

Academics and National Identity

Questionnaire

Private and Confidential

All the questions can be answered with a simple tick or number.

When you have completed the questionnaire, please return it to:

The Survey Team,
FREEPOST,
University of Edinburgh,
Mackenzie House,
34 West Richmond Street,
Edinburgh.
EH8 0LW

SECTION A: THE PURPOSES OF HIGHER EDUCATION

A1 Here are some possible activities of higher education institutions in England. For each row, please tick one box to rate how important you think it is for higher education institutions to undertake that activity.

	very important	quite important	not very important	not at all important
To develop consultancy links with business and industry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To contribute to the economic development of the local area around the institution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To contribute to the economic development of the region of England where the institution is situated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To contribute to the economic development of the UK as a whole	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To provide advice to policy makers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To prepare students to take on leading roles in government and business in the region of England where the institution is situated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To prepare students to take on leading roles in government and business across the UK	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To prepare students to contribute to the life of the local community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To prepare students to challenge people in positions of authority	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To offer post-graduate courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To award doctoral degrees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To educate academic high-fliers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To provide courses in classical and humanistic education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To offer courses leading directly to certain professions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To offer courses to mature students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To offer access courses to prepare students for higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To offer part-time courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To educate students with 'non-traditional' qualifications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Continued on next page

Activities of higher education institutions (continued)

	very important	quite important	not very important	not at all important
To offer non-examined courses or lecture series to the general public	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To engage in public debate beyond the walls of the higher education institution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To maintain and develop a common English culture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To maintain and develop a common British culture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To preserve and hand on the best scholarship from the past	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To break down cultural barriers between nations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To conduct basic or theoretical research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To conduct applied research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To prepare research inventions for commercial use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

A2 What kinds of academic networks are most important to you in doing your research? Include electronic networks as well as face-to-face ones. (**Choose one only.**)

- Local networks within your own institution
- Networks within and across the region of England where your institution is situated
- Networks within and across the UK
- Networks within and across Europe
- Global networks

A3 What kinds of networks do you think are most important for research in your academic institution as a whole? Include electronic networks as well as face-to-face ones. (**Choose one only.**)

- Local networks within your own institution
- Networks within and across the region of England where the institution is situated
- Networks within and across the UK
- Networks within and across Europe
- Global networks

A4 How many refereed papers have you ever had published in academic books or journals?

- None
- 1 or 2
- 3 or 4
- 5 to 10
- 11 to 20
- 21 to 30
- more than 30

A5 How many books of an academic nature have you had published? Include any which you have edited, co-edited or co-authored.

- | | |
|--------------|--------------------------|
| None | <input type="checkbox"/> |
| 1 or 2 | <input type="checkbox"/> |
| 3 or 4 | <input type="checkbox"/> |
| 5 to 10 | <input type="checkbox"/> |
| 11 to 20 | <input type="checkbox"/> |
| more than 20 | <input type="checkbox"/> |

A6 What percentage of your working time do you spend on different activities - teaching, research and institutional administration? Please estimate how you actually spend your time, averaged over the current academic year. The percentages need not sum to 100%.

Teaching (including preparation and supervision)	%
Research and scholarship	%
Management and administration in your own institution	%

A7 Have you taken part in any of the following activities in the last three years?

- | | | |
|--|------------------------------|-----------------------------|
| Spoken to a seminar or lectured at another higher education institution in the region of England where your institution is situated (not including your own institution) | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| Spoken to a seminar or lectured at a higher education institution elsewhere in the UK | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| Spoken to a seminar or lectured at a higher education institution outside the UK | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| Attended an academic conference in the region of England where your institution is situated | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| Attended an academic conference elsewhere in the UK | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| Attended an academic conference outside the UK | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| Served on an editorial board, or been an editor, of an academic journal | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| Spoken to a public (non-academic) audience | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| Spoken on the broadcast media | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| Written for a newspaper or non-academic journal | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| Served as a consultant to an English government department | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| Served as a consultant to a Scottish, Welsh or Northern Irish government department | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| Served as a consultant to a UK government department | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| Served as a consultant to an international agency (eg European Union agencies, United Nations agencies) | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| Served as a consultant to private-sector business | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| Served as a consultant to any other non-governmental organisation | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| Sat on the governing body of any non-academic organisation in the public sector (eg quangos) | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| Sat on the board of a private-sector company | <input type="checkbox"/> yes | <input type="checkbox"/> no |

