

Full length Research paper

Academic staff and employment equity profile in Business Management departments at universities in South Africa

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This article is a report on an attempt to determine the composition of academic staff of Business Management departments at South African universities. The objective was to determine the qualifications, level of employment and ranks filled by academics from the designated groups (black, coloured and Indian) and whites. Business Management and related departments from 13 universities representing 136 academics participated in the study. The findings indicate that academics from all the designated groups combined, constitute only 40%, as opposed to 60% whites, which indicates a shortage of academics from the former group. Thirty one per cent of all academic staff in Business Management have doctorates, and of these, 2% are from the combined designated groups and 29% from the white group. Ranked academics from the designated groups are in the minority: 31% are senior lecturers, 11% are associate professors and 7% are professors. The majority, which is 57%, of academics in business management are male and 43% are female. Representation of females from the designated groups is the lowest at 14%, with white males the highest at 31%. The results indicate that in the senior ranks, the number of academics from the designated groups, especially females, are far below employment equity expectations.

Key words: Academic staff, Business Management, universities, designated groups, employment equity, ranks, qualifications, gender.

INTRODUCTION

Adequately qualified, trained and committed academics are essential for academic institutions to perform well in their core areas of specialisation, namely tuition and research. Tertiary education plays a crucial role in the education of future generations and in many ways, is essential to the development of a country. In a diverse country such as South Africa, the composition of academics is expected to be representative of the racial distribution of the country or at least the specific community in which a university operates. This unfortunately seems not to be the case in the field of business management and related fields.

There is a shortage of black, Indian and coloured academics in Business Management and related departments at universities. It remains a problem to attract,

appoint and retain people from the designated groups to universities (HESA, 2009). One of the reasons might be the relative scarcity of people in the field of management. In excess of 17 000 positions are vacant in specialisation areas, specifically general management and business management, according to the Department of Labour's national scarce skills list (South African Department of Labour, 2008). Altbach (2002) found in his study that remuneration and working conditions in academic institutions in developing countries are inadequate. These factors may be an additional cause for the shortage of academics from the designated groups.

Badat (2009) raises the concern about the composition of academic staff that are still predominantly white. There has been little or no improvement in the composition

of the academic workforce since 1994 when 80% of professional staff were white and 34% were women, primarily occupying lower ranks (Council on Higher Education, 2004).

There is a strong relation between higher education, the performance of a nation, and national development. According to the Human Development Index of the United Nations Development Programme, the level of its health and knowledge as well as the standard of living of the people determines the achievement of a country. South Africa rates at 121 out of 171 countries with a medium developmental level (Rumbley et al., 2008).

To attract qualified people to academia, it is essential to make this career opportunity be seen as an exciting and viable option, even at entry level. Kgosana (2010) states that universities do not manage to attract young blacks to academia. The reason may be that when compared to other countries, South Africa has a lower than average entry-level salary for academic staff. Conversely, with regard to top-level salaries of academics, South Africa rates amongst countries with a high human development index, paying higher salaries than the United Kingdom and New Zealand and slightly lower than Australia and the United States. The overall average monthly salaries of South African academics are in line with the international average and close to countries rated as high on the human development index, such as France, Japan, Germany and Malaysia. The difference between the top-level and entry-level salaries is 139% in South Africa. This is amongst the countries with the highest differences (Rumbley et al., 2008). These statistics are a clear indication that at entry level, an academic position is not as desirable as at the top levels. This is problematic as most academics start at entry level and are promoted to higher positions when research objectives are reached. It is difficult to access a senior position in academia from positions in the private and public sectors.

According to Potgieter (2002), black academics are moving between universities, to managerial positions at universities, and away from universities to the private and public sectors. For example, the number of black female professors at South African universities has not increased since before 1994. Govender (2007) confirms that senior management in academia is, as it was 10 years ago, still primarily male and white. Blacks leave academic institutions for various reasons relating to racism, poor leadership and management (Potgieter, 2002). Other personal reasons for moving out of academia include that they want to determine how marketable they are, higher salaries and being head-hunted (Potgieter, 2002). The shortage of blacks, specifically in higher-level academic ranks, is detrimental to educational and socio-political transformation.

