Faculty Survey Report:

Prepared for the Child Care Human Resources Sector Council Training Strategy Project

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**Child Care
Human Resources
Sector Council**

The opinions and interpretations in this publication are those of the author and
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TABLE OF CONTENTS

1.   INTRODUCTION

This report is one of a number of background documents prepared for the Child Care Human Resources Sector Council Training Strategy Project. It describes the findings from a survey of early childhood education faculty in 17 post-secondary institutions across Canada, undertaken in the summer and fall of 2006..

 The report is organized into five sections:
- An introduction to the Training Strategy Project and the faculty survey
- A profile of the faculty who participated in the survey
- Faculty perceptions and attitudes about students
- A discussion of the notable trends
- Summary comments and conclusions

The Training Strategy Project
The Child Care Human Resources Sector Council (CCHRSC), with the support of Human Resources and Social Development Canada (HRSDC), conducted the Training Strategy Project (January 2006-July 2007) to develop a sustainable and effective strategy to improve the quality and consistency of training for the early childhood education and care sector in Canada.

The Training Strategy Project (TSP) built upon the results and findings of two pan-Canadian child care sector studies: *Our Child Care Workforce: From Recognition to Remuneration* (1998) and the Labour Market Update *Working for Change: Canada's Child Care Workforce* (2004) as well as international and national research findings about the need for accessible and relevant post-secondary training and professional development opportunities for early childhood educators. The TSP aimed to better understand current ECE training and needs in each province and territory, identify innovative practices as well as gaps in training, and develop options to meet the current and future training needs of the child care workforce.

In order to gain an understanding of current needs and trends with respect to training, the TSP was interested in learning about the experiences and perspectives of students and faculty in Early Childhood Education (ECE) programs at selected post-secondary institutions. Early Childhood Education (ECE) students and faculty – along with employers and other important stakeholders – all played key roles throughout the TSP, by their participation in student and faculty surveys, focus groups and key informant interviews. As well, the TSP conducted a literature review and environmental scan to identify current trends and practices.

The 2006 Faculty Survey
The 2006 Faculty Survey was one of three surveys conducted during the first phase of the Training Strategy Project.   The two other surveys included one of students from eight post-secondary institutions across the country, who were about to graduate with an Early Childhood Education (ECE) credential, and one of ECE graduates from 10 post-secondary institutions, who

had been surveyed in 2003, just before graduation, as part of the CCHRSC Labour Market Update study.

Faculty who were teaching in ECE departments at 17 different post-secondary institutions across Canada participated in this survey, including the eight colleges that were involved in the Training Strategy Project's 2006 Student Survey, and nine colleges that participated in the Labour Market Update. The participating post-secondary institutions are listed in Table 1.

While the post-secondary institutions chosen for participation in the 2006 Faculty Survey were not intended to provide a representative sample of faculty from across Canada, they do portray a variety of programs and delivery models, including one-year certificate, two-year diploma and the Québec three-year Diplôme d'études collégiales (DEC) programs; full-time, part-time, continuing education and distance education; accelerated, workplace and intensive programs; and Attestation programs (Québec). These post-secondary institutions provide services in both urban and rural areas, and in both English and French languages.

As well, faculty who participated in the survey included those who teach on a regular full- or part-time basis; and those who teach on a full- or part-time sessional or contract basis.

The project team worked with ECE program chairs at each post-secondary institution to coordinate the implementation of the survey.   Each coordinator identified the total number of ECE faculty in their institution and either provided email addresses of the faculty to the project team, or distributed information about the survey on behalf of the project team. Faculties were given the option of completing the survey electronically or being sent a paper copy to complete.

In total, 249 faculties were contacted. Nine faculties were either away during the survey period, or responded that they only taught one course and did not feel sufficiently informed about the issues to respond. Responses were received from 159 faculties, resulting in an overall response rate of 66%, with a range from a low of 28% to a high of 100%. Faculty responded between May and August 2006, and almost all participants completed the survey using an on-line format. The project team was required to apply to the Research Ethics Board of seven colleges, which resulted in some minor variations on the conditions under which the survey was presented to faculty.

Table 1: Colleges Participating in the 2006 Faculty Survey	
College	**Number of Respondents**
College of the North Atlantic, NL	7
Holland College, PE	4
Institute for Human Services Education, NS	6
Le Collège communautaire du Nouveau-Brunswick, NB	4
CEGEP Jonquiere, QC	8
CEGEP Ste-Foy, QC	6
CEGEP du Vieux Montréal QC	10
Algonquin College, ON	10
George Brown College, ON	19
Red River College, MB	17
Assiniboine College, MB	20
Saskatchewan Institute of Applied Science and Technology, SK	13
Grant MacEwan College, AB	9
Red Deer College, AB	7
University College of Fraser Valley, BC	3
Vancouver Community College, BC	10
Yukon College, YT	4
Other (respondent did not identify college)	2
Total Respondents	**159**

The 2006 Faculty Survey included 45 questions designed to gather information about:

1. *Faculty members themselves, including*
   - Type of program and delivery model in which they taught
   - Employment status and factors that influenced their choice of teaching program
   - Prior education and experience
   - Involvement in professional development activities
   - Job satisfaction and future plans
   - Demographics
2. *Faculty perceptions and attitudes about students and child care, including:*
   - Recent trends in student population
   - Relevance of curriculum to skills required
   - Student preparedness at graduation
   - Practicum placements
   - Quality of child care, including directors' leadership and management skills
   - Adequacy of current provincial regulations regarding training

As well, the survey included open ended questions about rewarding aspects of faculty members' work, challenges both to their work and to their program, and thoughts about how curriculum

might be improved to better meet the needs of ECEs as they move into paid employment within the child care sector.

The main objectives of this report are to:
- Examine the characteristics of ECE faculty, including demographic information, previous education, prior work experience and reasons for entering the program
- Better understand faculty views about their work and their plans for the future
- Explore the opinions of faculty on the match between curriculum and skills needed by ECEs; characteristics of ECEs entering post-secondary training; and adequacy of current regulatory frameworks regarding training requirements
- Examine notable trends by faculty age, previous education, employment status and teaching experience, as well as delivery model and program type in which they are teaching
- Identify areas for further exploration in focus groups and key informant interviews conducted in Phase II of the Training Strategy Project

2. PROFILE OF ECE FACULTY PARTICIPATING IN THE TRAINING STRATEGY PROJECT

Respondents

There were 159 respondents to the survey, representing 17 post-secondary institutions from 10 provinces and one territory. The number of respondents by institution ranged from three at University College of the Fraser Valley to 20 at Assiniboine College, and from a 28% response rate from the Institute for Human Services Education (IHSE) to 100% at Holland College.

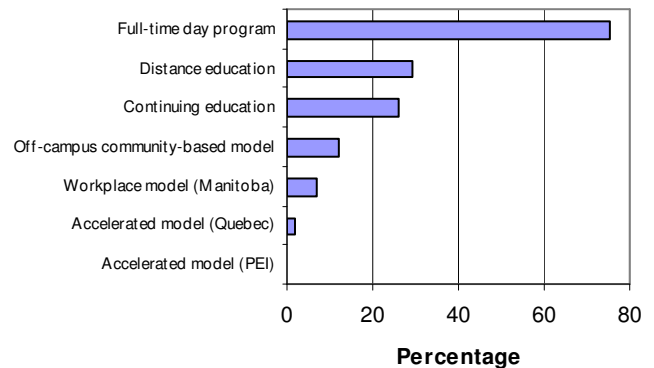### Demographics of Respondents

- 96.5% female
- Age:
  - 10% 35 or under
  - 31% 35 to 45 years old
  - 45% 46 to 55 years old
  - 14% Over 55 years old
- 87% born in Canada
  - Most common other countries:
    - United Kingdom
    - United States
- Language while growing up
  - 75% English
  - 19% French
  - 7% other (Ukrainian, German most common)

Status at PSI

- 54% - Regular full-time
- 10% - Regular part-time
- 12% - Full-time sessional/contract
- 24% - Part-time sessional/contract

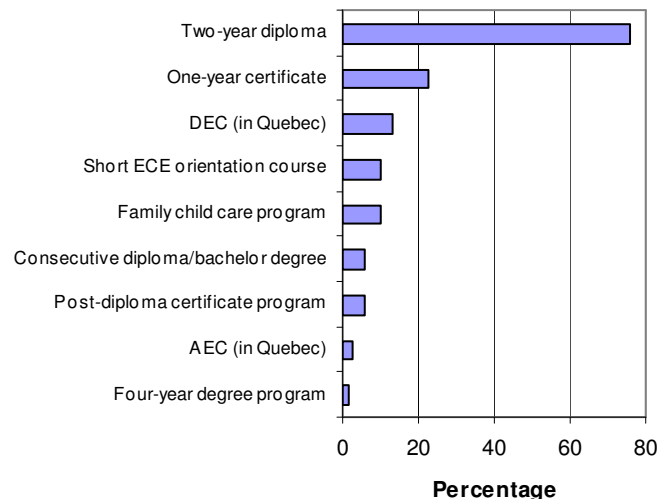- 25% - Ever been Program Coordinator
- 12% - Currently Program Coordinator

- Three-quarters of respondents taught students in a full-time day program model
- Distance and continuing education models were next most common, at 29% and 23%, respectively

Program Models Taught by Respondent

- Three-quarters of faculty taught students enrolled in a two-year diploma program
- A one-year certificate program was next most common, at 23%

Programs that Respondents' Students are Enrolled In

Highest Academic Credential

 1% - College certificate
11% - College diploma
47% - Undergraduate degree
36% - Masters degree
 5% - Doctorate

Major Field of Study for Highest Credential

Doctorate
➢ Education

Masters
➢ Education
➢ ECE
➢ Adult education

Bachelors
➢ Education
➢ Child and youth care
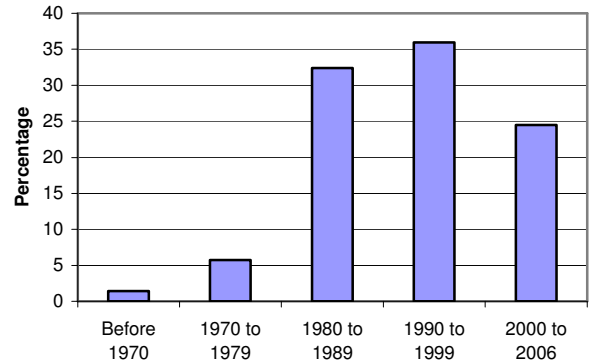➢ Developmental studies
➢ Early childhood education

Memberships in Organizations

42% - Canadian Child Care Federation
14% - Child Care Advocacy Association
        of Canada
17% - Association of Canadian Community
        Colleges
43% - Provincial/territorial child care
        association
57% - Union
26% - Faculty association
24% - Other ELCC-related organizations

Year of Highest Academic Credential
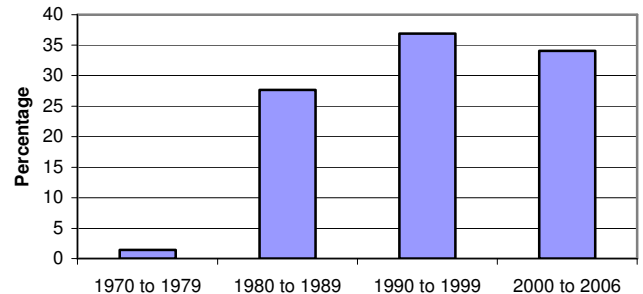
➢ The median year of highest credential was 1993

Year Highest Academic Credential Received

First Year Teaching in ECE Department of Current PSI

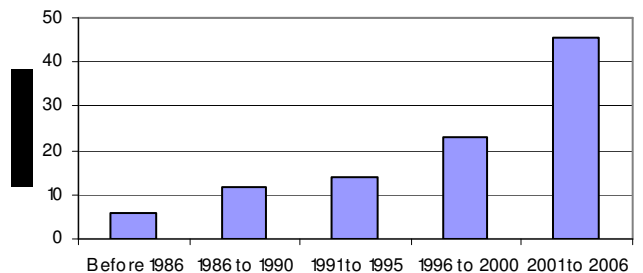➢ The median first year of teaching in ECE at the current PSI was 1995

First Year Teaching ECE at Current PSI

Year Hired in Current Position

➢ The median year hired in the current position was 2000

Year Hired in Current Position

6

Work Hours

Median weekly hours of paid work:

37.5 – Regular full-time faculty
36.4 – Full-time sessional/contract faculty
 9.0 – Regular part-time faculty
 6.0 – Part-time sessional/contract faculty

Median months per year working at the PSI:

10.0 – Regular full-time faculty
10.0 – Full-time sessional/contract faculty
10.0 – Regular part-time faculty
 9.0 – Part-time sessional/contract faculty

Median *weekly* hours engaged in the following tasks (regular full-time faculty only)

12.0 – Teaching students
10.0 – Preparing for classes
 9.0 – Supervising practicum students
 5.0 – Administrative work, on-campus activities
 4.0 – With students outside of class
 4.0 – Communicating with colleagues
 3.0 – Administrative work, off-campus activities

Median *monthly* hours engaged in the following tasks (regular full-time faculty only)

22.0 – Marking papers and exams
 5.0 – Attending staff/department meetings
 3.0 – Serving on PSI committees, and other
        administrative duties
 3.0 – Serving on external committees
 3.0 – Consulting or other ECE-related work
 0.0 – Conducting research
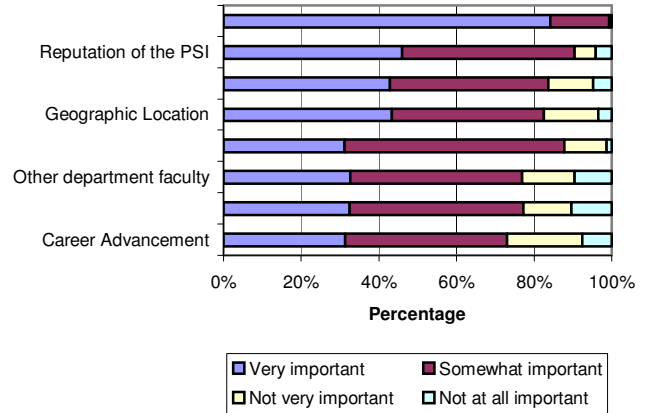
Teaching in Other Departments

➢ 15% of faculty taught in other departments
➢ Education was the most frequent "other" department

Factors in the Decision to Accept a Position

➢ Importance of the work is the most important factor in deciding to accept a position
➢ While all factors were at least somewhat important to most faculty members, the least important factors are: other department members, benefits, and career advancement
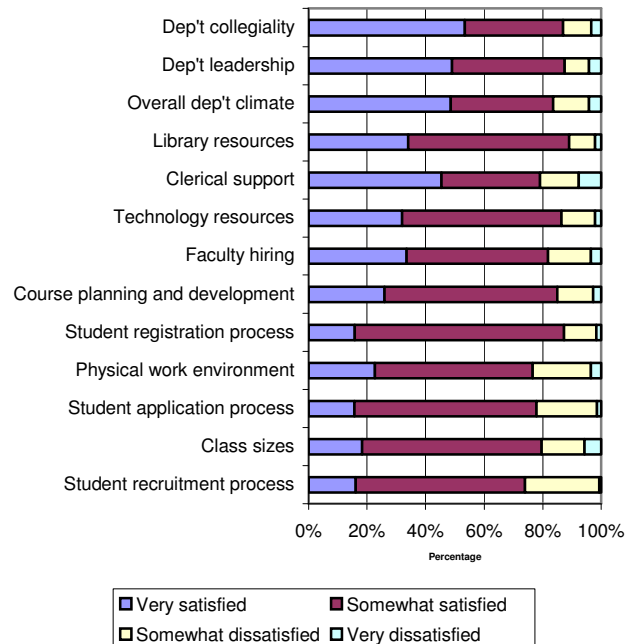
Importance of Various Factors in Decision to Accept a Position at the PSI, Ranked

