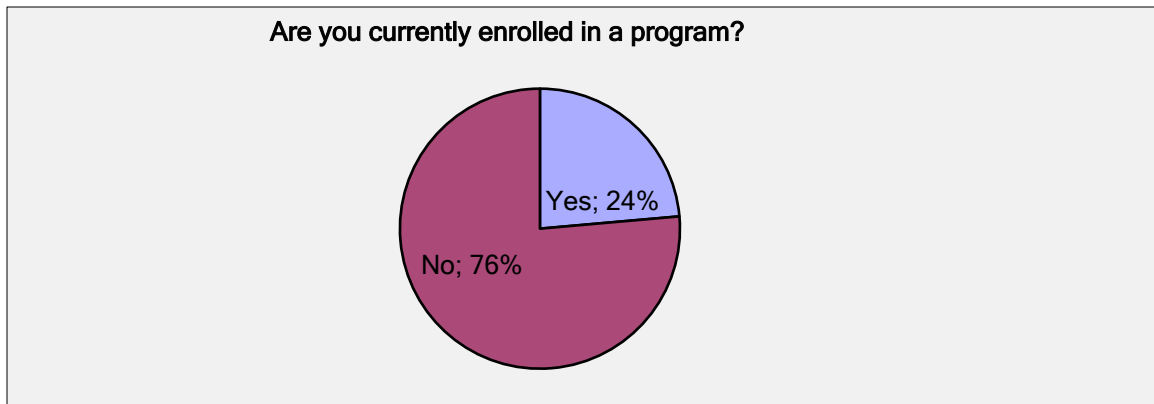
	Diplomas	Undergraduate Degrees	Masters	PhD
CAAT colleges	63/80 (79%)			
Ontario institutions		112/147 (76%)	53/96 (55%)	10/13 (77%)
Other institutions			43/96 (45%)	3/13 (23%)

It is interesting to note that of the 80 members with diplomas, 63 (79%) were granted from CAAT colleges.

Ontario institutions have granted 76% of undergraduate degrees, 55% of Masters degrees and 77% of Ph.D/Doctorate degrees.

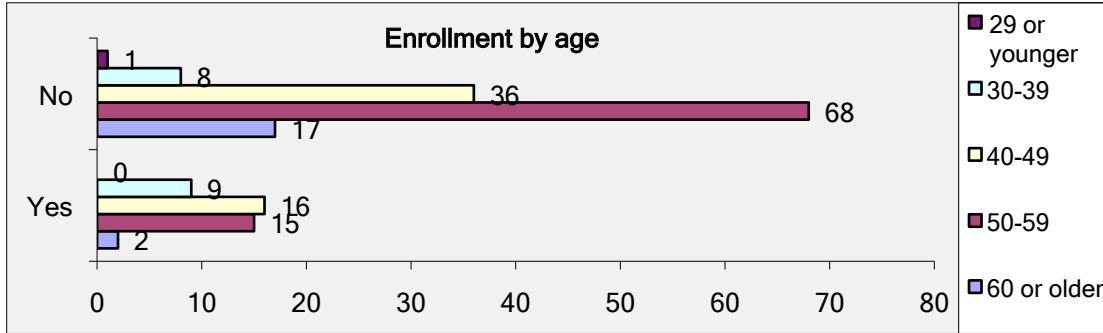
Appendix 2 includes a complete list of institutions listed for each degree level.

