Creating a Supportive Working Environment in European Higher Education

Marie Clarke

Education International Research Institute

Creating a Supportive Working Environment in European Higher Education

Marie Clarke

Education International Research Institute

April 2015

TABLE OF CONTENTS

6

ABOUT THE AUTHOR

Marie Clarke is a Senior Lecturer in the School of Education, University College Dublin, Ireland. She is a past President of the Irish Federation of University Teachers (IFUT) having served a two-year term from 2011-2013. She lectures in the areas of curriculum studies, mentoring studies, followership, education history/policy, higher education and quantitative research methods. She is published internationally and nationally in each of these areas. She was appointed Head of the School of Education, UCD for a four-year term 2007-2011 and is a member of UCD Governing Authority.

ACKNOWLEDGEMENTS

LIST OF CHARTS

LIST OF ACRONYMS

DFG   Deutsche Forschungsgemeinschaft

EACEA   Education, Audio-visual and Culture Executive Agency

EC   European Commission

EHEA   European Higher Education Area

EI   Education International

ETUCE   European Trade Union Committee for Education

HEPROS Higher Education Professionals

EXECUTIVE SUMMARY

Creating a positive working environment is key to the future success of higher education across Europe. Self-direction and autonomy are positive influences in the work context (Adelmann, 1987). Those who feel supported at work will enjoy their experience, like their jobs and have high levels of job satisfaction (Taylor, 2008). The capacity to form supportive relationships at work is one of the main features of productive work environments (Gummer, 2001).

The period of continued austerity in the wider world can undermine work identity in negative ways (Armansin & Thompson, 2013). Austerity involves downsizing, changing direction and focus and budgetary cuts. In the face of such challenges, the need to focus on the creation of supportive work environments and positive work identities is urgent, particularly in the higher education context. This sector across Europe has undergone wide-ranging reforms and has been identified as a central element of economic and social policy. In order to comprehend the various aspects of the working environment, it is important to explore the ways in which individuals view themselves in their work context. This includes the variety of activities, tasks, roles, groups and memberships that individuals employ to compose a work-related self (Dutton et al., 2010). In this study, academics across nine countries in Europe identified a number of key issues that impacted upon their working environment. These included the impact of decreased funding; the difficulties experienced in forming supportive relationships; negative experiences of academic life in the initial years; a deterioration in working conditions; the challenges posed by the Bologna Process; the changing demands of the teaching and research roles; their lack of influence and their non-involvement in decision-making processes within their institutions.

1. DECREASED FUNDING

- The non-replacement of staff was a recurring theme for academics in each of the nine countries. This had resulted in higher workloads for existing staff.
- Austerity also witnessed the introduction of wage freezes over a prolonged period. In such circumstances few opportunities presented for career development.

Recommendations
- There is a need for greater investment in the higher education sector in national and European contexts.

2. FORMING SUPPORTIVE RELATIONSHIPS

- Almost half of respondents (48%) indicated that they did not have permanent contracts and a third (33%) was on fixed term contracts.
- For those on contracts and in part time positions the working conditions were particularly difficult as they could not make future plans. They worked and sought work in uncertain contexts.
- Nearly a quarter (23%) of academics in this study had worked in two institutions since they had qualified, almost a fifth (17%) had worked in three and 10% had worked in six or more institutions.
- The difference in status between permanent staff and those on contracts also impacted upon experiences of their working environments.

Recommendations
- Eliminate the proliferation of part and fixed term contracts in the sector and create a more stable profession that will attract young people.
- Provide higher levels of funding for PhD scholarships and post-doctoral positions so that young academics can plan for the duration of their studies and post-doctoral positions.
- Create conditions that promote equality among colleagues so contract staff does not feel undervalued.

3. INITIAL EXPERIENCES OF ACADEMIC LIFE

- Academics who held a variety of post-doctoral positions considered the amount of scholarship money available as poor.
- They did not feel respected with the institutions where they were employed. They were not in a position to make long-term personal plans for the future.
- In order make a successful transition into academic life, academics require secure employment from an early stage in their career.

Recommendations
- Provide higher levels of funding for PhD scholarships and post-doctoral positions so that young academics can plan for the duration of their studies and post-doctoral positions.
- Create more stable employment opportunities within the sector.

4. DETERIORATION OF WORKING CONDITIONS

- Over half of academics (51%) in this study believed that their working conditions had deteriorated. They were under pressure to teach more students and regularly took work home, which affected their personal and family relationships.
- They did not feel that they had enough time to devote to their research.
- The lack of administrative support was referred to frequently. Many viewed administrative work as being unproductive and time consuming.

Recommendations

- More investment is required to accommodate greater numbers of students entering higher education.
- Provide adequate supports so that academics can achieve a work life balance.
- Provide administrative supports that will help individual academics directly with their work.

5. THE BOLOGNA PROCESS

- Two fifths (40%) of participants viewed the Bologna Process as having contributed to an increased workload and some academics commented on the amount of money spent on the process within their institution.
- Some concerns were expressed about the Bologna Process, namely that it made undergraduate programmes very similar to what students experienced at high school and that it promoted an instrumentalist approach to education through the credit-based system.
- The introduction of modular teaching, the restructuring of academic units, mergers of different departments, schools and faculties was viewed as a contributor to the distance that has emerged between staff at the periphery and staff at the centre of the institution.

Recommendations

- Higher education institutions should ensure that academics are properly informed about all aspects of the Bologna Process.
- Higher education institutions need to ensure that overall purpose and integration is not lost due to the requirements of the Bologna Process.

6. THE TEACHING ROLE

- Academics in this study were of the view that teaching-related activities were not adequately funded in their institutions.
- A third of academics (33%) did not consider that management in their institutions supported the teaching aspects of their role.
- Over half of academics (53%) in this study indicated that student diversity had increased since they had started working. Students were now coming to higher education not having basic skills, particularly writing skills. It was also noted that students presented with a greater variety of needs, which in turn increased the pastoral aspect of academics' work. Many academics have no training in this area and require greater supports to be effective in this kind of role.
- Over two fifths (45%) of academics expressed dissatisfaction with the quality of pedagogical support to which they had access.
- Over half of academics (51%) were of the view that their higher education institution did not support research led teaching.
- It also emerged that for many, teaching was not valued by the institution when it came to career progression.
- Almost two fifths of academics (39%) indicated that they were not encouraged to improve their instructional skills in response to teaching evaluations.

Recommendations

- There is a need for more investment in activities that support the teaching function and provide academics with high quality pedagogical support that focuses directly on their practice.
- Make available specialised training to academics so that they can deal with students who are presenting with diverse needs.
- All higher education institutions should make specific and public commitments to the teaching role of academics.
- All higher education institutions should support research led teaching.
- Higher education institutions should recognise teaching as a legitimate career progression route.
- Higher education institutions should prioritise the evaluation of teaching. Such evaluations should facilitate academics in the improvement of their pedagogical activities.

7. RESEARCH

- The international aspect of publishing means that academics must publish in English and spend time abroad.
- Over two fifths (46%) did not consider that their higher education institutions provided adequate opportunities for leave.
- Over half of respondents (54%) did not feel adequately supported by their institutions to attend national and international conferences. If they wished to attend conferences, they could only do so when classes were not in session. Funding was also an obstacle, particularly for those academics employed in non-permanent contractual positions.
- Almost one third of respondents (30%) were of the view that institutional managers set research priorities within their higher education institution.
- The majority of respondents (70%) indicated that there was increased institutional pressure to raise external research funding since the time of their appointment.
- Many academics in this study felt that institutions had become reliant on this funding to provide essential services.
- Over one third (37%) of participants considered the availability of research funding to be inadequate.
- Academics in this study indicated that the levels of bureaucracy associated with research projects had increased and project funders expected work to be completed within time frames that were viewed as unrealistic.
- Research areas which are not funded tend to be neglected, thus having a negative impact on knowledge generation and on the careers of academics who work in those less popular areas.
- The majority of academics (77%) in the study agreed that publications and citations influenced career progression.
- Over half of the academics in this study (53%) did not consider that their institutions provided adequate supports to facilitate their publications. The growing pressure to publish in high profile journals has meant that academics must conform to publication criteria and interests.

Recommendations
- All academics should have access to sufficient opportunities to avail of research leave.
- Higher education institutions should provide more support to academics attending conferences by way of timetable organisation and funding.
- Higher education institutions should avoid reliance on research funding to support other essential activities.
- There is a need to decrease unnecessary bureaucratic procedures in relation to funded research and provide appropriate administrative support in this area.
- At European level, more funding should be made available to research.
- All academics should be provided with appropriate supports that will enhance their publishing activities.

8. LACK OF INFLUENCE

- Approximately two fifths of academics (39%) across the nine countries felt that they were influential at departmental level.
- Only a quarter of academics (25%) felt that they were influential at faculty level.
- Almost half of the participants (48%) felt that they were not influential in the wider institutional context.
- In relation to management style, over half of the academics (56%) in this study were of the view that a top down approach predominated in their higher education institution. This was attributed to the restructuring process in higher education.
- Over two fifths of academics (42%) in this study viewed the communication processes in their institutions as being inadequate.
- While academics were of the view that communication between management and staff could be better, almost two fifths (39%) were in agreement that they were kept informed about what was going on in the institution. One third of academics (33%) did not consider this to be the case.
- Almost two fifths (38%) of academics did not regard senior management in their institutions as providing competent leadership.

Recommendations
- Higher education institutions should create opportunities for academics to become meaningfully engaged at all levels of the institution.
- Higher education institutions need to develop meaningful communication systems that are not focused only on information transmission.

16

9. DECISION-MAKING PROCESSES

- It emerged that nearly half of the academics (44%) in this study experienced a lack of collegiality and participation in decision-making within their institutions.
- Over two fifths of academics (42%) did not view trade unions as recognised partners in the decision-making processes within higher education institutions across the nine countries.
- Over half of academics (51%) viewed the non-involvement of staff in decision-making as a real problem in the work environment.
- The majority of academics (61%) were of the view that institutional managers made the decisions in relation to the selection of key administrators.
- Institutional managers were viewed as the main decision makers when it came to setting budget targets by over half of the academics in this study (55%).
- Two fifths of academics (40%) indicated that institutional managers made promotion and tenure decisions

Recommendations
- Higher education institutions need to develop systems so that academics can be actively involved in decision-making processes with reference to research priorities, budgets, promotions and tenure.
- Higher education institutions need to develop procedures that will focus on building collegiality among all staff.

CHAPTER 1
Context of the study

1.1 INTRODUCTION

Academic staff face many challenges within their working environment and require support in their role. The Bologna Process has had a major impact on higher education systems across Europe, laying the foundations for a European Higher Education Area (hereafter EHEA). Since the introduction of the process in 1999, higher education systems have been restructured, quality assurance systems have been developed and greater opportunities for student mobility across European higher education institutions have been introduced.

The European financial crisis has impacted greatly on higher education systems across Europe and financing higher education has become a critical issue. Countries have dealt with the financial crisis in different ways. Public expenditure on higher education varies across countries, but an overall trend suggests a decline in investment in the higher education sector (EC, 2012). This has occurred during a period of significant structural reform in higher education.

The existing literature on the Bologna Process is extensive. Much of the literature has analysed the education priorities for Europe set by the process (Koustourakis & Sklavenitis, 2013; Keeling, 2006; Kehm & Teichler, 2006). Other authors have focussed on the challenges faced by national system of education adopting the process (EACEA/Eurydice, 2011; Furlong, 2005; Kwiek, 2004; Wächter, 2004). Some attention has been devoted to an analysis of the consequences of the decisions for national education systems (Kladis, 2003; Reinalda & Kulesza, 2005). Much of the research has located the Bologna Process within ideological frameworks that explore the relationship between higher education and the development of the knowledge economy (Naidoo, 2003; Ravinet, 2008; Mayo, 2009; Middleton, 2000). This is also reflected in research that explores the implications of the Bologna Process for equality of access to higher education across Europe (Kladis, 2003; Rauhvargers et al., 2009). Many authors have focussed on the development of an audit culture in higher education linked to the requirements of quality assurance systems and the implications of this for providers of higher education (Beck, 1999; Beck & Young, 2005; Bonal, 2003; Murphy, 2009; Stamelos & Kavasakalis, 2011; Vidovich, 2004). More recently, research has focussed on the identities and working environment of academics across Europe (Fumasoli, Goastellec & Kehm, 2015; Teichler & Höhle, 2013; Kehm & Teichler, 2006).

18

Since the introduction of the Bologna Process, it has been observed that working, teaching and research conditions have deteriorated across Europe (EI, 2010). The Bologna Process and the period of austerity which resulted in a range of other reforms have impacted upon the daily lives and working conditions of academics (EI, 2010). There has been deterioration in remuneration for academic staff. There is a noticeable trend in declining teaching and research conditions in Central and Eastern European countries. This is also evident in Western Europe. The process also witnessed increased levels of bureaucratic work for academics (EI, 2010). For many, the Bologna Process impacted deeply on the professional identities of academics (EI, 2010). Generally speaking though, academics were positively disposed to the Bologna Process and the opportunities that it offered to staff and students (EI, 2010). The resultant changes in higher education and prolonged periods of economic austerity has led to a recognition that academics require support within their working contexts.

The Budapest-Vienna Ministerial Declaration on the EHEA, published in March 2010, recognised the need for 'a more supportive environment for the staff to fulfil their tasks'. In cooperation with the European Trade Union Committee for Education (ETUCE), the Education International Research Institute (EI Research Institute) commissioned a study entitled: *Creating and Maintaining Supportive Environments in Higher Education.* The working environments of academic staff are diverse across European countries and higher education institutions. The trade unions involved in the study were the Danish *Association of Masters and PhDs (DM, Denmark); the German Education Union (GEW, Germany);* the *Irish Federation of University Teachers (IFUT, Ireland) and* the *Teachers Union of Ireland (TUI, Ireland);* the *Federation of Knowledge Workers (FLC CGIL, Italy);* the *Latvian Education and Science Employees' Trade Union (LIZDA, Latvia);* the *Federação Nacional dos Professores (FENPROF, Portugal); Alma Mater (AM, Romania);* the *Teachers Union of Serbia (TUS, Serbia)* and the *University and College Union (UCU, UK).*

The study examined the views of academics in nine European countries who were members of trade unions about their current working conditions at their respective higher education institutions. A case study approach with clear guidelines was used for drafting national reports. Each national study was underpinned by robust ethical guidelines, which included participant anonymity, confidentiality and informed consent.

1.2 DESCRIPTION OF THE STUDY

1.2.1 Study methodology

This European study adopted a comparative research approach, which sought to gain academics' opinions about their working environments. In conducting any

international study there are many challenges. Higher education systems are different across Europe and the language issue is also problematic (Fumasoli et al., 2015). These difficulties were addressed through a series of meetings between the researchers in each country. The meetings focussed on conceptual themes and developing shared understandings around language and differences across systems.

A mixed methods approach was employed in this study utilising both a survey instrument and semi-structured interviews to explore participants' experience of their everyday working reality. Whilst the survey provided substantial numerical data, the interviews allowed for a deeper exploration of views and opinions. The study employed a modified version of a survey instrument used in a study *entitled The Academic Profession in Europe: Responses to Societal Challenges* (EUROAC), which was funded by the European Science Foundation in 2008 in the thematic area of Higher Education and Social Change in Europe (Euro HESC). That survey instrument was implemented in 12 European countries. The findings from that study were published in *The work situation of the academic profession in Europe: findings of a survey in 12 countries* (Teichler & Höhle, 2013). The decision to use an existing survey instrument was informed by its validity and robustness and it covered many of the topics relevant to this study.

The survey addressed all grades of academic staff in nine European countries. Individual academics were targeted who were employed full-time or spent a substantial part of their work time on teaching and/or research. A sampling framework was agreed which detailed the targets set for each country (questionnaire and interviews). Each participating country relied on databases of trade union members.

It was agreed that the survey would identify three broad staffing grades: entry level, intermediate level and advanced level. Individual countries subsequently inserted appropriate subcategories to capture the appropriate grade levels in their higher education systems. The survey was distributed between mid-December 2013 and February 2014, securing 9,049 respondents. The response rate varied from country to country. Response rates above 30% were reached in Serbia; between 10% and 30% in Ireland, Germany, Italy and Latvia; less than 10% in Denmark, Portugal, Romania and the UK.

1.2.2 Weighting of the data

Non-probabilistic sampling strategies were used in the national studies. No weighting was applied to the national datasets. Thus country differences and methodological approaches must be taken into account when comparing and interpreting the results of the current study. To escape the problems with differences in the

population and sample sizes, the average of averages approach to weighting was chosen as the most appropriate. One limitation of this approach concerns countries with more extreme results, which could influence the data.

1.2.3 Characteristics of participants

The total response rate to the survey was 9,049 respondents. As a rule, responses were included if respondents provided answers to more than half of the questions posed. Chart 1 illustrates the gender breakdown in the survey: 49% male and 51% female.

Chart 1 Gender of Respondents (%)

	MALE	FEMALE	TOTAL (N)
DK	51	49	656
DE	44	56	1064
IRL	55	45	903
IT	56	44	1598
LV	37	63	572
PT	50	50	940
RO	57	43	947
RS	48	52	525
UK	47	53	1834
Average	49	51	9039

The majority of participants were aged over forty years. One third of respondents (33%) described themselves as being in the 41-50 year age group, just over a quarter (26%) were aged between 51-60 years old and 24% were aged between 31 and 40 years. Chart 2 illustrates the data.

Chart 2 Age range of participants (%)

COUNTRY	UNDER 30	31-40	41-50	51-60	OVER 61	TOTAL (N)
DK	5	18	28	31	17	662
DE	15	46	22	13	4	1082
IRL	1	18	47	28	5	902
IT	2	15	47	22	15	1598
LV	8	23	24	26	19	556
PT	0	18	41	33	7	929
RO	9	34	29	20	8	947
RS	19	25	27	25.	5	525
UK	2	22	34	33	9	1848
Average	7	24	33	26	10	9049

1.2.4 Interviews

An interview guide was developed that each national team employed while conducting their national studies. The interview schedule was standardised across a range of themes. This ensured that a common framework was developed to facilitate comparative analysis (Fumasoli et al., 2015). Academics were asked to reflect on a wide range of issues in the context of their current working environment, including the impact of structural reforms, the levels of investment in higher education, their experience of teaching and research, the challenges that they faced in their work context and the impact of those challenges on their daily working lives. The sample of interviewees in each country was chosen to mirror those who had responded to the survey. Chart 3 illustrates the data.

Chart 3 Gender of Respondents

COUNTRY	TOTAL
DENMARK	4
GERMANY	11
IRELAND	17
ITALY	16
LATVIA	11
PORTUGAL	15
ROMANIA	4
TOTAL	**62**

In total, 62 interviews were conducted. The selected participants were emailed prior to the interview in order to introduce the research formally, provide contact information, articulate the intent of the study, request participation and identify the anticipated data that the participants would be expected to provide. Assurances of confidentiality, anonymity and data protection were also given. Interviews took place face to face or by phone, were typically one-hour duration and were conducted in the national language of the participating country. A standardised report in English was produced by each participating country for the study. This study focused on the common themes that emerged across participating countries in line with the qualitative comparative approach (Fumasoli et al., 2015).

CHAPTER 2

The academic work environment

2.1 INTRODUCTION

Work is a major role in life (Loscocco & Spitze, 1990). The terms 'working environment' and 'working conditions' are used interchangeably and little agreement exists about specific definitions (Taylor, 2008). The working environment suggests a broad area, which encompasses professional and personal dimensions. The work environment generally can be described as the place, conditions and surrounding influences in which people carry out an activity. Studies have shown quite consistently that excessive workload and ambiguous or conflicting role demands can lead to negative work experiences. Self-direction and autonomy has a positive influence in the work context (Adelmann, 1987). Those who feel supported at work will enjoy their experience, like their jobs, make friends in the work context and will have high levels of job satisfaction (Taylor, 2008). The capacity to form supportive relationships at work is one of the main features of productive work environments (Gummer, 2001).

The period of continued austerity in the wider world can undermine work identity in negative ways (Armansin & Thompson, 2013). Austerity involves downsizing, changing direction and focus and budgetary cuts. In the face of such challenges, the need to focus on the creation of supportive work environments and positive work identities is urgent, particularly in the higher education context. This sector across Europe has undergone wide-ranging reforms and has been identified as a central element of economic policy, which has resulted in the corporatisation of the sector with a focus on managerialist approaches to measuring outputs. This has created a challenging environment. A focus on positive working environments is essential in this context and the framework of positive organisational scholarship, positive work identity and social integration theory facilitates greater understandings about this area.

2.2 POSITIVE WORK IDENTITIES: SOME THEORETICAL PERSPECTIVES

Positive organisational scholarship marks a shift from describing the negative aspects of organisational conditions to exploring the contexts that enable workers to develop positive identities (Armansin & Thompson, 2013). Studies exploring job satisfaction in the workplace have tended to focus on the negative aspects of the work context.

Less attention has been paid to the positive identities that work has for people (Armansin & Thompson, 2013). This approach to organisational theory explores areas such as networks, routines and relationships. It examines the organisational aspects that contribute to individual potential and positive approaches to human and organisational welfare (Armansin & Thompson, 2013).

In order to understand how to create positive working environments, it is important to explore the ways in which individuals view themselves in their work context. This includes the variety of activities, tasks, roles, groups and memberships that individuals employ to compose a work-related self (Dutton et al., 2010). It is generally agreed in the literature that employees in organisations want to possess positive identities. A positive work identity is key to adjusting to organisations where such identity is valued both privately and publicly (Pratt, 2000). It is also an important factor in organisational change (Rao, Monin & Durand, 2003). When people possess positive work identities this results in favourable outcomes for organisations (Caza & Bagozzi, 2009).

A key element to building positive work identity in the work place is having access to social resources. This is understood as the number, variety and quality of relationships that an individual experiences at work (Dutton et al., 2010). The creation of social resources is essential for greater job involvement (Chiaburu & Harrison, 2008); and improved performance in inter-dependent work contexts (Gittell, 2003). Having a variety of social resources impacts on individuals' networks for career progression (Burt, 1992). In contexts where employees are generous, they earn more trust and respect from their colleagues (Flynn, 2003). Trust and respect are significant characteristics of positive relationships at work (Dutton et al., 2010). It has been found that those who engage in self-affirming practices are more open to seeing viewpoints that are different to their own, resulting in a willingness to compromise. The affirmation of an employee's identity by others results in higher levels of connectedness on the part of the employee to the organisation (Swann et al., 2000). These aspects are central to understanding the development of academic identity in higher education institutions.

2.3 ACADEMIC IDENTITY AND THE ACADEMIC WORKING ENVIRONMENT

Academic identity generally relates to teaching and research activities that are subject or disciplined-based (Deem, 2006). While the academic department (or a sub-unit of it) is usually the main one for academic staff, faculty members also operate within research, curriculum development or teaching programme teams (Trowler & Knight, 2000). Discipline-based cultures are the primary source of faculty members' identity and expertise and include assumptions about what is to be known and how, tasks to be performed, standards

for effective performance, patterns of publication, professional interaction, and social and political status (Becher, 1989). Each discipline has its own concept of success as a vehicle for prestige. Despite these differences, the academic profession possesses a set of common values across disciplinary and institutional boundaries, such as:

> […] *academic freedom, the community of scholars, scrutiny of accepted wisdom, truth seeking, collegial governance, individual autonomy, and service to society through the production of knowledge, the transmission of culture, and education of the young* (Kuh & Whitt, 1986: 76).

In the same vein, reward structures in the academic profession across disciplines are based on prestige and symbolic recognitions such as publications and awards. Faculty members learn the academic culture according to their discipline and specific department through the socialisation process (Mendoza, 2007).

2.4 PROFESSIONAL SOCIALISATION IN THE ACADEMIC WORKING ENVIRONMENT

Weidman et al. (2001: 4) defined socialisation as "the process by which persons acquire the knowledge, skills, and dispositions that make them more or less effective members of their society". They argue that throughout the socialisation process, graduate students acquire necessary information by way of communication strategies to aid in their transition to an academic profession.

Organisational socialisation has received substantial research attention as a means of understanding how organisational newcomers come to identify and understand the norms and expectations of their new environment and future profession (Austin & McDaniels, 2006). Tierney and Rhoads defined organisational socialisation as a "ritualized process that involves the transmission of culture" (1993: 21) through a mutually adaptive process between the organisation and individuals. In Tierney and Rhoads' framework, faculty socialisation consists of two stages: anticipatory and organizational. Anticipatory socialisation occurs during graduate school, where individuals learn attitudes, actions, and values about the faculty group in their discipline and the profession at large. During anticipatory socialisation, "[as] young scholars work with professors, they observe and internalize the norms of behavior for research as well as supporting mechanisms such as peer review and academic freedom" (Sweitzer 2009: 4). The organisational stage occurs as faculty members embark on their academic careers and build upon the anticipatory socialisation. During the organisational stage, faculty face extraordinary challenges to gain membership into the profession. However, this stage is usually framed by the experiences during anticipatory socialisation, because

individuals learn during their training what it means to be a member of an organisation (Sweitzer, 2009). This learning process might be at odds with what the individual ultimately finds at the chosen institution. Thus, the organisational socialisation stage might reaffirm what a new faculty member learned during anticipatory socialisation if his or her graduate school and entering setting hold similar cultures and structures; otherwise, the entering organisation will try to modify the new faculty member's qualities (Tierney & Rhoads, 1993). It should also be remembered that individuals bring a multitude of experiences to work and academic contexts that are likely to influence the ways they make sense of socialisation experiences (Trice, 1993). Their development is also linked to their access to both professional and social networks

2.5 NETWORKS AND THE ACADEMIC WORKING ENVIRONMENT

Research has shown that individuals' networks influence career outcomes including job satisfaction and attainment (Podolny & Baron, 1997), promotion and advancement (Burt, 1992), and overall career success (Sweitzer, 2009). Social network scholars have argued that an individual's social networks may serve as identity construction mechanisms (Ibarra, Kilduff, & Tsai, 2005).

Operating under the assumption that individuals construct their identities through their developmental networks, Dobrow and Higgins (2005) studied the extent to which individuals' developmental relationships enhanced the clarity of their professional identity. They employed two developmental network characteristics: high and low developmental network range (social relationships from multiple contexts or from a single context) and density (access to redundant or non-redundant sources of information). Their research suggested that as developmental network density increased (i.e. less access to non-redundant sources of information), the clarity of one's professional identity decreased (Sweitzer, 2009). However, the authors noted that more longitudinal research is needed that examines the content and help-giving interactions of relationships and why and how developmental networks change over time (Sweitzer, 2009).

Resources that individuals invoke from networks of weak ties are forms of social capital important to success in professional labour markets. Such ties can provide information regarding perceptions of job candidates' social skills, personality, and ability to fit in with colleagues (Lin, 1999). Having used informal methods to gain professional employment signals access to influential networks that can be beneficial to subsequent career success, including mobility opportunities (Burt, 1992).

While an individual may be new to a particular organisation, that person may not be new to a given field or to being a professional (Wulff, Austin, Nyquist, & Sprague, 2004).

The expectations of the faculty career are changing in many fields and across institutional types. Pressures for promotion and tenure such as publications in top academic journals, procurement of external funding, and earning a reputation for being the best among one's peers are becoming overwhelming (Sweitzer, 2009). Gender differences are also important in relation to access to networks. Professional networks have remained highly gendered, with women experiencing greater difficulty than their male colleagues in establishing and maintaining high-level network ties (Rogers, 2000).

