Attractiveness of the Academic Profession in New Zealand

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The NZ University System
Legal

Under Section 162 of the Education Act (1989) a university is defined as having the following characteristics:

- They are primarily concerned with more advanced learning, the principal aim being to develop intellectual independence;
- Their research and teaching are closely interdependent and most of their teaching is done by people who are active in advancing knowledge;
- They meet international standards of research and teaching;
- They are a repository of knowledge and expertise; and
- They accept a role as critic and conscience of society.
Systems Organisations

• Ministry of Education (Tertiary Div.)
  • Tertiary Education Commission
    • Tertiary Audit Unit
  • NZ Vice Chancellors Ctte.
  • TSU Tertiary Sector Union
• Royal Society of NZ (Marsden Fund)
• Foundation for Research, Science and Technology
### Composition (2007)

<table>
<thead>
<tr>
<th>University</th>
<th>Students (EFTS)</th>
<th>Staff (FTE)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Auckland</td>
<td>30,100</td>
<td>4,300</td>
</tr>
<tr>
<td>Auckland University of Technology</td>
<td>16,400</td>
<td>1,800</td>
</tr>
<tr>
<td>Waikato</td>
<td>9,700</td>
<td>1,500</td>
</tr>
<tr>
<td>Massey</td>
<td>19,400</td>
<td>2,800</td>
</tr>
<tr>
<td>Victoria</td>
<td>17,100</td>
<td>2,000</td>
</tr>
<tr>
<td>Canterbury</td>
<td>14,600</td>
<td>1,700</td>
</tr>
<tr>
<td>Lincoln</td>
<td>2,700</td>
<td>600</td>
</tr>
<tr>
<td>Otago</td>
<td>18,300</td>
<td>3,500</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>128,300</strong></td>
<td><strong>18,200</strong></td>
</tr>
<tr>
<td><strong>Numbers</strong></td>
<td><strong>c175,000</strong></td>
<td><strong>c20,000</strong></td>
</tr>
<tr>
<td><strong>Source: NZVCC</strong></td>
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</tbody>
</table>
Annual income:

Combined total income of $2.5 billion (2007)
- 45% government grants
- c28% student fees and
- c28% other sources (principally research contracts and trading income).
- Nearly 60% on staff salaries and related costs.
- Research in NZ: Funds

<table>
<thead>
<tr>
<th>Sector</th>
<th>$M(2006)</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business</td>
<td>763.3</td>
<td>41.8</td>
</tr>
<tr>
<td>Government</td>
<td>469.4</td>
<td>25.7</td>
</tr>
<tr>
<td>Universities</td>
<td>592.9</td>
<td>32.5</td>
</tr>
<tr>
<td>Total</td>
<td>1.825.6</td>
<td>100</td>
</tr>
</tbody>
</table>
University System History

- University of NZ until c1960
- Colonial University (parttime/evening)
- ‘Standard’ “low-pressure” University (in subsequent decades)
- Increased & Competitive Research funding (1990 on)
- Marketisation of Tertiary Sector
- International student market
History contd.

- PBRF (cf. RAE) 2003-
- Teaching systems formalisation
- Management ‘upgrades’ (e.g. Executive Deans)
- Massification (esp. at Postgraduate levels)
- Distancing from Pre-degree
- Maori issues
- De-Discipline and de-departmentalisation
Occupational Prestige

- Davis (1974)
- NZSEI (1996) 78
- UMR (2009) Teachers 3rd on list for Occupational Respect
NZ CAP study

- Thanks to international team
- Two waves: end 2008 and mid 2009
- Email only, no follow-ups allowed by ethics
- Low response-rate (c6%)
- N=120: therefore 95% confidence intervals +/- 8.9%
  - Good representativeness: bias towards senior staff and males
  - PBRF data
### Ages

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Sample Population</th>
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<tbody>
<tr>
<td>-24</td>
<td>0.1</td>
</tr>
<tr>
<td>-34</td>
<td>10.6</td>
</tr>
<tr>
<td>-44</td>
<td>26.5</td>
</tr>
<tr>
<td>-54</td>
<td>32.7</td>
</tr>
<tr>
<td>-64</td>
<td>25.7</td>
</tr>
<tr>
<td>65+</td>
<td>4.4</td>
</tr>
</tbody>
</table>
Birth Country

