



CHAPTER FIFTEEN

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AN OVERVIEW

After rising for several years, the number of staff employed by tertiary education institutions fell in 2006. In private training establishments staff numbers also decreased.

The decrease in the number of academic staff was greater than that for the non-academic staff in public tertiary education institutions. In private training establishments this situation was reversed with the fall in number of non-academic staff significantly exceeding the fall in the number of teaching staff.

The latest fall in student numbers exceeded the fall in the number of teaching staff, lowering the 2006 student to academic staff ratio in the polytechnics and wānanga. However, the number of students per academic staff member remained higher in 2006 in these sub-sectors than five years earlier. The universities' student to academic staff ratio has remained at a very similar level over the past five years.

The number of university staff eligible for research funding from the Performance-Based Research Fund increased from 2003 to 2006 and the average age of the eligible researchers also increased in 2006.

Total expenditure on personnel in public tertiary education institutions rose in 2006 and personnel costs also increased as a percentage of total expenditure.

Information from the 2006 Population and Dwellings Census confirmed some of the trends facing the tertiary education workforce identified in 2005 by the Strategic Review of the Tertiary Education Workforce. For example, the number of postgraduate qualifications in the academic workforce has increased more rapidly than that in New Zealand's other industries. And, as expected, there were proportionally twice as many postgraduate qualified people in the technical and higher education academic workforce in 2006 than in all other industries. An important finding confirmed by the census data is that New Zealand's academic workforce is ageing. An in-depth analysis of the 2006 census information on the tertiary education workforce is included later in this chapter.

THE 2007 YEAR

Initial indications from the half-year reports of tertiary education institutions imply that the trends in staff numbers observed in 2006 will continue in 2007.

In January 2007, the Christchurch College of Education merged with the University of Canterbury and the Dunedin College of Education merged with the University of Otago. Consequently, the provision of training and research mostly related to early childhood, compulsory and post-compulsory education is now carried out by staff employed at the universities.

The Centre for Higher Education Management and Policy, based at the University of New England, Australia, is undertaking a survey in 2007 of the changing nature of the academic profession. A similar survey was carried out in the early 1990s. The survey is one part of an overall project that is using a six-stage model of change and will include comparisons across approximately 20 countries on the changes in the academic profession. For more information on this project see: www.une.edu.au/pdal/research/chemp/projects/cap/#item0

TERTIARY EDUCATION WORKFORCE ¹

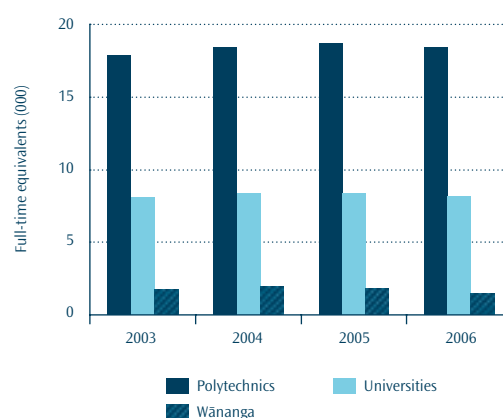
After rising for several years, the number of staff employed by tertiary education institutions fell in 2006.

Staff employed in 2006 (expressed in full-time equivalents):

Tertiary education institutions	28,100	(down 2.5% on 2005)
Private training establishments ²	6,920	(down 2.2% on 2005)
Universities	18,400	(down 1.5% on 2005)
Polytechnics	8,220	(down 1.3% on 2005)
Wānanga	1,450	(down 20% on 2005)

Source: Annual reports of tertiary education institutions.

Figure 15.1// Staff employed in tertiary education institutions



ACADEMIC AND NON-ACADEMIC STAFFING

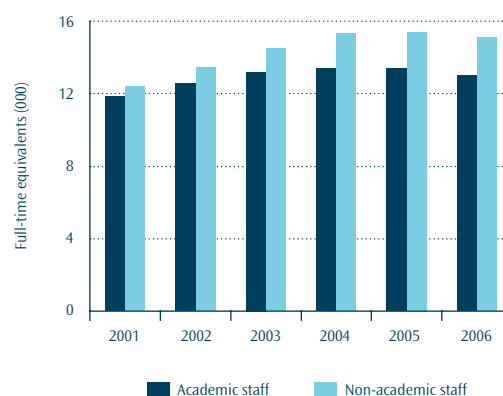
Figure 15.2// Academic and non-academic staff employed in tertiary education institutions

The number of academic staff employed in public tertiary education institutions remained unchanged from 2005 to 2006, while the number of non-academic staff fell slightly.

Staff employed in 2006 (expressed in full-time equivalents):

	Academic		Non-academic	
	2006	% change from 2005	2006	% change from 2005
Tertiary education institutions	13,000	-3.0	15,100	-2.1
Private training establishments ²	3,880	-0.8	3,030	-3.8
Universities	7,960	-2.0	10,400	-1.2
Polytechnics	4,370	-1.5	3,850	-1.0
Wānanga	673	-20.3	779	-17.0

Source: Annual reports of tertiary education institutions.