The urgency of the matter is underlined if the call from a black academic (Hoeane, 2005), certainly representing that of many, to change “from a previously white

dominated exclusivist institution to a truly representative South African institution” is heeded.

For the reasons outlined, and possibly other reasons, tertiary education does not seem to attract and be a first-choice career for qualified black, Indian or coloured people or designated groups, as defined by the Department of Labour. Experience seems to indicate that the private and public sectors absorb people from designated groups with business management and management related qualifications ranging from national diplomas through to doctorates. Limited candidates are available to higher education (Kubler and Lennon, 2007).

Problem statement

The problem is the lack of appropriate candidates and applications from the designated groups for appointment in academic positions in the field of business management and related fields. Qualifications, teaching experience and proven research output are criteria that determine the appointment of an applicant (Universities Appointment and Promotions Criteria, 2010). Attracting candidates to universities seems problematic as the salaries are not commensurate with the stringent appointment criteria when compared to the private and public sectors. Qualifications criteria are predominantly a master's degree for lecturer positions and a doctorate for senior lecturer, associate professor and professor positions. In addition, the criteria related to research output determine that research output has to be academic articles in journals and conference papers in proceedings. The journals and proceedings have to appear in the Department of Education (DoE) or international ISI-ISSN lists of publications (Universities Appointment and Promotions Criteria, 2010). These requirements mean that suitable candidates from the level of senior lecturer and higher are usually only at other universities.

The qualifications and publication criteria are not specialisation areas of the private and public sectors and therefore do not form part of the expertise of possible candidates from outside academia.

Insufficient information regarding the employment composition and rank of academics in business management and related fields at universities is a problem. More knowledge is required regarding the composition of academics to determine who is available to universities.

Objective of the research

The primary objective of this study was to: determine the demographic and equity profiles of academic staff employed in Business Management departments at universities in South Africa. The secondary objectives were to:

1. Determine the gender, race and age profile of these academics
2. Determine their qualifications and positions held
3. Determine the number and extent of vacancies in Business Management departments at universities in South Africa
4. Determine the research output of these academics
5. Compare the different demographic variables of academic staff employed in Business Management departments at universities in South Africa

LITERATURE REVIEW

Salaries of graduates in the private and public sectors exceed those of academics by far (Kubler and Lennon, 2007i). Higher Education South Africa (HESA) has determined the recruitment, attraction, retention and appropriate remuneration of academic staff in the higher education sector as important objectives. This is even more relevant in the pursuit of attracting and developing appropriate academic staff from the designated groups (HESA, 2009).

A comparison of the salary ranges of universities and the private and public sectors reveals the discrepancy between salaries. The highest academic salary of any of the academic post levels (lecturer, senior lecturer, associate professor and professor) is equal to between 77 and 87% of the lowest salary of a similar post in the field of business management and management in the private and public sectors. This means appointments at universities are remunerated at less than the lowest salary range of the private and public sectors. The criteria for appointment at universities are much higher or more complicated (Nieuwenhuizen, 2009). According to research by economist Mike Schussler (Du Plessis, 2011), the average salary at a public institution such as Eskom will surpass the R 500 000 notch in 2011. This is higher than salaries of senior lecturers, for which a doctorate or at least a master's degree is a prerequisite at most universities. South Africa employs more than most other countries in government and the public sectors and pays a premium for these employees (Schussler, 2011). The result is that fewer employable people are available to the private sector and universities. Wages in the public sector have risen by 23% and employment increased by 13.6% between 2006 and 2010 (Holborn, 2010). At 3%, the level of tertiary education type A and advanced tertiary education of the South African population is much lower than the World Education Indicator at 9.2% (Schussler, 2011). The low level of available advanced tertiary educated people combined with the government and public sector employment at salary premiums contribute to the problem of attracting the required people at universities.

Restrained economic performance, the possibility of a

double dip recession and economic stagnation, leads to government fiscal cuts. These factors have a direct impact on the availability of funds for education (World Bank, 2010) and on the funds available for salaries at tertiary institutions.

