

Education Administrators

(All information, except UB degree program information, is from the US Department of Labor, Bureau of Labor Statistics 2004-2005 Occupational Outlook Handbook.)

- **Significant Points**
- **Employment, Job Outlook & Earnings**
- **Training, Other Qualifications, and Advancement**
- **UB Graduate Programs:**
 - [MBA](#)
 - [MS Accounting](#)
- **UB Undergraduate Programs:**
 - [BA or BS in the area which you hope to specialize \(Art, English, Geological Sciences, History, or Math\)](#)
 - [Minor-Education](#)

Significant Points

- Many jobs require a master's or doctoral degree and experience in a related occupation, such as a teacher or admissions counselor.
- Strong interpersonal and communication skills are essential because much of an administrator's job involves working and collaborating with others.
- Job outlook is expected to be excellent because a large proportion of education administrators are expected to retire over the next 10 years.

Employment

Education administrators held about 427,000 jobs in 2002. About 2 in 10 worked for private education institutions, and 6 in 10 worked for State and local governments, mainly in schools, colleges and universities, and departments of education. Less than 5 percent were self-employed. The rest worked in child daycare centers, religious organizations, job training centers, and businesses and other organizations that provided training for their employees.

Job Outlook

Employment of education administrators is projected to grow faster than the average for all occupations through 2012. As education and training take on greater importance in everyone's lives, the need for people to administer education programs will grow. Job opportunities for many of these positions should also be excellent because a large proportion of education administrators are expected to retire over the next 10 years.

A significant portion of growth will stem from growth in the private and for-profit segments of education. Many of these schools cater to working adults, many of whom might not ordinarily participate in postsecondary education. These schools allow students to earn a degree, receive job-specific training or update their skills, in a convenient manner, such as through part-time programs or distance learning. As the number of these schools continues to grow, more administrators will be needed to oversee them.

Enrollments of school-age children will also have an impact on the demand for education administrators. The U.S. Department of Education projects enrollment of elementary and secondary school students to grow between 5 and 7 percent over the next decade. Preschool and childcare center administrators are expected to experience substantially more growth as enrollments in formal child care programs continue to expand as fewer private households care for young children. Additionally, if mandatory preschool becomes more widespread more preschool directors will be needed. The number of postsecondary school students is projected to grow more rapidly than other student populations, creating significant demand for administrators at that level. In addition, enrollments are expected to increase the fastest in the West and South, where the population is growing, and to decline or remain stable in the Northeast and the Midwest. School administrators also are in greater demand in rural and urban areas, where pay is generally lower than in the suburbs.

Principals and assistant principals should have favorable job prospects. A sharp increase in responsibilities in recent years has made the job more stressful, and has discouraged teachers from taking positions in administration. Principals are now being held more accountable for the performance of students and teachers, while at the same time they are required to adhere to a growing number of government regulations. In addition, overcrowded classrooms, safety issues, budgetary concerns, and teacher shortages in some areas all are creating additional stress for administrators. The increase in pay is often not high enough to entice people into the field.

Job prospects also are expected to be favorable for college and university administrators, particularly those seeking nonacademic positions. Colleges and universities may be subject to funding shortfalls during economic downturns, but increasing enrollments over the projection period will require that institutions replace the large numbers of administrators who retire, and even hire additional administrators. While competition among faculty for prestigious positions as academic deans and department heads is likely to remain keen, fewer applicants are expected for nonacademic administrative jobs, such as director of admissions or student affairs. Furthermore, many people are discouraged from seeking administrator jobs by the requirement that they have a master's or doctoral degree in education administration—as well as by the opportunity to earn higher salaries in other occupations.

Earnings

In 2002, elementary and secondary school administrators had median annual earnings of \$71,490; postsecondary school administrators had median annual earnings of \$64,640, while preschool and childcare center administrators earned a median of \$33,340 per year. Salaries of education administrators depend on several factors, including the location and enrollment level in the school or school district. According to a survey of public schools, conducted by the Educational Research Service, average salaries for principals and assistant principals in the 2002-03 school year were as follows:

Directors, managers, coordinators, and supervisors, finance and business	\$81,451
Principals:	
Elementary school	75,291
Jr. high/middle school	80,708
Senior high school	86,452
Assistant principals:	
Elementary school	\$62,230
Jr. high/middle school	67,288
Senior high school	70,874