2.6 GENDER AND THE ACADEMIC WORKING ENVIRONMENT

Geographic mobility is of paramount importance in many professional labour markets, especially in academia. Some argue that geographic mobility among academics signals commitment to career over personal life (Kauffman & Perry 1989). On average, academic women are more likely than academic men to place geographic limits on their careers, suggesting an indirect nature of the negative effect of geographic constraints on women's versus men's career mobility. Family responsibility or husbands' careers could constrain the geographic mobility of married academic women (Bielby & Bielby, 1992), and unmarried women may be geographically constrained relative to men as well, preferring to stay in a particular location because of family or social ties (Rosenfeld & Jones, 1987).

It has been argued that the norms which are assumed to operate in academia suggest that promotion and mobility opportunities should accumulate more quickly for the most productive workers in terms of contribution to the discipline's body of knowledge, one of the most important measures being research productivity (Long, Allison & McGinnis, 1993). Although the gap appears to be closing, women have tended to publish less than their male colleagues (Zuckerman, 1987).

Part of this publication gap, Branch (2003) suggests, could be due to women's heavier domestic responsibilities; to job segregation that disproportionately places women in jobs such as skills-related teaching, with high teaching demand but fewer publishable topics; to more time spent by women than men on class preparation; and/or to female teachers' greater service-related labour for schools, including service on committees as well as in their capacity as unofficial counsellors to students (Apel, 1997). It is also possible that although female academics produce fewer articles, these articles are published in higher-status journals than those of male academics (Sonnert, 1995). While many factors impact upon gendered patterns of identity within academia, age and length of service also contribute to issues of professional identity in higher education.

2.7 MID-LIFE CAREER ACADEMICS AND THE ACADEMIC WORKING ENVIRONMENT

Baldwin et al. (2005) suggest that mid-career is the longest and, in most cases, the most productive phase of academic life; it covers as much as 15 to 25 years of one's professional career. During this period, most faculty teach a majority of their students, produce the bulk of their scholarship and publications, and serve their institution, disciplines, and society in a variety of expert and leadership roles. Furthermore, faculty in the middle years represent the largest segment of the academic profession. They argue that for these reasons alone, mid-career deserves the interest and attention of academic leaders, policymakers, and higher education researchers (Baldwin et al., 2005). Issues of definition bedevil the mid-career phase of academic life. There are several ways to distinguish faculty in the middle from their colleagues. Levinson (1986) tentatively segments middle adulthood into the years between 40 and 65 with distinctive sub-stages and developmental tasks falling within this lengthy period. Cytynbaum and Crites (1982) define midlife faculty as "men and women in their late 30s to mid- or late- 50s who are consciously or unconsciously confronting midlife tasks", such as revising career goals, seeking balance between personal and professional life. A second way to look at "faculty in the middle" is to separate faculty by total years of teaching in higher education. Williams & Fox (1995) report that another way to define mid-career is based on duration in an occupation. Mid-career is a variable phenomenon that arrives once a person advances beyond novice status and becomes a full-fledged member of his or her profession and institution (Hall, 1986). Mid-career continues until disengagement begins in anticipation of retirement or a major career transition. Most faculty need several years in the occupation to advance beyond novice status and become established professionals.

Baldwin et al (2005) suggest that today's mid-career faculty are living through a period of unprecedented change in higher education. Greater student diversity, new educational applications of technology, for-profit education competitors and increased use of part-time and term-contract appointments are some of the developments transforming faculty work and careers. In this change context, it is important to know how the large middle component of the academic profession is adapting to changed work demands and performance expectations while, simultaneously, they are serving critical instructional, leadership, administrative, and mentoring roles within their programmes and institutions. Baldwin et al (2005) suggest that teaching and administration begin to take larger portions of faculty time while time devoted to research, service, and professional development decreases supporting the view that faculty work during midlife and beyond has a perceptibly different character than the work distribution of early-life faculty. The authors found in their study the percentage of time faculty devoted to administration was highest in the middle years with lower levels of faculty engagement from the middle years onward in key roles and activities such as research, service, and professional development. This may result as faculty move

into career maintenance or a career plateau where habitual patterns take hold and less new professional ground is broken. This is an area that requires more in-depth research and analysis.

While some forms of productivity (e.g., articles and presentations) peak in the early or middle years of faculty life, books and book chapters increase in a linear pattern across the career. It is logical that forms of scholarly productivity requiring longer gestation periods would be somewhat more common during the middle and later years of the faculty career. The findings from the Baldwin et al. (2005) study reveal that some forms of scholarly productivity (e.g., articles, presentations) follow a downward pattern from some point in the middle of the academic life cycle.

Baldwin et al (2005) sought to measure levels of dissatisfaction by years at the institution. They found that a downward linear pattern of dissatisfaction emerged. When they employed life stage and total years of teaching as the metrics, early midlife and mid-career faculty exhibited slightly higher levels of dissatisfaction on several key variables than did their peers at other points in faculty life. They concluded that the added administrative burdens common among midlife and mid-career faculty may account for some of their dissatisfaction. The process of life and career reexamination that frequently characterises the midlife and mid-career periods may also contribute to the somewhat elevated dissatisfaction identified (Baldwin et al., 2005). To understand the overlooked middle years of academic life, scholars need to design research focusing specifically on faculty in the middle years (Baldwin et al., 2005). Equally important to this discussion is the fact that higher education is now populated by many different types of professionals, which poses a number of challenges to the understanding the complexity of identity within higher education.

2.8 MIXED IDENTITIES IN THE ACADEMIC WORK PLACE

McInnis (2006) suggests that an issue of major concern within higher education is the nature of the relationships between academics and administrators, which can generate difficulties for both sides. Many academics expressed dissatisfaction with administrative burdens, which have increased their workload (McInnis, 2006). It has been argued that changes in the higher education system has produced more administrative jobs, but fewer administrators at the departmental level are available to do this work (Cheng, 2010).

Traditionally, activity in higher education institutions has been viewed in binary terms: of an academic domain, and an administrative or management domain that supports this. While some academic staff retain a balanced teaching and research portfolio, others focus on one or the other (Whitchurch, 2008). Although there has begun to be recognition in the literature of movements within and across academic and management

domains (Rhoades & Sporn, 2002; Gornitzka & Larsen, 2004; Gornitzka, Kyvik & Stensaker, 2005), little empirical work on crossovers has been conducted (Whitchurch, 2008). While considerable attention has been paid to the implications of a changing environment for academic identities (Henkel, 2000), there has been less recognition of the impact on professional staff or on the emergence of increasingly mixed identities (Whitchurch, 2008; Deem, 2006). New forms of blended professional are emerging, with mixed backgrounds and portfolios, dedicated to progressing activity comprising elements of both professional and academic domains. Professional staff who work across and beyond boundaries are re-defining the nature of their work (Whitchurch, 2008) and also contributing to changes in working patterns in higher education (Whitchurch, 2009).

2.9 PARTICIPATION IN DECISION-MAKING PROCESSES

The active participation of academics in the decision-making processes of higher education institutions is central to their success. Many issues of importance are decided that impact upon the working lives of academics with reference to academic policies; personnel policies; disciplinary procedures and university statutes. Governance is important to the life of academics and to the higher education institutions. Participation should facilitate getting to know the diversity of people, programmes and values across the institution. Yet, a number of international studies suggest that academics do not feel part of the decision-making processes. There are a number of reasons advanced as to why management processes are removed from academic staff. Shattock (2013) has summarised these to include the impact of external pressures, financial erosion of autonomy, greater emphasis on accountability and autonomy and competition between institutions as expressed in ranking systems. He argues that a combination of these factors has reinforced centralised decision-making. Changes in funding arrangements, he acknowledges, requires detailed analysis in smaller executive bodies by people with expertise in the area. This is a challenge to retaining staff involvement on a wider level. Increased staff-student ratios and the dispersal of campuses across different locations and cultural regions have contributed to less involvement by academics in the decision-making processes. The introduction of modular teaching, the restructuring of academic units, mergers of different departments, school and faculties have also contributed to the distance that has emerged between what Shattock (2013) describes as staff at the periphery and staff at the centre of the institution. This distance is also evident in debates surrounding the decline of collegiality.

Park (2013) suggests that collective decision-making and self-governance by scholars (governance by committee) have been features of the European university. However, the collective decision-making in the traditional chair system of university governance included only a few members as not all academics were equally involved. The extent

to which managerialist ideology has superseded collegiality is debatable (Hyde et al., 2012). Research suggests that managerialism has neither been wholeheartedly rejected nor accepted by academics. There are variations in how managerialism has rolled out in terms of its timing, pace, and extent in different social locations (Hyde et al., 2012). Even within the same country, cultural variations may be observed across universities, individual departments and in the attitudes of individual faculty.

2.10 THE ACADEMIC PROFESSION: A EUROPEAN PERSPECTIVE

Existing research suggests that staff in academic institutions face many challenges within their working environment (Teichler & Höhle 2013). The academic profession across Europe is under pressure and is working under considerable strain (Kwiek & Antonowicz, 2013). Academics work beyond routine hours, but they are relatively satisfied and consider their working conditions good or acceptable (Kwiek & Antonowicz, 2013). There are considerable differences in the work situation of seniors and juniors in the university sector. Female academics find it difficult to secure permanent employment and are less likely to be involved in national/international scientific committees, boards or bodies (Kwiek & Antonowicz, 2013).

2.10.1 Teaching and the academic work environment

Teaching has become more diverse and includes embracing teaching technologies and arranging student placements as aspects of that role (Hyde et al., 2012). There is greater student heterogeneity and this has implications for teaching, and cultural engagement (Freudenberg & Samarkovski, 2014). Lecturers believe that students' approach to their university education is instrumental and have expressed disappointment that present-day students seemed uninterested in their chosen degree subject and require more instruction and guidance. For some lecturers, this devalues the teaching experience (Rolfe, 2002). Change in pedagogy is an area where academics require continued support.

New approaches and expectations within teaching are time consuming and, without support, academics find this challenging. The associated tasks with continuous assessment, small group teaching and the development of new programmes are challenging and for many academics. These changes are often introduced by university management where clear rationale for change is either communicated badly or not at all (Clarke et al., 2015). This creates difficulties within academic work environments. For many academics, dealing with diverse student populations is challenging. This is particularly the case where they are expected to teach students in the one setting when these participants are pursuing different

qualifications and courses. The institutional emphasis on teaching performance linked to evaluation and quality outcomes makes it difficult for academics who require continuous support in these areas (Clarke et al., 2015).

2.10.2 Research and the academic work environment

The research role has changed from being closely associated to the researcher. Research groups, temporary grant-funded research centres, clusters and alliances now dominate the discourse (Mittelstrass, 2010). Academics are expected to be research active and publish that research in journal articles (Murray & Cunningham, 2011). However, there are only a certain number of journals and there is a limited amount of research funding. The pressure to publish (Wellington & Torgerson, 2005) has been accentuated in a context where securing research funding is dependent on research publications (Murphy, 1998). The high status perception of research is a common theme across the literature. Promotion to posts requires not just evidence of academic writing, but also the capacity to lead research teams and organise the activities of others (Hyde et al., 2012). Securing research funding is regarded as a key component of the academic role.

The academic profession is faced with various challenges that potentially impact upon autonomy and academic freedom as well as on types of research undertaken. Academics are now required to be accountable and make explicit their research work, including how it is funded, conducted and disseminated (Drennan et al, 2013). It also emerged that academics are of the view that the quality of research is being threatened due to the pressure to increase research productivity and to produce useful results.

Many higher education institutions have reorganised their own structures in order to actively pursue a research orientation. In some cases, universities resemble industrial parks with a range of companies. Those academics employed primarily to teach find it very difficult to get the time to engage in research. The importance of external funding, the development of relationships with private industry, the constant requirement to secure funding streams, the short-term nature of such funding and the lack of institutional support all contribute to the challenges that exist in the working environment that academics experience (Clarke et al., 2015).

External funding is considered critical to higher education institutions due to the persistent cuts in public funding. The greatest challenge experienced by academics in each of the countries is the pressure to raise external funds and this is perceived to have increased since their first period of appointment (Drennan et al., 2013). Academics feel pressured in their work environments to access funding streams

frequently. Much of the funding is short term and this in turn impacts negatively on the quality of the research. Support structures for academics at institutional level are often inadequate in relation to securing research funding (Clarke et al., 2015). Academics spend as much time on the administrative side of research funding than engaging in the research itself due to the lack of support. For academics working in institutions where teaching is the main activity, the challenges now presented in the context of engaging in research are numerous due to lack of time, lack of ethos and lack of mentoring support in the area (Clarke et al., 2015).

2.10.3 Administration and the academic work environment

Academics are required to take on more administrative roles, even though their teaching and research loads are not reduced (Clarke et al., 2015). The nature of the relationship between academics and Higher Education Professionals (HEPROS) is a new dimension within the academic working environment. Many HEPROS hired from outside the university do not have recognised career structures within the university and do not understand the role or the work of academics (Clarke et al., 2015). This often results in poor communication and adds to challenges in the academic working environment.

2.10.4 Networking and the academic work environment

Networking and collaboration is identified as being an important element of the academic role. This includes participating in international networks and engaging in collaborative research activity, which is often outside the academic's subject specialism (Clarke et al., 2015). This requires new ways of working and the development of new skills and competencies to cope with the diverse roles performed. The acquisition of new skills and competences is very important in current working environments. Many academics consider that they need to be administrators, human resources and finance experts.

2.10.5 Acquisition of new skills and competencies in the academic work environment

Keeping up to date with new skills and competencies is a key element of the academic working environment. Acquiring teaching qualifications is considered important. Greater international collaboration necessitates the acquisition of new skills in a range of areas such as funding applications and the development of different attitudes to work (Clarke et al., 2015). In addition to the development of language skills, information technology skills are also considered necessary. For many academics

they do not have the time to avail of training opportunities to develop necessary skills and rely on the support of the colleagues in order to avail of such provision. The challenges that academics experience have a number of implications for the creation and maintenance of a supportive working environment.

2.11 SUMMARY

It is clear from the research literature that understanding how the organisational context promotes positive work identity construction is important. It requires a focus on organisational practices which shape employees' positive self constructions at work. There is also a need to consider how different types of institutional practices shape identity construction (Dutton et al., 2010). Equally, conversational practices (Le Baron et al., 2009) impact upon positive work identity.

Fostering a supportive work environment in higher education institutions is a key element in meeting the diverse challenges that the sector faces. The ability to form supportive relationships at work is one of the strongest characteristics of highly productive work places (Gummer, 2001) and this is especially true in universities where there is a premium on networking. Ganster and Murphy (2000) have argued that a small number of focused interventions can create substantial increases in feelings of support. Arneson and Ekberg (2005) have argued that being part of a work group can be an important source of support. University managements should therefore concentrate on facilitating meaningful networks for academics in the institutional context. Relationships with managers can impact hugely on perceptions of support and this is especially true in higher education. Koslowsky et al. (2001) have suggested that supportive, as opposed to more heavy-handed, contacts with supervisors is generally tied to greater job satisfaction. This is very important with reference to the relationships with university managers who need to concentrate on creating opportunities for academics to participate and actively influence decisions and institutional direction. Duxbury et al. (1984) have argued that the creation of support groups for those who experience personal strain is helpful.

Mid career academics run the threat of becoming isolated with reference to research output and high administrative burdens. This group requires support in higher education so that they can experience fulfilling mid career experiences. For many academics who are at the start of their careers and who experience disrupted periods of employment, strategies are required so that their needs are met in terms of receiving mentoring and developing professional and personal networks. This is also the case for women in higher education. The success of higher education institutions in a period of austerity is inextricably linked to the creation of supportive academic work environments.

CHAPTER 3

Profiles and Contexts

3.1 INTRODUCTION

This chapter provides an overview of the demographic characteristics of the sampled academic population. The profile of respondents is explored across country, gender and age range. The degree status, academic discipline and current teaching area are presented. The years of continuous employment in various institutions and the range and type of employment contracts are also examined. The current working conditions of participants is explored with reference to changes in their work context and job satisfaction.

3.2 QUALIFICATIONS AND CONTRACTUAL POSITIONS

In relation to the highest qualifications held by the participants, 3% held 'Bachelor's or equivalent', 28% 'Master's', 58% a 'doctorate' and 9% 'post-doctoral'. Chart 4 illustrates the data.

Chart 4 Highest degree obtained (%), all countries - detailed data available in annex

- Doctoral
- Master's
- Post-doctoral
- Bachelor's

The data indicates that one fifth of respondents had earned one of their degrees abroad. This is illustrated in charts 5 and 6.
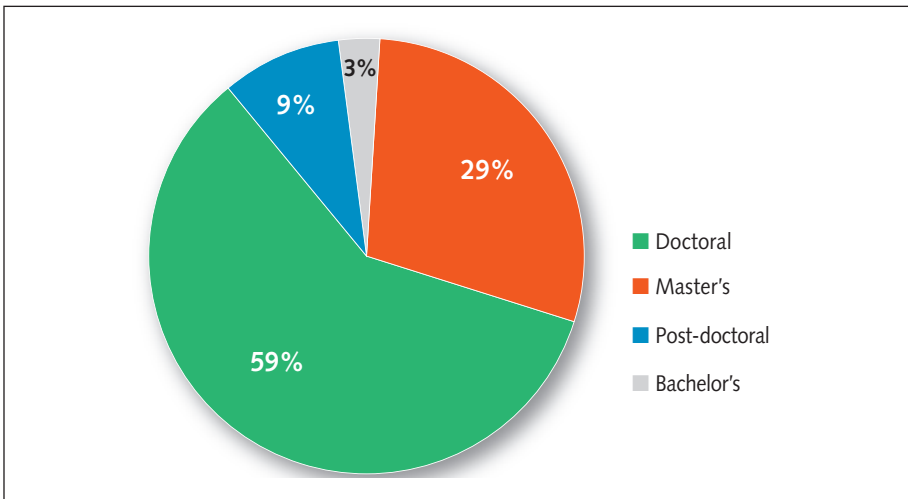
Chart 5 Gender at least one degree secured abroad (%) - detailed data available in annex
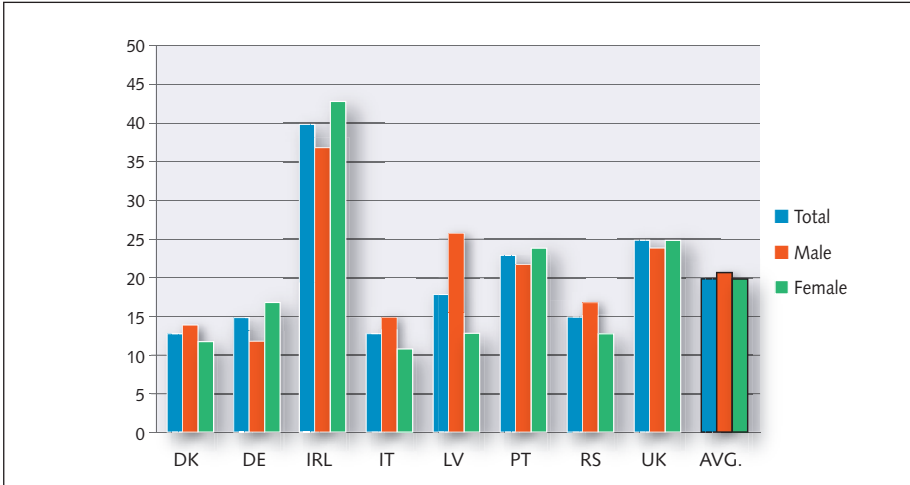
In general, slightly more males (21%) than females (20%) had secured at least one degree abroad and there were some country differences in relation to this. In Latvia, twice as many males (26%) as females (13%) had earned their degree abroad (x^2 = 13.740, p = 0.001). This was also the case in Italy, where more males (15%) than females (11%) had earned their degree abroad (x^2 = 5.83, p = 0.016). In Germany more females(17%) than males (12%) had earned a degree abroad, (x^2 = 4.198, p = .040).

Chart 6 Age group and securing at least one degree abroad (%), all countries – detailed data available in annex
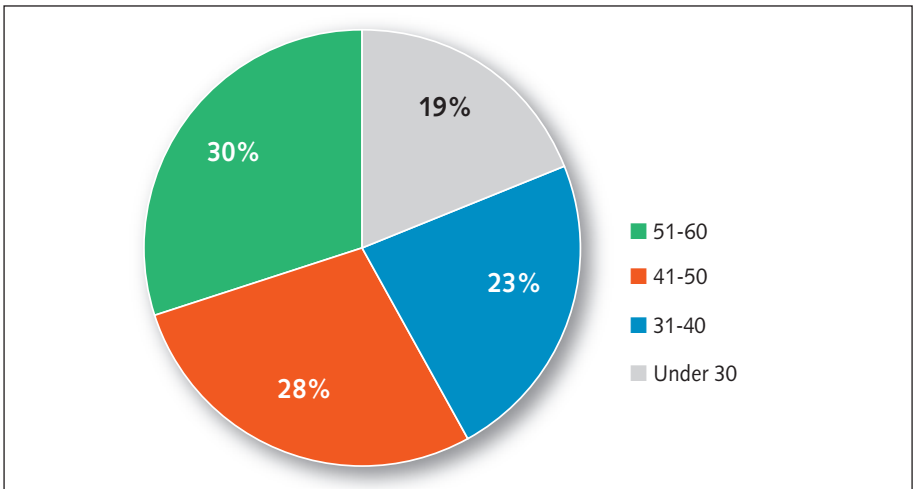
In two countries, a higher percentage of those 61 years and over had earned their degree abroad Latvia (37%), (c2 = 53.533, p = 0.001), and Portugal (46%), (c2 = 25.704, p = 0.001)[1].

Chart 7 illustrates the distribution of the disciplines in which the participants stated they had taken their highest degree: 19% are from the arts and humanities, 14% are from the sciences, 14% are from engineering and 13% are from the social and behavioural sciences.

Chart 7 The disciplinary background of participants as per highest degree attained (%)
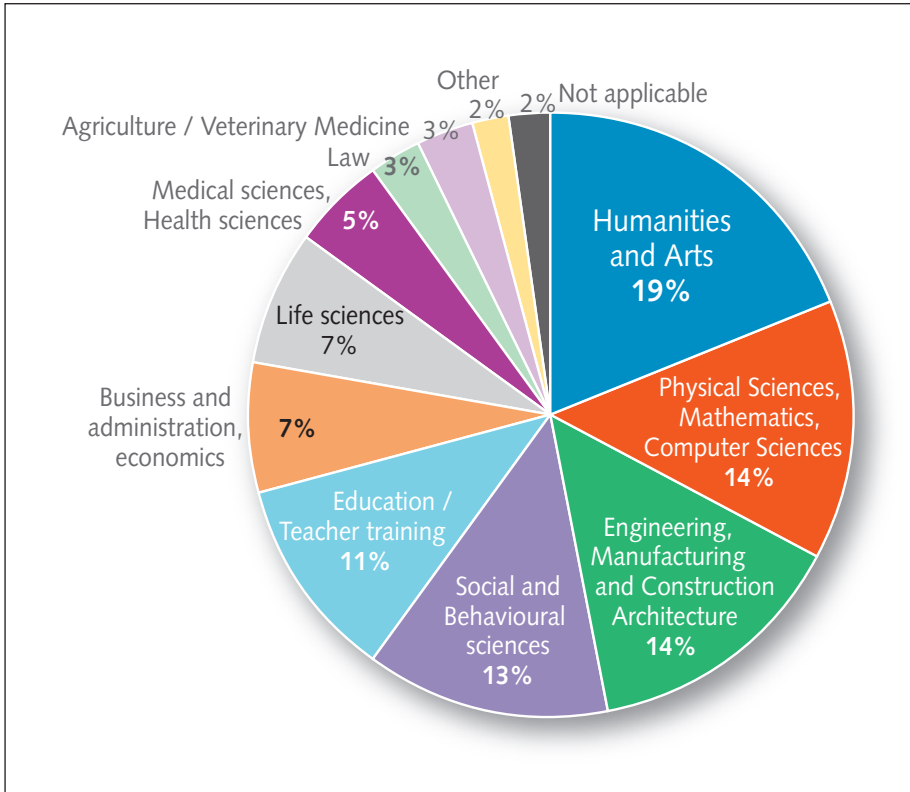
Chart 8 shows the number of places of employment since qualification which participants reported having worked for.

[1] *See detailed data in annex.*

Chart 8 Number of places of employment since qualification (%)

COUNTRY	ONE	TWO	THREE	FOUR	FIVE	SIX or more	TOTAL (N)
DK	24	25	18	13	8	12	655
DE	19	24	21	13	7	15	1080
IRL	19	19	21	14	9	18	1009
IT	23	28	24	11	8	5	1598
LV	30	27	18	10	5	10	566
PT	35	25	16	9	6	8	920
RO	71	20	7	1	0	1	928
RS	63	21	7	4	4	1	529
UK	11	20	19	16	11	23	1982
Average	**33**	**23**	**17**	**10**	**7**	**10**	9267

The majority of respondents had worked in one institution. This was the case in Romania, (71%) Serbia (63%) and Portugal (35%). A different pattern emerges in the UK and Ireland. In the UK, 23% indicated that they had worked in six or more institutions since they qualified and 18% of Irish academics also reported having worked in six or more institutions. This reflects the challenging employment circumstances that face academics in both of these countries.

The majority of respondents (75%) indicated that their current employment was based in the university sector, 14% indicated that they were employed in other higher education institutes and 13% worked in research institutes. Chart 9 illustrates the data.

Chart 9 Institution of employment (%)

	University Public or Private] %	Research Institutes %	Other higher education Institutes %
DK	70	2	30
DE	77	9	10
IRL	27	69	4
IT	97	2	0
LV	72	22	23
PT	71	1	28
RS	84	0	16
UK	99	0	1
Average	**75**	**13**	**14**

* Data not available for Romania.

Respondents were asked to describe their contract status within the institutions in which they were employed. Over half (52%) indicated that they had permanent contracts. Chart 10 illustrates the data.

Chart 10 Contract Status (%) - detailed data available in annex
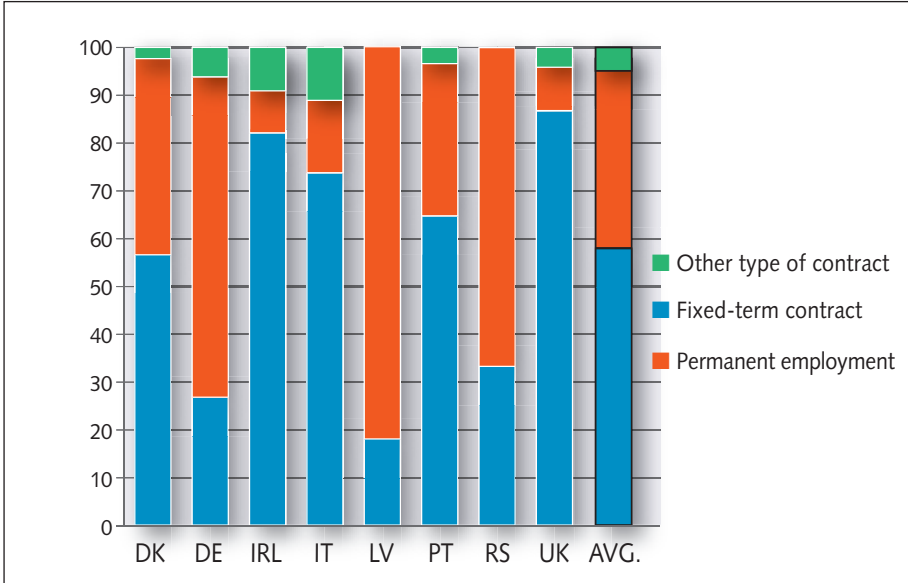
The majority of respondents had permanent contracts in the UK (87%), Ireland (83%), Denmark (78%) and Italy (74%). Latvia (82%), Germany (67%), and Serbia (66%) had the highest proportions of academics in fixed term contract positions. Chart 11 illustrates the data.