According to the findings of the 2009/2010 salary survey of the Association of Commonwealth Universities (Falk, 2010), salaries at South African universities are above the overall average of universities for the ranks of associate professor and professor, but lower than average for the ranks from senior lecturer and lower. South Africa is second after Australia when compared to other participating countries (Australia, UK, Canada, New Zealand and Malaysia) if the overall midpoint average of salary scales of associate professors and professors is compared. Canada and the UK are third and fourth, respectively. This compares favourably to the 2006/2007 survey when South Africa was ranked last (Falk, 2010). South African academic salary scales have improved by 51%, the highest level of salary growth of participating countries since the 2006/2007 survey. Possibilities for this improvement may be increased investment and restructuring of the higher education sector as well as inflation (Falk, 2010).

A study by Jooste and Petzer (2009) found that in the Marketing and Retail specialisation areas, 33% of the academics were black, coloured or Indian and 67% were white. Of the 131 academics included in their study, 11% of the doctorates were held by black, coloured and Indian academics and 89% of the doctorates in the marketing and retail field were held by whites. The highest qualification of 44% of white academics and 56% of black, coloured and Indian academics was a master's degree. The majority (83.2%) of all the academics combined had master's degrees and doctorates and 55% were in a senior lecturer, associate professor or professor position.

According to Altbach (2002), "many developing countries are building up large and complex academic systems, including research universities. Yet very little is known about the professionals who are responsible for teaching and research in these universities." He also states that the autonomy of academics has been seriously limited over the past years, thus largely eliminating one of the primary attractions to academia. Mass higher education also caused deterioration in conditions of academic employment (Altbach, 2002). Loss of autonomy and expectations regarding mass education has critical implications for the desirability of academic positions.

In addition, specified publications as important criteria for appointment in and promotion to positions from senior lecturer and higher levels are problematic. As indicated by Teferra and Altbach (2002), there is a bias against academics from developing countries regarding the publication of articles in journals. Selection criteria of internationally acknowledged journals are usually according to interests and methodologies of developed

countries. This often renders research by academics from developing countries irrelevant and/or inappropriate as academics from developed countries usually are not, or are at most less, interested in research from developing countries.

Good academic journals do exist in developing countries but academic institutions often do not acknowledge or respect these in their own countries. Validation from other countries and publications in international journals enjoy prominence from top management at universities. This is problematic as international journals are extremely competitive, concerned about the topics of their own colleagues and country and insufficient value is placed on research topics relevant in developing countries. An additional problem is that authors from developing countries usually have to write in a language other than their first language (Altbach, 2002).

Gravett and Petersen (2007) identify problems for newcomers in academia, who in South Africa, are predominantly from the designated groups. They found that newcomers experience academia as highly individualistic and competitive, resulting in feelings of alienation and loneliness. New academics then often doubt their academic abilities, their choice of career and the possibility of promotion. They express a need for guidance by experienced colleagues in a collegial and informative manner to ensure a better understanding of academic features and norms of interaction. A possible solution is mentoring, but Gravett and Petersen mention the pitfalls of magnified power relationships in cross-cultural mentoring, as also identified by Johnson-Bailey and Cervero (2002).

Schulze (2005) also identifies problems regarding newcomer black female academics. Most prefer teaching to research as they have limited skills and training, and experience inadequate guidance and unsupportive colleagues not interested in collaborating with them on research projects. In addition, black female academics are dissatisfied with research and publication as promotion criteria and regarded the promotion system as inconsistent (Schulze, 2005). Her findings suggest that black female academics are often not comfortable in academia, and should the opportunity arise, they opt for alternative employment.

Mabokela (2000) found that although it is difficult to recruit black academics, an equally important problem is to retain them. The problem is that universities are losing black academics not only to better positions and salaries at private and public organisations, but very often due to a hostile academic culture and environment. He also found that the proportion of black academics has not changed since 1992, indicating that affirmative action programmes have not succeeded (Mabokela, 2000).

In spite of the reported increase of academic salaries in South Africa, the availability of academics from designated groups remains problematic. Factors that play a

possible role in the search for and retention of academics from designated groups in business management and related fields are:

- i. Scarcity
- ii. Opportunities in private and public sectors
- iii. Inability of universities to pay higher salaries
- iv. Qualification and publication requirements for senior positions
- v. Difficulties experienced by black academics in adapting to academia
- vi. Negative experiences by black academics

RESEARCH METHOD

This study was exploratory as the aim was to increase the available knowledge on the topic of the profile of academic staff in business management and related fields at universities. The study combined literature, previous knowledge and a completed questionnaire and used both quantitative and qualitative research methods.