Satisfaction with Various Aspects of the PSI

➢ Faculty were generally satisfied with all listed aspects, with dissatisfaction rarely above 20%
➢ Satisfaction was highest for factors relating to the department and its members, and lowest for factors relating to student processes
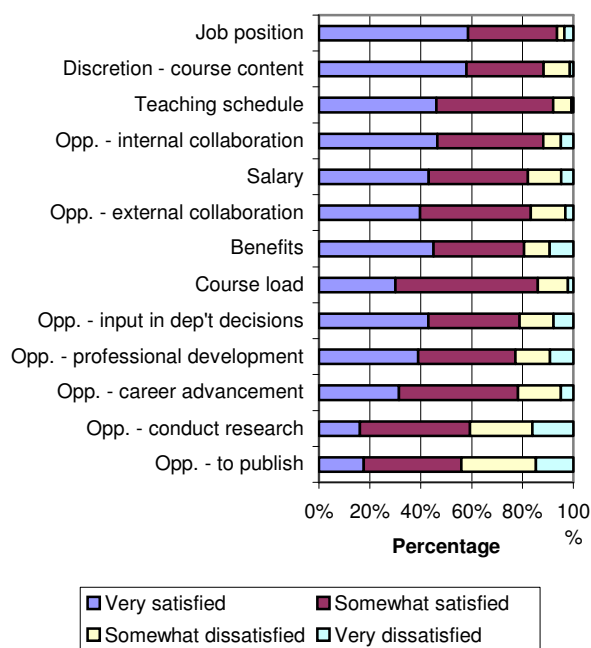
Satisfaction with Various PSI Factors, Ranked

7

Satisfaction with Aspects of Faculty Members' Job at the PSI

➤ ECE faculty were generally satisfied with most aspects of their job at the PSI
➤ The areas of greatest satisfaction were job position, discretion over course content, teaching schedule, and opportunities for collaboration within the department
➤ The areas of least satisfaction were related to research opportunities, career advancement, and opportunities for professional development

Satisfaction with Various Job Aspects, Ranked

Job position
Discretion - course content
Teaching schedule
Opp. - internal collaboration
Salary
Opp. - external collaboration
Benefits
Course load
Opp. - input in dep't decisions
Opp. - professional development
Opp. - career advancement
Opp. - conduct research
Opp. - to publish

0% 20% 40% 60% 80% 100%
Percentage

☐ Very satisfied ■ Somewhat satisfied
☐ Somewhat dissatisfied ☐ Very dissatisfied

Other Work Environment Items

84% - Feel valued by other ECE dep't members
75% - Feel the work environment is supportive
72% - Could ask for flexibility in their teaching load should circumstances require it
57% - Think the administration values the ECE department
52% - Teaching load has increased in last five years
48% - Think that faculty in other departments value the ECE department

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Professional Development Activities, Last Two Years

➤ Essentially all responding faculty took part in professional development activities – including over half who made presentations at workshops and in other settings

Proportion Engaged in Various Professional Development Activities

1% - None
60% - Early Learning and Child Care conference
59% - Attended workshops on teaching methods
57% - Conference or meeting with other faculty
50% - Attended workshops on best practices in Early Learning and Child Care
50% - Presented at workshops on an ECE-related topic
43% - Attended workshops on research on Early Learning and Child Care
42% - Attended workshops on curriculum
29% - Attended workshops on government policy or regulations
21% - Other professional development (e.g., graduate work, international work)

Various Activities, Past Five Years
Percentage of Faculty Engaged in Each Activity

	All faculty	Regular F/T faculty
Designed a new course by myself	43%	51%
Designed an new course in collaboration with others	44%	53%
Updated or revised one or more courses	76%	77%
Worked with other depts. to develop common curriculum materials	23%	27%
Attended a workshop on new teaching methods or technologies	73%	83%
Met with gov't representatives to review training requirements	31%	40%
Met with gov't representatives to plan new child care policies or initiatives	28%	38%
Presented information to gov't to advocate for policy change	24%	34%

8

Job Areas Where Faculty Have Ever Worked

75% - Staff in a child care centre
46% - Director of a child care centre
32% - Teaching position, different PSI
29% - Different teaching position, current PSI
20% - Family child care provider
19% - Work at another ELCC program
10% - Researcher
 5% - Work as an ECE licensing official
 3% - Work on ECE policy in government

43% - Other, including:
  ➤ Teaching in the public school system
  ➤ Family support worker
  ➤ Home visitor
  ➤ Child Life Specialist

Main Job Immediately Prior to Current Position

21% - Director of a child care centre
15% - Staff in a child care centre
11% - Different teaching position, current PSI
10% - Teaching position, different PSI
 2% - Work as an ECE licensing official
 2% - Researcher
 1% - Family child care provider
 1% - Work on ECE policy in government
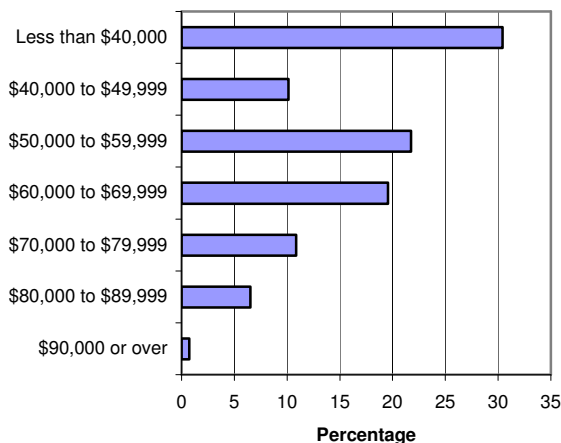 1% - This was a first job
 1% - Work at another ELCC program

33% - Other, including:
  ➤ Teaching in the public school system
  ➤ Coordinating various social services
  ➤ Coordinating various ECE-related services
  ➤ Many varied jobs

Gross Annual Salary from ECE Faculty Position

Median salary range by employment status:
  ➤ Regular F/T faculty $60,000 - $69,999
  ➤ Regular P/T faculty   Under $40,000

  ➤ F/T sessional faculty $40,000 - $49,999
  ➤ P/T sessional faculty   Under $40,000

Gross Annual Salary From ECE Faculty Position

Most Rewarding Aspect of the Work

87% - Working with students
16% - Working with colleagues
14% - Classroom teaching
 7% - Staying current
 5% - Course planning
 5% - Linking with the sector and community
 2% - Impacting the quality of child care
 1% - Children

Greatest Strengths of the Program

57% - Faculty
31% - Pedagogy
18% - Course content
15% - Practicum
21% - Delivery model
 9% - External relations
 7% - PSI infrastructure
 4% - Students

Areas Where the Curriculum Could Be Strengthened

22% - Additional curriculum content
17% - Professionalism
16% - Streamline curriculum content
16% - Special needs
16% - Curriculum for ECE programs
16% - General skills
12% - Incorporate research and policy changes
 9% - Practicum quality and/or quality
 9% - More time (e.g., course hours)
 6% - PSI infrastructure

Areas of Training for Directors Not Included in a Standard ECE Credential

49% - Human resource management
26% - Leadership and mentoring
23% - Financial
17% - Administration
14% - Communication skills
14% - Additional credential
 7% - Special needs
 7% - Quality assurance / evaluation
 5% - Curriculum development
 4% - Policy and working with government
 3% - Advocacy

Five Years From Now…

57% - Teaching in current position
10% - Retired
 8% - Promoted within the department
 5% - Employed in an ELCC-related job, but not in post-secondary
 3% - Employed in a non-ELCC-related job, but not in post-secondary
 2% - Teaching, different department, same PSI
 2% - Teaching at a different PSI
 1% - Going to school
11% - Other (primarily multiple responses)

Greatest Challenges of the Program

23% - Structural issues (e.g., class size, space, scheduling, IT)
18% - Student academic abilities
16% - Faculty work environment (e.g., pay, benefits, prep time, workload)
16% - Course content (current, consistent, quality)
15% - Status of child care/ELCC
13% - Poor quality practicum settings
10% - Student non-academic needs
 7% - Student recruitment and retention
 6% - Too much content
 5% - Financial restraints

Occupational Standards for Practitioners

➢ 67% of faculty were familiar with the Occupational Standards. Of those who were familiar with them:
  o 25.7% used them to review curriculum or courses
  o 24.3% integrated them into the curriculum or into a course
  o 20% used them as resource or reference material
  o 18.5% indicated that they had little or no impact
  o 10% used them as a tool for self reflection or self assessment
  o 4.3% used them to reinforce course goals

Knowing what you now know…

➢ 88% of faculty would still choose to teach ECE, vs. 1% who would not (11% not sure)

Primary Intended Work Setting for Graduates

89% - Regulated child care for children 0 to 6
61% - School age child care
53% - A broad range of ECE settings
26% - Kindergarten and/or pre kindergarten
10% - Other (e.g., family child care, special needs settings, family resource programs)

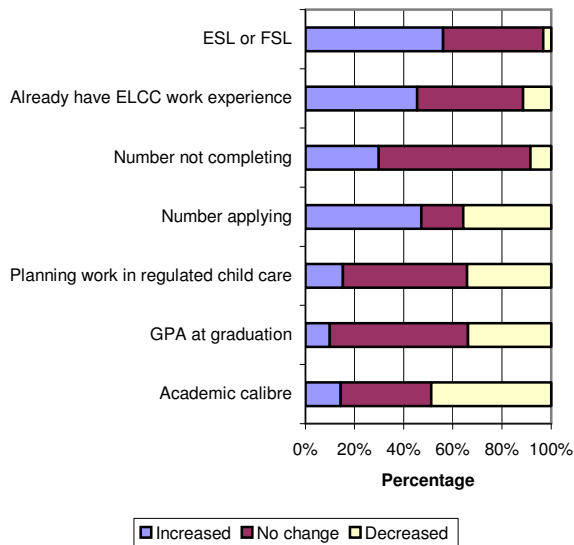### Faculty Perceptions on Changing Characteristics of Students

Compared to five years ago…
There has been a perceived increase in students who:
- o Have neither English nor French as their first language
- o Have prior ELCC work experience
- o Do not complete their ECE program

And there has been a perceived decrease in:
- o The academic calibre of accepted students
- o Students' GPA upon graduation
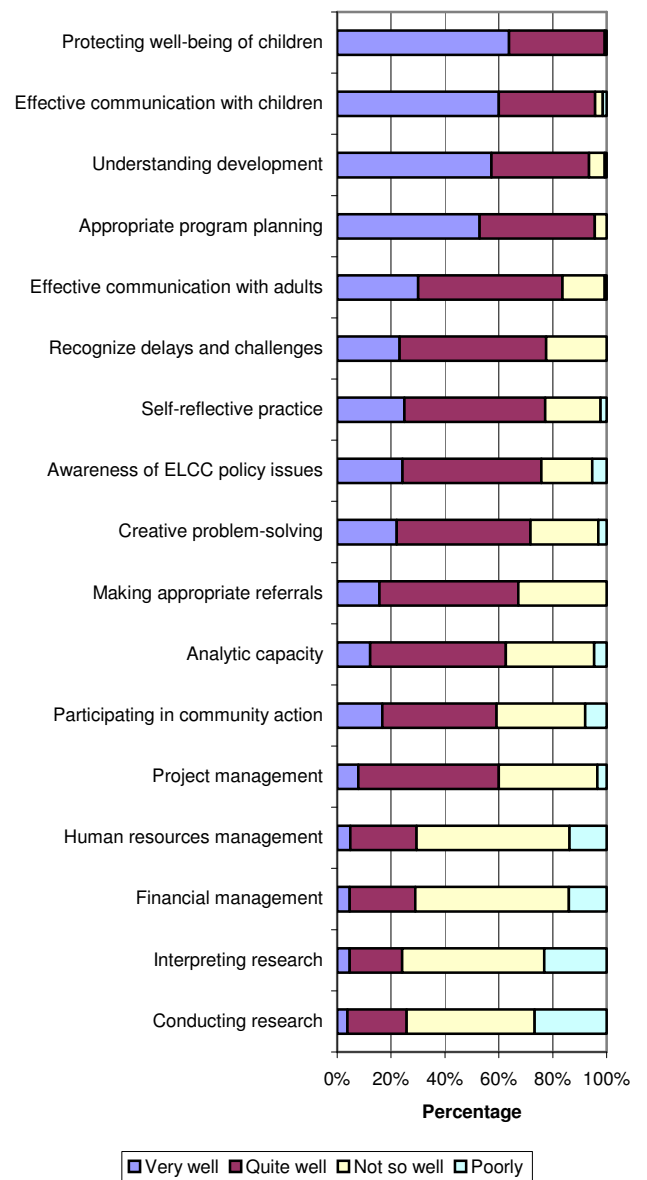- o Students planning on working in regulated child care

Comparing Today's ECE Students to Five Years Ago

How Well ECE Curriculum at PSI Provides Students With Adequate Skills

- ➢ The four curricular areas where faculty clearly rate most their PSIs most positively all relate to direct work with children
- ➢ There were also four curricular areas where ratings are clearly most negative, relating to research, and management of human resources and finances
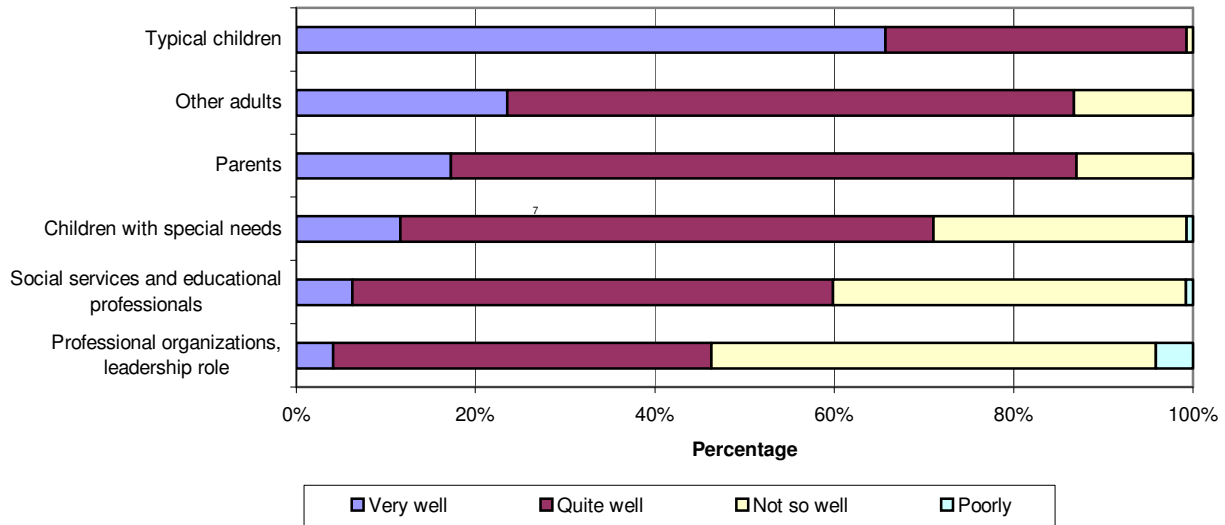
Rating - How Well ECE Curriculum Provides Students With Adequate Skills
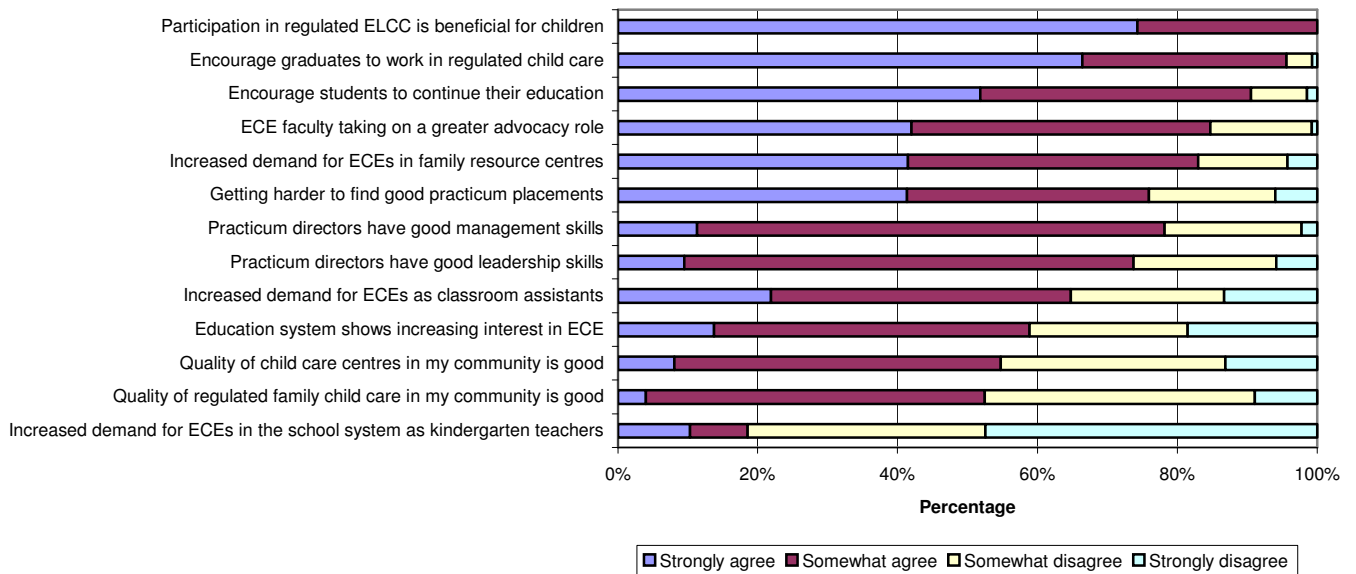

11

How Well Prepared Students Are At Graduation

➢ Faculty felt that at graduation, students were very well prepared to work with typical children, somewhat well prepared to work with parents and other adults in the work environment, and relatively less well prepared to work with children with special needs, professionals, and especially to take leadership roles in professional organizations.

