



Evolving roles of academics in Irish Institutes of Technology and Technological Universities.

Sharon McGreevy

B.Sc (Mgt), MBS, MB.

A

**dissertation presented to Dublin City University in fulfilment of
the requirements of the Doctorate of Education**

Institute of Education

Dublin City University

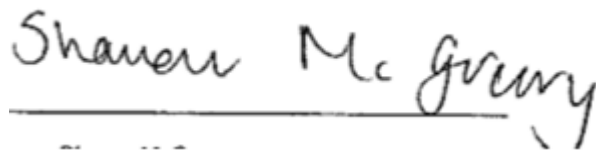
Supervisor Dr. Shivaun O'Brien

May 2021

Declaration

I hereby certify that this material, which I now submit for assessment on the programme of study leading to the award of Doctorate of Education, is entirely my own work, that I have exercised reasonable care to ensure that the work is original, and does not to the best of my knowledge breach any law of copyright, and has not been taken from the work of others save and to the extent that such work has been cited and acknowledged within the text of my work.

Signed:

A handwritten signature in black ink, reading "Sharon Mc Grouney", is written over a horizontal line. The signature is cursive and slightly slanted to the right.

ID No:

16212077

Date:

17 May 2021

Dedication

To Gerry, Max, Isaac, Mum and Dad.

Acknowledgements

Firstly, I wish to thank my wonderful supervisor, Dr. Shivaun O'Brien for her unwavering support, constructive feedback and constant gentle encouragement throughout this arduous process.

Secondly, to the best friend in the world, Siobhan Gallagher who graciously read through repeated drafts and offered fantastic support and encouragement throughout.

Thirdly, to my colleagues in work, especially, Dr. Josephine Browne, Dr. Therese Moylan and Sylvia Wrynn whose support, encouragement and facilitation really helped me through the last four years.

To all my colleagues on the Ed.D programme who were a tremendous source of encouragement, friendship and spurred me on to finish!

To all my colleagues at work who acted as “critical friends” reviewing and commenting on drafts, I am eternally grateful.

This research was only feasible due to the enthusiastic participation and engagement of the twenty-seven interviewees. Their willingness and generosity in sharing their everyday experiences made this research possible.

Finally, and most importantly, to my family, my back-up team! especially my fantastic husband Gerry and my two boys Max and Isaac who put up with long absences and offered constant support and encouragement.

Contents

Declaration.....	I
Dedication	II
Acknowledgements.....	III
List of Abbreviations	IX
List of Figures	XII
List of Appendices	XIII
List of Tables	XIV
Abstract.....	XV
Chapter One Introduction.....	1
1.0 Introduction	1
1.1 Research Aims.....	1
1.2 Research Focus.....	1
1.3 Key Research Questions.....	2
1.4 Justification for the Research and Gaps in Current Knowledge	3
1.5 My Background	3
1.6 Chapter Overview Roadmap of this Research	4
1.7 Summary and Conclusions	5
Chapter Two Context: The Same but Different	6
2.0 Introduction	6
2.1 HE Landscape in Ireland.....	6
2.2 HE Reform	11
2.2.1 HE Mergers and Re-Structuring	11
2.2.2 Managing Performance Strategic Dialogue and Higher Education System Performance Framework	13
2.2.3 Quality Enhancement.....	15
2.3 Specificity of IoTs	16
2.3.1 Academic Career Paths and Contracts in IoTs	16
2.3.2 Staff Profile.....	18
2.3.3 Trade Union Representation.....	21
2.3.4 Learner Profile.....	21
2.4 Conclusion.....	22
Chapter Three Literature review	25
3.0 Introduction	25

3.1 Key Drivers of Change in HE.....	26
3.1.1 Marketization.....	26
3.1.2 Managerialism and Neoliberalism	27
3.1.3 Massification	28
3.2 Academic Roles and Evolving Identities.....	29
3.3 Changing Academic work.....	34
3.3.1 The Changing Role of Teaching	36
3.3.2 The Changing Role of Research.....	41
3.3.3 The Changing Role of Service	42
3.4 Changing Expectations and Practices	45
3.4.1 Academic Motivation and Job Satisfaction	48
3.4.2 Changing Development Opportunities and Evolving Academic Roles.....	51
3.5 Conceptual Framework.....	54
3.6 Conclusion.....	56
Chapter 4 Methodological Approach.....	57
4.0 Introduction	57
4.1 Research Paradigms.....	58
4.1.1 Ontological and Epistemological dimensions	58
4.1.2 Interpretivism / Constructivism	58
4.2 Key Research Questions.....	60
4.3 Research Approach	60
4.3.1 Case study	61
4.4 Steps in Conducting Case Study Research	63
4.4.1 Pilot Study	67
4.4.2 Access and Sampling	68
4.4.3 Data Collection and Administration.....	70
4.4.4 In-depth Interview	70
4.4.5 Vinettes	72
4.4.6 Conducting and Administration of Interviews	73
4.4.7 Research Journal	74
4.4.8 Document Analysis.....	77
4.5 Data Management and Analysis	79
4.5.1 Data Analysis	80
4.6 Limitations and Criticisms of Case Study	85

4.6.1 Rigour, Credibility and Trustworthiness.....	85
4.6.2 Generalizability	87
4.6.3 Bias, Positionality and Challenges of Insider Research	87
4.7 Ethical Considerations.....	89
4.8 Summary and Conclusions	90
Chapter Five Case Study Findings and Analysis	91
5.0 Introduction	91
5.1 Case Study One Site A	93
5.1.1 Background and Profile.....	93
5.1.2 Institutional Policy and Changes to Academic Roles	95
5.1.3 Academic Experience of their changing roles	100
5.2 Case Study Two Site B	107
5.2.1 Background and Profile.....	107
5.2.2 Institutional Policies and Changes to Academic Roles.....	108
5.2.3 Academic Experience of their changing roles	112
5.3 Case Study Three Site C.....	121
5.3.1 Background and Profile.....	121
5.3.2 Institutional Policy and Changes to Academic Roles	123
5.3.3 Academic Experience of their Changing Roles.....	127
5.4 Case Study Four Site D	133
5.4.1 Background and Profile.....	133
5.4.2 Institutional Policy and Changes in Academic Roles.....	134
5.4.3 Academic Experience of their Changing Roles.....	137
5.5. Summary of Findings Four Case studies	147
Chapter 6 Cross Case Analysis and Discussion.....	148
6.0 Introduction	148
6.1 Macro Contextual Change Drivers	148
6.1.2 Massification	148
6.1.3 Managerialism.....	149
6.1.4 Marketization.....	150
6.2 Traditional Academic Roles.....	153
6.3 Current and Changing Academic Roles and the Influence of Policy and Context	157
6.3.1 Teaching Role	160
6.3.2 Research Role.....	163

6.3.3 Service Role	167
6.4 Changing Perceptions and Attitudes Towards Professional Development	170
6.5 Conclusion	172
Chapter 7 Conclusions and Recommendations	174
7.0 Introduction	174
7.1 Overall Conclusions and Key Findings.....	175
7.1.2 Massification	175
7.1.3 Managerialism.....	176
7.1.4 Marketization.....	176
7.1.5 The Role of Teaching.....	178
7.1.6 The Role of Research.....	179
7.1.7 The Role of Service.....	180
7.1.8 Staff Development	180
7.2 Contribution to Theory and Practice	181
7.3 Limitations, Scope and Parameters	182
7.4 Recommendations for Policy and Practice	184
7.4.1 HE Policy Makers.....	184
7.4.2 HR Managers and Academic Managers	184
7.4.3 Academic Staff	185
7.5 Future Agenda and Scope for Further Study	186
7.6 Concluding Remarks.....	186
References	188
Appendices.....	216
Appendix A Institutes of Technology and Technological Universities Status	1
Appendix B Ten Fold Policy Framework.....	1
Appendix C Selection of HEA Policies and Consultation Papers since 2010 impacting on academic roles in IoTs.	1
Appendix D Higher Education Authority Criteria for a Technological University	1
Appendix E Interview Guide.....	1
Appendix F Plain Language Statement and Informed Consent	1
Appendix G Screen shots of NVivo Audit trail.....	1
Appendix H Code Book	1
Appendix I Vignettes	1
Appendix J Example Diary Entry	1

Appendix K Ethical Approval	1
-----------------------------------	---

List of Abbreviations

AIT	Athlone Institute of Technology
CAO	Central Applications Office
CCT	Creative, Cultural and Technological sector
CERT	State training agency for Hotel, Catering and Tourism
CELT	Centre of Excellence for Teaching and Learning
CSO	Central Statistics Office
CPD	Continuing Professional Development
DES	Department of Education and Skills
DCU	Dublin City University
DKIT	Dundalk Institute of Technology
ECF	Employment Control Framework
ECTS	European Credit Transfer System
EHEA	European Higher Education Area
ETB	Education Training Board
EUA	European University Association
EU	European Union
FE	Further Education
FETAC	Further Education and Training Awards Council
HEA	Higher Education Authority
HE	Higher Education
HETAC	Higher Education Training and Awards Council

HEI	Higher Education Institute
HR	Human Resources
HESPF	Higher Education System Performance Framework
HoD	Head of Department
HoS	Head of School
IFUT	Irish Federation of University Teachers
IUQB	Irish Universities Quality Board
ISSE	Irish Survey Student Engagement
IoT	Institute of Technology
LIN	Learning Innovation Network
MALT	MA Learning and Teaching
MBPC	Mission Based Performance Compact
NF	National Forum for the Enhancement of Learning and Teaching
NFQ	National Framework of Qualifications
NPM	New Public Management
NQAI	National Qualifications Authority Ireland
OECD	Organisation for Economic Co-Operation and Development
PDF	Professional Development Framework
QQI	Quality and Qualifications Ireland
RAE	Research Assessment Exercise
RTC	Regional Technical College
SIPTU	Service Industrial and Professional Technical Union
SSR	Staff Student Ratio

SIF	Strategic Innovation Fund
TUD	Technological University Dublin
TUI	Teachers Union of Ireland
TU	Technological University
VLE	Virtual Learning Environment
WAM	Work Allocation Model
WTE	Whole Time Equivalent

List of Figures

Figure 3.1	Academic identity
Figure 3.2	Service Pyramid
Figure 3.3	Disaggregation of academic practice
Figure 3.4	Emerging Framework to illustrate current academic roles in an IoT context

List of Appendices

Appendix A	Institutes of Technology and Technological Universities Status
Appendix B	Ten Fold Policy Framework
Appendix C	Selection of HEA Policies and Consultation Papers since 2010 impacting on academic roles.
Appendix D	Higher Education Authority Criteria for Technological University
Appendix E	Interview Guide
Appendix F	Plain Language Statement and Informed Consent
Appendix G	Screen Shot NVivo Audit Trail
Appendix H	Code Book
Appendix I	Vignettes
Appendix J	Diary Example
Appendix K	Ethical Approval

List of Tables

Table 3.1	Forms of Storylines
Table 3.2	Classic accounts of and contemporary approaches to being an academic
Table 4.1	Five Key Components of a Research Plan
Table 4.2	Pilot Interviews
Table 4.3	Summary of Participants
Table 4.4	Document Selection
Table 5.1	Site A Document Analysis
Table 5.2	Site A Participant Profiles
Table 5.3	Site B Document Analysis
Table 5.4	Site B Participant Analysis
Table 5.5	Site C Document Analysis
Table 5.6	Site C Participant Analysis
Table 5.7	Site D Document Analysis
Table 5.8	Site D Participant Analysis
Table 5.9	Case summary
Table 7.1	Impact of change drivers on academic roles in the case study sites

Abstract

Evolving roles of academics in Irish Institutes of Technology and Technological Universities.

Sharon McGreevy

This research critically explores the changing roles and demands on academics in Irish Institutes of Technology and Technological Universities amid profound changes in HE in the past decade. Professional roles are dominant themes in the discourse of occupations yet currently there is a lack of empirical research on professional roles amongst academics working in Irish Institutes of Technology (IoTs) and Technological Universities (TUs). This study critically explores how academic roles are conceptualised and constructed. The central research problem explores how everyday roles are evolving and are perceived amongst experienced academics in IoTs and TUs in Ireland.

This research is situated within an interpretivist framework and uses an exploratory case study design to address the research questions. A multiple case study design is used with four Irish IoTs selected, two moving to TU status and two currently remaining outside of the process. Qualitative data is drawn from twenty-seven interviews with academic staff, Academic Managers as well as document analysis. The qualitative interviews enabled the perceptions and understandings of individual academics and their Academic Managers and the way in which they navigate their local context to be critically explored and explained. Documentary analysis of institutional policies was used to supplement the interviews and provide a contextual evidence base as part of the qualitative aspects of this study. The research draws on the personal accounts and local perspectives focusing on the voice of the “ordinary” academics. This study provides insight into how academics navigate their everyday roles within an IoT/TU context.

This research reveals evidence of both continuity and change and of divergence and convergence in academic roles. This research finds that more fluid, multifaceted and holistic roles exist among the academics in this study. This research dispels the myth of the academic “all-rounder” and finds academics in the present study focusing on elements of practice primarily involving teaching, service and to a lesser extent research.

Chapter One Introduction

1.0 Introduction

This study critically explores the changing and evolving roles and practice of experienced academics in Irish Institutes of Technology (IoT) and Technological Universities (TUs). This first chapter details the aims and objectives of this research. The rationale, scope and focus of the present study is explained. The research questions are presented. This is followed by the authors background and how this informs and contextualises the current study. Finally, the structure of this research is presented providing a roadmap for the study.

1.1 Research Aims

The aim of this research is to gain insight and a critical understanding into how everyday roles and expectations of experienced academics in Irish IoTs and TUs are changing and evolving in the context of deep and far-reaching changes in the sector.

1.2 Research Focus

It is widely acknowledged that the primary role and function of Higher Education (HE) is to “create and disseminate new knowledge, develop and educate people and progress the search for intellectual truth” (Baruch, 2013, p.196). Knowledge is therefore essential for performance in a HE environment and this represents a specific human resource challenge. HE staff are simultaneously an intangible asset and key resource yet they cannot be purchased or sold and do not feature on a balance sheet (Baruch, 2013, p.197). HE is extremely reliant on the quality and activities of its human resources, specifically academic staff (Schulz, 2013). Roles and expectations are changing for all in HE and this is especially true for academic staff within Irish IoTs and TUs. The capacity to respond to the changing HE context demands a new or revised conceptualisation of everyday roles amongst academics in IoTs. Policy changes are now challenging the vocational and practical orientation of teaching and learning in IoTs (O’Connor, 2015). Academics represent the heartland of IoT educational provision yet due to academic drift their traditional practical approach and vocational practices are being undermined and marginalised in the current discourse.

This research critically explores the changing roles and demands on academics in Irish IoTs amidst profound changes in HE in the past decade. Roles and changing expectations are dominant themes in the discourse of occupations yet currently there is a lack of empirical research focusing uniquely on professional roles amongst academics working in Irish Institutes of Technology (IoTs) and Technological Universities (TUs). Guest (2017 p.32) notes the interests of employees are frequently neglected. This study seeks to critically explore how academic roles are conceptualised and constructed amongst academics in the sector. It attempts to develop a deeper understanding of academics' perception of their changing and evolving roles. It is argued that it is timely to conduct research to inform the development of the sector as it continues to evolve and build capacity to respond to the dynamic HE context.

Academic jobs are frequently portrayed as being low pressured, with short working weeks, high salaries and a lifetime of job security (Hagedorn, 2000, p.6). This research challenges that perception. This study critically explores the insights and understandings of individual experienced academics as they navigate their careers in a period of dramatic change. To date, the primacy of teaching 16-18 hours per week has limited capacity to engage with research and other professional roles. This is now changing as new pressures placed on staff have considerably expanded the breadth and scope of demands far beyond teaching.

The data for this research was gathered prior to the outbreak of COVID 19 therefore this study has not captured the likely enormous impact on academic roles during and after the global pandemic.

1.3 Key Research Questions

The central research problem is to explore how everyday roles are evolving amongst experienced academics in IoTs and TUs in Ireland. As Henkel (2012, p.3) states “who they are, how they define their professional selves and from where they find a sense of meaning and worth”

The overarching research question is articulated as:

How is the role of academics in Irish IoTs and TUs changing and evolving?

This research question will be addressed by focusing on the following:

- What were traditional academic roles in IoTs?

- How has the role changed and evolved?
- What has caused such changes?
- How have these changes affected perceptions and attitudes towards personal and professional development?
- What are the current realities and expectations of academics in IoTs and TUs?

1.4 Justification for the Research and Gaps in Current Knowledge

Most research on changing academic roles, identities and expectations to date has tended to focus on the University sector in the UK and to a lesser extent in Ireland (Whitchurch and Gordon 2010; Locke, 2012; Clarke, Hyde and Drennan, 2013; Dowling-Hetherington, 2014a, 2014b; O'Connor, 2015; Clarke, 2015; Clarke et al, 2015a, 2015b, 2018; Clarke, Kenny and Loxley, 2015; Locke et al 2016; Locke, Whitchurch and Marini, 2018; Malone, 2018; Whitchurch Locke, and Marini, 2019). There has been relatively little research on changing roles and expectations of academic staff uniquely within the IoT and TU sector in Ireland. The specificity of context for academics working in Irish IoTs is currently under-researched. This is a unique and distinctive environment which accounts for 40% of the total student population in HE (DES, 2015, p.8). In the context of the current reforms in HE and the emergence of Technological Universities within the IoT sector this research is timely and informative. This research has implications for HE policy makers, Academic Managers, Human Resource (HR) Managers and academics themselves.

1.5 My Background

My career changed trajectory when I took up a post as an academic in an IoT in 2002. Prior to that I had worked in Higher Education for a decade in the private and not for profit sectors. Transitioning into public sector HE represented a considerable challenge and required substantial adjustment. I had anticipated greater emphasis on research than in my previous roles and had expectations and perceptions around the role of an academic working in an IoT. Whilst some perceptions and expectations were accurate, others were not. Aside from the low level of research activity, the level of engagement in academic development to improve and enhance teaching and learning practice was non-existent despite high teaching contact hours. In 2007, I completed a Post Graduate Diploma in Learning and Teaching in HE in DIT and I was curious

that few of my colleagues engaged in this type of academic development at the time given the high level of teaching associated with the post. Presently, there is no professional training requirement for academic staff in Higher Education in Ireland (Donnelly, 2009; Palmer, 2009) although there is increasing recognition of the need for it in many policy statements and Government Reports such as (at a European level) Improving the Quality of Teaching and Learning (2013) and nationally, the Action Plan for Education (Statement of Strategy) 2016-2019, and the National Strategy for Higher Education 2030 (DES, 2011). Accredited programmes in learning and teaching are only available to staff following appointment and there are no opportunities for lecturing staff to engage in professional academic development programmes prior to employment (Palmer, 2009).

In 2016, I assumed a new role as Academic Co-ordinator of a range of accredited LIN (Learning Innovation Network) programmes which are offered to staff in the Institute as academic professional development. This programme was initially funded by the Strategic Innovation Fund (SIF) which was designed to encourage engagement in such programmes and provide formal qualifications in learning and teaching. Whilst it is conceded the recession impacted negatively on the SIF, it is widely acknowledged that learning and teaching in HE is now afforded higher status and visibility. There are currently four programmes accredited at Level 9 carrying 10-15 ECTS credits (Certificate in Learning and Teaching, Certificate in Assessment and Evaluation, Certificate in Technology Enhanced Learning and Certificate in Universal Design for Learning) available for staff which are offered throughout the academic cycle. Whilst the programmes are offered to staff with no fee, it has become increasingly challenging to fill some of the programmes. This particular aspect puzzled me as it appeared (on the surface at least) a good opportunity to develop professionally in a supported environment amongst colleagues with no financial outlay. I wondered how academics perceived their role and the relevance of professional academic development which together prompted this study.

1.6 Chapter Overview Roadmap of this Research

This research is structured into seven chapters. Chapter One introduces the background and justification for the study. It sets out the research aims, objectives, scope and parameters. Chapter Two critically reviews the HE landscape and context and explores issues in HE reform.

Chapter Three critically explores current literature around academic roles, academic work and changing role expectations in teaching, research and service. Academic motivation and job satisfaction are also explored. The conceptual framework for the present study is outlined in this chapter. Chapter Four outlines the methodological approach adopted in this study. A variety of research paradigms are critically explored. The research design, analysis and methodological considerations are also outlined. Case study is selected and justified as an appropriate research methodology for this study. Semi-structured interviews combined with document analysis are identified as the most effective data collection methods in achieving the aims of this study. The qualitative interviews enabled the perceptions and understandings of individuals and the way in which they navigate their local context to be explored and explained. Chapter Five presents the findings of the primary work. The findings from each of the four case studies are presented individually. Chapter Six critically discusses the findings and implications from the present study using cross case analysis. Conclusions and recommendations are outlined in Chapter Seven. The implications arising from this research are made pertaining to four groups: HE policy makers, Academic and Human Resources Managers (HR) and the academics themselves. The limitations of this work are also highlighted and the scope for further research is outlined.

1.7 Summary and Conclusions

This chapter outlined the research area which explores the changing roles and demands on academics in Irish IoTs amidst profound changes in HE in the past decade. This study seeks to gain insights and extend understanding into the evolving professional roles and identities of academic staff in IoTs. This research critically explores an under-investigated area and will modestly contribute to the creation and interpretation of new knowledge (Trafford and Lesham, 2008). It commenced by outlining the focus and key objectives of the study. This chapter detailed the research questions and justification for the proposed study. The discussion in the next chapter critically explores the unique context of IoTs. Current challenges and key themes in HE such as HE reform are explored.

Chapter Two Context: The Same but Different

2.0 Introduction

This chapter outlines the landscape of HE in Ireland with particular focus on the IoT sector. The discussion examines the current context, debates and challenges in HE provision in Ireland and internationally. The current HE context is being radically altered by the Reform Agenda being enthusiastically pursued by the HEA and the Government. This chapter critically explores the central components of the Reform Agenda identified as re-structuring, quality enhancement and the Mission Based Performance Compact. It is argued that in combination these are likely to have far reaching consequences for academic roles and practice in the IoT/ TU sector.

The distinctive elements of IoT/ TU provision, legacy, focus and student profile are explored. Firstly, the central determination of posts and contracts is critically explored and how this differs from the University Sector. Secondly, academic career pathways are outlined and the scarcity of promotional opportunities within teaching in IoTs is highlighted. Academic workloads and the constraints of time (academic cycle) are critically explored and differences between IoTs and Universities stressed. Distinctive features of staff qualifications, student profiles and preferences are critically examined. Finally, work practices, trade union role and representation are also explored to provide a holistic image of the unique elements of the IoT sector and the key challenges ahead.

This chapter locates the context of the current study and seeks to highlight the key research questions which emerge from the current challenges facing the IoT and TU Sector.

2.1 HE Landscape in Ireland

Ireland has a binary system of HE with a traditional University Sector (8) and an Institute of Technology sector (IoT) and over forty other providers such as the Garda College which is publicly funded (Flannery and Cullinan, 2017). Clarke, Kenny and Loxley (2015) note that whilst HE is relatively small in Ireland the system is diverse.

The Institutes of Technology (IoT) play a unique role in the landscape of Higher Education (HE) in Ireland and make a substantial contribution to enhancing universal access. The IoTs provide a distinctive system of HE, which facilitates learners to advance from Level 6 to Level

10 of the National Framework of Qualifications (THEA, 2019). The disciplinary mix in the IoTs is diverse with a general focus on vocational or practice based disciplines linked to labour market requirements. Provision is centred around three primary areas, STEM which accounts for 51% of provision, followed with Arts, Humanities and Social Sciences at 34% with Services and others accounting for the remaining 14% (THEA, 2019).

Throughout the 1960s and 1970s the emergence of an alternative to the Universities was a direct response to socio-economic demand and new opportunities emerging from economic transformation. Hazelkorn and Moynihan (2011a) note this development was common across Europe whilst named differently; Fachhochschule in Germany, Polytechnics in the UK and Regional Technical Colleges (RTCs) in Ireland. These newer alternative HEIs were charged with focusing provision on vocational, career oriented, technological and specialist programmes at Degree and sub Degree level (originally Certificate and Diploma now, Level 6 and 7) with a strong regional and SME remit. Practical vocational orientation has been a defining feature of IoT provision (Hazelkorn and Moynihan, 2011a).

Initially nine regional technical colleges were established through the 1970s and 1980s. Over time, this grew to 14 IoTs (DES, 2015, p.8) which have an applied professional teaching focus primarily providing programmes from craft to Ph.D level (Lillis, 2007). The IoTs are geographically dispersed throughout the island of Ireland from Letterkenny in the North-West to Cork in the South (three IoTs are located in the greater Dublin area) and were originally managed under the auspices of the Vocational Education Committees (VEC) with a primary focus on teaching which continues to this day. Controversially at the time these colleges were re-designated as Institutes of Technology between 1992 and 2006, reflecting the wider range of activity and functions offered (Hazelkorn and Moynihan, 2011a; McCoy and Byrne, 2017). This name change was believed to confer higher status and acknowledge the University level teaching and research (Hazelkorn and Moynihan, 2011a; Thorn, 2018). Following the 1992 Regional Technical Colleges (RTC) Act, the colleges came under the ambit of the Department of Education and in 1998 RTCs became self-governing (OECD, 2006). Their role was also expanded to encompass a broader remit including research, development and consultancy (Hazelkorn and Moynihan, 2011b). Delegation of authority followed whereby IoTs could award their own degrees having put in place the required quality assurance mechanisms (Moynihan, 2015; Thorn, 2018).

The IoTs are not homogeneous and vary significantly in relation to their vision, history, location, size and ambition. It is argued that such heterogeneity adds further complexity. Hazelkorn and Moynihan (2011b) note there are seven IoTs with less than 3000 students. Furthermore, the larger IoTs (Cork and Waterford) are inclined to operate at arms-length. This diversity in the sector is extremely challenging. In addition, differing funding models (criteria and standards) operate for the Universities and IoTs which compound the challenges. IoTs were unable to borrow or form campus companies until very recently without approval which was highly disadvantageous. Due to prestige, reputation and status the Universities are able to fully exploit and attract philanthropic donations to build infrastructural development. Again this is not replicated in the IoT sector. Thus, the IoTs struggle in terms of their status, brand and identity and this is posing an extreme challenge in the current environment.

As time has progressed there has been a blurring of the lines between IoTs and Universities as the former now provide honours degrees (Level 8) and post-graduate programmes at Levels 9 and 10 (Lalor, 2010). Arguments of “mission drift” arise (Lalor, 2010, p.2) and this is particularly salient in view of the current reforms underway in HE which are explored later in this chapter. Moynihan (2015) argues the missions of both the IoTs and Universities have evolved to embrace European and national strategy aims. In spite of increased convergence between IoTs and Universities in terms of level of awards and range of disciplines the Irish government is robustly devoted to preserving the binary divide. Paradoxically the reform agenda may in fact result in greater convergence across the binary divide as government policy steers HE providers towards similar goals (Moynihan, 2015). Similarly, Barnett (2016) concurs arguing that a ten-fold policy framework is now ubiquitous and is limiting the potential options, scope and imagination of policy makers in HE (Appendix B).

In Ireland, the Higher Education Authority (HEA) was initially formed in 1968 as an administrative unit solely responsible for funding in the Universities. It also functions as the advisory body to the Minister for Education and Skills in relation to the Higher Education Sector. In 2006 this responsibility was extended to the IoTs. The Higher Education Authority (HEA) currently has statutory responsibility for planning and policy development in Ireland. Flannery and Cullinan (2017, p.5) stress that while the HEA distributes funds, it is the Departments of Finance and Education and Skills which determine the level of funding. This broader mandate as an advocate and driver of change and modernisation across the sector necessitates a deeper and more sophisticated understanding of a wider range of HE institutions (Hazelkorn, 2014). Historically the Universities were granted considerable autonomy with little

oversight. In sharp contrast the IoTs were micromanaged by the DES. This is beginning to change as all HEs are now under the same governance and funding framework (Hazelkorn, 2013, Walsh and Loxley, 2015).

Unique in Europe, Ireland is still enjoying a growing population largely explained by unusually high fertility rates. The population has increased by more than 1 million since the 1990s now standing at 4.92m (CSO, 2020). By 2060, current estimates suggest the population in the Republic will reach 6.7 m and 10 m across the island of Ireland. Full time student demand is likely to reach 227,244 by 2029 (HEA, 2017a, p.7). The short term demand is predominantly due to demographic growth. However, the HEA (2017a) argues that future demand will also come from groups currently under-served in society such as first in family, mature and life-long learners. This predicted continued increase in demand contradicting the 2040 National Planning Consultation Document which indicates that demand will peak in the mid to late 2020s. Increased universal access and demand for HE will place considerable pressure on HE which will require agile and sophisticated approaches from HE Institutions and academics to learning, teaching and assessment practices. This research is based in the context of expanding, universal admission to HE in Ireland, greater emphasis on access, retention, progression and the associated changing skill and role requirements for academic staff to meet these new demands.

Admission to third level is through a competitive entry system based on Leaving Certificate grades which are converted into points and administered by the Central Applications Office (CAO). Applicants complete one form identifying their top ten course preferences (one list for Level 8 and another list for Levels 6 &7) (Denny, 2014). Places are offered to the highest scoring students based on their course preference. At present the system is characterised by excess demand (Flannery and Cullinan, 2017, p.6). However, demand is not evenly distributed and students display a clear preference for University provision (Walsh and Cullinan, 2017, p.104).

Ireland was hit by a severe economic shock from 2007/8 and this has presented considerable challenges in terms of coping with high demand for HE (Harmon, 2017, v) placing a severe challenge and impediment to implementing policies. Hazelkorn (2012, p.2) argues the global financial crisis cast HE in the eye of the storm in terms of economic austerity. Whilst HE gained from the Celtic Tiger it became a casualty of the downturn with substantial reductions in funding. As Irish HE is publicly funded it is under extreme pressure which has led to greater government oversight of HE. Zubrzycki (2018) argues that economic austerity measures are

undermining the growth in HE. Chronic underfunding is a feature of HE in Ireland at present following the mantra of “do more with less” (Zubrzycki, 2018, p.150) This has resulted in the twin challenges of acceding to demographic and social demands whilst austerity measures have led to reduced levels of public funding (Hazelkorn, 2014,). All HEs are now under severe financial constraint and by 2015 some IoTs were operating deficits (Holborow and O’Sullivan, 2017). For example, Tralee IT featured in the media facing a growing deficit and sharp decline in student numbers in recent years (O’Brien, 2019). In 2016 the HEA conducted a financial review of the IoT sector acknowledging that six of the fourteen IoTs at that time faced “immediate sustainability challenges” (HEA, 2016, p.5). In essence, the HEA conceded that the funding model for the IoT sector required review following changes in the HE landscape. The HEA (2016) recognised that whilst student numbers had increased by almost one quarter, the state grant declined by 34% between 2008 and 2015.

The Group on Public Service Numbers and Expenditure Programmes (Government of Ireland, 2008) set out to reduce the cost of the Public Sector Pay Bill and prompted the introduction of the Employment Control Framework (ECF). In 2011 within HEA-funded institutions, there were 9,441 core academic staff (HEA, 2014). In the IoT sector staffing levels were initially 4799.56 in 2007 falling to 4338.70 in 2014. In total a 7.2% (697 WTE) reduction in academic staff working in the Higher Education sector in the period 2007-2014 was experienced (Clarke, Kenny and Loxley, 2015).

Hazelkorn (2012, p.1) argues that HE remained largely disconnected from policy decisions through the 1990s and until the global financial crisis evolved with “minimum policy guidance”. This has now fundamentally changed as all policy documents and national strategies connect HE to the knowledge economy and global competitiveness. Since 2011 there has been a sustained period of intense and unprecedented policy development (Clancy, 2015). This has initiated a significant move from HE viewed as human capital development to being an element of industrial policy. The emphasis now is on reaching improved coherence, collaboration and efficiency in the system. Harmon (2017, v) counters this asserting policy confusion. Linked to this is the new government mantra of participation, quality and excellence (Hazelkorn, 2012). Thorn (2018, p.190) asserts the policy tools and implementation has imposed a considerable workload burden and exposed weaknesses in HEIs and argues that IoTs were disproportionately affected by such policy instruments. Armstrong and Brown (2019, p.9) caution that strategies and policies may represent optimistic aspiration, noting that intent does not always lead to action.

2.2 HE Reform

Amidst the twin challenges of sustainability of universal access to HE and maintaining quality within a severely under resourced environment a new impetus has been given to HE reform which is broadly identified as restructuring, quality enhancement and performance management. It is a plausible suggestion that the current economic environment has acted as a catalyst for change. Morley (2003, p.93) argues that HE has been simultaneously positioned as a contributor to wealth production and a consumer of resources. Such an emphasis justifies state intervention which it is argued is clearly evident in Ireland in the form of re-structuring, performance management and quality enhancement. There is increasing competitiveness between HE providers for students, research funding and rankings (Lalor, 2010). Collectively this represents a concerted move towards pursuing a neoliberalist agenda.

2.2.1 HE Mergers and Re-Structuring

Restructuring HE in Ireland had its roots in the 2006 OECD Review of Higher Education although at the time the political will and impetus was lacking (Harkin and Hazelkorn, 2015). Reports such as the Report of the Special Group on Public Service Numbers and Expenditure Programmes (Government of Ireland, 2008) proposed that HEIs rationalise and merge stressing duplication of resources and the benefits of economies of scale.

The National Strategy for Higher Education to 2030 (DES, 2011) provided a framework for current Institutes of Technology to merge and apply for the establishment of a new legal entity as a Technological University. Walsh and Loxley (2015, p.1128) maintain this was the “most assertive” attempt to reconstruct HE aligned to utilitarian objectives. However, Walsh and Loxley (2015) also argue that rather than a manifesto for radical reform, the National Strategy for Higher Education 2030 (DES, 2011), is really a synthesis of existing policies within the broad narrative of public sector reform. The publication in 2012 of “Towards a Future Higher Education Landscape” by the HEA established guiding principles for a more co-ordinated system of HE with a focus on mission distinctiveness. HE is now being “re-positioned” as a cure and a remedy for economic failure and structural deficiencies. Achieving greater efficiency and concentration of resources emerged as a consistent theme of the Report. This was justified as the necessity for rationalisation at both programme and institutional level and enhanced system level coherence. The Report envisaged a smaller number of larger

Institutions with distinctive missions to address the criticism of mission drift. The importance of creating HEs with sufficient scale and capacity to meet future demand was explicit. The binary system was endorsed by the Report and an enticing proposition was suggested that merged HEs (IoTs) could apply for Technological University status. This has been highly controversial in the past as WIT (Waterford Institute of Technology), DIT (Dublin Institute of Technology) and CIT (Cork Institute of Technology) individually applied for University status under the 1997 University Act but all were unsuccessful at that time. Hazelkorn (2014, p.1351) comments the Universities both “lost and won” their long standing dispute preventing the creation of any new Universities.

Currently five consortia are actively engaged in the process with the formation of TUD (Technological University of Dublin) being created with a merger of DIT (Dublin Institute of Technology), ITT (Institute of Technology Tallaght) and ITB (Blanchardstown IT) in January 2019. Other planned mergers include, Technological University for the South-East (TUSE – consisting of Waterford Institute of Technology and Institute of Technology Carlow), Munster Technological University (MTU – consisting of Cork Institute of Technology and Institute of Technology Tralee) both due to occur in 2020/21 and, Connacht-Ulster Alliance (CUA – consisting of Galway-Mayo Institute of Technology, Institute of Technology Sligo and Letterkenny Institute of Technology) which is currently scheduled for 2020/21. Athlone Institute of Technology (AIT) and Limerick Institute of Technology (LIT) have recently announced their intention to merge and form a consortium and apply for TU status over the coming years. There are only two institutes outside the process which remain autonomous: IADT (Institute of Art Design and Technology) and DKIT (Dundalk Institute of Technology). DKIT have subsequently confirmed seeking TU status. However, this has proved highly controversial amongst staff at the Institute. There is currently a lack of clarity around the role and future prospects for Institutes currently outside of the merger process as they risk isolation and marginalisation in the sector. Houghton (2020, p.4) cautions that the prospects for any IoTs who do not merge and seek TU designation as “chastening” and risk being termed “third tier”. The Technological Universities bill 2015 (TU Bill) defined the criteria for mergers for two or more institutes. This includes strict eligibility criteria which are both complex and numerous (Hinfelaar, 2012). The current situation is in flux and it remains to be seen whether meeting the demanding criteria as well as lengthy procedures with no guarantee of a successful outcome will result in IoTs being reluctant to merge and scupper the process. Hinfelaar (2012, p.46)

speculates that achieving the “holy grail” of Technological University status may be an elusive prize at too high a perceived price for some HEs.

There is pressure to emulate the Universities (viewed as higher status) and this may result in radical changes to the work practices, expectations and professional roles of academic staff within those institutions. Thorn (2018, p.180) suggests the opportunity of enhanced status has been an influential change driver in IoTs. One such trend is identified as academicisation or academic drift which to date has been largely ignored according to Hazelkorn and Moynihan (2011b) and Ek et al (2013). This refers to the trend of vocational programmes transforming their focus to reflect more academic programme offerings. It also results in greater focus on research and requires staff to possess research capability (Houghton, 2020; Collins, Crowley and Quinlan 2020). For example, it is particularly evident in the fields of nursing, teacher education and business (Ek et al, 2013). This is clearly visible in the IoTs in light of the current structural reform agenda and transformation to Technological University. It is argued that whilst academicisation aspires to equal status with traditional Universities this flies in the face of the reality on the ground where many IoTs struggle to attract students in either sufficient numbers or calibre and overlooks the regional focus of IoTs. At present there is limited research on the changing work expectations and experiences of academic staff in IoTs as these transitions occur. This research seeks to address this gap in knowledge.

2.2.2 Managing Performance Strategic Dialogue and Higher Education System Performance Framework

Managing performance within a public sector HE environment is complex and multifaceted as multiple stakeholders demand higher levels of openness and scrutiny than the private sector. This is compounded by the multiplicity of goals and priorities in HE which creates a complex working environment. HE is becoming increasingly accountable for measuring outcomes. The Higher Education System Performance Framework (HESPF) is currently driving the agenda in IoTs in Ireland. All HEIs are now subject to much greater oversight through the strategic dialogue process and institutional performance contracts. In an Irish context this is evident through the Higher Education System Performance Framework 2014-2016 contract and the more recent 2018-2020 version.

Each HEI in the country is now obliged to agree performance targets with the main funder the HEA and this is monitored on an on-going basis. This represents a seismic change ensuring compatibility of Institutional strategies with national policy objectives. All providers are encouraged to pursue similar expectations across a very broad range of activities which it is argued may simply result in mediocrity in the system rather than excellence.

The revised funding model now explicitly links performance in order to “incentivise good performance and penalise those which fail to deliver” (DES, 2011, p.91). The System Performance Framework 2018-2020 (HEA,2018) sets out six key system objectives. The Performance Evaluation Framework imposed metric driven requirements on each HE institute. Each HE provider is now obliged to set out its strategic objectives which are subsequently assessed by the HEA who determine if they are credible, sufficiently challenging and compatible with overall system objectives and the individual mission of each Institute. Individual HE providers identify qualitative and quantitative metrics to indicate success or achievement and the financial plans to support the strategy. The three-year Performance Compact Agreements between the HEA and the HE provider are based upon specific outputs and outcomes and aligned with national priorities (Harkin and Hazelkorn, 2015).

A clear commitment to building research excellence is identified as a priority in the HESPF (HEA, 2018, p.10) which identifies that TUs will contribute to translational research. This is set against a policy context of Innovation 2020 (SFI, 2015) which seeks to increase impact in research and development. The report of the Technological University Research Network (TURN) published in 2019 stressed the enhanced ambition for TUs recognising that the staff profile will continue to evolve (TURN, 2019).

Specific challenges in meeting the requirements of the HESPF have created some paradoxes and contradictions. Yet this is not uncommon in HE (Ramsden, 1998). Truss (2008) also stressed the multiplicity of goals within the public sector and the associated levels of openness and public scrutiny which accompanies this. Finding a balance between meeting teaching requirements and the research agenda may prove challenging in some IoTs. Research by O’Shea and O’Hara (2020) suggests that whilst the HESPF is positively received and enhancing strategic planning, self-reflection and institutional learning, the process is hampered by not operating at a sufficiently strategic level, acting more as a policing framework and lacking in sufficient funding to incentivise behavioural change.

2.2.3 Quality Enhancement

Altbach et al (2009 px) argue that quality assurance in HE is now a priority in the policy agenda. The IoTs operate under the Quality and Qualifications Ireland (QQI) which was established on the 6th November 2012 under the Qualifications and Quality Assurance (Education and Training Act, 2012). The QQI was the result of a consolidation of four state agencies (HETAC, FETAC, NQAI and IUQB) that previously collectively shared responsibility for the provision of awards and quality assurance QQI (2016a). The primary function of the QQI is to maintain the Ten Level National Framework of Qualifications and it is also responsible for reviewing the effectiveness of quality assurance in Further Education and Training in Ireland. Flannery and Cullinan (2017, p.5) note that Higher Education qualifications follow the Bologna Process and the European Qualifications Framework in Ireland. Cardoso, Rosa and Stensaker (2016) note that the Bologna Declaration in 1998 stressed the requirement to develop consistent criteria and methodologies for Quality Assurance (QA) in HE. Sin (2014) argues that student centred learning was a central component of the Bologna Process. Recently this language and emphasis is being further revised. The term student success is now used as a more holistic concept to embrace personal growth and individual achievement (O’Farrell and Maguire, 2020). Student success is strongly linked to the concept of student engagement.

The QQI (2016b) outlines that as EU members Ireland participates in the European Higher Education Area (EHEA) whose guidelines are underpinned by standards and guidelines for QA. The QA undertaken by the QQI in Ireland is considered an essential complement to the HEA HESPF “ensuring a synergistic relationship with QE and performance management to ensure high quality outcomes” (DES, 2016a, p.91).

Lillis (2016) argues that quality in HE is a multi-dimensional concept. Lillis (2016) is critical about the effectiveness of QA systems to identify issues in a time sensitive manner and argues that quality frameworks may not be fit for purpose. Lillis (2016) goes on to identify two voids which appear, one between the operational reality of academic units and their institutional leadership and the other between HEIs and the funding agency and other stakeholders. In addition, Lillis (2016, p.7) argues that an anomaly emerges between academic staff perspectives (often negative) and those of students and employers (which are generally positive). This exposes the gulf between the everyday realities and the institutional policies and rhetoric (Lillis, 2016, p.7).

MacGiolla Ri (2019, p.2) suggests that academics may in fact be at the “coalface of this quality struggle”. From a lecturer’s perspective in an IoT many of the QA and QE procedures are guided by both EU (ENQA, 2015) and national quality policies (QQI, 2017; DES, 2018). IoT lecturers contribute and participate in Quality Enhancement Committees, Programmatic Reviews and Annual Quality Reviews with External Examiners. Henkel (2016, p.211) argues that academic provider definitions of quality and excellence may be compromised as the emphasis now focuses on student learning, employability and students as customer.

2.3 Specificity of IoTs

This section explores the distinctive elements of IoT provision, legacy, focus and student profile. The discussion focuses on key distinguishing features of IoT provision. Firstly, the central determination in relation to posts and contracts is explored and how this differs from the University Sector. Secondly, academic career pathways are outlined and the paucity of promotional opportunities within teaching is highlighted. Academic workloads and the constraints of time (academic cycle) are critically explored and differences between IoTs and Universities highlighted. Staff qualifications and student profiles are finally examined.

2.3.1 Academic Career Paths and Contracts in IoTs

Academic roles are explicitly documented in selection criteria, job descriptions workload planning and promotion criteria (Brew et al, 2018b). In Ireland, academic contracts are centrally determined for the IoT sector unlike the Universities (Lalor, 2010). The contractual duties of academics in the Universities are determined by Institutional requirements and managed by a Head of School or Department and place a strong emphasis on research and publication (Clarke et al, 2018). By contrast, the contracts in IoTs are explicit in terms of duties and specify the teaching, assessment, course development, research, committee work, maintenance of records, student recruitment and engagement with quality assurance. While research is referenced it is not central to the contracts. Individual IoTs have no scope or flexibility to re-negotiate terms and conditions and this can stymie responsiveness and flexibility at individual Institute level (Hazelkorn and Moynihan, 2011b). Human resource matters are dealt with sector wide as one entity by the DES. It is argued such a contractual model is a blunt instrument and removes flexibility and responsiveness in individual IoTs which vary considerably in terms of scale and range of activity.

The career grades and promotional processes for academics in IoTs are centrally determined by nationally negotiated agreements (Hazelkorn and Moynihan, 2011b). Academic posts are centrally controlled and restricted per Institution and generally opportunities only arise when there is a vacancy. New posts are advertised nationally (Hazelkorn and Moynihan, 2011b). In recent times as part of austerity measures, the DES has adopted an ECF (Employment Control Framework) to staff costs nationally in all IoTs. This has been strictly applied as a measure to contain staff costs. Following appointment and on completion of a probationary period all staff assume public sector entitlements and are fully tenured. Staff are effectively shielded from redundancy and dismissal, both of which are politically and legislatively unpalatable (Hazelkorn and Moynihan, 2011a).

Since 2000, the majority of academics in the IoT sector enter at the Assistant Lecturer grade (Lalor, 2010). As a general rule the starting salary is at point 1 (the bottom) of the scale. Generally, entry grade lecturers progress to Lecturer grade having successfully completed five years of service. Those with a Ph.D. may be progressed more rapidly creating a significant financial incentive to younger, early career academics to be research active and enhance their qualifications and professional status. The progression requirements are generally based on merit and usually require applicants to submit evidence of engagement in teaching, research, scholarly activity, commitment to personal and professional development, contributions to the department, institute and community. Whilst most appointments are at Assistant Lecturer grade realistically few substantial distinctions exist between the grades (Hazelkorn and Moynihan, 2011b). Most academics successfully attain progression at an early stage in their career (Lalor, 2010). The term progression rather than promotion is used implying that it is in fact largely a paper based exercise which appears to be the interpretation adopted by the TUI trade union (Hazelkorn and Moynihan, 2011a). Houghton (2020, p.13) suggests the progression from Assistant Lecturer to Lecturer is largely automatic requiring minimal research output. Similar to the UK, many academics in IoTs begin and end their careers as Lecturers (Brennan, 2007). Few senior lectureships arise in the IoTs and competition to progress is extremely steep (Houghton, 2020). Beyond that current progression prospects are extremely limited and involve transitioning into an academic management position such as Head of Department (HoD) or Head of Faculty/School (HoS). Unlike the universities the HoD and HoS functions are permanent posts and do not rotate amongst faculty. The HoD role is largely academic management and may include some limited teaching. The balance of power in an IoT context

rests with management representing a hierarchically managed institution in contrast to some Universities.

The lack of academic career pathway and flexibility mitigates opportunities to reward and appraise individual contributions which may according to Taylor (2008) exacerbate the challenge of retaining ambitious academics. This is an interesting point in relation to the current research which explores professional roles and perceptions of work amongst experienced academics. Could the lack of promotion opportunities for experienced academics (within teaching) in IoTs mitigate engagement with professional development opportunities and negatively impact on staff engagement?

The lecturing load within the IoT sector has drawn critical attention (Collins, Crowley and Quinlan 2020). Lalor (2010) argues that it is inequitable and difficult to justify given the current desire for staff to be research active and the common mission between the Universities and IoTs. At present, an input (lecturing hours) rather than an output (broader brush) workload allocation model (WAM) is used in the sector (Collins, Crowley and Quinlan 2020). Individual academic staff vary in their interpretation of the duties associated with the teaching contract. Some staff and the TUI adopt a very narrow view and assume a teaching only role effectively 16 hour contract per week (Hazelkorn and Moynihan, 2011a). This can pose an extreme difficulty for the work of departments. This may not be unique to HE as Truss (2008) found that legacy factors endure in the public sector. Negotiating change in the contracts is likely to be problematic in the longer run and challenge the evolution and development of the sector (Hazelkorn, 2014; Collins, Crowley and Quinlan 2020; TURN, 2019). This research raises the issue that a one size fits all workload model may no longer be tenable, sustainable or desirable in the sector.

2.3.2 Staff Profile

Through the 1970s and 1980s and similar to the Polytechnics in the UK the primary focus of IoTs was firmly on vocational education and professional practice (Hazelkorn and Moynihan, 2011b; OECD 2006, p.200). The remit tended to concentrate largely on undergraduate delivery and local and community engagement.

Within IoTs a recognised degree or equivalent professional qualification was traditionally the minimum requirement for teaching posts along with two years post qualification teaching

experience. In recent times, Masters qualifications are identified as essential and PhD qualifications are noted as desirable. This however, appears to vary between IoTs (Moynihan, 2015). Originally staff in IoTs were primarily employed to teach, reflecting the emphasis on vocational education and professional practice (Pratt, 1997). The majority of staff had both an undergraduate qualification and professional experience. Very few staff engaged actively in research or possessed any research credentials. This legacy persists to this day amongst some longer serving members of academic staff despite there having been fundamental changes in the focus and mission of the IoT sector generally.

Newer academic appointments in IoTs are more likely to possess doctoral qualifications, a publication track record, research skills and capacity. This directly surpasses the appointment criteria stipulated by the DES requiring that staff possess only industrial and professional experience (Hazelkorn and Moynihan, 2011b). As research has become a relatively recent mission objective in the IoTs this is evolving to become an essential and new condition of employment. Many IoT staff possess taught Masters degrees in fields that are new or emerging and lacking the academic focus and research ethos of more mature and traditional disciplines. This has resulted in limited capacity to meaningfully engage with the changed mission and institutional focus. Recent figures suggest that approximately 26% of academic staff in IoTs hold Ph.D level qualifications and 85% hold Masters level qualifications. In comparison, 74% of staff in the University sector hold Ph.D level qualifications (Clarke, Kenny and Loxley, 2015). Moynihan (2015) asserts that as the qualifications level of academic staff in IoTs rise the gap will narrow between the IoTs and the Universities. Staff joining IoTs with research credentials are likely to have differing attitudes and expectations which may challenge traditional collegial relations and dominant assumptions about academic work.

One further key distinction in the IoTs is the arrangement, management and support of teaching and this informs and contextualises the current study. Work practices are distinctive in the context of academic staff in IoTs. Research exploring academic workloads completed by the HEA in 2014 has revealed a diverse pattern across the system. IoT Lecturers contracts prescribe a total of 560 hours and Assistant Lecturers 630 hours per academic year. A distinguishing feature in the sector is the high level of class contact / delivery time assigned to academic staff. Weekly timetabled teaching hours are specified which is in direct contrast to contracts within the University sector (Lalor, 2010). Assistant Lecturers deliver up to 18 contact hours per week and Lecturers up to 16 contact hours per week. This high level of contact time over a condensed

academic year ensures high work intensity and limited scope for any additional activities (such as academic staff development or research activity). Within the IoT sector the standard academic contract is considered inflexible and detrimental to optimal workload allocations (HEA, 2014; Collins, Crowley and Quinlan 2020). Nationally, the academic year in IoTs operates strictly from September 1st until 20th June over approximately a 30-week academic year. The extended summer break has been widely criticised and is anecdotally referred to as “golden handcuffs” (Houghton, 2020, p.12).

With austerity measures academic workload came into sharp focus with differing practices evident across the sector. In 2014 the HEA published a review of workload models and found that within IoTs workload usually centres on managing contractual teaching duties of staff which tend to be clearly defined and leave limited scope for flexibility. However, the academic contract in IoTs does not adequately address “indirect teaching requirements which results in a lack of capacity to adequately capture workloads” (HEA, 2014, p.17). Workload models are generally simpler in the IoT sector than elsewhere. The standard academic workload of 16-18 hours is applied to academic staff and aligned to timetabling. Additional duties such as lecture preparation, attendance at departmental meetings and meetings with students are scheduled during the remainder of working time. Uniquely in the IoT sector, the setting and correcting of exams are not considered part of the regular workload and are compensated independently.

Research activity such as post graduate supervision may be supported through teaching relief and receive up to two hours per week. Whilst examination setting and correcting are separately remunerated the HEA (2014) notes that there is currently no provision in academic workload for service contributions by staff unlike the Universities. Similarly, there is currently no sabbatical leave in IoTs which may lead to academic burn out. The HEA concede that many challenges persist in developing a sustainable, transparent and equitable workload models across the sector (HEA, 2014, p.49).

Lacy and Sheehan (1997) identified five groups of staff in HE. Three core groups comprised of senior and middle managers and full time academic staff. Two other peripheral groups are identified as fixed and short term contract and casual staff. This research focuses exclusively on two core groups, full time academic staff and middle managers as they comprise the largest cohort in IoTs/TUs at present.

2.3.3 Trade Union Representation

The Teachers Union of Ireland (TUI) represent academic staff in IoTs. From 1969 the TUI was named as the trade union for RTCs and this remains to the present day. The TUI currently has almost 15,000 members originating from community and comprehensive schools, ETBs, FE colleges, Youthreach, Adult Education and the IoTs (Kenny, 2015). The TUI may be embedded in second level educational issues where the majority of members reside. This union according to Hazelkorn and Moynihan (2011a) maintains an industrial rather than professional notion of academic work. The TUI has played a significant part in determining role expectations and work practices in IoTs. Moynihan (2015) notes that it was the TUI who negotiated that teaching staff would operate between 1st September and 20th June annually.

The TUI have consistently raised concerns around current workload requirements and this is acknowledged by the HEA (2014). Hazelkorn and Moynihan (2011a) comment that many staff retain a traditional “trade union” attitude to workloads and their careers. Likewise, the OECD (2006 p.182 and Clancy, 2015) identified that there is a “second level attitude” to teaching and holidays which, it is asserted, persists to this day. The holidays remain and there is no expectation that staff will engage with research during that time in contrast to their University colleagues (Hazelkorn and Moynihan, 2011a).

The capacity of this union to adequately represent all academics given the scale of the changes within a diverse and complex IoT and new TU sector remains to be seen. This differs considerably to the University sector where academics are represented by multiple trade unions (IFUT and SIPTU). The industrial relations element is pivotal in the context of the current research as it informs custom and practice and influences changing and evolving professional academic roles.

2.3.4 Learner Profile

Entry requirements and points into IoT courses are usually lower than the Universities. The HEA (2017b, p.6) notes that typically entry points for (Level 8) University programmes range from 450-500 and this compares to 300-350 in IoTs. Levels 6 and 7 in IoTs range from 250-300. McCoy and Smyth (2011) argue that due to high demand and points, the Universities are more selective in terms of admissions than the IoTs. Much of the social class effect on entry is dictated by grades. There is a wider diversity of students attending IoTs, in terms of gender,

age and social class (OECD, 2006, p.197, 204). As the student population becomes more diverse there is also a wider range of student ability and a greater divergence in their preparedness for HE. This is most acutely experienced in the IoT sector. This situation is largely similar to the post 1992 Universities (former Polytechnics) in the UK which continue to educate “non-traditional students” (Archer, 2007). McCoy and Byrne (2017) show that in Ireland academic track students from high socio-economic backgrounds are more likely to be found participating in University while students from low-socio-economic backgrounds are more likely to be found attending an IoT or college. Lucas (2001, p.1676) develops an argument in relation to access and HE participation. He refers to the phrase ‘effectively maintained inequality’ to identify qualitative variations within an educational level which ensure social background inequalities in educational outcomes persist. In relation to HEIs this could be applied to illustrate the distinct patterns of admission to first (University) and second tier (IoT) HE providers between different socio-economic groups. In Ireland, McCoy and Smyth (2011) reveal that the primary increase in lower socio-economic group participation has been chiefly in the non-University sector. Thus, a two tier system has facilitated the inclusion of disadvantaged groups into HE without disrupting the status-quo and the relatively privileged position of those attending first tier HEIs (Archer, 2007). This is similar to Archer’s (2007) analysis identifying gold, silver and bronze standard HEs in the UK. Thus some IoTs are now experiencing extreme difficulties in recruiting as students prefer Universities over IoTs (Hazelkorn and Moynihan, 2011a).

Varying staff-student ratios are also evident in the sector. The Universities typically have larger ratios reflecting larger class sizes and the delivery model employed. In the past, IoTs enjoyed more beneficial teacher-student ratios than the Universities (OECD, 2006, p.184) although whether this persists in recent times is less clear. The Staff Student Ratio (SSR) is often applied as a proxy measurement for quality in teaching and learning. The current average ratio in the IoTs is 1:16 and 1:20 in the universities (HEA, 2019). The lower entry points and applied vocational nature of many of the programmes require smaller class sizes and higher class contact time both of which have characterised IoT provision.

2.4 Conclusion

This chapter outlined the landscape of HE in Ireland with particular focus on the IoT sector. The Reform Agenda of re-structuring and performance monitoring reaffirms the neoliberal

agenda endorsed by the government (Holborow, 2012). The chapter argued that IoTs are disadvantaged due to current funding mechanisms, staffing and resourcing patterns. This questions the capacity and capability of the IoTs to effectively compete or at least emulate the dominant prestigious position of the Universities. How can IoTs be treated as an equal partner in the HE sector when they continue to be micro-managed and are not afforded the same access to resources and funding? IoTs continue to struggle in terms of their status, brand and identity. The discussion in this chapter concurs with Moynihan (2015) who asserts that whilst national objectives for HE are homogenous this has not translated into homogenous working lives for academic staff in the sector.

To further compound this, CAO students prefer Universities as reflected in lower points and entry requirements in IoTs. The historical advantageous position of the Universities further exacerbates the challenges facing the IoTs as a sector. Paradoxically, rather than addressing the current imbalances outlined it is possible that the reform agenda risks undermining progress and aggressively re-affirms the binary divide through a two tier system. Enforcing the academicisation of provision and pursuing homogenous strategic performance objectives whilst continuing to fund each sector differently may prove both problematic and highly contentious.

The discussion explored key distinctions between the IoTs and Universities. This chapter highlighted the complex, nuanced nature of the academic environmental context in IoTs. Moynihan (2015) stresses that Institutional type is a crucial aspect influencing academic work life. In many respects the IoT environment is unique. Management and academic staff in IoTs share few common characteristics with their University colleagues (Hazelkorn and Moynihan, 2011a). Universal access to HE has resulted in more diverse student populations in IoTs with much greater need for support. This ultimately challenges the rhetoric on one hand which aspires to higher status provision and the reality of struggling to attract sufficient students of suitable calibre. Both policy makers and the trade union are complicit in ignoring these factors.