Data collection

The study was an attempt to census the population of academics in Business Management departments. All private and public universities in South Africa with possible departments of Business Management were listed and their heads identified. A total of 21 universities were identified, 20 of which were public universities and one was private.

Questionnaires were sent by electronic mail to 23 heads of departments of Business Management departments or related fields. A covering letter and request to participate and complete the self-administered questionnaire were included. The questionnaire requested information on the profile of all relevant academics in the department and on highest qualification, rank, race, gender, age, areas of specialisation of individual academics teaching Business Management and related subjects. In addition, questions in a second section covered the research output of the relevant departments and a third section covered the number of vacancies in departments. The respondents also submitted salary scales and appointment and promotion criteria, if possible.

Population

Departments of Business Management and related subjects at the following 23 universities received questionnaires: University of Cape Town; Cape Peninsula University of Technology; Central University of Technology; Durban University of Technology; University of the Free State; University of Fort Hare; University of KwaZulu-Natal; University of Limpopo; Mangosuthu University of Technology; Monash; Nelson Mandela Metropolitan University; North-West University; University of Pretoria; Rhodes University; University of Stellenbosch; Tshwane University of Technology; Unisa; Vaal University of Technology; University of Venda; University of the Western Cape; Walter Sisulu University; University of the Witwatersrand; University of Zululand.

Ten universities did not complete the questionnaires, with the following as explanation: one university did not offer any business management and related programmes; one university did not approve participation; two heads of departments indicated that due

Table 1. Gender.

Variable	Male	Female	Total
Total	77	59	136
Percentage	57	43	100

Table 2. Race.

Variable	Black, coloured and Indian	White	Total
Total	54	82	136
Percentage	40	60	100

Table 3. Age.

Variable	≤ 50 years	≥ 51 years	Total
Total	99	37	136
Percentage	73	27	100
Mean age			44

to the size of their departments of Business Management (each in excess of 30 academics in the relevant department), they did not have all the information available or the time to collate it. The responsible heads of four universities did not respond.

Thirteen universities completed and returned the questionnaires and these formed the basis of the findings. The 13 responding universities represent 57% of the university population. An analysis of the composition of universities that participated in the research reveals that participation was representative of universities in the country.

Three comprehensive universities, one traditionally Afrikaans university, four traditionally black universities, one traditionally English university, two universities of technology, some very small and some very large business management departments and universities from all the provinces (except for one province) as well as one private, international university in South Africa, participated in the study.

The 13 universities that participated in the study are: Central University of Technology; Cape Peninsula University of Technology; Nelson Mandela Metropolitan University; Monash; Rhodes University; University of Fort Hare; University of Johannesburg; University of Limpopo; University of Pretoria; University of Stellenbosch; Vaal University of Technology; Venda University; Walter Sisulu University.

For various reasons, including non-availability and restrictions on dissemination of the information, only five universities submitted salary scales and appointment and promotion criteria.

FINDINGS

One hundred and thirty six academics from 13 universities were included in the findings. To determine the composition of academics, all information received was

collated and analysed. Information per race as well as, Black, coloured and Indian grouped together is presented, as these are the designated groups as determined by the Department of Labour.

Gender, race and age

Table 1 is an analysis of the gender distribution in Business Management departments. The majority of academics were male with 14% more males than females employed in relevant academic positions.

In Table 2, the racial distribution of academics indicates that the majority were white, with 20% more white academics than black, coloured and Indian academics combined. Considering the combination of black, coloured and Indian academics in a single group as well as the racial constitution of South Africa, the discrepancy becomes more prominent.

Age distinction is made as there is a concern regarding the predominance of mature academics and the implications for future needs. However, according to this analysis it does not seem to be a problem. A total of 27% fell into the age group of older than 51. This is marginally more than the average of 25% per the age groups 20 to 30, 31 to 40 and 41 to 50 years. Table 3 illustrates the age distribution of academics. According to the information obtained, the youngest academics were 23 years old and the oldest 71 years old, with a mean age of 44 years. The youngest mean age of academics at a

Table 4. Highest qualifications.