According to the College and University Professional Association for Human Resources, median annual salaries for selected administrators in higher education in 2001-02 were as follows:

Academic deans:	
Business	\$107,414
Graduate programs	100,391
Education	100,227
Arts and sciences	98,780
Health-related professions	89,234
Nursing	88,386
Continuing education	84,457
Occupational or vocational education	73,595
Other administrators:	
Dean of students	\$70,012
Director, admissions and registrar	61,519
Director, student financial aid	57,036
Director, annual giving	49,121
Director, student activities	41,050

Benefits for education administrators are generally very good. Many get 4 or 5 weeks vacation every year and have generous health and pension packages. Many colleges and universities offer free tuition to employees and their families.

Training, Other Qualifications, and Advancement

Most education administrators begin their careers in related occupations, and prepare for a job in education administration by completing a master's or doctoral degree. Because of the diversity of duties and levels of responsibility, their educational backgrounds and experience vary considerably. Principals, assistant principals, central office administrators, academic deans, and preschool directors usually have held teaching positions before moving into administration. Some teachers move directly into principal positions; others first become assistant principals, or gain experience in other central office administrative jobs at either the school or district level in positions such as department head, curriculum specialist, or subject matter advisor. In some cases, administrators move up from related staff jobs such as recruiter, guidance counselor, librarian, residence hall director, or financial aid or admissions counselor.

To be considered for education administrator positions, workers must first prove themselves in their current jobs. In evaluating candidates, supervisors look for leadership, determination, confidence, innovativeness, and motivation. The ability to make sound decisions and to organize and coordinate work efficiently is essential. Because much of an administrator's job involves interacting with others—such as students, parents, teachers, and the community—a person in such a position must have strong interpersonal skills and be an effective communicator and motivator. Knowledge of leadership principles and practices, gained through work experience and formal education, is important. A familiarity with computer technology is a necessity for principals, who are required to gather information and coordinate technical resources for their students, teachers, and classrooms.

In most public schools, principals, assistant principals, and school administrators in central offices need a master's degree in education administration or educational supervision. Some principals and central office administrators have a doctorate or specialized degree in education administration. In private schools, which are not subject to State licensure requirements, some principals and assistant principals hold only a bachelor's degree; however, the majority have a master's or doctoral degree. Most States require principals to be licensed as school administrators. License requirements vary by State. National standards for school leaders, including principals and supervisors, have been developed by the Interstate School Leaders Licensure Consortium. Many States use these national standards as guidelines to assess beginning principals for licensure. Increasingly, on-the-job training, often with a mentor, is required for new school leaders. Some States require administrators to take continuing education courses to keep their license, thus ensuring that administrators have the most up-to-date skills. The number and types of courses required to maintain licensure vary by State.

Educational requirements for administrators of preschools and childcare centers vary depending on the setting of the program and the State of employment. Administrators who oversee school-based preschool programs are often required to have at least a bachelor's degree. Child care directors are generally not required to have a degree;

however, most States require a credential such as the Child Development Associate credential (CDA) sponsored by the Council for Professional Recognition or other credential specifically designed for administrators. The National Child Care Association, offers a National Administration Credential, which some recent college graduates voluntarily earn to better qualify for positions as childcare center directors.

Academic deans and chairpersons usually have a doctorate in their specialty. Most have held a professorship in their department before advancing. Admissions, student affairs, and financial aid directors and registrars sometimes start in related staff jobs with bachelor's degrees—any field usually is acceptable—and obtain advanced degrees in college student affairs, counseling, or higher education administration. A Ph.D. or Ed.D. usually is necessary for top student affairs positions. Computer literacy and a background in accounting or statistics may be assets in admissions, records, and financial work.

Advanced degrees in higher education administration, educational supervision, and college student affairs are offered in many colleges and universities. The National Council for Accreditation of Teacher Education and the Educational Leadership Constituent Council accredit these programs. Education administration degree programs include courses in school leadership, school law, school finance and budgeting, curriculum development and evaluation, research design and data analysis, community relations, politics in education, and counseling. Educational supervision degree programs include courses in supervision of instruction and curriculum, human relations, curriculum development, research, and advanced teaching courses.

Education administrators advance through promotion to more responsible administrative positions or by transferring to more responsible positions at larger schools or systems. They also may become superintendents of school systems or presidents of educational institutions.