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Ageing academics do not retire - they just give up their administration and fly away: A study of continuing employment of older academic international business travellers

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Data availability statement

The data is transcripts of qualitative interviews and is unsuitable for being made public. As the transcripts include interviewees discussing in detail aspects of their work, to make the data available would reveal identities of individuals and thus conflict with ethical assurances of confidentiality to the participants.

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Abstract

This research examines a newer breed of globally mobile international employee, older academic international business travellers (AIBTs). This is the first study to examine older academics who retire or reduce their responsibilities but continue to work – and to work internationally. Using semi-structured interviews with older academics from Australia, New Zealand and the United Kingdom, we found ten key drivers for continuing to work, albeit in a different capacity, as academic international business travellers; most of which related to strong identification with occupation. We also found interviewees have generally greater satisfaction levels than experienced in their previous work. Interviewees expressed intentions to continue working as long as opportunities are presented to them and their interest in doing so and health allows. We note implications for further research and opportunities for universities to make use of the invested human capital of older academics.

Key words: academics, international business traveller, international, retirement intentions, work

Introduction

This paper examines a small but potentially significant group of older academic international business travellers (AIBTs). We were intrigued to understand why some of our older colleagues who have reached normal retirement age, and are able to access their superannuation/ pensions and resign from full-time positions, continue working almost as many hours, publishing as much as, or more than, they ever had, and regularly travelling across the globe to deliver keynote speeches at conferences, teach short courses, undertake research projects, or act as consultants to international organisations. Most of these academics did not retire completely, or had not intended to retire, as they instead undertook adjunct roles or contracts with their previous employer and/ or other universities or simply reduced their full-time employment to a fractional position. Some continued in a full-time capacity but in primarily research positions without their previous senior leadership responsibilities. We examine these AIBTs, their motivation to continue with academic work, their levels of satisfaction and their future plans. Our study contributes to research on academic expatriates, and specifically AIBTs, as well as retirement intentions/ reasons for continuing to work.

Recent literature has noted the changing nature of international work. The evidence is unclear, but it seems that there has been a decline in the proportion of international workers who are 'traditional' white, male, middle aged, senior managers with accompanying families and an increase in diversity amongst international workers (Bonache, Brewster, Suutari & Cerdin, 2018; McNulty & Hutchings, 2016). There has also been a shift in attention from primarily long-term assignments in large organisations' subsidiary operations towards other forms of international work (Collings, Scullion & Morley, 2007; Meyskens, von Glinow, Werther, & Clarke, 2009) including people categorised as international business travellers who travel regularly for work to one or more countries rather than being posted on an international assignment for a fixed duration. Researchers have examined stress associated

with such business travel (Ivancevich, Konopaske & DeFrank, 2003) and suggested the value of self-management of career issues and family and personal demands associated with such work (Mayerhofer, Hartmann & Herbert, 2004). Research has increasingly examined self-initiated expatriates (SIEs) who voluntarily relocate internationally for work (Suutari & Brewster, 2000); a sub-set of which is academics (Froese, 2012; Isakovic & Forseth Whitman, 2013; Richardson & McKenna, 2003; Richardson & McKenna, 2006; Selmer & Lauring, 2010; Selmer & Lauring, 2012; Selmer, Trembath & Lauring, 2017).

More widely, the extensive ageing workforce research has examined why people delay retirement (Bennett, Beehr & Lepisto, 2016; Moen, Kojola, Kelly & Karakaya, 2016), or continue with post-retirement bridge employment (Wang & Schultz, 2010). This literature suggests that people will continue to work when opportunities to do so are available if a) their health allows, and/or b) they have intrinsic motivation/ interest, work/ job satisfaction and acceptable work conditions, and/or c) a financial imperative (Kanfer, Beier & Ackerman, 2013; Moen, Kojola, Kelly & Karakaya, 2016; Oakman & Wells, 2013).

We bring these threads together, we believe for the first time, by examining older academics from Australia, New Zealand (NZ) and the United Kingdom (UK) who continue to work as international business travellers. Some of them do so through continuing, often part-time, university employment and others take work elsewhere. Our research contributes to the global mobility and expatriate literature in broadening our knowledge of academic expatriates, with a particular focus on those who choose to be involved as AIBTs post-resignation from continuing/ tenured positions or following a shift from senior university management roles. We also contribute to the retirement literature in identifying a wider range of reasons people with a vocation may choose to continue working after a typical retirement age. The participants in our study represent a group of employees who are working into older age but continuing with the rigours of international travel. Understanding the drivers to

continue working in international careers is important, given that people are living longer (Gratton & Scott, 2016; Sullivan & Al Ariss 2019) and working more years; thus, the precedent set by this group of academics could continue into future generations of professional workforces.

Specifically, we examine the following research questions:

RQ1: *What are the drivers for older academics to continue working internationally?*

RQ2: *How is the nature of the work (and satisfaction) of older AIBTs different from their previous work/ career?*

RQ3: *What factors affect the intended final retirement plans of older AIBTs?*

Our sample involves professorial/ senior academics older than what is perceived as normal retirement age, whom have resigned from continuing/ tenured positions or changed their contract to part-time or ceased senior leadership commitments. Our sample includes academics who take at least two international trips per year or at least one international trip for an extended period defined as at least one month. This work travel could involve research and/ or teaching and/ or consulting (and may include but go beyond just conference attendance/ presentation). Our sample includes academics from countries that do not currently have a compulsory retirement age.

The paper takes the following form. In the next section we outline the relevant literature on academic expatriates and retirement intentions and introduce the theory that underpins our study, (occupation-based) identity theory. Then we describe our methodology and present the key findings. We discuss the findings in relation to extant literature and draw conclusions for future research and practice.

Academic expatriates and retirement

Academic expatriates

The internationalisation of higher education and strategic alliances between universities has led to more academics taking appointments in other countries. Importantly, academics may experience relatively few barriers in transferring their skills between countries (Selmer & Lauring, 2012). Richardson and McKenna (2002), studying British academic expatriates in New Zealand, Singapore, Turkey and the UAE, found the majority, when asked the reason/s they moved, focused on travel, adventure and personal learning, although they also expressed more traditional career concerns. A later study of the same group examined their organisational allegiance and suggested the need for a more nuanced approach to the management of SIE academics in respect to relationships with home and host countries, especially as those relationships were deemed to influence the desire to remain in the host country or return home (Richardson & McKenna, 2006).

Halim, Abu Baker and Mohamad (2014) studied SIE academics working in Malaysia; Katrinli and Penbek (2010) examined creativity in academic expatriates in Turkey and the USA; Isakovic and Forseth Whitman (2013) studied SIE academics' adjustment in the UAE. Their study, unusually, included a majority of female participants, with most being single and others being part of dual-career families. They found that gender, length of employment, the employing institution and city of location all had effects on their adjustment Isakovic & Forseth Williams, 2013). Froese's (2012) study of motivation and adjustment of self-initiated academic expatriates in South Korea identified international experience and job conditions as dominant motivational pull factors and family and labour market conditions overseas as relevant push factors. Kim's (2015) study of academics in China indicated that participants relocated there due to insufficient job opportunities in their home country. Selmer, Trembath and Lauring (2017) suggested that academic expatriates fit the stereotypical business expatriate model by being male, married, around 40 years old, and with varied and often multiple reasons for relocation.