Qualification	1 st degree	Honours	Master's	Doctorate	Total
Total of all universities	4	16	73	43	136
Percentage	3	12	54	31	100

Table 5. Positions ranging from junior lecturer (JL), lecturer (L), senior lecturer (SL), associate professor (AP) to professor (P).

Variable	JL	L	SL	AP	P	Total
Total	14	64	35	9	14	136
Percentage	10	47	26	7	10	100

Table 6. Age and rank.

Years	JL	L	SL	AP	P	Total	Percentage per age group
≤ 50	14	50	26	5	4	99	
Percent	10	37	19	4	3		73
≥ 51	0	14	9	4	10	37	
Percent	0	10	7	3	7		27
Total	14	64	35	9	14	136	
Percentage	10	47	26	7	10		100

single university was 32 years and the highest mean age of academics at a university was 53 years.

Qualifications, rank and age

As qualifications, specifically master's, and doctoral degrees, are key criteria for appointment and promotion in academia, Table 4 provides an analysis of the highest qualifications of the academics appointed at the universities. The majority (54%) held a master's degree and the highest qualification (31%) was a doctorate.

Table 5 indicates the ranks in which academics surveyed were appointed. The majority of appointments, 47%, were lecturers, with 57% in junior ranks at junior lecturer and lecturer levels combined. Forty-three per cent of the academics were in senior ranks from senior lecturer level upwards, with 10% of all academics appointed as professor.

The age of academics and their ranks was analysed. younger than 50 years old. This was followed by 17% As indicated in Table 6, the majority (37%) were lecturers who were senior lecturers younger than 50 years old. The majority of the professors were older than 51 and constituted 7 of the 10% of academics with a professor

rank.

In Table 7, the relationship between the age of the academics and their highest qualifications is analysed. The majority of the academics (43%) held a master's degree and fell in the age group of younger than 50 years.

This was followed by 17% who held a doctorate and were younger than 50 years.

Gender, race, qualifications and ranks

Table 8 indicates that at 31, most academics were white males, followed by 29% white females, 26% black, coloured and Indian males and lastly 14% black, coloured and Indian females.

From Table 9, it is clear that most academics surveyed (54%) held a master's degree, and 31% held doctorates. Males had higher qualifications, with 30% holding master's degrees as opposed to 24% females, and 17% holding doctorates as opposed to 14% females. A possible explanation could be the overall higher number of male academics (57%) than female academics (43%).

Table 10 shows that the difference between the highest qualifications of the race groups is small (2 to 4%),

Table 7. Age and highest qualification.

Years	1 st degree	Honours	Master's	Doctorate	Total	Percentage per age group
≤ 50	4	14	58	23	99	
Percent	3	10	43	17		73
≥ 51		2	15	20	37	
Percent		1	11	15		27
Total	4	16	73	43	136	
Percentage	3	11	54	32		100

Table 8. Gender and race.

Variable	Black, coloured and Indian	White	Total	Percentage per gender
Male	35	42	77	
Percent	26	31		57
Female	19	40	59	
Percent	14	29		43
Total	54	82	136	
Percentage per race group	40	60		100

Table 9. Gender and highest qualification.

Variable	1 st degree	Honours	Master's	Doctorate	Total	Percentage
Male	2	11	40	24	77	
Percent	1.5	8.5	30	17		57
Female	2	5	33	19	59	
Percent	1.5	3.5	24	14		43
Total	4	16	73	43	136	
Percentage per qualification	3	12	54	31		100

except for doctorates. Two per cent of the black, Indian and coloured group held doctorates as opposed to 29% of the white group. White academics held 91% of the 43 doctorates.

According to Table 11, 14% of the senior lecturers and 3% of the lecturers had doctorates, respectively. Of the 43 academics with doctorates, 53% were in lecturer and senior lecturer positions and 47% were in associate professor or professor positions. Table 12 is an analysis of the race groups according to gender and ranks filled.