Chart 11 Contract Status by Gender (%)

COUNTRY	MALE			FEMALE		
	PERMANENT EMPLOYMENT	FIXED-TERM CONTRACT	OTHER TYPE OF CONTRACT	PERMANENT EMPLOYMENT	FIXED-TERM CONTRACT	OTHER TYPE OF CONTRACT
DK	85	14	1	71	26	3
DE	33	63	4	21	71	8
IRL	87	7	6	79	10	11
IT	74	14	12	73	16	11
LV	17	83	0	18	81	0
PT	63	33	4	68	31	2
RS	40	60	0	27	72	1
UK	91	6	3	85	11	4
Average	**54**	**31**	**3**	**49**	**35**	**4**

* Data not available for Romania.

The majority of respondents (85%) indicated that they were in full time employment. Chart 12 illustrates the data.

Chart 12 Full time employment (%) - detailed data (by gender) available in annex
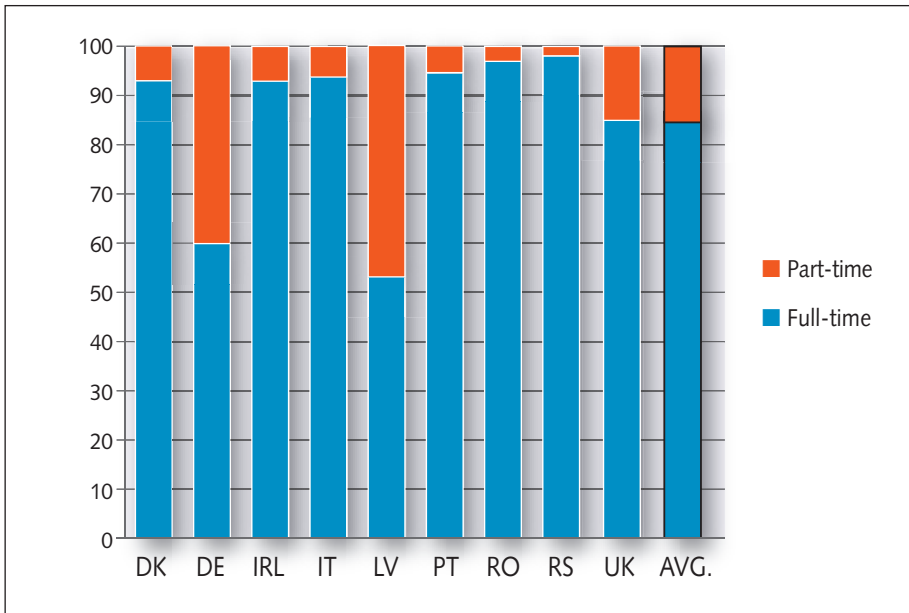
Serbia (98%) had the highest percentage of academics employed full time, followed by Romania (97%), Portugal (95%) and Italy (94%). Latvia (47%) and Germany (40%) had the highest proportions of academics working part-time and academics from the UK had higher percentages of those in part time positions compared to other countries in the sample. Females were more likely to be employed in part time positions in Germany (48%), (x^2 = 29.668, p = 0.001) and in the UK (20%), (x^2 = 52.213, p = 0.001)[2].

---

[2] *See detailed data in annex.*

3.3 WORKING CONDITIONS

Participants were asked about working conditions in their respective institutions focussing on contractual status and prior work experience. They were also asked if they perceived deterioration in their working contexts since they were first appointed.

3.3.1 Contractual status and perception of working conditions

For academics employed on contracts and part time positions, they viewed their situation as difficult and this was a source of dissatisfaction. One academic commented:

> *The problems are the contractual terms. This represents 90 per cent of the problems or difficulties and the discontent. [The fact] that there is someone who accepts a contract with a duration of over 30 weeks a year without social security and so, this is a very good deal for the higher education institution* **[Junior Lecturer, Germany].**

This view was endorsed by a Portuguese academic who stated:

> *It has always to do with work matters and with the very insecure situation in which most teachers find themselves in the university, including myself* **[Lecturer, Portugal].**

The prior work experience of academics impacted upon their views about their current context. One German academic who has held a variety of postdoctoral positions indicated that she liked her research, but was unhappy about the financial support received as a scholarship student:

> *Well, I liked research, I really loved my research project. Yet, I was kind of annoyed with the way how scholarships were awarded and I didn't like that you only got 1000 euros and would have to pay a health insurance for more than 200 euros and afterwards, after having worked at a public institution for four years you wouldn't get unemployment benefit.*

As a result of her experience, she concluded that PhD candidates did not receive recognition:

[…] during my doctoral thesis I saw how doctoral candidates were paid and how this issue was treated. And how much respect you get, that the doctoral candidates' […] performance is essential to research and that they were not paid tribute for that. Not at all.

Despite her experiences, she wanted to continue an academic career, but was unsure about long-term prospects and the potential negative impact that it would have on her domestic circumstances:

I always intended to remain in academia and for years, I had had the plan to be a postdoctoral fellow abroad. And now the time has finally come and I recognise that there is no real perspective for me, even if I go abroad now and stay there for two or three years, what am I going to do afterwards? Then, I would candidate for another scholarship or an externally funded position and would have a two- or three-year-contract. And would have to work very hard in order to publish. And this has a lot to do with family planning, because if I have children now, I don't see the possibility of being employed for only two or three years – what's that kind of perspective to bring up a child? That does not work at all, I find. And the consequence is that smart academics drop out of academia. It's not that the best brains remain in academia, I believe **[Post-doctoral, Germany].**

The difficulty in securing a full time position was also referred to by an Irish academic:

One of the problems for academics is that […] it's increasingly difficult to get a full time job so particularly straight out of your qualification period so after I got my PhD, I was working contract for nearly 15 years and a contract meant at one point I was working in 6 different institutions but small amounts of work in each and trying to piece together an income out of that and that's so, my working conditions changed enormously when at the age of 42 I got my first full-time job **[Lecturer Ireland].**

3.3.2 Deterioration of working conditions

Over half of participants (51%) believed that their working conditions had deteriorated since they started employment in their institution. Chart 13 illustrates the data.

Chart 13 Working conditions (%) - detailed data available in annex
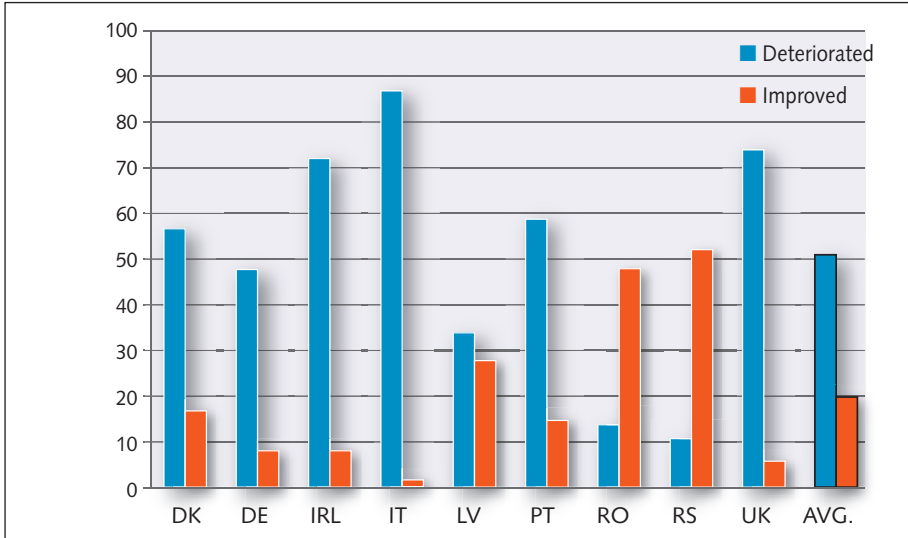
A number of perspectives were offered with reference to the deterioration of working conditions. An Irish academic elaborated on the complexities of the academic role:

> *The paperwork, the administration, the complexity of it has increased dramatically but at times it just looks like sending in paperwork for paperwork sake. When I came here first (I am 30 years in the job this year), there was none of that overhead and a lot more time was actually spent devoted to doing the job rather than the paperwork around it* **[Lecturer, Ireland].**

The precariousness of contracts also impacted upon working conditions. One German academic attributed this to the fact that people start off in part time positions and expect the situation to improve over time but this does not happen:

> *Because everyone thinks 'ok, this is only for now and later it will get better'. But in fact, that's not true.*

She compared the present day conditions with her own experience of studying in the mid 1990s and sees essential changes:

> *First, […] there was no hurry. […] There was less competition […] and less fear than today. I don't envy my course participants. Because they really do have quite difficult conditions* **[Lecturer, Germany].**

The difference in status between permanent staff and those on contracts or in part time positions has also impacted upon experiences of the working environment. An Irish academic noted:

> *Well I think the casualisation of work– there is this division between the relatively secure longer established people and the younger precariously employed people, I think that has really come dramatically sort of increased, I mean it was always there to an extent but its importance and its magnitude has greatly swelled over the last number of years* **[Lecturer, Ireland].**

3.3.3 Work life balance

It emerged that current working conditions negatively impacts on work life balance. A Portuguese academic spoke about taking work home and feeling guilty for doing this. This reflected a common view among participants:

> *There's an imbalance. Today is Sunday evening, yesterday was Saturday. Both yesterday and today, I was dealing with overdue matters concerning the students I'm supervising, students that have sent me work that I've not been able to deal with yet because lessons began a short time ago, because the assessments extended over into term time. I've spent these last two days of the weekend working. So, yes, in fact, my working life does interfere in my personal life.*
>
> *And it disturbs my personal life. I have the feeling I spend much less time with my family than I used to. For example, last weekend, I spent two days away from home and I used the computer just the same, but I felt guilty because of the things that I hadn't been able to deal with in my e-mail. Things started to accumulate in my email and I wasn't able to respond in time, and I feel guilty whenever I'm not trying to catch up, which, I should say, has become impossible* **[Lecturer, Portugal].**

3.3.4 Administrative support for academic work

In general it was felt that there was a lack of administrative support for academic work. An Italian academic whose view was echoed by many across different countries suggested that this was related to the challenges posed by restructuring and reorganisation:

> *There are problems related to the scarcity of supportive structures and in general of the administrative staff that is often insufficient and not prepared to interact positively with the complex processes of the internal reorganisation imposed by the new regulations and procedures. This affects the specific professional needs since too much time is used to stop the system leaks* **[Professor, Italy].**

One theme that emerged consistently in the interviews across all countries was the unproductive nature of the administrative tasks that they were asked to carry out. This was captured well in the following observation:

> *Yes, the time for administration has increased continuously, clearly. On the one hand, this is due to the fact that you are involved and occupy official positions and need more time for this. However, I also feel that the university administration delegates more and more work that should be done by the administration to the faculties. The faculties delegate it to the subjects/disciplines and we have to deal with calls for networking and writing proposals etc. And you cannot decide whether this is research or administration. For me, it's administration. I feel that they keep us occupied with that. Writing profile papers on and on, but nothing results from that. And this has increased, before it was not like that* **[Professor, Germany].**

Participants were asked about their levels of job satisfaction.

3.4 JOB SATISFACTION

Respondents were asked to indicate their overall levels of job satisfaction. Chart 14 illustrates the data.

Chart 14 Overall level of job satisfaction (%) - detailed data available in annex
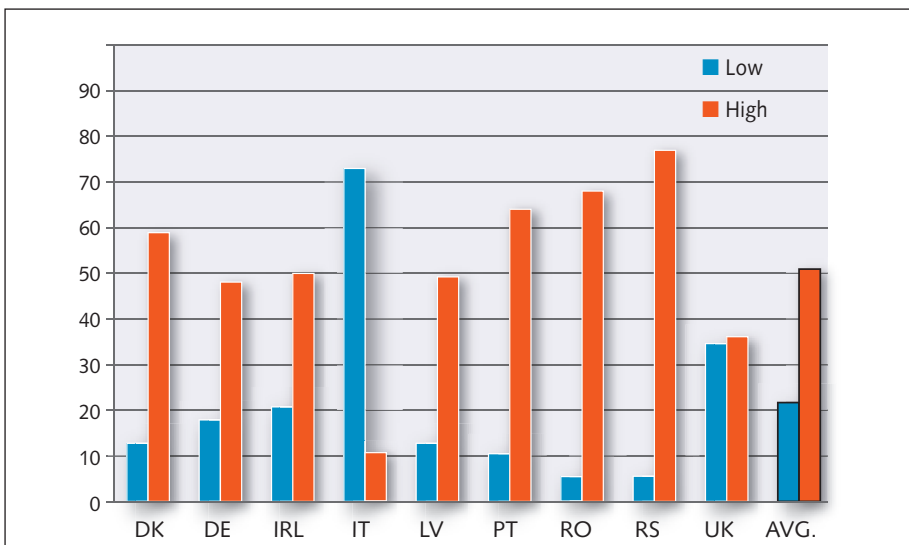
Over half of respondents (51%) indicated high levels of satisfaction with their job and just over one fifth of participants (22%) indicated low levels of satisfaction. Over a quarter of respondents (27%) did not offer a view. Academics in Serbia (77%) reported the highest levels of satisfaction with their current position, followed by Romania (68%), Portugal (64%) and Denmark (59%). Low levels of satisfaction were reported by academics in Italy (73%) and in the UK (35%). Job satisfaction was linked to autonomy. One German academic commented:

> *Full autonomy. That's what actually renders the profession attractive. For everyone. And this explains why junior lecturers like working at universities because there they have full freedom although they are poorly paid* **[Lecturer, Germany].**

3.5 SUMMARY

The majority of respondents were working in the university sector and had secured doctoral degrees in their national context. One fifth had secured qualifications abroad. Country variations emerged with reference to employment experiences. UK and Irish academics had worked in up to six institutions prior to securing a permanent position. Just over half of respondents had permanent positions in the institutions in which they worked and a higher proportion of males were in permanent positions compared to their female colleagues. While not having permanent positions, a majority of respondents were employed full time.

The contractual status and prior work experience of academics played an important role in shaping perceptions of their working conditions. Many perceived a deterioration in their working conditions since the start of their career and attributed this to increased administrative responsibilities and uncertainty around contracts. Participants also indicated that they found it difficult to achieve a work life balance in their current institutional contexts. Other participants felt that they required administrative support to perform their academic duties, whereas they found themselves involved in administration that was unproductive with reference to their academic work. Over half of respondents indicated that they were satisfied with their jobs. This was attributed to the levels of autonomy that they enjoyed within their research areas.

CHAPTER 4

Perceptions of current teaching environment

4.1 INTRODUCTION

This chapter examines academics' perceptions of support for teaching activities within their institutional contexts. Their involvement in various teaching activities was also explored. The expectations, and more specifically regulatory expectations, set by institutions are assessed and their attitudes to a range of teaching issues are examined.

4.2 RESOURCES FOR TEACHING

Classroom conditions; technology for teaching and library services were rated positively by participants. Charts 15, 16 and 17 illustrate the data.

Chart 15 Classroom conditions (%) - detailed data available in annex
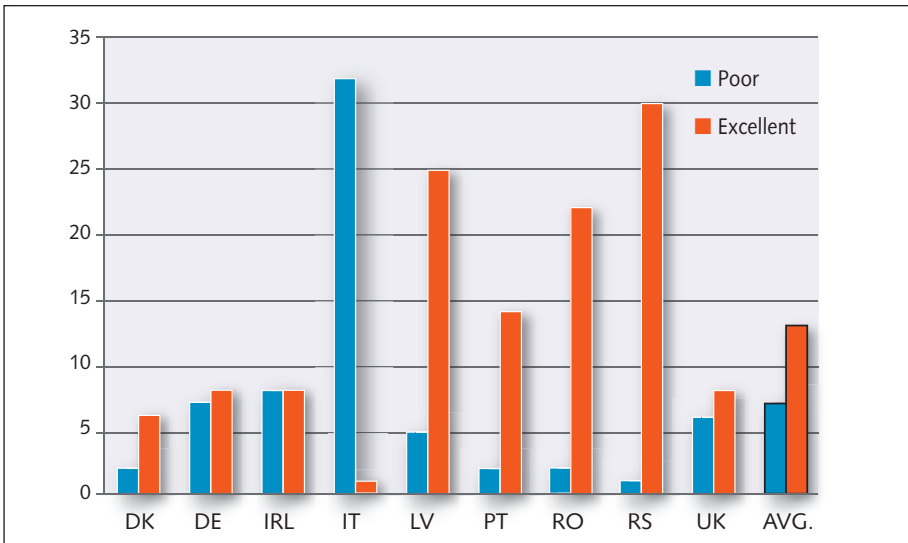
Chart 16 Technology for teaching (%) - detailed data available in annex
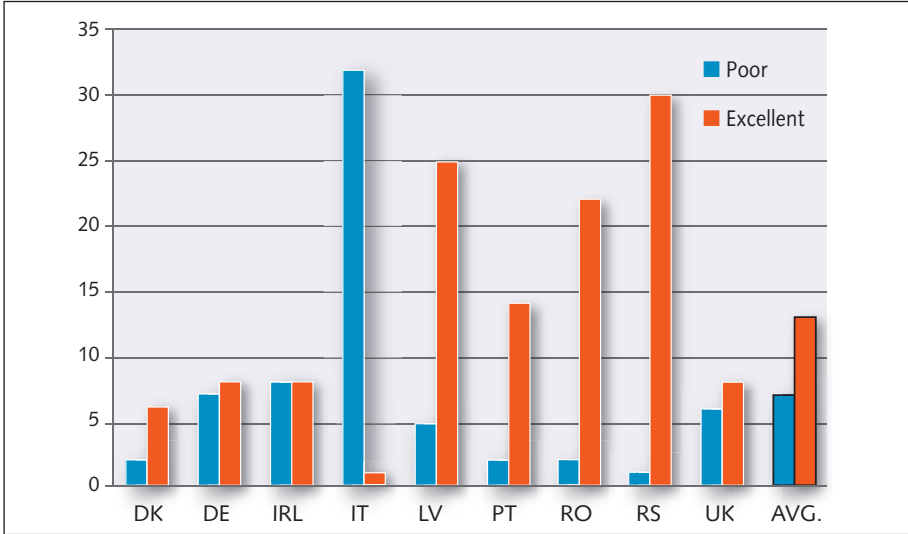
Chart 17 Library facilities and services (%) - detailed data available in annex
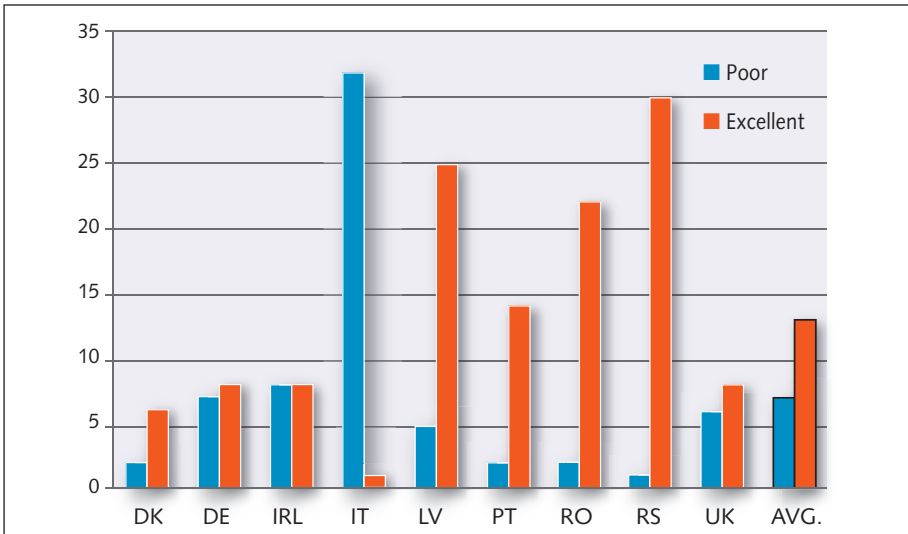
Italian academics did not rate classrooms, technology for teaching and library facilities highly compared to their other European colleagues. One Italian academic attributed the decline in facilities to funding cuts and referred to using personal resources to address the situation concerning lack of books:

48

> *Moreover, the reduction of economic resources has conditioned and is conditioning the quality of the equipment necessary to satisfy our research and study needs. Concerning my disciplinary sector (Labour Law) one of the worst problems is the terrible reduction of funds to buy books and anything that is necessary to guarantee a good organisation and management. Often we try to face this situation by using our personal economic resources. It is so painful to see the deterioration in a cultural heritage built up in the years* **[Professor, Italy].**

Other aspects of the teaching environment across the countries were not rated as positively. The lack of funding for teaching-related activities was referred to by academics in Italy (54%), Latvia (48%) and Romania (46%). Chart 18 illustrates the data.

Chart 18 Funding for teaching (%) - detailed data available in annex
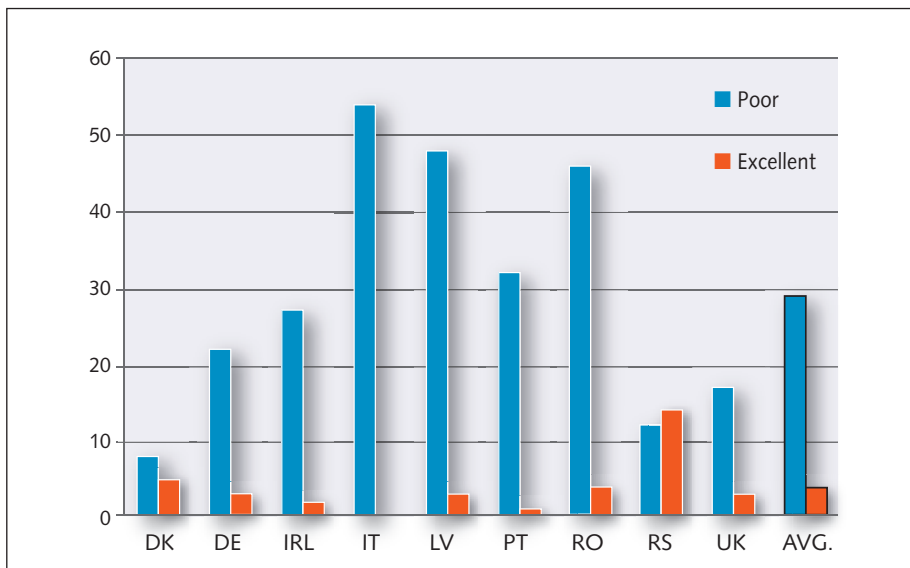
The lack of teaching support staff also emerged as an issue. Chart 19 illustrates the data.

Chart 19 Availability of Teaching Support Staff (%) - detailed data available in annex
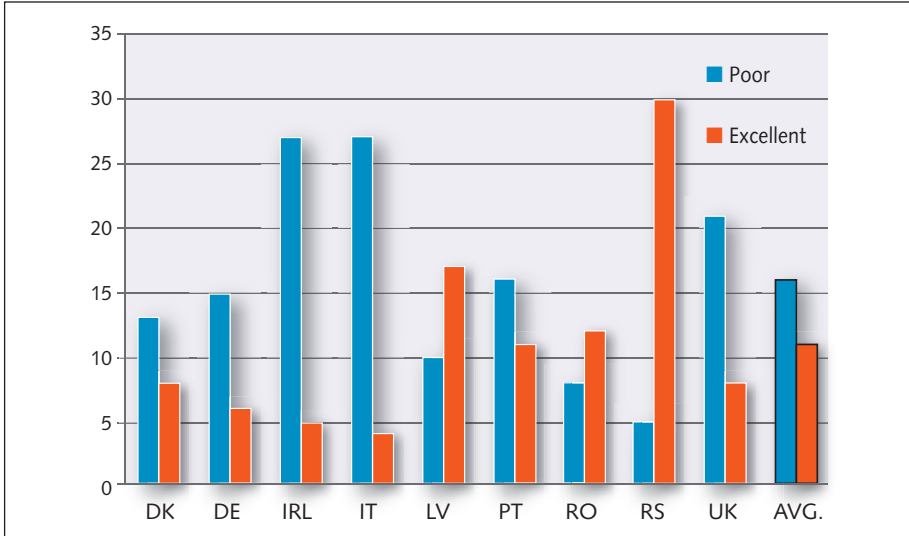
This was referred to by academics in Ireland (27%), Italy (27%) and the UK (21%).

Almost two fifths of participants (39%) viewed management as being supportive of teaching activities. Chart 20 illustrates the data. Over two thirds of Italian academics (68%) and over half of UK academics (52%) disagreed with this view.

Chart 20 There is a supportive attitude of management towards teaching activities
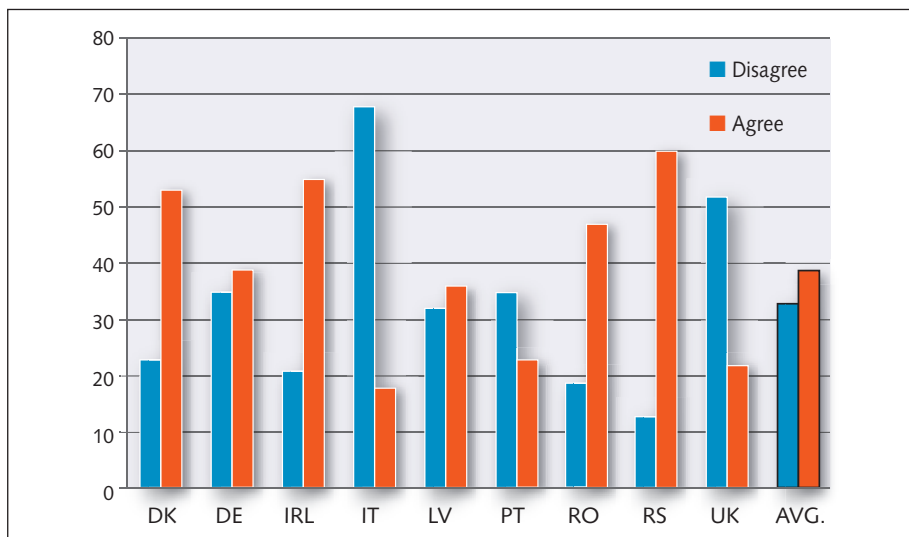
Mixed views emerged among interviewees with reference to the levels of support offered by university management in relation to teaching activities. One Italian academic commented:

> *Teaching activities seem to have deteriorated in a context that can be described as "service provider/consumer" in which the relationship with your students has changed since they are seen like a foreign body, an annoying optional imposed by the car factory to buy a new car* **[Lecturer, Italy].**

A Portuguese academic suggested that management in her institution was supportive of teaching but was constrained by the reduction in funding:

> *Yes, for teaching activities, I think they provide the necessary means. Because I also understand that there's not much money. We manage to reconcile the resources. It's almost as if we were a family. We have to understand each other's needs. I don't mind having to share* **[Lecturer, Portugal].**

Over two fifths of respondents (45%) pointed to a lack of adequate and quality teacher training at institutional level. Chart 21 illustrates the data.

