

**THE IMPLICATIONS OF REQUIRING A COLLEGE DEGREE FOR ENTRY LEVEL
FIREFIGHTERS IN THE DELHI TOWNSHIP FIRE DEPARTMENT**

Ohio Fire Executive

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ABSTRACT

This applied research project investigated the need to require a college degree for entry level career firefighters in the Delhi Township Fire Department. It reviewed the current job description for career firefighter and current educational requirements. The study investigated whether the current educational requirements were sufficient for career firefighters to effectively perform their duties. It also investigates the advantages and disadvantages of requiring a college degree for firefighters.

An action research method was utilized to make recommendations to the fire chief to change the current educational requirements for an entry level career firefighter. An extensive research of literature from the National Fire Academy Learning Research Center was conducted along with an inter-department survey to answer the following research questions:

- What level of formal education is required to effectively perform the duties of a firefighter with the Delhi Township Fire Department?
- Would a policy requiring entry-level firefighters at Delhi Township Fire Department to possess a college degree improve professionalism?
- What are the advantages and disadvantages of such a requirement to the community, department and individual firefighter?
- How would the existing work force adapt to this requirement and to the incoming personnel with a higher level of formal education?

The results of the study indicate that the requirement would benefit the department and the individual firefighter. It would also increase the professionalism of the individual firefighter justify the fire service as a profession. Furthermore, it would develop future leaders for the fire department. Overall, the attitude towards the change from current members was positive.

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INTRODUCTION

If only we knew ten, fifteen or twenty years ago that the duties of a firefighter were going to change so rapidly, we may have better prepared our workforce for the future. Firefighters are no longer just required to fight fires. They must don many hats and perform multiple functions that were not required in the not too distant past. Firefighters, in most jurisdictions in our region, are required to be cross-trained as Emergency Medical Technicians, Paramedics, and Rescue Technicians. In 1986, the federal government passed SARA Title 3 legislation that required all firefighters to be trained to respond to hazardous materials incidents. In addition to these duties and certifications, firefighters must also be public educators, fire safety inspectors, and proficient in public relations. The leadership of the Delhi Township Fire Department is charged with the responsibility of assuring that new recruits and firefighters can effectively learn all the roles they will be required to perform. If they do not have the basic knowledge or ability to comprehend the required information, they are being placed in an extremely unsafe position.

The purpose of this research project is to examine the educational requirements that entry level firefighters must possess prior to becoming a member of the Delhi Township Fire Department. This project will utilize historical information and current data to answer the following questions:

1. What level of formal education is required to effectively perform the duties of a firefighter with the Delhi Township Fire Department?
2. Would a policy requiring entry-level firefighters at Delhi Township Fire Department to possess a college degree improve professionalism?
3. What are the advantages and disadvantages of such a requirement to the community, department and individual firefighter?

4. How would the existing work force adapt to this requirement and to the incoming personnel with a higher level of formal education?

An action research method was used for this project to assist in creating a policy regarding educational requirements for entry level career firefighters in the Delhi Township Fire Department. A list of recommendations will be developed and forwarded to the fire chief.

BACKGROUND AND SIGNIFICANCE

Fire departments have mastered the art of training personnel. Historically, they have not educated personnel very well because the need was not identified. The roles fire departments played in the past were limited to fighting fires that did not involve hazardous or exotic materials. The skills needed to battle these fires could be developed through training. The duties that firefighters assume these days require them to learn and process complex information. Training involves the physical aspects that can be instructed or drilled on through repetition. Education involves the knowledge or cognitive skills to learn and process information. Using a simple analogy not intended to demean the importance, animals can be trained but they cannot be educated. Firefighters must now be trained and educated if they are to survive in today's fire service.

Firefighters are exposed to hazards that they had not been subjected to in the past. Due to technology, fire personnel must now confront emergency incidents involving plastics and chemicals that did not exist in the past. New synthetic materials and chemicals are being introduced to the market every year. Firefighters need to understand fire behavior and chemistry to effectively mitigate these incidents. Building construction has become another area of concern to the fire service. Lightweight construction and tension concrete have become

commonplace in newer buildings. Although this construction is quite stable under normal conditions, it is an extreme hazard under the stress of heat, fire and the additional weight of water being applied to the structure under fire conditions. Firefighters must have the education and training to evolve with changing technology.