4. Enrollment trends of members



4. Enrollment trends of members (cont.)

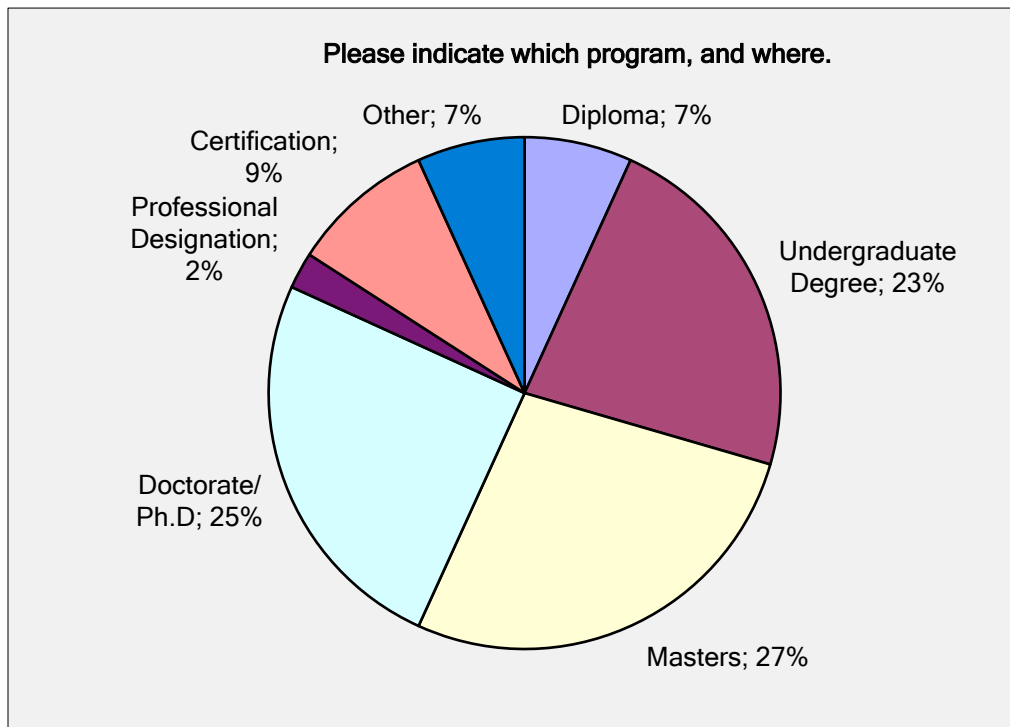
Enrollment by age



50% of respondents (9) in the 30-39 age group are enrolled in a program.

The percentages drop by age with 31% (16) of 40-49 year olds currently enrolled, 18% (15) of 50-59 year olds and just 11% (2) of those aged 60 and older.

Enrollment by program



Of those currently enrolled in a program, 52% are enrolled in graduate studies. 23% are enrolled in Undergraduate degrees and 25% are enrolled in other categories of study.

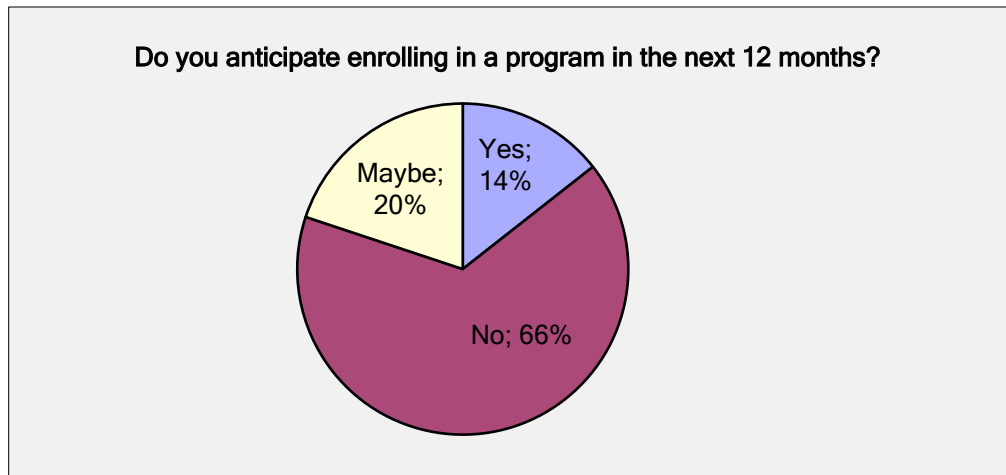
4. Enrollment trends of members

Enrollment by gender

Gender	Undergraduate	Masters	Ph.D/D.
Female	7 (78%)	10 (83%)	8 (73%)
Male	2	2	3

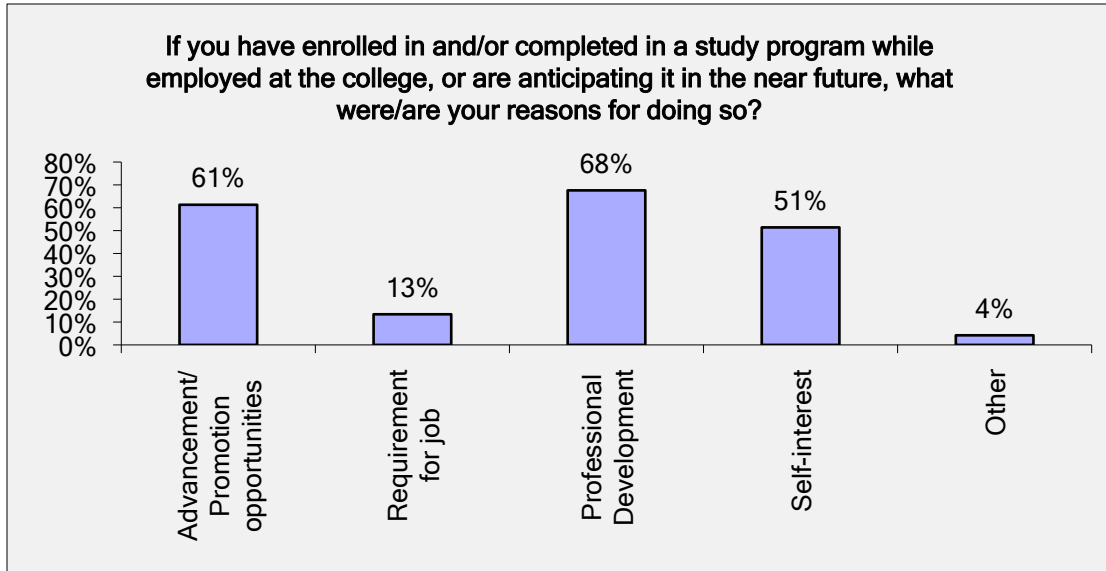
When gender is considered, it is interesting to note that the representation of women currently enrolled in study is higher than their representation in the survey population as a whole.