Our research opens up a new field of study, namely, academics who have retired (or reduced their workload from full-time employment or changed their full-time employment to remove leadership responsibilities) but continue to work as AIBTs.

Reasons to retire/ continue to work

Throughout much of the 20th century retirement in developed societies was characterised by full withdrawal from the workforce following a specific age (Kanfer, Beier & Ackerman, 2013) and was regarded as a period of 'normal' disengagement from work and as a significant life 'event' and a major life 'transition' (Davies & Jenkins, 2013). Retirement is becoming increasingly complex (Hulme, 2012), with 'de-standardised' life stages (Guillemard, 1989) in which some may take continuing work in the form of fractional contracts and bridging employment, offering individuals opportunities for/ requirements to negotiate their own careers and retirement paths. This is a "fundamental reinvention of retirement" (Sargent et al., 2012: 15), in which individuals struggle with a number of tensions and uncertainties about "whether they want to or can afford to retire, and if they do, how they want to spend the remaining time they have in life" (Sargent et al., 2012: 8). People may have freedom and autonomy, financial independence and more time for family, leisure, hobbies and travel. In contrast, Whiting and Pritchard (2018), examined 'the weary', a label coined to refer to working entrepreneurial and active retirees, highlighting the destabilisation of retirement and its discursive re-conceptualisation as a period of entrepreneurial endeavour. Driver (2017) highlighted the critical importance of being active and purposeful and remaining an attractive labour commodity. She suggested that, through work, older individuals can avoid financial insecurity and physical decline, and resultant loss of status and social marginalisation, avoid experiencing boredom and loss of purpose, and so live a happier and healthier life. Davies and Jenkins (2013) suggested decisions about transitions to

retirement are not related entirely to employment circumstances and motivation to work but are embedded in broader life trajectories, including family and health.

Retirement intentions primarily relate to push factors such as declining health and work fatigue, and pull factors such as personal and family reasons, including a partner's retirement, caring responsibilities and outside work interests (Shultz, Morton & Weckerle, 1998). Individuals may retire or intend to retire not because of age *per se* but because of perceptions of skill levels reducing - such as amongst surgeons (Lee, Drag, Bieliauskas, Langenecker, Graver, O'Neill, & Greenfield, 2009) - or because of work conditions and the psychosocial work environment (Carr, Hagger-Johnson, Head, Shelton, Stafford, Stansfield & Zaninotto, 2016). People may continue to work for financial reasons (see Moen, Kojola, Kelly & Karakaya, 2016), or because of inherent interest in the work and job satisfaction (Gagne & Deci, 2005; Kanfer, Beier & Ackerman, 2013) or when there are organisational opportunities to make positive and interesting work contributions (Oakman & Wells, 2013). For a detailed review of previous studies about ability, motivation and opportunities for continuing to work, see Pak et al. (2018).

Increased longevity and financial and job security means there is a separation of career job retirement and final workforce exit, with many people continuing to work in some form after what would have been considered a traditional retirement age. Moen et al.'s (2016), study of information technology workers' retirement expectations drew attention to a dismantling of the social contract between employees and employers and uncertainty resulting from insufficient retirement savings and increasing debt. Retirement ages are increasing throughout the developed world, with many countries abolishing official retirement ages (Polat, Bal & Jansen, 2017) and in some countries, including Australia, New Zealand and the UK, discriminating in employment on the grounds of age is illegal (Lahey, 2010).

Work is often important to personal identity. Among academic physicians, professional identity contributes to a reluctance to make retirement decisions so that for them disengagement in their later careers seems impossible and/ or undesirable (Silver & Williams, 2016). Medical professionals over 65 who intended to continue working were financially independent, in good physical health, and emphasised a sense of purpose in life (gained from work) over leisure pursuits (Wijeratne, Earl, Peisah, Luscombe & Tibbertsma, 2017).

Bridge employment

Some of the aforementioned literature supports the view that retirement is no longer a complete and abrupt withdrawal from the labour market (Dingemans, Henkens & van Solinge, 2016). Partial retirement is more relevant today than it was in recent decades and bridge employment (paid work after retirement) is an important dimension of this (Beehr & Bennett, 2015) with post-retirement work increasingly important as a form of labour force participation (Fasbender, Wang, Voltmer & Deller, 2016).

Whilst retirement decisions may be largely determined by health and financial reasons, 'bridge employment' may be driven by a motivation to adjust to retired life (Wang & Schultz, 2010). Bridge employment refers to older workers leaving career jobs as they move towards complete withdrawal from the labour force (Schultz, 2003; cited in Wang & Schultz, 2010).. Later studies conceptualised bridge employment as part of a career development stage with first, career bridge employment, second, bridge employment in a different field, and thirdly, full retirement. Research examined bridge employment in relation to a range of demographic factors like age, gender, education, socio-economic variables (Wang & Schultz, 2010). Post-retirement work has thus been conceptualised as a late career development stage and work is about more than just economic benefits but also includes psychological and social aspects (Fasbender, Wang, Voltmer, & Deller, 2016).

Post-retirement work may also include volunteering which can be in the form of civic service, not for financial gain, or may involve family care (Fasbender, Wang, Voltmer, & Deller, 2016). Bridge jobs may be selectively available to certain subgroups in society (Dingemans, Henkens & van Solinge, 2016). Interestingly employees who had few non-work interests were more inclined to have a career bridge job than retire (Wang & Schultz, 2010). This suggests that academics, who are both highly skilled and in occupations with long work hours, may have fewer outside interests and could be expected to undertake career bridge employment.

Academics – retiring, intending to retire, or continuing with work

Some research has focused specifically on academic retirement. Some Western countries, including Australia, New Zealand, and the UK, no longer have a compulsory retirement age for academics. When academics do retire it is far from clear what this means given that, for many of them, academic life has been a vocation, not just a job (Chapman, 2015; Jauch, Glueck & Osborn, 1978). Some academics have a clean break from work or pursue other activities, but others choose to keep working (Onyura, Bohnen, Wasylenki, Jarvis, Giblon, Hyland, Silver & Leslie, 2015). Australian academics, for example, are older than the general workforce and many experienced academics intend to keep working, even if only on a part-time or casual basis (Moodie, 2010). As with other occupations, issues of health, a desire to spend more time with family or in leisure pursuits or job-related factors such as burnout or work dissatisfaction may impact the eventual retirement date (Dorfman, 2009). For those who continue working, Dorfman (2009: 1042) argued that, "institutions of higher education can capitalize on the talents of such people by continuing to utilize both employed and retired faculty in ways that can benefit the institution, ranging from teaching to mentoring to fundraising". There have been attempts to categorise the work-to-retirement transition of

academics: Clean Breakers ('traditional' retirees who give up academic work completely); Continuing Scholars (gradual retirement with continuing aspects of academic work); Opportunists (gradual retirement with more external professional activities); Reluctants (felt pressured to retire); and Avoiders (actively engaged, with no retirement plans) (Davies & Jenkins, 2013). These trajectories may be different from other occupations: for many academics, retirement is characterised by continuing to work in aspects of their role, maintaining associated relationships, with gradual disengagement (Cahill, Pettigrew, Robinson & Galvin, 2018).

