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Exploring influences on academic identity development: stories of Visiting Lecturers in post-’92 UK business schools

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“Caversham Eves”

“Lidos we have loved”

“Good work takes time”

“Eyes on the prize”

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Abstract

Visiting Lecturers (VLs) on hourly paid casual contracts are frequently employed in Higher Education Institutions (HEIs) for flexibility of staffing, cost benefits to the institution (Beaton and Gilbert, 2013; Bryson, 2013) and, depending on the subject, the value their practical experience brings to students. Existing literature on VLs portrays a largely negative picture of their experience (Kimber, 2003; Gottschalk and McEachern, 2010; Crimmins 2016, 2017; Ryan et al, 2013), showing VLs to be excluded and marginalised at their workplace in spite of their optimistic expectations. I am an academic manager in a post-'92 university business school and my work with these colleagues on a daily basis motivated this study. I wanted to explore VLs' identity development in an academic context and understand the apparent gap between VLs' expectations and experience.

A key purpose of this study was to explore experiences which influence VLs in their academic identity development. Adopting an interpretivist, qualitative approach, I undertook a small-scale narrative inquiry of 10 post-'92 business school VLs, analysing data though a Bourdiuesian lens of capital, habitus and field (Bourdieu 1977, 1984).

My findings indicated that VLs hold the capital valued in a post-'92 business school that allows them agency to choose the work they prefer. In addition, VLs hold an expert identity in relation to their areas of business experience. Therefore my research has implications for existing models of the pracademic. However, the context of the business school means that although they may have choice, VLs do not always have control, and that less experienced VLs struggle to fit into an

academic setting. Not all VLs desire an academic identify and I explore reasons for this through this research.

I identified four ways in which business schools could better support VLs, through: (i) providing an induction; (ii) giving them access to timely and appropriate information; (iii) offering opportunities for Continuing Professional Development (CPD), and (iv) involving VLs in research.

This thesis adds to an under-researched area of VLs and academic identity development. It combines Bourdieu as a theoretical framework along with narrative inquiry methodology to bring new insights into the academic identity development of VLs. It may assist colleagues and managers to better understand their VLs by recognising that VLs' investment in developing an academic identity depends on their past capitals and motivation to be a VL, their present support in the business school and their future career ambitions, whether in academia or continuing a portfolio career.

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List of Abbreviations

AACSB	Association to Advance Collegiate Schools of Business
AAT	Association of Accounting Technicians
ABS	Association of Business Schools
AL	Associate Lecturer
CABS	Chartered Association of Business Schools
CIM	Chartered Institute of Marketing
CIPD	Chartered Institute of Personnel Development
CMI	Chartered Management Institute
CPD	Continuing Professional Development
FE	Further Education
GTA	Graduate Teaching Assistant
HE	Higher Education
HEA	Higher Education Academy
HEFCE	Higher Education Funding Council for England
HEI	Higher Education Institution
HESA	Higher Education Statistics Agency
HPL	Hourly Paid Lecturer
HPVL	Hourly Paid Visiting Lecturer

ONS	Office for National Statistics
PGCE	Post Graduate Certificate in Education
PGCHE	Post Graduate Certificate in Higher Education
NSS	National Student Survey
REF	Research Excellence Framework
TEF	Teaching Excellence Framework
UK	United Kingdom
UCU	University and College Union
VL	Visiting Lecturer
VLE	Virtual Learning Environment

Chapter 1: Introduction

1.1 Introduction to the thesis

The aim of this thesis was to explore influences on academic identity development of Visiting Lecturers (VLs) working in post-'92 UK business schools. Analysing my findings through the lens of Bourdieu, I have presented insights into how VLs identify in the context of the business school in which they work. It is hoped that the findings of this study will be of interest to VLs and colleagues who work with them.

1.2 Introduction to Chapter 1

The purpose of this introductory chapter is to give a résumé of the thesis focus and justify this as a valuable area of study that warrants research. I begin by presenting a brief overview of the UK business school, followed by a focus on the nature of post-'92 business schools, as these are the sites I have selected for research. Next, I continue by introducing the role of the VL and explaining why Higher Education Institutions (HEIs) use so many VLs. I then summarise the reasons for my interest in this area of research before moving on to the research challenge and ascertaining ways in which this study may be meaningful. I conclude the chapter with an outline of the structure of this thesis.

1.3 The nature of UK business schools

According to White et al (2014: 58), institutions may be divided into the categories 'research-intensive, elite, teaching-led, corporate or post-'92'. With regard to their first two descriptors, the landscape of UK business schools consists of research-based business schools within traditional and/or elite universities where groups of collegiate scholars teach and research together with small groups of students (Kaplan, 2014). In the Further and Higher Education Act of 1992, 35 polytechnics in the UK were granted university status (Boliver, 2015). These HEIs may be termed post-’92 to differentiate them from the older or ‘pre-’92’ HEIs. Whereas the traditional universities focused on research, leading to the description ‘research-intensive’, post-’92 universities largely concentrated on being ‘teaching-led’ (Boliver, 2015; Abreu et al, 2016) with business schools that focus on imparting practical and technical education to enable graduates to enter industry with the requisite skills and competencies (Vos and Page, 2020). Business schools have a distinctive staffing set because of their need to closely involve industry to enhance the credibility of their programmes. These staff link industry to curriculum design and ensure programmes of study are relevant for students. Thus teaching and assessments have a practical, experience-based approach, emphasising vocational merit . Graduates may serve the business needs of local communities who in turn support the business school through involvement in advisory groups. Business schools are also distinctive because of their income generation requirement to benefit other schools in an institution. Moreover, lean resourcing in keeping staff costs down by using cost efficient VLs, ensures a higher surplus for the satisfaction of the HEI overall.

However, with the massification of HE (Tight, 2019b) and the introduction of increased student tuition fees in 2012 following the Browne Report of 2010, the importance of metric-driven performativity measures intensified and university league table positions became even more significant in attracting students (Broecke, 2015). Further competition and disruption is presented by online education providers (CABS, 2019). Consequently the post-’92 university, like others in the sector, has entered a new era of change and adaptation.

1.4 The UK post-’92 business school

The Chartered Association of Business Schools (CABS) report (2019) states that for many years, business has been the most popular subject in all UK universities. Hence the UK post-’92 business school occupies a place of status and substance within its HEI because of student numbers. Financially, business schools are the ‘cash cow’ of the university (Parker, 2018: xii), cross-subsidising other university activities (Vos and Page, 2020). According to Bloomberg (2014: np), business schools compete for the smartest buildings: ‘The arms race to build the most stylish, sustainable, or otherwise memorable business school campus is particularly fierce in the U.K., where universities are planning new facilities.’ In the past, business was viewed as an emergent discipline where staff engaged in the vocational preparation of students (Macfarlane, 1998). Today, business is an accepted discipline which has matured in status (Starkey and Tempest, 2005).

Nevertheless, UK post-’92 business schools face challenges. The employability agenda of universities (Huzzard et al, 2017) focuses importance on promoting the job-readiness of students. To continue to attract students in a competitive market, business schools must strive for success by acquiring accreditations such as that provided by the Association to Advance Collegiate Schools of Business (AACSB) (Naidoo et al, 2014). Accreditations and success in the Research Excellence Framework (REF), a performance-based research funding system based on peer review of research outputs (Arnold et al, 2018) require academics to publish research in journals on the CABS list (Huzzard et al, 2017; Pederzini et al, 2019). The consequence for a post-’92 business school is that in addition to a focus on teaching and achieving student employability, academics are increasingly expected to pursue research agendas. This adjustment to what is expected from academics makes the post-'92 business school – traditionally a place where staff come from employment in industry (Ivory et al, 2006) and where industry expertise is highly valued – an interesting context in which to study the identity development of a body of staff vitally importance to its credibility and functioning – its VLs.

1.5 Definition of the term 'Visiting Lecturer' for the purposes of this study

The term 'Visiting Lecturer' (VL) is widely used in UK HEIs. The common factor linking the experiences of VLs is that of the hourly paid casual contract, which may or may not be renewed on a semester-by-semester basis (Brown et al, 2013). The definition does not include lecturers on a fixed-term contract. Under the terms of a VL contract, 'the employer is under no obligation to provide work and the employee may be under no obligation to accept any work offered' (UCU, 2020: np). The term VL is also in widespread use at employment sites frequented by staff at UK HEIs, including jobs.ac.uk, indeed.com and linkedin.com (see Appendix 1). VL is not the only descriptor applied to such staff. In UK HEIs, the term 'associates' (Bradley, 2008; Roberts and McLachlan, 2018) is frequently encountered. In Australia, 'sessionals' is a popular alternative (Gilbert, 2017), while in North America, the terms 'adjuncts' (Harvey, 2017), 'contingent faculty' (Street et al, 2012) and 'contingent instructors' (Vander Kloet et al, 2017) are common. Other descriptors referring to specific conditions of employment may also be applied. Thus postgraduate researchers working as VLs may be described as Graduate Teaching Assistants (Beaton and Sims, 2016; Winstone and Moore, 2017). Since VLs are paid by the hour on casual contracts, they may also be referred to as 'hourly paid lecturers'

(Southall, 2017), ‘hourly paid visiting lecturers’ (HPVLs) (Ashford and Guth, 2016), ‘casual academics’ (Nadolny and Ryan, 2015), or simply as ‘casuals’ (Brown et al, 2013). Brown and Gold (2007) prefer the all-encompassing formula ‘non-standard academics’.

I have chosen to use the term VL in this study, not only because it is favoured by staff at the business school where I am employed, but also because it is an established term to describe lecturers on casual contracts. This preference is illustrated by Holland (2004: 11), who describes the term VL as a ‘helpful suggestion’ which ‘implies that the tutor has the same status as full-time colleagues and has been invited to teach in the department on the basis of expertise’. Although ‘visiting’ could imply a fleeting or occasional relationship, the notion of visiting as being invited to become a lecturer drew positive comments from one of the participants in this study. VL nomenclature is discussed in Chapter 5, section 5.2, although it was not found to be a significant feature for participants.

The duties of VLs normally include teaching (face-to-face or online), preparation to teach, marking, administration and student consultation (Anderson, 2007; Byers and Tani, 2014). They may extend to dissertation supervision (Sutherland and Gilbert, 2013), research administration, or module leadership (Bryson, 2013). All of these activities are undertaken within VLs’ contracted hours (May et al, 2013a). Normally the VL hourly rate of pay encompasses teaching, marking and preparation (UCU, 2018). In addition to these duties, some VLs may routinely attend programme team or wider departmental meetings, and may be allocated paid hours for professional development (Harvey, 2017).

VLs are significant by nature of their disciplinary and industry expertise and the number employed, as highlighted by an article in the *Times Educational Supplement* (Inge, 2018: np): ‘UK universities rely on casual staff for up to half of teaching’. According to the latest HESA data available (2019/20), 38% of academic staff in the UK were on an hourly paid contract, amounting to 3,545 individuals. Reports from Australia suggest ‘up to 80% of undergraduate courses in some universities have been taught by the casual academic’ (Adetunji, 2019), showing the significance of VLs’ contribution to HEIs. The latest available data show that the overall gender breakdown of UK VLs is 48% male to 52% female (HESA, 2019/20). There is no general data on individual usage of VLs in individual post-’92 business schools. More usually, and in the post-’92 business school where I am employed, VL usage is monitored by the annual cost to the business school. The next section explains why business schools use so many VLs.

1.6 Reasons for using VLs in post-’92 business schools

The increase in use of VLs is attractive to universities as they are cost-effective, flexible and may have industry experience in specialist areas (Beaton and Gilbert, 2013; Crimmins, 2017). Bryson (2013: 1), agrees with the business proficiency point stating that they hold ‘current practitioner knowledge and cover areas of specialist expertise’. The importance of these staff is illustrated by a UK management school Dean, quoted as declaring that ‘In two years, he wants one in 10 of his 250 course tutors to be former corporate executives’, particularly favouring entrepreneurs who have just sold their businesses and can bring their expertise to the classroom (Moules, 2017: np). Employing staff that hold relevant and contemporary industry experience along with professional qualifications such as those issued by the

Chartered Management Institute (CMI), Chartered Institute of Marketing (CIM), Chartered Institute of Personnel Development (CIPD) and Association of Accounting Technicians (AAT) support both a business school employability agenda and staff sufficiency criteria for achieving accreditations such as AACSB. A VL can be used when a full-time staff member gains an externally funded research project; thus the VL 'frees up lecturing staff to carry out research' (Bryson, 2013: 1). VLs cover full-time staff vacancies when the recruitment of full-time staff takes longer than expected and are certainly used 'to save money' (Vos and Page, 2020: 67) as VLs are not a fixed cost but only paid when they are used. Like any other HEI academic school, a business school needs a flexible workforce to cover short-term requirements. In the business school where I am employed, the common causes that result in an unexpected increase in VL staff are:

- absence of full-time staff due to sickness or maternity leave;
- time period between full-time member of staff leaving and the recruitment of a replacement;
- an increase in student numbers;
- full-time staff taking up a new role or promotion.

1.7 Reasons for my interest in this area of research

VLs are located in my own area of practice and therefore my involvement with and interest in VLs forms an integral part of this study. I am an Associate Dean in a large post-'92 UK business school. One of my key remits is the strategic and operational management of VLs. This involves the recruitment, professional development and day-to-day management of approximately 130 business school VLs. These colleagues deliver more than 30% of the teaching (including dissertation supervision) in the business school. With 10 years' experience of working with VLs, I am familiar with the motivations, skills, enthusiasm and expertise they bring to the business school. I see VLs thriving and enjoying the opportunity to apply their practitioner knowledge to enhance the business school vocational requirements to support students. I am also aware of the challenges VLs face. These include the sometimes precarious nature of the position and the uneven balance of power that may lead to VLs feeling they occupy a lower position than full-time staff in the business school hierarchy. Comments are made, for example, about the extra preparation and marking time required of VLs, which is unpaid. What I notice in my own workplace is influenced by my position as a manager of VLs and this is one reason for the essential consideration of this fact in Chapter 4, section 4.4 on reflexivity.

1.8 The research challenge

Having established the value of VLs to HEIs and in business education, and noting my practical interest in VLs, a greater exposure to and understanding of relevant research into VLs prompted my attention further. I discovered that general literature on VLs since 2000 shows them to have mainly negative experiences (Kimber, 2003; Feldman and Turnley, 2004; Street et al, 2012; Byers and Tani, 2014; Harvey, 2017). A gap between expectation of the VL role (by VLs) and the reality clearly exists and I explore this in detail in Chapter 2: Literature Review. However, in my position, which involves visiting other business schools and attending national conferences, I have observed business school VLs flourishing, sharing largely positive experiences. I was curious to understand why this appears to conflict with the literature, which led me to consider the potential place of academic identity. King's succinct definition is well suited to my focus on how VLs see themselves in the business school:

‘Academic identity concerns how we see ourselves and how others see us, within the higher education world’ (King, 2013: 97). I was interested in whether those VLs who see themselves as academics or who are supported to develop an academic identity find life as a VL more positive, for, as Billot and King (2015: 842) contend, ‘“who we are” is key to gaining control of life and practice’. It is possible that the context of a business school might give VLs greater confidence and optimism. These considerations led to the formulation of the aim and objectives of this research.

1.9 Aim and objectives

The aim of my research is to explore the nature of VLs’ development of an academic identity within a business school context. The objectives are to answer the following questions:

- What experiences have had a positive impact on shaping VLs’ identity as a business school academic?
- What experiences have deterred VLs from identifying as a business school academic?
- How can the business school support VLs’ academic identity?

I adopted a funnelling approach, with a broader aim and the first two research objectives being angled towards positives and negatives as opposed to a widespread or less specific view of exploring experiences. This allows for an improved structure to the research and analysis of the ensuing data. Drawing out experiences in binary opposition is a tactic embraced by researchers into VLs, apparent in Chapter 2 : Literature Review.

1.10 Identifying ways in which this research may be meaningful

There are two key reasons why it is relevant to understand more about VLs in post-’92 business schools. Firstly, the practical business experience they bring to the business school singles VLs out as a valuable resource. Secondly, the flexibility and cost-effectiveness of using VLs adds to the revenue surplus necessary for a school to feed back into the university (Moules, 2015). Therefore a need exists to learn more about VLs and the nature of their identity development so that colleagues working with VLs in a post-’92 business school will be better able to support these staff in future. The same awareness will help to protect those colleagues and the VLs from exposure to the negative experiences widely reported in the literature. I tentatively suggest that the results will help to extend what is known about VLs in post-’92 business schools and academic identity development, while recognising this is a small-scale study and as such is not generalisable. In addition, the unique features of using Bourdieu as the theoretical framework and narrative inquiry as the methodology bring further originality to this study. I see this research as being of value because, as I show in Chapter 2: Literature Review, it is an under-explored area.

1.11 Scope and the place of Covid-19

Although I have been engaged in writing up this thesis during the global Covid-19 pandemic, my data collection actually commenced before the first UK-wide lockdown and the pivot to university-wide emergency remote teaching of 23 March 2020. While I gathered data from 7 participants in March/April 2020, these online respondents did not mention the impact of Covid-19 on their work or identity. Indeed there was no mention by participants of any effects of teaching activity being carried out online rather than face to face. In Chapter 4, I briefly discuss the difference between interviewing online and face to face. Otherwise I have kept the situation of the pandemic out of scope for this research.

1.12 The structure of this thesis

This thesis consists of six chapters. The purpose of this introductory chapter is to give an overview of the research context. This entails providing the background to the topic, explaining its aims and scope and identifying ways in which this research offers a contribution to knowledge.

In the second chapter, I present a critical review of relevant literature in a chapter of three parts. The first part of Chapter 2 considers literature on identity and the role of the academic. In the second part of the chapter I probe relevant extant research into VLs to identify the expectations and realities of VLs' lived experiences. The third part drills down into academic identity in business schools and VL identity, noting the lack of intersection between these two topics in the literature.

In Chapter 3, I introduce the theoretical framework I employ to underpin the analysis of my findings. Bourdieu's (1977, 1984) theory of capital, habitus and field is applicable because it offers an appropriate lens through which to investigate the relationships that might occur when considering the place of the VL in a business school field and the consequent effect on VL identity.

Chapter 4 presents a discussion of my research approach comprising the methodology and methods. This chapter also includes details of my underpinning paradigm and my ontological and epistemological positions explaining and justifying the choice of an interpretivist, qualitative methodology and the adoption of narrative inquiry. Ethical considerations are clarified throughout this chapter.

Chapter 5: Findings and Analysis is a major chapter in three parts. The first part introduces the VL participants and their view of an ‘academic identity’. Using the voices of the VLs from their narratives as data, I categorise the VLs into identity sets and discuss emergent themes that affect their identity development, both positive and negative. In the second part, I analyse the data through a Bourdiuesian lens to consider the influence of participant VLs’ lived experiences in the business school on the development and maintenance of their academic identity. As a result of this analysis, I propose four common elements that would support VLs in their business school roles. The final part of Chapter 5 consists of a reflection on the findings, questioning my assumptions, detailing findings that were new and unexpected in addition to considering what I have learned as a researcher through carrying out this study.

My concluding chapter (Chapter 6) draws together the information presented in this thesis and considers how far the aim and objectives of my research have been met. It re-emphasises my contribution to knowledge, adding to what is known about influences on academic identity development by extending this to VLs in post-’92 business schools. In this final chapter, I acknowledge limitations to the conclusions that can be drawn from this study and suggest areas for future research.

Chapter 2: Literature Review

2.1 Introduction

In this chapter, I review essential literature that underpins my research. My approach results in a review of literature in three parts. The first part focuses on the place of identity within the literature and defining ‘academic’ in order to make sense of the concept of academic identity. I then progress to the studies of academic identity of staff working in Higher Education Institutes (HEIs). In the second part of the chapter, I interrogate research into Visiting Lecturers (VLs), where largely pessimistic themes of the precarious nature of VLs in the workplace emerge. Literature on identity sets, motivations and demographics of VLs is presented, highlighting the chasm between VLs’ expectations and the realities of their life in the academic world. In the final part of the chapter, I concentrate on the few studies into academic identity within business schools and evidence the scarcity of research into academic identity of VLs.

2.1.1 Overall approach to the literature review

Prior to undertaking this study, I had already touched upon the extensive field of general literature on VLs as it is located in my own area of practice and I had gathered a collection of this literature for research and for conference presentations. I noted growing interest in this area after the publication in 2013 of Beaton and Gilbert’s influential collection of literature on non-standard academics in the UK and Australia; in 2017, an entire issue of the *International Journal of Academic Development* – 22 (1) – was devoted to this subject. Here, the authors’ main contribution to the area of study (for example, Beaton, 2017, Crimmins, 2017 and Harvey, 2017) was good practice and the role of academic development in supporting sessional staff (VLs). Historically, staff on casual contracts were commonly used in North American and Australasian HEIs before the custom became more widespread in the UK (Kimber, 2003). An initial search of publications in the UK, North America and Australasia via the ‘Education Research Complete’ database using the search terms ‘visiting lecturer’, ‘academic identity’ and ‘business schools’ yielded only six relevant returns. Realising that locating relevant literature could be challenging and in light of reports of quality issues and bias in higher education research (for example, Tight, 2019a) I adopted a semi-systematic approach to the review of the literature relating to my research area of academic identity, VLs and UK business schools. According to Snyder (2019), writing in the field of business research, this modified tactic of using some inclusion and exclusion criteria is an appropriate method to provide an overview of a research area and how it has progressed through time. In a semi-systematic review, the researcher is able to map themes and identify knowledge gaps in the literature without being subject to rigid criteria.

I interrogated the databases ‘Education Research Complete’ and ‘ERIC’ (Education Resources Information Centre) in search of relevant peer-reviewed journal articles and book chapters. My criteria were:

- English language
- 2000–2020 date of study
- UK, Australasia or North America location of study
- Search terms ‘Visiting Lecturer’, ‘casual academic’, ‘adjunct’, ‘contingent faculty’, ‘Graduate Teaching Assistants’ and ‘academic identity’ plus ‘business schools’. I included the additional search terms of ‘academic identity’ and

‘business schools’ to uncover literature relevant to my overall research investigation: to explore the nature of VLs’ development of an academic identity within a business school context.

This search produced very limited results (see Table 2.1), which summarises the databases I searched, the keywords used for the search, the number of initial results and the number of articles which were relevant to my study after reviewing the abstracts.

Table 2.1: Identification of keyword search and results

Database	Keyword search	Number of results	Abstract screening for relevance: academic identity, HE, individual and organisations’ staff experiences, meanings and understandings
Education Research Complete	Academic identity and UK universities	153	27
Education Research Complete	Academic identity and adjuncts	4	2
Education Research Complete	Academic identity and sessionals	1	1
ERIC	Academic identity and sessionals	104	7

Education Research Complete	Academic identity and associate lecturers	2	1
ERIC	Academic identity and associate lecturers higher education	107	14
Education Research Complete	Academic identity and Visiting Lecturers/ Graduate Teaching Assistants/contingents	0	0

I decided to review the literature on academic identity in HEIs first, followed by the handful of articles on academic identities in business schools. I therefore decided to divide my review of literature into three sections. The first concentrates on academic identity, the second on VLs and the third on academic identity in business schools and academic identity of VLs. I also used Google Scholar for locating articles cited by others and in total worked with 123 relevant articles. Next, I move on to discuss the place of identity within literature uncovered on academic identity.

Part 1: Identity

2. 2 Identity in literature on academic identity

The literature on academic identity in HEIs is remarkably consistent. In most of these accounts, the authors present an initial outline of a theory or theories of identity development before proceeding to an exploration of the nature of academic identity. Examples adopting this approach include papers by Henkel (2005), Clegg (2008), Billot (2010), Flowerdew and Wang (2015) and Tomkins and Nicholds (2017).

In defining identity, Tomkins and Nicholds (2017) take their theoretical cue from the writings of Gecas (1982), who expressed identity as the meaning that individuals attach to themselves. Identity helps a person to make sense of who they are (Billot, 2010); it is the unique way in which they see themselves (Burke and Stets, 2009). Taylor (2008) suggests that identity has its own history and in his work 'Being an academic today' develops the ideas of Hall (2004), who proposed four positions that distinguish identities. Two of the positions relevant for this study are identity which is relatively fixed, as it is co-constructed with a person's 'traits, beliefs and allegiances' (Hall, 2004: 3), which bring about personality and social existence; and identity that is constantly under construction. Authors writing on academic identity are largely of the latter view whereby identities are not fixed but constantly changing (Clegg, 2008; Winter, 2009; Fitzmaurice, 2013). From this perspective, there is no end point when an identity is complete (Polkinghorne, 1988). Instead, it consists of 'narratives in progress' (Badley, 2016: 378). My approach to identity is positively influenced by the majority views presented by authors above , whereby identity is in a continual state of development.

Writing on identity in academic discourse, Flowerdew and Wang (2015: 82) succinctly present the agency versus structure conundrum: 'to what extent individuals are free to construct their own identity...and to what extent their identity is controlled by contextual forces'. Although the socially constructed view of identity is presented in the literature, individual agency is nonetheless present.

Identity is studied from different perspectives. Fitzmaurice (2013) in her study of early career academics finds that the values and beliefs of the individual are a significant influence on academic identity development. She builds on the research of Archer (2000) into the authentic identity of early career academics. Kreber (2010) also focuses on authenticity and individuals bringing uniqueness to their teaching identity, through caring why the subject area matters to a teacher personally. Intersubjectivity, and whether individuals are aware of everything that shapes the self, segues into considering identity and relationships with others. How far individuals are expected to conform to the rules of the community or discipline (Becher and Trowler, 2001) and whether this might be negotiated is further discussed in section 2.4.2. The context of the institution particularly regarding the research-teaching nexus (Winter 2009), links with the changing nature of the institution and the academic within, considered in the next section.

2.3 Definitions of the term 'academic'

Having outlined approaches to identity in the literature, I next consider definitions of the term 'academic' in the particular context of discussions on 'academic identity'. Literature on academic identity is built on the intersection between, on the one hand, concepts of identity as they relate to the self-images of individuals in HEI settings, and on the other, discussions of what exactly constitutes an 'academic'. This requires attention both to an individuals' senses of agency as exercised within the social group constituted by the disciplinary area, and to those features of institutional structures which could inhibit agency (Henkel, 2005; Archer, 2008; Clegg, 2008).

It has become a challenge to describe exactly what is meant by the term 'academic' because of the changing conditions of work in HEIs including business schools (as outlined in Chapter 1, sections 1.3 and 1.4). Both nationally and internationally, the shifting institutional focus of the HEI results in different roles and priorities assigned to the academics within it: Their unofficial story has today become a ‘messy experience’ comprising many distinct elements of teaching, research and administration (Malcolm and Zukas, 2009: 495).

Indeed, Feather (2016: 110) declares that ‘defining “academic” is both complex and frustrating’. Considering the three principal academic functions of teaching, research and administration, Macfarlane (2016) points out that, until the early 1980s, articles about academic life published in Higher Education (HE) journals referred mostly to university ‘teachers’ rather than ‘academics’. Teachers have always been expected to possess expertise in their disciplines and, according to Briggs (2005: 258), this goes beyond teaching: ‘The academic was accredited as a subject expert, taught students and was involved in research.’ Today, a ‘research-intensive’ institution committed to a mission of research might describe ‘teaching-focused academics’ as those staff who have chosen a career in teaching and scholarship as opposed to one in research (Cashmore, 2009).

Teaching and research could be considered to be of equal standing, with staff required to balance the two (Elkington and Lawrence, 2012). However, research consistently shows that the status of the ‘discipline expert’ has grown in importance, leaving that of the ‘teaching expert’ languishing behind. Lee and Boud (2003: 188) write of ‘the expectation for all academics to undertake research’ and there has been a definite shift in emphasis which has led ‘academics’ in HEIs of all types to become involved in research. Recognition in scholarly peer-reviewed journals is critical, and the identity politics of publication have become paramount in career progression.

This is succinctly put by Kampourakis (2016) in his editorial 'Publish or perish?' where he outlines the necessity for academics to publish in order to obtain a job, research grant or promotion. This view builds on Lopes and Dewan (2014), who indicate that success in research and publication is vital for securing full-time academic posts.

In his definition of the term 'academic', Feather (2010) alludes to 'research-informed' teaching, adding an expected minimum qualification level to the description: 'An academic is qualified to minimum of masters' degree level, is regarded as having eminence in their chosen field; is given autonomy and time to conduct research and disseminate that research through teaching in HEIs and publication in refereed journals" (Feather, 2010: 198). However, research-informed teaching is less common than research-led teaching, defined by Mitchell and Harvey (2018: 366) as 'teaching based on research' where the implication is that the research can be that of others. Advance HE considers research-led teaching as being where students are taught research findings in their field of study (Bergum and Stoakes, 2018: np). Feather's (2010) definition incorporates two of Malcom and Zukas's (2009) 'messy experiences' – teaching and research – but omits the third, administration.

Administration and management constitute this 'third part' of the role of an academic (Gale, 2011). The resulting expectations may be considerable. According to a recent advertisement published in the UK press, a lecturer in Business and Computing will be expected to 'develop and manage programmes, liaise with business organisations, manage graduate apprenticeship programmes and contribute to the pastoral and academic management of students' (Times Higher Education University

Jobs, April 2019). Stoten and Kirkham (2021) in their article on the constriction of identity in an English business school note a participant working into evenings and weekends to keep up with administration. The pressure of administration, publishing and teaching is also noted by Knights and Clarke (2014) in their article on the fragility of academic selves. On the other hand, Macfarlane (2010) maintains that as a result of the unbundling of academic roles there is less expectation for academic 'all-rounders' (who combine the roles of teacher, researcher and administrator).

Therefore any examination of the literature on academic identity must consider the uncertainty and ambiguity surrounding the role of an academic, arising from shifts in perception as to what constitutes a 'proper academic' (Clegg, 2008: 336). With the expansion of academic roles to include agendas such as employability and skills, and increased expectations of involvement in administration (Whitchurch, 2012), the duties and responsibilities of academics are altering.

2.4 Academic identity

There is an appreciable amount of literature on how academics perceive their identity (Henkel, 2005; Day et al, 2006; Clegg, 2008; Graham, 2012; Billot and King, 2015). Although Quigley (2011: 21) holds that 'academic identity is a phrase that is discussed in the HE sector as if it is a fixed and known thing', academic identity is more commonly perceived by authors as multifaceted and fluid, reshaped to align with identity at work (Fitzmaurice, 2013; Billot and King, 2015; Smith, 2017): I find little evidence to support Quigley's view. In a qualitative case study of healthcare academics, Lieff et al (2012) present three factors important in the formation of academic identity. These are: the 'personal' (how academics view themselves and influences of prior experiences); the ‘relational’ (connections and interactions with others); and the ‘contextual’ (the impact of the external work environment). This study, which addresses influences on academic identity formation in a staff development programme of 47 participants, is pertinent to my research due to the similarities between professional healthcare educators and VLs from professional business backgrounds. Both types of participants have practitioner experience which they combine with teaching roles in HEIs. I use the findings from this study to analyse identity and consider the three factors in more detail below.

2.4.1 The self and the personal

According to Lieff et al (2012), the personal sphere of academic identity influences how an individual sees themselves and perceives their own capabilities. It is about how prior experiences shape the self and how a person may experience discomfort when attempting to balance different identities. The personal links with individual agency, and also relates identity to individual and ongoing projects (Dugas et al, 2018) – projects in which an individual may be invested (Clegg, 2008). These views of Clegg and Dugas et al connect to the teaching roles of VLs and to the greater possibilities of agency here.

2.4.2 The relational: community and the discipline

The relational aspect of academic identity connects with belonging to communities, where the discipline forms the community (Lee and Boud, 2003; Smith, 2017). According to Clegg (2008), academic staff historically constituted a community of scholars, representing the influence of the disciplinary area. This community is built as a result of collegiality or companionship, cooperation and care between colleagues in the workplace (Smith, 2010). Authors engaged with this area of study cite the importance of colleagues, membership of groups of colleagues and managers, collegiality (Clegg, 2008; Smith, 2010; Blackmore and Kandiko, 2011), and local-level cultural identity (Gale, 2011). However, according to Smith (2017), care and collegiality are now being replaced by competitiveness and self-interest. This opinion is supported by Tomkins and Nicholds (2017), who view the identity of the academic as essentially that of a calculating and pragmatic careerist. Archer (2008) also found academics to be struggling in a culture of competitiveness. This links aptly to the issue of staff working in a competitive environment (Forkert and Lopes, 2015) mentioned in section 2.8.2.

Research into academic identity in UK HEIs is heavily influenced by the findings of Henkel (2005), who, in her account of the creation of a stable academic identity, stressed the importance of loyalty to the discipline and department, along with academic autonomy, which she considered was associated with academic identity. Two elements that emerged in her findings ‘as most important for academic identities were the discipline and academic freedom’ (Henkel, 2005: 166)

Henkel’s studies, which focused on the scientific community, included secondary data from two research projects (interviews and documentary analysis) – which, albeit over 20 years old, is still relevant – and cited in a number of articles on academic identity development (e.g. Quigley, 2011; Watson, 2011; Elkington and Lawrence, 2012; Boyd and Smith, 2016; Van Lankveld et al, 2017). Henkel identified the importance of autonomy, which empowers staff to determine the course of their own work, and academic freedom, whereby staff are free to pursue their individual research interests. These findings resonate more with a research-focused HEI than a typical post-'92 institution (see Chapter 1, section 1.3). The findings of Billot (2010), who undertook a narrative inquiry in two New Zealand institutions similar to a UK post-'92 university (one was a polytechnic and the other a new and less established university), were that academic identity is related to its historical past of collegiality and academic freedom, and that academics prefer to belong to their own disciplines. She used semi-structured interviews with 31 participants, which certainly allows the academic voice to be heard but this provides research insights rather than generalisable implications. Nevertheless, taking Billot's (2010) findings together with other studies, the place of colleagues and the discipline appear to be essential influences on the relational aspect of academic identity.

2.4.3 The context of the institution

The final element of the three factors in the development of academic identity (Lieff et al, 2012) is academic identity in context. Clegg (2008) indicated this as being how staff make sense of their workplace. The work environment and demands on time feature (Lieff et al, 2012), as do the expectations of the HEI and which elements are prioritised and valued, which may be dependent on the nature of the institution.

As VLs primarily focus on teaching (Anderson, 2007; Byers and Tani, 2014), it is helpful to briefly consider literature on identity in the context of teaching within the institution. Jawitz (2009) puts forward the view that teaching is a generic activity and a superfluous addition to the real academic work of research. However, this view may not be representative, since it is based on a small-scale study of 10 full-time academics in a particular department of one university. Clegg (2008) researched 13 staff in a post-’92 UK university and focused her inquiry on whether staff saw themselves as academics. She found that staff confined to one role (teaching-only or management-only) did not feel any less ‘academic’ as a result. More contemporary research (Dugas et al, 2018) interrogated the viewpoints of teaching-focused academics and found they experienced fewer identity struggles. As post-’92 universities, which traditionally concentrated on teaching, learning and student experience (Tierney, 2020), are increasingly pressured to adopt a research agenda, the context of the institution may result in identity tension for its staff. However, the context of the wider institution may impact less on the academic identity development of a VL whose primary role is teaching.

Part 2: Visiting Lecturers

2.5 Approach to the review of literature on VLs

For this part of the literature review on VLs in universities, I interrogated the same databases as previously, with the same search criteria using common synonymous nomenclature for VLs (search terms ‘visiting lecturer’, ‘casual academic’, ‘sessionals’, ‘sessional staff’, ‘associate lecturer’, ‘adjunct’, ‘contingent faculty’, ‘graduate teaching assistants’, and ‘university’).

