

2008 Survey of Members of the Ontario College of Teachers



Ontario
College of
Teachers

Ordre des
enseignantes et
des enseignants
de l'Ontario

COMPAS Inc.
Public Opinion and Customer Research

*2008 Members Survey:
A COMPAS Report for the Ontario College of Teachers,
July 25, 2008*

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1.0. Introduction

1.1. Overview

On behalf of the Ontario College of Teachers, COMPAS undertook a survey of its members to explore some of the important professional and operational issues facing teachers and the College today. Some key findings from this year's study include:

- ❑ Professional designation—the majority of teachers support a professional designation for the profession. The strongest reason to favour a designation is that it signals that the profession has special knowledge and skills distinct from those of other occupations; the strongest reason against a designation is that it would not be a good use of fees paid to the College;
- ❑ Professional advisories—members are mixed on the extent to which the last College advisory was helpful. A sizeable minority of respondents, over a third, do not recall receiving the advisory or did not read it;
- ❑ Additional qualification (AQ) courses—over half of members plan on taking an additional qualification course within the next two years. The quality of teaching instruction is the most important factor in deciding which course to take and word of mouth is the most valuable source of information on additional qualification courses;
- ❑ Facility and environmental priorities—when asked without prompting, members say that keeping costs down is the most important factor to consider in looking for a new headquarters. When asked to rate possible criteria to be considered in developing a new office space, energy efficiency is seen as most important, followed very closely by the stabilization of long term facility costs;
- ❑ Annual membership renewal—it's vital to members that the renewal package be accessible online on the College's web site. In terms of a Certificate of Registration suitable for framing, on balance members assign moderate importance with new members assigning greater importance than those who have been members of the College for more than 5 years.



1.2. Methodology

The Ontario College of Teachers commissioned COMPAS to undertake a representative sample survey of 1,000 teachers. Conducted bilingually by professional interviewers using computer-assisted telephone interviewing (CATI) technology, the survey was completed in a three-week period towards the end of July 2008. A total of 1,005 teachers participated in the survey. The sample may be deemed accurate to within approximately 3.1 percentage points 19 times out of 20. The principal investigators on this study were Tamara Gottlieb and Dr. Conrad Winn.

2.0. Professional Designation

2.1. Strong Majority of Members, and Especially New Members, Support a Professional Designation for Teachers

Ontario teachers are generally favourable to a professional designation for teachers, as indicated in table 2.1a below. Members were asked to rate their support for a designation using a 5 point scale where 5 means strongly support and 1, the opposite. Overall, members assigned a mean score of 3.8. A near-two thirds majority of teachers (66%) strongly support a professional designation, and assign a score of 4 or better. On balance, new teachers (i.e., those who have been teaching for less than 5 years) are slightly more supportive than teachers as a whole.

Respondents were asked to explain their level of support for a professional designation, as shown in table 2.1b. Those who support a professional designation say that they do so because it would offer many benefits and because it would increase public respect and recognition. Nonetheless, even among supporters, backing for a professional designation is not entirely unqualified. Those who support a designation also volunteer concerns about costs. As one teacher said, "it's a good idea, but only if it's not costly would it work."



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Table 2.1a: Level of Support for a Professional Designation for Teachers, 5-Point Scale¹

Mean All	Mean Class ²	Mean Non-Class	Mean 1-4 Years ³	Mean 5+ Years	5	4	3	2	1	DNK
3.8	3.8	3.9	4.1	3.7	40	26	17	5	11	1

Table 2.1b: Volunteered Open-End Explanations for Respondents' Own Score of their Level of Support for a Professional Designation (Recoded from Verbatim)⁴

Level of Support for a Professional Designation (Based on Q5)	Reason for Position (from recoded Q6 verbatims)	Examples (selected Q6 verbatims)
High (4 or 5)	1. Has many benefits/ Supports the designation (26%)	1. "It would provide pride in the profession, increase professionalism, make us more motivated." 1. "I think it's appropriate and overdue. The aforementioned drawbacks are insubstantial."
	2. Increase public respect/recognition (24%)	2. "I think that it's important that parents and other teachers know that you're actually a professional." 2. "It is a profession and we are not babysitters. You have to have university education to become a teacher."