Looking at these literatures, we were intrigued to identify the drivers for older academics to continue working internationally, the nature of such work, how the AIBTs felt about the work, and their future plans. Given research on post-retirement employment is atheoretical (Sullivan & Al Ariss, 2019) we ground our research in Identity Theory.

Identity Theory

Research on retirement has been examined through a range of theoretical lenses (Wang & Schultz, 2010, p.175) including reflections on changing social identity (Smith, 2016), but there has been limited research on post-retirement employment (Sullivan & Al Ariss, 2019). Of the theory that has been applied to such career transitions, Identity Theory seems most suitable for considering those employees/ workers for whom their work was a large aspect of their overall identity, and Driver (2017) suggested that this area of work is under-explored. For the older worker retiring can be seen as choosing between life roles and lifestyles and identification with a job can be a factor that reduces the prospect of retiring at all (Silver & Williams, 2016), or taking another job (Beehr & Bennett, 2015). Identity Process Theory includes six motives that guide identity construction (self-esteem, self-efficacy, continuity, distinctiveness, belonging and meaning) and such identity, and overall wellbeing, may be

threatened by retirement from an occupation or during late-career transitions (Onyura, Bohnen, Wasylenki, Jarvis, Giblon, Hyland, Silver & Leslie, 2015)

Identification is a process through which individuals define who they are, and it has a range of bases including, in relation to work specifically, occupation, profession, career and leadership roles (Atewologun, Kutzer, Doldor, Anderson & Sealy, 2017). Though all these could apply to academics at any stage of their work lives, we suggest that the type of individuals in our study – the AIBTs – will identify most with their occupation. An occupation-based focus is concerned specifically with individual understanding of identity as related to a particular form of work which includes occupation as well as 'being professional', with profession a sub-set of occupation, and emphasis on meanings associated with the occupation and a sense of self as a job holder in the specified role (Atewologun, Kutzer, Doldor, Anderson & Sealy, 2017). Moreover, occupational identity can be key to an individual's overall identity; part of their being seen as productive members of society (Onyura, Bohnen, Wasylenki, Jarvis, Giblon, Hyland, Silver & Leslie, 2015). Identity Theory highlights the meaning of work as important, with identity defined as social interaction between self and society, and people's work influences behaviour and decision-making according to their identity (Fasbender, Wang, Voltmer, & Deller, 2016).

Methods

Qualitative research design

We employed an exploratory, qualitative, inductive research design to answer the 'why' and 'how' questions required when researching a new area of investigation (Miles & Huberman, 1994). As academic researchers, we are partial and, to some extent, insiders. We developed a semi-structured interview schedule so that a small number of questions would allow

interviewees to ‘tell their story’, and these drew from the prior research and our own knowledge of academics and universities.

Interviews began with general demographic questions and interviewees briefly describing their academic life journey. Then we asked about their decisions to resign from tenured/ continuing academic work or reduce from full-time work or major management responsibilities, their drivers to keep working in a different capacity, the importance to them of international work, satisfaction with current work, and intention to continue working.

Data collection procedure

The research was conducted in accordance with the ethics requirements of our respective universities and used non-probability sampling techniques, including convenience and snowball sampling (Sekaran & Bougie, 2013). The process of gaining access to people who met the required criteria proved more challenging than we had hoped. As we were researching a phenomenon not previously explored, we were not able to access any type of database of people who met our sampling criteria and therefore we needed to invest considerable time in: contacting people we knew through our networks; snowballing from those contacts; reviewing a list of fellows; and perusing university websites.

We contacted 75 people we thought would meet our sampling frame. We interviewed 23 academics who confirmed that they met our sampling criteria and were agreeable to participate in an interview. The interviewees come from a very wide range of disciplines in business and the social sciences. Prospective interviewees had to self-identify as regular travellers. We only included people who were undertaking international travel by aircraft. We acknowledge that those from Australia and NZ may have generally been travelling farther than the UK participants. However, all of the UK interviewees, although having some shorter flights of several hours across Europe, also had long-haul flights to Asia-Pacific or Middle

East or North America. Although the participants had done regular international travel and had sabbaticals in other countries, almost all the sample are currently based in their country of birth. Given the age of those interviewed, they were first employed at a time when Causasian men dominated the academic workforce, and the sample is representative of that cohort, even if the current cohort may be more diverse. We also note that amongst the current cohort of business school academics, women tend to be less globally mobile than their male counterparts. It has been suggested that this is for reasons related to personal life (caring responsibilities) rather than lack of awareness about the professional benefits of mobility, and, even when women have moved internationally previously, they may be reluctant to do so again because of unsettling their families (Ryazanova & McNamara, 2019). Table 1 includes a summary of biodata for the interviewees.

<<Insert Table 1 about here>>

We consider the sample size sufficient, given that the interviews provided rich data, and we reached data saturation after the eighth interview and we also had data saturation within each country cohort. Data saturation refers to the point at which no new issues/ themes emerge (O'Leary, 2005) meaning that when analysing the subsequent interviews the issues discussed by the interviewees repeat the issues and themes that had already been discussed by the earlier interviewees. The sample size reflects earlier research which has suggested that data saturation is critical and generally occurs, with a sample with similar characteristics, at a point between six and 12 interviews (Constantinou et. al., 2017).

We undertook our interviews face-to-face or by skype or telephone; as per the interviewee's location and/ or preference. Despite having reached data saturation, to increase the sample size, we continued interviews until we had exhausted our own contacts/ referrals.

The researchers had continuous contact by email/skype throughout the data collection process to ensure that we were consistent and in agreement about the sampling, interviewing and analysis processes for the research. Interviews ranged from 20 minutes to one hour in duration.

Analysis

We recorded all interviews and had them transcribed by a professional transcription service. We then manually analysed and coded the interview data to identify themes (Miles & Huberman, 1994). We exclude any specific details in this paper that may directly reveal a participant's identity. The findings are presented according to the key interview questions (e,g. what led to your decision to resign from a continuing/ full-time/ senior administrative position?). The themes around motivation to continue working we drew directly from the responses to these questions and we coded them to relate to issues already raised in the literature (e.g. health, finances) and other new themes we identified which were not previously discussed (academia as a sole focus). The first author prepared the themes from all interview transcripts and one of the other authors reviewed the interview transcripts and independently identified themes. These two authors then met to discuss the coding of themes. The two authors had mostly coded themes the same but, where they coded differently, they discussed the terminology to come to an agreement. During this process, we collapsed some themes into others. e.g. 'something to do' and 'no other interests outside of academia' were coded as scholarly work/ academia as the only focus; 'intellectualism', 'freedom' , 'curiosity', and 'interest' were included 'choice of type of work'.