How Well-Prepared Students Are At Graduation to Work With Various Groups

Opinions on a Variety of Topics

Faculty Opinions

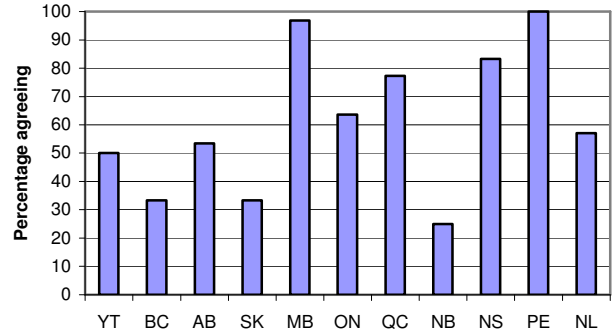## Perceived Adequacy of Provincial/Territorial Regulations, Overall

➢ 33% thought the length of ECE training was inadequate for front-line staff
➢ 69% thought that the length of ECE training was inadequate for child care directors
➢ 57% thought that the minimum proportion of trained staff at each facility was inadequate

Provincial/territorial breakdowns for this question are shown on the right of this page
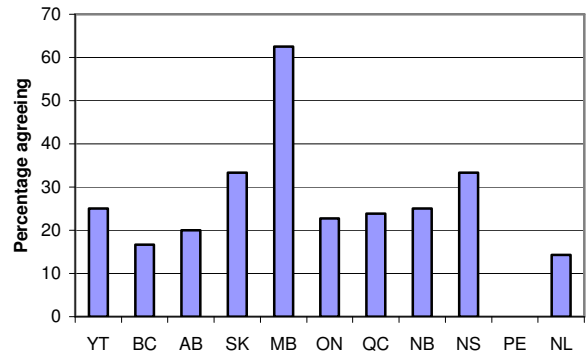
Perceived Adequacy of Provincial/Territorial Regulations, by Province

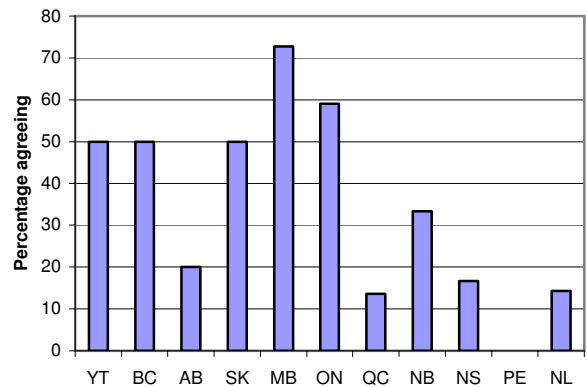(Note: Number of respondents less than 5 for PE, NB, YT)

Length of Training for Front-line Staff is Adequate, by Province/Territory

Length of Training for Directors is Adequate, by Province/Territory

Minimum Proportion of Trained Staff is Adequate, by Province/Territory

4.   NOTABLE TRENDS

The previous two sections reflect the responses from 159 ECE faculties for many of the questions in the Training Strategy Project Faculty Survey. However, sometimes the pattern of results depended on different factors, such as previous education and experience, status of employment, place of birth, and the program model and delivery type in which the faculty member was working.

This section illustrates notable trends relating to these factors, for selected sections of the survey. A trend is defined as notable if there were substantial differences in the results when comparing different subgroups of students, such as age groups. A difference is defined as substantial for our analysis if there was at least a 9% gap between two of the subgroups.

FACULTY CHARACTERISTICS

Many of the differences in responses were related to level of education, employment status, teaching experience, and place of birth. Therefore, it is useful to understand how these characteristics define the 159 ECE faculty members who participated in this survey.

Survey responses indicated that age, level of education, length of teaching experience at the PSI, and place of birth were associated with employment status. Those teaching, as regular full-time faculty members were more likely to be older, have higher levels of education, have more teaching experience, and be born in Canada. Figure 4.1 shows that regular full-time faculty are more likely to be over 50 years old, while younger faculty are more likely to be working on a part-time or sessional basis:

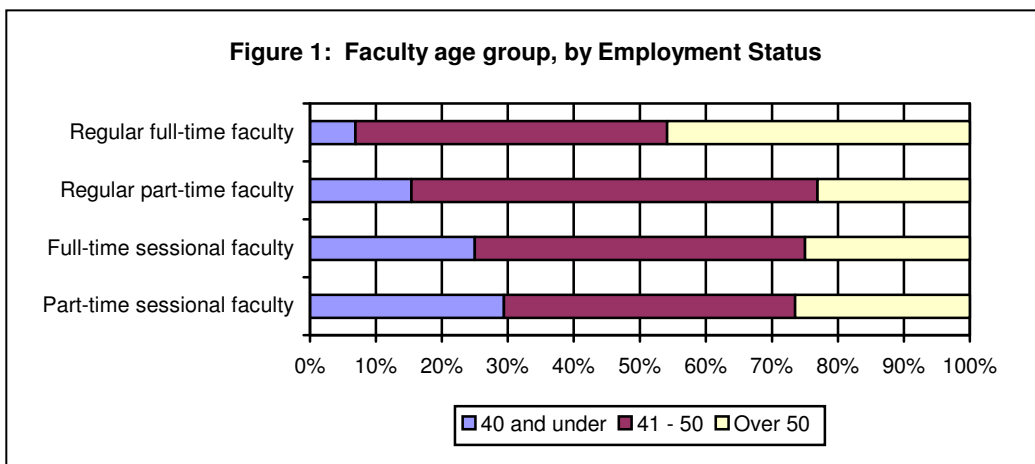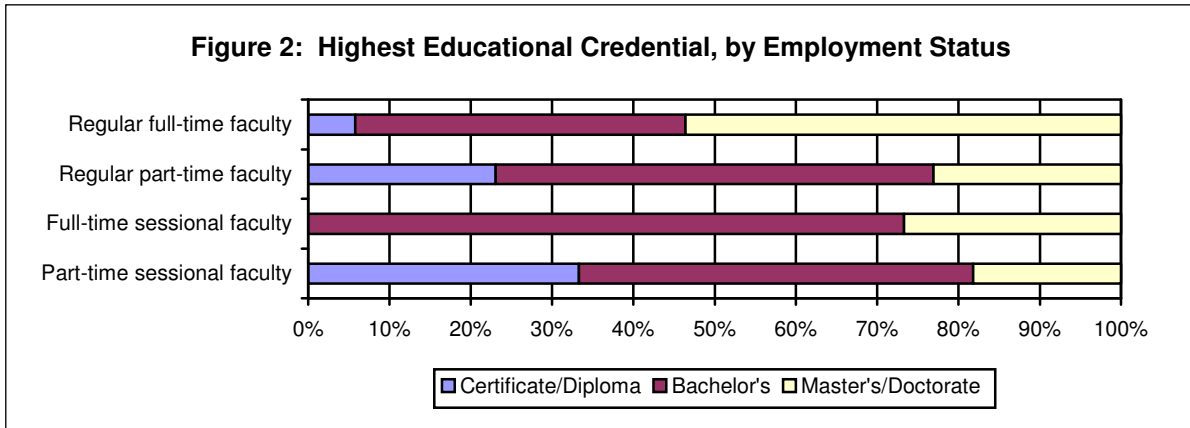Figure 1: Faculty age group, by Employment Status

14

Figure 4.2 shows that higher levels of education had an impact on employment status, in that those with higher levels of education tended to be employed in regular full-time positions. Full-time faculty members were more likely to have a graduate degree than in other employment categories. Over half the full-time faculty had a graduate degree. Faculty members with certificates or diplomas were more likely to be employed in part-time positions.

Figure 2: Highest Educational Credential, by Employment Status

Regular full-time faculty
Regular part-time faculty
Full-time sessional faculty
Part-time sessional faculty

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

☐ Certificate/Diploma ■ Bachelor's ☐ Master's/Doctorate

Experience in teaching is associated with employment status, as those faculty members with more teaching experience at their current PSI were more likely to be employed on a regular, full-time basis. Almost half the regular full-time faculty had been teaching at their current PSI before 1990, and close to 70% of those employed on a part-term sessional basis had been at their PSI since 2000.

Figure 3: Year First Taught in ECE Department at this PSI, by Employment Status

Regular full-time faculty
Regular part-time faculty
Full-time sessional faculty
Part-time sessional faculty

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

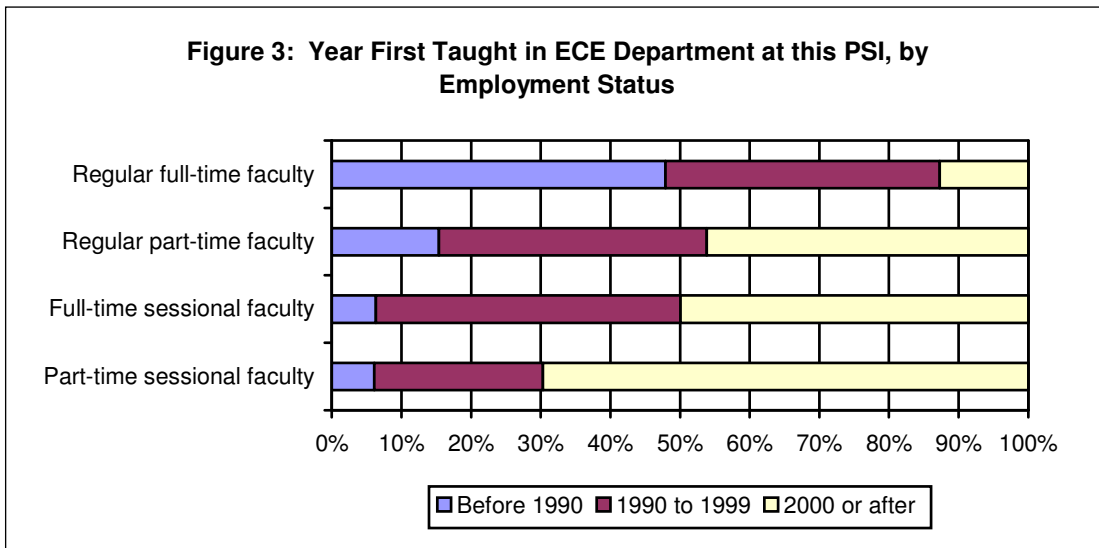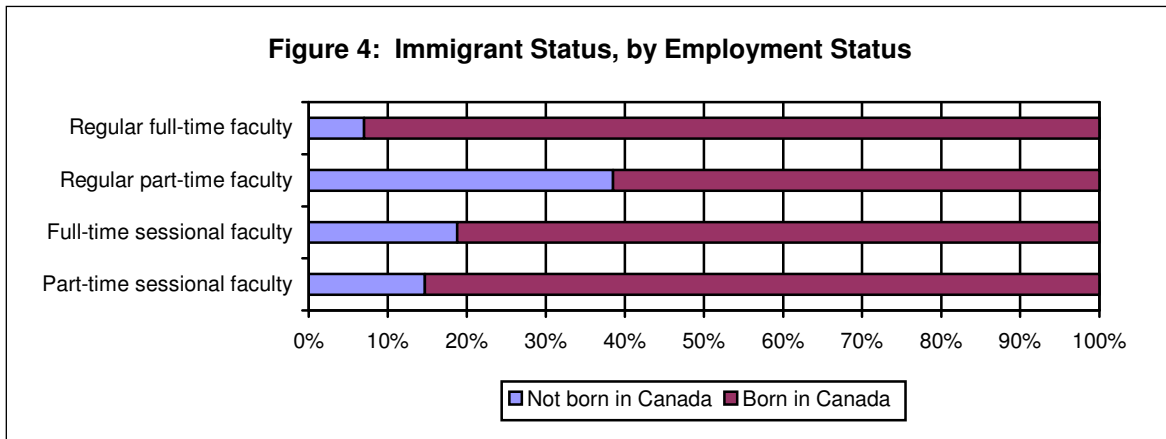☐ Before 1990 ■ 1990 to 1999 ☐ 2000 or after

15

Figure 4.4 shows that ECE faculty members not born in Canada were more likely to be employed as regular part-time faculty than full-time. Overall, 13.4% of ECE faculty were not born in Canada; however, only 7% of regular full-time faculty were not born in Canada, while 38.5% were regular part-time faculty.