¹ "(Q5) Using a 5 point scale where 5 means strongly support and 1, the opposite, to what extent would you support a professional designation for teachers if the process were the same as it is now to become a member and the cost to the College was minimal."

² "Class" refers to respondents who currently teach in a classroom, while "Non-Class" refers to respondents who do not.

³ "1-4 Years" and "5+ Years" refers to the length of time the respondent has been teaching.

⁴ "(Q6) Please tell me why you assigned a score of INSERT SCORE to supporting a professional designation for members."



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Level of Support for a Professional Designation (Based on Q5)	Reason for Position (from recoded Q6 verbatims)	Examples (selected Q6 verbatims)
	3. Enjoy the same respect as other professionals (22%)	3. "We are a self-regulating body like other professional organizations so I believe we should have the same professional recognition." 3. "I just feel that many other professions do have designations and so to be seen by the public as a professional and equal to other professions, then I think that it's important for us to have a professional designation."
	4. Concerns about cost implications (17%)	4. "It's a good idea, but only if it's not costly would it work." 4. "If the cost is not going to change, it would be a good recognition for teachers to have."
Moderate (3)	1. Has no benefit/Will not make a difference/No need (31%)	1. "I just don't really see the purpose, I don't think it would hurt us, but I don't see it helping either." 1. "It's not of great importance to me. I just don't feel the need. I'm a teacher and I have the papers and I don't need the designation."
	2. Makes no difference to me either way (25%)	2. "I don't think it would affect me much, but I don't care either way." 2. "Because I'm not entirely in favour and I'm not entirely against it."
	3. Concerns about cost implications (13%)	3. "I would have to see what the costs actually are and then make a decision." 3. "I'm not certain that the cost could remain minimal over a period of time."
	4. Not a priority (8%)	4. "It doesn't mean anything to me; there are more important issues to be worried about." 4. "While I support all the reasons for doing it, I don't know how important it is as opposed to the other issues at hand."
	5. Need more information (7%)	5. "New concept to me, haven't had time to reflect on it." 5. "I don't feel like I've been given enough information to make a concrete decision at this time."



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Level of Support for a Professional Designation (Based on Q5)	Reason for Position (from recoded Q6 verbatims)	Examples (selected Q6 verbatims)
Low (1 or 2)	1. Has no benefit/Will not make a difference/No need (68%)	1. "I am not sure if calling a teacher a different name would change public opinion, I don't think a few letters at the end of your name would drastically change this opinion about their value and how hard teachers work." 1. "I really don't think it's necessary. The degrees are enough, I don't need it."
	2. Concerns about cost implications (13%)	2. "I don't see it as helping anything, more administration and money and no real benefit." 2. "If there's any additional cost involved to what I've already paid to the College, then I don't support the designation."
	3. Would have a negative impact/cause conflict (7%)	3. "It will create segregation or artificial boundaries. The profession is so dependant upon team building that should be the only focus. It would make some members feel unappreciated and create division. It's a loss of perspective of the real issues." 3. "I just don't agree that we need it. I think it would create a great deal of friction between the public and the teachers."

2.2. Promoting Teachers' Distinct Skills and Knowledge is the Strongest Reason to Support a Designation

Teachers were presented with a list of reasons to support a professional designation for the profession, and asked to rate each using a 5 point scale. All reasons received favourable scores, well above the midpoint of 3, as shown in table 2.2a. The strongest reason for a professional designation for teachers is that doing so would indicate the particular knowledge and skill set that makes teaching distinct from other occupations. This reason earned a mean score of 4.2, with 80% of respondents assigning a score of 4 or better.