The publication in 1993 of Gappa and Leslie’s book *The invisible faculty: Improving the status of part timers in higher education* gave rise to VLs as a valid area of study and by the turn of the century the increase in research output was apparent, although remaining small in scale.

My searches of ‘Education Research Complete’ and ‘ERIC’ together returned 124 publications, of which 56 appeared relevant to this study. Google Scholar produced many thousands of results. To narrow the field, I then used Google Scholar to locate relevant works regularly cited by authors identified in the original semi-systematic review.

2.6 Review of literature on VLs – emerging themes

A number of prevalent themes were immediately apparent in this review of literature. These were:

- the precarious nature of the work of VLs and the workplace inequalities with which they must contend (e.g. Kimber, 2003);
- the lack of opportunities for professional development experienced by VLs (e.g. Beaton and Gilbert, 2013; Byers and Tani, 2014; Fredericks and Bosanquet, 2017; Hitch et al, 2018);
- how a reliance on VLs might have a negative impact on the overall quality of teaching and the subsequent risk to student achievement (e.g. May et al, 2013b; Harvey, 2017).

A particular chronological development was also exposed. Broadly speaking, publications from 2000 to 2010 took the form of large-scale surveys and such secondary research discussion pieces as Kimber’s (2003) widely cited *The tenured core and the tenuous periphery* . By contrast, those from 2010 to 2020, while remaining largely survey-based, included more first- and second-person testimonies and hence displayed a much greater focus on the subjective experiences of VLs. Indeed, Brown et al (2010) had recognised in the early period that contemporary scholarship dealing with sessional staff and the casualisation of academia tended to be quantitative, drawing on large-scale surveys undertaken by people who were not themselves participants in the casual academic experience (that is, not VLs) (Brown et al, 2010). A notable counterpoint to Brown et al's (2010) generalisations is the work of Cubberley (2007), who wrote about her own experiences as an adjunct English instructor. This was unusual for being auto-ethnographical and written from the viewpoint of the VL.

A common characteristic of the earlier studies is their tendency to emphasise the distance between VLs' expectations of their roles and their lived experiences (as I detail further in section 2.8). Keywords in titles from the period share a prevailing mood of negativity: 'core periphery' (Kimber, 2003); 'deprivation' (Feldman and Turnley, 2004); 'contingent and marginalised' (Anderson, 2007); 'rising numbers, lost opportunities' (Thedwall, 2008); 'frustrated career' (Gottschalk and McEachern, 2010). Research in these publications display VLs as an underclass experiencing 'job insecurity, low wages and poor working conditions' (Kimber, 2003: 41). They are considered as second-class citizens by both themselves and colleagues, looking for job security and a career but finding neither. They are excluded from academic development (Anderson, 2007) – a missed opportunity to provide Continuing Professional Development (CPD) to VLs already perceiving themselves as lacking relative to the position they might be entitled to expect after years of study (Feldman and Turnley, 2004) .

Research from 2010 to date makes an interesting contrast with that of the previous decade. Much of the scholarship remains survey-based (Brown et al, 2013; May et al, 2013b; Sutherland and Gilbert, 2013) or mixed-method (Ryan et al, 2013; Nadolny and Ryan, 2015), and the titles under which research was published continue the pessimistic mood of the preceding decade, for example, '*Marginalised and excluded'* (Ryan et al, 2013) and *'The neurotic academic: anxiety, casualisation and governance in the neoliberalising university'* (Loveday, 2018). Loveday was herself a VL at the time of writing. However, from 2010 onwards an increased focus on the aspirations and potential of VLs and on the support and opportunities for development available to them is apparent. Harvey's (2013) '*Setting the standard for sessional staff; quality learning and teaching'* is one such example.

This same tendency informs more recent forms of qualitative research studies on the VL experience. These are typified by small sample sizes, face-to-face interviews and VL focus groups (Byers and Tani, 2014; Crimmins, 2016, 2017; Winstone and Moore, 2017) or articles written by VLs (Dobbins, 2011; Southall, 2017; Vander Kloet et al, 2017; Loveday, 2018). Studies of this type have considered the experiences of VLs in healthcare (Dixon et al, 2015; Vander Kloet et al, 2017; Wang, 2017), sociology (Abbas and McLean, 2001), education (Dobbins, 2011), languages (Brown and Verdina, 2018) and across multiple disciplines in a number of HEIs (Sutherland and Gilbert, 2013).

Despite the slightly brighter tone of the past decade, the prevailing viewpoint about VLs in HEIs remains largely pessimistic. This may be because research written from a critical perspective tends towards emphasising the negative aspects of its subject. Thus the work of Crimmins (2016, 2017), written from a broadly feminist stance, seems particularly concerned with VLs' sense of suffering and lack of recognition. It is possible that those VLs who have undertaken research into their own circumstances have all done so with a heightened awareness of issues of low status, isolation, exclusion and lack of support (Cubberley, 2007; Dobbins, 2011; Southall, 2017). Awareness of these emerging themes from research into VLs provides me with knowledge of themes that may arise in my own inquiry.

2.7 VL identity sets

Examination of the literature enables a preliminary setting of VLs according to how they are identified by researchers, as shown in Table 2.2. I have chosen to use 'identity set' in preference to the social constructions of categorisation or classification, mindful of identity politics (Gergen, 2015) and the danger of attributing negative characteristics to individuals, known as 'othering'. This does not relate to how VLs are defined. Instead, I consider key roles and the possible identity associated with these roles. I use the term identity set in Chapter 5, section 5.2 when grouping VLs and discussing their roles and identities in more detail.

Table 2.2: How VLs are identified and by which author(s)

Identity set	**Author(s)**
Aspiring academic	Gappa and Leslie, (1993)
Graduate teaching assistant	Halcomb et al, (2010); Bryson, (2013)
Early-career researcher	Bryson, (2013)
University employee with another main role (e.g. research, technical,	Bryson, (2013)

administrative, library/information systems)	
Industry expert or professional	Gappa and Leslie, (1993)
Industry expert who enjoys teaching and wants to apply this knowledge on a part-time basis	Halcomb et al, (2010)
Freelancer with multiple part-time jobs	Gappa and Leslie, (1993)
Portfolio combinations including one or more of the following: a. multiple teaching roles/working for multiple employers b. freelancer/consultant c. part-time secondary role (possibly low-paid, but offering a more certain income)	Bryson, (2013)
Career ender (reducing their work commitments prior to retirement)	Gappa and Leslie, (1993); Halcomb et al, (2010)
Semi-retired former academic staff	Bryson, (2013)

2.7.1 Demographics of VLs

It is difficult to generalise about the demographics of VLs. Brown et al, (2010) cite the high level of churn and temporary nature of contracts as a contributing factor. Nevertheless, certain trends are visible. Studies in both the UK and Australia have found that female VLs outnumber males (Bryson, 2013; May et al, 2013b; Crimmins,

2017) although by only a small percentage. In the US, adjuncts have been found to comprise both younger and older workers (Feldman and Turnley, 2004). However, this is unsurprising due to a tendency for VL employment at the start and end of an individual's academic career. Researchers are in agreement that VLs are generally very well educated (Bryson, 2013; Loveday, 2018). It is common for VLs to hold at least a postgraduate qualification, with few qualified only at first degree level and increasing numbers of VLs hold doctoral qualifications (Gottschalk and McEachern, 2010; Ryan et al, 2013). One study of VLs in an Australian HEI found that 45% held a doctorate or had enrolled on a doctoral degree programme, and a further 38% held a postgraduate qualification (Ryan et al, 2013). Overall, there is little granular detail on the VLs who form participants in qualitative and quantitative research sets. According to Harvey (2017) data on sessional staff (VLs) is limited.

2.7.2 Motivations for becoming a VL

There appear to be two primary motivations for becoming a VL: as a first step into an academic career; and as a means of obtaining flexible employment. Researchers whose work concentrates on the second of these motives (e.g. Sutherland and Gilbert, 2013) tend to be more optimistic than those who focus on the first. An extreme example of the pessimism of the first group is provided by the work of Gottschalk and McEachern (2010), who write of part-time lecturers being forced into a precarious existence due to their inability to obtain a more secure job in academia.

Other accounts of VLs 'embracing flexibility' are more positive. Rothwell (2002) borrows the term 'Flexible Friends' from a famous advertising campaign to describe their experiences. Other authors redirect attention to 'the periodic nature of university teaching semesters and the long summer break', and have noted how well the resulting work patterns can suit new parents and those charged with the care of younger children (Rothwell, 2002; Brown and Gold, 2007; Richardson et al, 2019). Meanwhile, postgraduate researchers may embrace a VL role with a limited amount of teaching as a means of enhancing their CVs (Winstone and Moore, 2017) for future roles in academia.

Further motivations for seeking a VL role include 'giving back' (Brown and Gold, 2007; Sutherland and Gilbert, 2017) and 'winding down' (Halcomb et al, 2010). A professional who engages in 'giving back' as a VL is likely to combine academic work with consultancy, potentially enabling them to share up-to-date industry knowledge with students while enhancing their own credibility (Richardson et al, 2019). An academic nearing retirement may appreciate the reduced workload of a part-time VL role (Halcomb et al, 2010).

2.8 The VL life: expectations and reality

The expectations of VLs as reported in the literature are consistently high. Typically, they include:

- gaining experience for an envisaged career (Abbas and McLean, 2001; Brown and Verdina, 2018);
- joining a teaching team, planning for teaching and sharing teaching resources (Brown et al, 2013; Bryson, 2013);
- gaining career development opportunities such as mentoring and observing experienced teachers (Brown et al, 2013; Andrews, 2016);

- enjoying teaching and opportunities to work with students (Dixon et al, 2015; Crimmins, 2017).

The reality is often disappointing for VLs and recognition of this dissonance is a feature prompting my own inquiry. Billot and King (2015) found a mismatch between expectations and experience to be a key dissatisfier in understanding academic identity. VLs working in a variety of disciplines at institutions in the UK, Australia and the US are remarkably consistent in their expressions of dissatisfaction, citing lack of status, poor working conditions, and lack of inclusion in staff teams (Brown et al, 2007). The US-centric work of Feldman and Turnley (2004) references a range of grievances including pay inequalities, lack of advancement opportunities, inadequate research support and lack of job security. Other studies concentrate on particular issues within this spectrum, for example difficulty in getting paid at all (Tomkinson, 2013) and resultant anxieties (Loveday, 2018). I present a discussion of each of these four areas in the following sections. Key themes emerging in the literature include:

- exclusion from the academic community; feelings of isolation, devaluation and lack of connection (Coombe and Clancy, 2002; Churchman and King, 2009; Lopes and Dewan, 2014; Richardson et al, 2019);
- feelings of ‘insecurity, uncertainty and precariousness’ arising from relationships with employers that are characterised by ad hoc recruitment, inadequate orientation, lack of job security and an uncompensated workload (Bryson, 2013: 4; see also Gottschalk and McEachern, 2010; May et al, 2013b; Crimmins, 2017);
- lack of workspace (Feldman and Turnley, 2004; Cubberley, 2007);

- few opportunities for professional development (Anderson, 2007; Harvey and Fredericks, 2015; Harvey, 2017; Richardson et al, 2019).

2.8.1 Exclusion from the academic community

Much of the literature concentrates on VLs' feelings of marginalisation and disempowerment (Churchman and King, 2009; Jawitz, 2009; Glover et al, 2017). Lopes and Dewan (2014) in their study of 19 VLs provided a qualitative insight into such feelings of exclusion. Uncertainty about work allocation and feelings of disconnection from the full-time faculty and the institution as a whole may lead VLs to resist investing time in engaging in temporary relationships with all of their colleagues (Southall, 2017). It is worth noting that Lopes, Dewan and Southall write from the position of being or having been VLs themselves, thus bringing a personal outlook to the research. My stance on their findings is that they are valid, as they form part of the lived experience of the VL. Lack of control that results from a position at the bottom of the staff hierarchy engenders feelings of disempowerment for VLs. Bodak et al (2018) suggest VLs are highly dissatisfied with their status. Bertram Gallant (2018: 50) holds that VLs are in danger of suffering 'emotional and ethical detachment' as a result of this low status, while Coombe and Clancy (2002) comment on their sense of 'isolation'. Richardson et al (2019) trace the origin of these negative feelings to what they call 'separation' from full-time academic staff, as a result of which many VLs miss out on the camaraderie of being part of a team and are denied the opportunity to learn from senior colleagues. Southall (2017) shares these concerns, highlighting the way that heavy teaching loads and related commitments may make it difficult for VLs to find time to interact with their fellow academics and other colleagues. If a VL is only teaching in an institution one day a week, and that is not the day on which departmental meetings are held, that individual may be prevented from meeting with the other teachers, subject head or head of department (Dobbins, 2011). Nadolny and Ryan (2015) go so far as to make an unfavourable comparison between the working conditions of VLs and those of staff at McDonald's, observing that, whereas casual workers in the fast food industry enjoy a sense of teamwork and inclusion, casual academics are likely to feel excluded from both meetings and social activities.

These negative feelings may be exacerbated because VLs are often 'out of the communication loop' (Gottschalk and McEachern, 2010: 40) and excluded from departmental meetings (Vander Kloet et al, 2017), with associated feelings of isolation from the intellectual community (Brown et al, 2010) and a weakened sense of professional connection. Even though a VL may be highly experienced as a teacher and a practitioner, particularly if they are a retired or semi-retired lecturer, they may not be asked for their opinion, for 'the communication between those teaching a course is usually one way: from full-time lecturer to part-time teacher' (Abbas and McLean, 2001: 345). In this way, both parties can emerge without meaningful benefits from the interaction.

Since data on sessional staff is limited and 'if we do not know who they are' (Harvey, 2017: 1), it is perhaps not surprising to find VLs being ignored by their course coordinators (Ryan et al, 2013) and left in ignorance about other VLs in their faculty. This disregarded position is effectively portrayed in the research of Crimmins (2016), who describes a VL participant's relationship with her manager thus: 'As Anna delivers the following lines she is initially dressed in a wedding dress, full of expectation and hope, but as she realises that her appointment with her Head of School is cancelled or rescheduled, so her words become slower, less hopeful and she stands lifeless' (Crimmins, 2016: 7). Having invested time and emotion in preparing for a meeting with her manager, the VL is left to reflect on the lack of balance within the relationship. My interpretation of this scenario is that the VL realises she is not a priority for her manager and is dispensable.

Other commentators direct their attention to the management failures that engender these experiences of alienation. Lack of adequate induction, orientation or onboarding (terms that are used synonymously in the research) is a frequent complaint: 'There's no orientation, I was just thrown in at the deep end' (Ryan et al 2013: 169). The lack of an organised induction programme may make it difficult for VLs to gain the support and information needed for their work. As a result, they often lack access to institutional knowledge and familiarity with campus support systems, and are denied the insights into teaching and learning development which they might expect to gain from contact with more experienced colleagues (Flecknoe et al, 2017).

VLs' sense of exclusion may be exacerbated by their inability to secure a permanent role. According to Gottschalk and McEachern (2010), any VL seeking a full-time job is likely to experience this disappointment. Those VLs who aspire to permanent academic roles and yet cannot achieve them are likely to become negative, frustrated, and unable to make future plans. While this frustration is not shared by those VLs who have chosen the option of flexible employment (for example, Brown and Gold's 2007 study in a post-'92 HEI found 43% of VL participants rejected the idea of a full-time position), certain newly qualified doctoral students and early-career researchers are likely to experience their inability to achieve continuing academic employment as a form of failure (Richardson et al, 2019).

2.8.2 Insecurity, uncertainty and precariousness – relationships with the work provider

Discussing the precarious nature of work globally and across all employment sectors, Standing (2011: 19) uses the term ‘precariat’ to describe ‘a new class of worker whose work is dictated by increased labour market flexibility and insecurity’. This leads to a ‘precariat existence, of living in the present’. The precariousness of work as a VL is highlighted in research that considers the hiring process, the unpredictable and uncompensated workloads and the lack of job security.

The hiring process for VLs is more spontaneous than that for permanent staff, due to the unpredictability of a given institution’s teaching requirements in any academic year. This can be due to an increase or reduction in student numbers, or unforeseen staff shortages within the permanent staffing base. Street et al (2012: 1) found that staff ‘can be hired at a moment’s notice, “just in time” with no review process’ and that appointments can be terminated or ‘non-renewed’ equally rapidly with ‘little or no justification, regardless of their performance’. Criticised as ad hoc and reactive, without evidence of any formal appointment process or interview, ‘personal relationships based on “who you know” count most in terms of initial recruitment’. (Ryan et al, 2013: 168) Similarly, Crimmins (2017: 10) found examples of VL ad hoc recruitment and management based on pre-existing friendships and, subsequently, ‘at the whim of the unit coordinator’.

Crossman (2019), herself a sessional lecturer at a Canadian HEI, notes that unpredictable workloads are a common feature of VL life regardless of the location of the HEI. Classes are offered to VLs with little notice (Kezar and Sam, 2013) and allocated to them in an ad hoc manner (Richardson et al, 2019). VLs are not in control and cannot complain; to do so is to face the threat of non-renewal of the contract (Loveday, 2018). This unwillingness to speak out is noted. ‘Silence is compounded: they take care not to indicate problems either with their own practice or with senior colleagues for fear of jeopardising future chances’ (Abbas and McLean 2001: 347). Equally, a VL may feel obliged to accept work they would prefer to turn away, in case they are replaced by an alternative VL. If one VL does not accept an offer of work, it is likely that another will, for in the world of casually employed staff there is an ‘increasing sense that academics are in competition with each other’ (Forkert and Lopes, 2015: 537). It is interesting to note that these negative findings display similar trends despite the differing author perspectives. Loveday’s (2018) UK based study employed insider longitudinal research of 45 participants. Using a similar sample size, Kezar and Sam (2013) interviewed policy makers in US HEIs whose decisions impacted on equality measures for contingent faculty (VLs). Richardson et al’s (2019) smaller sample of 15 VLs in 2 Australian business schools focussed on their motivation for undertaking VL work. Crossman’s (2019) study gave her individual practitioner perspective on academic integrity. Views are consistent that VL work can be both irregular and of an untimely nature.

Another of the adverse conditions of life as a VL is the uncompensated workload, that is, the amount of unpaid time given over to preparing lessons, marking essays and providing feedback to students (Brown et al, 2010; Ryan et al, 2013). This is compounded by 'just in time' hiring procedures that reduce the time available for lesson preparation. One study (Dixon et al, 2015: 1099) reported a participant as saying: 'I used to have a policy never to work on a Monday because I found that I was spending too much time on the weekend going back and forth to see if it had arrived yet.' (Here, the VL was referring to late instructions for teaching being sent from the module leader). In recent years, the uncompensated workload has been made even more onerous by the demand for 'extras' like academic integrity checks (Crossman, 2019). In this case, the VL would be expected to spend more time inputting essays into plagiarism detection software and the time taken to do this would be unpaid. Many VLs are unsure of their contractual obligations and of exactly what they are getting paid for (Brown et al, 2010).

2.8.3 Workspace

Poor working conditions are another common VL complaint. Cubberley (2007) describes a cold, distant office in a hallway allocated to VLs. Brown et al (2013) cite poor or non-existent office facilities and difficulty in accessing resources as a major downside of the role. Street et al (2012) assert that most sessional staff's access to office space, phones and IT equipment is either limited or non-existent. There may be an office but no name on the door, or no office at all (Abbas and McLean, 2001). Although Cubberley (2007) and Street et al (2012) were writing from the perspectives of being VLs themselves and therefore it is right to question possible bias within their research, their points are echoed by authors who are permanent faculty. While students may view with greater credibility a staff member who at least has a space in which to meet them, the allocation of a workspace is not in itself a guarantee of status for a worker who is experiencing ‘the sense of alienation from the workplace’ (Brown et al, 2007: 177). I found no references to segregated workspaces in the literature, where VLs were given a place to work in a different area, away from full-time colleagues, even though this was a feature of the findings in my own inquiry.

2.8.4 Lack of paid CPD for VLs

Staff development is a key focus for VL researchers. Again, the literature paints an unflattering picture of the behaviour of HEIs, many of which expect VLs to undertake staff development in their own time. May et al (2013b: 14) report that, among the VLs surveyed in their study, ‘approximately a quarter attended induction and professional development on an unpaid basis’. Casual staff who might have expected to enhance their career opportunities through professional development are frustrated to discover that such opportunities are limited or non-existent (Richardson et al, 2019).

A minority of VLs do receive opportunities for career development via peer observation, mentoring and career support funding, however. Where this is available, it is regarded as a significant advantage (Heffernan, 2018; Hitch et al, 2018). Some researchers from the past decade have used qualitative research to enable VLs to share positive stories about their experiences. The VLs in these studies express an emotional connection to the teaching profession and describe the benefits of belonging to an institution. The next sections outline literature displaying positive accounts of where being a VL is an active choice for individuals.

2.9 The flourishing VL

May et al (2013b: 18) state the conventional position that ‘most casual academics see their casual employment as a temporary stage from which they will (hopefully) transition to a continuing academic position’, with only a small minority actually choosing a casual academic appointment. However, in disciplines where a VL has a practical skill, a portfolio career can be appealing. This observation is supported by Feldman and Turnley (2004), who contend that in professional schools such as law, business and medicine, portfolio careers are a rational choice, enabling a VL to mix university work with participating in business practice. Indeed, Richardson et al (2019) cited study participants from two business schools who explained that their VL work provided a useful extra source of income for non-essentials such as holidays. Adiningrum et al (2019) report that, among the VLs they surveyed, only those wanting full-time positions were concerned about their job security, and most were not worried about their salary. One participant wrote that she was ‘not sure to which account my teaching salary goes. I never really know, as it is much too small compared to my consulting fee’ (quoted in Adiningrum et al, 2019: 115). Although one of these authors wrote out of New Zealand, the article is not truly within scope, being a case study of Indonesian academics (including VLs). Nevertheless, it supports the positive viewpoints of research into VLs outside the UK (Feldman and Turnley researched in the USA, Richardson et al in Australia) of combining lucrative business engagement with VL work. If a VL is engaged in maximising their income from outside academia, the working conditions of their VL role may seem less important (Levin and Hernandez, 2014). And the ‘career enders’ who begin VL work to enliven their retirement from industry may view the role simply as a ‘desirable way to wind down’ (Feldman and Turnley, 2004: 287). It is valuable to note the perspectives of VLs who actively desire to teach as part of a portfolio or sunset career. This links suitably to the next theme, which summarises how much VLs love to teach.

2.9.1 Enjoyment of teaching

The most consistent positive influence in the literature I surveyed is that many VLs develop a passion for, and commitment to teaching (Brown et al, 2013). This may manifest itself as an emotional connection with their students. Crimmins (2017: 12) reports that 'five of the six participants in this study used the word "love" to describe their teaching' and that this love was 'expressed as an unexpected outcome of the experience'. This contemporary positivity contrasts with the grudging account of Abbas and McLean (2001: 348), who state that 'the experience is not altogether negative: some enjoy teaching, value the experience and feel well supported'. Bryson (2013) points out that VLs can enjoy the flexibility of teaching, that they no longer have to serve time as researchers before becoming lecturers, and that they can profit from working within communities made up of VLs and permanent staff.

2.9.2 Inclusion in the academic community

Nearly two decades ago, Coombe and Clancy (2002) recognised that VLs wished to be regarded as an integral part of the teaching team. Although failures to meet this expectation have been a recurrent theme of this review, there are some instances where VLs have been made to feel part of a group, and where they are 'guided in negotiating the culture in which they find themselves working' (Abbas and McLean, 2001: 349) As a forwards indication to my findings in Chapter 5, the culture of the setting at a disciplinary subject group or module team level is a regular positive feature of participant narratives in my inquiry.

Vander Kloet et al (2017) indicate that some institutions have developed guidelines, orientation sessions, workshops and even teaching awards for their VLs. Southall (2017) mentions research support for VLs as an essential. Adiningrum et al (2019) consider that the importance of inviting VLs to training sessions lies more in the gesture of inclusion than in the training itself. Similarly, Richardson et al (2019) maintain that those VLs who do choose to attend meetings and training may feel more included and better able to connect with their colleagues as a result. However, self-exclusion from meetings is a theme worthy of regard, as researchers also make the point that certain VLs have a sense of relief from not having to participate in the office politics of academia or attend endless meetings (Feldman and Turnley, 2004; Richardson et al, 2019).

To summarise this section, in surveying the available literature on VLs, I have identified recurring themes of frustration, isolation and marginalisation. Many VLs experience themselves as ‘second-class citizens’, on the periphery of academic life. They are members of a ‘precariat’ (Standing, 2011). Their expectations of gaining development opportunities for an envisaged career in academia are not altogether met. However, there are cases in the literature where VLs express enjoyment of teaching and working as part of a group where they feel well supported. In the final part of this chapter, I present a discussion of literature on academic identity in business schools, academic identity and VLs, followed by professional identity and the pracademic.

Part 3: Visiting Lecturers and Identity

2.10 Academic identity in business schools

There is scant research into those lived experiences which contribute to the development of the academic identities of business school staff. Significantly for my inquiry, it has only been in recent years that a handful of researchers have considered the experience of academics in UK business schools, whether 'non-standard' or otherwise. Bryson (2013) includes some studies on business school staff in his secondary research, and two recent papers have been published concerning the work of permanent staff in UK business schools (Clarke et al, 2012; Knights and Clarke, 2014). I was also able to locate one paper on casual staff (VLs) at business schools in Australia (Richardson et al, 2019). The limited amount of educational business school research may be influenced by the pressure for business school academics to publish in established Association of Business Schools (ABS) journals. These demands certainly impact on business school staff and ways of working (Walker et al, 2019).

In Chapter 1, I outlined general perceptions of UK business schools, showing that they are regarded as institutional 'cash cows' (Vos and Page, 2020: 60) that provide an education, disconnected from the wider institution and deemed successful only when generating and optimising practitioner and corporate expertise along with prestigious research output (Crozier and Woolnough, 2020). Evidence from the literature below exemplifies how the structure of the business school, with its pressure on staff to perform, may be significant in curtailing opportunities for individual agency in the development of academic identity.

Knights and Clarke (2014) collected qualitative data from permanent lecturers of all grades in eight UK business schools. They found references to the concept of 'invisible work', where staff felt pulled in all directions to teach, research and administer. They recognised the fragility of academic identity (Knights and Clarke, 2014) experienced by staff for whom 'identity management manifests itself through game playing as a response to performativity and management demands' (Clarke and Knights, 2015: 1869). The game playing that is referenced was evidenced as staff making time for research at the expense of involvement in teaching. The authors contend that fragile academic identities evolved as a result of the pressure to publish and the emphasis on research over teaching. As a result, some staff became more concerned with their own careers than the progress of their students, and teaching involved sacrifice in terms of research time (Clarke et al, 2012).

Research into business school academics carried out by Clarke et al (2012) and Crozier and Woolnough (2020) is primarily concerned with the negative pressures of managerialism, performativity in terms of research, and, similar to other disciplines, an intensity of teaching precluding publishing as a possibility. One solution was for staff to withdraw from performative demands as individuals. This impacts on how they see themselves at work and on their perceptions of external legitimacy (only being as good as their last publication, according to Knights and Clarke, 2014). Crozier and Woolnough (2020) cite the difficulties younger academics in business schools have in creating a favourable impression on more experienced colleagues as a further impact on how others see them as academics in the relational sphere. Business school academics were also assumed to have an expert status to maintain

(Knights and Clarke, 2014; Crozier and Woolnough, 2020), creating even more tension.

On the other hand, business school academics are positive about teaching. In their studies of business school academics, Clarke et al (2012) gathered data in 2009/10 from 48 business school academics in 8 HEIs, using semi structured interviews. Participants were lecturers, senior lecturers, readers and professors. While there was no detail given as to whether participants were full time faculty, it may be presumed this was the case. Interesting to note is that a quarter of the participants were from post-'92 business schools. Survey participants at these HEIs incorporated more discussion on teaching in their responses than other participants (Clarke et al, 2012). Their academic identities were bound up in perceptions of their academic activities as a vocation rather than a job. The post-'92 business school participants in the interviews frequently used the word 'love': 'I love my job, absolutely love it. I love my students' (quoted in Clarke et al, 2012: 9). The authors concluded that 'in exploring the identities of academics in UK business schools, what is beyond question is the deep affection and love most participants expressed for their working lives' (Clarke et al, 2012: 12).

This affection resonates with my observations in the post-'92 business school where I am employed. I see VLs in my business school who actively choose to work part-time, enabling them to participate in a satisfying and lucrative portfolio career, combining consultancy with teaching. Business education is linked to graduate employability (Vos and Page, 2020). The VLs' expert status derives from their proximity to business and with a focus on teaching rather than research, their identities are stable rather than fragile. Next, I consider the small range of literature on academic identity and VLs.

2.11 Academic identity and VLs

The literature discussed above concentrates on the academic identities of permanent staff in HEIs. There is a limited literature on the academic identities of VLs, and what little I have found tends to echo practical points made earlier in this chapter about the academic life of VLs, with a focus on the structure of the institution. For example, Savage and Pollard (2016) discuss how fragmentation of work may impact on a VL's identity, offering an instance of management-level decisions such as a demotion to marking duties. This can occur when extra resources are required for ad hoc VL activities, whereby the VL is employed to support marking rather than being involved in the complete delivery suite of teaching, marking and preparation.

I had originally considered incorporating a further element to the theoretical framework being Lave and Wenger's Community of Practice (1991) and situated learning theory (Wenger, 1998). The authors propose that individuals learn through being assimilated into a group or community. In a master/ apprenticeship model, the new colleague learns and gains competence from the established members of the group. Entry into the group begins with the process of legitimate peripheral participation (Lave and Wenger, 1991; Wenger 1998) when the newcomer enters on the edge, learning the culture and norms of the group and becoming aware of the evolving patterns of behaviour. As time progresses, the newcomer achieves sufficient legitimacy to become a more central part of the Community of Practice. This theory is sometimes used alongside Bourdieu for example in the study by

James and Lokhtina (2018) on academics in transition and the interesting study of the comparative careers of two secondary school teachers (Hodkinson and Hodkinson, 2004) . However, I chose not to use Lave and Wenger in this thesis because the VLs enter into the field with existing expertise so are unlike the novices of Lave and Wenger (Fuller, 2007). Indeed their current knowledge of practice may be greater than that of the master, rendering the master/ apprentice analogy unstable.

There are few studies that specifically incorporate VLs' feeling of self, linking to the personal domain of identity development (Lieff et al, 2012). Yoo (2019) contributes an autoethnographic piece in which a VL who wants a full-time position describes herself as belonging to 'a marginalised group in academia. Individuals without an office or name plate to indicate where they sat' (Yoo, 2019: 97). Her academic identity 'felt incoherent and problematic' (Yoo, 2019: 97). This negative frame of reference is precisely linked to the author's motivation to become included within the spectrum of permanent academics rather than remaining on the fringes, and a distinct bias is visible in this research on VLs by a VL. A further study on academic identity of adjuncts (VLs) in a US community college indicated feelings of disconnection and separation from the 'real' faculty and consequent lack of identity development (Thirolf, 2012). In an echo of the views of business school academics as expressed in section 2.10, Thirolf's research provided illuminating examples of how participants considered a 'love' of teaching to be at the core of their academic identity, although when considering co-workers, one participant likened the temporary relationship with permanent colleagues to that of being a 'hit man…this is what I do and you are basically paid for the hit' (Thirolf, 2012: 274). It is worth noting that Thirolf undertook semi-structured interviews with three participants from humanities, purposefully selected VLs who wanted permanent careers in academia. A wider study with more participants who held a range of motivations for being a VL and in disciplines where alternative practice-based employment opportunities exist may have provided a more substantial contribution to the understanding of this research area. Nevertheless, this sparse literature on academic identity and VLs presents a negative viewpoint of an academic identity that is viewed as consistently fragmented, problematic, disconnected and different. The difference my study offers is an insight into VLs' identity at work in all three domains: personal, relational and contextual (in the context of the post-'92 business school).

2.12 Professional identity and the pracademic

The nature of a post-'92 business school and the requirement for its staff to inject industry expertise mean that its staff hold professional identities gained prior to their entry into academia in addition to their academic identities. A commonly accepted definition of professional identity is that of Ibarra (1999: 764), who describes it as 'attributes, beliefs, values, motives and experiences in terms of which people define themselves in a professional role'. Twenty years later, in their study of the professional identity of university staff in the vocational field of events management, Dashper and Fletcher (2019: 5) emphasised the 'practical and industry-focussed aspects' of professional identity. Becoming and being a professional, an occupation where members control their own work (Freidson, 2001), results in a permanent status once it has been attained (Colley et al, 2007). The necessity for VLs to claim practical business experience (in post-'92 business schools) leads to the identification of a further potential identity, that of the 'pracademic'.

There exists a small body of literature on the pracademic – a person who combines valuable practical experience in a particular field with skills and knowledge in a corresponding area of academic research (Walker, 2010). Such staff believe that their time in practice constitutes working in the ‘real world’ (Dickinson et al, 2020). Posner (2009) proposed a continuum whereby the length of time (and permanency) of experience in each area (academia or practice) determines where the staff member might be positioned (see Figure 2.1).

Figure 2.1: Continuum of Pracademics

FIGURE 1
Continuum of Pracademics

Short term	Middle range	Permanent
Practitioner adjunct teachers	Practitioners with academic respite	Practitioners to full faculty
Academics consulting	Academic in-and-outers	Academics to full officials

Source: Posner (2009: 18)

This continuum relates well to McAlpine and Åkerlind’s concept of ‘identity trajectory’ (2010) as this is also a way of observing change over time. It combines an account of how an individual can learn from experience, both at home and in the workplace, with an understanding of how such a process can move an individual along a pathway towards their end goal.

As a result of their research interest and involvement, the pracademic differs from the expert practitioner, who tends to be a novice academic, still learning the ‘rules of the game’ (Ennals et al, 2015: 441). In this case it is the rules of academic life to which the pracademic has been exposed. It is possible that a business school VL, initially recruited for their professional expertise, could in time develop a ‘pracademic’ identity as they become more involved in research. Although I have been unable to locate any research in the specialised area of business school VLs as pracademics, this is a feature of the findings of my inquiry.

2.13 Summary

In this chapter, I have examined literature to understand how VLs experience academic life, how they see themselves and how they might develop an identity as an academic. This has involved a review of experiences of VLs in HEIs covering universities in the UK, North America and Australasia, which revealed a consensus that was largely negative.

The literature review suggests that in an attempt to locate research into the lived experiences of VLs in post-’92 business schools, to explore the development of academic identity, I have identified a gap in the literature. Yet with the attractions of using VLs in UK business schools, as identified in Chapter 1, and the complexities surrounding the development of an identity as an ‘academic’, this is an area that warrants research.

My review has provided insights into the negative experiences of the VL, with their feelings of being peripheral, marginalised and disconnected. Further insights include the difficulty of defining the term ‘academic’ and difficulty in developing an academic identity. This latter challenge is affected by the individual’s ability to exercise agency, their relationships with peers and the structure of the institution within which they are situated. Literature on academic identity in HEIs combines general notions of identity theory with the definition of an academic where academic identity is shown not as fixed but fluid. It is affected by the personal or self, the impact of working relationships on the individual plus the context of the institution. This depends on the institutional notion (Jawitz, 2009) as to whether the academic’s focus should be on research, teaching or a combination. For the VL in a business school, developing an academic identity within the context of the changing nature of the HEI, where connections with colleagues are limited and personal identity may be set in feelings of isolation, could be problematic. On the other hand, being in an environment where practical expertise is valued and a love of teaching emerges may have the opposite effect. This leads me to my objectives of understanding the following research questions:

- What experiences have had a positive impact on shaping VLs’ identity as a business school academic?
- What experiences have deterred VLs from identifying as a business school academic?
- How can the business school support VLs’ academic identity?