Figure 4: Immigrant Status, by Employment Status

Financial remuneration was directly linked to employment status, and to levels of education. Figure 4.5 shows that higher annual salaries were associated with regular full-time employment status, while Figure 4.6 shows that those with lower educational attainment had lower salaries.
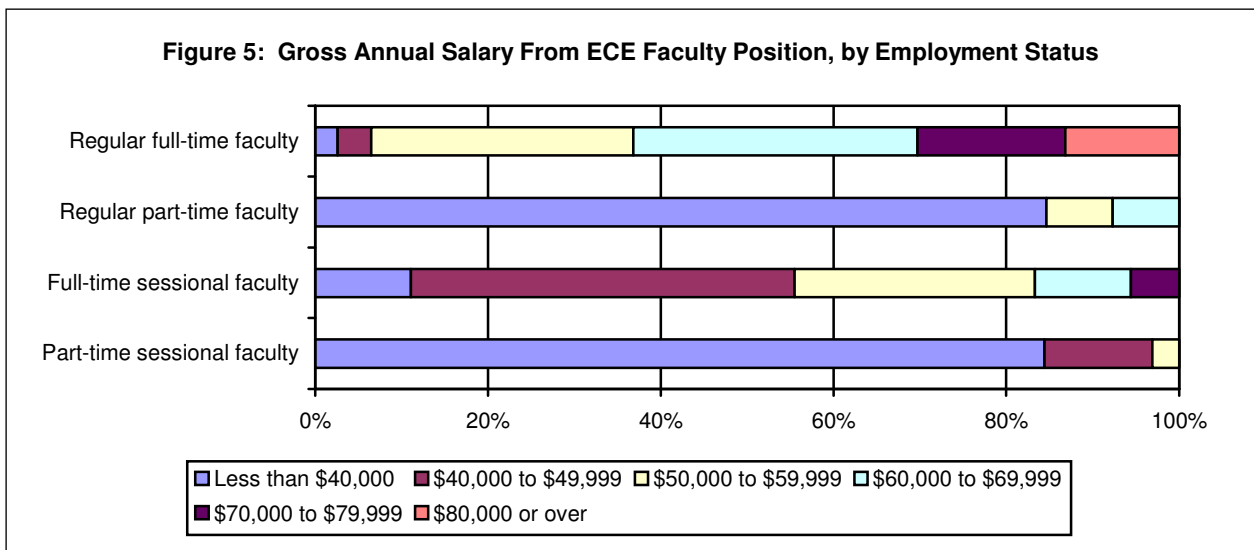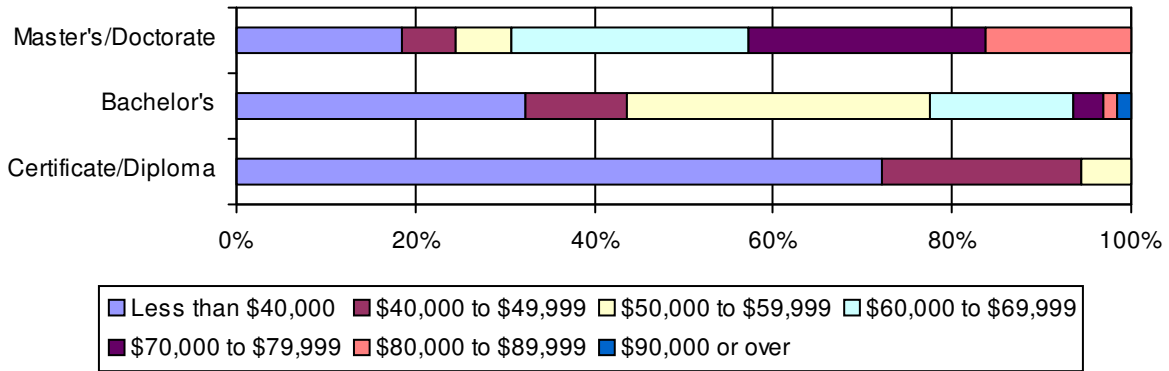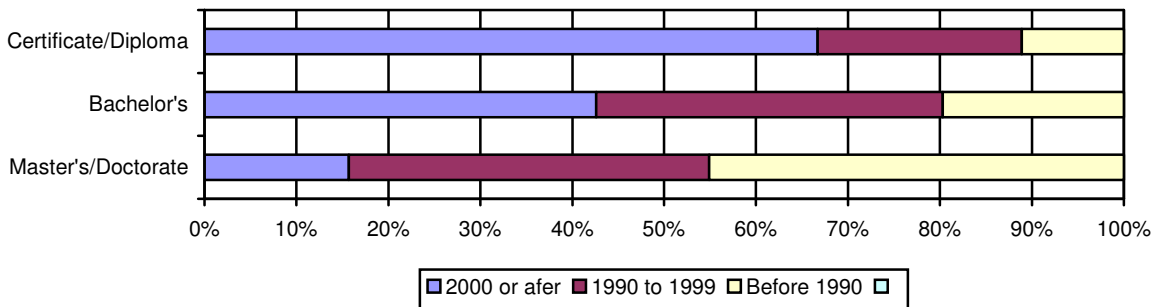
Figure 5: Gross Annual Salary From ECE Faculty Position, by Employment Status

Figure 6: Gross Annual Salary From ECE Position, by Educational Attainment

	Less than $40,000	$40,000 to $49,999	$50,000 to $59,999	$60,000 to $69,999	$70,000 to $79,999	$80,000 to $89,999	$90,000 or over

Education levels were also related to length of experience at the current PSI. Figure 4.7 shows that faculty with a certificate or diploma were more likely to be at their current PSI for six years or less. On the other hand, those with a graduate degree were more likely to have been at their PSI since 1990 or before.

Figure 7: Experience by Education Levels

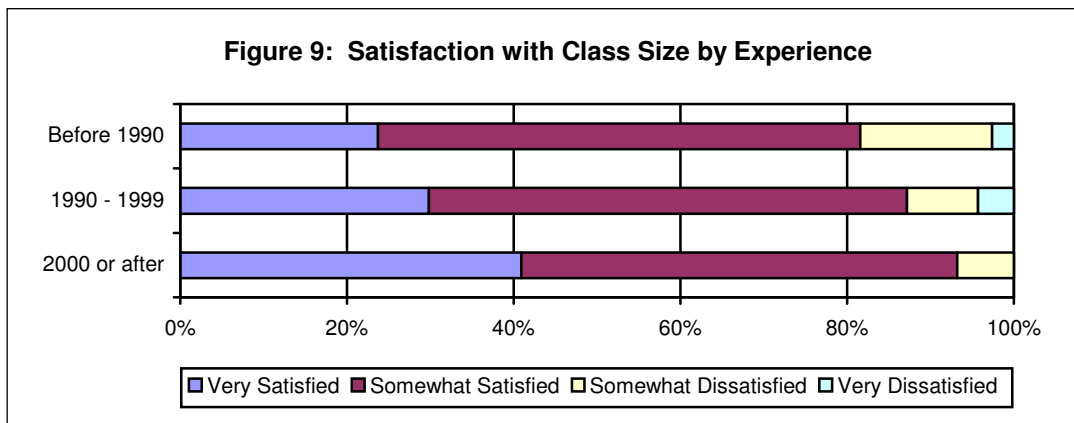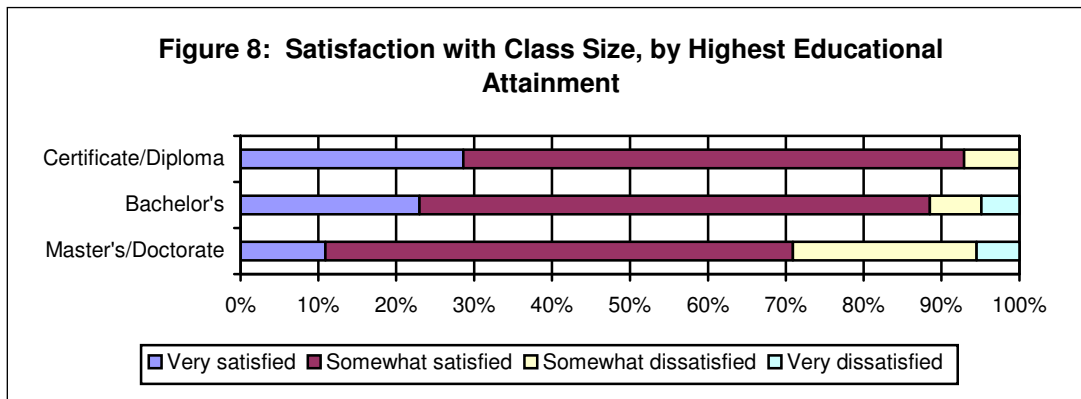|	2000 or afer	1990 to 1999	Before 1990	

The survey results suggest that the above characteristics were related to levels of satisfaction among faculty members on such issues as class size, course load, job position, and opportunities for research. As well, these characteristics were associated with faculty's perceptions of students, curriculum, and students' overall preparedness for employment. These differences are explored in the following sections of this report.
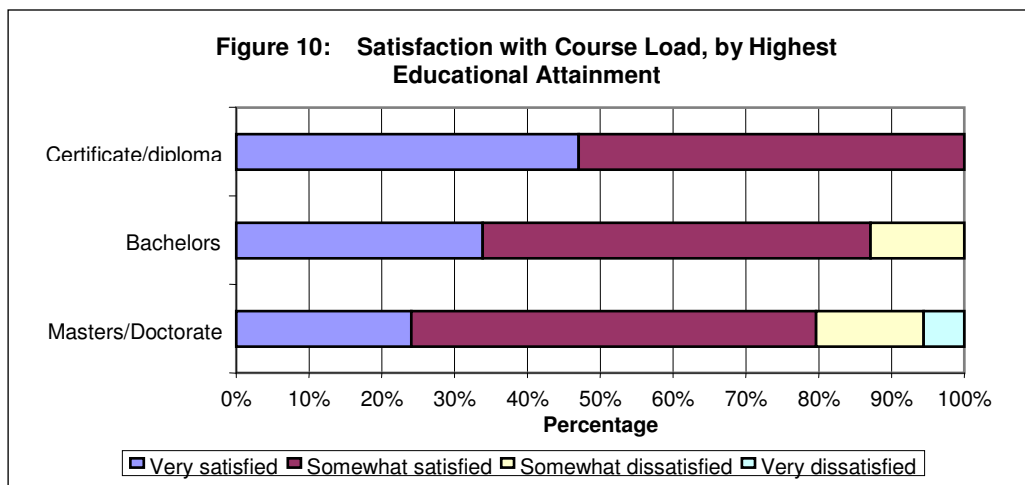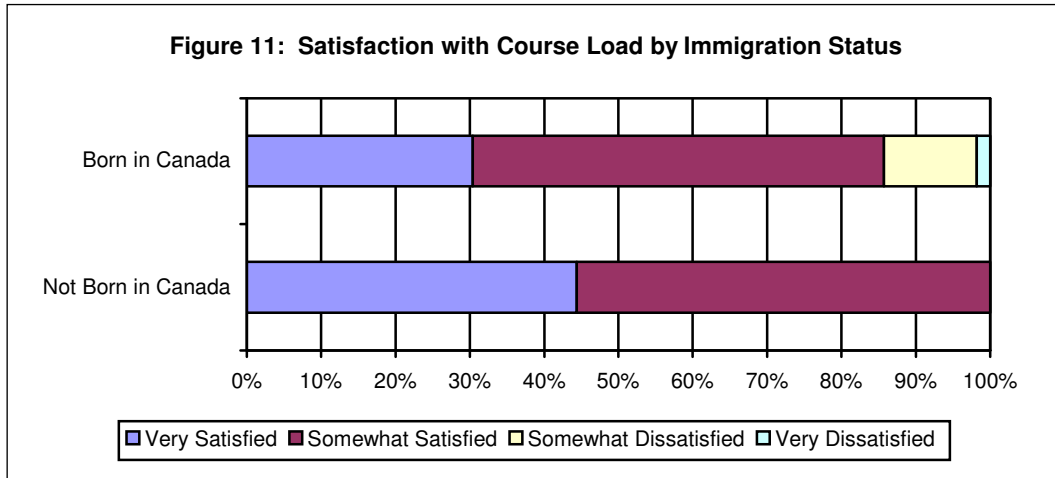
17

LEVELS OF SATISFACTION AMONG ECE FACULTY

Class Size, Course Load

The survey results suggest that higher levels of education and length of teaching experience were associated with faculty satisfaction with class size. Those with higher levels of education were more likely to express dissatisfaction with class size (Figure 4.8) as were those with more years of teaching experience. (Figure 4.9).

Figure 8: Satisfaction with Class Size, by Highest Educational Attainment

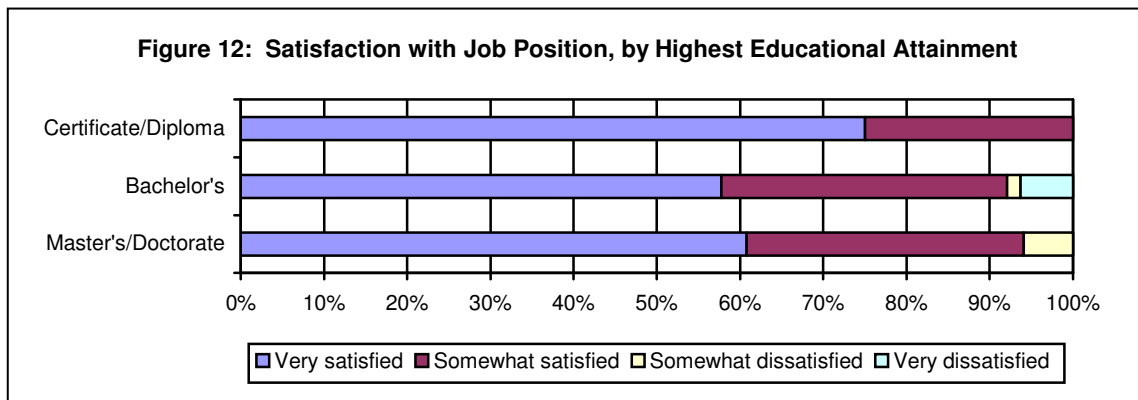**Figure 9: Satisfaction with Class Size by Experience**

Satisfaction with course load was related to both highest educational attainment and immigration status. Those with higher education levels (Figure 4.10) and those who were born in Canada (Figure 4.11) were more likely to express dissatisfaction with course load.

Figure 10: Satisfaction with Course Load, by Highest Educational Attainment

18

Figure 11: Satisfaction with Course Load by Immigration Status

	Very Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Very Dissatisfied

(Horizontal bar chart comparing "Born in Canada" and "Not Born in Canada" on a 0%–100% scale)
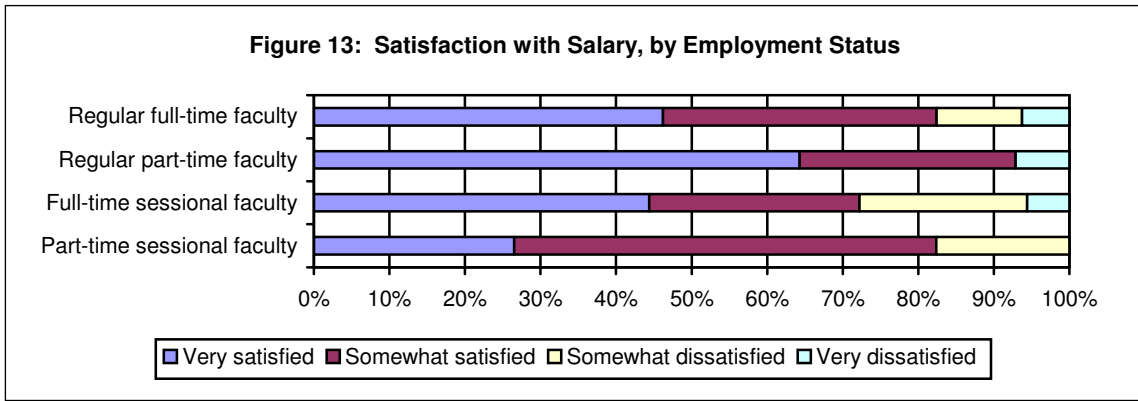
Job Positions

Faculty whose highest credential was a certificate or diploma appeared to be more satisfied with their job positions. For this group, 100% of respondents indicated that they were very satisfied or somewhat satisfied with their job position. Those with Bachelor's degrees expressed the most dissatisfaction:

Figure 12: Satisfaction with Job Position, by Highest Educational Attainment

	Very satisfied	Somewhat satisfied	Somewhat dissatisfied	Very dissatisfied

(Horizontal bar chart comparing "Certificate/Diploma", "Bachelor's", and "Master's/Doctorate" on a 0%–100% scale)
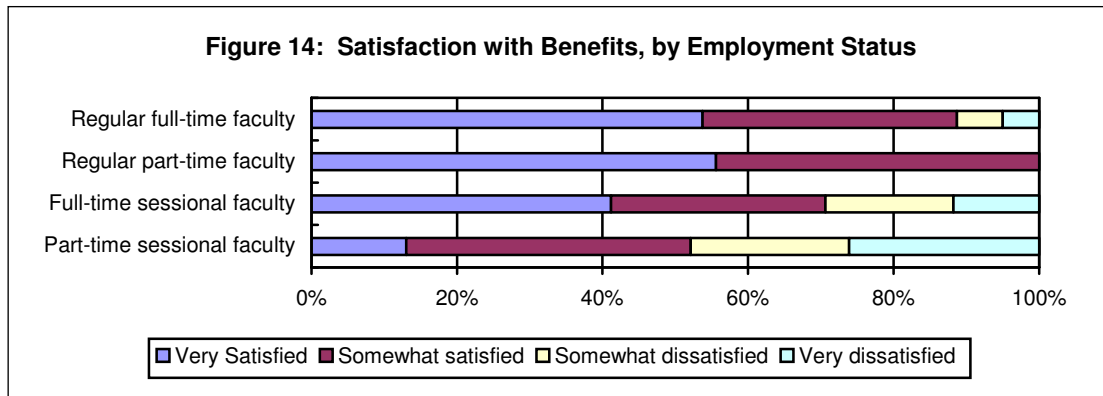
Salaries and Benefits

ECE Faculty employed on both full- and part-time sessional bases expressed greater overall dissatisfaction with salaries and benefits. Figure 4.13 shows that full-time sessional faculty expressed the greatest dissatisfaction; however, the part-time sessional faculty were the only group not to express "very dissatisfied" with respect to salary.