Chart 21 Adequate training courses for enhancing teaching quality (%) - detailed data available in annex
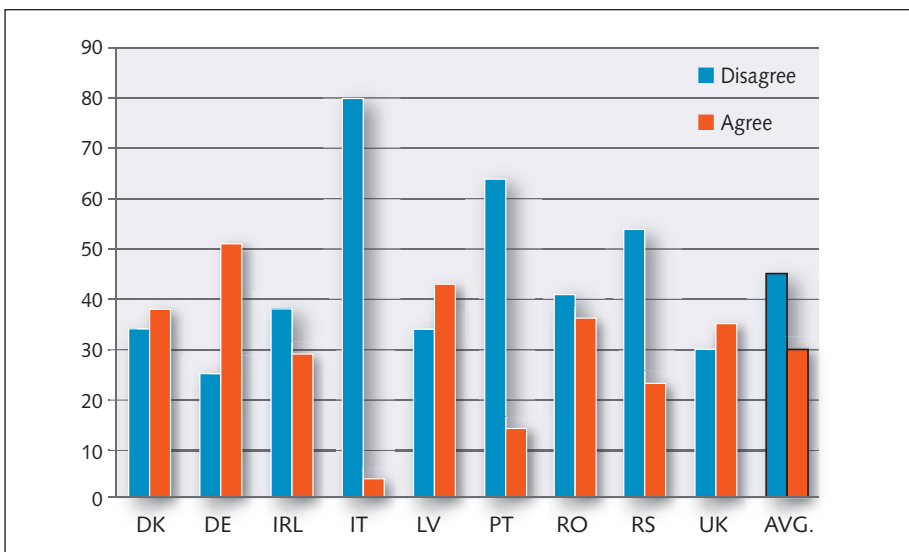
The majority of Italian (80%) and Portuguese (64%) academics viewed training for teaching in their institutions as inadequate. An Italian academic suggested that at institutional level it was perceived that if you were a good researcher, you were also a good teacher:

> *In my institution, for example, we have no support in teaching, no training courses – as if being a good researcher immediately entitles you as a good teacher – and there is a very limited care for internationalisation* **[Lecturer, Italy].**

An Irish academic expressed the view that there was no external review of his teaching:

> *There are schemes for student evaluation of classes; those are voluntary, you can participate in those or not and I have done on occasion and not but there is no real external overview of what I'm doing independent of what I say I am doing* **[Lecturer, Ireland].**

One third of respondents (33%) indicated that they were encouraged to improve their instructional skills in response to teaching evaluations, almost two fifths (39%) indicated that they were not. Chart 22 illustrates the data.

Chart 22 Encouraged to improve instructional skills as a result of evaluations (%) - detailed data available in annex
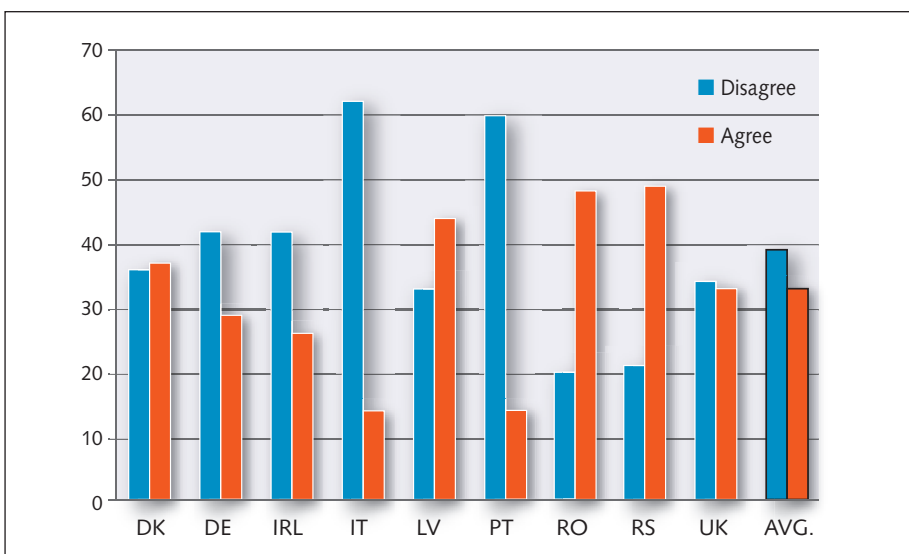
Just over half of participants (51%) indicated that their institution was not supportive of research activities that informed teaching. Chart 23 illustrates the data.

Chart 23 Institution supportive of research activities that inform teaching (%) - detailed data available in annex
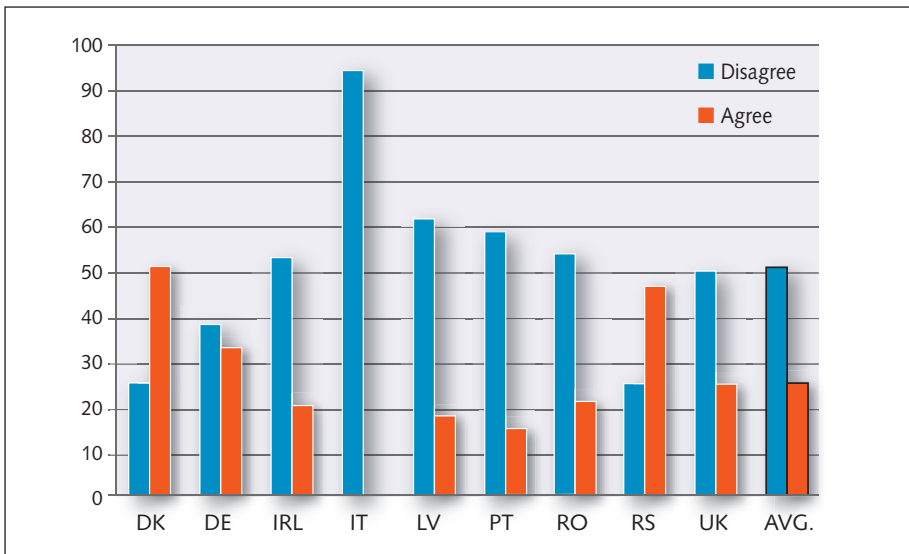
An overwhelming majority of Italian academics (95%) were of this view. Research led teaching was viewed as challenging. One Irish academic attributed this to a lack of readiness on the part of students to engage with such an approach:

> *We recently had a school review and we were encouraged to be research led, to engage in research led teaching and ideally that would be what you would do but the number of students taking my subject has increased over the years and at the same time it is a subject within an arts degree and the points of the arts degree have fallen so we have more less well equipped students taking our subjects and we feel obliged to provide sort of general introductory modules which often have little or nothing to do with our teaching or our research. It is only really final year, master level that you are able to really do anything that is research led, which means that a lot of the time teaching is a distraction from research and research is a distraction from teaching and that's not the way it should be* **[Lecturer, Ireland].**

4.3 DECISION MAKERS IN RELATION TO THE TEACHING FUNCTION

In relation to the allocation of teaching workload, the majority of participants (41%) attributed this function to their School manager. Chart 24 illustrates the data.

Chart 24 Decision makers with reference to determining overall teaching load of faculty (%)

COUNTRY	GOVERNMENT OR EXTERNAL STAKEHOLDERS	INSTITUTIONAL MANAGERS	SCHOOL MANAGERS	FACULTY COMMITTEES/ BOARDS	INDIVIDUAL FACULTY/STAFF	STUDENT (N)	TOTAL
DK	1	29	47	17	6	0	607
DE	31	32	23	10	4	0	909
IRL	18	41	36	3	1	0	888
IT	0	35	40	25	0	0	1598
LV	0	17	62	10	11	0	518
PT	1	19	45	31	4	1	899
RO	14	22	29	26	8	1	879
RS	11	25	45	11	8	0	506
UK	1	33	45	13	9	0	1789
Average	**9**	**28**	**41**	**16**	**6**	**0**	**8593**

A minority of individual staff members decided their teaching hours (6%).

With reference to the approval of new academic programmes, the majority of participants (30%) attributed this role to the institutional managers. Chart 25 illustrates the data. School managers were also identified as playing an important role in this area (25%). Over half of academics (51%) in Portugal attributed this role to Faculty committees or boards. In Germany (36%) and Serbia (37%), government and external stakeholders were identified as playing a significant role.

Chart 25 Decision makers - approving new academic programs (%)

COUNTRY	GOVERNMENT OR EXTERNAL STAKEHOLDERS	INSTITUTIONAL MANAGERS	SCHOOL MANAGERS	FACULTY COMMITTEES/ BOARDS	INDIVIDUAL FACULTY/STAFF	STUDENT (N)	TOTAL
DK	25	27	32	15	1	0	587
DE	37	37	11	14	1	0	867
IRL	8	52	16	23	1	0	886
IT	16	14	47	23	0	0	1598
LV	12	39	23	24	2	0	517
PT	3	15	27	51	4	0	887
RO	19	23	25	32	2	1	887
RS	37	22	35	4	2	0	505
UK	2	41	16	38	3	0	1788
Average	**18**	**30**	**26**	**25**	**2**	**0**	**8522**

When it came to the evaluation of their teaching, over a quarter of participants (29%) indicated that School managers were responsible for this. Chart 26 illustrates the data.

Chart 26 Decision makers - evaluating teaching (%)

COUNTRY	GOVERNMENT OR EXTERNAL STAKEHOLDERS	INSTITUTIONAL MANAGERS	SCHOOL MANAGERS	FACULTY COMMITTEES/ BOARDS	INDIVIDUAL FACULTY/STAFF	STUDENT (N)	TOTAL
DK	5	17	31	27	7	13	581
DE	6	27	22	14	16	15	889
IRL	4	20	31	6	20	18	850
IT	18	7	18	23	30	3	1598
LV	3	30	38	17	5	7	521
PT	2	26	33	31	3	5	888
RO	4	13	30	32	5	17	868
RS	3	17	30	17	8	26	502
UK	2	15	25	18	22	18	1772
Average	**5**	**19**	**29**	**21**	**13**	**14**	**8469**

Faculty committees (21%) also played a role in this area, particularly in Romania (32%), Portugal (31%) and Denmark (27%). Students did not play a major role (14%) across the countries in the evaluation of teaching. In Serbia, over a quarter of students (26%) were involved in the evaluation process. In Italy, almost a third of individual

staff members (30%) evaluated their own teaching. One Italian academic referred to the bureaucratic nature of student evaluations:

> *Teaching evaluation, at present, is too often seen as a bureaucratic duty with no effective finality and is based on a set of very broad students questionnaires usually being collected too early during the courses* **[Lecturer, Italy].**

Some academics did not perceive that teaching was of importance with reference to career development or progression:

> *On the other hand, you don't get anything for your teaching performance in relation to an academic career. No recognition, nothing. It is absolutely irrelevant if I make an effort or not. No one cares about that here and I believe no one in German higher education cares about that* **[Lecturer, Germany].**

While academics found the evaluation of teaching stressful nevertheless the need for accountability was acknowledged:

> *So if there is something at the moment that I would describe as being onerous or particularly stressful, we would have evaluations of our teaching and they are conducted centrally but for me personally I have been doing that for years with the students anyway so it doesn't hold any major concern or difficulty for me. I think that fundamentally if you are going to engage in work with the public and from the public funds, then you have got to be aware of the accountability dimension of it. So I wouldn't have a problem with that* **[Lecturer, Ireland].**

Over one third of participants (35%) indicated that institutional managers set the standards for admission to undergraduate programmes in their institutions. Chart 27 illustrates the data.

Chart 27 Decision makers - setting admission standards for undergraduate students (%)

COUNTRY	GOVERNMENT OR EXTERNAL STAKEHOLDERS	INSTITUTIONAL MANAGERS	SCHOOL MANAGERS	FACULTY COMMITTEES/ BOARDS	INDIVIDUAL FACULTY/STAFF	STUDENT (N)	TOTAL
DK	43	25	21	10	1	0	558
DE	18	29	20	29	4	0	890
IRL	15	51	18	13	2	0	888
IT	8	12	52	26	1	0	1598
LV	4	62	16	17	2	0	503
PT	2	16	32	46	4	0	892
RO	6	32	20	40	2	0	893
RS	35	34	25	5	1	0	507
UK	4	54	16	19	6	0	1753
Average	15	35	25	23	3	0	8482

4.4 STUDENT DIVERSITY

Over half of participants (53%) indicated that student diversity had increased since they had started working in higher education. Chart 28 illustrates the data.

Chart 28 Since I started teaching the diversity of students has increased (%) - detailed data available in annex
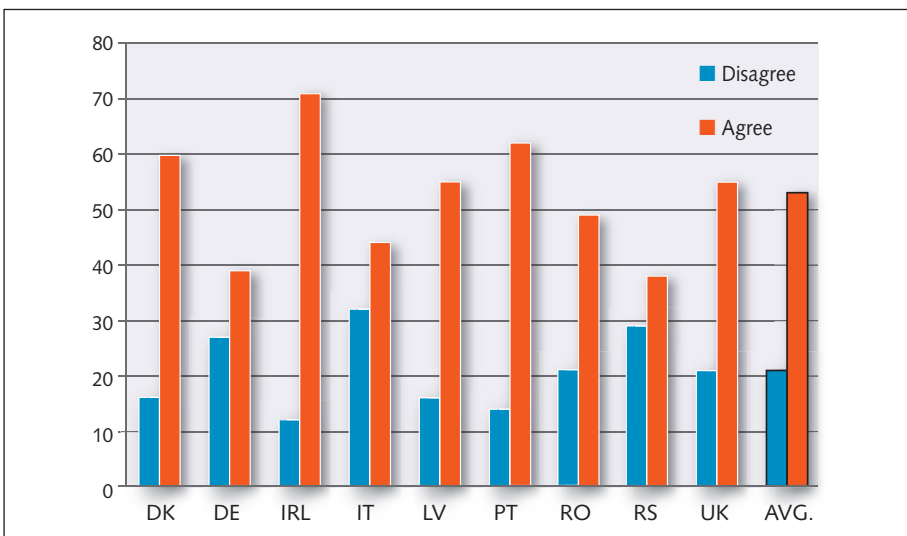
A majority of academics in Ireland (71%), Portugal (62%) and Denmark (60%) had observed this trend.

Some academics referred to students not having basic skills coming to courses. For many, this was related to lack of writing skills. One Italian academic expressed what was a common view among participants:

> *Every year seems to get worst, students have no writing skills – I spend most of my time on their dissertation proofreading their texts – and less and less communication skills. I am sure this had to do with a growing deterioration of our secondary schools.* **[Lecturer, Italy].**

Another academic referred to a lack of maturity on the part of students coming to university:

> *[…] students become younger and younger. And that's not good. We examine freshers' reflective skills […]. What we find out continually is that since these students are so young, they are at a stage of development which does not correspond to today's studies, they are not able to study or to do a practical training in schools* **[Lecturer, Germany].**

This view was echoed by an academic from Latvia who suggested that:

> *Students have become more demanding, but less willing to work individually and independently* **[Lecturer, Latvia].**

Another academic referred to the fact that students did not regard university as a place where they developed their knowledge:

> *I feel a dramatic change in the way University is seen by my students. University is no longer a place that gives you "opportunities" and "knowledge" and in which you develop yourself. University is no longer a place than can make "a difference" for your future. Maybe this holds true only with students in the humanities, but I have the impression that they simply don't care. They only need to pass the exam and get their degree* **[Lecturer, Italy].**

For another academic, student attendance was an issue and the pastoral element of his work had increased as a result:

> *[…] the amount, the actual standing in front of the class hasn't changed so much and you know one of the big problems, one of the big administrative problems we have is that while our student numbers have grown, our attendance, the attendance of the students that have arrived have been very*

> *poor so we have a huge number of absent students – we always had quite a large number of absent students but we have a much larger number of absent students now so where you see the effect of the increased student numbers is not much in the classroom but in the chasing people, following up – the pastoral elements and that's where the burden's increased.* **[Lecturer, Ireland].**

This view was echoed by a German academic who now deals with more students on an individual basis:

> *What has changed of course since I started here is that considerably more people come for consultation. And partly even with private questions that is not only 'how can I get better marks', but you see, they are people having just arrived here. So, the role of advisors has become so much more important* **[Lecturer, Germany].**

At graduate level, the majority of participants (79%) did not teach international students. Chart 29 illustrates the data.

Chart 29 Most of my graduate students are international (%) - detailed data available in annex

Participants identified the Bologna process as having had a major impact on higher education systems in their countries.
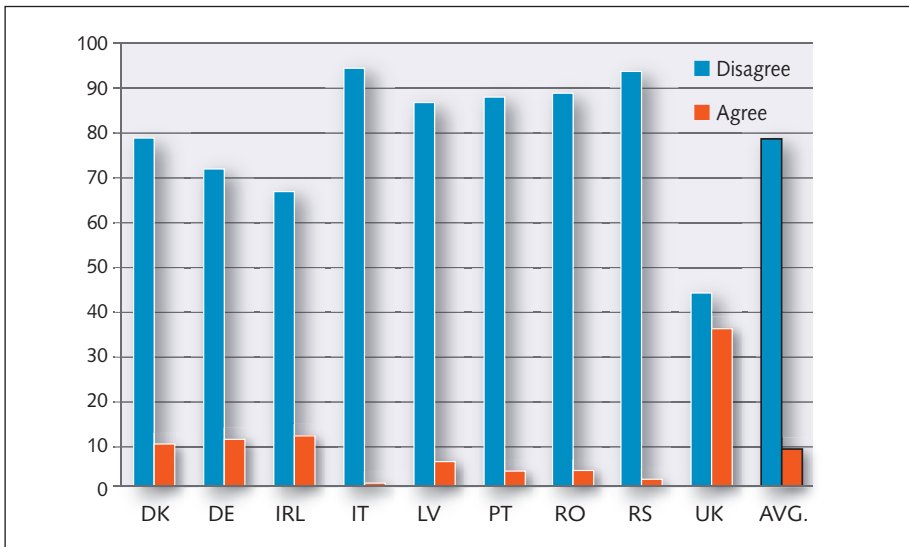
4.5 THE BOLOGNA PROCESS

Participants were asked to reflect upon the impact of the Bologna process on their working contexts. Chart 30 illustrates the data.

Chart 30 The Bologna Process has increased workload (% who agreed) - detailed data available in annex
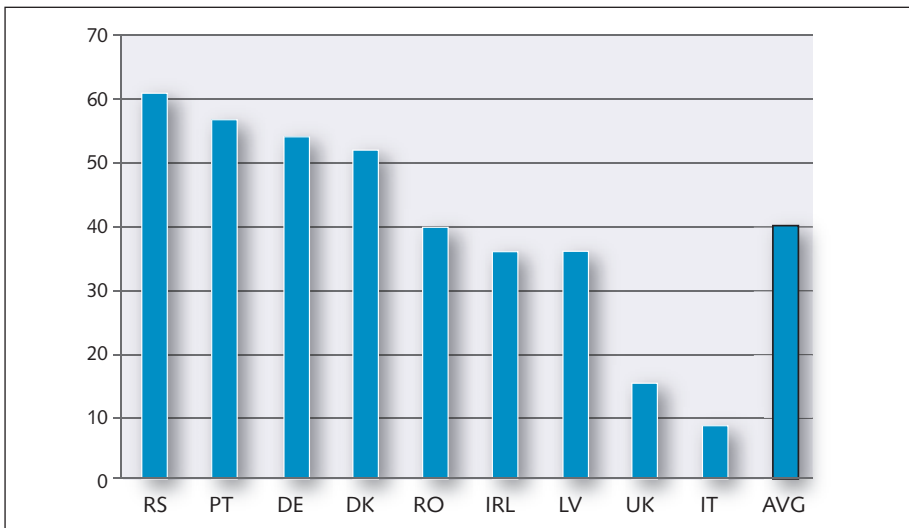
Two fifths (40%) of participants viewed the Bologna process as having contributed to an increased workload. This was especially noted by academics in Serbia (61%), Portugal (57%), Germany (54%) and Denmark (52%). Only a minority of academics in Italy (8%) and the UK (15%) viewed the process as having had an impact on their existing workload. Some academics referred to the use of university resources on the implementation of the Bologna process:

> […] basically, resources of the university were used for that. There was an agent for this Bologna process who was funded for the most part by university budget funding. And this burdened the administrative resources of the university. This clearly has to be said [**Professor, Germany**].

Another academic from Italy suggested that the Bologna process had resulted in making university education more like high school:

> [The] process of transforming the three-year undergraduate programs made university more and more similar to a high school. This prevents attempts of didactic experimentation and interaction between research and teaching [**Professor, Italy**].

60

One Danish academic suggested that the reforms associated with Bologna had resulted in the promotion of an instrumentalist view of education:

> *Many of the recent reforms lead to an instrumentalisation of education, knowledge and understanding. When you are required to make all teaching fit into 10 ECTS and modules of 7 weeks, where there are targets to meet and levels of competence to be measured and assessed at the next exam, it will most often interfere with your way of thinking. I know as an educator that we are experts in teaching students how to get high grades in exams. But what have they studied and learned?* **[Lecturer, Denmark].**

4.6 SUMMARY

A number of issues emerged in relation to academics' perceptions about support for teaching in their institutions. A majority of academics across the countries surveyed were of the view that teaching activities in general were underfunded, that there was a lack of teaching support staff and more administrative support for teaching related activities was required. A third of participants believed that management in their institution was supportive of teaching.

Participants in this study did not view the training provided for teaching as being adequate. The evaluation of teaching was regarded as a bureaucratic process that did not focus on developing teacher quality and a majority of participants across countries were of the view that they were not encouraged to improve the quality of their teaching as a result of evaluations. School managers were viewed as the primary evaluators of teaching. Students were not perceived as having an important role in this area. The evaluation of teaching was not taken seriously by their institutions, as it was not valued in terms of career development or progression. While the evaluation process was considered stressful, the need for accountability was also recognised.

Over half of the participants did not believe that institutions supported research activities that informed teaching. There were mixed views concerning the relationship between teaching and research. For some, it was considered essential in higher education, for others it was dependent on student readiness and capacity to engage in such an approach. There was a general acknowledgement by half of participants that they were teaching a more diverse group of students who presented with a range of needs and who required on going support. Two fifths of participants attributed their increased workload to the Bologna process.

CHAPTER 5

Perceptions of current research working environment

5.1 INTRODUCTION

This chapter examines participants' views about the research support and cultures within their institutions. They were asked about expectations around research funding, both internal and external pressures surrounding research and the role that publications played in career progression.

5.2 SUPPORTS FOR RESEARCH ACTIVITY

Almost one quarter of participants (24%) pointed to the lack of availability of research support staff. Chart 31 illustrates the data. This view was expressed by Irish (35%), Italian (35%), Latvian (28%) and Portuguese (28%) academics.

Chart 31 Availability of Research support staff (%) - detailed data available in annex

62
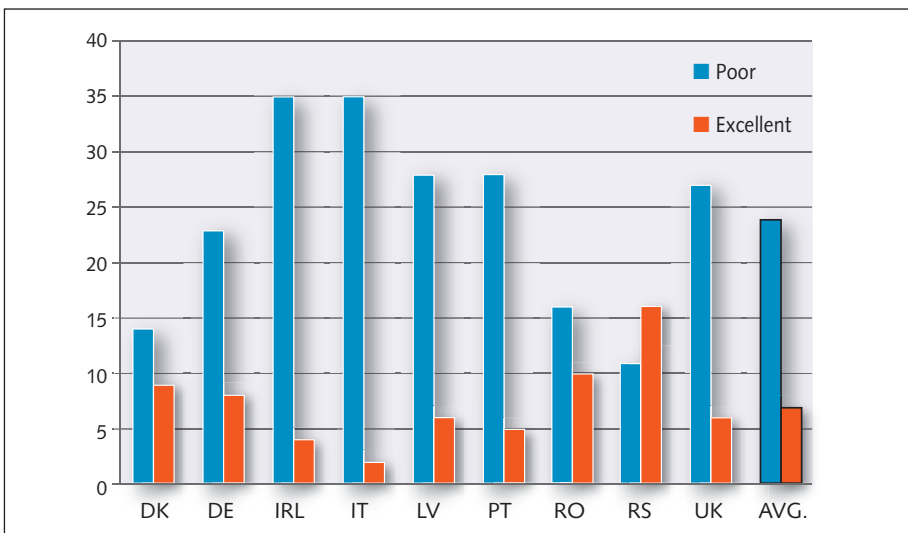
Participants were of the view that management in their institutions was supportive of research activities. Chart 32 illustrates the data. This was the case in Germany (60%), Denmark (53%) and Serbia (47%).

Chart 32 There is a supportive attitude of management towards research activities (%) - detailed data available in annex
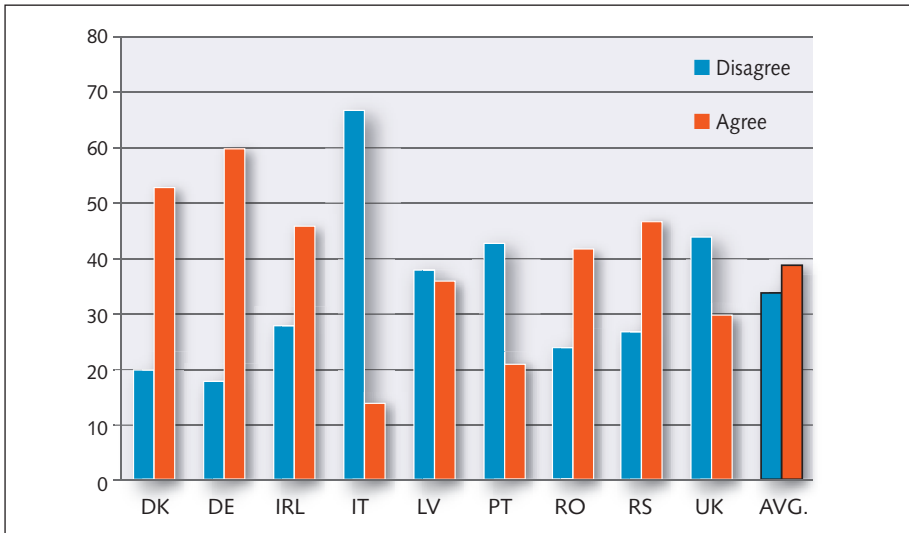
Over two fifths of participants (46%) did not consider that their institution provided adequate opportunities for leave. Chart 33 illustrates the data. Over half of academics in Germany (66%) the UK (58%), and Latvia (50%) expressed this view.