Respondents felt almost as strongly in respect of their second and third most supported reasons for backing a designation. A designation would reinforce the core idea that teachers are equal to other professionals and it would show that teachers take pride in being a qualified professional. These two reasons for advocating a designation earn mean scores of 4.1 and 4.0 respectively. Increased recognition for teachers and their training as reasons to support a professional designation also emerge in teachers'



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verbatim comments on the subject (see table 2.2b below). These two factors—public recognition of the profession and recognition of their education and expertise—account for 58% of the reasons for supporting a designation that were volunteered by respondents.

*Table 2.2a: Reasons to Support a Professional Designation for Teachers,
5-Point Scales⁵*

	Mean All	Mean Class ⁶	Mean Non-Class	5	4	3	2	1	DNK
Signal that the profession has a particular knowledge and skills distinct from other occupations	4.2	4.2	4.2	53	27	9	4	7	1
Reinforce that teachers are equal to other professionals	4.1	4.1	4.1	50	24	14	4	8	1
Show that teachers take pride in being a qualified professional	4.0	4.1	4.0	50	22	14	4	9	1
Help improve public recognition of the profession	3.9	3.9	4.0	41	27	17	7	8	1
Help parents differentiate between teachers and other education providers like early childhood educators or teaching assistants	3.7	3.7	3.9	38	25	18	8	11	1

⁵ "(Q1) As you may know, many professions have designations like CA for chartered accountants, RN for registered nurses, P. Eng for engineers and very recently ECE for Early Childhood Educators. Which of the following are the strongest reasons to support a professional designation for teachers? Please score each using a 5 point scale where 5 means a strong reason in favour and 1, the opposite. A professional designation would... RANDOMIZE"

⁶ "Class" refers to respondents who currently teach in a classroom, while "Non-Class" refers to respondents who do not.



Table 2.2b: Other Reasons to Support a Professional Designation for Teachers (Recoded from Verbatim)⁷

	%
Increase recognition of teachers as professionals	30
Increase recognition of the education and expertise teachers achieve	28
Increase the level of respect and credibility of the profession	18
There are no advantages/Does not support a designation	11
A designation would increase salaries or help align salaries	5
Other	8
No other reason/Don't know/Refused	76

N.B.: The percentages above the shaded line are based on the number of respondents who volunteered valid responses, while the percentage below the shaded line is based on the total number of respondents.

2.3. Concerns about Costs and Fees as the Strongest Reason against a Designation with All Reasons Against receiving Middling Scores

Teachers were presented with a list of arguments against a professional designation for teachers, and asked to rate each, as shown in table 2.3a. No reasons against a designation receive strong agreement from members. Overall, teachers feel that all the reasons listed in table 2.3a are only moderately strong arguments against such a designation.

College members feel that the three strongest arguments against professional designation for teachers are that such a designation would not (a) be a good use of members' fees, (b) provide an advantage to members, and (c) make a difference to the profession and its members. These viewpoints are also reflected in teachers' verbatim comments on the subject, as shown in table 2.3b.

⁷“(Q2) And are there any other reasons to support a professional designation for teachers? RECORD VERBATIM”



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Table 2.3a: Degree of Support for Key Arguments Against a Professional Designation for Teachers, 5-Point Scales⁸

	Mean All	Mean Class	Mean Non-Class	5	4	3	2	1	DNK
Is not a good use of my fees	2.8	2.8	2.6	19	11	23	15	29	3
Would not provide an advantage to me	2.7	2.7	2.5	17	11	25	15	31	1
Would make no difference to the profession or its members	2.7	2.7	2.6	16	12	24	18	29	2
Might not appeal to some College members who are not classroom teachers	2.6	2.6	2.6	11	12	27	17	28	5
Would encourage greater public scrutiny of the profession	2.5	2.5	2.6	11	12	25	20	31	2
Might create friction between teachers and other education workers	2.4	2.4	2.2	11	13	18	20	37	1