In the next chapter, I introduce Bourdieu’s capital, habitus and field theory (Bourdieu, 1977, 1984), that I use as the theoretical framework through which to guide and organise my work as it progresses.

Chapter 3: Theoretical Framework

3.1 Introduction

In the previous chapter, I assessed literature on Visiting Lecturers (VLs), highlighting the largely negative experiences emphasised by researchers in this area. This differs from my observations in practice in the context of the post-’92 business school in which I work, where VLs appear to thrive. Potentially, the gap between VL expectations and reality could be lessened if VLs identify more as academics, so I was curious to explore influences on academic identity development of VLs in post-’92 business schools. In preparation for addressing my research questions, the aim of this chapter is to present and explain my choice of theoretical framework as a lens through which to analyse and consider the data. This chapter is organised as follows. I first recap the aims and objectives of this research and then make the case for using a theoretical framework. Next, I present my chosen theory of Bourdieu’s capital, habitus and field (Bourdieu 1977, 1984), outlining other educational studies where this framework has been employed and justifying its relevance and value to allow me to address my research questions and generate new insights. In light of this, I then define the key concepts, explaining what is meant by the ‘field’ and introducing the various forms of capital used by Bourdieu, noting how other authors have used these to develop their own models and interpretation of capital. Following on, I present habitus as the thought-provoking concept Bourdieu (1984: 471) defines as ‘a sense of one’s place which leads one to exclude oneself from places from which one is excluded’. Throughout, I note certain limitations of using Bourdieu’s concepts for research and of which I must be mindful when using his ‘thinking tools’ (Bourdieu and Wacquant, 1992: 160) for analysing my own research. Having covered these areas, I demonstrate how I will use the Bourdieusian framework to interpret the experiences and identity development of the VL participants.

3.2 Justification for a theoretical framework

According to Imenda, (2014: 189), ‘a theoretical framework refers to the theory that a researcher chooses to guide him/her in his/her research’. It helpfully connects research questions to existing knowledge. A theoretical framework is where research is supported by one key theory rather than many (Parahoo, 2006) and is valuable ‘to frame the design of a research project or to explain the outcomes’ (Green, 2014: 34). It is a structure to link findings consistently and enable them to be accessible to readers. It provides rigour to the study and, as interpreted by Ravitch and Riggan (2017), consists of theories found in scholarly works. I employed a theoretical framework in the design of this study to guide and organise my work and apply a particular lens through which to make sense of the data collection, interpretation and explanations within my research.

Selecting a theoretical framework equal to structuring and supporting the aim of my investigation – to explore the nature of VLs’ academic identity development in a post-’92 business school context – required a consideration of appropriate social theorists. I searched for theory to frame relationships and experiences between individuals in a bounded setting, which could express VLs’ attributes from the past, present and future and illuminate identity in addition to examining influences of structure on the VLs’ ability to act with agency. I also required a theory to align with my philosophy (interpretative), epistemology (social constructionist) and methodology (narrative inquiry) as discussed in Chapter 4, in order to find answers to the following questions:

- What experiences have had a positive impact on shaping VLs' identity as a business school academic?
- What experiences have deterred VLs from identifying as a business school academic?
- How can the business school support VLs' academic identity?

3.3 Bourdieu

Pierre Bourdieu was a French social theorist who, from the 1950s, wrote on many themes including gender, class, marriage, TV, languages, art, politics and sport (Barrett, 2015). According to Grenfell and James (1988), his ideas have had most impact in the field of education. When interpreting his findings it is necessary to consider that Bourdieu wrote largely in the French language (which could lead to variations in meanings through translations) and in the context of the French academic life with which he was dissatisfied and which he considered elitist, feeling it to be relatively unchanged since the time of Napoleon (Grenfell, 2014). Class and inequalities in society were significant studies for Bourdieu, who came from a relatively unassuming background in south-west France where his father was a postman (Grenfell and James, 1988; Navarro, 2006). His thinking was also influenced by his ethnographic studies in northern Algeria where he witnessed examples of cultural reproduction (Bourdieu,1977;1990a).

Bourdieu distinguished his interest in practice in *Distinction* (1984) and *The logic of practice* (1990a) (Rawolle and Lingard, 2013). However, it was in his *Outline of a theory of practice* that Bourdieu (1977) mainly focused on the question of what governs human action. He put forward a theory as a valid answer to the agency versus structure conundrum, as a way of overcoming subject-object dualism (King, 2000). His theory offers an ‘epistemological and methodological third way’ (Grenfell and James, 1988: 2), rejecting both objectivity and subjectivity as approaches. In this way he reshaped the debate over the epistemology and methods of the social sciences. Using examples from his studies of the Kabyle people in Algeria, Bourdieu (1977,1990a) maintained that social life could not be understood objectively through applying rules. Structure, as a way of setting rules and other influential factors to which individuals adhere to, gives rise to how experiences are classified in a binary opposition such as male/female, hot/cold and other concepts that cannot exist together at the same time. Agency, on the other hand, concerns the free choices of an individual, as the opposite of structure. Bourdieu’s (1977) proposition was that a middle ground existed – not the subject and the object but ‘individuals interacting with other individuals’ (King, 2000: 422), with habitus as the intersection of structure and agency (discussed in section 3.7). For Bourdieu, to undertake a study of structure meant to study the agents within. ‘Bourdieu interchangeably referred to agency as practice, action or even struggle’ (Gonzales, 2014: 198) and likened practice to playing a game (Bourdieu, 1990b, 1998).

3.4 My chosen theory

I located my study in Bourdieu’s capital, habitus and field theory (Bourdieu, 1977, 1984). This theory has been described respectively as ‘thinking tools’ (Wacquant, 1989: 50), the ‘theoretical triad’ (Rawolle and Lingard, 2008: 732), a ‘methodological toolkit’ (Thomson, 2010: 5) and, more intricately, as ‘interconnected tri-lenses’ (Walker and Yoon, 2017: 403). These three concepts were outlined by Bourdieu and

Wacquant (1992) as interdependent and not to be employed in isolation. Grenfell and James (1998) affirm the popularity of Bourdieu's theories, which have been used by sociologists of education to develop their accounts of class, status and power. This is supported by Rawolle and Lingard (2013), who testify to Bourdieu's influence and use in educational research, and Gale and Lingard (2015: 2), who proclaim Bourdieu as being 'probably the most used theorist in the sociology of education'. But this contrasts with the view of authors Walker and Yoon (2017), who contend that 'it is still relatively recent that scholars have turned to the work of Pierre Bourdieu to inform their analysis of academia' (Walker and Yoon, 2017: 3).

Nevertheless, when I explored the literature to discover educational researchers who employed Bourdieu's capital, habitus and field theory in their studies it was straightforward to locate other notable authors. Reay (2004), having discussed the terms and how they might be used for empirical research, looked at how habitus is used as a methodological tool in education research in her paper 'It's all becoming a habitus'. Here, she displayed examples of educational studies where habitus is used as the sole research tool, although Bourdieu had pronounced the tools as interconnected. Rawolle and Lingard (2008) applied all the three thinking tools to education policy studies. Closer to my study topic, DiGiorgio (2010) employed Bourdieu's theory to better understand the tenure process in Canadian universities. Blackmore and Kandiko (2011), in researching motivation in academic life, used Bourdieu's theory to analyse the nature of disciplinarity in academic work. Costa (2015) also applied capital, habitus and field theory to consider how working online affected the professional identity of academics. Writing in relation to academic identity, Pretorious and Macaulay (2021) note that agency concerns the intentional actions of an individual. Recognising these studies, particularly the use of Bourdieu in identity research, helps support my choice of theory.

My next step is to outline the three concepts of field, capital and habitus as adopted by Bourdieu. Indeed, by selecting his own vocabulary and use of words with a particular emphasis, as assessed by Maton (2005), Bourdieu made it more difficult for others to argue successfully against his terminology and techniques. Following on from this, I explain the practicality of this theory to my study, as a framework through which to analyse how agents in the field, in this case VLs, relate to others in a social space. Bourdieu's notions of capital, habitus and field enabled me to locate where experiences with colleagues occurred, and to describe relations between individuals relative to each other, all of which may influence the development of an academic identity. It is an ideal model for analysing the logic of practice of VLs and to frame their experiences in the field, which may promote or hinder their developing academic identity. I begin by examining the concept of field in the next section.

3.5 Field

For Bourdieu, social fields are spaces of competition and struggle, as indicated by his original use of the French word '*champ*' in the sense of battlefield (Bourdieu and Wacquant, 1992). A field is 'a network or a configuration of objective relations between positions' (Bourdieu and Waquant, 1992: 97). It acts as a social and institutional structure (Pretorious and Macaulay, 2021) and in the field there is a struggle for scarce resources or capital (Brosnan, 2010). 'The game in the field is played by agents' (Thomson, 2010: 13) and these agents use different strategies to maintain or improve their position in the field relative to others (Walker and Yoon, 2017). Each field has its own dominant and dominated agents (Naidoo, 2004) and the struggles for power and position may result in some agents being excluded. Yet the game follows rules that may not be explicit (Bourdieu and Waquant, 1992) and the fields refer to social relations rather than geographic places (Rawolle and Lingard, 2013). The agents involved in this social field hold common interests (Savage and Silva, 2013) and must be 'people prepared to play the game and endowed with the habitus that implies knowledge and recognition of the immanent laws of the field' (Bourdieu, 1993: 72). Grenfell and James (1998: 16) liken the field to a 'structured system of social relations at a micro and macro level'. In a similar vein, Gale and Lingard (2015) comment on the macro field and a local field, through a critique of wider level accounts of field position. External influences on the field, such as new economic or political situations, will result in adjustments within the field (Thomson, 2010; Walker and Yoon, 2017).

Negotiations between agents in the field demonstrate that some positions have more status, or as described by Bourdieu (1984), more distinction. Capital is the term used by Bourdieu to include knowledge, experience and social connections that could give the individual or group power to succeed (Waterford, 2015). Agents occupy dominant and subordinate positions in the field (Bourdieu, 1977) and the acquisition of capitals allows more selective positioning in the field by agents. Thus an individual can better achieve their objectives in the field.

The drawbacks of using this theory may lie in the limitations of the boundaries of Bourdieu's 'field', noted by Rawolle and Lingard (2013) as an unfinished project. There may be more than one field within a business school, and it is necessary to weigh up how different fields interconnect and potentially threaten or change the games being played in another field. In addition, Bourdieu (1989,1996) gives no notion of the timeframe taken in the field for power relationships to form and reform.

From the literature reviewed in Chapter 2, often showing VLs as excluded, marginalised, or with a precarious work existence, it may be expected that business school VLs will occupy subordinate positions in the field. In the following section, I outline the key forms of capital defined by Bourdieu that are relevant to this study, noting how other authors have expanded on them.

3.6 Capital

3.6.1 Cultural capital

In his seminal work 'The forms of capital' (Bourdieu, 1986), Bourdieu clarifies the importance of capital in explaining how individuals in society succeed in relation to each other: 'It is in fact impossible to account for the structure and functioning of the social world unless one reintroduces capital in all its forms' (Bourdieu 1986: 15). He identifies three forms of cultural capital: institutionalised, embodied and objectified. Institutionalised capital constitutes the academic qualifications that bestow external respect upon an individual. Embodied capital establishes a recognition of past professional involvements. Objectified cultural capital is clarified by Bourdieu as being 'in the form of cultural goods (pictures, books, dictionaries, instruments, machines, etc.)' (Bourdieu, 1986: 17). In *Distinction: A social critique of the judgement of taste* (Bourdieu, 1984), Bourdieu (1984: 19) explains how cultural capital is reproduced, whereby 'the initial accumulation of cultural capital, the precondition for the fast, easy accumulation of every kind of useful cultural capital, starts at the outset, without delay, without wasted time, only for the offspring of families endowed with strong cultural capital'. Therefore an individual whose parents profited from a good education is more likely to benefit from a similarly proficient education themselves.

Bourdieu did recognise other forms of cultural capital. For example, academic capital is a further form of cultural capital. In *Homo academicus* (1988: 184), Bourdieu defines academic capital as being 'obtained and maintained by holding a position enabling domination of other positions and their holders'. It is as an institutional expression, and possession of control over academic appointments and distribution of funding. There is a focus on hierarchy of jobs within the university. Educational capital differs from academic capital and is noted by Bourdieu in *Distinction* (1984: 73) as a system that 'governs the conversion of inherited cultural capital into educational capital' but it is not considered further. However, by 1996 in *The state nobility*, Bourdieu had altered his view on academic capital to being based on prior educational achievement (Naidoo, 2004). In the academic world, institutional capital includes qualifications and that which Walker and Yoon (2017: 404) define as 'track records'.

Cultural capital has been widely adopted as a valid viewpoint in education studies (Reay, 2004). According to Rawolle and Lingard (2013) while reproduction theory is generally accepted, Bourdieu's ideas were taken up by Bernstein and became influential in the new sociology of education in the UK but were less recognised in Australia, for example. Other authors have expanded on Bourdieu's accounts of cultural capital. Thomson (2010: 37) describes cultural capital as ‘largely intangible, represented in manners, taste, bodily deportment, disposition, dress’.

Intellectual capital, as a form of institutional capital, includes recent publications, vital in Higher Education Institutions (HEIs) where league table positions are influenced by the Research Excellence Framework (REF). As pressure to publish becomes more acute, this capital scarcity causes agents in the field, such as PhD students, to assess these positions and compare themselves with colleagues in the field (Walker and Yoon, 2017). Indeed, Blackmore and Kandiko (2011) suggest that academics are motivated more by approval and legitimate recognition from their peers than by monetary reward. Academic capital as an ongoing adopted term naturally may depend on what is counted as ‘academic’. Rowlands (2018), in her study of academic voice, employs the term academic capital as the power which results from holding a senior academic management position. This interpretation recalls Bourdieu’s (1984) original definition and is the description I have adopted in this study.

As an expansion of the various cultural capitals indicated, educational capital can include educational credentials and attainment, as in the work of Sullivan (2002) in his discussion on Bourdieu in education. It is also influenced by institutional reputation and subsequent prestige of a qualification (Lomer et al, 2018). When analysing the cultural capital of education held by VLs, I have employed the term educational capital. This distinguishes it from academic capital and considers prior educational achievements.

Professional capital as an expression was used only fleetingly by Bourdieu and Wacquant (1992) and is rarely cited as a form of embodied cultural capital. Schinkel and Noordegraaf (2011) emphasised that Bourdieu paid little attention to professional capital as a concept but their assessment is that professional capital is an incorporation of embodied cultural capital. It is utilised as a descriptive term by other researchers into education such as Hargreaves and Fullan (2013). In my analysis (Chapter 5), I use the term 'professional business capital' when referring to the professional capital held by VLs.

3.6.2 Social capital

In *Homo academicus*, Bourdieu (1988: 87) introduces 'the social capital of connections'. These networks and relationships enable individuals to play the game more effectively and strategically in the field. They are 'the sum of the resources, actual or virtual, that accrue to an individual or groups by virtue of possessing a durable network of more or less institutionalised relationships of mutual acquaintances and recognition' (Bourdieu and Wacquant, 1992: 119). This means being able to call on a network of contacts to advance one's place in the field, for example an introduction that leads to an improved offer of employment.

Reproductions of elite networks are commonly cited (Bourdieu,1986, 1996). Bourdieu (1988) argues that the return on social capital contributes to the trajectory of an individual. In the HEI, Walker and Yoon (2016) emphasise the importance of this social capital for postgraduates who have developed relationships with their supervisors and peers. I exercise this awareness of social capital in my research to reflect on how VLs use their connections and networks to obtain employment in the business school.

3.6.3 Symbolic capital

Bourdieu (1989: 17) refers to symbolic capital as ‘the format that the various species of capital assume when they are perceived and recognised as legitimate’. This capital concerns social recognition and reputation. In academia, a different hierarchy exists according to what is most valued. Naidoo et al (2014) state how research-active scholars have traditionally held the power in research-intensive HEIs, although this is altering as ‘academic capital possessed by those in managerial positions’ becomes increasingly important (Naidoo et al, 2014: 8). Similarly, symbolic capital is linked to the ‘prestige economy’ (Kandiko Howson et al, 2018) of what is most prized by a group in academia. Kandiko Howson et al (2018) describe this as becoming a published author, editing journal articles, and giving international keynote speeches, which undermines academics who prioritise teaching over research. Traditionally, the legitimate capital recognised in a teaching-focused post-’92 UK business school was subject-based knowledge gained through practical industry experience and the ability to deliver this wisdom to students. Symbolic capital active in today’s post-’92 business school is explored in Chapter 5, section 5.10.1.

3.7 Habitus

Habitus is Bourdieu’s intersection of structure and agency, symbolised by the agent in the field. Habitus links the individual’s past, present and future. It is structured by the past experiences of the individual, which in turn shape their future aspirations and choices of how they see the world and act in it. Bourdieu (1990b: 12-13) describes habitus as ‘a system of acquired dispositions functioning on the practical level as categories of perception and assessment or as classificatory principles as well as being the organizing principles of action’. These dispositions determine practice and thus social structures are reproduced. It is the way in which individuals understand and make sense of their worlds. This is commendably summarised as follows: ‘Habitus is how one sees the world and her place in it, how the world operates, and how one should operate in relation to that world’ (Gonzales, 2014: 200). Bourdieu and Wacquant (1992) note that habitus is both individual and collective, and the concept of collective academic habitus is used to define dispositions towards the academic game. As a ‘structuring structure’ (Bourdieu, 1984: 170), it is where the VLs find themselves as a result of their background, yet it will also shape the present and future practice of the VL in terms of their thoughts and actions. Habitus is viewed as the ‘feel for the game’ (Bourdieu, 1990b) that is being played in the field by agents who mobilise and accumulate capital in order to play to succeed. In *Distinction*, Bourdieu (1984: 471) likens habitus to ‘a sense of one’s place which leads one to exclude oneself from places where one is excluded’. Individual habitus, therefore, will influence how VLs ‘fit in’ and thus how they navigate through and see themselves in the business school field, strengthening or weakening the identity they hold.

In presenting habitus, Bourdieu was criticised for having replaced structuralism and reiterating objectivism (King, 2000). Along with King, Reay (2004) also disputed the inevitability of habitus preventing any social change by individual choice. Bourdieu’s view on the alternation of habitus modified to a position where he described habitus as ‘endlessly transferred, either in a direction that reinforces it…or in a direction that transforms it’. This has led to writers such as Navarro (2006: 16) asserting that ‘it is not fixed or permanent and can be changed under unexpected situations or over a long historical period’. However, while ‘the habitus allows for individual agency it also predisposes individuals towards certain ways of behaving’ (Reay, 2004: 433); it is a concept that Bourdieu (1990b) himself discloses as being vague . For the purpose of this study, I adopt the viewpoint that habitus can reveal elements of flexibility.

3.8 Application of framework to data analysis

The value of applying capital, habitus and field theory as a framework is that it helps to make sense of VLs’ experiences of academic identity development as it links together their past, present and future. In their narratives, the VLs share their background stories of how they came to be a VL – their past – which also includes stories of cultural capital of education, institutional capital and the social capital of connections. This influences their habitus, which Bourdieu calls ‘a power of adaptation’ (Bourdieu, 1993: 88) – how the VLs fit in and thus how they see themselves in the business school. Their capital is active in the field, the interplay between past and present. How they might use their power in the field is determined by their future aspirations, either continuing as a VL with a portfolio career or pursuing a career in full-time academia. Which capital is the most important in the field depends on what is most valued in the field (Maton, 2005).

The literature reviewed in Chapter 2 highlights relationships in the field that can result in VLs feeling marginalised and excluded, with a fragile identity. These relationships exist between agents in the field, in this case, for example, between VLs and module teaching teams, course leaders and, potentially, academic managers. Therefore identifying capital, recognising habitus and illuminating how games are played in the field of the post-'92 business school through a Bourdieusian lens serves to highlight influences surrounding identity development of VLs. Billot and King (2015: 842) state that greater research into academic identity has 'identified a mismatch of expectation and experience as being key to dissatisfaction amongst academics'. This resonates with the differences between VLs' expectations and the reality of lived experiences, as discussed in Chapter 2, which may mean VLs repositioning their habitus in order to fit in to the business school. In *Distinction*, Bourdieu (1984: 101) presents the formula [(habitus) (capital)] + field = practice. Table 3.1 summarises the theories of capital, field and habitus, identifies my interpretation of the theories and suggests ways in which the concepts might apply to post-'92 business school VLs. The third column uses my own experiences ; my research findings enrich suggestions in this column and are detailed explicitly in Chapter 5, section 5.2.

Table 3.1: Application of theory to context: VLs in post-'92 business schools

Definitions using Bourdieu's vocabulary or language	**Author interpretations for the purposes of this thesis**	**How concepts might be applied to business school VLs**
Capital*:* used to 'play the game'	**Social capital:** connections (knowing people of influence) **Cultural capital:** institutional or	VL is recruited to join the business school through someone they know

	education (qualifications and status of university attended) **Intellectual capital:** papers and books written **Academic capital:** position of dominance, such as Dean of business school **Professional capital:** industry experience	VL is an alumnus/alumna of an elite university; VL has an MSc VL researching as part of doctoral studies asked by their supervisor to contribute to an academic paper VL with practical experience in industry of digital marketing is valued and asked to teach on a specialist marketing module
Field*:* 'a space in which the "game" takes place' (Bourdieu, 1983: 197)	Relationships of agents (lecturers) working in the post-'92 business school as a social space. Agents	VL improves their position in the field by asking for work on a specific module on a certain day in the

	have unequal positions depending on the value of their capital	week that suits the VL, and achieving this
Habitus: 'feel for the game' Individual habitus: 'Just as no two individual histories are identical so no two individual habituses are identical' (Bourdieu, 1990b: 46)	Disposition; fitting in, being in tune **Collective habitus:** groups of lecturers with a similar aim **Individual habitus:** VLs have some flexibility to alter habitus	How a VL fits into the business school How VLs unconsciously learn to navigate through the structure and organisation of the business school Fitting in: VL finds a desk space to work at with full-time members of the module team Not fitting in: VL turns up to 'all staff' meeting as the only VL, and where the meeting discussion is not relevant to the VL

3.9 Summary

In summary, this chapter has explained the concepts of capital, habitus and field that constitute Bourdieu's theory. I have justified why this is a valid framework through which to organise and make sense of my data gained through listening to the stories of VLs working in post-'92 UK business schools, and have demonstrated how the framework will be applied. The notions of past, present and future now link to the next chapter in which I present my methodology, as these concepts are at the forefront of the narrative inquiry I have chosen to employ to capture data on VL experiences.

Chapter 4: Methodology

4.1 Introduction

The aim of this chapter is to show the choice of research methodology as appropriate for this study and how the paradigm and my research philosophy have shaped research choices. In Chapter 3: Theoretical Framework, I made a case for using Bourdieu's capital, habitus and field theory (Bourdieu, 1977, 1984) as a framework through which to analyse my research. Chapter 4 contains the research aim, which focuses on exploring the nature of Visiting Lecturers' (VLs') development of an academic identity within a post-'92 business school context and my justification for an interpretative, qualitative approach. This entails explaining my ontology and a social constructionist epistemology as well as accounting for my choice of narrative inquiry as the most suitable research methodology to achieve my research aim. As a result of these explanations, readers should find the research credible (Crotty, 1998). The three dimensions of narrative inquiry (Clandinin and Connelly, 2000), the recognised use of narrative inquiry to understand identity (in particular identity of the marginalised) coupled with links to social constructionism and my chosen framework further justify this choice of methodology. Following on, I show how I have addressed validity, reliability and trustworthiness of the data gathered. Next, I appraise reflexivity in this study before moving on to ethical considerations. Further stages in the research journey include an explanation of the sample size, recruitment of the sample and instruments for data collection. Data management and an account of the data analysis conclude this chapter on methodology.

4.2 Research approach

In exploring influences on academic identity of VLs in post-’92 business schools, my intention was to understand the experiences that have contributed positively towards identity development, any experiences that have deterred VLs from identifying as a business school academic and how VLs’ academic identity is supported by the business school. The purpose was to uncover new knowledge; thus, how knowledge is discovered, what constitutes valid knowledge and how knowledge develops are key considerations for clarification within this study. In exploring the lived experiences of VLs, I intended to learn about their past, and the bearing that has on academic identity; about their present and encounters in the moment; and about their future ambitions. All this may affect how they see themselves. Essentially, I ensured my own views and assumptions did not guide or overwhelm the data gathering or analysis, hence the need to be reflexive.

4.2.1 Research paradigm

According to Creswell (2013), researchers are influenced by the beliefs and philosophical assumptions gained from our education, reading, past research and participation in scholarly communities. We also have a philosophical position (Savin-Baden and Major, 2013) or paradigm (Guba and Lincoln, 1994) as part of our personal stance and history; the paradigm is a set of beliefs that guide research action (Guba and Lincoln, 1994). In the following sections, I consider how knowledge may be discovered, what constitutes valid knowledge and how knowledge develops, making a case for the interpretivist paradigm, qualitative research, social constructionism and narrative inquiry approach to this study.

4.2.2 Alignment of this study with interpretivism

In this section, I present an explanation for an interpretivist approach to this research, and reasons for my choice but first I outline why I rejected positivism. It is possible to discover new knowledge using a positivist approach. Positivism as a viewpoint and a term used as a philosophical position was first adopted by a French philosopher August Comte (Crotty, 1998) in a belief which decreed that only knowledge gained through and verified by scientific methods could be deemed as valid. Objective knowledge is discovered and researchers obtain that knowledge by identifying facts (Savin-Baden and Major, 2013) and adhering to scientific rules that explain behaviours (Durbarry, 2018). A positivist approach means that research results can be tested (Bryman and Bell, 2015). However, positivism neither allows for the individual to interpret experiences (Cohen et al, 2018) nor embraces individualism, deeming human behaviour as passive. Although, according to Crotty (1998), the theoretical perspective of interpretivism materialised as a contrast or a reaction to positivism in how we might understand and explain human and social reality, interpretivism is not simply the binary opposite of the positivist tradition.

On the other hand, an interpretative approach accepts that absolute truth can never be found (Creswell, 2009) and that ‘the social world can only be understood from the standpoint of individuals who are part of the ongoing action being investigated’ (Cohen et al, 2018: 17). The interpretative paradigm focuses on how individuals understand the world around them, is idiographic and concerned with the individual (Crotty, 1998). Because my research concerns understanding the lived experiences of VLs and how they interpret the academic world of the business school, I require a ‘*verstehen*’ approach of understanding (based on Max Weber’s sociological rationalisation) in contrast to the ‘*erklaren*’ or explaining tactic as applied in the positivist tradition (Cohen et al, 2018). Qualitative inquiry is concerned with meaning in context (Merriam and Tisdell, 2015) and enabling individuals to share their experiences. As I aim to understand how VLs make meaning of their experiences, a qualitative method within the interpretivist paradigm is the best approach for my research questions. Next, I consider what constitutes valid knowledge and what is real.

4.2.3 Ontology

Ontology is the study of being, and what is real, or ‘that which is’ (Pernecky, 2016: 24) and what might be known about it (Savin-Baden and Major, 2013). Two ontological positions are realism and idealism. Realism is an objective perspective by which reality exists externally to human experience and independently of individuals perceiving it. Idealism is the subjective perspective whereby reality is socially constructed by individuals and groups (Savin Baden and Major, 2013). At the extreme is solipsism where only the self exists and objects do not exist outside an individual’s consciousness (Pernecky, 2016). Researchers require awareness of what they believe to be real as this will influence the research methods they employ to study a phenomenon or experience. If a phenomenon is real and external to the individual, a positivist approach such as a survey may be used, whereas subjectivists will use methods such as participant observation. A relativist ontology highlights that reality depends on the person who is experiencing it, that reality is finite, subjective and nothing exists outside of our own thoughts (Guba and Lincoln, 2005).

In consideration of what is real and exists, I accept that there are multiple realities (Guba and Lincoln, 1994). Ontologically, I support the view that truth and reality are social constructions built up by social actions (Burr, 2015) rather than a belief in an objective reality. This affects the way I believe knowledge is developed; consequently, for my research I accept the information presented by research participants as their reality.

4.2.4 Epistemology

In this section, I consider what constitutes valid knowledge in order to demonstrate the legitimacy for my position that VL participant experiences of relational interactions count as knowledge in the context of this research. Epistemology is 'the theory of knowledge: it signals to the researcher the available theoretical perspectives and suitable methodologies and methods' (Pernecky, 2016: 13). It is how we come to know something is true; what counts as legitimate knowledge in our world and how we then might communicate this as knowledge to others. Knowledge is not objectively discovered (Burr, 2015) but secured through the subjective experiences of others (Crotty, 1998; Creswell, 2015). What can count as knowledge is varied. For example, experientialism, where reality constantly changes and knowledge develops through experience, is considered a valuable source of knowledge by empiricists. In contrast, rationalists consider that knowledge emerges from reason (Pernecky, 2016).

With a social constructionist epistemology, my view is that knowledge is built through relational interactions, for, according to Crotty (1988), social reality exists as a result of individuals interacting and changing their views of what is real depending on the nature of those interactions. Therefore I view the experiences and social interactions of the VLs as valid knowledge in exploring answers to the research questions. I next move on to a consideration of social constructionism and the insights this brings to a study of VLs.

4.2.5 Social constructionism

Social constructionism is one way of understanding the world and the way in which knowledge is developed. It is a philosophy that underpins qualitative research (Burr, 2015). Important principles of social constructionism are, according to Savin-Baden and Major (2013: 22), that ‘research centres on dialogue and negotiation’: researchers should focus on how knowledge develops as a social construction. This view is supported by Burr (2015: 4), who explains that ‘knowledge is sustained by social processes’, denoting that people create knowledge between themselves in their daily interactions with each other . They may construct reality inter-subjectively through social interaction and discussion of subjective experiences. The difference in what is meant by reality is of note here, reality being socially defined through the everyday subjective happenings as opposed to objective reality (Hammersley, 1992).

A researcher adopting this philosophical approach will focus on how knowledge develops as a social construction. As the researcher, I certainly built knowledge and shared meanings in dialogue with VLs as I engaged in the discovery of how they construct their identity and the experiences that shape their views. My research centres on how individuals construct social meaning and their own shared realities through interacting with each other (Gergen and Gergen 1991). Thus the foremost socially constructed meanings were formed by the VLs interacting with and relating to their colleagues in the workplace.

Social constructionism can be criticised by the natural scientist who is concerned with the nomothetic as opposed to the idiographic (Crotty, 1998). A further criticism of social constructionism as a concept surrounds the extent to which social reality is actually socially constructed. External factors affecting individual frames of mind and actions must also be considered, summarised by Gubrium and Holstein (2011: 42) as follows: 'People actively construct their worlds but not completely or on their own terms.'

4.3 Research methodology: narrative inquiry

To better understand how their lived experiences have influenced identity development, I sought to uncover knowledge of the VLs' past, their present-day interactions in the business school and their future ambitions, which could affect actions and feelings in the present. I needed therefore to locate a methodology to facilitate this approach. Creswell (2013) writes of the baffling number of approaches to choosing a methodology. In the following sections, I justify my selection of narrative inquiry for these reasons: firstly, the focus of my research question on Clandinin and Connelly's (2000) three dimensions; secondly, a connection with academic identity; thirdly, the philosophical alignment with my social constructionist epistemology; and finally, the connection between narrative methodology and the Bourdieusian theoretical framework I employ. I look at each of these factors in turn. The decision to use narrative inquiry is based on what it can deliver to my research questions: to understand the experiences that have had a positive impact on shaping

VLs' identity as a business school academic and those experiences that have deterred VLs from identifying as an academic. I begin by considering the question 'What is narrative inquiry?'.

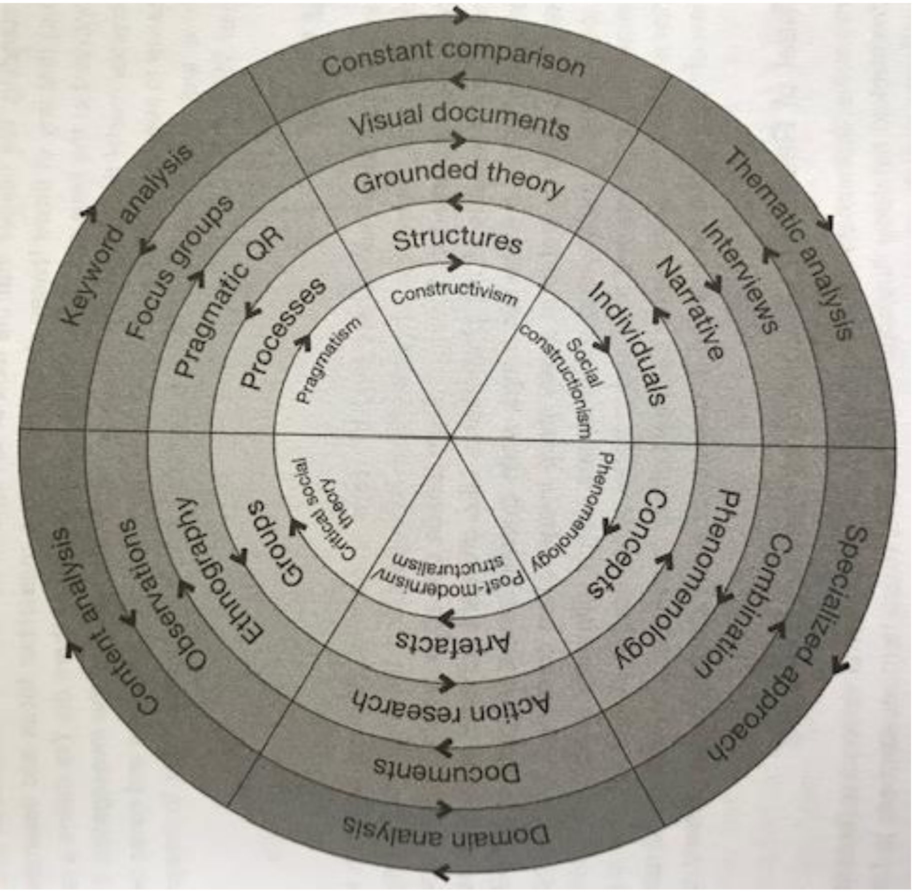
4.3.1 Narrative inquiry: stories of the experiences of peoples' lives

Narrative inquiry is a way of understanding and inquiring into experience, the relationships between individual experiences and the context in which these experiences occur (Clandinin and Connelly, 2000; Elliot, 2005; Josselson, 2013). As Clandinin and Connelly (2000: 20) put it: 'It is collaboration between researcher and participants, over time, in a place or series of places, and in social interaction with milieus.' It involves the telling of stories and has become an increasingly popular source of data since the early 1990s (Merriam, 2009). Indeed, its accepted use for contemporary educational research was fostered by Connelly and Clandinin at this time (Webster and Mertova, 2007). The narrative approach, referred to by some scholars as a narrative turn (Webster and Mertova, 2007; Goodson and Gill, 2011; Clandinin and Cain, 2013), was part of the change in direction towards research into subjective individual experiences (Riessman, 2007; Goodson, 2017). There is debate as to how far narrative inquiry should be seen as a 'post-positivist' direction, with Hendry (2009) in disagreement, because the narrative is an oral storytelling tradition from the past. The method emerged from a life-history approach used in studies at the beginning of the 20th century through to the 1930s (Goodson and Gill, 2011). A key difference between life history and narrative inquiry (as I employ it in this study) is that a life history inquiry is an account of an individual's life to date (Goodson and Gill, 2011), whereas my inquiry emphasises the part of the individual's life pertaining to their work as a VL.

