



THE DIVERSE CAREER PATHS OF  
EDUCATIONAL STUDIES ALUMNI

# A Snapshot of EDST Alumni Careers

REPORT 2

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# A Snapshot of Educational Studies Alumni Careers from 1968 to 2020

## Introduction

As part of the Diverse Career Paths of EDST Alumni Initiative, we created a survey with input from EDST faculty, students, alumni, and our team, which includes colleagues from Graduate and Postdoctoral Studies and the Centre for Student Involvement and Careers. We built on previous projects such as the UBC PhD Career Outcomes Survey and the TRACE project. The survey was administered between the end of February and the end of April, 2021. We had 289 EDST alumni participants who graduated from 1968 to 2020 across four graduate degrees (PhD, EdD, MA & MEd).

The Department of Educational Studies (EDST) was formed in 1994. Before 1994, it was known as the Department of Social and Educational Studies (SEDS) and the Department of Administrative, Adult and Higher Education (AAHE). For the purposes of this study, we considered alumni who graduated prior to 1994 as being EDST graduates and included them in the survey. This is in line with other EDST reports such as the 2021 EDST PhD Self-Study report.

## Assumptions

The present report does not assume that the jobs alumni hold are direct "outcomes" of their programs of study. We believe that graduate students in EDST programs possess a range of knowledges and experiences before, after, and during their time in the program. Furthermore, many factors impact one's career, including one's identity and life circumstances, previous knowledge and experience, and one's networks and career aspirations, to name a few. In addition, many graduate students already hold positions or have established careers before commencing their program of study.

EdD students, for example, typically hold leadership positions before entering the program. We also believe that EDST programs cannot be perceived as mere venues that prepare students for a particular professional trajectory. This report views programs as supporting graduate students in translating their extensive knowledge and experience into career journeys with respect to their diverse career aspirations, whatever they may be. As Professor Alison Taylor reminds us, this is a form of inclusive teaching.

## Alumni Population

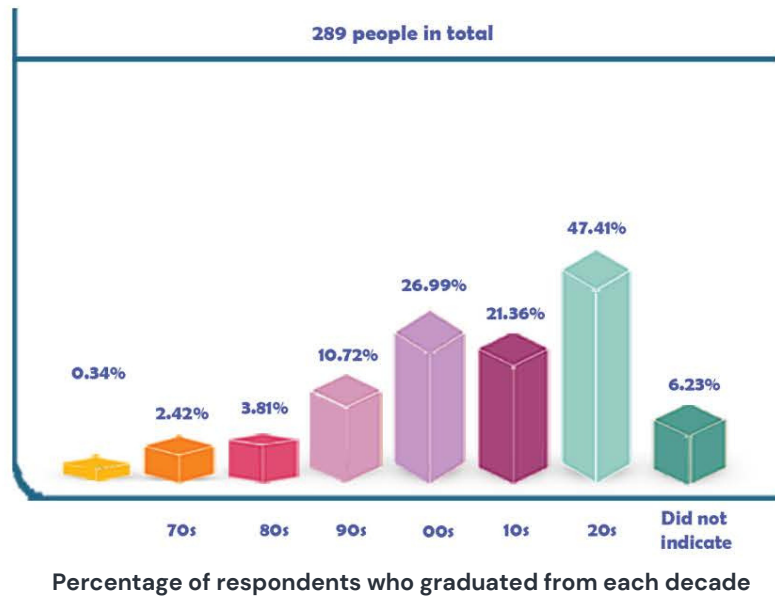
We have 3,485 Educational Studies alumni, with 286 EdD, 234 PhD, 435 MA and 2,529 MEd graduates. We were able to send the survey to 2,101 alumni and we had 289 respondents.



Distribution of alumni population, survey respondents and response rate

Over 50% of respondents are MEd alumni, which is not surprising, given that MEd is the largest EDST degree. About two-thirds of current EDST graduate students are MEd students.