⁸ "(Q3) The following are some arguments against teachers having a professional designation. Please score each using a 5 point scale where 5 means a strong reason against and 1, the opposite. A professional designation for teachers... RANDOMIZE"



Table 2.3b: Other Arguments Against a Professional Designation for Teachers (Recoded from Verbatim)⁹

	%
Concerns about cost	19
Would not increase recognition or respect for teachers	19
Could cause resentment or hurt public perception	17
Redundant; Teachers are already certified and/or go to Teachers' College	15
There are no disadvantages/Supports the designation	11
Other	19
No other reason/Don't know/Refused	83

N.B.: The percentages above the shaded line are based on the number of respondents who volunteered valid responses, while the percentage below the shaded line is based on the total number of respondents.

3.0. Professional Advisories

3.1. Recent Professional Advisory on Additional Qualifications – Moderate Impact on Membership

The College's recent professional advisory on additional qualifications was seen as being moderately helpful, as indicated in table 3.1a below. When asked to rate the helpfulness of the advisory on a 5 point scale, respondents assigned a mean score of 3.0. Over 40% of respondents did not answer this question either because they reported not receiving the advisory, not reading it, or did not express an opinion on this issue.

Among those who did read the advisory, teachers with less than 5 years' experience feel that the advisory was somewhat more helpful than did more experienced teachers.

Respondent were asked to provide useful themes for future professional advisories. Professional development and classroom management/health and safety emerged at

⁹ "(Q4) And are there any other reasons against having a professional designation for teachers? RECORD VERBATIM"



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the top of the list, as shown in table 3.1b below. Teachers with less than 5 years' experience are more likely to feel that advisories on professional development would be useful than do teachers as a whole.

Table 3.1a: Helpfulness of the College's Professional Advisory on Additional Qualifications, 5-Point Scale¹⁰

Mean All	Mean Class	Mean Non-Classroom	Mean 1-4 Years Experience	Mean 5+ Years	5	4	3	2	1	Did not receive	Did not read	DNK
3.0	2.9	3.1	3.4	2.8	8	14	16	8	12	16	20	6

Table 3.1b: Other Useful Themes or Subjects for a Professional Advisory (Recoded from Verbatim)¹¹

	All %	Class %	Non-Class %	1-4 Years %	5+ Years %
Professional Development (including mentorship, career advancement and finding new employment)	37	37	38	60	31
Classroom management/Health and safety in the classroom/Bullying	15	15	15	16	15
Curriculum subjects/Special Education	13	14	9	13	14
Updated information on Government regulations/Legal issues pertaining to the profession	8	8	9	4	9

¹⁰ "(Q7) As you may know, the College recently circulated a professional advisory on additional qualifications. Professional Advisories provide guidance to members in understanding complex issues that are relevant to the maintenance of their professional status. Using a 5 point scale where 5 means very helpful and 1, the opposite, to what extent was the advisory on additional qualifications helpful to you? PROMPT IF NECESSARY The advisory was sent to you in May with your College magazine."

¹¹ "(Q8) Are there any other themes or subjects for a professional advisory that would be useful to you? RECORD VERBATIM"



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	All %	Class %	Non-Class %	1-4 Years %	5+ Years %
Communications with students, parents and co-workers	4	4	9	4	5
Retirement planning	2	3	0	2	3
Curriculum planning	2	3	3	0	3
Other	19	20	18	7	23
No suggested theme/Don't know/Refused	51	52	50	55	50

N.B.: The percentages above the shaded line are based on the number of respondents who volunteered valid responses, while the percentages below the shaded line are based on the total number of respondents in each category.