Enrollment plans



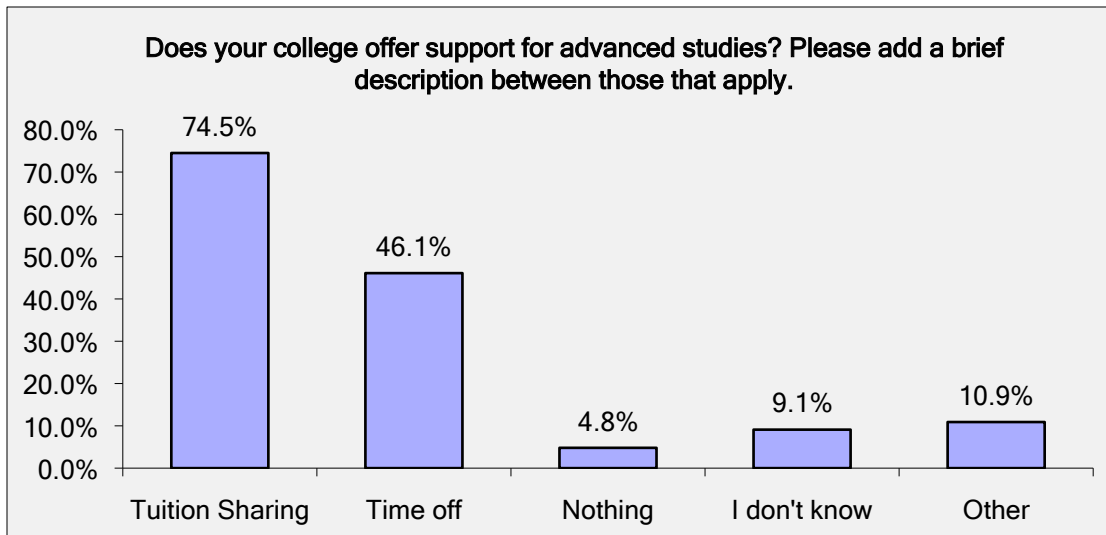
Of those that specified their programs, 26/46 respondents (57%) anticipate enrolling in a Masters or PhD/D program. Some respondents did not specify their program so the numbers could be higher in this category.

5. Reasons for credential pursuits



Respondents were asked to select all that applied. It appears that positioning oneself for career advancement (61%) is a strong motivator, as is the desire/need for professional development (68%). Interestingly, only 13% note enrollment as a job requirement.

6. College support for studies



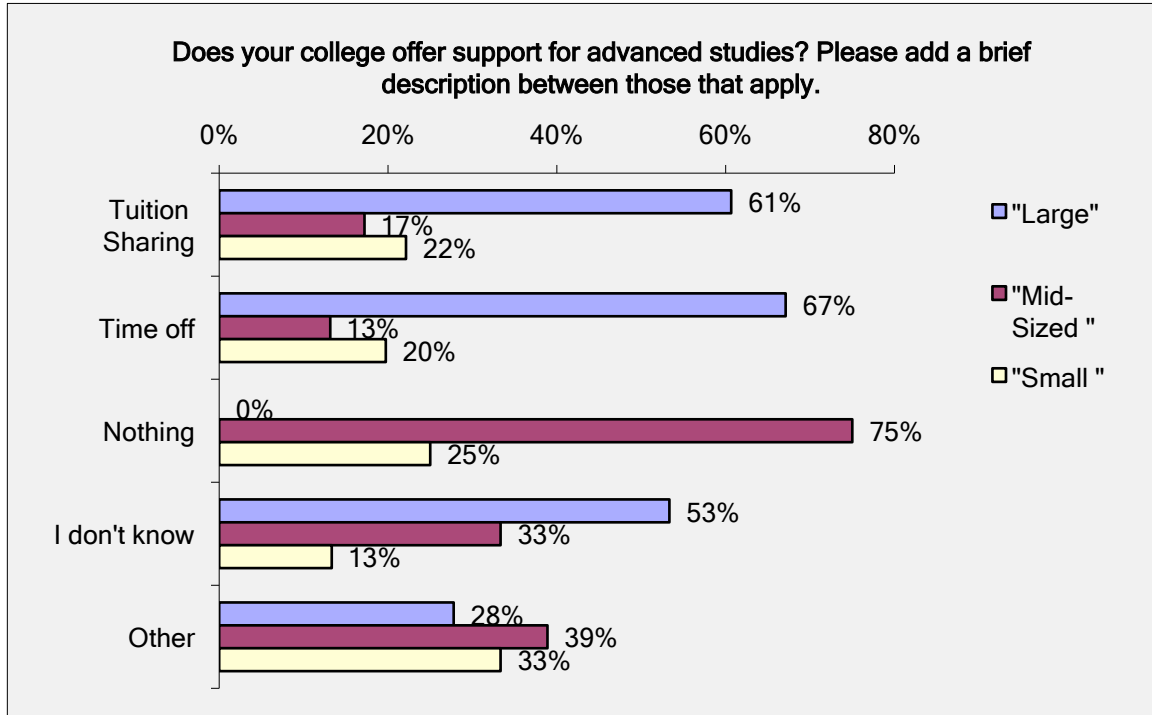
6. College support for studies (cont.)