Chart 33 Institution provides adequate opportunity for leave (%) - detailed data available in annex
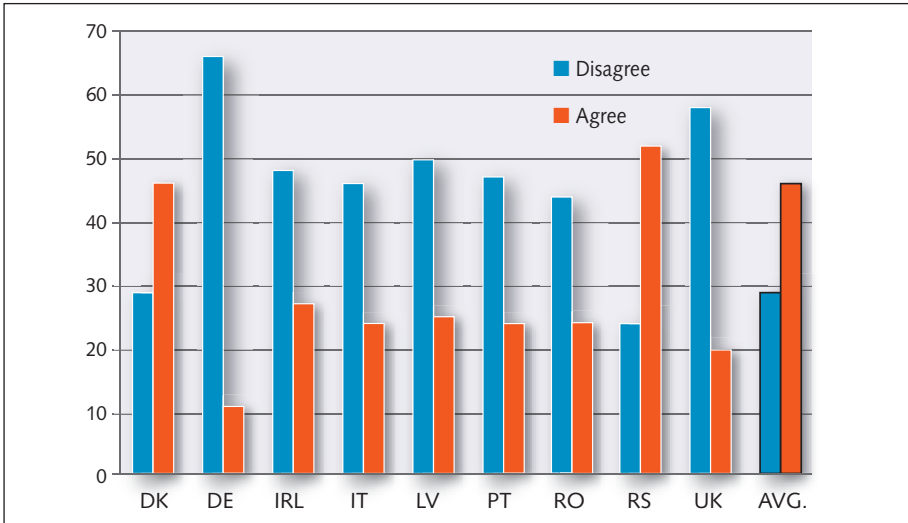
Over half of participants (54%) did not feel adequately supported by their institutions to attend national and international conferences. Chart 34 illustrates the data. This was the case for the majority of academics in Italy (87%), Romania (62%), Portugal (59%) and Latvia (57%).

Chart 34 I am provided with adequate supports to attend national and international conferences (%) - detailed data available in annex
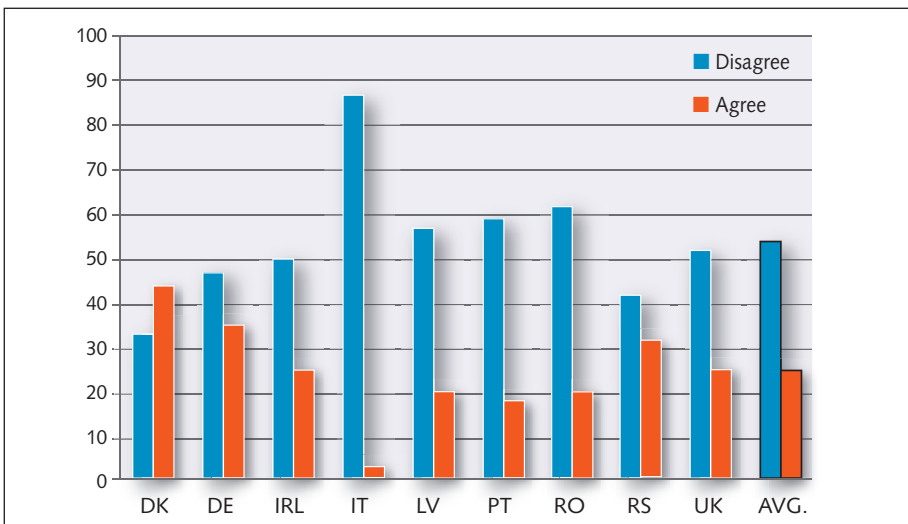
Participants referred to the obstacles that they encountered when they made decisions about attending conferences. One of the main challenges they faced was making up teaching hours lost when they attended conferences. One Portuguese academic reflected a shared view:

> *As regards the freedom to go to conferences, in fact I don't feel as free as I would like to be. I recognise the importance and the need to replace lessons. Naturally, I understand that it makes no sense to miss a lot of lessons to go to conferences. But sometimes it's a bit irrational… that we're not allowed to structure our lessons so that the students don't miss important material. And in fact, I avoid going to many conferences and other events. Because I have to replace the lessons. And in many subjects, given the conditions at the faculty – the lack of rooms, and students' lack of time – most of the time, it's impossible to replace the lessons. As it's impossible to replace them, in fact, I limit my conference trips, especially in Portugal. As for international conferences, there's also been a substantial reduction in my trips, also as a result of financial constraints, that's also true. When it's to present papers, I try to organise myself so that I can replace my lessons. I'm more interested in going to those conferences, but I don't go to many, because of the financial constraints, naturally* **[Lecturer, Portugal].**

Another German academic acknowledged that while the institution allowed her to go to conferences, the funding was an obstacle:

> *I can go to conferences whenever I want to. Funding however is another question* **[Lecturer, Germany].**

There was a recognition that there were no limitations imposed by institutions with reference to the type of conference attended:

> *Once that money is spent, it is spent, you can apply for grants and other stuff but even if you have spent the money and you are prepared to pay for the conference, there is nobody telling me what conferences I may or may not attend and in my discipline there is no conferences that you sort of have to attend for professional accreditation or anything of that nature, so I am more or less free to apply for conferences I wish* **[Lecturer, Ireland].**

Over one third (37%) of participants considered the availability of research funding to be inadequate. Chart 35 illustrates the data. A majority of academics (71%) in Latvia were of this view.

Chart 35 Availability of research funding (%) - detailed data available in annex
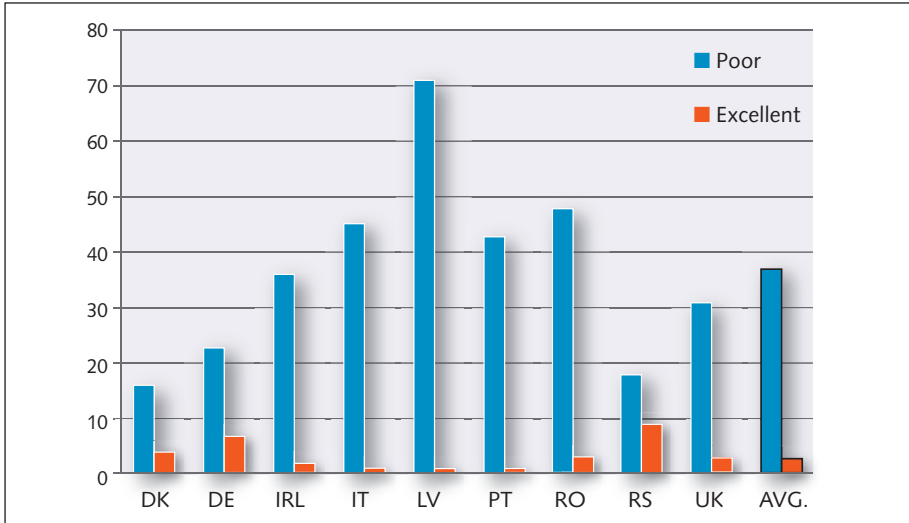
A number of issues emerged in the interviews with reference to research funding. For one academic it was viewed as a vital source of income, which resulted in academics vying for national and international research grants:

> *Because of the lack of funds for our research we are obliged to present national and international projects in order to get vital resources. What used to be an opportunity now has become an obsessive research of the "right" call in order to work* **[Lecturer, Italy].**

Time was also a factor that impacted upon conducting funded research. The duration of externally funded projects and the time required to complete the research was viewed as being unrealistic:

> […] *It would be great being not so dependent on those fast moving initiatives like the Excellence Initiative. In the scientific context, five years are very little. That's simply a short period of time."* **[Professor, Germany].**

5.3 INSTITUTIONAL EXPECTATIONS AND RESEARCH FUNDING

The majority of respondents (70%) indicated that there was increased institutional pressure to raise external research funding since the time of their appointment. Chart 36 illustrates the data.

Chart 36 The pressure to increase external research funds has increased since my first appointment (%) - detailed data available in annex
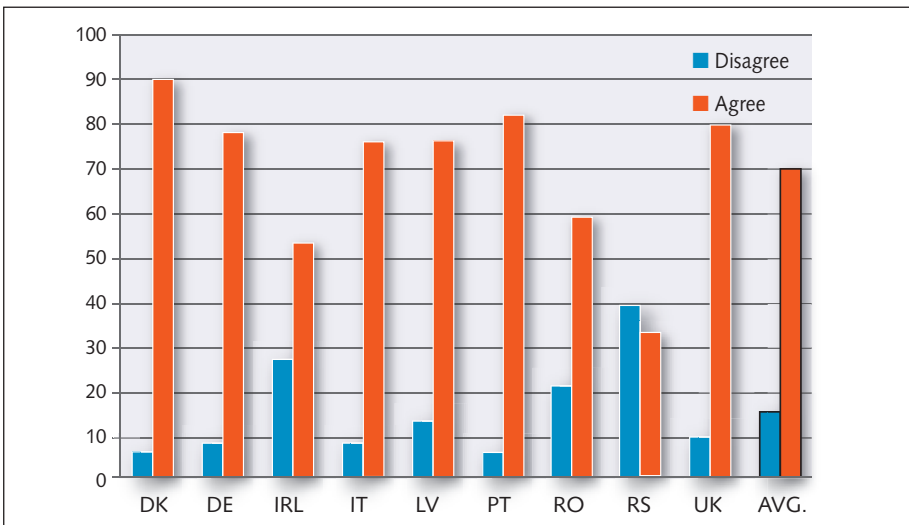
A high proportion of academics in Denmark (90%), Portugal (82%) and the UK (80%) agreed with this view. One academic whose views represented the majority of participants interviewed commented:

> *With the growing reduction of internal and public funding to research, the necessity to raise external funds has grown up. This is a major worry of any researcher and almost a nightmare for researchers, as I am, in the humanities. A lot of my time is spent in project planning and application for external funds with a very low success rate compared with the time spent on it* **[Professor, Italy].**

5.4 SUPPORTS FOR PUBLICATION

Over half of participants (53%) did not consider that their institutions provided adequate supports to facilitate their publications. Chart 37 illustrates the data.

Chart 37 I am provided with adequate supports to facilitate my publications (%) - detailed data available in annex
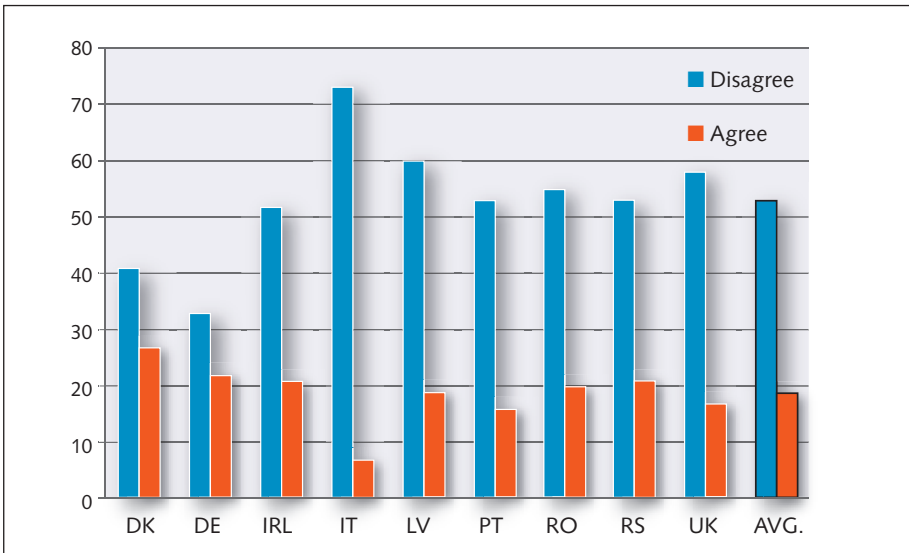
A majority of Italian (73%), Latvian (60%) and UK (58%) academics were of this view. Participants acknowledged (79%) that there was increased institutional pressure to publish in international high ranked journals. Chart 38 illustrates the data.

Chart 38 There is increased pressure to publish in international high ranked journals (%) - detailed data available in annex
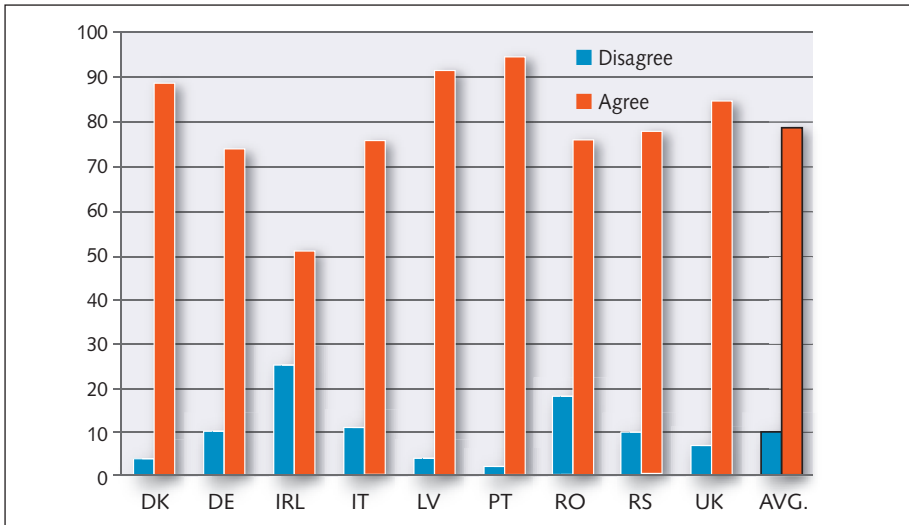
A majority of academics in Portugal (95%), Latvia (92%), Denmark (89%) and the UK (85%) acknowledged this to be the case. A number of issues emerged in the interviews with reference to publications. For one academic, the growing pressure to publish in high profile journals has meant that there is an absence of non-mainstream topics:

> *In order to have your work published in high profile journals you must adapt to their publication criteria and interests, there is an implicit selection which penalises "non mainstream" topics. To have publications in journals with high Impact Factor and to find a lot of your quotes. To obtain a lot of funds for your research. The worst: to increase the level of conformism* **[Lecturer, Italy].**

The international aspect of publishing was also considered important. For another academic, this meant spending time abroad and publishing papers in English:

> *[…] Well, the demands to spend some time abroad increase, but also to publish and present papers in English* **[Lecturer, Germany].**

The promotion of the international dimension was viewed as presenting a number of difficulties particularly with reference to national research:

> *Well this is a contentious issue at the moment because […] there is now a huge emphasis on international publication, publication in international journals or publishers outside the Irish state so […] it is almost like a 4 legs good, 2 legs bad type of mentality – you have the international is good, the Irish is bad and […] I find it a rather strange mentality. I think it is damaging because I think as an Irish national academic community, we have to support our own institutions, our own societies, our own journals to keep them, you know, viable, to keep them up to the standards of those of other countries.* **[Lecturer, Ireland].**

5.5 PUBLICATIONS AND CAREER PROGRESSION

The majority of academics across the nine countries (77%) agreed that publications and citations influenced career progression. Chart 39 illustrates the data.

Chart 39 Publications and citations influence career progression (%) - detailed data available in annex
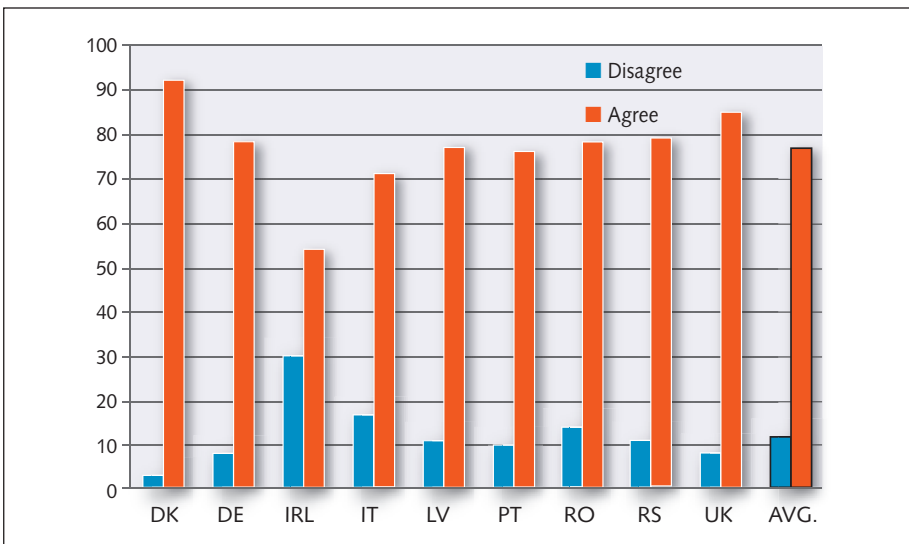
5.6 SETTING RESEARCH PRIORITIES

In terms of setting internal research priorities, almost one third (30%) of participants attributed this function to institutional managers. Chart 40 illustrates the data. This was the perception of academics in Ireland (48%), Denmark (36%) and the UK (36%). Over a quarter (28%) viewed School managers as playing a role in setting internal research priorities. This was the case in Denmark (44%) and Portugal (35%). Individual staff members (16%) were not perceived as having a major role in this area, with the exception of academics in Germany (40%).

Chart 40 Decision makers - setting internal research priorities (%)

COUNTRY	GOVERNMENT OR EXTERNAL STAKEHOLDERS	INSTITUTIONAL MANAGERS	SCHOOL MANAGERS	FACULTY COMMITTEES/ BOARDS	INDIVIDUAL FACULTY/STAFF	STUDENT (N)	TOTAL
DK	2	36	44	10	9	0	562
DE	4	35	12	10	40	0	940
IRL	4	48	25	8	15	0	847
IT	10	19	26	43	2	0	1598
LV	5	34	28	26	8	0	512
PT	1	24	35	28	11	0	867
RO	1	17	23	41	17	1	864
RS	3	25	32	16	24	1	471
UK	2	36	25	18	20	0	1747
Average	**4**	**30**	**28**	**22**	**16**	**0**	**8408**

Over a quarter of participants viewed institutional managers (26%) as having responsibility for evaluating research. Chart 41 illustrates the data. This was the case in Ireland (37%), Latvia (32%) and the UK (32%). School managers (24%) were also identified as important decision makers when it came to evaluating research in Denmark (40%) and Serbia (33%). Individual colleagues (12%) were not perceived as having an important role in the evaluation of research.

Chart 41 Evaluation of research (%)

COUNTRY	GOVERNMENT OR EXTERNAL STAKEHOLDERS	INSTITUTIONAL MANAGERS	SCHOOL MANAGERS	FACULTY COMMITTEES/ BOARDS	INDIVIDUAL FACULTY/STAFF	STUDENT (N)	TOTAL
DK	12	31	40	10	7	0	469
DE	27	30	15	8	19	0	863
IRL	13	37	20	10	20	0	824
IT	23	14	15	29	20	0	1598
LV	11	32	21	31	5	0	471
PT	8	25	30	33	4	0	856
RO	10	20	25	35	10	1	869
RS	19	17	33	16	14	0	472
UK	12	32	20	24	12	0	1734
Average	**15**	**26**	**24**	**22**	**12**	**0**	**8156**

5.7 SUMMARY

There was a general recognition of institutional support for research activities. However, participants did not feel adequately supported to attend conferences and pointed to numerous obstacles such as, lack of time, inability to reschedule teaching duties and lack of funding opportunities.

Over a third of academics viewed the availability of research funding as inadequate. It emerged in interviews that institutions viewed research funding as an important source of income in order to secure and maintain vital resources. Over two thirds of respondents were of the view that there was increased pressure to raise external research funds since they were first appointed. This was attributed to the general cuts to funding allocated to higher education institutions.

Over half of respondents did not think that their institutions provided adequate support to facilitate their publications; and there was increased pressure to publish in international high ranked journals within their institutions. Reservations were expressed with reference to tailoring research to specific journals and there was a recognition that publishing papers in English was viewed positively within institutions. An over-emphasis on the international dimension was viewed by some academics as undervaluing the national research agenda. A majority of academics agreed that publications and citations influenced career progression.

Institutional managers and school managers were viewed by the majority of respondents as being responsible for setting internal research priorities. Over a quarter of participants (26%) were of the view that institutional managers had responsibility for evaluating research and almost a quarter (24%) attributed this function to School managers. The focus of such evaluations concentrated on capacity to raise research funds, volume of publications and the number of PhD graduates.

CHAPTER 6

Decision-making process and management approaches

5.1 INTRODUCTION

This chapter focuses on participants' views about communication, management styles, decision-making processes and their level of influence within the organisational structure of their institution.

6.2 PERCEPTIONS OF COMMUNICATION PROCESSES

A majority of participants viewed the communication processes in their institutions as inadequate (42%). Chart 42 illustrates the data.

Chart 42 There is good communication between management and academics (%)
- detailed data available in annex
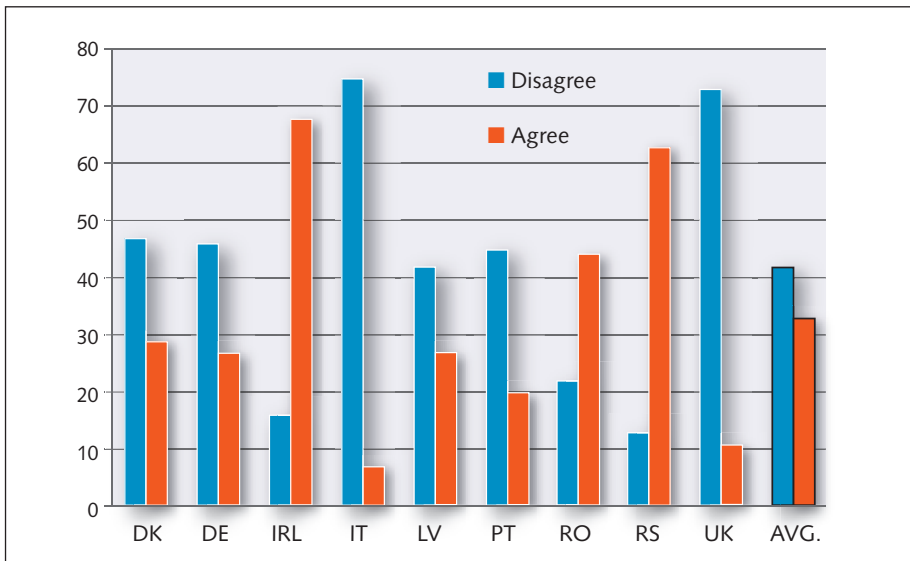
Over three quarters of academics in Italy (75%) were of this view and an almost equal number (73%) perceived this in the UK. However, in Ireland, almost two thirds of participants (68%) perceived communication processes as being good. While participants were of the view that communication between management and staff could be better, almost two fifths (39%) were in agreement that they were kept informed about what was going on in the institution. Chart 43 illustrates the data. Only a minority of Italian academics (9%) agreed with this view. One third of participants (33%) disagreed with the statement.

Chart 43 I am kept informed with what is going on at this institution (%) - detailed data available in annex
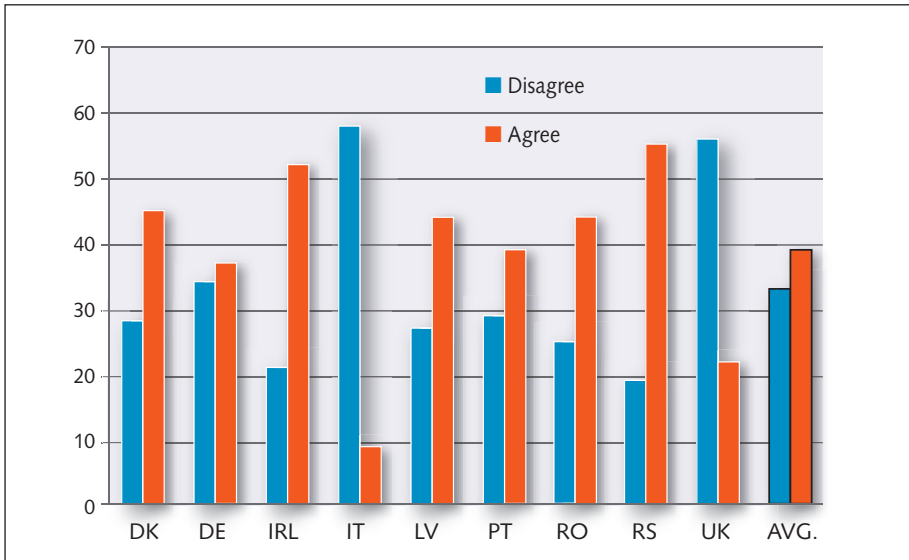
There were mixed views with reference to competent leadership provided by top-level management in the institution. Chart 44 illustrates the data.

Chart 44 Top-level management are providing competent leadership (%) - detailed data available in annex
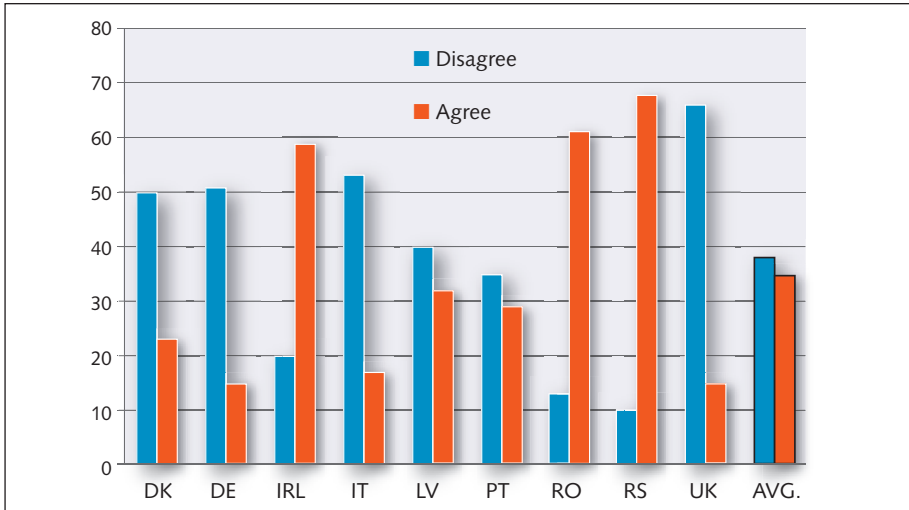
Participants were almost evenly divided in relation to this, over one third (38%) did not regard senior management as providing competent leadership, whereas over one third (35%) did. In relation to management style, over half of respondents (56%) were of the view that a top down approach predominated. Chart 45 illustrates the data.

Chart 45 There is a top down management style (%) - detailed data available in annex
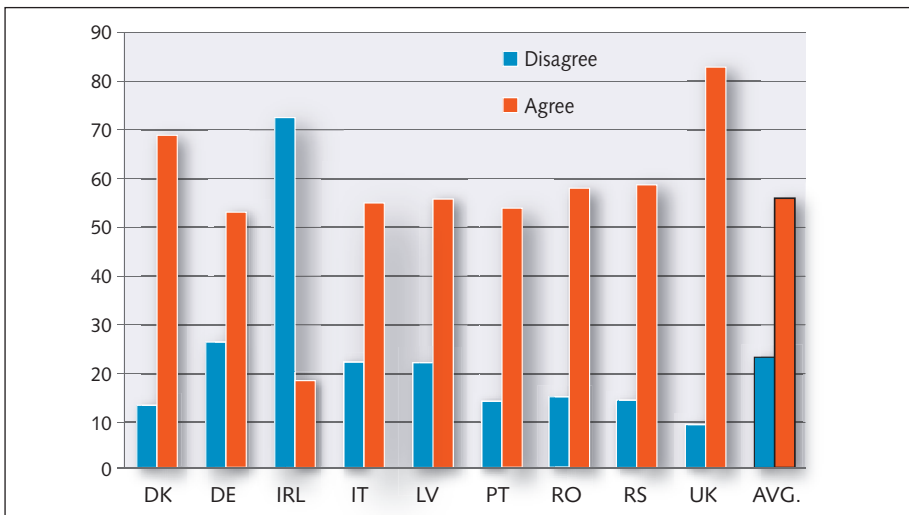
A majority of academics (83%) in the UK were of this view. In Ireland, less than one fifth (18%) of respondents considered this to be the case. One academic felt that a top down management approach was due to the restructuring of institutions:

> *There has been a reformulation in the way institutions are governed. Power has been centralised and the academic council has been designed to function centrally and be applied locally* **[Lecturer, Portugal].**

The majority of academics (55%) were of the view that institutional managers in the main made the decisions concerning budget priorities. Chart 46 illustrates the data.