Many IoTs are ambitious and keen to assume an enhanced role in the HE landscape. However, IoTs are not a homogeneous group which further exacerbates matters. The road ahead is challenging for those IoTs who have committed to embarking on a merger and transition in time to the “holy grail” of Technological University. Equally, there is significant uncertainty for those IoTs who have decided to remain autonomous yet this is rarely discussed. There may

be inevitable changes to work practices and possibly contracts in the new Technological Universities.

This chapter has outlined the transformational changes currently occurring in IoTs, underpinning the evolving context in which academics are working. This may help to illuminate and explain the primary focus of this research which critically explores the evolution of academic roles within the sector.

Chapter Three Literature review

3.0 Introduction

This chapter explores the critical debates around the changing and evolving nature of the role and practice of academics in IoTs in Ireland. Ylijoki (2014) argues that macro level changes in a HE context have influenced daily practices and altered values, ideals and identities within HE. This is clearly evident in the IoT sector amidst the current changes and reforms previously discussed. Key macro drivers are identified as managerialism, marketization and massification. It is argued these forces of change are directly impacting on perceptions and attitudes towards academic roles within the IoT sector.

Academic life in a HE context is increasingly complex (Clegg, 2008) or as Barnett (2000) succinctly articulates, it is “super-complex” and this is clearly evident in the discussion which explores academic roles and identity. It is acknowledged that rigid perspectives fail to appreciate the diversity and complexity of academic roles in HE. There is evidence of both convergence and divergence between academic professional identities as new identities emerge (Whitchurch and Gordon, 2010). Academic identity is explored through a variety of lenses which collectively creates a rich tapestry of evidence which suggests a subtle and nuanced pattern of the complex and multifaceted nature of academic identity. This poses particular and unique challenges in exploring and defining the concept.

This is followed by a discussion of academic work which is primarily identified as teaching, research and service. The discussion explores the changing nature of academic work, the role of teaching and research as well as changing expectations. The changing nature of teaching is explored specifically in relation to the low status afforded to teaching, student diversity, changing student expectations and the drive towards teaching excellence amidst the quality agenda. The challenge of introducing and embedding a research culture into a teaching focused sector is critically explored. Service aspects of academic work are critically explored as the most neglected and lowest status element within the three domains of academic work. It is argued that “academic housework” represents the bread and butter activity of academic work which is vital to the smooth operation of academic departments. Such activity is considered low status, highly repetitious, under-valued and time consuming and is ignored in promotion and reward structures. Motivation in the context of academic work is explored and the concept

of the prestige economy is used to explain and illuminate particular behaviours amongst academics to enhance their careers or status. Finally, the discussion examines the role of professional development and the recently launched Professional Development Framework amongst academics in HE. How academics will interpret and respond to this in the context of the current reform agenda is critically explored. The conceptual framework used for the current research is outlined at the end of this chapter, based on international literature.

3.1 Key Drivers of Change in HE

The predominant themes informing changing expectations are underpinned by three primary drivers currently in HE which are best described as, marketization, managerialism and massification.

3.1.1 Marketization

Ek et al (2013) and Craig (2014) assert that marketization signals a policy move for HE to embrace a more customer and commercial focus. This approach is usually advocated by Government and policy makers in strengthening student choice. This encourages providers to focus on the student experience. Positioning the student as a customer alters academic roles (Nixon et al, 2016; Bunce, Baird and Jones, 2017; Haywood et al, 2018) and prioritises customer satisfaction. This concept has received scant attention to date. Some have stressed the positive aspects of marketization in HE such as Guilbault (2018) and Woodall, Hiller and Resnick (2014). However, the negative consequences of marketization are frequently associated with a sense of entitlement, wanting to be entertained rather than challenged (Bay and Daniel, 2001) and expecting high grades without exerting effort (Delucchi and Korgen, 2002). This links pedagogic theory to customer culture. Accordingly, marketization results in focusing on content students want at the market rate. Intellectual complexity may be reduced as consumer culture dictates. Molesworth et al (2009, p.278) argue that HE may now be “pedagogically constrained” by the marketisation following massification. Craig (2014) argues that students now simultaneously position themselves as both customers and consumers of education. Goldingay et al (2017, p.975) argue that marketization has created pressures and dilemmas that may influence and alter academic roles.

3.1.2 Managerialism and Neoliberalism

There is an increasing trend towards managerialism in HE which embraces many private sector management practices (O'Connor and White, 2011; Mercille and Murphy, 2017). Similar to the UK, HE in Ireland is facing enormous challenges which are promoted by diverse impetus such as funding, quality, internationalisation and technology (Mansour, Heath and Brannan, 2015). Greater competition for scarce resources, compounded by decreasing public trust in HE has resulted in greater accountability and transparency in productivity, effectiveness and efficiency (Mansour, Heath and Brannan, 2015).

The emphasis for much New Public Management (NPM) is linked to the quest for the three Es economy, efficiency and effectiveness (Boyne, 2002; Deem, 2004; Truss, 2008; Mansour, Heath and Brannan, 2015). Such concepts rely heavily on practices which depend on a free market philosophy. NPM is based on the notion of a managerialist perspective and moving the focus from accountability for processes to accountability for managing outcomes (Mansour, Heath and Brannan, 2015, p.214). Mansour, Heath and Brannan (2015) suggest that there is a substantial change in the manner in which HE is considered and evaluated. This is increasingly considered as being driven by economic outcomes such as employability of graduates and value for money. Entrepreneurship is also valued and features as a consistent theme appearing in the EU neoliberal agenda (Mercille and Murphy, 2017). In essence, the approach attempts to introduce managerial techniques from the private sector such as marketization which generally involve performance management (Truss, 2008). HE is becoming increasingly accountable for measuring outcomes.

O'Connor and White (2011, p904) stress that new managerialism facilitates public accountability and reduces professional autonomy and discretion. Academic work is being constrained by managerialism whilst simultaneously expectations are increasing. In a similar vein, Winter (2009, p.121) argued that academic work is being reformed around an "idealised image of corporate efficiency and strong managerial culture". This is primarily due to stringent government emphasis on global competitiveness (Clegg, 2008). Academics are now required to reconcile their positioning in a more corporatized environment (Churchman, 2006). Cardoso, Rosa and Stensaker (2016) argue that academics may oppose quality assurance as relying on prescription, imposition, highly bureaucratic and not aligned to academic endeavour,

promoting inspection, regulation, standardisation and relying on monitoring and control rather than enhancement and transformational.

Kalfa, Wilenson and Gollan (2018) explored the reactions of academics to managerialism and revealed there is evidence of both resistance and compliance. Research by Clarke et al (2015) reveals that managerialism is neither embraced nor rejected by academics in Ireland. This is interesting in the context of the current study. Kalfa, Wilenson and Gollan (2018, p.277) applied the metaphor of “the game” to explore reactions to managerialism amongst academics. Whilst ideologically at least many academics are opposed towards managerialism most have complied. Kalfa, Wilenson and Gollan (2018, p.275) attributes this acquiescence to how heavily invested or motivated individual academics are in “the game” and increasing their professional capital within the context of the new order. Verbal opposition is rarely articulated, instead, silence, neglect and departure are more common.

Thrupp and Wilmott (2003) reflect on the dominance of managerialism in education and the wider public policy and assert that it fails to challenge existing social inequalities. They argue that education management promotes the decline of the academic as a professional educator. Education management has colluded with the growing control of teachers by promoting compliance with reform. Olssen and Peter (2005) argue the traditional professional culture has been replaced with institutional stress on performativity, an emphasis on measured outputs, strategic planning, performance indicators, quality assurance measures and academic results. Such an approach has dominated the discourse of the HEA, QQI and the DES in overseeing HE in Ireland.

3.1.3 Massification

The growth in participation in HE has been attributed to meeting the demands of the knowledge society and a conviction that HE is a primary engine for economic growth and innovation (HEA, 2013; Barnett, 2016,). Lall (2007) asserts the education policy rhetoric globally for many nations tends to focus on human capital creation, equity and expansion. The Lisbon Strategy in 2000 further endorsed this placing HE policy at the centre of government policymaking (Harkin and Hazelkorn, 2015). This provides the context to the current expansion of the HE sector in Ireland. Coolahan (1981) notes that at the beginning of the twentieth century a mere 3,200 students were enrolled in the five Universities in Ireland. Free secondary education became available in the 1960s and this coupled with rapid institutional, sectoral and

societal change account for the expansion of HE over the coming decades. The increase was strongly based on deep societal appreciation of the benefits of educational achievement for personal and societal advantage (Hazelkorn, 2014).

Initially, HE policy in Ireland was focused simply on massification. Increased demand for HE resulted in a move from elite to mass universal participation (Harkin and Hazelkorn, 2015). More recently, the policy aim has evolved to equality, sustainability of access and quality (Hazelkorn, 2014; HEA, 2017b). In Ireland, HE has rapidly expanded and participation increased in the last two decades, with rates rising from 20% in 1980 to 69% in 2014 (DES, 2016). There are currently over 225,000 students in HE nationally (HEA, 2018). Over half are in Universities and a further 40% are attending IoTs (DES, 2015). However, widening participation is not without risk. The HEA (2017b) concede that widening participation may lead to an increase in attrition especially in Levels 6 and 7 (where IoT provision is focused) and stress the importance of active retention strategies to mitigate attrition. Equally, Trow (2006) cautions that student engagement becomes challenging in an era of massification.

3.2 Academic Roles and Evolving Identities

“People’s sense of identity is tenuous in the extreme” (Schwartz, 1987, p. 328)

Academic roles and identity have been explored by a range of researchers (Archer 2008a; Archer 2008b; Badley, 2016; Barnett and Di Napoli, 2008; Clarke, 2015; Clegg, 2008; Calvert, Lewis and Spindler, 2011; Clarke et al 2015; Fitzmaurice, 2013; Feather, 2010, 2012, 2015; Nixon, 2001; Van Winkel, et al 2018; Ylijoki, 2014; Ylijoki and Ursin, 2013; Macfarlane, 2007; 2011a; 2011b; 2015; 2016). It is well documented that academic identity is complex, heterogeneous and that multiple identities exist (Fitzmaurice, 2013). Clegg (2008, p.332) explored the “multiple positions” and ways in which academic identity might be understood by individuals. Clegg (2008) concludes that academic does not fit neatly into descriptions of teacher, researcher and manager. Rather it is highly personal and multi-faceted. Rosewell and Ashwin (2019) suggest that it may also vary by career stage and context. Archer (2008a, p.386) argues that academia is “contested territory” and the difficulties of determining academic identities is firmly established (Nixon et al 1998; Archer, 2008a; Fitzmaurice, 2013). Badley (2016) argues that academic identities were traditionally associated with privilege. In essence the domain of elite, white, middle class males and developed around the principles of collegiality and academic freedom. Time honoured concepts of academic freedom, autonomy

and purpose which were once considered vital to academic identity are now eroding (Harris, 2005). Rosewell and Ashwin (2019) stress that intellectual freedom, notions of making a contribution and a difference still permeate the narrative. Shattock (2014) argues that the academic community is no longer a homogenous profession, nor is it special and privileged as it once was. It could be asserted that it has now been “proletarianised” (Shattock, 2014, p.728).

Beijaard, Meijer and Verloop (2004) maintain that professional identity is an on-going process of interpretation and re-interpretation of experience. Boyd and Smith (2016) argue that it is important to accept a nuanced, situated, fragmented and dynamic version of multiple professional identities. Equally, Shreeve (2011) reveals local practices vary within HE creating a unique context. In addition, Shreeve (2011) stressed that the combination of ideologies, personal beliefs and context influence academic identity which informs the current research.

Billot and King (2015, p.833) focus on the changing nature of academic work in responding to the changing environment and suggest the “shifting landscapes” of HE present a particular challenge which may impact on roles. Clegg (2008, p.341) suggests the boundaries of HE are increasingly “porous” as academics develop a wider range of identities. Boyd and Smith (2016) contend that modernity has resulted in fragmentation and profoundly changed academic identities. Intensification of academic work and managerialist approaches have challenged traditional academic identities (Barnett, 2003; Beecher and Trowler, 2001). Fitzmaurice (2013) stressed the increasing evidence of the importance of local context in developing understanding of the position of academic identities. This is significant in the present study. This prompts the question are academic roles clearly contextual, socially situated and bound to the uniqueness of each educational setting? This question is central to the current study which critically explores academic roles in the context of an academics own individual experience.

Henkel (2000) maintains that whilst academics view themselves as teachers, managers and researchers (or a mix of all three) their identities remain closely bound to their discipline and academic values are often rooted in the ideas of the discipline or a mutual language. Likewise, Malcolm and Zukas (2009) and Clarke, Kenny and Loxley (2015) stress the importance of discipline in the everyday lives of academics. They argue, discipline, research, pedagogy and academic identity are intrinsically interlinked. Disciplinary departments are a crucial organising principle for academic work as each have their own cultures and practices and tend to be managed by members within their discipline. Clarke, Hyde and Drennan (2013) again stress that discipline bases form the kernel of academic identities and expertise and assert that

each discipline maintains its own concept of achievement awarding prestige. Shared values emerge such as academic freedom, community of scholars, scrutiny of accepted wisdom, truth seeking, collegial governance, individual autonomy, service to society through the production of knowledge, the transmission of culture and education. Nixon (1997) argues the weakening of collegiality and the twin professional identities of discipline and the institution has contributed to fragmentation. Strike and Taylor (2009, p.186)) refer to the term Institutional prestige in which particular HEIs may confer status.

The complexity of academic professional identity is revealed as many academics prefer to locate their professional status and identity within their disciplinary community rather than their HE institution (Blackmore and Blackwell, 2003). In fact, it has been suggested that an academics loyalty to their Institution may be fragile or, if it conflicts with attachment to the discipline barely perceptible at all (Hedley, 2010, p.139).

Ylijoki and Ursin (2013, p.1136) explore academic identities in Finland as the sector undergoes substantial re-structuring with many parallels to the current Irish situation. They assert that management, structural reforms and changes have resulted in more diverse and polarized academic identities. These reforms have altered the conditions of academic work and influenced forms of academic identity. An image emerges of academic identities which are blurred, fragmented and diversified. In addition, traditional tribal associations are being compromised by competing pressures and expectations. Traditional collegial relations are diminishing and being replaced with greater competition between academics for research funding and status. Ylijoki and Ursin (2013, p.1136) concede there is now evidence of a dualism emerging as there is simultaneously “continuity and change”. Despite the seismic changes, academic freedom, disciplinary commitment and autonomy persist.

Ylijoki and Ursin (2013). identify nine narratives, classified into three diverse storylines as progressive, regressive and stability. At one extreme a regressive storyline denotes a negative experience and expresses decline in work and status. This was the most common identified in their research. The other extreme, a progressive storyline is positive representing favourable movement and improvement.

Table 3.1 Forms of Storylines

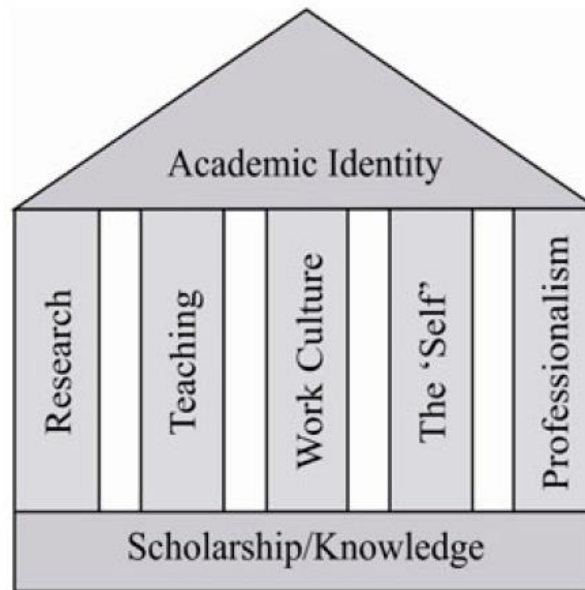
Regressive storyline	Stability Storyline	Progressive Storyline
Narrative of resistance	Narrative of work life balance	Narrative of success
Narrative of loss	Narrative of the bystander	Narrative of mobility
Narrative of administrative work overload		Narrative of change agency
Narrative of job insecurity		

Ylijoki and Ursin (2013 p1138)

The stability storyline lies in the middle, neither positive nor negative. Ylijoki and Ursin (2013) argue that each storyline is not internally homogenous but rather encompasses diverse views. Ylijoki and Ursin (2013) conclude the academic positions themselves as honourable, upright and moral with deep conviction which adds a decent and positive element to the negativity. Ylijoki and Ursin (2015, p.187) subsequently, argue that there is a growing polarisation of academic staff into two tiers. Those who benefit from the changes and those who do not which they term the “haves and the have nots”. They assert that academics make sense of their work by re-defining and re-working what it means to be an academic which appear mosaic like.

Feather (2016) suggests that academic identity is one of a bricoleur of teaching, research and may even be a state of mind. He suggests this may be why academic identity is so heterogeneous and challenging to define. Feather (2015) argues the foundation of academic identity is knowledge or scholarship which supports the pillars of research, teaching, work culture self and professionalism. Collectively these aspects underpin the plinth which is academic identity. This is evident in the diagram below.

Figure 3.1 Academic Identity



Feather (2015, p.330)

Research by van Winkel et al (2018) focused on academic identity amongst staff who had expanded from teaching only roles into research in the new universities which share many of the characteristics of the IoTs in Ireland. Academic identity was explored and van Winkel et al (2018) reveal that a hybrid situation which is flexible and permeable emerges at the boundaries between teaching and research at the ground level. Six well-rounded academic identities are revealed in the research which identified participants personal scholarly objectives. These are referred to as a Continuous Learner, Disciplinary Expert, Skilled Researcher, Evidence Based Teacher, Guardian of the Research Work Process and Liaison Officer.

Table 3.2 Classic accounts of and contemporary approaches to being an academic.

Classic accounts of being an academic	Contemporary approaches to being an academic
Discipline as a key identifier	Search for distinguishing activities in addition to discipline
Professional autonomy	Partner and client orientation (co-practitioners, professional bodies, business and community.
Universally recognized career path involving teaching, research and knowledge exchange	Multiple/ mixed career paths, including some that are novel and/ or unique to the individual and time outside higher education.
Institutional/ disciplinary patronage and mentors within the profession providing guidance and steerage.	Extended networks inside and outside academia. Providing bottom-up support, information exchange, and intelligence about career possibilities
Disciplinary and professional capital	Knowledge and network capital

Whitchurch (2018, p.7)

Fluidity of academic identity has been explored by both Clegg (2008) and Whitchurch (2018). The emergence of such fluidity is attributed to diversification of the academic workforce and the emergence of practice based disciplines such as Health, Business, Law and the Creative Arts. Whitchurch (2018) distinguishes between classic and contemporary accounts of academic identities. More fluid forms of academic identity reflect current trends of a less elitist and more grounded identity influenced by daily lived experience. Whitchurch (2018, p.1) applies the term itinerant academic to encompass an openness to alternative and additional career pursuits beyond the traditional boundaries of HE. The itinerant academic is located on a continuum between two distinct but not mutually exclusive narratives referred to as the spirit of exploration and sense of security. Whitchurch (2018) argues the spirit of exploration is likely to be sparked by an interest in experiencing and exploring new areas. By contrast, a greater sense of security is likely to arise from a requirement to keep all options open. These may be influenced by individual contexts and age. Collectively these paradigms highlight the complex, nuanced and multi-faceted nature of academic identity.

3.3 Changing Academic work

Boyd and Smith (2016) and Locke (2014) state that academic work has evolved over time in a complex manner due to divergent national systems, subject disciplines, institutions and departments. Malcolm and Zukas (2009) suggest that traditionally academic work is

categorised into three primary elements: research, teaching and administration or service. This has been referred to as the “holy-trinity” of scholarly activity (Nixon, et al 2001; Harris, 2005; Feather, 2016). Individual academics may focus on a particular aspect of their work such as teaching, research or knowledge exchange. Brew, Boud and Nangung (2011) assert that the balance between these activities is frequently ignored. Academics may develop their own individual expectations in relation to their various roles in teaching, research and service contingent on their context. Whilst teaching may be the most time consuming activity, research is the most prestigious (Fowler, 2017) and has traditionally been a pathway to promotion.

Ulrich Teichler (1988, 1996, 2007, 2008, 2010a, 2010b, 2011a, 2011b) has made a substantial contribution to exploring the changing nature of work in the academic profession. His research explores academic careers and qualifications, length of tenure and mobility, employment preferences amongst academics for teaching or research and professional satisfaction. He has also explored the changing academic profession.

Additional aspects of academic work such as autonomy, academic freedom, intellectual stimulation, making a contribution and a difference frequently feature (Rosewell and Ashwin 2019, Brew et al, 2018b, Marini, Locke and Whitchurch, 2019). Cannizzo (2018, p.94) asserts that academics tend to possess a “deep seated attachment to various aspects of their work” and may try to find a “personal connection” with their labour (Cannizzo, 2018, p.103). However, these may vary by context and career stage. In addition, other writers have focused attention on how academics spend their time (Bryson, 2004; Guzman Valenzuela and Barnett, 2013; Spurling, 2015; Noonan, 2015). Rosewell and Ashwin (2019) further suggest male and female academics may allocate and spend their time differently, prioritising teaching or research amongst other competing activities. Thus, a holistic perspective emerges not confined or limited to any single element. This approach facilitates a more complex and nuanced understanding to emerge which embraces several dimensions. Brew et al (2018b, p.2298) suggest that academics vary in the focus of their awareness which is intertwined with each individual. Self-focus or making a contribution, just a job or more than that, may be more or less significant to different academics at different points in time (Rosewell and Ashwin, 2019, p.2381). The focus of awareness also informs whether an academic feels overwhelmed and lost or responds more positively to the new challenges. How an academic positions themselves in response to their changing environment and makes sense of the competing demands placed upon them suggest a complex range of inter-related factors.

Trowler (1998, p.114) explored the reactions of academics to changes in the curriculum and revealed the distinction between the policy intention by policy makers and the reactions of academics on the ground suggesting that academics respond in a variety of ways. Trowler (1998) outlined four possible responses which are not mutually exclusive. Trowler (1998) uses the term sinking (discontent) or swimming (content) and linked the categories of “accepting the status quo” or “those who work around or change policy”. Thus, implying those who are sinking apply coping strategies and those who are swimming attempt “policy re-construction”. More recently, Brew et al (2018b, p.2294) explored how mid-career academics understand and navigate complex institutional contexts which impact and shape academic work. Brew et al (2018b) articulate four primary responses; survival, self-advancement through disregarding structural conditions, a sense of being dominated in a hostile world or through improving the world as structural conditions are believed amenable for change. Brew et al (2018b) stress the benefit of understanding how academics orient themselves and an individual’s goals in the context of organisational constraints and structural conditions. Brew et al (2017) stress that policies introduced at government level are mediated at Institutional (meso) and Departmental (micro) level. Academics are often accused of failing to respond to policy change based on simplistic notions of academic freedom. This neglects to take account of the complex balancing of institutional demands required by academics. This research explores the evolving role of academics in the midst of significant National and Institutional policy change.

3.3.1 The Changing Role of Teaching

Learning and teaching have become the focus of intense attention and scrutiny by the EU, the government and HE institutions themselves (Fitzmaurice, 2013). At a European level the strategy paper Improving the Quality of Teaching and Learning (2013) by the High Level Group on the Modernisation of Higher Education explicitly stress the need for reform in teaching and that teaching is “in the doldrums” (p.14) and thus concludes that improving it will deliver “new momentum” (p.14). Nationally, the recently published Higher Education System Performance Framework (2018-2020) by the HEA (2018, p.17) focuses attention on the quality of learning and teaching. Likewise, the National Skills Strategy 2025 (DES, 2016b, p.90) stresses the provision of high quality learning experience and sees teaching and learning as a “core mission of HE”.

The low status of teaching is frequently referred to as an impediment to enhancing pedagogic practices. Boyer (1990) in his seminal work, was critical of the lack of recognition those who

teach and deliver knowledge that persists and it is argued this is particularly acute across HE in IoTs and possibly the Universities. Likewise, Barnett (2005, p.17) is also critical of the continued debate around teaching and research as “the myth of the mutually beneficial relationship”. The National Strategy for Higher Education 2030 (DES, 2011, p.56) states that research and teaching must be given parity of esteem which it states should be reflected in resource allocations, promotion criteria and performance metrics. Equally, the EUA (European Universities Association) published a Report in 2018 exploring learning and teaching in the EU and notes that a lack of recognition of teaching in career progression as a severe obstacle to improvement. Parity of esteem between teaching and research must be recognised as a priority in HE reform at both a European and national level.

The central role of teaching in HE has been well documented (Shagrir, 2015) and a renewed emphasis on teaching is now evident (Locke et al 2014). This element is time consuming in terms of planning, developing and building teaching resources and materials setting and correcting assignments, examinations and providing feedback to students (Shagrir, 2015). Bailey (2013, p.152) asserts that academics are familiar with student learning needs and the importance of supporting them. Many aspects of teaching build formal and informal relationships with students. Greatbatch and Holland (2016, p.31) assert that students stress they want to be taught by staff who are enthusiastic, approachable, helpful, patient and encourage learners to reach their full potential. More specifically, Haywood et al (2018, p.2) stress that students increasingly expect approachable staff who can deliver a more personalised experience. Student expectations are evolving continuously and this may be linked to both trends in marketization and the Bologna Process which changed the emphasis to a more student centred approach. This directly impacts upon academic roles (Donnelly and Fitzmaurice, 2005, Sursock and Smidt, 2010). The National Forum for the Enhancement of Teaching and Learning (NF), (2019, p.17) argues strongly that effective teaching is critical for student success and this is now being interpreted in a wider more holistic sense. In essence, students want teaching to be engaging and interesting, they expect academic staff to be kind, caring, supportive, passionate and inspirational with a keen commitment to their students (NF, 2019, p.17). Students expect more interactive teaching methods and want to be “taught rather than lectured” (NF, 2019, p.7). Clearly this places expanding demands on academics who must ensure the vital importance of maintaining good teacher-student relationships (NF, 2019, p.18). This is succinctly summed up by Shagrir (2015) who maintains that lecturers want students to enjoy a positive learning experience in HE. However, Gourlay (2017, p.23) is critical of negative

representations of teacher centred approaches. She argues that situating traditional teaching as problematic and repressive is associated with “learnification”. Moving the emphasis to the facilitation of learning may undermine intellectual course content and academic expertise (Gourlay, 2017).

However, there are a number of factors influencing teaching practice reflecting the unique nature of HE provision specifically in IoTs. Firstly, the heterogeneity of the student population and secondly, the commodification of HE and changing expectations about what HE entails. This aspect also includes teaching to the employability and entrepreneurship agenda now so prevalent in discourse. Boyd and Smith (2016) note the increased emphasis on the quality of teaching and the link to employability. Thirdly, the concept of the student as customer and the issues that raises.

Skelton (2005) acknowledges that HE is struggling to keep up with the needs and expectations of an ever expanding and more diverse student population. Ireland is no different. Massification has caused numerous challenges to traditional pedagogic practices. Expanding and diverse student numbers have fundamentally altered teaching practice in HE in Ireland and this is specifically salient for the IoT sector due to the diverse student population and the vocational slant of provision. The type of student now enrolling in HE may not have previously had the opportunity due to poor performance in secondary school. These students are different as they may have limited educational attainment at second level (Fitzmaurice, 2010). Student heterogeneity has dramatically increased and more students are presenting requiring increased pastoral care which academics are ill equipped to provide (Clarke 2015; Clarke, Kenny and Loxley, 2015, p.217). Moynihan (2015) asserts that many students in IoTs are immature and under-prepared for HE. Similarly, Clarke, Kenny and Loxley (2015) revealed that many students now present in HE lacking basic literacy skills. Equally, they may not have networks of friends and family with that shared experience and may lack awareness of expectations in HE. Clarke, Kenny and Loxley (2015) also reveal that many students now appear to lack interest in their chosen field of study and require more guidance and instruction. Similarly, Haggis (2003) and Bennett et al (2016) suggest that the rapid expansion in HE has resulted in many students being underprepared on entry and requiring additional support to scaffold and structure their learning. This may reflect the current reality where many students stumble into a course due to entry requirements (CAO points) rather than a genuine interest in the subject matter (Fitzmaurice, 2010). Collectively, this concurs with Coaldrake and Stedman (1999) who argue that assumptions around student ability are no longer sustainable. These challenges are

particularly acute in the IoTs. Cottrell (2001) argues that alternative learning and teaching strategies are required to facilitate this new type of learner. Fitzmaurice (2010) also argues that whilst there is ample literature which supports methods of teaching (Biggs, 2003, Ramsden, 1992) there is an absence of research on the experience of dealing with the practical challenges of teaching diverse groups as a result of massification. Fitzmaurice (2010, p.49) explores these challenges collectively revealing that academic staff must make fundamental changes to the traditional “sink or swim” attitudes prevalent in the sector. This involves changes in academic practice, acknowledging simultaneously the complexity of teaching as practice and the significance of context. Skelton (2005, p.91) argues that teachers have “valuable local knowledge about learning and teaching which is experiential, context sensitive and interactionally constructed” Fitzmaurice (2010, p.50) suggests that such local knowledge is formed during everyday practical experience of teaching. This highlights the practices and qualities exemplified in teaching and stresses the distinctive relational nature of teaching as practice.

Secondly, Feather (2015, p.327) argues there has been a shift from one of “pedagogy” to one of “hamburgerology” (Ritzer, 2002, 2011; Feather, 2009). A move from teaching to customer service where the student is deemed king or queen. This returns to the assertion by Molesworth et al (2009, p.277) that students simply want to “have a degree” as opposed to “be learners”. Molesworth et al (2009) suggest that HE is preparing students only for a life of consumption rather than transformation.

Allied to this, teaching excellence is surrounded in assumptions of the commodification of teaching and learning (Saunders and Ramirez, 2017) which is linked to the concept of student as customer and the prevalence of assessment and accountability mechanisms that underpin a commitment to excellence in teaching. Eagle and Brennan (2007, p.44) conclude that whilst the idea of the student as customer has its merits it is not a panacea for HE. The concept of the “student as customer” must be interpreted with a level of sophistication in a complex service such as Higher Education and that naïve interpretations may be counter-productive. Houston (2007) asserts the concept of customer defined quality in HE is problematic and that such labelling over-simplifies the demands on HE, constrains thinking about quality and alters the context of HE. Henkel (2016, p.217) and Jauhianen, Jauhiainen and Laiho (2009) suggest the language and emphasis has now transformed to emphasise the significance of student learning rather than academic teaching. The goal of excellence in teaching prioritises student

satisfaction and narrowly defined and easily specified course goals which supports the basic belief of the student as a customer (Saunders and Ramirez, 2017).

Saunders and Ramirez (2017, p.398) assert that commitments to excellence are ubiquitous yet seldom questioned or in need of justification or defence. Skelton (2005, p.3) argues that the discourse of teaching excellence is now part of the everyday language and practice of education. This approach is further endorsed by current EU and Irish policy. The National Strategy for Higher Education 2030 (DES, 2011, p. 7), sets out the priorities of “excellent teaching and learning experiences...informed by up to date research”. The Report declares that teaching and research are central to the role of academic staff. Excellence in teaching and excellence in creative or engaged scholarship go “hand in hand” (p 56). McSweeney (2017, p.5) is critical of how the student is positioned as a customer and the assertion that “poor or mediocre teaching” wastes the students time and money.

Su and Wood (2012, p.142) argue that student voice must be recognised and afforded greater importance to engage students as co-producers. HE should seek to develop insight into “teaching excellence through student views”. The National Strategy for Higher Education 2030 (DES, 2011), advised that a comprehensive student-feedback system be developed to Report student concerns and provide timely feedback. The Irish Survey of Student Engagement (ISSE) was the outcome and was piloted in 2013. ISSE is unique in Europe (EUA, 2018) as it is a system wide survey. ISSE is an online survey of first- and final-year undergraduates and taught postgraduate students that collects information on student engagement, experience, academic challenge, student-staff interactions, achievement of learning outcomes and overall satisfaction with their programme and college experience. The ISSE survey is conducted annually and currently has a 25% response rate (EUA, 2018). It is considered significant in terms of quality assurance/enhancement according to the HEA (2018). The HEA (2018) considers the ISSE survey a rich source of data for Institutions and the HEA in student perceptions of quality and relevance of their experience. The HEA (2018) also refers to the use of student progression rates as important indicators of student engagement and support from the Institution. It is argued that whilst both mechanisms are useful and informative they provide a superficial perspective lacking any specific detail and will therefore most likely be ineffective at influencing learning and teaching to any great degree. It is at present a blunt instrument which requires substantial refining to be effective. Macfarlane and Tomlinson (2017) are critical of student engagement approaches and argue that it simply increases surveillance, infantilises learners and removes their freedom as learners.

3.3.2 The Changing Role of Research

Academic roles and status are intrinsically linked to both research and scholarly activities (Macfarlane, 2011b). Locke (2012) argues the relationship between teaching and research has become highly contested. Evidence of synergy between them is at best modest and inconclusive. The dominant discourse stressed the symbiotic relationship between them. In the UK over the past decade teaching only and research only contracts have been introduced largely as a response to institutions failing to perform sufficiently well in the RAE (Research Assessment Exercise) (Brennan et al, 2007). It is widely accepted that academic careers are enhanced by research and publishing a view that persists (Heijstra et al, 2017a). Whilst research is traditionally a high status activity, not all academics are research active despite being employed on academic contracts (Brew et al, 2018a). Many staff may be involved in scholarly and developmental activity but it may not involve traditional, narrow definitions of research which include submission of grant applications and publishing in peer reviewed journals (Macfarlane 2011a). Whitchurch (2018) notes that now (in the UK) only half of all academics in HE possess contracts that explicitly oblige them to both teach and research. This situation is not at present replicated in the IoT/TU sector in Ireland. The IoT/TU sector has traditionally consisted of teaching intensive institutions. The changing emphasis to encourage more research may be problematic (O’Byrne, 2011; Sikes, 2006). Macfarlane and Hughes (2009, p.8) suggest that in such situations academics may consider research “a developmental or aspirational” aspect of their role.

Within the IoT/TU sector, research is increasingly considered a vital element of the role (O’Byrne, 2011). It is argued that in order to gain status and funding IoTs and TUs are engaging in what Lucas (2006, p.19) refers to as the “research game”. In essence this involves pivoting towards greater research activity which is likely to have considerable consequences on academic roles in the sector. This is especially challenging as the current workload model requires academic staff to teach 16-18 hours per week (Houghton, 2020). It has also been acknowledged by the QQI (2016, p.29) that the high teaching load creates a “vicious cycle” which severely hampers research activity in the sector. O’Byrne (2011, p.16) argues that research continues to be considered as an “extra” in the sector. It is not rewarded nor is there any career structure to acknowledge achievement which results in resentment from research active staff (O’Byrne, 2011, Houghton, 2020). Such staff tend to undertake research on their own time and in addition to their teaching obligations. Unlike the universities at present there

is no reduction in teaching for those who are research active (Dowling-Hetherington, 2014a). Research by Clarke et al (2015, p.108) revealed that in Ireland, university academics are more likely to collaborate internationally and with colleagues from their own and other institutions than academics in IoTs.

Sharp et al (2015) explored the facilitators and constraints in attempting to move towards greater research activity in a traditionally teaching intensive sector. The facilitators include developing a research infrastructure, research centres, support for doctoral study, gaining a critical mass of research activity and the appointment of a head of research. The constraints were identified as having insufficient time and space, a workload model not conducive to research and lack of a critical mass or network of research active peers. Sharp et al (2015) also reveal the pace and scale of developing research activity can be considerably slower and more complex than originally envisaged. This highlights the formidable challenges ahead in the IoT/TU sector in achieving greater research credentials.

Hazelkorn and Moynihan (2011a) explore the challenge of embedding a research agenda in an IoT context and argue the challenges are varied. Firstly, the relatively late development of a research agenda relative to the university sector presents a barrier to entry but other issues such as the physical infrastructure of buildings, equipment and space pose a challenge along with the human resource issue of building capacity and capability. The lack of research expertise and culture of research in many IoTs may mitigate the transition into higher status research output. Academics need to become more research active to embrace the structural reforms currently underway. This will involve building capacity and capability. It is speculated this may take several decades to fully embed into the system as it will require both cultural, attitudinal and contractual employment change.

3.3.3 The Changing Role of Service

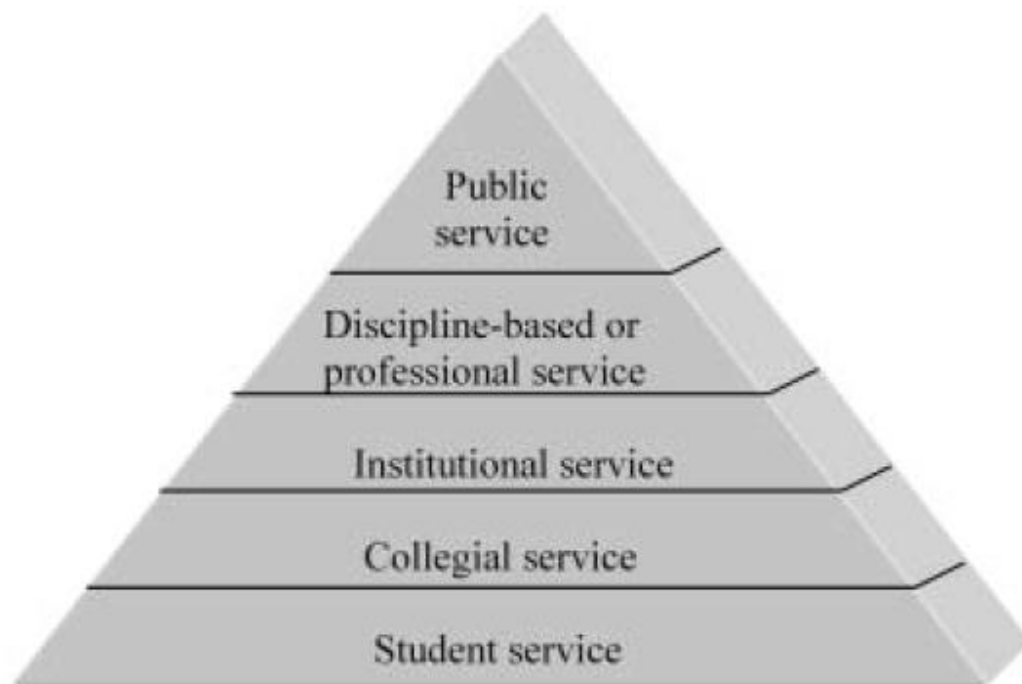
Service refers to the nuts and bolts activities that are vital for the smooth and efficient operation of a department. Kandiko Howson, Coate and de St Croix (2018, p.536) refer to this as academic housework which carries no prestige value and tends to be highly gendered as it is primarily undertaken by women. Heijstra et al (2017a) explored academic housework and notes such chores tend to impede academic careers as they are time consuming and under-valued yet crucial for the successful continuity of the HE institution. This “drudge” work is neither internally nor externally prestigious as it does not facilitate external networking and reputation

formation that enhance a prestigious career (Angervall and Beach, 2020, p.352). Brew et al (2018a, p.115) argue that many academics who are “neither research high fliers nor award winning teachers” perform this type of vital work which ensures the smooth functions of their respective departments. They coin the phrase “artisanal work” which is essentially invisible and goes unnoticed and unrewarded rendering it absent in the current discourse of academic roles.

Academic capital is concerned with the capacity to control resources. Time is a precious resource which cuts to the core of academic housework. The greater the share of the burden of unpaid labour the more restricted the time available to pursue paid activities (Heijstra et al, 2017a, p.766) Thus, the parallels between traditional domestic labour (household chores) and academic housework is clear as they are both undervalued, time consuming and highly gendered. Time spent on academic housework uses (time) resources available and less time is then available to spend on research related activities which are more likely to accrue career advancement. Kandiko Howson, Coate and de St Croix (2018) argue that those doing the academic housework facilitate other academics to follow externally focused prestige activities. Higher ranked senior academics may be more adept at regulating and controlling their academic housework. This may be significantly more challenging for those further down the academic hierarchy.

Mcfarlane (2007, p.264) developed a “service pyramid” which distinguishes service to students, colleagues, the institution, discipline and profession and the public. The pyramid reflects the differing status of the various service activities identified. Student service is located at the bottom as these caring and pastoral duties are largely invisible. Such service activity refers to provision of formative feedback on student work, coaching, counselling and advising students in advance of job interviews, writing references and advocating on their behalf at examination boards. Representing the lowest level of service on the pyramid reflects the low status afforded to such service activities. Some may argue that the lower level service roles are simply a “rite of passage” (Mcfarlane, 2007, p.267) for those in their early career stages. The pyramid represents academics perception of the status and value afforded to each of the activities identified. Higher status service activities relate to external profile service activities such as media contributions and advising government and other professional and voluntary agencies. Thus concluding some service roles may in fact confer status and power depending on their “line of visibility” (p. 266).

Figure 3.2 Service Pyramid



Macfarlane (2007, p.265)

Macfarlane (2007, p.267) argues that scant attention has been focused by Academic Managers on service elements in sharp contrast to teaching and learning. Promotion policies for academics tend to ignore this element yet it is essential for the effective functioning of the programmes and departments. Linked to this is the Programme Co-ordination role which is a frequently ignored element of service to students (Murphy and Curtis, 2013). This remains a largely opaque and imprecise role and seems to imply different roles which vary from department to department. The role frequently involves a range of responsibilities around course management such as co-ordinating assessment schedules, liaising with key stakeholders and providing significant input into student support and pastoral care (Murphy and Curtis, 2013).

Academic housework or service receives negligible recognition within the process of academic careers (Heijstra et al, 2017a). Fowler (2017, p.327) argues that the service role is the neglected child in academic roles. This appears to be linked to the notion that service accounts for nothing in the promotion and reward structures. Paradoxically, current rhetoric espouses the virtue of the modern academic by being “active and engaged corporate and civic citizen”.

3.4 Changing Expectations and Practices

Academics are now presented with ever increasing and frequently conflicting expectations, pressures and demands (Ylijoki, 2014). The roles and responsibilities of HE staff are being re-framed and revised (Billot, 2010). A challenging environment is emerging which indicates a mismatch or disconnect between expectations and experience (Billot and King, 2015). This could be a source of potential tension between institutional or management priorities and staff engagement. Churchman and King (2009, p.515) caution that if management lack awareness of academics perception of their roles conflict or resistance may occur. They argue that validation of the academics perspective may enable more engagement with both the institution and academic work. This specifically relates to influence in decision making and institutional communication processes. Research by Clarke (2015) revealed that while academics feel they exert some level of influence at department level, this is not replicated in the wider institutional context. Academics also report inadequate or weak institutional communication processes and influence, a lack of competent leadership from senior management and a top down style of management (Clarke, 2015; Collins, Crowley and Quinlan 2020).

Whitchurch (2018) stresses changes such as the loss of freedom and autonomy due to increased structural requirements such as workload models and performance assessment. Cheng (2010) and Morley (2003) argue that academic workloads have increased specifically in relation to academic administration which may divert and undermine time away from teaching and research. Dowling-Hetherington (2014b) argues that in an Irish university context academic roles have seen an increase in both routine administrative duties and time pressure. Similarly, Clarke also (2015) reveals that academic administration is considered both time consuming and unproductive by academics.

Moynihan (2015) asserts that diversification and extreme intensification are evident in academic roles. Moynihan (2015) asserts that morale is depleting whilst academic staff are facing an erosion of their values of academic freedom, authority and collegiality. Characterised by collegiality in the past this is now changing as academics compete against each other (Kalfa, Wilenson and Gollan, 2018).

Role expectations are increasingly expanding and evolving. Smith (2010) notes that tacit knowledge determines daily practice. The tacit skills required on-the-job have received scant attention to date. The service elements of the role or academic housework have been discussed

and this is further compounded by the pastoral care elements of dealing with diverse student cohorts along with the ever expanding administrative processes have fundamentally altered roles at the coalface. This may be described as “emotional service work” (Heijstra et al, 2017b p.203) which is essentially another form of invisible service work (Misra, Lundquist and Holmes, 2011). These are undocumented, under-valued and not recognised yet they have a significant impact on the student experience, progression and retention rates and the daily routines for academic staff. This issue has not been highlighted by those representing academics in HE as they are complicit in driving the Reform Agenda and such discourse may undermine those changes.

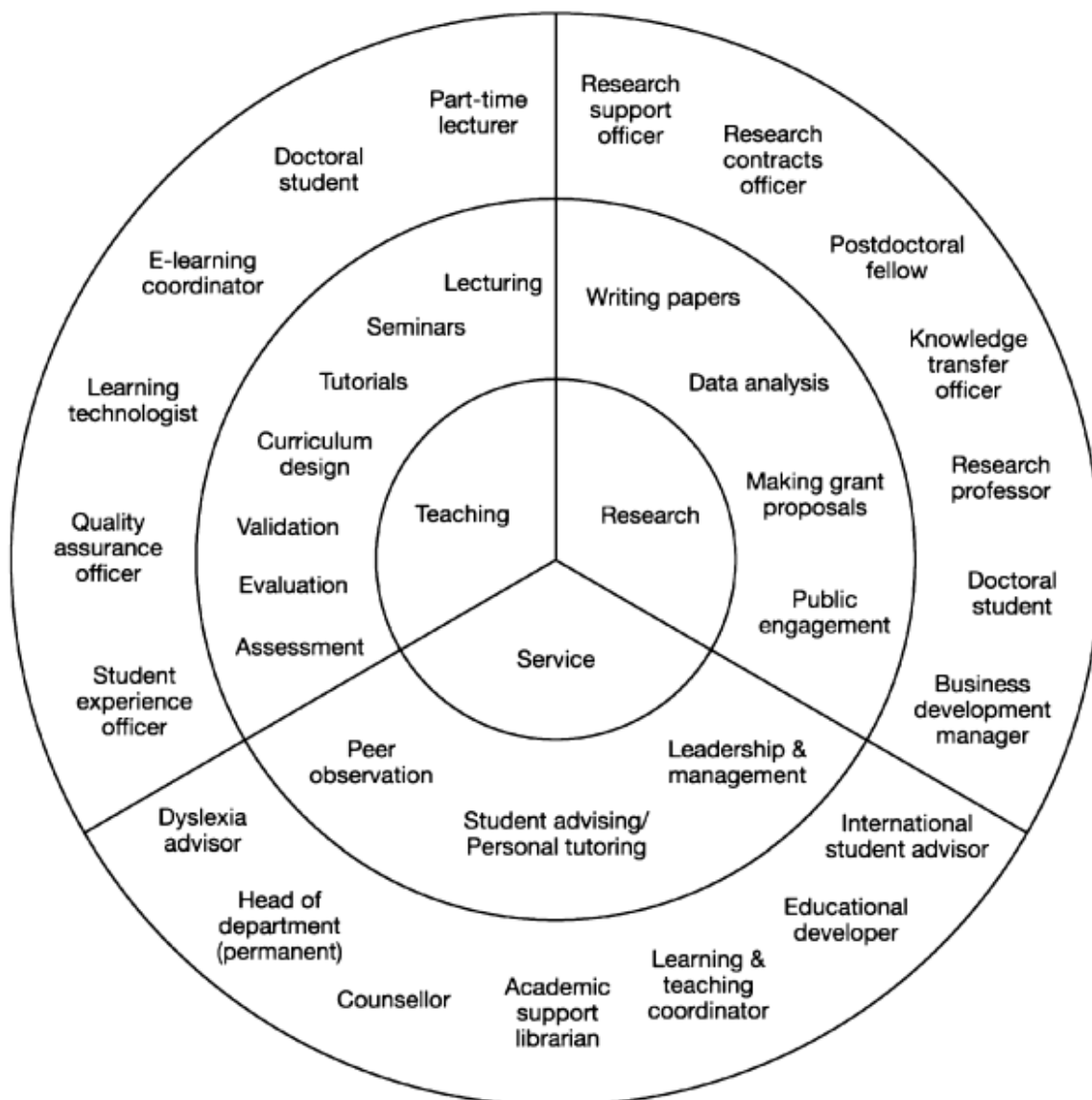
Academics with professional experience can provide authenticity to a programme linking theory to practice (King, Roed and Wilson, 2018). This has traditionally been an important element of provision in the IoT sector. Clegg (2008) refers to the term “pracademic” linking both academic and practitioner together. Feather (2012, p.337) links this to another frequently used term of “academician” combining academic and technician. Palmer (2009) identifies three types of lecturers in Irish IoTs. Academics who teach, teachers and practitioners who teach. These combined terms are useful in the context of exploring academic roles, identities and practices in IoTs as they share many common practices associated with both terms. The vocational nature of much provision in the sector relies on practitioners to lead delivery yet this is now being superseded with the new trend of academicisation or academic drift throughout the sector.

Clarke, Hyde and Drennan (2013) argue that traditionally staffing in HE followed a binary divide. Staff were either located in an academic or a non-academic/ managerial administrative domain. This may have perpetuated a “them and us attitude”. Whitchurch (2008) asserts that increasingly such divisions are blurring due in part to massification, marketization and managerialism where third space professionals are now emerging in the fields of student supports, services and academic development. This diminishes the divide between professional and academic staff.

Current expectations persist that academics should be accomplished “excellent all-rounders” (Gunn & Fisk, 2013, p.12) However, Macfarlane (2011b) argues there is evidence that the holistic concept of the academic “all-rounder” is now unbundling in HE systems. Macfarlane (2011b, p.62) maintains that some academic roles have been narrowed in practice. This involves the upskilling of professional support staff and the simultaneous de-skilling of

academic staff. Macfarlane (2011b) argues that para-academics are now undertaking a wide range of specialist functions relate to either teaching, research or service. He stresses that being a para-academic is not uniquely associated with professional support roles. De-facto para-academics may emerge as formally being employed as “all-rounders” but in reality focus on one element of practice. Figure 3.4 illustrates the elements of academic practice as teaching, research and service.

Figure 3.4 Disaggregation of Academic Practice



Macfarlane (2011b, p. 61)

3.4.1 Academic Motivation and Job Satisfaction

Bentley et al (2013, p.16) argue that academics are renowned for the intrinsic motivation that they derive from their work. Bryson (2004, p.50) notes the enormous potential intrinsic satisfaction an academic can gain through the range and breadth of the role. Indeed, motivated academics are crucial for all HEIs in relation to meeting goals of high quality teaching and learning (Gappa, Austin and Trice, 2007; Macfarlane and Hughes, 2009; Dubbeldt, Stein and Spillar, et al 2016; Christensen et al, 2020 p.86;). The nature of academic work can be considered from multiple perspectives. One argument emerging is that academics are devoted to their work, love their work and spend much time on it and this is largely self-imposed (Christensen et al, 2020, p.93). Academic staff represent the operational core of HE but need support and recognition to maximise their contribution (Lew, 2009; Shrand and Ronnie, 2019). Academic staff represent a significant expense and are the primary source of human capital resource of HEIs. Identifying and grasping the variables that contribute to job satisfaction and motivation are critical to nurture success within the HE system (Byrne et al, 2012, p.154).

The concept of a prestige economy in academic life originated in anthropology to explain organised patterns of exchange that exist beyond the market or subsistence economy. The term was originally used by English (2005) to explain a group of attitudes, values and behaviours that explain what is highly valued within particular groups (Kandiko Howson, Coate and de St Croix, 2018). Blackmore and Kandiko Howson (2011) argue the prestige economy exists parallel to the financial economy and interacts with it. Within academic work the prestige economy functions through publication rates, author status, international keynotes and editorial roles (Kandiko Howson, Coate and de St Croix, 2018). Generally, these tend to be linked to research rather than teaching reflecting the higher status of such activity. Blackmore (2016) stresses that until teaching is considered as prestigious as research it will continue to be relegated to second place. Blackmore (2016) is critical of attempts to separate teaching and research and argue this sets teaching up for failure in the contest with research.

The prestige economy developed in the context of motivation in academia. Coates and Kandiko Howson (2016, p.572) explored how some academics exert particular energy into specific activities. It is apparent that many academic activities may not accrue direct financial rewards such as reviewing journals or grant applications. Yet such activities may confer non-financial rewards of status and recognition. This framework adopts a social practice theory approach to

academic motivation and tries to unravel ways of capturing social aspects of motivation associated with disciplinary and professional groups. Prestige factors are those which confer honour, respect and standing. Perceptions are important in terms of gaining prestige (Coates and Kandiko Howson, 2016). Many academics offer to undertake work which has no financial reward. Collegial behaviour is still a traditional value and many academics continue to be impervious to financial incentives. The prestige economy has applications in an academic context where social and cultural capital is produced and traded.

Blackmore and Kandiko Howson (2011) highlight the complex and socially situated nature of academic motivation. Academic motivation has several key threads. The distinction between intrinsic and extrinsic motivation which propels academics to focus either on research or teaching. The prestige economy has a mix of intrinsic and extrinsic motivations. Clarke, Hyde and Drennan (2013, p.8) argue that reward structures in academia are focused on prestige and symbolic recognition such as publications and awards. Blackmore and Kandiko Howson (2011) conclude that many factors influence motivation and disposition such as age, gender career stage and other socio-cultural issues. Discovering what really motivates academics is extremely challenging. Blackmore and Kandiko Howson (2011, p.408) speculate that there may be divergence between espoused and real values. Some academic values may be more aligned to “intellectual positioning” than financial reward.

Academic job satisfaction is considered a multi-dimensional concept and has been conceptualised in a variety of ways (Byrne et al, 2012, p 153, Bentley et al, 2013, p.168). Hagedorn (2000, p,7) argues that job satisfaction is both “convoluted and complex” and no single conceptual model can adequately illustrate the concept. She has adapted and built upon the classic two factor theory originally conceived by Herzberg et al (1957 and 1959) and developed a conceptual framework. The existence of motivators increase satisfaction and relate to intrinsic and extrinsic rewards associated with work such as the work itself, achievement, challenging work and professional development. Hygiene factors by contrast are contextual and relate to organisational policies, supervision and collegial relationships and to a lesser extent salary and working conditions and lead to dissatisfaction. She argues that academic satisfaction is the outcome of two interacting constructs mediators and triggers. Mediators relate to interacting factors which give the context through which job satisfaction can be understood. Conversely, according to Hagedorn (2000) triggers are significant work or non-work events which may affect an individual’s reference point, such as for example receiving a promotion or moving institution.

Poor job satisfaction could be potentially damaging and Byrne et al (2012, p.154) argue that it can manifest into dysfunctional outcomes such as increased absenteeism, aggressive behaviour, psychological withdrawal and premature exit.

In an Irish context research completed by Byrne et al (2012, p.162) concludes that Irish academics express a high level of overall job satisfaction. This specifically related to satisfaction with the modules they taught, the work allocation and level of autonomy in their jobs and relations with colleagues. Dissatisfaction by contrast, was expressed with poor promotion prospects and time available for research. Specifically, satisfaction with work hours emerged as the most important driver of academic job satisfaction. High work hours result in negative outcomes such as work and family conflict and psychological distress (Hughes and Parks, 2007). Byrne et al (2012, p.163) also reveal interesting differences between job satisfaction in the Universities and IoTs. Irish University academics revealed higher levels of satisfaction with their physical work surroundings (offices) and autonomy in their role. Whereas, IoT lecturers revealed greater satisfaction with job security. This reveals some distinctions between the evolving roles, job content and working conditions of academics in different sectors of HE.

Greater awareness of academic motivations and aspects of job satisfaction may be useful in improving academic productivity and provide insight into evolving academic roles, practice and expectations. Blackmore and Kandiko Howson (2011) warn that Academic Managers must appreciate the complexity of academic motivations otherwise initiatives aimed at improving output may be doomed to failure.

Paul and Phua (2011, p.149) reveal that job satisfaction is linked to demographic factors such as age, gender and marital status. Castellacci and Vinas (2020, p.1) reveal that job satisfaction and wellbeing vary at different stages of an academic career. A U shape curve of life is proposed where satisfaction rates start out high in early career and progressively decline until mid-career life and subsequently increases during older age (Blanchflower and Oswald, 2008).

Byrne et al (2012, p.164) also reveal that satisfaction with the Head of Department (HoD) is significant and advise the critical role played in building supportive relationships, treating staff with respect and compassion, acknowledging their contributions and providing opportunities to develop personally and professionally are vital. Academic staff may require a subtle and nuanced style of management to enhance performance (Bryman and Lilley, 2009). This in turn cultivates legitimacy, credibility and authenticity in a collegial environment which is highly

valued in an academic context. This highlights Bryman and Lilley's (2009) assertion that academics professionalism and intrinsic motivation may negate the requirement for more traditional forms of leadership. In addition, Brew et al (2018b) suggest that greater sensitivity by Academic Managers is necessary to appreciate that many academics orient themselves differently between individual personal and institutional demands. Rosewell and Ashwin (2019, p.2382) caution against a "one size fits all" approach to being an academic and measuring success on a narrow set of criteria.

3.4.2 Changing Development Opportunities and Evolving Academic Roles

The majority of academics are obliged to balance complex and competing demands which influences approaches to teaching and teaching development (Deaker, Stein and Spillar, 2016, p.300). Foremost amongst these are pressure to secure income generating research, prepare students for work, teach increasingly diverse groups of students, be technically competent and meet institutional and national measures of quality and accountability (Deaker, Stein and Spillar, 2016). Teaching is neither valued in the system nor rewarded by the academic profession itself (Clarke, 2015; Boyer, 1990; Jing et al, 2005). Thus, reluctance to participate in academic development programmes should come as no surprise.

At a European level the strategy paper, Improving the Quality of Teaching and Learning (2013) by the High Level Group on the Modernisation of Higher Education explicitly stresses the centrality of teaching and need for investment in professional development. It states that "teaching needs to be acknowledged as a skill" (p.30) and that acquiring this skill will result in professionalization to achieve excellence (p.19).

