



State of the Business Academic Profession Report 2025

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Executive Summary

The 2025 ANZAM State of the Business Academic Survey provides a timely snapshot of the working lives, challenges, and aspirations of business academics across Australia and New Zealand. Conducted in collaboration with Deakin University, Swinburne University, and RMIT University, and supported by the Australian and New Zealand Academy of Management (ANZAM), this survey is the third in a longitudinal series following similar studies in 2016 and 2020.

Demographic Profile

Most respondents were mid-to-late career academics, with the majority aged between 45 and 64 years, and the largest cohort aged 50–54 (19%). Half of respondents identified as men, 44% as woman, while 3.8% preferred not to disclose their gender. The sample was predominantly drawn from Australian universities (80%), particularly in Victoria and New South Wales, with New Zealand respondents largely based in Auckland and Wellington. Employment characteristics show that 80% were “balanced” academics, engaged in both teaching and research, while 14% were education focused. Senior Lecturers were the most represented group (31%), with the vast majority employed on full-time ongoing contracts (85%). Average occupational tenure was 19.5 years, with 11.9 years at their current institution.

Academic Work Pressures and Engagement

The survey highlights ongoing pressures within academic roles. Research-active staff reported increased difficulty in publishing, inadequate resourcing, and limited support in securing research funding. Similarly, teaching staff expressed mixed views about their capacity to maintain quality, with 42% indicating insufficient institutional support. Two-thirds felt teaching was harder than five years ago, driven by post-pandemic changes and technology demands, though 77% recognised innovation as essential for student engagement. Workload intensification emerged as a significant concern, with many academics reporting unsustainable pace and volume of work. Despite these challenges, academics demonstrated high levels of engagement. Using measures of vigour, dedication, and absorption, respondents reported strong passion and commitment to their roles. Overall, 63% expressed job satisfaction, although one in five disagreed that they were satisfied. Thriving and resilience were also evident, with most respondents demonstrating energy, learning, and the capacity to recover from adversity.

Burnout and Retention

Burnout remains a risk, with 52% feeling worn out at the end of the day and one-third reporting feelings of burnout. A quarter of academics indicated they were considering leaving academia, raising concerns about retention in an ageing workforce. Job security perceptions were mixed, with 42% feeling insecure about their future roles.

Voice, Trust, and Industrial Relations

Employee voice mechanisms were generally present, however, only 42% reported access to genuine “open door” policies, suggesting voice remains largely management driven. While many academics were willing to speak up and make constructive recommendations, silence was also prevalent, with 60% reporting withholding concerns due to perceived futility, and around half citing fear of negative consequences. Trust and support were uneven. While 49% felt their supervisors showed genuine concern, only 16% reported the same from their institutions. Perceptions of collaboration between unions and management were low, with just 18% agreeing both worked together to improve workplaces, despite high recognition (85%) of mutual respect.

Conclusion

This report underscores the complex realities of business academic life in Australia and New Zealand. While academics remain highly engaged and resilient, persistent workload pressures, limited institutional support, and concerns around voice and trust point to systemic challenges. The findings provide an evidence base to inform future debate, support workforce sustainability, and guide strategies to improve academic well-being, retention, and performance in an increasingly turbulent higher education environment.

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Introduction

“It is a highly specialised career and with the government predicting a doubling of the students required to have University level qualification in the near future. You would think we would be treated well by the University but all you get is higher workloads and subtle job threats - even when our head said we now do not have enough full-time staff to cover the workload - but I guess we need to find the \$1 million for each VC from somewhere!!!” (Professor, Man)

The genesis of this survey and report (and reflected in the quote above) was to highlight the current attitudes of business academics in Australia and New Zealand. The Australian and New Zealand Academy of Management (ANZAM) initiated the survey, which was carried out by Deakin University, Swinburne University and RMIT university. The survey is the third of its type that ANZAM has sponsored (2016 and 2020). This survey will form the basis for a longitudinal study over the next five years. The report presented is an overview of the results, providing frequency analysis, to highlight key points of interest.

Methods

The findings in this report are based on data from a 2025 Qualtrics online survey, this research evolved from a collaboration between researchers from Deakin University, Swinburne University and RMIT university working with the Australian and New Zealand Academy of Management (ANZAM). A database of business academics was extracted from publicly available website information; an email invitation was sent by the researchers to the list with a link to the survey. The plain language statement formed the landing page of the survey, where the respondents were invited to consent to participation in the research. The survey was voluntary and anonymous. A total of 310 usable responses were received. The scales adopted for this survey were all preestablished as reliable and valid. Respondents were also offered the opportunity to share their thoughts through open-ended questions. Descriptive quantitative analysis was carried out on SPSS version 28.1.1 for the purposes of this report and a basic thematic analysis was undertaken of qualitative comments, which identified context specific quotes for illustration throughout the report.

Demographics

The personal demographics and the work demographics are presented in tables 1 and 2 respectively. Most respondents were in the age brackets between 45-64 years, with the highest being between 50-54 years (19%). There was a relatively even distribution on gender lines, men 51%, woman 44%, with 3.8% as 'preferring not to disclose'. Most respondents were from Australian Universities (80%), and as would be expected the majority were from the most populous states of Victoria and New South Wales (NSW). In New Zealand, the main provinces represented were Auckland and Wellington.

Table 1: Sample Demographics

	Number of responses	Percentage		Number of responses	Percentage
Gender			Country		
Man	159	50.8%	Australia	252	80.7%
Woman	139	44.4%	New Zealand	60	19.2%
Non-binary, genderfluid, gender nonconforming, gender queer, transgender ¹	3	1.0%	State (AUS)		
Prefer not to disclose	12	3.8%	Australian Capital Territory	11	4.4%
Age			New South Wales	63	25.1%
25-29 years	1	.3%	Northern Territory	1	.4%
30-34 years	13	4.2%	Queensland	29	11.5%
35-39 years	23	7.4%	South Australia	19	7.6%
40-44 years	36	11.5%	Tasmania	3	1.2%
45-49 years	50	16.0%	Victoria	92	36.7%
50-54 years	60	19.2%	Western Australia	33	13.1%
55-59 years	50	16.0%	Province (NZ)		
60-64 years	47	15.1%	Auckland	17	32.1%
65 years and over	32	10.3%	Canterbury	6	11.3%
ANZAM Member			Otago	9	16.9%
Yes	80	25.6%	Wellington	21	39.7%
No	233	74.4%			

The working-based demographics identified (Table 2) that 80% of respondents were balanced academics, employed to engage in both teaching and research activities. Education focus academics represented 14% of the sample, these are the academics that are focused on teaching only, with minimal if no engagement in research. With the move of universities to the decasualisation of the workforce and increasing pressure in enterprise negotiations to have greater numbers of education focus academics we would expect this to continue to grow in the future. Senior Lecturer level was most represented in the sample (31%), with the majority being employed on full-time ongoing positions (85%), 45% were union members. Typically, respondents had 19.5 years of occupational tenure (SD = 10.2) and worked in their current and primary employing organisation for an average of 12 years (SD = 8.6). Of the sample, 25% were ANZAM members.

¹ As these groups represent such small numbers, we will protect the anonymity of the data from transgender, gender non-binary, other and 'prefer not to disclose' by aggregating the data from these groups. For the purposes of the report they will be referred to as Trans, Non-Binary, Other/ Gender not disclosed.

Table 2: Work Demographics

	Number of responses	Percentage		Number of responses	Percentage
Role Type			Time in Institution		
Education Focused Academic	54	14.2%	0 to 4 years	87	28.1%
Research Only Academic	11	2.9%	5 to 9 years	41	13.2%
Research Fellow	2	.5%	10 to 14 years	56	18.1%
Adjunct	4	1.1%	15 to 19 years	54	17.4%
Balanced academic (teaching/research)	306	80.5%	20 to 24 years	27	8.7%
Post Doc Researcher	3	.8%	25 to 29 years	29	9.4%
Appointment Level			30 to 34 years	6	1.9%
Level A – Assistant Lecturer	12	3.9%	35 to 39 years	9	2.9%
Level B- Lecturer	70	22.9%	40 years and above	1	.3%
Level C – Senior Lecturer	95	31.0%	Time in Academia		
Level D – Associate Professor	64	20.9%	0 to 4 years	47	15.2%
Level E – Professor	65	21.3%	5 to 9 years	17	5.5%
Employment Status			10 to 14 years	57	18.4%
Employed full time contract	13	4.2%	15 to 19 years	57	18.4%
Employed full time ongoing	268	85.6%	20 to 24 years	50	16.1%
Employed part time contract	6	1.9%	25 to 29 years	42	13.6%
Employed part time ongoing	18	5.8%	30 to 34 years	18	5.8%
Sessional	3	.9%	35 to 39 years	17	5.5%
Other	5	1.6%	40 years and above	5	1.5%
Union Member					
Yes	143	45.8%			
No	169	54.2%			

Academic Working Life

Academic working life has seen substantive changes over the past few decades, but notably the global pandemic created significant shifts in how academics do their roles, including both research and teaching. The following question sets captured how academics are viewing their academic working life, highlighting some of their concerns for the future.