Chart 46 Decision makers with reference to determining budget priorities (%)

COUNTRY	GOVERNMENT OR EXTERNAL STAKEHOLDERS	INSTITUTIONAL MANAGERS	SCHOOL MANAGERS	FACULTY COMMITTEES/ BOARDS	INDIVIDUAL FACULTY/STAFF	STUDENT (N)	TOTAL
DK	8	59	32	1	0	0	584
DE	30	47	13	8	2	0	968
IRL	16	68	13	2	0	0	885
IT	43	44	10	2	0	0	1598
LV	23	50	19	8	0	0	487
PT	7	59	29	3	2	1	882
RO	19	50	13	15	2	1	908
RS	28	55	11	4	2	0	502
UK	4	66	20	8	2	0	1794
Average	**20**	**55**	**18**	**6**	**1**	**0**	**8608**

The majority of academics (61%) were of the view that institutional managers made the decisions in relation to the selection of key administrators. Chart 47 illustrates the data.

Chart 47 Decision makers with reference to selecting key administrators (%)

COUNTRY	GOVERNMENT OR EXTERNAL STAKEHOLDERS	INSTITUTIONAL MANAGERS	SCHOOL MANAGERS	FACULTY COMMITTEES/ BOARDS	INDIVIDUAL FACULTY/STAFF	STUDENT (N)	TOTAL
DK	2	63	34	0	0	0	608
DE	11	64	14	6	5	0	983
IRL	6	77	14	2	1	0	890
IT	0	98	2	0	0	0	1598
LV	6	63	15	12	4	0	531
PT	17	50	22	8	2	1	883
RO	13	48	15	18	5	1	901
RS	1	27	39	3	29	0	510
UK	2	62	27	6	3	0	1780
Average	6	61	20	6	6	0	8684

Institutional managers were viewed as playing a key part in choosing new faculty. Chart 48 illustrates the data.

Chart 48 Decision makers with reference to choosing new faculty (%)

COUNTRY	GOVERNMENT OR EXTERNAL STAKEHOLDERS	INSTITUTIONAL MANAGERS	SCHOOL MANAGERS	FACULTY COMMITTEES/ BOARDS	INDIVIDUAL FACULTY/STAFF	STUDENT (N)	TOTAL
DK	1	34	55	6	3	0	603
DE	3	37	14	27	19	0	1013
IRL	5	54	32	9	1	0	881
IT	0	94	6	0	0	0	1598
LV	0	13	55	22	10	0	517
PT	1	12	42	40	6	1	895
RO	26	58	5	9	2	1	902
RS	1	23	56	7	12	0	512
UK	1	36	29	27	7	0	1774
Average	4	40	33	16	7	0	8665

Two fifths of participants (40%) indicated that institutional managers made the promotion and tenure decisions. Chart 49 illustrates the data.

Chart 49 Decision makers - making faculty promotion and tenure decisions (%)

COUNTRY	GOVERNMENT OR EXTERNAL STAKEHOLDERS	INSTITUTIONAL MANAGERS	SCHOOL MANAGERS	FACULTY COMMITTEES/ BOARDS	INDIVIDUAL FACULTY/STAFF	STUDENT (N)	TOTAL
DK	1	38	57	3	2	0	584
DE	15	49	19	10	7	0	968
IRL	3	68	20	9	1	0	885
IT	38	44	16	2	0	0	1598
LV	2	26	46	17	8	0	487
PT	2	28	32	33	5	1	882
RO	3	19	37	35	6	1	908
RS	3	25	56	8	8	0	502
UK	0	51	21	25	3	0	1794
Average	**8**	**39**	**34**	**16**	**4**	**0**	**8608**

Individual staff members across all of the nine countries were of the view that they were not part of the decision-making processes in relation to any of these issues.

6.3 PERCEIVED LEVELS OF INFLUENCE

Having influence is an important aspect of the working environment. For academics, the areas of influence start with their own department/school, faculty level and in the broader institutional context. There were mixed views with reference to being influential within their individual department/school. Chart 50 illustrates the data. Approximately two fifths of academics (39%) across the nine countries felt that they were influential. Academics in Latvia (24%) and in Ireland (21%) considered themselves very influential compared to academics in other countries. Almost a third of participants (31%) felt that they had a little influence. This was the case in Denmark (35%), Portugal (34%) and Germany (34%). Just over a fifth (22%) felt that they were not influential at all. This was the view expressed by academics in the UK (33%) and Italy (32%).

Chart 50 Influential at the level of department or similar unit (%)

COUNTRY	NOT APPLICABLE	NOT AT ALL INFLUENTIAL	A LITTLE INFLUENTIAL	SOMEWHAT INFLUENTIAL	VERY INFLUENTIAL	TOTAL (N)
DK	6	24	35	28	7	661
DE	8	26	34	26	6	1055
IRL	3	23	27	25	21	830
IT	27	32	30	9	3	1598
LV	4	14	25	33	24	514
PT	4	19	34	36	7	914
RO	12	13	32	32	11	932
RS	5	12	29	41	13	515
UK	3	33	31	23	10	1852
Average	**8**	**22**	**31**	**28**	**11**	**8871**

A mixed picture also emerged in relation to influence at faculty level. Chart 51 illustrates the data.

Chart 51 Influential at the level of faculty (%)

COUNTRY	NOT APPLICABLE	NOT AT ALL INFLUENTIAL	A LITTLE INFLUENTIAL	SOMEWHAT INFLUENTIAL	VERY INFLUENTIAL	TOTAL (N)
DK	4	63	21	10	2	659
DE	0	9	24	61	6	1051
IRL	7	68	14	9	3	905
IT	47	36	13	4	0	1598
LV	3	48	30	15	5	540
PT	6	59	26	8	1	917
RO	28	37	25	8	1	924
RS	15	37	30	16	3	503
UK	5	78	11	4	1	1848
Average	**13**	**48**	**21**	**15**	**3**	**8945**

A quarter of academics felt that they were influential at faculty level (25%). Over two fifths of German academics (41%) considered themselves to be somewhat influential. Academics in the UK (60%), Denmark (54%), Ireland (41%) and Italy (39%) did not view themselves as being influential at faculty level. Almost half of the participants (48%) felt that they were not influential in the wider institutional context. Chart 52 illustrates the data.

Chart 52 Influential at institutional level (%)

COUNTRY	NOT APPLICABLE	NOT AT ALL INFLUENTIAL	A LITTLE INFLUENTIAL	SOMEWHAT INFLUENTIAL	VERY INFLUENTIAL	TOTAL (N)
DK	4	63	21	10	2	659
DE	0	9	24	61	6	1051
IRL	7	68	14	9	3	905
IT	47	36	13	4	0	1598
LV	3	48	30	15	5	540
PT	6	59	26	8	1	917
RO	28	37	25	8	1	924
RS	15	37	30	16	3	503
UK	5	78	11	4	1	1848
Average	**13**	**48**	**21**	**15**	**3**	**8945**

In the UK (78%), Ireland (68%) and Denmark (63%) academics were in the main negative about the level of influence they had in the wider institutional context. In contrast, over two thirds of German academics (67%) viewed themselves as having influence in the wider institutional context.

6.4 DECISION-MAKING PROCESSES

The process that facilitates decision-making is important in the working environment. It emerged that nearly half of participants (44%) in this study experienced a lack of collegiality and participation in decision-making within their institutions.

Chart 53 illustrates the data.

Chart 53 There is collegiality/participation in decision-making processes (%) – detailed data available in annex
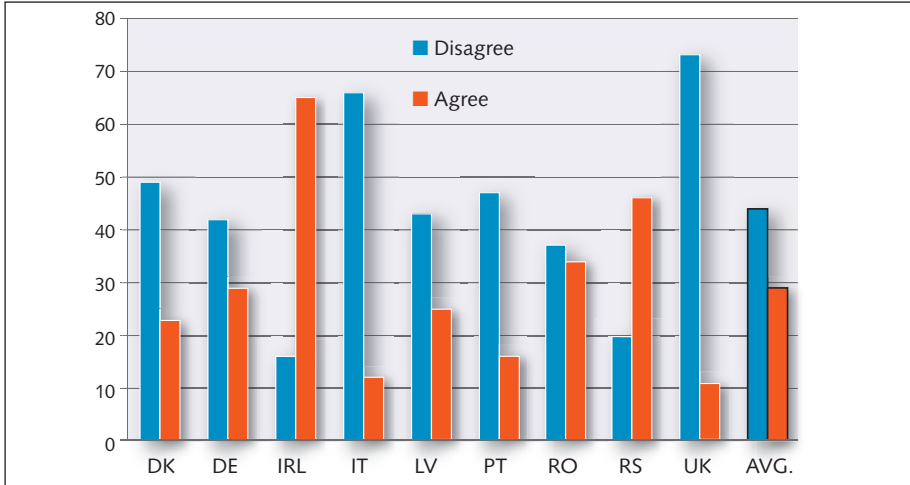
The majority of academics in the UK (73%) and in Italy (66%) were of this opinion. In Ireland, over two thirds of respondents (65%) believed that there was collegiality and participation in decision-making processes within their institutions. Over half of participants (51%) viewed the non-involvement of staff in decision-making as a real problem in the work environment. Chart 54 illustrates the data.

Chart 54 Lack of staff involvement in decision-making is a real problem (%) – detailed data available in annex
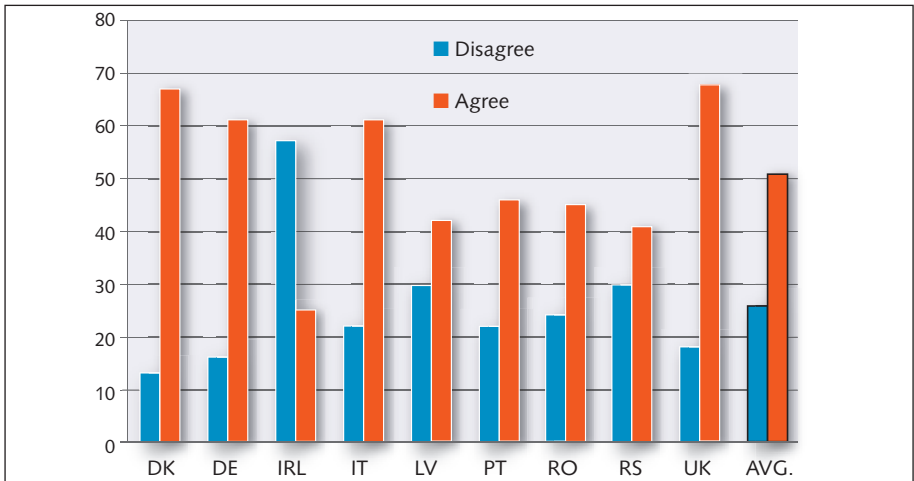
Two thirds of academics in the UK (68%) and Denmark (67%) held this view and over three fifths of academics in Germany (61%) considered this to be a real issue. Academics in Ireland (57%) did not hold this view.

6.5 TRADE UNIONS

Over two fifths of participants (42%) did not view trade unions as recognised partners in the decision-making processes within higher education institutions across the nine countries. Chart 55 illustrates the data.

Chart 55 Trade unions are recognised as partners in decision-making processes (%)

COUNTRY	SA				SD	TOTAL (N)
DK	16	41	25	13	6	574
DE	4	9	25	27	35	1002
IRL	7	20	28	22	23	814
IT	3	8	19	32	38	1598
LV	6	16	27	20	30	469
PT	1	8	32	29	30	896
RO	18	22	26	19	15	928
RS	20	14	40	13	12	505
UK	37	29	22	10	2	1835
Average	**13**	**19**	**27**	**21**	**21**	**8844**

6.6 SUMMARY

Participants were of mixed views with reference to communication levels within their higher education institutions. Two fifths felt that communication was not good, however, there were country variations. A higher proportion of academics from Italy and the UK were of this view, but academics in Ireland were satisfied with the levels of communication in their institutions. Some differences also emerged with reference to being kept informed about developments within the institution. A third of academics did not feel that they were kept adequately informed about what was going on at institutional level.

Opinions were almost equally divided with reference to the competency of leadership provided by institutional managers. Over half of participants perceived a top down management style in their institutions. Management style was attributed to the restructuring of higher education institutions that had taken place in the recent past. Participants were of the view that they were not involved in decision-making with reference to the determination of budgets; the selection of key administrators; choosing new faculty and promotion and tenure decisions.

Participants did not feel that they were influential at faculty or in a wider institutional context. Some differences emerged across countries. German academics viewed themselves as being influential at all levels of their institutions. Many participants were of the view that decision-making processes were not collegial. However, Irish academics did not share this view. For half of participants the non- involvement of staff in decision-making processes was perceived as a real problem.

CHAPTER 7

Academic work contexts

7.1 INTRODUCTION

A number of issues relating to the factors that impacted upon the academic workplace emerged during the interviews. Structural reforms in higher education featured prominently as an issue, particularly with respect to the impact of outside agencies on higher education institutions. Linked to this was the lack of investment in higher education, which in turn impacted on the daily working lives of academics in their institutions.

7.2 STRUCTURAL REFORMS AND CONTROL OF HIGHER EDUCATION

Participants were of the view that higher education across Europe was undergoing structural reforms that were dictated by agencies outside of the sector. These reforms were accompanied by demands for more accountability. One academic in Denmark suggested that many decisions about education were made by civil servants and outside agencies:

> *I work in a well-consolidated education unit with many students. We have our own daily leader, who refers to a Head of Education, who again refers to a Director of Education. And the Rector is on top. There is also coordination at the national level among all the same type of institutions; so many decisions are taken away from where the education takes place. I see it as a reform process, which began in the 80's and now is moving really fast […]. Some civil servants published a report on New Public Management in 2006, and that is what we are seeing introduced at the institutions now. The concept they had for education, modularisation, qualifications frameworks, competences, and the strong belief in targets and steering of what students learn. Researchers have for many years argued that this is not possible, but with no effect* **[Lecturer, Denmark].**

An Irish academic referred to the impact of structural reform where higher education institutions are expected to respond to policy initiatives and work within the limits set out within national guidelines. While he acknowledged that higher education

institutions retained a certain levels of autonomy, he observed that they were monitored more closely by outside agencies:

> *The Institute has to respond to issues around national policy so there are reports produced and the whole structure of higher education has been laid out in national reports in our case, the Hunt Report. We also see other areas like apprenticeship now has been reviewed and again the national report has been produced there so [...] we have to work within the confines of those national reports and policies, [...] we still have a certain amount of autonomy where we can work but there are limits as to how far we can go* **[Head of School, Ireland].**

Increased monitoring has resulted in higher levels of bureaucracy where academics are expected to report on their activities. This was especially frustrating for one Danish academic who felt that there was too much emphasis on this:

> *It has become worse because of the constant checking and reporting. All the indicators which have been developed since 2008 and onwards, require that we report everything we are involved in doing: participating in conferences, what we relate to mass media, how many hours we teach, and how many students we are guiding and counselling. Almost reporting minute by minute. And it has grown dramatically* **[Lecturer, Denmark].**

An academic from Latvia was obliged to write a daily report about her activities. In her view, the bureaucratic requirements were too onerous. This was reflected in requirements set by the Ministry for Education where a colleague on very poor wages was expected to report on her research progress on a monthly basis. She was concerned that low levels of funding and high bureaucratic requirements would negatively impact on research output:

> *The reporting is extremely high. I have to write a report on every day [...] I work at the Institute, and that is an obstacle to the research work. The bureaucracy is so high, and there is no support from the ministry. We are used to that, and we are always ready for the worst scenario. If I dream about the needs – then first it is funding. In Latvia the research funding is the lowest among the EU countries, and adding the money of the ESF does not improve the picture of statistics. The second aspect – decreasing the bureaucracy. For example, my colleague receives €175 per month, which is about half from the minimum salary and she has promised to write an article on the basis of data. She has to report to the Ministry every month, what exactly she has*

> *done during the 10 hours of work during a week! If the outcome of her work is an article, why should she report on every 10 paid hours? If she goes to a conference, which takes place on Saturday, she is not allowed to report that because then it has to be paid differently. I have heard form older colleagues that even during socialism there have not been so strict reporting rules. In summary I want to say, that the low funding combined with high bureaucracy is the biggest risk to the development of the research sector in Latvia. Low funding cannot result in high results. Then the bureaucracy says – you have no excellent results, why should the funding increase* **[Lecturer, Latvia]**

The increased level of bureaucracy was also referred to by an academic from Romania. He pointed to the frequent changes in reporting formats, which he considered time consuming:

> *Working in internal and external research programs financed by public money, the bureaucratic background of these is high, excessively high on my opinion, […] the frequent changes of bureaucratic forms, i.e. reports, supporting documents and so on, is too often. Then the necessary time to resolve all these documents is increasing* **[Lecturer, Romania]**.

7.3 Lack of resources

The implications of decreased funding for the sector affected many aspects of the working environment in higher education. One key area was the non-replacement of staff. An academic from Italy expressed the view that institutional investment had diminished and expectations on existing staff had increased. The non-replacement of staff had resulted in higher workloads. This had occurred in a context where a wage freeze had existed over a five-year period and there was little prospect of this being lifted. Equally, in such a climate there were few opportunities for career development:

> *Work has worsened in the years, the rhythm has increased as well as the administrative duties. The didactic activities have also increased because there are fewer professors and in research, there are more expectations to be met with less and less resources. Meanwhile, opportunities to develop our careers have almost disappeared. We are now at the point of having had our wages blocked for almost five years and no chance to see them increasing again in the next future* **[Professor, Italy]**.

An academic from Romania described a similar situation. He commented on a decline in institutional support for the work of academics, a reduction in salaries and minimum investment in basic infrastructure:

> *Institutional support is…reduced. I can say that institutional support is reduced as to the payment of salaries and minimum infrastructure (electricity, water, office…)* **[Lecturer, Romania].**

The current pressures in the work environment of academics made a career in academia an unattractive prospect. One academic from Ireland was of the view that young people entering academic life faced many challenges, particularly the deterioration in working conditions:

> *[…] it now takes young academics coming into it, possibly 20 years or 25 years to achieve to get to the top of their scale* **[Head of Department, Ireland].**

This view was echoed by an academic from Latvia. She observed that the number of contact hours had increased and the salary levels in the academic profession was lower than in most other professions. She also suggested that management in her institution did not listen to her views and many academics did not complain as they felt insecure in the current context:

> *From outside, everything seems to be very nice at the University – there are outstanding international contacts, huge imposing buildings (a new University campus is under construction, where all the sciences should move in 2015; I.T.). On everyday level, the number of contact hours increases, number of student per group increases, there is no funding and free time for research, the salary is lower than a school teacher's salary and lower than the average earnings in Latvia. More and more often I have a feeling that I work at the conveyer. Am I listened? The administration partly listens to heads of departments, but not to anybody lower than associated professors and professors. To be true, everyone feels insecure for his/her own place and do not express their complaints. I think that the University administration does not listen to anybody* **[Lecturer, Latvia].**

The lack of overall investment in higher education was perceived as having a direct impact on the generation of knowledge. A German doctoral student who had teaching responsibilities suggested that the availability of funding streams directed research into some areas and not others. In her view academics were forced to pursue areas that attracted funding and consequently other areas are neglected:

> *Since external funds are more and more important for research, I believe that the influence on research projects and on what is generated as knowledge is increasing. May it be the DFG or a ministry. Anyway, you have to press the right button if you want them to say 'ok, it sounds like it's reasonable to fund that'* **[Doctoral student, Germany].**

86

It was observed that international forces external to national contexts also impacted on national higher education institutions. Increasing the numbers of international students and performance on international rankings was regarded as a key challenge. One Irish academic referred to the impact of international world rankings, the expectation to increase the numbers of international students and the pressure to attract significant amounts of research funding:

> *Things like international world rankings suddenly appear on the horizon and become important, bringing students into the university and increasing the numbers that would be attending a university […] or […] our university, that has become important, bringing in significant research funding, being kind of - I hear the phrase a lot - […] world leaders in certain areas and I do at times wonder, we are from a small island on the periphery of Europe* **[Senior Lecturer, Ireland].**

The impact of external influences on higher education impacted directly on the experiences of academics in their working lives on a day-to-day basis. This was particularly the case with reference to the way in which they spent their time.

7.4 TIME PRESSURES

Pressures around time emerged as a very important issue for participants. This was related to the primary duties and roles of academics specifically; their teaching, research and other responsibilities including administration. Many of the participants in the different countries felt that they did not have enough time to engage in research work, which they frequently conducted in their free time. One Danish academic was of the view that management in his institution expected him to work in his free time something that he resented:

> *Officially the working week is 37 hours, but many colleagues work more, because of our interest in the work we do. To me the fact is that if we are expected to deliver "interest hours", the employer will be saving money and paying for less hours than they get. They want us to work in our free time, and I don't like that. The trend is that University Colleges are meant to develop into universities where the employees are spending far more than 37 hours a week on research and developing their subject. And that is the goal for many university colleges today. It must be marvellous for the managers to have a cohort of teachers who both teach and develop their subject, while working more hours than they are paid for* **[Lecturer, Denmark].**

For one Latvian academic, the time available to engage in research was not sufficient. She felt that the research dimension of her work was viewed almost like a hobby activity though her research performance was a significant requirement in the performance of her job:

> *I must have 1000 hours per year, and I have 7-10 lectures per week it could be around 14 to 20 contact hours, all the other time is devoted to other activities. Administrative work plays an important role in my work. Earlier there was a different structure, now with changing normative regulations we had to change our work, too. Ideally, the proportion between teaching and research should be 50:50 or even 30:70. In reality, nowadays research is only on the level of hobby, but we have to report on the results of our "hobby" and election in 6 years depends on the results of our "hobby". If you cannot report on research results, you have not filled the demands towards your position at the University.* **[Associate Professor, Latvia].**

A Romanian academic indicated working on research outside of scheduled work was a normal feature of her life and while she enjoyed her work nevertheless she had a number of national and international research commitments that were onerous:

> *For me the priority in my working time is students, then every day I spend on average 3 hours with them. Per week I have 6 hours teaching hours for students in bachelor degree, and the rest is for doctoral students and master degree students. The total working time per day is around 8-10 hours, including research and administrative obligations. These hours are necessary because I'm working in a very complex discipline, reproductive pathology and animal breeding, as professor. Together with my colleagues I'm working in 6 research programs, won through national and international competition. I must add that I'm involved in some national and international professional structures, then I must spend few hours for them too. Maybe you will not believe me, but if there are two Sundays without working together with my colleagues, I feel that something is missing for me* **[Professor, Romania].**

One Irish academic commented on the way working hours were currently calculated in her institution. She referred to the fact that academics were expected to perform in the three areas of teaching, research and administration, but no recognition was given towards the hours individuals actually worked:

> *Everybody has to do a set number of hours of teaching 172 hours per year, so you must do that and you must do adequate preparation for that, you must*

> *do research and I don't know academics who don't do research and then you must do a large amount of admin as well even if you don't have an administrative role…I believe that most people are like myself, that they work 60-70 hours per week and they would work more if they could and I think that's not acceptable. It is not acceptable to require of people that they work in all 3 areas while refusing to count the number of hours that they work* **[Lecturer, Ireland].**

7.5 SUMMARY

For academics in this study, structural reforms within higher education across Europe had impacted upon their work contexts. There was general agreement that these reforms were dictated by agencies outside of the sector. The focus on accountability had resulted in increased monitoring of work activities. This in turn had led to an increase in bureaucracy, which had become very onerous. Bureaucratic procedures were undergoing constant changes and this also proved problematic. There was a general view that this type of activity eroded time from their research activities. It was also observed that structural reforms were accompanied by a decline in funding and investment in the sector.

While investment in the sector had declined, academics were of the view that they were expected to do more with fewer resources. The non-replacement of staff had resulted in higher workloads. Many academics had experienced wage freezes and cuts. Their prospects for career advancement were also limited.

There was general agreement that the current pressures in the work environment of academics made a career in academia an unattractive prospect as working conditions had deteriorated. Many academics felt insecure in their current situations and as a result did not complain.

The reliance on research funding from outside organisations was perceived as a challenge. Academics chased funding where it was available to the neglect of other areas that were not funded. The ability to secure research funding was important to career development and many academics felt pressured to do so. Many higher education institutions have begun to rely on these sources of income when investment levels are declining. Calls for increased numbers of international students and performance on international rankings were regarded as key challenges and impact on the way in which academics are required to spend their working time.

Many of the participants in the different countries felt that they did not have enough time to engage in research work, which they frequently conducted in their free time. For some, research activity was regarded as 'interest hours' or as a 'hobby'. Yet performance in this area was a significant requirement within their work contexts. While academics enjoyed the research aspect of their work, it was something that they engaged in outside of formal working hours. While there was an expectation to perform in all areas of academic life, teaching, research and administration, there was no recognition of the actual hours that academics spent on their work.

CONCLUSIONS

Higher education across Europe has been affected by austerity measures in member States. Austerity involves downsizing, changing direction and focus and budgetary cuts. The implications of decreased funding for the sector have affected many aspects of the working environment in higher education. The non-replacement of staff was a recurring theme for academics in each of the nine countries. This had resulted in higher workloads for existing staff. Austerity also witnessed the introduction of wage freezes over a prolonged period. In such circumstances few opportunities presented for career development.

The capacity to form supportive relationships at work is one of the main features of productive work environments (Gummer, 2001). Almost half of respondents (48%) indicated that they did not have permanent contracts and a third (33%) were on fixed term contracts. For those on contracts and in part time positions the working conditions were particularly difficult as they could not make future plans. They worked and sought work in uncertain contexts. Nearly a quarter (23%) of academics in this study had worked in two institutions since they had qualified, almost a fifth (17%) had worked in three and 10% had worked in six or more institutions. The difference in status between permanent staff and those on contracts also impacted upon experiences of their working environments.

Academics develop their identities through socialisation processes where they acquire the knowledge, skills and dispositions that make them effective (Weidman et al., 2001). Their socialisation experiences start in graduate school and when they embark on postdoctoral work. Academics who held a variety of postdoctoral positions considered the amount of scholarship money available as poor. More worryingly, they did not feel respected with the institutions where they were employed. They were not in a position to make long-term personal plans for the future. In order make a successful transition into academic life, academics require secure employment from an early stage in their career.

Over half of academics (51%) in this study believed that their working conditions had deteriorated. They were under pressure to teach more students, they regularly took work home and this affected their personal and family relationships. They did not feel that they had enough time to devote to their research. The lack of administrative support was referred to frequently. Many viewed administrative work as being unproductive and time consuming.

