

The Academic Profession: Changing Challenges and Changing Views in Comparative Perspective

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Dramatic Changes of the Academic Profession since about 1970

- A first wave of challenges in the 1970s and 1980s
- A second wave of challenges in the 1990s and the 1st decade of the 21st century
- Varying conditions by country, but surprisingly similar discourse about challenges and problems in economically advanced countries

The First Wave of Challenges – in the 1970s and 1980s

- Expansion of higher education and loss of exclusiveness of the academic profession
- Diversification (in Europe: notably according to types of higher education institutions)
- Growth of the academic profession and socio-biographic equality
- Changing (deteriorating) employment and work situation of the academic profession
- Expansion of higher education and the rising demands in teaching: (a) expansion of teaching institutions, (b) the didactic challenge, (c) coping with the “mass” student
- Changing academic power: Increasing supervision and planning by government

The Second Wave of Challenges – in the 1990s and the First Decade of the 21st Century

- Again: “The Knowledge Society Paradigm” does not enhance the status of scholars at higher education institutions
- Steep Vertical Stratification: (a) Stronger emphasis on research, (b) competition to be(come) “world-class university”, (c) increasing imitation behaviour
- Further change (deterioration) of employment and work situation of the academic profession
- Managerialism: the changing academic power system
- The evaluation, incentive and competition regime
- Internationalisation
- Growing expectation of relevance, growing utilitarian/instrumental pressures

Messages from Higher Education Research

- There is a lively and controversial public discourse on the challenges the academic profession faces and the actual changes of the academic profession
- Prime aim of this presentation: What does higher education research tell us about the challenges and the actual views and activities of the academic profession?
- Secondary aim of this presentation: Discussion of commonalities and differences across countries

Comparative Research on the Academic Profession and Involvement of INCHER-Kassel

- Involved in the Carnegie Study on the Academic Profession (1990-1995)
- Involved in CAP - The Changing Academic Profession (2005-2012)
- Coordination of the EUROAC - The Academic Profession in Europe (2008-2012)

Other Analyses of INCHER-Kassel Relevant for the Academic Profession

- Various surveys and other studies on student and academic mobility
- Surveys and statistical analysis of careers of doctoral award holders (1999-2006)
- Various secondary studies on diversity of higher education (non-university higher education, structural developments and policies, rankings, etc.)
- Various meta-evaluation studies and secondary studies on evaluation in higher education
- Comparative analyses of the employment and work situation of junior academic staff in Europe
- (Non-)Mobility between Academic and Business Careers in Germany (2004-2006)
- A Comparison of Academic Careers in Germany and the US (2005-2006)
- The Rise of the Higher Education Professionals (2009-2012)

Findings of the Carnegie and CAP Studies

- Select findings of the Carnegie and CAP surveys will be presented to test some of the widespread views about some of the challenges, the activities and the views of the academic professions named above.
- Where a comparison of findings from 1992 and 2007 is possible, data will be presented on five countries: USA, UK, Germany, Australia and Japan.

In the framework of the EUROAC Study, a survey of the Academic Profession was undertaken in Ireland in 2010 (Marie Clarke, Jonathan Drennan, Sheelagh Drudy, Pat Clancy, Abbey Hyde). The results will be

HE Expansion and the Declining Exclusiveness of the Academic Profession

- Number of students currently about 10 times as high as in the 1950s; similar quantitative growth of the academic profession
- In the US, substantial decline of the income advantage of academics as compared to average income from the 1960s to the 1980s; not so substantial in European countries
- Decline of the rank of university professors in surveys of occupational prestige
- Different roles of academics by country in public discourses/media etc.

Diversification

- Increasing diversity notably according to levels of study programmes, types of higher education programmes, informal prestige of individual institutions
- Primarily vertical diversity, less horizontal diversity (according to profiles)
- Primarily inter-institutional diversity, Bologna a move towards more intra-institutional diversity

Weekly Working Hours: What Changes, What Causes?

