

Views and Activities of Professors and Junior Academics in Economics and Business Studies: Findings of an International Comparative Study

Keynote to the Global Conference for Business Educators,
Executives and Entrepreneurs:

“Emerging China in the Global Stage”

MBA Center, Shanghai University, Shanghai (China)

19 October 2014

by Ulrich Teichler

International Centre for Higher Education Research Kassel
INCHER-KASSEL

University of Kassel

34109 Kassel, Germany

Tel. ++49-561-804 2415

Fax ++49-561-804 7415

E-mail: teichler@incher.uni-kassel.de

Key Questions

- ❑ Are academics – professors and junior staff – of economics and business studies at universities in China similar in their views and activities to their colleagues of economics and business studies in other countries?
- ❑ Are academics – professors and junior staff – of economics and business studies at universities in China similar in their views and activities to their colleagues of other disciplines in China?

The Information Base

- ❑ “The Changing Academic Profession (CAP)”: A survey in 18 countries and the SAR Hong Kong (undertaken in 2007/2008)
- ❑ Survey of professors and junior academic staff regularly employed at institutions of higher education with at least bachelor programmes (possibly also master and doctoral programmes)
- ❑ In the following analysis, a comparison is undertaken of academics in five countries: China, Japan, United States of America, Germany and United Kingdom.
- ❑ The about 8,600 respondents are sub-divided into (a) economics and business studies (about 720 respondents), (b) humanities and (other) social sciences, and (c) sciences.

Percentage of Women among Academics

	Ec/Bus	HumSS	STEM
China	52	51	40
Japan	13	31	11
U.S.	28	43	35
Germany	35	47	28
UK	40	58	40
Five countries	34	46	31

Percentage of Academics Internationally Mobile or Migrating in Their Lifecourse

	Ec/Bus	HumSS	
STEM			
China	3	2	2
U.S.	16	15	25
Germany	15	25	25
UK	28	26	23
Four countries	16	17	19

Age at Award of Doctoral Degree

	Ec/Bus	HumSS	STEM
China	35	35	34
Japan	39	40	34
U.S.	37	36	33
Germany	33	33	31
UK	36	33	29
Five countries	36	35	32

Percentage of Doctorates Award in Other Countries

	Ec/Bus	HumSS	STEM
China	7	7	6
Japan	14	18	2
U.S.	4	3	9
Germany	3	15	10
UK	10	14	16
Five countries	8	11	9

Discipline/Field of the Highest Degree Obtained

24% of academics in economics and business studies – on average of the five countries – had obtained their highest degree in another discipline/field

4% Education

4% Humanities

4% Other social sciences

2% Law

10% Sciences

Modes of Doctoral Training (% of those naming modes)

	China			5 countries		
	Ec/Bus	HumSS	STEM	Ec/Bus	HumSS	STEM
Required to take a set of courses	80	76	75	53	49	44
Intensive guidance received	77	79	75	48	50	53
Chose own topic	70	69	42	81	85	8
Training for teaching	20	22	24	15	21	17
Involved in research projects with s.	58	48	72	37	27	50

Number of Institutions Employed after First Degree

	Altogether			Outside HE/Res.		
	Ec/Bus	HumSS	STEM	Ec/Bus	HumSS	STEM
China	1.4	1.3	1.4	0.4	0.2	0.2
Japan	3.0	3.0	2.5	0.3	0.4	0.5
U.S.	4.0	4.4	3.7	1.8	1.5	1.2
Germany	2.6	3.4	2.4	0.7	1.2	0.5
UK	4.0	4.3	3.3	1.5	1.9	0.9
Five countries	3.0	3.3	2.8	0.9	1.0	0.7

Other Income than Salary from Home University

Economics/ business:	China 4%; Five countries: 17%
Humanities:	China 3%; Five countries: 15%
Sciences:	China 3%; Five countries: 15%

Percentage of Annual Work Time Spent on Teaching, Research and Other Activities

	China			Japan			U.S.		
	Ec/Bus	HumSS	STEM	Ec/Bus	HumSS	STEM	Ec/Bus	HumSS	STEM
Teaching	39	41	40	31	37	27	43	36	30
Research	33	31	39	47	43	39	32	34	34
Other	28	28	21	22	20	34	25	30	36

	Germany			UK			Five countries		
	Ec/Bus	HumSS	STEM	Ec/Bus	HumSS	STEM	Ec/Bus	HumSS	STEM
Teaching	35	34	21	33	34	26	36	37	29
Research	37	42	50	38	34	43	37	37	41
Other	28	24	29	29	32	31	27	26	30

Percentage of Academics Stating Preference for Teaching

	Ec/Bus	HumSS	STEM
China	53	64	51
Japan	22	34	27
U.S.	64	58	52
Germany	44	48	30
UK	41	35	29
Five countries	45	48	39