The development of positive work experiences is connected to having a wide variety of relationships within the workplace. This is especially true for mid-career academics. Change, greater student diversity and new educational applications of technology are challenges faced by those in the mid-career phase. They are expected to meet new demands and performance expectations while at the same time serving critical instructional, leadership, administrative and mentoring roles within their programmes and institutions. Two fifths (40%) of participants viewed the Bologna Process as having contributed to an increased workload and some academics commented on the amount of money spent on the process within their institution. Some concerns were expressed about the Bologna Process, namely that it made undergraduate programmes very similar to what students experienced at high school and that it promoted an instrumentalist approach to education through the credit-based system. The introduction of modular teaching, the restructuring of academic units, mergers of different departments, schools and faculties have also contributed to the distance that has emerged between staff at the periphery and staff at the centre of the institution.

Studies have shown quite consistently that excessive workload and ambiguous or conflicting role demands can lead to negative work experiences. Academics derive their identities from both their teaching and research roles and require support in each of these areas. For academics, the teaching aspect of their work is very important and a key element of their identity.

Academics in this study were of the view that teaching-related activities were not adequately funded in their institutions. A third of respondents (33%) did not consider that management in their institutions supported the teaching aspects of their role. It is now an accepted feature of the higher education landscape that there is greater student heterogeneity. This has implications for both teaching and cultural engagement (Freudenberg & Samarkovski, 2014). Over half of academics (53%) in this study indicated that student diversity had increased since they had started working. They identified a number of challenges that this context presented. Students were now coming to higher education not having basic skills, particularly writing skills. It was also noted that students presented with a greater variety of needs, which in turn increased the pastoral aspect of academics' work. Many academics have no training in this area and require greater supports to be effective in this kind of role.

Changes in approaches to pedagogy is an area where academics require continued support (Clarke et al. 2015). Over two fifths (45%) of academics expressed dissatisfaction with the quality of pedagogical support to which they had access. As part of developing a positive identity, academics require continued support in developing their pedagogical skills. Over half of academics (51%) were of the view that their higher

education institution did not support research led teaching. It also emerged that for many, teaching was not valued by the institution when it came to career progression. Almost two fifths of academics (39%) indicated that they were not encouraged to improve their instructional skills in response to teaching evaluations. Higher education institutions viewed the evaluation of teaching as a bureaucratic exercise. This type of approach will not enhance the teaching experience for students or academics.

For academics, the opportunity to engage in research is a key element of their professional identity. The international aspect of publishing means that academics must publish in English and spend time abroad. Over two fifths (46%) did not consider that their higher education institutions provided adequate opportunities for leave. Participating in academic and professional networks both nationally and internationally is very important for academics in terms of their work and their identity. Over half of respondents (54%) did not feel adequately supported by their institutions to attend national and international conferences. If they wished to attend conferences, they could only do so when classes were not in session. Funding was also an obstacle, particularly for those academics employed in non-permanent contractual positions.

The research area has become very complex. Almost one third of respondents (30%) were of the view that institutional managers set research priorities within their higher education institution. The majority of respondents (70%) indicated that there was increased institutional pressure to raise external research funding since the time of their appointment. Academics feel pressured to access funding streams frequently (Drennan et al., 2013). Many academics in this study felt that institutions had become reliant on this funding to provide essential services. However, there are limits to the amount of research funding that can be secured. Over one third (37%) of participants considered the availability of research funding to be inadequate. This lack of funding has resulted in academics vying for grants making it a pressured experience. Academics are now required to be accountable and make explicit their research work, including how it is funded, conducted and disseminated (Drennan et al., 2013). Academics in this study indicated that the levels of bureaucracy associated with research projects have increased and project funders expect work to be completed within time frames that were viewed as unrealistic. Research areas which are not funded tend to be neglected, thus having a negative impact on knowledge generation and on the careers of academics who work in those less popular areas.

Publications are a very part of the academic working environment and are linked to tenure and promotion. The majority of academics (77%) in the study agreed that publications and citations influenced career progression. Citations are important for institutional international rankings and securing research funding. Over half of the academics

in this study (53%) did not consider that their institutions provided adequate supports to facilitate their publications. The growing pressure to publish in high profile journals has meant that academics must conform to publication criteria and interests.

The creation of a supportive working environment is dependent on how individuals view themselves and their role in their organisation. The affirmation of an employee's identity by others results in higher levels of connectedness on the part of the employee to the organisation (Swann et al, 2000). For academics, the areas of influence and recognition start with their own department/school, faculty level and in the broader institutional context. There were mixed views with reference to being influential within their individual department/school. Approximately two fifths of academics (39%) across the nine countries felt that they were influential at departmental level. Only a quarter of academics (25%) felt that they were influential at faculty level. Almost half of the participants (48%) felt that they were not influential in the wider institutional context.

Trust and respect are significant characteristics of positive relationships at work (Dutton et al., 2010). In relation to management style, over half of the academics (56%) in this study were of the view that a top down approach predominated in their higher education institution. This was attributed to the restructuring process in higher education. Over two fifths of academics (42%) in this study viewed the communication processes in their institutions as being inadequate. While participants were of the view that communication between management and staff could be better, almost two fifths (39%) were in agreement that they were kept informed about what was going on in the institution. One third of participants (33%) did not consider this to be the case. Almost two fifths (38%) of academics did not regard senior management in their institutions as providing competent leadership.

The active participation of academics in the decision-making processes of higher education institutions is central to the success of these organisations, yet academics in this study did not feel that they were a part of the decision-making processes. It emerged that nearly half of the academics (44%) in this study experienced a lack of collegiality and participation in decision-making within their institutions. Over two fifths of participants (42%) did not view trade unions as recognised partners in the decision-making processes within higher education institutions across the nine countries. Over half of participants (51%) viewed the non-involvement of staff in decision-making as a real problem in the work environment. The majority of academics (61%) were of the view that institutional managers made the decisions in relation to the selection of key administrators. Institutional managers were also viewed as the main decision makers when it came to setting budget targets by over half of the academics in this study (55%).

Two fifths of academics (40%) indicated that institutional managers made promotion and tenure decisions.

The data from this study suggests that higher education institutions need to focus on the creation of supportive working environments. The academics and students of Europe deserve a context where they can focus on the key areas of teaching, learning and research. If efforts are not made to create supportive work contexts in higher education, the EHEA will not be able to cope with future challenges.

BIBLIOGRAPHY

Adelmann, P. K. (1987). Occupational complexity, control and personal income: their relation to psychological well-being in men and women. *Journal of Applied Psychology,* 72, 529-37.

Anderson, M. S. & Seashore Louis, K. (1991). The changing locus of control over faculty research: From self-regulation to dispersed influence. In J. C. Smart. (Ed.), Higher education: Handbook of theory and research. Vol. 7, 57–101. New York: Agathon.

Antonowicz, D. (2013). External Influences and Local Responses. In E. Egron- Polak, J. Kohler, S. Bergan and L. Purser (Eds.) Leadership and Governance in *Higher Education. Handbook for Decision-makers and Administrators,* 3, 59-77.

Apel, S. B. (1997). Gender and Invisible Work: Musings of a Woman Law Professor. *University of San Francisco Law Review* 31, 993-1016.

Armansin, M. & Thompson, Robert M. (2013). Towards positive organization austerity: combining austerity measures with Positive Organisational Scholarship (POS). In *17th International Research Society for Public Management (IRSPM XVII) : Public Sector Responds to Global Crisis*, 10 – 12 April 2013, Prague, Czech Republic.

Arneson, H. & Ekberg, K. (2005). Evaluation of empowerment processes in a work-place health promotion intervention based on learning in Sweden. *Health Promotion International,* 20, 351–359.

Austin, A. E. & Wulff, D. H. (2004). The challenge to prepare the next generation of faculty. In D. Wulff & A. Austin (Eds.), *Paths to the professoriate: Strategies for enriching the preparation of future faculty,* 3-16, San Francisco: Jossey-Bass.

Baldwin, R.G., Lunceford, C.J., & Vanderlinden, K.E. (2005). Faculty in the Middle Years: Illuminating an Overlooked Phase of Academic Life, *The Review of Higher Education*, 29,(1), 97–118.

Becher, T. (1989). Academic tribes and territories: intellectual enquiry and the culture of disciplines. Bristol: SRHE/Open University Press.

Beck, J. (1999). Makeover or takeover? The strange death of educational autonomy in neo-liberal England. *British Journal of Sociology of Education,* 20 (2), 223-238.

Beck, J., & Young, M.F.D. (2005). The assault on the professions and the restructuring of academic and professional identities: a Bernsteinian analysis. *British Journal of Sociology of Education,* 26 (2), 183–197.

Bielby, D. D. & Bielby William T. (1992). "I Will Follow Him: Family Ties, Gender Role Beliefs, and Reluctance to Relocate for a Better Job". *American Journal of Sociology,* 97, 1241-67.

Bonal, X. (2003). The Neoliberal Educational Agenda and the Legitimation Crisis: Old and New State Strategies. *British Journal of Sociology of Education,* 24 (2), 159-175.

Branch, D. (2003). Gender and Career Dynamics within a Segmented Professional Labor Market: The Case of Law Academia in Social Forces, 81 (4), 1201-1266.

Burt, R. S. (1992). *Structural Holes: The Social Structure of Competition.* Harvard University Press.

Caza, B. B. & Bagozzi, R. (2009). Testing a professional identity based theory of resilience at work. Working paper, University of Illinois, Champaign.

Cheng, M. (2010). Audit cultures and quality assurance mechanisms in England: a study of their perceived impact on the work of academics, Teaching in Higher Education, 15 (3), 259-271.

Chiaburu, D. S. & Harrison, D. A. (2008). Do peers make the place? Conceptual synthesis and meta-analysis of coworker effects on perceptions, attitudes, OCBs, and performance. *Journal of Applied Psychology,* 93, 1082–1104.

Clarke, M., Drennan, J., Hyde, A. & Politis, Y. (2015). 'Academics' perceptions of their professional contexts', in Fumasoli, T., Goastellec, G., Kehm, B. M. (Eds.) *Academic Careers in Europe: Trends, Challenges, Perspectives,* 117-132. Dordrecht: Springer.

Cytynbaum, S., & Crites, J. O. (1982). The utility of adult development theory in understanding career adjustment process. In M. Arthur, D. Hall, & B. Lawrence (Eds.), *Handbook of career theory,* 66–88. Cambridge, Eng.: Cambridge University Press.

Deem, R. (2006). Changing research perspectives on the management of higher education: can research permeate the activities of manager-academics? *Higher Education Quarterly,* 60 (3), 203-228.

Dobrow, S. R. & Higgins, M. C. (2005). Developmental networks and professional identity: A longitudinal study. *Career Development International,* 10 (6/7), 567–583.

Drennan, J, Clarke, M., Hyde, A., & Politis, Y., (2013). The Research Function of the Academic Profession in Europe. In U. Teichler and E.A. Höhle (Eds.) *The work situation of the academic profession in Europe: Findings of a survey in twelve countries,* 109-137. Dordrecht: Springer.

Dutton, L., Roberts, L.M. & Bednar, J. (2010). Pathways for positive identity construction at work: four types of positive identity and the building of social resources. *Academy of Management Review,* 35, (2), 265–293.

Duxbury, M. L., Armstrong, G. D., Drew, D. J. & Henly, S. J. (1984). Head nurse leadership style with staff nurse burnout and job satisfaction in neonatal intensive care units. *Nursing Research,* 33, 97–101.

EACEA/Eurydice (2011). Modernisation of higher education in Europe: Funding and the social dimension 2011, Brussels: EACEA P9 Eurydice. [Online] Available: http://eacea.ec.europa.eu/education/eurydice/documents/thematic_reports/131EN.pdf (January 10, 2015).

Education International (2010). *Enhancing Quality Academics Perceptions of the Bologna Process: A Study by the Education International Pan-European Structure On the Occasion of the Bologna Process Celebration Conference.* Brussels: EI.

European Commission (2012). *The European Higher Education Area in 2012: Bologna Process Implementation Report.* Education, Audiovisual and Culture Executive Agency: Brussels.

Flynn, F. (2003). How much should I give and how often? The effects of generosity and frequency of favor exchange on social status and productivity. *Academy of Management Journal,* 46, 539–553.

Freudenberg, B. & Samarkovski, L. (2014). Enthusiasm and the Effective Modern Academic, *Australian Universities Review.* 56 (1), 22-31.

Fumasoli, T., Goastellec, G. & Kehm, B. (2015). Understanding Change in the Academic Profession Through the Perceptions of Academics and Institutional Leadership, *Academic Work and Careers in Europe: Trends, Challenges, Perspectives.* 1-13. Dordrecht: Springer.

Furlong, P. (2005). British higher education and the Bologna process: An interim assessment. Politics, 25 (1), 53–61. Giddens, A. (2008). *Sociology.* Cambridge: Polity.

Ganster, D. C. & Murphy, L. R. (2000). Workplace interventions to prevent stress-related illness: Lessons from research and practice. In C. L. Cooper and E. A. Locke, (Eds.). *Industrial and organizational psychology: Linking theory with practice,* 34–51. Oxford: Blackwell.

Gittell, J. H. (2003). *The Southwest Airlines way: Using the power of relationships to achieve high performance.* New York: McGraw-Hill.

Gornitzka, A., Kyvik, S. & Stensaker, B. (2005). Implementation Analysis in Higher Education. Reform and Change in Higher Education. In A. Gornitzka, M. Kogan, & A. Amaral (Ed.), *Analysing Policy Implementation.* 35-36. Dordrecht The Netherlands: Springer.

Gornitzka, A. & Larsen, I. M. (2004). Towards professionalisation? Restructuring of administrative workforce in universities. *Higher Education,* 47 (4), 455–471.

Gummer, B. (2001). Peer relationships in organizations: Mutual assistance, employees with disabilities, and distributive justice. *Administration in Social Work,* 25, 85–103.

Hall, D. T. (1986). Breaking career routines: midcareer choice and identity development. In D. T. Hall (Ed.) *Career development in organizations.* 20–59. San Francisco: Jossey-Bass.

Henkel, M. (2000). *Academic Identities and Policy Change in Higher Education.* London: Jessica Kingsley.

Hyde, A., Clarke, M. & Drennan, J. (2012). The changing role of academics and the rise of managerialism. In: Teichler, U. & Kehm, B. (Eds.) *The Academic Profession in Europe - New Tasks and New Challenges.* 39-52. London: Springer.

Ibarra, H., Kilduff, M. & Tsai, W. (2005). Zooming in and out: Connecting individuals and collectivities at the frontiers of organizational network research. *Organization Science,* 16 (4), 359–371.

Kauffman, Donna R. & Perry F. J. (1989). Institutionalized Sexism in Universities: The Case of Geographically Bound Academic Women. *National Women's Studies Association Journal,* 1, 644-59.

Keeling, R. (2006). The Bologna process and the Lisbon research agenda: the European Commission's expanding role in higher education discourse. *European Journal of Education,* 41(2), 203–223.

Kehm, B. M. & Teichler, U. (2006). Which direction for bachelor and master programmes? A stocktaking of the Bologna process. *Tertiary Education and Management,* 12 (4), 269–282.

Kladis, D. (2003). The social dimension of the Bologna process. *Higher Education in Europe,* 28 (3), 353-354.

Koslowsky, M., Schwarzwald, J. & Ashuri, S. (2001). On the relationship between subordinates' compliance to power sources and organizational attitudes. *Applied Psychology: An International Review,* 50, 455–476.

Koustourakis, G. & Sklavenitis, N. (2013). European Higher Education Area Establishment and Equal Opportunities: A Sociological Analysis of the Bologna Process Official Decisions. *Journal of Educational and Social Research.* 3, (3), 261-270. MCSER Publishing, Rome-Italy.

Kuh, G. D. & Whitt, E. J. (1986). *The invisible tapestry: Culture in American colleges and universities* (ASHE-ERIC Higher Education Report, No. 1). Washington, DC: The George Washington University.

Kwiek, M. (2004). The emergent European educational policies under scrutiny: the Bologna process from a central European perspective. *European Educational Research Journal,* 3(4), 759-776.

LeBaron, C., Glenn, P. & Thompson, M. P. (2009). Identity work during boundary moments: Managing positive identities through talk and embodied interaction. In L. M. Roberts & J. E. Dutton (Eds.), *Exploring positive identities and organizations: Building a theoretical and research foundation,* 119–215. New York: Routledge.

Levinson, D. J. (1986). A conception of adult development. *American Psychologist,* 41, 3–13.

Lin, N. (1999). Social Networks and Status Attainment. *Annual Review of Sociology* 25, 467-87.

Long, J. S., Allison, P. D. & McGinnis, R. (1993). Rank Advancement in Academic Careers: Sex Differences and the Effects of Productivity. *American Sociological Review* 58, 703-22.

Loscocco, K.A. & Spitze G. (1990). Working conditions, social support, and the well-being of female and male factory workers. *Journal of Health and Social Behavior.* 31, 313-327.

Mayo, P. (2009). Competitiveness, diversification and the international higher education cash flow: the EU's higher education discourse amidst the challenges of globalisation. *International Studies in Sociology of Education,* 19 (2), 87–103.

McInnis, C. (2006). Academics and Professional Administrators in Australian Universities: dissolving boundaries and new tensions. *Journal of Higher Education Policy and Management,* 20, (2), 161-173.

Mendoza, P. (2007). Academic capitalism and doctoral student socialization: a case study, *The Journal of Higher Education,* 78 (1), 71-96.

Middleton, C. (2000). Models of state and market in the 'modernisation' of higher education. *British Journal of Sociology of Education,* 21 (4), 537-554.

Mittelstrass, J. (2010). The Future of the University, *European Review,* 18, Supplement 1, S181–S189.

Murphy, M. (2009). Bureaucracy and its limits: Accountability and rationality in higher education. *British Journal of Sociology of Education,* 30 (6), 683-695.

Murphy, P. (1998). Journal quality assessment for performance based funding. *Assessment & Evaluation in Higher Education,* 23, 25–31.

Murray, R & Cunningham, E. (2011). Managing researcher development: 'drastic transition'? *Studies in Higher Education,* 36 (7), 831-845.

Naidoo, R. (2003). Repositioning Higher Education as a Global Commodity: Opportunities and Challenges for Future Sociology of Education Work. *British Journal of Sociology of Education,* 24 (2), 249-259.

Park, E. (2013). From academic self-governance to executive university management: institutional governance in the eyes of academics in Europe. In U. Teichler and E.A. Hohle (Eds) *The work situation of the academic profession in Europe: Findings of a survey in twelve countries,* 183-204, Dordrecht: Springer.

Pratt, M. G. (2000). The good, the bad, and the ambivalent: Managing identification among Amway distributors. *Administrative Science Quarterly,* 45, 456–493.

Podolny, J. M. & Baron, J. N. (1997). Relationships and resources: Social networks and mobility in the workplace. *American Sociological Review,* 16, 18–21.

Rao, H., Monin, P. & Durand, R. (2003). Institutional change in Toque Ville: Nouvelle cuisine as an identity movement in French gastronomy. *American Journal of Sociology,* 108, 795–843.

Ravinet, P. (2008). From voluntary participation to monitored coordination: why European countries feel increasingly bound by their commitment to the Bologna process. *European Journal of Education,* 43 (3), 203-223.

Rauhvargers, A., Deane, C. & Pauwels, W. (2009). Bologna, process stocktaking report 2009. [Online] Available: http://www.ond.vlaanderen.be /hogeronderwijs/bologna/ actionlines/stocktaking.htm (January 15, 2015).

Rhoades, G. & Sporn, B. (2002). New models of management and shifting modes and costs of production: Europe and the United States. *Tertiary Education and Management,* 81, 3–28.

Rogers, J. K. (2000). Temps: *The Many Faces of the Changing Workplace.* ILR Press.

Rolfe, H. (2002). Students' Demands and Expectations in an Age of Reduced Financial Support: The perspectives of lecturers in four English universities, *Journal of Higher Education Policy and Management,* 24, (2), 171-182.

Rosenfeld, R. A. & Jones., J.A. (1987). Patterns and Effects of Geographic Mobility for Academic Women and Men. *Journal of Higher Education* 58, 493-515.

Shattock, M. (2013). University Governance, Leadership and Management in a Decade of Diversification and Uncertainty. *Higher Education Quarterly,* 67, 217–233. doi: 10.1111/hequ.12017.

Sonnert, G. (1995). What Makes a Good Scientist? Determinants of Peer Evaluation among Biologists. *Social Studies of Science.* 25, 35-55.

Stamelos, G. & Kavasakalis, A. (2011). The public debate on a quality assurance system for Greek universities. *Quality in Higher Education,* 17 (3), 353-368.

Swann, W. B., Milton, L. P. & Polzer, J. T. (2000). Should we create a niche or fall in line? Identity negotiation and small group effectiveness. *Journal of Personality and Social Psychology,* 79, 238–250.

Sweitzer, V. (2009). Towards a Theory of Doctoral Student Professional Identity Development: A Developmental Networks Approach. *The Journal of Higher Education,* 80 (1), 2-30.

Taylor, S. (2008). Fostering a supportive environment at work. *The Psychologist-Manager Journal,* 11, 265–283.

Teichler, U. & Höhle, E. A., (2013). The academic profession in 12 European Countries-The approach of the comparative study. In U. Teichler and E.A. Hohle (Eds). *The work situation of the academic profession in Europe: Findings of a survey in twelve countries,* 37-55. Dordrecht: Springer.

Tierney, W. G. & Rhoads, R. A. (1993). *Enhancing promotion, tenure and beyond: Faculty socialization as a cultural process.* Washington, DC: The George Washington University.

Trice, H. M. (1993). *Occupational sub-cultures in the workplace.* New York: IRL Press.

Trowler, P. & Knight, P.T. (2000). Coming to know in higher education: Theorising faculty entry into new work contexts. *Higher Education Research and Development*, 19 (1), 27-42.

Vidovich, L. (2004). Global-national-local dynamics in policy processes: A case of 'quality' policy in higher education. *British Journal of Sociology of Education,* 25 (3), 341-354.

Wächter, B. (2004). The Bologna process: Developments and prospects. *European Journal of Education,* 39 (3), 265-273.

Weidman, J. C., Twale, D. J. & Stein, E. L. (2001). Socialization of graduate and professional students in higher education: A perilous passage? (ASHE–ERIC Higher Education Report, 28, (3). San Francisco: Jossey-Bass.

Wellington, G. & Torgerson, C. J. (2005). Writing for publication: What counts as a 'high status', eminent journal? *Journal of Further and Higher Education,* 29, 35–48.

Whitchurch, C., (2008). Shifting Identities and Blurring Boundaries: the Emergence of Third Space Professionals in UK Higher Education. *Higher Education Quarterly,* 62 (4), 377–396.

Whitchurch, C., (2009). The rise of the blended professional in higher education: a comparison between the United Kingdom, Australia and the United States. *Higher Education* 58, 407-418.

Whitchurch, C., (2010). Some implications of 'public/private' space for professional identities in higher education. *Higher Education* 60, 627-640.

Williams, S. L. & Fox, C. J. (1995). Organizational approaches for managing mid-career personnel. *Public Personnel Management,* 24, 351–363.

Wulff, D. H., Austin, A. E., Nyquist, J. D. & Sprague, J. (2004). The development of graduate students as teaching scholars: A four-year longitudinal study. In D. Wulff & A. Austin (Eds.), *Paths to the professoriate: Strategies for enriching the preparation of future faculty,* 46-73, San Francisco: Jossey-Bass.

Zuckerman, H. (1987). Persistence and Change in the Careers of Men and Women Scientists and Engineers. In L. S. Dix (Ed.) Women: *Their Underrepresentation and Career Differentials in Science and Engineering,* 127-56, National Academy Press.