Findings

Career focus and international work

As shown in Table 1, only 8 of the participants are career academics. Fifteen of the interviewees had had a career prior to academia, mostly for just a few years and mostly as schoolteachers, writers, in business, or in government/public service. Throughout their academic careers all the participants had experienced varying types of work profiles including a mix of teaching, research and administration, although most had been in mid/ senior university management roles or research-only roles when they chose to vary their employment status.

All participants were involved in international travel as part of their previous work, although for some the international travel started later in their academic careers. Thus, the interviewees are distinct from many academics who may travel irregularly or just to attend conferences. The experiences of many participants is reflected by: "I think I've been very lucky that my academic interests and connections have been able to generate other things in retirement" (Australia Interviewee 1). Another AIBT noted "it's quite a nice lifestyle and, I suppose, in a way … older academics are quite used to travelling the world, going to conferences ... But also, now, are actually getting paid for teaching and ….. whatever. I find it very, very satisfying" (UK Interviewee 5).

There was a wide range in the amount of annual international travel typically undertaken by participants (Table 1): most common was two-three international trips per year. Some did up to ten trips per year. Interviewees were away from home for anything from several days to weeks, or even months, per year. Nevertheless, all the interviewees self-selected as being regular international travellers. For those doing short trips it was generally a continuation of the time they had spent on international travelling while working full-time: attending (and/ or organising) conferences, doing short teaching assignments, or working with collaborators on research projects. For those that had many months overseas per year it was in stark contrast to their previous full-time careers that had required them to be at their

employing university most of the time. Now, they had opportunities to do intensive teaching assignments for a month or work intensively on research projects as visiting scholars. Many combined international travel for work with personal travel to visit foreign countries or meet with family or friends.

Initial decision to leave a full-time academic position

There was a range of reasons for participants to leave a full-time academic position. A few had left because at the time retirement at a particular age was compulsory but they were then permitted to undertake other non-continuing/ tenured work. Some felt they had to leave (resigning or taking a voluntary redundancy/ retirement package), some wanted to make room for younger/junior academics, some were concerned with changes in the university/ sector, or with superannuation/pension arrangements, and some said they did not want to continue with management or administrative responsibilities or heavy teaching loads: "I had come….. to make [university name omitted] a better university ….. I found myself doing nothing but administration and … I just decided…..retirement was the best option" (Australia Interviewee 3). Another expressed the views of some that it was just time for a change: "You've got a few years left, maybe it's time to do something slightly different" (UK Interviewee 5).

For some participants there was a feeling of general uncertainty in the university sector in their country and this coincided with other opportunities: "The future looked uncertain. And I had this big book on my shoulders, you know, something I'd been trying to make headway with for two years. I wasn't really sure of what to do next, when suddenly my husband was offered a Chair in [European city – name omitted], it seemed a timely opportunity for me to resign and move with my partner to Europe. With a European base, I

could take up more invitations than I'd been rejecting, and get my book done at the same time" (Australia Interviewee 4).

Several participants felt they had come to what they considered a usual retirement age and/ or they had been working for a long time and some had come to the end of an appointment in a management role and as the contract ended they decided to give up their continuing academic position as well. A couple of participants felt that they had a kind of moral obligation to make room for younger people: "There were younger colleagues coming up who needed to be given an opportunity to realise their own career goals" (NZ Interviewee 3); "…..being an old guy sitting at the top of this pile [of younger academics] wasn't a very comfortable thing" (Australia Interviewee 1).

One interviewee summarised their view of the categories of academics who would keep working in an international capacity as: "maybe three ….. One is kind of like the global teachers who can travel and teach …. The others will be researchers who want to keep their research going [but] freed up from university constraints. And then the third group ….. who've got some particular expertise and seniority where they are invited to share that expertise" (Australia Interviewee 10).

Drivers to keep working but in a different capacity

We identified ten 'drivers' or motivations for the academics to keep working but in a different capacity or with a changed work commitment (see Table 2). The first four drivers included: 1. Finances; 2. Some time to do non-work activities; 3. Health requiring a change to reduced work hours; and, 4. Family/ relationships/ personal. The other six drivers were all associated with identity in some way: 5. Identity and occupation; 6. Identity associated with choice of type of work; 7. Identity associated with social aspects of being at the workplace; 8. Identity associated with being good at scholarly work/ academia as the only focus; 9. Identity

associated with the work being well regarded and travelling to places to present the work; and, 10. Identity associated with giving back to the academic or broader community.

<<Insert Table 2 about here>>

Financial reasons were mentioned by nine participants. Some said they continued to work because of wanting extra income (especially given perceptions of insufficient funds in the UK superannuation/ pension scheme). Most that mentioned finances indicated they were in a good financial position and this allowed them to reduce the extent of their work. Many Australian interviewees and NZ interviewees said the generous superannuation scheme allowed them to make choices about whether and how much they worked: "For quite a few years, I was a [senior role in university]. So, I was on a much, much higher salary, particularly, in the days when you could salary sacrifice an enormous amount of your salary into ….. super ….. I can fund overseas conferences that I want to attend" (Australia Interviewee 2) and "If you look at it objectively it's quite a generous fund but if you could look at it objectively again it's extremely expensive when you're contributing to it" (NZ Interviewee 3). Some of the NZ group said that if they continued to work full-time while accessing their superannuation they would be taxed at such a high rate that they would be working long hours for very little payment so it would be better just to do unpaid work and give their time as they chose.

Time for non-work activities. Three participants retained an inherent interest in doing academic work and wanted to continue to work internationally but wanted to work less and have more time to spend with family (especially grandchildren) or to do hobbies/ sports/ volunteer work: "I do other things. I'm a guide at [a public garden], I'm doing some voluntary work ….. And I also play golf " (Australia Interviewee 1); "I can pick and choose

what I do and go for walks, go out for breakfast - I didn't used to be able to do that sort of thing - go for lunch, etc. So, it gives me a lot of freedom" (UK Interviewee 6).

Health. Two participants mentioned health factors as a reason for preferring reduced hours. A health problem or a general decline in energy levels caused them to re-evaluate and change their level of commitment to work. They still wanted to do some academic work, paid or unpaid, and they still wanted to maintain the international aspects of the work they had always done, so they continued in a reduced capacity.

Family/personal relationships. One participant mentioned family/ relationship/ personal reasons for continuing with work but in a different capacity and said that their partner was not ready to retire.

