

CGHE project 3.2

The future higher education workforce in locally and globally engaged HEIs

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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?

Progress to date



- First phase: Interviews in 8 UK HEI case studies with 8 individuals in each (Autumn/Winter 2017/18)
 - 69 completed interviews (i.e. 5 extra interviews)
- Second phase: Surveys of subset of HEIs (Spring 2019)
- [Third phase: Interviews (Autumn 2019-Spring 2020) - returning to as many of the original interviewees as possible]
- Working Paper 43: *The future higher education workforce in locally and globally engaged higher education institutions: a review of literature on the topic of 'the academic workforce'* (Marini, Locke and Whitchurch 2019)
- Working Paper 45: *A delicate balance: optimising individual aspirations and institutional missions in higher education* (Whitchurch, Locke and Marini 2019)

General findings



- Younger staff more proactive in managing their careers/less reliant on formal career structures, often with help of local managers such as HODs
- ‘Hidden’ activity, outwith eg job descriptions and workload models, such as pastoral care, online programmes, research by T-onlys and vice versa
- Bottom up initiatives may influence policy eg mentoring, flexible work modes, teaching innovations
- Delicate balance between institutional policy, local interpretation and day-to-day practice eg achieving both equity and the flexibility to play to individual strengths
- Policies designed for majority, but exceptions may represent a substantial minority

- May be adopted by individuals at different times and in different circumstances of their lives and careers
- **Mainstream** (28%) (individuals lay emphasis on formal structures and timelines, focusing on activities deemed to be most valuable)
- **Portfolio** (39%) (individuals cumulatively gather academic and associated experience, internal and external, with the aim of optimising future opportunities in higher education and adjacent fields)
- **Niche** (33%) (individuals prioritise personal values, interests and strengths in carrying out their roles, often with an emphasis on service to students and the community)

The survey



Type of University	Status/response levels	% of head-count of academic personnel, atypical excluded (2017/8 HESA)
Post-92	224	23.90%
Post-92	86	6.50%
Pre-92 non-Russell Group	88	10.80%
Russell Group	Agreed	-
Pre-92 non-Russell Group	Agreed	-
Post-2004	Under discussion	-
Russell Group	Deferred for time being	-
Russell Group	Deferred for time being	-