Average Weekly Working Hours* – Junior and Senior Staff at Universities

	AU		DE		JP		UK		US	
Sen	Jun	Sen	Jun	Sen	Jun	Sen	Jun	Sen	Jun	
1992	47	51	46	51	48	51	46	51	45	50
2007	44	50	41	54	51	50	45	51	44	48

* Calculated as 60% of the weeks when classes are in session
40% of the weeks when classes are not in session

Sources: Carnegie O18: CAP B1

Socio-biographic Equality as Regards the Academic Profession

- Little attention is paid to parental background of the academic profession: more selective than that of HE students
- Major attention is paid to gender inequality by country
- Findings: Dramatic differences by country
- Findings: Historical catching-up process is more impressive than signs of “glass-ceiling” and persistence of gender inequality

Women Academics (I): Percentage in Advanced Countries 2007

	JP	AU	UK	US	CA	PT	FI	NO	IT	DE
University Senior	13	39	33	32	29	29	27	25	24	18
Junior		63	52	46	43	45	47	50	46	38
Other HEI Senior		47		34		47	37	36		20
Junior		59		35		42	52	60		19

Women Academics (II): Changes 1992 – 2007 in Five Advanced Countries

Percentage of Women among Academics

		AU	DE	JP	UK	US
Research university	1992	10	6	1	6	17
professors	2007	39	18	16	33	32
Research university	1992	39	22	7	29	42
junior staff	2007	63	38	21	52	46

Employment and Work Situation of the Academic Profession

- Increase of short-term employment, but not consistently
- No general trend towards part-time employment (specific conditions in NL)
- Improvement of infrastructure
- In some countries, increase of side-income

Trend Towards Decreasing Regular/Stable Employment?

Part-time and Short-term Employment – Junior and Senior Staff at Universities (percentage)

	UK		US		AU		DE		JP	
	Jun	Sen	Jun	Sen	Jun	Sen	Jun	Sen	Jun	Sen
Part-time										
1992	5	2	25	2	2	0	6	6	23	3
2007	17	9	27	1	3	0	12	2	10	3
Short-term										
1992	36	6	79	2	4	1	28	9	63	5
2007	48	25	69	4	23	8	12	0	71	7

Employment of Academics in Europe 2007 (%)

	FI	DE	IT	NO	PT	UK
Part-time Univ. Junior	22	35	3	13	16	17
Senior	6	1	3	6	5	5
Other Junior	15	18	*	18	7	27
Senior	10	6	*	10	3	18
Short-term Univ. Junior	72	79	*	78	79	28
Senior	42	4	*	5	15	2
Other Junior	21	38	*	60	80	32
Senior	10	3	*	14	19	8

Assessment of the Infrastructure for Academic Work, Academics in Advanced Countries 1992 and 2007 (arithm. mean)*

	DE	FI	NO	IT	PT	UK	AU	JP	US	
<i>University</i>										
Professors 2007	2.6	2.3	2.5	2.8	2.6	2.8	2.5	2.9	2.5	
(Professors 1992)	(2.6)	.	.	.	.	(2.7)	(2.7)	(3.2)		
2.6	(2.4)	.								
Juniors 2007	2.6	2.2	2.4	3.0	2.9	2.8	2.6	3.0	2.5	2.6
(Juniors 1992)	(2.6)	.	.	.	.	(2.8)	(2.7)	(3.2)	(2.7)	.
<i>Other HEIs</i>										
Professors 2007	2.7	2.3	2.6	.	2.7	3.0	2.6	.	2.4	.
Juniors 2007	2.5	2.4	2.4	.	2.9	3.1	2.8	.	2.6	.
(Academics 1992)	(2.9)	.	.	.	.	(3.1)	(2.9)	(3.2)		
(2.7)										

Trend towards Increase of Other Sources of Income

Other Sources of Income – Junior and Senior Staff at Universities (percentage)

	AU		DE		JP		UK		US	
	Jun	Sen	Jun	Sen	Jun	Sen	Jun	Sen	Jun	Sen
1992	.	.	5	9	14	9	6	10	19	12
2007	7	8	10	12	18	7	10	12	32	24

Sources: Carnegie O19: CAP A12

New Challenges for Teaching

Expansion of higher education leads to new demands in teaching:

- expansion of teaching institutions
- more didactic expertise
- formalized study programmes and assessment (e.g. credit system)
- coping with the “mass” student
- competence oriented learning and assessment (“learning outcomes”)
- new approaches as regards theory and practice

Elements of Working Situation: *Proportion of Time Spent on Different Activities*

Proportion of time spent on different activities when classes are in session 2007/1992 (%)

	Academic staff at universities		Professors at universities		Academics at Fachhochschulen	
	2007	1992	2007	1992	2007	1992
Teaching	28	26	34	43	57	69
Research	43	49	31	29	19	12
Service	18	14	11	8	7	6
Other activities	6	2	8	5	5	2
Administration	6	9	16	16	12	12

Work Time Spent on Teaching and Research – Divergent Trends

Average Percentage of Work Time Spent on Teaching and Research* – Junior and Senior Staff at Universities

	AU		DE		JP		UK		US	
	Jun	Sen	Jun	Sen	Jun	Sen	Jun	Sen	Jun	Sen
Teaching										
1992	36	25	20	33	20	22	28	24	32	27
2007	31	21	23	28	29	33	33	22	36	28
Research										
1992	38	32	54	39	53	51	45	37	41	43
2007	40	41	49	39	39	42	37	43	36	37

* Calculated as 60% of the weeks when classes are in session 40% of the weeks when classes are not in session

Sources: Carnegie Q18; CAP B1

Involvement in Varied Teaching Activities, Academics in Advanced Countries 2007 (arithmetic mean)*

	DE	FI	NO	IT	PT	UK	AU	JP	US
University professors	2.6	4.3	4.0	3.8	3.2	4.5	4.0	3.3	4.0
Junior academic staff at universities	2.0	3.6	3.3	3.7	3.6	4.0	4.2	2.9	3.9
Professors at other HEIs	3.2	5.1	3.8	.	3.4	4.8	4.1	.	4.2
Junior academic staff at other HEIs	2.6	4.8	3.0	.	3.6	4.0	4.6	.	4.3

Managerialism: the Changing Academic Power System

- In the 1970s and 1980s: Growing state supervision and planning; participatory models in selected countries
- Since 1990s in many countries: Growing managerial power
- Effects on the academic profession: less power (!), less academic freedom (?)

The Managerial Setting

CAP questionnaire implies 4 types of managerial settings

- The **academic** university
(high influence of academics)
- The **managerial** university
(performance, mission, top-down)
- The **collegial** university (information, communication, collegiality, student involvement)
- The **supportive** university
(adm. support for academic freedom, research and teaching, professional development, non-cumbersome adm. processes)

Perception of the Institution's Management Style by University Professors in Advanced Countries in 2007

	+	~	-
Academic orientation	DE, US	FI, IT, PT, AU	NO, JP, UK
Managerial orientation	FI, AU, UK, US	JP	DE, NO, IT, PT
Service orientation	JP, US	All others	PT
Collegial orientation	FI, NO	All others	UK

Management Settings – Findings (I)

No consistent – positive or negative – links between the four types of management settings according to university professors' views

- US: Managerial, supportive and academic university
- FI: Managerial and collegial university
- AU: Managerial university
- UK: Managerial university with low collegiality and low academic power

Management Settings – Findings (II)

- JP: Low profile
- NO: Collegial university with low academic and low managerial power
- DE: Academic university with low managerial power
- IT: Low managerial power
- PT: Low managerial power and low support university

Academics' Influence to Help Shape Key Academic Policies – Professors at Universities

	Country mean	Relatively high	Average	Relatively low
1. Department level	2.2	DE, US	AU, FI, PT	UK, NO, IT, JP
2. Faculty level	2.8	DE, US	FI, PT, AU, IT, JP	UK, NO
3. Institutional level	3.3	DE, FI	All others	UK

Decreasing Commitment to the Discipline, Department and University?