Clandinin and Connelly (2000) were the first to adopt narrative inquiry as a methodology (Clandinin and Connelly, 2000; Savin-Baden and Major, 2013). Narrative research, on the other hand, is an over-arching term used collectively to describe a number of approaches to discovering people's experiences. This may involve interviewing, storytelling, document analysis or visual representation (Salkind, 2010). In narrative inquiry, stories *are* the data and they provide insights into how individuals view themselves. The researcher is often exposed to an individual's identity through the experiences that make up the stories (Butina, 2015). This enriches understanding for the researcher and connects events meaningfully (Saunders et al, 2009).

Because we live in a social world, people also exist in the context of social relations with each other (Clandinin and Connelly, 2000). However, as a methodology, narrative inquiry can be criticised because of its subjectivity, its reliance on the participant's conception of reality, and the fact that it is difficult to validate (Floyd, 2012; Costa, 2015). Narrative inquiry is also criticised over issues of representation and language, as it is the researcher who writes up the narratives, something that is problematic within interpretive research (Byrne, 2017). Language may not be neutral nor accurately reflect the experience being described. Also, there are various levels of interpretation. Consider the following sequence: participant has experience; participant interprets experience; participant reads briefing from researcher and interprets that briefing; participant tells experience to interviewer; interviewer interprets experience as they hear it from interviewee; interviewer writes up the experience and analyses it; reader reads and interprets it. This imposes a range of meanings on the experience. Table 4.1 (in section 4.5.1), considers the trustworthiness of narrative inquiry and demonstrates how I have responded to any potential weaknesses of narrative inquiry as a research methodology.

4.3.2 Narrative inquiry and alignment to this research



Source: Savin-Baden and Major (2013: 45)

Figure 4.1: Qualitative researcher's wheel of research choices

When faced with a variety of research choices, Figure 4.1 highlights how from a perspective of social constructionism and with a research focus on individuals, narrative inquiry is an appropriate selection.

My rationale for narrative inquiry as the right choice of methodology for this study links primarily to narrative research as having a ‘three-dimensional narrative inquiry space’ (Clandinin and Connelly, 2000;18) of people, time and place. The first dimension is the personal and social interaction whereby an individual – the VL – may look inwards to the self and outwards when interacting with other people. This connects to the personal and relational domains of Lieff et al (2012) as presented in Chapter 2.

The second, a temporal dimension, demonstrates that an individual brings a past present and future to the narrative inquiry space. VLs possess stories of their past, their educational and business backgrounds, their motivation to become a VL, and how they were recruited to the role. The stories of their present include their current encounters and events. VLs may introduce characters who influence their future career. Through the elements of time and space, telling a story encourages a participant to come up with meaningful interpretations, ‘recognising that one’s understanding of people and events change’ (Bell, 2002: 209) where the opportunity to reflect on past events may bring about new understandings. In Chapter 3, I introduced Bourdieu’s forms of capital (1977, 1984) and a narrative inquiry enables me to hear stories of the VLs’ past and how they accumulated such capital, and to understand how this has had a bearing on their present and potentially their future.

The third dimension of narrative inquiry recognises the encounters ‘occur in specific places or sequences of places’ (Clandinin and Connelly, 2000: 50). This place connects to the business school where VLs engage in teaching students and relating with colleagues. I discuss the place dimension further in Section 5.11, relating it to Bourdieu's field. Next, I offer the link between narrative inquiry and identity.

4.3.3 Narrative inquiry and identity

Because of its links with identity study, narrative inquiry as a methodology helpfully allows VLs to reflect on their identities. Goodson and Gill (2011) affirm that life narratives are central to individual self-identity, a point that is confirmed by Smith and Sparkes (2009), who state that narratives reveal identity. Thus by attending carefully to the stories recounted by the VLs, I was able to interpret how they see themselves. Identity and theories of self are fluid and constantly changing in construction (Clegg, 2008). Listening to the stories enabled me to gain a more in-depth understanding of the VLs' identity, and collecting data in this way allowed stories of the VL experiences to emerge in a holistic manner (Webster and Mertova, 2007). Participants construct and create stories that support their interpretation of themselves (Bell, 2002) and may exclude experiences and events that undermine their identity as a VL, of which I was mindful, having read about the excluded and marginalised precariat that constitutes the VL life (Anderson, 2007; Standing, 2011; Ryan et al, 2013).

Indeed, narrative inquiry is argued as a useful means of enabling the marginalised to be heard. It is not commonly employed in studies of VLs. One notable exception is Crimmins (2016, 2017), who wrote of the lived experience of six female sessional academics (VLs) in three Australian universities. Although it is not possible to ascertain the disciplines from which the six participants in Crimmins' research were taken as it is not overtly stated (perhaps in order to ensure anonymity), reading through their stories it appears they were likely to be based in the arts and humanities. These VLs' stories, of occupying a marginalised space in academia, were told through narratives in unstructured interviews. Here, the narrative approach offered opportunities for the often unobserved to speak out. In his study of research methodologies, Wang (2017) emphasised the power of listening to stories in understanding the ways in which individuals think and understand their experiences. He argued that using narrative inquiry provided a voice for marginalised international student nurses. Similarly, in my research, I used a narrative approach because it could give a voice to a group of people who, as the literature indicates, are often relegated to the sidelines. Employing this methodology enabled me to draw out episodes that have shaped VLs' development of identity within their business school.

4.3.4 Narrative inquiry and social constructionism

A further justification for selecting narrative inquiry as a methodology is the link to my underpinning philosophical framework of social constructionism. Narratives are socially constructed because of the relationship with the participant and the ongoing context (for example, the VL having an experience in the business school) and because the participant shares the process of construction with the interviewer (Clandinin and Connolly, 2000). According to Bruner (1991: 4), 'narrative necessity' clarifies that narratives are a version of reality rather than being empirically verifiable. In telling their stories, the VLs pieced together their version of reality, for these stories were reconstructions, told to a particular researcher on one day in time. A story told can seem realistic, but the events might not have happened to the participant in exactly the way it is told to the researcher. In his study, 'Narrative as inquiry', Hendry (2009: 76) contends that 'a story can be true to life without being true of life'. He takes this from Bruner's (1996) view that a whole story is constructed from parts and can be interpreted but not necessarily explained. This corresponds with my position as a social constructionist and my belief that individuals construct meanings together, that there are many versions of the truth, and that truth is what is perceived by the participant at the time it is told to the researcher.

Moen (2006), in her study of narrative research as a methodology used in educational settings, writes that research participants can tell and re-tell their experiences as stories, with their perspective on these occurrences changing as they are presented with new encounters and the opportunity for dialogue. Narrative as a form of inquiry is collaborative and relational, with stories emerging through discussion between the participant and the interviewer.

Thus narrative inquiry enabled the VLs to emphasise meanings rather than simply facts in their conversation, paying attention to the everyday minutiae of being a VL and their interactions with colleagues in their business schools. A further benefit of utilising narrative inquiry to capture data was that communicating through story allowed me as the researcher to gather ‘thick description’ (Geertz, 1973), a term from anthropology used to refer to ‘a highly descriptive detailed presentation of the setting and in particular the findings of a study’ (Merriam and Tisdell, 2015: 227).

4.3.5 Narrative inquiry and the theoretical framework

Finally, narrative inquiry and the stories that unfold can helpfully be understood through the application of a theoretical framework. There is a suitable alignment with the Bourdieusian theoretical framework. Although Bourdieu was known to critique narrative data (Barrett, 2015) and indeed both adopted and criticised data gathered using all methodologies, he used life narratives in his research in Algeria, producing a book entitled *Algeria 1960* (Bourdieu, 1977). He also praised subjective narrative in a footnote in *The state nobility: elite schools in the field of power* (Bourdieu, 1996 :408) as constituting ‘incomparable sociological documents’. In addition, Bourdieu’s view on epistemic reflexivity (in Bourdieu and Wacquant, 1992) expressed that researchers should be critical and reflexive in their studies to counterbalance potential researcher preconceptions. In their contemporary paper on the need for reflexivity in a narrative inquiry, employing a Bourdieusian framework, Macqueen and Patterson (2021) suggest that the researcher is influenced by their own narrative and needs to take care to design research questions that do not prejudice either the findings or results. I am thus made aware of the importance of reflexivity in my own position and address reflexivity in section 4.4 and in section 4.6.2 on the research journal and finally in Chapter 5, section 5.14 where I reflect on my findings.

4.3.6 Reliability and validity of data gathered

In quantitative research, demonstrating that findings are true (valid) and if the study is repeated in similar conditions with similar participants the findings do not vary (reliable) is seen as the ‘gold standard’ (Savin-Baden and Major, 2013). Language used in qualitative research to ensure processes meet quality standards has evolved. In qualitative research, validity is an understanding of processes in place to ensure accuracy and trustworthiness of the data (Creswell, 2009). Lincoln and Guba’s (1994) criteria of transferability is appropriate to this study where the findings may be applicable to similar post-’92 UK business schools using VLs. Table 4.1 indicates issues commonly identified when employing narrative inquiry and my responses, to demonstrate how I have addressed reliability and validity of the data gathered through narrative inquiry to ensure quality is maintained during the research process.

Table 4.1: Issues in employing narrative inquiry and responses

Issue	Researcher response
1. Trustworthiness, reliability and consistency are linked to the reliability of the researcher's notes and transcripts (Polkinghorne, 1988, 2007; Webster and Mertova, 2007).	I listened to and typed up all the transcripts myself. I had confidence in the resulting texts because the research processes were carried out with appropriate rigour. To support this external validity of data, I have employed a strategy of using direct quotes in Chapter 5: Findings and Analysis.
2. Legitimation is also important, in deciding what studies merit researcher attention (Savin-Baden and Major, 2013).	I brought insight into the storytelling through relevant prompts, rather than committing to a fixed format of highly structured interview questions.
3. The storytelling approach is subject to different measures of validity, as 'a personal narrative is not meant to be read as an	I accepted that an event or experience might not have happened as fact, but that it was reported by the participant as their experience and so was valid to them.

exact record of what happened' (Mertova and Webster, 2007: 90-91).	
4. Polkinghorne (2007) identifies one threat to trustworthiness as being when the researcher initially collects the evidence from the participant. This is due to the difference in what the participant may have experienced and the ensuing stories they tell about its meaning. A second threat is when the story is analysed because the researcher brings their own interpretations to that inquiry. Thus in narrative inquiry, there are degrees of validity.	I acknowledged the different levels of interpretation that are a feature of narrative inquiry.
5. Other disadvantages relating to validity, reliability and bias of narrative inquiry surround the role of the narrator, the setting for the story and the role of the researcher. The narrator's account will differ according to the nature of their day (whether it was a good or bad day for the participant). As the participant tells their	Participants received information about my study and were aware I was a doctoral student at Oxford Brookes University. (see section 4.5.3).

story to the researcher, it is an account that is socially constructed – the meaning is ephemeral and will vary according to both place and time (Bryman and Bell, 2015).	
6. The type of interpersonal relationship forged between researcher and participant might influence the nature of the conversation that emerges. In addition, the researcher must be mindful of ensuring that it is the voice of the participant being heard and not that of the researcher (Bell, 2002).	Here I was mindful of employing active listening – for points of engagement and demonstrating to the participant that they had been understood (Gubrium and Holstein, 2001). I used well-practised listening skills, which, as Josselson (2013) stresses, are a prerequisite of the narrative researcher. I have gained these through my time working as an internal coach in HEIs.
7. Bell (2002) described the difficulties of disengaging with participants when the research process has resulted in a friendship forming.	I met with the participants only once. The only follow-up was to thank them and ask them to member-check the transcript and return it to me (see section 4.8.1).

4.4 Reflexivity

As expressed by Clandinin (2016), we have to pay attention to who we are and accept that we are part of the storied landscape we are studying. The researcher is involved in the research situation with the participant and will bring their own preconceptions in terms of their beliefs, interests and values. Maton (2003: 53) considers that Bourdieu's 'Rs are…reflexivity, relationism and research'. All the Rs align with this study and next, I consider the important place of reflexivity. Reflexivity involves becoming self-aware of our assumptions and values, looking inwards and outwards and recognising that every part of our practice is affected by ourselves and our context (Bassot, 2013). In interpretative research, the researcher is part of what is being researched; thus the axiology of interpretivism connects to reflexivity. Axiology is the study of the nature of that which is valued. I position myself in the study to outline the apparent axiological assumptions (Creswell, 2015). My role as former VL in a post-'92 UK business school for a year in 2005-06 gives me an element of insider knowledge of everyday experiences that may have contributed to the shaping of my own academic identity. It could be argued that this is not a recent experience – and that, according to a 2019 report by the Chartered Institute of Business Schools on business education provision, business schools are experiencing times of transformation and disruption. It is nevertheless relevant because I remember feelings of great happiness working with students as a VL, but also confusion and uncertainty (and frustration with technology). Thus, as a researcher, I am able to connect with the participants at a personal level (Goodson and Gill, 2011) because of my association with and interest in the area of study.

Moving forward, my current role as an Associate Dean managing VLs in this same business school means that I am part of the relational interactions between VL staff in the place where I am an academic manager. I constantly observe VLs' successes and frustrations in an academic environment, but have noticed that their overall general picture of positivity contrasts with negative findings in the literature on VLs, as outlined in Chapter 2. I was aware that VL colleagues in the business school may not share all their negative experiences with me because I am their manager. I was also aware that any of my insider knowledge of VLs could influence the outcomes of my research, and that although I assumed I knew about VLs, I recognised that there was much to learn that might be unexpected.

It would not have been ethical to interview VL participants from the business school where I am their manager. Nevertheless, I have interviewed other VLs in this study and accept and acknowledge bringing some preconceptions to it. According to Creswell (2013), the goal of a narrative inquirer is to listen carefully, recognising that any interpretation will be influenced by the researcher's own experiences. I was very aware when interviewing not to ask any leading questions that might bring about a more positive response from the VLs, bearing in mind the dissonance between experiences as noted in the literature – great expectations followed by a sobering reality – and my observations of contented business school VLs. The next section examines ethical considerations of this study in detail.

4.5 Ethical considerations

Ethics is a system of moral principles. Indeed, all research has important ethical dimensions to consider and it is vital that the researcher considers the ethical issues that could implicate all stakeholders (Punch, 2006). I consulted guidelines from Oxford Brookes University, the British Educational Research Association (BERA, 2018) and my own Higher Education Institution (HEI) in order to cover the necessary component parts for this study, prior to gaining ethics approval from the Oxford Brookes University Research Ethics Committee. At each point of decision, I was mindful of making ethical choices and was fully conscious of the need for trustworthiness of data and treating participants correctly and ethically. Thus ethical considerations are present throughout my explanations of how I recognised and countered issues surrounding narrative inquiry (see Table 4.1). Ethical considerations were also paramount when working with the research participants.

4.5.1 Research participants and ethical considerations

Participants needed to be recruited and treated ethically throughout the duration of this study. In the following sections, I detail how this was achieved. I was open to recruiting those participants who were willing to share their stories, whoever they might be. I recognised that the sample could be skewed due to negative discoveries from the literature review and that this would impact the findings. Perhaps only VLs would come forward who were dissatisfied and wanted to tell tales of woe, as found in the literature on VLs (Byers and Tani, 2014; Dixon et al, 2015; Nevgi and Lofstrom, 2015; Fredericks and Bosanquet, 2017; Loveday, 2018). I set the criteria for recruitment as VLs currently working in a UK post-’92 business school.

During the ethics process, I gained agreement in principle for this research from six gatekeepers from an initial approach to seven post-'92 business schools geographically spread within the UK (not including Northern Ireland). I decided which post-'92 business school to contact by selecting similar-sized business schools (with an average student population of between 3,000 and 4,000) that I knew employed VLs and where I had the name of a contact who could act as a gatekeeper.

4.5.2 Recruiting the participants

Writing to relevant business school Heads of Department, Deans or Associate Deans from my Oxford Brookes student email account, I informed them of my thesis title and asked them to circulate a message to their business school VLs on my behalf. This asked for VLs who were interested in telling their story to an Oxford Brookes Doctorate in Education (EdD) researcher to contact me directly, giving their name, institutional email address and contact telephone number. I replied to enquiries and emailed further information consisting of a consent form, General Data Protection Regulation (GDPR) privacy notice for researchers, participant information sheet and pre- interview questions (see Appendices 3 and 4). I contacted participants in the order in which they had responded to the email. In the only case where more than two potential participants applied from a business school, I recruited the first two participants to respond, thanking the others for their interest. The question of access to organisations in order to conduct fieldwork can shape the research process (Cunliffe and Alcadipani, 2016). Here, I made use of my learning and teaching networks, as having knowledge of a named gatekeeper meant I had a more reasonable chance of recruiting participants for the study. The potential impacts of using gatekeepers on the recruitment of VLs are two-fold. An email from an unknown senior staff member might dissuade VLs from making contact with a researcher. Equally, a VL might consider potential adverse impacts of making negative comments and decide not to participate. The email messages to VLs did not always come directly from the original gatekeeper I had contacted. Two gatekeepers forwarded my request to their administrative support staff who distributed it to VLs. One gatekeeper asked a module leader to send the email to VLs on his modules. This approach may have contributed positively to encouraging participants to contact the researcher. The VL recruits who came forward would be VLs engaged with their business schools, who regularly read and respond to emails.

4.5.3 Ethics and information for participants

BERA (2018) emphasises trust as the essential element between the researcher and the researched. All participants need to trust the researcher and these important ethical processes exist so that trust is not misused. Participants should be aware of the benefits and risks to them of engaging in research and these need to be made clear. When considering my stakeholders, which in accordance with Punch (2006) include my supervisors, university, myself, my participants, examiners and readers, I put into place checks and balances to address any issues of confidentiality and coercion and to clarify risks and benefits to my participants.

Within the participant information sheet, I inserted a paragraph so that potential participants were aware of ethical considerations. I did not give any incentive to participants to take part in this study. In order to avoid coercion I did not carry out any research in my own institution. The participant information sheet in Appendix 2 gives full details on factors including confidentiality and the right to withdraw. In addition I supplied participants with contact information on sources of support should they feel any distress after the interview, caused, for example, by recounting experiences of feeling marginalised and excluded, as found in other VL studies (Anderson, 2007; Ryan et al, 2013). Table 4.2 shows the actions I took in order to ensure that ethical considerations were adhered to in the process of recruiting participants for this study.

Table 4.2: The ethics process

Ethical issue	**Action**
Obtaining informed consent from participant	I asked each participant to review and complete a consent form (see Appendix 3). The consent form showed that participants could withdraw from the research at any time. It also detailed the nature of the interaction, whereby data was collected data through a lightly structured interview lasting around one hour.
Informing participants of the potential benefits of becoming involved in the research	Participants were not offered incentives to take part in this research. One potential benefit was to improve the experiences of VLs, which it was hoped would encourage participation.
Informing participants of the potential risks of becoming involved in the research	The participant information sheet (see Appendix 2) provided information of who to contact should the participant have any concerns with the research or after the research interview had taken place.

I reassured participants that the research was confidential and their identities would not be revealed via access to the participant information sheet and the GDPR privacy notice for research participants. I kept a separate research notebook to record interview appointments and any observations made immediately after the interview. This was secured in a locked filing cabinet at my home, away from other EdD research information. Names were not used in the recording of interviews or in field notes. To minimise risk, I took the precaution of de-identification to ensure the confidentiality of the participant data.

De-identification is a term for processes used to remove associations between the subject of the data being collected and the resulting set of identifying data. Direct identifiers include participant name, age, address, ethnicity, names of colleagues, name of HEI and geographical location of HEI. Identification of any of these elements could relate to a specific person.

I undertook to de-identify participants in the following ways:

- I gave pseudonyms to the participants and any third parties mentioned by the participant, unless the person could be described by their relationship to the participant (eg Head of Department, departmental administrator, fellow VL). Having names personalises the results and makes them more interesting.
- Participants' specific ages were disguised through the use of age ranges, for example age range 45-54 (ranges as used typically by the Office for National Statistics).
- Each HEI was allocated a name that does not reflect its geographical location – so rather than 'northern business school' or 'country business school' where

readers could make an informed guess about the institution involved, I used the colours Green, Orange, Lemon, Lime and Blue. Other business schools or HEIs mentioned by participants are de-identified by brackets […].

- The names of organisations employing participants prior to their appointment as a lecturer were generalised, as in, for example ‘a major high street retailer’, ‘a former high street bank’. Table 4.3 presents the timeline of activities.

Table 4.3: Stages in the research journey

Activity	**Timeline**
Acceptance of research proposal	November 2019
Agreement in principle from gatekeepers at post-92 business schools for me to undertake research	September to November 2019
Interview questions, GDPR, privacy statement, participant consent forms finalised	October to November 2019
Ethical approval obtained from Oxford Brookes University Research Ethics	December 2019
Recruiting participants through emails from gatekeepers	January to April 2020
Making appointments with participants	February to April 2020
Sending and receiving consent forms and pre-interview questions	February to April 2020
Carrying out participant interviews	February to April 2020
Transcribing interviews	March to May 2020
Sending transcripts to be checked by participants	March to May 2020
Coding, emergent themes, NVivo	June to July 2020
Data analysis	June to August 2020

4.5.4 Consideration of the sample size

In this study, I explored the experiences of a small number of VLs situated in post-’92 UK business schools to gain insights into the development of their academic identity and to investigate how the business school can support VLs’ academic identity. I aimed for transferability of research output rather than generalisability. Deciding on a sample size is never simple (Punch, 2006; Cohen et al, 2018; Vasileiou et al, 2018). A small sample size is usual in narrative research (Creswell, 2009) for narrative inquiry is ‘an experience of the experience’ (Clandinin and Connelly, 2000: 189). One consideration was that of Merriam (2009), who proposed the benefits of specifying a sampling strategy and size based on published material in the research area. Crimmins (2016, 2017) in her narrative inquiry of female sessional staff in Australia had a sample of six VLs, while Richardson et al (2019) had a sample of 15 VLs in their study of business school sessional academics. I aimed for rich description and quality of dialogue and therefore was not anticipating recruiting a large sample of VLs to achieve answers to the research questions. Sandelowski (1995) contends that the sample must be small enough to warrant the ensuing material is manageable, yet large enough for the findings to provide new understandings.

I decided on a convenience or opportunistic sample (Bryman and Bell, 2015), which is a sample recruited because they are convenient for the researcher. This could be because the participants are accessible, for example, or the sample could be based on the first of a specified number of participants to approach the researcher (Durbarry, 2018). I was reliant on gatekeepers to distribute my participant recruitment email and considered there was no benefit in setting more rigid criteria to achieve a stratified sample because I was not looking to provide generalisable findings. I chose to interview two VLs from each business school to gain a better understanding of the context in which the VLs were working, improved insight into the institutional experiences, and to establish how in a small way the particular context of one institution might influence identity development. I considered the sample of 10 VLs who came forward as participants to be a sufficient sample to provide answers to the research questions. Because of the nature of the key interview question (‘Tell me your story of being a Visiting Lecturer at X business school’) the material would always be individual; however, the themes that occurred in the VL narratives were similar and saturation of material was achieved by the 10th interview, with no new themes arising.

4.6 Instruments for data collection

In this section I present the two methods used for data collection: interviews and a research journal. I also explain the decision to send out a pre-interview questionnaire, based on the outcomes of a prior feasibility study. I considered asking participants to write reflective or learning journals (Moon, 1999) and/ or to make verbal recordings of their experiences which they would be willing to share . Having deliberated the value of such methods, I de-selected those in favour of lightly structured interviews. These would achieve collection of the best quality data to answer the research questions without significant imposition on the time of VL participants. At the time of applying for ethics approval, I was considering noting non-verbal communication as a complementary form of data collection. I subsequently decided against this approach in order to fully concentrate on the interview and listening to participants. Further reading on lightly structured interviews (Josselsen ,

2013) indicated that emotion and emphasis are present in the participant voices. I surmised there would be no benefits to interrupting the participant narrative flow.

4.6.1 In-depth but lightly structured interview

After considering the best research tools to capture stories of VLs for this study, I chose the lightly structured interview (Josselson, 2013) as my main method. This differs from a semi-structured interview by being formed of only a few questions, followed by prompts to enable the participant to expand on key areas, such as identity. Structuring this as a 'flexible conversation' (Clandinin and Connelly, 2000) enabled me as an interviewer to better explore the VLs' experiences and the meanings they made of these experiences. A formally designed interview with a longer and more precise set of questions would mean imposing a structure of rigid questions and specific topics (Ziebland, 2013). I decided on one interview per participant rather than undertaking a longitudinal study or repeat interviews with the same VLs. A VL is employed on an hourly paid contract which may or may not be renewed on a semester by semester basis. They are not continually employed and their relationship with the HEI may be short term; they cannot forecast how or when their services will be required. Career-end VLs retire; PGR VLs obtain full time positions in other HEIs. A VL may therefore be reluctant to sign up to a longitudinal study with a number of interviews over a period of time. Keeping in regular email contact with participants who are moving between HEIs can challenge the researcher. Therefore having once census point for the interviews was reasonable, given the characteristics of VL participants. More frequent interviews with participants would allow for enhanced detail and enable the participant to reflect on their experiences. However, there are disadvantages in allowing a potentially closer relationship to build up between researcher and participant. While multiple census points have been used in online surveys of VLs, for example in Sutherland and Gilbert's (2013) research into sessional tutors in New Zealand , this longitudinal study began in 2000 and endured until 2011 which is a length of timescale unsuitable for my study. I could access sufficient data during one interview and knew there would be difficulties in getting access to VLs on more than one occasion because of the pressure on VLs' time and the ephemeral nature of people who move fleetingly between roles, businesses and institutions.

I undertook a feasibility study in February 2019 where a member of the taught EdD cohort played the role of a VL. This enabled me to reflect on improvements to make to the intended study. The participant had difficulty in answering my key question : 'Tell me your story of being a Visiting Lecturer at X business school' without being given time beforehand to consider her story and identity. Initially, I felt I had obtained very little usable data from the feasibility study. Rather than being a story, the answer was completed in a few sentences. As a result, I decided to send participants a briefing document before their interview, so they could think about the concept of their academic identity (see Table 4.4) below. There are restricted discourses available for discussing identity (Clegg, 2008) and I deemed it preferable for participants to consider the issue beforehand, rather than being presented with such a challenging concept at the time of interview.

Table 4.4: Pre-interview information sent to participants

Pre-interview information to send to participants before the interview When we meet, I will be asking you to tell me your story of being a Visiting Lecturer (you may be more familiar with the terms associate lecturer, sessional, adjunct Hourly Paid Lecturer – HPL – or Graduate Teaching Assistant – GTA) at your business school. To tell your story, you might want to think about these elements: • Your business skills or professional background – what you do? • How and why you became a Visiting Lecturer (VL or term used above). • How long you have worked in this business school and others? • How you are allocated your VL work, by whom and when? How does this make you feel? • What subject you teach/which discipline? • Who are the colleagues you come across in the business school, what is the nature of your interactions? Can you describe some of your interactions and experiences with them? How do you fit in? Do you have any role models?

To assist with consistency and reliability I created a question guide. I developed open-ended questions, making use of the phrase 'tell me' as suggested by Savin-Baden and Van Niekerk (2007). The narrative researcher should listen and allow the participant to speak freely with as few interruptions as possible for, according to Floyd (2012), the interaction between the researcher and participant is a critical part of the research process. The question guide was helpful but in the main I used prompts and reflected back sentences to the participants to check my understanding. This enabled VLs to tell their story (see Appendix 4).

4.6.2 Research journal

Through my engagement in an educational research group in my own HEI, prior to commencing my doctoral studies, I was aware of Moon's (1999) book *Learning journals*. She defines this as a 'vehicle for reflection' (Moon, 1999: 4). I started what I describe as a 'research journal' after being accepted on to the EdD programme in September 2016. It is a book in which I observe my experiences, draw pictures and diagrams, facilitate learning from experience and enhance my creativity through writing. I have drawn on material from my research journal in my reflections at the end of Chapter 5, in section 5.14. I kept this research journal to be more aware of my assumptions, thoughts and experiences of working with VLs in my workplace since starting my doctoral studies. I have exploited this reflexively to deal with any preconceived notions through my expertise gained in 10 years of working with business school VLs. These assumptions may also have altered due to the research undertaken in the literature review, which focuses on the challenges of being a VL. I have reflected on whether this knowledge encouraged me to overemphasise the positives I hear in the interviews (Josselson, 2013). My research journal also holds analytical memos made during the data-handling phase, a place to 'dump your brain' about the participants and the investigation (Saldaña, 2013: 41).

4.7 Where the interviews took place and the impact of Covid-19

My initial expectation was to travel to the VLs' HEI and meet with them there, to minimise any inconvenience to them. This is in accordance with the direction of Josselson (2013), who states that interviews should be at a time and place convenient to the participant, in a private space such as the workplace. In early March 2020, after I had completed three face-to-face interviews, it became apparent that I would need to change my method of participant interview and I made a request to amend my ethics form to enable me to meet participants online. The Covid-19 pandemic prevented both travel and face-to-face meetings. I found participants in the ensuing online interviews more at ease than those I met in person. Interviews carried out in the place of work meant finding a suitable meeting point and room. One participant met with me between classes and was therefore rushed, giving a shorter narrative lasting 45 minutes. The online interviews were relaxed, perhaps because both the researcher and participant were in their own homes. However, interviewing online can be prone to technological difficulties (Cohen et al, 2018) and I did experience this on one occasion when the interview had to be continued as a telephone conversation. On each occasion, I reminded the participant about why we had come together. I used two pieces of recording equipment (one as a back-up) for all interviews, these being a digital recorder (two for face-to-face interviews) and a digital recorder plus online visual recording for online interviews. The duration of the interviews was between 45 and 80 minutes, with the average interview lasting around one hour. Participant consent forms were sent to participants prior to the interview, signed and collected at the face-to-face interview. Consent forms for online interviews were emailed out, signed and sent back to the researcher prior to the interview taking place.

4.8 Data management

The method for safekeeping and storing data was explained to participants in the participant information sheet, and I also explained this verbally at the end of the interview. I have the hard copy of the transcripts and the participant consent forms safely in a locked filing cabinet at my home and I kept track of the participants by assigning each one a letter – A, B, C, D, E and so on – in the order in which they were interviewed. This data key is kept in a separate locked filing cabinet, different from the one in which the transcripts are held and where the research notebook is kept. Recordings and NVivo files are stored on a password-protected university Google drive and will be kept for 10 years in accordance with the research protocols of Oxford Brookes.

4.8.1 Data-handling methods

It is important to design data handling to ensure the rigour and trustworthiness of the data analysis methods (Braun and Clarke, 2006) and to provide a clear description of the processes used. I undertook all transcription myself, recognising that the transcriber makes the choice about which data is significant (Savin-Baden and Major, 2013). I included emphases on the transcripts and identified stresses on the words at the time of transcribing. I chose verbatim transcript with common textual conventions. Tone, pacing, and laughter are important for interpreting the data, and these were included during the transcription process. My choice to transcribe the interviews myself derives from the benefits of getting to know the data (McGrath et al, 2019) and by starting the transcription shortly after the interviews, I could remain close to the data. Transcripts were returned by email to all participants so they had the opportunity to correct them or make changes. Two participants asked for changes that would further de-identify them and one provided words for gaps where I had not been able to hear clearly. Five further participants confirmed by email that they were satisfied with the transcripts. Two of the 10 participants did not respond to my message. Extracts from transcripts given as data in Chapter 5 are noted by the participant name initial (A to J) followed by the transcript line number, all in brackets, for example (E202).

4.9 Data analysis

Each section of text was numbered, for ease of future reference (see Appendix 6). Following the advice of Savin-Baden and Major (2013), I became immersed in the data through reading, listening to and viewing the transcripts numerous times. I was guided by the literature to notice significant passages or key moments in the data in response to the question, ‘what strikes you?’ (Saldaña, 2013 : 22). I used Table 4.5 to underpin my observations of the data and when reading through the data to write analytical memos (Saldaña, 2019) and reflections in my research journal.

Table 4.5: Noticing within the data

Events	**References**
What kind of event is going on?	Savin-Baden and Major, (2013); Bryman and Bell, (2015)
Interactions What are people doing? What are they trying to accomplish? What do people say they are doing?	Savin-Baden and Major, (2013); Saldaña (2013)

	Bryman and Bell, (2015)
Relationships Establish connections between yourself and your study	Savin-Baden and Major, (2013); Saldaña, (2013)
What is this item of data about?	Bryman and Bell, (2015)
What is happening here? What do I see going on here?	Saldaña, (2013); Bryman and Bell (2015)
Repetitions (topics that reoccur)	Bryman and Bell, (2015)
Similarities and differences (how participants discuss topics in different ways)	Bryman and Bell, (2015)

Before coding each section of the transcripts, I developed a priori codes (Saldaña, 2013) based on information from my literature review and theoretical framework (see Table 4.6). I arrived at my emergent or inductive codes (see Table 4.7) as a direct response to the data, which is a common occurrence for researchers (Cohen et al, 2018). The coding decisions were largely subjective (Saldaña, 2013), for although the NVivo coding takes precise words from the data, I was making a judgement on the descriptive and analytic coding of the data. Following coding, I was able to group codes into themes as a first stage of thematic analysis. Thematic analysis (Braun and Clarke, 2006) is the process of identifying, organising, analysing and noting data patterns. It has the advantage of being an accessible and flexible process that can be used across many areas of study (Nowell et al, 2017), but to achieve credibility, it is vital to keep the reader informed of all decisions made and triangulate through field notes and reflexive journals (Lincoln and Guba, 1994). I then used NVivo 12 to organise extracts from the data into nodes and sub-nodes and produced word-clouds (see Appendix 7).

Table 4.6: A priori codes

Code	**References**
Motivation to be a VL	Gappa and Leslie, (1993); Gottschalk and McEachern, (2010); Bryson, (2013)
VL nomenclature	Various
Identity	Clegg, (2008); Henkel, (2005); Lieff et al (2012)
Excluded, marginalised, low status	Various
Love teaching	Brown et al, (2013); Crimmins, (2017)
Relationship with workload provider	Various
Sense of belonging to a discipline	Clegg, (2008); Blackmore and Kandiko, (2011)
How VLs are recruited	Gottschalk and McEachern, (2010)
Workspace	Cubberley, (2007)
Access to Continuing Professional Development	Byers and Tani, (2014); Harvey, (2017)
Research activity	Southall, (2017)
Capital Background prior to becoming a VL	Bourdieu, (1986)

Table 4.7: Emergent or inductive codes

Emergent codes	Grouped into themes
VL work offered Roles Gaps	Choice and agency
Expertise 'I'm different'	Expert identity
Subject group Discipline Module team Full-time colleague–VL relationship	Colleagues and supportive environment
Contract clarity and payment for work Workload clarity Marking	Business school structure and process

4.10 Summary

In this chapter, I have introduced my underpinning philosophical framework and explained how this has shaped my research design. My research is situated within the interpretivist paradigm and, in examining the research questions, I have considered that in order for me to reveal new knowledge, I must account for my views on what is real, what constitutes valid knowledge and how knowledge may be developed. From a social constructionist viewpoint, meanings and understandings are made during social interactions and there are many different possibilities of meanings. Interactions and relationships take place in different times and space – a sound justification for using narrative inquiry as a research methodology (Clandinin and Connelly, 2020). I am aware that although narrative inquiry is regularly used as a methodological approach in education research (Byrne, 2017), it can be criticised for issues of validity and reliability. I have therefore highlighted the importance of ethics and reflexivity in my research, explained decisions taken in this regard, and further described the complete research process. In the following Chapter (Chapter 5: Findings and Analysis), I explore the influences on academic identity development of the 10 participant VLs through presenting and evaluating data from their stories through the lens of Bourdieu.