The additional responsibilities placed on firefighters require a higher level of education and training than ever before. Firefighters must be better verbal and written communicators. They need to have the knowledge and finesse to communicate with superiors, politicians, and citizens. They must be able to communicate with children and adults using age appropriate dialogue and language. In general, people today are more informed and possess more knowledge due to the technical age of television and cyberspace information sources. Firefighters need to communicate clearly, effectively and tactfully to convey their message and maintain the professionalism of themselves and the department.

Firefighters, especially those in smaller departments, must assume responsibilities that are traditionally assigned to officers in larger organizations. Smaller departments must assign command level responsibilities to firefighters because they cannot afford to hire additional staff personnel to oversee them. The Delhi Township Fire Department has assigned areas of responsibilities to firefighters that are considered administrative duties in larger departments.

The following duties are assigned to line firefighters:

- Public Fire Education Coordinator
- Uniforms and Personal Protective Equipment Manager
- Fire and Emergency Medical Reporting Supervisor
- Grants Coordinator
- Station Maintenance and Supplies Coordinator

- Fleet Maintenance Manager
- Inventory and Property Control Manager

The line firefighters must assume the roles of managers and supervisors in addition to being firefighters, paramedics, hazardous materials responders, rescue technicians, inspectors and public educators.

The current level of education required by the Delhi Township Fire Department mirror the same requirements as the State of Ohio to be certified as a firefighter or paramedic. The Ohio Administrative Code (OAC 4765-8-01) does not require a minimum level of education to be certified as a firefighter, emergency medical technician, or paramedic. It only requires that a person be a minimum of 18 years old and not presently attending high school. This is an actual decrease in requirements that formerly required a high school diploma for emergency medical technicians and paramedics. It is the responsibility of the local authority having jurisdiction to set educational standards if they choose.

Fire administrators in the Delhi Township Fire Department must decide if the time has come to require entry level firefighters to possess a college degree as a prerequisite to being hired to address educational needs. Modern day firefighters must possess the critical thinking skills to successfully perform in the fire service today and to prepare for the future. Fire administrators must prepare to staff apparatus with not only well trained firefighters, but also with properly educated firefighters. Education refers to the cognitive facet of the job. One must possess the knowledge and ability to “think on their feet.” The fire service and it’s members must also be able to justify their claimed professionalism rather than just giving it “lip service.”

LITERATURE REVIEW

An extensive review of literature was conducted regarding the value and impact of college education for the fire service. The majority of literature was obtained from the National Fire Academy's Learning Resource Center via the Internet and by mail. Several professional journal articles were found as well as other applied research projects dealing with the topic. In 1991, the Houston Professional Fire Fighters Association conducted a study to determine the future needs of their department. They completed a report titled *Vision 2000 Report*, which was also used as a research reference for this project. The literature overwhelmingly supports the need and advantages of firefighters successfully completing studies in higher education.

Rooney (2000) states, "The fire service has not taken education seriously due to its traditions, resistance to change and the fear of the unknown. Formal education has elevated every profession that has embraced and encouraged it." The fire service, in general, is well known for its resistance to change. If the fire service wants to be truly recognized as a profession it must do the things other entities have done to deserve the same recognition. Carter (1989) wrote, "In the early years of most of our fire service careers, academic knowledge and education did not seem to be prized commodities. Technical expertise, skill and toughness, yes; but knowledge and education, no." The fire service and its members must embrace change and progress while holding onto its history and traditions. There is a tremendous amount of education available by studying the history of the fire service. "Book learning provides the opportunity to capitalize on hundreds of collective years of others' experience" (Kramer and Loveman, 1995, p.18).

The fire service cannot progress without recognizing the need for higher education for its members. Higher education is a key step in accepting and understanding change. Thomas (1995) stated, "Education reduces the resistance to change, which has plagued the fire service

since its inception. The fire service is deeply entrenched in the bureaucratic, para-military models. Because of these structures, it is very resistant to change and bases its principle function on traditions rather than the needs and wants of the community it serves.” In regards to change, Mackay (1997) wrote, “Change is tough for everyone, but it’s toughest for those who have achieved a comfortable level of success and suddenly are forced to learn new skills and new ways in order to survive.”