Examples provided by respondents of tuition sharing and leaves/time off	
Tuition Sharing	Based on approval, tuition costs to a max of 10,000 depending on the program may be available.
	Allowance of up to \$5,000 per credential
	50%; 50% up to \$10,000
	Max. \$5000.00
	Negotiable
Time off	PD Leave provision
	College has PD Leave available on successful application of up to 1 year
	PD Leave; eligible after 6 years of FT employment; 1-12 months ; required to work 1 year after
	at reduced pay
	one year off
	Negotiable/more comments about negotiating with manager, based on length, etc.
	Some time off for class work/but make up time
	3 days under "Professional Development"

Of those who describe their tuition sharing and time-off particulars, we do not know their college employer at time of study.

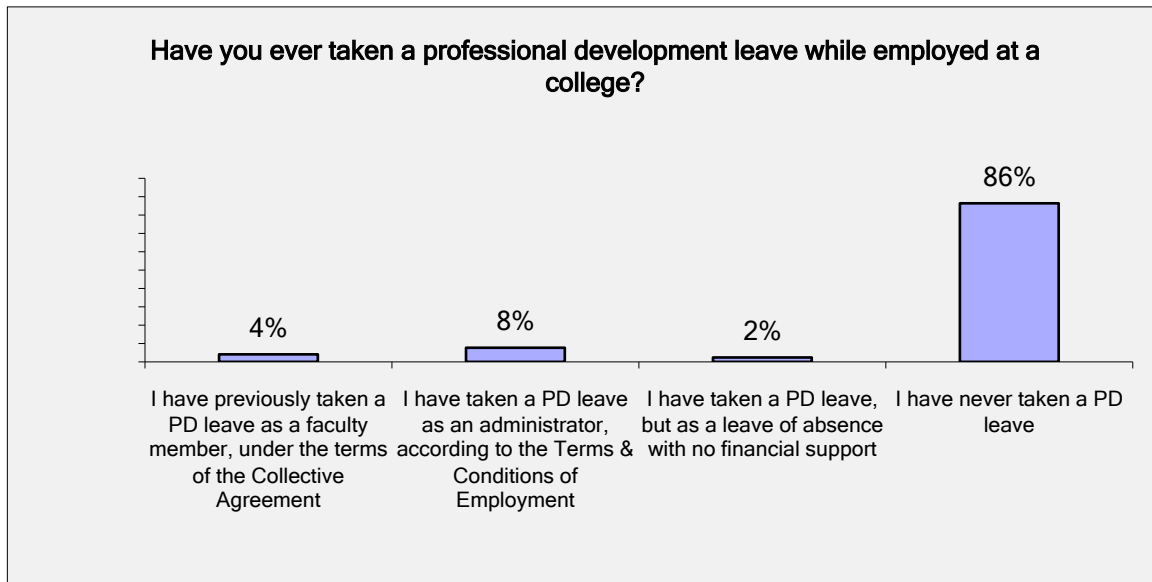
6. College support for studies (cont.)

However, as the chart below indicates, those in larger colleges are much more likely to benefit from tuition sharing and time off.



61% of those listing tuition sharing were from larger colleges and 67% of those listing time off were also from Large Colleges.

7. Professional Development Leaves



Only 17 respondents have ever taken some form of a PD leave: 13 reporting a formal PD leave according to the Terms & Conditions of Employment (see Appendix 4) and four (4) taking a leave with no financial support from the college.

Seven (7) respondents took a PD leave as faculty member under the terms of the collective agreement.

Perhaps not surprising is that 8 out of the 13 respondents who have taken a PD leave under the Terms & Conditions of Employment are also from Large Colleges.

8. Comments

Respondents were asked to comment on the challenges and successes of engaging in studies while employed at the college and how OCASA could offer support to this process.

Sixty-five (65) respondents took time to add their final comments, which largely fell into three categories:

1. **Time:** This is a scarce commodity for college administrators as they consider taking on advanced studies and other professional designations. Respondents were emphatic about the need for support from colleges by providing flexible and creative options for **time** to complete studies (i.e. compressed work week). In fact one comment even suggested that time is more valuable than financial support!
2. **Finances:** With the pressure to get degrees, the cost is often prohibitive. People are looking for financial support or bursaries to help with tuition and books. Though some colleges seem to offer significant tuition support, others offer none, or token amounts. Respondents also expressed a need to see the ROI in terms of advancement and time left in their careers.
3. **OCASA's role:** There were many comments about needing the following:
 - Information to better understand options available to them in education and distance learning;
 - A forecast of future needs for education;
 - help with developing a PD/education plan;
 - an advocate for stronger PD support for admin in the system.