STUDENTS TO STAFF RATIOS

Figure 15.3// Average number of students per academic staff member

A key indicator of performance in tertiary education is the ratio of students to staff.

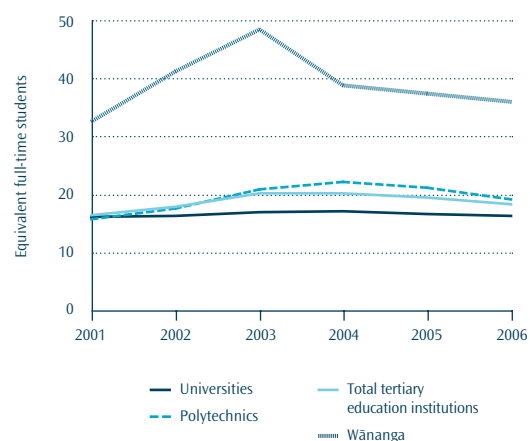
The student to academic staff ratio in 2006:

Tertiary education institutions	18.2	(16.2 in 2001)
Universities	16.2	(16.0 in 2001)
Polytechnics	19.0	(15.7 in 2001)
Wānanga	35.8	(32.4 in 2001)

Notes:

- These ratios have been calculated using the equivalent full-time student measure and the full-time equivalent academic staff count. In interpreting these ratios caution needs to be exercised as the allocation of staff to categories may not be consistently reported in the annual reports from year to year.
- The ratio at the wānanga is significantly higher than at other types of tertiary education institutions because of the delivery of distance programmes.

Source: Annual reports of tertiary education institutions.



1. University data used in these highlights includes the staff from the colleges of education. Information on the colleges of education is available in the web tables.

2. Data for private training establishments is from the statistical collections provided to the Ministry of Education by tertiary education providers. Providers are included if they receive student component funding or are registered with the New Zealand Qualifications Authority.

UNIVERSITY ACADEMIC AND RESEARCH STAFF

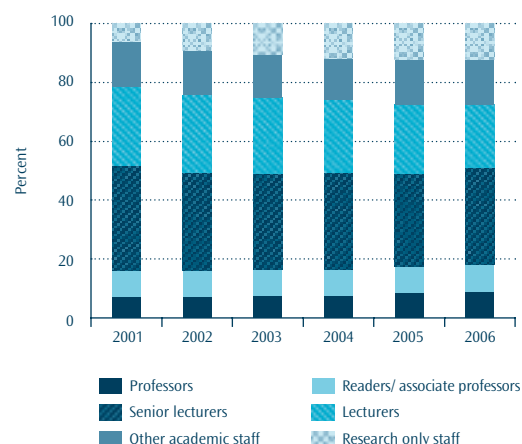
The number of research only staff employed by universities doubled from 2001 to 2006, while the proportion of lecturers, over the same period, fell by 6 percent.

The proportions of university academic staff by designation in 2006:

Professors	9%	(up from 7% in 2001)
Reader/associate professors	9%	(no change from 2001)
Senior lecturers	33%	(down from 36% in 2001)
Lecturers	21%	(down from 27% in 2001)
Other academic staff	15%	(no change from 2001)
Research only staff	12%	(up from 6% in 2001)

These proportions are based on the full-time equivalent staff counts. There were also 415 research support staff employed in universities in 2006, down by 38 percent from 2001.

Figure 15.4// Distribution of university academic staff by designation



NARROWER GENDER DIFFERENCES

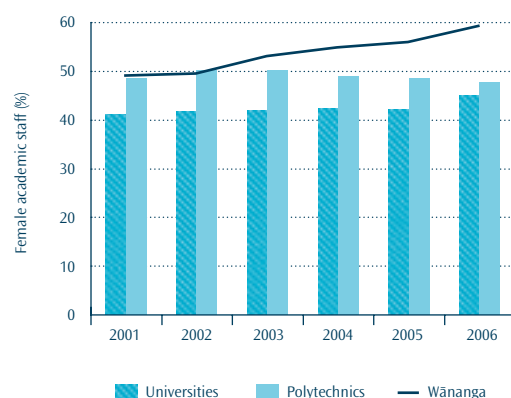
In 2006, a higher proportion of women were employed by all types of tertiary education institutions compared with five years earlier, except in polytechnics, where the gender balance in recent years has moved slightly in favour of men.

The proportions of female academic staff by provider type in 2006:

Tertiary education institutions	45%	(44% in 2001)
Universities	45%	(41% in 2001)
Polytechnics	48%	(48% in 2001)
Wānanga	59%	(49% in 2001)

These proportions are based on the full-time equivalent staff counts. Based on a headcount, the gender balance of the total public tertiary education workforce in 2006 was 58 percent in favour of female staff.

Figure 15.5// Proportion of female academic staff by provider type



GENDER DIFFERENCES IN UNIVERSITIES

Despite increases in recent years in the proportion of female professors, lecturers and research only staff in universities, the proportion of male professors and lecturers remains considerably higher.