The literature also supports the need for higher education based on the skills that are expected of firefighters today. “New service delivery problems of today like hazardous materials response, emergency medical services, computer aided dispatch, and an enhanced 911 system. These changes have caused the fire service to take a new look. No longer would it be considered a one-dimensional service of extinguishing fires” (Shields 1997). College education can improve the fire service and improve how firefighters perform their duties. In a related article Zuccarelli (1983) stated, “A college education helps foster qualities which are essential in today’s firefighter and fire officer, including leadership, intellectual curiosity, analytical ability, articulateness, an ability to cope with many routine situations encountered in fire protection work. A college education does not necessarily make good firefighters and fire officer, but it can make good firefighters and fire officers better.”

The most compelling literature regarding how higher education helps make better firefighters was found in a report published by the Houston Professional Fire Fighters Association in 1991. The information for the report was compiled in 1990 and was titled *Vision 2000*. The study was completed to recommend a plan to fire department administration that would lead the department into the 21st century. The report concluded that fire suppression activities require technical skills; EMS activities require technical and human relations skills;

rescue operations require analytical skills; and management positions in the fire service require a combination of these skills. In related literature, Hollas (1994) wrote, “Whereas training is best to develop technical skills, education in a collegiate environment best develops human relations and analytical abilities.”

The fire service is often referred to as a profession and fire service personnel refer to themselves as professionals. Society, in general, thinks of professionals as the “white collar” society. The United States Department of Labor has a classification titled Professionals that include doctors, attorneys, accountants and brokers. The common thread in all these occupations is the need for a higher education. “The benefits of college and graduate education are an innate part of what makes a profession a profession. If the fire service takes its own professionalism seriously, it should do more to promote fire science as academics discipline” (Clark, 1993, p.50). In a similar reference, Phillips (1991) stated, “The fire service has struggled with the subject of professionalism for many years. ...The fire service has sought to improve its image over the past few decades seeking to become a true profession rather than simply a trade. Educational requirements are recognized in most occupations in the United States as one criteria that separate professions from trades.”

There have been many articles written about the fire service and its place among other public service agencies in their respective communities. The common theme is that police agencies tend to gain the attention of elected officials and fire departments struggle for their respect. The amount of federal funds spent on fighting crime far exceeds the amount spent on fire protection and suppression. Literature that was reviewed for this project suggests that education may be one of the culprits that have caused this. Rooney (2000) wrote, “In several studies, formal education has been proven to increase both salaries and professionalism within an

organization. It will increase both confidence and credibility on the job, increase communication between the members of the department; city officials and the citizens will feel more assured that they are receiving the best service available.” Clark (1993) stated:

“There are more than 1,100 associate degree programs related to the police service, compared to 314 fire service programs. At the master’s degree level, there are four fire and 130 police programs. Finally, at the doctoral level there 19 police programs and one fire program” (p.51)

It is apparent that the police have placed a greater emphasis on higher formal education than the fire service.

There are also other general benefits of requiring a college degree that assist with creating an effective work place. It helps develop qualities that every employer would like to have in their employees. The following is a list provided in the literature that was reviewed for this study:

- Less erratic job history
- Increased satisfaction with work and lives
- Less likely to be influenced by prejudices and stereotypes
- More likely to attempt rational, nonviolent problem solving
- Increased ability for independent study
- Time management skills
- Ability to work independently (Hollas, 1994, p.4)

The literature also suggests that fire departments do not have choice regarding higher education if they want to succeed. Carter (1989) wrote an article in regards to higher education. He stated that fire departments could choose “progress or stagnation.” The choice is clear. The

fire service must develop our current personnel to be the leaders of tomorrow. Clark (1993) stated, "If the fire service is to survive and prosper in the next century, fire chiefs must lead the way by recognizing higher education's importance for their profession and for themselves."

PROCEDURES

The research was designed to determine outcomes for four research questions. These questions were as follows:

1. What level of formal education is required to effectively perform the duties of a firefighter with the Delhi Township Fire Department?
2. Would a policy requiring entry-level firefighters at Delhi Township Fire Department to possess a college degree improve professionalism?
3. What are the advantages and disadvantages of such a requirement to the community, department and individual firefighter?
4. How would the existing work force adapt to this requirement and to the incoming personnel with a higher level of formal education?

The first procedure done was a review of the job description for a firefighter with Delhi Township Fire Department. This was compared to general job descriptions for firefighters in the last 10 to 20 years. A review was also conducted of the basic requirements for firefighter training in the State of Ohio.