Identity with occupation. A common element was commitment to occupation (mentioned by all 23 participants). For many it was a mix of inherent interest in the work and fun, particularly in an international context. "I just like it. It's fun, it's interesting" (Australia Interviewee 6); "curiosity ….. I still am interested in things …. and I have an intellectual curiosity that hasn't died" (Australia Interviewee 9); "I enjoy the types of work I have been engaged in, which has had a close affinity with my professional interests" (NZ Interviewee 2). Some were responding to invitations. Others suggested it was just part of who they were/ their overall identity: "There are parts of being an academic that form part of my identity" (Australia Interviewee 11); "It's a big identity issue ….. I honestly feel that I'm getting better" (UK Interviewee 2) and "I'm not done yet…..my work area is part of my identity…..I'm not ready to give that up" (UK Interviewee 6). One interviewee, commenting specifically on the international aspect of the work, said that continuing with the research work in an international context was valuable for highlighting different international perspectives and challenging any threat of ethnocentrism (UK Interviewee 1). Others mentioned: wanting to finish research projects/ publications; wanting to continue with a

research line of enquiry; needing to continue to make a mark in their field, or having intellectual stimulation. Many also said they felt a responsibility to complete work in which other colleagues or research students were involved, and to offer mentoring to younger/ newer colleagues. One interviewee said "with the PhDs it's a sense of commitment to your students, isn't it? You've worked with them long and hard already, you want to see them over the finishing line", but also quite separate from her Emeritus position, "A distinguished professor in [developing country name omitted] asked me if I would undertake mentoring 12 young academics in her faculty who were trying to up their publishing profiles, or sometimes publishing for the first time" (NZ Interviewee 1).

Identity associated with type of work. Related to with identity with occupation was identity associated with choice of type of work undertaken (seven interviewees). Though several of the interviewees were still teaching and even running short courses in other countries, some saw it as a positive to no longer be involved in teaching, especially the administrative aspects. For others, changing their contracts meant moving out of major service roles (administration, meetings) in favour of focusing on research: "I basically wanted to focus on research …. and writing. And I just found increasingly the demands of universities were not akin to that. So…..now I can do research grants and funding, and I like writing" (Australia Interviewee 9). He added, "I don't know how other academics feel ….I decided it was time to go and focus on what I wanted to do" (Australia Interviewee 9). One other interviewee said "There were things about my job that I do like, otherwise I would have given it up a long time ago…..the teaching side…..I just didn't get any pleasure from that anymore and, to be honest, I didn't always see eye to eye with the executive" (Australia Interviewee 11). Another interviewee said "The good thing about being retired…..is that you can pick and choose what you want to do. I put a huge amount of work into, or time I should say, into administration…..but it was extremely time consuming and I didn't really want to

continue that aspect of it" (NZ Interviewee 3). One participant summarised the views of many others, saying that it was about the "freedom to do things: when I want, where I want, and what I want" (UK Interviewee 1).

Identity and social aspects of work. Identity associated with social aspects was highlighted by four participants who mentioned they would miss the opportunity to connect with others as a component of their work. One interviewee said that after a lifetime of working in the university sector almost all of their friends were in academia (internationally), so it was important they stayed connected with the work in order to be able to have a point of conversation with these friends: "…..in a way it was just as important to keep in contact with my mates, you know…..But, it was a lot of fun. And I just had overseas connections, you know, that just emerged from all those things" (Australia Interviewee 2).

Identity and being good at scholarly work. Six participants said they continued with academic work because they never expected not to as they enjoyed the work and they thought it was where their skills lay. Associated with a general sense of identity with occupation was this sense of identity associated with being good at scholarly work and academia as the only focus. In some cases the university appreciated their ability to continue to deliver research – "…..as far as the university is concerned, I, sort of, I suppose, pull a bit of weight in pulling in grants" (Australia Interviewee 6). Some suggested that they did not want to do nothing and had did not have other interests outside of work: "Well…..It had always been my view that I, I was not going to just retire, go home, and play golf. So, that was always the image that I had" (Australia Interviewee 2). "…..I'd never intended to do anything else is, I suppose, the first thing. So nothing particularly drove me. I always intended to keep going. Mainly because I hate gardening, don't play golf - anymore. What else would I do? That's the, sort of, base reason….." (Australia Interviewee 6).

Identity and work being well-regarded. Identity was also associated with their work being well regarded (mentioned by four participants), as reflected by interviewees' continuing to do some type of academic work for which they were paid, travelling to meet people through working with other academic institutions, journal editing or conference organising. One interviewee remarked: "….these are interesting places to go to ..... but it's the people, not the places that I find interesting" (Australia Interviewee 6). And another said, "I have been doing gigs for expenses paid, that's how I prefer it …. PhD seminars in Paris for a month, or two months, or I could, you know, take up a visiting fellowship in the UK …. I don't see it as work ....[connecting] with other like-minded people in convivial environments, all expenses paid in lovely – usually – cities. What's not to like?" (Australia Interviewee 4).

Identity and giving back. Identity was also associated with 'giving back' to the academic community (beyond students or junior colleagues), or the broader community (five interviewees). Two interviewees had enjoyed long careers, involving international travel associated with building relations between their country and other countries and they felt this was an important aspect of their lives. The others mentioned editorial work or international consulting or advising other universities on accreditation. While only five specifically mentioned 'giving back', many other interviewees did intensive teaching or were invited to research positions or undertook consulting work, and many did research or provided advice to others without payment. There was a sense that there was an aspect of what they did that they considered to be academic volunteer work.

Key differences between 'now' and 'then' and satisfaction with new work arrangements

Participants identified positive and negative aspects of their changed work arrangements; some of which referred to work more generally and not specifically to international aspects. Comments included: "There are satisfactions on both sides, just different kinds of

satisfaction" (NZ Interviewee 1); "I'm part of an institution, but I don't have any formal responsibility in its development" (NZ Interviewee 4); "I don't have to go to any meetings!" (Australia Interviewee 3); "working hours dropped precipitously from about 80 to 30-40 almost immediately I left, and it's much more comfortable – much better for the family, much better for my health, etc. etc." (Australia Interviewee 3). An interviewee explained the changing satisfaction levels as "It was like a weight was lifted off my shoulders [when I retired].....I had that flexibility to say no.....Strangely enough people kept telling me how much better I looked.....It just took stress off me..... it was liberating, absolutely liberating" (Australia Interviewee 11). Being able to focus on aspects of the work they liked, and being able to continue with the international work, provided much satisfaction: "I don't really see any negatives, mainly positives .... Obviously, I have the fall back of knowing that I have a regular income from superannuation" (Australia Interviewee 1) and "I am focused [on research], I am much more efficient at my research and I'm not distracted .... strange isn't it? That to become more active in research you've actually got to retire" (Australia Interviewee 9). Several of the participants noted that there were opportunities for them to expand their international work but some felt the work was done more in silos than previously: "I guess what I notice is that the different bits of work now are kind of isolated from each other" (UK Interviewee 7). There were not many negatives mentioned. A few research-oriented interviewees said that while they really enjoyed their work, they felt that some of their travel costs could be covered by the university as the university had the financial and reputational benefit of publications they were producing.

