##### Researcher

So, it's recording now. So, obviously I've had a look at your profile on the [university] website, which is why I sent you an email, so it says you're senior lecturer in [subject]. And I've looked, you've had quite a few publications, teach sort of [subject] and stuff. I don't know how up to date obviously that page is, but I want to ask in your own words, could you tell me about yourself, your background and your current role and what you're doing at the moment?

##### Participant 5

So in terms of my background, I've been at [university] for close to 19 years, so it's been quite a while. So before that, I did an undergraduate [subject] degree, then PhD, which was sort of in the area of [subject]. I did that at a business school. And I had some, some postdoc jobs once I completed the, completed the PhD. Those weren't in business schools as it happens, so sort of [alternative] departments and then eventually I ended up at [university], which is obviously a business school, and I've been there ever since. So, [researcher’s name], discipline-wise I'm from an [alternative] background. And so within, when it comes to where I fit in disciplinary-wise within the business school itself, you know, business, schools are like these Frankenstein sort of entities aren't they. They're sort of made from different bits of discipline, you know, you've got economics - I don't know what it's like at [researcher’s institution] but I imagine it's pretty similar to the way in which [university] is set up - you have economics, you have marketing, strategy and operations management. And, but I belong in the, what you'd call the [subject] bit of a business school. And so that's where I belong within, within the business school. And my own specific discipline, I guess, is, [subject]. And this is something that goes back to my PhD. And I've been involved in one way or another ever since. Although I guess a lot of the research I do is not, is not straight [subject], I'm not, I teach it, but I don't do a huge amount of research in that area. I use it for my teaching occasionally. Yeah, but I wouldn't say I'm foursquare within that, you know, contributing to that discipline. But that's in terms of my own research. But that's where I am in terms of my own teaching at least.

##### Researcher

OK, great. OK, thank you. So how much of your time is dedicated to different aspects of your job, such as research and teaching? And do you have like a specific focus or you sort of a mixed contract?

##### Participant 5

Oh, well, I'm, I would say most, most people within the school - and this is the same for different, I'd imagine, for different business schools and other academic departments - are on a traditional teaching and research contract. In theory, the contract is split like this. You're required to split your hours, 40 percent of the time dedicated to teaching, 40 to research and 20 to sort of citizenship, admin, that sort of thing. And I think if you actually count the formal number of hours you're required to work in a year, you get something like one thousand seven hundred odd or whatever it is, according to the work allocation model. And so, and that's the way it's split up in a, in a teaching and research contract essentially, 40, 40, 20. And that's pretty much standard. So that, that's the formal number. But, so your question is what is reality. In reality, the reality is very different from the theory. Because I would say that it is literally, I would say, close to impossible to dedicate 40 percent of your contracted time to research. I think it's absolutely impossible under current conditions in which we have to work with pretty high student numbers year on year, growing admin, growing marking. So, in other words, essentially, the working environment that you find yourself in makes it impossible to really fulfil your contract properly. In my opinion. And maybe, you know, maybe I'm not using my time properly, but, it, it really is, to spend 40 percent of your time, which works out at around at least between six and eight hundred hours doing research during a calendar year, I think it's, it's, it's really, really difficult to do that. Just because of the demand, there are so many demands, complex demands and demands in terms of numbers which seem to increase year on year. So, so really, the research is fitted around your teaching, which pretty much now is a 12 month slog where you start in September, go through till Christmas, then you restart after Christmas, go through till Easter, and then you have maybe a few weeks grace, but then you're marking. And then you have to you have to supervise postgraduate dissertations right on through until the following September and then it restarts again. So essentially, the whole academic year is taken up with with teaching. So, you know, all the department's try to make the allocation of time to teaching, trying to make it more transparent and trying to ensure that academics have sufficient time to dedicate to research because that's important. I just think when you look at the reality for many - not for every academic, but for many academics - they're struggling to dedicate enough time to that side of their job.

##### Researcher

So it's a fairly unrealistic sort of expectation?