The primary tool used to conduct this research was a literature review. The National Fire Academy Learning Resource Center was used to obtain several professional journal articles as well as copies of Executive Fire Officer Applied Research Projects from students in the Executive Fire Officer Program at the National Fire Academy. The information was obtained

using an inter-library loan program through the local library in Cincinnati, Ohio. I also obtained a copy of a report titled *Vision 2000* from the Houston Professional Fire Fighters Association in Houston, Texas. This research project relied heavily on literature research and the writing and opinions of nationally and globally recognized fire service leaders. Credibility was a primary issue.

A survey was also conducted within the Delhi Township Fire Department to determine current attitudes towards higher formal education among our current firefighters. The focus group for the research was career firefighters, but part-time firefighters were surveyed as well because this is the pool used currently to hire career personnel. The survey used was found in an applied research project from the National Fire Academy. It was developed by Dr. S. Joseph Woodall from Grand Canyon College in Phoenix, Arizona. It was developed to be used in another research project, but was applicable to this study. The survey is found in Appendix B.

A simple cover letter was distributed with the survey to assure that everybody received identical instructions. The letter explained the intent of the survey and how it was to be used. The survey initially requests demographic information from each participant. There are then 10 statements. The participants are instructed to place a corresponding number next to each statement indicating the level to which they agree or disagree. The number 1 indicates strongly agree, the number 2 indicates agree, the number 3 is neutral, the number 4 is disagree, and the number 5 is strongly disagree. The scale used is opposite the typical scale used for surveys of this type. This was done to eliminate any confusion of a weighted point value so that the answers would be honest and accurate. The cover letter is found in Appendix A.

The survey was distributed to on duty personnel over a three day period. This allowed the survey to be conducted on each duty shift. The survey distributors were instructed to have

the survey completed and then collected immediately. This allowed for a return rate of 100%. The survey took less than five minutes to complete.

RESULTS

The return rate on the survey was 100% of the surveys distributed were returned. This was accomplished by distributing the survey on duty, waiting for them to be completed, and immediately collecting them. There were 14 career personnel and 48 part-time personnel participating in the survey. There are 18 career personnel and 59 part-time personnel on the department roster. Those who did not participate did not work one of the three days the survey was conducted. Among the career ranks surveyed, there were five firefighters, five lieutenants, three captains, and one chief. There are no part-time officers so all 48 surveys returned were from firefighters. The results of the survey are in Appendix C.

Research question one was addressed using survey questions three, four, five and six. The results of question three were mixed between career and part-time personnel. Among the career personnel 54% either agreed or strongly agreed and 36% disagreed. The part-time personnel agreed or strongly agreed 67% of the time and disagreed 17% of the time. In question number four, 37% of the part-time personnel agreed with this statement while only 18% of the career personnel agreed. There were 33% of the part-time personnel that disagreed with this statement and 27% of the career personnel disagreed. Surprisingly, 55% of the career personnel remained neutral. In question number five; career and part-time firefighters felt the same. There were 67% agreement from the part-time ranks and 63 % agreement from the career ranks. In question six, greater than 50 % of both career and part-time personnel agreed or strongly agreed with this question. There were less than 30% from both groups that disagreed. It was interesting

that less than 50% thought college should not be considered for promotion, but greater than 50% thought college degrees would be a necessary tool for a supervisor or manager.

Research question two was addressed using survey questions one and seven. In survey question one, 54% of career personnel agreed with this statement while only 9% disagreed. Among the part-time personnel, 59% agreed while only 8% disagreed. There was approximately 35% that remained neutral. In survey question seven, 36% of the career personnel agreed and 36% disagreed. There was 51% of the part-time personnel that agreed and 25% that disagreed.

Research questions three and four were addressed using survey questions nine and ten. There was overwhelming agreement by career and part-time personnel to these statements. In survey question nine, 81% of the career and 96% of the part-time personnel agreed or strongly agreed to this statement. There was only 4% disagreement among the part-time firefighters and nobody disagreed among the career firefighters. In survey question ten, 100% of the career personnel and 88% of the part-time ranks agreed to this question. There was no disagreement from either group.

There were some significant limitations to the survey that need to be considered. There were promotional opportunities open for both career and part-time personnel at the time of the survey. The Delhi Township Fire Department was planning to promote three lieutenants from the career ranks and 4 new career positions that part-time personnel would be eligible for. Since the majority of personnel did not possess college degrees, that could skew the answers in their favor. Another limitation that must be considered is that several of the part-time personnel work in a career position for other fire departments. This limits the attitude from a “truly” part-time perspective. The final limitation that must be considered is that some personnel have been

members for several years and are former volunteers for the department. This may cause the entire issue to be viewed from a different perspective.