Since the publication of the Skilbeck Report in 2001, Donnelly (2009) asserts that there has been a growing recognition of the need for formal accredited programmes in HE. In Ireland, the need for improvement of learning and teaching has been highlighted in Government Reports such as the Action Plan for Education (Statement of Strategy) 2016-2019, and the National Strategy for Higher Education 2030 (DES, 2011). There has been growing acceptance and recognition of the value of scholarship in teaching and learning within HE. The National Forum for the Enhancement of Teaching and Learning (NF) was established in 2012 in response to the National Strategy for Higher Education 2030 (DES, 2011). The primary aim of the forum is to professionalise teaching and learning across all HEIs in Ireland. Specifically, the recent priorities have been the establishment of a National Professional Development

Framework (PDF) for all who teach in HE. This was launched in 2016 with standards similar in many respects to those in the UK developed by the HE Academy and piloted in 2017 with 230 staff (NF Strategy, 2019, p.4). Prior to this there was no pathway nationally to provide structure, guidance and support to HE educators (Donnelly and Maguire, 2018). The primary aim of the forum is to encourage and build momentum and engagement in professional development initiatives and drive the adoption of the national PDF. The national PDF is unique according to Donnelly and Maguire (2018) as it repositions professional development based on individual need. The PDF uses a domain based approach in professional standards allowing and facilitating individuals to interpret the framework independently. The PDF is currently guided by five key values, inclusivity, authenticity, collaboration, scholarship and learner centeredness. How the PDF will be operationalised throughout the HE sector remains to be seen and will require considerable buy-in from all the stakeholders (Senior management, academic staff and the trade unions). How this will evolve in practice remains open to speculation. Donnelly and Maguire (2018) concede that negotiation within the sector may be necessary. Concern is also raised that such an approach could be used at the system level as a compliance mechanism insisting on mandatory registration for all who teach in HE comparable to registration with the teaching council for second level. HE institutions will require support to allow them to effectively engage with the introduction of the PDF. In addition, the NF seeks to broadly support the development of teaching and learning nationally (NF Strategy, 2019 p. 4) and raise the profile. This has resulted in several initiatives launched in 2018 to actively promote and celebrate high quality teaching (Delta Awards, Teaching Hero Awards and Teaching Expert Awards). However, such an approach is not without controversy. Macfarlane (2011a) is critical of teaching awards which are specifically designed to enhance the status of teaching. He argues that in spite of being well intentioned, such awards are counterproductive and only serve to exacerbate the low status of teaching.

Expectations that academics would engage in academic development has gained traction and widespread support. This has led to the emergence of centres for Teaching and Learning throughout the sector. Murphy (2014, p.25) notes however, the focus within such centres tends to be on the development of academic staff to enhance the student learning experience rather than across the broader remit of academic roles.

Until recently, formal, accredited preparation for academic staff assuming their role as teachers has been absent in most Higher Education (Quinn, 2012). At present lecturers in IoTs are not obliged to attend formal staff training and development or submit evidence of teaching

competence (MacGiolla Ri, 2019, p.2). In addition, academics in the sector maintain autonomy in choosing their own professional development journey. This may lead to being in the insidious position of having the worst of both worlds universal acceptance of the Quality Agenda but no obligation to engage with teaching development (Deaker, Stein and Spillar, 2016, p.300).

The progression towards professionalization of teaching whilst appreciated by many academic staff is also considered with deep scepticism by some Quinn (2012). McSweeney (2017, p.8) is critical as this ignores the contested areas of professionalization and assumes that through simplifying and standardising teaching it can be achieved. McSweeney (2017, p.5) is again critical of the underlying assumption that academics are disinterested in teaching and in need of training and monitoring in order to achieve improvements in teaching. Teacher training is proposed as being the solution to the challenges of massification and heterogeneity of student population and increasing student expectations. In addition, academics are positioned that they view such training as beneath them and that they need to be “prodded” and “shamed” (p.34) into engaging with it. McSweeney (2017, p.9) asserts that the fact that not all trained school teachers are effective is frequently overlooked.

A substantial cohort of academic staff refuse to engage citing it as a waste of time (Lipsett, 2005). Currently there is no mechanism to compel participation. It is not a requirement upon commencement of a post or for progression (from Assistant Lecturer to Lecturer grade) or for incremental credit. Quinn (2012) articulates resistance academic development as four distinct discourses expressed as: disciplinary discourse, student deficit discourse, skills discourse and a discourse on performativity. In combination, these may provide insightful lenses to frame the current research and explore dispositions to academic roles and academic development amongst lecturers in Irish IoTs. In an Irish context research by Slowey et al (2014) explored the role of academic development in HEs and staff attitudes and responses to it. This research explored both IoTs and the Universities and did not focus on the unique context and academic workloads in IoTs.

To date, research on academic development programmes has focused on the value, impact, and experience of those who participate (Bamber, 2009; Bamber and Anderson, 2012; Donnelly, 2009; Lindsay, 2004). More limited research has explored the silent majority who decline the opportunity to participate in professional academic development. Thus, in spite of widespread availability of academic development opportunities many academics opt not to participate. This

may be attributed to a variety of possible reasons. Firstly, the principles of academic freedom and autonomy underpin the manner in which many academics perceive their development obligations. They may simply decline the opportunity (Brew and Boud, 1995, p.8). Secondly, Boud (1999) speculates that the reservations that some academics express may be due to sensitivities around revealing development needs to Academic Managers (HoDs). Thirdly, as previously mentioned the lower status attributed to teaching may be another inhibiting factor. Finally, academic development provision across HE tends to be fragmented and may be dispersed across several administrative and academic departments (Murphy, 2014, p.39). This may result in a lack of clarity and confusion.

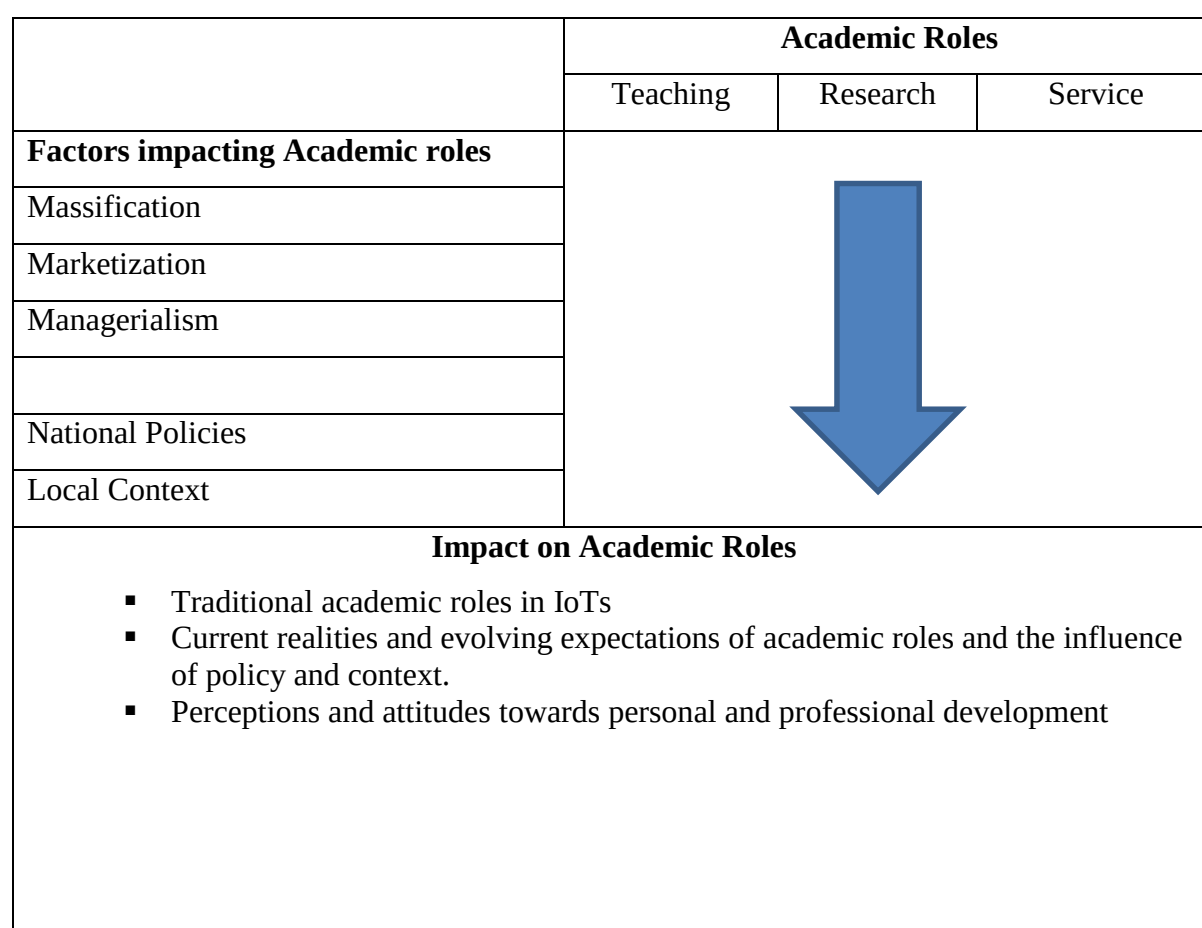
The paradox emerges that whilst all teachers in Primary and Secondary Level are obliged to obtain a professional teaching qualification this is not the case in Third Level (IoTs), despite the fact that a core and critical element of lecturing in IoTs involves substantial delivery or class contact. The primacy of teaching still dominates academic workloads in IoTs yet it is widely considered a low status activity (Jauhianen, Jauhiainen and Laiho, 2009). Research activity is afforded higher status. It is argued that tension emerges between a teaching and research dichotomy which may serve to exacerbate reluctance to engage with academic development. Clearly there is a gap between the rhetoric on one hand which supports and encourages a focus on professional expertise and accreditation in learning and teaching and the reality on the other where high contact hours and lack of incentives (other than intrinsic personal motivation) have not provided an environment conducive to engagement and the enabling conditions to support uptake.

3.5 Conceptual Framework

Conceptual frameworks provide a theoretical overview of the intended research and order within that process according to Trafford and Lesham (2008). According to Miles and Huberman (1994, p.20), ‘conceptual frameworks are simply the current version of the researcher’s map of the territory being investigated’ and better research happens when conceptual frameworks are made explicit, rather than claiming inductive “purity” (Miles and Huberman, 1994, p.23). A tentative conceptual framework is outlined here (Hamilton and Corbett Whittier, 2013, p.32) which may be further refined and developed as this research progresses. This will help to focus the study initially but will be open to new and challenging frames emerging from the data as the research progresses.

Emerging from the literature the conceptual framework for this study draws on the key influences impacting academic roles within the IoT and TU sector. Factors impacting academic roles have been identified as massification, marketization and managerialism. Cross cutting these change drivers is the National Reform Agenda (re-structuring and performance management and quality enhancement) and the local context of each individual HE. In combination, these underpin the approach adopted in this interpretivist exploratory case study. In addition, this research draws on the work of Macfarlane (2007,2011b) and adapts and extends it as it relates to academic roles in IoTs. Trowler (1998) and Brew (2018) provide frameworks for academic reactions to change and this informs the research. In combination, these provide insightful lenses to frame the current research and critically explore perceptions of academic roles amongst experienced lecturers in Irish IoTs and TUs

Indicative Conceptual Framework for this study



3.6 Conclusion

This chapter critically explored the concept of academic roles which are complex, nuanced, fragmented and multifaceted. Key drivers in changing expectations were identified as managerialism, marketization and massification. The challenge of defining and exploring academic roles and identities was stressed. It is argued that holistically, the variety perspectives provide an effective lens to explore the changing nature of academic roles amongst academic staff in IoTs. The changing nature of academic work was explored which focused on teaching, research and service. It is critically important that policy makers and Academic Managers alike appreciate what motivates academics in their everyday work. Academic motivations were identified in an attempt to critically explore why academics direct behaviours in particular directions and if this might influence attitudes towards academic development. The discussion examined the role of professional development and the recently launched Professional Development Framework amongst academics in HE. How this will be interpreted by academics in a sector that has such a diverse student population and is struggling with its status, brand and identity is questionable. Role expectations for academic staff are in considerable flux. It could be argued that the PDF may only intensify rather than alleviate tensions in the sector.

Chapter 4 Methodological Approach

4.0 Introduction

Good educational research depends on using disciplined enquiry, in other words, collecting and interpreting evidence in systematic ways and according to agreed procedures, but not restricted to any dominant methodology.

(Entwistle, 2009, p. 5)

This chapter outlines the methodological approach and research design for the present study. It establishes the methodological considerations underpinning this research and the methodological position adopted. It commences with a discussion of research methodology and establishes what is accepted as knowledge in the context of the present research. The aim of the study is explained and the research questions are outlined. The selection of an interpretive paradigm for the purposes of the present research is established based on the research questions. This study considers the evolving experience of academics in IoTs and TUs. This research adopts a multiple case study approach which is discussed in detail. Sampling, piloting and access to participants is presented and discussed. The selection of participants using purposive sampling is outlined and a detailed description of how the data collection methods were conducted is provided. Ethical issues are discussed. The present study is recognized as low-risk and the potential to cause harm is acknowledged, as it is conducted in an educational context. The issues of trustworthiness and credibility are highlighted and the challenges linked to validity in a qualitative study of this type is recognised and acknowledged. Finally, the chapter concludes with an outline of the data analysis methods employed.

This research attempts to capture the changing experience and evolving roles of academics in Irish IoTs and TUs. It aims to produce a faithful description of the experience to gain insight into the lecturers' own perspective. In order to make holistic sense of the experience of academics in IoTs and TUs interpretivism underpins the research design philosophy of the current research.

4.1 Research Paradigms

4.1.1 Ontological and Epistemological dimensions

The primary research philosophies and their influence must be clearly understood so that an appropriate research design is adopted. Whilst there is a variety of terminology applied to describe approaches to research broad agreement emerges that primarily revolve around qualitative and quantitative approaches. The philosophical debate encompassing educational research has led to abundant discussion on a range of paradigms and the usefulness of each. Denzin and Lincoln (2011, p.1) assert that the “paradigm wars” of the 1980s effectively stymied quantitative research in education. Notwithstanding academic arguments about the suitability of each paradigm, this discussion confirms the connections between paradigms and the flexible nature with which one philosophical view can percolate into another, the ‘blurring of genres’ as Geetz (cited in Lincoln, Lynham and Guba 2011, p.97). Johnson et al (2007, p.117) acknowledge the dividing lines between the paradigms are more blurred in reality and less logical than implied in the literature.

4.1.2 Interpretivism / Constructivism

Competing perspectives emerge from diverse views of social reality. Burrell and Morgan’s (1979) seminal work proposes four groups of assumptions about the nature of social science highlighting the key distinctions between the subjectivist (interpretive) and objectivist (traditional) approaches. Ontology, epistemology, human nature and methodology are linked to these assumptions. Ontological beliefs involve the character of reality and the nature of social entities. Crotty (1998, p.10) argues ontology is the study of being and tends to emerge along with epistemological issues. Epistemology is concerned with the bases of knowledge, its nature and forms (Mertens, 2015, p.11). Bryman (2016, p.28) asserts there are two positions referred to as objectivism and constructionism. The objectivist approach advocates a realist approach and positivist ontology where the world exists independently of its inhabitants and that a truth exists independent of the researcher. The epistemology is objective which infers that knowledge is attained by collecting facts empirically and that as a result generalizable theories can be devised. This approach assumed a capacity to measure the subject of the research before a theory can be tested and that the collection of facts in itself contributes to the body of what is deemed knowledge (Bryman, 2016). The methodological viewpoint advocates that research should be undertaken in a value-free environment (Lincoln and Guba, 1985). The

researcher should provide an objective interpretation of findings, disentangling their own beliefs, feelings and values.

Constructivism by contrast, is embedded in the nominalist philosophy. The constructivist paradigm assumes a relativist ontology, (there are multiple realities), and a subjective/interpretivist epistemology, knower and respondent co-create understanding (Denzin & Lincoln, 2005, p.24). From an ontological perspective this research is constructivist as the academics interviewed were linked to the social construction and development of ideas explored.

From an ontological perspective interpretivists believe that knowledge is socially constructed Bryman (2016, p.26). The epistemology is subjective as they appreciate that researchers bring their own values and previous knowledge to the research (Cohen, Mannion and Morrison 2011, p.219). This approach to research is supported by many of the devotees of qualitative research such as Guba, Lincoln and Denzin (2005). Interpretivists aim to comprehend the meaning of the social world rather than prove hypotheses about it. The role of the researcher is acknowledged in the process and the significance of context in the research is recognised (Cohen, Mannion and Morrison 2011, p.20). Asserting that a single reality occurs following diverse interpretations of an event, the interpretivists role is to ‘discover this’ using qualitative research methods. This research aims to gain insight into the changing roles and expectations of academics in Irish IoTs and TUs. The knowledge generated in this research will be subjective as it originates from academics own personal experience. This interpretivist research seeks a contextual constructivist understanding from the participants’ perspective (Cresswell, 2014). This locates this research in the interpretivist perspective as it is based on personal experience and perception. This recognises multiple and varied meaning and embraces the rich and complex spectrum of perspectives revealed in this research.

The ontological perspective relates to the characteristics and nature of reality. Research must be underpinned by an appropriate perspective to address the research questions. This research embraces the notion of multiple realities thus for the present study an interpretive approach is appropriate. The epistemological assumption, implies subjective evidence from participants. It may be difficult to generalise the study by adopting an interpretive approach. Melrose (2009) explores the term naturalistic generalization which enables the reader to achieve insight by reflecting on the context and on thick descriptions contained in case studies. The researcher will get as close as possible to the participants under investigation and is essentially an insider

(Cresswell, 2013). This research interviews academics in their natural setting of their work place. Schwandt (2000, p.228) maintains that researchers must try to comprehend the complexity of the experience from the perspective of those who experience it. This approach is pertinent in the current study which explores evolving roles of academics in a specific context (IoTs and TUs). The axiological assumptions are significant in this research. This study is value-laden and bias prone and this will be openly reported. The methodological approach is emergent, inductive and exploratory.

4.2 Key Research Questions

The central research problem is to critically explore how everyday roles are evolving and experienced amongst academics in IoTs and TUs in Ireland. As Henkel (2012, p.3) articulates “who they are, how they define their professional selves and from where they find a sense of meaning and worth”.

The overarching research question is articulated as:

How is the role of academics in Irish IoTs and TUs changing and evolving?

This research question will be addressed by focusing on the following:

- What were traditional academic roles in IoTs?
- What has caused such changes?
- How has the role changed and evolved?
- How have these changes affected perceptions and attitudes towards personal and professional development?
- What are the current realities and expectations of academics in IoTs and TUs?

4.3 Research Approach

It is argued that qualitative approaches are more flexible and sensitive to context than quantitative methodologies Denzin and Lincoln (2005). Blaikie (2007, p.6) argues that; there are no absolute truths in the social world where knowledge is relative in time and space. This perspective is consistent with the present study which seeks to gain insight into the experience.

Bassey (1999, p.42) asserts that people have diverse interpretations of what is real 'because of differences in perception, in interpretation and in language'.

There is a diverse repertoire of research methods in educational research. For the purposes of the current research a range of possibilities were explored. A wide variety of qualitative research methodologies exist such as action research, case study research and ethnography (Crotty,1998). Various qualitative methods or approaches include observation, participant observation, interviews, focus groups, questionnaires, documents, texts and the researchers' and interviewees' own experiences to answer the question, 'why?'. This confirms Denzin and Lincoln's (1998, p.2-3) assertion that qualitative research is multi-method in focus involving an interpretative, naturalistic approach to its subject. All research methods have limitations and the convergence of results across different methods may help to validate and compliment findings (Conway, 2009 p.10). A multiple case study was deemed the most appropriate approach for the present study. Hyett, Kenny and Dickson-Swift (2014) assert that case study offers a level of flexibility absent from alternative qualitative approaches. Flyvbjerg (2006, p.223) maintains that predicting results in social science is challenging and argues that case study is well suited to the production of context specific knowledge. Patton (2015, p.259) asserts that case study is an effective approach enabling the "story" to be critically explored.

4.3.1 Case study

A case study is small scale research with meaning according to Tight (2017). Yin (1994) defines a case study as a strategy for conducting research which includes empirical investigation of a contemporary phenomenon within a real-life context and where multiple sources of evidence can be used. Robson (2011) defines case studies as a strategy for research involving an empirical investigation of a phenomena in a real life context using multiple sources of evidence. Merriam (1998) defines case study as being bounded by its own characteristics and the choices or limits imposed by the researcher. Merriam's outlook concurs with that of Miles, Huberman and Saldana (2014, p.28) who define the case as being a phenomenon occurring within a bounded context whereby the researcher identifies the phenomenon of interest and draws the boundaries of the case. Yin (2009) argues that case studies are a preferred method when the focus is on a contemporary phenomenon within a real life context especially when the boundaries between phenomenon and context are not clearly apparent. Stake (1995, p. xi) described a case as "the study of the particularity and complexity of a single case, coming to understand its activity within important circumstances". Gillham

(2010) asserts that an accurate description of a case can have a greater impact than other forms of research.

Tight (2017) asserts that cases are part of our reality and tend to be complex and bounded, should be studied in a context and analysed holistically. Merriam (2009) stresses the purpose may not be to generalise but rather present a rich, thick description of the phenomenon under investigation. Cresswell (2003) argues that a case study is ‘an in-depth exploration of a bounded system, for example an activity, event, process, or individuals, based on extensive data collection’ (p.485). Cresswell (2003, p.485) also suggests that a bounded case implies that it is “separated out for research in terms of time, place, or some physical boundaries”. The boundary for this case study is each IoT/TU.

Bassey (1999) outlines three styles of case study: story-telling, evaluative and theory seeking/theory building case. Similarly, Yin (2009) identifies three types of case study: exploratory, descriptive and explanatory. Bryman (2016) identifies a variety of case study approaches ranging from critical cases, extreme cases, representative, revelatory and longitudinal cases noting that cases may in fact combine approaches. Merriam (2009) describes case studies as “particularistic, descriptive and heuristic” (p.43). A descriptive, particularistic case study framework is applied in this research providing “rich, thick descriptions” of the current research (Merriam 2009, p.43) By heuristic, Merriam (2009, p.44) stresses that case studies “illuminate the readers” understanding of the phenomenon under consideration. Bassey (1999) identifies three primary reporting styles for case studies. Referred to as structured reporting, narrative reporting, descriptive and fictional reporting.

Bassey (1999) argues that a vital feature of a case study is that adequate data is collected to enable exploration and interpretation of significant features. Case studies are according to Bassey (1999) a study of singularity completed in detail in natural settings selected due to the interest of the researcher. Yin (2009) identified three principles of data collection. This comprises the inclusion of multiple sources of evidence which support “converging lines of inquiry” to develop assertions that are both compelling and truthful. A case study database should be maintained as a comprehensive and readily accessible source of information. A chain of evidence requires that the information could be presented to an external observer must be clearly trustworthy and that the findings are obviously linked to the primary research question.

Yin (2009) suggests that case study evidence may originate from six main sources: documents, archival records, interviews, direct observation, participation observation and physical

artefacts. Gillham (2010) argues that combining different methods holistically presents a true picture with confidence. Yin (2009) asserts that by incorporating multiple sources of data, a chain of evidence will emerge and enhance the quality of the analysis. Gillham (2010) argues that it is significant in case study research to look for different types of evidence, what people say, what you see people doing and what they make or produce and what the documents illustrate. Collectively, this evidence must be linked and woven into the case narrative. According to Stake (1995) qualitative case study research combines “naturalistic holistic, ethnographic, phenomenological and biographic research” in a bricoleur design (ppxi-xii).

Case studies stress the significance of context thus case descriptions are holistic. Merriam (2009, p.39) stressed that case studies seek meaning and understanding of social phenomena and the end product is descriptive in nature.

4.4 Steps in Conducting Case Study Research

This research adopted **Yin’s six stage case study process**. The discussion in this chapter integrates the six stage process from planning, design, preparation, collection, analysis and presentation. The **planning** stage involved focusing on the research questions and assessing the merits of the case study approach in relation to other qualitative approaches. Baškarada (2014, p.2) stresses the significance of defining the research problem with clarity and the completion of a wide-ranging literature review. Baškarada (2014, p.3) equally advises that the case study method must be consistent with the fundamental research paradigm.

Table 4.1 Five key components of a research plan (adapted from Yin 2018, p.27)

Key components	
1. Research questions	How is the role of academics in Irish IoTs and TUs changing and evolving? • What were traditional academic roles in IoTs? • What has caused such changes? • How has the role changed and evolved? • How have these changes affected perceptions and attitudes towards personal and professional development? • What are the current realities and expectations of academics in IoTs and TUs?
2. Research propositions	The evolution of academic roles in IoTs/TUs is evolving and influenced by the macro and meso context and tempered by personal drivers and inclination.
3. The case (unit of analysis)	Four Institutes of Technology on East Coast of Ireland. Two new Technological universities Two remaining IoTs
4. The logic of linking the data to the propositions	Explanation building at individual case sites and cross case synthesis are used.
5. Criteria for interpreting the findings	The data from this comparative multi case study is analysed using Miles, Huberman and Saldana 'Data Analysis Interactive Model'. Rival explanations explored

In terms of assessing the merits of the case study approach specific to this research, there are a number of advantages in using case studies articulated by Denscombe (2010). Firstly, it allows the research to deal with the subtleties and intricacies of complex social situations. There are convincing arguments for employing an in-depth case-study approach when attempting to understand complex phenomena such as in the current study. Specifically, it enables a more holistic analysis which is again significant. Equally, a case study facilitates the use of a range of methods, encouraging multiple methods to reflect the complex reality under exploration. Bryman (2016, p. 61) stresses that cases are less concerned with establishing causal connections but rather focus on “understanding behaviour in a specific social context”. In addition, Baxter and Jack (2008, p.544) stress that case study can inform professional practice which is an element in this research. Eisenhardt and Greber (2007, p.25) argue that case studies can highlight the rich real world context using a range of data sources.

Yin (2009) identifies three applications of case study that suggest it is a suitable research design for the current research. Case study can be used to explore the changing roles of academics in a real life context. In addition, it may be used to explain causal connections in real-life that are too complex for other methods (such as surveys); and finally, it can be used to clarify situations in which there is no clear single set of outcomes, as is the case with exploring the changing role of the academic lecturer in IoTs and TUs.

Yin (2009) argues that case study method can be used when it is understood that contextual conditions are salient to the phenomenon of study, as is the case in this study. Case study is valuable in describing people’s lived experiences, thoughts and outlook in a precise context and position. It is concerned with understanding and interpreting a situation or processes such as the changes in HE through the eyes of the participants (Cohen, Mannion and Morrison, 2011). Case study supports analysing the varying threads of their experiences and interpreting which of these experiences are shared and which are distinctive (Denzin and Lincoln, 2005).

Flyvbjerg (2006, p.235) asserts that a beneficial aspect of a case study approach is that it can concentrate on events as they happen and it has the potential to ‘test views directly in relation to phenomena as they unfold in practice. This is of specific interest in the current research due to the dynamic changes in the HE sector at present. According to Hamilton and Corbett-Whitter (2013, p.10), “it is widely accepted that a case study can capture rich data giving an in-depth picture of a bounded unit or an aspect of that unit”, while Bazeley and Jackson (2013)

emphasise that cases of the same type can be viewed as part of the same phenomenon but can also include contrasting characteristics

The **design** stage is centred on defining the unit of analysis and identifying the case study design. Case studies can focus on either single or multiple sites (Merriam, 2009, Stake, 1995, Yin, 2009). A single case study focuses on a particular context without comparison to other cases. This approach may be appropriate when it is a unique case, a representative case, a biographical or longitudinal case or a pilot for future cases. Single cases are frequently criticised for their lack of generalizability. Multiple case studies can overcome some of limitations associated with single case studies. Multiple site case study involves collecting and analysing data from several units. Usually these share some common characteristic. Multiple case studies may be preferable as the data may be more robust, compelling and more generalizable (Yin, 2009). It is conceded that generalizability is not the primary goal in case study research. The primary objective is to understand a unique phenomenon within specific context. In multiple case study the research process is replicated for each individual case. A case study usually selects a small geographical area or limited number of individuals to study as subjects (Merriam 2009, Stake 2005). This multiple case study explores four IoTs and TUs. It aimed to critically explore the experience of academics in different IoTs and TUs in Ireland. All Institutes selected for the present study are located in the East of Ireland around the large concentrations of population. A multiple case study approach facilitated exploration across four IoTs/ TUs as they vary in terms of size, geographic location, teaching focus and programme offerings as well as differing cultures and work practices. Two IoTs were selected as cases in the current research that have merged and are now a Technological University and two IoTs that have decided to remain autonomous IoTs outside the merger process at present. Despite their unique features, the IoTs and TUs were expected to share some common features. This increased the validity and reliability by the provision of a variety of experiences to reach conclusions and findings. For multiple case studies Stake (2005) stresses that balance and diversity are vital as well as the maintenance of multiple realities.

The **preparation stage** related to developing a case protocol, conducting a pilot and securing access and approval (Yin, 2009) which are discussed in the next section.

4.4.1 Pilot Study

Pilot study interviews were conducted in May and June 2019 (17th May-13th June). The primary purpose was to refine, test and gain feedback from participants about the interview schedule. In total seven in-depth semi-structured interviews were administered prior to commencement of the research. Each participant provided written consent (by email) prior to the interview and all pilot interviews occurred in the natural work setting. Participants were invited to provide feedback immediately after the interview and through email at a later stage (within one week).

Pilot interviews were arranged for both internal and external academic staff and Academic Managers. The table below summarises the individual participants in the pilot study.

All pilot interviews were audio recorded (with permission) and transcribed using the online software tool Happyscribe. This provided a useful learning opportunity to test the software for accuracy and ease of use as well as suitability for importation into Nvivo at the data analysis phase of the research.

Table 4.2 Pilot Interviews

	Date	Name (Pseudonym)	Discipline/Area	Gender	Internal or external	Length of interview
1	17/05/19	Milly	Academic	female	Internal	36 mins
2	21/05/19	Molly	Academic services	female	Internal	33 mins
3	21/05/19	Mandy	Academic services	female	Internal	25 mins
4	21/05/19	Noreen	Academic manager	female	Internal	38 mins
5	07/06/19	Maureen	Academic	female	External	49 mins
6	12/06/19	Steve	Academic	male	External	48 mins
7	13/06/19	Doreen	Academic manager	female	External	19 mins

Detailed notes were also prepared, summarising the researchers reflections from the pilot interviews noting any changes that would be implemented at subsequent interviews. The interview schedule evolved during the pilot interviews and this provided an opportunity for reflection on my role as an interviewer to acknowledge deficiencies and improve. Once complete, participant selection commenced.

4.4.2 Access and Sampling

This research consisted of 27 interviews with academics in IoTs/TUs. Cohen, Mannion and Morrison (2011, p.143) assert that awareness of accessibility, expense, time, size and the focus of the research is vital when selecting a sampling frame. O’Leary (2004, p.94) stresses the importance of being realistic about access.

As academic development co-ordinator access was unrestricted to some of the participants in this study within my own organisation. Access to the additional Institute/s of technology and Technological Universities was challenging. This was overcome due to extensive contacts already made in the course of everyday work within the sector. The process of informally contacting IoTs and TUs commenced early in the research study, through contacting external examiners or academics known to members of staff. An introductory email was sent outlining and explaining the purpose of the research and asking if the academic would be willing to participate. This was followed usually with a phone call to confirm arrangements.

The selection of information-rich cases to study in depth is referred to as purposeful or purposive sampling. In **purposive** sampling people are “hand-picked” to enable the researcher to explore his/her research question or develop a theory (Cohen, Mannion and Morrison, 2011, p.156). Cases are selected on the basis of their experiences and to access “knowledgeable people” or views on the research subject and how they might contribute to or illuminate the researcher’s study. Teddlie and Yu (2007) identify purposive sampling to achieve representativeness or comparability. This is selected when a researcher wants to select a purposive sample that represents a broader group of cases as closely as possible. Gobo (2004) differentiates between a sample and a representative sample. Whilst the participants in this research represent a sample of lecturers, they cannot be claimed to be a representative sample. It is argued that would not be practical or feasible in the current research to achieve a representative sample (O’Connor, 2015).

Smith and Eatough (2012) advise that there is no right sample size. Glaser and Strauss (1967) developed the idea of “data saturation” which explains when additional interviews are completed and no new information is revealed. Theoretical saturation is now emerging as the “gold standard” by which purposive sample sizes are determined (Guest, Bunce and Johnson 2006, p.60). Thus, this study uses a stratified purposive non probability sample which includes academics of different grades, gender and discipline. All academics were experienced full time lecturers (with at least 10 years lecturing experience) as they represent the largest group in the IoT/TU sector and will have witnessed the changes which are the focus of this research. A total of between six to nine interviews were conducted in each of the four case study sites. Four or six academic staff (depending on who agreed to participate) and two or three Academic Managers (either SL2 or SL3 one male and one female). The quantity of interviewees was also informed by conventional views around data saturation and identifying multiple responses (Baker and Edwards, 2012, p.3), founded on a sound analytical approach embracing “richness, complexity and detail” (Mason, 2012, p.29)

Table 4.3 Summary of Participants

	Gender	Number of Interviewees	Doctorates
Academics	Female	9	3
	Male	9	3
Total		18	6
Academic Managers	Female	5	3
	Male	4	3
Total		9	6
N=		27	12

4.4.3 Data Collection and Administration

The **collect stage** in the case study process involved collecting multiple sources of evidence, creating a **case study database** and maintaining a chain of evidence (Yin, 2009). In-depth semi-structured interviews with academics and their managers using vignettes, a personal reflective journal and document analysis (Strategic plans, Minutes from Governing body, the Mission Based Performance compact (MBPC) and the QQI Annual Institutional Quality Review (AIQR) formed the primary data **collection tools** in this (multiple) case study across four sites.

4.4.4 In-depth Interview

Coleman (2012) and Morris (2018a) both assert that within the interpretive paradigm in-depth semi-structured interviews are common and are a highly effective data gathering method. Johnson (2011) asserts that in-depth interviewing seeks “deep” information and is appropriate where much is often assumed and not voluntarily expressed. Johnson (2011) argues that deep in this sense has multiple connotations and is connected to the everyday understandings of the group which go beyond common sense explanations and how they are understood through multiple views. Likewise, Merriam (2009, p.88) argues that semi-structured interviews are “the best technique” to use when conducting intensive case studies. In this instance, interviewing was the primary research tool for the research (Bryman, 2004) supplemented by a reflexive journal and document analysis.

The research question in the present study involves academics talking about their experience which lends itself to in-depth interviewing (Morris, 2018a). It is argued that an in-depth interview provides insight into the experience and the meaning of that experience (Coleman, 2012). In this case individuals may have complex, diverse, conflicted emotions and perspectives about their roles and changing expectations as academics. Exploring complex and subtle phenomena such as opinion seeking emotions feeling of participants are suited to interviews despite the time and effort involved (Denscombe, 2014). It is argued that in-depth interviewing is appropriate for the current research as it reveals not just what the interviewees say but also how they say it.

This study aims to gather insights into changing roles and demands on academics in IoTs and TUs. Exploring social research from a subjectivist epistemology this research used semi-

structured interviews which provided an authentic in-depth account focusing on the experience of the academic (Silverman, 2014). The hope is that participants would “tell their own story in their own words” (Morris, 2018a, p.4). Interviewees provide rich answers facilitating what Geertz (1973) identifies as “thick” description which is vital in the present research. Interviewees need to “open up” and reveal personal information which may never have been previously discussed or even considered (Morris, 2018a). Johnson (2011) asserts that in-depth interviews require a level of “intimacy” and mutual trust.

Coleman (2012) acknowledges in practice the distinctions between the types of interview are blurred and are represented on a continuum with structured interviews at one extreme and unstructured interviews at the other. Interviews yield rich insights into individuals experience, opinions, values and attitudes (Hamilton and Corbett-Whittier, 2013). The present study applied a combination of semi-structured and unstructured approaches to the interview and there was considerable latitude in responding to the questions (Bryman and Lilley, 2009). The semi-structured interview schedule was open ended, non-directive questions aimed at encouraging a free narrative and detailed responses (Smith, 2004). This facilitated, as Pepper and Giles (2015) suggest a guided approach whilst allowing probing questions and enabling unanticipated lines of conversation. Additional prompt questions were included to encourage full exploration and discussion. Semi-structured interviews are usually arranged around a pre-defined group of topics which are flexible to enable participants to develop the conversation in a manner that is significant to them. A semi-biographical approach to the interviews was adopted initially which aimed to draw meaning from the experience gained. An interview guide is included in the Appendix (E). Reflective notes were taken during and after the interviews.

Questions were designed to value and probe the experience. The research questions explored in the present study related to how academics understand themselves and how their roles and expectations are changing. The focus of the questions is firmly on the experience. This is connected to both Webers (1949,) notion of “Verstehen”- the social meaning and understanding of actions in various contexts. Schwandt (1998) also describes this as a wish to comprehend the world of lived experience from the perspective of those who experience it “for understanding meaning, for grasping the actors definition of a situation, for Verstehen” (Schwandt, 1998, p.221).

In-depth interviews have limitations and these are acknowledged. Morris (2018a) identifies a range of limitations of in depth interviews as the inability to generalise the findings, the time

consuming and expensive nature of interviewing from conducting and transcribing perspectives. In addition, the challenge of verifying assertions made by an interviewee and finally for this research the cost of travelling to the various locations to complete this element of the data collection.

4.4.5 Vignettes

As part of the in-depth interviews, each interview included the use of a vignette either at the beginning or end. Barter and Renold (1999) suggest that vignettes can encourage rapport and ease respondents into narrative situations. This was the purpose of using vignettes. During the interview (usually at the end) participants were given time to read the vignette and then responded to them.

A vignette is a short descriptive literary sketch (Richman and Mercer, 2002). A defining feature of a vignette is its short length of approximately 200-300 words (Bradbury Jones, Taylor and Herber, 2014). Vignettes are useful when exploring moral codes and understanding individuals' beliefs and perceptions. A vignette is convenient to describe complex processes as it can emphasise particular areas of a challenging situation. In addition, vignettes have the capacity to succinctly articulate multi-dimensional issues reducing the need for lengthy interviewing or questionnaire completion (Richman and Mercer, 2002).

Spalding and Philips (2007) identifies three types of vignette snapshot, portraits and composites as a means of collecting analysing and representing data. A content specific vignette is used in this case (Veal, 2002) (See Appendix). A content specific vignette was constructed to be realistic, consistent with the research question, non-directive and clearly worded. It provided enough detail but was open to interpretation based on participants perceptions and experience (Segium and Ambrosio 2002).

Bradbury Jones, Taylor and Herber (2014) suggest that vignettes are useful for vulnerable subjects or those who have experienced neglect or abuse. This is not the case in the current research however, some aspects may be considered sensitive and personal and for this reason vignettes were considered a useful aid to start the conversation. Bradbury Jones, Taylor and Herber (2014) argue that vignettes create distance between the researcher and participant and may help in disclosing sensitive issues which facilitates investigation of potentially upsetting or embarrassing issues. This was the primary purpose of using a vignette for the current study.

4.4.6 Conducting and Administration of Interviews

Face to face interviews were conducted which facilitated observation of visual cues, body language and provide richer, more memorable responses (Coleman, 2012). Participants were assured of confidentiality. The interviews were open-ended, semi-structured lasting approximately 45-60 minutes and allowed the personal story to evolve.

With agreement, the interviews were digitally recorded, transcribed verbatim noting nuances and non-verbal communication and member checked by the interviewee for accuracy. Ribbins (2007, p.216) argues that keeping a record is critical as ‘recording generates data, without data there is no research’. The interviewee was asked to make any comments, clarifications and amendments and invited to add any further thoughts they have subsequently (Floyd, 2012). The digital voice recordings were stored securely as indicated in the informed consent form and will be destroyed when this research is complete.

All interviews were transcribed immediately which provided an opportunity to reflect on the content of the interview. The process of transcription was aided by an online audio to text service (Happyscribe) whilst extremely time-consuming facilitates familiarity with the content of the interviews and is invaluable at the analysis phase of this research. The researcher felt an ethical obligation to complete the transcription process as a matter of respect and courtesy to the interviewees who have been generous with their time (O’Donovan, 2013; Cavani, 2017). In addition, consistent with the view of Cavani (2017, p.60) the process of transcription was enhanced by an individual familiar with and committed to the research at hand and also au fait with the methodology employed. Ribbins (2007, p.219) supports this approach, stating that through personally transcribing, researchers gain “a level of knowledge of their content unmatched by any other method” Likewise, Tilley (2003, p.770) asserts “the work of transcription is intertwined with analysis”.

The digital recording of the interview provides an accurate record of the exact words and this was supplemented by additional notes taken during the interview used as an aide memoir or reminder to return to a point later in the discussion. All interviews were asked about the same topics although some expanded and were more forthcoming than others. This fact is identified by Ribbins (2007) who admits that quality may vary from interviewees. He equally stresses the importance of retaining the recordings so that they can be referred to later in the research process if required.

A naturalistic setting is significant given the constructivist ontology which underpins this research. All interviews took place in the interviewees place of work (Lincoln and Guba, 1985). Equally, Denzin and Lincoln (1994, p.2) argue that “qualitative researchers study things in their natural setting, attempting to make sense of or interpret phenomena in terms of the meaning people bring to them”. Consistent with Van Manens (2014) advice on conducting rich and fruitful interviews participants were free to suggest the most suitable and convenient place to meet on campus. If required a meeting room could be arranged to ensure privacy and a quiet environment. This created a naturalistic setting where participants were familiar and at ease. The majority of interviews were scheduled when formal teaching had ceased and following undergraduate examinations so the campus was quiet and still familiar. Interviews were conducted in June and the remainder in September- November 2019.

Morris (2018b) advocates the importance of developing good rapport and creating a good impression at the outset to encourage a full and frank interview. He also emphasises the pivotal nature of establishing trust to ensure the interviewee has confidence and is convinced the information will be handled with sensitivity and respect. Ribbins (2007, p.215) suggests that in order to generate rich and reliable data research interviews must be well managed. Rubin and Rubin (2005) outline the three main phases of the interview process. The initial phase includes acquainting with the interviewee and clarifying the purpose of the research area and why it is important. Clarification of how the interview will proceed is provided and signing of consent forms and plain language statement as well as permission to record also occurs at the initial phase (Morris, 2018b). The following phase involves posing more problematic or challenging questions. The final stage is more relaxed and the interviewer begins to reduce the intensity of the questions and wrap up the discussion.

4.4.7 Research Journal

“We cannot rid ourselves of this subjectivity, nor should we wish to; but we ought, perhaps, to pay it very much more attention”.....(1987, p. 172) A. P. Cheater

The beneficial use of reflective practices in qualitative research is well documented in the literature (Ortlipp 2008; Deggs and Hernandez, 2018; Glaze, 2002). Deggs and Hernandez (2018) stress that reflective journals at doctoral level can support the development of critical thinking skills and deep reflection. Drake (2010) argues that professional doctorates carried out by practitioner researchers from an insider perspective need reflexive consideration to ensure

validity. Watt (2007, p.82) argues that reflexivity is vital given that the researcher is the primary “instrument” of data collection and analysis within interpretivist approaches. Smith (1999) suggests that reflective journals display wider and previously concealed contexts.

Reflexivity is a continual process of internal dialog and critical self-evaluation of the researcher’s positionality as well as active acknowledgement and explicit recognition that this position may reflect the research process and outcome (Bradbury Jones, 2007). Orange (2016, p.2176) equally, argues the on-going critical process of self-reflection enables consideration of the role of positionality in research. This in turn impacts on the context, participants, data collection and interpretation. Reflexivity should enhance research (Orange, 2016). Reflexivity is increasingly recognised as an important aspect in the development of qualitatively generated knowledge (Berger, 2015).

Reflexive journals act as a means for researchers to outline and explain methodological choices made during the research and simultaneously consider emotions and document insight and reveal insider bias. It ensures the researcher self-monitors the impact of their biases, beliefs and personal experiences on their research (Berger, 2015, p.220). Anfara, Brown and Mangione (2002, p.31) strongly support transparency in qualitative inquiry stating that researchers must “make analytical events open to public inspection”. Watt (2007) argues that reflective writing enhances familiarity with research methodology, extends and consolidates learning and enables holistic consideration of the research. It also ensures full appreciation of the vital role of reflexivity in successfully completing a research project and developing as a qualitative researcher. Watt (2007) argues that reflexivity is essential not only to comprehend the phenomenon but also the evolving research process.

Johnson (2011) stresses the necessity of reflection when using in-depth interviewing. In-depth interviews require the researcher to perceive themselves and their exchanges with others. In-depth interviewing is distinctive as it requires greater commitment of the researchers’ self. This will ensure that progressively and incrementally a shared sense of cooperative self-exposé and trust is constructed (Johnson, 2011). A research journal is invaluable in this respect and was undertaken during the entire research process.

The journal provides an explicit research trail (Ortlipp, 2008). This is consistent with the concept of “credibility” to document all decisions during the research process (Bradbury Jones, 2007). Greater credibility is attained when a researcher acknowledges their experience rather than retaining an objective stance. Glaze (2002) stresses the beneficial impact of diary keeping

in relation to rigour. Extracts from the reflective journal create an audit trail of reasoning, judgement and emotional reactions Smith (1999, p.360). Equally, Walsham (1995) asserts that in case study research a detailed, coherent and systematic trail of evidence must be provided to ensure and enhance rigour.

Berger (2015) argues that reflexivity is a significant quality control mechanism in qualitative research. Berger (2015) believes the focus on self-knowledge and sensitivity to better understand the role of the self in the creation of knowledge is a key aspect of interpretivist research. Bradbury Jones (2007) asserts that quality in qualitative research depends on critical and reflexive practice which may be achieved through a research journal.

Peshkin (1988, p.17) asserts that subjectivity is like clothing that “cannot be removed”. Peshkin (1988) clearly asserts that subjectivity must be recognised and researchers should search for their subjective “I”. Awareness of subjective “I”’s enhances and improves the trustworthiness of the research (Bradbury Jones, 2007). Journal writing ensures the on-going exchange a researcher has and may be more adept at identifying “what they know and how they came to think they came to know it” (Watt, 2007 p.84). Such reflexivity involves the researchers assumptions and behaviour and how they may themselves influence the research.

Brennan (2007, p.67) stressed the importance of revealing our tacit knowledge through critical reflection. Examining our values and assumptions and acknowledging assumed or implicit knowledge is critical in the present study. A research journal ensures engagement in continuous self- reflections and on-going appraisal. This involves examination of personal attitudes and experience throughout the research process which is integral to this study.

Despite the fact that creating reflective journals is widely cited as an intrinsic part of qualitative research, supporting resources are scarce (Orange, 2016; Glaze, 2002; Ortlipp, 2008). Orange (2016) advocates the use of structured guidelines to support student create better journals. Morrison (2012, p.323) outlines a useful research diary structure which has been implemented in the present research. This involves three columns, the first is a daily record of all events, the second is used for analytic memos and the third column is for retrospection and introspection.

4.4.8 Document Analysis

Documents can provide a rich source of valuable information about the context and focus of this research (Fitzgerald, 2012). Bowen (2009) argues that document analysis is particularly suited to qualitative studies. Likewise Stake (2009) endorses documents as a source of “rich descriptions” (p118). Merriam (1998) asserts that documents of all sorts can help the researcher reveal meaning, develop understanding and insights pertinent to the research focus. Bowen (2009) asserts documents may serve a specific purpose. In this case documents will provide contextual and supplementary data, track changes and developments in the IoTs and TUs and also verify and substantiate the evidence gathered from the interviews.

Bowen (2009, p.31) outlines several advantages of document analysis as it is efficient, cost effective and already in the public domain. There are also limitations which relate to the lack of detail, low retrievability and biased selectivity. Despite the limitations, document analysis was deemed appropriate for the present study.

The original purpose and context specific nature of the documents was carefully considered at the outset. In this case, document analysis is both “unobtrusive and non- reactive” (Bowen 2009, p.38). It is combined with the interview evidence to reduce bias and enhance credibility.

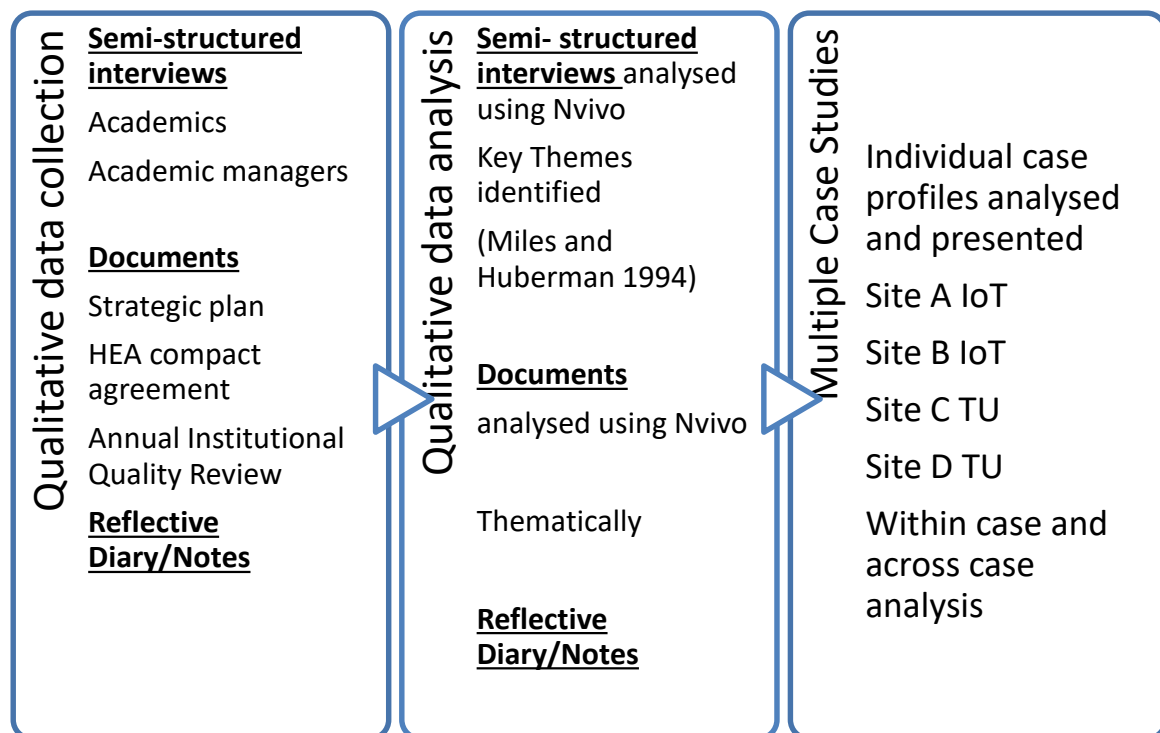
Table 4.4 Document Selection

Documents selected	Data analysed
Strategic plan	Contextual data on evolving roles of academics and focus on learning, teaching and research and academic professional development focus.
HEA compact agreement (MBPC)	Teaching and learning priorities Professional development and research priorities
Minutes from Governing Body and Academic Council	Teaching and learning Academic roles in research
Annual Institutional Quality Review	Teaching and learning priorities Professional development and research priorities

(Adapted from Bowen 2009, p.36)

Document analysis was used as a primary research method to supplement and compliment the semi-structured interviews and reflective diary. Documents were used to provide insight, context and National and Institutional perspectives. All documents were publicly available and provided additional context and insight to the evolving roles and expectations of academic staff in Irish IoTs and TUs. The documents used were specifically selected for their capacity to contribute to answering the research questions and to achieve the objectives of the research.

Figure 1 Multiple case study research process in current study



4.5 Data Management and Analysis

The **analyse** stage applies analytic techniques and critically explore rival explanations and displays data (Yin, 2009). Eisenhardt (1989) suggests that qualitative analysis is frequently cited as the least codified and most challenging aspect of the case study process.

Throughout the study data was gathered in multiple formats. Digital audio recordings from the interviews, personal licensed versions of proprietary software applications (Nvivo), paper consent forms, interview notes and personal reflective diary. All were managed following the standards outlined in the BERA (2011) guidelines.

- *Audio-recordings*: Digital audio recordings of all interviews were made using the recording function on an iphone. Following interviews files were transferred to google drive in DCU which is password protected. Only the researcher had access to these files. These were subsequently uploaded onto Happyscribe which is also password protected.

- *Hard copies:* Several documents only existed in hard copy such as the signed consent forms, interview notes and personal reflective diary. All of these were stored in a locked cabinet in the researcher's office (also locked).
- *Software programme:* Nvivo was used for the analysis of the interview data throughout this research. This application was uploaded onto a personal laptop and password protected.

Merriam (2009) asserts that “data analysis is the process of making sense of the data”. Essentially the data analysis process is the method of seeking answers to the research questions. Merriam (2009) maintains that in qualitative research, data collection and analysis are usually conducted simultaneously. Similar to Josselin and Willig (2014) this involves analysing the interview transcripts and documents through different interpretive lenses. This is an inductive approach facilitating themes to emerge from the data and personal accounts (Clarke, 2009 p.39). A successful analysis is interpretive (subjective) and the results are not factually based. They must however be plausible and transparent (Reid et al 2005). This is detailed in the following chapter which presents the findings. Denscombe (2014) advocates five stages in the analysis of qualitative data to ensure credibility and verification: preparation of the data, familiarity with the data, interpreting the data, verifying the data and representing the data.

4.5.1 Data Analysis

A vast and diverse range of qualitative approaches to data analysis are outlined in the literature, many of which are associated with a particular tradition. Amongst the most frequently cited approaches are grounded theory (Glaser and Strauss, 1967; Strauss and Corbin, 1998), content analysis associated with the work of Lasswell and Casey (1946) and Wilkinson (2000), phenomenology and IPA associated with Van Manen (1990), Smith (2004) and Smith et al (2009), narrative analysis (Riessman 1993; Clandinin and Connolly 2000), discourse analysis (Phillips and Hardy 2002 and Gee, 2014). Finally, thematic analysis is one of a cluster of methods that have evolved, amongst them Braun and Clarke (2006) and Miles, Huberman and Saldana (2014). Given the range and complexity of the approaches the selection of an appropriate data analysis approach was extremely challenging given the rich and diverse field. However, qualitative data relies on interpretation which implies that the data may require several explanations. It is argued that thematic analysis is therefore appropriate for this interpretivist study. Both Braun and Clarke (2013) and Miles, Huberman and Saldana (2014) stress the significance of being simultaneously immersed in data collection and analysis. Miles,

Huberman and Saldana (2014, p.70) argue such simultaneous involvement ensures “a healthy corrective for built in blind spots” which ensures a richer and more compelling analysis. Inductive strategies are applied in this research in order to build the analysis from the ground up. Miles, Huberman and Saldana ‘Data Analysis Interactive Model’ (2014, p.14) was selected as an approach to data analysis in this research as it enables an iterative and inductive process. Miles, Huberman and Saldana (2014) propose that data analysis involves three concurrent flows of activity: data reduction, data display and conclusion drawing or verification.

Miles, Huberman and Saldana (2014) stress that transferring from one inductive inference to another whilst applying a process of selective data collection, comparing and contrasting data, seeking patterns and themes for the data to support the emerging themes prompts new inferences, new data and ultimately enhanced conceptualisation. Miles, Huberman and Saldana (2014) outline a pragmatic approach through the stages of: first cycle codes (coding), second cycle coding (pattern codes), analytic memos, assertions and propositions while also providing for cross case and within case analysis with support and guidance in making the transitions from coding to analysis to drawing conclusion and verifying data. The processes are grouped into four approaches: descriptive, explanatory, concrete and abstract.

In relation to the data analysis, design and process for this research the focus was on the experience of academics in IoTs/TUs and the realities of their evolving experience in the context of rapid changes in the HE sector and the reform agenda. Miles, Huberman and Salanda (2014) argue that the real world is both bounded and perceptually laden and that explanations flow from an account of how different structures produce the events we observe.

Nvivo was used to support the analysis phase of this research. This specifically facilitated the creation of an audit trail through the logging of data movements and coding patterns as the analysis process progressed. This resulted in a detailed and comprehensive audit trail which ensured enhanced plausibility and trustworthiness.

The next section outlines the cycles of analysis for the present study. There are **seven distinct** cycles of analyses which comprise three separate cycles of coding, two cycles of managing codes one for the preliminary categorisation of open codes and one for data reduction through combining codes into a more abstract conceptual framework. Finally writing is used as a technique to prompt deeper thinking about the data (Bazeley, 2009) and ultimately reveal findings from which conclusions may be reached.

Phase One involved transcribing all interviews, field notes, reflections and observations. Demographic profiling information was also recorded. Happyscribe was used initially to generate transcripts however, these still required considerable correction and amendment which was time consuming. Transcripts were member checked and amendments implemented. Transcripts were uploaded into Nvivo. This involved careful organisation of cases with specific attributes (attribute coding) to identify the case site, gender, role (either an academic or academic manager) and highest educational qualification of each individual participant. This aspect is specifically important as this is a multiple case study.

Phase two began with the **start list** which involved broad open coding of the conceptual framework, list of research questions and semi-structured interviews from their original chronology into provisional initial non- hierarchical codes which are supported with definitions to enable grouping the data into initial, provisional and general themes. Miles, Huberman and Saldana (2014, p.74) suggest a range of coding options of up to 25 different approaches ranging from elemental methods termed as foundation approaches to coding (descriptive, In vivo and process) or affective methods that relate to more subjective values such as emotion, values and evaluation coding. First cycle coding then commenced which aimed to “assign codes to data chunks” (Miles, Huberman and Saldana 2014, p.73). This essentially involved coding and managing data in a manner that enables both data storage and retrieval.

Phase three is referred to as data display this second cycle coding: involves organising the previously summarised segments of data into **patterns** of smaller categories and themes/analytic units. This categorisation entails re-ordering themes previously identified in earlier phases into groups of related themes within a category and arranging them in a framework that makes sense of the data and enhances analysis. This involved distilling, re-labelling and merging various categories to confirm that labels and rules for inclusion reflect coded content with accuracy. Miles, Huberman and Saldana (2014, p.86) assert that pattern codes are explanatory or inferential codes, identifying an emergent theme configuration or explanation. Pattern codes should essentially “pull together” content from the first cycle of coding into more meaningful analysis. Miles, Huberman and Saldana (2014, p.87) suggest that pattern codes contain four interrelating summaries: categories and themes, cause/explanations, relationships with people and theoretical constructs. The goal here was not only to summarise the data into themes but equally to locate the themes into a context so as to critically explore relationships and the social regularities of life. Miles, Huberman and Saldanas (2014) approach

to within case analysis provides a frame through which to describe understand and explain what is occurring within a case in order to achieve a sense of local reality.

Phase four refers to data reduction which involves filtering and combining codes into more abstract and developing a conceptual map of the final framework of codes. A detailed code book is included in the appendix.

Phase five related to the writing of analytic memos against the higher level codes to accurately summarise the content of each category and its codes and to propose empirical findings against each category. Miles, Huberman and Saldanas (2014, p.95) suggest that an analytic memo is an “extended narrative” that details the researchers reflections in relation to the data. This attempts “to synthesise the data into higher level analytic meanings”.