19

Figure 13: Satisfaction with Salary, by Employment Status

| Regular full-time faculty | Regular part-time faculty | Full-time sessional faculty | Part-time sessional faculty |

Legend: Very satisfied, Somewhat satisfied, Somewhat dissatisfied, Very dissatisfied
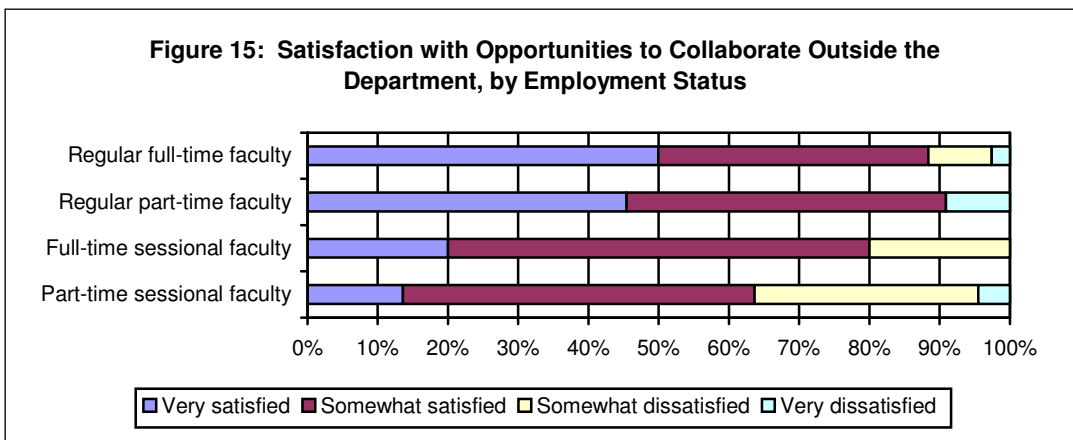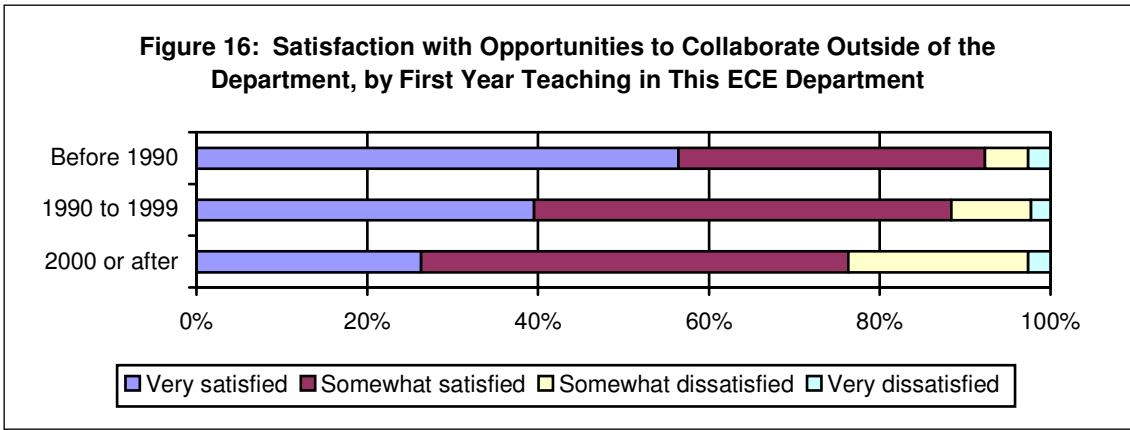
While regular full- and part-time faculty were satisfied with benefits, both full- and part-time sessional faculty expressed greater dissatisfaction. Figure 4.14 shows that almost half of part-time sessional faculty expressed some measure of dissatisfaction with benefits. This is most likely related to the realities of this type of employment status, but it presents a potential challenge in recruiting faculty for these positions.

Figure 14: Satisfaction with Benefits, by Employment Status

| Regular full-time faculty | Regular part-time faculty | Full-time sessional faculty | Part-time sessional faculty |

Legend: Very Satisfied, Somewhat satisfied, Somewhat dissatisfied, Very dissatisfied

Opportunities to Collaborate Outside the Department, Conduct Research, and Have Work Published

While the majority of ECE faculty reported some level of satisfaction with opportunities to collaborate outside of their department, faculty who were employed in either a full- or a part-time sessional capacity were more likely to be dissatisfied with these opportunities. Newer faculty were also more likely to be dissatisfied with these opportunities than were those who had been teaching in their current ECE department before 1990.

Figure 15: Satisfaction with Opportunities to Collaborate Outside the Department, by Employment Status

| Regular full-time faculty | Regular part-time faculty | Full-time sessional faculty | Part-time sessional faculty |

Legend: Very satisfied, Somewhat satisfied, Somewhat dissatisfied, Very dissatisfied

20

Figure 16: Satisfaction with Opportunities to Collaborate Outside of the Department, by First Year Teaching in This ECE Department

As noted in Section 2, opportunities to conduct research and to publish were identified by faculty as the least satisfying aspects of their jobs. Dissatisfaction with opportunities to conduct research was stronger among those with higher levels of education, those who teach on a part-time contract or sessional basis, and among faculty who were not born in Canada. On the other hand, those with longer teaching experience at the current PSI were more satisfied.

Figure 17: Satisfaction with Opportunities to Conduct Research, by Employment Status

Figure 18: Satisfaction with Opportunities to Conduct Research, by First Year Teaching in This ECE Department

21

Figure 19: Satisfaction with Opportunities to Conduct Research, by Highest Educational Attainment

Legend: ☐ Very satisfied ■ Somewhat satisfied ☐ Somewhat dissatisfied ☐ Very dissatisfied
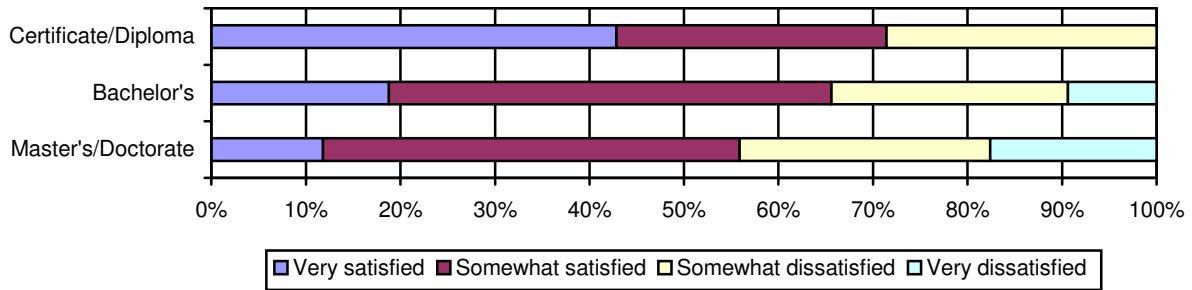
Figure 20: Satisfaction with Opportunities to Conduct Research, by Immigrant Status

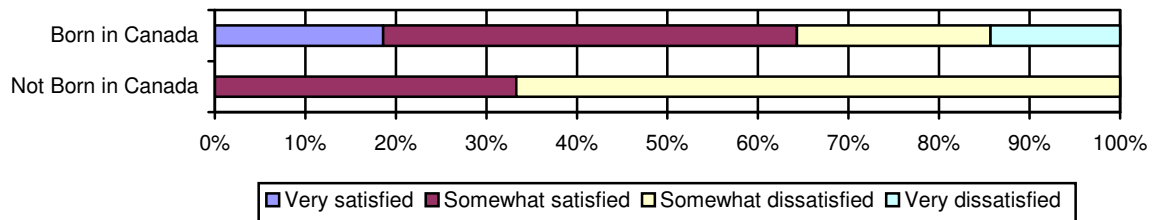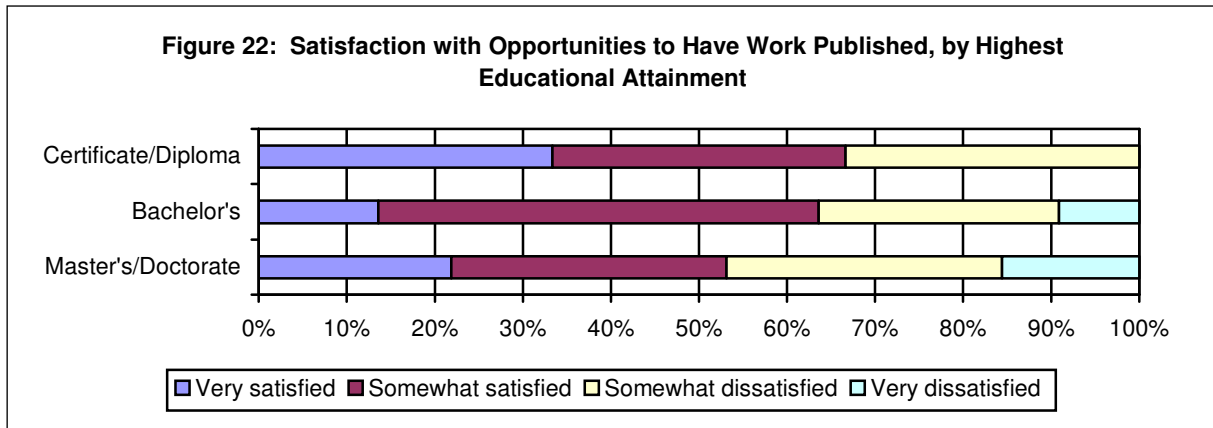Legend: ☐ Very satisfied ■ Somewhat satisfied ☐ Somewhat dissatisfied ☐ Very dissatisfied

Figure 21: Satisfaction with Opportunities to Have Work Published, by Employment Status

Legend: ☐ Very satisfied ■ Somewhat satisfied ☐ Somewhat dissatisfied ☐ Very dissatisfied

Similarly, faculty who teach on a contract or sessional basis, with higher educational attainment, or who were not born in Canada were more likely to be dissatisfied with opportunities to publish.

Figure 22: Satisfaction with Opportunities to Have Work Published, by Highest Educational Attainment

Figure 23: Satisfaction with Opportunities to Have Work Published, by Immigration Status

FACULTY PERCEPTIONS OF STUDENTS AND CHILD CARE

Delivery Model and Program Type

In order to more fully understand the ECE faculty responses noted in Section 3, it is useful to examine the whether differences in faculty perceptions of students and child care were associated with delivery model or program type. Given that number of respondents for some of the delivery models and program types were small, cross tabulations have been reviewed for:

- **Full-time day, continuing education and distance education delivery models**: These models were considered to have sufficient numbers of respondents in order to reliably comment on perceptions. Numbers of respondents for the Workplace Model (Manitoba), Accelerated Models (Québec and Prince Edward Island) and the Off-Campus Community-based Model were considered too small for this level of analysis.

- **Two-year diploma, one-year certificate, and DEC program types**: The number of respondents for family child care, short ECE orientation course, post-diploma certificate

program, Attestation (in Québec), four year degree, and consecutive diploma/bachelor programs were considered too small for this level of analysis.
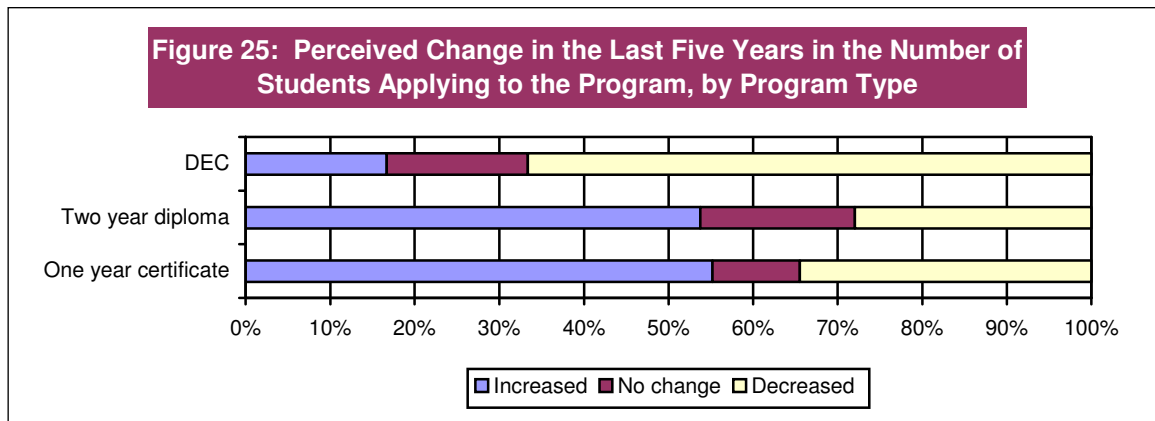
This section of the report will examine notable trends with respect to faculty perceptions of students and child care, and perceived changes over the last five years in:

- Numbers of applicants
- Prior ELCC experience
- First language
- Academic calibre
- Numbers completing the program
- Grade Point Average (GPA) at graduation
- Curriculum and students' skills at graduation
- Student preparedness to work with various groups
- Plans to work in regulated child care
- Plans for further education

Each of the factors above were examined in relation to delivery models and program types.

Numbers of Applicants

Compared to five years ago, the greatest percentage increase in the number of applicants to ECE according to delivery model was reported by those teaching in distance education programs. Among the three delivery models examined, those teaching in continuing education reported the greatest decrease in applicants to the ECE program. Among program types, those teaching in the DEC program reported the smallest increase as well as the largest decrease in applicants.

Figure 25: Perceived Change in the Last Five Years in the Number of Students Applying to the Program, by Program Type

Prior ELCC Work Experience

Faculty members teaching in continuing education were most likely to report a decrease in the number of students with prior ELCC work experience. They were also the least likely to report any increase. Among the program types, faculty in the DEC program was the only group not to report a decrease, while at the same time reporting the largest increase. Faculty teaching in continuing education reported the smallest increase, at just over twenty per cent.

Figure 26: Perceived Change in the Last Five Years in Number of Students Who Already Have Some ELCC Work Experience, by Delivery Model
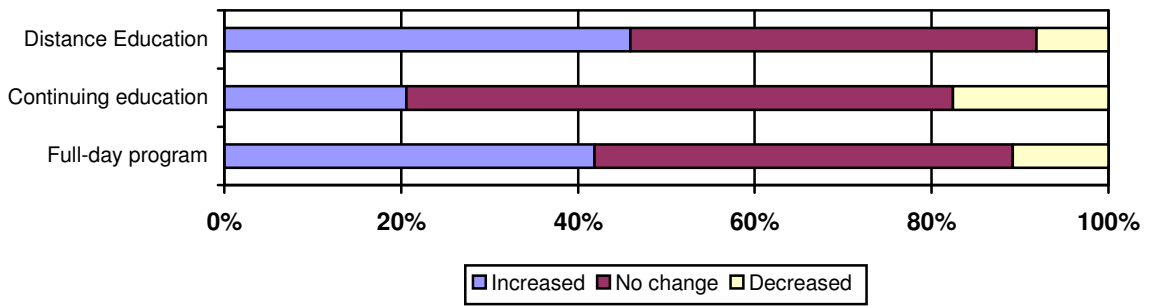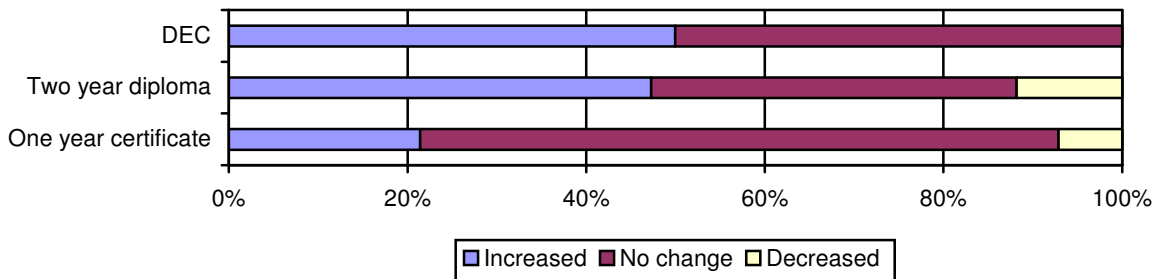
Legend: Increased, No change, Decreased

- Distance Education
- Continuing education
- Full-day program

(0% – 100% scale)

Figure 27: Perceived Change in the Last Five Years in Students Who Already Have Some ELCC Work Experience, by Program Type

Legend: Increased, No change, Decreased

- DEC
- Two year diploma
- One year certificate

(0% – 100% scale)

First Language

ECE faculty in all models reported an increase in the number of students whose first language was neither English or French. However, faculty teaching in continuing education, and those in the DEC program reported the greatest increase.