Chapter 5: Findings and Analysis

5.1 Introduction

I present this chapter in three parts: in the first part I detail the research findings and in the second part I interpret the data using Bourdieu's framework of capital, habitus and field (1977, 1984). In the final part, I reflect on the findings. In the first part of the chapter, I introduce the 10 Visiting Lecturer (VL) participants, explore their views on academic identity and group them into identity sets: semi-retired VLs, practitioner VLs and Post-Graduate Research VLs (PGR VLs). Using data from their narratives, I explore how positive encounters in the business school influence their identity development. Examples of collegiality and a love of teaching appear in the findings, relating firmly to extant literature. The theme of VLs holding an expert identity emerges as a new discovery, however. Following on, in section 5.9, I present examples of difficulties encountered by VLs that lead them to question their identity as a business school academic. Here, the structure and organisation of the business school inhibit VLs who lack the ability to control elements such as contracts. Incidents surface where VLs feel diminished in status and experience a sense of exclusion. In the second part of the chapter, beginning with section 5.10, I employ my chosen theoretical framework, Bourdieu's capital, habitus and field (1977, 1984), to analyse findings surrounding the experiences that influence VLs' academic identity development. VLs hold the capitals valued in a post-'92 business school; educational capital, professional business capital and also have social capital of connections. The VLs use these capitals to their advantage in the business school field to obtain their teaching preferences. An ability to 'fit in' to the business school is easier for VLs with an established academic identity than for those whose identity is in development. In section 5.13, I discuss the third objective of how business schools can support VLs' academic identity, where my data surfaces common areas for improving the VLs' lived experiences therein. The final section, 5.14, comprises a reflection on my findings, to bring a personal and practice-based insight to my research questions.

Part 1: Findings

5.2 VL participants and identity sets

In the first section of this chapter, I introduce the 10 VL participants and place each of them into one of three identity sets: PGR VLs, semi-retired VLs or practitioner VLs. My justification for how I have grouped the VL participants is as follows. In their research into visiting lecturers, Bryson and Blackwell (2006: 209) state that these staff may often be PGR students and 'former lecturers who have taken early retirement'. In a post-'92 business school, PGRs are often students with practical experience of the business world rather than students who have come straight from further study. They may study on a part-time basis while working. Referring back to Chapter 2: Literature Review, such PGR students are described as aspiring academics (Gappa and Leslie, 1993), undertaking doctoral studies as a requirement to pursue an academic life. Another description is Graduate Teaching Assistants or GTAs (Halcomb et al, 2010; Winstone and Moore, 2017), doctoral students who acquire teaching experience while pursuing their studies, again with an ambition to become academics. My three participants in this category were in their mid- to late 20s, with stated ambitions to enter academia as full-time lecturers emerging in their stories. Some authors use the term late-career transitioners or career enders for VLs at the other end of career trajectory (Gappa and Leslie, 1993; Gottschalk and

McEachern, 2010; Richardson et al, 2019), although I prefer to use the expression 'semi-retired VLs'. The three semi-retired VL participants in my study had not transitioned from another career recently, and did not necessarily consider themselves to be at the end of their career. Here, my participants were in their mid-60s, with 25-30 years' experience as full-time business school lecturers in polytechnics and post-'92 business schools. I have chosen the category of 'practitioner VLs' for the remaining four participants. They were involved in external practice as consultants or business owners or were working full time in industry, expressed by Clegg (2008) as having a practitioner background. More detailed information on the VLs' backgrounds is introduced later in the chapter. The 10 participants describe their concepts of the term 'academic' in their own words and present ideas of what constitutes an academic identity for them (summarised in Table 5.1).

Table 5.1: Participant information

Name	VL identity set	Business school	Age range	Years of being a VL	VL years at current business school	VL concept of an 'academic'	Current academic identity (author's observation)	Name used for VL in their business school
Austin	Practitioner	Orange	50-59	18 months (guest speaker for 20+ years)	1	"Well I always think of an academic as someone who has done at least a post-graduate [qualification] in a subject. There's an inquisitiveness."	Practitioner; does not identify as an academic	Visiting Lecturer (HPL [Hourly Paid Lecturer] in the contract)
Brianna	PGR VL	Orange	20-29	2	2	"Well an academic for me, it's kind of a role model…to open	Emerging academic	Visiting Lecturer

	(2 years of doctorate completed)					people's eyes about certain things."		
Colin	Semi-retired	Lemon	60+	3 (plus past experience)	3	"I do consider myself still to be an academic."	Clear academic identity	HPL or associate (prefers HPL; it was 'adjunct' for 2 years)
Dave	Semi-retired	Lime	60+	4-5 (plus past experience)	3-4	"Being an academic to me means my normality…It's a lifestyle descriptor – it's what I am!"	Clear academic identity	Sessional Lecturer
Eva	Practitioner	Blue	50-59	30 +	3-4	"I think I would have to be more engaged in research."	Firmly practitioner; does not identify as an academic	Associate Lecturer or AL

Francis	Practitioner	Lime	30-39	3 months	3 months	"I would see an academic having *ownership* on the content and be the deliverer."	Practitioner/academic	Sessional Lecturer
Gina	Practitioner	Lemon	40-49	5	5	"When you hear the word 'academic' it's that research thing."	Academic/practitioner	Associate
Hera	PGR VL (2 years of doctorate completed)	Green	20-29	2	2	"That you possess some knowledge and you are willing to *share* it with people. You read a lot. You sort of know things."	Emerging academic – more certain	'Ad hoc'
Isa	PGR VL	Green	20-29	4	2	"For me, it means part of a group of	Emerging academic – uncertain	'Ad hoc';

	(writing up doctorate – almost completed)					individuals who think systematically about a certain issue or topic and find ways to share that knowledge…and keep it accessible to people."		"You can call me anything! It's fine."
Jen	Semi-retired	Blue	60 +	1	1	"I think nowadays it means being a researcher. Being someone who wants to study…and investigate and explore a phenomenon."	Academic identity (mostly clear)	Associate; "Makes us sound like people who work in a canteen."

5.3 VLs' view of an 'academic' identity

In Chapter 2: Literature Review, I interpreted academic identity as being composed of the personal, the relational and the context (Lieff et al, 2012). The personal standpoint is how an individual sees themselves at work. The relational aspect comprises connections and interactions with others and can involve being part of a disciplinary group. The context (which here is the post-'92 business school) requires that academics perform activities of teaching, research and administration (Malcolm and Zukas, 2009; Tight, 2010). I had asked participants to think about academic identity before our interviews took place because it is a difficult concept to discuss without prior warning, being a complex, constantly shifting notion made up of competing influences (Quigley, 2011).

According to Briggs (2005: 258), 'The academic was accredited as a subject expert, taught students and was involved in research.' Involvement in research materialised as an important element for participants when defining the term 'academic'. As practitioner VL Eva puts it, "Even if it's not…running a piece of research by yourself. It might be you're on a team assisting somehow…thinking, writing, research" (E 202). For Gina, another practitioner VL, research is also a critical part of academic identity: "When you hear the word 'academic' – it's that research thing" (G 89). Semi-retired VL Jen states: "Nowadays it means being a researcher" (J 54). Green business school PGR VL Hera takes this a step further in emphasising that being an academic includes a willingness to share knowledge with people. Similarly, PGR VL Isa who also works at Green business school describes her thoughts on the meaning of 'academic' in the following terms: "For me it means being part of a group of individuals who think systematically about a certain issue or topic and find ways to share that knowledge…. And keep it accessible to people" (I 58).

These views of an academic are consistent and concentrate on the need to investigate and discover new knowledge that can be published as research. This links to the findings of Lee and Boud (2003), the work of Flecknoe et al (2017) on the changing academic role and the evolution of research-intensive academics, and the business school studies of Clarke and Knights (2015). VLs, on the other hand, are subject experts who teach students and are increasingly involved in module administration. It is interesting to note that when exploring the nature of academic identity the VL participants focused on the one part of the complex academic role (disciplinary teaching, pedagogy, administrative service, research) where VLs are rarely involved. They certainly may undertake research but within their role as a doctoral students, not as a VL. Exposure to research through former university careers and practitioner VLs connecting with research-active staff may account for some of these views.

Francis, three months a VL and whose main role is within his university as a professional member of staff, sees an academic as being both well versed in literature and industry practice: "I would see an academic as having ownership of the content they deliver. Be well read in the academic literature that's out there. Keeping current. But also keeping current with the industry practices" (F 48). He believes that an academic acts as a role model for students, "very much paving the way of what a student should expect when they become a graduate" (F 48).

In the same way, PGR VL Brianna's view of an academic is "a kind of role model…to open people's eyes about certain things" (B 46). Francis and Brianna are in a small way placing the academic on a pedestal, a reverential view explained by Page (2020: 596) in terms of the pursuit of knowledge, which he describes as being 'part of the very DNA of higher education, a consistent feature since the birth of the university'.

The VLs' concepts of the characteristics of an academic were grounded in their upbringing, understanding of academia and their sense of self. Semi-retired VLs Colin and Dave held firm personal identities as academics. PGR VL Brianna, whose parents were a professor and schoolteacher and who was used to seeing them marking at home, was familiar with academia. On the other hand, practitioner Austin, as the only VL participant without a post-graduate qualification, could not see himself as an academic because "I always think of an academic as someone who has done at least a post-graduate in a subject" (A 126). Like Brianna, Austin came from an academic family, in his narrative describing his father as "an academic, PhD physicist" (A 126).

A passion for knowledge, a willingness to share that knowledge, plus ownership and the opportunity to deliver content were the ways in which VLs expressed the teaching element of academic identity. Teaching is deemed an academic function (Briggs, 2005; Malcolm and Zukas, 2009) and surfaced as a significant theme in all the participant stories, whether this appeared as an enjoyment of being in the company of students, a recognition of VL teaching skills by colleagues, or teaching practice as a form of professional development. Knowing how to teach well and engage students was commonly mentioned in the VL stories, but was not immediately mentioned in the VL participants' description of academic identity.

Prior to undertaking this research, I had not fully considered how a VL might describe an 'academic'. In daily life, I use the term as a loose description of all staff in the business school who teach, research and manage other academics, without any attention to prestige or status. As a researcher, I have come to learn that within the description of an 'academic' there is a valuation and status given to an academic career (Angermuller, 2017) where the research element of academic life takes precedence in the hierarchy over the teaching-focused academic. To people who are external to the university environment, academic status may be less differentiated. For example, VLs in the business school where I am employed are invited to take part in the 'academic' procession at graduation. I located another example from a BBC News article on VLs (referred to as associate lecturers) in 2018, referring to them throughout as 'academics' – 'so how much teaching in our universities is being delivered by academics who are hourly paid?' (Simpson, 2018, np) Outwardly, it appears that teachers in a university are awarded the status of an 'academic' as a surface description.

In summary, VL participants were somewhat uncertain about how to describe an academic identity, but the concept emerged as an amalgam of being qualified to post-graduate level, involved in research as a way to discover and share new knowledge, and involvement in industry practice. In the next section, I consider VL identities, beginning with the status of how they are described within the business school.

5.4 VL identities

A variety of nomenclature is used for VLs in Higher Education Institutions (HEIs) in the UK and elsewhere and I considered that this could be an important aspect of their identity. I thought that the significance of the terms used to describe the VL participants at work might affect how they see themselves and are perceived by others. I had anticipated it to be an emotive issue, linking to their position in the academic hierarchy. Interestingly, this did not appear to have a significant impact on how they viewed their status. Practitioner VL Austin, who works in the marketing industry and affirmed an awareness of how words are perceived, preferred the term 'Visiting' Lecturer because to him, the meaning of the word shows he has been invited. He felt singled out for his knowledge and expertise, which was over and above that held by others working in his area of the business school. He explained that a 'visitor' has none of the mercenary connotations of an 'hourly paid lecturer'. Semi-retired VL Colin smiled as he said he had been called a lot of things during his time. PGR VL Isa said: "Call me what you like!" At Green business school she and Hera were called 'ad hocs' – without criticising the term, despite not being called 'ad hoc lecturers'. Only Jen, with a background in the hospitality industry, mentioned anything mildly negative when she stated that 'associate' conjured up the image of a canteen worker. Therefore, nomenclature did not appear in the VL stories as being of consequence (apart from the fact that it distinguished them from full-time staff on permanent contracts).

In the following sections, I use data from the VL narratives to explore their existing identities and the experiences influencing the development of *their* academic identities. The extent to which individuals are free to construct their own identity via personal agency and how far identity is controlled by the social structure or institutional influences (Nyamapfee, 2014) is debatable within the literature on identity, as previously outlined in Chapter 2, section 2.2. My position, as expressed in Chapter 4, is that identity is socially constructed both through individual personal identity and the relational experiences of the VLs in the context of the post-’92 business school. I begin with a consideration of the semi-retired VLs.

5.4.1 Semi-retired VLs with a clear academic identity

Colin, Dave and Jen are three former post-’92 business school lecturers who are now VLs. They have had long careers to look back on and have developed a clear academic identity through experience as full-time university lecturers with former business expertise. This has provided them with the requisite solid practitioner background to teach in post-’92 HEIs. In recounting their stories, Colin and Dave considered their academic identities from personal and relational perspectives.

Colin stated: “Well…I do consider myself still to be an academic. I think I am still quite a good lecturer. I think I know the subjects that I teach. I would hope that my colleagues that I worked closely with would also consider me still a *reasonable* academic” (C 60). Dave said: “I’m an academic who facilitates a class and makes a class work…being an academic to me means my normality. In the workplace it represents the position I hold with colleagues, equals, and students, as their teacher that is, their perception of me being an academic. It is a lifestyle descriptor – what I am” (D 61).

Colin's personal viewpoint is that although he may no longer hold a full-time academic position, he knows his subject, is a good teacher and definitely identifies as an academic. He explained in his story that he uses academic judgement to make decisions about the quality of work students produce. Dave's comments also emphasise his teaching role. His stories contain examples of how he tailors his teaching to the types of students in his class, engaging them with new technology to hold their interest. He clarifies that he is not expected to contribute to research as a VL, emphasising that "I've *done* my research" (D 113). For Colin and Dave, the research element of their academic identity occurred in the past. Their academic identity is now resolutely linked to teaching.

As their stories unfolded, it became clear that both Colin and Dave possessed identities that have altered over time. They commenced as undergraduate students, transitioned to industry practitioners, moved into academia and increased their proficiencies by taking Masters' degrees followed by post-graduate teaching qualifications. At different times they held identities of recent practitioner, lecturer with disciplinary knowledge and lecturer with pedagogic knowledge. This is akin to dual professionalism, described as 'professionalism related to craft or subject allied with professionalism related to teaching' (Orr, 2009: np), that is, dual role professionals who are as skilled in their discipline as they are in academic teaching abilities (Land and Gordon, 2014). This change of identity over time is expressed by Clegg (2008), who studied the academic identity of staff in a former polytechnic, and fits well with the stories of Colin and Dave: 'Identity is understood not as a fixed property, but as part of the lived complexity of a person's project' (Clegg, 2008: 329).

Jen, the third VL in this set of retired academics returning as VLs, held an alternative outlook on what is meant by an 'academic':

> "So I think it's different. If you'd asked me this 30 years ago, it would be, you know, to be a *teacher*. Or to be a lecturer. I don't think it *is* now. It's a far…more…complex expression. People say, 'Oh, you're an academic aren't you?' And I think, no I'm not. In that I'm comparing myself to colleagues who have...far more research um, expertise and interest than I do." (J 54)

Jen sees research as an important feature of identifying as an academic. During her Higher Education (HE) career in a polytechnic and post-'92 business schools, although she was curious about research and even changed institutions in order to become more research-active, her passion had always been for learning and teaching:

> "One of the reasons I moved to Blue University was to develop my research skills. I co-wrote a couple of papers…. And I thought, that's enough now…. I felt less of an academic because I began to feel, actually, this research is not for me. I'm far more interested in the development of learning and teaching." (J 54)

Once Jen secured a principal lecturer role in learning and teaching she was pleased to be able move away from the research agenda, during her full-time career.

Jen certainly referred to herself as an academic – "…as soon as they found out I'm an academic…" (J75) – when telling a story about her life in a new town where she had moved in preparation for full retirement, indicating how it features in her personal identity after working in academic life for over 30 years: "So maybe I equate academia, academic with some more theoretical perspectives rather than…practical. I don't know" (J58). This is similar to the findings of Clegg (2008: 339) where a participant 'refused the term academic as she associated that with research'. Jen's version of academic identity was similar to Macfarlane's comments about academics in UK universities being 'principally teachers rather than all round academics' (Macfarlane, 2011: 64). Jen's interpretation of an academic prioritised research and theory over practical knowledge. However, her story did reveal a career with involvement in all of these areas.

The semi-retired VLs, Colin, Dave and Jen, see themselves as academics who as VL are now completely teaching-focused. They are further away in time from their practitioner experience and identity, and are no longer involved in research, through choice. Their stories contain experiences that influence how they maintain their academic identity as university teachers. Gottschalk and McEachern (2010: 44) describe this type of VL as people who 'demonstrate little interest in future career opportunities and are motivated only to maintain income and interest into retirement'. In fact, this sums up Colin and Jen's positions well. Jen explains: "And when I went fractional [prior to becoming a VL] that was my conscious decision. I didn't *need* the extra work. But I've done it to keep my hand in" (J28). Colin said: "It's very easy for me to travel to. I can be here in 35 minutes from where I live…I enjoy working here" (C 18).

In the next identity set discussed, that of practitioner VLs, participants enjoy working in their business schools. However, they are much closer to business and their time in industry than the semi-retired VLs.

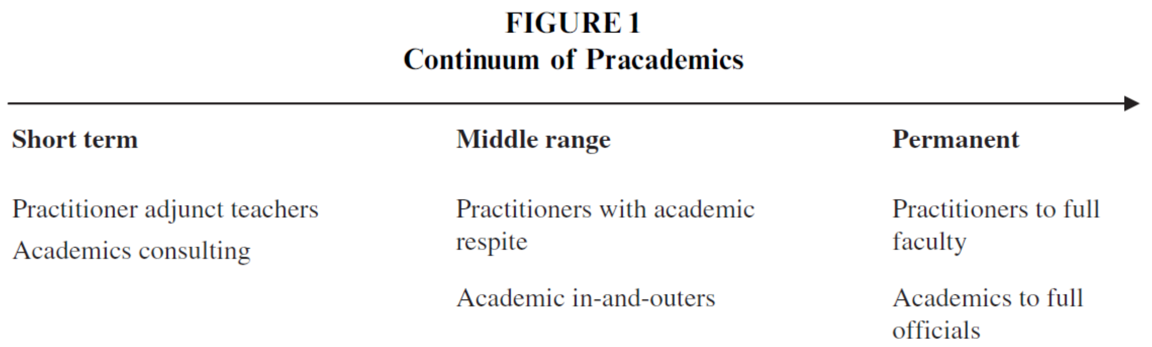
5.5 Practitioner VLs

I grouped together four VL participants, Austin, Eva, Francis and Gina, as practitioner VLs because they are all practising in business and concurrently working as VLs. These are the ‘industry experts’ to whom Gappa and Leslie (1993) refer in their categories of sessional (VL) staff. In this section I introduce a continuum of identity ranging from practitioner to academic on Posner’s (2009) continuum of pracademics. I explain why I assign the practitioner VLs to this continuum as I detail the differences they expressed in relation to their identity.

Two VLs in this group of practitioner VLs are on the edge of an identity shift: firstly, Francis, a new VL of three months’ experience moving along the continuum from practitioner to practitioner-academic with a view to becoming a full-time academic; and secondly, Gina, the practitioner-academic who has become more involved in the business school and who now identifies as an academic-practitioner closer on her journey to becoming a full-time lecturer on a permanent contract. Francis and Gina can be styled as ‘pracademics’. The description ‘pracademic’ (Posner, 2009: Walker, 2010: Dickinson et al, 2020) is used in literature ‘to encompass both former and/or current practitioners who are now academics within HE’ (Dickinson et al, 2020: 2). The authors do not define ‘academic’ but use the term to embody those lecturing in HE. This builds on the definition posited by Posner (2009), who devised the adapted model in Figure 5.1, using the American term ‘adjunct’ for VL. The pracademic title is not suitable for practitioner VLs Austin and Eva because in using the language of ‘academic’ the description implies an identity they reject. Instead, their narratives displayed a clear *practitioner* identity – a word they both determinedly used to describe themselves.

I have adapted Posner's (2009) original model (named as Figure 1) and added a section below in blue to show the application to business school VL practitioners. The practitioner VL participants are named on my adaptation of this model. Sitting outside Posner's adapted continuum are Austin and Eva, the practitioner VLs who reject an academic identity.

Figure 5.1: Pracademic identity continuum for VL business school practitioners.



Application to business school VL practitioners		
Time working in the business school →		
Short term	Middle range	Permanent
Practitioner academic	Academic practitioner	Academic
Expert practitioner identity Novice academic identity	Engagement in pedagogy. Possibly research. More time spent in the business school than in consultancy practice	Length of time away from practice reduces pracademic identity
Example Practitioner VL participants from this study		
Francis	Gina	

Source: After Posner's (2009: 18) continuum of pracademics

5.5.1 Clear identity as a practitioner

Two participants, Austin and Eva, cannot be placed on Posner's original model. They both hold a clear personal identity as a practitioner and used this exact word when describing themselves in their stories. These two practitioners rejected the idea of an academic identity and did not believe their colleagues would see them as academics in the relational identity domain (Lieff et al, 2012). It was not a categorisation they aspired to; rather, it was one they disregarded. If they were described as an academic, it would be an error. As Austin comments: "Everybody I've worked with, for example, *not one of them* has ever made the mistake of calling me an academic. Little comments like, 'You can tell you're a practitioner'" (A 178). Austin identifies as a practitioner and when prompted defined this as "I guess someone who gets on and does the job" (A 188).

Like Austin, Eva sees herself as a practitioner and expected others to see her in the same way: "Yes, an absolute practitioner.… I would describe myself to the students as a practitioner. A practitioner who loves the theory" (E 96). When invited to describe herself if asked at a party, she replied: "Yeah, it would *definitely* be a practitioner. So it might be I'm a company director, I might say I'm an HR person, or I might say I work in audio visual, or any one of my others. And I *also* work at the university" (E 88). Eva did not want to be seen as an academic by others. She laughed as she told a story about when she was working for an international university "on a *consulting* project, and I was training a group of police officers…and one of the old officers said something about 'It's alright for you academics to come in and tell us how to do it', and [she replied] 'Who's an academic here? Who are you talking about?'" (E 90).

She considered her colleagues would see her as a practitioner because that is the value VLs bring to the business school. Eva explained: “Blue University’s *model* in the business school is very much should the AL [Associate Lecturer/VL] bring ‘real-world’ stories. So they probably see me as a practitioner. Who can *teach* and educate but…probably not an academic!” (E 100).

Austin and Eva identify as practitioners who “do”. Their VL role is secondary to their business roles or practitioner activity and they are not seeking any larger or permanent positions in their respective business schools. Resisting an academic identity (Ennals et al, 2015) is their preferred option as they do not want to lose their practitioner expertise and status. As Eva firmly states, “I don’t see myself as an academic” (E 200).

It is interesting to note that practitioners Austin and Eva both mention their VL work last when giving a description of themselves in the workplace. Yet Eva has a background which could certainly place her as an academic. She originally studied accountancy and ended up as a specialist in the tax area while studying part time and being paid for this study. She then started to train people in tax law, policy and procedure and found it was “much more of a challenge, much more academically interesting than anything accounting or law could throw at me” (E 16). She took a degree part time, while continuing to work “firstly at undergraduate and then at Master’s level, obtaining an MEd” (E 24). Like Austin, Eva has an impressive business background. She worked in in legal institutions, courts administration, as an HR director and “eventually I had a job with the private sector company, I won a global role with them and moved to [country] to do the global HR-type work” (E 40).

But unlike Austin, who has around 18 months of VL experience, Eva commenced work as a VL in 1988, mixing it with her businesses. She clearly has a passion for teaching and converting information to knowledge. Her story demonstrates that education is indeed deeply embedded in her identity and beliefs: “Education…. It’s definitely my philosophy” (E 94).

Austin and Eva identify as practitioners and this is important to their personal and relational identity, in the same way as research by Smith and Boyd (2012) demonstrated that lecturers in health studies hold on to a practitioner identity rather than that of scholar or researcher for reasons of credibility. Jawitz (2009) in his study of educators in a school of design, found tensions between ‘people who practice and people who teach’ (Jawitz, 2009: 254); however, Eva and Austin did not describe any such tension in their stories. Boyd and Smith (2016) in their further studies have shown that there is space for professional and practitioner identity within the sphere of an academic identity. But Austin and Eva do not see themselves or want others to view them as academics.

5.5.2 Fluid identity: practitioner academic

With reference to Figure 5.1, I use the term practitioner academic to describe practitioner VL Francis, who reveals a fluid identity as he moves from one role to another in Lime University. He discusses his background, identity and proposed career trajectory in our conversation.

Francis only started teaching in January 2020 so had less than three months’ experience of being a VL at the time of our research interview. He is a VL in the business school of Lime University where he is employed centrally as a business analyst in information technology. Unusually, he has been able to take up a VL position in addition to his full-time role. With a thorough educational and professional background (he took his undergraduate degree at Lime University and completed his Master's in Business Education (MBA) there last academic year, while continuing to work full time in his main role), he has 11 to 12 years' experience as a business analyst in retail and the public sector. Francis describes himself as being in "professional services" within Lime University and considers there is a divide between professional services and academic staff. His VL identity is still forming because he is so new and does not yet "really feel like I belong or am part [of the institution]" (F 40).

Francis sees the practitioner experience that he brings to the students as being very valuable to them. His approach to teaching is an example of how VLs build a bridge between practice and theory, and he shows curiosity about what underpins professional practice: "I think initially an academic…would just *talk* at the students.... They just get lectured on what's going on.... I think now, we need to show a bit more of a practical nature" (F 48).

Francis does not think that his identity necessarily changes when he goes from being a business analyst at one point to teaching his students at another. "In my view, I think, [long pause] I tend to think it's quite blurred. So how I help articulate a lot of the lecture content is I would use my life experiences" (F 44). However, Francis is unsure as to how his academic business school colleagues would regard his identity, as they are so used to seeing him in the professional role of a business analyst rather than a VL. However, because he was encouraged to apply for a full-time lecturer role in the summer of 2019 by a number of academic staff with whom he had engaged on the MBA (although unsuccessful in the application due to lack of lecturing experience) he does feel that “there’s a potential new career path there that can complement my experience” (F 22). His desired future career is that of a full-time academic:

> “I’m hopeful that in the next 18 months I would either be in a position to be a successful candidate as a lecturer or actually be lecturing as my profession full time.… In five years, I’d like to see myself identifying as a confident, permanent lecturer…. So, feeling an *expert* within a certain field.” (F 84)

Francis has an identity that is fluid, not yet an academic identity, but not purely a practitioner identity as in the case of Austin and Eva. This is because of his place on the identity journey where his ultimate goal is becoming an academic in Lime University business school. This position is highlighted through his recent involvement in research. Francis’s story contains instances where he mentions hopes of publishing his consultancy report, “seeing myself in a broader writing capacity” (F 84). Francis did not mention the requirement of a doctorate to achieve a full-time lecturing position at Lime business school but is exploring a PhD by publication: “If we look five years, I’d very much like to see myself as a lecturer, but with my PhD coming near completion” (F 80). Thus gaining a doctorate could be seen as a personal identity goal for Francis, a complementary rather than a necessary requirement of further developing an academic identity. I describe Francis’s identity as a practitioner academic because his main role is a practitioner with keen interest in academic research who intends eventually to transition from being a VL to a full-time member of staff.

5.5.3 Fluid identity: academic practitioner

In contrast to Francis, Gina is further along the continuum and in the middle range of Posner's adapted model shown in Figure 5.1. With five years of VL employment behind her, Gina has transitioned to an academic practitioner identity as the length of time she spends lecturing increases compared with the decreasing time spent as a business consultant. Gina's story reveals a very strong educational and business background further explored in section 5.10.3. She is well known globally in her particular specialism of industry and her story contains the word "expert" on six occasions.

Like Francis, Gina's identity in the personal sphere is fluid: "Well it depends, because I've obviously got two things…. I mean now I suppose I spend most of my time lecturing at a university, but I still run my consultancy" (G 32). Exploring her changing working identity was revealing for Gina: "You don't notice, do you?... You know, after five years, certainly for the last year, I think I am…more…an Associate Lecturer [VL] than I am a consultant at the moment. So I suppose that has changed…. My balance has changed" (G 79).

Similar to practitioner VLs Francis and Eva, in the relational area Gina explains she is seen by others as someone who incorporates the practical element into her teaching: "Because, you know, these kids are doing an academic degree. They absolutely need the theory. But what I try and do with *my* modules, is bring in more practical elements as well" (G 99). Gina's industry credentials and contacts are important to her identity and she leverages this in her role as a VL: "I get loads of guest lecturers in because of my contacts. I have at least three guest lecturers in on every single one of my modules. And I have no problems getting them in" (G 75). Gina cannot understand why business schools do not invite more people from industry to run courses, "Because it *does add* something" (G 72). These experiences, described by Posner (2009) as 'multi-domain', enable practitioner academics to draw together useful industry–university relationships.

When discussing her future identity Gina admitted that she does not enjoy her consultancy work as much now and that she turns down more work than she accepts. Her story continued, mentioning a possible PhD within her industry discipline. She evaluated her future identity in her own words and without any prompts towards terminology in our conversation. "So I think I would just move it. Instead of practitioner academic it would be academic practitioner" (G85). As an expert, a valued VL in Lemon business school, the decision to become an academic practitioner was her choice and her next step: "I suspect, and I'm being pushed a bit by my Dean and [another colleague] that roles are coming up. And it's whether I go down the permanent route.... I want to do my PGCHE [Post Graduate Certificate in Higher Education] and I would like to do my doctorate" (G 153). She admitted later to a love of research, but – similar to practitioner VL Francis – the doctoral studies appeared to be a personal identity goal. Gina's identity as a practitioner academic is deconstructing and now reconstructing (Smith and Boyd, 2012; Fitzmaurice, 2013) as her balance refocuses to an academic practitioner identity. VLs in the next category discussed – PGR VLs with an emerging academic identity – have less practical business experience than the practitioner VLs but they are all engaged in doctoral study.

5.6 PGR VLs and emerging academic identity

In this section, I consider the emerging academic identities that surfaced in the stories of the three participants who are doctoral students, PGR VLs Brianna, Hera and Isa. Of these three full-time doctoral students, at the time of the interviews Isa had almost completed her doctoral thesis and Hera and Brianna had completed two years of their three-year programme of study. In her story, Isa explained she had previously worked as a VL for a year in her home country, but for Hera and Brianna it was their first experience of teaching. All three PGR VLs aspire to a future career as a full-time academic. For example, Hera aims to be a lecturer in entrepreneurship and innovation management and Isa explained in her story that “I’d like to work either as an academic, or a researcher for a third sector organisation” (I 156). More specifically, it emerged from their stories that the type of academic role that Hera and Isa aspired to was research-based rather than teaching-based.

In examining from a personal standpoint how they see themselves (Lieff et al, 2012), each PGR VL is at a different stage in their development of an academic identity. Isa is less certain about her academic identity, in spite of her competent business background working for international organisations and her past and present experience as a VL: “I think if I were to get my PhD, that would be a start. And then.… If I could get…a paper submitted to a journal, that would make me feel as if I have some standing” (I 62). This uncertainty may be partly due to her low level of self-confidence: “I’m definitely one of those people who suffers from lower self-belief in my ability to do things" (I 60). She was also anxious not to appear superior about being a student. "I feel weird even saying that I'm a PhD student. I don't like saying it because I feel like I'm trying to shove it in people's faces that I'm doing a PhD" (I 114).

Brianna's academic identity is developing

> "I think my identity, it's still emerging [laugh] to be honest…. I would say, 'I am teaching while I am doing my PhD'. I'm thinking of my description on LinkedIn [online professional networking service] and I have experience in marketing and I am a freelance marketer and graphic designer. So, I would say that it is a past identity" (B 30).

In these words, Brianna indicates a change of identity, distanced from her practitioner identity as she has left the marketing industry, and adopting the identity of an academic through her teaching while retaining the identity of a student through her doctoral studies.

Hera, who is in her second year as a VL at Green business school considers her emerging academic identity, which has developed and strengthened: "I think this year I feel a lot more comfortable with it and being an academic" (H54). She accounts for this by loving the subjects she is given to teach and the "continuous self-educating" (H 136) from the teacher development course she is taking.

The PGRs' relational identity (Lieff et al, 2012) – how they perceive they are seen by others – is positive when mentioning their doctoral supervisors, who were instrumental in securing their employment as VLs. However, the PGR VLs were less certain about how they were seen by other colleagues and students, an aspect of their stories that is further analysed in sections 5.10.4 and 5.12.3. Because of her age Hera feels she looks like the students and might be identified as a student rather than as the teacher. Brianna did not feel a “proper academic” as she has no office. Isa has an office but one with other doctoral students rather than an academic office. Yet it is Isa, with a less certain academic identity, who makes the point about her many full-time colleagues without a PhD in Green business school: “So I don’t think they necessarily perceive me as non-academic in comparison to them” (I 64).

Their identities display ‘fluidity of identity’ (Clegg, 2008: 332) from a researcher to a lecturer, and ‘emerging identity’, with a feeling that a more legitimate academic identity surfaces on completion of the PhD. In Winstone and Moore’s (2017) study of nine Graduate Teaching Assistants (GTAs) in a research-intensive UK university, the authors build on the premise that GTAs (another term for PGR VLs) occupy a position that is neither that of a teacher nor researcher: ‘Thus GTAs spoke of separate teacher and researcher identities, rather than an encompassing academic identity’ (Winstone and Moore, 2017: 498). The PGR VLs I interviewed did not recount experiences of conflict between the emerging self as teacher and researcher as related by the Winstone and Moore’s (2017) GTAs. Instead, my participants appear to be living with multiple identities at the same time as forming an academic identity. For Brianna this is coming to terms with her marketing executive role as a past identity because now she is a doctoral student and lecturer. She currently sees herself with a multiple identity of lecturer and student. With increasing time served teaching in the business school, Hera now has a clearly emerging academic identity and the achievement of her doctorate will complete the transformation. A PhD is equally important to Isa in seeing herself as an academic, but even though she is the most experienced teacher, this facet of her identity is not mentioned directly when describing her view of an academic. Her reluctance to admit to PhD studies means she almost sits outside the student identity sphere.

In their stories, the VL participants indicate academic identities that are certain, changing and complex. Whereas the semi-retired VLs are confident in what is expected of them in their role as VLs, the PGR VLs are coping with change from one identity to another while simultaneously holding the complementary identities of researcher, student and teacher. Two practitioner VLs hold fluid identities as they move along the pracademic continuum. In contrast, the two other practitioner VLs resist the pracademic journey in favour of a purely practitioner identity. The following sections consider positive themes arising from the VL narratives of collegiality, enjoyment of teaching and an expert identity.

