

*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 Scotland. 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 Scotland as a whole	<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 Scotland	<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 Scottish 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 Scotland
- 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 Scotland
- 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 <i>in Scotland</i> (not including your own) | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| Spoken to a seminar or lectured at a higher education institution <i>elsewhere in the UK</i>                        | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| Spoken to a seminar or lectured at a higher education institution <i>outside the UK</i>                             | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| Attended an academic conference <i>in Scotland</i>  | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| Attended an academic conference <i>elsewhere in the UK</i>  | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| Attended an academic conference <i>outside the UK</i>   | <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 a Scottish government department  | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| Served as a consultant to a 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   
 Agree with reservations   
 Disagree with reservations   
 Strongly disagree   
 Don't know

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

- Strongly agree   
 Agree with reservations   
 Disagree with reservations   
 Strongly disagree   
 Don't know

**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   
 Agree with reservations   
 Disagree with reservations   
 Strongly disagree   
 Don't know

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

- Strongly agree   
 Agree with reservations   
 Disagree with reservations   
 Strongly disagree   
 Don't know

***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   
 Fairly loyal   
 Not very loyal   
 Not at all loyal   
 Don't know

**B6** The higher education institution which employs you.

- Very loyal   
 Fairly loyal   
 Not very loyal   
 Not at all loyal   
 Don't know

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

- Very loyal   
 Fairly loyal   
 Not very loyal   
 Not at all loyal   
 Don't know

**B8** Scottish society as a whole.

- Very loyal   
 Fairly loyal

- Not very loyal   
 Not at all loyal   
 Don't know

**B9** British society as a whole.

- Very loyal   
 Fairly loyal   
 Not very loyal   
 Not at all loyal   
 Don't know

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

- The Scottish Parliament (as at present)   
 The Parliament at Westminster   
 The European Parliament

## 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   
 Conservative   
 Labour   
 Liberal Democrat   
 Scottish National Party (SNP)   
 Scottish Green Party   
 Scottish Socialist Party   
 Other

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

- Scotland should become independent, separate from the UK and the European Union   
 Scotland should become independent, separate from the UK but part of the European Union   
 Scotland should remain part of the UK, with its own elected parliament which has some taxation powers   
 Scotland should remain part of the UK, with its own elected parliament which has no taxation powers   
 Scotland should remain part of the UK without an elected parliament

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

- to leave the European Union   
 to stay in the EU and try to reduce the EU's powers   
 to leave things as they are   
 to stay in the EU and try to increase the EU's powers   
 to work for the formation of a single European government?

**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   
 grant aided/direct grant   
 senior secondary/grammar   
 junior secondary/secondary modern   
 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.**)

- Ancient Scottish university   
 Oxford or Cambridge   
 English, Welsh or Irish 'redbrick' 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 Scotland? 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.