Figure 28: Perceived Change in the Last Five Years in the Number of Students Whose First Language is Neither English Nor French, by Delivery Model
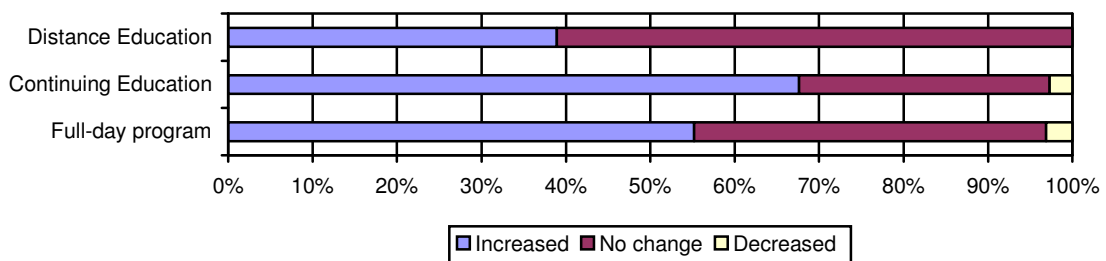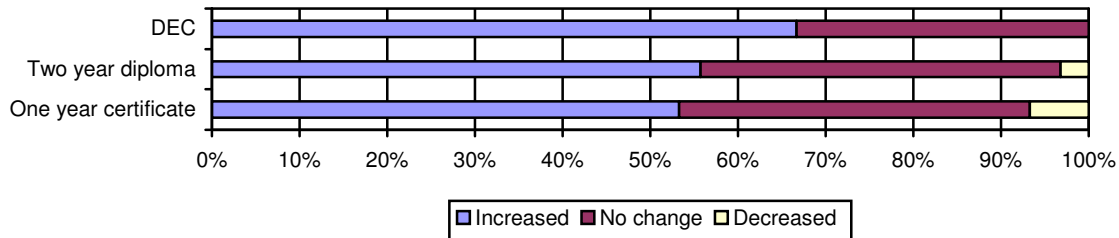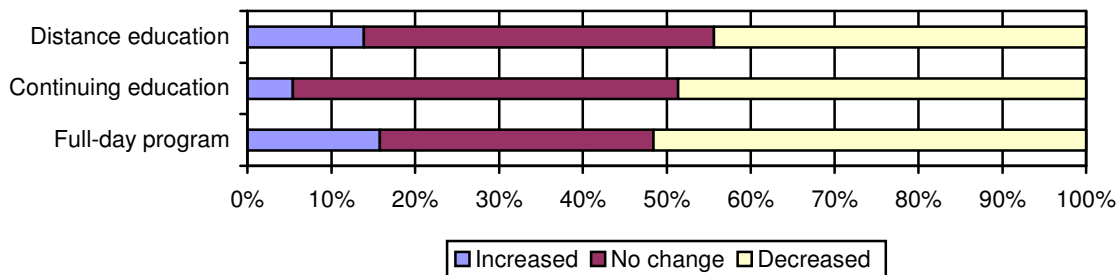
Legend: Increased, No change, Decreased

- Distance Education
- Continuing Education
- Full-day program

(0% – 100% scale)

28

Figure 29: Perceived Change in the Last Five Years in the Number of Students Whose First Langue is Neither English Nor French, by Program Type

(Bar chart showing percentages for DEC, Two year diploma, and One year certificate by Increased, No change, Decreased)

Legend: ■ Increased ■ No change □ Decreased

Academic Calibre of Students

Almost half of all faculty members perceived a decrease in the academic calibre of students entering ECE programs. Those teaching in a full-time day program reported the greatest perceived decrease in academic calibre – at just over 50% of faculty. However, faculty this group also had the greatest perceived increase in academic calibre of students, at 16%. Twenty-eight percent of faculty in the DEC program reported an increase in academic calibre, compared to 11% in the two-year diploma programs and 4% in the one-year certificate programs.

Figure 30: Perceived Change in the Last Five Years in the Academic Calibre of Students Accepted in the Program, by Delivery Model

(Bar chart showing percentages for Distance education, Continuing education, and Full-day program by Increased, No change, Decreased)

Legend: ■ Increased ■ No change □ Decreased

Completion of Program

Among all three delivery models, over 25% of faculty reported that there had been an increase in the numbers of students who did not complete the program. The greatest increases were reported by those teaching in full-time day programs and in distance education – although the difference between the models was not significant. Within the three program types, those in the one-year certificate programs reported the highest increase in students over the past five years who do not complete the program. Faculty in the DEC program, on the other hand, reported a much smaller increase in those who did not finish, and for the most part, reported no change over the previous five years.

Figure 31: Perceived Change in the Last Five Years in the Academic Calibre of Students Accepted in the Program, by Program Type
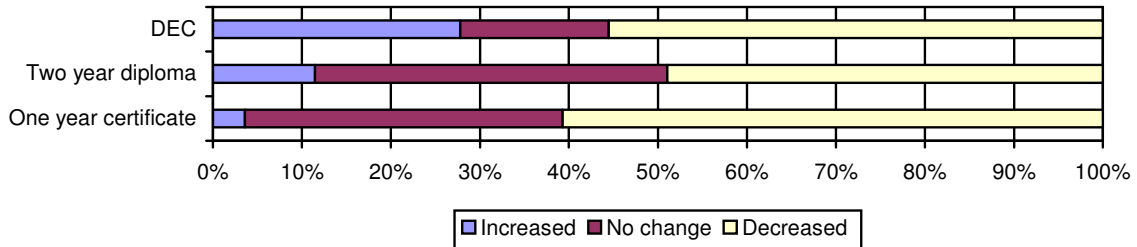

Figure 32: Perceived Change in the Last Five Years in Students Who Do Not Complete the Program, by Delivery Model
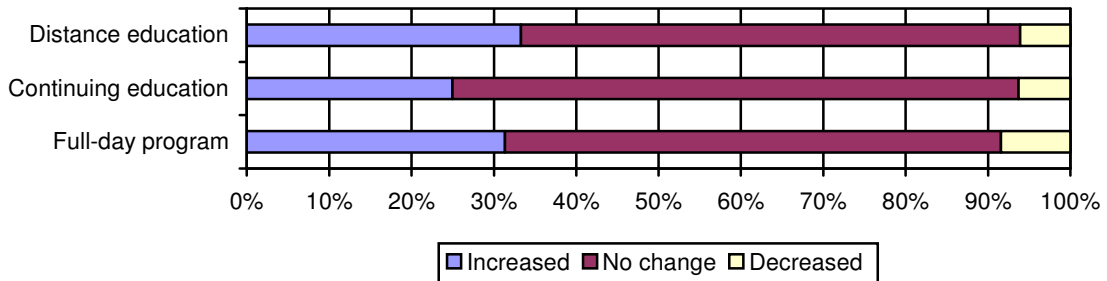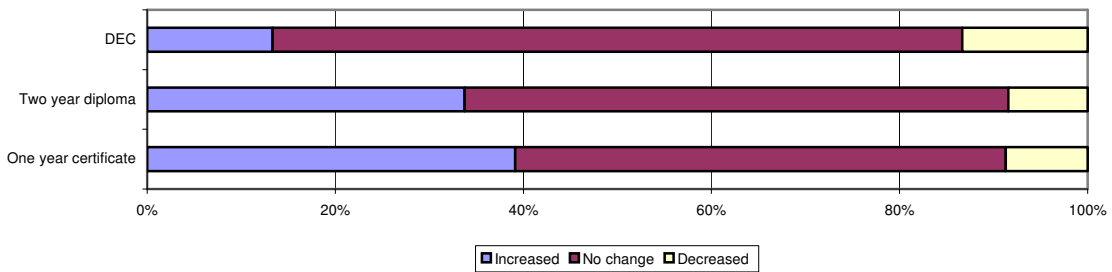

Figure 33: Perceived Change in the Last Five Years in Students Who Do Not Complete the Program, by Program Type

GPA Scores on Graduation

When asked about changes over the last five years to students' GPA (Grade Point Average) at graduation, faculty in all three delivery models reported that GPA scores had decreased; those teaching in distance education programs were the only ones to report no increase – this group was also more likely to report a decrease. Faculty teaching in one-year certificate programs were most likely to perceive a decrease in students' GPA scores upon graduation:

Figure 34: Perceived Change in the Last Five Years in Students' GPA at Graduation, by Delivery Model
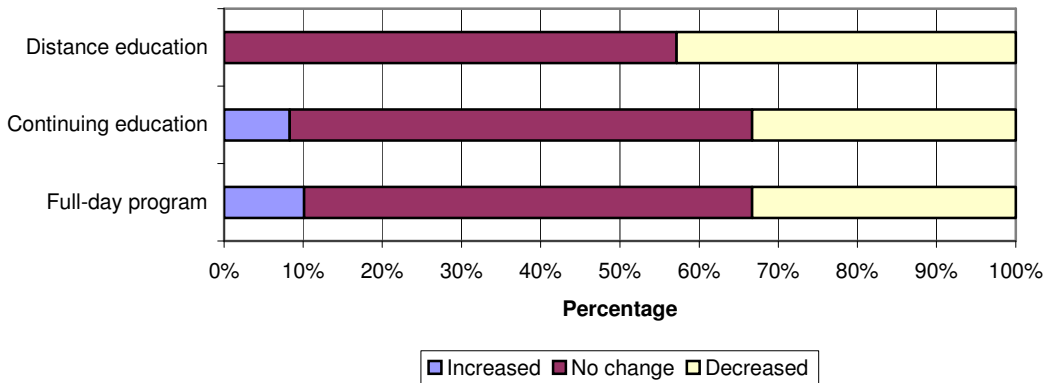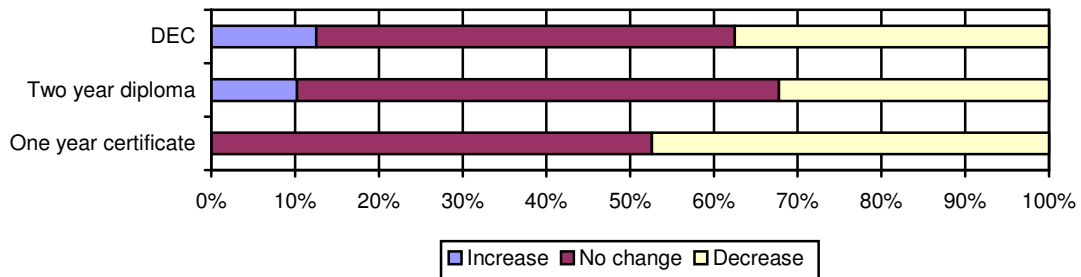
A horizontal stacked bar chart showing, for Distance education, Continuing education, and Full-day program, the percentages of respondents reporting Increased, No change, and Decreased student GPA. The x-axis (Percentage) ranges from 0% to 100%.

Figure 35: Perceived Change in the Last Five Years in Students' GPA at Graduation, by Program Type

A horizontal stacked bar chart showing, for DEC, Two year diploma, and One year certificate, the percentages of respondents reporting Increase, No change, and Decrease student GPA. The x-axis ranges from 0% to 100%.

Curriculum and Students' Skills upon Graduation

Faculty were asked to comment on how they thought various aspects of the curriculum prepared students for skills needed in employment in early learning and child care programs, and as noted in Section 3, a strong majority of respondents felt that students were well-prepared for employment, with skills in a number of areas, including protecting children's health, safety, and well being, developmentally appropriate programming, and understanding child development. However, faculty also identified a number of areas where they felt the curriculum was not preparing students with the skills required to work as Early Childhood Educators. Table 2 outlines the percentage of responses from faculty in each of the three delivery models who felt that certain aspects of the curriculum were not preparing students with the appropriate skills. In almost all areas, faculty in the continuing education model noted the most concern about how the curriculum had prepared students with the skills necessary for employment. Across all delivery models, faculty reported most negatively on human resources management, financial management and conducing and interpreting research.

Table 2: Percentage of Respondents Rating Various Curriculum Aspects Negatively on Providing Adequate Skills to Students, by Delivery Model			
	Full-time day program	*Continuing education*	*Distance education*
Protecting children's safety, health and well-being	0.0	2.7	0.0
Developmentally appropriate programming	4.8	13.9	2.6
Recognizing children's delays and challenges	18.6	25.7	17.5
Understanding child development	5.8	15.8	2.5
Effective communication with children	2.9	5.4	7.5
Effective communication with adults	14.3	27.0	15.0
Making appropriate referrals when necessary	29.0	40.0	23.7
Self-reflective practice	23.2	27.8	23.1
Analytical capacity	34.3	38.9	32.4
Creative problem-solving	26.4	25.7	29.7
Project management	37.7	58.0	44.1
Financial management	69.4	73.3	67.7
Human resources management	68.8	82.8	68.7
Conducting research	72.9	78.1	66.7
Interpreting research findings	73.8	80.7	67.7
Awareness of policy issues impacting profession	21.5	33.3	23.0
Participating in community action on ELCC issues	41.1	40.0	44.5

When examining these aspects by program type, faculty reported the same areas where they felt the curriculum gave students skills necessary to work with children – i.e., protecting children's health, safety, and well being, developmentally appropriate programming, and understanding child development, as well as the same areas where they felt the curriculum was not preparing students with the skills required.   Table 3 outlines the percentage of responses, by program type, of faculty who reported that aspects of the curriculum were not preparing students adequately. In several areas of the curriculum, those teaching in the DEC program gave more positive ratings, particularly in areas of communication, with both children and adults, self-reflective practice, analytical capacity, creative problem-solving and project management.

Table 3: Percentage of Respondents Rating Various Curriculum Aspects Negatively on Providing Adequate Skills to Students, by Program Type			
	One-year certificate	Two-year diploma	DEC (Québec)
Protecting children's safety, health and well-being	0.0	1.0	0.0
Developmentally appropriate programming	9.4	5.9	0.0
Recognizing children's delays and challenges	30.0	20.0	25.0
Understanding child development	9.1	7.9	5.0
Effective communication with children	9.1	4.8	0.0
Effective communication with adults	18.8	20.0	5.0
Making appropriate referrals when necessary	27.6	32.0	35.0
Self-reflective practice	37.5	26.8	10.0
Analytical capacity	43.8	42.3	15.0
Creative problem-solving	43.8	29.6	15.0
Project management	46.4	44.1	25.0
Financial management	47.7	63.8	68.4
Human resources management	65.2	65.0	63.1
Conducting research	78.3	81.8	61.1
Interpreting research findings	82.8	78.8	77.7
Awareness of policy issues impacting profession	25.9	24.0	30.0
Participating in community action on ELCC issues	46.7	40.8	47.3

Student Preparedness to Work with Various Groups

ECE Faculty were asked to comment on how well prepared they felt students were – upon graduation – to work with various groups. A clear majority of respondents working in all three delivery models felt that students were prepared to work with typical children in a child care setting. In each delivery model, a majority also felt that students were prepared to work with parents in a child care environment, and with other adults in a child care environment.

Faculty in all delivery models expressed some negative ratings, however, to students' level of preparedness to work with children with special needs, other social service and education professionals, and with professional organizations in a leadership role. Table 4 outlines the percentage of negative ratings when asked about students' preparedness to work with a variety of groups. The greatest difference in perceived preparedness across delivery models is to work with children with special needs, where close to half the faculty teaching in continuing education programs perceived students not to be well prepared, compared to 25.8% in full-time day programs and 25% in distance education.