SECTION B: ACCOUNTABILITY

In questions B1 to B4, please indicate how much you agree or disagree with the statements.

B1 Higher education institutions ought to be less under the control of central government.

- | | |
|----------------------------|--------------------------|
| Strongly agree | <input type="checkbox"/> |
| Agree with reservations | <input type="checkbox"/> |
| Disagree with reservations | <input type="checkbox"/> |
| Strongly disagree | <input type="checkbox"/> |
| Don't know | <input type="checkbox"/> |

B2 There is no valid way of appraising the quality of academic staff.

- | | |
|----------------------------|--------------------------|
| Strongly agree | <input type="checkbox"/> |
| Agree with reservations | <input type="checkbox"/> |
| Disagree with reservations | <input type="checkbox"/> |
| Strongly disagree | <input type="checkbox"/> |
| Don't know | <input type="checkbox"/> |

B3 To ensure that public grants to higher education institutions are spent responsibly, government has to monitor closely the expenditure of higher education institutions.

- | | |
|----------------------------|--------------------------|
| Strongly agree | <input type="checkbox"/> |
| Agree with reservations | <input type="checkbox"/> |
| Disagree with reservations | <input type="checkbox"/> |
| Strongly disagree | <input type="checkbox"/> |
| Don't know | <input type="checkbox"/> |

B4 Higher education institutions need to develop a more business-like system of management.

- | | |
|----------------------------|--------------------------|
| Strongly agree | <input type="checkbox"/> |
| Agree with reservations | <input type="checkbox"/> |
| Disagree with reservations | <input type="checkbox"/> |
| Strongly disagree | <input type="checkbox"/> |
| Don't know | <input type="checkbox"/> |

In questions B5 to B9, please indicate how loyal you feel to each group or institution.

B5 Academic peers in your discipline, whether or not inside your own higher education institution.

- | | |
|------------------|--------------------------|
| Very loyal | <input type="checkbox"/> |
| Fairly loyal | <input type="checkbox"/> |
| Not very loyal | <input type="checkbox"/> |
| Not at all loyal | <input type="checkbox"/> |
| Don't know | <input type="checkbox"/> |

B6 The higher education institution which employs you.

- | | |
|------------------|--------------------------|
| Very loyal | <input type="checkbox"/> |
| Fairly loyal | <input type="checkbox"/> |
| Not very loyal | <input type="checkbox"/> |
| Not at all loyal | <input type="checkbox"/> |
| Don't know | <input type="checkbox"/> |

B7 The local area in which your higher education institution is situated.

- | | |
|------------------|--------------------------|
| Very loyal | <input type="checkbox"/> |
| Fairly loyal | <input type="checkbox"/> |
| Not very loyal | <input type="checkbox"/> |
| Not at all loyal | <input type="checkbox"/> |
| Don't know | <input type="checkbox"/> |

B8 English society as a whole.

- | | |
|------------------|--------------------------|
| Very loyal | <input type="checkbox"/> |
| Fairly loyal | <input type="checkbox"/> |
| Not very loyal | <input type="checkbox"/> |
| Not at all loyal | <input type="checkbox"/> |
| Don't know | <input type="checkbox"/> |

B9 British society as a whole.