Intention to keep working

Few of the participants indicated a fixed date or age at which they intended to retire from academic work completely. Many suggested they wanted to keep working as long as they

were physically and mentally healthy and/ or while they still had opportunities and were still able to [physically] undertake international travel: "As long as I can put up with the long-haul journeys I will keep doing it. And as long as people want to keep on inviting me, I guess" (Australia Interviewee 4). For others there was still a lot that they wanted to do: "but at some point I really want to lower the formal input, the time to be here on Monday morning etc. etc." (UK Interviewee 4). Another said: "As long as I can get grants or perhaps as long as I have money to help me do it …. And when you get to 80, you just have to wait and see" (Australia Interviewee 6). The general view about carrying on was "forever really …. provided your brain keeps active and your health keeps good ….. you should carry on ….. until I'm stopped by the hand of God or something else intervenes" (UK Interviewee 3). Another interviewee highlighted "I think people forget that some of the older academics have value to add" (Australia Interviewee 11).

Others were less sure about staying on: "Well, I would hope for, you know, at least another four or five years ..... but.....maybe that mightn't be as long as I think" (Australia Interviewee 2); "Each time I consider stopping work another task or opportunity seems to arise to continue working…..my current expectation is that I will retire completely in mid-2020…..however, I would much prefer to continue working part-time in some area with which I am familiar…..if that proves feasible" (NZ Interviewee 2). Many of the respondents felt they had been employed at a lucky time: "maybe I was in a golden age when things were much easier and better in terms of working conditions" (Australia Interviewee 1).

Discussion

We found ten *drivers for older academics to continue working internationally*, albeit in a different capacity (shown in Table 2). Five reasons are similar to those identified in the general literature on retirement and intentions to continue working (financial, identity, doing

other activities, health, and family/relationship/personal). Thus, our research supports earlier findings that there are push and pull factors to stay or leave work (Davies & Jenkins, 2013; Kanfer, Beier & Ackerman, 2013; Moen, Kojola, Kelly & Karakaya, 2016; Oakman & Wells, 2013; Shultz, Morton & Weckerle, 1998; Silver & Williams, 2016). However, with the exception of identity (Gagni & Deci, 2005) only a minority of interviewees mentioned these previously-recognised issues; thus suggest that the findings from our study are quite distinct from earlier literature. Moreover, we have been able to nuance identity by highlighting identity associated with choice of type of work; identity associated with social aspects; identity associated with being good at scholarly work/ academia as the only focus; identity associated with work being well- regarded; and identity associated with giving back.

We categorised all the new themes as forms of identity associated with the participants' occupation-based identity. Although Dorman (2009) said some academics retire because of work dissatisfaction, those in our cohort who had retired continued with work but choose the types of work they undertook; suggesting identity is associated with specific aspects of work. Two of the reasons (identity associated with social aspects, and identity associated with being good at scholarly work/ academia as their only focus) may, in part, reflect the extensive immersion of academics in their calling, meaning many social connections exist via work. Most interviewees noted that identity associated with their work being well regarded including being paid to travel (and to meet interesting people). To present their work had always been part of their careers but now they had the opportunity to travel more often and for longer periods. For some their identity was associated with 'giving back' to the academic community or society more generally through such activities as journal work or being a conference speaker or aiding international connections – opportunities that may not exist to the same extent outside academia.

Our research suggests we need to understand both the drivers for people to leave work and the drivers that keep people at work long after 'normal' retirement age. We suspect people in many other industries/ sectors would not do unpaid work in their previous employment. Thus, our findings provide specific insight into the career trajectories of academics. Though the people we studied are fortunate in that they are in a position to be able to choose the work they undertake, an important aspect of our findings is that part of their identity with their work was about mentoring others (junior scholars and PhD students in research, grant writing, publishing) and giving back to the academic and broader community. So, although the participants chose the work they want to do, they are an important group to study because they are, at least in part, contributing to others' careers. It has been suggested that research should examine how retirees may positively or negatively affect resource allocation to other groups of workers like junior employees (Sullivan & Al Ariss, 2019): our research suggests that continuing employment of older academics adds positively to junior scholars. The group of people we studied continue to work after a 'usual' retirement age and do so, often unpaid, because of their identity with their work occupation and career commitment and being able to continue to utilise their human capital and social capital including providing opportunities to share their knowledge and assist others.

In order to explain and illustrate the key factors that are central to the continuing employment of older AIBTs, we adapted Sullivan and Al Ariss' (2019) model of employability and its dimensions (see Figure 1). We include their dimensions of human capital and social capital and specify what this means for continuing employment of these older academics and we combine their dimensions of career motivation and identities as we see the two as integrally linked for occupational identity of the older AIBTs. We excluded their dimension of personality as we did not specifically explore this in our study.

<<Insert Figure 1 about here>>

Examining how the nature of the work (and satisfaction) of the older AIBT differs from their previous work/ career, several participants suggested that there was less administration and they could concentrate on the teaching or research work they preferred, but otherwise there were no real differences except they were not paid (or not paid as much). Most interviewees expressed greater satisfaction with their current work, particularly being able to do the types of work that most interested them (Silver & Williams, 2016). Though Dorfman (2009) said that academics may choose to retire to spend more time with family and in leisure pursuits, and other research has referred to doing civic service and family caring (Fasbender, Wang, Voltmer & Deller, 2016), our findings suggest that even in such cases AIBTs still want to work, but fewer hours.

The factors that affect the intended final retirement plans of older AIBTs are influenced by context. In Australia, New Zealand and the UK (in contrast to many developing countries and some European and other industrialised countries) age discrimination is unlawful, which means our participants who had retired had chosen to give up full-time or tenured positions. Thus, the factors the interviewees gave for final retirement plans were similar to the reasons they provided for continuing to work i.e. if they maintained their interest, their health allowed, and they were still invited to participate in projects or present their research or teach, they would continue to work and to travel internationally.

Our findings also support Cahill, Pettigrew, Robinson and Galvin (2018) who suggested that retirement for many is characterised by continuing to work (in this case in aspects of the academic role) and maintaining associated relationships. The academics in our cohort seem to fit two of Davies and Jenkins' (2013) five profiles of work-to-retirement transition, namely, Continuing Scholars (gradual retirement with continuing aspects of

academic work); and Avoiders (actively engaged, with no retirement plans); the latter suggesting identification with their occupation may mean not retiring at all (Silver & Williams, 2016). Our findings also reinforce suggestions that retirement is increasingly complex and 'de-standardised' (Hulme, 2012; Guillemard, 1989) and needs to be 'reinvented' (Sargeant, cited in Driver, 2017) given the increasing importance of post-retirement and partial retirement work (Beehr & Bennett, 2015; Dingemans, Henkens, & van Solinge, 2016; Fasbender, Wang, Voltmer, & Deller, 2016).

Thus, 'bridge' employment may be a valuable option for academics as a transition into retirement, providing ongoing social contact or mentoring of young employees or other reasons for enjoying work (Bennett, Beehr & Lepisto, 2016). For many academics, their work has been a vocation (Chapman, 2015). However, unlike suggestions in the bridge employment literature, none were intending to work in another industry, partly because of having few other interests (Wang &Schultz, 2010). A further difference from the bridge employment literature is that some of the participants were doing unpaid work or just working for expenses. Moreover, the bridge employment literature does not examine people undertaking international work.