The majority (86%) of junior lecturer ranks were filled by blacks, coloureds or Indians. For the rest of the

positions the majority of the incumbents were white. In the ranks of lecturer and senior lecturer, 46 and 31%, respectively, were from the designated groups. In these same ranks, 54 and 69%, respectively, were white. At associate professor and professor ranks 11 and 7%, respectively, were from the designated groups. In these same ranks, 89 and 93%, respectively, were white. There was one black male in the associate professor rank and one in the professor rank, but according to the information from the questionnaires neither had a doctorate. This information indicates that the four black, coloured or Indian academics that had doctorates were in ranks lower

Table 10. Race and highest qualification.

Variable	1 st degree	Honours	Master's	Doctorate	Total	Percentage
Black, Indian, coloured	3	9	38	4	54	
Percent	2	7	29	2		40
White	1	7	35	39	82	
Percent	1	5	25	29		60
Total	4	16	73	43	136	
Percentage per race group	3	12	54	31		100

Table 11. Qualification and rank.

Variable	JL	L	SL	AP	P	Total	Percentage per degree
1 st degree	3	0	1			4	
Percent	2		1				3
Honours	8	8				16	
Percent	6	6					12
Master's	3	52	16	2		73	
Percent	2	38	12	2			54
Doctorate		3	19	7	14	43	
Percent		2	14	5	10		31
Total	14	63	36	9	14	136	
Percentage per rank	10	46	27	7	10		100

than associate professor.

Vacancies

Six of the 13 universities had no vacancies. Table 13 indicates the vacancies at seven universities, where there were 27 vacancies representing a 17% vacancy rate.

Research output

Table 14 shows the distribution of research output per university which varied between universities, with the highest research output at 19.95 and 16.84 research units, respectively. Two universities had no research output.

Average DoE research output per employee for 2009 varied from 0 to 1.12 per academic at the respective universities if calculated across all levels from junior

lecturer to professor at each university.

The average research output of all academics at all universities was $73.91/136 = 0.54$. However, if it is considered that two universities with a total of 10 academics in the field of business management produced no research output, the average research output per individual increases to 0.63. Another approach to determine the average output per academic is to assume that research output is produced primarily by senior lecturers, associate professors and professors (59 or 43% of the academics were at these levels). According to this scenario, the average output is 1.25 units. Five of the 13 universities (38%) published in internationally accredit

Appointment and promotion criteria

From the submitted appointment criteria of five ISI-ISSN journals universities, it can be concluded that the

Table 12. Race and ranks.

	JL		L		SL		AP		P
BM	7		15		2		1		1
BF	2		7		4				
CM	1	12 (86%)	3	29 (46%)	2	11 (31%)	1 (11%)		1 (11%)
CF			2		1				
IM			2		1				
IF	2				1				
WM	1		16		15		6		8
WF	1	2 (14%)	18	34 (54%)	10	25 (69%)	2	8 (89%)	5
	14 of 136(100%) JL		63 of 136(100%) L		36 of 136(100%) SL		9 of 136(100%) AP		14 of 136(100%) P

BCI = blacks, coloureds and Indians; BM = black male; BF = black female; CM = coloured male; CF = coloured female; IM = Indian male; IF = Indian female;

Table 13. Combined vacancies of seven universities per level.

JL	L	SL	AP	P	Total
1	7	12	4	3	27

the appointment and promotion criteria are aligned, although not exactly the same.

DISCUSSION

Findings with regard to the objective to determine the profile of academic staff in business management and related fields at universities in South Africa with specific reference to the composition of academics from the designated groups are discussed further.

Composition of academics from designated groups and whites and percentage with master's and doctoral degrees

Forty per cent of the academics surveyed were from the combined designated groups including blacks, coloureds and Indians, and 60% were white. Among the designated groups 29% and among the whites 25% had a master's degree. Academics from the designated groups held the majority of the master's degrees. Two per cent of all academic staff in Business Management departments were from the designated groups

and had a doctorate. 91% of the white academic staff had a doctorate. 91% of the designated groups and 91%

Composition of

Forty-three per cent of the designated groups were females but females filled only 14% of the white males were from the designated groups. Gender group. T

Table 14. Total research output for a year (2008 or 2009) per Department of Education units.

National conference	International conference	Department of Education journal	International journal (ISI-ISSN)	Total
17.27	13.55	25.75	17.34	73.91

a severe shortage of female academics from the designated groups specifically.