- | | |
|------------------|--------------------------|
| Very loyal | <input type="checkbox"/> |
| Fairly loyal | <input type="checkbox"/> |
| Not very loyal | <input type="checkbox"/> |
| Not at all loyal | <input type="checkbox"/> |
| Don't know | <input type="checkbox"/> |

B10 Which level of parliament should be mainly responsible for legislating for higher education in England? (**Choose one only.**)

- | | |
|---|--------------------------|
| The Parliament at Westminster (as at present) | <input type="checkbox"/> |
| A regional assembly for your area of England | <input type="checkbox"/> |
| A new parliament for the whole of England | <input type="checkbox"/> |
| The European Parliament | <input type="checkbox"/> |

SECTION C: POLITICS

C1 Do you generally think of yourself as a little closer to one of the parties than the others, and if so which? (**Choose one only.**)

- | | |
|------------------|--------------------------|
| No | <input type="checkbox"/> |
| Conservative | <input type="checkbox"/> |
| Labour | <input type="checkbox"/> |
| Liberal Democrat | <input type="checkbox"/> |
| Green Party | <input type="checkbox"/> |
| Other | <input type="checkbox"/> |

C2 Which of these statements comes closest to your view? (**Choose one only.**)

- | | |
|---|--------------------------|
| England should be governed as now, with laws made by the UK parliament | <input type="checkbox"/> |
| Each region of England should have its own assembly that runs services such as education and health | <input type="checkbox"/> |
| England as a whole should have its own new parliament with law-making powers | <input type="checkbox"/> |

C3 Do you think the UK's long-term policy should be (**Choose one only.**)

- | | |
|--|--------------------------|
| to leave the European Union | <input type="checkbox"/> |
| to stay in the EU and try to reduce the EU's powers | <input type="checkbox"/> |
| to leave things as they are | <input type="checkbox"/> |
| to stay in the EU and try to increase the EU's powers | <input type="checkbox"/> |
| to work for the formation of a single European government? | <input type="checkbox"/> |

C4 This question is answered by your marking a point on a scale.

Some people feel that the government should put up taxes a lot and spend much more on health and social services: these people would mark point A. Other people feel that the government should cut taxes a lot and spend much less on health and social services: these people would mark point K. Please mark a point on the scale that comes closest to your view.

←—————more taxation and spending
less taxation and spending—————→

A	B	C	D	E	F	G	H	I	J	K
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

C5 This question is answered by your marking a point on a scale.

Some people feel that the government should make much greater efforts to make people's incomes more equal: these people would mark point A. Other people feel that the government should be much less concerned about how equal people's incomes are: these people would mark point K. Please mark a point on the scale that comes closest to your view.

←—————more concern with equality of income
less concern with equality of income—————→

A	B	C	D	E	F	G	H	I	J	K
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SECTION D: DEMOGRAPHIC

D1 What type of job did your father have when you were 14 years old? If your father did not have a job then, please give the job he used to have. (**Choose one only.**)

- Manager or administrator (eg company director, manager);
 professional or technical (eg doctor, social worker, lecturer, school teacher); farmer or farm manager.
- Clerical (eg secretary, book-keeper, clerk); sales (eg shop assistant, commercial traveller).
- Skilled manual (eg plumber, train driver, fitter); semi-skilled or unskilled; farm worker; other

D2 Are you

- male
 female

D3 How old are you?

- 25 or younger
 26-35
 36-45
 46-55
 56-65
 66 or older

D4 In what kind of school did you receive the *major* part of your secondary schooling? (**Choose one only.**)

- independent
 direct grant/grant aided
 grammar/senior secondary
 secondary modern/junior secondary
 comprehensive
 school overseas
 other

D5 Was that school a religious school? (**Choose one only.**)

- No
 Yes - Roman Catholic
 Yes - Church of England
 Yes - other Christian denomination
 Yes - other religion

D6 In which country was that school located?