4.0. Additional Qualifications

4.1. One-Half of Teachers Plan to Take Additional Qualification (AQ) Courses in the Next Two Years

Half of Ontario teachers (50%) plan to take an additional qualification (AQ) course within the next two year, as shown in table 4.1a below. This number jumps to 84% in the case of teachers with less than 5 years' experience, and drops to 36% in the case of those who do not currently teach in a classroom. Special education and reading are by far the most frequently-mentioned type of AQ course that teachers plan to take, as indicated in table 4.1b below. The majority of teachers planning to take an AQ course report that they would prefer to take it either online or as a traditional in-class course, as shown in table 4.1c below.

4.2. Quality of Instruction Drives Decision to take a Course

The quality of instruction is the most important factor that Ontario teachers consider when choosing to take an AQ course, as shown in table 4.2d. Quality of instruction is followed closely by the quality of the materials and whether the assignments and activities reflect the teacher's own teaching assignments.. Factors such as offering the course as a correspondence course and teachers' affinity for the organization that offers



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the program were judged to be the least important consideration. This is regardless of whether or not respondents intend to take an AQ course within the next two years.

Table 4.2a: Plans to Take Additional Qualification Courses in the Next Two Years¹²

	All %	Class %	Non-Class %	1-4 Years %	5+ Years %
Yes	50	54	36	84	39
No	45	42	55	14	55
Don't know or no opinion	5	4	9	3	6

Table 4.2b: Planned Subject Area of Qualification Course¹³

	% N=505
Special Education	25
Reading	12
English	7
Mathematics	4
Principal's/Supervisory Officer's Qualification Program	4
Honour Specialist	4
Computers	3
French	3
Guidance	3
Religious Education	3
Intermediate Education	3
Co-operative Education/Specialist	2
Science	2
Primary Education	2
Physical/Health Education	2

¹² "(Q9) Do you plan to take any additional qualification courses within the next two years?"

¹³ "(Q10) IF PLANS TO TAKE COURSE Which course are you most likely to take? RECORD COURSE OR SUBJECT AREA"



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	% N=505
Childhood Education	1
Dramatic Arts	1
Visual Arts	1
History	1
Librarianship	1
Individual and Society	1
Family Studies	1
Music	1
Writing	1
Literacy	1
Masters/PhD	1
Professional Development	1
Orientation	1
Construction Technology	#
Teaching in the Catholic School System	#
Multiculturalism in Education	#
Communication Technology	#
Business Studies – Data Processing	#
Philosophy	#
Geography	#
Law	#
Dance specialist	#
Workshop in Critical Thinking	#
Languages	#
Other	2
Don't Know	6



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Table 4.2c: Preferred Delivery Method of Qualification Course¹⁴

	% N=505
As an online course	43
As a traditional in-class course	36
As a blended course with distance education and face to face instruction	11
As a correspondence course	4
Undecided	4
Don't know or no opinion	2

*Table 4.2d: Importance of Factors Relating to the Decision to Take an
Additional Qualifications Course, 5-Point Scales¹⁵*

	Mean All	Mean AQ	Mean No AQ	5	4	3	2	1	DNK
The quality of the instruction	4.6	4.5	4.6	67	24	6	2	1	1
The assignments and activities reflect my own teaching assignments	4.4	4.5	4.4	61	25	10	2	2	1
The quality of materials	4.4	4.4	4.4	55	30	9	3	2	1
The course is offered through online learning	3.9	3.9	3.9	39	30	18	7	6	1
The course is offered through a traditional in-class setting	3.6	3.5	3.6	27	29	25	11	8	1
The course is offered as a correspondence course	3.4	3.4	3.5	23	26	27	11	11	3
Affinity for the organization that offers the program	3.4	3.4	3.3	18	29	32	11	9	2

¹⁴ "(Q11) IF PLANS TO TAKE COURSE Are you planning on taking this course: RANDOMIZATION"

¹⁵ "(Q14) The following are some factors that may affect whether teachers choose to take an Additional Qualification course. Please score each using a 5 point scale where 5 means very important and 1, the opposite ROTATE"



4.3. Colleagues and Friends Who Took a Course Previously are Seen as the Most Valuable Information Source on AQ Courses

Teachers report that their most valuable source of information on AQ courses are colleagues or friends that have taken the course, followed closely by the website of the university offering the course, as noted in table 4.3 below. The College’s website and ads in *Professionally Speaking* magazine received moderate value ratings as sources of information on AQ courses. Opinion is very similar regardless of whether or not members plan to take an AQ course in the next two years.