DISCUSSION

The literature regarding the requirement of college degrees for the fire service in general is overwhelmingly in favor of the requirement. The survey also indicates that the majority of firefighters with Delhi Township agree there is an advantage to the requirement. The disagreement between the two is in the area of increased professionalism. The fire service leaders who authored the items in the literature review overwhelmingly agree that it will increase professionalism. In fact, this theory is the primary reason most of them support a higher formal education level for firefighters. The survey indicates that less than 36% of career firefighters feel professionalism would be increased. This is because firefighters already consider themselves professionals. The societal definition for profession contradicts this.

The survey also indicates that most firefighters in the department agree that a college education provides the tools that are necessary to be a supervisor or manager. In the same survey, less than 50% of firefighters in the department feel that a college education should not be a consideration for promotion. Why the contradiction? Most of the firefighters do not have a college degree or have even attended college. On the other hand, they still want to be considered for promotions. An additional reason for the contradiction is the perception of the participant taking the survey. When the statement was about promotions, they applied the statement to their situation. When the statement was about tools for supervisors and managers, they applied the statement to the current supervisors and managers. The results are an indication of the selfish side of human nature.

There are some opponents to the idea of requiring college degrees for firefighters. In response to an electronic bulletin board posting, an e-mail was received from a fire officer in El Paso, Texas. He stated that his department attempted this requirement but it was repealed because the civil service commission determined it was unfair to minorities. They stated minorities did not have the same financial opportunities to attend college that was afforded to Caucasians. A quick search of the internet was done to determine scholarship opportunities for minorities. It was done as a quick search to show how easy the opportunities are to find. The search revealed there were 6,990 web sites for minority scholarships and more than 4,000 of them did not specify an area of study. Anybody can access the internet from a computer at their local public library.

RECOMMENDATIONS

Based on the implications of this study the Delhi Township Fire Department should require that all entry-level firefighters possess a minimum of an associates degree in any discipline from an accredited college or university. This will assure that we are hiring firefighters who possess the critical thinking skills to learn and process new information, to make logical decisions and to lead the fire department in the future. The department should also encourage existing personnel to continue their education and earn a degree. This can be accomplished with an incentive program as indicated by the literature review and the survey.

The department should also develop and offer an officer development program to educate and train firefighters to become future leaders. This should be a combination of departmental training programs as well as formal education at an accredited college or university. They should be encouraged to attend programs in fire science, public administration or business as

these are the disciplines best designed for leading and managing a fire department. After the program has been implemented over a pre-determined time period, a policy should be developed to require incremental college degrees based on rank. The advantages to the department and the individual are outlined and apparent in the research presented.

There are also future research implications that rose from this research. The research should be expanded to include other departments. This challenge is not unique to Delhi Township. There are several other departments in Hamilton County and Ohio that are of similar size and culture. This may present new information that can be considered. This may also create a network to create new college programs in conjunction to the actual needs of specific departments or organizations.

Studies need to be conducted regarding the impact of this requirement on firefighter safety. The primary goal of the department is safety. According to this study, higher formal education develops better critical thinking skills. It is logical that better decisions will be made creating a safer working environment.

A study can also be conducted to determine the impact on the community. The community should be informed of the requirement and then after a period of time a study can be conducted to determine community attitudes and financial impact versus benefit.

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APPENDIX A

Instructions for completing attached Applied Research Survey

I am conducting an applied research project regarding the necessity of higher education for firefighters. The project is part of a class I am taking through the Ohio Fire Chiefs Association. At this time, this research is not being considered for any policy changes, it is for educational purposes.

Attached you will find a survey. It should only take a few minutes to complete. DO NOT place your name on the survey. All responses given will be confidential. Follow the instructions on the survey and please be candid.

Your time in this matter is greatly appreciated.