5.7 Positive experiences

5.7.1 Collegiality

The companionship, cooperation and care between colleagues in the workplace (Smith, 2010) shapes collegiality. The theme of collegiality was prevalent in the narratives of all the VL participants as an important experience contributing to their identity development, and, in the case of the semi-retired VLs, academic identity maintenance. Semi-retired VLs Dave, Colin and Jen were convinced of the importance of relationships and loyalty towards both people and the subject area. Dave mentioned loyalty to his subject lead and felt allied to the department: "It's a very *friendly* department. It's in a university that I started off in. I was *a student* there. And my first academic job was there, part time. Then I went away for 25 years. Then I came back! [Laugh] So I *do* have…quite an affinity for it" (D 107). Colin admitted: "I feel an affinity with the subject group particularly" (C 34). All considered they had very good relationships with their colleagues. Colin mentioned trust and Jen commented, "…working with my colleague that way was *great*" (J 28). Dave felt valued by the people in his department, commenting that "they are all very supportive and say nice things" (D 103). Perhaps because of their years in an academic environment, the semi-retired VLs used specific language in their stories mentioning the structure of a business school, the department and the subject group, in addition to their descriptions of being part of the module team. Dave and Colin even used the same descriptive word – "affinity" – for the university and the subject group respectively.

Conversely, as a very new VL, Francis feels less of a connection with the module team but believes that will come in time. In his story he is positive about colleagues mentoring him to verify his marking. Practitioner VL Gina also received valuable support in a mentoring format, whereby her (full-time) module leader met with her and looked through her slides prior to each teaching session. Mentoring by doctoral supervisors surfaced as an influential support for PGR VLs Brianna and Isa. Brianna's supervisor gave her teaching and marking to do, which "helped me to build my confidence, help me grow and improve myself and build my skills" (B 26). Likewise, Isa's primary supervisor assisted in improving Isa's teaching skills: "…she really helps me with my assessment and looks over the grading" (I 24). In addition to helpful PhD supervisors, all three PGR VLs found support from their module leaders, who recognised that the VLs were new to teaching and might not be familiar with the content and materials. Hera vouched for her module coordinator and teaching team in Green business school: "…they were a great help because they met with me every week before each tutorial so they sat with me for an hour or sometimes even longer" (H 30).

The support of colleagues is an important influence in developing academic identity (Smith, 2010). Ennals et al (2015), who researched staff transitions from professional roles to academic roles, found that an extended period of time was needed to become socialised and comfortable with being an academic. This transition is made easier through collegiality. The semi-retired VL stories demonstrate that collegiate encouragement is also recognised, as Jen reveals: "One thing I will say about the business school, they can be *very* supportive" (J 22). Relationships with other colleagues, such as this expression of a supportive environment, are observed by Clegg (2008) as helping to sustain an academic identity.

Unofficial mentor figures are noted in Archer's (2008) research into younger academics' construction of identity. Five VL participant stories mentioned mentors including them as part of their team and no participant raised any matters of a culture of competitiveness or academic self-interest, a point that is at odds with the findings in the literature review discussed in Chapter 2 (for example, Tomkins and Nicholds, 2017; Smith, 2017). Equally, the collegiate relationships cited by all the participant VLs diverges from the negativity of extant research that demonstrates a gap in understanding and support given by full-time colleagues to VLs (Bryson, 2013) and potentially adverse effect on teaching.Colleagues in business school module teams find it ‘hard to teach consistently…when you are always being given a new VL’ (Vos and Page, 2020: 67).

Collegiality is also important for the identity of Austin and Eva, VLs who see themselves as clear practitioners. Austin recounts how he respects and values his full-time colleagues, describing them as “tremendous” and adding: “And if I didn’t like the people, I wouldn’t be here!” (A 186). Practitioner VL Eva notes the collegiate relationship she enjoys at Blue business school where she feels included and part of a team. She was praised for her business experiences by her full-time colleagues, which she liked.

My findings show that the participant VLs see themselves as part of a team, working with amenable and helpful colleagues who act as guides to the less experienced VLs and support VLs in feeling trusted and valued members of the teams in which they work. As the teams aim to enhance student learning, this feeds into the next theme – enjoyment of teaching – with findings in accordance with research into VLs located in the literature review in Chapter 2.

5.7.2 Enjoyment of teaching

Enjoyment of teaching, often referred to as ‘love of teaching’, is a common feature of research into VLs (Brown et al, 2013: Crimmins, 2017; Adiningrum et al, 2019; Richardson et al, 2019). Semi-retired VLs Colin, Dave and Jen expressed their enjoyment of teaching and were motivated to continue working in a business school because of this. Teaching and engaging with students reinforces their personal and relational academic identity (Lieff et al, 2012) as highly experienced lecturers. Jen held a learning and teaching role previously, Dave's stories included much praise for his lectures from students and colleagues and Colin was invited to strategic meetings to share his teaching expertise with others in the team, which led him to reveal "so I do feel valued" (C 74). The following extracts demonstrate their enthusiasm for teaching:

- "I like the kids! I do it 'cause I like the kids! If I didn't like the kids I'd stop now. But I do it 'cause I've been doing it for a long time and I enjoy it" (D 80).
- "I didn't really want to give up the pleasure of teaching" (J 6); "I do it because I love it" (J 126).
- "I designed a workbook for the students, and I was happy to do it because they were lovely students. And I really wanted them to pass" (C 92).

For these VLs, "the pleasure of teaching" implies helping students and wanting to do the best for them, as much as imparting practical business knowledge. This resonates with the findings of Vos and Page's (2020) research within business schools. In their study, academics found that teaching and interacting with students were fulfilling. Although a number of the VL participants in the data I collected noted how academic identity is tied up with research (see section 5.2) the semi-retired VLs connect their academic identity to teaching. Dave expressed the important way in which colleagues and teaching are linked as "orbiting around the people you teach with" (D 107). There is little need to be involved with colleagues in management or to be in charge. Jen liked "letting [X] be the module leader and me – be the associate [VL]" (J28) as the leadership and responsibility element of the lecturer role was removed.

Love of teaching continues as a positive theme in practitioner VL Gina's story. She said: "I love teaching, the students, the whole thing, you know. The ones we take at Lemon University, they're not students who've got straight As. You know, our first years need *teaching*" (G 60). Francis confirmed that his love of teaching made him decide to become a full-time lecturer: "It's very much a career path I'd like to go down in the future" (F 38). Francis was also pleased to learn that his first mid-module student feedback was excellent. "I felt really good. Based on that, I felt quite valued in that sense" (F 72). Here, Gina and Francis are considering their abilities to teach in terms of motivating students, supporting their learning and having a positive reaction from the students being taught.

The PGR VLs, who all desire to work in academia, also revealed a love of teaching, expressed in their stories as the joy both of being with the students and sharing their practical experience. Isa previously taught as a VL abroad: "So, I absolutely *love* teaching at the university level. I love engaging with students who want to be there. I fell in love with it, once I got the opportunity in [A country]" (I 94). Hera commented: "And when I went into lockdown, in quarantine, I was really sad because *I like teaching*, and I like talking to them [students]" (H 132).

Bringing practical knowledge into teaching is another important feature for VLs. PGR VL Brianna was enthusiastic at being able to draw on her business practice in her teaching: "I loved it, I think I loved the fact that I was able to talk from my experience about the things I actually did in practice, and I came back to the students and I said it is exactly how you apply the theory to practice" (B 12). In his practitioner-based narrative, Austin confirmed: "I actually enjoy the teaching" (A 35). With the emphasis on the employability agenda (Huzzard et al, 2017; Vos and Page, 2020), students in post-'92 business schools benefit from practice-based teaching sessions. Business school research carried out by Richardson et al (2019) showed that VLs with industry experience wanted to 'give something back' (Richardson et al, 2019: 632) and expressed their love of being in the class with students. This resonates with the pracademic in Clegg's (2008) research, in which he described his engagement as a calling: "…I love it…I love it" (Clegg, 2008: 335).

It is interesting that in their stories Hera and Isa confessed their true calling to be as researchers rather than teachers in academia and yet they expressed a love of being with students. However, teaching is one of the three roles of being an academic (Malcom and Zukas, 2009; Gale, 2011) and the doctoral supervisors suggested VL work to give the PGR VLs vital teaching experience necessary to progress in an academic life. Although the PGR VLs did not mention research-informed teaching, perhaps because it was an unfamiliar concept, all three stories contained details of how they liked to teach content linked to their research area. Bryson (2013) demonstrates in his studies of part-time lecturers in a post-'92 institution that such staff enjoy teaching and working with students. These aspects of teaching a specialised subject or engaging with students can be different, but the examples here show that the PGR VLs, who are closer in age to the students than the other participants, combine both aspects and express this with enthusiasm. This corresponds with the positive accounts from VLs encountered in the literature review in Chapter 2 (Brown et al, 2013; Crimmins, 2017) and reflects the findings of Gale (2011) in her research into (permanent contract) early-career academics in a post-'92 university. Gale discovered that the teaching arena was a strong influence and that her participants liked teaching. Moreover, the three semi-retired VLs held clear identities as teaching-focused academics, which they enjoyed maintaining through their involvement in business schools as a VL and where they benefited from positive relationships with colleagues and students alike.

In addition to collegiality and a love of teaching, a further identity theme emerged from the VL narratives – the expert identity. In the next section below, I present evidence from the data to support this theme.

5.8 The concept of expert identity

A theme of an expert identity emerged from the data, a finding that certainly stands in contrast to the literature where VLs feel devalued and marginalised (Ryan et al, 2013: Beaton, 2017; Heffernan, 2018; Richardson et al, 2019). An expert may be defined as an individual with extensive knowledge and skill in a particular area of practice, occupation or research. For example, the phrase 'expert in the field' appears in a description of health care practitioners taking up academic posts in universities (Smith and Boyd, 2012: 63). Business school lecturers can be expert practitioners, as a result of their industry experience, which links to expertise in their subject area through disciplinary knowledge and professional qualifications. They can be experts in pedagogy, holding teaching qualifications and possessing the ability to engage and motivate students. They may also be experts in research though the publication of peer-reviewed papers.

Semi-retired VL Jen introduces the theme of expert identity in her story. She used the phrase in the context of arriving at a new business school as a permanent member of staff, which ultimately became the business school where she is now a VL: “And I came into Blue as a *new* lecturer, and of course I didn’t have that…identity in terms of an *expert identity*. As in, you are the expert. You’ve worked in this university for 19 years. You’ve written half these programmes” (J 30). Moving from a full-time position to a VL role, Jen considered her identity: “I already had my identity” (J 39); “I was still an expert” (J 40).

The word “expert” was used by VLs when describing their business backgrounds and business school teaching, which formed significant parts of their stories and identities. Practitioner VL Gina was confident of her position of adding expert value as an industry practitioner: “I came in as an expert at the beginning. So I’d already done guest lectures for quite a few of them…I’m often approached for an *industry* perspective on things…I’m seen as someone coming in with an *expertise*” (G 91).

Similarly, at the beginning of his academic career, semi-retired VL Dave was asked to become a VL because of his practical expertise: “I was called in as an expert because of my publishing background” (D 17). As his academic career progressed, Dave’s story illustrated that over time he had become an expert in teaching students, and as a VL he acquired an eminent status as an expert lecturer. He told the story of working with a colleague for the first time, who was aware of Dave’s reputation as a teacher: “He was extremely polite and said, ‘It is my great honour to be working with you. I hope I learn a lot’, which I thought was *very* nice” (D 105). Semi-retired VL Colin was perceived as an expert in pedagogy and invited to contribute to business school change, “particularly when they’ve been discussing adjustments to the curriculum” (C 68).

Practitioner VL Eva's position in global HR implies considerable expertise. Instead, Eva identified herself as an expert teacher rather than expert practitioner: "I got…more and more of an expert, I guess, on *education*…teaching people how to become trainers, educators themselves!" (E 36). Practitioner VL Austin also commented on how he did not need to be observed teaching because colleagues considered his presentation skills were so adept.

Only PGR VL Hera alluded to expertise in her PhD research area: "All these things are just in your head because, you know, you're doing a PhD on it, you read all the time articles and things like that" (H 40). While PGR VLs Isa and Brianna did not mention their research area expertise, practitioner VL Francis felt he was on the way to becoming an expert in his research interest of technology: "I would like to be an expert within that field with the academic background to complement that" (F 86). Dave concluded that the field of business is respectful of its experts (in the sense of practical expertise): "In business institutions, people that are brought in as *experts*, or with knowledge of a certain subject, are revered…quite a lot.… Business is a funny, quirky kind of area" (D 121). The recognition of and reverence for business experts extends into the business school with its need for practitioner and academic subject expertise (Briggs, 2005). This is successfully summarised by Crozier and Woolnough (2020) in their research into business schools where 'alongside academic expertise, practitioner experience of the working world is a determinant of credibility' (Crozier and Woolnough, 2020: 2). An identity as an 'expert' gives the participant VLs distinction and sets them apart in their business schools.

5.8.1 Summary of positive experiences

In their narratives, VLs are keen to emphasise the positive experiences of their work as they come together with helpful colleagues and enjoy teaching their students. These constructive encounters complement their identities as experts and distinguish the VLs as individuals within their business school, which in turn helps reinforce their personal and relational identity. Although they are unlikely to be aware of the negative academic literature on VLs, sharing these experiences does not link to an unenthusiastic narrative. VLs highlight their choice to be a VL as a positive experience, and one where they have agency. Their expertise is a way of being acknowledged in the business school as highly valued individuals. Nevertheless, their stories did contain experiences where participants felt less certain and less connected in the business school context.

5.9 Negative experiences

This section outlines the experiences that have deterred participant VLs from identifying as business school academics. Here, I reveal examples of VLs questioning their identity as they encounter difficult conditions in their business school, often dominated by the negative impacts of the business school structure. Themes of contracts and workloads, as well as examples of feeling excluded from business school information and activities, illustrate the disempowering effect this has on the VLs' identity – in terms of how they see themselves and how they perceive they are regarded by their full-time colleagues at work.

5.9.1 Identity: uncertainty and inequity

The VLs struggle to understand ambiguous contracts and precisely what work (in terms of teaching, marking and administration) is included and what is excluded. They are unsure who in the business school to ask for clarification. Negative experiences of unpaid work emerging from the VLs' stories often indicate that the structure of the business school prevents VLs from influencing or controlling the way in which contracts are managed and the amount of marking they do. Their stories contain concerns over the time taken to prepare, administer and mark their allocated modules, because it exceeds what they are paid to complete. As practitioner VL Gina states: "For the first couple of years I worked there, some months you had *no idea* what you were being paid for, there was no way to track back what you're contracted for" (G 157).This ambiguity about payment resonates with Brown et al (2007) and others, discussed in Chapter 2. The actual rate of pay is also unclear for Gina: "And so there can still be a bit of confusion about that. And you can end up, things like curriculum development [pause] ends up being paid at *meeting* rate" (G 159).

Other participants expressed views that indicate suspicions of mild profiteering on the part of the business school. VLs Eva and Brianna explain how they are not paid for the extra hours spent to complete their VL work: "It says in my contract of unit coordinator but it's not really if you add the hours, like I have to stay all night to work on that" (B 146); "And the hours just…aren't enough. To really do anything" (E132).

The unpaid time taken to mark student work is a main area of contention for VLs, as evidenced in Brown and Verdina (2018) where one participant complains that she is never allocated enough hours to properly mark papers and leave feedback and corrections. For Eva, as a practitioner who combines VL work with her consultancy business, the extra time taken in marking needs to be planned into her diary: "The biggest limiting factor working back from the end of semester is the marking of papers.… Because you have a small window in which to mark and, um [long pause], and the window is such that you basically have to work full time marking" (E76, 78).

Her desire to do her best for the students and be fair in her marking disturbs Eva.

> "For me personally, marking is something that I [pause] am uncomfortable with, that's because of my theories of adult education. I love giving the feedback. I stress, perhaps unnecessarily about giving a particular mark. I am not a quick marker. And we are allowed…notionally we work on about 30 minutes per paper. They take longer than that! I also get *fatigue* from it. That's because I'm reading it and stressing about it" (E 82).

The quotes from Eva's story show a tension between her identity as a professional who performs tasks competently and the way she is expected to work as a VL when marking, where she feels uncomfortable, fatigued and stressed. Similarly, Austin, the other VL with a practitioner-only identity, dislikes marking but shows none of the feelings of pedagogical pressure as expressed in Eva's story. He is emphatic in his straightforward aversion to marking: "I don't enjoy the marking. Hate it!" (A 35); "I don't enjoy…anything of the admin" (A 156).

The theme of unpaid work and consequent feelings of inequity are described by semi-retired VL Dave: "If you think, the sessional gets £50 an hour or so, sounds great. But suddenly, instead of 30 students, which was normal, nowadays you've got 280? 280 essays of 2,000 [words] each, takes months!" (D 39). The payment for VL marking has decreased over time while the expectations of the VL role have increased with no commensurate rise in pay. Semi-retired VL Colin said: "I think [long pause] there seems to be this *creeping* [long pause], creeping addition, in terms of your roles and responsibilities as an associate lecturer [VL]" (C 88). Semi-retired VL Jen commented: "I don't know how associates put up with it! And actually, their *wages* have been cut over the years. So, experienced associates are saying, 'We're being devalued'" (J 120). This performance pressure resonates with the research of Knights and Clarke (2014) in their study of UK business schools in which they analyse the impact of managerialism on academic identity, concluding that this contributes to fragility of identity. The VL is an expert with choice, but cannot control the contracts, rate of pay, hours of marking and increasing expectations of the VL role.

5.9.2 Identity: "Just a VL"

The examples in the previous section show conditions where VLs struggle. The VLs also encounter situations where their identity is diminished and their position in the business school lecturer hierarchy is perceived as being of less significance than their full-time colleagues. Anderson (2007), researching part-time teaching staff in a post-'92 HEI, discusses their frustration and marginalisation. Brown and Verdina (2018) give examples where such staff describe their talents being wasted, using language such as 'undervalued' and 'frustrating'. In my research, certain stories featured experiences where VLs had been treated differently from the full-time staff, which led to feelings of being devalued. PGR VL Brianna reflected that at Orange business school most full-time staff did not treat VLs seriously: "…he or she is just a visiting lecturer" (B 68).

When Eva queried a workload issue, she received a thoughtless email response: "It was probably the tone.... The analogy was around a sausage. It's better off not to know the contents. You just accept the whole thing or you don't!" (E 134). Eva felt she was treated dismissively by her full-time colleague. In this way, Eva's lower place in the academic hierarchy (Yoo, 2019) was confirmed. Business school lecturers expect to be treated with respect, regardless of their contract type, but a VL already feeling isolated or devalued may believe they are being treated with less consideration that their full-time colleagues. The result is that on occasion VLs feel they are seen as "lesser" in comparison with other business school staff. Further evidence that VLs notice a divide between themselves and permanent staff can be seen in practitioner VL Gina's comments: "There is a *line*, there is a *divide* certainly between associate [VL] and permanent [staff]" (G 97). PGR VL Brianna felt this keenly: "Yes, so I think [there is] this *perception*. That if you're not a full time academic, then you're not an academic. And it's this perception from people who are staff members" (B 70). Collegiality and colleague recognition has been found to be important in the development of an academic identity (McAlpine and Amundsen, 2009) and such disregard is unsettling for VLs. PGR VL Isa, for example, spoke of her experience of being encouraged to attend a staff meeting and her disappointment at being ignored by the full-time colleague who invited her to attend.

PGR VL Hera, who spends many hours on campus, feels more secure in her identity and does not see the full-timer–VL divide as an identity issue: "The only time that I would feel that I'm a bit lower than the other ones [full- time colleagues] is because I have to fill out a timesheet" (H 94). Practitioner VL Gina stated that she knew other VLs who felt somewhat devalued, even though their work was extremely important for the success of the business school: "Because you're still doing the same *work* as permanent staff, in terms of teaching, and your work directly feeds into things like NSS [National Student Survey] and all of those important things" (G 40). It is significant that Gina mentions experiences that have occurred to other VLs, and that she herself does not feel devalued. Gina identifies more with her full-time colleagues: "But I have to say, I am treated more like permanent staff. I think, because of the number of hours, on the module, and things like revalidation" (G 133). This association with full-time colleagues is a common feature of her narrative.

In their stories, Hera and Gina express the importance of being valued and having equal status to their full-time colleagues. On the other hand, practitioner VL Eva and semi-retired VL Dave are content with the divide and do not want to become overly involved in the business school or with the full-time lecturers: "I think that's the *benefit* of being an associate lecturer in that I'm *only* there when I'm doing something" (E 124); "I would hope that to the full-timers, the sessionals [VLs] are someone you need to help out…. But you very much leave them *to it*" (D 63). Eva and Dave are experts who do not need mentoring and support. This resonates with the research of Brown et al (2006) where VLs are a welcome aspect of a teaching team and where their expertise is valued. A further difference is that neither Eva nor Dave seek future employment as full-time lecturers. However, that is Hera's intended career and Gina is also considering a move to full-time academic life.

5.9.3 Identity: the workspace

Another aspect of a VL–permanent staff divide is demonstrated by the location of the VLs' allocated workspace. Only Blue business school had a separate room where VLs could hot-desk, as opposed to areas within an open plan office. Having a workspace, preferably not segregated from permanent staff, is key to identity, making VLs feel included and that they belong in the business school. A business school VL may be seen as an outsider if they have no workspace, as the following stories show, but in this regard VLs are largely without choice and have no power to make changes. PGR VL Brianna, who has no allocated office or workspace, encountered the student perception that without a workspace you are not an authentic lecturer.

> "I had some students who were saying, 'OK, where is your office? Where is your phone number that I can contact you on? And are you employed here full time?' And I said, 'No. I am not full time. I'm on a contract. We can meet. We can book an office. If you want. I don't have an office.'" (B 72)

She felt that her VL status diminished her in the eyes of students. Similarly, PGR VL Isa feels her isolation from academic colleagues acutely as she is physically separate, on a lower floor in the PhD room.

Hot-desking, either in a separate office or a segregated space within a larger staff office, is the norm for other VL participants. This can be an acceptable arrangement if a VL has only a few hours of teaching and is on site only once or twice a week, like practitioner VL Eva: "The associate room. It *looks* exactly the same. Except we don't have individual assigned desks" (E 44). But for practitioner VL Gina, with 16 hours' a week teaching, plus administrative responsibilities, the open plan area where associates are expected to hot-desk, is insufficient for her needs: “There’s one area. So it’s really busy. The desks are half the size of the ones of the permanents. There’s nowhere to put anything. It’s very, very difficult to work. There can be up to 40 people trying to use six workstations” (G 36).

This reveals the issue of segregation, whereby VLs find their workspaces located separately from those of their permanent colleagues. Semi-retired VL Colin explains there is a specific area of between eight and 10 workstations for VLs at Lemon business school. Again, this links to status and how other colleagues might view VLs. Colin considers that newer academics might perceive that “we are just [long pause] associate HPLs [Colin’s amalgamation of terms for VL]. That’s probably compounded by where we’re located now, in the open plan *area*” (C 110). Gina also links the desk separation at Lemon business school to status: “I think again, coming back to that identity and that split between permanent and associate [VL]…like I was saying about the desk situation” (G 95).

New practitioner VL Francis outlines the segregated policy at Lime business school. “The sessionals [VLs], they do have a hot-desking facility, they [the sessionals] have access to all our systems and things…but each lecturer tends to have their own room” (F 66). However, semi-retired VL Dave (also at Lime) is very content with his workspace, an office he shares with three academics (his words), and he feels very much part of a team:

> “I’ve been in the same office for four years. I think all the sessionals [VLs] get the option of sitting somewhere. So you can put a room number down for the

students.… I don't know how formal it is. I never had an issue. I've got my own key!" (D 75)

Dave and Francis have different experiences here. Francis is a new VL. He has never taught before and does not yet feel part of the business school. His main desk is in another part of the university where he holds a full-time position. In this part of his story he uses the word "they" for VLs, which indicates that he does not identify with VLs when discussing business school workspaces. Dave, on the other hand, is a confident, semi-retired, experienced academic who shares an office with a team of full-time colleagues in the business school. In the same way, semi-retired VL Jen exercises choice over where she sits at work. As a former permanent member of staff at Blue business school, she makes use of this insider status when deciding where to sit: "Yes there is, it's hot-desking [laughs]. But because there are *so many* staff who do not work on the premises, there are spare desks *everywhere*. So when I *do* go to work, I tend to, usually, work in my *old desk*!" (J 70).

Having a place to sit, mark and meet students is important for VLs (Cubberley, 2007; Street et al, 2012; Brown et al, 2013; Yoo, 2019). Segregation can link to a status divide between VLs and full-time lecturers and most participant VLs in my research struggled to be allocated workspace that they felt did not diminish their status in the eyes of full-time colleagues and students. Two experienced semi-retired VLs took control and found suitable workspaces themselves.

5.9.4 Feeling uncomfortable and unconnected to the business school

The PGR VLs, Brianna, Hera and Isa, who are newer VLs with a developing academic identity, plus practitioner VL Francis who has three months' experience as a VL, shared experiences of not always fitting in comfortably to the business school. Francis explains why he feels apart from the business school: "I think, if anything, if I've felt excluded in any way by being a sessional it's from my own mindset. OK, I'm just a sessional. I'm just doing this. That's not necessarily anyone's *fault*" (F 54). PGR VLs Brianna and Hera also question themselves over their positions as an academic. Brianna commented: "I felt uncomfortable. I felt maybe I don't have the experience necessary to actually t*each*. Um, maybe that I shouldn't *be* an academic?… I didn't believe in myself" (B 96). Hera was concerned about how she appeared to students who were similar to her in age and might question her ability to teach: "And I am quite young, so, I'm 26, and all the students are quite young as well, and when you look at me, we almost look the same.… And why would they think I am capable of teaching them because *I look like them*!" (H 42). PGR VL Isa felt uncomfortable when attending a business school meeting:

> "I knew some other PhD students who were ad hoc-ing and I thought, OK, I'll see them there. So that will make me feel like I belong. But none of them went...And then I just felt *so out of place*. Because I felt like I was the only ad hoc [VL] there." (I 84)

Practitioner VL Francis, in only his first semester as a VL hoped for guidance on what is expected from a VL: "So I think I feel at the moment like an absolute *novice* and I'm trying to keep a lot of people happy" (F 84). Such assistance never materialised and, similar to Ryan et al's participant (2013: 169), Francis appeared to have been 'thrown in at the deep end'.

These less experienced VLs felt uncomfortable in navigating the processes and structure of a business school. Indeed PGR VL Hera's story indicates some confusion about the structure of Green business school: "I don't know if they [other staff members] are in *our* department because I still don't know who's where and who's doing what. And who's teaching" (H 70). Briana, Hera, Isa and Francis did not fully see themselves as academics and on occasions did not feel a part of the business school. There is no mention in their stories of the discipline as a physical or intellectual 'home' (Blackmore and Kandiko, 2011) where a 'member gains an intellectual warrant through the approval of colleagues which bestows intellectual value within the economy of prestige' (Blackmore and Kandiko, 2011: 406), they appear to have a sense of connection only to the module team.

The issue of providing a suitable level of information to support a VL identifying as a business school academic and prevent them from feeling excluded, is challenging. As PGR VL Isa explains:

> "I think [pause] it's hard because I feel a little bit out of place, and out of the loop. Only because I'm never quite sure if I'm supposed to go to things like all staff meetings, and then when I *do* go, I feel like the information isn't necessarily important for myself" (I 38).

Semi-retired VL Jen summarises this theme using the same phrase 'out of the loop': "And it *may* be the main reason why a member of staff says, 'I'm *only* an associate', is because they *are* left out of the loop sometimes" (J 96). This phrase appears in research on VLs (Holland, 2004; Brown et al, 2006; Brown et al, 2013).VLs may feel awkward as they are not aware of information that would help them to be more effective in their business school roles. These VLs have been excluded from support (Heffernan, 2015) that is available to full-time staff. The effect on VL identity is once again that they see themselves as 'lesser', uncomfortable and unconnected to the business school.

5.9.5 Summary of negative themes

An inability to influence business school structure and organisation highlights that although VLs may have choice they do not have control. This can result in tension between their identity as an expert with choice and an identity with diminished status. In contrast to the positive encounters outlined in section 5.7, lived experiences in the VL stories emerge where VLs feel excluded and uncomfortable and this may cause them to question their developing or maintained identity. Through the participant stories, I have explored the areas of contracts and uncompensated workloads, VLs feeling "out of the loop" and "in at the deep end", without a satisfactory workspace and how this devalues the VL's identity and discourages them from identifying as a business school academic.

Part 2: Analysis

5.10 Applying Bourdieu's theory to the findings

In this second part of Chapter 5, I employ Bourdieu's theory to make meaning of influences on the participants' academic identity development, with reference to lived experiences as told to me in the VL narratives. The objective is to explain why the participant VLs have developed the identity that they hold now, through the lens of Bourdieu's interrelated concepts of capital, habitus and field theory (Bourdieu, 1977, 1984) and using the language of Bourdieu to articulate and explain the experiences of VLs in post-'92 business schools. Castells (2010: 7) argues that 'The social construction of identity always takes place in a context marked by power relationships', which supports the justification for using Bourdieu's 'thinking tools' as a theoretical framework to analyse the findings from my data. Bourdieu's conceptual triad of 'capital, habitus, field' (Bourdieu, 1977, 1984) also referred to as the theoretical triumvirate (Heimans, 2012) when used together, 'may strengthen their explanatory potential and be applied for an analysis of power relations' (Heimans, 2012: 373).

5.10.1 Capital active in a post-'92 business school

The hierarchy of capital in a post-'92 business school is dependent on many factors and 'struggles are thus not only over gaining as much capital as possible but over which capital should be the Gold Standard?' (Maton, 2005: 600). I suggest the most valued capitals in the post-'92 business school field are professional or business capital, to teach content and bring in connections to support the graduate employability agenda (Kalfa and Taksa, 2017; Vos and Page, 2020), as well as the necessary cultural capital of academic capability to be able to teach the post-'92 student. I describe this as post-'92 'traditional capital'. However, there is a changing emphasis as research becomes more important to the post-'92 business school due to the influence of the REF on league table position, and staff qualified to doctoral level are vital for achieving accreditation from organisations such as the Association to Advance Collegiate Schools of Business (see Chapter 1, section 1.4). Therefore I describe ‘new era’ post-’92 capital as including research as well as those originally valued capitals. The phrase ‘professional capital’ can be claimed by and linked to professional occupations (Schinkel and Noordegraaf, 2011). I use professional business capital in this context to capture the professional knowledge and skills the VL participants have acquired through their exposure to and experience in industry. In the following sections, I examine the capitals held by each of the participant VLs according to their identity set grouping, as outlined in section 5.2 (semi-retired; practitioners; PGR VLs).

5.10.2 Capital of semi-retired VLs with a clear academic identity

Colin and Dave see themselves as academics and their stories confirm that they are sure they are viewed in this way by their colleagues. Their cultural capital, education and business knowledge is robust.

Colin shared some of his business experience with me in our interview:

> “My industry background is in aeronautical engineering…my final job in that industry was a quality assurance and HR adviser… I used to work on international assignments…primarily in Europe. I left there in…1992…returned fully back to the UK, did a Master's degree in Employment Studies and Human Resource Management, then I did my post-graduate teaching qualification.” (C 10)

He then worked as a full-time lecturer in a major city post-’92 business school until taking voluntary retirement four years ago. Shortly afterwards, he was invited to become a VL at Lemon business School through a contact already working there.

Dave's narrative was an equally varied mixture of business and academic practice. His first degree was in librarianship and following this he was employed in libraries and publishing. Later employment included IT training and marketing management and owner of three bookshops. His lecturing career began because "I was brought in to *help*, part time for one term…. And then of course I was full time forever at [X business school], because I'd taken on a full-time job. And then I took early retirement" (D 19). He was invited to become a VL at Lime business school through a family member.

This demonstrates how Colin and Dave have accumulated institutionalised cultural capital (Bourdieu, 1988) through their educational backgrounds of Master's degrees (confirmed in Colin's story; Dave mentioned running the Master's courses in his department – D 25) and amassed professional business capital as a form of embodied cultural capital through their years in libraries, publishing, engineering and human resources (HR) industries. They hold academic capital through their former prominent positions in the hierarchy of academia as full-time staff members. Research activity is mentioned in their stories as a former pursuit. Colin had been asked if he wanted to be involved in research in Lemon business school, "but at this point in my career…. It's not particularly that important" (C 104), and for Dave "that's not part of the deal now" (D 110), meaning they no longer possess this as intellectual capital through recent publications.

The third semi-retired VL, Jen, holds an academic identity that is slightly different from that of Colin and Dave. Starting out in the hospitality industry then working as a

catering manager, Jen had sound professional business capital, with professional qualifications in HR, and a role as a general manager before she commenced her lecturing career in HE. However, Jen's position of not always fully identifying as an academic is likely to have been influenced by her reduced educational capital, termed by Bourdieu as institutionalised cultural capital (Bourdieu, 1986):
"Yes, so because I had *not* got a first degree, I was...I suppose I felt less confident…. So I went off and did an MBA. Part time" (J 8-10).

Following this, Jen took a one-year teacher training course, which she praised in her story because of its elements of practical teaching experience. Although Jen may hold less intellectual capital (Bourdieu and Wacquant, 1992) through her research profile, which she described as "I co-wrote a couple of papers and thought that's enough now" (J 54), her teaching qualifications and position means she has acquired valuable institutionalised cultural capital.

All three semi-retired VLs related stories of the social capital of connections in how they became employed as VLs. Colin and Dave were invited to become VLs through contacts and Jen carried on in her existing institution after finishing full-time employment there. In *Homo academicus* (1988: 102), Bourdieu associates the 'teaching body' with academic capital. The different types of capital held by the semi-retired VLs are all very important to their identity as they align to the traditional capitals valued in a post-'92 business school of practitioner knowledge and teaching focus. This validates the VLs' choice of continuing to work in the business schools where they enjoy a collegial atmosphere and teaching their students.

5.10.3 Capital of practitioner VLs with a pracademic identity

Practitioner VL Gina holds particularly impressive institutionalised cultural capital (Bourdieu, 1986) from her education background. In her story she told of an undergraduate law degree and membership of the bar of England and Wales. She gained a prestigious scholarship and undertook further post-graduate study in Europe. She later studied for a Master's in International Marketing at Lemon business school where her social capital of connections subsequently gave her an entrée into guest speaking and thus regular VL work there. Her professional business capital marks her out as an international expert in her field of employment. She can see how valuable this capital is within Lemon business school through numerous mentions in her narrative, for example proudly stating "…because I'm still in industry, I'm used quite a lot as that link between academia and industry" (G 26). But as she spends more physical time on site at Lemon business school, in teaching, course coordination and leading programme validations, her place on the practitioner-academic continuum has moved and she has become an academic practitioner. Her professional capital is important to her identity and she values her links with industry.

Francis holds similar capital to Gina but, as a practitioner academic, is at a much earlier stage in his VL career. Francis has the capital which, as suggested in section 5.10.1, is valued by the new era post-'92 business school. He has acquired institutionalised cultural capital from his education background with an undergraduate degree and an MBA from Lime business school. His professional business capital is deep; industry forms his full-time occupation. His social capital of connections is apparent as he was invited to become a VL by the MBA staff at Lime business school. He recognises the importance of research and publications and is actively looking to publish, which will enhance his institutional capital. He aspires to become a full-time lecturer in the future, which will give him greater academic capital in the hierarchy (Bourdieu, 1988), and I am aware from his narrative that a teaching qualification would be his next step on the journey.

5.10.4 Capital of PGR VLs with a developing academic identity

Brianna, Hera and Isa are all from international backgrounds and possess convincing institutionalised cultural capital from their education backgrounds and qualifications. Isa took her undergraduate degree at a prestigious and highly ranked university and completed an MBA in her home country. Brianna and Hera completed Master's degrees in the UK. All three VLs have funded PhDs, with two VLs working at the same business school where they are studying and one undertaking doctoral studies in an institution external to their VL work. In this way, they are gaining further intellectual capital (Bourdieu and Wacquant, 1992). In addition, their research backgrounds are providing them with the new era capital valued in a post-'92 institution, with its focus on staff qualified to doctoral level and research output through publications, and where teaching and vocational experience have become undervalued in favour of research (Stoten and Kirkham, 2021).

