

Second round of interviews 2019/20

Centre for Global Higher Education

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The future higher education workforce in locally and globally engaged HEIs

Preamble

- Explain that we are trying to 1) identify changes and underlying trends over past two years in both national and institutional policies and structures, and movements in the perceptions, aspirations and the agency of individuals 2) understand how the two interact 3) obtain a sense of the career futures of individuals.
- Say that as they now have senior roles they may wish to comment not only on the direction that their own roles and careers have taken, but also any trends they have noticed with respect to the diversification of staff in their faculty and/or across the University.

Project Research Questions (RQs):

1. In what ways are academic roles and identities diversifying?
2. What are the implications for individuals and institutions, locally and globally?
3. What tensions and/or synergies arise from this diversification, for instance between individual aspirations and institutional missions, structures and processes?
4. How are such tensions being managed and resolved in optimal ways for individuals and institutions?

RQ 1

1. Has your role changed since you were last interviewed in 2017 and if so in what ways? Have you noticed changes in other people's roles, in particular those in early or mid-career? [Eg balance between teaching, research, other academic activities, and professional/management/administrative activities, online work in virtual environments].

1.2 What have been the critical factors in your career in the last two years?

RQ 2

2. In what ways has your relationship with the University, and the way in which you engage with it, changed in the last two years?

2.1 How is this informed by having a senior role?

- 2.2. What are currently the most positive aspects of this role, and the most negative, from your point of view?
- 2.3 Has your engagement with communities and networks outside the University, including internationally, increased or decreased in the last two years?

RQ3 and 4

- 3. Have any tensions and/or synergies between yourself and your institution intensified in the last two years?
 - 3.1 How did you respond to these?
 - 3.2 Do you have examples of ways in which the roles of academic staff are being modified or changed by the University [including eg via the use of workload models, promotion criteria, professional development initiatives].
 - 3.3 What impact might an individual's discipline or contractual arrangements have on any changes that are being made?

All RQs

- 4. What would you like your next role to be? Where do you see yourself in five and ten years' time?
 - 4.1 Would you consider leaving higher education if you had the opportunity?
 - 4.2 Are there any general trends or developments you have noticed in the last two years that you have not mentioned? Do you regard these as positive or negative?
 - 4.3 Is there anything else you would like to say that you think might be relevant to our study?