Captain Moore

APPENDIX B

Applied Research Survey

Please circle the most appropriate answers:

Rank: Firefighter Lieutenant Captain Chief

Status: Part-time Full-time

Time in Rank: 0-5 yrs 6-10 yrs 11-15 yrs 16-20 yrs 21-25 yrs over 25 yrs

Time on the Job: 0-5 yrs 6-10 yrs 11-15 yrs 16-20 yrs 21-25 yrs over 25 yrs

Level of Education: HS Diploma 2 yrs of college 4 yrs of college over 4 yrs of college

College Awarded: ____ AA/AS ____ BA/BS ____ Masters ____ Doctorate

Field of Study: _____

Please rate the following statements according to the following scale:

1.....	2.....	3.....	4.....	5
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

- _____ 1. The completion of college coursework is important in the fire service.
- _____ 2. Department members that have completed college coursework should receive extra points on promotional exams.
- _____ 3. The completion of a fire science degree is more important to the fire department than a degree in another area of study.
- _____ 4. The completion of college courses should be required as a component of promotional eligibility.
- _____ 5. On the job experience is more important than formal education when considering a member for promotion.
- _____ 6. College coursework helps provide the tools necessary to do the job as a supervisor or manager in this department.
- _____ 7. Formal education is critical in enhancing professionalism in our department.
- _____ 8. Formal education is a good justification for higher salaries in the fire service.
- _____ 9. Tuition reimbursement is a strong incentive to seek higher education.
- _____ 10. Incentive pay for degrees would encourage you to complete your education.

APPENDIX C

1. The completion of college coursework is important in the fire service.

Career		Part-time	
Strongly Agree	18%	Strongly Agree	17%
Agree	36%	Agree	42%
Neutral	36%	Neutral	33%
Disagree	9%	Disagree	4%
Strong Disagree	0%	Strong Disagree	4%

2. Department members that have completed college coursework should receive extra points on promotional exams.

Career		Part-time	
Strongly Agree	9%	Strongly Agree	21%
Agree	45%	Agree	29%
Neutral	9%	Neutral	21%
Disagree	9%	Disagree	25%
Strong Disagree	27%	Strong Disagree	4%

3. The completion of a fire science degree is more important to the fire department than a degree in another area of study.

Career		Part-time	
Strongly Agree	9%	Strongly Agree	21%
Agree	54%	Agree	46%
Neutral	9%	Neutral	17%
Disagree	36%	Disagree	13%
Strong Disagree	0%	Strong Disagree	4%

4. The completion of college courses should be required as a component of promotional eligibility.

Career		Part-time	
Strongly Agree	0%	Strongly Agree	8%
Agree	18%	Agree	29%
Neutral	55%	Neutral	29%
Disagree	27%	Disagree	29%
Strong Disagree	0%	Strong Disagree	4%

5. On the job experience is more important than formal education when considering a member for promotion.

Career		Part-time	
Strongly Agree	36%	Strongly Agree	29%
Agree	27%	Agree	38%
Neutral	27%	Neutral	25%
Disagree	9%	Disagree	8%
Strong Disagree	0%	Strong Disagree	0%

6. College coursework helps provide the tools necessary to do the job as a supervisor or manager in this department.

Career		Part-time	
Strongly Agree	18%	Strongly Agree	25%
Agree	36%	Agree	29%
Neutral	18%	Neutral	33%
Disagree	27%	Disagree	13%
Strong Disagree	0%	Strong Disagree	0%

7. Formal education is critical in enhancing professionalism in our department.

Career		Part-time	
Strongly Agree	18%	Strongly Agree	13%
Agree	18%	Agree	38%
Neutral	27%	Neutral	21%
Disagree	36%	Disagree	25%
Strong Disagree	0%	Strong Disagree	0%

8. Formal education is a good justification for higher salaries in the fire service.

Career		Part-time	
Strongly Agree	9%	Strongly Agree	21%
Agree	45%	Agree	21%
Neutral	36%	Neutral	33%
Disagree	9%	Disagree	25%
Strong Disagree	0%	Strong Disagree	0%

9. Tuition reimbursement is a strong incentive to seek higher education.

Career		Part-time	
Strongly Agree	45%	Strongly Agree	71%
Agree	36%	Agree	25%
Neutral	18%	Neutral	0%
Disagree	0%	Disagree	4%
Strong Disagree	0%	Strong Disagree	0%

10. Incentive pay for degrees would encourage you to complete your education.

Career		Part-time	
Strongly Agree	55%	Strongly Agree	42%
Agree	45%	Agree	46%
Neutral	0%	Neutral	13%
Disagree	0%	Disagree	0%
Strong Disagree	0%	Strong Disagree	0%