Amongst our fairly homogeneous group of participants, there were no substantive demographic differences. While there were few females in the sample, there were no gender differences in reasons for changing work or career profiles. Nor were there any substantive differences in the views of participants between the three countries, with the exception of financial considerations. Some interviewees in the UK mentioned that finance was a reason to keep working, given that they felt that the pension scheme was not sufficient to fund their lifestyle, whereas some Australian and New Zealand interviewees mentioned benefitting from a very generous superannuation pay-out/ pension; reflecting the option for individuals to contribute large sums pre-tax (which is no longer available).

Conclusions

Practical implications

In previous generations people retired completely from work but our research suggests that, for some, we should think about retirement rather as representing an easing up from full-time work or from certain kinds of work. Academics may continue with their careers indefinitely or work fewer hours and choose the aspects of the career that they most enjoy because occupational identity (Atewologun, Kutzer, Doldor, Anderson & Sealy, 2017; Onyura, Bohnen, Wasylenki, Jarvis, Giblon, Hyland, Silver & Leslie, 2015) is an integral aspect of the lives of these AIBTs. University managers globally are trying to allow people to specialise in areas in which they are more expert e.g. research or teaching, but, with few exceptions, most academics are still required to undertake all areas of academic work. Given their low levels of interest in pay, these AIBTs are potentially important and valuable members of the academic labour force and effective university HRM. The findings of this research suggest universities may risk losing some of their high-skilled academic staff, particularly their more experienced staff, if they do not provide better opportunities for people to specialise or recognise the value-add of older workers and the need to adjust work requirements and careers to suit people throughout the generations. Given the mentoring role many undertake, retaining older academic workers through understanding the importance of work to them and their career transitions becomes as important as growing the pipeline of entry-level academics. Our interviewees, admittedly a select group, do not appear to have lost their appetite for work (albeit specific types of work) and have years of experience in all aspects of university life. There seems scope to keep them engaged and working for the university in mentoring or ambassadorial roles, especially overseas. Many of these staff have deep international (including personal rather than formal university) social connections - and in an era of

internationalisation in universities there seem to be myriad opportunities to utilise these personal ties and the human capital of these AIBTs to benefit the universities.

Limitations and issues for future research

A significant number of the people we contacted (but did not interview) are still working though without regular travel commitments. This suggests there is opportunity to do more research on older academics who are still working in some capacity and to study how their motivations and identification with work differ from those employed in other professions.

The research was only undertaken with academics in Australia, New Zealand and the UK as the unavailability of databases/ public listing of people working after a usual retirement age meant that we needed to rely on professional networks to source interviewees. The countries of our sample have some socio-cultural similarities as well as similar education systems and no compulsory retirement age for academics. There was consistency in the findings in respect to drivers to continue working. However, we expect that there may be differences in views of those who want to continue to work in countries that have a mandatory retirement age, where, if they are not given an Emeritus position, taking work in other countries may be their only option if they want to pursue ongoing academic work. Further, there may be differences in status/ roles of academics working post-retirement or after a usual retirement age in that, in many developing countries, professorial positions denote great prestige and hence this may be an alternate/ additional reason for people wanting to continue with academic work (with or without an international element). Broadening the scope of future research to a study of the options available to academics in countries with a mandatory retirement age might also be facilitated through a quantitative, survey-based study.

The interviewees referred to continuing work after a lifetime of very long working hours and responsibility in academia and many felt that they were privileged in being able to continue with the work central to their identity and assist junior scholars and/ or PhD students. This cohort of academics are advantaged in that they undertake the aspects of the work they prefer, enjoy the prestige associated with their work and have their travel costs covered by universities and/ or other organisations. However, as noted in the findings, where costs were paid the older academics were usually doing otherwise unpaid work such as research/ presentations and were generally only paid for work like intensive teaching or consulting. Further, some of the people were actually paying from their own savings to travel internationally to undertake research (the outcomes of which in the form of grants and publications benefit universities).

Our study involved mostly male, married participants of Caucasian ethnicity; which reflects that when they commenced their career most academics in these parts of the world were Caucasian males (generally with wives who did not have careers). We only asked people for their gender and marital status and it may be that some of the interviewees do fit other categories of diversity e.g. sexuality, disability – but it was not within our ethics application/ approval to seek this information and it would have been up to individuals to mention dimensions of diversity. We do, however, accept that there was a limitation of using a convenience and snowball sampling strategy in that though our sample fairly closely represents the age group of academics, we were likely to be referred to people of a similar profile as those we had already interviewed. Future research might employ strategies like use of social media to increase the gender, ethnic and other diversity representativeness of the sample to consider if there are differences in identification with work amongst older academics from different diversity dimensions. Further, if this study was undertaken again in a few years' time, the cohort would be more diverse.

Though a number of interviewees mentioned that their reason (or one of their reasons) for continuing to work was to mentor junior colleagues, we only have the perceptions of the academics interviewed. Thus, it would be valuable if future research examined the views of junior academics about how such older academics add value to the work of the junior academics. Moreover, it would be valuable to interview senior university administrators about the effects of the employment of older (often unpaid) academics on other staffing decisions.

Contributions to theory

The literature on academic expatriates (e.g. Froese, 2012; Halim, Abu Baker & Mohamad, 2014; Isakovic & Forseth Whitman, 2013; Katrinli & Penbek, 2010; Kim, 2015; Richardson & McKenna, 2002; 2006; Selmer & Lauring, 2012) indicates that they tend to have a demographically similar profile to business expatriates (Selmer, Trembath & Lauring, 2017). Our study of AIBTs is the first to examine older academics who continue to work in a (usually) reduced and different capacity that involves regular international travel. These people differ from typical international business travellers as their motives, their payment and their identity are different (Davies & Jenkins, 2013; Driver, 2017; Sargent et al., 2012; Shultz, Morton & Weckerle, 1998). There are also some differences with the prior research on bridge employment (Beehr & Bennett, 2015; Dingemans, Henkens, & van Solinge, 2016; Fasbender, Wang, Voltmer, & Deller, 2016; Wang, & Schultz, 2010) in that many of the people in this cohort were doing unpaid work (with just costs covered or paying costs from their own personal funds) and our study is of people working internationally. We reported on the ten key drivers for continuing work in a different capacity for AIBTs and noted the generally greater satisfaction levels the interviewees experienced than in their previous work.

We also noted the opportunities for universities to make use of the invested human capital of the AIBTs.