Recommendations to the OCASA Board:

Based on the findings of the survey

1. That OCASA continue to advocate for administrators provincially regarding access to and support for PD/Education.
2. That OCASA explore next steps in providing support to members who are seeking information about educational pathways, including providing more detail from this study about specific programs and institutions.
3. That partnership opportunities between OCASA and granting institutions be explored in an effort to build bridges and opportunities.

The Trends in Credentials for College Administration

Welcome

The role that credentials are playing in college administration - planning and advancement - is an area of interest for OCASA.

Understanding the education profile of members, and their current practices in pursuing further credentials, will provide OCASA with a better base for advocacy with provincial and business partners. It will also provide you, the members, with more information about the practice of peers, preferred degrees/programs and institutions.

Thank you for taking the time. We will be sure to provide you with the results in a timely manner.

Information will only be shared in aggregate form, with no identifiers to position or college.

Your education profile

1. EDUCATION BACKGROUND

Please indicate the successful completion of each category, listing the name of the program or programs if more than one.

For example, beside "Degree", you might type: B.A. Sociology; B.A. History.

Beside Masters, you might type: M.A. History; M.A. College Leadership

Diploma	<input type="text"/>
Undergraduate Degree	<input type="text"/>
Masters Degree	<input type="text"/>
Doctorate/Ph.D.	<input type="text"/>
Professional Designation	<input type="text"/>
Certification	<input type="text"/>
Other	<input type="text"/>

2. Please indicate the institutions that have granted the various achievements noted above, again list more than one if necessary.

Diploma	<input type="text"/>
Undergraduate Degree	<input type="text"/>
Masters	<input type="text"/>
Doctorate/Ph.D	<input type="text"/>
Professional Designation	<input type="text"/>
Certification	<input type="text"/>
Other	<input type="text"/>

The Trends in Credentials for College Administration

*3. Are you currently enrolled in a program?

- Yes
- No

Currently Enrolled

4. Please indicate which program, and where.

- Diploma
- Undergraduate Degree
- Masters
- Doctorate/Ph.D
- Professional Designation
- Certification
- Other

Please specify the name of your program and the institution (i.e. Bachelor of Commerce, Laurentian University)

Plans

*5. Do you anticipate enrolling in a program in the next 12 months?

- Yes
- No
- Maybe

Enrolling in a study program over the next 12 months.

6. What program are you expecting to enroll in, and where (if you know)?

Name of Program/Degree

Granting Institution

Reasons for advanced studies

The Trends in Credentials for College Administration

7. If you have enrolled in and/or completed in a study program while employed at the college, or are anticipating it in the near future, what were/are your reasons for doing so?

- Advancement/Promotion opportunities
- Requirement for job
- Professional Development
- Self-interest
- Other

Other (please specify)

Supports

8. Does your college offer support for advanced studies? Please add a brief description between those that apply.

Tuition Sharing	<input type="text"/>
Time off	<input type="text"/>
Nothing	<input type="text"/>
I don't know	<input type="text"/>
Other	<input type="text"/>

9. Have you ever taken a professional development leave while employed at a college?

- I have previously taken a PD leave as a faculty member, under the terms of the Collective Agreement
- I have taken a PD leave as an administrator, according to the Terms & Conditions of Employment
- I have taken a PD leave, but as a leave of absence with no financial support
- I have never taken a PD leave

Comments:

10. This is your space for open comments.

Consider the challenges and successes of engaging in studies while employed at the college. How could OCASA offer support to this process? Anything else?

The Trends in Credentials for College Administration

About you

Thank you for providing some basic information to help us better categorize all responses. Again, all private information will remain confidential and anonymous.

11. What is your gender?

- Female
- Male

12. Which category below includes your age?

- 29 or younger
- 30-39
- 40-49
- 50-59
- 60 or older

13. How long have you been in the college system?

- < 5 years
- 6-10 years
- 11-15 years
- 16-20 years
- > 20 years

14. If you have previously worked in another employee group - faculty or support - please indicate how long you have been in ADMINISTRATION?

- < 5 years
- 6-10 years
- 11-15 years
- 16-20 years
- > 20 years

The Trends in Credentials for College Administration

15. What department/area do you currently work in?

- Academic/school
- Finance
- HR
- Facilities
- Registrar
- Student Services
- Library
- Institutional Research
- Alumni/Advancement
- Corporate training/Continuing Education
- Ancillary Services

Other (please specify)

16. What is your job title?

- Associate Dean
- Chair
- Coordinator
- Dean
- Director
- Executive Director
- Manager
- Registrar
- Vice President
- Other (please specify)

17. In what region is your college located?

- East (Algonquin, Durham, Fleming, La Cite, Loyalist, St. Lawrence)
- West (Conestoga, Fanshawe, Lambton, Mohawk, Niagara, St. Clair)
- Central (Centennial, George Brown, Georgian, Humber, Seneca, Sheridan)
- North (Boreal, Cambrian, Canadore, Confederation, Northern, Sault)

The Trends in Credentials for College Administration

18. Is your college a small, mid-sized or large college?

- Small (Boreal, Cambrian, Canadore, Confederation, La Cite, Lambton, Loyalist, Northern, Sault)
- Mid-Sized (Conestoga, Durham, Fleming, Georgian, Niagara, St. Clair, St. Lawrence)
- Large (Algonquin, Centennial, Fanshawe, George Brown, Humber, Mohawk, Seneca, Sheridan)

Thank you.