In general, males were better qualified than females with more males holding master's as well as doctoral degrees, but the ratio is comparable to the difference between the total male and female academics. The female doctorates were, with one exception, all white.

Ranks of academics from the designated groups compared to whites

Some 11% of the associate professors and 7% of the professors were from the designated groups, compared to 89% associate professors and 93% professors that were white. At the rank of senior lecturer, the situation is not much better with only 31% of the positions filled by academics from the designated groups and 69% from the white group. Only at lecturer level does it become comparable at 46% designated and 54% white. Junior lecturers were overwhelmingly from the designated groups at 86%.

The number of people with a doctorate and adequate research output is a problem in the appointment of academics in the ranks of lecturer and higher. Three per cent of academics in the field of business management were from the designated groups and held doctorates. Of all those with doctorates, 9% were blacks, Indians and coloureds and 91% were whites. This is similar to the 89% whites and 11% from the designated groups who held doctorates as identified by Jooste and Petzer (2009) in Marketing and Retail academic departments.

At most universities, a doctorate is a prerequisite for appointment to the level of senior lecturer and higher. In addition, the required research output is stringent for appointment in these ranks. Research output requirements range from three articles in addition to a doctorate for a senior lecturer to 15 research outputs and rated as a researcher by the NRF for a professor.

The majority of academics have a master's degree which renders them sufficiently qualified and experienced for appointment and promotion to lecturer. However, at lecturer level the salaries of academics in Business Management are far below salaries paid in the private and public sectors for people with a master's degree or even with a lower qualification. This means that academics with a master's degree and lower qualifications often do not consider academia as an option.

Universities usually assist academics to improve their

qualifications, but once they have obtained a master's degree, a variety of opportunities often present themselves in the private and public sectors or even other universities.

Level of vacancies in Business Management departments

Vacancies are another problem that is difficult to address. The vacancies indicate a high percentage in the positions of senior lecturer, associate professor and professor. The statistics also prove that the availability of candidates from the designated groups to fill these positions is extremely limited - as seen from the sample, only 2% from this group held doctorates. Experience has also proved that publications in accredited journals usually follow a doctorate and therefore very few published academics are from the designated groups.

MANAGERIAL IMPLICATIONS AND RECOMMENDATIONS

It is important to be realistic and acknowledge the availability and level of current and possible academics in the field of business management. Firstly, available and current academic staff from the designated groups complying with the appointment and promotion criteria, are not available to academia. Secondly, they are often limited in their experience, specifically with regard to the qualifications and research output requirements of academia. In the third instance, their qualifications make it possible for candidates to attain positions with higher salaries in the private and public sectors. Lastly, newcomer black academics often feel alienated, unsupported and ill prepared for sustainable careers in academia.

A possibility is to reconsider the minimum requirements for academic positions in Business Management. Universities could consider the example of some South African universities that require a master's degree and not a doctorate for appointment or promotion to senior lecturer positions, specifically in Business Management.

An additional recommendation is that universities have to make a distinction between academics that are primarily tuition oriented and those that are research oriented. The research output criterion for tuition positions could be waived or limited.

Salaries should be realistic and aligned with positions in the private and public sectors to ensure that academia becomes a desirable career path to those from the designated groups. In lieu of high salaries, other benefits of academic positions should be reconsidered and not eliminated. This implies that academic freedom and autonomy in the use of time are essential alternatives to high salaries. Academics in Business Management should be encouraged to be involved in the private sector. This will ensure improved experience, exposure and tuition, additional income streams, research opportunities and academic freedom.

The final suggestion is the structuring of academic positions to become a desirable opportunity for qualified people from the designated groups. Maintaining the status quo will not attract the people needed as academics. Decision makers at universities should realise that those with qualifications in Business Management have a wide variety of lucrative options to consider, including jobs in the private and public sectors, their own businesses and consultancy.

Further possibilities for research could be an in-depth analysis of the actual situation with regard to the composition of academics at all universities and in all departments. It would also be valuable to determine empirically the evaluation of academics of their careers. This will make it possible to identify the advantages and disadvantages of careers in academia. Recommendations to improve academia as a career option for the designated groups can then be made accordingly.

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