14 Percentage of Academics Stating: “Scholarship is Best Defined as ...”

	China			Japan			U.S.		
	Ec/Bus	HumSS	STEM	Ec/Bus	HumSS	STEM	Ec/Bus	HumSS	STEM
Original research	53	56	51	80	79	76	56	71	62
Application	84	78	83	72	78	78	89	81	75
Synthesis of findings	77	75	78	80	82	80	76	66	69

	Germany			UK			Five countries		
	Ec/Bus	HumSS	STEM	Ec/Bus	HumSS	STEM	Ec/Bus	HumSS	STEM
Original research	69	66	70	67	72	63	65	69	65
Application	78	63	69	75	63	67	79	73	74
Synthesis of findings	56	66	68	73	63	66	72	70	72

Variety of Teaching Activities beyond Classroom Instruction

	Ec/Bus	HumSS	STEM
China	3.9	3.9	4.1
Japan	4.4	4.1	4.1
U.S.	5.9	6.4	6.2
Germany	3.5	3.5	3.0
UK	6.1	6.0	6.4
Five countries	4.8	4.8	4.8

Percentage of Academics Teaching in a Foreign Language (other than that of country of institution)

	Ec/Bus	HumSS	STEM
China	12	18	9
Japan	6	10	13
U.S.	1	6	2
Germany	30	26	22
UK	1	9	1

Percentage of Academics Collaborating in Research with Persons outside Their University

	At other institutions in home country			Internationally		
	Ec/Bus	HumSS	STEM	Ec/Bus	HumSS	STEM
China	29	22	33	7	6	12
Japan	40	41	52	14	13	25
U.S.	52	47	73	23	21	46
Germany	34	48	56	23	37	42
UK	38	38	57	35	36	51
Five countries	38	39	54	20	23	35

Percentage of Academics Stating High Personal Influence in Helping to Shape Key Academic Policies

	At the level of department			At the level of university		
	Ec/Bus	HumSS	STEM	Ec/Bus	HumSS	STEM
China	33	31	32	26	28	28
Japan	51	46	45	15	15	11
U.S.	60	66	66	7	18	22
Germany	61	65	51	17	10	8
UK	37	44	33	9	7	10
Five countries	48	50	45	15	16	16

Percentage of Academics Stating High Overall Job Satisfaction

	Ec/Bus	HumSS	STEM
China	58	59	56
Japan	73	68	68
U.S.	68	62	65
Germany	66	52	57
UK	36	48	44
Five countries	60	58	58

Major Differences between Economics /Business Studies Academics in China and Other Countries (I)

- ❑ Very few Ec/Bus academics in China have been internationally mobile (3% vs. 15-28%).
- ❑ Most Ec/Bus academics in China have not been professionally mobile between universities and between HE and other sectors of the labour market, while other worked on average at one other HEI and at one institution outside HEI.
- ❑ Ec/Bus academics in China report hardly any income beside their salary (3%) as compared to 17% on average in five countries.
- ❑ Ec/Bus academics in China spend more time on teaching than on research. This hold true for the U.S. as well, but is in contrast to Japan and the UK.
- ❑ The majority of Ec/Bus academics in China – as well as those in the U.S. – have a preference for teaching, while the majority in other countries has a preference for research.

Major Differences between Economics /Business Studies Academics in China and Other Countries (II)

- ❑ Ec/Bus academics in China and in the U.S. emphasize more strongly application of research and less strongly original research than their colleagues in other countries.
- ❑ Ec/Bus academics in China and in Germany have less varied teaching activities than their colleagues in other countries.
- ❑ Fewer Ec/Bus academics in China collaborate in research with colleagues outside their university than Ec/Bus academics in other countries.

Major Differences between Economics /Business Studies Academics in China and Other Countries (III)

- ❑ Ec/Bus academics in China believe that they have less influence in their department but more influence in their university on key academic policies than their colleagues in other countries.
- ❑ Ec/Bus academics in China are clearly more satisfied with their overall job than their colleagues in the UK, but less than their colleagues in Japan, the U.S. and Germany.
- ❑ The share of women among Ec/Bus academics is much higher than in the other four countries.

Major Differences between Economics /Business Studies Academics in China and Academics of Other Disciplinary Groups in China

Altogether only a few remarkable differences

- ❑ Academics of sciences in China spend more time on research.
- ❑ More academics of sciences in China collaborate in research with colleagues outside their university – nationally and internationally.

In Sum

- ❑ It is more difficult for academics in China to get out of the single university: international mobility, inter-university professional mobility, cross-sector professional mobility, external research collaboration.
- ❑ Possible hypothesis: Chinese higher education is more highly stratified in this respect than in many other countries.