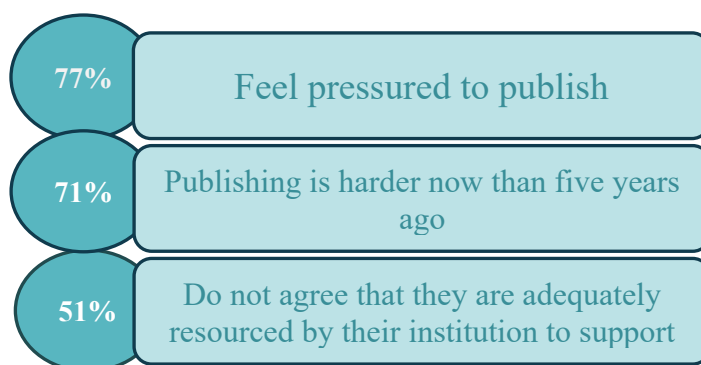
Research

“The requirement to publish in A* and A journals at all times but with no research support to actually do the quality research required which takes time and support”
(Associate Professor, Woman)

As presented in Table 3, academics that do research are finding greater pressure to publish, find that publishing is harder now than it was 5 years ago. A significant point here is that they feel that they are not adequately resourced for research or supported to get research funding.

Table 3: Academic Working Life – Research

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
I am worried about publishing in the future	12.9%	23.0%	16.1%	32.5%	13.5%
I feel equipped to achieve my institutions research expectations	12.8%	23.0%	18.1%	32.5%	13.6%
I feel pressured to publish	1.5%	7.4%	13.5%	36.5%	41.1%
Publishing is harder now than five years ago	1.5%	10.7%	16.6%	23.9%	47.3%
I am adequately resourced and supported by my institution to support my research	23.8%	27.2%	22.4%	20.0%	6.6%
I feel equipped to get research funding	24.9%	28.0%	21.8%	20.3%	5.0%
I will have funding success in the next two years	17.5%	21.8%	32.3%	20.9%	7.5%
I am resourced and supported by my institution to be awarded competitive funding opportunities	25.0%	26.2%	22.5%	20.1%	6.2%



Quotes:

Understaffed, so higher workloads placed on everyone while output loads increase (Senior Lecturer, Woman)

No consideration of successful funding in workload. Increasing teaching and marking loads that encroach on research time. Demands to supervise PhD students but time considered as "research" rather than "teaching". (Senior Lecturer, Woman)

Massively increased admin load and increased teaching demands and associated admin are real impediments. (Professor, Man)

Seeking grants and needing to alter research to fit prospective higher-ranking journals rather than find the correct journal for the paper as developed. (Assistant Lecturer, Man)

Teaching

“Student engagement is a big issue given that there are not many tools to control what students do in the classroom. Generative AI is also a big issue and I sometimes think about returning to exams would be a good idea.” (Lecturer, Man)

Overall, and as presented in Table 4, academics that are teaching have diverse opinions on their teaching roles, for instance, mixed feelings about being worried about teaching quality into the future. 64% of respondents agreeing that they were equipped to deliver high quality teaching and learning. Resourcing for some is a concern, with 42% disagreeing they are resourced and supported by their institution in all aspects of teaching and learning. The consensus (68%) is that teaching is harder now than it was five years ago, leading from the changes as a result of the pandemic and the rising availability of technology in the teaching and learning space. This is notable in 77% of respondents indicating that innovation is critical to student engagement. Academics have the required skills but lack the support and resourcing to meet a challenging new future of teaching and learning.

Table 4: Academic Working Life - Teaching

Academic Working life Teaching roles	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
I am worried about teaching quality in the future	21.0%	25.4%	14.1%	27.4%	12.1%
I feel equipped to deliver high quality teaching and learning	7.2%	14.1%	14.1%	42.1%	22.5%
I am resourced and supported by my institution in all aspects of teaching and learning	19.1%	23.8%	20.2%	26.8%	10.1%
Teaching is harder now than five years ago	5.5%	11.1%	15.2%	31.0%	37.2%
Teaching and learning innovation are critical to student engagement	3.6%	6.4%	12.7%	37.0%	40.3%

Quotes:

The use of AI by students requires significant change and more work in evaluation and feedback to students' work but the university did not change the evaluation system. (Associate Professor, Female).

They constantly want more student engagement, but then also do things which hinder student engagement, such as no compulsory attendance, no pass hurdles, no exams. (Lecturer, Man)

The institution makes major changes in teaching without adequate input from frontline teaching staff. For example, whilst student engagement has dropped considerably over the past five years, the institution has reduced resources available ... (Associate Professor, Man)

The number of activities that academics are asked to do increases but nothing is ever taken away. The administrative staff used to help academics, but now academics have a broader workload and have to do additional work task FOR THE ADMINISTRATIVE staff. (Senior Lecturer, Woman)

Educational pedagogy over the last 5 years is the centralisation of the format of teaching, standardising how lectures are to be presented, moodle sites, the format of tutorials and how tutors are to present. Further giving readings for students to read, the educational pedagogy appears to be that the students are here to be passed as they got into the uni, they must be good enough to get the degree. Other problems existStudents do not come prepared to tutorials nor do they think attendance is necessary. So overall it appears that universities are becoming more like primary schools than teaching students what they are going to face in the real world. No client in the real world is going to give you a matrix of how you get paid, or how you do the job or that they only pay you part of your bill based on how you go with a matrix. Students have forgotten that uni is to teach them knowledge and skills of how to use the knowledge.” (Lecturer, Man)

Workloads

“More teaching expectation and workload and then expected to cover all this and maintain a research output as well - somethings gotta give” (Professor, Man)

Workloads for most academics have significant peaks and troughs, creating situations where it becomes hard to manage workloads. Respondents were asked to report the intensity of their work in terms of pace and volume. Overall, more than half of respondents reported often feeling that their jobs required them to work hard, left them feeling that there is a great deal to be done, with little time to get things done, and have more to do than they can do well (sum of both ‘once or twice per week’ and ‘several times per day’). Essentially, academic workloads are impacting on the quality of the outcomes, as there is little time and capacity for academics to do it well.

Table 6: Academic Workloads

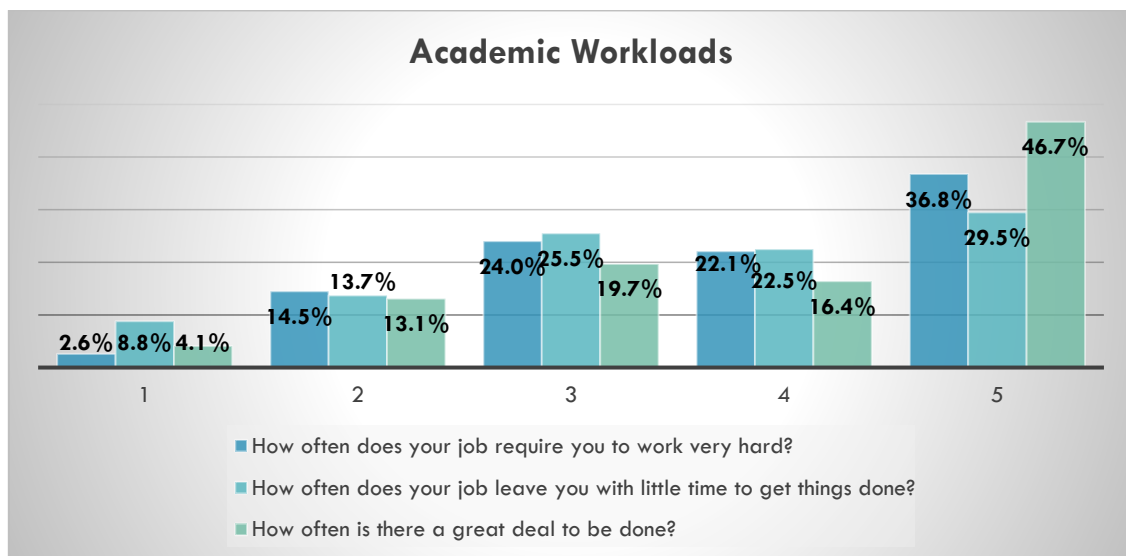
	Less than once per month or never	Once or twice per month	Once or twice per week	Once or twice per day	Several times per day
How often does your job require you to work very fast?	5.5%	21.3%	37.3%	18.0%	17.9%
How often does your job require you to work very hard?	2.6%	14.5%	24.0%	22.1%	36.8%
How often does your job leave you with little time to get things done?	8.8%	13.7%	25.5%	22.5%	29.5%
How often is there a great deal to be done?	4.1%	13.1%	19.7%	16.4%	46.7%
How often do you have to do more work than you can do well?	11.7%	17.8%	16.9%	18.3%	35.3%

Quotes:

The workload is getting harder - it is not the profession I joined many years ago - there is no time to think and reflect its all go (Professor, Man)

The workload is growing, ie the number of units one is expected to teach. The move to trimesters means there is no time for course development. the desire to please every student as a customer rather than recognise that they are students (Lecturer, Man)

Figure 1: Academic Workloads



As presented in crosstabs below (Table 7) where we examined workload issues between education focused academics and balanced academics (teaching and research). What is interesting is that balanced academics seem to have rated more highly on the workload, indicating that there are potential issues in balancing activities related to teaching and research. And the results indicate that it appears that the need to balance teaching and research may be putting a more workload pressure on these academics.