Commitment to the Discipline, Department and University -
Junior and Senior Staff at Research Universities (arithmetic
mean*)

	UK		US		AU		DE		JP	
	Jun	Sen	Jun	Sen	Jun	Sen	Jun	Sen	Jun	Sen
Sen										
Academic discipline										
1992	1.5	1.3	1.6	1.3	1.4	1.2	1.4	1.4	1.3	1.3
2007	1.6	1.5	1.6	1.4	1.6	1.6	1.8	1.7	1.3	1.4
Department										
1992	1.8	1.5	2.5	2.6	.	.	1.9	1.6	1.7	1.6
2007	2.3	2.1	2.6	2.6	2.3	2.2	2.5	2.5	1.9	2.0
Higher education institution										
1992	2.2	1.7	3.0	2.6	2.0	1.9	2.3	2.1	2.1	1.9
2007	2.5	2.4	2.8	2.6	2.5	2.2	2.6	2.7	2.4	2.4

The Evaluation, Incentive and Competition Regime

- Long traditions in the USA, new systems in the 1980s in France, the Netherlands and UK
- From casuistic, often informal assessment of the most successful academics to periodic, comprehensive and systematic assessment
- From individual to both individual and aggregate assessment
- Multiplication of assessment systems (evaluation, accreditation, public ranking, performance assessment, etc.)
- Findings of CAP Survey: Perception of increase pressure to raise funds and to publish
- General effects: output and outcome awareness, combination of stimulation for improvement and control, more competition, more results (?)

Publications in the Last Three Years*

	DE	UK	AU	JP	US
University professors 2007	56	38	49	35	28
(University professors 1992)	(33)	(29)	(39)	(53)	(27)
Junior academic staff at univ. 2007	20	15	21	25	18
(Junior academic staff at univ. 1992)	(14)	(20)	(16)	(39)	(14)
Professors at other HEIs 2007	19	29	32	.	9
Junior acad, staff at other HEIs 2007	9	15	16	.	8
(Academics at other HEIs 1992)	(9)	(8)	(15)	.	(12)

* 3 points for books, 2 points for articles, 1 point for other views on the character of research/scholarship

Internationalisation

- More collaboration with foreign scholars
- More teaching abroad, more visits abroad
- More international career mobility
- More publications abroad
- More publications in foreign language
- More teaching and more research communication in foreign language
- More “internationalisation at home”
- Perception: Often positively assessment, few arguments of “pressure”, “involuntary” activities

Growing Expectations of “Relevance” and “Useful results”

- Widespread perception of growing “relevance” pressures
- Widespread perception that pressures for useful results and application endanger quality (US 46%, DE 60%, UK 62%, AUS 58%, JP 59%)
- Widespread view that scholars should take care both for pursuit of knowledge for its own sake and for serving society

Overall Assessment of Professional Situation

- Frequent emphasis on strain (but different possible meanings of “strain”)
- On average across countries an increase of satisfaction
- Research-oriented academics are more highly satisfied than teaching-oriented academics
- Remarkable differences by country

Growing Professional Strain?

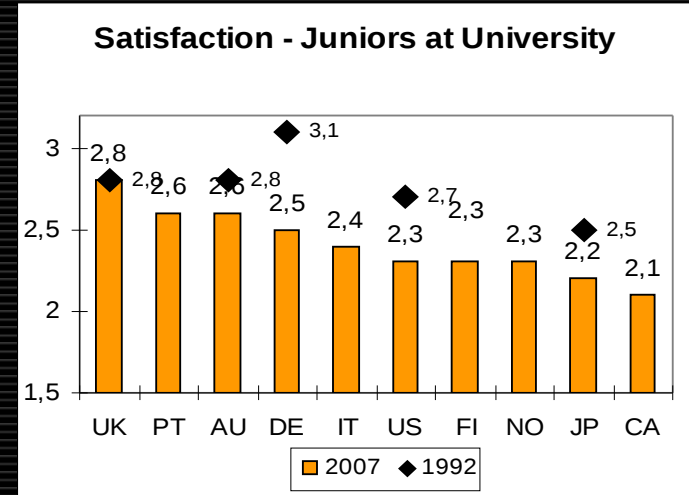
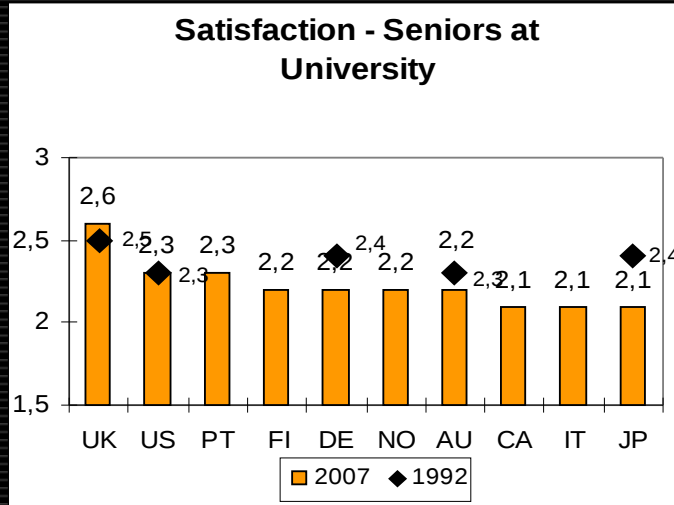
Percent Stating “My Job is a Source of Considerable Personal Strain” – Junior and Senior Staff at Universities