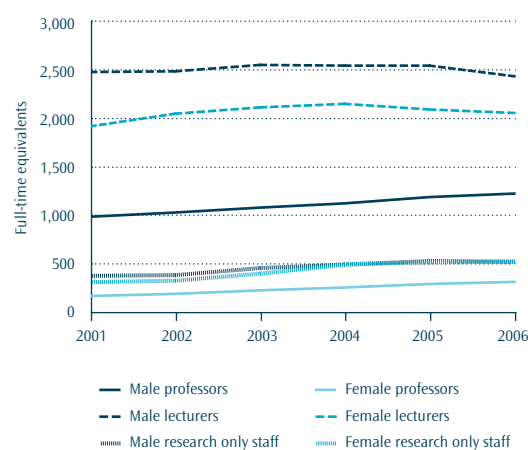
The proportions of university academic staff by gender in 2006:

Male professors	80%	(86% in 2001)
Female professors	20%	(14% in 2001)
Male lecturers	54%	(56% in 2001)
Female lecturers	46%	(44% in 2001)
Male research only staff	50%	(55% in 2001)
Female research only staff	50%	(45% in 2001)

The above figures are based on the full-time equivalent staff counts.

Note: The figures used here for professors include readers and associate professors.

Figure 15.6// Selected university academic staff by gender



RESEARCH STAFF IN UNIVERSITIES

Between 2003 and 2006, there was an increase in the number of senior staff in universities who were eligible for Performance-Based Research Fund assessment in 2006. But there was a fall in the number of eligible staff employed at the lecturer level.

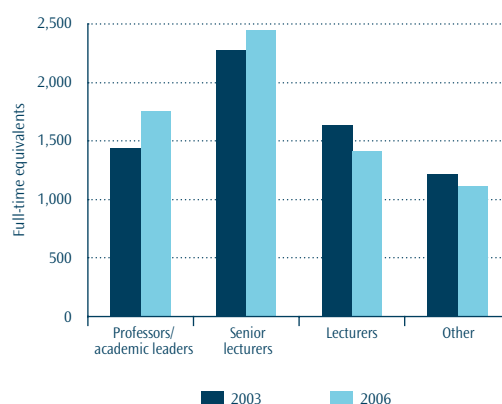
Performance-Based Research Fund-eligible university staff in 2006:

All eligible university staff	6,730	(up 2.6% on 2003)
Professors or academic leaders	1,750	(up 22% on 2003)
Senior lecturers	2,450	(up 7.5% on 2003)
Lecturers	1,410	(down 14% on 2003)
Other	1,120	(down 7.7% on 2003)

As part of the Performance-Based Research Fund, the tertiary education organisation has to identify the staff members who are expected to make a significant contribution to research activity and/or degree teaching. For more information on the fund's staff eligibility criteria see: www/tec/govt/nz/funding/research/pbrf.htm

Source: Tertiary Education Commission.

Figure 15.7// Eligible university research staff by designation



AGEING RESEARCH POPULATION

The average age of the university staff eligible for Performance-Based Research Fund assessment increased from 2003 to 2006, although employment in the younger than average age group of 30 to 34 years rose slightly.

Performance-Based Research Fund-eligible university staff:

Age groups	2003		2006		
	%	%	%	%	
20-24	0.2	0.04	15.9	15.6	
25-29	3.1	2.0	15.2	14.7	
30-34	9.1	9.3	8.9	10.6	
35-39	13.1	12.7	65-69	2.0	3.9
40-44	15.9	15.3	70-75	0.1	0.3
45-49	16.4	15.5	75+	0.1	0.05

Figure 15.8// Age distribution of eligible university research staff



PERSONNEL COSTS

Personnel costs for all public tertiary education institutions amounted to \$1.97 billion in 2006. Personnel expenditure was 3.9 percent higher in 2006 than in 2005, when it totalled \$1.89 billion.

Personnel cost per full-time equivalent:

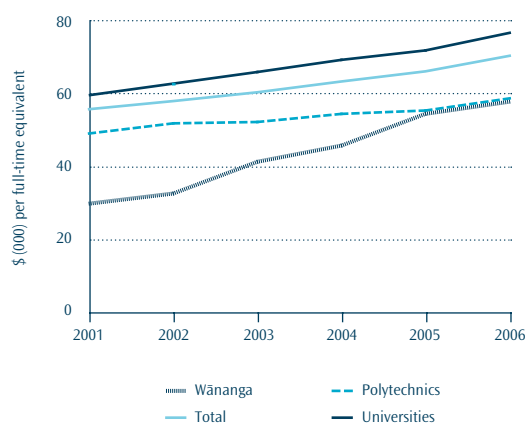
	\$ (000 – nominal)				\$ (inflation-adjusted)			
	2001	2005	2006	% change 01-06	% change 05-06	% change 01-06	% change 05-06	
Universities	59.5	71.6	76.2	+28.1	+6.5	12.4	+3.1	
Polytechnics	48.8	55.0	58.3	+19.6	+6.0	5.1	+2.5	
Wānanga	29.6	54.2	57.5	+94.7	+6.2	71.1	+2.8	
Total	55.5	65.7	70.0	+26.3	+6.6	10.9	+3.1	

Notes:

1. Due to different cost structures in each sub-sector, caution should be exercised when comparing provider types.
2. The deflator used is the Consumers Price Index (all groups) and the base period is the year 2006.