These memos embrace five areas:

1. The content of the cluster codes on which it is reporting.
2. The patterns where relevant (this may be useful to identify both shared and unique cases)
3. Situating the codes – relating each code to each other and linking and describing inferences and their significance in answering the research question.
4. Encompassing background information noted against participants and considering any patterns that may emerge in participant profiles.
5. Reviewing primary sources and linking this to the literature. In addition, the identification of any gaps in the literature.

Analytical memos facilitate the creation of initial findings from which conclusions may be reached. **Phase six** refers to the validation, testing and revisiting of analytical memos to essentially self- audit and create a decision trail in the data beyond textual quotes to support and underpin the findings and support deeper meanings within the data. This results in evidence based findings which were validated by the data and will be relied upon by reports from the data to substantiate the findings. **Phase seven** the final phase related to the formation of coherent and cohesive findings based on a synthesis of the memos.

Miles, Huberman and Saldanas (2014) assert that cross case analysis facilitates description, understanding and explanation but simultaneously deepens understanding of every-day reality. Cross case analysis enhances generalizability as it may confirm that findings are not unique to

one setting or context. Yin (2018) advocated cross case synthesis as an analytic approach, initially maintaining each case as a separate study and subsequently aggregating the findings.

Miles, Huberman and Saldana (2014) caution that initial conclusions should be avoided and to maintain flexibility and an open-mind as the final inference might not be apparent until the data collection is over.

Yin (2018, p.165) proposed four general analytic strategies in the analysis phase relying on theoretical propositions, working with the data from the ground up, developing a case description and examining plausible alternative explanations. This research adopted two such general strategies. Detailed case descriptions were undertaken for each of the four case studies and alternative rival explanations were explored. In addition, Yin (2018, p.175) also proposes five alternative analytic techniques which should ensure the construction of a compelling case. These are identified as pattern matching, explanation building, time series analysis, logic models and cross-case synthesis. As this research is an exploratory multiple case, cross case synthesis was selected. In this technique each case is treated separately and the findings are subsequently aggregated.

Yin (2018, p.226) proposes four alternative structural formats to present a case report. The first report format relates to a single case presentation which describes and analyses one case. A second report format relates to a multiple case structure. In this instance each case is individually presented and subsequently a multiple case arrangement includes cross case analysis and results. This is the format adopted in the present study. Other alternative formats proposed by Yin (2018, p.227) relate to opting either for single or multiple case study which follows a sequential ordering of cases guided by the same questions. Finally, the fourth possibility involves presenting only cross case analysis and individual case studies are not presented. For this research the report structure is informed by multiple cases presented initially as single case studies each with their own individual section within the analysis chapter. The following Chapter (six) is devoted to cross case analysis.

The cross case analysis provided an opportunity to connect the shared findings of the case studies to the objectives of this study, indicating that they had been achieved and that the research questions addressed.

4.6 Limitations and Criticisms of Case Study

Bell (2010) and Bryman (2016) articulate criticisms and limitations of the case study approach which tend to relate to lack of rigour, lack of generalizability, role of the researcher and bias.

4.6.1 Rigour, Credibility and Trustworthiness

Denscombe (2010) and Frideres (1992) outline criticisms of case study method as lacking rigour and the perception of producing soft data. Case studies may be considered overly descriptive and poorly suited to analyses or evaluation. Flyvbjerg (2006, p.235) counters this criticism, asserting that case study has its own rigour as it can “close in on real life situations” and assess opinions as they emerge in practice.

Jones, Torres and Arminio (2014) argue that trustworthiness is linked to authenticity, security and confidence in the research. This research is socially constructed as it examines subjective meaning making (O’Connor, 2015). It is located in the interpretivist, naturalistic paradigm. Rigour is vital to ensure the findings reported in the research are credible and trusted (Merriam, 2009). Credibility and trustworthiness are therefore vital constructs in the evaluation of rigour rather than the traditional focus on validity and reliability.

Lincoln and Guba (1985, p.290) assert the pivotal significance of trustworthiness in naturalistic research. An examination of the “truth-value” of the findings as well as the applicability, consistency, and neutrality of the research may build trustworthiness. Connelly and Clandinin (1990) consider establishing plausibility –how a story rings true as pivotal to the establishment of credibility. In order to ensure that standards of trustworthiness are achieved, Guba and Lincoln (2005) outline procedures that researchers should consider:

- *Member checks*: Share the data with participants.
- *Prolonged engagement*: Engage in the research for a prolonged amount of time.
- *Triangulate*: Gather data from multiple sources through multiple methods.
- *Peer de-briefing*: Discuss emerging findings with critical friends.

This research embraced these core elements.

Yin (2014) stresses the importance for the development of detailed data collection protocols and processes prior to data collection: multiple sources of evidence, a case study database and a chain of evidence all contributing towards ensuring both quality control and validation of

data. By contrast, Stake (1995) advocates for a data-gathering plan includes: defining the case, developing a list of questions, identification of helpers, data sources, allocation of resources, time and reporting. Yin, Stake and Merriam concur that the data should converge in a process called triangulation.

Reliability relates to the overall consistency of the research and if it can be repeated. Elliott (2005, p.22) provides a useful definition of reliability as “the replicability or stability of research findings”. Likewise, Maines (1993, p.131) refers to the “consistency of accounts”. In the context of the present research this may be challenging. It is argued this is neither desirable nor possible. As socially situated, subjective and contextually bound research it can never be exactly replicated. Academic staff tend to be heterogeneous in their perspectives. This research is focused on the concept of “social representativeness” thus negating the requirement for statistical representativeness (Gobo, 2004).

Several measures have been proposed to assess the quality of qualitative research (Denovan and Macaskill, 2013). A range of approaches were adopted. Data describing the respondents is incorporated and the viewpoint of the researcher is recognized and emphasized. In-depth description of the methods and procedures are included to facilitate reproduction. Examples of the data are provided to illustrate each theme, and the data is presented in a coherent format (Denovan and Macaskill, 2013, p.1003). A framework for assessing the quality in qualitative case studies has been developed and adapted by Stake (1995), Merriam (2009) and Cresswell (2013). Yin (2009) outlines construct validity as the triangulation of data through construct validity involving multiple sources such as chains of evidence and member checking Internal validity refers to the application of established analytic techniques such as pattern matching while external validity involves analytic generalisation.

Drake (2010) argues that in the case of professional doctorates undertaken by practitioner researchers the validity of insider research needs reflexive consideration. This is achieved in the current research through the personal reflective journal. The reflexive journal also represents a decision trail which helped the researcher to approach the data with an open mind, to ensure the data was analysed thoroughly and faithfully, and to limit misinterpretations. In addition, this type of research includes privileged access to participants and Drake (2010) asserts that reflective diaries are an essential element of “self- triangulation”. Glaze (2002) stresses the beneficial impact of diary keeping in relation to rigour and asserts that credibility

is enhanced when the researcher acknowledges their experience rather than retaining an objective stance.

4.6.2 Generalizability

The difficulty in achieving generalisations is a frequent criticism (Bell, 2010; Descombe 2010). This can be countered by arguing that generalizability is not the primary purpose. In addition, cross checking is not always possible and critics query the value of studying single events. The boundaries of the case may be problematic and negotiating access to case study contexts may prove challenging. The observer effect is a challenge noted by both Descombe (2010) and Bell (2010). Finally, access to documents, people and settings can result in confidentiality difficulties. However, Bell (2010) concedes case studies can provide insight into peoples' lives for better understanding which in essence is the primary aim of the present study.

4.6.3 Bias, Positionality and Challenges of Insider Research

A reflective lens must be turned inwards towards the researcher to explore the personal beliefs and assumptions which influence how the research will be conducted, implemented and the interpretation of the findings and conclusions reached. This research is located in the interpretive paradigm of educational research (Cohen, Mannion and Morrison, 2011, p.31). It is small-scale research and focuses on a particular group, lecturers in Irish Institutes of Technology and Technological Universities. Herr and Anderson (2015, p.37) stress that positionality is significant in all research. This essentially requires the researcher to ask who am I in relation to my participants and context?

As a socially situated researcher it is impossible to depict the experience of others without recognising our own experience of reality. Johnson (2011) argues that the stigma is no longer attached to member status in research. Riemer (1977) terms this "*opportunistic research*" which accurately reflects the current study. Cresswell (1994, p.6) stresses the interpretivist researcher "admits the value laden nature of the study and actively reports on his or her values and biases, as well as the value laden nature of the information gathered in the field". Thus, the emphasis is on describing and understanding as opposed to the measurement of social phenomena.

This research was conducted in the researcher's own Institute and three other Institutes of Technology/Technological universities and the participants were colleagues and peers. My

experience as a lecturer and course co-ordinator implies tacit knowledge, understanding and insight. This is often referred to as “insider research” where the researcher has a direct involvement or connection with the research context Robson and McCartan (2016, p.399). My own role in this study is that of an insider but with elements of an outsider as well. McDermid, et al (2014) argue that researchers should be located on a continuum as they are neither fully insiders nor outsiders.

This can be complex and problematic as the insider researcher embraces various positions which can potentially cause friction and conflicting loyalties. It is vital that this is carefully considered and anticipated. Great care and attention must be placed in questioning your own assumptions as a researcher and actively minimising bias. Participants must be encouraged to provide frank and honest responses.

Corbin- Dwyer and Buckle (2009, p.58) argue that insider research can afford openness and trust which can ensure “greater depth to the data gathered”. It can also be asserted that familiarity, collegiality with staff who are participating, tacit knowledge and the common experience of working in an IoT/TU is an added advantage. Coghlan and Shani (2008, p. 647) refer to this as “preunderstanding” as it relates to insights, experience, knowledge and also the lived experience of the organisation. It also denotes familiarity with the informal information networks and disparities between the formal and informal organisation.

Robson and McCartan (2016, p.399) outline the practical advantages of insider research which relate to intimate knowledge of the context and understanding the processes of the organisation. Interviewing colleagues can be extremely delicate, dealing with confidential information and maintaining objectivity pose substantial challenges (Robson and McCartan 2016, p.400).

Hamilton and Corbett-Whittier (2013) stress the emic or insider’s point of view is one of the strengths of practitioner research but it also presents challenges. The boundary blurring and “taken for granted” aspects are possible issues and a critical perspective must be maintained. This is an acknowledged issue in the present study. This can be complex and problematic as the insider researcher embraces various positions which can potentially cause friction and conflicting loyalties. It is vital that this is carefully considered and anticipated.

Cohen, Mannion and Morrison (2011, p.120) describe “sensitive educational research” as any research that “potentially poses a substantial threat to those who are involved or have been involved in it”. Possible outcomes for the participant as a result of personal or professional

revelations may act as a barrier to the research process. This research is potentially sensitive as participants are asked about their personal roles as professional academics in Irish IoTs and TUs. To minimise this as much as possible, vignettes were used during each interview. A full outline of vignettes was included in the discussion on interviewing in this chapter.

4.7 Ethical Considerations

Ethical considerations are vital in all research. Gray (2009, p542-543) identifies a continuum of unethical behaviour which ranges from speculation, exaggeration, neglect, fabrication and plagiarism. Most frequently cited ethical issues relate to inconsistent interpretations of data and unrealistic assertions in relation to validity and generalizability (O'Connor, 2015, p.66)

This research was conducted in accordance with the ethical guidelines of Dublin City University and the ethics committee of the college where the research occurred. Ethical approval from DCU Ethics committee was sought prior to commencement of this research. Copies of the relevant documentation are included in the Appendix.

Ethical issues emerge at all stages of the research process and revolve around shielding the rights of the participants. This was anticipated at the design phase. (Berg, 2004). Cohen, Mannion and Morrison (2011, p.131) counsel prudence in educational research context as it is all possibly sensitive. Reporting information truthfully is a primary ethical requirement.

The British Educational Research Association (BERA, 2011) outline that informed consent is at the core of ethical research. At the outset all participants were provided with a plain language statement/ participant information sheet outlining the aims, objectives and purpose of this research as well as an informed consent form (see Appendix). This research aimed to protect and maintain participant anonymity and confidentiality. Pseudonyms were used for all interviewees. Cohen, Mannion and Morrison (2011, p.88) stress the importance of confidentiality, anonymity and privacy. Personal information collected was coded to ensure total confidentiality and participants were anonymised. Honest, full and frank responses are critical in this research which can only be achieved through ensuring anonymity.

Interviews were transcribed using the online transcription tool Happyscribe. However, transcripts still required considerable work with each one hour of interviewing entailing approximately 8-9 hours to fully check and prepare the transcript. Following transcription, participants were emailed to their private email accounts by the researcher and returned

(member checked) for accuracy. Participants were invited to comment, review and alter their transcript to ensure accurate meaning was conveyed. Any changes required were incorporated into the transcripts. Full and frank disclosure is vital in this research.

Primary concerns are those relating to full disclosure, purpose, confidentiality and informed consent. All participants involved in this study are non-vulnerable adults. This research is considered low risk and is concerned with confidentiality and protection of data during gathering and storage. These issues are addressed by anonymising the research data and eliminating any identifying statements. Participation in this study was entirely voluntary. Participants were briefed in a written email as to the purpose and objectives of the research. The interviewees were fully assured of anonymity, confidentiality and privacy. Transcripts and digital interviews were stored electronically, encrypted and password protected and retrievable if required. These will be destroyed when this research is complete.

4.8 Summary and Conclusions

The aim of this chapter is to ensure that this research is conducted robustly and ethically with integrity and care. This chapter presented the methodological framework for the current research and identified core issues informing the appropriate paradigm selection for the present study. It commenced by outlining the key objectives of the study. The argument emerged that interpretivism underpins the current study. The rationale for the selection of this approach was presented. The positionality of the researcher is significant in this type of approach and presents potential challenges in the context of the current research. Due to the orientation of the study the role of the researcher and participants was also discussed. The approach to data gathering and sample selection was outlined. Access to the participants was discussed and the primary data gathering methods outlined. Relevant ethical concerns relating to the current study were outlined. Data management and analysis are both critical in this research so to ensure rigour in the study a chain of evidence was outlined. The quality of the research was discussed along with trustworthiness and authenticity. The scope and parameters of the research were outlined and the limitations inherent in this research presented.

Chapter Five Case Study Findings and Analysis

5.0 Introduction

This research aimed to explore how the roles of academics in Irish IoTs and TUs is changing and evolving. This chapter presents the findings and interpretation of the data within each case. The primary aim of this research was to hear the voice of academics in IoTs/TUs in relation to their evolving everyday roles and the changes impacting upon them at a time of dramatic change in the HE sector. This chapter contains an individual description of each case study site in turn, paying attention to the particular in each to capture a sense of place and context. This context framed the later analytical discussion which follows in Chapter 6. The initial purpose of this Chapter is not to emphasise the comparative aspects of the multiple cases but to stress the particular and unique aspects in each and thus capture the individual context. To contextualise the case study interviews and document analysis it is important to have a picture of the individual case study sites. A summary section at the end of this chapter draws together the similarities and distinctive features of each of the four case studies.

The current research is influenced by the macro changes of managerialism, marketization and massification and the Irish government policy response. These drivers to the changing context are evident in the findings. The document analysis presents the meso level institutional response to current policy initiatives such as the Mission Performance Compacts and Strategic Dialogue Process (MBPC) which provide further context and insight in the current research for each case. Strategic plans and the Annual Institutional Quality Reviews are also informative at the meso level setting out the strategic vision, mission and goals providing some insight into each individual IoTs/TUs ambition and aims in the medium term. In addition, minutes from Governing body and Academic Council provide further context and insight where appropriate.

The academics experience of their changing roles is revealed in the semi-structured interviews with academic staff and Academic Managers (Heads of Department). Having opportunities to engage in this type of conversation is rare for lecturers in IoTs/TUs today. The private stories that emerge are sometimes at variance with the public stories outlined by academic leaders and Institutional policies in the sector. Omissions also are revealing and suggest a disconnect between managerial rhetoric and the everyday experience at the coalface.

The focus of this chapter is to present the findings from each case individually. Each case is presented using the following structure. A fine grained case description of each case site is

initially presented which aims to provide background and context. This is followed by analysis of Institutional policies which may be altering academic roles. This is revealed from the document analysis (Strategic Plans, Mission Based Performance Compact, Annual Institutional Quality Assurance Reports and relevant minutes of either Governing Body or Academic Council Minutes). All colleges are not homogeneous and vary in terms of their vision, location, size, history and legacy. This heterogeneity adds complexity to the current study. Each Institute is distinctive and unique whilst simultaneously sharing some common characteristics in terms of funding, underpinning legislation and staff contracts. History, legacy and context combine to have a significant impact on each organisation. This section presents a thick description of each of the case profiles in the multiple case design. Sites A and B both continue to be IoTs for the time being and Sites C and D have now merged along with another site to become a Technological University.

5.1 Case Study One Site A

This is the first of four individual case studies. The case study is structured and presented in three sections. The background and profile provides insight into the general scale, history, legacy and focus of provision at site A. The document analysis of the current strategic plan (ASP), Annual Institutional Quality Assurance Report (AAIQR), Mission Based Performance Compact (AMBPC) and recent Institutional Review by QQI (AIRQQI) reveals the key institutional policies and how they influence changes to academic roles at this site. The semi-structured interviews with academic staff and their managers provides insight into the academic experience of their changing roles.

5.1.1 Background and Profile

Site A was established in 1970 and is an autonomous institute under the Regional Technical College Act 1992 and is located on a 90- acre campus. It is the oldest of the four case study organisations in this research. Site A is strategically located on the North East coast of the island of Ireland midway between the Dublin and Belfast corridor. Site A is one of three HE institutes situated along the border. Its geographic location creates a unique set of challenges and opportunities serving a large hinterland both sides of the border (AAIQR, p.2).

In 2004, Site A was awarded delegated authority to award levels 6-9 (taught) on the National Framework of Qualifications (NFQ). From 2008, two schools, the School of Science and Health and the School of Informatics and Creative Arts respectively, were given approval to award level 9 and 10 in specified areas. In addition, a strategic partnership was formed with Dublin City University (DCU) which led to the formation of the joint graduate school facilitating registration of levels 9 and 10 in all areas (AIRQQI, p.6)

Site A currently employs approximately 500 staff of which 260 occupy academic posts and has approximately 5,200 learners making it one of the larger Institutes included in this study. The staff profile reveals that the majority of staff (55%) are aged between 40-55 years old (HEA 2019). In addition, 93% of full time academic staff are qualified to Masters level or above and 45% currently hold doctorates (AAIQR, p.8). This figure is above current sectoral norms in the IoTs although it is substantially below that of the Universities.

Site A recruits 89% of learners from the catchment locality which is identified as Meath (17.5%), Louth (41.8%), Monaghan (12.7%), North Dublin (11.4%) and Cavan (6.4%). The college considers itself a major contributor to the social, economic, educational and cultural development capital of the region ([AAIQR, p2](#)).

Site A offers programmes across the full range of the National Framework of Qualifications (NFQ) from levels 5-10 and in that respect it represents the typical profile of a “traditional” regional IoT. The vast majority of provision is at levels 7 and 8. Full time undergraduate students account for the majority of provision at 4323 or 98%, the remaining 654 are part time students. Apprenticeship provision is also set to rise ambitiously and this reflects the broad range of programmes across NFQ levels 6-10. International students account for 12 % of student population, 11% of which originate beyond the EU. This is one of the largest proportion of International students within the IoT sector at present. This may represent a substantial source of non-exchequer revenue and make a considerable contribution to the financial health of the IoT.

The disciplinary mix is broad with provision ranging from arts and humanities at 13%, social science 2%, Business at 23%, Natural Science 4%. Site A is structured into four schools: School of Business and Humanities, School of Engineering, School of Health and Science and School of Informatics and Creative Arts. In addition, a Centre for Excellence in Learning and Teaching colloquially referred to as CELT provides a range of supports for staff and learners. Research centres and groups are also clearly visible highlighting active engagement and ambition. At present three clusters exist and six centres. These vary from ICT Health and Aging to Energy and the Environment to Creative Arts Research and emerging areas such as Arts, Humanities and Social Science, Teaching and Learning and Entrepreneurship. A Regional Development Centre provides support to the local community and contributes to the North East region and cross border region. Site A has been awarded some high status notable awards such as being cited by the OECD in 2016 as an Exemplar of Best Practice in Europe for embedding entrepreneurship education. In addition, the site was successfully credited with an HR Excellence in Research award conferred by the European commission.

5.1.2 Institutional Policy and Changes to Academic Roles

This section identifies the key institutional policies which have influenced changes to academic roles at this site. This is revealed in the document analysis at a *meso* level which articulates the strategic goals, vision and mission (ASP) of Site A and explores the elements of the Mission Based Performance Compact (AMBPC), the QCI Institutional Review Report (2019) (AIRQCI), Annual Institutional Quality Assurance Report (AAIQR), Governing body (AGB) and Academic Council (AAC) minutes that are pertinent to this research. In addition to the analysis of policy documents, data from staff interviews is also included in this section in order to highlight the impact of such policies on academic roles.

Table 5.1 Site A Document Analysis

Pseudonym/ Abbreviation	Document Site A
AMBPC	Mission Based Performance Compact 2018-2021 (published 2019)
ASP	Strategic Plan 2020-2022
AIRQCI	Institutional Review Report (published 2019)
AAIQR	Annual Institutional Quality Assurance Report (2020)
AAC	Academic Council Minutes (Ref 162,163 February – May 2019)
AGB	Governing body Minutes (Ref GB G265 16/12/19)

Site A differentiates itself as being a cross border HEI with a distinct mission to contribute to the economic, social and cultural development of the region which includes both urban and rural communities and has ambitions to locate itself as cross border HEI which would ensure scale in terms of student numbers and campus development. The area displays relatively low levels of educational attainment and socio-economic deprivation indices suggest disadvantage in the region (AAIQR, p.2). The mission of Site A is expressed as follows

“Site A will be the unequivocal leader for higher education and craft apprenticeships, and the engine for growth and social cohesion, in the globally connected North-Leinster-South Ulster region through the achievement of Technological University status and Cross-Border Alliances”. (ASP p.19)

Prior to formally releasing the current strategic plan (2020-2022), minutes from the Governing Body (AGB) revealed five key priority areas three of which are within the focus of the current research. Strategic Priorities which relate to this research refer to seeking TU designation, focusing on excellent teaching and learning and the quality of student experience (student success) and finally building high quality, internationally competitive research.

The Strategic goals reveal (ASP, p.28) that this Site will now seek re-designation as a Technological University which represents a considerable change of strategic direction. This aspect has been particularly controversial for this Institute and has been the subject of staff industrial action and dispute. Minutes from both Academic Council and Governing Body reveal a level of internal conflict rarely witnessed in the sector (AAC).

5.1.2.i Institutional Policy- TU Status and Academic Roles

Controversially, initially this IoT remained outside the current merger process however staff have been actively campaigning to ensure the re-designation into a technological university. The ambition towards TU status emerged as particularly contentious at this site.

The academic staff who expressed a view firmly believed TU status would enhance the reputation and status of the IoT, also improve the attractiveness for students, enhance the research profile and overall be extremely beneficial for the region. Many of the respondents were openly critical of the competence of senior leadership and their lack of progress in this area. There appears a general lack of trust in senior management by the academic staff.

“...our management seems to have a different idea of where we should be going”. AAM1

They expressed disappointment and some even felt betrayed by senior management. Others queried the competence of senior management. It appears this issue has had a unifying impact on staff as many have endorsed and supported the moves towards a TU, applying pressure through the trade union to urge management to re-consider. The issue that not achieving TU status may imply a perception of third rate or third tier HEI was also evident from the perspective of the academics in the current study at this site.

"I think I would probably echo the same opinion as you have nearly all of my colleagues which is that if there is a sort of national move towards Technological University then nobody should leave themselves behind."

AAMF

Whilst academics are openly critical of senior management and their initial decision not to pursue Technological University status. They remain committed to the IoT and their chosen career. The implicit assumption is that they are personally invested in the IoT and intend to remain for the foreseeable future and their career depends upon it.

"I've committed to be here for you know a long time. Yeah. I've been part of this program since its inception. Yes. So I'm invested"

AAM2

5.1.2.ii Institutional Policy- Growth and Academic Roles

Site A has ambitions to grow to 7100 students by 2021/22 through serving North Leinster and South Ulster regions. This growth is identified primarily through expanding aggressively into Northern Ireland through links with other Further Education (FEs) and expanding provision of part time and flexible delivery currently identified as below sectoral norms (AMBPC).

From the perspective of the academics at this site. The growth ambition and increasing part time provision was mentioned by two academic staff and their managers. The access and opportunity remit remains strong and this is clearly articulated by academic staff some of whom themselves attended the Institute. However, this is tempered by the issue of student choice which reveals that students may be compelled to attend due to their level of points but also their socio-economic situation.

"I think a lot of students come here because they have to come here. for financial reasons and also for points reasons I don't know if it's destination of choice".

AAF2

The regional remit is also mentioned as an important element of provision in this site.

"the IOTs where the regionality aspect of it is extremely important. That's still relevant. I think providing opportunity to first in family type opportunities for somebody who hasn't gone through"

AAMM

5.1.2.iii Institutional Policy- Learning, Teaching and Academic Roles

Excellence in learning and teaching is a clear priority for Site A and this is clearly evident in the current vision, mission and values articulated within Institutional documents (AMBPC, AAIQR). The AMBPC specifically identifies the implementation of the Continuous Development Framework from 2018 and specifies that all new academic staff receive training in learning and teaching as part of induction (p.46). Newly recruited academics are actively encouraged to undertake either Masters or Doctoral research and this is positively acknowledged by the AIRQQI. The Masters in Learning and Teaching (MALT) is specifically mentioned as a positive initiative advancing staff development and continuing professional development (CPD) which appears a vibrant element in this site. CPD to staff is a common theme throughout the policy documents and reports published and remains a clearly articulated strategic priority. Inherent constraints persist which are acknowledged by the AIRQQI and this remains a considerable challenge in the sector. The current workload model is considered too restrictive although this is a sector wide issue. This sentiment was also echoed by some Academic Managers at this site.

This site had established CELT some years ago and a significant number of academics in this study had engaged with both the services of the CELT but also engaged with Learning and teaching formal qualifications. From the perspective of the academics at this site this was an extremely positive experience. Some expressed surprise that it is still possible to lecture in this sector without a formal qualification in Teaching and Learning.

“It's bizarre that you can get a job as a third level lecturer without any sort of teaching experience. never mind qualification. You get that a lot in university. You see these people have been hired on their research profile and are just not very good communicators” AAM2

In addition, the fact that the provision is provided without charge and relates directly back to the daily role of teaching is considered extremely advantageous. It could be argued that this has raised the profile and status of teaching and enhanced individual repertoires of professional practice as well as improving confidence and self-awareness in all aspects of teaching and learning and their daily roles. Following expansion, the increased class sizes are also creating issues for academics in relation to their everyday roles at this site. This has impacted on teaching style with some academics admitting reverting to a more traditional style of teaching given the large class sizes. Associated with this expansion, the changing student profile is increasingly diverse which is also challenging.

The [ASP](#) and the [AAIQR \(p.6\)](#) clearly articulates a desire to increase the number of staff with doctorates through both learning and teaching supports and its recruitment policy. This indicates a clear ambition to increase research capacity, reputation and build status. The [ASP \(p.14\)](#) states that Site A is one of only three IoTs in relation to attracting the ratio of research funding income to academic staff which is impressive. Collectively, this demonstrates a clear on-going commitment to developing and harnessing research capacity.

In line with the HEA System Performance Framework (2018-20 p.15) a student success strategy has been published adding a further dimension and likely to further impact the complexion of academic roles at this site.

The [AMBPC \(p.41\)](#) acknowledges and recognises the calibre of students entering Site A are at the median of Leaving Certificate points for entry to HE at between 300-410. This acknowledgement stresses the enhanced level of support required for such students to be successful on their chosen programme. The significance of small classes, group work, continuous assessment and the requirement to access a wider range of supports and initiatives within the institute from the Student Learning and Development Centre are collectively identified as key to enhancing student success and retention.

The changing profile of the students and the demands that brings along with the greater emphasis and priority on research is further explored in the academics' experience of their changing roles in the next section.

5.1.3 Academic Experience of their changing roles

Table 5.2 Site A Participant Profiles

	Pseudonym	Gender	Discipline	Status	Highest qualification	Lecturing experience
Site A Academic Female 1	AAF1	Female	Entrepreneurship and business	Academic	Masters	19 years
Site A Academic Female 2	AAF2	Female	Computing	Academic	Masters	14 years
Site A Academic Male 1	AAM1	Male	Music technology	Academic	Doctorate	10 years
Site A Academic Male 2	AAM2	Male	Sociology	Academic	Doctorate	14 years
Site A Academic Manager Female 1	AAMF1	Female	Humanities	Academic manager	Doctorate	16 years
Site A Academic Manager Male 1	AAMM1	Male	Informatics	Academic manager	Doctorate	22 years

The findings from the semi-structured interviews are presented which explores the range of roles that academics within the site engage with and identifies emerging changes and challenges.

The academic contract was raised by both Academic Managers at this site due to its restrictive nature that is no longer fit for purpose. Whilst acknowledging this is a national issue it was stressed that the contracts need to more accurately reflect the changes in roles amongst academic staff particularly in relation to both research and blended learning. The issue of a reduction in teaching contact hours was also mentioned by one academic manager.

“The academic contracts so currently as they stand and the 16 or 18 (hours) are restrictive in the sense that the nature of it does not really fit for purpose in terms of how we've evolved“

AAMM

5.1.3.1 Teaching Role

Teaching is an activity that is the most time consuming for many academics at this site but it is also the most enjoyable. For many academics it is the primary activity that dominates their daily routine and schedule. Academics demonstrate a considerable commitment to teaching, supporting and enabling learning. Teaching was considered a core activity and central to their sense of purpose.

“....I love teaching. Yeah. It's a passion of mine. I could not do the research alone without teaching.”

AAF1

There was also a sense of supporting learners who enter on relatively low points to achieve their potential and thrive. This underpins the strong ethos of widening access and participation revealed in the document analysis and the notion of supporting less skilful learners.

“what we do well is we take students who may come in on very low points and they get a very good grounding and that's the steady progression.”.

AAF1

Instilling a sense of confidence and working with students and seeing them flourish was especially satisfying for some of the academics at this site.

A number of academics mentioned that when they started teaching initially they found the role extremely challenging and this related to a number of issues. Firstly, the number of modules assigned and the delivery time associated with them but also the range which may be quite broad and not necessarily within the strict disciplinary confines of their individual areas of expertise. The workload model in the IoTs at present persists at 16-18 hours delivery per week which is onerous. This aspect was especially stressful and worrisome for some of the academics at this site.

“And yeah I was like nobody really understands I think because if you come from the University sector into our sector any university you're really specialist in your particular subject area. Whereas when you come here you teach broadly but in the first year when you're preparing course content for the first time around the block and scrabbling for material.”.

AAMF

There is an expectation generally that academics can just get on with it but this really highlights that particular challenges that may emerge early on for some academics and raises the question

of better support for newly appointed staff. Whilst new staff may possess disciplinary expertise they may be novices in terms of learning and teaching practice.

Hints of dissatisfaction creep into the perspective of some of the academics included in this study as they feel a lack of appreciation and recognition around teaching from management.

The vocational slant of provision is valued by the academics in the current study and some of them are concerned that type of focus may diminish in the future. This refers to the risk of academic drift as the site seeks TU designation.

“I think we need to move maybe back toward some vocational slant a bit more and I have spoken actually to the head of department about that because really the students that we are producing and I think they need the hands on” AAF2

The emphasis on student employability remains strong within this site with many commenting that students are work ready upon completion of their undergraduate programmes. This is considered a particular strength of the IoT sector.

“I can't speak to the whole institute but this department is very industry focused. We actually have had a great hit rate with our graduates. You know we're very industry focused. It seems we are very much focused on getting jobs for our students” AAM2

5.1.3.2. Research Role

In relation to research activity a wider range of perspectives emerge. There are some academics who place a high priority and value on research activity. Others are more circumspect stating that whilst they now feel under pressure to agree to commence a doctorate their own personal circumstances mitigate against it. There are others who maintain that it is simply impossible within the current workload model and refuse to engage. There is a concession amongst staff at this site however, that research is likely to be given a higher status with the expectation of aiming for TU status. However, at present research remains a peripheral and aspirational activity for many academics at this site. The lack of support for research is considered a negative aspect by many academics where it is simply given lip service by management but the enabling conditions are not really present. Such enabling conditions relate to time allocation where academics may have a reduced timetable in order to facilitate devoting time to research, support may also be in the form of sponsoring staff to attend conferences and also financial support with doctoral fees. Some staff are frustrated with the lack of support and feel that their efforts whilst mutually beneficial for the HEI and themselves is not rewarded or sufficiently recognised.

“No I haven't been supported, the odd conference was funded. But in terms of I could do a lot more with my research if I was given the right support. But in terms of supports I feel they're not there”.

AAF1

However, other academics believe the support structures and the desire to sustain research are present. There is evidence within this site of commitment to building a research positive climate through the creation of research centres.

“...a lot of work has been done both from management and from the staff side of things to create and research positive environment. But it's great as well but I'm still teaching. That is a large part of what we do okay. So while that is supported you know we have a research centre here. We do get funding. Yeah. I'm very positive about attending conferences or publishing. It's physically difficult!”

AAM2

This is tempered by an admission by one academic manager that whilst she was leading a research group and had “great plans” (AAMF) there had been insufficient time to progress the work commenting that the “research gets squeezed” (AAMF). These findings highlight the complex array of challenges facing an IoT with a strong desire to enhance the profile and output of research. Academics are willing to engage in research and creating an enabling environment such as the establishment of research centres and funding to support engagement is a positive step. This does not sufficiently overcome the significant barriers that persist due to the current academic workload model.

Academic interpretations of exactly what constitutes research are revealing at this site. Some refer to engaging or commencing doctoral research. Others refer to submitting conference papers. Only one of the academics at this site referred to publication. One academic manager mentioned that she had been invited to present at a prestigious research conference and whilst she was actively encouraged by colleagues and senior management she found she was unable to due to work commitments. Another academic mentioned that he had intended submitting an abstract for a forthcoming conference but had missed the deadline. Both academics refer to the constraints of time, energy and workload as key inhibitors.

5.1.3.3.Service Role

The notions of collegiality emerge as relatively strong as academics refer fondly to their colleagues and the positive work relationships that they enjoy. Beyond that however, there is evidence to suggest that a collegiate climate exists where academics cooperate together in areas like programme management and dealing externally engaging with industry. Other academics were involved in acting as extern examiners in other colleges.

Differing perspectives of student service are clearly evident at this site as some academics articulate a level of frustration with the expectations some learners exhibit.

“And in terms of pastoral care as well I think some of them need to realise we're not their mummy”
AAF2

By contrast, another academic expressed exasperation at the levels of service some students are now beginning to expect. Students have become increasingly forthright at asking for feedback in a short time period and unaware of the impact this may have on academic staff. One academic mentioned that

“managing the expectations can be one of the greatest challenges”(AAMF).

The academics noted that many students are less independent learners now and require more on-going support. This is compounded by diminishing literacy skills and reduced appetite for independent scholarship.

The increased work intensity and also the expansion of roles are changing and this is described from both the perspective of academic staff but also Academic Managers at this site. New roles have been created such as stage convenors to support student contact and this has created additional responsibilities and placed further demands on time. The “open door” (AAF1) policy promoted by the college and the informality of student exchanges has been a source of additional pressure and some academics have resorted to limiting student visiting times and operating an appointment system to make work more manageable.

The demands of time both in terms of the quality and quantity was an issue for the academic staff at this location. The capacity to complete the administrative and heavy teaching burden consumes the majority of academics’ time and energy. The administrative burden relates to both record keeping in terms of attendance, student completion of on-going assessment work (which due to more lenient approaches allow multiple attempts) and also student expectations around communications with academic staff. The intensity of work is also an issue for academics specifically during the intensive periods of teaching within a semesterised system.

“And you find that you're working into the evenings and sometimes doing stuff on weekends which is to be expected. ...There seems to have been more flexibility and freedom back in the day. Whereas now you're just constantly busy and getting busier”.
AAMF

Ensuring sufficient quality of time is available to reflect and complete research creates a tension for some of the staff. This reflects the intensity of work but also the energy and intellectual space to engage effectively with an active research agenda. One academic described how each

year “you're a little bit more tired finishing off” (AAMF) and how the summer break is necessary to rejuvenate and “tune out” (AAMF).

Student commitment emerges as a central area of concern to many of the academics at this site. They maintain that many learners simply want the piece of paper and are resistant to engaging in any aspects of holistic learning. According to some of the academics, students complain if readings are too long and complex. Instead they seek “bite size” (AAF1) parcels of learning. This is combined with much greater expectations from students in terms of academic support and feedback. Students are more forthcoming seeking feedback and expect an immediacy in communications facilitated by technology. Oftentimes some students appear in lectures without pens or paper and fail to print out or access notes in a timely manner (AAF2). Some academics feel this devalues the experience. Other academics commented that the commitment levels are very mixed by students, some opting for the “correspondence version” (AAMF) of the programme. Some academics lament the fact that students are not prepared to take responsibility for their own learning and the burden this places on them.

However, commitment levels from students can be polarised. One academic did propose a contrary view that in fact his experience indicates very good commitment and engagement from students. Although he conceded that some students are good at the practical side but less gifted academically

“some people are great at the production aspect and aren't always great at the academic aspect. OK and vice versa”. AAM2

The level of part time work undertaken by students is causing associated issues in relation to student commitment, motivation and their capacity to attend their classes and complete course work. The view emerges that many students are now working on a full time basis and this may be detrimental to their academic success. This point is highlighted succinctly by one academic who commented that

“ many of them are working what I would consider to be full time hours and trying to do a full time degree” AAF1

The administrative burden appears to be a particular area of concern to the academics at this site. This appears to have substantially increased in recent years and some tension emerges as there is a sense some of this activity could be better achieved by delegating this element to administrative staff. In addition, this is compounded by work intensification and the added burden of increased student numbers.

“I've seen a huge increase in the amount of administration that we that we need to carry”. AAF2

Finally, omissions are also insightful and none of the academics at this site mentioned career advancement, academic freedom and autonomy as matters of concern to them. It could be argued that the constraints of time, work intensification and increased academic administration burden could negatively impact academic freedom and autonomy.

5.20 Case Study Two Site B

This is the second individual case study. This case study is structured and presented using a similar structure to the previous case. The background and profile provides insight into the general scale, history, legacy and focus of provision at site B. The document analysis of the current strategic plan (BSP), Annual Institutional Quality Assurance Report (BAIQR) and Mission Based Performance Compact (BMBPC) reveals the key institutional policies and how they influence changes to academic roles at this site. The semi-structured interviews with academic staff and their Managers provides insight into the academic experience of their changing roles.

5.2.1 Background and Profile

Site B is located on the East Coast of Ireland on the outskirts of Dunlaoghaire near the greater Dublin metropolitan area and situated 10 kms from the city centre. Site B is one of three IoTs situated along the M50 periphery of Dublin. Site B developed from the original College of Art and Design between the 1960s-1980s which had formerly operated at the location. The original description of the HE as an Institute of Art, Design and Technology emphasised the uniqueness of Site B. In 2006, Site B was awarded delegated authority to award up to level 8 on the National Framework of Qualifications (NFQ). Five years later in 2011, approval was given to award level 9. In 2007 the Digital Media Cube opened and then in 2014 the National Film School was opened.

Site B currently employs approximately 206 staff of which 122 occupy academic posts and has approximately 2061 learners making it the smallest Institute included in this study. The current student enrolment is relatively modest. This is an important metric in a sector where scale is considered increasingly significant. Site B is less than half the size of Site A.

The staff profile reveals that the majority of staff (58%) are aged between 40-55 years old and a further 24% are aged over 55 years old suggesting an ageing workforce although it is conceded this is broadly similar to Site A (HEA, 2019). In addition, all full time academic staff are qualified to Masters level or above and 35% currently hold doctorates.

Site B does not offer programmes across the full range of the National Framework of Qualification (NFQ) from levels 5-10 and in that respect it differs significantly from the typical profile of a “traditional” regional IoT. In addition, the disciplinary mix is limited. Provision is

clearly focused on the Creative and Cultural sectors accounting for 57%. Social Science and Journalism account for 12% and the remaining 17% focused on Business, Administration and Law. Site B is currently structured into two Academic Faculties: Faculty of Enterprise and Humanities and the Faculty of Film, Art and Creative Technology.

Provision also centres around level 8 (honours degree) delivery as opposed to the 6-10 range within most other IoTs/TUs. Similar to Site A, the vast majority of provision is at levels 7 and 8. Full time undergraduate students account for the majority of provision at 95% (11% at level 7 and 84% at level 8), the remaining are part time students. Apprenticeship provision is currently completely absent however, there is a commitment in the [BMBPC \(p.10\)](#) to explore and review a Higher Apprenticeship for the Creative Industries sector.

International students account for just 2 % of student population, a mere 1% of which originate beyond the EU.

Table 5.3 Site B Document Analysis

Pseudonym/ Abbreviation	Document Site B
BMBPC	Mission Based Performance Compact 2018-2021
BSP	Strategic Plan 2019-2023
BAIQR	Annual Institutional Quality Assurance Report (2020)

5.2.2 Institutional Policies and Changes to Academic Roles

This section identifies the key institutional policies which have influenced changes to academic roles at this site. This is revealed in the document analysis at a *meso* level which articulates the strategic goals, vision and mission ([BSP](#)) of Site B and explores the elements of the Mission Based Performance Compact ([BMBPC](#)) and Annual Institutional Quality Assurance Report ([BAIQR](#)). In addition to the analysis of policy documents, data from staff interviews is also included in this section in order to highlight the impact of such policies on academic roles.

Site B pursues a distinctive mission which influences the approach to academic programmes, research interests and community engagement. As a specialist institute, Site B has a mission to support and influence dialogue in the creative and cultural industries. The current vision is as

an autonomous, specialist Institute of Art, Design and Technology with a mission to support learning, teaching, research and innovation and to lead the development of industries in the creative, cultural and digital technologies sectors. This is clearly articulated below

“is the only Institute of Higher Education in Ireland with a specific mission to drive and inform the creative, cultural and technological industries through teaching, learning, research and innovation. We specialise in creativity and innovation as expressed in the arts, media, technologies and entrepreneurship. Our programmes embrace the opportunities and challenges of the digital age and are set in an educational environment that values the whole student experience” (BMBPC, p.6)

Site B launched a new Strategic Plan (BSP) in February 2019. The new BSP recognises the changing context acknowledging it is now the sole IoT remaining in Dublin. It acknowledges that whilst the changed context may offer challenges and a different operating environment it asserts that it also presents opportunities to develop and grow (p.7). In addition, the BSP presents this as an opportunity to adapt, develop and lead the changing environment. It states that a “*new academic model*” has evolved to enable the introduction, growth and formation of new partnerships regionally, nationally and internationally.

Site B had decided that it would continue as a specialist Institute remaining autonomous, not joining the other Dublin Institutes of Technology in any merger. To this day, it maintains a specialist focus making it unique amongst all the higher education colleges in this study. It remains autonomous and has not entered into discussions with other HE providers to merge. The focus is clearly on the Cultural and Creative Sectors. However, in that context it is important to note that Site B is not the sole provider of niche programmes in the Creative and Cultural Sector as a competitor HE institute (outside of the IoT sector) is located in the city centre.

Site B has several notable unique features distinguishing it from the other case study sites in this study. It is the only remaining IoT in the greater Dublin region and currently one of only two IoTs on the island of Ireland that have not merged with other IoTs and unlike Site A has not indicated any ambition to become a Technological University. The sustainability of this remains uncertain at present. Whilst this IoT remains autonomous and outside the TU process at present this has been less contentious than in Site A to date. There are a variety of possible explanations for that ranging from inertia, lack of awareness amongst general staff, sense the small scale, strong sense of the uniqueness and specialist mission and vision of the college.

5.2.2.i Institutional Policy- TU Status and Academic Roles

The status of the IoT in relation to pursuing TU designation did emerge as a cause for concern amongst some of the academics and their managers in this study due to its small scale and location. A complex picture emerges as academics articulate mixed views of their perception of TU. This conveys complex or ambiguous views around both the challenge and the opportunity presenting by the TU. One academic manager commented that the small size implied agility and flexibility (implying an advantageous position) but that was compromised by high levels of “bureaucracy that goes with the system and meeting system requirements” (BAMF). Yet another academic commented that the size and scale remained problematic and added that “we’re too small to be allowed to continue the way that we are” (BAF1). Inferring that remaining autonomous may not be tenable.

The failure of the IoT sector collectively to adequately articulate its mission and purpose was an issue mentioned by one academic manager who maintained that as a sector “we haven’t been loud enough and proud enough of what we do” (BAMF).

“And it isn’t necessarily the same as the universities. I mean and that’s what we say but I don’t think we have demonstrated it enough and we probably have and tried to express it in the narrative of university. Without challenging that there might be an alternative narrative that is equally valuable”.
BAMF

Some academics were more circumspect in relation to the success and recognition of the TU in the early days. One academic commented that it currently lacks clarity whether the TUs will in fact be “successful” (BAF1). This level of caution was not widely articulated but does present an alternative perspective and demonstrates the range of views expressed at this site.

5.2.2.ii Institutional Policy- Growth and Academic Roles

The BMBPC (p.10) states a clear commitment to and develop provision in the Creative, Cultural and Technological industries specifically within the lifelong learning sphere undertaking to grow numbers by 10% to 2020 and 15% by 2025. Provision is also set to increase in specific areas where demand is high (p.12). In addition, the BMBPC details the unique alternative approach adopted by Site B in promoting internationalisation and a research agenda which differs from more conventional approaches detailed in Site A.

5.2.2.iii Institutional Policy- Learning, teaching and Academic Roles

Overall there is a muted approach in the Institutional policies in relation to teaching and learning and supporting staff development. Both the [BAIQR](#) and the [BMBPC](#) stress the importance of practice based learning and supporting academic staff through the provision of in-house training and academic development programmes.

There is no dedicated Centre for Learning and Teaching at this site although there is the provision of structured accredited programmes which staff can voluntarily avail of. The programmes are offered subject to sufficient interest and numbers and vary from year to year. This issue raised mixed responses across the spectrum. Some academics at this site have engaged effectively and successfully undertaken accredited programmes in teaching, learning and assessment. Those academics are generally complimentary and value the experience. However, this type of engagement is by no means universal at this site. One academic commented that at this stage in her career she was unlikely to benefit but that all newly appointed staff should be encouraged rather than compelled to engage with the professional development provision. Another academic mentioned that she had no respect for the individuals offering the programmes and therefore was unable to see any potential benefit in undertaking such initiatives. Thus, academic freedom and autonomy in terms of not engaging in professional development is evident here. Academic Managers however are increasingly expecting academic staff to engage with their own professional development around teaching and learning.

“And just because you have subject expertise doesn't necessarily mean you know anything about teaching. So I think it is very very important that there is an increased level of professionalization around that”.

[BAMF](#)

Another academic manager admitted to being “profoundly worried” ([BAMM](#)) about the poor uptake of his staff in terms of upskilling in relation to the new learning environment. He admitted that the best time to encourage academic staff to engage with academic development in terms of teaching and learning is upon appointment.

In addition to its small scale, the niche position in terms of provision distinguish it from the other sites. The focus of provision at level 8 rather than across the full spectrum of awards is unusual and also the low levels of both part time programme provision and international students distinguish it further. Small scale can imply flexibility and an agility that larger providers may lack. However, legacy issues and a strong public sector and unionised

environment may mitigate that. In the current environment this Institute may be vulnerable due to its small scale and limited range of offerings.

Similar to all IoTs, Site B is governed by the Institutes of Technology legislation which underpins its educational and social remit. However, whilst the governance, funding mechanism and management structure of Site B replicates that of more traditional IoTs in terms of Governing Body, Academic council and its sub-committees, the culture within the Institute is very distinctive. Schools are called Faculties and the way the organisation sees itself (revealed through the Institutional policies) is fundamentally distinctive and different this partly explains some of the differences from Site A. Unlike Site A, it is argued that this Site is not a traditional IoT.

5.2.3 Academic Experience of their changing roles

The findings from the semi-structured interviews are presented which explores the range of roles that academics within the site engage with and identifies emerging changes and challenges. The most significant roles at this site are teaching and service. Some academics view these as inseparable or at least going “hand in hand”. The research role emerged as the most controversial as academics struggle to juggle heavy teaching loads with research activity.

Table 5.4 Site B Participant Profiles

	Pseudonym	Gender	Discipline	Status	Highest qualification	Lecturing experience
Site B Academic Female 1	BAF1	Female	Creative Arts	Academic	Doctorate	15 years
Site B Academic Female 2	BAF2	Female	Media	Academic	Doctorate	20 years
Site B Academic Male 1	BAM1	Male	Arts Management	Academic	Masters	16 years
Site B Academic Male 2	BAM2	Male	Technology	Academic	Masters	11 years
Site B Academic Manager Female	BAMF	Female	Business	Academic manager	Doctorate	22 years
Site B Academic Manager Male	BAMM	Male	Humanities	Academic manager	Doctorate	13 years

5.2.3.1 Teaching Role

Overall academic perceptions of the role of teaching were generally positive. Teaching was considered a core activity and central to their sense of purpose. This was summed up by an academic manager who commented that “this is a teaching institution, focused on being student centred” (BAMM).

Academics expressed an enjoyment of teaching and a love of learning. The smaller class sizes allowed close relationships with students which was extremely fulfilling personally. Passion for teaching was a major aspect for some in the sense of making a contribution and supporting students to reach their potential was also mentioned.

Academics commented on their initial assumptions and traditional roles in relation to teaching practice when they started and how that has changed and evolved over recent years. This related to a focus on the delivery of content and some admitted to “spoon-feeding” (BAM1) and how this approach had evolved over time.

One academic mentioned feeling underprepared and overwhelmed during the early stages of his career as a lecturer. The preparation and level of content creation and disciplinary expertise was extremely demanding and time consuming. This related to an expectation that there could have been a “longer transition to the front line” (BAM1). This academic also assumed that an assistant lecturer would be researching and supporting another more senior lecturer to deliver lectures and had not realised the expectation of such an onerous workload so early in his career. This demonstrates the struggle sometimes experienced by those recruited directly from industry or practitioners into an academic role. Disciplinary experts find themselves as novices at teaching and learning practice. This is exacerbated by heavy teaching obligations.

In addition, the immediate expectation that staff start to lecture and operate with limited induction was also mentioned. This highlights challenges around supporting newly recruited academic staff in the initial stages of their career.

Another academic expressed pragmatic expectation around the teaching load and accepting that there would be less administration and an increase in class contact time when joining from a previous post in a University.

“I knew I was changing the type of lecturer I would be. So I knew my teaching hours were going to be double OK but I knew my admin levels were going to probably be halved. OK so I was up for that because what I did like was the classroom activity”. [BAF2](#)

Academics openly discuss the changing nature of their teaching in response to the changing nature of the student they encounter. The focus has had to adjust to changing student profiles and expectations. One Academic Manager mentioned that the calibre of students may be placing increasing pressure on academic staff but this may be similar in the Universities. In the context of this particular site this may be mitigated by smaller class sizes and lower student staff ratios which facilitate a one to one focus. The close relationship between academic staff and students is considered a uniquely positive element of provision at this site.

Academic staff have had to develop more innovative and creative teaching strategies to interest and engage the learners. This may also embrace a more facilitative role allowing greater levels of student interaction. One academic commented that she had to “re-imagine” how she teaches ([BAF2](#)). This relates not only to teaching activity but associated student assessment work. This involves moving away from traditional “chalk and talk” ([BAM1](#)) approaches to teaching and traditional forms of assessment such as essays. One academic commented that

“Now it involves you know maybe they do some online work or maybe they do some visual presentations maybe they do a short video essay and maybe they work in graphic design for some elements” [BAF2](#)

This can be extremely challenging as it may move academics beyond the confines of their traditional disciplinary expertise.

In addition, adjustments have had to be made to the pace and structure of teaching as students struggle to concentrate for long periods of time. One academic mentioned that over a two hour lecture the structure had changed and it is now necessary “to break that up in some way or other” ([BAM1](#)). The attention span of the students was mentioned and how it has declined. This was attributed to technological change ([BAM1](#)). In recent times academics referred to the need for greater support and hand holding by students. Several referred to a learn by doing model and hands on teaching to ensure the achievement of the learning outcomes.

The value of vocational skills within delivery is considered central and this is still an element of the teaching focus at this site. One academic commented that students now are less academically inclined. The focus on employability and work readiness is considered essential within the sector.

“And I think it's generated by the sector the sector generates and sees teaching in this sector much more skills equipping rather than an education. I guess and higher education is increasingly seen as a space to prepare people for the workforce”. BAF2

5.2.3.2 Research Role

In relation to research activity a wide range of views emerged at this site. There was an overwhelming sense from those who expressed a view that this was an extremely challenging environment to maintain research activity. Notwithstanding that, many academic staff were well disposed to research at this site. Academic Managers at this site appreciate that there is increasing pressure to complete a doctorate and be more research active and this has become more pronounced in the past decade. This is particularly important for academics' keen on promotion and progression opportunities. However, this is disputed by some academics who maintain that research now has a lower priority. Another academic commented that research is not a key component of the work and that the pressure and focus was on teaching and student retention.

The teaching load mitigates significant time to facilitate research. The lack of time led some academics to conclude that “you're not doing anything properly” (BAM1). Time is considered the most significant contributor to research output amongst the academics at this site. One academic commented that she had always believed that the heavy teaching load was “incompatible with research” (BAF2) and this broadly reflects the range of views that emerge. There is currently no reduction in teaching hours nor other incentives available to encourage and support research activity at this site. Other support structures such as research centres are also absent. Despite such structural barriers three academics who participated in this research had successfully completed doctorates whilst working full time at this Institute.

One Academic Manager whilst recognising and acknowledging the challenging research climate felt that this should be balanced with the favourable terms and conditions and possibility of career breaks associated with academic posts which can facilitate research activity. This was further expanded by another Academic Manager who believes that the holiday times are extremely generous and mitigates development and capacity building in other areas implying that research could be undertaken during the extended breaks. Another Academic Manager stressed the gold plated pensions and incremental pay scales. Implying these are very advantageous terms and conditions.

In addition, academics lament the lack of recognition and incentives to undertake research. This frustrates and demoralises research active staff. One academic commented that research is just given “lip service” (BAF2) and at times she wonders why she bothers with research given the poor recognition and lack of incentives.

“The president's report on research activity and that's about as far as it goes its never acknowledged. I just don't see how that can happen with you know with the teaching hours” BAF2

There is an element of internal personal conflict evident amongst some academics who concede that research is an important part of being an academic but simultaneously admit to “struggling” (BAM2) with research. This relates not only to time but also support and motivation. One academic commented that he found it difficult to stay motivated as his research was not directly related to his teaching.

In a resource constrained environment even funding conference attendance can be challenging which further hampers research activity. One academic mentioned that there are no real consequences of remaining research inactive and that many longer serving colleagues deliberately do not engage in research. He maintained that younger less experienced academics who had not secured permanent contracts were more vulnerable and are therefore more likely to be research active to enhance their employment prospects (BAM2).

The lack of support for research is one element but it also places demands on Academic Managers trying to sympathetically reduce or shield any additional workload from staff actively researching. One Academic Manager commented that whilst supporting staff and attempting to “shelter some of the more extraneous work away from them” this also had a “knock on” impact (BAMF) for the work of the department.

Another Academic Manager mentioned that despite the constraints he was “blown away” (BAMM) by the significant amount of publishing academic staff manage to achieve. In addition, academics who are prepared to endure the personal pain and sacrifice of completing a doctorate while working full time will find themselves returning to the classroom, teaching exactly the same material and this can be a frustrating experience for some. One Academic Manager (BAMF) commented this is the “Grand Old Duke of York syndrome. We march them up to the top of the hill and march them down again”. She was critical of the lack of recognition and opportunities for those who have completed doctorates within the system.

One Academic Manager raised concern at reducing teaching (contact time) to facilitate more research output from staff. She maintains this is misplaced as it assumes students in IoTs are of a similar calibre to the universities.

It should be noted however, that only two academics who participated in this research at this site did not have a doctorate which is slightly unusual for the sector. One such academic commented that he has decided not to proceed at the present time onto doctoral research. Commenting that possessing a doctorate neither ensures you are a more effective manager nor teacher in his view (BAM1). The other academic indicated that he has recently been accepted and plans to commence doctoral research shortly.

There were a wide range of interpretations of what constituted research at this site. Some implied that it related to doctoral research and scholarly activity whilst others referred to elements of arts practice. This was considered pertinent in their discipline. Two academics had books due for publication. One of these academics outlined that she preferred to keep her research separate and low profile and not attract too much attention internally as it complicated matters.

Unusually, one academic at this site had secured research funding for a European H2020 project and was able to use the funding to buy out delivery hours over the next two academic cycles. He was hopeful that the successful completion of this research project may lead to additional work in the future.

One Academic Manager mentioned that teaching can serve research however this matter did not arise from the academics at this site who tended to focus their research effort within their disciplinary field. One academic manager commented that “good researchers don’t necessarily make good teachers” (BAMF) and this highlights an interesting conundrum in a teaching intensive sector.

There is evidence to suggest there is research capacity at this site and an active willingness by some academics to engage. This it could be argued represents untapped potential and highlights the weaknesses in the current system to effectively harness this type of human capital contribution.

5.2.3.3 Service Role

Several diverse perspectives emerge from the academics at this site. Staff appear to enjoy good collegial relations with each other on the whole. However, one academic commented that for several years early in his tenure he was over assigned and over hours and when he raised this issue with colleagues they were sympathetic but did not offer to ease his burden in a practical sense. Another academic had issues with the levels of professionalism at staff meetings claiming that the behaviour was childish and lacked basic professional standards. She maintained that she would no longer attend such meetings unless the professional behaviour improved exercising control and discretion of her work.

Professional collegiality and institutional service is evident through participation in academic committees and programme chair (course co-ordinators) and most of the academics were active in this sense. Some academics admit to rather enjoying the leadership role. This relates to course co-ordination roles which tends to involve administration, organisation and contact with students. Some academics mentioned that they were now challenged by the expanding nature of the service role. The primary aim of serving the student underpins many academics motivation for this role. However, some comment that at times they feel “more like an administrator” (BAM2).

The close contact and good relationships with students was viewed as a positive aspect of the role and whilst student expectations have changed, one academic stressed that expectations were reasonable.