Thank you for your contribution. Watch for the results by March 15.

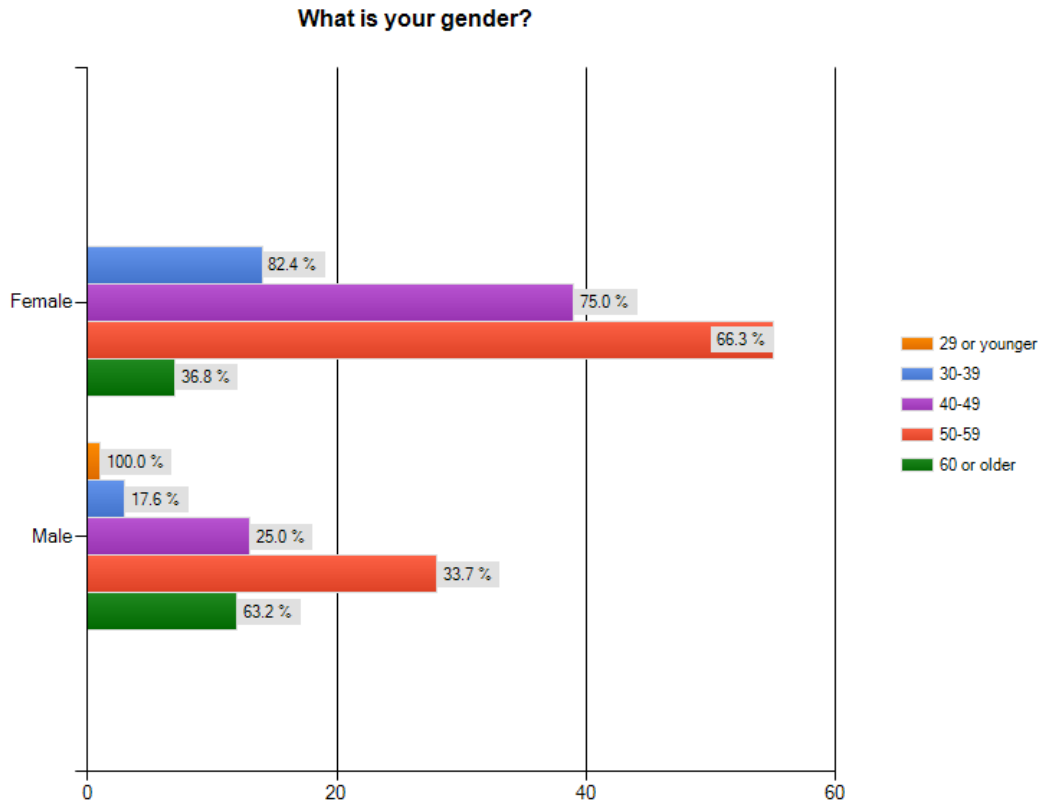
Please feel free to contact the OCASA office any time with your suggestions for member services.