Two of the PGR VLs have employment backgrounds in business. Brianna worked as a graphic designer and then as the marketing manager for a digital marketing company. Prior to her MBA, Isa worked abroad for an international community organisation, followed by working in a small business development centre, which led to consultancy projects, specialising in business intelligence and analytics. Hera gained her business experience through her years of study in entrepreneurship and innovation management. While none of the PhD students has the quantity of business experience acquired by other VL participants, each PGR VL is engaged in an analysis of their respective business worlds as part of their doctoral research. They have sufficient professional business capital, as embodied cultural capital, to confidently convey knowledge in their VL teaching.

All the PGR VLs enjoy good social capital of connections and two have family backgrounds that link to academic life. Hera has a close family member working as a full-time member of staff in Green business school, which, she explained, supports her understanding of academia and thus strengthens her identity: "…I do get a lot of help from [X]…I tend to ask [X] a lot of things…pretty much anything I need help with, I will go to [X]" (H 112).

Brianna is also familiar with the academic world: "And because my father… is a professor in the university back in [B's home country], and my mum, she's a teacher, in high school as well" (B 38). She acknowledges that her background had some bearing on her choice of career: "I kind of grew up with this in mind probably" (B 38). Her father influenced her decision to undertake further study and follow his career. "'Oh you would be great teaching students.... Try teaching, try doing your PhD. Continue with study'" (B 42). This perpetuation of career type is relevant, as Bourdieu notes in *Homo academicus* (1984: 78) when he refers to 'the overrepresentation of professors who are the sons [sic] of primary and secondary teachers'. For Brianna, an academic identity is a known identity.

The PGR participants' motivations and entry into visiting lecturing also represent the social capital of connections. In his study of UK universities, Bryson (2013: 2) stated that recruitment of such staff is 'casualised and informal' and very dependent on who might be available locally. Existing PGRs are local, available and known to the supervisory team of lecturing staff (Bryson, 2013). Similarly, Byers and Tani (2014) in their research into Australian sessional lecturers found that of their 32 participant tutors, all were current or recent PGRs from the economics department, with three exceptions. The ease of entry into becoming a VL is augmented by the PGR students' social capital in terms of the knowledge their supervisors have of the business school and its needs, plus the requirements of a necessary academic introduction to lecturing if a doctoral student wishes to pursue a future career in academia. Bourdieu (1984) also notes that assistant lecturers are usually appointed from doctoral candidates. This is exemplified in the PGR VL narratives.

Isa was encouraged to become a VL by her PhD primary supervisor. Brianna was offered a VL role after her PhD progression: "…and in that examination, I met K, who actually offered me a job. A paid job. Of teaching. As a visiting lecturer at the university" (B 16). Living close by, and with a family connection, Hera was asked to apply for a VL position at Green business school: "I'm trying to sort of understand if I like academe. If I *want* to be there…" (H22). Being invited to become a VL by their supervisors links to the relational identity domain (Lieff et al, 2012) of being well regarded by colleagues.

By undertaking doctoral studies, the PGR VLs are all involved in formal research, which contributes to the development of an academic identity as defined by the VL participants in section 5.2. Their cultural, social and professional business capitals also support academic identity development. The more involved Hera is in academic life, spending time on campus and undertaking a teaching qualification, the more her identity develops from doctoral student to academic. However, this move towards academic identity is not quite the same for Brianna in spite of her background and familiarity with the academic world: "But then I'm in the middle because I'm a full-time student. I'm a staff member as well" (B 60). Brianna has also moved further away from her practitioner experience, referring to it as a "past identity". In spite of her prior VL teaching experience, qualifications and life in business, Isa does not always use her educational, cultural, academic or professional business capital to influence her developing academic identity. She is embarrassed to tell others of her doctoral studies in case they think she is self-important. She feels isolated from other academics by remaining seated in the PhD office.

The capitals the PGRs bring to their identity align favourably with the requirements of a new era post-'92 business school. The PGR VLs have practical business experience, research knowledge and future doctoral qualifications, and are gaining valuable teaching exposure – all vital elements for individuals who aspire to be full-time business school lecturers. Collectively, these influences assist in developing the PGR VLs' identities as academics.

5.10.5 Capital of VLs rejecting an academic identity

Two VLs, Austin and Eva, self-identified as practitioners in their narratives. They expect others to see them as practitioners and did not want to be viewed by colleagues or students as academics. Looking through the lens of Bourdieu, the reasoning behind Austin's rejection of an academic identity in preference to how he sees himself as a practitioner working in a business school can be accounted for when examining his background. His educational capital is weaker than that of the other VL participants. Although he did go to university and took an undergraduate degree, he was not a conformist when he was at school where he failed his exams and had to retake them: "I was a complete and utter rebel" (A 128). This is emphasised in the following part of his story:

> "My father, who *is* an academic, a PhD physicist, nuclear physicist at that, as he said to me, he said, 'Darling, don't take this the wrong way but of all of my children, you're the last one I thought would return to academia' [laugh]…. Oh I hugged him and said, 'Completely understand, Dad'." (A 128)

An academic identity might belong to others such as his father and those with intellectual, institutional and academic capital, but not to Austin, whose narrative details pride in his successful business career.

Austin's professional business capital has been sustained for the past 30 years. He started in advertising: "I'm a marketing boy! I've worked in advertising agencies all my life" (A 33). He also had a "big data company" (A 35) and a small advertising agency at the time of the research. He has written a business book, has a history of guest lecturing at leading business schools and once delivered a TED talk (video talks by expert speakers, free to download from the internet). He said he enjoys the camaraderie of colleagues and sharing his knowledge of business practice with students at Orange business school. His used his social capital of connections when looking for "something easy, just one day a week" (A 23) by getting in touch with someone for whom he was a guest lecturer in the past at Blue business school, who in turn introduced him to a former colleague at Orange business school. There is no necessity for Austin to develop an academic identity as he is not interested in a full-time academic position. His practitioner identity enables him to work as a VL as part of a portfolio career (Bryson, 2013).

On the other hand, it is more difficult to understand why practitioner Eva should reject an academic identity. In contrast to Austin, Eva has a relevant educational capital, with a Master's in Education, robust professional business capital through a career spanning tax law, accountancy, courts administration, legal institutions and global HR, and continues to work in consultancy today. She has combined her business employment with working on and off as a VL in two countries since 1988: "The whole time, I've always done the two" (E 40). Eva has all the necessary capital for working in the traditional post-'92 business school but she is aware of not possessing the research experience required in the new era post-'92 business schools. I will return to further analyse Eva's position further in section 5.12.5.

5.11 Applying Bourdieu's field theory

Linking back to Chapter 3: Theoretical Framework, according to Bourdieu (1985) individuals are positioned in a social space relative to others in the field. These individuals', actors' or agents' relative positions in the field are determined by the amount of capital each holds. Bourdieu (1990a) portrayed the field as relations of power and struggle. Maton (2005) agrees that agents struggle to maximise their position in this field according to their distinction. In the context of VLs, such distinction can also be associated with how an individual identifies their expertise.

The agents in a business school field consist of the full-time lecturers, academic managers and VLs. Several VLs worked in each business school field of the five universities interrogated, but on examining the data it became apparent that VLs are not always aware of each other in their individual business schools. This corresponds to Maton's (2005: 689) analysis of Bourdieu's field where he states 'agents may be positionally related…to agents they never meet or know'. The VLs do not know how many other VLs work in their business school. One participant summed it up well, as "a mystery". Contact is generally limited to the VLs who directly teach with each other and there was nothing in their stories to indicate participant VLs see other VLs as competitors for teaching work. The VL participant stories indicated that a business school field can be both messy and empty. There are not always sufficient staff to cover planned teaching and arrangements for such cover are made at the last minute.

5.11.1 The objective of the game in the field

As discussed in Chapter 3, when considering the 'game' in the 'field' element of Bourdieu's theoretical framework, my assessment of the objective of the game played out in the business school field by a VL is to be offered the right amount of teaching, in their preferred subject area, on the days and times that suit them best and enable them to balance their other commitments, whether these are doctoral studies, the pleasures of semi-retirement activities or their business roles as practitioners. This links to Sutherland's (2017) research into early career academics, in which she terms this subjective career success. She notes the same themes in her study, as being the right amount of teaching in the preferred subject area of research. Further evidence supporting the VL objectives is found in participant narratives. Eva finds it easier to isolate days for teaching and days for consultancy: "I choose particular days" (E 74). Francis suggests evening MBA work might be easier to fit around his full-time business role. Jen wanted to fit her VL work around her volunteer and committee work in the local town. Hera asked for hours to suit her doctoral studies and subject teaching which aligned to her PhD studies. All participants shared examples of asking for and receiving teaching in their preferred discipline area.

5.11.2 Activating capital in the business school field to achieve objectives

In their stories, a selection of VL participants explained that when they commenced employment at their business school, the teaching allocated to them was to "fill a gap". This was because the business school was unable to provide lecturers to cover certain student classes. This gap did not always fully reflect the VLs' business knowledge or disciplinary area. Semi-retired VL Dave explained this in his story: "So as someone running a department, you've got X amount of staff, teaching staff. You've got X amount of…sessionals [VLs] and you try to fill the *gaps*" (D 93). Colin was also asked to fill in the gaps initially, "the first semester I was here, when I was asked to cover gaps" (C 26). Similarly, Brianna's first VL teaching was to fill a gap in an unfamiliar subject area.: "Then when I was asked to *teach*, it was 'Individuals in Society', which is nothing related to marketing, it is sociology for business students" (B 32).

A VL who is new to a business school will not have had a chance to use their symbolic capital to build up a relationship with the workload allocator and may feel apprehensive about asking for anything specific. But while a VL might begin by “filling a gap” in teaching, in the next iteration of work allocation they are confident to put forward their preferences and the following evidence demonstrates that the strength of the VL capital means they are successful in achieving the work they request.

PGR VL Hera explained: “They give me, sort of, what I *ask for*. Which is quite nice, especially compared with the first year, because during my first year, I had just joined, so I didn’t want to say – ‘Oh, I don’t want this! I want *that*’” (H 74). As Hera entered her second year as a VL, she felt established enough to ask for seminar teaching that fitted with her research interests and as a result, she was timetabled to teach all her preferred subjects in entrepreneurship. In the same business school, PGR VL Isa’s research background was also taken into consideration for teaching allocations:” “[X] knew what my areas were so she did give me some…which was great” (I 74).

However, semi-retired VL Jen did not wish to remain at Blue business school as a VL just to cover gaps. She was careful about her choices and selected to work on a module with her former colleague as the module leader. This extract shows how she used her social capital of connections in the field: “Mainly I *picked* what I wanted to teach, and I wanted to teach on the modules that I had taught on…. I wanted to know who the module leader was…. So I chose to work with a colleague” (J 26).

The VLs’ symbolic capital gives them power and agency in the business school field. Their stories are filled with the “choice” they have to take or turn down any work offered. There are no examples of being ignored by course coordinators (Ryan et al,

2013) or feeling obliged to accept work, as has been found in the work of Brown and Gold (2007) and Gottschalk and McEachern (2010), for example. In choosing only the subjects they wish to teach, VLs are occupying a ‘selective positioning’ or positive ‘position taking’ in the field (Bourdieu and Wacquant, 1992) where their capital signifies they are highly regarded and valued relative to others in the field (Joy et al, 2020) in performing a specialist role. This selective positioning occurs as VLs use their professional connections or demonstrate expertise in teaching and marking as examples of ways in which they distinguish themselves from other players in the business school field.

Practitioner VL Gina’s distinction is two-fold. Her high level of industry expertise – “If you google me and the word [X] you will come up with 30 pages on google” (G 14) – and connections set her apart from other VLs and full-time staff in Lemon business school. This means she is asked to sit on course boards and curriculum advisory committees “with my practitioner head on” (G 97). When she mentioned in her narrative about being asked to take the course director role (a role usually only given to full-time lecturers), she said: “It’s great because it’s been recognised that I’m actually doing that and that I have the ability to do that” (G 169). She is highly valued in the traditional teaching-focused post-’92 business school field where her capitals are recognised as legitimate (Bourdieu, 1989).

Selective positioning is linked to academic identity as expressed by semi-retired VL Colin as he discusses how his willingness or otherwise to undertake types of work (some VL work is paid at administrative rates, such as attending meetings) is linked directly to his academic identity:

"Because I know my market value and I know what the labour market will pay. For somebody with my experience, my knowledge, my qualifications and my skills, so anything now that is…paid at that administrative rate, I won't do it, as a matter of principle. Because I am an *academic*." (C 80)

Colin's capitals bring him distinction within the field that must be respected by Lemon business school and paid at the appropriate rate for academic staff.

Practitioner VL Austin had not anticipated being a VL for long, but is reconsidering: "So, the nice thing about it is being able to pick and choose…. I thought this would just be a stop gap, a quick stop gap, but…" (A 27). Austin says he has chosen to remain a VL indefinitely. Strong elements of agency were apparent in the stories of the semi-retired VLs, Colin, Dave and Jen, who were aware of their privileged position and ability to turn down VL work offered, which they frequently did. As Colin explains:

"I don't want to stop working because I enjoy what I do, and I've been much more *selective*…now that I feel quite established here, in terms of what I *will* do and also in terms of the subjects that I will teach. And that gives me *choice*." (C 114)

Finally, practitioner VL Eva highlighted a choice available to VLs that does not extend to the permanent staff involved in module leadership. By virtue of their position VLs deal with fewer day-to-day difficulties: "So, when I think something needs to happen, when there's an issue, I would tell the module leader. And I would leave it *to them*. And do not get involved in the running of the business school" (E

126). Running the business school is a different game in the field, one VLs are neither involved nor invested in. Such challenges are reserved for the full-time members of staff.

The stories indicate how for these VL participants, power in the business school field in terms of work allocation lies with the VL, which promotes confidence in academic identity creation, development and maintenance. In his discussion of agents in the field, Bourdieu points out:

> 'They are, rather, bearers of capitals and, depending on their trajectory and on the position they occupy in the field by virtue of their endowment (volume and structure) in capital, they have a propensity to orient themselves actively either towards the conservation of the distribution of capital or towards the subversion of that distribution.' (Bourdieu and Wacquant 1992: 108-109)

Through their combined capitals, VLs inhabit critical positions in the post-'92 business school field. There is no game played because the VLs are choosing when and what they wish to teach. Having explored the application of capital and field, I move to the last of Bourdieu's thinking tools – habitus.

5.12 Habitus

Bourdieu (2002: 27) described habitus as 'a system of disposition, that is of permanent manners of being, seeing, acting, thinking, or a system of long lasting (rather than permanent) schema or schemata or structures of perception, conception and action'. An individual habitus can be rationalised into a sense of how to behave, and how well an individual 'fits in' or feels 'at home', and with links to self and agency, habitus can connect to security of identity. In *An invitation to reflexive sociology* (Bourdieu and Wacquant, 1992), the authors explain the ease with which an individual can be melded into a field: ‘When the habitus encounters a social world of which it is the product it is like a “fish in water”: it does not feel the weight of the water, and it takes the world about itself for granted’ (Bourdieu and Wacquant, 1992: 127). In this section, I examine how certain VLs were better able to navigate academic life, through an unconscious understanding of how a business school operates and how they can fit in. By analysing VL experiences and interactions through the lens of habitus, looking at how well VLs fit into the business school, I make suggestions as to why VLs hold and are developing particular identities.

5.12.1 Semi-retired VLs with a clear academic identity

The narratives of the three semi-retired VLs show how they fit into business school academic life with ease because it is a familiar world. They possess all the capitals valued in a traditional post-’92 business school which gives them a dominant place in the field where they exercise choice in making decisions. Colin explains: “I think I *do* fit in…in part because of the relation of working with people” (C 40). For Dave, “it was perfectly normal for me going back into Lime [business school]” (D 25). Jen attributed the effortlessness of being a VL and continued academic identity to “having been full-time”. They are operating ‘outside the channels of consciousness and calculation’ (Bourdieu, 1998: 54-55). Although Dave’s stories emphasised his “difference” or distinction more than the other semi-retired VLs, with mentions of an office and status as a “legend”, this can be attributed to his strong self-identity “because I’m me!” (D 59).

5.12.2 PGR VLs with developing academic identity

PGR VL Hera has the most clearly developed academic identity. An analysis of her narrative shows how she feels at home in Green business school. She possesses the three-fold capital required of a new era post-'92 business school: industry knowledge, research activity and now teaching experience. Her social capital of connections and family member at the business school means she knows more of its culture and has a stronger position in the business school field as evidenced in her story. Having her own desk is a key example of how PGR VL Hera fits into the academic life of Green business School: "…before on my desk it said 'hot desk'. So this year, I came, in September and *it had my name on it*. Which was *nice*" (H 50). She laughed as she continued: "But I think in my case, I don't feel like an ad hoc [VL] as such because I'm there all the time. And looking at some people, I'm there a lot more than them!" (H 126). Hera is expressing that she is not like other VLs for she has a named desk, is present on site and is included within the full-time academic community in Green business school, all of which appears to be supporting the development of her academic identity.

Although Isa and Brianna have the same three-fold capital as Hera, they do not move within their business schools with her ease or comfort. They need more support to navigate the business school structure. At Orange business school, Brianna has no desk or office available at all and feels that she is seen as "just a VL" by staff and students alike. Brianna considered the pressure of teaching, research and administration in her story: "OK, I know that some of the full-timer members of staff are actually doing all these three. But they are not very happy about it because it is a lot of work and they don't really get paid for it" (B 130). She continued by describing the exodus of full-time staff from Orange business school in the last year, which included her manager, her course coordinator, the tutor who recommended her for the PhD, her supervisor and two more lecturers from tourism. This situation makes it more difficult for Brianna to find her way to learning the culture of the business school, despite her background as the daughter of an academic.

Isa also observed the pressure their permanent colleagues are under: “People who are course leaders and full time…they are *so* overwhelmed” (I 100). Isa does not yet feel confidently at home at Green business school, either as a lecturer or a student. She mentions how she lacks information and admits to feeling “out of the loop”. Her response to the question ‘How do you see yourself?’ was indicative of this: “I think now I would probably answer, I work for the university and kind of leave it at that” (I 116). Here, Isa demonstrates how it is possible to lecture in a university without fully possessing an academic identity.

For Bourdieu, habitus operates at a pre-reflective level with individuals not constantly aware (Barrett, 2015). It is an unconscious embodiment of the social world (King, 2000). However, Edgerton and Roberts (2014) building on the works of Atkinson (2010) contend that habitus is not always unconscious – and that consciousness may be multi-layered. For two of the PGR VLs, there is a disconnection between habitus and field, resulting in a conscious perception they have failed to adapt to a situation (Bourdieu, 1990b).

5.12.3 Practitioner VLs in different places along the pracademic continuum

With only three months' experience as a VL at the time of interview, Francis is feeling his way into academic life at Lime business school:

> "I feel quite siloed.... I get given the content, and go to the [teaching] room and deal with the students.… I don't necessarily feel a team ethic within this module. So in terms of an identity I don't really *feel* like…I belong or am a part." (F 40)

Francis does not feel at home in the business school yet. This is likely due to his rapid start as he tells the story of being recruited to fill a gap quickly on a Monday and by Friday was teaching two seminars. He has not yet built a relationship with his academic colleagues. He admits knowing very little about being a VL and considers himself an outsider, saying "I feel a bit…lost at times" (F 54). But once Francis has the opportunity to understand academic life, he can move along the continuum from practitioner academic to academic practitioner (see Figure 5.1). In Bourdieu's language, with his educational capital, relevant business capital and the promise of greater intellectual capital due to his active interest in research and intention to publish, in time, Francis will have the opportunity to develop a clearer academic identity. Once he begins the PhD mentioned and is closer to securing his desired future full-time lecturing position, he is more likely to feel at home in the business school and this will strengthen his academic identity development.

Academic practitioner Gina feels at home in Lemon business school. She wants to be seen as different from the other VLs in the business school and associates herself with the full-time staff: "I am treated more like permanent staff, I think" (G 26).

Her narrative includes being involved in many different teams, knowing the Dean very well and being invited to meetings that are only for full-time staff. Although she describes herself as being “in a bizarre little box, I think, that nobody else quite fits into” (G 48), she acknowledges that “I think maybe there’s a fitting in, that there is a line, there is a divide certainly between associate and permanent. But it’s not something I ever really focused on. Because I *have* been involved” (G 97). Gina’s academic identity may develop further if and when she takes on a full-time lecturing role (see section 5.5.3). By fitting into the business school too comfortably, Gina will lose the practitioner identity that currently sets her apart from her full-time colleagues. Her status may diminish in the field as she struggles to achieve the necessary intellectual capital of a teaching qualification and a doctorate required by full-time staff in the new era post-’92 business school.

5.12.4 Practitioner VLs and rejection of academic identity

Austin’s narrative shows no interest in fitting into the academic life of Orange business school. He has an abundance of professional business capital and is admired as an engaging teacher. His lack of interest in academic identity may possibly be due to him not possessing other relevant capitals. Austin never mentions research. He does not seek a full-time position in academia and is clear about his identity: “I don’t really identity as a VL, I’m Austin coming in and giving some lectures” (A 138). He has no need to invest energy to fit into Orange business school as he reports its huge dependence on VLs: “If they didn’t have VLs they wouldn’t be able to do it” (A 114).

Unlike Austin, with her decades of experience working in both business and HEIs, Eva possesses valued capital and could feel at home in Blue business school in the same way as the semi-retired VLs who are familiar with the culture of academia. However, Eva's rejection of an academic identity can be explained by close examination of her narrative. She left the corporate world because she "got sick of playing the games that happen at corporate level" (E 44). She can see full-time lecturers playing games in Blue business school and does not want to be involved in this: "People here are willing to make a career of it, kill each other to get over to the next level. That's fine. You do that! I'm not playing those games" (E 128). As identified in section 5.11.2, VLs have power and choice and do not need to play games in the business school field. Eva's narrative also demonstrates a difficulty to fit into academic life due to lack of control over the marking she is given which poses a threat to her personal and professional identity. In spite of her years as a practitioner working in education, she does not always feel comfortable with how the business school operates, as expressed in section 5.9.1. She states she would identify more as an academic if she was given time for and became engaged in reading, writing and research. But Eva has never pursued a full-time career in academic life. She sees VL work as "very much stand and deliver" (E 202) as part of an interesting portfolio of employment.

5.12.5 Summary of VLs' habitus

In summary, this section demonstrates how Bourdieu's concept of habitus as an unconscious understanding, 'a sense of one's place' (Bourdieu, 1984: 471), enables experienced VLs to move around the business school with ease. Nevertheless, it highlights how for certain VL participants there is a conscious recognition of not fully fitting in or being able to navigate through the business school structure. In the next section, I consider the four themes that emerged from the data as being important for a business school when thinking through how to support VLs' academic identity development. This helps to answer the third of my objectives.

5.13 How business schools can support VLs' academic identity

My findings indicate that the academic identity of VLs ranges across a continuum comprising a full academic identity having already been developed, a practitioner identity evolving into a pracademic identity, an emerging academic identity and a rejection of an academic identity. The VL narratives conveyed common elements whereby they considered the business school could better support them. These are: having an induction; being given access to business school information on an ongoing basis; having the opportunity for formal, paid Continuing Professional Development (CPD), particularly for those VLs new to teaching or who request it to enhance or update their teaching proficiencies; and the encouragement to engage in research activity (as indicated in section 5.2, VLs consider involvement in research to be part of academic identity). These four elements are considered in the following sections.

5.13.1 Induction

A process-centred induction to understand the structure of the business school, "how things work around here", would definitely assist the VLs on entry to their business schools. PGR VL Isa had no introduction or induction when she commenced VL work at Green business school. She mentioned how useful an "onboarding session" would be, one that explained the overall structure of the school and courses, as well as the academic windows where preparation and marking take place: “So…there’s a course leader, you’re a tutor on, you could be attached to one or more course leader things. This is all stuff I just learned as it happened to me essentially” (I 92). She went on to explain that it would be helpful to be shown a “desk cluster” for VLs (meaning an area of desks set aside for VL usage) and to be given an expectation of how often VLs should come in to use their desks. Isa continued that this might help build a community, whereby VLs would know where to sit and meet other VLs. Although this contrasts with views of certain participant VLs who considered VLs should sit within the academic community of full-time staff, it represents a step forward for PGR VL Isa, who currently sits in an office of PhD students.

Working in the same business school, Hera’s induction was brief and rapid:

> “Then I think they sent me a contract and I came in and met my line manager. I said, ‘Tell me what’s happening, what to do’. So she showed me around and introduced me to a couple of people, said I was a new *ad hoc* and you could ask whichever you want. And pretty much that’s it, in terms of the introduction.” (H 26)

On the other hand, practitioner VL Eva took part in inductions on both occasions when she commenced work at Blue business school and expressed how the process had formalised over time. She was the only VL participant who had experienced an induction of any kind:

> “For the first day, the first time it was good that they had a little session that was very much focused on the bits we were *teaching* in terms of this is what you do and how you do it’. And then, I met two ladies who I was going to be working on

> the same modules with. One has remained my friend, ever since. So that was good, to have a little informal support network." (E 54)

The second time was much more organised:

> "The first time was one or two hours' talk. The second time, from memory it was a full day. We had a series of presenters coming in and talk about the IT infrastructure, yeah, form filling. *Much* more like you would expect in a normal employee induction." (E 56)

Semi-retired Jen is a VL at the same business school but did not join a VL induction because she had been a full-time and then fractional member of staff there. It is interesting to see her vehement comments on the importance of induction, in the light of her former business experience and years of lecturing in HR. When the conversation came to whether an induction would help support associates (their term for VLs) in their business school roles her answer was passionate:

> "Well, excuse me – *of course* it would! Because when you're an associate, when you join a company, you want to know what's going on, where you are, how it works. And then you want the day-to-day details. Where do I put my bag? How do I do, what is a module guide? What is [name of VLE]? How do I use [VLE]? Oh, by the way, how do I get *access* to my emails?" (J 118)

A formal process for a paid VL induction is highlighted as a valuable initial activity by a number of researchers (Beaton and Gilbert, 2013; Bryson, 2013; Harvey, 2013) and indeed lack of an induction is noted as detrimental to VLs (Sheffield and Jessop, 2019). An effective induction enables VLs to feel connected and certainly fills gaps in their understanding of the expectations of their role. Harvey's (2013) research findings confirmed that an induction for sessionals (VLs) was a minimum benchmark standard. In their research on VLs in Australia, May et al (2013b) note that one in four VLs was paid to attend an induction. However, in my study, VL inductions only took place at Blue business school and payment for VL time to attend the induction was not mentioned by the only participant who joined in.

5.13.2 Information

Five participant VLs mentioned the importance of access to information and being kept updated and informed. Practitioner VL Austin wanted more information on how to claim payment for time spent teaching, a common frustration mentioned by VL participants. Practitioner VL Gina looked for more communication about internal processes such as quality assurance when she found herself leading a validation, and PGR VL Brianna mentioned not being aware of what she was supposed to do in terms of policy, structure and regulations. Receiving information in a timely manner was also cited. Brianna had been teaching for 18 months before she received an email telling her to take online courses on health and safety, equality, diversity and inclusion, as well as how the university operated. She considered that the instruction had come too late, particularly in the context of safeguarding young adults. Findings from the VL narratives demonstrate that certain information, distributed to permanent lecturers only, is also relevant to VLs. Regarding an email about GDPR, practitioner VL Gina said: "I get copied into things, because of the roles that I do…. That was sent out to all the *permanent* staff, not then down to the associates" (G 137).

Lack of access to information was not mentioned by the semi-retired VLs who are familiar with academic life. This indicates that information distributed during any induction or information session is best tailored to the needs and experience of each VL. It must be disseminated in a timely manner and be relevant to the particular duties VLs are expected to undertake for the business school.

5.13.3 Formal, paid CPD

The opportunity for formal, paid CPD, especially teaching skills, was a significant area mentioned by six of the participant VLs. At Green business school VLs are required to take part in a 'Delta' programme, which culminates in Higher Education Academy certification. This includes a helpful teaching observation for PGR VLs Hera and Isa, although they both considered the course an added burden on top of their teaching and research activities. However, its omission from the VL opportunity set was noted by others, such as practitioner VL Gina: "Permanent staff have the option to be paid to do something like PGCHE. I think it's a real shame that the same option, even if it was just partly funded, isn't available to associates [VLs]" (G 111). Similarly, Francis believed that his workplace offered post-graduate certification in teaching to all lecturers, but as far as he was aware, this was not open to VLs.

Eva had been observed during teaching, which she considered as a form of professional development: "In the first few weeks of the *second* time I taught there, it was a little bit more formal. There was actually a *requirement* for some of my teaching to be observed" (E 102). Her goal was to be included in the PGCHE programme, which was offered free to VLs, but took place on days when she was not working at Blue business school. However, her intended attendance was not because she needed to learn more about teaching but because she wanted to eventually *teach* on that programme.

The three semi-retired VLs, who each had 25-30 years of teaching experience, did not mention teaching CPD in their narratives. Neither did practitioner VL Austin, who has been used to presenting to clients for 25 years. Lack of formal academic development for business school VLs (described as contingent staff) was noted in Anderson's (2007) research. She concluded that including VLs at a local level in both formal and informal CPD is a priority and when absent is a missed opportunity. Harvey (2013), in research on VLs (sessionals) in Australian HEIs, advocated for VLs to reach benchmark teaching standards in order to ensure quality of teaching delivery for students.

5.13.4 Involvement in research

Being involved in research is an important factor for VLs in their definition of what constitutes an academic. This element is notably missing from the VL portfolio of activities and is an opportunity three of the four practitioner VLs would welcome as part of their VL roles. The exception here is Austin, who is determined not to identify as an academic and does not mention research in his conversation at all. The three PGR VLs are already researching and the three semi-retired VLs, having engaged in research during their past academic lives, are not looking for further involvement. Three of the four practitioner VLs want to be part of their business school research culture, to balance this with their VL teaching, as part of research-informed teaching in addition to their existing practitioner-based teaching. As Gina says, "I love research. I look into things and I find funny little areas" (G 149). Practitioner VL Eva is certain research is key to an academic identity and that it would support her in her business school role: “As an associate, to help see myself *more* as an academic, and having *endorsed* (not necessarily paid, that would be *nice*) endorsed time for thinking, research, writing, being able to *contribute*, even. On those projects” (E 200).

Practitioner VLs Francis and Gina both use the expression “balance”. Francis said: “I think balancing the research aspect, would be handy as well” (F 56), while Gina elaborated:

> “Research! Associates are not involved in any of the research groups or research initiatives...that’s the balance, the teaching on one side and the research on the other…. Get on to research projects, how to publish, how to get something in an academic journal.” (G 123-125)

It is evident from their narratives that Gina and Francis are interested in being research-active. They have recently achieved post-graduate qualifications and are involved in research in industry. In particular, Gina is aware of colleagues in Lemon business school who are either focused entirely on teaching and others she describes as being “80% research focus” (G 89). But Gina is convinced that students need research-informed content delivered by very competent teachers. In his narrative, Francis expresses how keen he is to publish his research findings and this aligns with his view of an academic as having ownership of content. Eva, who describes herself as purely a practitioner, admits that involvement in research would support her in seeing herself more as an academic. She stresses the word “contribute” as a way of returning or “giving back” her practitioner knowledge to the students. However, participants did not specify whether the research would be discipline-based or pedagogical. Southall (2017), herself a VL in a post-’92 business school, advocates engaging VLs in pedagogic research in collaboration with full-time academics. She reflects of VLs:

> ‘Many are committed and professionally recognised educators who have chosen to teach and many can, with the right help, support and encouragement, develop robust academic identities which in turn, will allow them to fully participate in the life of a department and faculty’. (Southall, 2017: 480)

It is entirely possible that the opportunity to research, seen by VLs as key to academic identity but not offered to them (given that they are largely employed to teach and mark student assessments) means that some are not able to develop their academic identity further. In teaching-focused post-’92 business schools, especially those that are chronically understaffed and reliant on VLs as indicated in the participant stories, VLs are needed to teach students business skills. Their overwhelmed full-time colleagues are unlikely to find the time to see whether VLs are interested in either discipline-related or pedagogic research. Only the PGR VLs would have any knowledge about the research culture of business schools and who to approach. Indeed, this is probably only the case if they study at the business school in which they are a VL. Although the semi-retired VLs would know how to access research opportunities in a business school, the three participants in this study did not wish to engage in research.

5.13.5 Summary of potential VL support in business schools

This section has explored the four elements suggested by my research as potential areas of VL support in their business school roles. Induction, information distribution and formal, paid CPD sessions require tailoring to the needs of the VL, according to the VL's backgrounds and prior experiences. Involvement in research, however much this might support the VL in developing an academic identity, is an aspirational goal that does not match the pragmatic needs of the business school to cover teaching gaps with VLs. In the final part of this chapter, I reflect on these discoveries. By outlining my assumptions, I explore findings that were new and unexpected for me and point out what I have subsequently learned from this research.

Part 3: Reflection

5.14 Reflection

This final section outlines my reflections on the findings as part of the ongoing thread that locates my own study in the context of the issues identified. I also apply reflexivity to my analyses here, using the definition from Costley and Fulton (2019: 64) where 'reflexivity involves a reflection of ourselves and our experience in order to articulate and understand the knowledge we create'. This section brings a personal perspective to the research question and indicates that although I have worked with VLs in a post-'92 business school for 10 years, I did not fully understand their agency, and that I brought assumptions about VLs to this study founded on my own working experiences, which are sometimes but not always mirrored in the data.

Reflection enables researchers to consider both the phenomenon they are studying and how researcher assumptions might affect the study (Watt, 2007). Reflecting on our own experiences means we can learn from these encounters in order to express new knowledge and principles (Costley and Fulton, 2019). According to Bassot (2013), whose workbook of models and tools for reflection is my preferred text to use in practice, we do not always learn from every situation or in the exact order prescribed by reflective models such as Kolb's experiential learning cycle (1984) or Driscoll's (2007), 'What?' model. Because of my deep involvement in the VL world, I must continually consider how my own assumptions and behaviours might influence this inquiry (Watt, 2007) by undertaking rigorous reflection. So-called 'double-loop learning' (Argyris and Schon, 1974) required me to surface my assumptions and challenge them, resulting in allowing my ways of thinking about situations to alter, potentially changing my practice (Bassot, 2013). My objective in this section is to consider the question, 'Can I bring something unique, new or original to this research…because of my own experience, or who I am?' (Costley and Fulton, 2019: 73). I propose that the additional element reflection brings to the research question is the understanding that post-'92 business school VLs are individuals with a past, present and future. Full-time colleagues and managers supporting VL identity development would benefit from ongoing conversations with their VLs about each of those three stages. Knowledge of the VLs' past brings understandings of their capitals. An induction, timely information, paid CPD and involvement in research can help VLs in the present. Awareness of a VL's future intentions (continuing with a portfolio career, aspiring to be a full-time lecturer, retirement plans) would help colleagues to tailor appropriate development plans for the future and recognise any likely motivation to develop an academic identity.

5.14.1 My assumptions

My assumptions about business school VLs are based on my practice. I see some VLs motivated by the opportunity to gain a ‘foot in the door’ towards a place in academia. I have supported numerous VLs to work their way into academia through this route in the business school where I am employed, some of whom have achieved senior management positions. VLs also use the job as a lifestyle choice, following success in business and a desire to share their practical experiences to enhance student learning. I particularly recruit business career-enders as they are valuable VLs. I fully expected a love of sharing business practice with students to emerge in the VL narratives. Several VLs fit their work around other responsibilities, often related to caring. I recognise the lens through which I see this because, following a full-time and then fractional position in another institution, I fitted VL work in my business school around caring responsibilities and enjoyed it as a part-time role, only considering career progression as my children became older. A few VLs are heavily reliant on their income but a significant proportion working in my business school are not, either due to continuing work in industry as part of a portfolio career, or frequently because their time in business has been financially rewarding so they are not dependent on their income as VLs.