Table 7: Workload — Education Focused and Balanced Academic²

		Balanced Academic	Education Focused Academics
How often does your job require you to work very fast?	Less than once per month or never	5.3%	4.5%
	Once or twice per month	21.1%	9.1%
	Once or twice per week	39.1%	38.6%
	Once or twice per day	16.9%	29.5%
	Several times per day	17.7%	18.2%
How often does your job require you to work very hard?	Less than once per month or never	2.6%	0.0%
	Once or twice per month	15.0%	11.4%
	Once or twice per week	22.6%	29.5%
	Once or twice per day	21.8%	22.7%
	Several times per day	38.0%	36.4%
How often does your job leave you with little time to get things done?	Less than once per month or never	7.9%	6.8%
	Once or twice per month	13.2%	9.1%
	Once or twice per week	27.2%	25.0%
	Once or twice per day	21.9%	25.0%
	Several times per day	29.8%	34.1%
How often is there a great deal to be done?	Less than once per month or never	3.4%	6.8%
	Once or twice per month	12.1%	13.6%
	Once or twice per week	21.1%	18.2%
	Once or twice per day	15.8%	18.2%
	Several times per day	47.5%	43.2%
How often do you have to do more work than you can do well?	Less than once per month or never	11.7%	6.8%
	Once or twice per month	17.3%	20.5%
	Once or twice per week	16.9%	18.2%
	Once or twice per day	18.0%	20.5%
	Several times per day	36.1%	34.1%

Quotes:

My institution has increased workloads post-covid deceptively by changing the teaching workload model. (Lecturer, Man)

It is never ending. I struggle to have a quality of life as I have workload demands that require me to catch up on things in the evenings and on the weekends. I have excess leave that I cannot work out when to take due to workload pressures. (Senior Lecturer, Woman)

People are reticent to share the real problems ongoing... too many are spouting off "innovations" and "new ways to use AI." Teaching in the last five years has undergone remote, in-person, hybrid, and AI... you are just expected to stay excellent all the time. (Lecturer, Man)

...increasing workload, too much talk about "punching above your weight", staff too afraid to speak out - precarious nature of work and culture of school and university, lack of resourcing, favouritism for those in

²The chi-squared tests of significant difference between balanced academic and education focused academics on the items, indicated that there are no significant differences.

the good books while the others have to work to cover for the lack of effort of the favourites (Professor, Man).

Work Engagement

Best job ever. I get to talk about research with colleagues or with PhD students nearly every day. I get to talk to classrooms of fresh-faced 20-year-olds about a great topic every week. I get to know people at work and how everything fits together. (Associate Professor, Woman)

Work engagement is defined by Schaufeli and Salanova (2008) as a positive, fulfilling, work-related state that is characterised by vigour, dedication, and absorption in the work itself. Consistent with previous research findings (e.g., Ferrer & Morris, 2013, Winter, Taylor, & Sarros, 2000), despite results of increasing workloads (See table 8 below), respondents in this study reported being highly engaged and passionate in their work. Academics generally are enjoying the work that they do – for many it still remains a career and a vocation.

Accordingly, respondents were asked several questions on three aspects of how they experience their work. The characteristics are vigour (i.e., whether work is stimulating and energetic); dedication (i.e., if work is a significant and meaningful pursuit) and absorption (i.e., where work is found to be captivating. Responses were recorded on a seven-point scale (0 = never, 6 = everyday). The results of which are presented in Table 8.

The overall work engagement has an average Mean of 4.1, with a Standard Deviation of 1.4. Vigour has a mean of 3.6, with a standard deviation of 1.6. Dedication has a mean of 4.3, with a standard deviation of 1.5. Absorption has a mean of 4.2 with a standard deviation of 1.4. Indicating the academics are on average at least once a week engaged in their work, where they find the working meaningful and interesting, however the work is not as often stimulating.

Table 8: Work Engagement

	Never	A few times a year or less	Once a month or less	A few times a month	Once a week	A few times a week	Everyday
At my work, I feel bursting with energy	4.3%	12.7%	10.5%	19.8%	14.5%	31.8%	6.4%
At my job I feel strong and vigorous	5.3%	13.0%	11.7%	18.2%	15.3%	28.1%	8.4%
I am enthusiastic about my job	3.7%	9.6%	9.3%	9.9%	16.1%	29.4%	22.0%
My job inspires me	4.3%	9.6%	9.9%	13.3%	13.6%	29.6%	19.7%
When I get up in the morning, I feel like going to work	6.5%	8.3%	11.1%	12.3%	12.4%	31.2%	18.2%
I feel happy when I am working intensely	4.1%	7.2%	6.2%	12.2%	13.1%	34.6%	22.6%
I am proud of the work that I do	3.4%	3.4%	4.3%	6.5%	12.0%	29.9%	40.5%
I am immersed in my work	1.9%	5.3%	4.6%	5.9%	11.5%	35.6%	35.2%
I get carried away when I am working	4.0%	6.8%	5.0%	10.5%	14.2%	31.3%	28.2%

Quotes:

Growing class sizes make meaningful engagement almost impossible. Non face to face teaching at an executive level is also a suboptimal way of working with experienced professionals. (Associate Professor, Man)

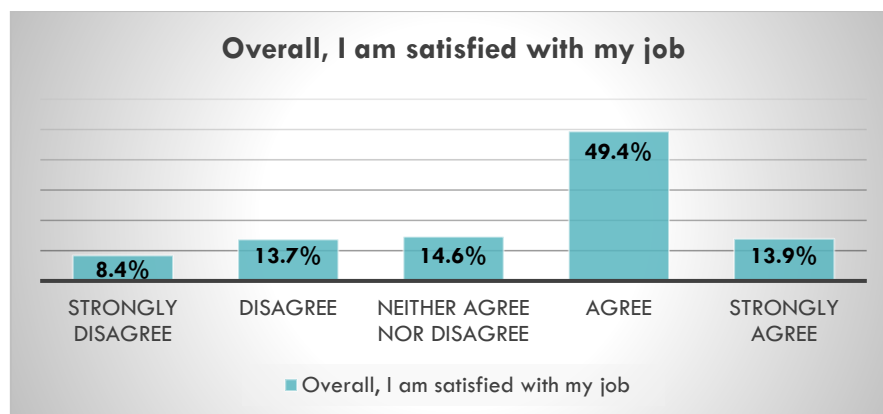
My current workload difficulties are mainly to do with administrative responsibilities. (Senior Lecturer, Man)

I am on a fixed term contract. When it comes to an end, I have no certainty if it would be renewed. Even if it is, I would consider whether to continue due to amount of time that I need to put in for this job which leaves me with no energy and little time for other things in my life. (Lecturer, Woman)

Job Satisfaction

Job satisfaction was measured with a single item (Wanous et al. 1997; Nagy, 2002) and as can be seen in Figure 2, 63% of academics agree that they are satisfied with their job, again reflecting the vocational nature of the career.

Figure 2: Job Satisfaction



Quotes:

I have noticed that over the past five plus years the administrative burden associated with teaching has incrementally increased, without any corresponding adjustment to workload allowances. With COVID, genAI, and policy/LMS settings now changing faster than ever before, there is much in the administration of teaching that is no longer captured by what our workload policies allow. (Associate Professor, Man)

I love teaching my students undergraduate, post graduate & research students. It's a noble profession if one just does one's duty on this earth of teaching and imparting knowledge to younger generation- without looking for any external rewards or recognition from the supervisors or leaders/management. I feel happy when I teach my students, when they do well and excel as they are the future leaders of our country. I am committed to one workplace. (Senior Lecturer, Woman).

I am required to teach 60% of the time but I have added up all the hours I teach or support student in a week including lectures, tutorials, student consultations, student feedback, marking, tutor management etc and it adds up to 30 hours per week. This is 85.7% of my working week. In the remaining 5 hours I am expected to participate in governance roles at the university and complete research. As a result, I do my research on weekends. My family are so unhappy with this arrangement and I understand why. (Lecturer, Woman).