Source: Annual reports of tertiary education institutions.

Figure 15.9// Personnel expenditure per academic staff member



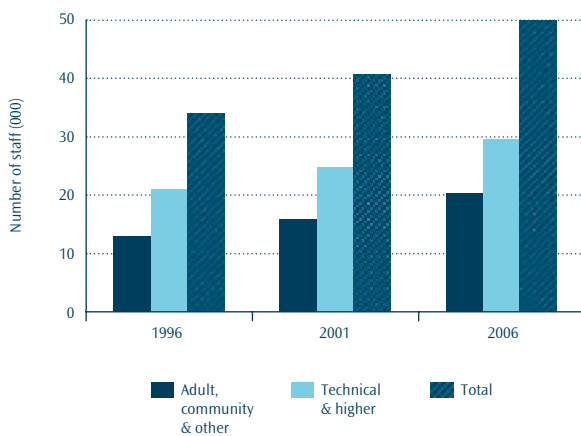
NEW ZEALAND'S TERTIARY EDUCATION WORKFORCE: A CENSUS ANALYSIS

New Zealand's university lecturers, tutors, polytechnic teachers, managers, administrators and other tertiary education support staff make up the tertiary education workforce. As signalled by a recent review of the tertiary education workforce, some of the trends facing the workforce are: rising community expectations for teaching and research quality, an increasingly competitive national and international education labour market, an ageing population, higher labour market participation by women, and new information and communications technologies.

Information on the tertiary education workforce from New Zealand's latest five-yearly census confirms some of these trends. Data from the Population Census 2006 is now available and included in this report are the counts of the size of the tertiary education workforce, the qualification levels held by staff, the ethnic diversity of the sector and academic staff, and the latest age, gender and income profiles.

The tertiary education workforce consists of the staff employed in tertiary education and adult, community and other education. In 2006, they together comprised 35 percent of New Zealand's total staff providing education and training – in 1996 this share was 32 percent. In 2006, school education accounted for 57 percent and pre-school education for 8 percent.

Figure 15.10 // The tertiary education workforce by sector



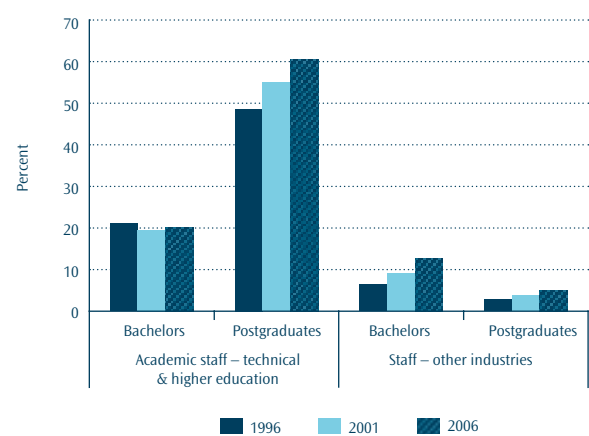
Source: Statistics New Zealand, *Census of Population and Dwellings*.

The information presented here is based on the Australian and New Zealand Standard Industrial Classification 2006. The industries selected for this study are P810100 – technical and vocational education and training; P810200 – higher education; P821100 – sports and physical recreation instruction; P821200 – arts education; P821900 – adult, community and other education not elsewhere classified; and P822000 – educational support services. In this section 'other industries' refers to all other industries in New Zealand.

'Academic staff' refers to university lecturers, university tutors and polytechnic teachers. Occupation groups such as education advisors and art, drama, dance and music teachers, as well as other private tutors and teachers, are included in the non-academic category in this report.³

Tertiary education as classified in the census, comprises two classes. The first is technical and vocational education and training,⁴ which covers a large variety of courses and subjects such as computer and business management training, and higher education, which covers mainly undergraduate and postgraduate teaching. The second is adult, community and other education which has four parts – sports and physical recreation instruction, arts education, educational support services, and adult, community and other education not elsewhere classified (such as driving school operation and tutoring services).

Figure 15.11 // Proportions of academic staff in technical and higher education, and staff in other industries, with a bachelors or higher qualification



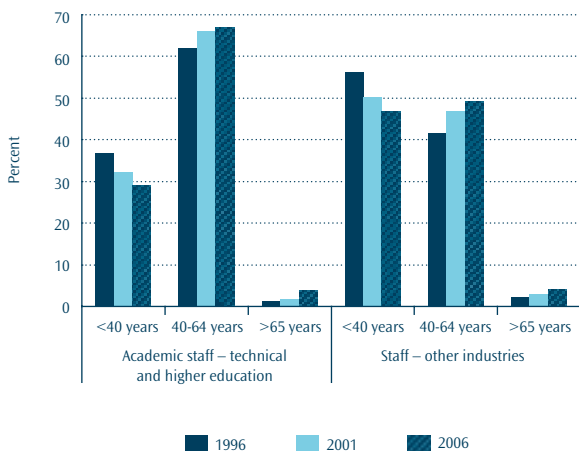
Source: Statistics New Zealand, *Census of Population and Dwellings*.