Table 4: Percentage of Respondents Giving Negative Ratings to How Well Prepared Students Are to Work With Various Groups, by Delivery Model			
	Full-time day program	**Continuing education**	**Distance education**
Typical children in a child care setting	1.0	2.6	0.0
Children with special needs in a child care setting	25.8	44.5	25.0
Parents in a child care environment	14.6	18.9	9.5
Other adults in a child care environment	16.3	16.7	12.8
Other social service and education professionals	37.4	48.5	39.5
Professional organizations in a leadership role	51.1	50.0	47.1

When examining these factors by program type, there were similarities in how faculty viewed students' preparedness to work with various groups. Again, faculty in all three program types felt that students were prepared to work with typical children in a child care setting. Faculty in one-year certificate programs were most likely to report that students were not prepared to work with children with special needs.

Table 4: Percentage of Respondents Giving Negative Ratings to How Well Prepared Students Are to Work With Various Groups, by Program Type			
	One-year Certificate	**Two-year Diploma**	**DEC**
Typical children in a child care setting	3.0	1.0	0.0
Children with special needs in a child care setting	45.4	29.4	20.0
Parents in a child care environment	21.2	13.5	15.0
Other adults in a child care environment	18.2	11.9	25.0
Other social service and education professionals	43.3	41.6	35.0
Professional organizations in a leadership role	50.0	53.4	55.6

Plans to work in Regulated Child Care

ECE faculty in all delivery models perceived that the number of students who planned to work in regulated child care settings upon graduation had decreased over the last five years. Those teaching in full-time programs reported the greatest decrease (39.6%) compared to faculty from continuing education (32.4%) and distance education (24.2%). In examining this issue by program type, faculty in both two-year diploma and one-year certificate programs indicated a decrease in the number of students who plan to work in regulated child care settings; however, none of the faculty in the DEC programs perceived any decrease.

Figure 36: Perceived Change in the Last Five Years in Students Planning to Work in Regulated Child Care, by Delivery Model
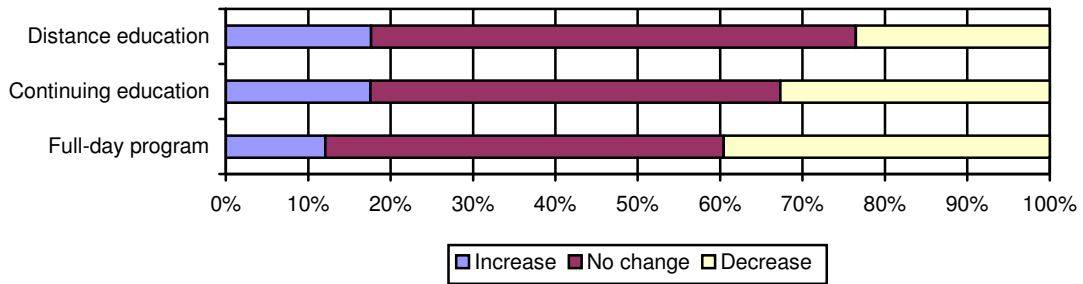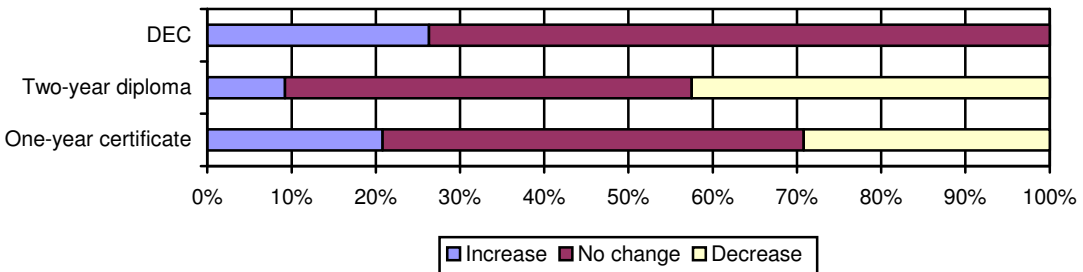

Figure 37: Perceived Change in the Last Five Years in Students Planning to Work in Regulated Child Care, by Program Type

Plans for Further Education

As noted in Section 3, approximately 90% of faculty "strongly agreed" or "somewhat agreed" that they encourage their students to continue their education upon completion of their ECE program. Given those responses, it is not surprising that faculty in all three delivery models reported an increase in the number of students who are planning to continue their education. More than half the faculty in full-time day and continuing education models reported such an increase. Faculty in two-year diploma programs were more likely to report a perceived change in the number of students planning to continue their education than in the one-year certificate or three-year DEC programs.

Figure 38: Perceived Change in the Last Five Years in Students Planning On Continuing Their Education, by Delivery Model

35

Figure 39: Perceived Change in the Last Five Years in Students Planning On Continuing Their Education, by Program Type

5. SUMMARY COMMENTS AND CONCLUSION

ECE faculty members are an important part of the early childhood workforce. In their leadership role they help prepare the next generation of early childhood educators, and they carry considerable responsibility to ensure students are well prepared to meet the challenges and demands of their work in child care or in an ECE-related job. They also must ensure, through their own professional development, that they stay current with research on child development, on trends in curriculum and on government initiatives and policy. This survey has provided us the opportunity to gain more information about the faculty themselves and about their views and perceptions on students and on child care.

Caution should be taken in drawing too many conclusions from the results of this survey, as the respondents were not necessarily representative of all ECE faculties across the country. However, there were a number of trends that were further investigated through the TSP focus groups and key informant interviews. The findings formed a significant part of the facilitated expert discussion group held with the Association of Canadian Community College (ACCC) ECE Affinity group in October 2006.[1]

About the Faculty
A summary snapshot of faculty from the survey results shows that:
- Close to 70% of faculty are over 45
- 41% have a graduate degree, 47% a bachelor's degree and 12% a certificate or diploma as their highest credential
- 87% were born in Canada, with the most common other countries of birth being the United Kingdom and the United States
- 54% are employed as regular full-time faculty; regular full-time faculty have a median annual salary range of between $60,000 - $69,999
- 75% work in full-time day programs

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[1] ACCC Affinity Groups are a groups of individual members of the college community who share a similar position, a similar sectoral focus or some other common interest, who come together to share ideas, best and worst practices, advocacy concerns and who occasionally organize joint activities to explore and promote their common interests.

- 75% teach in a two-year diploma program
- Almost all have previous ELCC-related experience, with 75% having experience as staff in a child care centre and 46% as a director
- Faculty generally have a high level of satisfaction with various aspects of their PSI, and various aspects of their job, and they feel valued by other members of their department
- 57% expect to be teaching in their same position in five years and 88% said they would still choose to teach ECE

Even though the majority of faculty had at least a related degree, one area of potential concern is the apparent recent trend of hiring faculty on a part-time sessional basis and those with lesser educational qualifications. Overall, 12% of faculty members have a certificate or diploma as their highest credential, but this percentage rises to 30% for part-time sessional faculty and 23% for regular part-time faculty. Almost all regular full-time and full-time sessional staff have at least an undergraduate degree. The employment status of 48% of all faculty hired in the past six years is of a part-time sessional nature, and 67% of all part-time sessional faculty were hired in 2000 or later.

This apparent trend poses potential problems; as older, regular full-time faculty members retire there may be a smaller pool of faculty with undergraduate and graduate degrees to fill those jobs. As well, there are a number of areas where respondents gave negative ratings on students' preparedness to work with different groups. If students are being taught by faculty who are graduates of similar certificate and diploma programs and who have no further credential, it may be challenging for those faculty to improve the levels of students' preparedness in those areas.

Another cause for concern is the considerably lower satisfaction of part-time sessional staff with salary and benefits. If the trend is to hire more faculty on this basis, turnover among this group may become a problem. As one respondent commented:
> …there are too many part-time teachers without academic credentials, and inadequate interest in advocacy and policy work…

Perceptions of Students
About half the faculty perceived a decrease in the academic calibre of students over the last five years, and about 35% perceived a decrease in student GPA at graduation. Several faculty expressed concern over the calibre of some students. Following are a few examples of their comments.

> One of the greatest challenges of our program is to have students enter the program that have the ability to complete the program. We have a first-come first-serve entrance policy that does not always meet the needs of success. Grade XII grads are coming out of the school system without the necessary skills to complete a technical education program. ECE attracts this type of student because if you can't do anything else you can look after children. The ECE field is not looked at as a profession with a very high level of training needed to do the job.

The level of commitment from students and the low academic standards that currently exist as the province attempts to graduate many students in a short period of time. Also the lack of commitment of the federal government to child care is making the whole issue a difficult one for many Canadians.

I think sometimes individuals may not be well suited to ECE or it may be the wrong time in their lives to access post-secondary training. The societal perception of this being 'easy work' sometimes affects the kind of student who is attracted to our program.

However, this perception was considerably lower among faculty in the DEC program, where close to 30% perceived an increase in the academic calibre of students, compared to about 16% in the two-year diploma programs and 5% in the one-year certificate programs.

Perception of Training and Curriculum
A majority of respondents (57%) thought the proportion of trained staff was inadequate and 33% thought the length of training in their province/territory was inadequate. All but one respondent providing comments thought all staff should be trained. Of those that provided comments on suggested minimum training, and/or proportion of trained staff. Close to 65% thought all staff should have a minimum of a two- or three-year credential.
- 32.3% thought all staff should have a 3-year credential
- 32.3% thought all staff should have a minimum 2-year diploma
- 10.8% thought all staff should have a minimum 1-year ECE certificate
- 3.0% thought all staff should have a degree
- 21.5% mentioned a range of other possibilities, often without specifying length
- A number of respondents also suggested establishing mentorship situations for new graduates

69% thought the amount of training for directors was inadequate. Of those that provided comments on suggested length of training.
- 31.7% thought directors should have a related degree
- 68.3% thought directors should have a post-diploma credential

The most common suggested areas of additional training for directors include:
- Human resources management
- Financial management
- Pedagogy
- Administration

There appeared to be a clear relationship between the length of the program in which the faculty members were teaching and their ratings on how well various aspects of the curriculum provided adequate skills to students. In several key areas, faculty gave more negative ratings for students in the one-year program, and the least negative ratings for students in the three-year DEC programs. These aspects of the curriculum include:
- Developmentally appropriate programming
- Understanding child development
- Effective communication with children

- Self-reflective practice
- Analytical capacity
- Creative problem-solving and project management

Regardless of length of program, a majority of faculty rated the following aspects of the curriculum negatively on providing adequate skills to students:
- Human resources management
- Financial management
- Conducting research and interpreting research findings

Human resources management and financial management were also two of the top three areas of training needed for directors that were identified as not included in the standard ECE curriculum, along with leadership and management.

> *The expectation of ECEs to work with children who have challenging needs and with infants/toddlers requires more than the two-year diploma. We are scrambling to incorporate a very beginning understanding of special needs and administration. It would seem that post -diploma specialization in infant/toddler care, special needs, school age care and administration is really needed to adequately prepare graduates for all the demands that are laid on them.*

> *I think there should be strong encouragement or requirements for individuals who want to be leaders/ directors in a program to update or take more courses on effective communication, conflict resolution, etc. to ensure they are good models and effective leaders in empowering the staff.*

Unfortunately the numbers of faculty teaching in accelerated and workplace models, in degree programs, post-diploma programs, and in family child care programs were too small to provide meaningful analysis according to delivery model or program type. However, comments from faculty teaching in these models and programs are considered to be important. Some of these trends and perceptions will be explored in more detail in the employer and staff focus groups.

Overall more than half the faculty thought the faculty was the greatest strength of their program. However, those teaching in the DEC programs focused more on the strength of the pedagogy. A few examples of reported strength of the program included:
- *The respect for the pedagogical curriculum for CPEs in Québec including the various principles to support children's learning and to support parents*

- *The role of the educator in pedagogy, a democratic approach, the relationship with the children, the relationships among the adults in the setting, as well as planning and leading activities.*

- *Our pedagogical coherence.*

Perceptions of Child Care
The quality of child care appears to be a concern for many faculty; 75% felt thought that finding quality placements for students was getting harder and just over half thought the quality of child

care in their community was good. (With only 10% "strongly agreeing" this was the case). A sample of the comments provided are below.

As many teachers in the field do not hold their ECE diploma - there are some very unfortunate children who are constantly being taught by rote and drill. Furthermore, even ECEs with diplomas seem to fall under the influence of these untrained teachers. Therefore, field placements for the students are a trying and difficult task. Having said all that, please note, that there are remarkable teachers whose work should be recognized and supported. Unfortunately, we need more of them, here.

Pedagogical leadership is frequently deficient in the childcare settings. The settings want to improve their quality but it is very hard for them because no one is officially mandated to give support to the educators and to be responsible of the pedagogical quality.

The majority of children are being cared for by the people with the least amount of education. We also have training programs that are not accredited but are providing substandard education which is negatively impacting our field and the care children are receiving. Millions of dollars spent and millions of dollars wasted!

It's frustrating to see grads working at centres who seem to have forgotten everything they learned at school...picking up 'bad habits' at centres. It is a challenge...how can we continue to encourage grads to follow best practices after they leave our program?

Greatest rewards of the job
In spite of concerns about the calibre of students and the quality of child care, 87% of faculty said working with students was the most rewarding aspect of their job,

Observing and assessing students as they integrate new knowledge into their practice - especially those that have work experience in the field and can effectively apply new theoretical concepts. To help students to learn the skill of self-reflection so that they take ownership for the ongoing acquisition of best practices when they are planning and implementing experiences for the children.

I love teaching students. I am still so passionate about the field and the opportunity to work with children and families. I think that this field offers so much that allows us to be creative and to really offer the children the very best of learning opportunities. We also can support parents in the critical role they play in the lives of their children. Also I have the opportunity to support young women in their transition to adulthood.

I have been privileged to work with mature students with early childhood work experience, these last 3 years. To be a part of their passion, thirst for learning, and desire to build quality programs for children, has been incredibly rewarding for me.

Helping a student that is already working in the field to find their way to earning their diploma, through prior learning assessment and through taking courses in a variety of ways in the college. It's like sorting out a puzzle, to help the student succeed.

Greatest challenges
Given the concerns expressed about the calibre of students and the quality of child care it is perhaps surprising that only 7% of respondents indicated that recruitment and retention of students was a challenge. This was in contrast to the comments in the in employer focus groups where recruitment and retention of early childhood educators appears to be a major concern in the child care sector. Of greater concern among faculty were structural issues, such as class size, space and scheduling, and faculty work environment, including pay, benefits and workload.

Many faculty members commented on challenges in finding good practicum placements, the calibre and commitment of students, challenges around course content and length of training. A number commented on the lack of resources for adapting course content:

Our greatest challenge is the lack of current resources - especially in the rural campuses - this was the first year it was offered and we were desperately short of reference materials. It's still very hard especially for rural areas to find qualified staff.

As well, a number of faculty members expressed concern over the future of their graduates.

My frustration is our inability to give these young ECD grads so little of a career in working with young children and their families. They cannot live on what they receive for remuneration, they cannot pay off their student loans and they cannot think of building a life for themselves when we as a society value them so little.

We are getting more students each year with weak academic backgrounds and this makes teaching and assessing them very difficult. Practicum sites are often weak and therefore students are getting poor mentoring and inappropriate modeling. Many of our best students do not go into child care, but move into positions where the wages are higher or they move on to take higher levels of education.

Conclusion
To date there has been little examination of faculty as a part of the early childhood workforce and their role in supporting quality and preparing students for future work. Differences across several variables, including educational attainment, employment status, age, and program type and delivery models in which they teach will provide a very useful context for future discussion of issues and possible ways to address them.

