

SURVEY SUMMARY

**RESULTS FROM THE
2003 UCEA
MANAGEMENT SURVEY**



UNIVERSITY CONTINUING
EDUCATION ASSOCIATION

Some 197 regionally accredited UCEA member institutions responded to the Association's autumn 2003 Management Survey, yielding a response rate of 55 percent. Public institutions accounted for 75 percent of the total respondents and private institutions, 25 percent. Institutional respondents divided as follows: 34 percent were institutions having fewer than 5,000 FTE; 24 percent, 5,000 – 10,000 FTE; 28 percent, 10,001-20,000 FTE; 14 percent, more than 20,000 FTE. All data collected and analyzed in this *UCEA Survey Summary* refer to the 2002-2003 academic year.¹

A Changing Economy Requires Continuous Learning

Many college and university continuing education units experienced an upsurge in enrollments in 2002-03, owing to a tight U.S. job market and the rising knowledge and skill demands associated with major occupational sectors. A lot of current continuing education programming – whether leading to a degree or not – is aimed at helping individuals and organizations adapt to a changing economy. Credentials are in demand. Most good jobs now require a college degree. Online and fast track degree programs are attracting many working adults who have not yet completed a baccalaureate degree. Relevant professional certificates and master's degrees are also popular with learners. Growth sectors such as education, health services, computer technology, and business all value credentials. In response, more of what continuing education units do, often in cooperation with academic departments, is focused on developing specialized, multidisciplinary postbaccalaureate curricula for working adult learners.

Engagement with the community remains integral to the missions of both public and private institution continuing education and extension units. Continuing education units actively look for ways to work collaboratively with local organizations to advance regional economic development agendas. The role of a CE unit varies depending upon the nature of the endeavor. Typically university CE units contribute technical assistance, research, instruction, and conferencing facilities. Because building a quality workforce is key to economic development, many CE units are focusing significant resources on helping school districts meet the new No Child Left Behind performance standards.

Experience with building effective partnerships has led many universities to assign their CE units primary responsibility for identifying promising international collaboration opportunities on behalf of the parent institution. Such critical partnerships undergird study abroad programs, professional development, and degree programs developed jointly with international institutions.

¹ It should be noted that every institution did not answer every survey question. Also, owing to rounding, the percentages may not always add up to 100.

A Rising Demand for Leadership Talent

Many colleges and universities are enlisting the help of executive search firms now when faced with the task of identifying a new leader of a continuing education unit. The array of competencies that institutions aspire to find in a single individual is often astounding. Some institutions specify that the ideal candidate should not only possess academic qualities appropriate for tenure but also be visionary, entrepreneurial, knowledgeable about

Table 1. CEO Salaries by Continuing Education Unit Gross Revenues, 2003

CEO Salary	GROSS REVENUES														
	<\$500,000	\$500,000-\$1.0 mil	\$1.1-2.5 million	\$2.6-5.0 million	\$5.1-7.5 million	\$7.6-10 million	\$10.1-15 million	\$15.1-20 million	\$20.1-25 million	\$25.1-30 million	\$30.1-40 million	\$40.1-60 million	\$60.1-80 million	\$80.1-100 million	>\$100 million
< \$40,000	9%	5%	--	--	--	--	--	--	--	--	--	--	--	--	--
\$40 - 49,999	27%	--	3%	3%	--	--	--	8%	--	--	--	--	--	--	--
\$50 - 59,999	9%	10%	3%	3%	5%	--	--	--	--	--	--	--	--	--	--
\$60 - 69,999	18%	25%	16%	11%	--	--	--	--	--	--	--	--	--	--	--
\$70 - 79,999	18%	20%	16%	14%	--	--	4%	--	--	50%	--	--	--	--	--
\$80 - 89,999	9%	10%	19%	14%	21%	--	4%	--	--	--	--	--	--	--	--
\$90 - 99,999	9%	20%	19%	9%	16%	--	7%	17%	--	--	--	--	--	--	--
\$100 - 109,999	--	5%	6%	14%	16%	33%	14%	8%	25%	--	--	--	--	--	--
\$110 - 119,999	--	5%	9%	20%	16%	17%	7%	8%	12.5%	--	17%	33%	--	--	--
\$120 - 129,999	--	--	3%	9%	5%	17%	25%	8%	25%	--	--	--	--	--	--
\$130 - 139,999	--	--	3%	3%	10%	--	11%	17%	12.5%	50%	--	33%	--	--	--
\$140 - 149,999	--	--	3%	--	5%	33%	4%	--	--	--	--	--	67%	--	--
\$150 - 159,999	--	--	--	3%	--	--	11%	17%	--	--	--	--	--	--	--
\$160 - 169,999	--	--	--	--	5%	--	7%	8%	25%	--	17%	--	--	--	--
\$170 - 190,000	--	--	--	--	--	--	4%	8%	--	--	50%	--	--	100%	--
> \$190,000	--	--	--	--	--	--	4%	--	--	--	17%	33%	33%	--	100%
N=188															

distance education, and a consummate manager with a high tolerance for ambiguity. Regardless of the size of institution, these seem to be sought-after qualities. Meanwhile the emergence of many more continuing education providers – among both traditional institutions and private sector providers – means that competition for CEO talent can be fierce.

Gross Revenues and CEO Compensation

Table 1 (above) compares the compensation of continuing education CEOs with the annual gross revenues of their units or divisions. In general, the level of CEO compensation tends to correlate with the size of the unit's gross revenues. Still, gross revenues are neither the only nor the primary determinant of salary. Other factors that influence CEO compensation are institutional type, the mission of the CE unit, and a CEO's length of service. Among those continuing education CEOs in the highest bracket – that is with annual salaries above \$190,000 – the gross revenues of their CE units in 2002-2003 ranged from \$10.1 million to over \$100 million per year.