“They expect a good relationship with their lecturers. They don't always expect it to be as close as it is but they love that you know that they're and they're delighted they're not going to UCD. So that's where the scale is great”. (BAF1)

Service to students is also evident and the range of supports that students require is also increasing and placing demands on academic staff not only in terms of the time taken up attending to such issues but also the diverse and complex range of issues that students present with and some academics feel ill equipped to adequately deal with.

However, academics express frustration at the lack of recognition of individual contributions which may lead to low morale.

Academics at this site were concerned about three aspects which related more broadly to their roles. Firstly, the increasing challenge of student recruitment, secondly the lack of promotional prospects and finally the poor level of representation from their union.

The issue that both the Universities and FEs are now encroaching on the traditional recruiting ground for student recruitment and progression is relatively recent development but is causing extreme concern for some of the academics and their Managers at this site. This is further compounded by reductions in entry points in a large local university which has had a profound impact on first year admissions across programmes at this site recently.

Career advancement and the lack of opportunities for academic staff to progress their careers emerged as an area of concern to some of the academics and their Managers at this site. The poor promotional prospects represent one element but the other aspect is that many academics do not wish to progress into academic management roles such as Head of Department. There are very few alternatives in the sector such as Senior Lecturer (SL1) posts which rarely arise.

“There is no room for advancement. In this institution I have loads of skills loads and ability loads of ambition and it's going nowhere. I don't want to be head of department now”. [BAF1](#)

Academic Managers may be generally sympathetic and understand the frustrations suffered. One Academic Manager suggested that rotating posts (similar to the Universities) may be a possible approach and also raised the challenge of moving between the IoT and University sectors of HE in Ireland.

“I think it's a bit soul destroying the opportunities for promotion and progression within the system are limited”. [BAMF](#)

Some management are sympathetic but maintain that individual staff must actively engage to create their own opportunities to pursue interests and maintain their own profile.

The academics at this site did not feel well represented by the Trade Union and some were openly critical. The question arises around the ability of a second level Trade Union to adequately represent the interests of third level academic staff. Some academics consider them an impediment or a “massive block” ([BAF2](#)) to progress.

Academic staff rarely mention the macro drivers of change however, one academic at this site did refer to the influence and changing impact of the HEA and the Quality Assurance Agenda on current practice. Finally, the issue of student part time working impacting upon commitment and motivation levels were not mentioned by the academics participating in this study at this site.

5.3 Case Study Three Site C

This is the third individual case study. This case study is structured and presented in a similar style to the previous cases. The background and profile provides insight into the general scale, history, legacy and focus of provision at site C. The document analysis of the current strategic plan (CSP), Annual Institutional Quality Assurance Report (CAIQR) and mission based performance compact (CMBPC) reveals the key institutional policies and how they influence changes to academic roles at this site. The semi-structured interviews with academic staff and their managers provides insight into the academic experience of their changing roles.

5.3.1 Background and Profile

Site C was established in 1992 and is an autonomous institute under the Regional Technical College Act 1992. It represents the median in terms of age across the four case study organisations in this research. Located in one of the most densely populated and highly industrialised counties in Ireland Site C is the only third level Higher Education Institute in South Dublin County. Strategically located Site C is one of three HE institutes situated along the M50. Its geographic location creates a unique set of challenges and opportunities serving a large densely populated area.

In 2006, Site C was awarded delegated authority to award levels 6-9 (taught) on the National Framework of Qualifications (NFQ) and in 2011 successfully achieved delegation of authority up to level 10 in specified STEM areas.

Site C currently employs approximately 373 staff of which 242 occupy academic posts and has approximately 5,108 learners. The staff profile reveals that the majority of staff (59%) are aged between 40-55 years old. Interestingly, 86% of staff at this site are aged over 40 and this represents the oldest profile amongst the four case studies in the current study (HEA, 2019). In addition, 75% of full time academic staff are qualified to Masters level or above and only 25% currently hold doctorates. This figure is below current sectoral norms in the IoTs and is most likely related to current and legacy provision.

The strong regional focus Site C is reflected as it recruits 92% of students from the Greater Dublin Region from the local catchment which is identified as including Counties Kildare, Meath and Wicklow. Of these, 76% originate from the Dublin Region, with the bulk of students coming from the immediate catchment area of South Dublin County. A high percentage of

students come from Dublin 24 (26%), Dublin 12 (8%). Seventy-five per cent of students are Irish; the remaining 25% come from 75 countries across the globe demonstrating student diversity and presenting a challenge at this site.

Site C offers programmes across the range of the National Framework of Qualification (NFQ) from levels 6-10 and in that respect it represents the typical profile of a “traditional” regional IoT. The majority of provision is at levels 6 and 7 accounting for 53% of enrolments. Full time undergraduate students account for just over half of enrolments the remainder are part time students. Part time provision is substantial at this site accounting for 42% of all enrolments. 90% of students on level 8 programmes are full time and this decreases to 60% for level 7 and 32% for level 6 respectively. International students account for 4 % of student population.

The disciplinary mix is broad with provision ranging from Business and humanities accounting for 41.7% of learners, the School of Science accounts for 35.3% and the School of Engineering which accounts for 23% of learners.

Table 5.5 Site C Document Analysis

Pseudonym/ Abbreviation	Document Site C
CMBPC	Mission Based Performance Compact 2018-2021 (published 2019)
CSP	Strategic Plan 2016-2019
CAIQR	Annual Institutional Quality Assurance Report (2019)

5.3.2 Institutional Policy and Changes to Academic Roles

This section identifies the key institutional policies which have influenced changes to academic roles at this site. This is revealed in the document analysis at a *meso* level which articulates the strategic goals, vision and mission (CSP) of Site C and explores the elements of the Mission Based Performance Compact (CMBPC) and the Annual Institutional Quality Assurance Report (CAIQR). In addition to the analysis of policy documents, data from staff interviews is also included in this section in order to highlight the impact of such policies on academic roles.

The mission of site C is expressed as follows

“The mission of the Institute of Technology XXX is to be the centre of higher education and knowledge creation within South Dublin County and its environs, to broaden participation in higher education in the region, to be recognised as a leader in supporting research and commercial innovation, and to assist in the advancement of the economic, social and cultural life of the region”.
(CMBPC, p.6)

TU designation was a key focus of the strategic plan and CMBPC (p.6). Key areas of focus remain widening access and participation, enhancing graduate employability, ensuring provision remains focused on levels 6 and 7 and enhancing life-long learning provision. There are also ambitions to continue to grow and develop the part time student numbers.

There are nine research centres demonstrating a concerted effort to build research capacity and reputation. The site also has a centre for learning and teaching for staff to engage in academic development programmes. In addition, there is an arrangement for staff to avail of academic development programmes in the city centre campus (CAIQR p.10).

5. 3.2.i Institutional Policy- TU Status and Academic Roles

The areas where academics found most challenging in this site primarily revolve around the move to TU designation. TU status and the merging of this site into a larger entity was the most pressing issue that arose at this location. The full spectrum of views emerged ranging from optimism to fear, pessimism and bewilderment. The lack of certainty seemed to be a primary concern and this was compounded by apprehension around the possible migration from the traditional strong regional focus and access and widening participation remit to different goals which remained elusive.

On the positive side, some academics expressed the view that the status may be enhanced with the TU name although views varied in this respect. It was considered by some academics that

this would be more attractive to prospective students and aid recruitment. Although, it is conceded by others that this may be a double edged sword as it may result in an increase in entry points hampering the ethos of widening participation and access.

“I do think that the university tag will bring more students in. We would be afraid actually that with the university tag we will have a force of points that go up”. CAF1

I think at a very basic level a student coming out with a degree from a technological university is going to look better even if it's only a tag. CAF3

However other academics were more circumspect believing this is little more than a branding exercise and that students will choose to attend regardless of a name change. The pace of change so far has been slow but there is an acceptance that will most likely change.

“And I do think that I mean the first year to be honest I don't know if you gleaned this from other people. There hasn't really been any change. Yeah but that will change I'm sure”. CAF3

From the perspective of academic staff, the new status may offer career opportunities for advancement as all posts are now advertised internally in the first instance. In addition, the possibility of re-location may be open to academic staff in the future. Academic Managers are also clear that this may offer new opportunities for academics that were previously unavailable. Academics varied in their attitudes to the possibility of re-location, some openly refusing to move whilst others were more pragmatic stating that as long as they had a job they were prepared to re-locate or travel to different campuses as required.

On a less positive note apprehension arose in a number of areas. The possibility of rationalization of programmes was one area of concern. There was a sense of threat and vulnerability due to the small scale of some programmes and their possible duplication on other sites. It was conceded the more established provision and larger scale in the city centre may be preferred.

Another issue that emerged was the sense by some academics that this site was peripheral or marginal to the aspirations and demands of the larger and longer established City Centre Campus. In reality the three HEs are partners rather than competitors but this perception was not really shared amongst the academics at this site.

“But we do feel a bit peripheral I suppose even though we're being on paper we're being involved”. CAF1

The loss of identity and local regional focus was also a matter for concern. Academics were also critical of the potential loss of the vocational skills in the programmes which may occur in the transition towards TU status.

“But I suppose my overriding concern is that we don't lose what makes the IoTs great. So that we you know if we're moving towards much more academic environment. That the students will have to change as well”
CAF1

In this context some of the academics mentioned differing work practices at the various sites in relation to the allocation of hours for co-ordination and tutoring. The sense that more generous allowances may arise from a re-negotiation was mooted as a distinct possibility.

5.3.2.ii Institutional Policy- Growth and Academic Roles

As previously noted the CMBPC (p.6) the sustained growth ambition remains clear, improving life-long learning provision through growth in part time student numbers. The growth in student numbers has presented a particular challenge in some areas according to the academics at this site. However, this has been countered by decreases in other areas reflecting both changes in student preferences for instance away from engineering but also exposes changes in the funding model making some programmes unattractive financially to students (such as away from Professional Chef training previously funded through CERT to Culinary Arts). Some programmes are also now offered by competitors such as the ETBs locally and more cost effectively. Academics have responded pragmatically and with agility to ensure programmes evolve and remain attractive to learners at this site.

5.3.2.iii Institutional Policy- Learning, Teaching and Academic Roles

Increasing staff development in learning and teaching is a clear priority for Site C and this is clearly evident and articulated in the Institutional documents (CMBPC, CAIQR). The provision of a wide range of staff supports offered within the Site are outlined as well as bi-lateral arrangements with other Institutions (CMBPC, p.14). Increasing staff qualifications at levels 9 and 10 is specifically referred to and publication details and completion rates of PhDs and Masters are identified suggesting increased emphasis on key metrics (CMBPC, p.18).

In relation to academic development activity and support for learning and teaching a variety of perspectives emerge. There is a support centre for Learning and Development for staff to access on campus. Some academics have effectively engaged and are broadly complimentary. Others are more circumspect although there is a general consensus at this site that there is on-going support in this area for academics to avail of. Some academics admit skimming emails and refusing to engage whilst others comment that whilst they are keen to participate, timetable

clashes preclude them. There is now a general requirement that all new entrants complete a Learning and Teaching qualification within the first two years of their appointment at this site.

Table 5.6 Site C Participant Profiles

	Pseudonym	Gender	Discipline	Status	Highest qualification	Lecturing experience
Site C Academic Female 1	CAF1	Female	Business	Academic	Masters	19 years
Site C Academic Female 2	CAF2	Female	Business	Academic	Doctorate	18 years
Site C Academic Female 3	CAF3	Female	Business computing	Academic	Masters	15 years
Site C Academic Male 1	CAM1	Male	Engineering	Academic	Masters	18 years
Site C Academic Male 2	CAM2	Male	Hospitality	Academic	Doctorate	16 years
Site C Academic Male 3	CAM3	Male	Informatics	Academic	Masters	14 years
Site C Academic Manager Female 1	CAMF1	Female	Humanities	Academic manager	Masters	10 years
Site C Academic Manager Female 2	CAMF2	Female	Accounting	Academic manager	Masters	10 years

Site C Academic Manager Male	CAMM	Male	Marketing & Business computing	Academic manager	Masters	22 years
---------------------------------------	------	------	---	---------------------	---------	----------

5.3.3 Academic Experience of their Changing Roles

The findings from the semi-structured interviews are presented which explores the range of roles that academics within the site engage with and identifies emerging changes and challenges. The most significant roles at this site are teaching and service.

Academics refer to a wide range of reasons that attracted them to working at this site from the small class sizes, the value placed on their industry experience, the discipline area as well as a perception that this was a job that could be combined with domestic responsibility.

Expectations varied at the outset however one academic commented that she had anticipated that it was an easy job and she would have plenty of time off. She was shocked at the level of preparation required and the administrative burden associated with the role. In addition, the lack of support at the beginning and a sense of being thrown in at the deep end was also stressed. It emerged that in one department the academic team support recently appointed academics through guidance on assessment and writing examination papers.

In the past, practical experience was held in very high regard and this proved attractive to some academics although this focus may have receded in more recent years.

Teaching Role

Teaching prevails as the most time consuming activity and rewarding. Academics at this site mentioned the changes they have implemented in recent times away from traditional lectures based format to a more interactive type of delivery style. One academic concedes this can be especially challenging due to sporadic attendance patterns as some students tend to “dip in and out” (CAF1).

Another academic stressed her dedication to students but also emphasised the importance of attaining the learning outcomes successfully and meeting the course requirements. This relates specifically to students who may not have been initially successful.

“.. you need to come back and try that again I'll do anything I can to help you but you need to jump that bar by yourself”. [CAF3](#)

In addition, the learning is now supported through technology and students are also assessed through continuous assessment. This has also evolved in response to changes in technology.

“Everything is on digital learning platforms now all of the notes that they're all of the interaction with the students through there. All of that CA comes through there in one form or another. And so that has changed also the way we assess them”. [CAF3](#)

Academics at this site are acutely aware of the importance of student employability and stress the vocational slant of delivery and that students are work ready upon completion of their programme. One academic added that “making them as industry employment ready as they possibly can for them exiting out here with the degree” ([CAF3](#)) is critically important.

An interesting issue that emerged at this site was the notion of supporting learning through building confidence amongst learners who may not have previously flourished in an academic environment. Many students enter on relatively low points and this was stressed by one academic manager who considers this a strength of the IoTs and maintains that some students mature later. Academics admit that this represents a formidable challenge but articulate with enthusiasm the significance of this type of approach as access and participation in HE increases. The creation of a supportive learning environment where students can achieve their potential is viewed as a key point of difference from traditional providers.

“It's about building confidence it's about building ability to learn and about building motivation, inspiration about putting them on a pathway and helping them to understand what a career is”. [CAF3](#)

Many students are now entering on relatively low points and from diverse backgrounds and this creates a challenging environment for academics.

“And they have to be managed through the system as well and they have to be and supported and on the and sometimes that can be less wins with those but they're extremely important wins that those students but by taking a student that would not have gotten an honours degree 10 years ago” [CAF3](#)

Perspectives vary and some academics see this as part of the access mission of the college. Many academics express great pride and sense of accomplishment in supporting students to reach their potential.

“I'd be very proud of the kind of what we do with our degree and who we take on to that. So I would I would see it as a more difficult job when you're taking students on weaker points and taking broader with you know language difficulties with many different ethnic backgrounds that's changed so much”. [CAF3](#)

The diverse range of students and changing student expectations are challenging academics in a variety of ways.

“So a real mixture of students and therefore their expectations and that may be different and they see possibly yet that this is a way of improving my circumstances”. CAM2

There is a pragmatic acceptance that student part time working is now widespread although some academics regret the fact that many students now appear to prioritize work above their academic commitments and this poses a challenge in terms of erratic attendance and continuity in teaching.

“I think they're nearly all working and they're striking a balance between work earning money and coming to college in this particular environment”. CAM1

“The learners they have different ethos to learning than say when I was in college or our original learners they're very much about number one priority is them funding a lifestyle. Number two priority is education” CAF2

This issue is also linked to levels of student commitment which is creating challenges for academics at this site. Learners are less independent and require more on-going support. Expectations are also changing as students demand efficient means of information transfer and are less willing to invest personal time in independent self-directed study. One academic commented that the students can be “chaotic” and are no longer “self-starters”, although conceded that “once you get them going they're great.” (CAF2).

“They want a quick download. Yeah. And they don't want to interfere with their time outside of college. Yeah. And I mean physically in the building they don't want to do anything outside of the building”. CAM3

Research Role

The role of research at this site reveals a diverse range of perspectives. Some academics who have successfully completed doctoral research while working full time comment that whilst they were not facilitated with any reduction in teaching hours there was a sense of support for their endeavour. Academics comment on the change in emphasis in recent years and how research moved from a very low priority activity to a much higher status activity. This can on occasion create a sense of pressure to complete a doctorate and responses varied in this respect.

Time remains the biggest obstacle for many academics to engage in research activity. Some academics admit that due to the lapse in time and absence of research activity they now lacked confidence. One academic mentioned that she had been involved in a research team and this had greatly encouraged her and increased her confidence. She expressed doubt however, that she would have sufficient time in the future to progress the research further. Some academics did not want to lose focus becoming immersed in research and some felt that it might distract them from their primary focus on teaching.

Some academics mention that there is now pressure to engage in research and specifically doctoral research and attitudes vary in response to this. Some academics remain impervious to pressure whilst others are more pragmatic. The overall impression from academics at this site is an acceptance that research activity will now be strongly promoted, encouraged and indeed expected. In addition, academics concede that new entrants into the sector may now be required to possess doctoral qualifications and speculate this may result in challenges in the recruitment process.

One Academic Manager commented that she felt she had to “tick the box” (CAFM1) and that without a doctorate she could not command any respect from colleagues within the sector “because you don't have those letters beside your name” (CAFM1).

Academic Managers vary in their responses to research activity. Some are generally supportive and encouraging of academic staff accepting that research activity needs to be increased. Some refer to the “transformation agenda” in transitioning to a TU and that research requirements are likely to become more onerous (CAMM1). However, others are more cautious and outline that research activity may not benefit the particular discipline and the focus of the programmes within a particular department.

“And it's difficult to say because while do you want to advance in the areas of research and you want to advance in all of those areas. You have a primary responsibility to your undergraduate programmes I think the emphasis on research is unfounded in some of the disciplines particularly in the likes of accounting. Yes. Industry couldn't care less have a masters or a PhD”. CAFM1

Another academic manager admitted trying to “shave off hours” (CAFM2) in order to circumvent the restrictive workload model. Equally, another academic manager admitted to “working under the radar” (CAMM1) so as not to draw too much attention to the arrangements in place. All Academic Managers at this site were cognisant of the importance of meeting new metrics in relation to research activity and output given the move to a TU.

Service Role

Overall positive perspectives emerge from the academics at this site in relation to service. In the first instance staff enjoy collegiate and supportive work relations with each other. In some instances, this manifested itself in practical support to new recruits by writing examination papers and ensuring they are not thrown into the deep end but also psychological support in terms of those commencing doctorates.

“Yeah there's definitely been changes I'd say a I suppose at the start I probably like the colleagues in the department are very good very supportive so at the start and somebody joins they are not kind of flung in at the deep end”.

CAM3

Academics at this site were involved in service to professional bodies and many have been involved on the committees. Many others are active with industry engagement in order to place students. However, this activity is not without risk as one academic mentions below.

“It gets a little bit scary. You know sometimes you feel well, are the students good enough to be in front of industry? And you know so far so good. And actually we've because of that we have a good channel of an end to them getting jobs and so of course that's good”.

CAF2

Service to students remains challenging and increasingly demanding due to the complexity of issues. Many academics report being anxious and willing to support students in difficulty but find this particular aspect challenging particularly as the numbers have increased. One academic commented that he found this very challenging given the increase in numbers recently. He explained that he was less inclined now to get involved due to the range and complexity of issues that students present with.

“We have an awful lot of really excellent lecturers that that would deal with very much on a one to one basis the numbers are a little bit big and I suppose I'm less inclined to. There are so many problems. I'm probably less inclined than I was years ago to engage in much on a one to one basis about particular family problems because just that the numbers are too big”.

CAM1

In essence this element really relies on the goodwill of the academic staff which is recognised by Academic Managers.

“So a huge amount of it depends on the enthusiasm and the willingness of the lecturers to do the extra pieces”.

CAFM1

The additional burden of academic administration was also evident at this site. Many academics report an increase in administration in recent times. This relates not only to record keeping and quality assurance (QA) requirements but also the time consuming nature of dealing with student correspondence through email. Work intensity has also increased as the terms are short and this places an additional pressure point on academic staff.

“So at the moment I think there's a lot more challenges in terms of administration, paperwork, quality assurance. There are perhaps roles when I got into lecturing originally weren't as prevalent”.

CAMM

A diverse range of challenges emerge at this site which relate more broadly to their roles. The lack of career advancement is a source of frustration to some of the academics. A clear sense emerges that academics at this site are not inclined to apply for academic management posts even when they arise and this severely restricts the potential promotional avenues available.

“But anyway I would love to get a senior lecturer role and move up. I wouldn't like going into management I wouldn't like to be head of department or head of school wouldn't like to be anything like that”.

CAF3

Many academics mentioned the positive and supportive role that the trade union had played in protecting the interests of staff and mitigating any potentially negative outcomes in terms of preserving current terms and conditions and work practices. Although such views were not shared by the Academic Managers at this site who were critical of the role of the trade union in limiting academics involvement in a range of activities.

A range of issues arose in relation to the possible change in contracts. A sense emerges from the site that the academics consider a change in the contract as inevitable and are not overly threatened by the prospect at present. Some expressed the view that they enjoyed the long breaks but many admit that there may be some element of “horse trading” in relation to reducing the teaching load.

5.4.0 Case Study Four Site D

This is the final individual case study. This case study is structured and presented in a similar style to the previous cases. The background and profile provides insight into the general scale, history, legacy and focus of provision at site D. The document analysis of the current strategic plan (DSP) and mission based performance compact (DMBPC) reveals the key institutional policies and how they influence changes to academic roles at this site. The semi-structured interviews with academic staff and their Managers provides insight into the academic experience of their changing roles.

5.4.1 Background and Profile

Site D was established in 1999 and is an autonomous institute under the Regional Technical College Act 1992. It represents the youngest HEI in terms of age across the four case study organisations in this research. Located in Dublin North West it represents of the most diversely populated regions in Ireland. Strategically located Site D is one of three HE institutes situated along the M50. Its geographic location creates a unique set of challenges and opportunities serving a large diverse population.

Site D currently employs approximately 257 staff of which 164 occupy academic posts and has approximately 3,365 learners. The staff profile reveals that the majority of staff (56%) are aged between 40-55 years old (HEA, 2019). In addition, 86% of full time academic staff are qualified to Masters level or above and only 22% currently hold doctorates. This figure is below current sectoral norms in the IoTs and is most likely related to current and legacy provision.

Site D offers programmes across the range of the National Framework of Qualification (NFQ) from levels 6-9 and in that respect it represents the typical profile of a “traditional” regional IoT. The majority of provision is at levels 7 and 8. Full time undergraduate students account for 75% of enrolments the remainder are part time students (17%) a further 8% are termed remote students. International students account for just 2 % of student population at this site.

The disciplinary mix is broad and varied with provision ranging from Arts and humanities (8%), Social science, journalism and information (6%), Business, Administration and Law (24%), ICT (21%), Engineering and Manufacturing (8%), Health and Welfare (23%), Agriculture and forestry (2%) and Services (8%).

Table 5.7 Site D Document Analysis

Pseudonym/ Abbreviation	Document Site D
DMBPC	Mission Based Performance Compact 2018-2021 (published 2019)
DSP	Strategic Plan 2016-2019
DAIQR	Annual Institutional Quality Assurance Report (2019)

5.4.2 Institutional Policy and Changes in Academic Roles

This section identifies the key institutional policies which have influenced changes to academic roles at this site. This is revealed in the document analysis at a *meso* level which articulates the strategic goals, vision and mission (DSP) of Site D and explores the elements of the Mission Based Performance Compact (DMBPC). In addition to the analysis of policy documents, data from staff interviews is also included in this section in order to highlight the impact of such policies on academic roles.

Site D differentiates itself as being a HEI with a distinct mission to contribute to the economic, and social development of the locality which is primarily urban. The area displays relatively low levels of educational attainment and socio-economic deprivation indices suggest disadvantage in the region. The mission and strategic plan are clearly focused on achieving TU designation and integrating with the other campuses to successfully form the new entity.

The mission of Site D is expressed as follows

“The mission of the Institute since its establishment is to serve its students and the community by meeting the skills needs in the economy and increasing the level of participation in third-level education and training, particularly in Dublin North-West and its environs”. (DMBPC, p.6)

The follow-on Strategic Plan (2016-2019) Transforming into a Technological University came into effect in the third quarter of 2016, and its main aim has been to enable the achievement of designation as a Technological University within the plan’s lifetime. (DMBPC, p.7)

Strategic priorities which relate to this research refer to seeking TU designation, focusing on excellent teaching and learning, the quality of student experience and growing student numbers to 4500 by 2020 (DSP). Improving access and retention, grow part time and online (more flexible pathways for learners), increasing academic staff with doctorates were also elements of the DSP and DMBPC.

5. 4.2.i Institutional Policy- TU Status and Academic Roles

The move to TU designation features strongly in the DSP and DMBPC for this site. It also occupied the minds of the academics. A diverse range of perspectives emerged in relation to TU status at this site. Some academics were positive viewing this as a career opportunity whilst others were more circumspect. One Academic Manager was particularly scathing of the entire endeavour viewing it as a race to the bottom and a “university for the working classes” (DAMM). However, this level of criticism was not a widely held view. Other Academic Managers had the impression that some (other) campuses considered themselves higher status, offering programmes at higher points at entry (DAFM). This was an area of concern and even mild resentment. The reality was stressed that students will ultimately graduate with the same degree qualification regardless of the campus they attended. One Academic Manager also commented that the academics at this point have not really experienced any change in their current roles or circumstance.

Other academics report more positive perspectives having been involved in recent meetings across the three campuses. One academic commented that a key concern at the meeting was the maintenance of the disciplinary specialism and ensuring that they did not effectively become service providers to the other Schools in the new entity.

The lack of certainty however is a matter of concern and the possibility that the TU will ultimately attempt to emulate the universities and no longer serve the diverse learners and the regional remit was a concern to several academics at this site. Providing access and second chance opportunities of an applied nature was stressed by several academics at this site.

“I think the thing is we don't know there's no roadmap because there isn't another technological university that you can say we should be like that the Institute of Technology are very clear about what they do. And universities are very clear what they do and we're somehow going to forge something in between the two of them. And I my fear would be that we would move too much towards university model”.

DAF1

5.4.2 ii Institutional Policy- Growth and Academic Roles

The DSP and DMBPC both clearly articulate a clear commitment to increase access and provide flexible pathways for non-traditional learners through a variety of mechanisms such as springboard, part time, remote learning and apprenticeships (DMBPC, p.12).

A complex picture emerges at this site from the perspective of the academics. Diverse learners from non-traditional backgrounds are entering on low points. They present with a multitude of personal issues and may not originate from a background familiar with expectations in HE. Such learners require significant support to enable them to achieve their potential and this is radically impacting on academic roles at this site.

“Yeah because you know there's we have quite a lot of communities around us and mixed communities but there are some communities around us who would have been very working class communities and the emphasis might not have been you know. On education. So we've always said that this college is meeting the needs of all of the communities around us that we want that diverse population”

DAF2

5.4.2 iii Institutional Policy- Learning, Teaching and Academic Roles

The DSP and DMBPC both identify an on-going commitment to ensuring staff development remains a priority. The implementation of a continuous development framework for all academic staff is emphasised (DMBPC, p. 24).

The DMBPC (p.37) makes explicit targets in relation to academic staff and doctoral achievement. This is extremely ambitious in the current context. The DMBPC states that it is aiming for 45% of academic staff to hold doctorates if delivering level 8 and seeks to increase that figure to 65% of academics in the next 10 years.

The perceptions of academics in relation to the provision of academic development and support for learning and teaching revealed a diverse range of perspectives. Some were outraged at the absence of a learning and teaching centre whilst others were less forthright in their views. A general consensus emerges however that academics must engage in such support and that it can be beneficial for overall levels of professional teaching practice. One Academic Manager commented that he was shocked on taking up his post at this site that most academic staff had no formal teaching qualifications.

“And then I had all these people who whose jobs was teaching with no qualifications” DAMM
Academic staff at this site can now avail of academic development programmes in the city centre campus.

Table 5.8 Site D Participant Profiles

	Pseudonym	Gender	Discipline	Status	Highest qualification	Lecturing experience
Site D Academic Female 1	DAF1	Female	Business	Academic	Masters	10 years
Site D Academic Female 2	DAF2	Female	Engineering	Academic	Masters	19 years
Site D Academic Male 1	DAM1	Male	Business	Academic	Masters	10 years
Site D Academic Male 2	DAM2	Male	Technology	Academic	Masters	20 years
Site D Academic Manager Female	DAMF	Female	Humanities	Academic manager	Doctorate	n/a
Site D Academic Manager Male	DAMM	Male	Humanities	Academic manager	Doctorate	19 years

5.4.3 Academic Experience of their Changing Roles

The findings from the semi-structured interviews are presented which explores the range of

roles that academics within the site engage with and identifies emerging changes and challenges. The most significant roles at this site are teaching and service.

Most academics at this site were in industry prior to joining. Three academics had previous experience in HE and this suggests a deliberate career pathway. Other academics admitted to seeking out the secure nature of employment and lifestyle.

Teaching Role

Teaching is an activity that is the most time consuming for many academics at this site but it is also the most enjoyable. For many academics it is the primary activity that dominates their daily routine and schedule. Academics demonstrate a considerable commitment to teaching, supporting and enabling learning. Teaching was considered a core activity and central to their sense of purpose. One academic commented that “the lectures role in this college is for teaching” (DAM1).

One academic commented that the focus on teaching had been stressed by a number of Presidents especially the last one. Another academic added that the clear message from senior management was that “the teaching has got to be delivered by the best people we have” (DAF2).

One academic added that the “hours that are valued are the hours on your timetable” (DAF1) effectively stressing the significance of teaching and the workload model within this Institute and implying other academic roles and activities are considered a lower priority.

Many academics report their genuine enjoyment and pleasure in teaching and would not like this to change in the future.

“They were at the time I came in to do a part time course at night and they were just starting a full time course during the day and I got hours on that as well and you like I was there was like the mothership had called me home because I just loved it”. DAF1

There is also a recognition that teaching practice must evolve in response to the changes in technology where academics realise that all course content is effectively available online. In addition, a move away from traditional terminal examinations to a continuous assessment approach is also evident. One academic stressed how the emphasis had changed in recent times to “create a different experience for the students” (DAF2).

Many students are entering on relatively low level of points and may require additional support in order to enable them to reach their full potential. The sense that there is a duty of care to the

learner is evident which is associated with the widening participation remit also. One academic commented that students entering on 220 points “tend to struggle” (DAM2) and added that the support elements were critical. This is further stressed in the comment below.

“These guys can come in on 250 points or even lower Yeah lower. Yeah. We bring them to the same point. Yes. So we have a bigger duty of care a duty to bring them to make them independent and to make them think for themselves” DAMM

The influence of technology and social media has altered student expectations and behaviour and this is considered both a positive and negative development by academics at this site. Other areas of concern that emerge at this site relate to the prevalence of students working part time and the negative impact that can have on engagement and commitment to learning and academic achievement. Part time working was evident at this site and reveals that whilst some students work for economic necessity many others engage in work to fund a particular lifestyle. The significant time commitment of part time work remains an issue.

Research Role

Perceptions vary in relation to research at this site. There is a broad consensus that emerges that academics will be expected to become more research active and this represents a considerable change in direction from the recent past where the focus had been firmly on teaching. One academic manager commented that when he joined he had anticipated much more research activity in the sector and was shocked on arrival to discover it was essentially non-existent.

“I thought that these people were doing loads of research and all that kind of stuff and they weren't”. DAMM1

Many academics at this site interpreted research as pursuing a doctorate. However, academics express a range of perspectives in terms of whether they feel any pressure to commence a doctorate. Some express a pragmatic view to engage, accepting that the move to a TU would inevitably increase the research requirement and expectation.

“That is beginning to creep in. It's not explicit it's more implicit at the present moment”. DAM1
Some academics commented that a doctorate “was at the back of their mind” (DMF1). In addition, this academic commented (DAF1) that she was astonished when she joined at the number of staff pursuing doctorates. However, whilst maintaining that academic staff are encouraged to undertake doctoral research, one Academic Manager cautioned that a doctorate represents a significant undertaking and to appreciate the personal sacrifice necessary to successfully complete (DAMM). This Academic Manager also conceded that some staff persist

in adopting a more traditional and narrow view of their role and limit themselves to teaching

“There are some who are still kind of the old model so yeah. Who come in. Do their teaching and go home. But certainly the trend is towards more and more research” DAMM

Another Academic Manager noted that some academics may welcome a stronger research focus and others may not. She stressed the emphasis to date had been firmly on “practice” (DAFM). A sense emerges that academics feel well supported at this site both financially in terms of a contribution to their fees and also in being given a teaching free day to facilitate them to focus on their research. There was however a lack of clarity around different types of research output and levels of engagement from the academics at this site.

Service Role

The diversity of learners is the most pressing issue at this site more than any other site in this research. Uniquely at this site many learners originate from multiple ethnic backgrounds and English may not be their first language. The challenges this places on academics is an ongoing issue in terms of additional support and some academics feel poorly equipped to deal with the complexity of issues they are confronted with.

The widening access and participation mission of this site is a core value cherished by the academics at this site and there is a sense this may be threatened as the TU establishes itself. Supporting less able learners to achieve their potential is an associated aim which academics at this site are deeply committed to.

The challenge of coping with the complexity of issues ranging from family breakdown, mental health to financial issues as well as learning difficulties also emerged as an area impacting on academic roles at this site.

“A lot of the students are coming in carrying baggage social baggage there are issues going on with family. But a lot of them actually are coming from broken homes. Well 50 percent of our student base are actually on some sort of support measure so they're coming back from a very, very difficult demographic background” DAM1

Academics are very sympathetic to the challenges facing the learners but feel poorly equipped to really support the full spectrum of issues they are presented with at this site. One academic commented that “you're kind of feeling that you're not really prepared for that” (DAF1).

The level of pastoral care of the students emerges as a key issue at this site. This was compounded by the diversity of students and the complex circumstances many of them experience whilst in HE. One academic commented that it was “really about motivating and

encouraging them” (DAM2). Academics are positively disposed to supporting learners achieve their potential. One academic suggested that “it’s a bonus at the end of the day being of service to them” (DAM2). However, many report feeling poorly equipped to adequately help. The lack of training and support for staff to build capacity in this area was absent and a matter of concern from a number of academics at this site. One academic raised concern that he could inadvertently aggravate a bad situation although he later conceded that simply listening to student is often the only appropriate response and coping mechanism.

Neither the academic contracts nor the trade union attracted much commentary from the academics at this site. From those who expressed a view there was pragmatic acceptance that the contract may change or evolve. One academic manager believes that academic staff gain tremendous comfort from the confines of the current contract. Stressing that teaching responsibilities are clear and academics have few obligations beyond that.

In relation to career advancement few academics referred to it as bone of contention at this site. Although one academic felt a level of disenchantment for staff who possess extensive industry experience and lack doctoral credentials. Such academics are effectively excluded from promotional prospects commenting that “you haven’t a hope” (DAF1) .

Table 5.9 Case Summary				
	Site A	Site B	Site C	Site D
Geographic Location	North east coast Dublin-Belfast corridor	East coast 10kms outside Dublin City	South County Dublin	Dublin North West
Institute Type and status	IoT but now seeking TU designation	IoT	TU	TU
Established	1970	1997	1992	1999
Student Population *	5200	2061	5108	3365
Staff numbers*	500 260 academic posts	206 122 academic posts	373 242 academic posts	257 164 academic posts
Staff Profile*	45% Staff have PhD. 93% Staff have Masters	35% Staff have PhD. All Staff have Masters	25% Staff have PhD. 75% Staff have Masters	22% Staff have PhD. 86% Staff have Masters
Staff Student Ratio*	18	18	17	21
Programme offerings*	Levels 6-10	Levels 7-9	Levels 6-9	Levels 6-9
Majority of provision*	Levels 7 & 8 98% full time	Levels 7 & 8 (84%) 95% full time	Levels 6 & 7 (53%) full time. Part time (42%)	75% full time. 17% Part time, 8% remote

Table 5.9 Case Summary continued				
	Site A	Site B	Site C	Site D
International Students*	12% (11 % non EU)	2% (1 % non EU)	5% (4% non EU)	2% (non EU)
Key institute policies/ strategic direction	Achieve TU designation and identify partner 2020. Ambitious growth aspirations. Commitment to student success and learning and teaching Increase research profile and output. Presence of research centres and strategy, clear institutional commitment to research	Remain autonomous HEI Develop and increase provision in Creative, cultural and technological sectors.	TU designation, widen access and participation, graduate employability. Maintain provision at levels 6 & 7, grow part time provision. Increase research profile and output. Presence of research centres and strategy, institutional commitment to research	TU designation, widen access and participation, graduate employability. Grow remote provision
Traditional roles	Teaching only no research expectation. Narrow interpretation of role	Teaching only no research expectation Narrow interpretation of role	Teaching only no research expectation Narrow interpretation of role	Teaching only no research expectation Narrow interpretation of role

Table 5.9 Case Summary continued				
	Site A	Site B	Site C	Site D
Current Teaching Role	Committed to teaching. Enjoyable and time consuming Core activity, keenly aware of supporting access in the region and participation and supporting learners on low points at entry.	Positive and committed to teaching. Enjoyable and time consuming Core activity, keenly aware of supporting a student centred approach. Supporting students to reach potential.	Committed to teaching. Adopt more interactive style of teaching, keenly aware of supporting access in the region and participation. More diverse students in need of support. Less independent learners. Pride and sense of achievement in supporting student learning and building confidence.	Committed to teaching. Adopt more interactive style of teaching, More diverse students in need of considerable support. Less independent learners.
Current Research Role	Range of perspectives varied from positive to negative. Main criticism includes lip service by management and lack of support.	Diverse views. Challenging in the current environment. Some well-disposed others maintain just lip service. Some admit to struggle with motivation and support	Diverse range of perspectives. Some academics had successfully completed doctorates mentioned supportive environment. Others more circumspect. Greater emphasis and expectation now on research activity.	Range of perspectives varied from positive to negative. Main criticism includes lip service and lack of time. Greater emphasis and expectation now on research activity

Table 5.9 Case Summary continued				
	Site A	Site B	Site C	Site D
Current Service Role	Students require more support. Less independent, lower commitment levels, more demanding, Stage convenors new roles, open door policy demanding	Close relationship with students. Overall good collegial relations. Students require more support. Expanding service role, poorly defined. Complex range of student issues	Students require more support. Less independent, lower commitment levels, more demanding Complex range of student issues	Students require more support. Less independent, lower commitment levels, more demanding Complex range of student issues
Key causes/factors of change	Changing student expectations Growth in student numbers	Challenging student recruitment. Changing student expectations.	Changing student expectations Growth and decline in student numbers	Changing student expectations
Issues/Concerns	TU Status. Lack of trust in senior management. Lack of influence at Institution level by academics. Fear of being third tier. Growing class size Administrative burden and workload increasing	Small scale and TU status. Fear of being third tier. Student recruitment concern, lack of promotional prospects, poor trade union representation.	TU Status Feel marginal, vulnerable and peripheral Slow pace of change, Lack of promotional prospects Administrative burden and workload increasing	TU Status Feel marginal, vulnerable and peripheral. Slow pace of change. Lack of certainty Administrative burden and workload increasing

Table 5.9 Case Summary continued				
	Site A	Site B	Site C	Site D
Implications for personal and professional development	CELT very positive. Staff completed MALT complimentary. All new academic staff now obliged to undertake professional academic development at induction.	Polarised reactions, some staff willingly engaged in accredited opportunities others were more circumspect. Most agree new staff should receive support	Mixed reactions. Some staff engaged formally and others informally. New staff are now obliged to undertake professional academic development.	New staff are now obliged to undertake professional academic development. Some staff critical at lack of on campus presence of more support.

* Higher Education System Performance Institutional and Sector Performance Profiles 2016/17 (HEA 2019)

5.5. Summary of Findings Four Case studies

The four sites vary in terms of size, geographic location, age, history and legacy. The two sites currently outside the TU (A and B) share few common characteristics. Site A is large, well established traditional IoT offering programmes across the full range of the NFQ (6-10). Scale is significant and this is evidenced by the presence of research centres, there is more scope for research activity and staff development infrastructure is present. The institutional policy analysis reveals an ambitious growth trajectory and seeking TU designation. By contrast site B is small much younger specialist Institute with ambitions to become more research active. Site B seeks to remain an autonomous institute outside the TU process. Staff roles remain remarkably consistent across all the institutes. Workload issues and lack of time featured prominently in site A. Teaching is the most time consuming aspect and many academics struggle to find sufficient time to be research active. Service to students is increasingly complex and demanding. Many academics report feeling poorly prepared to deal with the range of issues students now present with.

Sites C and D share some common characteristics in terms of the focus on access and participation within their locality. Teaching is becoming more demanding and challenging as student expectations are changing. Other issues such as workload, time and supporting students are similar to sites A & B. Academics at both sites expect greater emphasis on research and pragmatically accept there may be changes in their contracts in the future. The student staff ratio varies considerably across the four case sites ranging from 1:17 in Site C to 1:20 in Site D. The following chapter explores the issues in greater depth using cross case analysis.

Chapter 6 Cross Case Analysis and Discussion

6.0 Introduction

This research aims to paint a realistic picture of the evolving roles of experienced academics in IoTs and TUs at a time of unprecedented change. The findings presented four case studies that contribute to responding to the research question. Perceptions of roles vary with context in the current study and are influenced to some extent by the changing HE landscape and Institutional policies. The following discussion draws on the findings and interpretations conducted in Chapter Five to discuss the analysis. The discussion combines the individual semi-structured interviews with evidence from both national and the individual HE Institutional policies and the literature to reveal their impact on academic roles in the current study.

6.1 Macro Contextual Change Drivers

Ylijoki (2013) suggests that macro level changes in a HE context have altered daily practices, values, and ideals within HE. The primary drivers of change in IoTs/TUs identified in the present study revolve around massification, managerialism and marketization which underpin current Government HE and Institutional policies. Such policies focus on re-structuring, quality enhancement, widening access, performance and accountability. The case study evidence confirms that such policies have had a significant if uneven impact on influencing academic roles within the IoT/TU sector.

6.1.2 Massification

The IoTs have expanded to meet increased levels of participation due to recent trends in massification (Harkin and Hazelkorn, 2014). Recently, this expansion has been focused on policies such as the National Strategy for Higher Education 2030 (DES, 2011), Action Plan for Education (2016-2019), and the National Plan for Equity of Access to Higher Education (2015-2019) which are promoting widening access and participation in HE.

The massification agenda is evident by the increase in numbers in the case study sites and more recently the emphasis on widening participation. The institutional strategies and policies (ASP, BSP, CSP, DSP) within the case study sites focused on achieving growth in the coming years. This is to be achieved either through building FE links (Sites A and B), expanding provision to include more part time delivery (Sites A and C) and increased focus on remote provision

(Site D). Site B uniquely identifies that it seeks to grow both areas of high demand and those within the disciplinary confines (CCT) of current provision.

The IoTs themselves have enjoyed massive expansion and many have been ambitious in terms of growing the scope and range of offerings across multiple disciplines and levels. Providing multiple pathways for learners and a regional remit has always been a fundamental mission as well as a key links with industry. This element is clearly articulated in the institutional strategic plans for sites A, C and D (ASP, CSP, DSP).

Universal access to HE is changing academic roles in a variety of ways. Diverse learners are challenging traditional **teaching practice** requiring enhanced support which is readily recognized by the academics in this study. This is most evident in sites A, C and D. However, this issue is rarely mentioned within the Institutional policies. The **service role** has expanded to support learners with complex needs and it is argued this may have reduced time available for **research**. This highlights the divergence between institutional policy ambition (growth and enhancing research output) and the daily reality experienced on the ground by the academics in this study supporting the assertion by Armstrong and Brown (2019, p.9) that intent does not always lead to action.

6.1.3 Managerialism

The widening participation policies co-exist with those which stress performance, efficiency and accountability such as the Higher Education System Performance Framework (2018-2020) (HEA, 2018) which are managerialist and performative. The changing role of the state through the HEA, DES and QQI has extended the scope of its influence in HE. There is now much more focus on accountability and performance through monitoring and oversight. Managerialism is impacting on academic roles in a variety of ways. The focus on accountability and performance has increased expectations around engagement with the professional development framework and academic administration (frequently associated with managerialism). The HoDs in this study demonstrate keen awareness of changing expectations and are anxious to support academics while recognising the severe challenge it poses to academic roles. The academics in this study were critical of the administrative duties contributing to an increasingly heavy workload and mixed in their reactions to CPD. Academic administration is placing a burden on staff which is consistent with research evidence (Clarke, 2015; McInnis 2006; Dowling Hetherington, 2014a; Feather, 2017 and Gornitzka, Kyvik and Larsen 1998). Similar to findings by Cheng (2010), many academics found it increasingly

difficult to balance teaching, research and administrative demands on their time. Some responded that they coped by lengthening their working day or working through the weekends. This reflects Trowler's (1998) sinking response with the associated coping mechanism of increasing the working day. Demands of heavy teaching obligations with the associated CA (continuous assessment) load which distinguishes the sector places a significant burden on staff. Such work intensification places extreme demands of time on academic staff. Workload issues also contain elements of a regressive storyline proposed by Ylijoki and Ursin (2013) which refers to resistance and burdensome administrative work. Some expressed dissatisfaction and resentment that the administrative load could be more effectively assigned to administrative staff (Site A). Length of service may be influential in this instance as longer serving academics (such as those in this study) may recall lighter workloads in the past (Cheng, 2010). This was especially evident in Sites A and C which are both longer established HEIs. It is surprising that the academics in this study did not associate increased administration to the Performance and Accountability agenda. Kalfa, Wilenson and Gollan (2018) explored the reactions of academics to managerialism and applied the metaphor of "the game" to explore reactions. The case study findings revealed there is evidence of the game being played as both resistance and compliance are present. It is asserted this also partially concurs with Clarke (2015) assertion that academics neither embrace nor reject managerialism.

6.1.4 Marketization

Marketization is also altering academic roles in relation to teaching, research and service. Marketization is changing teaching practice as learners seek easily accessible bite size pieces of learning. Academic complexity is unpopular amongst learners (Sites A & D) concurring with Molesworth et al (2009) who assert that teaching is "pedagogically constrained" by marketisation as a direct result of massification. This issue was most acute in Sites A, C and D according to the academics in this study. This concurs with Molesworth et al (2009) and Jauhianen, Jauhiainen and Laiho (2009) contention that students simply want to "have a degree" as opposed to "be learners". Linked to this is the notion of the supremacy of the customer and there is evidence that academics in this study are struggling with the notion that learning is undertaken on the student's terms only at a time, place and pace convenient to them consistent with Feather (2009, 2015). Marketization has facilitated more generous opportunities for repeats and a personalised approach to dealing with struggling learners (Goulding et al, 2017 p.977) which is illustrated in some of the case studies (Sites A and D). Student expectations are also changing. In reality, many simply want a degree and a customer

culture has permeated expectations which alters academic roles consistent with Bunce, Baird and Jones (2017). Clear evidence of marketization emerges from the case studies where learners simply want the piece of paper. This is consistent with Haywood et al (2018, p.2) assertion that students increasingly expect a more personalised experience. The move from teaching to customer service where the student is sovereign is evident from the experience of some of the academics in this research consistent with Craig (2014). It is argued that consumerism and a sense of entitlement from students is altering everyday academic **service** roles (Gouldingay et al, 2017, p.978). This is consistently evident in the four case study sites (although more pronounced in Sites C & D). Academics express frustration and bewilderment at the attitude towards learning from some students where they prioritize lifestyle over academic endeavour (Sites A, C & D). This finding was most acute in the case sites that had recently achieved or are now actively seeking TU designation.

Marketization is also evident in adapting programmes to remain attractive to learners. Student demand is unevenly distributed and a clear preference for University provision persists (Walsh and Cullinan, 2017, p.104). Academic selectivity remains the preserve of the universities (Byrne and Smith, 2011). The move to TU designation may mitigate that to some extent for some sites and this was conceded by academics in Sites C and D. Growth has been uneven and this is evident across the case study sites. Student preferences and funding models change over time which directly impacts on provision and academic roles (Sites B and C). Academics have had to respond to changing demand and tailor programmes and offerings to ensure they remain attractive to learners (Sites B and C). There has been simultaneous growth and decline and this creates a more complex and nuanced picture across the case study sites. The vast majority of academics in this study pragmatically adapted to their changing circumstances although some were more positive than others.

It is argued that massification, marketization and managerialism have altered academic roles in the case study sites. A complex picture emerges. All academics are not impacted equally. Depending on their context some academics have felt the impact of these macro drivers more acutely than others. In addition, the impact is uneven and can even vary within the same site between departments and disciplines. The range of experiences amongst the academics even from the same HEI is startling (Ylijoki, 2014, p.62). This adds an additional layer of complexity and nuance to the research findings.

Few academics mentioned any of these elements specifically although indirectly, many referred to the pressures of increased student numbers (Sites A and D), the diversity of students, (Sites A, C & D), the increased administrative duties and increased workloads, increased emphasis on CPD, research, doctoral study and the supports now required to retain diverse learners (all sites). In contrast to the findings of Clarke, Kenny and Loxley (2015, p.84) the academics in this study were not explicitly making the links between policy developments at Government and Institutional level and their changing daily lives. Academic faculty did not locate or associate these changes in the wider perspective of international or national trends or policies in HE.

The response on the whole could be rather parochial assuming it was unique to their particular context. The reasons for this remain unclear although several explanatory observations are offered. Firstly, some academics remain impervious to external demands on their time and focus and concentrate all their efforts on the students in front of them. The most immediate and pressing issue is their modules and programmes which they directly teach on. The lack of awareness may simply reflect the daily reality for many academics that teaching pre-occupies them and dominates most of their workplace activity. Academics tend not to have many opportunities to engage in policy discussions. Secondly, the academics themselves do not identify with the wider aims and ambitions set out in the Strategy documents by the HEA or indeed their own Institute. In addition, they perceive many of the targets to be the concern and domain of their immediate managers (HoDs), senior managers and leaders within the HEI and not directly of relevance to them in their everyday roles. Student evaluations such as ISSE or SSR were never mentioned. This may be due to the fact that academic staff tend not to be involved in analysing such data and may therefore feel unlikely to be judged against it. There was some reference to retention and progression. However again the responses were more nuanced. Retention was largely considered a management responsibility and academics were more likely to comment on pressure to allow students multiple attempts to pass a module and the tolerance of poor levels of student commitment and engagement with their modules. Alternatively, and it is argued more likely, this could illustrate Brew et al's (2017) assertion that rather than failing to respond to policy change academics are really attempting to take account of the complex balancing of competing policy and institutional demands within their own context. This may explain the acceptance of some initiatives (such as access, participation and student centred approach) and the more nuanced reaction to the greater emphasis on research and professional development.

6.2 Traditional Academic Roles

The IoT sector has traditionally prized experience or practice over academia amongst its academic staff. Similar to the Polytechnic colleges in the UK, the vocational slant of provision was central to the core purpose of the IoTs accompanied by close links to industry (Pratt, 1997, Houghton, 2020, Hazelkorn and Moynihan, 2011a). Employability and the practical focus of the programmes and overall experience remains deeply rooted within the sector. The evidence from the four case studies consistently indicates this persists.

The emphasis on practical skills and industry experience was originally reflected in the recruitment requirements and practices (Moynihan, 2015). However, that has now changed and this is consistently reflected in the evidence across the four case study sites in this research. All of the academics included in this study had Masters degrees and one third had Doctorates. The qualifications profile within academics in IoTs/TUs is changing and some IoTs are actively seeking candidates with doctorates which as Hazelkorn and Moynihan (2011b) suggest directly contradicts the appointment criteria stipulated by the DES requiring that staff possess industrial and professional experience. Professional expertise and experience is less valued now than in the past. Some academics (specifically sites A and C) are fearful this may be undermined in the move towards TU status. As the role of research gains priority there may be less value placed on the practical disciplines in some respects. This is a key differentiating point. Yet, surprisingly a number of academics from practitioner areas (music and hospitality) had achieved doctorates within the current study. There is some evidence to suggest that career academics rather than practitioners are now emerging as a dominant group in the IoTs/TUs and this will bring with it (over time) changing expectations and roles.

Some of the academics from sites A and C commented that their industry relevant experience was of value in securing their post initially consistent with the perspective of King, Roed and Wilson (2018). Greater diversity in career pathways into academia was clearly evident across the four case studies. This varied amongst respondents but a notable feature is that a number had previously worked in an educational context rather than being drawn directly from industry or professional practice. Unlike the universities, academic staff tend not to be recruited directly from completing doctoral research (Sharp et al, 2015, p.618).

The 1990s was a time of great expansion within the IoT sector with three of the four sites in this study established between 1992 and 1999. It is argued that academic posts in the past within an IoT/TU context were relatively straightforward to secure. This is reflected in the entry pathway of some of the academics in the current study. Some applied when their respective Institutes were new or relatively recently created and managed to secure a full time permanent post with relative ease. Equally, a significant number of academics in the present study accessed full time posts through initially starting on a part time basis and subsequently successfully applied for a full time post when it became available.

Pathways into HE varied some were opportunistic and others deliberate among the academics in this study. Some worked on a part time basis prior to securing full time status consistent with Whitchurch (2019). Others had joined directly from industry and made a career choice to move into HE. Motivations varied with some commenting that it represented a regular income within their field or discipline which was relatively rare. Others stressed the work-life balance benefits of the role and the proximity of the Institute to where they lived. The security afforded by an academic career was implicit concurring with Byrne et al (2012). A small number commented that they were looking for work and were not aware of the IoT sector prior to appointment although this was limited to those academics living on the border and was unique to one site (Site A).

This is a less prestigious and less well funded sector of HE than the universities. Contrary to Strike and Taylor (2009, p.186) the academics in this study displayed no sense of “institutional prestige” although that may change with TU designation. In many respects this is unsurprising given that the sector attracts less academically gifted students from less socio-economically advantaged sections of society (Byrne and McCoy, 2017). Historic legacies intersect to create a sector that is struggling with the current reality of (sometimes) large student numbers and declining resources. It raises the question previously advanced by one of the Academic Managers in this study whether this a university for the “working class” akin to Houghtons (2020, p.6) assertion that it may be an “educational soup kitchen for the poor” which essentially undermines some of the ambitions for the newly created Technological University sector.

Whitchurch, Locke and Marini (2019) and Shattock (2014) argue that greater diversification in the composition of academic staff from broader professional and practitioner backgrounds may erode the sense of collective profession and disciplinary community. There is clear evidence

of this across the four case sites included in this research. The academics who participated ranged in their disciplinary area from very practical areas such as hospitality, culinary arts and informatics and music through to the more traditionally academic areas of humanities, business and mathematics. This supports Whitchurch et al's (2019) assertion that such heterogeneity has diluted elitism and led to a more *proletarianised* profession.

The traditional workload model persists and teaching is the primary mechanism to manage academic staff deployment and productivity consistent with Collins, Crowley and Quinlan (2020). This is considered problematic by many of the academics and their managers in this study. The heavy teaching model has been a feature of the sector since inception. It is argued that this is a legacy issue as vocational provision requires practical hands on instruction which characterised the sector. There is an acceptance that the current model presents challenges due to insufficient flexibility mitigating optimal workload allocations (HEA, 2014; HEA, 2016; QQI, 2016). IoTs/TUs continue as teaching intensive organisations with some limited research activity (Hazelkorn and Moynihan 2010; OECD, 2006, p.200). The legacy issue of a workload model designed from an industrial age fails to adequately capture the full range and diversity of roles in the current reality. Priorities have evolved and ambitions raised within the IoT/TU sector which are radically different from the past. The one size fits all approach to workload management fails to take account of either context or changes in the evolution of academic roles and this issue is particularly pertinent across the four case study sites. Despite the inflexibility of the current workload model there was clear evidence of creeping resistance and a desire to obviate the restrictive practices by some Academic Managers. Differences emerge across the four sites in relation to workload allocations. Some IoTs/TUs (larger sites) appear to have greater level of discretion in terms of how they allocate hours to academics for additional projects, research activity or programme co-ordination (Sites A and C). In addition, academics from the TU designated sites were under the impression more generous allowances may emerge as a result of the new status (although this may be speculative).

Time features strongly across the changing experience. The constraints of time in relation to workload and the capacity to engage in research is limited by time. The dimensions of time reveal that academics are limited in terms of quantity but also quality of time. Quality of time is vital to facilitate reflection of both personal and professional development in teaching skills and discipline area. This is frequently absent or extremely limited and regularly features in the literature (Bryson, 2004; Guzman Valenzuela and Barnett 2013; Spurling 2015; Noonan, 2015; Feather, 2017).

In the past there was no requirement or expectation to be research active. This issue was consistently mentioned by the academics in this study, specifically the older longer established Sites A and C. Academic contracts in the sector quantify teaching obligations. A consensus emerges broadly from the academics across the four case sites that the contract may inevitably change although it is envisaged this will be a lengthy process negotiated with the trade union. This finding concurs broadly with Hazelkorn (2014). Dissension emerges in relation to any changes in the terms and conditions especially surrounding any reduction in the extended holidays which are extremely important to staff. Thus, providing evidence of the “golden handcuffs” mooted by Haughton (2020, p.12). In this respect, attitudes are firmly fixed on the maintenance of the status quo consistent with Hazelkorn and Moynihan (2010).

Many of the academics reported that their initial time in the role was demanding and stressful. This was compounded by poor induction and low levels of awareness of what the everyday role actually entailed. At that time there was a general lack of awareness of the potential benefit of such academic development programmes and professionalization of teaching practice. A discussion critically exploring changes in academic professional development is presented later in this chapter.

Traditionally academic life has been one of prestige and elitism (Badley, 2016). Whilst it is still a prestigious career the research findings reveal that this is now less pronounced although it still confers status and a secure income which was important for some academics in the current study. This demise in status may be reflected in the growth of the academic workforce in recent decades (Bryson, 2004) following rapid expansion of the sector. Academics value “status and relative independence” within their profession (Robson, 2006, p.90). This traditional perspective is still present amongst the academics in this study although it tends to be implied rather than explicitly stated. Traditional values of disciplinary expertise, academic freedom, collegiality and autonomy remained central in the past although it is argued this is now weakening, consistent with Harris (2005). Reflecting the centralised management structures, collegial decision making frequently associated with traditional academic roles has never been a feature of the IoT sector.