1-866-742-5429

info@ocasa.on.ca

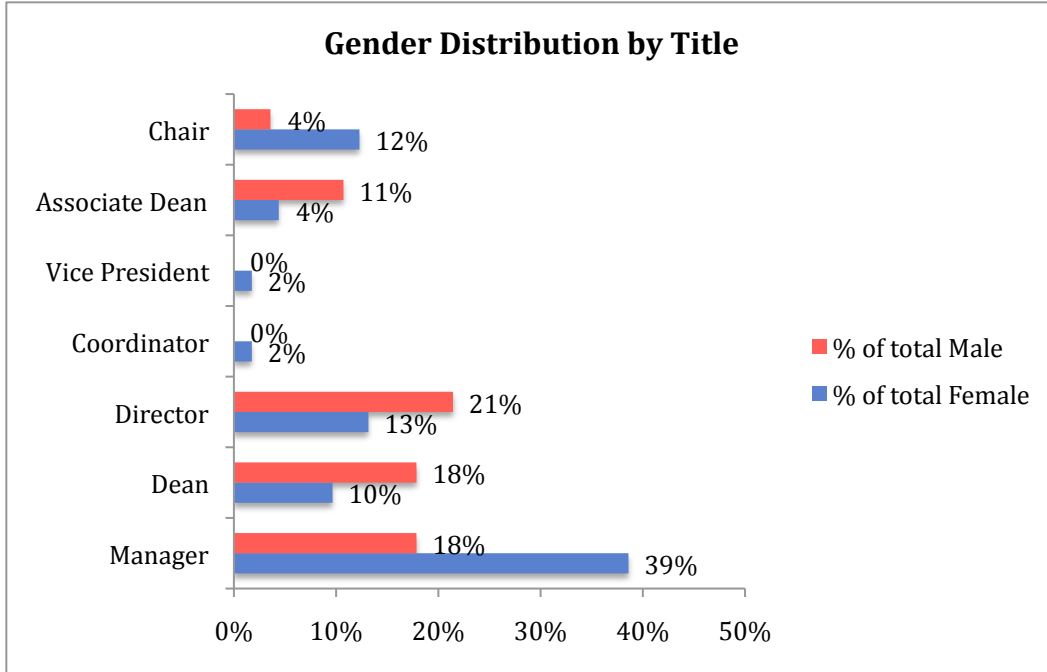
Supplementary Results

Gender distribution



Based on 172 responses, the trend suggests an increase in female administrative staff in the younger age categories.

APPENDIX 2 – Supplementary Charts



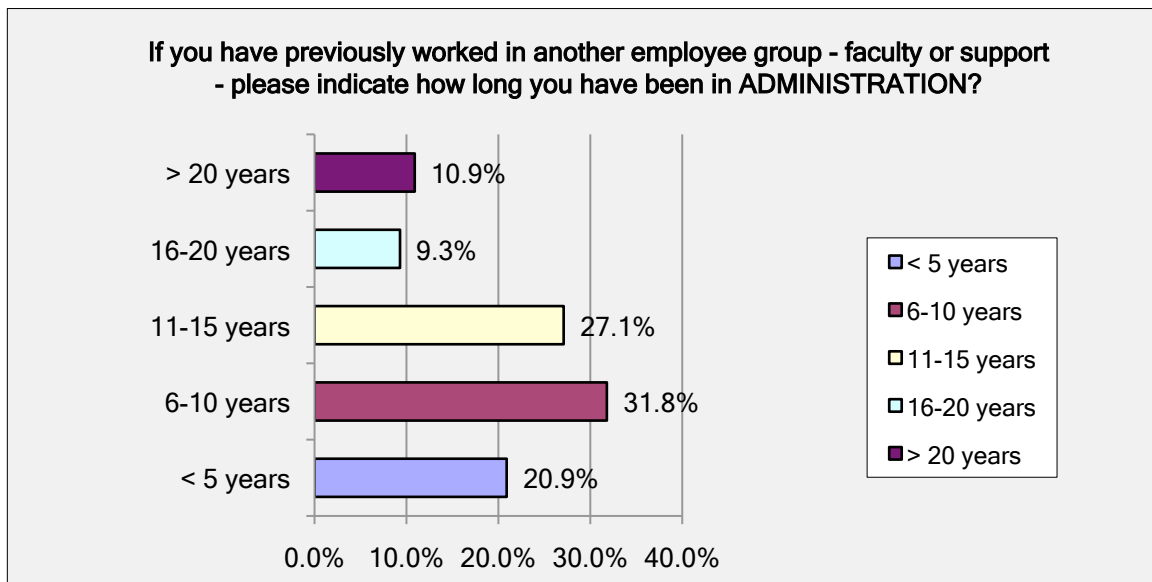
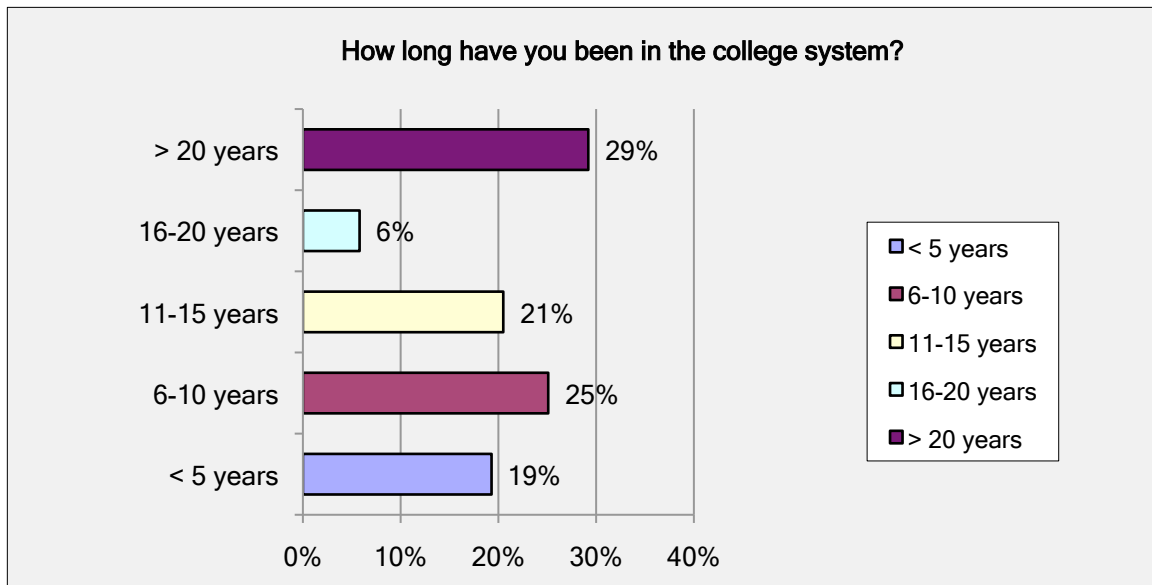
This data suggests trends to be explored further. It is interesting that of women in the Chair or Associate Dean roles, the higher percentage is in Chairs, while the male counterpart is the reverse.