3. Technical and vocational education and training and adult, community and other education are referred to in this report as technical education and community education, respectively.
 4. Excluded are those engaged in the training of animals, for example, horse training.

In March 2006, there were 49,900 staff employed in the tertiary education workforce. Technical and higher education is the larger of the two tertiary sectors, employing 29,500 staff in March 2006. Since the previous census held in 2001, the technical and higher education workforce increased by 19 percent. The community education workforce grew even more strongly at 29 percent over this period to reach 20,000 staff in 2006.

The census results show that more staff in the tertiary education workforce held qualifications compared with employees in all other industries and that more of these qualifications were at a higher level. One in every five employees in the New Zealand workforce held a bachelors degree or higher in 2006, while for technical education and higher education the proportion was 60 percent and, of these, 61 percent of staff held a postgraduate qualification. This finding was further reinforced in the case of academic staff employed in technical education and higher education, with 81 percent holding a bachelors degree or higher qualification and three-quarters of academics being qualified at the postgraduate level in 2006. For all other industries, slightly fewer than one in three people with bachelors or higher qualifications were qualified at the postgraduate level in 2006. With those holding postgraduate qualifications in the academic staff numbering proportionally well over twice as many as in other industries and growing more rapidly (see Figure 15.11), the technical and higher education sector is well qualified to meet the rising community expectation of teaching and research quality.

Figure 15.12 // Academic staff in technical and higher education and staff in other industries by age group

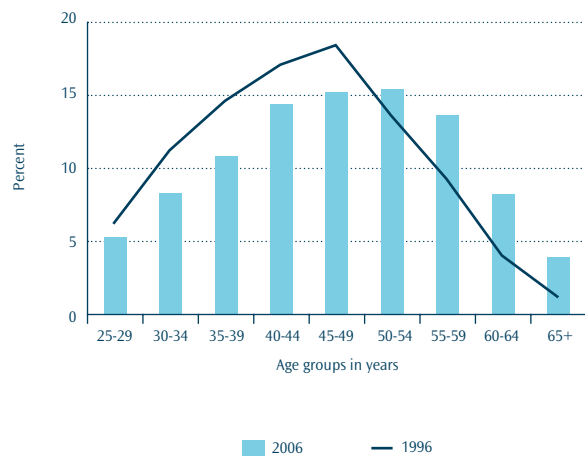


Source: Statistics New Zealand, *Census of Population and Dwellings*.

New Zealand's ageing tertiary education workforce is an area previously signalled as requiring careful management. The 2006 census data confirms that New Zealand's academic workforce has a much larger proportion of employees in the 40 to 64 years age group than is the case for New Zealand's workforce overall. While nearly one in every two employees in the New Zealand workforce was aged between 40 and 64 years in 2006, in the tertiary education workforce 56 percent were in this age group and 58 percent in technical and higher education. And, in the case of academic staff in technical and higher education, two out of three staff were aged 40 to 64 years, with another 3.9 percent of academics aged 65 years and over.

Sixty-seven percent of academics in technical and higher education were aged 40 to 64 years in 2006, up from 62 percent in 1996. Over the same period, the proportion of academics aged 65 years and over increased from 1 percent to 3 percent. Those aged under 40 years decreased from 37 percent in 1996 to 29 percent in 2006. The age pattern from the 2006 census shows that New Zealand's academic staff in technical and higher education were over-represented in the 40 to 54 years age group and under-represented in the 25 to 39 years age group. In five years' time around 12 percent of the current academic workforce will be aged 65 years and over, based on the current age profile. This suggests that some of them may choose to retire or they may wish to reduce the time spent in the academic workforce.

Figure 15.13 // The proportions of academic staff in technical and higher education by age group

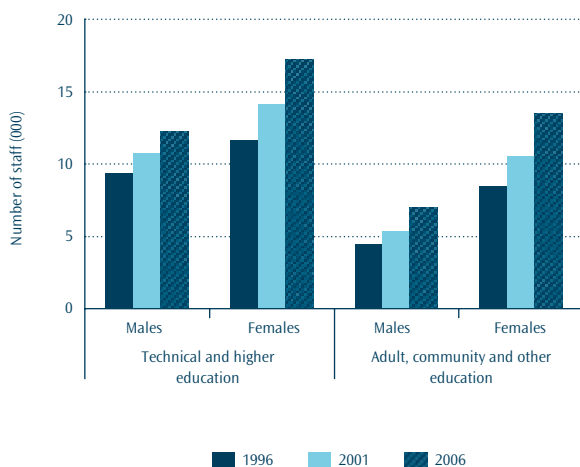


Source: Statistics New Zealand, *Census of Population and Dwellings*.