I assumed there would be status issues based on a perception of VLs occupying the lowest position in the business school hierarchy. Indeed, prevalent themes of research into VLs confirm a mood of negativity in this respect (see Chapter 2). My research journal includes a collection of general phrases heard from VLs in my business school, spoken in jest but nonetheless communicated as self-identity.

- “I’m the lowest of the low”
- “I’m too lowly for my card to open the door”
- “…being right at the bottom”

I anticipated the relational part of VL identity development to concern working with and being supported and mentored by colleagues who helped the VLs to fit in. I also predicted some competitiveness, manifested in stories of VLs positioning themselves against others in their business school for work. This is something I have observed in the business school where I work; for example, when I introduced potential new VLs at interview stage, my existing VLs gave feedback that “someone was worried there won’t be enough work to go round if you bring in another VL to teach that subject too”. I expected to find more evidence of ‘game playing’ (Bourdieu, 1990b) and position taking (Bourdieu, 1993) by VLs in this study. While research into academic game playing focuses on the pressures to achieve publications – publish or perish (Miller et al, 2011) – and on resistance to managerialism (Kalfa and Taksa, 2017), anecdotally it is about achieving a position on a desired module with a balanced timetable for lecturing staff, including VLs; to achieve goals of the right amount of work, on the days they want, with favoured colleagues. I imagined VLs would recount experiences where they had to make an effort to be present, continually on email, reminding staff of their availability, working extra hours, even regularly coming into the VL room (as I did on the advice of a friend who had been a VL at another institution) in case colleagues were searching for emergency teaching to be covered that afternoon. Crucially, I expected VLs to stress the importance of the workspace, as this is an emotive issue, fully entwined with the VL’s personal, relational and contextual identity. In essence, I assumed a field of occasional struggle where VLs needed to develop a clear academic identity in order to enjoy a fulfilling life in the post-'92 business school. Not all these assumptions have been validated by my research.

5.14.2 New and unexpected findings

I had not fully considered what I thought might emerge about how VLs see academics and thus define an academic identity in general. I supposed the VLs' views would be similar to mine, that academics are all the full-time or permanent staff in the business school who teach, research and manage. However, the VLs were more precise in their interpretation, perceiving an academic to be a knowledgeable individual who is qualified to post-graduate level and, increasingly, doctoral level. An academic is involved in research that they are willing to share with others and therefore research involvement forms a critical part of academic identity.

Academic identity is recognised and valued by those VLs who have made a career in academic life. It is perceived as worth developing by those VLs who aspire to fulltime academic careers, such as PGR VLs and practitioners with this future goal in mind. Initially, I was mystified by the rejection of an academic identity by two practitioners. I was surprised to find the VLs in such an agentic position in the business school field, whereby after a short initial period they could ask for, and were allocated, the work they wanted. I did not anticipate the theme of 'the expert' to arise, although I know people in business tend to be confident. A number of the VL participants in this study valued their expert identity.

At times, I reflected whether I might have heard a different story, had a participant been in the position of aspiring, and failing, to become a permanent staff member. That story could have been filled with more resentment. But no VL fitting this profile came forward as a participant. Might they have been ashamed to tell their story? On the other hand, they could have had an opportunity to share any apparent unfairness with someone who was willing to listen.

5.14.3 What I have learned from this research

This reflection has enabled me to bring perspective, and has shown something of my underlying beliefs about myself and my practice. In aiming to understand more about why VLs in post-'92 business schools had more positive experiences than those described in academic literature and research, I centred on developing academic identity as a convincing research area. I was interested in exploring more about the game playing VLs are involved in and how this affected their identity. I certainly witness game playing and position taking among senior managers in the business school where I work , but I have found that the participant VLs do not need to play games because they have agency, power and expertise in a business school field, which is sometimes messy and empty (seemingly disorganised and with insufficient teaching staff resource). My curiosity about the importance of VLs developing an academic identity has brought about a new consideration. As in narrative inquiry, VLs encompass a time and space and past, present and future. When interviewing potential VLs for a position, there is discussion of their past, in which their capitals become apparent. In the business school, there will be meetings with colleagues to review the present. It is equally important to discuss the future and the VL's relative position on their career trajectory. Some VLs concur with semi-retired VL Dave “because really, you go in, do the teaching, take the money and go. That’s the point of it” (D 43). But other VLs are invested in developing an academic identity for their future. Therefore, understanding VL identity is key, and this is connected to their career trajectory – where they have been and where they intend to go career-wise, rather than suggesting that an academic identity is always the one best suited to a VL in a post-’92 business school.

5.15 Summary of Chapter 5

In Part 1 of this chapter, I introduced the VL participants and explored their identities through data from their narratives. The VLs held identities encompassing clear academics, pracademics and developing academics. Two VLs rejected academic identity in favour of a purely practitioner identity. The concept of academic identity held connotations of active research for the VLs. This contrasts with the primarily teaching function of the VL role. Love of teaching emerged as a positive theme, along with collegiality. A further and unexpected theme of expert identity emerged, giving VLs agency and distinction within the business school. These positive themes reflected the personal and relational domains of the VLs. The context of the business school, on the other hand, had an uncomfortable effect on certain less experienced VLs. Here, they had no choice or influence over processes. This facilitated the proposal of four ways in which a business school could better support their VLs’ identity.

Part 2 contained the analysis of VL identities through the lens of Bourdieu, with capitals influencing identity, distinction and agency in the field, and habitus displaying the difficulties VLs might experience with fitting in to the business school.

Motivation to take on VL work and future career ambitions are of interest, with semi-retired VLs being motivated by love of teaching and the ability to "give back" but not invested in any future in the business school. The PGR VLs commenced VL work to enhance their career prospects while studying for a doctorate. They aspire to fit in and capitalise on their experiences for future opportunities as full-time academics. The practitioner VLs have distinction through their close links to industry. Reflecting on the findings in Part 3, I was surprised at the VLs' agency and expert identity, which are not mirrored in existing literature on this theme. In the final chapter, I conclude this thesis by revisiting the aim and objectives of this research.

Chapter 6: Conclusion

6.1 Introduction

In this concluding chapter, I start by providing an overview of the study by briefly revisiting the preceding chapters. Following this, I outline the aims and objectives, discussing how far each was achieved, and then detail my contribution to knowledge. After discussing the limitations of this study, I identify further research opportunities before making closing remarks.

6.2 Thesis summary

Chapter 1 contained reasons for my interest in this area, the research challenge and aims and objectives. Details on the nature of business schools and the post-'92 business school in particular were included. A Visiting Lecturer (VL) was defined for the purpose of this study and reasons given for using VLs in post-'92 business schools.

Chapter 2 examined literature on academic identity and considered research on how VLs experience academic life. The sparse literature on academic identity in business schools, VLs and academic identity was appraised. The concept of a pracademic was introduced.

In Chapter 3, I presented the theoretical framework, giving reasons for selecting Bourdieu and capital, habitus and field (1977, 1984), and explained the application of theory to this study.

Chapter 4 covered my reasons for selecting an interpretative and qualitative approach to this study, making a case for narrative inquiry as the best way of answering the research questions. Ethical considerations were covered, along with data collection, management and handling. My position as a social constructionist and the importance of reflexivity also appeared in this chapter.

Chapter 5 communicated the findings. I introduced the VL participants, and described VL identity sets and their view of an academic identity. I detailed VLs' positive experiences and introduced the concept of an expert identity. Negative experiences were also identified. In applying Bourdieu's theory to these findings, I demonstrated how VLs held capitals valued in a post-'92 business school which gave them agency in the field. Exploration of habitus and VLs' difficulties in navigating business school structure and processes led to proposals for how business schools can better support VLs' academic identity. The chapter concluded with my reflections of the findings.

6.3 Revisiting the aim and objectives

Within this thesis, I aimed to explore influences on academic identity development within a post-'92 UK business school context. This exploration enabled me to discover what the VL participants recognise as an academic identity. Although academic identity literature focuses on the three academic roles of teaching, research and administration (Malcolm and Zukas, 2009), the VL participants' perception of an *academic* identity is linked to being involved in research, as shown in Chapter 5, section 5.2. Yet they are not involved in research within their VL roles, being engaged primarily for teaching duties in their respective business schools. The

VLs may have been involved in research previously, either during study or in past academic employment, and Post-Graduate Research (PGR) VLs are researching for their doctorates concurrent to working as a VL. I was also able to learn more about the overall personal, relational and contextual domains of identity development (Lieff et al, 2012) of the 10 participant VLs. From my findings, I conclude that two influences on developing an academic identity are the individual's reason or motivation for becoming a VL and their future career ambitions. This applies to the three PGR VLs and two of the practitioner VLs. Two further practitioner VLs rejected an academic identity in preference to seeing themselves purely as practitioners. I found that the majority of the sample of business school VL participants hold an expert identity. Because of this important existing distinctiveness, identifying as an academic is less critical for them. In summary, five participant VLs were found to be developing, three maintaining and two rejecting an academic identity. Therefore the nature of a VLs' identity development is more nuanced. In the remainder of this section, I revisit my objectives and show how they have been achieved.

The first objective was to understand *what experiences have had a positive impact on shaping VLs' identity as a post-'92 business school academic*. Bourdieu's notion of capital (1977, 1984) provided a useful lens through which to analyse VL backgrounds and present experiences. In this study, I have found that a VL identity (academic, pracademic or practitioner) is influenced by their appreciable capitals. Those capitals held by the VLs are relevant to a post-'92 business school, and comprise cultural capital through the VLs' own university education, institutionalised capital through their qualifications, the social capital of connections in how they were introduced to the VL role and their professional business capital gained through industry experience. VLs confirmed a love of teaching (which can involve both enjoyment of being with students and imparting their business knowledge to the students), and support from their immediate teaching colleagues in the business school reinforced their positive views of academic life.

Their identity is strengthened by their sense of agency. VLs see themselves as having choice and ‘distinction’ (Bourdieu 1984) in the field of the post-’92 business school. The VLs had no need to ‘play games’ to obtain desired work or become involved in the power games in which full-time colleagues in the business school may participate. The VLs possess an expert identity (personal). This is recognised by their colleagues (relational). VLs are aware that the business school (context) could not function without them, thereby reducing issues of insecurity commonly reported in the literature (Bryson, 2013; May et al, 2013; Crimmins, 2017). The VLs’ sense of agency, expertise and job security stated in this thesis is not a feature of existing literature on VLs in post-’92 business schools.

The second objective was to understand *what experiences have deterred VLs from identifying as a post-’92 business school academic*. In light of my findings, I conclude that the emergent negative issues tend to mirror those in reviews of literature about VLs in general (Kimber, 2003; Cubberley, 2007; Churchman and King, 2009; Beaton and Gilbert, 2013; May et al, 2013; Crimmins, 2016, 2017). Experiences of navigating business school structure and processes show it can be difficult for VLs with a developing academic identity and a practitioner identity to “fit in” comfortably to the business school. The VL participants had no control over these structures and processes, did not always understand them and found them challenging to navigate.

VLs told stories of not being remunerated for the entirety of their work, not obtaining required information in a timely manner and workspaces being segregated from those of full-time colleagues, if indeed they had access to a suitable workspace. Three of the 10 VL participants spoke of disorganisation in the business school, which is not reflected elsewhere in the VL literature. This was associated with features of full time-staff feeling dissatisfied through overwork and staff constantly leaving. This could contribute to the sentiment that being an academic is not always a good choice.

The third objective was to discover *how can the business school support VLs' academic identity.* I achieved this objective by suggesting four ways forward. Business schools rely on VLs to resource teaching delivery because there are insufficient full-time staff to cover teaching due to decreases in full-time contracts (Richardson et al, 2019). In addition, UK post-'92 business schools engage VLs for their practitioner knowledge. My findings indicated that business schools can better support their VLs in four ways: induction; provision of information; access to Continuing Professional Development (CPD); and, in some cases, involvement in research. Firstly, business schools should provide induction courses and ensure that VLs attend them. Secondly, access to information must continue beyond an initial induction through regular updates relevant to the VLs' needs. Thirdly, it is apparent that CPD is not always available to interested VL participants, some of whom would welcome the opportunity for teacher training. In respect of induction, access to information and CPD, my findings are consistent with existing research into VLs, such as in Beaton and Gilbert (2013) and Harvey (2013). Beyond this, the fourth proposal – concerning some VLs' aspirations to be involved in research to support their academic identity development – poses an interesting challenge. A strategy of involving VLs who work in post-'92 business schools in either disciplinary or pedagogic research as a VL (that is, not by virtue of their status as PGRs) could benefit the new era post-'92 business school, firstly by supporting academic identity and secondly by addressing the need to undertake and disseminate research, referred to as the 'publish or perish' agenda (Miller et al, 2011; Kampourakis, 2016). Involving VLs in research groups and activity is an unusual occurrence. With the exception of Southall (2017), it is an area that appears not to have been explored in academic literature on VLs in any UK business schools.

The research in this study indicates that post-'92 business school VLs will be in a favourable position to develop an academic identity, should they choose to do so, providing business schools consider reviewing and changing certain processes. This involves reviewing and clarifying the issues concerning contracts, marking and segregated workspaces, in addition to supporting VLs' academic identity in the four ways discussed earlier. Highlighting the benefits to VLs of collegiality within their close module teams, and emphasising the likelihood that the VL will acquire a love of teaching, will place VLs closer to the point where their expectations of life as a VL meets with reality in the academic setting.

6.4 Contribution to knowledge

I was keen to address an existing gap in the literature on the nature of academic identity development of VLs in post-'92 business schools. My new insights are that post-'92 business school VLs, far from feeling excluded and marginalised (Kimber, 2003; Anderson, 2007; Ryan et al, 2013), have agency within the business school field, and that as a result, there is no need for these VLs to play games in order to achieve their desired work within the business school. This work therefore begins to establish a new way of looking at VLs and redefining the power relationships, using Bourdieu's thinking tools (1977, 1984).

Through this thesis I have added to what is known about academic identity. Most current and accessible research into academic identity considers existing academics and those practitioners transitioning from industry into full-time academia (Henkel, 2005; Clegg, 2008; Billot and King, 2015; Smith, 2017). There is scant literature regarding the academic identity development of either business school academics or VLs. Applying Bourdieu's 'thinking tools' as a framework through which to analyse the narrative data adds to the uniqueness of my research. The findings from this study will provide valuable insights for staff who work alongside VLs in the post-'92 business school, such as colleagues on the module, managers and doctoral supervisors, enabling them to better understand the VL and consequently help them to fit into the business school smoothly, as if they were a 'fish in water' (Bourdieu and Wacquant, 1992: 127).

Posner's (2009) model has some explanatory power for the data I have collected and my research has enriched this understanding. Where a practitioner academic may move along Posner's (2009) continuum to become an academic practitioner, such occurrence is not simply about time in terms of years working in the business school. Movement along the continuum is also due to how many hours per week the VL undertake and the nature of their involvement (for example practitioner VL Gina undertook programme validations and course leadership) . It is affected by how a

VL's identity changes due to their goals of maintaining a portfolio career or becoming a full time academic, and for example, whether they might wish to undertake doctoral study or teacher training. In addition, Posner's model makes no reference to the fact that the length of time away from practice reduces a VLs' pracademic identity. This becomes a choice the VL makes depending on their ultimate goal and separates out the identity set of practitioner VLs. Similarly, the duality of being a student and a teacher has bearings on PGR VLs as an identity set. Certain PGR VLs may be comfortable when their more dominant identity changes from that of a student to become a VL who is teaching students, whereas others, such as Isa, can struggle.

6.5 Limitations of the conclusions drawn from this study

This was a small-scale study with a sample size of 10 VLs. In this study, the participants numbered three semi-retired VLs, three PGR VLs and four practitioner VLs. I was dependent on gatekeepers messaging potential VLs to ask them to take part in the research and those who responded represented only those VLs who were prepared to tell their story. VLs may have been reluctant to come forward as participants in case they felt there was a chance of confidentiality being breached and any complaints might be heard by their business school, thereby jeopardising their position as a VL. Furthermore, no VLs came forward who were bitter about not obtaining permanent roles (mentioned as the experiences of others by participants and as stated in the literature). With a less balanced representation, for example, if 60% of the participants fell into the semi-retired category, the impact on these findings may have been biased towards reports from participants who had already developed an academic identity, leaving potential influences on the formation of identity, as an academic or other, unexplored.

This study provides a snapshot of VL experiences. By the nature of their contract type, a VL may stay at their HEI for only a short period of time. Researching VLs using a longitudinal study with a number of interviews with the same VL over a period of time would therefore be more difficult. VLs were already hesitant to come forward to be part of this study, so a longitudinal research project was unlikely to have come to fruition. Although a longitudinal study may have helped prioritise influences on VL identity over time, this does not affect or change conclusions made in this thesis.

I focused this study on post-’92 business schools because of the historical practitioner links and teaching-centred ethos and also because of my familiarity with this type of institution as an employee. Extending the study to research-intensive pre-’92 business schools could have given a different slant to the research, potentially exacerbating the valorisation of research over teaching.

Notwithstanding these limitations, I conclude that VLs in post-’92 UK business schools hold and develop different identities of academic, practitioner, expert and pracademic. These are influenced by varying capitals from their past, as well as present experiences in the business school of teaching and interacting with colleagues and navigating the processes of the business school. VL identities can be supported by improvements in business school processes. Finally, a VL’s future career ambitions affect the nature of identity development.

6.6 Opportunities for further research

On completion of the interviews, I was curious to learn more about what happened next in the VL stories, particularly in the cases of the two practitioner VLs who shared their ambitions of becoming full-time lecturers in their business schools. The business school where I am employed has numerous staff who began their post-’92 business school careers as VLs, myself among them. This presents an opportunity for further investigation into the narratives of post-’92 business school VLs who became full-time staff and how their identities consequently developed and changed. In particular, the transition from VL to academic manager would be very interesting, for VLs bring experiences from their time in business, and this knowledge could usefully be applied to managing staff within a business school.

The VL narratives in this study contained some elements of the relational area of academic identity, where the VLs gave instances of how they perceived they were viewed by colleagues and students. This presents a further research opportunity by conducting a study into the perceptions of VLs by others working in a business school alongside them, including full-time colleagues and even students. Revealing more evidence on academic identity in the post-’92 business school would extend what is known about VLs and is potentially helpful to those who interact with and manage this large body of staff.

Extending the geographical reach by including more UK business schools, thus up-scaling the project, might lend itself to a different methodological approach. A mixed-methods research study involving questionnaires, followed up by a smaller number of individual interviews – an approach taken, for example, by Ryan et al (2013) and

Nadolny and Ryan (2015) – could be adapted to the context of VLs in UK post-'92 business schools or extended to all UK business schools in the sector.

6.7 Closing remarks

New understandings into academic identity and VLs in this study lead me to conclude that in the personal domain, UK post-'92 business school VLs see themselves as individuals with choice and expertise. They are well regarded by colleagues in the relational sphere. Revisiting business school processes will support VLs in better understanding the context in which they work. In the words of two of the VL participants: “I came in as an expert in the beginning”; “…and that gives me choice”.

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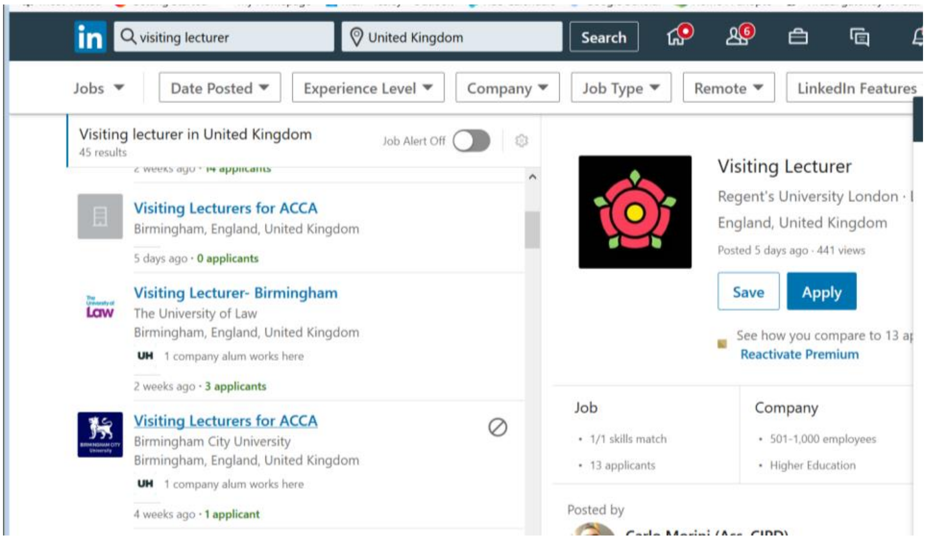
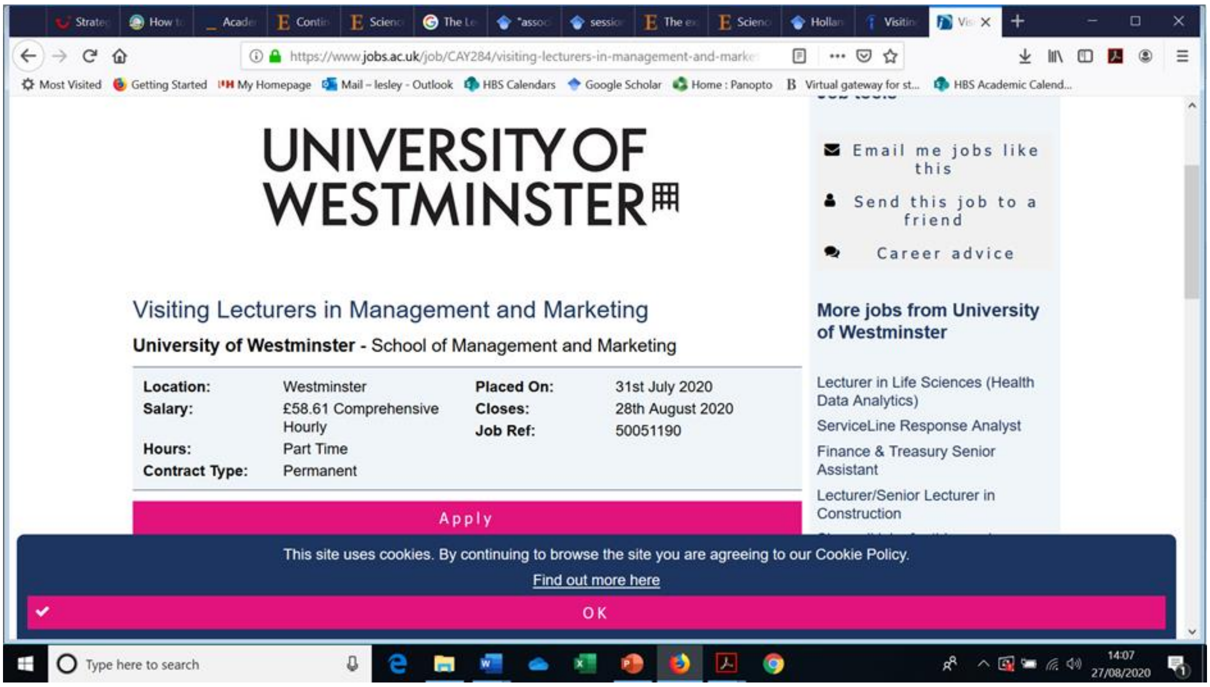
Appendix 1: Visiting Lecturer Jobs Online

From linkedin.com, accessed 27 August 2020

[https://www.linkedin.com/jobs/search/?keywords=visiting%20lecturer]





From jobs.ac.uk, accessed 27 August 2020

[https://www.jobs.ac.uk/job/CAY284/visiting-lecturers-in-management-and-marketing]

Appendix 2: Participant Information Sheet

Participant Information Sheet for study undertaken by Lesley Glass
lesley.glass-2016@brookes.ac.uk

Study title
Exploring influences on academic identity development: stories of Visiting Lecturers in post-’92’ UK business schools

Invitation paragraph
You are being invited to take part in a research study. Before you decide whether or not to take part, it is important for you to understand why the research is being done and what it will involve. Please take time to read the following information carefully.

The purpose of the study
UK Business Schools are increasingly using part-time casual staff (Visiting Lecturers or VLs) for academic activities such as teaching and supervision. The aim of my research study is to explore the nature of VLs development of academic identity within a Business School context, gathering data of experiences which have contributed positively to shape identity and which experiences have deterred VLs from identifying as a Business School academic. Through increasing understanding of the range of experiences which influence VL academic identity development, I will be able to suggest ways in which colleagues can better support these staff and help them with their efficacy. The study will take approximately 18 months from interview stage to writing up the findings in a doctoral thesis.

Why have I been invited to participate?
You have been chosen to take part in the study because you are currently a Visiting Lecturer in a UK Business School who has responded to a request, expressing an interest in telling your story. A minimum of 12 and a maximum of 15 other Visiting Lecturers in UK Business Schools will be asked to participate.

Do I have to take part?
It is up to you to decide whether or not to take part in this research study. If you do decide to take part you will be given this information sheet along with a privacy notice that will explain how your data will be collected and used, and be asked to give your consent. If you decide to take part, you are still free to withdraw at any time and without giving a reason. Taking part in this study is anonymous. Your institution will not be informed and involvement in this study should have no impact on your current or future employment in the Business School.

What will happen to me if I take part?
I will collect data through a lightly structured interview, lasting around one hour, asking you to tell your story of being a Visiting Lecturer in your Business School. This interview will take place in your institution, to minimise any disruption to yourself. It will be audio-recorded, with your permission through the participant consent form. Every 15 minutes I will note your facial expression in a notebook. This non-verbal communication is a primary source of emotional messages which determine how a person is feeling. I will enter this information into the transcript in square brackets. At a time after the interview, you will be sent your transcript of the interview, which includes this information, to check for accuracy. Once the non-verbal communication notes have been combined into the transcript, they will be destroyed.

What are the possible disadvantages and risks of taking part?
Please be aware that the time involved in taking part in the interview, plus your reading of the transcript, could be seen as a disadvantage to you in taking part in this study.

What are the possible benefits of taking part?
A potential benefit in taking part in this study includes furthering our understanding of Visiting Lecturers and how they can be better supported in UK Business Schools.

Will what I say in this study be kept confidential?
All information collected about the individual will be kept strictly confidential subject to legal

limitations.
Participants, their institutions and any third parties mentioned in the interview will be de-identified. Participants will be given a number to replace their name. Third parties mentioned will be either be described by their role or given pseudonyms. The HEI will be given a name which does not reflect its geographical location. Any places of work mentioned from your past employment will be generalised.

Research data will be kept secure at all times. Files will be encrypted and any information held on a laptop will be password protected.

Data generated by this study will be kept securely in paper or electronic form for a period of ten years after the completion of the research project, in accordance with the University's policy on Academic Data.

What should I do if I want to take part?
To take part in this study, please email the researcher lesley.glass-2016@brookes.ac.uk.

What will happen to the results of the research study?
Findings from this research will be considered together with relevant academic literature to form the basis of my doctoral thesis. For example, it is likely that excerpts from the interview transcript, completely de-identified, may be used in the thesis. I will produce a short summary of the findings to participants if you indicate that you wish to be informed. I will ask participants if they wish to receive this short summary of findings when I send your individual transcription to you for checking.

Who is organising and funding the research?
I am conducting the research as a Doctor in Education student at Oxford Brookes University in the School of Education.

Who has reviewed the study?
The research has been approved by the University Research Ethics Committee, Oxford Brookes University.

Contact for further information
Please contact the researcher lesley.glass-2016@brookes.ac.uk.
You may also contact my Director of Studies Professor Jackie Potter jpotter@brookes.ac.uk and my second supervisor Dr Linet Arthur larthur@brookes.ac.uk.

If you have any concerns about the way in which the study has been conducted, you should contact the Chair of the University Research Ethics Committee on ethics@brookes.ac.uk.

After the interview, if you feel you need support, you can contact the following:

Your University EAP (Employee Assistance Programme), details of which can be found on your HR portal.

Other sources of free support include:

1. Mind (the mental health charity) can give support on mental health issues including anger management. 'Talk to us on 0300 123 3393'. Text 86483 or visit the website mind.org.uk
2. Education Support Partnership. This is a UK charity dedicated to improving the mental health and wellbeing of education staff in schools, colleges and universities. There is a helpline for people who are overwhelmed, stressed and anxious, have personal issues, financial problems or are looking for support with their work/life balance. Telephone helpline 08000 562 561 or visit the website www.educationsupport.org.

Thank you for taking time to read this information sheet

Lesley Glass

Appendix 3: Participant Consent Form

OXFORD BROOKES UNIVERSITY

CONSENT FORM

Exploring influences on academic identity development: stories of Visiting Lecturers in post-'92 UK business schools

Lesley Glass Part-time Doctor of Education student

Contact details email lesley.glass-2016@brookes.ac.uk mobile 07880816099

Please initial box

1. I confirm that I have read and understand the information sheet for the above study and have had the opportunity to ask questions. ☐
2. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving reason. ☐
3. I agree to take part in the above study. ☐

Please initial box

	Yes	No
4. I understand that the interview will be audio-recorded and I agree to the interview being audio recorded.	☐	☐
5. I agree to the use of anonymised quotes in publications.	☐	☐

6. I agree that an anonymised data set, gathered for this study, may be stored in a specialist data centre/repository relevant to this subject area for future research. ☐ ☐

Name of Participant	Date	Signature

Name of Researcher	Date	Signature

Appendix 4: Question Guide

Exploring influences on academic identity development: stories of Visiting Lecturers in post-'92 UK business schools

Interview schedule

1. Tell me **your** story of being a Visiting Lecturer (or the terminology they use) at X Business School

Prompts

Where does your story begin?

Tell me about a time when…

When was that, how long did that go on for? (to get a timescale)

What happened next? (timescale – middle of the story)

What did you think about? Why might that have happened, do you think? (to get context and culture)

Who were you with? Did you ask anyone for help? (brings other characters into the story)

What sense did you make of it? (looking for meaning-making)

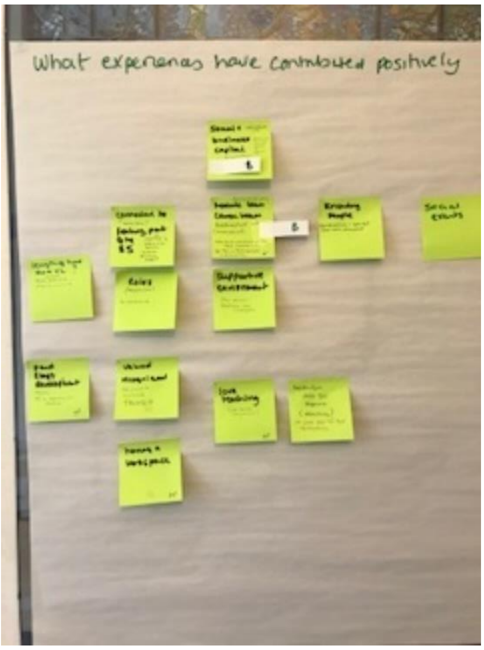
How did that make you feel? Were you OK with that?

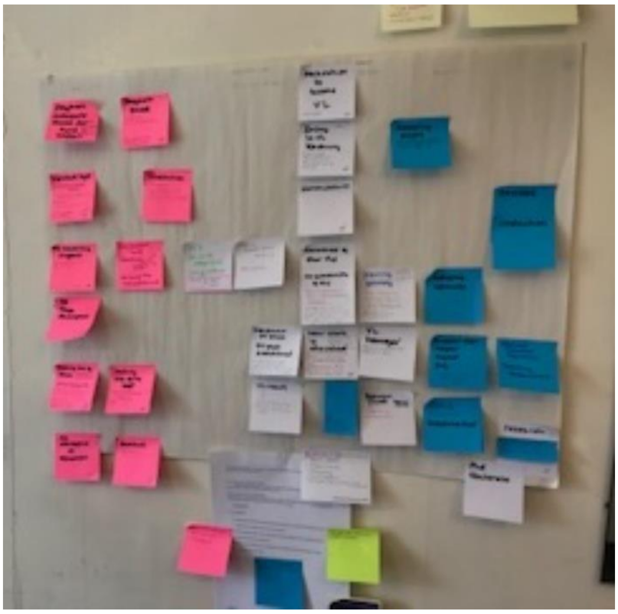
2. Were there any surprises when you first started working in the business school? How did you fit in and were there any changes over time? Do you have any role models?

If these areas do not come up in the story ….

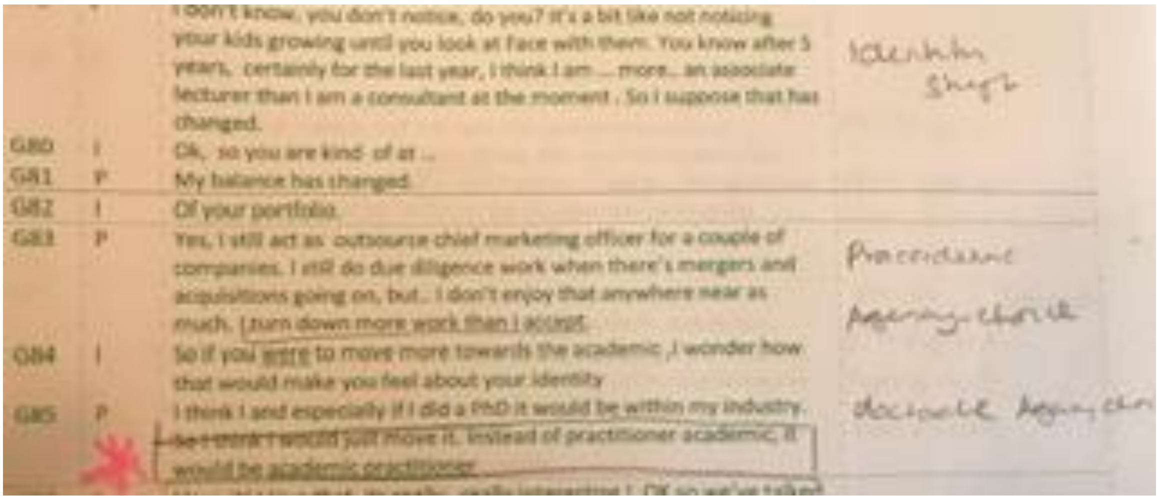
3. How are you allocated your VL work, by whom and when? How does this make you feel?
4. What supports you in feeling more like an “academic”?

Appendix 5: Thematic Analysis





Appendix 6: Example Transcript Extract



		I don't know, you don't notice, do you? It's a bit like not noticing your kids growing until you look at face with them. You know after 5 years, certainly for the last year, I think I am … more… an associate lecturer than I am a consultant at the moment . So I suppose that has changed.	Identity Shift
G80	I	Ok, so you are kind of at …	
G81	P	My balance has changed.	
G82	I	Of your portfolio.	
G83	P	Yes, I still act as outsource chief marketing officer for a couple of companies. I still do due diligence work when there's mergers and acquisitions going on, but.. I don't enjoy that anywhere near as much. I turn down more work than I accept.	Pracademic Agency choice
G84	I	So if you were to move more towards the academic ,I wonder how that would make you feel about your identity	
G85	P	I think I and especially if I did a PhD it would be within my industry. So I think I would just move it. Instead of practitioner academic, it would be academic practitioner	doctorate Agency cho

Appendix 7: NVivo Wordcloud

Positive experiences