## Alumni Participant Demographics



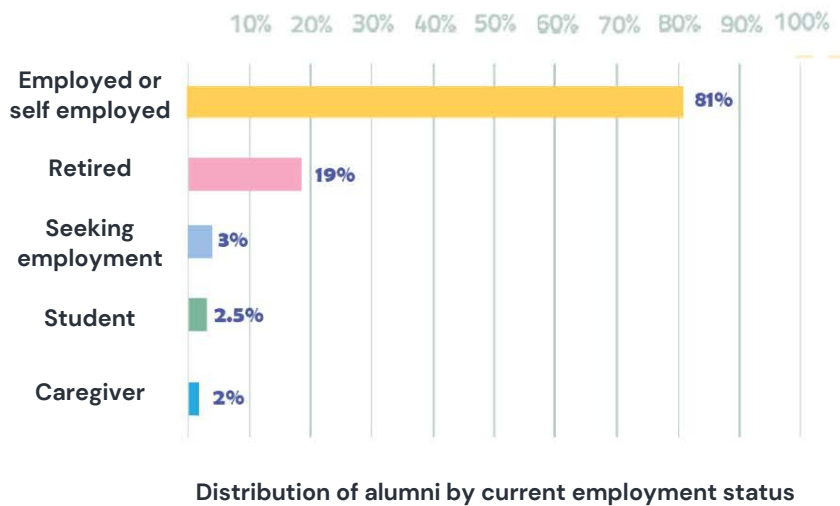
## Alumni Identity



21% of alumni respondents self-identify as members of visible minority groups

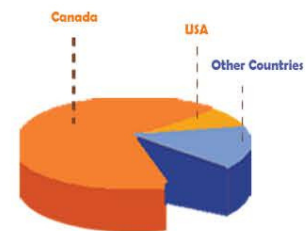
The term "visible minority" refers to "persons who do not identify as Indigenous and who self-identify as 'persons of colour.' Members of visible minority groups include both persons who were born in Canada or other countries" (UBC Equity Office).

## Current Employment Status



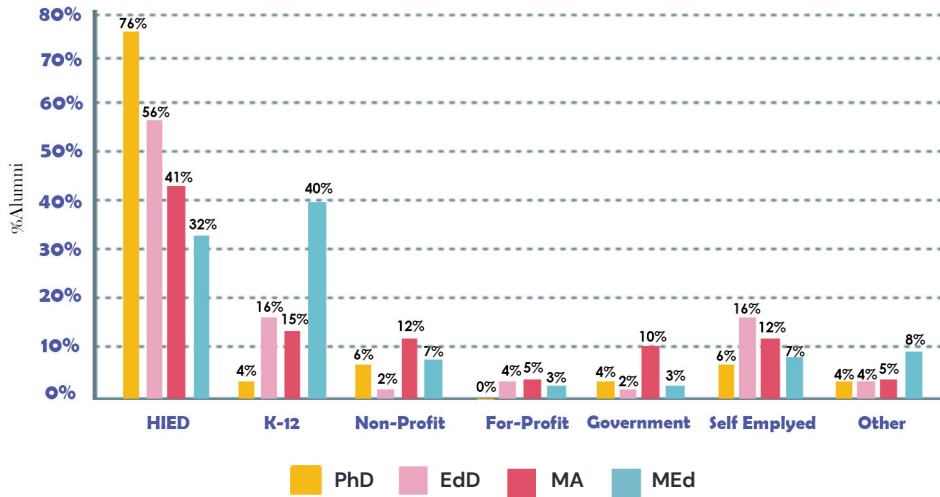
Respondents had the option to select more than one choice as the choices are not mutually exclusive.

## Country of Residence

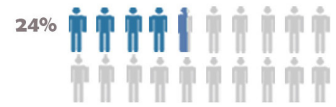


83.6% of respondents live in **North America**, primarily **Canada** (n = 225/264) and the **United States of America** (n = 16/264). Alumni participated from **other countries** including Costa Rica, New Zealand, the United Kingdom, Switzerland, China, Japan, Australia, Zimbabwe, Kenya, Philippines, The Republic of Korea, The United Arab Emirates, Liberia and Ireland.