Three common themes that emerged from the student surveys conducted for the Labour Market Update and for the Training Strategy Project were consistent with perceptions of faculty.
- Both students and faculty thought students were well prepared to work with typical children, and not so well prepared to work with children with special needs. Faculty also felt that students were not well prepared to work with professional organizations in a leadership capacity
- 40% of students indicated that they were not planning on working in regulated child care. About 35% of faculty perceived a decrease in the number of students planning on working in regulated child care, and 53% indicated that they were teaching students to work in a broad range of ELCC settings

- A significant minority of students planned an eventual career in education, and 26% indicated that they enrolled in ECE as a first step to an education degree. About 90% of faculty somewhat agreed or strongly agreed that they encouraged students to continue their education

These themes, the noteworthy comments and the notable trends provided useful information that was further explored in TSP focus groups, and in key informant interviews. Perceptions and opinions shared by faculty across the country were a valuable contribution to the development of the Training Strategy.

Appendix 1: 2006 ECE Faculty Questionnaire

This questionnaire is part of the Training Strategy Project being undertaken for the Child Care Human Resources Sector Council (CCHRSC) and is being funded by Human Resources and Social Development Canada - Human Resources Partnerships. The CCHRSC is a pan-Canadian 18-member, formalized mechanism through which child care organizations, labour organizations and constituents of the child care workforce address human resource issues through sectoral perspectives and analyses.

Your participation in this survey is extremely valuable. We are conducting a survey of ECE faculty members in selected colleges across the country to gather information on your job characteristics, and your views and attitudes about ECE training, students, and child care. The information you provide will assist the CCHRSC to understand the human resources issues in the early childhood education and care sector.

Your participation in this survey is entirely voluntary, and you may withdraw your participation at any time. It should take you about 20 minutes to complete the survey. The individual questionnaires will only be made available to the project researchers and your responses will remain **confidential**. All of the responses will only be reported as group data.

If you have any questions about the Training Strategy Project, please contact either of the two principal investigators, Jane Beach (janebeach@shaw.ca) or Kathleen Flanagan (kathleen.flanagan@yahoo.ca).

ECE Faculty Questionnaire

Instructions: In this questionnaire, please mark all appropriate circles by filling them in, or by marking with a ✓ or an ×. Where there are blank lines, write in the information as appropriate.

Questions Relating to Your Job

1. What is the name of your post-secondary institution (PSI)?

   _____

2. What is the program model for the students that you teach? (check all that apply)

   ◯ Full-time day program
   ◯ Continuing education
   ◯ Distance education
   ◯ Workplace model (Manitoba)
   ◯ Accelerated model (Québec)
   ◯ Accelerated model (PEI)
   ◯ Off-campus community-based program
   ◯ Other (please specify) _____

3. What is your employment status at your PSI? (choose one only)

   ◯ Regular full-time faculty
   ◯ Regular part-time faculty
   ◯ Full-time, on a sessional or contract basis
   ◯ Part-time, on a sessional or contract basis

4. On average, how many paid hours per week do you work in your faculty position?

   _____ hours per week

5. How many months per year do you usually work at your PSI?

   _____ months per year

6. Are you currently the Coordinator of this department?

   ◯ No   ◯ Yes

7. Have you ever been the Coordinator of this department?

   ◯ No   ◯ Yes

8. What programs are your students (those you teach) enrolled in? (check all that apply)

   ◯ Family child care program
   ◯ Short ECE orientation course (up to 120 hours)
   ◯ One-year certificate program
   ◯ Two-year diploma program
   ◯ A post diploma certificate program
   ◯ (in Québec) AEC
   ◯ (in Québec) DEC
   ◯ Four-year degree program
   ◯ Consecutive diploma/bachelor's degree program
   ◯ Other (please specify)

   _____

9. In a typical **week**, about how many hours do you spend:
   Please write in a number – an estimate is fine.

	Hours/Week
A. Preparing for classes	_____
B. Teaching students	_____
C. Communicating with students outside of class time	_____
D. Communicating with colleagues and administrators	_____
E. Supervising practicum placements (during practicum)	_____
F. Doing administrative work related to on-campus program activities	_____
G. Doing administrative work related to off-campus program activities	_____
H. Other (please specify) _____	_____

10. In a typical **month**, about how many hours do you spend:
    Please write in a number – an estimate is fine.

	Hours/Month
A. Marking papers and exams	_____
B. Attending staff meetings or other meetings within the department	_____
C. Serving on committees of the PSI and other administrative duties	_____
D. Serving on committees external to the PSI	_____
E. Conducting research	_____
F. Doing consulting or other ECE-related work	_____
G. Other (please specify) _____	_____

11. Do you teach in any department other than ECE?

    ◯ No   ◯ Yes ——If yes——▶ | 11a. In which department?

    _____

Views About Your Current Job

12. Please indicate how important each of the following factors was in your decision to accept a position at your PSI:

	Very Important	Somewhat Important	Not very Important	Not at all Important
A. Reputation of the PSI	◯	◯	◯	◯
B. Leadership within the department	◯	◯	◯	◯
C. Other faculty in the department	◯	◯	◯	◯
D. Salary	◯	◯	◯	◯
E. Benefits	◯	◯	◯	◯
F. Career advancement	◯	◯	◯	◯
G. Geographic location	◯	◯	◯	◯
H. Importance of the work	◯	◯	◯	◯
I. Other (please specify)	◯	◯	◯	◯

_____

13. In general, how satisfied are you with each of the following at your PSI:

	Very Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Very Dissatisfied
A. The physical work environment	◯	◯	◯	◯
B. Library resources	◯	◯	◯	◯
C. Technology resources	◯	◯	◯	◯
D. Clerical support	◯	◯	◯	◯
E. Collegiality among dep't members	◯	◯	◯	◯
F. Leadership within the department	◯	◯	◯	◯
G. The overall climate in the department	◯	◯	◯	◯
H. The faculty hiring process	◯	◯	◯	◯
I. The course planning and development process	◯	◯	◯	◯
J. The student recruitment process	◯	◯	◯	◯
K. The student application process	◯	◯	◯	◯
L. The student registration process	◯	◯	◯	◯
M. Class sizes	◯	◯	◯	◯

14. In general, how satisfied are you with each of the following at your PSI:

	Very Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Very Dissatisfied	N/A
A. My course load	❍	❍	❍	❍	❍
B. My discretion over course content	❍	❍	❍	❍	❍
C. My teaching schedule	❍	❍	❍	❍	❍
D. My job position at this PSI	❍	❍	❍	❍	❍
E. My salary	❍	❍	❍	❍	❍
F. My benefits	❍	❍	❍	❍	❍
G. My opportunities for professional development	❍	❍	❍	❍	❍
H. My opportunities to provide input in department decisions	❍	❍	❍	❍	❍
I. My opportunities for career advancement	❍	❍	❍	❍	❍
J. My opportunities to collaborate within the department	❍	❍	❍	❍	❍
K. My opportunities to collaborate outside the department	❍	❍	❍	❍	❍
L. My opportunities to conduct research	❍	❍	❍	❍	❍
M. My opportunities to have work published	❍	❍	❍	❍	❍

15. Check each of the following that is true for you. (check all that apply)

❍ I think I am valued for my teaching by other members of my department.
❍ I think faculty in other departments values the ECE department.
❍ I think the administration values the ECE department.
❍ I could ask for flexibility in my teaching load if my personal circumstances required it.
❍ I would describe my work environment as supportive.
❍ My teaching load has increased in the last five years.
❍ None of the above is true for me.

16. What type of professional development activities have you undertaken in the last two years? (check all that apply)

❍ None in the last two years
❍ A formal mentoring program (as either a mentor or mentee)
Attending workshops on:
  ❍ teaching methods / pedagogy
  ❍ curriculum
  ❍ best practices in Early Learning and Child Care (ELCC)
  ❍ research on Early Learning and Child Care
  ❍ government policy or regulations
  ❍ other (please specify) _____
❍ Early Learning and Child Care conference
❍ Conference/meeting with other college faculty
❍ Presenting at workshops on an ECE-related topic
❍ Other (please specify) _____

17. Knowing what you know, would you still choose to teach ECE?

❍ No   ❍ Yes   ❍ Not sure

18. What do you think you will be doing five years from now? (check the one that most likely)

❍ Teaching in my current position
❍ Promoted to a different position within my department
❍ Teaching in another department at this PSI
❍ Teaching at different PSI
❍ Employed in an Early Learning and Child Care-related job outside the post-secondary system (i.e., working in government, consulting, etc.)
❍ Employed in a non-Early Learning and Child Care-related job outside the post-secondary system
❍ Going to school
❍ I am likely to retire within the next five years
❍ Other (please specify)

_____

Questions about perceptions and attitudes about students and child care

19. In what setting are you preparing your students to work primarily ? (check all that apply)

○ Regulated child care for children 0 to 6
○ School age child care
○ A broad range of ELCC settings
○ Kindergarten and/or pre kindergarten programs
○ Other (please specify) _____

20. Compared to five years ago (or when you started at this PSI, if more recently), how have each of the following aspects changed regarding the students in your ECE program?

	Increased	No change	Decreased	Not sure
A. Students who already have some ELCC work experience	○	○	○	○
B. The number of students applying to the program	○	○	○	○
C. The academic calibre of students accepted in the program	○	○	○	○
D. Students whose first language is neither English nor French	○	○	○	○
E. Students who do not complete the program	○	○	○	○
F. Students' GPA at graduation	○	○	○	○
G. Students planning to work in regulated child care	○	○	○	○
H. Students planning on continuing their education	○	○	○	○
I. Other (please specify)	○	○	○	○

_____

21. How well do you think the ECE curriculum at your PSI provide students with adequate skills in each following areas?

	Very Well	Quite Well	Not so Well	Poorly	Not sure or N/A
A. Protecting the safety, health, and well-being of children	○	○	○	○	○
B. Developmentally appropriate program planning	○	○	○	○	○
C. Recognizing delays and challenges in children	○	○	○	○	○
D. Understanding child development	○	○	○	○	○
E. Effective communication with children	○	○	○	○	○
F. Effective communication with adults	○	○	○	○	○
G. Making appropriate referrals when necessary	○	○	○	○	○
H. Self-reflective practice	○	○	○	○	○
I. Analytical capacity	○	○	○	○	○
J. Creative problem-solving	○	○	○	○	○
K. Project management	○	○	○	○	○
L. Financial management	○	○	○	○	○
M. Human resources management	○	○	○	○	○
N. Conducting research	○	○	○	○	○
O. Interpreting research findings	○	○	○	○	○
P. Awareness of policy issues that impact on the ELCC profession	○	○	○	○	○
Q. Participating in community action on ELCC-related social issues	○	○	○	○	○

22. In general, at graduation how well prepared do you think students are to work with:

	Very Well	Quite Well	Not so Well	Poorly	Not sure or N/A
A. Typical children in a child care setting	○	○	○	○	○
B. Children with special needs in a child care setting	○	○	○	○	○
C. Parents in a child care environment	○	○	○	○	○
D. Other adults in a child care environment	○	○	○	○	○
E. Other social services and educational professionals	○	○	○	○	○
F. Professional organizations in a leadership role	○	○	○	○	○

23. In the past **five** years, how many times have you done each of the following?

A. Designed a new course by myself _____ times
B. Designed a new course in collaboration _____ times
  with someone else
C. Updated or revised one or more courses _____ times
D. Worked with other departments to develop _____ times
  common curriculum materials
E. Attended a workshop on new teaching _____ times
  methods or technologies
F. Met with government representatives to _____ times
  review training requirements
G. Met with government representatives to _____ times
  plan new child care policies or initiatives
H. Presented information to government to _____ times
  advocate for policy change

24. Please give your opinion about each of the following statements.

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	Not Sure/ N/A
At centres where students do practicums, the directors tend to have good leadership skills.	○	○	○	○	○
At centres where students do practicums, the directors tend to have good management skills.	○	○	○	○	○
Finding quality practicum placements is getting harder.	○	○	○	○	○
I encourage students to continue their education after graduating from our program.	○	○	○	○	○
I encourage graduates to seek work in regulated child care settings when they graduate.	○	○	○	○	○
There has been increased demand for ECEs in:					
family resource centres.	○	○	○	○	○
the school system as classroom assistants.	○	○	○	○	○
the school system as kindergarten teachers.	○	○	○	○	○
other (please specify)	○	○	○	○	○

_____

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	Not Sure/ N/A
The education system has shown increasing interest in early childhood education	○	○	○	○	○
The quality of most child care centres in my community is good.	○	○	○	○	○
The quality of most regulated family child care homes in my community is good.	○	○	○	○	○
Participation in regulated ELCC programs is beneficial for children	○	○	○	○	○
ECE faculty have taken on a greater advocacy role in matters related to ELCC.	○	○	○	○	○

25. Do you think the regulations in your province/territory provide for:

A. an adequate length of training in ECE   ○ No   ○ Yes
for front-line staff?

B. an adequate length of training in ECE   ○ No   ○ Yes
for child care directors?

C. an adequate minimum proportion of trained   ○ No   ○ Yes
staff at each facility?

25a. If you answered "no" to any of the above, what do you think would be adequate?

_____

_____

_____

26. Are you familiar with the Occupational Standards for

Practitioners developed by the Canadian Child Care Federation?

○ No   ○ Yes   ○ Not sure

26a. If yes, what impact, if any, have the Occupational Standards had on your program and/or course content?

_____

Demographic questions

27. Are you: ○ Female   ○ Male

28. What is your age?

○ Under 30   ○ 46-50
○ 30-35   ○ 51-55
○ 36-40   ○ Over 55
○ 41-45

29. When you were growing up, what language was most commonly spoken in your home?

○ English
○ French
○ Other (please specify) _____

30. Were you born in Canada?

○ No   ○ Yes

If no

30a. In which country were you born?

_____

30b. What year did you come to Canada to live?

_____

31. Which of the following academic credentials have you attained, and in which fields of study?
    (check all that apply, and indicate the major field of study)

Academic Credential   *Major Field of Study*

- ○ College certificate   _____
- ○ College diploma   _____
- ○ Undergraduate degree   _____
- ○ Masters degree   _____
- ○ Doctorate   _____

32. In what year did you receive your highest academic credential?

_____

33. At which post secondary institution did you receive your highest academic credential?

_____

34. Are you a member of any of the following? (check all that apply)

                                          Which one(s)?

- ○ Canadian Child Care Federation
- ○ Child Care Advocacy Association of Canada
- ○ Association of Canadian Community Colleges
- ○ Provincial/territorial child care association   _____
                                              _____
- ○ A union   _____
- ○ A faculty association   _____
- ○ Other ELCC-related organization s   _____
                                              _____

35. What was your main job immediately prior to taking your current position?

- ○ A different teaching position within this PSI
- ○ A teaching position at another PSI
- ○ Director of a child care centre
- ○ Staff in a child care centre
- ○ Work as a family child care provider
- ○ Work at another ELCC program (please specify)

                                         _____

- ○ Work as an ECE licensing official
- ○ Work on ECE policy in government
- ○ Researcher
- ○ This was my first job
- ○ Other (please specify)

                                         _____

36. What year did you first teach in the ECE department at this PSI?

                  _____

37. What year were you hired in your current position?

           _____

38. In which of the following areas have you ever worked?
(check all that apply)

❍ Another teaching position within this PSI
❍ A teaching position at another PSI
❍ Director of a child care centre
❍ Staff in a child care centre
❍ Work as a family child care provider
❍ Work at another ELCC program (please specify)

_____

❍ Work as an ECE licensing official
❍ Work on ECE policy in government
❍ Researcher
❍ Other (please specify) _____
❍ None of the above

39. What is your gross annual salary from your ECE faculty position?

❍ Less than $40,000   ❍ $70,000 to $79,999
❍ $40,000 to $49,999   ❍ $80,000 to $89,999
❍ $50,000 to $59,999   ❍ $90,000 or over
❍ $60,000 to $69,999

40. What is the most rewarding aspect of your work?

_____

_____

_____

41. What is the most challenging aspect of your work?

_____

_____

_____

42. In which areas you think the curriculum could be strengthened (e.g., through changes or additions)?

_____

_____

_____

43. Are there specific areas of training that you think child care directors should have that are not included in a standard ECE credential?

_____

_____

_____

_____

44. What would you say are the greatest strengths of your program?

_____

_____

_____

45. What would you say are the greatest challenges of your program?

_____

_____

_____

THANK YOU VERY MUCH FOR COMPLETING THE SURVEY.