6.3 Current and Changing Academic Roles and the Influence of Policy and Context

The macro drivers of massification, marketization and managerialism are one element of the changing landscape in HE along with traditional roles which also influence current practice. Another influential factor in shaping academic roles are the national and individual institutional policies. The findings reveal the academics sense of agency as they influence and manoeuvre their role within their own institutional context (Brew et al, 2018b). This discussion explores the policies and interview findings which impact on academic roles in the selected case study sites.

Marini, Locke and Whitchurch (2019, p.7) stress that managing people in higher education is not easy or straight forward and this research endorses such assertions in an Irish IoT/TU context. This research reveals the pervasive influence of context on academic roles in IoTs/TUs. How academics spend and allocate their time is bound to the contextual uniqueness of each educational setting. This finding broadly concurs with Shreeve (2011), Fitzmaurice (2013) Moynihan (2015), Brew (2017) and Feather (2011) who stress that Institutional type is a crucial aspect influencing academic work life.

Since the publication in 2011 of the National Strategy for Higher Education to 2030 (DES, 2011) and subsequently the introduction of the System Performance Framework in 2014 (HEA,2018) along with the imposition of the ECF there has been a sustained effort by Government and policy makers to restructure, reform and simultaneously improve performance, quality and sustainability in HE. This is also revealed in the individual Strategic plans and Annual Quality Reviews from the case study sites. These policies have coalesced to impact on academic roles in (sometimes) contradictory ways.

Achieving TU status has been a pivotal Institutional policy (A, C & D) to enhance status and build reputation and this is influencing academic roles and increasing the focus on teaching, learning and research. It is argued that the combined growth in student numbers along with the lingering impact of austerity and the ECF have severely constrained and mitigated the capacity of the sector to fully embrace the reform and transformation agenda envisaged consistent with Armstrong and Brown's (2019) assertion that policy intent may not necessarily lead to action. The traditional workload model prevails and teaching dominates academics daily roles despite ambitions to increase research capacity and output.

Institutional policies such as the mission, strategy and values of the individual HEI did hold resonance for some of the academics in this research although again, the full spectrum of views were expressed ranging from very supportive and committed to the mission and strategy (specifically as it related to access and widening participation) to open hostility, lack of trust and scepticism in relation to senior management leadership (and competence) consistent with Clarke (2015). The latter was specifically related to seeking TU designation and was limited to Sites A and B. This scepticism was only expressed towards senior academic leaders rather than the immediate HoDs with whom many reported collegial and supportive relationships. Site A had been actively campaigning to become a TU through the actions of academic staff and the trade union. Site B had been more restrained but the academics expressed concern at the sustainability of a small specialist Institute lacking scale amidst the current mergers in the sector. The issue of being perceived as third tier proposed by Houghton (2020) and Archer (2008) was omnipresent from academics in both Site A and B. The academics in the two sites (Sites C and D) which had achieved TU designation were concerned about vulnerability, isolation and marginalisation in relation to the larger city centre partner. This may reflect some elements of a narrative of loss (Ylijoki and Ursin, 2013) and Brew et al (2018b) perspective of being dominated in a hostile environment where a lack of certainty around provision and uncertainty is tainting staff perspectives. This also echoes Billot and King (2015) who assert a challenging environment may suggest a disconnect between expectations and experience. Another implication of this is that if senior management lack awareness of academic staff perceptions this may potentially be the basis of tension between institutional or management priorities and staff engagement (Churchman and King, 2009). Participative and supportive management that facilitates involvement would include the perspective of the academics which is often neglected concurring with Guest (2017, p173). This also raises the issue of involvement and influence in decision making and clarity of communication from senior institutional leadership. Consistent with the findings of Clarke (2015) and Collins, Crowley and Quinlan (2020) the academics in this study report some involvement in decision making at local departmental level but not in the wider institutional context. This was especially evident in the context of decisions around TU status. Clear institutional communication from senior management was frequently absent or inadequate. This was particularly acute in Sites A and B.

The institutional policies from the four case study sites reveals the ambitions in terms of developing and growing research capacity, whilst simultaneously growing student numbers

and widening participation. A tension emerges between enhancing access, growing numbers and simultaneously developing a research remit. Clearly a blurring of the missions of both the universities and the IoTs exists (Hazelkorn and Moynihan, 2010 and Ek, et al 2013). In relation to the IoTs/TU this mission drift and associated academicisation is a matter of concern to the academics in this study. Widening participation and the regional remit are considered essential by the academics in this study. Immense unease at any decline in that focus was expressed by the academics in this study. This was particularly evident in those sites that were aspiring or had achieved TU status. Servicing the local communities and regions was of central importance and fundamental to the role of an academic in an IoT/TU. In addition, the potential reduction in the vocational slant of provision was considered highly problematic undermining a traditional distinguishing feature of delivery. Any undermining of this priority would be considered an extreme weakness from the perspective of the academics in this study.

Academics and Academic Managers respond to Institutional priorities in a variety of ways depending on the issue accepting some and displaying more nuanced reactions to others. This is evident in the acceptance of widening access and the absence of comment around student evaluations or mixed reactions to CPD and research. This partially concurs with Hedley (2010) and Blackmore and Blackwell (2003) assertion that loyalty to the institution by academics may be weak or fragile. Degn (2018) argues that academics make sense of their own environment within their immediate “locale”, rather than the wider Institution as a whole which is evident from the case studies.

Finally, HoDs within the sector are (without exception in this case) drawn from amongst the ranks of academics and typically identify themselves as academics (Bryson, 2004). The HoDs in this study championed their staff and sought to shield them as far as possible from the perceived onslaught of unreasonable and competing demands driven by the changing agenda in HE. It could be argued that the HoDs attempt to mitigate the full impact of some of these policy changes on academics through creative “workarounds” in this study such as “shaving off hours” or shielding academic staff from extraneous work. However, this interpretation requires a level of caution as some HoDs were more sympathetic to their staff than others. Whether the academic staff themselves are aware of this however remains unclear.

6.3.1 Teaching Role

Collectively EU and National HE policies consistently stress the significance of high quality teaching and learning. This is evident at European Level (Improving the Quality of Teaching and Learning 2013) and nationally in the Higher Education System Performance Framework (2018-2020) (HEA, 2018 p.17). Similarly, the National Skills Strategy 2025 (DES, 2016) stresses the provision of high quality learning experience (p.90) and sees teaching and learning as a “core mission of HE”. The institutional policies in the case study sites are also consistent in championing excellence in teaching and learning. Some policies are explicit in the centrality of excellent teaching and learning ([ASP](#)). Other sites ([CMBPC](#)) stress the significance of optimising the effectiveness of teaching and learning and link this to improving the quality experience of the learner. This echoes Henkel (2016, p.217) and Jauhianen, Jauhiainen and Laiho, (2009) who argue that the language and emphasis has now changed stressing the centrality of student learning rather than academic teaching. This change in emphasis alters academic roles and this is reflected in the evidence from the four case studies.

The academics in this research are deeply committed to learning and facilitating learning is a core value reflecting similar findings by Shagrir (2015). The academics tend to possess a deep sense of obligation and service to their students with a clear desire to make a contribution (Calvert, Lewis and Spindler, 2011, p.31). The academics in this study maintain enthusiasm and passion for their teaching and making a difference concurring with Rosewell and Ashwin (2019); Brew et al (2018a), Whitchurch, Locke and Marini (2019); Feather (2011) and Cannizzo (2018).

The profile of learners entering the IoTs in the case studies were often poor academic achievers and under prepared for HE (Moynihan, 2015). Thus, the changing profile of the learner presenting was a concern and the associated changes to teaching practice that it necessitated was clearly articulated confirming assertions from Haggis (2003) and Bennett et al (2016). This also confirms Coaldrake and Stedmans (1999) assertion that assumptions around ability are no longer tenable. This research reveals that in an IoT/ TU context a toxic combination of less able students who may not be in a programme of their choosing creates an extremely challenging teaching environment. The academics in this study are deeply committed to widening participation but are sometimes left in the insidious position of trying to support and motivate reluctant learners who struggle academically.

The Student Staff ratio (SSR) and student evaluations (ISSE) are often used as indicative of quality in teaching and learning. This is revealing across the case study sites. The average SSR in the IoT sector is 1:16 (HEA, 2019). All sites in the current research exceed this ratio. Site D is the most extreme at 1:21 (similar to the SSR in the universities). This may be problematic for this site as it transforms into a new TU. Site C is the most favourable ratio at 1:17. Both remaining sites (A & B) are currently 1:18 (HEA, 2019). Surprisingly, neither ISSE nor the SSR were referred to by any of the academics or their managers in the current study despite being used as an indicative measures of quality in teaching and learning by the HEA. This suggests such metrics are either simply not on the radar of those at the coalface or the data is being ignored or not filtering down the line.

This study confirms the primacy of teaching within the case study sites and the increasing importance of skilful teaching practice as learners require enhanced support to succeed academically. This research consistently finds across the four case studies that teaching is now more challenging and demanding in the changing context (Fitzmaurice, 2010). The Institutional strategic plans reveal ambitious growth strategies and this may place additional responsibilities on academics in the sector to support non-traditional learners. This is consistent with Brew et al (2017, p.115) assertion that massification demands new expertise. This research reveals that the academics have had to make changes to teaching and delivery approaches in the sector. This is evident in the current research in a variety of ways. Firstly, the traditional HE lecture based technique is now viewed as ineffective. Many academic staff report moving away from a chalk and talk approach to a more active, facilitative style of teaching which is consistent with the espoused policies from the NF where a more interactive style of teaching is preferred. (NF, 2019, p.7). Secondly, students are now less willing to devote time to independent learning activities (most acute in Sites A & C). This places pressure on academics to achieve all teaching on campus to ensure that students achieve the learning outcomes. In some cases, larger classes and more diverse students dominated the discourse and it is argued that academics need to be motivated and skilled in effective teaching and supporting learning. This is in response to the demands of diverse groups of students reflecting the huge growth within the sector over recent years. This was evident across the case studies but most pronounced in Site D. Fitzmaurice (2010) advances the notion of teaching as practice, where real life local knowledge is rooted in practice. Skelton (2005, p.91) also stressed the experiential and contextual significance of learning. Such local knowledge is evident in the teaching practices of the academics in this study.

Over time less skilful learners have altered the dynamic, resulting in changing student expectations, motivation and commitment, consistent with findings from Clarke, Kenny and Loxley (2015), Coaldrake and Stedman (1999) and Fitzmaurice (2013). A lack of commitment from students is evident and this is impacting teaching and assessment practices. Sporadic attendance compounded by limited independent learning activities results in severe challenges to teaching practice in reality. Academics have responded to such challenges by altering teaching and assessment practices (Sites A and C). In addition, the motivations of students are questionable as some seem less interested in their study and are more likely to prioritise work commitments. This issue was most acute in Sites A and D.

Bryson (2004, p.50) notes the enormous potential intrinsic satisfaction an academic can gain through the range and breadth of the role. The case studies collectively confirm that immense satisfaction and enjoyment of teaching is central to the experience currently consistent with findings from Byrne et al (2012). In addition, there is evidence to support Christiansen's (2020, p.93) assertion that academics are dedicated to their work and devote much time to it which is largely voluntary. However, concurring with Bryson (2006, p.55), the job content that academics report to enjoy the most has now been squeezed due to the increase in class size and increase in administrative burden. Mundane tasks are the most time consuming and limit high skill activity. This research reveals that the mundane takes priority with work intensification.

Both the EUA (2018) and the National Strategy for Higher Education 2030 (DES, 2011, p.56), refer to improving the status of teaching and providing recognition for career progression. However, this remains problematic as the low status of teaching persists (Boyer, 1990, Jauhianen, Jauhiainen and Laiho, 2009). The lack of recognition of effort in their teaching practice and relationships with students from Academic Managers was a regular theme emerging from the present study. This is consistent with Lew's (2009) and Shrand and Ronnie's (2019) assertion that academics need support and recognition. Poor promotional opportunities emerged as a consistent source of dissatisfaction across the four case study sites concurring with Byrne et al (2012). Many academics expressed strong views that progressing into academic management was not an attractive promotional pathway.

Disciplinary commitment and loyalty is more nuanced and mixed amongst the academics in this study. It is argued that this research reveals it is much looser and this suggests it is a less powerful identifier and a less unifying construct than in the universities (Henkel, 2000; Malcolm and Zukas, 2009; Clarke, Kenny and Loxley, 2015). This may also be reflective of

the differing departmental and management structures with the IoT sector which reflect a more inter-disciplinary and sometimes a vocational or professional slant. It may also be reflective of a sector where due to timetabling and resource constraints (such as scale) staff are obliged to deliver a wide range of modules which require a broader skill mix which weakens disciplinary fidelity. The picture of a flexible generalist rather than disciplinary specialist emerges.

The impact of technology is changing academic roles and learner expectations. Learners now have direct access to academics through email and VLEs and expect an immediacy and personalisation in their communications and interactions. Equally, new technology has facilitated content to be available online and this further alters the dynamic between the academic and the students. This is not without challenge. At one level this should reduce dependency and enhance independent learning. However, the opposite appears in reality where academics admit to spoon feeding learners content on occasion. Finally, technology may also diminish disciplinary expertise. This was pragmatically recognised by the academics in this study, though not overtly threatened by technology the academics were mindful of the impact and influence of technology on their teaching practice.

6.3.2 Research Role

Building research excellence is identified as a priority in the current HESPF (HEA, 2016-18 p.2). In addition, the National Strategy for Higher Education 2030 (DES, 2011) also sets out the priorities of “excellent teaching and learning experiences...informed by up to date research” (p. 7). The Report stresses that teaching and research are central to the role of academic staff. The institutional policies in the case study sites are also consistent in pursuing an enhanced research agenda. The presence of institutional research strategies, research sub-committees and research centres provide ample examples of raising ambitions and expectations although the extent of this varies across the four case study sites. Some were very explicit such as Site A and others were more muted as in Site B. The larger longer established sites (A and C) demonstrate the presence of research infrastructure in terms of research centres, research strategy and ambition. This is consistent with Sharp et al’s (2015) “facilitators” of research. Relative size, scale and longer tradition may suggest stronger propensity towards research activity to build status and reputation. It is conceded that research activity is now given higher priority (even though that may be just lip service) amongst the academics and their managers in this study. Yet many academics expressed frustration at the absence of recognition, incentives and rewards for research activity consistent with Houghton (2020). Incentivising

and recognising academic contribution through research is critical. Building capacity and then supporting it remains a considerable challenge (O’Byrne, 2011).

Site A has formed a link with DCU Graduate school and this clearly adds prestige, authenticity and status to research awards. In addition, Institutional policies ([ASP](#), [AAIQR](#), p6) outline proposals to increase the number of staff with doctorates through staff development and the recruitment policy displaying a deliberate approach to increase research capacity, reputation and status. Site A currently has the highest proportion of staff with doctorates ([AAIQR](#)) across the four case study sites. Site D ([DMBPC](#), p.37) currently has the lowest proportion of staff with doctorates but plans to address this by setting ambitious targets in relation to staff and doctoral achievement. The [DMBPC](#) states that it is aiming for 45% of academic staff to possess doctorates if teaching Level 8. It ambitiously aims to increase that figure to 65% of academics in the next 10 years. Sites C and D may also benefit from the development of a new Ed. D. programme currently in planning (QQI, 2020, p.43).

Despite the positive developments there is a persistent lack of clarity around exactly what constitutes research. It is frequently referred to as a “black box” (Teichler et al 2013, p.140). Doctoral research was frequently interpreted as research activity and elicited a range of responses from the academics in this study. Contrary to findings by Smith and Boyd (2012, p.68), the academics in this study did not associate a doctorate as vital for academic credibility. This possibly reflects the vocational and applied nature of provision and traditional focus on teaching in the case study sites. Some academics reported mild pressure to commence doctorates and responses varied from being impervious to such pressure to actively considering it. This was especially pronounced in the sites that were achieving Technological University status (C and D). There was a general acceptance that research would be encouraged, promoted and even expected in the future. This raises the question of Institutes simply playing the “research game” outlined by Lucas (2006). Some academics in such sites maintained a “wait and see” approach as they felt there may be inducements to encourage more staff to engage in doctoral research and they did not want to pre-empt any such initiatives and potentially miss out on important financial support and a possible reduction in contact hours from teaching. This was most pronounced in Site C and to a lesser extent in Site D.

The preparation of funding applications or research proposals is often a core competence for senior academics (Clarke, Kenny and Loxley, 2015; Macfarlane, 2011a) although this did not feature as a critical activity amongst the academics in this research. The research focus tended

to be individual endeavour rather than group activity which is also inconsistent with evidence in other HE settings (Clarke et al, 2015). In addition, there was no evidence of research collaborations externally with colleagues in other Institutes suggesting possibly a lack of networking opportunities for academics in IoTs. Conference papers seemed to dominate and few mentioned publications in journals. Finally, scholarship of teaching and learning is an obvious area where many academics could excel given the considerable teaching load. Yet, this was only mentioned by one academic and one HoD in this study.

The problematic nature of research within the case sites consistently emerges as there remains a lack of clarity for many staff around the proportion of time to be spent on research and service. Teaching is the only activity singled out in the current academic contracts in terms of time commitment. The other activities remain opaque and poorly articulated. The findings across the four case study sites reveal that research remains a peripheral and aspirational activity consistent with Macfarlane and Hughes (2009). Research activity is still conducted in addition to teaching duties and on an individual's own time consistent with O'Byrne (2011). Almost half the academics in both Sites B and C had successfully completed doctorates whilst working full time and with no reduction in their teaching time. All reported a supportive environment from both colleagues and Academic Managers despite the workload implications. This raises the question that doctoral study is challenging but possible for those sufficiently motivated and determined. This provides some limited evidence of prestige activity (Coates and Kandiko Howson 2016; Kandiko Howson, Coate and de St Croix, 2018) where those who engage in research activity believe it may enhance their status and find it intrinsically rewarding and enriching. Two thirds of HoDs in this study had completed doctorates which suggests it is increasingly required for promotion into academic management. By contrast, only one third of academics in this study had completed doctorates.

Creating the climate, structures and supports necessary to facilitate greater engagement with doctoral research is an ongoing challenge in the sector with the current workload model requiring 16-18 hours teaching per week (Sharp et al, 2015; QQI, 2016; Houghton, 2020). The fact remains that even when staff engage in doctoral research their primary role is in teaching and that may be a frustrating experience for some. Research competence does not necessarily equate with teaching competence, a point stressed by one academic manager which illustrates the pervasive challenge in a traditionally teaching intensive environment.

The lack of opportunities to develop a research portfolio is a great weakness within the current system. In addition, an inherent tension emerges between academics being actively encouraged to pursue doctoral research and maintain research activity and the everyday experience on the ground of less able, needier learners requiring and expecting significant support. This creates a double edged sword for academics where expectations around effective teaching dominates the reality set against a backdrop of increasing pressure to be research active suggesting the existence of a rhetoric-reality gap (Sharp et al, p.634).

A complex picture emerges as the Academic Managers (HoDs) may act as mediators and tend to be broadly supportive of their academic staff and conscious of the workload issues. Academic Managers themselves may be complicit in resisting pressure to engage in a more substantial research agenda focusing rather on the everyday resource requirements of their respective departments and the academic staffing required. This confirms O’Byrne et al’s (2011, p 8) and Haughton’s (2020) assertion that severe obstacles persist in this sector towards embedding research. It is argued that this issue illustrates the variance between the “corporate stories” and the everyday experience of academics (Churchman and King, 2009).

Academic freedom (frequently associated with research) was not explicitly mentioned but may be implicit in staff actions in terms of where academics direct effort. It could be argued that academic freedom is interpreted slightly differently in this context. This was evident in terms of choosing not to participate and engage in professional and academic development and opting out of committing to doctoral research. Academic freedom may be less of an issue in a teaching intensive environment where the focus of much daily activity lies. However, if the focus shifts to greater research output this may become a more challenging issue. Similarly, autonomy did not emerge from the current research as an area either of concern or as a career perk. This contrasts with Christanson et al (2020, p.87), Freedman and Doughney (2012) and Boyd et al (2011) who stress autonomy is a “core value” allowing academics the capacity to influence their work and direct effort. There are several potential explanations. Due to the heavy teaching load there are far fewer opportunities for autonomy and discretion in daily routines as timetables are restrictive. Some level of flexibility still exists in terms of assessments and delivery but staff are again constrained by semesterisation which leaves limited scope for manoeuvre. Thus, it is argued that both academic freedom and autonomy are stifled due to the high demands of teaching, centralised management structures and the organisation, arrangement and content of work.

6.3.3 Service Role

The service role is not clearly articulated in Government and Institutional policies. Despite the lack of clarity, on closer inspection aspects of the service roles are now evident and seeping into the everyday language such as the student experience and student success discourse within Government and Institutional policies. The absence of official recognition of the service role is consistent with Fowler's (2017) and Misra, Lundquist and Holmes's (2011) assertion that the service role is unrecognised, undervalued, rarely discussed and largely invisible.

It is argued that the service role is the most challenging of the three academic roles explored in this research as it is the most complex and least clearly defined. Deeply embedded in the institutional policies is an extended service role for academics in the sector which is rarely formally articulated with clarity. Brew et al (2018, p.117) suggest that ignoring the service role misrepresents the nature of academic work.

It is asserted in the context of the current research that there are three critical elements of the service role emerging. Firstly, the service role is intrinsically linked to massification, marketization and customer focus now evident in HE which has been previously discussed. Secondly, and allied to marketization, the new student success mantra is now placing additional demands on academic staff to ensure students have a positive learning experience which is expanding academic roles significantly beyond the narrow confines usually associated with the teaching role. Thirdly, the issue of academic housework as a role that is rarely officially acknowledged but is essential for the smooth operation of programmes emerges in the experience of academics in this research.

Since the commencement of the Bologna Process the language and emphasis has radically changed from the maintenance of academic standards and integrity to student centred learning and student experience. The learning outcomes approach has also moved to a student centred approach and this directly impacts upon academic roles (Donnelly and Fitzmaurice, 2005, Sursock and Smidt, 2010). Student success is seeping into the language within the case study sites (ASP, 2020). Surprisingly this was not directly or explicitly mentioned by the academics in the current study which concurs with Sin (2012, p.394). Equally, consistent with the findings of Brew et al (2017), none of the academics in this study used the term service. Yet it was implicit in many of the responses. It could be argued that academics have simply assimilated this into their everyday roles, taking it for granted so that it is not noteworthy. Yet, it clearly

has impacted academic roles in terms of supporting student learning, adapting teaching and learning strategies and enhancing the student experience overall. It is argued that the student success agenda will further emphasise the vital significance of effective learning, teaching and service roles of academics within this sector.

It is argued that there is a blurring of roles between service and teaching. Where one activity ends and the other starts remains unclear. Macfarlane (2011b) suggests that academic roles in practice have been narrowed and dispels the myth of the academic all-rounder. This research finds a more nuanced situation arises. Academics are focusing more on the service and teaching aspects of their roles thus there is a simultaneous unbundling and re-bundling of academic roles evident in this research. Facilitating and supporting learning is a core value and central role of academics in the current study. This expands beyond the classroom. Similar to findings by Calvert, Lewis and Spindler (2011, p.31), the notion of “putting students first” and the primacy of supporting students as a core dimension of academic roles emerges amongst participants in this study. Concurring with Bailey (2013, p.152) the academics in this study are aware of student learning needs and the significance of supporting them.

The service role to students is located at the base of Macfarlane’s (2007) pyramid and is deemed the least significant element of academic service. Yet it emerges as one of the most critical realities facing the academics in this study. It is the neglected child of academic roles and part of the current reality of academic experience across the four case study sites in this research. It represents the drudge work (Angervall and Beach, 2020, Heijstra et al, 2017a) as is not beneficial from a promotional or reward perspective. Student services have expanded but this cannot and has not replaced the necessity of close relationship and contact with academics. Much of the service role relies on tacit knowledge which determines daily practice (Smith 2010). The tacit skills required on-the-job have received insufficient attention to date. The service role academics play relies largely on tacit skills. The academics consistently report feeling poorly equipped to deal with the complexity and range of issues that students now present. The argument emerges that the pastoral care elements of dealing with diverse student cohorts have fundamentally altered realities on the ground expanding the lecturer’s role.

In relation to academic housework, the programme co-ordination role is a frequently ignored element of service (Murphy and Curtis, 2013) and relies completely on tacit skills. Several academics had overall course co-ordinator roles which is an imprecise and vague term used in the sector to denote overall responsibility for a programme. Expectations and practice around

this role vary considerably but it usually involves a variety of poorly defined responsibilities ranging from student support to co-ordinating assessments and liaising with the programme team and central services. The academics in this study report the time consuming element and the lack of status and recognition of this role as negative aspects. Attitudes are nuanced with one academic admitting to rather enjoy the role and considered it vital to ensure the student experience was enhanced. Other academics report a less favourable perspective of the role. There was a complete absence of training and preparation provided to academics around the role and whilst this gives individual academics the opportunity to interpret the role their own way it also creates a general lack of clarity and ambiguity.

Whilst it is conceded that some service roles may confer status and power (Macfarlane, 2007, p.266) and a line of visibility this was only evident as a minority perspective amongst academics in the present study who admitted to enjoying the interactions. Neither was there any evidence to support the assertion that it was a “rite of passage” as it appears all academics regardless of seniority are required to participate in service to students. However, the extent to which individual academics engaged with students varied depending on their personal inclination.

It is argued that clarity around what is valued is vital. Contractual expectations differ from role expectations. There was no evidence in the current study to support the assertion by Hazelkorn and Moynihan (2011a) that academics adopt a narrow interpretation of their role (implying teaching only) although two HoDs did refer to some staff being less flexible than others (Sites B and D). Competing and conflicting expectations emerge in current roles and this is confusing and frustrating for academics and their managers alike. It is argued this has created role ambiguity for many of the academics in this study. There was no evidence in the current study that academics were coerced into work beyond their perceived roles and remit. There were regular references to what they were expected rather than compelled to do concurring with Calvert, Lewis and Spindler (2011, p.33).

Boyd and Smith (2016) suggest the increasing focus on quality of teaching may have challenged the primacy of research. This research finds a more nuanced, complex, multi-faceted picture emerges where student service elements (due in part to massification, managerialism and marketization) are influencing and expanding academic roles and risk undermining the importance of research for some academics. It is argued that the move to a more student centred approach has altered academic roles re-focusing attention to the centrality

of the student experience. This research is consistent with Brew, Boud and Nangung's (2011) assertion that the balance between these activities is frequently ignored. Academics in this study develop their own individual expectations in relation to their various roles in teaching, research and service contingent on their context.

6.4 Changing Perceptions and Attitudes Towards Professional Development

Collectively EU and National HE policies consistently stress the significance and the centrality of the need for investment in professional development of teaching in HE. This is evident at European level (Improving the Quality of Teaching and Learning 2013) and nationally with the Action Plan for Education (Statement of Strategy) 2016-2019, and the National Strategy for Higher Education 2030 (DES, 2011). There is a growing acknowledgment of the value of academic development programmes (Donnelly, 2009). The goal that new staff would embrace academic development and pursue a recognised Teaching and Learning qualification is increasingly evident in the institutional policies (Strategic Plans and Annual Institutional Quality Assurance Reports) of the selected case study sites. Individual HEIs approach this issue slightly differently. Some HEIs in the current study are more forthright and explicit than others. Site A is actively seeking to encourage staff to engage in academic development and all newly appointed academics must receive training in teaching and learning at induction. A similar practice is also evident in sites C and D. This was broadly accepted by some of the academics in the current study. There was broad recognition from the academics across the four case study sites that teaching is a professional skill.

Macfarlane (2011b, p.62) argues that re-skilling and upskilling is now vital to support learning rather than just teaching. This reflects the greater emphasis now placed on student success. Ironically in a sector that placed such emphasis on teaching traditionally, there was no requirement to hold a formal teaching qualification. None of the academics in this research had previous qualifications in Learning and Teaching in HE before they started and this is common within the sector. Access to certified programmes tends to be restricted to those already teaching. However, the majority of lecturers in the current study had not availed of formal academic development supports. This finding is consistent with Brew, Boud and Nangung (2011) who suggest that mid-career academics may resist development opportunities. Academics may recognise initiatives but choose to ignore them (such as academic development) reflecting autonomy (Brew et al, 2017, p.386). Equally, academic professional development is completely voluntary in the sector at present concurring with MacGiolla Ri,

(2019, p.2) who argues there is no obligation on academics to attend formal staff training and development. In addition, the lack of promotion opportunities for experienced academics (within teaching) in IoTs may also mitigate engagement with professional development. Reluctance to participate in academic development is well recognised in the literature (Ramsden, 1995, Jing, 2005). This could result in Deaker, Stein and Spillar's (2016) assertion of the worst of both worlds: a recognition of the importance of quality but nothing to compel engagement with professional academic development. What lacks clarity however, is how those who are less keen to engage will be challenged.

Perspectives around staff development were revealing. Site A was extremely positive and active as the majority of academics in the current study had successfully completed the academic development programmes available on campus. The beneficial aspect of this was stressed by an academic manager who believed it allowed staff to develop confidence and a professional language around teaching and learning. Other Sites were more nuanced reflecting a diverse range of views. Some academics were disinterested and not prepared to devote time and effort into an area they deemed of no direct benefit to their everyday role. Equally, others were happy to commit to informal workshops rather than fully accredited programmes. Some expressed outright hostility, criticising the provision and the individual professionalism of those involved in the delivery of the programmes on offer at their particular site. This was particularly acute from those with doctorates. There was no evidence in the current study to suggest that reluctance to participate may be due to sensitivities in revealing development needs to HoDs as mooted by Boud (1999). The responses seemed to vary in relation to the presence of a dedicated centre for Teaching and Learning on site. Two sites (B and D) lacked dedicated centres and this seemed to influence staff perspectives in both directions. In site D academic staff articulated an urgent sense that this was vital given the current student profile and changing nature of teaching. The recognition that teaching practice requires on-going support on site was illuminating, displaying a commitment to practice and enhancing the learning environment for students. This site also has the lowest proportion of academic staff with doctorates and the highest SSR in the current study. Site B is an outlier in this respect, whilst the Academic Managers are supportive and encouraging for academic staff to engage in academic development, the academics themselves expressed views at both ends of the spectrum.

Overall evaluations by academics who had completed such programmes tend to be positive and indicate that many value the experience consistent with Lindsay (2004) and the academics who

had completed academic development courses in this study were particularly complimentary of the benefits and value of the programme. Whilst this provision is characterised by enthusiastic engagement by some it is tempered by a notable lack of appetite from others. This concurs with Lipsett (2005) who finds that many academics consider such interventions and initiatives a waste of their time. There is also evidence of this in the current study where some academics admitted to ignoring emails and lacked enthusiasm in the academic development provision. There was some evidence of more forthright resistance to academic development within this study although it was a minority view. Only two of the discourses identified by Quinn (2012) were evident. Primary reasons provided tended to focus around disciplinary and performativity issues rather than references to any deficiencies in students or skills.

There was a general lack of familiarity with the NF and the PDF amongst many of the academics in the study. Some mentioned they were vaguely familiar but admitted they had not kept themselves informed in relation to current developments. This was surprising and raises the issue that awareness of supports and developments in the sector need to be clearly communicated to those “on the ground”. Whilst many of the initiatives are relatively recent only one academic mentioned the Delta Awards and others acknowledged their lack of familiarity with the range of supports available. It is argued this is especially salient in the teaching intensive sites lacking centres for teaching and learning (Sites B and D).

The focus of academic programmes to date has largely been on professional teaching practice and to a lesser extent research supervision skill. This is consistent with the findings of Murphy (2014, p.25) and Deaker, Stein and Spillar (2016). An issue emerging from the case studies is that academics require more support in the area of student service reflecting the broader remit of their roles as expectations and demands are changing but current provision is poor or non-existent. The lack of provision may be attributed to formal official institutional policies that focus on enhancing the student experience but have not yet clearly articulated (or considered) the likely impact on academic roles and how that might be supported.

6.5 Conclusion

This research finds that there have been incremental changes and an evolution of the roles of academics within the IoT/TU sector. This research confirms Moynihan’s (2015) assertion that whilst national objectives for HE are similar, this has not resulted in consistent working lives for academic staff within the sector. Collectively, the case studies demonstrate that academics

balance competing demands with agility and nimbleness, coping with ambiguity and complexity in their roles.

The greatest asset in HE is the individual and collective capabilities of the staff (Murphy, 2014, p.14). Individual Institutions are reliant on core academic staff to be successful. The purpose of this study was to gain insight and understanding into the impact of fundamental changes in HE which have not previously been explored from the perspective of the academic on the ground in an IoT / TU context. The research relied on the personal accounts and local perspectives focusing on the voice of the “ordinary” academics. It highlights what preoccupies academics and what enables them to experience work as meaningful and worthwhile amidst the current changes in HE. This study confirms Clegg’s (2008, p.336) assertion that “how to be a proper academic is a moving goal”. This research explores how academics craft a role that provides a sense of coherence and meaning (Rosewell and Ashwin, 2019). This research revealed how academics interpret their roles in light of the changing contextual influences such as the macro drivers of change (massification, marketization and managerialism) and the National and Institutional policies. The academics differ in their interpretation of their roles and where the emphasis is placed. This is consistent with Brew et al’s (2018a, 2018b) and Rosewell and Ashwin’s (2019) suggestion that academics vary in the focus of their awareness. The findings are also consistent with Boyd and Smith’s (2016) assertion that a nuanced, situated, fragmented and dynamic version of multiple professional roles are evident.

All academics in this study consistently consider teaching a central role. This research revealed that the role of service and research are subtler and more nuanced. How academics manage the complex balancing of competing institutional demands can provide some insight into why some policies fail to achieve their desired objective (Brew et al, 2017). This research reveals the necessity of clear two-way communication with academics around expectations and ensuring institutional policies do not conflict with each other (Brew et al 2017, p.388). Open and active communication with academic staff is critical.

Chapter 7 Conclusions and Recommendations

7.0 Introduction

This final chapter draws together the conclusions from the research study. An overall synopsis is outlined. The implications and recommendations of the research are provided and a perspective is offered as to how this study modestly contributes to the evolving field. The limitations and scope of this research are outlined and areas for further study are suggested.

This research sought to provide insight and understanding into how daily roles and expectations of experienced academics in IoTs and TUs are changing and evolving in the midst of fundamental changes in the sector. The overarching research question asked how is the role of academics in Irish IoTs changing and evolving? In addressing this overall question, the following sub-questions were explored: What were traditional academic roles in IoTs? ; How has the role changed and evolved?; What has caused such changes?; How have these changes affected perceptions and attitudes towards personal and professional development? and what are the current realities and expectations of academics in IoTs and TUs. Chapter two explored the specific context of the IoT/TU sector and highlighted the issues in the reform agenda (restructuring, performance compacts and quality enhancement) and the unique features and challenges facing the sector currently. The following chapter three explored the salient literature and informed the development of the conceptual framework which guided this research.

Situated within an interpretivist, naturalistic framework this research used an exploratory multiple case study design with four IoTs selected on the East of Ireland to address the research questions. This approach facilitated exploration across a variety of institutes. Qualitative data was drawn from twenty-seven interviews with academic staff, Academic Managers and document analysis which facilitated the perceptions and understandings of individual academics and their Academic Managers and the way in which they navigate their local context to be explored. Documentary analysis of institutional policies was used to supplement the interviews and provide a contextual evidence base as part of the qualitative aspects of this study. The research relied on the personal accounts and local perspectives focusing on the voice of the “ordinary” academics. As qualitative data relies on interpretation, thematic analysis was deemed appropriate for this interpretivist study. Miles, Huberman and Saldana ‘Data Analysis

Interactive Model' (2014, p.14) was selected as an approach to data analysis in this research as it enabled an iterative and inductive process. The data was analysed using Nvivo which facilitated the creation of a detailed and comprehensive audit trail designed to enhance plausibility and trustworthiness.

7.1 Overall Conclusions and Key Findings

This research introduces a revised theoretical perspective of academic roles and produces an original analysis of the evolving nature of academic roles in an IoT/TU context. The findings from this study contribute to extending insight and awareness of evolving academic roles in a specific context. This research challenges assumptions about academic roles in an IoT/TU context and reveals the messy reality of the experience of academic work. The findings reveal the academic's perceptions as they influence and manoeuvre their role within their own institutional context. It is stressed that the findings should be considered in their context (naturalistic generalisation).

This research finds that the macro change drivers (massification, managerialism and marketization) and current Government HE and Institutional policies have altered academic roles in the case study sites. The impact has been uneven across the case study sites and differs even within the same site between departments and disciplines adding complexity and nuance to the research findings. Table 7.1 summarises the impact of the key change drivers on academic roles in the current study.

7.1.2 Massification

From the perspective of the academics, universal access has significantly changed academic roles in all the case study sites. Diverse learners are challenging traditional teaching practice needing additional support which is acknowledged by the academics in this study (Sites A, C and D). Improving access and participation is a strategic priority but the consequences (such as additional support) are rarely mentioned in the Institutional policies (Site A is the exception). Institutional policies advocating enhanced local access and participation are also the most influential for the academics in this study.

7.1.3 Managerialism

Managerialism is evident across all sites although the academics do not explicitly refer to performance and accountability. However, they bemoan the administrative burden and workload but they are not associating the increase intensity of work with performance targets or metrics. Institutional policies now increasingly expect academics to engage in professional development around teaching and learning, be research active and to complete doctorates in order to meet performance metrics and system requirements for TU status (sites C and D). Perspectives vary in relation to these new expectations. HoDs tend to be more aware and positively disposed to meeting new requirements than the academics in this study.

7.1.4 Marketization

Marketization has also altered academic roles. Student expectations have changed teaching practice and service roles where learners now require a more personalised service delivered at a time, place and pace convenient to them (Sites A and C). The service role has significantly expanded yet this is not clearly articulated in Government and Institutional expectations. Academics demonstrate keen awareness that programmes must be attractive to learners (Sites B and C) and modify programmes and offerings accordingly. Opportunities to develop a research profile and activity to enhance reputation and status of the IoT is evident in some sites (A and C). This is compromised by the workload model, the lingering impact of austerity (lack of funding to attend conferences and network) and compressed academic cycle (all sites).

In combination the contextual change drivers have resulted in greater emphasis on teaching and service amongst the academics in this study. The service role has expanded to support diverse learners with complex needs and it is argued this has resulted in an unintended consequence of reducing time available for research. This demonstrates the discrepancy between institutional policy goals (enhancing research output) and the daily reality experienced on the ground by the academics. It is argued that the Institutional policies do not adequately capture the impact of changing expectations on academic roles.

Table 7.1 Impact of change drivers on academic roles in the case study sites.

	Massification	Marketization	Managerialism
Teaching	Universal access, increase in numbers, many learners are underprepared for HE. Characterised by sporadic attendance and low level of commitment. Poor academic achievers, more skilful teaching practice required. Change in teaching style and method. (All sites)	Changing student expectations, require a personalised service with more feedback, bite size pieces of learning, at a time, place and pace convenient to them (Sites A, C, D). Ensure programmes are attractive to learners. (Sites A,B,C)	Administrative burden increased but lack clear sense of the purpose. Considered unproductive and time wasting. Increased workload and intensity of work. Increased expectation to engage in CPD in T&L. Workload model 16-18 hours dominates daily routines (all sites). SSR and ISSE absent from discourse.
Research	Universal access and growth in the sector has reduced the time (quality and quantity) available for research. Teaching dominates daily routines. (All sites)	IoTs and TUs seek to build reputation and status through research output and attract funding and students (Sites A,C,D). Academics lack networking opportunities to engage in research collaborations (All sites).	Pressure to complete doctorates to meet system metrics in transformation agenda (Sites C and D). Lack of incentives to encourage research only given lip service. No reward for research activity. Additional to full teaching load. (All sites)
Service	Large numbers of diverse learners presenting with complex issues. Academics feel poorly prepared to deal with them adequately. Pastoral care aspect very time consuming and demanding. (All sites)	Student success mantra now dominating and requiring enhanced focus on service elements. Open door policy (site A) Employability and work ready key (All sites)	Greater emphasis on retention and progression. (All sites) Considered HoD responsibility.

This research reveals the pervasive influence of context on academic roles in IoTs/TUs as awareness of the impact of these macro drivers and institutional policies vary considerably. Massification emerges as the most significant of the change drivers for the academics in this study. By contrast, managerialism is more significant for the HoDs. Thus, perspectives vary. This research also exposes the divergence between institutional policy expectations and the reality of daily practice. The academics in this study tended not to associate many changes within the broader context rather, adopt a more nuanced and parochial perspective by expressing concerns at the pressures of increased student numbers, the diversity of students, the increased administrative duties, growing workloads, challenge of becoming research active and the supports now required to retain diverse learners. HoDs tend to adopt a more holistic and strategic perspective. They are also more likely to refer to system requirements and the transformation agenda (Sites C and D).

Academics' perceptions of their roles are heavily influenced by how an individual sees their own role within their organisational context and in relation to the interpretation and implementation of macro and meso level policies. In essence, academics are performing a delicate balancing act to take account of the competing policy and institutional demands within their own context. This explains the acceptance of some initiatives (access and participation) and the more muted and nuanced reaction to others (TU status, CPD, research output).

Traditional academic roles in the sector revolved primarily around teaching and there was no research expectation. Prior to 1992 (when the sector was re-designated from RTC to IoT), the practitioner element and practical experience rather than academic qualifications was highly valued. This is now fundamentally changing as credentialism is creeping in and doctoral qualifications are increasingly sought reflecting the ambitions of the IoTs/TUs to emulate the universities.

7.1.5 The Role of Teaching

The evolving role of teaching is revealed in this research. Institutional policies reveal a renewed emphasis on teaching within the IoTs and TUs in the current study and this is also reflected in the perspective of the academics. The academics are deeply committed to teaching and facilitating learning is a core value. The academics in this research possess a deep sense of obligation and service to their students with a strong desire towards making a contribution. This study confirms the centrality of teaching within the case study sites and the increasing significance of professional teaching practice as learners require enhanced support to succeed academically. This research revealed that teaching is now more challenging and demanding

due in part to the changing profile of the learner. Allied to this, the promotion of access and participation is changing teaching practice. Student expectations have also altered resulting in changes to teaching and delivery approaches in the sector such as a more facilitative style of teaching and modifying assessment practices. Despite this however, the low status of teaching persists. There remains a lack of formal recognition (from management) for teaching and an absence of a career framework which frustrates many academics. The workload model dominates academic practice in the sector and is considered problematic and no longer fit for purpose. A more agile and flexible contract reflecting changes in the sector is widely acknowledged as necessary from both HoDs and academics. It is argued that the lingering impact of austerity measures combined with the growth in student numbers may have reduced the impetus to address workload issues in the sector.

7.1.6 The Role of Research

This study revealed that research is now an increasing priority but it occupies a precarious and problematic position as considerable constraints persist. There remains a lack of incentives for academics to become research active and no sanction for inactivity. Academic contracts in the sector quantify teaching obligations rather than research activity. This is compounded by the absence of promotional pathways for research active staff and the current workload model which requires academics to undertake research in addition to their full teaching load. In combination these factors act as severe disincentives for academic staff to become research active. There is a pragmatic acceptance that the current role is not conducive to research from both the academics and their Managers. Paradoxically, the institutional rhetoric and ambition tends to be firmly on both growing student numbers and research output and profile which highlights the gap between the official and unofficial stories. This has effectively created a double edged sword for academics where expectations around effective teaching dominates the reality set against a backdrop of increasing pressure to be research active. Research remains a peripheral activity only undertaken by a minority who are sufficiently motivated and determined. Lofty ambitions are unlikely to be realised unless there is a significant change to work practises and a career framework which incentivises and rewards research activity. Enabling and facilitating more research may enrich the experience of work for academics. It may add prestige, status and build reputation as well as enhance job satisfaction. This requires the workload model to be re-assessed. Otherwise academics will become frustrated and disenchanted viewing research as distracting from their teaching.

7.1.7 The Role of Service

This research revealed the changing role of service as it remains the neglected child of academic roles. It is argued the service role is the most challenging of the three academic roles explored in this research as it is the most complex and least clearly defined. The academics consistently report feeling poorly equipped to deal with the complexity and range of issues that students now present. The argument emerges that the pastoral care elements of dealing with diverse student cohorts have fundamentally altered realities on the ground. The role of service has expanded considerably as there is a blurring of roles between service and teaching. Where one activity ends and the other starts lacks clarity.

There is a simultaneous unbundling and re-bundling of academic roles evident in this research. It is asserted that the move to a more student centred approach has altered academic roles re-focusing attention on the centrality of the student experience.

7.1.8 Staff Development

Finally, engagement in staff development remains entirely voluntary in the sector although that may change in the future. Some Institutional policies (Site A, C and D) now expect new recruits to complete CPD in learning and teaching. A minority of the academics in this research had participated in academic development programmes and perspectives tended to be positive in terms of the value it added. However, reluctance to participate in academic development persists. Encouraging experienced academics to actively engage in development opportunities will remain problematic until such participation is acknowledged as a requirement for future career progression. Linked to this there was a surprising lack of familiarity with the NF and the PDF amongst many of the academics in the study.

Academics require more institutional support in the area of student service reflecting the broader remit of their roles as expectations and demands are changing but current CPD provision is poor or non-existent.

This research reveals evidence of both continuity and change (Ylijoki and Ursin 2013) and of both divergence and convergence in academic roles. This study finds that academic roles in IoTs/TUs are more fluid, multifaceted and holistic (Rosewell and Ashwin 2019). This research reveals the blurred messy tangle of inter-related issues which impact on academic roles (Ylijoki 2014). Thus, simplistic views fail to adequately capture the full range and complexity of the daily roles experienced by academics in this study. A bricoleur or mosaic is evident in the current research as academic work is being re-configured and re-interpreted.

This research dispels the myth of the academic “all-rounder” similar to Macfarlane (2011b) and finds de facto para-academics focusing on elements of practice primarily involving teaching, service and to a much lesser extent research. This creates a rich tapestry of evidence which suggests a subtle and nuanced pattern of the complex and multifaceted nature of academic roles and practice. Although this varies depending on the context and the individual inclination of the academic. It is argued that there is some evidence of “disaggregation” of academic roles but in a slightly different way to that proposed by Macfarlane (2011b). It is less formal and more nuanced responding to particular context and individual inclination. In some respects, this represents a “silent revolution” as many of the academics in the present study reclaim their focus on teaching and the student experience through service at the expense of a diminished emphasis on research. The argument emerges that teaching and service are intrinsically linked in this context but specifically student and institutional service rather than higher status external service activities identified by Macfarlane (2007). The previous chapter explored the notion of the **flexible generalist** and this is a significant element of academic roles within the sector. This aspect relates specifically to both teaching allocations and service roles dealing with students rather than other aspects of the role such as research.

7.2 Contribution to Theory and Practice

This research highlighted in the key findings has revealed that academic roles in IoTs/TU are frequently over-looked and under theorised. It is acknowledged that the literature has contributed to providing a clear account of the changes driving HEIs there has been relatively little work on the impact of these initiatives on everyday academic roles in an Irish IoT/TU context. This research attempts to shed some light on this area and raise awareness into how these elements of the HE landscape and institutional context are impacting upon the everyday role of academics in IoTs/TUs. Academics are rarely asked about their own experience of working in HE. Based on the evidence revealed in this research, sustained contextual change is re-shaping many aspects of the role of the academic in the IoT/TU sector. Academics in this study are not universally “all-rounders”. Rather, they prefer to focus on teaching, service and to a lesser extent research essentially as flexible generalists. This process represents an unbundling and re-bundling to respond to the altered context. This research reveals the service role emerges as the most challenging and neglected academic role amongst academics in this

study. This research exposes a blind spot in Institutional and national policies around the significance of the service role within an IoT/TU context.

This research provides insight into the experience at the coal-face and should support HE policy makers, Academic managers, HR managers and the academics themselves realise the complex range of tasks that coalesce to form current roles.

This research provides a tangible contribution through gaining an insight into professional roles and perceptions from the perspective of experienced, full-time academic staff in Irish IoTs and TUs. In advance of these final implications it is important to re-iterate the findings should be considered in their context and their limitations acknowledged.

For policy makers this research highlights the need to consider unintended consequences in a system that is already struggling with severe resource constraints. For HR and Academic Managers this research highlights the delicate balance that needs to be struck in terms of maximizing individual contribution towards achieving a shared vision, mission and strategy of the individual HEI. For individual academic staff the findings could act as a compass to help them navigate the complex web of academic roles. It may encourage them to be better informed around expectations and to be more strategic about where to exert more time and discretionary effort.

7.3 Limitations, Scope and Parameters

All research is limited in some respect. Limitations may arise in relation to the characteristics of design or methodology which can then influence the application or interpretation of the findings. This is a small scale interpretivist study amongst a small sample of academics in Irish IoTs and TUs thus, it can be asserted that the parameters and scope of the research by its very nature are limited and contextually bound. Limitations to this study also include the choice of Institutes used for the research, the primary focus on experienced full time academics, using case study as a methodology, the time sensitivity of the research and my own personal reflexivity within the study.

There were four IoT/TUs selected in this research. These were purposively selected due to their geographic location (East of Ireland) and the relationships that previously existed in terms of internal contacts with academic staff members.

The primary focus on experienced academics may be considered a limitation. The inclusion of early, mid and late career staff could have provided a broader perspective and may have challenged some of the findings. In addition, only full time academic staff were included in the current study which could represent a further limitation. HE is increasingly reliant on periphery part time and contract academic staff. It is conceded that such staff would most likely differ in their perspective of evolving roles. However, as previously outlined experienced, full time, academics represent the largest core group of academic staff within the sector and were the best placed to respond to the central questions under investigation in this study. Constraints of time and resources further prevented a larger scale study.

The methodology may also present another limitation. A range of methodologies and research methods were explored in the design of the present study. The case study was selected as the most appropriate and the limitations were outlined in Chapter 4. Case study methodology is frequently criticised for lacking generalizability. However, it is argued this was not problematic for this research as the intention was never to produce representative results or generalise the findings with the entire HE sector. The purpose of this research is to make a contribution in terms of understanding the evolution of academic roles in a specific context in Ireland and to generate some practical findings that may be of value to those working in the IoT/TU sector. The findings do not claim to be sufficiently reliable to be generalised but they may be pertinent and potentially have application beyond the specific local context. The findings contribute to a greater awareness and understanding of the evolving roles of Irish academics in IoTs/TUs. It is hoped this research will help to inform and raise awareness of the missing voice of the IoT/TU academic and support their contribution.

The time sensitive nature of this research may be a further limitation. The semi-structured interviews were conducted during the months of June- November 2019 in the various campuses included in the case studies. This reflects a period of unparalleled change and upheaval for two of the case studies included in this study (Site C and D) as they were becoming the first TU in the country. The impact of much of the change was still uncertain and this is reflected in the responses and reactions from the academics. In addition, in late Autumn 2019, Site A subsequently re-considered its initial decision to remain as an IoT and is now actively seeking TU status. The outbreak of the COVID 19 pandemic was also not captured in this research. It could be argued that perspectives may have changed since the data was collected and new unanticipated areas emerge which were not evident in the present study.

Finally, a common limitation of insider qualitative research is that of personal reflexivity. It is important to declare that my own personal context and professional biography will have impacted on my analysis and interpretation of the data.

7.4 Recommendations for Policy and Practice

The primary audience for this research is HE policy makers, HR and Academic managers, and the academics themselves. This discussion sets out the possible implications and recommendations for policy and practice for each of the stakeholders identified.

7.4.1 HE Policy Makers

HE policy makers need to engage in meaningful dialogue with the IoT/TU sector to carefully re-consider national contracts to ensure that they are sufficiently responsive and agile to adapt to future developments as the sector evolves. This requires the development of an equitable work load model and revised contract to be agreed in consultation with all stakeholders which provides for holistic contributions from academic staff. In tandem with the revised workload model, the development of a broader career framework which facilitates and rewards horizontal and vertical career movement allowing academics to focus on teaching, research and service in a flexible manner. This would enable individual academics to alter the balance of activities throughout their career. Such a revised career framework for academic staff would provide career advancement opportunities in a broader sense beyond solely academic management.

7.4.2 HR Managers and Academic Managers

HR and academic managers must ensure high quality communications to staff of key strategic priorities and ongoing two-way communication. HR and Academic Managers should ensure meaningful staff consultation and participation through active engagement with the academic trade unions or other representative bodies to ensure involvement and participation of academic staff. This should include the development of more opportunities for academic staff to actively engage in decision making beyond departmental level.

This research highlights the importance of holistic staff development which is finely tuned to meet the evolving needs of the academic community in the sector. The provision of a broad range of formal and informal supports across the domains of teaching, research and service for

academic staff is recommended. In addition, the provision of more opportunities for academics to network within the HE sector and build career capital is suggested.

Incentives for academic staff should be developed (through the revised workload model and career framework) to engage in ongoing career development opportunities.

Academic and HR managers should provide and explore a wide range of opportunities for professional and disciplinary development for staff to spend time in industry through sabbaticals or structured placements.

There is a requirement for greater incentives that reward key areas of strategic importance which will direct behaviour accordingly. HR and Academic Managers should work towards developing high status rewards for the achievement of key goals for academic staff in areas such as industry engagement, academic research and teaching excellence. This may include teaching fellowships, Presidents awards for excellence and teaching champions across the sector.

HR and Academic Managers must continue to manage in a collegial manner maintaining high trust relations emphasising collegiality and ensuring that decision making is through consent rather than compliance. Academic Managers need to appreciate the unique motivators for academic staff and ensure job satisfaction through a focus on intrinsic rewards such as personal advancement and growth. Stimulating and satisfying roles for academics is critical and the provision of autonomy and discretion. Academic Managers need to work towards reducing role ambiguity and creating clarity around expectations.

Finally, the administrative burden needs to be explored in relation to developing work processes that could relieve stress and the time consuming nature of the tasks.

7.4.3 Academic Staff

The case studies collectively revealed that academic staff need more Institutional support in order to be more strategic about their own development. The academics in this study need to ensure they are well informed about major changes in the sector. Academics could adopt a developmental, capacity and capability building approach and proactively engage in career building opportunities when they arise. This would facilitate them to contribute to the creation of an open and dynamic academic community.

7.5 Future Agenda and Scope for Further Study

In some respects, this research raises more questions than it answers and many of the findings merit further investigation through alternative lenses.

- There is scope for a broader study encompassing a wider range of Institutes and geographic area with those that have already merged and become TUs as well as those on their journey. It is likely that there may be a range of issues emerging from that transition and process.
- Another area worthy of further investigation might be to explore academic roles specific to different career stages such as early, mid and late career academics as it is possible that the perception of roles may vary at different career stages. In addition, there is also scope for the application of a gender lens, which could be further evaluated into the future as it may be possible that both career stage and gender impact on the perception of roles.
- This study focused exclusively on full time academics but part time staff (who are an increasingly common part of provision) may have alternative perspectives and provide additional insight.
- Finally, this study uniquely focused on public sector providers, there is an argument that private sector providers are increasingly encroaching on the spectrum of HE provision. Their reliance on part time and temporary staff is very substantial. Equally, the role that full time academic staff play within those providers may be radically different from their colleagues in the public sector.

7.6 Concluding Remarks

Taysum (2006, p.328) asserts that the Ed.D “connects theory and practice rigorously”, creating the concept of the scholarly professional rather than the professional scholar. The Ed.D process has enabled the researcher to develop and progress as a scholarly professional.

This write up was largely completed during the COVID19 pandemic. The global pandemic resulted in the sudden and unprecedented closure of all HEIs in March 2020 and all teaching migrated online with immediate effect. Academic staff were obliged to engage not only with their discipline area but also grapple with technology, online delivery and instructional design

issues for the radically altered “new normal”. It could be argued that COVID 19 will act as a catalyst for a fundamental change in academic roles. Maybe roles will have to be further re-imagined in terms of how HE is delivered and experienced in the future. This is likely to have a far reaching and enduring impact upon academic roles.

Finally, it was a privilege to undertake this research which was only feasible due to the enthusiastic participation and engagement of the interviewees. Their willingness and generosity in sharing their everyday experiences made this research possible. It is hoped that this study may spark further research and investigation into the evolution of academic roles during this time of sustained and rapid change in the sector.

References

- Altbach, P. G., Reisberg, L. Rumbley, L.E. (2009). Trends in global higher education: Tracking an academic revolution. France, UNESCO
- Angervall, P., Beach, D. (2020): "Dividing academic work: gender and academic career at Swedish universities", *Gender and Education*, 33 (3), pp.347-362 DOI: 10.1080/09540253.2017.1401047
- Anfara, V. Brown, K.M., Mangione, T. (2002) "Qualitative analysis on stage: Making the research process more public", *Educational Researcher*, 31(7), pp.28-38.
- Archer, L. (2007) "Diversity, equality and higher education: a critical reflection on the ab/uses of equity discourse within widening participation", *Teaching in Higher Education*, 12(5-6), pp.635-653.
- Archer, L. (2008a) "The new neoliberal subjects? Young/er academics' construction of professional identity", *Journal of Education Policy*, 23 (3), pp.265–85.
- Archer, L. (2008b) "Younger academics' construction of 'authenticity', 'success', and professional identity", *Studies in Higher Education*, 33 (4), pp.385–403.
- Badley, G.F. (2016) "Composing academic identities stories that matter?" *Qualitative Inquiry*, 22 (5), pp.377-385.
- Bailey, R. (2013) "Exploring the engagement of lecturers with learning and teaching agendas through a focus on their beliefs about, and experience with, student support", *Studies in Higher Education*, 38(1), pp 143-155.
- Baker, SE. Edwards, R. (2012). "How Many Qualitative Interviews Is Enough?", in S. E. Baker and R. Edwards, (eds.), *How Many Qualitative Interviews is Enough? Expert Voices and Early Career Reflections on Sampling and Cases in Qualitative Research* Available from: http://eprints.ncrm.ac.uk/2273/4/how_many_interviews.pdf
- Bamber, V. and Anderson, S. (2012) "Evaluating learning and teaching: institutional needs and individual practices", *International Journal for Academic Development*, 17 (1), pp5-18. DOI: 10.1080/1360144X.2011.586459
- Bamber, V. (2009) "Framing development: Concepts, Factors, Challenges in CPD Frameworks for Academics", *Practice and Evidence of Scholarship of Teaching and Learning in education*, 4 (1) pp.4-25.
- Barnett, R. (2000) *Realizing the university in an age of supercomplexity*. Maidenhead: McGraw- Hill/Open University Press.
- Barnett, R. (2003) *Beyond all reason: living with Ideology in the University*. The Society for research and Higher education. Open University Press.
- Barnett, R. (2005) *Re-shaping the University, New relationships between Research, Scholarship and Teaching*. Open University, McGraw-Hill.