Our school, and pretty much every school in very faculty, is under-staffed. Maintaining ideal courses across multiple levels and programmes is falling heavily on the shoulders of fewer and fewer staff. I am now a teacher on, and often course coordinator on, seven a year from 101 to taught masters and every level in between. I am the academic programme leader on a programme urgently requiring substantial renovation. I am on this committee and that committee, and this board and that one. I have very little time left for anything else, and even taking leave becomes impossible. I am on leave while I write this. (Professor, Man).

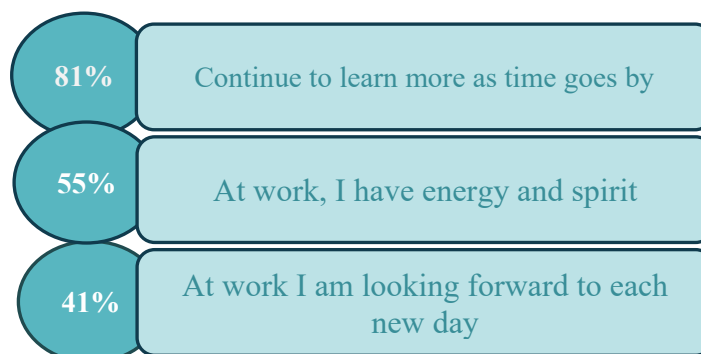
Thriving at Work

“When I get the chance to really engage with students and see their progress and learning, or when I get to sit down and work on a paper, I’m proud of and interested in, I feel immense fulfillment.” (Lecturer, Woman)

Thriving at work is defined as “a positive psychological state characterized jointly by learning and vitality” (Paterson, Luthans, & Jeung, 2013, p. 434). As presented in Table 9, generally academics are thriving at work: they are learning as they go, thus improving themselves and developing as a person, they have energy and look forward to the new day. However, there is 27% who do not feel energetic, and 11% who feel that they are not learning at work, indicating that for some, the job may not always provide the driving motivation, energy and meaningfulness.

Table 9: Thriving at Work

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
At work, I find myself learning often	2.5%	7.4%	12.0%	51.2%	26.9%
At work, I continue to learn more as time goes by	1.9%	7.1%	9.9%	51.5%	29.6%
At work, I see myself continually improving	2.5%	6.2%	18.9%	50.0%	22.4%
At work, I am not learning	35.0%	44.3%	9.0%	9.6%	2.1%
At work, I am developing a lot as a person	4.3%	13.3%	29.1%	41.2%	12.1%
At work, I feel alive and vital	6.5%	14.0%	28.6%	41.3%	9.6%
At work, I have energy and spirit	6.8%	12.1%	26.1%	44.7%	10.3%
At work, I do not feel very energetic	16.5%	36.0%	19.6%	22.7%	5.2%
At work, I feel alert and awake	4.4%	13.7%	22.4%	50.2%	9.3%
At work, I am looking forward to each new day	8.1%	18.1%	32.3%	33.2%	8.3%



Quotes:

Exponential workload increases. More students, more admin updating content due to the changing environment all add pressure. (Senior Lecturer, Man)

Overall I am personally content with my workload and have no major concerns. I have seen some colleagues that are definitely overloaded and this concerns me. (Associate Professor, Man)

The continuous increase in the teaching load makes maintaining high-quality teaching very difficult. Over the last five years, my teaching load increased by 50% from 4 subjects to 6 subjects a year. My marking load increased from 30 hours cap to 90 hours per term. (Senior Lecturer, Woman)

Resilience

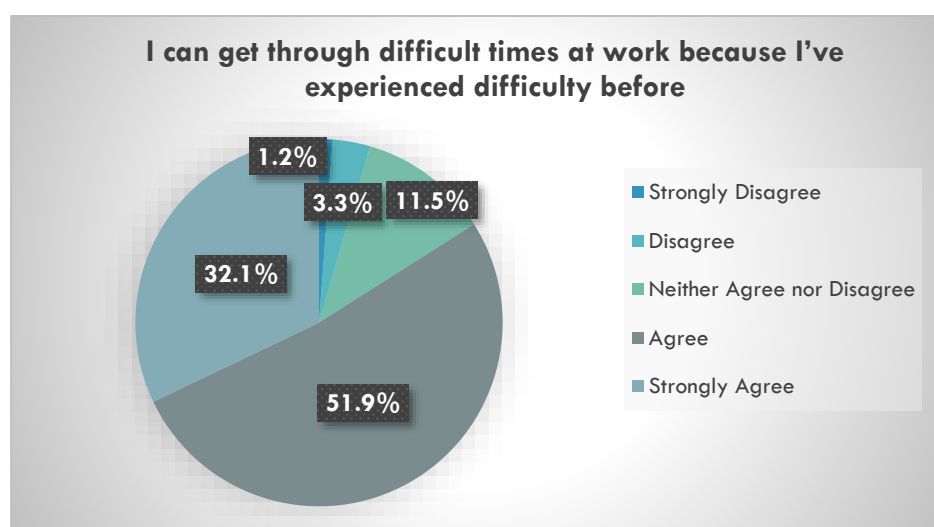
"My institution expects me to teach well, be a great colleague and publish prolifically while at the same time, go for research funding, put myself out there in the public space promoting my research. I sometimes hate my job and wished I work in the private corporate sector to avoid the push to publish or perish!" (Senior Lecturer, Woman)

In the wake of the global pandemic, a major focus for universities has been on academic and worker resilience. Resilience in this sense, is defined as the ability of one to recover quickly from adverse situations (Hartmann et al. 2020). The results (Table 10) indicate that academics are generally resilient, particularly given the relative autonomy of their roles this is expected. 84% indicating that they can get through stressful times because of the difficulties that they have experienced before (Figure 3).

Table 10: Resilience

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
I can be 'on my own' so to speak at work if I have to	2.2%	2.8%	7.2%	48.3%	39.5%
I usually take stressful things at work in my stride	2.8%	14.3%	20.2%	50.0%	12.7%
I can get through difficult times at work because I've experienced difficulty before	1.2%	3.3%	11.5%	51.9%	32.1%

Figure 3: Resilience



Quotes:

Workloads never accurately account for all of the additional tasks and service requirements that academics need to do, such as international or national committee membership, email management, article reviews, networking, administration of units, professional development, etc. and usually that drastically cuts down the ability of a researcher to actually just read the latest literature and think about it. It feels like the research workload emphasises constant applications for grants and publishing of articles but forgets that in order to do that you actually have to have the mental space to think creatively about problems. (Senior Lecturer, Woman)

Continued shifts in the sector would be a bigger contributing factor especially as they result in bigger workloads/greater stress. (Lecturer, Man)

Employee Voice and Silence

“All the exercise of management engagement with staff are mere tick box exercises, so the answers to those mechanisms and channels are not reflective of the substance behind it. In fact, having those channels in place and witnessing how management disregard any suggestion, makes the experience worse than if they were not in place.” (Senior Lecturer, Man)

Employee voice arrangements are a key means of employee involvement and participation and have been found to enhance employee performance (Boxall & Purcell, 2016; Holland et al. 2012; Holland, Cooper, & Sheehan, 2017). For this survey we measured both the employee voice mechanisms, employee voice behaviours and employee silence.

Employee Voice Mechanisms

This section of the survey contained items which asked respondents to indicate what processes were provided to facilitate employee voice regarding their opinions and having input in and receiving information about the operations in their organisation (Bryson, 2004). Overall, the most common forms of

communication and involvement identified by respondents were staff meetings and newsletters (Table 11). A large majority (85%) of respondents indicated that there are dialogues in terms of staff meetings between senior management and employees, and the use of newsletters (84%) and surveys (79%), were the common approaches employee voice mechanism. In addition, the use of team briefings (62%), and the use of workgroups or problem-solving teams of management and staff in dealing with operational issues were also important (52%).

However, when drilling down further, the ‘open door’ policy for employees to raise concerns with management as a voice mechanism was only 42% agreeing that this was available to them. The results, particularly the positive ones, are largely top down and managerial instilled voice mechanisms. This may suggest that whilst there is a large proportion of academics indicating that there are conversations between management and employees, the actual active involvement of employees in solving daily issues likely to be pertinent to academics’ workplace well-being is comparatively less evident. Such findings may be particularly relevant given evidence that procedural fairness (which encompasses elements of employee voice) functions as a job resource that is integral for the well-being of Australian academics and a buffer on psychological strain (Boyd et al.2010). It also reinforces previous findings and comment about the increasing workloads with little genuine discussion.