Table 4.3: Value of Information Sources on Additional Qualification Courses, 5-Point Scales¹⁶

	Mean All	Mean AQ ¹⁷	Mean No AQ	5	4	3	2	1	DNK
Colleagues or friends who have taken a course	4.2	4.3	4.2	52	27	12	4	3	1
The web site for the university offering the course	3.8	4.0	3.7	36	27	22	7	5	3
Colleagues or friends who have heard about a course	3.6	3.6	3.6	28	28	26	11	6	2
Ads in Professionally Speaking Magazine	3.3	3.3	3.3	18	27	28	15	10	2
The College’s web site	3.2	3.2	3.2	19	23	26	15	13	5

4.4. Including Information on Where Courses Being Offered is the Best Way to Improve the AQ Information on the College’s Website

When asked to rate a series of methods for improving the AQ information on the College’s website, teachers said that all methods presented in table 4.4 below would be highly useful, with the inclusion of information on where courses are being offered rated

¹⁶“(Q12) Using a 5 point scale where 5 means very valuable and 1, the opposite, to what extent are each of the following sources of information about additional qualification courses valuable RANDOMIZE”

¹⁷“AQ” refers to respondents who are planning to take additional qualification courses in the next two years, while “No AQ” refers to respondents who are not.



as most useful. This is regardless of whether or not respondents intend to take an AQ course within the next two years.

Table 4.4: Methods of Improving the Information on Additional Qualifications on the College’s Web Site, 5-Point Scales¹⁸

	Mean All	Mean AQ	Mean No AQ	5	4	3	2	1	DNK
Include information on where courses are offered	4.4	4.4	4.4	58	26	10	1	2	2
Include feedback from members who have taken a course	4.1	4.1	4.1	43	30	16	4	5	2
Advertise the information so more members know about it	4.1	4.1	4.1	43	29	17	4	4	2
Include more information on changes to additional qualification courses	4.1	4.2	4.0	41	33	16	3	3	3

5.0. Facility and Environmental Priorities

5.1. Cost and Accessibility as the Greatest Top-of-Mind Considerations When Thinking about New College Headquarters; Energy Efficiency as Greatest Factor when Prompted

Members of the Ontario College of teachers favour prudence in the stewarding of the College’s funds and management of its environmental policies. When asked without prompting about the most important considerations, respondents volunteer cost and location/accessibility more than other considerations, as shown in table 5.1a. Two-fifths (40%) of respondents identify cost as the most important consideration while 39% volunteer location and accessibility.

¹⁸ “(Q13) The following are different ways the information on additional qualifications on the College’s website could be made more useful to members. Please score each using a 5 point scale where 5 means definitely make it more useful and 1, the opposite”



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In a prompted question rating different criteria, energy efficiency earns the highest mean score. Energy efficiency is followed closely by stabilization of long-term facility costs, accessibility to members and environmental sustainability as the most important criteria, as shown in table 5.1b below.

Apart from being asked to rate various guidance criteria (table 5.1b), respondents were also asked to rate various environmental priorities (table 5.1c). Respondents are of two minds. Respectful of the environment and energy efficiency, the largest plurality of teachers (45%) favour developing the new office space to meet LEED certification, the green building rating system that requires its buildings to reduce their negative environmental impacts and be sustainable. Mindful of the environment and of conserving costs, a sizeable minority (39%) feel that the College should invest in environmentally- and energy-conscious materials to the extent that doing so would reduce long-term operating costs.