- England
 Northern Ireland
 Scotland
 Wales
 Republic of Ireland
 rest of Europe
 north America
 other

D7 Please note the main subject area of your first higher education qualification. (**Choose one only.**)

- Medicine, dentistry, veterinary science
 Subjects allied to medicine
 Biological sciences, physical sciences
 Agriculture and related subjects
 Mathematical sciences, computer science
 Engineering and technology
 Architecture, building, planning
 Social studies, law
 Business studies, administrative studies, librarianship, information science
 Languages, humanities
 Creative arts, design
 Education
 Combined
 Other

D8 In which category would you place the higher education institution where you took your first degree? (**Choose one only.**)

- Oxford or Cambridge
 English, Welsh or Irish 'redbrick' university
 Ancient Scottish university
 post-1960s UK university
 post-1992 UK university
 other UK higher education institution
 higher education institution outside the UK

D9 In which country did you take your first degree?

- England
 Northern Ireland
 Scotland
 Wales
 Republic of Ireland
 rest of Europe
 north America
 other

D10 What is the highest level of post-graduate qualification which you hold? (**Choose one only.**)

- higher research degree (eg PhD, DPhil)
- master's degree (eg MSc, MEd, MBA, MPhil)
- postgraduate certificate or diploma (eg PGCE)
- other postgraduate qualification
- no postgraduate qualification

D11 For how many years in total have you worked as an academic?

- fewer than 10
- 10-19
- 20-29
- 30-39
- 40 or more

D12 What is your present academic post? (**Choose one only.**)

- contract researcher
- lecturer
- reader/senior lecturer/principal lecturer
- professor
- senior academic management (eg dean, principal)
- administrative staff
- other

D13 For how many years have you been in your present post?

- fewer than 10
- 10-19
- 20-29
- 30-39
- 40 or more

D14 What is the main subject area of your present post? (**Choose one only.**)

- Medicine, dentistry, veterinary science
- Subjects allied to medicine
- Biological sciences, physical sciences
- Agriculture and related subjects
- Mathematical sciences, computer science
- Engineering and technology
- Architecture, building, planning
- Social studies, law
- Business studies, administrative studies, librarianship, information science
- Languages, humanities
- Creative arts, design
- Education
- Combined
- Other

D15 Have you ever held a post as an academic in a higher education institution outside England? Include appointments of a term or more spent on sabbatical.

- yes
- no

D16 Have you ever held a post as an academic in a higher education institution outside the UK? Include appointments of a term or more spent on sabbatical.

- yes
- no

D17 Please say which, if any, of these identities describes the way you think of yourself. **(Choose all that apply.)**

- | | |
|----------------|--------------------------|
| British | <input type="checkbox"/> |
| English | <input type="checkbox"/> |
| European | <input type="checkbox"/> |
| Irish | <input type="checkbox"/> |
| Northern Irish | <input type="checkbox"/> |
| Scottish | <input type="checkbox"/> |
| Welsh | <input type="checkbox"/> |
| None of these | <input type="checkbox"/> |

D18 To which of these groups do you consider you belong? **(Choose one only.)**

- | | |
|-------------------------------|--------------------------|
| Black: of African origin | <input type="checkbox"/> |
| Black: of Caribbean origin | <input type="checkbox"/> |
| Black: of other origin | <input type="checkbox"/> |
| Asian: of Indian origin | <input type="checkbox"/> |
| Asian: of Pakistani origin | <input type="checkbox"/> |
| Asian: of Bangladeshi origin | <input type="checkbox"/> |
| Asian: of Chinese origin | <input type="checkbox"/> |
| Asian: of other origin | <input type="checkbox"/> |
| White: of any European origin | <input type="checkbox"/> |
| White: of other origin | <input type="checkbox"/> |
| Mixed origin | <input type="checkbox"/> |
| Other | <input type="checkbox"/> |

SECTION E: FURTHER CONTACT

We will be following up this questionnaire with interviews with a small number of people who reply. Please tick if you would *not* be willing to be interviewed.