Table 11: Employee Voice Mechanisms

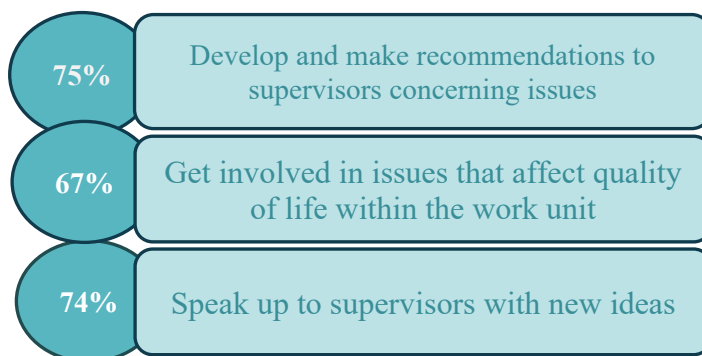
	Yes	No
Staff meeting between senior management and employees	85.7%	14.3%
An ‘open door policy’ so employees can tell senior management about problems with their supervisors	42.6%	57.4%
Team briefings (briefings that devote time specifically to workplace concerns and questions)	62.1%	37.9%
Work group or problem-solving teams made up of managers and workers to resolve specific operational issues	52.1%	47.9%
Suggestion box scheme	24.4%	75.6%
Workplace newsletter	84.7%	15.3%
Surveys of employees’ views and opinions	79.4%	20.6%

Employee Voice Behaviours

Employee voice behaviours capture the actions of employees that constructively challenge “the status quo with the intent of improving the situation rather than merely criticizing” (LePine & Van Dyne, 1998, pg. 853). Contrary to the voice mechanism, there is a general sense from the academic that they will speak up and make recommendations to supervisors (75%), encourage others to get involved in issue related to work (66%), get involved in that affect the quality of life in my work unit (67%) (Table 12).

Table 12: Employee Voice Behaviours

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
I develop and make recommendations to my supervisor concerning issues that affect my work	5.0%	9.7%	10.3%	54.4%	20.6%
I speak up and encourage others in my work unit to get involved in issues that affect our work	4.4%	10.6%	18.2%	47.4%	19.4%
I communicate my opinions about work issues to others in my work unit, even if their opinions are different and they disagree with me	2.6%	8.5%	14.1%	51.8%	23.0%
I keep well informed about issues at work where my opinion can be useful	3.2%	7.6%	20.6%	46.8%	21.8%
I get involved in issues that affect the quality of life in my work unit	3.8%	11.8%	17.7%	48.1%	18.6%
I speak up to my supervisor with ideas for new projects or changes in procedures at work	4.4%	9.4%	12.7%	48.9%	24.6%



The Employee Voice Behaviours table – Union members vs Non-Union members show some interesting insights, with majority of behaviours showing people will more likely speak up if they are in a union. Although some numbers are only slightly higher (e.g., developing and making recommendations to my supervisor concerning issues that affect my work, 75.2% in unions agree compared to 74.5% not in unions), strongly disagree for the questions are 6.9% for those in a union, compared to only 3.5% not in a union for the same question. This supports the suggestion that those in a union are more likely to speak up and disagree with an employer should the need arise (Sojourner & Yang, 2022).

Table 13: Employee Voice Behaviours — Union Members versus Non-Union Member³

		Union Member	Non-Union Member
I develop and make recommendations to my supervisor concerning issues that affect my work	Strongly disagree	6.9%	3.5%
	Disagree	8.3%	11.0%
	Neither agree nor disagree	9.0%	11.0%
	Agree	53.7%	54.7%
	Strongly agree	21.5%	19.8%
I speak up and encourage others in my work unit to get involved in issues that affect our work	Strongly disagree	3.5%	5.2%
	Disagree	11.1%	8.7%
	Neither agree nor disagree	13.9%	21.5%
	Agree	47.9%	48.3%
	Strongly agree	22.9%	16.3%
I communicate my opinions about work issues to others in my work unit, even if their opinions are different and they disagree with me	Strongly disagree	1.4%	3.5%
	Disagree	9.0%	7.6%
	Neither agree nor disagree	11.8%	15.7%
	Agree	52.1%	51.2%
	Strongly agree	25.0%	22.1%
I keep well informed about issues at work where my opinion can be useful	Strongly disagree	4.9%	1.7%
	Disagree	6.9%	9.3%
	Neither agree nor disagree	17.4%	22.7%
	Agree	46.5%	46.5%
	Strongly agree	23.6%	19.8%
I get involved in issues that affect the quality of life in my work unit	Strongly disagree	3.5%	5.2%
	Disagree	11.1%	12.8%
	Neither agree nor disagree	16.0%	19.2%
	Agree	47.9%	44.8%
	Strongly agree	20.8%	17.4%
I speak up to my supervisor with ideas for new projects or changes in procedures at work	Strongly disagree	3.5%	4.7%
	Disagree	7.6%	9.9%
	Neither agree nor disagree	11.1%	13.4%
	Agree	52.1%	45.9%
	Strongly agree	24.3%	26.2%

Employee Silence

Employee silence can be defined as a collective phenomenon where employees withhold their opinions and concerns regarding improvements or problems (Morrison & Milliken, 2000). These sentiments are supported from an individual perspective by Pinder and Harlos (2001), who add the contention that silence is about the suppression of information often to people who can affect change.

Using Knoll and van Dick's (2013) six-item measure of employee silence (quiescent and acquiescent silence⁴), respondents were prompted to think about instances when they were concerned about something unfair at work and remained silent and the extent to which they agreed or disagreed with the reasons for doing so. Overall, a considerable proportion of respondents agreed that they had remained silent because of the perceived futility of speaking up (60%). Whilst some of the respondents felt that they could not speak

³ The chi-squared tests of significant difference between union member and non-union members on the items, indicated that there are no significant differences.

⁴ Quiescent silence refers to the active withholding of information due to fear of retribution. Acquiescent silence represents disengaged behaviour.

up without fearing negative repercussions (51%) or disadvantage (50%). 32% of respondents still reported that they remained silent because of reservations that their line managers were not likely to be sympathetic of their concerns.

Table 14: Employee Silence

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
I remained silent because of fear of negative consequences	11.1%	20.8%	16.9%	30.7%	20.5%
I remained silent because I fear disadvantages from speaking up	10.6%	22.9%	15.7%	28.1%	22.7%
I remained silent because it would make me vulnerable in the face of colleagues or line-manager	11.5%	26.5%	19.3%	23.2%	19.5%
I remained silent because I will not find a sympathetic ear anyway	9.9%	25.9%	19.9%	23.2%	21.1%
I remained silent because my line-managers are not open to my concerns	13.0%	33.5%	22.1%	16.9%	14.5%
I remained silent because nothing will change anyway	8.7%	14.8%	16.6%	25.0%	34.9%

We can see quite clearly from the below figure, highlighting the growing reason why academics remain silent, and futility of speaking up any way.

Figure 4: Employee silence



Quotes:

My university does not listen to teachers when considering upgrading IT hardware and software, and refuses to consider open-source software, which is essential to innovation. (Lecturer, Woman)

It is easy to feel these days that we are just a cog in the chain that seldom receives oil. Squeaky chains these days in any case are not heard in the same way they were once. (Professor, Man)

Sometimes you voice and other times you don't. (Senior Lecturer, Woman)

Job Security

“I am on a fixed term contract. When it comes to an end, I have no certainty if it would be renewed.” (Lecturer, Woman)

In the turbulent environment of higher education in a post-covid era, job security is an important consideration. Job security is measured as how academics are feeling about the future of their job, and their ability to get another job. 42% of academics feel insecure about the future of their jobs, and only 31% believe that they would be able to easily get another job.

Table 15: Job Security

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
I feel insecure about the future of my job	13.6%	26.3%	17.3%	26.6%	16.2%
I feel that if I lose this job, I would easily find another job	17.1%	26.4%	25.5%	24.8%	6.2%

Quotes:

I wish my job was safe, but it seems like a very uncertain time at my institution. In case of redundancy, I have no idea if I could find a job without moving abroad. (Lecturer, Man)

Even if I wanted to leave my institution, I would no longer be able to compete in the labour market to secure even the same level of academic employment, let alone promotion. And I am a 'successful' researcher. I shudder to think of the career insecurity experiences of my more teaching focused colleagues without tenure. Without stacks of compounding privilege (outside of work), I could not be in this position. (Associate Professor, Woman)

It's hard to find the same sense of purpose, collegiality, autonomy and good pay elsewhere than academia - the downside is the insecurity. (Lecturer, Woman)

Work Withdrawal

**“The expectations are increasing so is the stress they invite!”
(Associate Professor, Man)**

Work withdrawal is a sequence of negative behaviours employees use to avoid work situations or tasks, which can include psychological withdrawal (e.g., disengagement, silence) or physical withdrawal (Carpenter & Berry, 2017). It negatively affects employee career efficacy, work performance, creativity, and morale, while also causing significant economic losses for organisations. To measure work withdrawal, six survey questions were asked, using a 5-point Likert scale, from never to always. 35% of respondents stated they had thought about leaving their current job, however only 18% had thoughts about being absent. Contrasting this, over 68% stated they would never (almost never) let others do their work.