Only 15% of teachers surveyed feel that the College should invest in environmentally- and energy-conscious materials regardless of cost, as indicated in table 5.1c below.

Table 5.1a: Most Important Factor to Consider in Looking for a New Headquarters (Recoded from Verbatim)¹⁹

	All %	Male %	Female %	1-4 Years %	5+ Years %
Keeping costs down/No increase in fees to members	40	53	45	30	52
Location/accessibility to members	39	40	47	53	43
Move out of Toronto	3	6	3	3	3
Does not support the College purchasing a building	2	2	2	1	2
Have satellite offices	1	1	1	#	1
Other	4	7	5	6	5
Don't know/Refused	11	9	15	20	11

¹⁹ "(Q15) The College's office lease in Toronto is coming to an end and Council is considering the purchase of a College-owned facility in order to stabilize long term costs to College members. What do you think is the most important factor for the College to consider in looking for a new headquarters? RECORD VERBATIM"



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Table 5.1b: Importance of General Criteria or Guidelines in Developing a New Office Space, 5-Point Scales²⁰

	Mean All	Mean Male	Mean Female	Mean 1-4 Years	Mean 5+ Years	5	4	3	2	1	DNK
Energy efficiency	4.5	4.4	4.5	4.4	4.5	62	27	8	2	1	# ²¹
Stabilization of long term facility costs	4.4	4.4	4.4	4.4	4.4	57	30	8	1	2	1
Accessibility to members	4.3	4.1	4.3	4.4	4.2	62	18	9	5	6	1
Environmental sustainability	4.3	4.1	4.4	4.4	4.3	54	30	11	2	2	1
Accessibility to public transit	4.0	3.7	4.1	4.1	4.0	49	22	13	8	7	1
Ownership and member equity in a new facility	3.8	3.7	3.8	3.9	3.7	29	33	23	5	7	4
Proximity to other education partners like unions and Ministry of Education	3.5	3.2	3.5	3.7	3.4	24	27	27	10	11	2

²⁰ "(Q16) Please rank each of the following possible criteria to be considered in developing a new office space. Please score each using a 5 point scale where 5 means very important and 1, the opposite, RANDOMIZE"

²¹ A pound symbol (#) denotes a cell entry that rounds to zero.



Table 5.1c: Most Important Environmental Considerations or Guidelines in Investing in a New Office Space, Forced Choice²²

	All %	Male %	Female %	1-4 Years %	5+ Years %
The College should develop the new office space to meet LEED certification, the green building rating system that requires its buildings to reduce their negative environmental impacts and be sustainable	45	39	46	44	45
The College should invest in environmentally and energy conscious materials only to the extent that the these materials reduce operating costs over the long term	39	41	39	40	39
The College should invest in environmentally and energy conscious materials, irrespective of their cost	15	16	14	16	14
Don't know or no opinion	1	3	1	0	2

6.0. Annual Membership Renewal

6.1. Low Awareness of the Contents of the College's Annual Renewal Package; Low Frequency of Use of Wallet-Sized Membership Card

Teachers were asked to indicate the purpose of the annual renewal process by naming the contents of the renewal package. In practice, 35% of teachers surveyed were able to provide the correct answer (current qualifications and status), as noted in table 6.1a below.

²² "(Q17) Thinking specifically of environmental priorities, which of the following opinions is closest to your own RANDOMIZE"



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Table 6.1a: Contents of the College's Annual Renewal Package²³

	%
Current qualifications and status	35
Licence to teach in Ontario	17
Membership in the College	15
Certification as a teacher	11
Registration as a teacher	6
Teacher qualifications	6
Don't know or no opinion	10

Table 6.1b: Importance of Renewal Package Delivery Methods, 5-Point Scales²⁴

	Mean All	Mean Correct ²⁵	Mean Incorrect	5	4	3	2	1	DNK
Is accessible online on the College web site, and may be printed at home	4.4	4.4	4.4	70	14	9	3	4	1
Is mailed to you annually	3.3	3.3	3.3	37	12	16	11	24	1

Members feel strongly that the College should continue to make the contents of the renewal package available online at the College website and available for printing at home, as shown in table 6.1b. Mailing the package to teachers annually is considered much less important.