Barnett, R. (2016) ‘*Policy, what policy?*’, in P. John and J. Fanghanel (eds.) *Dimensions of Marketisation in Higher Education*, London: Routledge, pp. 223–232.

Barnett, R. and. Di Napoli, R. (2008) Introduction in R. Barnett and R. Di Napoli ed., *Changing identities in Higher Education*, 1–8. London: Routledge

Barter, C. and Renold, E. (1999) “The use of vignettes in qualitative research”, *Social Research Update*, 25. Available online at: <http://sru.soc.surrey.ac.uk/SRU25.html> [accessed on 12 February 2019]

Baruch, Y. (2013) "Careers in academe: the academic labour market as an eco-system", *Career Development International*, 18, (2), pp. 196-210.

Başkarada, S. (2014) “Qualitative Case Study Guidelines (October 19,). Qualitative case studies guidelines”, *The Qualitative Report*, 19(40), pp.1-25. Available at SSRN: <https://ssrn.com/abstract=2559424>

Bassey, M. (1999) *Case Study Research in Educational Settings*. Buckingham and Philadelphia: Open University Press

Bay, D. and Daniel, H. (2001) “The Student Is Not the Customer—An Alternative Perspective”, *Journal of Marketing for Higher Education*, 11(1), pp1-19, DOI: 10.1300/J050v11n01_01

Baxter, P., & Jack, S. (2008). “Qualitative Case Study Methodology: Study Design and Implementation for Novice Researchers”. *The Qualitative Report*, 13(4), 544-559. Retrieved from <https://nsuworks.nova.edu/tqr/vol13/iss4/2> [accessed on 29 July 2020]

Bazeley, P. (2009) “Analyzing qualitative data: More than identifying themes”, *The Malaysian Journal of Qualitative research*, 12(1) pp. 6-21.

Bazeley, P. and Jackson, K. (2013) *Qualitative data analysis with Nvivo 2nd edition* Sage.

Beecher, T. Trowler, P. (2001) *Academic Tribes and Territories 2nd edition* Intellectual Inquiry and the culture of disciplines. The society for research into Higher education and University Press.

Beijaard, D., Meijer P.C., and. Verloop, N. (2004). “Reconsidering research on teachers’ professional identity”, *Teaching and Teacher Education*, 2 pp. 107–28.

Bell, J. (2010) *Doing Your Research Project*. (5th Edition). Berkshire, GBR: McGraw-Hill Education.

Bennett, R, Hobson, J, Jones, A, Martin-Lynch P, Scutt, C, Strehlow, K. & Veitch, S. (2016) “Being chimaera: a monstrous identity for SoTL academics”, *Higher Education Research & Development*, 35 (2), pp. 217-228. DOI:10.1080/07294360.2015.1087473

Bentley, P.J., Coates, H., Dobson, I.R., Goedegebuure, L., Meek, V.L. (2013) “Academic Job Satisfaction from an International Comparative Perspective: Factors Associated with

Satisfaction Across 12 Countries” in: Bentley P., Coates H., Dobson I., Goedegebuure L., Meek V. (eds) *Job Satisfaction around the Academic World. The Changing Academy – The Changing Academic Profession in International Comparative Perspective*, 7. Springer, Dordrecht

BERA, (2011) British Educational Research Association, Guidelines for Educational Research. London: BERA

Berg, B. (2004) *Qualitative research methods for the social sciences*. (fifth edition). Boston: Pearson Education Inc.

Berger, R (2015) “Now I see it, now I don’t, researchers position and reflexivity in qualitative research”, *Qualitative research*, 15 (2), pp. 219-234.

Biggs, J. (2003). *Teaching for Quality Learning at University*. 2nd edition. Buckingham: SRHE & Open University Press.

Billot, J. and King, V. (2015) “Understanding academic identity through metaphor”, *Teaching in Higher Education*, 20 (8), pp.833-844. DOI: 10.1080/13562517.2015.1087999

Billot, J. (2010) “The imagined and the real: identifying the tensions for academic identity”, *Higher Education Research & Development*, 29 (6), pp.709-721, DOI:10.1080/07294360.2010.487201

Blackmore, P. (2016). “Why Research Trumps Teaching and What can be Done About It.” in *Tackling Wicked Issues: Prestige and Employment Outcomes in the Teaching Excellence Framework*, edited by P. Blackmore, R. Blackwell, and M. Edmondson, 9–37. Oxford Occasional Paper 13.

Blackmore, P. and Blackwell, R., (2003) “Academic roles and relationships” in: R. Blackwell and P. Blackmore, eds. *Towards strategic staff development in Higher Education*. England: SRHE & McGraw-Hill, pp.16-28.

Blackmore, P. and Kandiko, C. B. (2011) “Motivation in academic life: a prestige economy,” *Research in Post-Compulsory Education*, 16 (4) pp.399-411, DOI: 10.1080/13596748.2011.626971

Blaikie, N. (2007). *Approaches to Social Enquiry*. 2nd edition Cambridge: Polity Press

Blanchflower, D. G. and Oswald, A. J. (2008) “Is Well-Being U-shaped Over the Life Cycle?” *Social Science & Medicine*, 66 (8), pp.1733–1749.

Boud, D. (1999) “Situating academic development in professional work: using peer learning” *International journal for academic development*, 4(1), pp.3-10.

Bowen, G. (2009) “Document analysis as a qualitative research method”, *Qualitative Research Journal*, 9 (2), pp.27-40.

Boyd, C. M., Bakker, A. B., Pignata, S. Winefield A. H, Gillespie,N., and. Stough, C. (2011). “A Longitudinal Test of the Job Demands–Resources Model among Australian University Academics”. *Applied Psychology: An International Review*, 6, pp.112–140. doi:10.1111/j.1464-0597.2010.00429.x.

Boyd, P. and Smith, C. (2016) “The contemporary academic: orientation towards research work and researcher identity of Higher Education lecturers in the health professions”, *Studies in Higher Education*, 41(4), pp. 678-695, DOI: 10.1080/03075079.2014.943657

Boyer, E.L. (1990). “Scholarship reconsidered: Priorities of the professoriate”, *College Teaching*, 39 (1), pp.11–13.

Boyne, G. A. (2002) “Concepts and indicators of local authority performance”. *Public money and management*, 22 (2) pp.17-24.

Bradbury-Jones, C., Taylor, J. and Herber, O. R. (2014) ‘Vignette development and administration: a framework for protecting research participants’, *International Journal of Social Research Methodology*, 17(4), pp. 427–440. doi: 10.1080/13645579.2012.750833

Bradbury Jones, C. (2007) “Enhancing rigour in qualitative healthcare research: Exploring subjectivity through Peshkins I’s” *Journal of Advanced Nursing*, 59 (3) pp.290-298.

Braun, V. and Clarke, V. (2006) “Using thematic analysis in psychology”, *Qualitative Research in Psychology* 3 (2) pp 77-101.

Brennan, J. (2007) The Academic Profession and Increasing Expectations of Relevance, ed Kogan M and Teichler, U. Werkstattberichte in *Key Challenges to the Academic Profession*, series. Kassel, Germany. International Centre for Higher Education Research.

Brew, A., Boud, D. Lucas, L. and Crawford, K. (2018a) “Academic artisans in the research university”. *Higher Education*, (00181560), 76(1), pp.115–127. <https://doiorg.dcu.idm.oclc.org/10.1007/s10734-017-0200-7>

Brew, A. Boud, D. Crawford, K. and Lucas, L. (2018b) “Navigating the demands of academic work to shape an academic job”, *Studies in Higher Education*, 43 (12), pp.2294-2304, DOI: 10.1080/03075079.2017.1326023

Brew, A, and Boud, D. (1995) *Teaching and Research: Establishing the Vital Link with Learning Higher Education*, Apr, 29, (3), pp. 261-273 Published by: Springer

Brew, A., Boud, D. Un Namgung, S. (2011) “Influences on the formation of academics: The role of the doctorate and structured development opportunities”, *Studies in Continuing Education*, 33(1), pp.51-66.

Brew, A, Boud, D. Lucas, L., Crawford, K. (2017) “Responding to University Policies and initiatives. The role of reflexivity in mid-career academic” *Journal of Higher Education Policy and Management*, 2017 39(4), pp. 378–389. <https://doi.org/10.1080/1360080X.2017.1330819>

Bryson, C. (2004) “What about the workers? The expansion of Higher Education and the transformation of academic work” *Industrial Relations Journal*, 35 (1), pp.38-57.

Bryman, A. (2004) "Qualitative research on leadership: A critical but appreciative review". *The Leadership Quarterly*, 15 pp.729-769.

Bryman, A. (2016) *Social Research Methods* 5th edition Oxford University Press.

Bryman, A. and Lilley, S. (2009) "Leadership researchers on leadership in higher education". *Leadership*, Sage Publications.

Bunce, L., Baird, A and Jones, S.E. (2017) "The student-as-consumer approach in higher education and its effects on academic performance", *Studies in Higher Education*, 42 (11), pp. 1958-1978 DOI:10.1080/03075079.2015.1127908

Burrell, G. and Morgan, G. (1979). *Sociological paradigms and organizational analysis*. London: Heinemann Educational Books.

Byrne, M. Chughtai, A.A. Flood, B. Willis, P. (2012) "Job satisfaction among accounting and finance academics: empirical evidence from Irish Higher education institutions", *Journal of Higher education policy and management*, 34 (2), pp.153-167.

Calvert, M., Lewis, T., Spindler, J. (2011) "Negotiating professional identities in Higher Education, dilemmas and priorities for academic staff". *Research in Education*, 8 pp.25-38.

Cannizzo, F (2018) "You've got to love what you do. Academic labour in a culture of authenticity". *The sociological review*, 2018 66(1) pp.91-106

Cardoso, S. Rosa, M J & Stensaker, B. (2016) "Why is quality in higher education not achieved? The view of academics", *Assessment & Evaluation in Higher Education*, 4(6) pp. 950-965, DOI: 10.1080/02602938.2015.1052775

Castellacci, F & Viñas-Bardolet, C. (2020): "Permanent contracts and job satisfaction in academia: evidence from European countries", *Studies in Higher Education*, DOI: 10.1080/03075079.2019.1711041

Cavani O'Reilly, J.S. (2017) 'Do you ever get this feeling...?' University teacher narratives from a research-led university". Unpublished Ed.D thesis. University of Glasgow

Cheater, A. P. (1987). The anthropologist as citizen: The diffracted self. in A. Jackson (Ed.), *Anthropologist at home* (pp. 164-179). London: Tavistock.

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), pp.259-271.

Churchman, D. (2006). "Institutional commitments, individual compromises: Identity-related responses to compromise in an Australian university". *Journal of Higher Education*, 28(1) pp.3-15.

Churchman, D. King, S. (2009) "Academic practice in transition: Hidden Stories of academic identities", *Teaching in Higher Education*, 14 (5) pp 507-516.

- Christensen, M. Morten, Dyrstad, J.M. & Innstrand, S.T (2020) “Academic work engagement, resources and productivity: empirical evidence with policy implications”, *Studies in Higher Education*, 45(1), pp.86-99, DOI: 10.1080/03075079.2018.1517304
- Clancy, P. (2015) *Irish Higher Education: a comparative perspective*. Institute of Public Administration.
- Clarke, C., (2009) “An introduction to interpretative phenomenological analysis: A useful approach for occupational therapy research”. *British Journal of Occupational Therapy*, 72(1), pp.37-39.
- Clarke, M (2015) “Creating a supportive working environment in European Higher Education”, Education International Research Institute.
- Clarke, M., Drennan, J., Harmon, D., Hyde, A., & Politis, Y. (2015a) The academic profession in Ireland. Dublin: University College Dublin.
- Clarke M., Drennan J., Hyde A., Politis Y. (2015b) Academics’ Perceptions of Their Professional Contexts. In: Fumasoli T., Goastellec G., Kehm B. (eds) *Academic Work and Careers in Europe: Trends, Challenges, Perspectives. The Changing Academy – The Changing Academic Profession in International Comparative Perspective*, vol 12. Springer, Cham. https://doi.org/10.1007/978-3-319-10720-2_6
- Clarke, M. Kenny, A., Loxley, A. (2015) “*Creating a supportive working environment for academics in higher education*” Country report Ireland. Irish federation of university teachers, Teachers Union of Ireland and education international research <http://www.ifut.ie/content/creating-supporting-working-environment-academics-higher-education>
- Clarke, M., Drennan, J., Hyde, A., & Politis, Y. (2018) “The impact of austerity on higher education faculty” *Higher Education*, 75 pp.1047-1060
- Clarke, M. Hyde, A., Drennan J. (2013) “Professional Identity in Higher education” in. Kehm, B. M Teichler U. (eds.), *The Academic Profession in Europe: New Tasks and New Challenges, The Changing Academy – The Changing Academic Profession in International Comparative Perspective* 5, DOI 10.1007/978-94-007-4614-5_2,
- Clandinin, D.J. Connelly, F.M (2000) *Narrative Enquiry: Experience and Story in Qualitative Research*, San Fransisco. Jossey-Bass Publishers.
- Clegg, S. (2008) “Academic identities under threat”, *British Educational Research Journal*, 34 (3) pp.329-345.
- Coate, K.& Kandiko Howson, C. (2016) “Indicators of esteem: gender and prestige in academic work”, *British Journal of Sociology of Education*, 37 (4) pp.567-585, DOI:10.1080/01425692.2014.955082
- Coaldrake, P. and Stedman, L. (1999). “Academic Work in the Twenty-First Century: Changing roles and policies”. Occasional Paper Series, Commonwealth of Australia. Department of Education, Training and Youth Affairs.

- Coghlan, D. and Shani, A.B. (2008) "Insider Action Research: The dynamics of developing new capabilities" in P. Reason & H. Bradbury (Eds.), *Handbook of action research: Participative inquiry and practice* pp. 643-655. London: Sage
- Cohen, L Manion, L., Morrison, K., (2011) *Research Methods in Education* Routledge
- Coleman, M. (2012) Interviews in Research methods ed Briggs A.R, Coleman M., Morrison M in *Educational Leadership and Management*. Sage 3rd edition
- Conway, A. (2009) "Giving adult learners a voice after the inquest: A review of a mixed method approach to educational research". Working paper submitted as partial fulfilment of the EdD at the University of Sheffield. available from <http://arrow.dit.ie/tfschhmtcon>
- Coolahan, J. (1981). *Irish Education: Its History and Structure*. Dublin: Institute of Public Administration
- Corbin-Dwyer, S and Buckle, J. (2009) "The Space between on being an insider-outsider in qualitative research", *International Institute for Qualitative Methodology, IIQM*
- Cottrell, S. (2001) *Teaching study skills and supporting learning*. Basingstoke, UK: Palgrave.
- Craig, D. (2014) "Would you like service with that?" *Journal of Higher Education Policy and Management*, 36 (3), pp.293-304
- Crotty, M. (1998) *The foundations of social research: Meaning and Perspective in the research process*, Sage.
- Cresswell, J. (1994) *Research Design: Qualitative and Quantitative Design*. Sage, Thousand Oaks, CA
- Cresswell, J. (2003) *Research Design: Qualitative and Quantitative Design* 2nd edition Sage, Thousand Oaks, CA
- Cresswell, J. (2013) *Qualitative, Quantitative and Mixed Methods Approaches Inquiry and Research Design: Choosing Among Five Traditions*. 3rd Edition Sage, Thousand Oaks, CA
- Cresswell, J. (2014). *Research Design: Qualitative and Quantitative Design* 4th Edition, Sage, Thousand Oaks, CA
- Connelly, F., & Clandinin, D. (1990). "Stories of Experience and Narrative Inquiry". *Educational Researcher*, 19(5), pp.2-14.
- Denscombe, M. (2010) *Good Research Guide: For small-scale social research projects* (4th Edition). Berkshire, GBR: McGraw-Hill Education.
- Denscombe, M. (2014) *The good research guide: for small-scale social research projects*. 5th ed. Maidenhead: Open University Press, 2014

Denovan, A. Macaskill, A.(2013) “An interpretive phenomenological analysis of stress and coping in first year undergraduates”. *British Educational Research Journal*. 39(6), pp.1002–1024 DOI: 10.1002/berj.3019

Denzin, N.K. and Lincoln, Y.S. (2011) Introduction: The Discipline and Practice of Qualitative Research in *The Sage Handbook of Qualitative Research* 4th edition. eds Denzin N & Lincoln Y. Sage.

Denzin, N. K. and Lincoln, Y. S. (eds.) 1998 Handbook of qualitative research. Thousand Oaks, CA: Sage

Denzin, N. K., & Lincoln, Y. S. (Eds.). (1994). *Handbook of qualitative research*. Sage Publications, Inc

Denzin, N. K., and Lincoln, Y. S. (2005). *Introduction: The Discipline and Practice of Qualitative Research*. In N. K. Denzin & Y. S. Lincoln (Eds.), *The Sage handbook of qualitative research* (p. 1–32). Sage Publications Ltd.

DES, Department of Education and Skills. (2011). National strategy for higher education to 2030. Retrieved from <https://www.education.ie> [accessed on 31 July 2017]

DES, Department of Education and Skills, (2015) The role value and scale of Higher Education in Ireland. Discussion paper Expert group on future funding for Higher Education. <https://www.education.ie> [accessed on 31 July 2017]

DES, Department of Education and Skills, (2016) Action Plan for education Strategy statement 2016-2019. <https://www.education.ie> [accessed on 31 July 2017]

DES, Department of Education and Skills. (2016a). Investing in national ambition: A strategy for funding higher education. Retrieved from <https://www.education.ie> [accessed on 31 July 2017]

DES, (2016b). Ireland's National Skills Strategy 2025. Department of Education & Skills, Available from: https://www.education.ie/en/Publications/Policy-Reports/pub_national_skills_strategy_2025.pdf [accessed on 31 July 2017]

DES, Department of Education and Skills (2018). Key System Objectives for the Higher Education System 2018-2020. Dublin. Available at:<https://www.education.ie/en/Publications/Education-Reports/higher-education-systemperformance-framework-2018-2020.pdf> [accessed on 31 July 2017]

Denny, K. (2014). “The effect of abolishing university tuition costs: Evidence from Ireland”. *Labour Economics*, 26, pp.26-33.

Donnelly, R. (2009) “Supporting teacher education through a combined model of philosophical, collaborative and experiential learning” *Journal of the scholarship of teaching and learning*, 9 (1) pp.35-63.

Donnelly, R., Maguire, T. (2018) Ireland's Higher Education Teachers have a National Professional Development Framework, now what? The Universal Design and Higher Education in Transformation Congress (UDHEIT2018), Dublin, 2018.

Donnelly, R., Fitzmaurice, M., (2005) "Designing modules for learning" in *Emerging issues in the Practice of University Learning and Teaching*. ed . O'Neil, G., Moore, S., McMullin, B., AISHE readings no1 2005 pp.99-110.

Delucchi, M. and Korgen, K. (2002) 'We're the customer – we pay the tuition': student consumerism among undergraduate sociology majors". *Teaching Sociology*. pp.100-107.

Dowling-Hetherington, L. (2014a). "The changing demands of academic life in Ireland". *International Journal of Educational Management*, 28(2), pp.141-151.

Dowling-Hetherington, L. (2014b). "University Change in Ireland Understanding the 'What', the 'Why' and the 'How'", *Educational Management Administration & Leadership*, 44(2): pp.263-280. DOI 10.1177/1741143214549968.

Deaker, L. Stein, S. J. & Spiller D. (2016) "You can't teach me: exploring academic resistance to teaching development", *International Journal for Academic Development*, 21(4), pp.299-311, DOI: 10.1080/1360144X.2015.1129967

Deggs, D., and Hernandez, F. (2018). "Enhancing the Value of Qualitative Field Notes Through Purposeful Reflection", *The Qualitative Report*, 23(10), 2552-2560. Retrieved from <https://nsuworks.nova.edu/tqr/vol23/iss10/18>

Degn, L. (2018). "Academic sensemaking and behavioural responses exploring how academics perceive and respond to identity threats in times of turmoil", *Studies in Higher Education* 43 (2) pp.305-321.

Drake, P. (2010) "Grasping at methodological understanding: a cautionary tale from insider research", *International Journal of Research & Method in Education*, 33(1),pp.85-99, DOI:10.1080/17437271003597592

Dubbelt, L., Rispen, S. and Demerouti, E. (2016) 'Work engagement and research output among female and male scientists: A diary study', *Journal of Personnel Psychology*, 15(2), pp. 55–65. doi: 10.1027/1866-5888/a000150.

Eagle, L. and Brennan, R. (2007) "Are students customers? TQM and marketing perspectives", *Quality Assurance in Education*, 15 (1) pp.44 – 60
doi.org/10.1108/09684880710723025

Eisenhardt, K. M. (1989) 'Building Theories from Case Study Research', *Academy of Management Review*, 14(4), pp.532–550. doi: 10.5465/AMR.1989.4308385

Eisenhardt, K., & Graebner, M. (2007) "Theory Building from Cases: Opportunities and Challenges", *Academy of Management Journal*, 50(1), pp.25-32

- Ek, A.-C. Ideland, M. Jonsson, S. Malmberg, C (2013) ‘The tension between marketisation and academisation in higher education’, *Studies in Higher Education*, 38(9), pp.1305–1318. doi: 10.1080/03075079.2011.619656
- Elliott, J. (2005) *Using narrative approaches in social research: qualitative and quantitative approaches*. London: SAGE.
- English, J. F. (2005). *The economy of prestige*. Cambridge, MA: Harvard University Press
- ENQA, (2015) Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) 2015. Brussels: EURASHE.
- Entwistle, N. (2009). *Teaching for Understanding at University: Deep approaches and Distinct ways of Thinking*. London: Palgrave.
- EUA, (2018) Trends 2018 Learning and Teaching in the European Higher Education Area, Gaebel M. Zhang, T. <https://eua.eu/downloads/publications/trends-2018-learning-and-teaching-in-the-european-higher-education-area.pdf> [Accessed 19 October 2018]
- Feather, D. (2009) “Academic identities: Voices from the edge”. Doctorate of Education, The Business School, University of Huddersfield, Huddersfield.
- Feather, D. (2010) “A whisper of academic identity: an HE in FE perspective”, *Research in Post-Compulsory Education*, 15(2) pp.189-204, DOI: 10.1080/13596741003790740
- Feather, D. (2011) “Culture of HE in FE — exclave or enclave?” *Research in Post-Compulsory Education*, 16, pp.15–30.
- Feather, D. (2012) “Oh to be a scholar – an HE in FE perspective”, *Journal of Further and Higher Education*, 36(2), pp.243-261, DOI: 10.1080/0309877X.2011.614930
- Feather, D. (2015) “An alternative proposition to Lewis’ views on the ‘Constructions of professional identity in a dynamic Higher Education sector’, *Research in Post-Compulsory Education*, 20(3), pp.324-343, DOI: 10.1080/13596748.2015.1063300
- Feather, D. (2016) “Defining academic- real or imagined”, *Studies in Higher Education*, 41(1) pp.110-123.
- Feather, D. (2017) “Time! What’s that? You’re joking, I don’t have any!”, *Journal of Further and Higher Education*, 41(5), pp.706-716, DOI: 10.1080/0309877X.2016.1177169.
- Fitzmaurice, M. (2010) “Considering teaching in Higher Education as a practice”, *Teaching in Higher Education*, 15(1), pp. 45-55, DOI: 10.1080/13562510903487941
- Fitzmaurice, M. (2013). “Constructing professional identity as a new academic: A moral endeavour”, *Studies in Higher Education*, 38(4), pp. 613–622.
- Fitzgerald, T. (2012) Documents and document analysis, ed Briggs A.R, Coleman M., Morrison M Sage 3rd edition in *Educational Leadership and Management*.

Flannery, D. and Cullinan, J. (2017). Economics and Higher Education Policy in Ed Cullinan J. & Flannery D. *Economic Insights On Higher Education Policy in Ireland. Evidence From A Public System*. Palgrave MacMillan

Floyd, A. (2012) Narrative and life history in Research methods in Briggs A.R, Coleman M., Morrison, M.,ed *Educational Leadership And Management* Sage 3rd edition.

Flyvjerg, B. (2006) “Five misunderstandings about case study research”. *Qualitative Inquiry* 12 (2) pp.219-245.

Fowler, J. L., (2017) “Academics at work: mentoring in research, teaching, and service”, *International Journal for Academic Development*, 22(4),pp.319-330, DOI:10.1080/1360144X.2017.1310105

Frideres, J. (1992). Participatory research: an illusionary perspective in Frideres, J.S.(ed.) *A world of communities: participatory research perspectives*. North York,Ontario: Captus University Publications.

Gappa, J. M., Austin, A. E., and. Trice, A. G. (2007) *Rethinking Faculty Work: Higher Education’s Strategic Imperative*. San Francisco, CA: Jossey-Bass

Gee, P. (2014). *An Introduction to Discourse Analysis: Theory and Method*. Oxon: Routledge

Geertz, C. (1973) *The interpretation of cultures*. New York: Basic Books

Gillham, B. (2010) *Case Study Research Methods*. London, GBR: Continuum International Publishing.

Glaser, B. G. and Strauss, A.L. (1967). *The discovery of grounded theory: Strategies for qualitative research*. New York: Aldine de Gruyter.

Glaze, J (2002) “Ph.D. Study and the Use of a Reflective Diary: A Dialogue with Self”, *Reflective Practice*, 3(2), pp.153-166, DOI: 10.1080/14623940220142307

Gobo, G. (2004) “Sampling, Representativeness and Generalizability” in Seale, C., Gobo, G., Gubrium, J. F., and Silverman, D. (eds.) *Qualitative Research Practice*, London: Sage.

Goldingay, S.Lamaro Haintz, G, Ryan, J. Hitch, D & Macfarlane, S. (2017) “Australian social work academics’ perceptions of their teaching roles within higher education”, *Higher Education Research & Development*, 36(5),pp. 975-988, DOI:10.1080/07294360.2016.1263933

Gornitzka, A., Kyvik, S. and Larsen, I. M. (1998) “The Bureaucratisation of Universities”, *Minerva*, Vol. 36: pp. 21-47.

Government of Ireland (1967). Steering Committee on Technical Education (1967). Report to the Minister for Education on regional technical colleges. Dublin: The Stationery Office

Government of Ireland (2008) Report of the Special Group on Public Service Numbers and Expenditure Programmes, Dublin: The Stationery Office

Gourlay, L., (2017) “Student Engagement, ‘Learnification’ and the Sociomaterial: Critical Perspectives on Higher Education”, *Higher Education Policy*, 30 (1) pp.23-34

Gray, D., E., (2009) *Doing Research in the Real World* (Second Edition), London: Sage.

Greatbatch, D. and Holland, J. (2016) Teaching quality in higher education literature review and quantitative research , Department for Business, Innovation and Skills by HOST Policy Research <http://hdl.voced.edu.au/10707/410234>

Guba, E. and Lincoln, Y. (2005) Paradigmatic controversies, contradictions, and emerging confluences in: Denzin, N. and Lincoln, Y. (eds.) *The Sage Handbook of qualitative research* (third edition). Thousand Oaks, CA: Sage.

Guest, D.E. (2017) ‘Human resource management and employee well-being: towards a new analytic framework’. *Human Resource Management Journal* 27: 1, 22–38

Guest, G., Bunce A., Johnson, L. (2006) “How many interviews are enough? An experiment with data saturation and variability”, *Field Methods* 18, (1) pp59-82. DOI: 10.1177/1525822X05279903

Guilbault, M. (2018) “Students as Customers in Higher Education: the (Controversial) Debate Needs to End”, *Journal of Retailing and Consumer Services* (40) pp.295-298.

Gunn, V., and Fisk, A. (2013) Considering Teaching Excellence in Higher Education: 2007-2013: A Literature Review Since the CHERI Report 2007. Project Report. Higher Education Academy, York, UK.

Guzman Valenzuela, C., Barnett, R (2013) “Marketing time: Evolving timescapes in academia”, *Studies in Higher Education*, 38(8), pp.1120-1134.

Hagedorn, L. S. (2000). Conceptualizing faculty job satisfaction: Components, theories, and outcomes. in L. S. Hagedorn (Ed.), *New Directions for Institutional Research* (Vol. 2000, pp. 5-20). San Francisco: Jossey-Bass

Hagenauer, G. and Volet, S. E. 2014. “Teacher–student relationship at university: an important yet under-researched field”, *Oxford Review of Education* 40 (3) pp.370-388.

Haggis, T. (2003) “Constructing images of ourselves? A critical investigation into approaches to learning Research in Higher education”, *British Educational Research Journal*. 29,(1) pp.89-104.

Hamilton, L. and Corbett Whittier C.(2013) *Using Case Studies in Education Research*, Sage BERA London.

Harkin, S. Hazelkorn, E. (2015) Institutional Mergers in Ireland in *Mergers and Alliances in Higher Education International Practice and Emerging Opportunities*. Ed. Curaj, A, Georghiou, L Casingena Harper, J Egron Polak, .E and Egron-Polak,. Springer.

Harmon, C. (2017). Forward in *Economic Insights on Higher Education Policy In Ireland. Evidence from a Public System*. Ed Cullinan J. & Flannery D. Palgrave McMillan

Harris, S. (2005) “Rethinking academic identities in neo-liberal times,” *Teaching in Higher Education* 10 (4) pp.421–33.

Hazelkorn, E. (2012). “Restructuring the Irish Higher Education landscape” *International Higher Education* 69 Fall.

Hazelkorn, E (2013) “Has Higher Education Lost Control Over Quality?” Blog Post. *Chronicle of Higher Education*, 23rd. May.

Hazelkorn, E., (2014) “Rebooting Irish Higher Education: Policy challenges for challenging times”, *Studies in Higher Education* 39(8) pp1343-1354

Hazelkorn, E. & Massaro, V. (2010) “A Tale of Two Strategies for Higher Education and Economic Recovery: Ireland and Australia”. IMHE General Conference, OECD, Paris. 13th-15th September.

Hazelkorn, E., Moynihan, A. (2011a) Ireland: the Challenges of Building Research in a Binary HE Culture. in Kyvik and B. Lepori, (eds.) *The Research Mission of Higher Education Institutes outside the University Sector*. Dordrecht: Springer

Hazelkorn, E. and Moynihan, A. (2011b) Transforming Academic Practice: Human Resources Challenges. in S. Kyvik & B. Lepori (eds.) *The Research Mission of Higher Education Institutes outside the University Sector*. Dordrecht: Springer.

HEA, (2013). Towards a Performance Evaluation Framework: Profiling Irish Higher Education. Dublin: Department of Education and Skills www.heai.ie [accessed on 25 August 2020].

HEA, (2017a) Higher education futures: which issues and trends are most significant for Ireland and the HEA? Discussion paper. HEA forward looking forum 31 May 2017 www.heai.ie [accessed on 31 July 2017]

HEA, (2017b) A study of progression in Irish Higher education 2013/14 to 2014/15 www.heai.ie [accessed on 31 July 2017]

HEA, (2014) Review of workload allocation models in Irish Higher Education Institutions. www.heai.ie [accessed on 31 July 2017]

HEA, (2012) Towards a future higher education landscape www.heai.ie [accessed on 31 July 2017]

- HEA, (2019) Institutional Profiles www.heai.ie [accessed on 31 July 2017]
- HEA, (2018) Higher education system Performance framework 2018-2020 www.heai.ie [accessed on 25 August 2020].
- HEA, (2013) Performance and evaluation in Irish Higher Education. www.heai.ie [accessed on 25 August 2020].
- HEA, (2015) Higher Education system performance institutional and sectoral; profiles 2013/14 www.heai.ie [accessed on 25 August 2020].
- HEA, (2016) Financial review of the Institutes of Technology, www.heai.ie [accessed on 25 August 2020].
- Hedley, S. (2010) “Managerialism in Irish Universities”, *Irish Journal of Legal Studies*, 1 (1) pp.117-141
- Heijstra, T. M., Finnborg, S. Steinhorsdóttir & Einarsdóttir, T (2017a) “Academic career making and the double-edged role of academic housework”, *Gender and Education*, 29:6, 764-780, DOI: 10.1080/09540253.2016.1171825
- Heijstra, T. M., Einarsdóttir, Þ, Pétursdóttir, G. M., & Steinþórsdóttir, F. S. (2017b) “Testing the concept of academic housework in a European setting: Part of academic career-making or gendered barrier to the top? *European Education Research Journal*, 16(2–3), 200–214.
- Henkel, M (2016) “Multiversities and Academic Identities: Change continuities and complexities in Organising Academic work” in *Higher Education Teaching Learning and Academic Identities*. Eds L. Leisyte, U. Wilkesmann New York Routledge pp 205-222.
- Henkel, M. (2012) “Exploring New Academic Identities in Turbulent Times”. in: Stensaker B., Välimaa J., Sarrico C.S. (eds) *Managing Reform in Universities. Issues in Higher Education*. Palgrave Macmillan, London
- Henkel, M. (2000). *Academic identities and policy change in Higher Education*. London: Kingsley.
- Herr, K., and Anderson, G.L (2015) *The Action Research Dissertation A guide for students and Faculty*. 2nd edition Sage.
- Hinfelaar, M. (2012). “Emerging higher education strategy in Ireland: amalgamate or perish”, *Higher Education Management and Policy* 24(1) pp.1-16.
- Houston, D. (2007) “TQM and Higher Education: A Critical Systems Perspective on Fitness for Purpose”, *Quality in Higher Education*, 13(1), pp.3-17.
- Herzberg, F., Mausner, B., Peterson, R. O., and Capwell, D. F (1957). *Job Attitudes: Review of Research and Opinion*. Pittsburgh, Pa.: Psychological Services of Pittsburgh,.

Herzberg, F., Mausner, B., and Snyderman, B. (1959) *The Motivation to Work*. (2nd rev. ed.) New York: Wiley,

Hughes, E.L., & Parks, K.R. (2007). "Work hours and well-being: The roles of work-time control and work-family interference", *Work & Stress*, 21(3), pp.264–278.

Houghton, F. (2020) "Technological Universities in Ireland: The New Imperative," *Irish Journal of Academic Practice*: 8:(1), Article 12. Available at: <https://arrow.tudublin.ie/ijap/vol8/iss1/12> [Accessed on 27 April 2020]

Haywood, H. Nixon, E. Scullion, R. (2018) "The paradoxes and pressures of trying to maintain academic professionalism in Higher education". SRHE Annual Conference December 2018. [Accessed on 17 January 2019]

Holborow, M (2012) "Austerity, capitalism and the restructuring of Irish higher education". *Irish Marxist Review* 1(2) pp.24–36.

Holborow, M., & O'Sullivan, J. (2017). Hollow enterprise: Austerity Ireland and the neoliberal university. In J. Nixon (Ed.), *Higher education in austerity Europe* (pp. 107–126). London: Bloomsbury.

Hyett, N. Kenny, A. Dickson-Swift, V (2014) "Methodology or Methods? A critical review of qualitative case study reports". *International Journal of Qualitative Studies on Health and Well Being*. 9. 23606

Jauhiainen, A., Jauhiainen, A., and Laiho, A. (2009). "The dilemmas of the 'efficiency university' policy and the everyday life of university teachers", *Teaching in Higher Education*, 14(4), pp.417–428. doi:10.1080/13562510903050186

Jing, W., Che Ng, G., Sharma, R. and Yan, J. (2005) "Academic staff's perception of valuing and rewarding good teaching: a comparative study", *Journal of Institutional Research South East Asia*, 3, pp.92–112.

Johnson, J.M. (2011) "In-depth interviewing" in Gubrium, JF. Holstein, ed, *Handbook of Interview Research* JA, Sage Publications.

Johnson, R. B., Onwuegbuzie, A. J. & Turner, L., (2007) "Towards a definition of Mixed Method research" *Journal of Mixed Methods Research* 1, 2 pp 112-133.

Jones, S., Torres, V., and Arminio, J. (2014). *Negotiating the complexities of qualitative research: Fundamental elements and issues* (2nd ed.). London, UK: Routledge.

Josselin, D. and Willig, C. (2014). "Layering the wounded self: Using a pluralistic qualitative approach to explore meaning-making around self-injury", *QMIP Bulletin*, 17(Spring),

Kalfa, S. Wilinon, A. Gollan, P. (2018) "The Academic Game: Compliance and resistance in Universities", *Work, Employment and Society*, 32(2) pp.274– 291.

Kandiko Howson, C B, Coate, K. & de St Croix, T (2018) "Midcareer academic women and the prestige economy", *Higher Education Research & Development*, 37(3), pp.533-548, DOI: 10.1080/07294360.2017.1411337

- Kenny, A. (2015). Study on Work-related Stress Experiences of Academics in the Institutes of Technology Sector 2014. In TUI (Ed.). Dublin: TUI.
- King, V., Roed, J. and Wilson, L. (2018) “It’s very different here: practice-based academic staff induction and retention”, *Journal of Higher Education Policy and Management*, 40 (5), pp.470-484, DOI: 10.1080/1360080X.2018.1496516
- Lacy, F. J. and Sheehan, B. A. (1997). “Job satisfaction among academic staff: An international perspective”. *Higher Education*, 34(3)pp. 305-32.2
- Lall, M. (2007). A Review of Concepts from Policy Studies Relevant to the Analysis of EFA in Developing Countries. Create Pathways to Access. Research Monograph No. 11
- Lalor, K. (2010). “The same, but different’: Salary scales, progression arrangements and duties in Institutes of Technology (IoTs) and Universities”. *Administration*, 58(3), pp.79-105.
- Lasswell, H. Casey, D (1946) *Describing the content of communication: Propaganda, communication and public opinion*, NJ. Princeton University Press.
- Lew, T. Y. (2009) “The Relationships Between Perceived Organizational Support, Felt Obligation, Affective Organizational Commitment and Turnover Intention of Academics Working with Private Higher Educational Institutions in Malaysia.” *European Journal of Social Sciences* 9 (1): pp.72–87. <http://hdl.handle.net/20.500.11937/46030>
- Lincoln, Y. and Guba, E. (1985) *Naturalistic inquiry*. Beverly Hills, CA: Sage.
- Lincoln, Y., Lynham, S. and Guba, E. (2011) Paradigmatic Controversies, Contradictions, and Emerging Confluences revisited in *The Sage Handbook of Qualitative Research* 4th edition. eds Denzin N & Lincoln Y. Sage.
- Lillis, D. (2007) “Bar raising or navel-gazing? : the effectiveness of self-study programmes in leading to improvements in institutional performance”. European Association of Institutional Researchers, Rome.
- Lillis, D. (2016) Weathering the Storm of Austerity, European Association of Institutional Researchers Conference, 2016
- Lindsay, R. (2004) ‘Teaching for quality learning at university/Learning to teach in higher education (Book)’, *Studies in Higher Education*, 29(2), pp. 279–286. doi: 10.1080/0307507042000190831
- Lipsett, A. (2005) “Lecturers bored by lessons in teaching”, *Times Higher Education Supplement*, 1688 (April 22), pp. 1 and 10
- Lincoln, Y.S., and Guba, E.G. (1985) *Naturalistic inquiry*, Beverly Hills, CA: Sage
- Locke, W. (2012) “The dislocation of teaching and research and the reconfiguring of

academic work” *London Review of Education* Vol. 10, No. 3, November 2012, 261–274

Locke, W., C. Whitchurch, H. Smith and A. Mazenod (2016) *Shifting Landscapes: meeting the staff development needs of the changing academic workforce*. York: Higher Education Academy.

Locke, W. (2014) “Shifting academic careers: Implications for enhancing professionalism in teaching and supporting learning [online]”. York: Higher Education Academy. Available from: https://www.heacademy.ac.uk/sites/default/files/resources/shifting_academic_careers_final.pdf

Locke, W., C. Whitchurch and G. Marini (2018). *The future higher education workforce in locally and globally engaged higher education institutions: a concept paper for CGHE Project 3.2*. London: Centre for Global Higher Education.

Lucas, L. (2006), *The Research Game in Academic Life*, Open University Press, Maidenhead

Lucas, SR. (2001) “Effectively maintained inequality: Education transitions track mobility and social background effects”, *American Journal of Sociology* 106 (6) pp. 1642-1690.

Macfarlane, B., (2011a) “Prizes, pedagogic research and teaching professors: lowering the status of teaching and learning through bifurcation”, *Teaching in Higher Education*, 16(1), pp. 127-130, DOI: 10.1080/13562517.2011.530756

Macfarlane, B., (2011b) “The morphing of academic practice: unbundling and the rise of the para-academic”. *Higher Education Quarterly* 65 (1) pp.59-73.

Macfarlane, B (2016). “Collegiality and performativity in a competitive academic culture”, *Higher Education Review*, 48(2), pp.31-50.

Macfarlane, B. (2007). “Defining and Rewarding Academic Citizenship: The Implications for University Promotions Policy”, *Journal of Higher Education Policy and Management*, 29(3), pp.261–273. <https://doi-org.dcu.idm.oclc.org/http://www.tandfonline.com/loi/cjhe20Special>

Macfarlane, B. and Hughes, G. (2009) “Turning teachers into academics? The role of educational development in fostering synergy between teaching and research”, *Innovations in education and teaching International* 46 (1) pp.5-14

Macfarlane, B. and Tomlinson, M. (2017) “Critiques of Student Engagement”, *Higher Education Policy*, 30 pp.5-21

MacGiolla Ri, D. (2019) “Am I doing a good job? Theories of change guiding lecturers self evaluative practices in a third level Institute of Technology in Ireland” *AISHEJ* 1(1) Spring

- Maines, D. R. (1993) "Narrative's Moment and Sociology's Phenomena: Toward a Narrative Sociology" *The Sociological Quarterly*, Spring. 34,(1) (Spring), pp. 17-38
- Malcolm, J., Zukas, M. (2009) "Making a mess of academic work: experience, purpose and identity", *Teaching in Higher Education* 14, (5) pp. 495-506.
- Mansour, H.F., Heath, G., Brannan, M.J., (2015) "Exploring the role of HR practitioners in pursuit of organisational effectiveness in higher education institutions", *Journal of Change Management*, 15(3) pp.210-230
- Malone, F. (2018) "An Exploration of gender on academic management in Irish Institutes of Technology". Ed.D unpublished Ed. D Dublin City University www.doras.ie
- Marini, G., Locke, W., Whitchurch, C. (2019) "The future higher education workforce in locally and globally engaged higher education institutions: A review of the literature on the topic of the academic workforce", Working paper 43, CGHE Project 3.2. London: Centre for Global Higher Education
- Mason, J. (2012). "How Many Qualitative Interviews Is Enough?", in S. E. Baker and R. Edwards, (eds.), *How Many Qualitative Interviews is Enough?: Expert Voices and Early Career Reflections on Sampling and Cases in Qualitative Research* Available from: http://eprints.ncrm.ac.uk/2273/4/how_many_interviews.pdf
- McCoy, S. and Byrne, D. (2017). *Student retention in Higher education in Economic Insights on Higher Education Policy in Ireland. Evidence From A Public System.* Ed Cullinan J. & Flannery D. Palgrave McMillan.
- McCoy, S and Smyth, E. (2011) "Higher Education expansion and differentiation in the Republic of Ireland", *Higher Education* 61 pp.243-260
- McDermid, F. Peters, K. Jackson, D. and Daly, J. (2014) "Conducting Qualitative Research in the Context of Pre-Existing Peer and Collegial Relationships", *Nurse Researcher*, 5, pp.28–33.
- McInnis, C. (2006). "Academics and Professional Administrators in Australian Universities: dissolving boundaries and new tensions", *Journal of Higher Education Policy and Management*, 20, (2), pp.161-173.
- McMahon, F., (2011) "Overview of Learning Innovation Network Projects" in Fitzpatrick, N., and Harvey, J., (eds.) *Designing Together: Effective strategies for creating a collaborative curriculum to Support academic professional development*, Dublin: Dublin Institute of Technology.
- McSweeney, F. (2017) "The Changing Role of the University: A Discursive Analysis of Good Teaching and Positioning of Academics and Students in Improving the Quality of

Teaching and Learning in Europe's Higher Education Institutions," *Irish Journal of Academic Practice*: 6 (1), Article 3. doi:10.21427/D7PH90

Melrose, S. (2009). Naturalistic generalization, *Encyclopedia of Case Study Research*. Edited by Albert J. Mills, Gabrielle Durepos, and Elden Wiebe. Thousand Oaks, CA: Sage Publications

Mercille, J. Murphy, E. (2017) "The neoliberalization of Irish Higher education under Austerity", *Critical Sociology* 43(3)pp371-387

Merriam, S.B. (2009) *Qualitative Research, A Guide to Design and Implementation*. San Francisco: Jossey-Bass

Merriam, S. B. (1998). *Qualitative research and case study applications in education*. San Francisco, CA: Jossey-Bass

Mertens, D. M (2015) *Research and Evaluation in Education and Psychology* Sage 4th edition

Miles, M. B., Huberman, A. M., and Saldana, J. (2014). *Qualitative Data Analysis: A Methods Sourcebook*, Thousand Oaks, CA: Sage.

Miles, M., Huberman M.A., (1994) *Qualitative Data Analysis an expanded sourcebook* 2nd edition Sage.

Misra J, Lundquist J, Holmes E., (2011) "The ivory ceiling of service work", *Academe* 97(1): pp.22–28.

Molesworth, M., Nixon, E. and Scullion, R. (2009) "Having, being and Higher Education: the marketisation of the University and the transformation of the student into consumer", *Teaching in Higher Education*, 14(3),pp. 277-287, DOI: 10.1080/13562510902898841

Morley, L. (2003). *Quality and Power in Higher Education*. Philadelphia: Open University Press.

Moynihan, A. (2015) *Normative Isomorphism: Is Irish Academic Work-Life the Same in Different Institutional Types in the Universal Phase of Higher Education?*, Doctoral Thesis, Dublin Institute of Technology. doi:10.21427/D7P886

Murphy, J. (2014) *Managing Professional Development of Academic Staff to enhance University Performance*. DBA unpublished dissertation, University of Bath.

Murphy, M., and Curtis, W. (2013) "The micro-politics of micromanagement: exploring the role of programme leader in English universities", *Journal of Higher Education Policy and Management*, 35 (1). pp. 34-44. ISSN 1360-080X

Morris, A., (2018a) The what and why of in-depth interviewing in *A Practical Introduction to In depth Interviewing* Sage research methods 2018 pp.1-16.

Morris, A., (2018b) Selecting, finding and accessing research participants in *A Practical Introduction to In depth Interviewing* Sage research methods 2018 pp 53-68.

Morrison, M., (2012) Reflection as research: using diaries and blogs in ed Briggs A.R, Coleman M., Morrison M *Educational Leadership and Management* Sage 3rd edition

National Forum for the Enhancement of Learning and Teaching, (2016) Professional development Report. A conceptual model for the professional development of those who teach in Higher Education: Report on the findings of the consultation phases.
www.teachingandlearning.ie [Last Accessed July 3, 2020],

National Forum for the Enhancement of Teaching and Learning in Higher Education, (2019) "Understanding and Enabling Student Success in Irish Higher Education," in *teachingandlearning.ie*, Published October 24, 2019, [Last Accessed July 3, 2020],

National Forum for the Enhancement of Teaching and Learning in Higher Education, (2019) "Strategy 2019-2021 Leading Enhancement and Innovation in Teaching and Learning," in *teachingandlearning.ie*, Published April 30, 2019, [Last Accessed July 3, 2020]

Nixon, J., A. Marks, S. Rowland, and M. Walker. 2001. "Towards a New Academic Professionalism: A Manifesto of Hope." *British Journal of Sociology of Education* 22 (2): 227–244. doi:10.1080/01425690124202.

Nixon, E., Scullion, R. and Hearn, R. 2016. Her Majesty the Student: marketised higher education and the narcissistic (dis)satisfactions of the student-consumer. *Studies in Higher Education* DOI: 10.1080/03075079.2016.1196353

Nixon J. (2001) 'Not Without Dust and Heat': The Moral Bases of the 'New' Academic Professionalism, *British Journal of Educational Studies*, 49:2, 173-186, DOI:10.1111/1467-8527.00170

Nixon, J. (1997) Regenerating professionalism within the academic workplace, in: J. Broadbent, M. Dietrich & J. Roberts (Eds) *The End of the Professions? The restructuring of professional work*, pp. 86-103 (London, Routledge).

Nixon J., Beattie, M. Challis, M. & Walker M. (1998) What does it mean to be an academic? A colloquium. *Teaching in Higher Education* 3, 3, pp 277-298.

Noonan, J. (2015) "Thought time, money time and the temporal conditions of academic freedom", *Time and Society* 24 (1) pp.109-128.

O'Brien, C. (2019) "Concern over solvency of IT Tralee as deficit set to reach 10m" *The Irish Times* Friday 17th May 2019.

O'Byrne, C. (2011) "Research and Theory Against the odds: Researcher development in teaching focused HEIs" *International Journal of Researcher Development* 2 (1) pp 8-25.

O'Connor, P. (2015) The negotiation of Professional Identity of lecturers in Institutes of Technology in Ireland. Unpublished Ed D submitted to the School of the environment, education and development, The University of Manchester

O'Connor, P. White, K. (2011) "Similarities and differences in collegiality/ managerialism in Irish and Australian Universities", *Gender and Education* 23 (7) pp.903-919

O'Donovan, B. (2013) Primary Schools Teachers understanding of themselves as professionals unpublished Ed.D thesis. DCU doras.ie

Organisation for Economic Co-operation and Development (OECD) (2006) Higher Education in Ireland: Review of National Policies for Education. Paris: OECD

O'Farrell, L. and Maguire, T. (2020) "Developing a national student centred understanding of student success in Irish HE" EUA European Learning and Teaching Forum Balancing Tradition and Change Utrecht University, The Netherlands 13-14 February 2020.

O'Leary, Z. 2004 *The essential guide to doing research* Sage London.

Olssen, M. & Peters, M.A. (2005) "Neoliberalism, higher education and the knowledge economy: from the free market to knowledge capitalism", *Journal of Education Policy*, 20 (3), pp.313-345, DOI: 10.1080/02680930500108718

Orange, A. (2016) "Encouraging Reflective Practices in Doctoral Students through Research Journals". *The Qualitative Report*, 21(12), pp.2176-2190. Retrieved from <https://nsuworks.nova.edu/tqr/vol21/iss12/2>

Ortlipp, M. (2008). "Keeping and using reflective journals in the qualitative research process", *The Qualitative Report*, 13(4), pp.695-705. Retrieved from <http://nsuworks.nova.edu/tqr/vol13/iss4/8>

O'Shea, S.O. and O'Hara, J.O., (2020). The impact of Ireland's new higher education system performance framework on institutional planning towards the related policy objectives. *Higher Education*, 80(2), pp.335-351.

Palmer, M., (2009) Exploring teaching in Irish Institutes of Technology unpublished Ed D dissertation, Queens University Belfast.

Paul, E.P., and Phua, S.K. (2011) "Lecturers' job satisfaction in a public tertiary institution in Singapore: Ambivalent and non-ambivalent relationships between job satisfaction and demographic variables", *Journal of Higher Education Policy and Management*, 33(2), pp.141-151.

Patton, M. (2015). *Qualitative Research and Evaluation Methods*. 4th Edition. Sage Publications: Thousand Oaks.

Pepper, C. & Giles, W. (2015) "Leading in middle management in Higher Education". *Management in Education* 29(2) pp.46-52.

Peshkin, A(1988),. In Search of Subjectivity. *One's Own Educational Researcher*, Vol. 17, No. 7 (Oct., pp. 17-21

- Phillips, N., and Hardy, C. (2002). *Discourse Analysis: Investigating Processes of Social Construction*. London: Sage.
- Pratt, L. (1997). *The Polytechnic Experiment: 1965-1992*. Buckingham: Open University Press.
- Quinn, L. (2012) “Understanding resistance: an analysis of discourses in academic staff development”, *Studies in Higher Education*, 37(1),pp.69-83, DOI:10.1080/03075079.2010.497837
- QQI, (2016a) Core Statutory Quality Assurance (QA) guidelines, Statutory QA guidelines developed by QQI for use by all providers. April 2016 QGIQQI. <http://www.qqi.ie>. [accessed on 6 July 2020]
- QQI, (2016b). 'Quality in an Era of Diminishing Resources' Irish Higher Education 2008-15. Dublin, Ireland, Quality & Qualifications Ireland <http://www.qqi.ie>[accessed on 6 July 2020]
- QQI, (2017). Quality Within Higher Education 2017. Dublin: Quality and Qualifications Ireland <http://www.qqi.ie> [accessed on 6 July 2020]
- QQI, 2020 Technological University Dublin AIQR Annual Institutional Quality Assurance Report 2020 <http://www.qqi.ie> [accessed on 6 July 2020]
- Ramsden, P. (1992). *Learning to teach in higher education*. London: Routledge
- Ramsden, P. (1998) *Managing the Effective University*, Higher Education Research & Development, 17:3, 347-370, DOI: 10.1080/0729436980170307
- Reid, K. Flowers, P., Larkin, M. (2005) “Exploring Lived Experience”, *The Psychologist* 18, (1) pp 20-23
- Ribbins, P. (2007) *Interviewing in educational research: conversations with a purpose*. IN: Briggs, A. and Coleman, M. (eds.) *Research Methods in Educational Leadership and Management*. London: Sage Publications, pp.207-224.
- Richman, J., & Mercer, D. (2002) “The vignette revisited: Evil and the forensic nurse”. *Nurse Researcher*, 9, 70–82.
- Riemer, JW. (1977) Varieties of opportunistic research, *Urban Life* 5,4 Sage
- Riessman, C.K. (1993) *Narrative Analysis*, Newbury, CA , Sage.
- Ritzer, G. (2011) *The McDonaldization of Society* 6. London: Sage.
- Ritzer, G. (2002) “Enchanting McUniversity: Toward a Spectacularly Irrational University Quotidian.” In *The McDonaldization of Higher Education*, edited by Dennis Hayes and Robin Wynyard, 19–32. London: Bergin and Garvey.
- Robson, J. (2006) *Teacher professionalism in further and Higher Education: Challenges to culture and practice*. Abingdon, Routledge

- Robson, C. & McCartan, K., (2016) *Real World Research*. Wiley 4th edition
- Robson, C. (2011) *Real World Research*. Wiley 3rd edition
- Rosewell, K.& Ashwin, P. (2019) “Academics' perceptions of what it means to be an academic”, *Studies in Higher Education*, 44:12, 2374-2384, DOI: 10.1080/03075079.2018.1499717
- Rolfe, H. (2003) University Strategy in an Age of Uncertainty: The effect of Higher Education Funding on old and new universities, *Higher Education Quarterly* 57, 1 pp 24-47.
- Rubin, H. and Rubin, I. (2005) *Designing main questions and probes in Qualitative interviewing* 2nd edition The art of Hearing the data, Sage Publications.
- Sachs, J. (2001) “Teacher professional identity: competing discourses, competing outcomes”, *Journal of Education Policy*, 16 (2), pp.149-161, DOI:10.1080/0268093011681
- Saunders, D. B. and. Ramírez, G. B (2017) “Against ‘teaching excellence’: ideology, commodification, and enabling the neoliberalization of postsecondary education”, *Teaching in Higher Education*, 22 (4),pp. 396-407, DOI: 10.1080/13562517.2017.1301913
- Schwartz, H. S. (1987) “Anti-social actions of committed organizational participants: An existential psychoanalytic perspective”, *Organization Studies*, 8, pp.327–340
- Schulz, J (2013) “The impact of role conflict, role ambiguity and organizational climate on the job satisfaction of academic staff in research-intensive universities in the UK”, *Higher Education Research & Development*, 32(3), pp.464-478, DOI:
- Schwandt, T.A. (1998) “Recapturing moral discourse in evaluation”, *Educational researcher*, 18 (8), pp.11-17.
- Schwandt, T. (2000) “Further diagnostic thoughts on what ails evaluation practice”. *The American Journal of Evaluation*, Volume 21, Issue 2, Spring–Summer, Pp. 225–229
- Segium, AC and Ambrosio, AL, (2002 “Multicultural vignettes for teacher preparation , *Multicultural Perspectives* 4,4 pp.10-16.
- SFI, (2015). *Innovation 2020: Excellence Talent Impact*. Science Foundation Ireland, Available from: www.sfi.ie [Accessed on 11 February 2019].
- Silverman, D., (2014) *Interpreting Qualitative research* 5 ed London Sage
- Shagrir, L (2015) “Working with students in higher education – professional conceptions of teacher educators”, *Teaching in Higher Education*, 20 (8), pp.783-794, DOI: 10.1080/13562517.2015.1085854

Shattock, M. (2014) “Can we still speak of there being an academic profession?” *History of Education* 43 (6) pp.727-739

Sharp, J. G. Hemmings B, Kay, R. and Callinan, C. (2015) “When worlds collide: identity, culture and the lived experiences of research when ‘teaching-led’”, *Journal of Further and Higher Education*, 39 (5), pp.612-644, DOI: 10.1080/0309877X.2013.858679

Shrand, B and Ronnie, L. (2019) “Commitment and identification in the Ivory Tower: academics’ perceptions of organisational support and reputation”, *Studies in Higher Education*, pp.1-16 DOI: 10.1080/03075079.2019.1630810

Shreeve, A. (2011) “Being in two camps: conflicting experiences for practice-based academics”, *Studies in Continuing Education*, 33 (1), pp.79-91, DOI: 10.1080/0158037X.2011.521681

Sikes, P. (2006), “Working in a ‘new’ university: in the shadow of the Research Assessment Exercise?”, *Studies in Higher Education*, 31 (5), pp. 555-68.

Sin, C. (2012) “Academic understandings and responses to Bologna: a three-country perspective” *European Journal of Education*, 47, (3) pp.392–404.

Skelton, A. (2005) *Understanding teaching excellence in Higher Education*. London: Routledge.

Skilbeck, M. (2001) Report on the Action group on access to third level education. Government publications.

Slowey, M., Kozina E., Tan E. (2014) “Voices of Academic in Higher Education Perspectives on Professional Development” AISHE Dublin.

Smith, J., and Eatough V. (2012) “Interpretative Phenomenological Analysis.” In *Research Methods in Psychology* 4th ed., edited by G. M. Breakwell, J. A. Smith, and D. B. Wright, 439–461. London: Sage.