Table 16: Work Withdrawal

	Never/ Almost never	Seldom	Sometimes	Often	Always
Thoughts about being absent	28.1%	28.4%	25.2%	15.0%	3.3%
Put less effort into the job than you should have	32.3%	35.5%	21.7%	8.6%	1.9%
Thought about leaving current job	17.6%	21.4%	25.9%	24.3%	10.8%
Daydreamed at work	12.8%	19.2%	32.3%	29.4%	6.4%
Let others do your work	68.1%	25.2%	5.1%	1.0%	0.6%
Spent work time on personal matters	16.6%	32.8%	33.8%	15.0%	1.8%
Left work shift or duty for unnecessary reasons	54.9%	30.0%	9.3%	4.2%	1.6%
Chat with co-workers about nonwork topics	6.1%	17.6%	36.4%	30.0%	9.9%

Quotes:

I think the above questions are important to think about in the context of age. For example, I am over 50. I realistically cannot consider a change in career now, while I do want to leave academia and my plan is to reach a certain age and this is what is keeping me going. When I first started I could have happily worked post-retirement as I loved the job. Things have changed so much and there is so much pressure now, I don't have the good will to do this anymore, just from sheer exhaustion. In addition, it is really important to manage your health, but I know it is not easily in the current environment. I think university's need to be aware of this and have a duty of care to not overwork staff. (Associate Professor, Woman)

While I do not seriously consider leaving academia, I do wish that certain aspects of academic culture would change, and when that becomes particularly frustrating I daydream of doing something with a clear clock-on, clock-off time schedule where I can leave work at work, as academia often pushes your boundaries to where you feel you are on shift 24/7.(Lecturer, Woman)

I have a mortgage and am a single parent - I cannot afford to leave. But, sometimes, I dream about getting a less stressful job. I met someone last week who 'got out' and she said that she could not even drive past her old workplace (campus) for a couple of years, it brought back such awful memories. She is not an outlier, she is typical of what I've seen over many years in academia. (Lecturer, Woman)

Overall, I still feel very lucky to be able to do this for a living. The autonomy, the continuous learning/ability to pursue your curiosity, the ability to craft the job to make it what you want it to be, are all major positives for me. (Lecturer Man)

Burnout

“That gnawing pressure to publish more while teaching more, while doing more admin.” (Senior Lecturer, Man)

Burnout has been conceptualised as a condition where an individual feels overextended and depleted of their emotional, mental, and physical resources as a result of the work that they are engaged in (Maslach, Schaufeli, & Leiter, 2001; Schaufeli, Leiter, & Maslach, 2009). Such states are often precursors to feelings of overload, which may lead to cognitive and emotive detachment from work (Barkhuizen, Rothmann, & van de Vijver, 2014). Specifically, the risk of experiencing burnout has been found to be prevalent in professional fields including education (Bilge, 2006). Research has indicated that academics are faced with growing job demands such as work pressure, workloads, and increasing roles academics must fulfil that

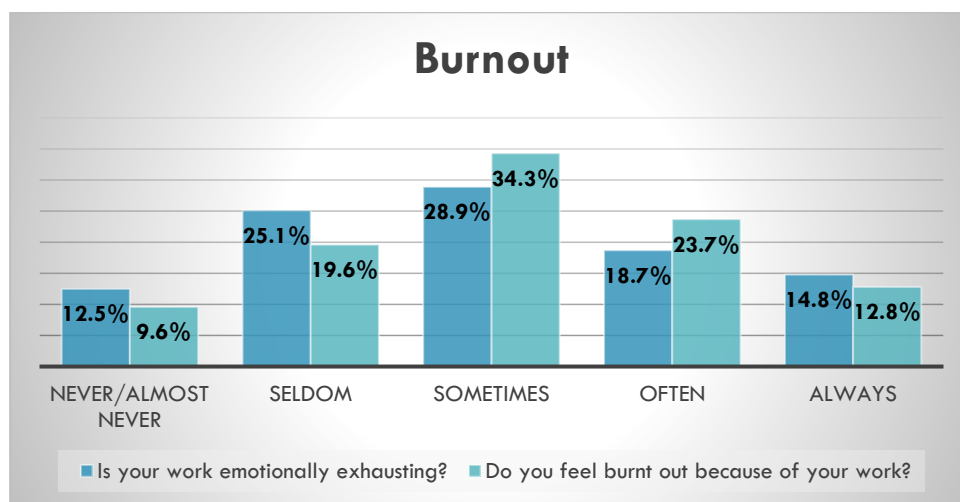
compounds the complexity of academic work (Kinman, 2001; McClenehan, Giles, & Mallett, 2007). Performing these tasks in an environment with increasing resource limitations (i.e., insufficient job resources) have been found to negatively impact levels of stress (Daly & Dee, 2006; Gillespie, Walsh, Wineld, Dua, & Stough, 2001) and in turn, exacerbate levels of burnout among academics (Barkhuizen et al., 2014). Indeed, studying a sample of academics, Barkhuizen et al. (2014) found that job demands in terms of work overload contributed to burnout.

In this study, burnout was measured using the work burnout scale from the Copenhagen Burnout Inventory (CBI; Kristensen, Borritz, Villadsen, & Kristensen et al., 2005). Respondents recorded their responses on a five-point scale ranging from 1 = never or to a very low degree to 5 = always or to a very high degree. The findings (Table 17; Figure 5) showed that over 52% of respondents felt worn out at the end of the day (often – always) with a further 36% of respondents indicating that the sometimes felt worn out at the end of the day. 33% having feelings of being burnt out by their work (often – always) with 28% indicating they were sometimes burnout from their work. The emotional toll of the work is evident, in 36% indicating (often – always) that they find their work emotionally exhausting, where 34% said it was emotionally exhausting sometimes. Burnout can have incidental consequences for life outside of academia (Sabagn et al. 2018), 24% of respondents indicated that they never or seldom have energy for their family and friends because of their work, a further 34% said sometimes they do not have energy.

Table 17: Burnout

	Never/ Almost never or to a very low degree	Seldom or to a low degree	Sometimes or somewhat	Often or to a high degree	Always or to a very high degree
Do you feel worn out at the end of the working day?	2.2%	9.6%	36.2%	35.9%	16.1%
Are you exhausted in the morning at the thought of another day at work?	18.3%	29.2%	26.9%	15.4%	10.2%
Do you feel that every working hour is tiring for you?	22.4%	35.3%	22.4%	11.9%	8.0%
Do you have enough energy for family and friends during leisure time?	5.5%	18.9%	34.6%	36.5%	4.5%
Is your work emotionally exhausting?	9.6%	19.6%	34.3%	23.7%	12.8%
Does your work frustrate you?	7.4%	18.9%	34.2%	26.3%	13.2%
Do you feel burnt out because of your work?	12.5%	25.1%	28.9%	18.7%	14.8%

Figure 5: Burnout



Quotes:

Uni deadlines of giving feedback to students (in 10 days after the assessment is due) with 2000 in a subject and a second marking of fails is a tough gig and it takes lots of additional hours. This leads to burn out of staff. (Lecturer, Man)

I am in the 'waiting for retirement' phase of life. burned out, and nowhere to go. (Lecturer, Man)

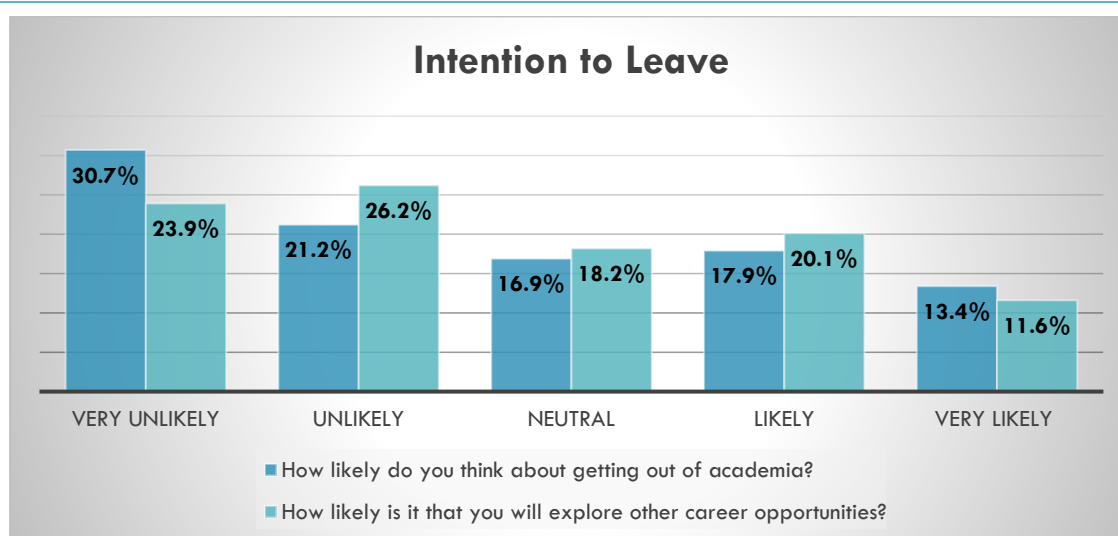
..... our research workforce experience is that of a burnout inducing meat grinder. I have become numb to it, but I can see how demoralising it is for my colleagues. Moving to another institution seems inevitable, although I would prefer to stay, if research conditions could be improved. (Associate Professor, Woman)

Intention to Leave

“I deeply regret completing a PhD degree and pursuing a career in academia.”
(Senior Lecturer, Trans, Non-Binary, Other/ Gender Not Disclosed)

Two items were used to assess the likelihood that respondents would leave academia. Responses were captured on a five-point scale (1 = very unlikely to 5 = very likely) to answer these items. Overall, 31% respondents expressed that they were thinking about leaving the academic profession (likely and very likely), with the equivalent number exploring other career opportunities. Considering this with the findings on workload and burnout, this should be considered concerning rather than surprising.