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Table 1: Participant demographic data

	Gender	Age bracket	Career academic or other careers prior to academia	Current employment status (as described by participant)	Typical number of trips per year	Typical time spent overseas per year
Australia 1	Male	early 70s	Career academic	Emeritus/Adjunct	2	4 weeks
Australia 2	Male	late 60s	Career academic	Emeritus/Adjunct	3	6 weeks
Australia 3	Male	mid 60s	Prior career (only a few years)	Part-time	5-6	12 weeks
Australia 4	Female	preferred not to say	Prior career (only a few years)	Emeritus/Visiting	3	12 weeks
Australia 5	Male	late 70s	Career academic	Emeritus/Adjunct	3	28 weeks
Australia 6	Male	early 70s	Career academic	Emeritus	2-3	14-16 weeks
Australia 7	Female	preferred not to say	Prior career (only a few years)	Adjunct	2	6 weeks
Australia 8	Female	early 80s	Prior career	Adjunct/Part-time	3-4	10-14 days
Australia 9	Male	early 60s	Career academic	Emeritus	3	8 weeks
Australia 10	Male	over 65	Career academic	Professor part-time	3-4	12-15 days
Australia 11	Female	mid 60s	Prior career	Emeritus	3	10 weeks
UK 1	Male	early 70s	Prior career (only a few years)	Emeritus	10	50 days
UK 2	Male	late 60s	Prior career	Professor mainly research	8	6 weeks
UK 3	Male	late 70s	Prior career (only a few years)	Professor part-time	6	3-6 weeks
UK 4	Male	early 70s	Career academic	Professor mainly research	4	2-3 weeks
UK 5	Male	late 60s	Prior career (only a few years)	Adjunct	4	12 weeks
UK 6	Male	mid 60s	Prior career	Emeritus & self-employed	6	6 weeks
UK 7	Male	early 70s	Prior career	Part-time	6	5 weeks
NZ 1	Female	70s	Career academic	Emeritus	2-3	1-3 weeks
NZ 2	Male	mid-80s	Prior career (only a few years)	Casual	3-4	2 months
NZ 3	Male	late 60s	Prior career (only a few years)	Emeritus	2-3	2 months

NZ 4	Male	early 70s	Prior career	Emeritus	2	3-4 weeks
NZ 5	Male	early 70s	Prior career (only a few years)	Emeritus	4	6-7 weeks

Table 2: Drivers for older academic international business travellers to continue working in a different capacity

Issues identified in extant literature		**New issues identified in this research – Occupation-based identity**	
	Number of interviewees		**Number of interviewees**
Financial e.g. • changes in personal circumstances • changes in national pension/superannuation schemes • addition of superannuation/pension to fund lifestyle	9	Identity associated with choice of type of work e.g. • an interest in starting/continuing international work • continue research but not teach and/or do administration • continue research and/or teaching but not do administration	7
Some time to do non-work activities	3	Identity associated with social aspects of being at the workplace e.g. camaraderie with research collaborators	4
Health only allows part-time academic work	2	Identity associated with being good at scholarly work/academia as the only focus	6
Family/relationship/personal e.g. • (younger) partner still working and not ready to retire	1	Identity associated with work being well regarded e.g. paid to travel to present research	4
Identity with occupation e.g. • completing work/projects already commenced • wanting to make a mark/answer ongoing research questions • mentoring of younger/newer colleagues • personal identity tied to work • responsibility to complete PhD supervisions	23	Identity associated with giving back to the academic or broader community e.g. • journal editorial work • international associations • supporting inter-country understanding	5

N.B. most interviewees mentioned several issues

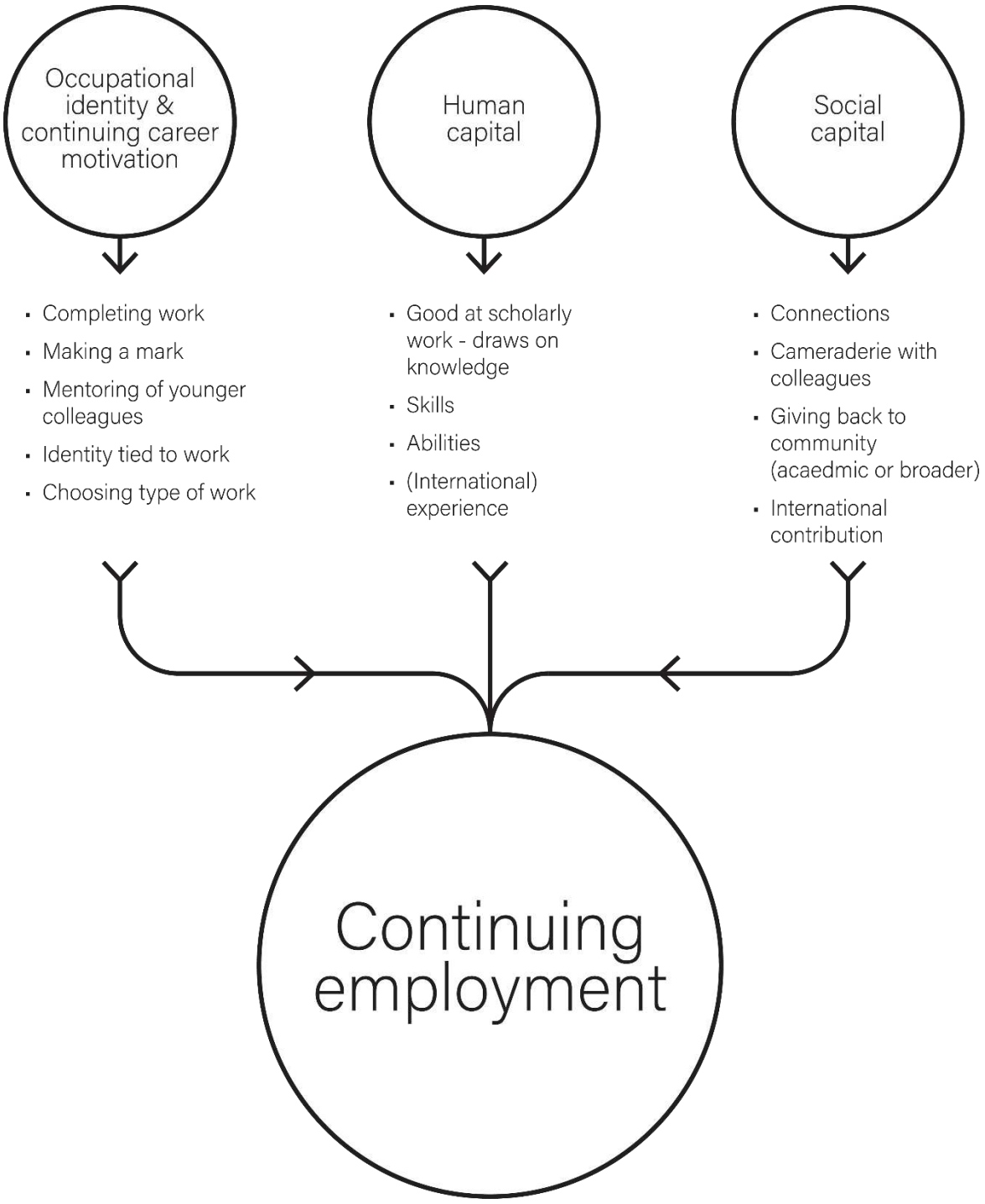

Figure 1: Continuing employment of older academic international business travellers

Source: Adapted by the authors from Sullivan and Al Ariss' (2019) model of employability and its dimensions. Graphic design by Anarchy SCD.