The majority of teachers do not use their wallet-sized membership card on a regular basis, as shown in table 6.1c. The most frequent use is "to provide easy access to

²³ "(Q18) Every year, the College mails you an annual renewal package that confirms you have paid your annual fee. So far as you know, which of the following statements most closely describes the purpose of the annual renewal process? The renewal package contains your RANDOMIZE"

²⁴ "(Q19) Your renewal package contains a statement of your current qualifications and status. Using a 5 point scale where 5 means very important and 1, the opposite, how important is it for you that the information in the renewal package ROTATION"

²⁵ "Correct" refers to respondents who provided the correct answer to Q18 (i.e., current qualifications and status, while "Incorrect" refers to respondents who did not provide the correct answer.



*2008 Members Survey:
A COMPAS Report for the Ontario College of Teachers,
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[their] membership number.” On a 5 point usage scale, the proportion scoring as 4-5 their use of the card for this purpose is 30%.

Teachers say that it is of moderate importance that the College continue to mail to new members a certificate of registration that is suitable for framing, as shown in table 6.1d. New teachers are somewhat more likely to support this view than more experienced teachers.

Table 6.1c: Frequency of Use of Wallet-Sized Membership Card, 5-Point Scales²⁶

	Mean	5	4	3	2	1	DNK
To provide easy access to your membership number	2.6	17	13	16	14	39	1
Proof that you are a member of the teaching profession	2.4	15	11	16	14	44	1
To confirm good standing in the profession	2.0	11	8	12	11	58	1
To confirm payment of the annual fee	2.0	11	7	11	11	59	1
As a discount card	1.9	5	8	13	16	58	1

Table 6.1d: Importance of Sending a Certificate of Registration Suitable for Framing to New College Members, 5-Point Scale²⁷

Mean All	Mean 1-4 Years	Mean 5+ Years	5	4	3	2	1	DNK
3.1	3.6	2.9	29	15	16	10	29	2

²⁶ “(Q20) Using a 5 point scale here 5 means often and 1, the opposite, to what extent do you use your wallet-sized membership card? RANDOMIZATION”

²⁷ “(Q21) The College mails a certificate of registration to new members that is suitable for framing. Using a 5 point scale where 5 means very important and 1, the opposite, how important is it that the College continue to provide this service to new members?”



7.0. Conclusion

The most important conclusions are as follows:

- ❑ Support for Professional Designation is strong despite little communication from College to members on the subject. There is good reason to believe that support for a Professional Designation would increase with further reassurance about its modest cost and reinforcement about the value ascribed to it by most members of the College.;
- ❑ The recent Advisory had a modest impact but it is not clear to what extent its impact was attenuated by the more than 8 year gap since the last Advisory given. Communication of this type often has more of an impact when it is routinized than very occasional. Subsequent Advisories, issued more frequently, will likely have greater resonance;
- ❑ The 50% rate of commitment to participation in AQ is a wondrous calling card for the profession. Teachers are true to their professional culture not only in their high commitment to AQ but also in the high value they place on quality of instruction when selecting a specific AQ;
- ❑ Members favour prudent stewardship of the College's funds and the environment. Members' prudence presents the College with a challenging task satisfying and reconciling the members' potentially competing needs for environmental sustainability, energy efficiency, and conservative spending;
- ❑ Online Membership Renewal is the future for accessing member renewal packages

Anecdotally, members were very enthusiastic about this year's study, readily participating and often calling our offices to participate if our number appeared on their call display. The questionnaire took longer than anticipated to field because of the thoughtful consideration that members provided in their responses.