In 10 years' time approximately one-quarter of the current academic workforce will be aged 65 years and over while the staff in the 25 to 39 years age group, who will move into higher age groups over the next 10 years, represent only 14 percent of the academic workforce based on the current age profile. The 2006 census findings confirm the importance of keeping the ageing of the academic workforce as a high-priority item on New Zealand's public policy agenda. Developing effective recruitment policies in the face of an increasingly competitive national and international education market adds to the challenge of managing New Zealand's ageing academic workforce.

Australia is one of a number of other countries that also face an increasingly ageing academic workforce. In a study based on population censuses and data returns made by Australian universities, Hugo (2005) showed that 70 percent of Australian lecturers and tutors were aged 45 years and over in 2001. While Hugo was able to demonstrate considerable differences in the age structures among selected Australian universities, he concluded that "Australian universities over the next decade will be faced by their largest recruitment task for three decades". Hugo referred to the three Rs of recruitment, retention and return and new blood programmes and early recognition of new talent featured first on his list of innovative human resource strategies.

Figure 15.14 // Tertiary education staff by sector and gender



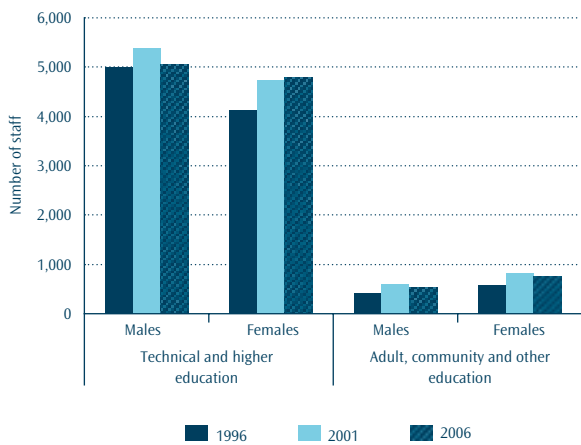
Source: Statistics New Zealand, *Census of Population and Dwellings*.

When recruiting 'returns' he referred, for example, to bringing back women by having family-friendly policies and repatriating former staff and students from around the world by means of various incentives. The adoption of flexible staffing policies was also suggested by Hugo as a way to retain high-quality staff.

The kind of recruitment policies discussed by Hugo to manage the ageing academic workforce may also assist in alleviating some gender imbalances that exist in areas such as academic leadership. A first glance at the 2006 gender balance of the tertiary education sector suggests that it is dominated by women. The 2006 census data shows that 58 percent of the staff in the technical and higher education workforce were women and two in every three staff in community education were women. However, when the 2006 census workforce numbers are disaggregated to separate out academic staff, the gender balance of the academic staff was 51 percent in favour of men in the case of technical and higher education, while in community education women represented 56 percent of the academic staff. Information from the 2006 Ministry of Education data collections indicates that while the gender difference for academic staff in technical and higher education had narrowed since 2001, men still accounted for 54 percent of lecturers and women remained in the minority in the case of professors, at 20 percent. On the other hand, the 2006 census numbers show that in the younger age group of 15 to 40 years women and men were equally represented in the academic staff. However, this was also the case in 1996 and this slow narrowing of the academic leadership gender gap has led to a more deliberate policy by the universities to improve the academic leadership gender balance.

Following a report by the Human Rights Commission in March 2007 highlighting that only slight improvements had been made in increasing women's representation in senior academic positions in New Zealand's eight universities, the university sub-sector, working together with the Human Rights Commission, recently set up a nationwide leadership programme for senior academic women. This was in a bid to improve the number and status of women at the top in the tertiary education workforce. In June 2007, 20 participants from the eight New Zealand universities were chosen by their institutions to take part in the programme, which aimed at assisting more women to position themselves to become professors, deans and vice-chancellors in the future.

Figure 15.15 // Academic staff by sector and gender



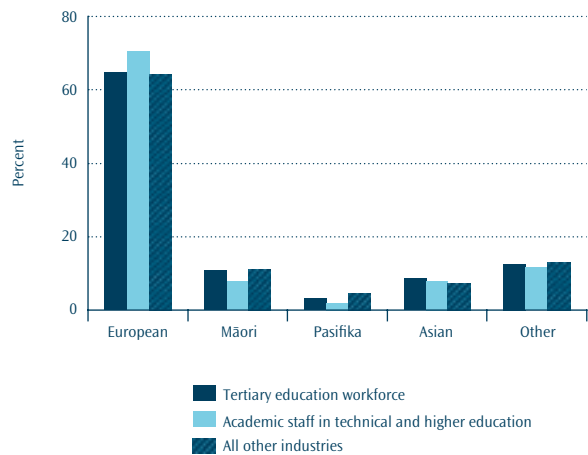
Source: Statistics New Zealand, *Census of Population and Dwellings*.

Gender imbalances relating to the field of study were also evident from the latest census data and efforts to improve the leadership gender balance may be hindered in fields of study that tend to be dominated by one gender only. A recent report by Nair (2007) using the latest census demonstrated that the choice of field of study continues to be strongly influenced by a student's gender. In 2006, it was more common for men to hold qualifications in fields such as agriculture, architecture, engineering and information technology, while women were more likely to have studied in fields such as health, education, society and culture, food and hospitality, and creative arts.