Figure 6: Intention to Leave



Quotes:

I may not leave academia, but I am looking for a more appreciative and supportive work environment and will likely be outside of ANZ (Professor, Man)

The system of universities is broken! The lack of recognition is fundamental to reasons for wanting to leave, and the consistent lies! (Senior Lecturer, Woman)

Trust at Work

Given the recognition that trust is an integral factor in influencing organisational success, organisational stability and employee well-being (Cook & Wall, 1980; Holland et al., 2017; Shaw, 1997), this survey sought to explore the perceived levels of trust academics have in both senior management and direct supervisors/line managers. Adapting Cook and Wall's (1980) trust measure, we have asked respondents questions around their trust in senior management, and also a question set on trust in direct supervisor/line manager.

Trust in Senior Management

“Toxic. Bad Management” (Senior Lecturer, Woman)

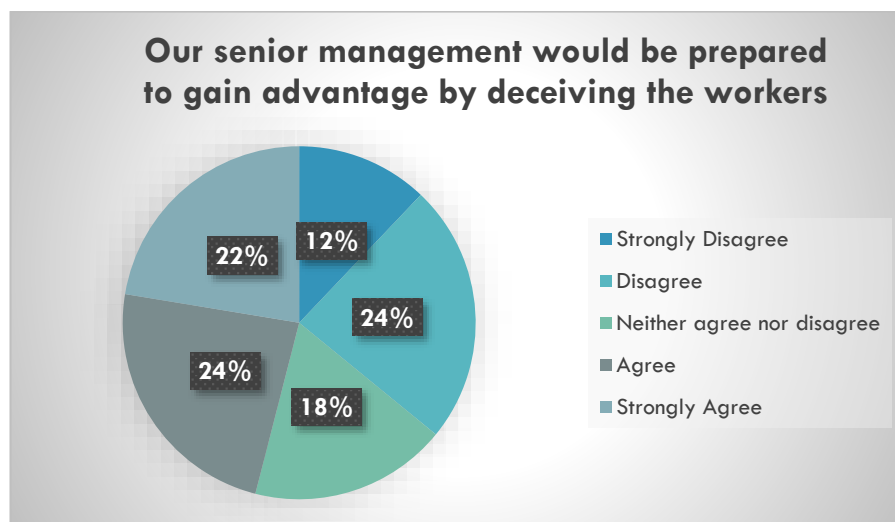
Senior management are who are policy makers, this may refer to (those above Deans) the upper echelons of universities. As outlined in Table 18, 50% disagree that senior management will treat them fairly, 56% say that senior management is sincere in its attempts to take account of employee’s points of view, 54% say they cannot be trusted to make sensible decisions for the future.

Table 18: Trust in Senior Management

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
I feel confident that senior management will always try to treat me fairly	25.0%	25.0%	21.9%	22.5%	5.6%
Senior management is sincere in its attempts to take account of employee’s points of view	29.3%	26.8%	19.5%	20.5%	3.9%
Senior management can be trusted to make sensible decisions for this organisation’s future	32.9%	21.1%	20.8%	20.3%	4.9%
Our senior management would be prepared to gain advantage by deceiving the workers	12.1%	23.8%	18.1%	23.6%	22.4%

In addition, and as presented in Figure 7 below, 45% of the respondents agree that senior management would be prepared to take advantage by deceiving workers, highlighting a significant trust issue for the management of universities.

Figure 7: Deception- Senior Management



Quotes:

The hardest thing to deal with is the cognitive dissonance of working in an institution that isn't serving the interests of students or the community. structural decisions made by senior management I struggle with how I can be a part of a corrupt system. (Lecturer, Man)

I feel the role is no longer respected by management within institutions but also students and more broadly across society as education is now a commodity, something that is paid for but not earned and we are merely the sales assistant to the transaction. (Associate Professor, Woman)

There's a disconnect between senior management and T & R academics. (Senior Lecturer, Man)

Workload has increased due to staff turnover and difficulty of finding replacements, as well as a general feeling that 'we can do more with fewer people'. ' (No demographic details)

Trust in Direct Supervisor/Line Manager

Trust in direct supervisor/line manager, as presented in Table 19, and shows more positive trends than in comparison to the senior management. 65% of respondents agreeing that they are confident that their supervisor will treat them fairly, 67% agreeing that their supervisor will take account of their point of view, and 53% agreeing that the supervisor can be trusted to make sensible decisions for the organisation's future. In contrast, 22% agreed that their supervisor would be prepared to gain advantage by deceiving workers, whilst there is greater trustworthiness in direct supervisor, there is still an element of distrust that needs to be addressed.

Table 19: Trust in Direct Supervisor/Line Manager

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
I feel confident that supervisor will always try to treat me fairly	10.1%	12.1%	12.6%	37.0%	28.2%
My supervisor is sincere in attempts to take account of employees' points of view	10.1%	11.0%	11.8%	37.3%	29.8%
My supervisor can be trusted to make sensible decisions for this organisation's future	10.7%	10.4%	24.9%	28.5%	25.5%
My supervisor would be prepared to gain advantage by deceiving the workers	34.8%	24.9%	18.1%	10.7%	11.5%

Quotes:

If workplace is really fair and just, respect all employees, and if supervisors or management follow the policies impartially, then the question of not being satisfied at work would not arise. (Senior Lecturer, Woman)

Academic life is fascinating, filled with students, teaching, and research. However, everything becomes difficult with poor management. (Senior Lecturer, Woman).

University and school too short-term in thinking, lack of consultation and transparency about decisions, too much focus on "the bottom line" and "bums on seats", not enough commitment to social license and innovation issues (Professor, Man).

Organisational Support

**“In a recent meeting we were told we are about profit first and then education
that is meaningful enough to get the customers in and enrolled”
(Associate Professor, Woman)**

Perceived organisational support (POS) is measure of an employee’s belief that the organisation values their contribution and cares about their well-being (Eisenberger et al. 1986). In situations where employees feel supported by their organisation, they have higher levels of commitment and lower turnover intentions (Rhoades, Eisenberger & Armeli, 2001). The twelve item POS scale by Eisenberger et al. (1990) was used to assess the extent to which respondents felt they received support from their employing university and their supervisor.

Overall, a considerable number of respondents felt that they did not receive support at work from their respective institutions (Table 20). However, a comparatively smaller percentage of respondents reported such negative sentiments with regards to support from supervisors. 53% of respondents disagreed that the organisation considers their goals and values, cared about their well-being (52%) and showed concern for them (55%).

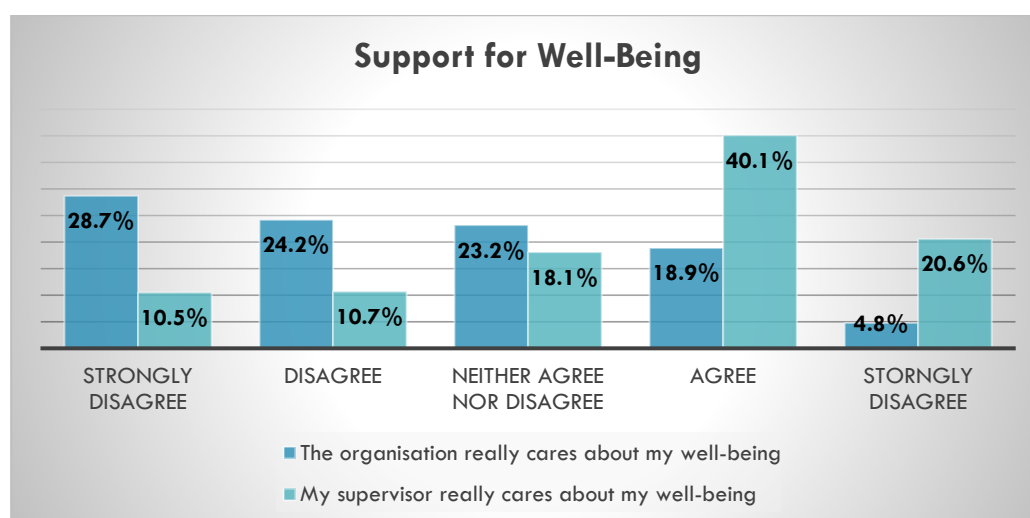
Alternatively, academic respondents agreed that their supervisors valued their contribution (69%), cared about their well-being (60%) and took pride in individuals’ work accomplishments (60%).