- Australia 4.2
- British 25.2
- Canada 5.0
- Netherlands 3.3
- New Zealand 37.0
- USA 7.6
<table>
<thead>
<tr>
<th>Degree</th>
<th>Bach</th>
<th>Masters</th>
<th>PhD</th>
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<tbody>
<tr>
<td>N</td>
<td>47.1</td>
<td>44.5</td>
<td>44.5</td>
</tr>
<tr>
<td>Y</td>
<td>52.1</td>
<td>47.1</td>
<td>39.5</td>
</tr>
<tr>
<td>NA</td>
<td>0.8</td>
<td>8.4</td>
<td>16.0</td>
</tr>
<tr>
<td>Total</td>
<td>100.0</td>
<td>100.0</td>
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B5: Views on Knowledge Production/Diffusion

Strongly agree  2  3  4  Strongly disagree

• This is a poor time for any young person to begin an academic career in my field
  14.4%  13.6%  16.9%  34.7%  20.3%

• If I had it to do over again, I would not become an academic
  3.4%  8.5%  12.8%  15.4%  59.8%

• My job is a source of considerable personal strain
  11.0%  29.7%  21.2%  25.4%  12.7%

• Teaching and research are hardly compatible with each other
  6.8%  13.6%  16.9%  26.3%  36.4%
B7: Changes since started your career

Very much improved 2 3 4 Very much deteriorated

- Working conditions in higher education
  2.5% 16.1% 31.4% 39.8% 10.2%

- Working conditions in research institutes
  2.5% 13.6% 53.1% 24.7% 3.7%
NZ: nonNZ

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C4: Views

Strongly agree  2  3  4  Strongly disagree

• You spend more time than you would like teaching basic skills due to student deficiencies
  24.8%  26.6%  21.1%  20.2%  7.3%

• You are encouraged to improve your instructional skills in response to teaching evaluations
  10.9%  45.5%  24.5%  14.5%  4.5%

• At your institution there are adequate training courses for enhancing teaching quality
  25.7%  39.4%  27.5%  6.4%  .9%

• Practically oriented knowledge and skills are emphasized in your teaching
  35.8%  45.9%  10.1%  7.3%. 
Views Contd.,

Strongly agree  2  3  4  Strongly disagree

• In your courses you emphasize international perspectives or content
  38.2%   35.5%   16.4%   7.3%   2.7%

• You incorporate discussions of values and ethics into your course content
  28.4%   38.5%   11.0%   18.3%   3.7%

• You inform students of the implications of cheating or plagiarism in your courses
  55.5%   23.6%   12.7%   5.5%   2.7%

• Grades in your courses strictly reflect levels of student achievement
  44.5%   39.1%   12.7%   .9%   2.7%
Views contd.,

**Strongly agree  2  3  4  Strongly disagree**

- Since you started teaching, the number of international students has increased
  35.8%  33.0%  14.7%  11.9%  4.6%

- Currently most of your students are international
  13.2%  17.0%  15.1%  35.8%  18.9%

- Your research activities reinforce your teaching
  41.8%  37.3%  10.9%  9.1%  .9%
B3: To what extent is your work supported as this institution (% Excellent)

- Evaluation of Classrooms 21.7%
- Technology for teaching 27.8%
- Laboratories 4.5%
- Research equipment and instruments 11.5%
- Computer facilities 26.3%
- Library facilities and services 43.2%
- Your office space 35.9%
- Telecommunications (Internet, networks, and telephones) 19.7%
- Secreterial Support 39.0%
- Teaching support staff 18.5%
- Research support staff 16.0%
- Research funding 10.4%
E4: At My Institution there is...
Strongly agree%

- A strong emphasis on the institution's mission 22.0%
- Good communication between management and academics 5.1%
- A top-down management style 36.8%
- Collegiality in decision-making processes 4.3%
- A strong performance orientation 21.7%
- A cumbersome administrative process 36.8%
- A supportive attitude of administrative staff towards teaching activities 12.3%
- A supportive attitude of administrative staff towards research activities 10.3%
- Professional development for administrative; management duties for individual faculty 8.9%