The census also provides a focus on the growing ethnic diversity of the New Zealand labour force. There has been a large decrease in the proportion of Europeans in the New Zealand workforce and to a large extent this was caused by the rapid growth of the Other ethnic group. The European group totalled 82 percent of the other industries' workforce in 1996 and this proportion had decreased to 64 percent by 2006. Over the same period, the Other ethnic group increased from less than half a percent to 13 percent. A very similar pattern was evident in the tertiary education workforce, with the proportion of Europeans decreasing by almost 19 percentage points from 83 percent in 1996 to 65 percent in 2006, while the Other ethnic group grew from 1 percent in 1996 to 13 percent in 2006.

In the other industries' workforce the proportion of Māori remained at around 11 percent over the last 10 years while the Pasifika peoples group increased from 3.9 percent to 4.6 percent. In the case of the tertiary education workforce, the proportion of Māori employed increased from 10 percent in 1996 to 11 percent in 2006 and while the proportion represented by the Pasifika group increased over the same period from 2.2 percent to 3.1 percent, this proportion is considerably smaller than that for the other industries group. In contrast, the Asian group increased its share of the tertiary education workforce over the last 10 years, increasing from 3.9 percent to 8.8 percent. The proportion of Asians in the other industries group was only 7.4 percent in 2006.

Figure 15.16 // Employees in selected industry groups by ethnic group (March 2006)



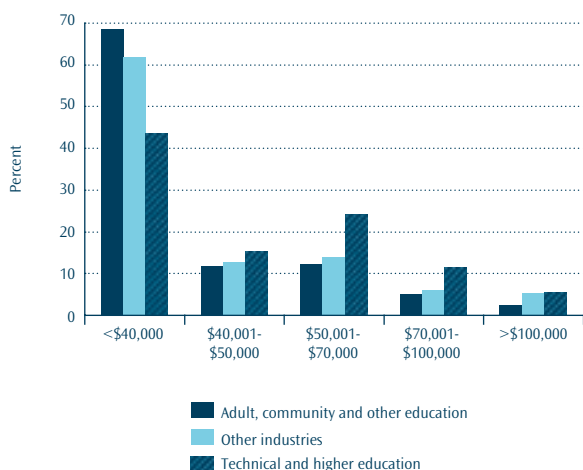
Source: Statistics New Zealand, *Census of Population and Dwellings*.

The academic workforce in technical and higher education has also become more ethnically diverse over the last 10 years, but the change has not been such that the representation of all the main ethnic groups matches that of the other industries workforce. In 2006, 71 percent of the academic workforce were Europeans, down from 86 percent 10 years earlier. The Other ethnic group increased from 1 percent in 1996 to 12 percent in 2006 and the Asian group increased from 4.6 percent to 8.0 percent. Both the Māori and Pasifika groups remained under-represented in the academic workforce, having increased from 1996 to 2006 by just under one percentage point to 7.8 percent and 1.9 percent, respectively.

Academics from abroad have been attracted into New Zealand's technical and higher education sector in recent years as shown by the 2006 ethnic composition of the academic staff. Another important consideration is the competitiveness of the incomes earned by tertiary education staff. In an increasingly competitive national and international education market it is likely that competitive incomes have become more important in attracting and retaining academic staff. The population census collects some information on earnings and in this study we compare the total personal incomes of staff in the tertiary education workforce with staff in other industries as at March 2006.

Figure 15.17 shows the income distributions of staff in technical and higher education, adult, community and other education, and other industries. Proportionately fewer staff in technical and higher education earned less than \$40,000 per annum than was the case in all other industries, while almost 70 percent of staff in adult, community and other education earned less than \$40,000 per annum. Also, there was a bigger proportion of technical and higher education staff in all the higher income groups. Only in the top income band did the gap narrow in relation to the other industries group, which had 5 percent of staff in this income band while the technical and higher education workforce had 6 percent of staff earning in excess of \$100,000 per annum.

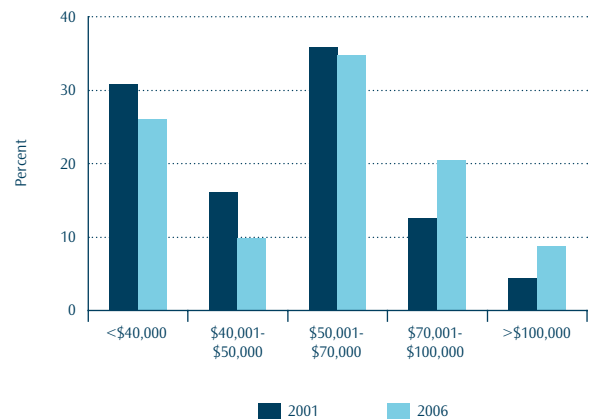
Figure 15.17 // Income distributions of selected industry groups (March 2006)



Source: Statistics New Zealand, *Census of Population and Dwellings*.