Table 20: Perceived Organisational Support

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
The organisation values my contribution to its well-being	17.2%	22.5%	21.4%	34.9%	4.0%
The organisation strongly considers my goals and values	20.6%	32.8%	23.2%	20.1%	3.3%
The organisation really cares about my well-being	28.7%	24.2%	23.4%	18.9%	4.8%
The organisation is willing to help me when I need a special favour (i.e., to attend to external matters)	13.2%	15.2%	20.6%	41.4%	9.6%
The organisation shows a great deal of concern for me	28.1%	27.3%	29.0%	12.7%	2.9%
The organisation takes pride in my accomplishments at work	17.8%	16.6%	22.3%	35.5%	7.8%
My supervisor values my contribution	8.2%	9.0%	13.8%	44.5%	24.5%
My supervisor strongly considers my goals and values	9.3%	14.1%	21.5%	38.1%	17.0%
My supervisor really cares about my well-being	10.5%	10.7%	18.1%	40.1%	20.6%
My supervisor is willing to help me when I need a special favour	7.6%	7.3%	22.6%	41.2%	21.3%
My supervisor shows a great deal of concern for me	10.1%	15.2%	25.9%	29.9%	18.9%
My supervisor takes pride in my accomplishments at work	10.7%	10.1%	18.9%	41.1%	19.2%

As presented in Figure 8 below, we can see quite clearly the disparity between the perceived support from the university in comparison to the supervisor. Despite the growing unease in higher education institutions, supervisors are playing a crucial role in providing a supportive environment for academics.

Figure 8: Organisational and Supervisory Support for Well-Being



Quotes:

Expectation of high-quality teaching and encouragement to demonstrate scholarly activity in teaching but still valued much less in promotion applications. (Lecturer, Trans, Non-Binary, Other /Gender Not Disclosed).

What used to be considered above and beyond five years ago is now the norm. Expectations around innovation and delivery are enormous. Especially around IPL and technology. (Trans, Non-Binary, Other /Gender Not Disclosed).

Our teaching load is enormous. Workload allocation does not account for the true cost of delivering courses across multiple locations with thousands of students. (Lecturer, Woman)

I feel at a distinct disadvantage being a lowly teaching academic. I don't have a PhD not because I would not have wanted to do so but because my life has not gone in that direction - I studied an undergraduate and 2 post grad certs, I worked in various roles, and I raised two children on my own. The uni wanted me for my industry expertise, yet they have capped my progression due to not having a PhD or being involved in research. My early attempts to involve myself in research were met with reminders that it wasn't part of my job description. The glass ceiling is real. (Lecturer, Woman)

Industrial Relations Climate

“Union rules get in the way of doing what's best for our students - and that is what I care most about” (Associate Professor, Man)

Mutual respect between unions and management is essential for a successful partnership, where both sides understand and support each other's goals of achieving business success and employee well-being (Kochan & Dyer, 1976). Management should respect unions' role in advocating for workers' rights and safety, while unions should respect management's goals for the organisation's productivity and profitability. This mutual understanding fosters open communication, conflict resolution, increased productivity, and a more engaged workforce. Respondents were asked questions on a 5-point Likert scale (Strongly disagree to strongly agree) about the industrial relations climate at their institution. There is strong disagreement that unions and management are working together to pursue mutual benefit or have respect for each other.

Table 21: Industrial Relations Climate

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
The union and management work together to make this a better place to work	20.0%	28.9%	32.9%	16.3%	1.9%
The union and management have respect for each other's goals	19.1%	33.1%	31.7%	14.6%	1.5%
The parties to industrial agreements affecting your university keep their word	14.0%	20.9%	40.7%	22.1%	2.3%
The university and union negotiations take place in an atmosphere of good faith	18.9%	23.1%	37.4%	19.1%	1.5%
The enterprise bargaining agreement is regarded as fair by university employees	12.1%	18.1%	34.8%	31.6%	3.4%
A sense of fairness is associated with union-management dealings in this place	14.3%	20.9%	38.7%	23.5%	2.6%

The cross tabs as presented in Table 22, provides a comparison of union members and non-union members responses on industrial relations climate. There is marked differences between the two groups, 54% of union members and 40% of non-union members disagree that the union and management can work together to create a better workplace ($\chi^2(8)=16.77$, $p<0.05$), interestingly 40% of non-union member neither agree nor disagree raising the question as to whether non-union member have clarity around the working relationships. There are significant differences in the thoughts around the respect that the union and management have for each other ($\chi^2(8)=26.27$, $p<0.001$), where 65% of union member and 40% of non-union members believe that there is no respect. There were also significant differences around the ability of the union and management to bargain in good faith ($\chi^2(8)=20.24$, $p=0.01$).

Table 22: Industrial Relations Climate- Union Member versus Non-Union Member

		Union Member	Non-Union Member
The union and management work together to make this a better place to work	Strongly Disagree	19.4%	19.8%
	Disagree	35.4%	21.3%
	Neither Agree nor Disagree	27.1%	40.1%
	Agree	14.6%	18.0%
	Strongly Agree	3.5%	0.0%
The union and management have respect for each other's goals	Strongly Disagree	24.3%	15.1%
	Disagree	41.0%	25.6%
	Neither Agree nor Disagree	20.1%	41.3%
	Agree	12.5%	17.4%
	Strongly Agree	2.1%	0.0%
The parties to industrial agreements affecting your university keep their work	Strongly Disagree	17.4%	10.5%
	Disagree	25.7%	16.9%
	Neither Agree nor Disagree	33.3%	48.3%
	Agree	19.4%	23.3%
	Strongly Agree	3.5%	0.6%
The university and union negotiations take place in an atmosphere of good faith	Strongly Disagree	27.1%	11.6%
	Disagree	16.9%	22.7%
	Neither Agree nor Disagree	33.3%	27.1%
	Agree	18.1%	19.2%
	Strongly Agree	2.1%	0.6%

The enterprise bargaining agreement is regarded as fair by university employees	Strongly Disagree	13.1%	9.3%
	Disagree	20.1%	16.9%
	Neither Agree nor Disagree	27.8%	40.7%
	Agree	32.6%	29.7%
	Strongly Agree	4.9%	2.3%
A sense of fairness is associated with union – management dealings in this place	Strongly Disagree	15.3%	12.8%
	Disagree	25.0%	18.0%
	Neither Agree nor Disagree	33.3%	42.4%
	Agree	22.2%	24.4%
	Strongly Agree	3.5%	1.7%

Quotes:

The senior management and VC treat the Union in a terrible manner - senior team try to divide and control staff and other tactics to break the Union (the senior management have explicitly expressed this view - as the VC doesn't want anyone in the Union). (Associate Professor, Woman).

..... much of the trouble facing academia today, especially in Australia, with few academics having the courage or sense of scholarship to stand up to the bullying managers, politicians and students who are destroying higher education as a place for learning and collegiality. This is largely why I will leave the job (it is no longer a profession) as soon as I can. I have been sidelined by managers for being outspoken and received no practical support - even my union rep suggested I should not formally take up grievances with management, because I should be more focused on building my superannuation. It is frustrating in Australia as few colleagues seem prepared to stand up to poor managers. There is no trust of managers or politicians in my current university. (Senior Lecturer, Woman)

The pandemic gave employers a basis to justify cuts (basic economic rationalisation) ... Unless workers begin to organise themselves in a mass movement again, the problems will continue. Having worked for senior management in Universities, governments and some of Australia's largest corporations, I am unfortunately all too well aware of how easy management finds it to 'divide and conquer' a workforce (in my previous life I had to advise management on how to 'dispose' of their workers and get the most out of their workers as 'units of production'). This overall structure appears to be advanced in Australia's universities now since they have now been corporatised as well. Academics are not co-ordinated enough it seems to understand that there is safety in numbers and that workers' rights have to be fought for (other generations appear to have recognised this - but not Gen X or Gen Y it seems) ... In essence, I have become a socialist in my old age having worked for the capitalist section of our society for so long. I hear a lot of people complaining about being exploited - but it seems no one is prepared to 'start the revolution'. So...management wins, employees moan, nothing changes....except the quality of teaching and research suffers. (Senior Lecturer, Trans, Non-Binary, Other/ Gender not disclosed)

Conclusion

The focus of this study was to identify issues and trends from business academics in Australia and New Zealand. This report has provided an overview of the current state of the business academic profession, highlighting some of the tensions but also the overall wellbeing of this workforce. This important research provides a voice for business academics and will repeat biennially to understand the emergent trends in workplace climate and academic attitudes and wellbeing.

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