Year	JP	UK		US		AU		DE		Sen	
		Jun	Sen	Jun	Sen	Jun	Sen	Jun	Sen		
1992		45	37	37	41	62	65	45	46	42	35
2007		51	50	39	49	60	57	59	58	38	36

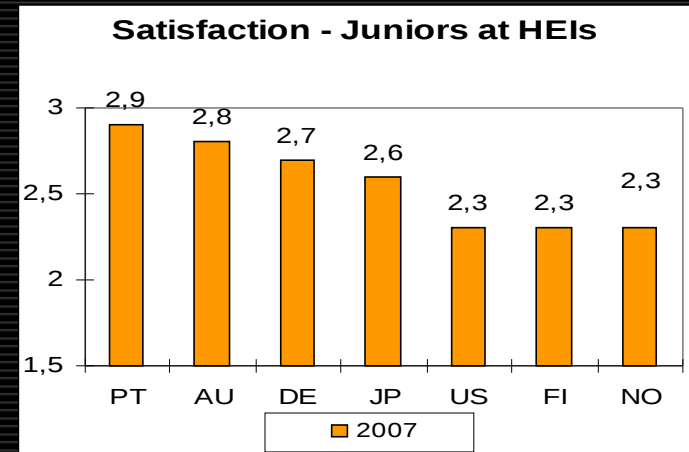
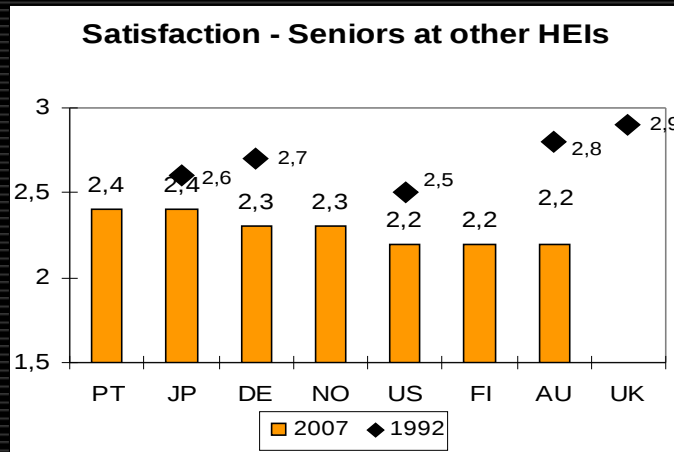
Sources: Carnegie O28: CAP B5

Increasing Overall Job Satisfaction

Means



Means



Sources: Carnegie Q 27; CAP B6: "How would you rate your overall satisfaction with your current job?" Scale from 1="Very satisfied" to 5="very dissatisfied"

Conclusion

- Expansion and „knowledge society“ leads to the seemingly paradoxal effect of a loss of exclusiveness of the academic profession
- Employment and work conditions: Less consistent trends than often claimed
- Rising expectations: professionalism, performance etc.
- Ambivalence as regards changing power in academia
- Altogether: adaptation, ways of findings niches, room of manoeuvre for preference, on average increase of satisfaction
- Substantial diversity by country