The census information is only able to provide a broad insight into the salary movements of the workforce. A comparison of the staff proportions in the five income groups for the 2001 and 2006 census years shows that the proportion of academic staff in technical and higher education nearly doubled in the highest income group (greater than \$100,000 per annum) from 4.4 percent to 8.7 percent, while for the other industries this increased from 3.6 percent to 5.3 percent. In the second-highest income group (\$50,001 to \$70,000 per annum) the proportions rose from 13 percent to 21 percent for academic staff and from 3.9 percent to 6.2 percent for the other industries group. Academic staff earning less than \$40,000 per annum decreased from 31 percent to 26 percent and this compared to a decrease from 73 percent to 62 percent for the other industries. Staff earning \$40,000 to \$50,000 per annum increased in the other industries from 11 percent to 13 percent, while for academic staff this proportion decreased from 16 percent to 10 percent. In the middle income group the proportion of academic staff decreased slightly (down by 1 percent to 35 percent) and for all other industries this group increased from 9.4 percent to 14 percent.

Figure 15.18 // Income distributions of the academic staff in technical and higher education



Source: Statistics New Zealand, *Census of Population and Dwellings*.

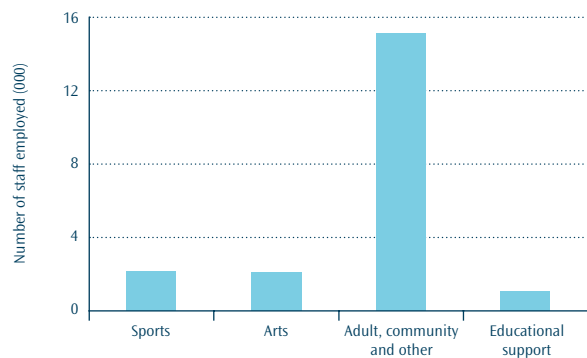
While income levels for New Zealand's academic staff have risen when compared with other industries over the last five years, the total remuneration of the academic workforce vis-à-vis those in comparable employment would need to be analysed to enable a conclusion to be

drawn as to whether academic incomes were nationally competitive in 2006 or not. It is also not possible to conclude from the census data whether or not the incomes of the tertiary education workforce had risen in real terms. While incomes have risen, it is not able to be determined whether the increases exceeded the rise in consumer prices of 17 percent from 2001 to 2006. However, financial data from public tertiary institutions annual reports shows that personal costs per full-time equivalent staff member rose by 26 percent over that period – an increase of nearly 11 percent in inflation-adjusted terms (refer to Figure 15.9). To ensure New Zealand’s universities remain internationally competitive and to help universities maintain the quality of teaching and research, government provided additional funding to the universities of \$26 million in 2006.

The community education sector employed 12 percent of New Zealand’s total academic staff in 2006. Their income distribution resembles that of the other industries in New Zealand more closely. One difference was that 17 percent of academic staff in community education earned between \$50,001 and \$70,000 in March 2006 while in other industries this proportion was only 14 percent. On the other hand, the proportions of the community education academic staff in the two higher income groups were lower in 2006 than those for the other industries at 2.2 and 5.3 percent, respectively.

Staff in community education, like their counterparts in technical and higher education, were more qualified than employees in other industries – two out of five staff held bachelors or higher qualifications, compared to one out of five in other industries.

Figure 15.19 // Staff employed in adult, community and other education by sub-sector



Source: Statistics New Zealand, *Census of Population and Dwellings*.

The ethnic composition of the community education workforce also resembled that of the other industries in 2006. Europeans accounted for 64 percent, Māori for 12 percent, Pasifika peoples for 3.3 percent, Asians for 8.8 percent and the Other ethnic group comprised 12 percent of the total staff in community education.

Community education is also referred to as the non-formal tertiary education sector. Its sub-sectors cover a wide variety of education and training that attracts staff with different profiles from those employed in technical and higher education. For example, the sub-sector called sports and physical recreation instruction has quite a young age structure. Sixty percent of staff in the sports sub-sector are under 40 years of age while in the technical and higher education sector the age profile is the other way round with 61 percent of staff aged 40 years and over.

Table 15.1 // Academic and non-academic staff by selected industries (March 2006)

	Technical education	Higher education	Total tertiary education	Sports and physical recreation	Arts education	Adult, community and other education n.e.c	Educational support services	Total adult, community and other education	Tertiary education workforce
	P8101	P8102	P810	P8211	P8212	P8219	P8220	P821	P810+P821
University lecturer	270	6,573	6,843	30	18	531	6	585	7,428
University tutor	204	1,485	1,689	15	6	426	0	447	2,136
Polytechnic teacher	138	1,170	1,308	9	9	267	0	285	1,593
	612	9,225	9,837	51	33	1,224	9	1,317	11,154
Other occupations	3,537	16,098	19,635	2,085	2,055	13,917	1,053	19,110	38,745
Total all occupations	4,149	25,323	29,472	2,136	2,088	15,144	1,062	20,430	49,902

Notes:

1. Tertiary education falls into Division P – Education and Training – of the Australian and New Zealand Standard Industrial Classification 2006.
2. n.e.c. – not elsewhere classified.

Source: Statistics New Zealand, *Census of Population and Dwellings*.

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