Smith, J.A (2004) “Reflecting on the development of interpretative phenomenological analysis and its contribution to qualitative research in psychology”, *Qualitative Research in Psychology* 1(1) pp.39–54

Smith, J. A., Flowers, P. and Larkin, M., (2009). *Interpretative Phenomenological Analysis: Theory, Method and Research*, London: Sage Publications Ltd

Smith, B A (1999) “Ethical and methodologic benefits of using a reflexive journal in hermeneutic-phenomenologic research” *The Journal of Nursing Scholarship*; Fourth Quarter; 31 (4); Social Science Premium Collection pp. 359-363

- Smith, J. (2010). "Forging identities: the experiences of probationary lecturers in the UK", *Studies in Higher Education*, 35(5), pp.577–591.<http://doi.org/10.1080/03075070903216650>
- Spalding, N, Philips, T. (2007) "Exploring the use of vignettes: From validity to trustworthiness", *Qualitative Health Research* 17, 7 pp 954-962
- Spurling, N. (2015) "Differential experiences of time in academic work: How qualities of time are made in practice". *Time and Society* 24(3) pp.367-389.
- Stake, R. (1995) *The Art of the Case Study* Sage London.
- Stake, R. (2005) *Multiple Case Study Analysis* Guilford Publications.
- Strauss, A and Corbin, J. (1998) *Basics of Qualitative research: Techniques and Procedures for Developing Grounded Theory*. 2nd edition Sage Publications.
- Strike, T. and Taylor, J. (2009) 'The Career Perceptions of Academic Staff and Human Resource Discourses in English Higher Education', *Higher Education Quarterly*, 63(2), pp. 177–195. doi: 10.1111/j.1468-2273.2008.00404x.
- Su, F. and Wood, M. (2012) "What Makes a Good University Lecturer? Students' Perceptions of Teaching Excellence." *Journal of Applied Research in Higher Education* 4 (2) pp.142–155.
- Sursock, A. and Smidt, H.(2010) " Trends 2010: a decade of change in European Higher Education". Belgium: European Universities Association.
- Taylor, P. (2008) "Being an academic today", in *Changing identities in Higher Education*, ed. R. Barnett and R. Di Napoli, 27–39. London: Routledge
- Taysum, A (2006) "The Distinctiveness of the EdD within the University Tradition", *Journal of Educational Administration and History*, 38(3), pp.323-334, DOI: 10.1080/00220620600984255
- Teddlie, C., and Yu, F., (2007) "Mixed methods sampling: A typology with examples", *Journal of Mixed Methods Research*, 1(1), pp 77-100.
- Teichler, U. (1988) *Changing patterns of the Higher Education system: The experience of three decades*. London: Jessica Kingsley Publishers.
- Teichler, U. (1996) *The conditions of the academic profession: An international comparative analysis of the academic profession in Western Europe, Japan and the USA*. In P.A.M. Maassen,& F. van Vught (Eds.), *Inside Academia: New challenges for the academic profession* (pp.15–65). Utrecht: Uitgeverij De Tijdstrom.
- Teichler, U. (2007). *Higher Education systems: Conceptual frameworks, comparative perspectives, empirical findings*. Rotterdam/Taipei: Sense Publishers.

- Teichler, U. (2008). "Diversification? Trends and explanations of the shape and size of Higher Education". *Higher Education*, 56 (3), 349–379.
- Teichler, U. (2010a) Diversity in Higher Education. In P. Peterson, E. Baker, & B. McGaw (Eds.), *International Encyclopaedia of Education* (Vol. 4, pp. 347–353). Oxford: Elsevier.
- Teichler, U. 2010b. The diversifying academic profession? *European Review*, 18 (1), 157–179.
- Teichler, U. 2011a. Germany: How changing governance and management affects the views and work of the academic profession. In W. Locke, W. K. Cummings, & D. Fisher (Eds.), *Changing governance and management in Higher Education* (pp. 223–241). Dordrecht: Springer.
- Teichler, U. 2011b. Social contexts and systemic consequences of University rankings: A meta-analysis of the ranking literature. In J. C. Shin, R. K. Toutkoushian, & U. Teichler (Eds.), *University rankings* (pp. 55–69). Dordrecht: Springer.
- Teichler, U., A. Arimoto, and Cummings, W. (2013) *The Changing Academic Profession*. Springer
- THEA (2019) The Technological Higher Education Association www.thea.ie [accessed on 20th July 2019]
- Thorn, R. (2018) *No Artificial Limits, Ireland's Regional Technical Colleges*, Institute of Public Administration.
- Thrupp, M. and Willmott, R. (2003), *Education management in managerialist times: beyond the textual apologists*. Maidenhead: Open University Press.
- Tilley, S.A. (2003) "Challenging" research practices, turning a critical lens on the work of transcription". *Qualitative Inquiry* 9,5 pp 750-773 Sage Publications.
- Trafford, V. and Lesham, S., (2008) *Stepping Stones to Achieving your Doctorate by focusing on your viva from the start*. McGraw Hill England.
- Trow, M. (2006) 'Reflections on the Transition from Elite to Mass to Universal Access: Forms and Phases of Higher Education in Modern Societies since WWII', in J. Forest and P. Altbach (eds.) *International Handbook of Higher Education*, Vol. 18, Dordrecht: Springer, pp. 243–280.
- Trowler, P. (1998). *Academics responding to change: New higher education frameworks and academic cultures*. Buckingham: Society for Research into Higher Education and Open University Press
- Truss, C. (2008) "Continuity and change the role of the HR function in the modern Public sector", *Public Administration*. 86, (4), pp.1071–1088.

- van Winkel, M A., van der Rijst, R M, Poell, R F. & van Driel JH. (2018) “Identities of research-active academics in new universities: towards a complete academic profession cross-cutting different worlds of practice”, *Journal of Further and Higher Education*, 42(4), pp.539-555, DOI: 10.1080/0309877X.2017.1301407
- van Manen, M. (1990) *Researching Lived Experience: Human Science for an Action Sensitive Pedagogy*, State University of New York Press, New York
- van Manen, M. (1997) *Researching Lived Experience: Human Science for an Action Sensitive Pedagogy*, 2nd Edition, Ontario: The Althouse Press, University of Western Ontario
- van Manen, M. (2014) “Phenomenology of practice, meaning giving methods” in *Phenomenological research and writing*. Walnut Creek, CA: Left Coast Press
- Veal, W. (2002) “Content specific vignettes as tools for research and teaching”, *Electronic Journal of Science Education* 6, (4), pp.1-37
- Walsham, G (1995) “Interpretive case studies in IS research: nature and method”, *European Journal of Information Systems*, 4, pp.74-81.
- Watt, D. (2007). “On Becoming a Qualitative Researcher: The Value of Reflexivity”, *The Qualitative Report*, 12(1), pp82-101. Retrieved from <https://nsuworks.nova.edu/tqr/vol12/iss1/5>
- Weber, M (1949) *The methodology of the social sciences* The Free Press of Glencoe Illinois,
- Wilkinson, S. (2000). “Women with Breast Cancer Talking Causes: Comparing Content, Biographical and Discursive Analyses”, *Feminism & Psychology*, 10(4), pp. 431–460. <https://doi.org/10.1177/0959353500010004003>
- Winter, R. (2009). Academic manager or managed academic? Academic identity schisms in Higher Education. *Journal of Higher Education Policy and Management*, 31(22), pp.121–131.
- Whitchurch, C. and Gordon, G. (2010) “Diversifying Academic and Professional Identities in Higher Education: Some management challenges”, *Tertiary Education and Management*, 16(2), pp.129-144, DOI: 10.1080/13583881003757029
- Whitchurch, C. (2018) ‘From a diversifying workforce to the rise of the itinerant academic’, *Higher Education* (00181560), 77(4), pp. 679–694. doi: 10.1007/s10734-018-0294-6
- Whitchurch, C. (2008) ‘Shifting Identities and Blurring Boundaries: the Emergence of Third Space Professionals in UK Higher Education’, *Higher Education Quarterly*, 62(4), pp. 377–396. doi: 10.1111/j.1468-2273.2008.00387.x.
- Woodall, T. Hiller, A. and Resnick, S. (2014) “Making Sense of Higher Education: Students as Consumers and the Value of the University Experience”, *Studies in Higher Education* 39 (1) pp.48–67.

Walsh, S. and Cullinan, J. (2017). “Factors influencing higher education institution choice” in *Economic Insights on Higher Education Policy in Ireland. Evidence From A Public System*. Ed Cullinan J. & Flannery D. Palgrave McMillan.

Walsh, J. and Loxley, A. (2015) “The Hunt report and Higher Education policy in the Republic of Ireland. An international solution to an Irish problem?” *Studies in Higher Education* 40 (6) pp 1128-1145.

Yazan, B. (2015) “Three Approaches to Case Study Methods in Education: Yin, Merriam, and Stake”, *The Qualitative Report*. 20(2) Teaching and Learning Article 1, pp. 134-152 <http://www.nova.edu/ssss/QR/QR20/2/yazan1.pdf> [accessed on 13 June 2020]

Yin, R. K., (1994). *Case Study Research Design and Methods: Applied Social Research and Methods Series*. Second edn. Thousand Oaks, CA: Sage Publications Inc.

Yin, R. K. (2009) *Case study research: Design and methods*. 4th edition Applied social research methods.

Yin, R. K. (2018) *Case study research and Applications: Design and methods* (6th ed.), Sage, CA

Yin, R. K. (2014) *Case study research: Design and methods* (5th ed.), Sage, CA

Ylijoki, O. (2013) “Boundary work between work and life in the high speed university”, *Studies in Higher Education*, 38 (2), pp. 242-255.

Ylijoki, O. (2014) “University under structural reform: A micro level perspective” *Minerva* (2014) 52:55–75 DOI 10.1007/s11024-014-9246-1

Ylijoki, O. & Ursin, J. (2015) “High-flyers and underdogs: The polarisation of Finnish academic identities”, in L. Evans, & J. Nixon (Eds.), *Academic Identities in Higher Education : The Changing European Landscape* (pp. 187-202). Bloomsbury Academic

Ylijoki, O. & Ursin, J. (2013) “The construction of academic identity in the changes of Finnish Higher education”, *Studies in Higher Education* 38 (8), pp1135-1149.

Zubrzycki, T. (2018) “Restructuring of the Irish Institutes of Technology Sector – New Knowledge or Mission Drift?” *Trinity College Dublin Postgraduate Review* |

Appendices

Appendix A Institutes of Technology and Technological Universities Status

Institute	Date established	Status (IoT or TU)
Athlone Institute of Technology (AIT)	1970	IoT plans to merge with LIT and seek TU status
Institute of Technology Blanchardstown (ITB)	1999	TU merged with ITT and DIT January 2019 Now TUD
Institute of Technology Carlow (ITC)	1970	TUSE Technological University South East merger due with WIT later in 2020/21
Cork Institute of Technology (CIT)	1974	Munster TU merger due later in 2020/21with IT Tralee
Dublin Institute of Technology (DIT)	1978	TU merged with ITT and ITB January 2019 Now TUD
Institute of Art, Design and Technology IADT	1997	IoT
Dundalk Institute of Technology (DKIT)	1970	IoT now seeking a partner and will seek TU status
Galway-Mayo Institute of Technology (GMIT)	1972	Connacht-Ulster alliance (CUA) with Sligo IT and LKIT due later 2020/21
Letterkenny Institute of Technology (LKIT)	1971	Connacht-Ulster alliance (CUA) with Sligo IT and GMIT due later 2020/21
Limerick Institute of Technology (LIT)	1993	IoT plans to merge with AIT and seek TU status
Sligo Institute of Technology (IT Sligo)	1970	Connacht-Ulster alliance (CUA) with GMIT and LKIT due later 2020/21
Institute of Technology Tallaght	1992	TU merged with DIT and ITB January 2019 Now TUD
Institute of Technology Tralee	1977	Munster TU merger due later in 2020 with CIT
Waterford Institute of Technology (WIT)	1970	TUSE Technological University South East merger due with ITC later in 2020/21

Appendix B Ten Fold Policy Framework

Barnett (2016, pp.223-24)

1. A horizon of a global knowledge economy.
2. An emphasis on research, coupled with a growing wish to see it have impact on the wider world.
3. Encouragement for internationalisation and/or transnational activities.
4. A wish to advance the quality of teaching (as judged by national audit agencies)
5. Learning having explicit outcomes characteristics in the form of employability skills.
6. Capitalising on technologies.
7. Academic staff being seen as human resources to be managed.
8. A definitive use of the private sector (in most but not all systems), this against the background of the state both withdrawing from the funding of “public” services and finding the funding of Higher Education especially burdensome.
9. A sense that higher education yields significant personal benefits and a life time earnings supplement, so giving rise to reservations as to the public funding of higher education (again not all regimes) and to a tilting of the financing of higher education towards students (so as rendering students as customers).
10. A determination to widen access to Higher Education, especially from socio-economic classes hitherto weakly represented in such systems.

Appendix C Selection of HEA Policies and Consultation Papers since 2010 impacting on academic roles in IoTs.

Year	Title of Report
2010	Proposal to incorporate a fee adjustment in the core grant allocations to the universities
	A Study of Progression in Irish Higher Education
2011	Regional Clusters, Consolidation Leading to Mergers, Strategic Dialogue
	Revised Employment Control Framework for the Higher Education Sector
2012	A Proposed Reconfiguration of the Irish System of Higher Education; Report prepared by an International Expert Panel for the Higher Education Authority of Ireland
	Report of the International Review Panel on the Structure of Initial Teacher Education Provision in Ireland: Review conducted on behalf of the Department of Education and Skills
	Review of Funding Model for Higher Education Institutions: Consultation document
	Review of the Provision of Creative Arts Programmes in Dublin
	Towards a Future Higher Education Landscape, including Process and Criteria for Designation as a Technological University and Guidelines on Regional Clusters (2012);
2013	Report to the Minister for Education and Skills on system re-configuration, inter-institutional collaboration and system governance in Irish Higher Education (2013);
	Review of Funding Model for Higher Education Institutions: Consultation Document; Completing the Landscape Process for Irish Higher Education
	Towards a Performance evaluation framework: Profiling Irish higher education
	What do graduates do?
	Consultation Paper: Towards the development of a new national plan for equity of access to Higher Education
2014	Higher Education System Performance First Report 2014-2016 Volume II Institutional and Sectoral Profiles 2011-12 (2014).

	Review of workload allocation models in Irish higher education institutions
	Institutional Profiles 2011-12
	A study of progression in Irish Higher Education Institutions
	Higher education system performance volume one 2014-16
	HEA key facts and figures 2012-13
	An analysis of CAO first preference applications 2014
	An evaluation of ICT education provision via the ICT skills conversion and Springboard programmes 2011-2013.
2015	Governance Framework for the Higher Education System
	National plan for Equity of Access to Higher Education 2015-2019
	HEA Key Facts and Figures 2015
	The Irish Survey of Student Engagement
	Graduate Survey review of International Practice
	Enterprise Engagement Strategy
	Supporting a better transition from second level to higher education implementation and next steps
2016	Financial review of the Institutes of Technology
	Higher Education Institutional Staff Profiles by Gender
	Higher education system performance 2014-2016
	What do graduates do? The class of 2014
	HEA national review of gender equality in Irish Higher Education Institutions
	A study of progression in Irish Higher Education 2012/13-2013/14
2017	What do graduates do? The class of 2015
	A study of progression in Irish Higher Education 2013/14-2014/15
2018	HEA Strategic Plan
	Higher Education Institutional staff profiles by gender
	Accelerating gender equality in Irish higher education Institutions gender action plan 2018-2020
	Higher education Institutional and sectoral profiles 2015-16
	The Internationalisation of Irish Higher Education
	THEA Code of Governance of Institutes of Technology January 2018

	Higher education system performance framework 2018-2020
	Review of the allocation model for funding Higher Education Institutions.
2019	Labour market earnings for graduates in their early careers
	Higher education spatial and socio economic profile 2017/18 enrolments
	The structure of Teacher education in Ireland: Review of progress in implementing reform
	HEA analysis of completion in Higher Education
2020	Graduate outcomes survey class of 2018
	Determinants of Degree Quality in Ireland

Appendix D Higher Education Authority Criteria for a Technological University

1 Mission

1.1 A technological university will have a systematic focus on the preparation of graduates for complex professional roles in a changing technological world. It will advance knowledge through research and scholarship and disseminate this knowledge to meet the needs of society and enterprise. It will have particular regard to the needs of the region in which the university is located.

1.2 Having regard to the mission of a technological university, these criteria set out the requirements that are to be met by an applicant before designation can be made.

2 Institutional Profile

2.1 The university will –

- be characterised by the breadth of its programme provision across higher education Levels 6 to 10 of the National Framework of Qualifications.
- have programmes of study that are vocationally/professionally oriented, with a strong focus on science and technology.
- have programmes of study that incorporate structured work placement.
- have programmes that address the social and economic needs of the region in which the university is located.
- have sufficient resources and critical mass to ensure appropriate pedagogical and research quality and depth of faculty expertise to meet the mission of the institution.
- have sufficient critical mass to support effective and efficient governance and administration and to provide an appropriate level of student services.
- maintain an active research policy primarily focused on applied, problem oriented research and discovery, with effective knowledge transfer alongside the provision of consulting/problem solving services that are particularly relevant to the region.
- support intensive and broad-based links with regional business, enterprise, professions and related stakeholders that inform curriculum, teaching and

learning, assessment and research.

3 Student Profile

3.1 The student profile of the university will match its stated mission. Specifically, the university will provide programmes at Higher Education Levels 6 to 10 to meet local, regional and national demand and to meet the university's responsibilities in respect of educational opportunities at these levels. 15

3.2 At the time of application for designation as a technological university –

- enrolment in the applicant institution in research programmes at Levels 9-10 will not be less than 4% of FTE enrolments at levels 8 to 10. In addition, the application must evidence a developmental trajectory, showing that the institution will raise these enrolments to 7% within a period of ten years from the date of designation. Level 10 provision will be concentrated in a small number of fields/departments which have the capacity and credibility to offer this level of study and training to the level set by the national PhD standard;
- a combined minimum of 30% of all students in the applicant institution will be lifelong learning students enrolled on professional focused programmes and industry up-skilling, including part-time, work-related programmes and workstudy programmes and/or mature learners.

3.3 Where the institutions that consolidate to comprise a technological university have been providing, prior to consolidation, non-Higher Education programmes (as defined by the National Framework of Qualifications) the university will, if necessary to meet local, regional and national demand, ensure this activity continues, either directly or indirectly, through appropriate administrative and academic arrangements that allow for the sharing of academic facilities and the progression of students.

4 Staff Profile

4.1 A technological university will in the appointment, management and progression/promotion of academic staff to and within the university have in

place contractual and appointment procedures that, *inter alia*, -

- give weight to professional practice and institutional engagement activities and

- provide existing staff members with a balance between teaching, research, engagement activities and academic administration that is appropriate to their subject area and their academic experience.

4.2 At the time of application for designation –

- 90% of full time, academic staff engaged in delivering Higher Education programmes in the applicant institution will hold a Level 9 qualification or higher.

- at least 45% per cent of full time, Higher Education, academic staff, will hold a Level 10 qualification or the equivalence in professional experience, combined with a terminal degree appropriate to their profession. The proportion of such staff that hold an equivalence in professional experience shall not exceed 10% of full time, Higher Education, academic staff. There will be demonstrable evidence of a developmental trajectory that shows the

capacity, including staff with equivalence in professional experience as referred to, to increase and reach levels consistent with other Irish universities but not less than 65% within ten years of designation. These staff will not only hold Level 10 qualifications or equivalent in professional experience, but also be able to demonstrate sustained activity in relevant areas of research and development.

- in the fields of knowledge/study in which doctoral level training and research is on-going, the proportion of staff holding Level 10 qualifications will be in excess of 80%. As a general principle, only those with Level 10 qualifications will be engaged in the delivery and supervision of Level 9 programmes. Only those with Level 10 qualifications and with a sustained record of research publications and mission-appropriate research outputs will be engaged in the delivery and supervision of Level 10 programmes.

5 Teaching, Learning and Curriculum Development

5.1 A technological university will have the curriculum and the teaching, learning and assessment processes to support its core mission to develop graduates who have a focus on the world of work. The full opportunities provided by the National

Framework of Qualifications for enhanced teaching, learning and curriculum development will be incorporated, with a particular focus on-

- Curriculum development focused on knowledge, skills and competencies developed in conjunction with business, professional organisations and, workforce, student and occupational organisations;
- Curricula that embed the full range of generic attributes linked to employability and citizenship;
- Curricula that embed engagement in the workplace as part of its programmes;
- Research-informed and practice-led teaching, learning and assessment that uses problem-oriented, practice-based and is community engaged.

6 Research

6.1 The research dimension of a technological university will-

- Focus on applied, problem-oriented research and social and technological development and innovation, with direct social and economic impacts and public and private benefits in the region in which the university is located;
- Support and sustain research activity among its staff that can be compared to appropriate international benchmarks. Such benchmarks will include *inter alia* evidence of cooperative research groups of a viable scale, success in winning competitive research funding nationally and internationally and inter institutional research collaboration;
- In linking research to teaching, demonstrate methodological approaches to the formation of level 10 knowledge, skills and competencies that are appropriate to the institution's research mission and meet national PhD level standards. This will be through the integration of practice-led, professional, and industrial doctorate structures alongside more traditional PI-led approaches, all within the context of national policy for structured PhD provision.

6.2 An applicant institution will, at the time of application, –

- have existing research capacity to support on-going programmes, projects and doctoral training in at least three fields of knowledge/study as defined by ISCED fields of study at the 2-digit level (ISCED2 – “Narrow fields”); 5

5 ISCED codes are outlined on the HEA website at

<http://www.heai.ie/files/files/file/statistics/SRS%20User%20Files/EurostatISCED>.

Pdf and demonstrate a developmental trajectory showing that the institution can extend research and doctoral activity to sufficient capacity to support two further fields, as defined by ISCED2 within five years of designation as a technological university.

7 International Profile

7.1 The international engagement of a technological university will specifically reflect its mission and orientation.

7.2 At the time of application, an applicant will demonstrate a developmental trajectory for the enhancement of internationalisation related to teaching and learning, research and staff development and a sustainable range of international collaborations such as joint projects, student and staff exchanges including the collaborative provision of academic and training programmes.

8 Leadership, Management and Governance

8.1 The leadership management and governance arrangements in place will be fully reflective of and in line with the stated mission of the institution. In practice this will mean -

- governance structures that reflect the external orientation of the institution and the engagement focus of its programmes of study;
- an integrated academic governance structure that gives coherence to multiple units, with consolidation of previously autonomous institutions where these existed, within the framework of the institution's mission.
- a leadership team that combines strong academic credentials and experience with experience in enterprise and professions relevant to the institution's mission.
- effective institutional-level academic governance with the authority, processes and competence to ensure the quality of programmes of study and the quality and integrity of other academic matters; workplace practices and employment contracts are reflective of a modern university including, *inter alia*, such matters as the flexible delivery of programmes for diverse learner groups, the length and structure of the academic

year, the efficient utilisation of the institution's physical resources and other infrastructure.

Source: HEA, (2012) *Towards a Future Higher Education Landscape*. Dublin: Higher Education Authority.

Appendix E Interview Guide

Semi-structured in depth interviews

Academics in Institutes of Technology

The central research problem is to explore how everyday roles are evolving and experienced amongst academics in IoTs in Ireland. The overarching research question is articulated as:

How is the role of academics in Irish IoTs changing and evolving?

This research question will be addressed by focusing on the following:

- What were traditional academic roles in IoTs?
- How has the role changed and evolved?
- What has caused such changes?
- How have these changes affected perceptions and attitudes towards personal and professional development?
- What are the current realities and expectations of academics in IoTs?

How is the role of academics in Irish IoTs changing and evolving?

Research questions	Interview Schedule	Literature
What were traditional academic roles in IoTs?	Can you tell me a little bit about your career and Higher Education prior to joining the IoT OR Tell me about your career path to date. How long have you been lecturing in an IoT? What attracted you to working in an IoT? What perceptions did you have about the role when you joined? When you started lecturing what did your role involve? Was the reality different? If so in what way. Tell me about your experience of teaching in an IoT. Has your previous experience influenced your current identity or did that change when you became an academic in an IoT?	Becher and Trowler (2001) Henkel (2000, 2005) Hazelkorn and Moynihan 2010, OECD Report 2006 Pratt 1997 Brew et al 2011
How has the role changed and evolved?	Please explain your current daily roles and routine. How is this now changing? Academic work is often classified as teaching, research and service. Which aspect is the most important to you? Which aspect of your role do you enjoy the most? Which is the most challenging? Which role is the most time consuming? Which role is the most rewarding from a career perspective? Are the students/ learners different now? If so in what way? What is the most demanding aspect of your role now? Are there other demanding or challenging aspects of your current role? Please explain. Such as research and service Has this changed over recent years and if so in what way? Which role is changing and does this enhance or detract from your career in your view? Do you consider yourself a professional? If so explain Do you ever consider that you may be de-professionalised? If so explain	Taylor 2007, Lalor 2010 Hazelkorn and Moynihan 2011b Malcolm and Zukas (2009) Van Winkel et al (2018) Spurling 2015, Noonan 2015, Bryson 2004, Guzman Valenzuela and Barnett 2013 Byrne and McCoy (2017)

		Van Winkel et al (2018) Williams (2008) Nixon et al (2001). Piper (1994) Sachs (2001) Feather (2014) Olsen 2016
What has caused such changes?	What do you consider the primary drivers of change in IoTs? Do you think the new mergers and move towards a TU will alter roles and expectations? If so in what way? What types of issues are driving change? or what are the key drivers of change? Do you think change is externally or internally driven ?	Nixon (2001); Nixon et al, (2001); Nixon (2004); Clegg (2008); Lea and Callaghan (2008); Clarke et al 2015 O'Connor 2015
How have these changes affected perceptions and attitudes towards personal and professional development?	What continuous professional development have you undertaken in your time at the Institute Have the recent changes in HE impacted on your professional development needs? If so in what way? What do you think of the new professional development framework? Do you feel supported in your work through continuing professional development?	Fitzpatrick et al, (2011); McMahon (2011); Quinn (2012)
What are the current realities and expectations of academics in IoTs?	What motivates you to stay in an academic post in an IoT? What is the current reality of an academic at the coal face. Is your role enhanced or diminishing?	

Appendix F Plain Language Statement and Informed Consent



Dear Sir/Madam,

My name is Sharon McGreevy and in my professional capacity, I am a lecturer in Human resource management in the Faculty of Enterprise and Humanities at the [REDACTED].

I am currently a part-time research student on the Professional Doctorate in Education programme at the DCU Institute of Education, under the supervision of Dr Shivaun O'Brien. I am conducting a small-scale research study. The title of my research study is "Evolving roles of academics in Irish IoTs"

The main aim of my research is to explore the changing and evolving roles of academics in Institutes of Technology during a time of immense sectoral change.

I will be asking you to participate in this research by consenting to be interviewed by myself on the topic of exploring attitudes and dispositions to lecturing, professional role expectations and academic development. I am seeking your assistance in this research through participation in one 45-60 minute semi-structured interview, a copy of the schedule is attached.

Please find attached a consent form to be filled out at the interview, should you agree to participate. A copy of the interview transcript will be provided post-interview, at which point you will be able to amend or retract any elements of the transcript.

Before commencing the research study, I need your written permission to indicate your willingness to participate in the study. I want you to know that participation is voluntary and that you may withdraw at any time without giving any reason for the decision.

The Institute and participants involved will not be identified and no real names will be used in the report or in any presentations or publications from it. Data collected will be kept confidential, subject to legal limitations, and all notes, transcripts and recordings

taken will be kept securely password protected and destroyed or deleted at the end of the research process. In order to respect confidentiality of contributions, no data will be stored in the research database or reported that could identify any individual (confidentiality is subject to legal limitations¹). The sample size takes account of this important factor. While every effort will be made to protect your identity, the participants may not be anonymous to other people within the Institute or to people familiar with the Institute who read the report. However, I will act professionally and do everything in my power to protect the identity of participants, e.g. by not reporting data given by the participants which might render them identifiable.

All data will be stored electronically on a password-protected, data-encrypted computer and will be destroyed using a commercial security product on successful project completion. The information provided will be used solely for the purpose of this research project and related academic publications. Participation in this survey is entirely voluntary and there are no risks involved. Participants may withdraw from the study at any point by emailing or calling me, at which point all their contributions will be destroyed with immediate effect.

I would like to sincerely thank you for considering this request. If you have any questions about this study, please do not hesitate to contact me either by email or phone. After the research is finished, I will give you a summary of the findings. If you are happy to participate. Please complete the consent form and return it to me.

Yours sincerely,

Sharon McGreevy

Ethical approval for this project has been obtained from the Dublin City University Research Ethics Committee. If participants have concerns about this study and wish to contact an independent person, please contact: The Secretary, Dublin City University Research Ethics Committee, c/o Research and Innovation Support, Dublin City University, Dublin 9. Tel 01-7008000.

¹ I will not disclose to anyone what you have told me unless I am concerned about a risk of harm to an individual or unless there is a judicial order compelling me to provide information. I will seek to discuss any such event with interviewees in the first instance.

Informed Consent Form

Research Study Title: Evolving roles of academics in Irish IoTs

Principal Investigator: Sharon McGreevy (sharon.mcgreevy5@mail.dcu.ie), professional doctoral student at DCU

Supervisor: Professor Shivaun O'Brien (email: shivaun.obrien@dcu.ie), DCU Institute of Education

Purpose of the Research: The main aim of this research is to explore the changing and evolving roles of academics in Institutes of Technology during a time of immense sectoral change.

Please circle Yes or No or NA (not applicable) for each question.

	Yes	No	N/A
I have read the information in the Plain Language Statement.			
I understand the information provided.			
I have had the opportunity to ask questions and discuss this study.			
I have received satisfactory answers to all my questions.			
I have been assured that all data will be held in the strictest confidence as described in the Plain Language Statement.			
I understand that I may decline to answer some of the interview questions.			
I understand that I will be provided with a copy of the transcript of the interview for checking prior to it being used for the purposes of this study.			
I give permission for my interview to be recorded.			
I understand that the interview recording (where applicable) will be destroyed once the interview transcript has been agreed by me.			

I understand that involvement in this research is voluntary and that I may withdraw from the research study at any point.			
I agree to take part in this study.			
I agree to allow the information provided by me to be used solely for the purpose of this research study and related academic publications.			

I have read and understood the information in this form. My questions and concerns have been answered by the researcher, and I have a copy of this consent form. Therefore, I consent to take part in this research project.

Signature:

I have read and understood the information in this form. My questions and concerns have been answered by the researchers, and I have a copy of this consent form. Therefore, I consent to take part in this research project

Participants Signature: _____

Name in Block Capitals: _____

Email _____

Mobile Phone _____

Witness: _____

Date: _____

Appendix G Screen shots of NVivo Audit trail

Example of Participant Memo detailing post interview and transcription notes.

The screenshot displays the NVivo 12 Pro interface. The top menu bar includes File, Home, Import, Create, Explore, and Share. The 'Memo Tools' tab is active, showing options like Annotations, Quick Coding, Layout, Coding Stripes, Highlight, Code, Code In Vivo, Range Code, Uncode, New Annotation, Annotations, Word Cloud, Compare With, Explore Diagram, Visualize Memo, Query This Memo, Find, and Edit. The left sidebar shows the project structure under 'Quick Access' (Files, Memos, Nodes) and 'Data' (Academic Interviews, Academic Managers in, Academic managers T, Academic staff IoT, Academic Staff TUs, Documents, HEA Compact, L&T strategy, Strategic Plans, File Classifications, Externals). The 'Codes' section shows Nodes (Phase 1 - Start List, Phase 2 - Data Display, Phase 3 - Data Reduction) and Relationships. The main window shows a 'Memos' table with columns Name, Codes, and References. The selected memo is for 'Site A Academic Female 1'. The memo text reads: 'This academic is deeply committed to her role as both a teacher and researcher. Sees herself as an educator. Concerned about student motivation. Feels students place too much emphasis on work and lack commitment to their academic endeavour. Feels extreme lack of support in relation to her research role. Committed to access and participation remit. Feels Senior management betrayed the staff by not pursuing TU status. Believes the union needs to be involved in ensuring TU status is achieved and sought. Displays signs of exhaustion and refers to lacking time and the administrative burden now required as part of the role. Questions why academics are responsible for this. Concerned the vocational slant may be lost in the move to TU. Values the vocational slant and deeply committed to supporting less able students achieve and flourish. Very earnest and conscientious individual.'

Name	Codes	References
Site A Academic Female	0	0
Site A Academic Female	0	0
Site A Academic Male 1	0	0
Site A Academic Male 2	0	0
Site B Academic Female	0	0
Site B Academic Female	0	0

The screenshot displays the NVivo 12 Pro interface, similar to the first one, but with a different memo selected. The 'Memos' table shows the same data. The selected memo is for 'Site A Academic Female 2'. The memo text reads: 'This female academic originated from the USA. Initially was unfamiliar with IoT sector but actively sought out a position in this particular Institute having seen student work at the St. Patricks Day parade. Overall expressed extreme dissatisfaction with the paucity of career promotion opportunities. Also feels a lack of recognition for her work. Feels some of her colleagues do not work as diligently or as conscientiously as she does. However, she enjoys good collegial relations with many workplace peers. She is active in research but recognises there is no framework to manage this in the current workload models. She has recently completed her PhD and is actively seeking employment or a career break to secondment outside the Institute. She mentioned she actively did not want a HoD job and had applied to the National Forum for work and enjoyed her interview enormously even though she was not successful at that point due to her lack of project management skills. She feels frustrated with the poor promotional opportunities within the sector especially the SL1 roles which she feels she is already fulfilling. She is very active around programme development, planning and programme chair, in addition to committee commitments. She has now reduced her work load. She expressed extreme dissatisfaction with the senior management and currently has a grievance with a member of the executive.'

Name	Codes	References
Site A Academic Female	0	0
Site A Academic Female	0	0
Site A Academic Male 1	0	0
Site A Academic Male 2	0	0
Site B Academic Female	0	0
Site B Academic Female	0	0

Screen shot Phase One Start List

WIP ANALYSIS 2020.nvp - NVivo 12 Pro

Phase 1 - Start List							
Name	Files	References	Created On	Created By	Modified On	Modified By	
Academic Background		12	58	15/02/2020 15:52	SMCG	17/04/2020 10:20	SMCG
Research Role Positive		13	64	15/02/2020 15:53	SMCG	17/04/2020 11:12	SMCG
work pattern		8	24	15/02/2020 15:53	SMCG	16/04/2020 16:59	SMCG
research and teaching link		5	11	15/02/2020 15:54	SMCG	16/04/2020 10:30	SMCG
Discipline area		7	17	15/02/2020 15:54	SMCG	16/04/2020 17:01	SMCG
Teaching activity		11	69	15/02/2020 17:11	SMCG	17/04/2020 11:21	SMCG
Lecturer Support with T&L		0	0	15/02/2020 17:11	SMCG	13/04/2020 20:10	SMCG
Changing student expectations		4	11	15/02/2020 17:15	SMCG	16/04/2020 08:49	SMCG
Role as an Educator		2	3	15/02/2020 17:16	SMCG	16/04/2020 10:25	SMCG
student commitment		6	17	15/02/2020 17:17	SMCG	17/04/2020 11:02	SMCG
student motivation		5	8	15/02/2020 17:18	SMCG	16/04/2020 16:40	SMCG
student working and economics		4	10	15/02/2020 17:18	SMCG	17/04/2020 11:02	SMCG
service		1	5	15/02/2020 17:20	SMCG	16/04/2020 12:07	SMCG
Control of own work		2	8	15/02/2020 17:21	SMCG	16/04/2020 11:39	SMCG
TU status		12	78	15/02/2020 17:24	SMCG	17/04/2020 11:21	SMCG
change in contract		10	24	15/02/2020 17:32	SMCG	17/04/2020 11:23	SMCG
Union activity and support		5	10	15/02/2020 17:33	SMCG	16/04/2020 14:06	SMCG
Professional		7	12	15/02/2020 17:35	SMCG	16/04/2020 13:18	SMCG
student support and third space professional		3	8	15/02/2020 17:36	SMCG	16/04/2020 10:54	SMCG
Personal Development & Disciplinary Development		3	4	15/02/2020 17:39	SMCG	16/04/2020 15:33	SMCG
Student choice		5	11	16/02/2020 15:11	SMCG	16/04/2020 16:51	SMCG
Student profile at entry		11	20	16/02/2020 15:33	SMCG	17/04/2020 11:03	SMCG
Challenging aspect of role		11	44	16/02/2020 15:49	SMCG	17/04/2020 11:00	SMCG

SMCG 70 Items

WIP ANALYSIS 2020.nvp - NVivo 12 Pro

Phase 1 - Start List							
Name	Files	References	Created On	Created By	Modified On	Modified By	
Student confidence		2	3	14/04/2020 12:22	SMCG	17/04/2020 10:56	SMCG
Traditional roles		9	30	14/04/2020 13:58	SMCG	16/04/2020 17:03	SMCG
Student expectations		9	25	14/04/2020 16:13	SMCG	17/04/2020 10:58	SMCG
Career advancement promotion		7	25	14/04/2020 17:14	SMCG	17/04/2020 11:21	SMCG
Poor management support		1	3	14/04/2020 17:26	SMCG	14/04/2020 17:27	SMCG
Low morale		2	3	14/04/2020 17:35	SMCG	16/04/2020 13:55	SMCG
Status of work		3	7	14/04/2020 19:03	SMCG	16/04/2020 13:24	SMCG
Repetitious nature of Academic work		1	1	15/04/2020 13:40	SMCG	15/04/2020 13:40	SMCG
Administrative burden		5	10	15/04/2020 19:25	SMCG	16/04/2020 16:44	SMCG
Student Service		4	8	15/04/2020 19:34	SMCG	17/04/2020 11:04	SMCG
Institutional service		3	3	15/04/2020 19:37	SMCG	16/04/2020 12:06	SMCG
Academic Contribution		8	22	15/04/2020 20:15	SMCG	17/04/2020 11:11	SMCG
Research Role negative		6	12	16/04/2020 08:54	SMCG	17/04/2020 11:22	SMCG
Fear and Apprehension about future		0	0	16/04/2020 08:55	SMCG	16/04/2020 08:55	SMCG
Optimism about future		0	0	16/04/2020 08:55	SMCG	16/04/2020 08:55	SMCG
Academic satisfaction		3	4	16/04/2020 08:56	SMCG	17/04/2020 11:15	SMCG
Academic Dissatisfaction		7	18	16/04/2020 08:56	SMCG	17/04/2020 11:13	SMCG
Opportunist Academic		5	8	16/04/2020 09:02	SMCG	16/04/2020 11:05	SMCG
Deliberate Academic		5	12	16/04/2020 09:03	SMCG	17/04/2020 10:46	SMCG
Professional Collegiality		3	3	16/04/2020 09:16	SMCG	16/04/2020 15:30	SMCG
Academic Integrity		2	4	16/04/2020 10:35	SMCG	16/04/2020 14:14	SMCG
Obstructing change		1	1	16/04/2020 13:19	SMCG	16/04/2020 13:20	SMCG

SMCG 70 Items

Screen shot Phase Two Data Display

WIP ANALYSIS 2020.nvp - NVivo 12 Pro

File Home Import Create Explore Share

New Report New Extract Export Project Copy Project Page Setup Print Preview Print Export Export List Export Codebook Export Bibliography

Quick Access

- Files
- Memos
- Nodes
- Contextual Drivers
- Educator
- Personal Drivers

Data

- Files
- Academic Interviews
- Academic Management
- Academic staff
- Academic staff TU
- Documents
- HEA Compact
- L&T strategy
- Strategic Plans
- File Classifications
- Externals
- Codes
- Nodes
- Phase 1 - Start List
- Phase 2 - Data Display

Phase 2 - Data Display

Name	Files	References	Created On	Created By	Modified On	Modified By
Learner experience	27	354	15/04/2020 16:22	SMCG	15/04/2020 16:56	SMCG
Changing student expectations	6	13	18/04/2020 15:07	SMCG	18/04/2020 14:00	SMCG
Quality students and outcomes	5	8	18/04/2020 15:17	SMCG	18/04/2020 08:37	SMCG
Student choice	9	24	18/04/2020 15:20	SMCG	18/04/2020 09:05	SMCG
student commitment	14	40	18/04/2020 15:21	SMCG	18/04/2020 14:35	SMCG
Student confidence	3	4	14/04/2020 12:22	SMCG	18/04/2020 08:37	SMCG
Student Employability	15	30	18/04/2020 15:23	SMCG	18/04/2020 14:50	SMCG
Student expectations	16	42	18/04/2020 15:23	SMCG	18/04/2020 13:29	SMCG
student motivation	10	18	18/04/2020 15:23	SMCG	18/04/2020 14:35	SMCG
Student profile at entry	24	54	18/04/2020 15:23	SMCG	18/04/2020 14:35	SMCG
student support and third space professi	8	17	18/04/2020 15:24	SMCG	18/04/2020 13:40	SMCG
student working and economics	9	19	18/04/2020 15:24	SMCG	18/04/2020 14:46	SMCG
Vocational Slant	21	85	18/04/2020 15:27	SMCG	18/04/2020 14:10	SMCG
Personal Perspective	27	604	15/04/2020 16:23	SMCG	15/04/2020 16:56	SMCG
Academic Commitment	15	35	18/04/2020 15:01	SMCG	18/04/2020 14:43	SMCG
Academic Contribution	18	40	18/04/2020 15:02	SMCG	18/04/2020 14:43	SMCG
Academic Dissatisfaction	15	31	18/04/2020 15:03	SMCG	18/04/2020 14:54	SMCG
Academic Expectations	9	21	18/04/2020 15:04	SMCG	18/04/2020 11:13	SMCG
Academic Integrity	3	5	18/04/2020 15:05	SMCG	17/04/2020 13:20	SMCG
Academic Motivation	10	20	18/04/2020 15:05	SMCG	18/04/2020 13:35	SMCG
Academic satisfaction	12	21	18/04/2020 15:05	SMCG	18/04/2020 14:33	SMCG
Administrative burden	8	15	18/04/2020 15:06	SMCG	18/04/2020 09:47	SMCG

SMCG 79 Items

WIP ANALYSIS 2020.nvp - NVivo 12 Pro

File Home Import Create Explore Share

Paste Cut Copy Merge Properties Open Memo Link Item Add To Set Create As Code Create As Cases Query Visualize Code Auto Code Range Code Uncode Case Classification File Classification Detail View Sort By Undock Navigation View List View Find Workspace

Quick Access

- Files
- Memos
- Nodes
- HEA Compact
- L&T strategy
- Strategic Plans
- File Classifications
- Externals
- Codes
- Nodes
- Phase 1 - Start List
- Phase 2 - Data Display
- Phase 3 - Data Reduction
- Relationships
- Relationship Types
- Cases
- Cases
- Case Classifications
- Case Profiles
- Notes
- Search
- Queries

Phase 2 - Data Display

Name	Files	References
External Context	8	52
Access Opportunity	3	
Macro drivers of change	8	
Recession and austerity	2	
Internal Context	8	153
Management ambition	6	
Management guidance and leadership	2	
Management support for Ac staff	8	
Poor management support	1	
Status of Institute	4	
TU status	7	
Union activity and support	3	
Vocational Slant	5	
Learner experience	8	53
Quality students and outcomes	1	
Student access retention and progression	1	
Student choice	3	
student commitment	3	
Student confidence	1	
Student expectations	6	

Background Expectations External Context service

Files\Academic Interviews\Academic staff loT\Site A Academic Female 1> - \$ 3 [1.56% Coverage]

Reference 1 - 0.50% Coverage

And without that I would I could be here at twelve o'clock at night and that would I yes or admin administrative load has crept up a notch.

Reference 2 - 0.65% Coverage

We have technological advances. You'd imagine it would come down while our a have exploded you would imagine my administrative work would decrease but no be similar.

Reference 3 - 0.41% Coverage

Yeah lots and I find that a conflict there in terms of you see this in terms of numb people. Why are we doing so much

Files\Academic Interviews\Academic staff loT\Site A Academic Female 2> - \$ 1 [0.54% Coverage]

Reference 1 - 0.54% Coverage

That's not the way you speak to somebody you need to approach a problem. Her

SMCG 51 Items

WIP ANALYSIS 2020.rvp - NVivo 12 Pro

File Home Import Create Explore Share

New Report New Extract Export Project Copy Project Page Setup Print Preview Print List Export Export List Export Codebook Export Bibliography

Quick Access

- Files
- Memos
- Nodes
- Contextual Drivers
- Educator
- Personal Drivers

Data

- Files
- Academic Interviews
 - Academic Manage
 - Academic manage
 - Academic staff IoT
 - Academic Staff TU
- Documents
 - HEA Compact
 - L&T strategy
 - Strategic Plans
- File Classifications
- Externals
- Codes
 - Nodes
 - Phase 1 - Start List
 - Phase 2 - Data Display

Phase 2 - Data Display

Search Project

Name	Files	References	Created On	Created By	Modified On	Modified By
Union activity and support		14	32 18/04/2020 15:26	SMCG	18/04/2020 14:13	SMCG
Perspectives on Teaching		27	220 15/04/2020 16:34	SMCG	15/04/2020 16:56	SMCG
Discipline area		10	21 18/04/2020 15:09	SMCG	17/04/2020 17:53	SMCG
Passion for teaching		9	21 18/04/2020 15:14	SMCG	17/04/2020 17:09	SMCG
Repetitious nature of Academic work		1	1 18/04/2020 15:17	SMCG	15/04/2020 13:40	SMCG
Teaching activity		25	119 18/04/2020 15:25	SMCG	18/04/2020 14:47	SMCG
Traditional roles		19	58 18/04/2020 15:25	SMCG	18/04/2020 14:01	SMCG
Perspectives on Research		25	173 15/04/2020 16:35	SMCG	15/04/2020 16:56	SMCG
Isolation in research		5	7 18/04/2020 15:11	SMCG	18/04/2020 13:22	SMCG
Research Role negative		15	35 18/04/2020 15:18	SMCG	18/04/2020 14:01	SMCG
Research Role Positive		23	90 18/04/2020 15:18	SMCG	18/04/2020 14:11	SMCG
Support for research		14	41 18/04/2020 15:25	SMCG	18/04/2020 14:02	SMCG
External Context		27	168 15/04/2020 16:37	SMCG	15/04/2020 16:56	SMCG
Access Opportunity		17	45 18/04/2020 15:05	SMCG	18/04/2020 14:49	SMCG
change in contract		17	41 18/04/2020 15:07	SMCG	18/04/2020 14:51	SMCG
Macro drivers of change		22	71 18/04/2020 15:12	SMCG	18/04/2020 14:47	SMCG
Recession and austerity		2	11 18/04/2020 15:17	SMCG	15/04/2020 13:23	SMCG
Perspectives on Service		23	112 15/04/2020 16:54	SMCG	15/04/2020 20:02	SMCG
Collegiality Service		9	32 18/04/2020 15:08	SMCG	18/04/2020 13:41	SMCG
Institutional service		5	6 18/04/2020 15:10	SMCG	18/04/2020 12:26	SMCG
Professional		11	24 18/04/2020 15:16	SMCG	18/04/2020 13:37	SMCG

SMCG 79 Items

Data reduction screen shot

WIP ANALYSIS 2020.rvp - NVivo 12 Pro

File Home Import Create Explore Share

New Report New Extract Export Project Copy Project Page Setup Print Preview Print List Export Export List Export Codebook Export Bibliography

Quick Access

- Files
- Memos
- Nodes
- Contextual Drivers
- Educator
- Personal Drivers

Data

- Files
- Academic Interviews
 - Academic Manage
 - Academic manage
 - Academic staff IoT
 - Academic Staff TU
- Documents
 - HEA Compact
 - L&T strategy
 - Strategic Plans
- File Classifications
- Externals
- Codes
 - Nodes
 - Phase 1 - Start List
 - Phase 2 - Data Display
 - Phase 3 - Data Reduction

Phase 3 - Data Reduction

Search Project

Name	Files	References	Created On	Created By	Modified On	Modified By
Educator		27	859 16/04/2020 08:03	SMCG	18/04/2020 15:33	SMCG
Learner experience		27	354 18/04/2020 15:34	SMCG	15/04/2020 16:56	SMCG
Perspectives on Teaching		27	220 18/04/2020 15:36	SMCG	15/04/2020 16:56	SMCG
Perspectives on Service		23	112 18/04/2020 15:37	SMCG	15/04/2020 20:02	SMCG
Perspectives on Research		25	173 18/04/2020 15:39	SMCG	15/04/2020 16:56	SMCG
Contextual Drivers		27	759 16/04/2020 08:04	SMCG	18/04/2020 15:33	SMCG
Internal Context		27	591 18/04/2020 15:36	SMCG	15/04/2020 16:55	SMCG
External Context		27	168 18/04/2020 15:38	SMCG	15/04/2020 16:56	SMCG
Personal Drivers		27	784 16/04/2020 08:05	SMCG	18/04/2020 15:34	SMCG
Career Journey		23	180 19/04/2020 10:12	SMCG	19/04/2020 10:08	SMCG
Personal Perspective		27	604 19/04/2020 10:13	SMCG	15/04/2020 16:56	SMCG

SMCG 82 Items

Appendix H Code Book

Evolving Roles of Irish Academics in IoTs and TUs in Ireland

Nodes\\Phase 1 - Start List

Name	Description	Files	References
Academic Background	Academics background information. Discipline and origin.	22	88
Academic Commitment	Describes the commitment to everyday roles and responsibilities. May also relate to sense of duty and commitment to students and the institute.	15	35
Academic Contribution	Specific reference to contribution	18	40
Academic Dissatisfaction	Areas where academics express dissatisfaction	15	31
Academic Expectations	Expression of expectations at the initial take up of post	9	21
Academic Integrity	Relates to lecturers comments on their work and the students	3	5
Academic Motivation	Areas that motivate academics intrinsic and extrinsic	10	20
Academic satisfaction	Achievement, sense of fulfilment and personal development	12	21
Access Opportunity	Refers to the access and opportunity remit of a site	17	45
Administrative burden	Levels of administrative responsibility.	8	15
Attraction to work in an IoT or TU	The aspects that were attractive for a potential lecturer	16	43
Career advancement promotion	Opportunities for career advancement or lack of opportunity.	15	45
Challenging aspect of role	Challenging aspect of daily roles and routines	20	75
Change in contract	Possible changes to the IoT contracts for academics or limitations to current contract	17	41
Changes to academic roles	Areas that academic roles are now changing	24	121

Name	Description	Files	References
Changing student expectations	Reflects the changing attitudes and expectations students now have of HE experience.	6	13
Collegiality Service	Strength or mentions of collegiality amongst peers	9	32
Control of own work	Autonomy and discretion	9	21
Deliberate Academic	Those academics who stated they had a clear career objective of entering academia	7	19
Demand of time	Relates to quality and quantity of time	21	76
Discipline area	Relates to comments around disciplinary expertise	10	21
Fear and Apprehension about future	Expression of anxiety about the future	5	18
Institutional service	Refers to committee membership, programme board participation	5	6
Isolation in research	Comments about the loneliness in research	5	7
Lack of tenure and security	Refers to interviewees experience of seeking full time posts	6	11
Lecturer Support with T&L	Relates to the climate of support	10	31
Low morale	References of low morale amongst staff	3	4
Macro drivers of change	Awareness of the macro drivers of change such as massification, marketisation and managerialism. Also the reform agenda	22	71
Management ambition	Refers to stated management plans and goals	14	35
Management challenges	This node captures the challenges academic managers articulate in their role of managing academics	4	23
Management guidance and leadership	Levels of leadership and guidance from senior academic leaders	9	12
Management support for Ac staff	Refers to general levels of support from HoD	19	61
Obstructing change	Relates to efforts by academics and their managers of obstructing change	1	1

Name	Description	Files	References
Opportunist Academic	This relates to academics who did not intend entering academia but an opportunity presented itself.	6	9
Optimism about future	Refers to optimistic perspective	5	15
Part time lecturer	Entry into respective Institute through part time lecturing initially	9	21
Passion for teaching	Refers to love of teaching	9	21
Personal Development & Disciplinary Development	Areas of development that focus on disciplinary expertise and personal development	11	13
Poor management support	Lack of HoD support or Senior Management	1	3
Pressure to complete a doctorate	Interviewees express pressure exercised by management to complete PhDs.	14	33
Professional	Lecturer perception of being professional	11	24
Professional Collegiality	Service role of collegiality at a professional level. Engaging with others outside of the Institute at a professional level	7	11
Professional development L&T perspectives	Staff activity and commitment to professional development in L&T. Positive perceptions and perspectives	24	83
Quality students and outcomes	Relates to employer feedback from graduates and student outcomes	5	8
Recession and austerity	Refers to aggressive cutbacks or additional work due to austerity	2	11
Repetitious nature of Academic work	Cyclical and repetitious nature of work	1	1
Research and Teaching link	Links to teaching and research	10	18
Research Role negative	Comments that are negative	15	35
Research Role Positive	Comments that are positive	23	90
Role as an Educator	Interviewees who specifically refer to the term educator	5	9
service	Levels of service generally	2	6

Name	Description	Files	References
Status of Institute	Refers to the impression of the status and reputation of the individual sites.	18	59
Status of work	Refers to the privilege status of being an academic	7	15
Student access retention and progression	Relates to issues of progressing and supporting students to ensure access retention and progression	4	10
Student choice	Student choice in attending an IoT or university	9	24
student commitment	Refers to levels of student commitment	14	40
Student confidence	Levels or lack of student confidence.	3	4
Student Employability	Refers to the practical nature of provision	15	30
Student expectations	Refers to comments around student expectations	16	42
student motivation	Levels of student motivation towards academic achievement	10	18
Student profile at entry	Student profile at entry points and learning support required	24	54
Student Service	Helping students guiding and supporting learning	12	25
student support and third space professional	Student learning issues and support available on site for them	8	17
student working and economics	Levels of students working due to financial reasons	9	19
Support for research	Levels of support available for research	14	41
Teaching activity	Current teaching activity	25	119
Traditional roles	Practice when started working and expectations	19	58
TU status	Technological university status and progress towards that	26	158
Union activity and support	Levels of union support or criticism	14	32
Vocational Slant	Changes in the vocational or practice base of a course	21	85
Work pattern	Refers to work intensity	13	34

Appendix I Vignettes

Vignette 1

Harry is 55 years old. He joined the Institute in 1998 as a full time lecturer. He came from industry and has several years professional experience both in Ireland and internationally. He originally had an honours degree and shortly after joining the Institute he successfully completed a Masters. Initially his professional and practical experience was highly valued but Harry now feels this has diminished over recent years. He enjoys teaching and this is what prompted him to apply for the post initially.

In recent years the expectations have changed and Harry no longer feels his experience and expertise is valued. There is now pressure to be research active but Harry has no real expertise or experience and he feels this is an additional burden on top of a heavy teaching load.

Harry passionately believes in the value of the vocational and practical slant of the programmes that he delivers and feels that there has been mission drift in the Institute towards valuing programmes that adopt a more traditional academic flavour. Harry has engaged actively in a range of teaching and learning programmes offered in the Institute although he still feels his contribution to teaching is not recognised or valued by senior management.

Harry is unsure if he should discuss this issue with his Head of Department but he is aware that research is now a high profile activity and could enhance his status and reputation with the department.

Vignette 2

Sally is 45 years old and joined the Institute originally as a full time Assistant lecturer in 2004. Sally is well qualified academically as she has an undergraduate honours degree, a masters and recently completed a doctorate. In 2014 Sally progressed to Lecturer level. Sally has until recently been research active completing her doctorate and would like to work on other research projects within her field of expertise. To date there have been limited opportunities but Sally has mentioned this to her Head of Department and she is optimistic that some new projects are imminent.

Sally enjoys lecturing but finds that within the Institute the teaching load is heavy and varied. Her teaching duties range from level 6-9 and she struggles with the ability level and motivation of some of her students. This has become progressively more acute in recent years.

Sally has not engaged with any of the teaching and learning programmes provided in the institute as she does not believe that they can make any difference to her professional prowess. Sally believes she is the expert in her field and the students value her specialist knowledge.

Sally enjoys the term and conditions at the Institute as she has a very young family and values the holidays especially as they coincide with the school holidays. However, Sally is ambitious and is frustrated at the lack of opportunities to progress within the Institute.

Appendix J Example Diary Entry

Diary Entry June 2019

17/06/19
Site A

① Today: First interviews scheduled. Very apprehensive and nervous. Confirmed all times and dates with each interviewee. Still hoping they all turn up on time. Have scheduled five interviews today so must ensure all communication and recording is in order. Plan to have very early as usual, now long the journey will take. First interview scheduled for 10 am. Have allowed two hours for set up. I am all organised and currently record and upload the recordings.

② All interviews progressed really well. All the interviewees were comfortable and relaxed and extremely generous with their time. Received us ever now for a little more comfort now as still have loads more interviews to do. Very long day and realised that it is not what to schedule so many in the same day. I still need to interview another friend of Department so will follow up late.

③ Thanked all interviewees by text immediately then I will send transcripts

③ In hindsight this was an extremely useful and insightful day. I spent all day with the academics and had a tour around the campus. Very impressive facilities with extremely dedicated and ambitious staff who really want the best for the college.

④ Further relationship with senior staff which I did not explore in as much depth as I would have liked.

⑤ Still trying to track down the head of Department so we have at least one or more trips to this site which will be very difficult to schedule when training re-commences in September.

⑥ Sent in the transcripts for members checking. Fingers crossed we all get

Appendix K Ethical Approval

Ollscoil Chathair Bhaile Átha Cliath
Dublin City University



Ms Sharon McCreevy
Institute of Education

10th May 2019

REC Reference: DCUREC/2019/063

Proposal Title: Evolving roles of academics in Irish Institutes of Technology

Applicant(s) Ms Sharon McCreevy,

Dear Sharon,

Further to expedited review, the DCU Research Ethics Committee approves this research proposal.

Materials used to recruit participants should note that ethical approval for this project has been obtained from the Dublin City University Research Ethics Committee.

Should substantial modifications to the research protocol be required at a later stage, a further amendment submission should be made to the REC.

Yours sincerely,



Dr Mark Philbin
Interim Chairperson
DCU Research Ethics Committee



Taighde & Nuálaíocht Tacaíocht
Ollscoil Chathair Bhaile Átha Cliath,
Baile Átha Cliath, Éire

Research & Innovation Support
Dublin City University,
Dublin 9, Ireland

T +353 1 700 8000
F +353 1 700 8002
E research@dcu.ie
www.dcu.ie