## Primary Employment Sector of EDST Alumni by Degree



### Secondary Employment Sector

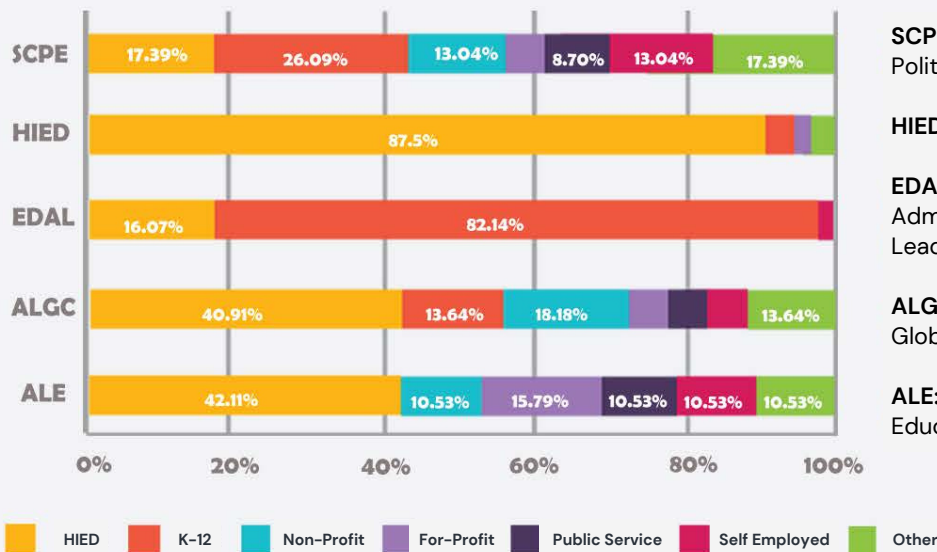


24% of participants indicated that they have a second job, with the majority being self-employed.

Our survey shows that the majority of PhD and EdD alumni in the survey work in the Higher Education sector (HIED). The most common sector for MA alumni is also Higher Education. The most common sector for MEd is K–12.

## Top Sectors for MEd Alumni by Program

Given that MEd alumni are the largest EDST population, this section focuses on the most populous MEd programs and looks at how the alumni's work sectors differ across their program concentrations.



SCPE: Society Culture Politics and Education

HIED: Higher Education

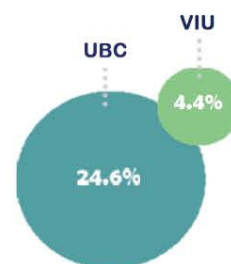
EDAL: Educational Administration and Leadership

ALGC: Adult Learning and Global Change

ALE: Adult Learning and Education

## Higher Education Employment

EDST alumni in the Higher Education sector across graduate degrees (PhD, MEd, MA, EdD) work in 52 different universities and colleges around the world. Some of the **top employers in Higher Education** are **The University of British Columbia (24.6%)** and **Vancouver Island University (4.4%)**.

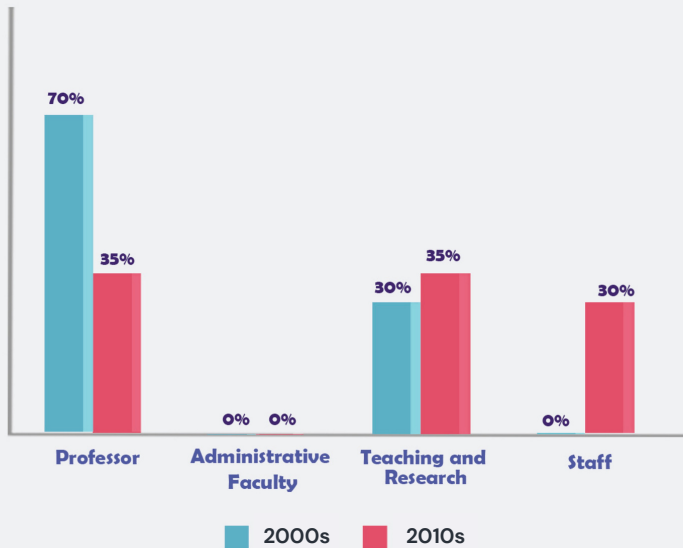




## Higher Education Employment for PhD and EdD Alumni Across Decades

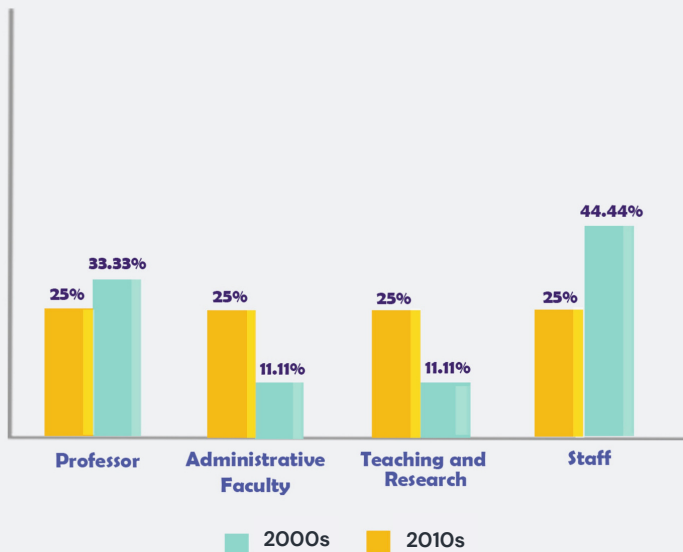
Given that HIED is the highest sector for PhD and EdD graduates, and that there tends to be a higher expectation for academic careers from doctoral alumni, this section focuses on the type of employment that doctoral EDST alumni occupy in the Higher Education sector. We compare doctoral graduates' employment in higher education across the 2000s and the 2010s, given that the graduates from those decades had the highest survey responses numbers.