Furthermore, the roles of Director and Dean have higher percentages for the male respondents than for females, while females fill managers roles in greater rates than males.

Further research into actual college system-wide statistics should be reviewed to explore the gender distribution by payband and role.

APPENDIX 2 – Supplementary Charts

Years of service in colleges



As would be expected, this suggests some migration within the college system into administration from support or faculty.

APPENDIX 3 – Granting Institutions

Granting institutions

Undergraduate Degrees			
PSE Institution	Number Times Mentioned	PSE Institution	Number Times Mentioned
Acadia University (BEd)		Thompson Rivers University	1
Andrews University, Michigan		Trent University	4
Athabasca University	6	UBC	
Brock	8	UK university	
Carleton University	8	UNBC	
Dalhousie University	3	Univ of Manitoba	
Dalhousie University (BA)		University of Alberta	
Davenport University	2	University of Calgary	
Lake Superior State University	1	University of Ghana	
Lakehead University	4	University of Guelph	6
Laurentian University	7	University of Ottawa	4
Laval	2	University of Saskatchewan	
McGill	2	University of Surrey UK	
McMaster University	7	University of Toronto	3
Ottawa University	2	University of Windsor	4
Queen's	12	Univiersity of Guelph	
Madonna University (Michigan)	1	Waterloo University	6
Ryerson Polytechnical Institute	4	Western University	17
Saint Mary's University , Halifax	1	Wilfrid Laurier	2
Southern Alberta Institute of technology	1	York University	8
St Francis Xavier University	2		
State University of New York	1		

APPENDIX 3 – Granting Institutions

Granting institutions (cont.)

Graduate Degrees					
PSE Institution	Number Times Mentioned		PSE Institution	Number Times Mentioned	
	Masters	PhD		Masters	PhD
Adler School of Professional Psychology - Chicago - Training in Toronto	1		Queens University	4	
Althouse College, Western	1		Royal Road University	1	
Andrews University Michigan	1		St. Francis Xavier University	2	
Athabasca University	4		State University of New York/Buffalo	1	
Brock University	2		Téluq	1	
Carleton University	3		Trent	1	
Central Michigan University	13	1	U of Alberta	1	
Columbia Southern University		1	U of Windsor	4	
Dalhousie	1		U. of New Brunswick	1	
École nationale d'administration publique (ENAP)	1		UNBC	1	
Lakehead	1		Univ of Maine	1	
Laurentian University	2		Univeristy of Guelph	2	
Wilfrid Laurier	4		Université du Québec en Outaouais	1	
McGill University	1		University of Bristol		1
McMaster University	1		University of British Columbia	1	
Memorial University	1		University of Cincinnati	1	
Michigan U École d'Administration Publique	1		UNIVERSITY OF LEICESTER	1	
Mount Saint Vincent University, Halifax	1		University of Montana	1	
Niagara University	3		University of Ottawa	3	
Nipissing University	4		Washington Theological Union	1	
Northern Michigan University	1		Western University	4	1
OISE/U of Toronto	12	6	York University	6	3

Professional Development Leave – Terms & Conditions of Employment

g) Professional Development Leave

Professional development leave may be granted subject to the condition that an employee return to the College upon termination of the leave and also provided that:

- An employee has been continuously employed within the College for a period of not less than six (6) years;
- The College is able to identify and place a suitable substitute in the employee's position for the duration of the leave.
- The purpose of the leave is for College-approved professional development;
- The length of the leave will usually be for a period of up to twelve (12) months;
- Upon completion of the leave, the employee will return to the College for a period of one (1) year, failing which he/she shall repay the College all salaries and cost of employee benefits received by him/her while on the leave.

The salary paid to the employee will be based on the following scale, except as otherwise mutually agreed:

- Fifty-five percent (55%) of his/her normal salary after six (6) years of employment with the College, increasing by five percent (5%) per year of additional service to a maximum of seventy percent (70%) of his/her normal salary after nine (9) years;
- It is understood that the College's payment is subject to reduction if the aggregate of the College's payment and compensation or payments from other sources during the period exceed the amount of an employee's normal salary, and the employee has a duty to advise the College of all sources of employment-related compensation during the term of the leave;
- An application for professional development leave shall be submitted in writing to an employee's supervisor at least six (6) months prior to the proposed commencement date;
- All applicants will be notified in writing by the President or designate, as to the disposition of the application for professional development leave;
- An applicant who is denied professional development leave shall be notified in writing of the reasons for the denial.