ANNEX

Chart 1 Gender of Respondents

	MALE	FEMALE	TOTAL (N)
DK	51	49	656
DE	44	56	1064
IRL	55	45	903
IT	56	44	1598
LV	37	63	572
PT	50	50	940
RO	57	43	947
RS	48	52	525
UK	47	53	1834
AVERAGE	**49**	**51**	**9039**

Chart 2 Age range of participants (%)

COUNTRY	UNDER 30	31-40	41-50	51-60	OVER 61	TOTAL (N)
DK	5	18	28	31	17	662
DE	15	46	22	13	4	1082
IRL	1	18	47	28	5	902
IT	2	15	47	22	15	1598
LV	8	23	24	26	19	556
PT	0	18	41	33	7	929
RO	9	34	29	20	8	947
RS	19	25	27	25.	5	525
UK	2	22	34	33	9	1848
AVERAGE	**7**	**24**	**33**	**26**	**10**	**9049**

Chart 3 Interview participants

COUNTRY	TOTAL
DENMARK	4
GERMANY	11
IRELAND	17
ITALY	16
LATVIA	11
PORTUGAL	15
ROMANIA	4
TOTAL	**62**

Chart 4 Highest degree obtained (%)

COUNTRY	BACHELOR'S	MASTER'S	DOCTORAL	POST-DOCTORAL
DK	1	38	55	6
DE	1	45	48	7
IRL	6	44	42	8
IT	0	13	57	30
LV	2	32	60	6
PT	3	16	71	11
RS	10	19	60	11
UK	4	21	68	7
Average	**3**	**28**	**58**	**9**

* Data not available for Romania

Chart 5 Gender at least one degree secured abroad (%)

COUNTRY	TOTAL (N)	MALE	FEMALE
DK	**13**	14	12
DE	**15**	12	17
IRL	**40**	37	43
IT	**13**	15	11
LV	**18**	26	13
PT	**23**	22	24
RO	**n.a.**	n.a.	n.a.
RS	**15**	17	13
UK	**25**	24	25
Average	**20**	**21**	**20**

* Data not available for Romania

Chart 6 Age group and securing at least one degree abroad (%)

COUNTRY	UNDER 30	31-40	41-50	51-60	OVER 61
DK	3	11	17	13	12
DE	11	14	18	15	10
IRL	27	33	42	38	49
IT	0	9	15	16	9
LV	5	8	8	24	37
PT	25	23	18	24	46
RO	N.A.	N.A.	N.A.	N.A.	N.A.
RS	6	12	16	24	13
UK	29	28	29	21	15
AVERAGE	12	15	18	19	21

* Data not available for Romania

Chart 7 The disciplinary background of participants as per highest degree attained (%)

	%
Education/Teacher training	11
Humanities and Arts	19
Social and Behavioural sciences	13
Business and administration, economics	7
Law	3
Life sciences	7
Physical Sciences, Mathematics, Computer Sciences	14
Engineering, Manufacturing and Construction, Architecture	14
Agriculture/Veterinary Medicine	3
Medical sciences, Health sciences	5
Other	2
Not applicable	2

Chart 8 Number of places of employment since qualification (%)

COUNTRY	ONE	TWO	THREE	FOUR	FIVE	SIX or more	TOTAL (N)
DK	24	25	18	13	8	12	655
DE	19	24	21	13	7	15	1080
IRL	19	19	21	14	9	18	1009
IT	23	28	24	11	8	5	1598
LV	30	27	18	10	5	10	566
PT	35	25	16	9	6	8	920
RO	71	20	7	1	0	1	928
RS	63	21	7	4	4	1	529
UK	11	20	19	16	11	23	1982
Average	33	**23**	**17**	**10**	7	**10**	9267

Chart 9 Institution of employment (%)

	University Public or Private] %	Research Institutes %	Other higher education Institutes %
DK	70	2	30
DE	77	9	10
IRL	27	69	4
IT	97	2	0
LV	72	22	23
PT	71	1	28
RS	84	0	16
UK	99	0	1
Average	**75**	**13**	**14**

* Data not available for Romania

Chart 10 Contract Status (%)

COUNTRY	PERMANENT EMPLOYMENT %	FIXED-TERM CONTRACT %	OTHER TYPE OF CONTRACT %
DK	78	20	2
DE	27	67	6
IRL	83	9	9
IT	74	15	11
LV	18	82	0
PT	65	32	3
RS	33	66	0
UK	87	9	4
Average	**52**	**33**	**4**

* Data not available for Romania

Chart 11 Contract Status by Gender (%)

COUNTRY	MALE			FEMALE		
	PERMANENT EMPLOYMENT	FIXED-TERM CONTRACT	OTHER TYPE OF CONTRACT	PERMANENT EMPLOYMENT	FIXED-TERM CONTRACT	OTHER TYPE OF CONTRACT
DK	85	14	1	71	26	3
DE	33	63	4	21	71	8
IRL	87	7	6	79	10	11
IT	74	14	12	73	16	11
LV	17	83	0	18	81	0
PT	63	33	4	68	31	2
RS	40	60	0	27	72	1
UK	91	6	3	85	11	4
Average	**54**	**31**	**3**	**49**	**35**	**4**

* Data not available for Romania

Chart 12 Full time employment by gender (%)

COUNTRY			MALE		FEMALE	
	FULL-TIME	PART-TIME	FULL-TIME	PART-TIME	FULL-TIME	PART-TIME
DK	93	7	94	6	91	9
DE	60	40	69	31	52	48
IRL	93	7	96	4	91	9
IT	94	6	93	7	95	5
LV	53	47	55	45	52	48
PT	95	5	95	5	94	6
RO	97	3				
RS	98	2	99	1	97	3
UK	85	15	92	8	80	20
Average	**85**	**15**				

Chart 13 Working conditions (%)

COUNTRY	VERY MUCH DETERIORATED	2	3	4	VERY MUCH IMPROVED	TOTAL (N)
DK	17	40	25	14	3	644
DE	16	32	44	7	1	1077
IRL	31	41	20	6	2	1007
IT	49	38	10	2	0	1598
LV	9	25	39	23	5	565
PT	23	36	25	13	2	945
RO	3	11	38	34	14	940
RS	2	9	38	35	17	524
UK	34	40	20	5	1	1989
Average	21	30	29	15	5	9289

Chart 14 Overall level of job satisfaction (%)

COUNTRY	VERY LOW	2	3	4	VERY HIGH	TOTAL (N)
DK	3	10	28	42	17	659
DE	5	13	34	38	10	1092
IRL	6	15	29	39	11	1005
IT	45	28	16	8	3	1598
LV	3	10	38	39	10	566
PT	3	8	25	52	12	943
RO	1	5	26	41	27	942
RS	2	4	18	45	32	527
UK	14	21	28	29	7	1987
Average	9	13	27	37	14	9318

Chart 15 Classroom conditions (%)

COUNTRY	POOR	EXCELLENT	MEAN	TOTAL (N)
DK	2	6	3.5	615
DE	7	8	3.2	1060
IRL	8	8	3.1	1010
IT	32	1	2.0	1598
LV	5	25	3.6	507
PT	2	14	3.7	943
RO	2	22	3.7	917
RS	1	30	3.9	526
UK	6	8	3.2	1951
Average	7	13	3.3	9127

* Higher mean value suggests excellent conditions (min=1, max=5)

Chart 16 Technology for teaching (%)

COUNTRY	POOR	EXCELLENT	MEAN	TOTAL (N)
DK	1	6	3.4	614
DE	3	12	3.5	1031
IRL	5	9	3.2	1009
IT	36	2	2.0	1598
LV	7	23	3.3	528
PT	1	17	3.7	938
RO	8	20	3.5	897
RS	2	28	3.8	520
UK	5	10	3.4	1948
Average	8	14	3.3	9083

* Higher mean value suggests excellent conditions (min=1, max=5)

Chart 17 Library facilities and services (%)

COUNTRY	POOR	EXCELLENT	MEAN	TOTAL (N)
DK		22	3.6	629
DE	5	15	3.5	1055
IRL	6	14	3.5	996
IT	28	5	2.5	1598
LV	7	18	3.4	562
PT	3	17	3.5	940
RO	5	17	3.4	906
RS	2	31	3.8	517
UK	5	17	3.5	1968
Average	7	17	3.4	9171

* Higher mean value suggests excellent conditions (min=1, max=5)

Chart 18 Funding for teaching (%)

COUNTRY	POOR	EXCELLENT	MEAN	TOTAL (N)
DK	8	5	2.7	422
DE	22	3	2.5	1010
IRL	27	2	2.2	974
IT	54	0	1.6	1598
LV	48	3	1.9	521
PT	32	1	2.1	903
RO	46	4	2.0	914
RS	12	14	3.0	504
UK	17	3	2.6	1882
Average	29	4	2.3	8728

* Higher mean value suggests excellent conditions (min=1, max=5)

Chart 19 Availability of Teaching Support Staff (%)

COUNTRY	POOR	EXCELLENT	MEAN	TOTAL (N)
DK	13	8	2.8	312
DE	15	6	2.8	967
IRL	27	5	2.5	948
IT	27	4	2.3	1598
LV	10	17	3.1	509
PT	16	11	2.8	894
RO	8	12	3.1	872
RS	5	30	3.7	504
UK	21	8	2.7	1779
Average	**16**	**11**	**2.9**	**8383**

* Higher mean value suggests excellent conditions (min=1, max=5)

Chart 20 There is a supportive attitude of management towards teaching activities (%)

COUNTRY	DISAGREE	AGREE	MEAN	TOTAL (N)
DK	23	53	3.3	609
DE	35	39	3.0	1000
IRL	21	55	3.6	882
IT	68	18	2.3	1598
LV	32	36	2.9	511
PT	35	23	2.8	906
RO	19	47	3.4	900
RS	13	60	3.7	513
UK	52	22	2.5	1821
Average	**33**	**39**	**3.1**	**8740**

* Higher mean value agrees with the statement (min=1, max=5)

Chart 21 Adequate training courses for enhancing teaching quality (%)

COUNTRY	DISAGREE	AGREE	MEAN	TOTAL (N)
DK	34	38	3.1	543
DE	25	51	3.4	980
IRL	38	29	2.8	1001
IT	80	4	1.8	1598
LV	34	43	3.2	494
PT	64	14	2.1	943
RO	41	36	2.9	613
RS	54	23	2.4	514
UK	30	35	3.0	1935
Average	**45**	**30**	**2.7**	**8621**

Chart 22 Encouraged to improve instructional skills as a result of evaluations (%)

COUNTRY	DISAGREE	AGREE	MEAN	TOTAL (N)
DK	36	37	2.9	562
DE	42	29	2.8	931
IRL	42	26	2.7	993
IT	62	14	2.3	1598
LV	33	44	3.2	501
PT	60	14	2.3	942
RO	20	48	3.4	910
RS	21	49	3.3	520
UK	34	33	2.9	1918
Average	**39**	**33**	**2.8**	**8875**

Chart 23 Institution supportive of research activities that inform teaching (%)

COUNTRY	DISAGREE	AGREE	MEAN	TOTAL (N)
DK	25	51	3.2	526
DE	38	33	2.8	930
IRL	53	20	2.4	962
IT	95	0	1.4	1598
LV	62	18	2.2	484
PT	59	15	2.3	943
RO	54	21	2.5	896
RS	25	47	3.3	505
UK	50	25	2.5	1902
Average	**51**	**25**	**2.5**	**8746**

Chart 24 Decision makers with reference to determining overall teaching load of faculty (%)

COUNTRY	GOVERNMENT OR EXTERNAL STAKEHOLDERS	INSTITUTIONAL MANAGERS	SCHOOL MANAGERS	FACULTY COMMITTEES/ BOARDS	INDIVIDUAL FACULTY/STAFF	STUDENT (N)	TOTAL
DK	1	29	47	17	6	0	607
DE	31	32	23	10	4	0	909
IRL	18	41	36	3	1	0	888
IT	0	35	40	25	0	0	1598
LV	0	17	62	10	11	0	518
PT	1	19	45	31	4	1	899
RO	14	22	29	26	8	1	879
RS	11	25	45	11	8	0	506
UK	1	33	45	13	9	0	1789
Average	**9**	**28**	**41**	**16**	**6**	**0**	**8593**

Chart 25 Decision makers - approving new academic programs (%)

COUNTRY	GOVERNMENT OR EXTERNAL STAKEHOLDERS	INSTITUTIONAL MANAGERS	SCHOOL MANAGERS	FACULTY COMMITTEES/ BOARDS	INDIVIDUAL FACULTY/STAFF	STUDENT (N)	TOTAL
DK	25	27	32	15	1	0	587
DE	37	37	11	14	1	0	867
IRL	8	52	16	23	1	0	886
IT	16	14	47	23	0	0	1598
LV	12	39	23	24	2	0	517
PT	3	15	27	51	4	0	887
RO	19	23	25	32	2	1	887
RS	37	22	35	4	2	0	505
UK	2	41	16	38	3	0	1788
Average	**18**	**30**	**26**	**25**	**2**	**0**	**8522**

Chart 26 Decision makers - evaluating teaching (%)

COUNTRY	GOVERNMENT OR EXTERNAL STAKEHOLDERS	INSTITUTIONAL MANAGERS	SCHOOL MANAGERS	FACULTY COMMITTEES/ BOARDS	INDIVIDUAL FACULTY/STAFF	STUDENT (N)	TOTAL
DK	5	17	31	27	7	13	581
DE	6	27	22	14	16	15	889
IRL	4	20	31	6	20	18	850
IT	18	7	18	23	30	3	1598
LV	3	30	38	17	5	7	521
PT	2	26	33	31	3	5	888
RO	4	13	30	32	5	17	868
RS	3	17	30	17	8	26	502
UK	2	15	25	18	22	18	1772
Average	**5**	**19**	**29**	**21**	**13**	**14**	**8469**

Chart 27 Decision makers - setting admission standards for undergraduate students (%)

COUNTRY	GOVERNMENT OR EXTERNAL STAKEHOLDERS	INSTITUTIONAL MANAGERS	SCHOOL MANAGERS	FACULTY COMMITTEES/ BOARDS	INDIVIDUAL FACULTY/STAFF	STUDENT (N)	TOTAL
DK	43	25	21	10	1	0	558
DE	18	29	20	29	4	0	890
IRL	15	51	18	13	2	0	888
IT	8	12	52	26	1	0	1598
LV	4	62	16	17	2	0	503
PT	2	16	32	46	4	0	892
RO	6	32	20	40	2	0	893
RS	35	34	25	5	1	0	507
UK	4	54	16	19	6	0	1753
Average	**15**	**35**	**25**	**23**	**3**	**0**	**8482**

Chart 28 Since I started teaching the diversity of students has increased (%)

COUNTRY	DISAGREE	AGREE	MEAN	TOTAL (N)
DK	16	60	3.6	542
DE	27	39	3.1	931
IRL	12	71	4.0	1002
IT	32	44	3.2	1598
LV	16	55	3.7	495
PT	14	62	3.7	943
RO	21	49	3.4	901
RS	29	38	3.1	512
UK	21	55	3.5	1926
Average	**21**	**53**	**3.5**	**8850**

Chart 29 Most of my graduate students are international (%)

COUNTRY	DISAGREE	AGREE	MEAN	TOTAL (N)
DK	79	10	1.9	578
DE	72	11	2.0	936
IRL	67	12	2.1	940
IT	95	1	1.3	1598
LV	87	6	1.5	284
PT	88	4	1.6	938
RO	89	4	1.5	859
RS	94	2	1.2	507
UK	44	36	2.9	1865
Average	**79**	**9**	**1.8**	**8505**

114

Chart 30 The Bologna Process has increased workload (% who agreed)

COUNTRY	% AGREEMENT	TOTAL (N)
DK	52	438
DE	54	903
IRL	36	902
IT	8	1598
LV	36	373
PT	57	941
RO	40	898
RS	61	500
UK	15	1656
Average	40	9319

Chart 31 Availability of Research support staff (%)

COUNTRY	POOR	EXCELLENT	MEAN	TOTAL (N)
DK	14	9	2.7	264
DE	23	8	2.6	944
IRL	35	4	2.3	898
IT	35	2	2.0	1598
LV	28	6	2.3	480
PT	28	5	2.4	834
RO	16	10	2.8	822
RS	11	16	3.1	468
UK	27	6	2.5	1720
Average	24	7	2.5	8028

*Support=5- No support=1

Chart 32 There is a supportive attitude of management towards research activities (%)

COUNTRY	POOR	EXCELLENT	MEAN	TOTAL (N)
DK	20	53	3.4	598
DE	18	60	3.6	1002
IRL	28	46	3.4	856
IT	67	14	2.3	1598
LV	38	36	2.9	539
PT	43	21	2.7	908
RO	24	42	3.3	896
RS	27	47	3.3	505
UK	44	30	2.7	1812
Average	34	39	3.1	8714

* Higher mean value agrees with the statement (min=1, max=5)

Chart 33 Institution provides adequate opportunity for leave (%)

COUNTRY	1	2	3	4	5	TOTAL (N)
DK	10	36	25	19	10	592
DE	4	7	23	18	48	862
IRL	13	14	25	19	29	928
IT	6	18	29	34	12	1598
LV	10	15	25	23	27	461
PT	7	17	28	20	27	937
RO	10	14	31	21	23	902
RS	31	21	23	14	10	512
UK	5	15	22	24	34	1925
Average	11	18	26	21	25	8717

*1 Strongly Agree-5 Strongly Disagree

Chart 34 I am provided with adequate supports to attend national and international conferences (%)

COUNTRY	DISAGREE	AGREE	MEAN	TOTAL (N)
DK	33	44	2.8	583
DE	47	35	3.2	986
IRL	50	25	3.4	854
IT	87	3	1.8	1598
LV	57	20	3.6	557
PT	59	18	3.7	941
RO	62	20	3.7	924
RS	42	32	3.1	515
UK	52	25	3.5	1887
Average	**54**	**25**	**3.0**	**8845**

* Support=5- No support=1

Chart 35 Availability of research funding (%)

COUNTRY	DISAGREE	AGREE	MEAN	TOTAL (N)
DK	16	4	2.4	503
DE	23	7	2.7	986
IRL	36	2	2.1	934
IT	45	1	1.8	1598
LV	71	1	1.4	538
PT	43	1	1.9	899
RO	48	3	1.9	884
RS	18	9	2.6	473
UK	31	3	2.2	1852
Average	**37**	**3**	**2.1**	**8667**

* 5-Support-1 No support

Chart 36 The pressure to increase external research funds has increased since my first appointment (%)

COUNTRY	DISAGREE	AGREE	MEAN	TOTAL (N)
DK	6	90	1.5	492
DE	8	78	1.9	930
IRL	27	53	2.5	779
IT	8	76	4.0	
LV	13	76	1.9	481
PT	6	82	1.7	929
RO	21	59	3.7	899
RS	39	33	3.2	453
UK	10	80	1.8	1808
Average	**15**	**70**	**2.0**	**8369**

Chart 37 I am provided with adequate supports to facilitate my publications (%)

COUNTRY	DISAGREE	AGREE	MEAN	TOTAL (N)
DK	41	27	3.2	528
DE	33	22	3.3	953
IRL	52	21	3.5	826
IT	73	7	2.0	1598
LV	60	19	3.7	553
PT	53	16	3.6	938
RO	55	20	3.6	921
RS	53	21	3.5	513
UK	58	17	3.7	1871
Average	**53**	**19**	**3.1**	**8701**

* Support=5 - No support=1

Chart 38 There is increased pressure to publish in international high ranked journals (%)

COUNTRY	DISAGREE	AGREE	MEAN	TOTAL (N)
DK	4	89	1.6	538
DE	10	74	1.9	945
IRL	25	51	2.5	837
IT	11	76	3.9	1598
LV	4	92	1.3	556
PT	2	95	1.3	942
RO	18	76	1.9	941
RS	10	78	1.7	511
UK	7	85	1.6	1869
Average	**10**	**79**	**2.0**	**8737**

* Higher mean value disagrees with the statement (min=1, max=5).

Chart 39 Publications and citations influence career progression (%)

COUNTRY	DISAGREE	AGREE	MEAN	TOTAL (N)
DK3	92	1.5	546	
DE8	78	1.8	953	
IRL	30	54	2.5	856
IT 17	71	3.6	1598	
LV 11	77	1.8	558	
PT 10	76	1.8	940	
RO	14	78	1.8	944
RS 11	79	1.7	515	
UK8	85	1.6	1880	
Average	**12**	**77**	**2.0**	**8790**

Chart 40 Decision makers - setting internal research priorities (%)

COUNTRY	GOVERNMENT OR EXTERNAL STAKEHOLDERS	INSTITUTIONAL MANAGERS	SCHOOL MANAGERS	FACULTY COMMITTEES/ BOARDS	INDIVIDUAL FACULTY/STAFF	STUDENT (N)	TOTAL
DK	2	36	44	10	9	0	562
DE	4	35	12	10	40	0	940
IRL	4	48	25	8	15	0	847
IT	10	19	26	43	2	0	1598
LV	5	34	28	26	8	0	512
PT	1	24	35	28	11	0	867
RO	1	17	23	41	17	1	864
RS	3	25	32	16	24	1	471
UK	2	36	25	18	20	0	1747
Average	**4**	**30**	**28**	**22**	**16**	**0**	**8408**

118

Chart 41 Evaluation of research (%)

COUNTRY	GOVERNMENT OR EXTERNAL STAKEHOLDERS	INSTITUTIONAL MANAGERS	SCHOOL MANAGERS	FACULTY COMMITTEES/ BOARDS	INDIVIDUAL FACULTY/STAFF	STUDENT (N)	TOTAL
DK	12	31	40	10	7	0	469
DE	27	30	15	8	19	0	863
IRL	13	37	20	10	20	0	824
IT	23	14	15	29	20	0	1598
LV	11	32	21	31	5	0	471
PT	8	25	30	33	4	0	856
RO	10	20	25	35	10	1	869
RS	19	17	33	16	14	0	472
UK	12	32	20	24	12	0	1734
Average	**15**	**26**	**24**	**22**	**12**	**0**	**8156**

Chart 42 There is good communication between management and academics (%)

COUNTRY	DISAGREE	AGREE	MEAN	TOTAL (N)
DK	47	29	2.7	638
DE	46	27	2.7	1041
IRL	16	68	3.9	890
IT	75	7	2.0	1598
LV	42	27	2.7	547
PT	45	20	2.6	908
RO	22	44	3.4	926
RS	13	63	3.7	521
UK	73	11	1.9	1842
Average	**42**	**33**	**2.8**	**8911**

* Higher mean value agrees with the statement (min=1, max=5)

Chart 43 I am kept informed with what is going on at this institution (%)

COUNTRY	DISAGREE	AGREE	MEAN	TOTAL (N)
DK	28	45	3.1	652
DE	34	37	3.0	1044
IRL	21	52	3.5	901
IT	58	9	2.3	1598
LV	27	44	3.2	553
PT	29	39	3.1	901
RO	25	44	3.3	906
RS	19	55	3.5	514
UK	56	22	2.4	1846
Average	**33**	**39**	**3.0**	**8915**

* Higher mean value agrees with the statement (min=1, max=5)

Chart 44 Top-level management are providing competent leadership (%)

COUNTRY	DISAGREE	AGREE	MEAN	TOTAL (N)
DK	50	23	2.6	623
DE	51	15	2.4	979
IRL	20	59	3.7	898
IT	53	17	2.4	1598
LV	40	32	2.8	507
PT	35	29	2.9	901
RO	13	61	3.7	934
RS	10	68	3.9	510
UK	66	15	2.1	1842
Average	**38**	**35**	**2.9**	**8792**

* Higher mean value agrees with the statement (min=1, max=5)

Chart 45 There is a top down management style (%)

COUNTRY	DISAGREE	AGREE	MEAN	TOTAL (N)
DK	50	23	2.6	623
DE	51	15	2.4	979
IRL	20	59	3.7	898
IT	53	17	2.4	1598
LV	40	32	2.8	507
PT	35	29	2.9	901
RO	13	61	3.7	934
RS	10	68	3.9	510
UK	66	15	2.1	1842
Average	**38**	**35**	**2.9**	**8792**

* Higher mean value agrees with the statement (min=1, max=5)

Chart 46 Decision makers with reference to determining budget priorities (%)

COUNTRY	GOVERNMENT OR EXTERNAL STAKEHOLDERS	INSTITUTIONAL MANAGERS	SCHOOL MANAGERS	FACULTY COMMITTEES/ BOARDS	INDIVIDUAL FACULTY/STAFF	STUDENT (N)	TOTAL
DK	8	59	32	1	0	0	584
DE	30	47	13	8	2	0	968
IRL	16	68	13	2	0	0	885
IT	43	44	10	2	0	0	1598
LV	23	50	19	8	0	0	487
PT	7	59	29	3	2	1	882
RO	19	50	13	15	2	1	908
RS	28	55	11	4	2	0	502
UK	4	66	20	8	2	0	1794
Average	**20**	**55**	**18**	**6**	**1**	**0**	**8608**

Chart 47 Decision makers with reference to selecting key administrators (%)

COUNTRY	GOVERNMENT OR EXTERNAL STAKEHOLDERS	INSTITUTIONAL MANAGERS	SCHOOL MANAGERS	FACULTY COMMITTEES/ BOARDS	INDIVIDUAL FACULTY/STAFF	STUDENT (N)	TOTAL
DK	2	63	34	0	0	0	608
DE	11	64	14	6	5	0	983
IRL	6	77	14	2	1	0	890
IT	0	98	2	0	0	0	1598
LV	6	63	15	12	4	0	531
PT	17	50	22	8	2	1	883
RO	13	48	15	18	5	1	901
RS	1	27	39	3	29	0	510
UK	2	62	27	6	3	0	1780
Average	**6**	**61**	**20**	**6**	**6**	**0**	**8684**

Chart 48 Decision makers with reference to choosing new faculty (%)

COUNTRY	GOVERNMENT OR EXTERNAL STAKEHOLDERS	INSTITUTIONAL MANAGERS	SCHOOL MANAGERS	FACULTY COMMITTEES/ BOARDS	INDIVIDUAL FACULTY/STAFF	STUDENT (N)	TOTAL
DK	1	34	55	6	3	0	603
DE	3	37	14	27	19	0	1013
IRL	5	54	32	9	1	0	881
IT	0	94	6	0	0	0	1598
LV	0	13	55	22	10	0	517
PT	1	12	42	40	6	1	895
RO	26	58	5	9	2	1	902
RS	1	23	56	7	12	0	512
UK	1	36	29	27	7	0	1774
Average	**4**	**40**	**33**	**16**	**7**	**0**	**8665**

Chart 49 Decision makers - making faculty promotion and tenure decisions (%)

COUNTRY	GOVERNMENT OR EXTERNAL STAKEHOLDERS	INSTITUTIONAL MANAGERS	SCHOOL MANAGERS	FACULTY COMMITTEES/ BOARDS	INDIVIDUAL FACULTY/STAFF	STUDENT (N)	TOTAL
DK	1	38	57	3	2	0	584
DE	15	49	19	10	7	0	968
IRL	3	68	20	9	1	0	885
IT	38	44	16	2	0	0	1598
LV	2	26	46	17	8	0	487
PT	2	28	32	33	5	1	882
RO	3	19	37	35	6	1	908
RS	3	25	56	8	8	0	502
UK	0	51	21	25	3	0	1794
Average	**8**	**39**	**34**	**16**	**4**	**0**	**8608**

Chart 50 Influential at the level of department or similar unit (%)

COUNTRY	NOT APPLICABLE	NOT AT ALL INFLUENTIAL	A LITTLE INFLUENTIAL	SOMEWHAT INFLUENTIAL	VERY INFLUENTIAL	TOTAL (N)
DK	6	24	35	28	7	661
DE	8	26	34	26	6	1055
IRL	3	23	27	25	21	830
IT	27	32	30	9	3	1598
LV	4	14	25	33	24	514
PT	4	19	34	36	7	914
RO	12	13	32	32	11	932
RS	5	12	29	41	13	515
UK	3	33	31	23	10	1852
Average	**8**	**22**	**31**	**28**	**11**	**8871**

Chart 51 Influential at the level of faculty (%)

COUNTRY	NOT APPLICABLE	NOT AT ALL INFLUENTIAL	A LITTLE INFLUENTIAL	SOMEWHAT INFLUENTIAL	VERY INFLUENTIAL	TOTAL (N)
DK	4	63	21	10	2	659
DE	0	9	24	61	6	1051
IRL	7	68	14	9	3	905
IT	47	36	13	4	0	1598
LV	3	48	30	15	5	540
PT	6	59	26	8	1	917
RO	28	37	25	8	1	924
RS	15	37	30	16	3	503
UK	5	78	11	4	1	1848
Average	**13**	**48**	**21**	**15**	**3**	**8945**

Chart 53 There is collegiality/participation in decision-making processes (%)

COUNTRY	DISAGREE	AGREE	MEAN	TOTAL (N)
DK	49	23	2.6	636
DE	42	29	2.8	1049
IRL	16	65	3.8	883
IT	66	12	2.2	1598
LV	43	25	2.7	539
PT	47	16	2.5	909
RO	37	34	2.9	909
RS	20	46	3.3	514
UK	73	11	1.9	1841
Average	**44**	**29**	**2.8**	**8878**

* Higher mean value agrees with the statement (min=1, max=5)

Chart 54 Lack of staff involvement in decision-making is a real problem (%)

COUNTRY	DISAGREE	AGREE	MEAN	TOTAL (N)
DK	13	67	3.8	639
DE	16	61	3.8	1013
IRL	57	25	2.4	897
IT	22	61	3.4	1598
LV	30	42	3.3	533
PT	22	46	3.4	899
RO	24	45	3.3	928
RS	30	41	3.1	509
UK	18	68	3.9	1840
Average	**26**	**51**	**3.4**	**8856**

* Higher mean value agrees with the statement (min=1, max=5)

Chart 55 Trade unions are recognised as partners in decision-making processes (%)

COUNTRY	SA				SD	TOTAL (N)
DK	16	41	25	13	6	574
DE	4	9	25	27	35	1002
IRL	7	20	28	22	23	814
IT	3	8	19	32	38	1598
LV	6	16	27	20	30	469
PT	1	8	32	29	30	896
RO	18	22	26	19	15	928
RS	20	14	40	13	12	505
UK	37	29	22	10	2	1835
Average	**13**	**19**	**27**	**21**	**21**	**8844**

1=Strongly Agree – 5 Strongly Disagree

MARIE CLARKE is a Senior Lecturer in the School of Education, University College Dublin, Ireland. She is a past President of the Irish Federation of University Teachers (IFUT) having served a two-year term from 2011-2013. She lectures in the areas of curriculum studies, mentoring studies, followership, education history/policy, higher education and quantitative research methods. She is published internationally and nationally in each of these areas. She was appointed Head of the School of Education, UCD for a four-year term 2007-2011 and is a member of UCD Governing Authority.

Education International

Education International is the global union federation representing more than 30 million teachers, professors and education workers from pre-school to university in more than 170 countries and territories around the globe.