

WHAT ARE THE IMPLICATIONS OF THE CHANGING HE WORKFORCE?

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BACKGROUND TO SESSION

- Marked change in the type of jobs in HE - academic and professional staff – personal experience of University of Greenwich
- Increased professional services, e.g. marketing, recruitment, ‘student experience’ – careers advice, student welfare, student finance (debt)
- Types of jobs – highly paid managerial jobs, reduction in admin jobs and increase in lower paid assistants – marketing, events, teaching support
- Increased teaching-only posts
- What are the implications for HE?

ALISON WOLF / ANDREW JENKINS

Publication of Wolf A. and Jenkins A. (2021) *Managers and Academics in a Centralising Sector The new staffing patterns of UK Higher Education* KCL, UCL The Policy Institute and Nuffield Foundation December 2021

- Very little research done on changing workforce in HE in UK
- Nuffield Foundation funded research with KCL and UCL Policy Institute
- Analysis of HESA statistics 2004/5 – 2018/19
- Six case studies of HE institutions – qualitative research (Wolf & Jenkins, 2021)

CONTEXT OF REPORT

- Expansion of the HE sector since 1990s
- HE institutions became global businesses
- Changes in funding – away from formula government funding to individual fee paying students
- Increased competition for students, especially international students
- Fees paid by UK/International students – important income stream, especially international students who pay individually
- Consumer approach - league tables, National Student Survey, emphasis on 'student experience', marketing
- REF and research funding (Wolf & Jenkins, 2021)

RISE OF PROFESSIONAL WORKFORCE

- Two workforces: academic and professional
- Parallel workforces – different appointment processes, management structures, budgets
- Two hierarchies only come together at Vice Chancellor level
- What are implications of this structure for institution and its future? (Wolf & Jenkins, 2021)

PROFESSIONAL WORKFORCE

- Needed for ‘student experience’

“The student experience” is the buzzword here – and has nothing to do with what academics do. Say “it’s about improving the student experience” and they’ll go ‘Yes, spend the money’ (Senior manager in central services, pre-92)

- Manager jobs – well paid, managing few staff
- Lack of professional services expertise in University management
- Centralisation of jobs/ services
- Reduction of admin jobs to support academic staff (Wolf & Jenkins, 2021)

GREENWICH EXPERIENCE PROFESSIONAL SERVICES

- Introduction of term 'professional services' covering admin, quality, marketing, international
- Centralisation of services increasing
- Reduction of direct admin support
- Wide range of professional services posts advertised
- Manager jobs expanded

CHANGES IN ACADEMIC WORKFORCE

- Rise of teaching-only contracts
- Increase in insecure, casualised workforce – similar to US, Australia
- But growth variable across the sector - influenced by **rate of growth of university** – most common in medicine and business schools
- Russell Group – big increase in part-time, teaching-only contracts since 2005
- Non-Russell group – increase in full-time, teaching-only contracts often permanent/ open-ended contracts
- No conscious decision to adopt ‘teaching-only’ contracts (Wolf & Jenkins, 2021)

GREENWICH EXPERIENCE

TEACHING-ONLY POSTS

- Last decade – gradual increase in insecure, casualised workforce – hourly-paid lecturers, short-term contracts
- Introduction of teaching fellows – Business School
- Expansion of teaching fellows across university
- Teaching fellows seen as improvement in pay/ conditions
- Expansion of teaching support assistants – support for delivery of lectures and tutorials – on-line & face-to-face

FUNCTION OF A UNIVERSITY?

- Matching staff numbers to student numbers – core management concern
- Teaching loads and student recruitment levels – productivity related interventions
- Larger classes, increased workloads, less contact time per student
- Research grants – make contribution to university
- BUT professional services – no measure of productivity – operate with 'deficit budget' (expenses exceed revenues)
- Marketisation – increased focus on income and surpluses – easier to measure than productivity measured by what students learn and skills development/ understanding (Wolf & Jenkins, 2021)

EVIDENCE FROM UNITED STATES

- Part-time workforce in universities less effective in delivering undergraduate courses
- % of faculty part-time or % with no tenure associated with reduction in graduation rates
- Quality of pay, contracts and working conditions directly related to quality of services provided (Wolf & Jenkins, 2021)
- Similar to other sectors, e.g. care

CONCLUSION

- Growth of administration/ management - professional services
- Decline in traditional academic jobs and increase in teaching-only jobs
- Increased centralisation
- Student satisfaction – provides rationale for professional services jobs
- Lack of expertise at senior management level on professional services
- **More attention needed on internal organisation and governance of universities (Wolf & Jenkins, 2021)**

FUTURE

- Parallel workforces in HE - implications
- Lack of expertise in HE of how to assess professional services and to measure their productivity
- Narrowness of measuring productivity for teaching staff in terms of student numbers/ workloads but how to expand ways of measuring productivity ?
- Implications of part-time, insecure work for quality of services provided – make more widely understood