### Comparing 2000s and 2020s PhD Alumni Working in HIED



There was a drop of 35% in tenure-track positions occupied by PhD alumni between the 2000s and the 2010s. At the same time, there was an increase in PhD alumni working as staff (30%) or in teaching or research positions (5%) over the same period.

### Comparing 2000s and 2020s EdD Alumni Working in HIED



Though the EdD program is not usually thought of as preparing graduates to become professors, there seems to have been an increase in the EdD alumni who works as professors, especially in colleges or less research-intensive universities between the 2000s and the 2010s.

**Professor** includes all professor ranks in teaching or research streams.

**Administrative Faculty** are senior administrative positions held by faculty members. Examples of positions mentioned include: "vice presidents, provosts, deans, associate deans, directors, executive directors, and program chairs."

**Teaching and Research** include any non-tenure track positions in teaching or research such as sessional instructor, lecturer or research associate positions.

**Staff** includes any staff positions in higher education.

\*It was sometimes difficult to discern whether a position is administrative faculty as opposed to staff. We recommend that future surveys pose the question directly.

## Variation in Work Sectors Across Identity Lines



100%

of Indigenous doctoral alumni work in the professoriate

Our data suggests that the **majority of Indigenous doctoral\* graduates working in Higher Education** are in **academic careers**. Despite having small numbers (only five PhD alum and one EdD alum self-identified as Indigenous), this finding has also been confirmed by our interaction with alumni, where it was often difficult—though not impossible—to locate Indigenous PhD graduates who work in careers beyond the professoriate as speakers for our events.

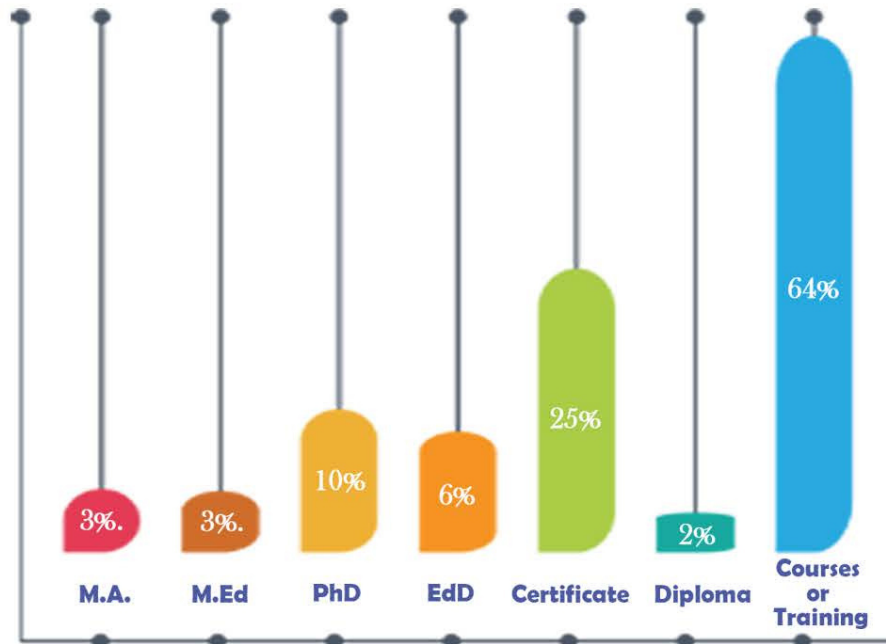
## Indigenous, Visible Minority and Non-Visible Minority Doctoral Alumni Working in HIED



\*Doctoral alumni include PhD and EdD alumni

## Further Education

66% of graduates continue further education, with the highest percentage taking courses or undergoing training.



## Top Training and Course Fields