##### Participant 5

Yeah, I think, that's my, you know, people might disagree, but I imagine with conducting these interviews - and there actually has been a lot of research, not, not, a huge amount, but there has been some research done about the time pressures faced by academics. This is not specific, I should say, to business schools. Or to UK business schools. But this is something that you find across campuses, particularly in North America and Britain. Academics - and Europe I should say - find themselves under real time pressures, having to balance teaching demands, administrative demands with research. Because research is really, you know this, you'll see this as a PhD student. I don't know if you have to do any, if you do any teaching.

##### Researcher

Yeah, teaching and marking.

##### Participant 5

Yeah, you do some, do you do some seminars? Is that right? Seminar teaching?

##### Researcher

Yes, so I, I teach a [module]. And marking. But I think at the moment because I'm so new, I sort of take far too long.

##### Participant 5

Yes, so that, that's the reality for us. So what you've had is, you see, you have growing student numbers, but there hasn't been the increase in faculty or academics to teach that. Or when you've had, if there has been an increase in teachers to take on the teaching burden, it's been mainly, mainly adjuncts or part time or zero hour contracted staff or PhD students taking on that extra slack. And, and the teaching is important for all universities. The teaching is important in terms of the business model, because that ultimately is what brings in most of the income. And business schools are, of all the, in terms of the departments in a university, business schools are amongst the best income generators, best at attracting overseas students. And they bring a lot of income. That may change potentially, but that's been the traditional pattern. And so, so compared to, say, other departments, we find business schools have pretty high, especially postgraduate numbers, would be pretty high and that does put a lot of burden on teaching staff and that sort of, it does, it does interfere, it does limit the amount of time you have. And so it creates all sorts of, I guess, pressures to do research or pressures that you're not doing research. So that's the reality of your life as an academic in terms of time and how you can allocate or dedicate time to research and teaching. It's very difficult to balance, in other words.

##### Researcher

Yeah, it's a bit of a juggling act.

##### Participant 5

Yes.

##### Researcher

OK, so, in like a perfect world, what would your focus actually be? Would you, would you choose to be more research focused and actually have the time to do the research? Or do you enjoy the teaching aspect as well?

##### Participant 5

A perfect world would be that I could manage to balance, actually fulfil my contract. That I'd have sufficient support in order to do that. That would be great. So in a perfect world, you know, I like teaching. I think it's actually one of the more enjoyable parts of the job, just as enjoyable, if not more enjoyable very often, than doing research or being involved in the research process, like going to conferences or whatever and that sort of thing, and writing articles. But it's important to do that research because that also feeds into the teaching and it means you're on top of the material and that sort of thing. So the two sort of feed into each other, they're not mutually exclusive. So, so, yes, in a perfect world, it would be good that the teaching is something that you could dedicate your time to properly, that you could dedicate yourself to the students, and that you're not just processing just huge numbers in a way that allows you to create enough time to do your research, because that's very often what happens is because of the high numbers, you're, you know, teaching becomes an act of sort of trying to process high numbers. But in a perfect world, you would have sufficient numbers of students and sufficient support in order to do the teaching job properly, that would give you enough time to dedicate your efforts to doing really good quality research. And ultimately, that means just being able to, if you could just fulfil your contract, that would be great. Hahaha. That would be the perfect world.

##### Researcher

OK, excellent. Thank you. So I just want to ask also, why did you decide to become an academic? So what is it that made you want to have a career in academia?

##### Participant 5

I guess when I was an undergrad, I sort of became pretty interested in, you know, I was one of those students that sort of enjoyed reading the sort of academic texts that were set for us. I enjoyed, you know, writing, writing essays, I enjoyed the sort of teaching and the seminar discussion, I enjoyed the debates. And also that sort of, I liked being in a university setting. I liked the culture of universities. I liked academic departments. And it was sort of, seemed like a life that on the surface, looked quite appealing. And of course, as an undergrad, I was also taught by some PhD students. And so I began inquiring about that and once I finished my undergrad studies, initially having finished the degree I sort of went off the idea for a little while, but then, but then an opportunity came up to do a PhD and I applied and sort of went back in and sort of, I haven't left since, so. So, it was the appeal as an undergrad and just, and also I quite liked the sort of, as I was doing the PhD, because, of course, you know, once you do a PhD it's not absolutely inevitable that you go into an academic career. So, but having gone through the PhD process, I sort of like the, I sort of began to get a better idea of what academic, what was involved in academic work, both the teaching and research sides. And yeah, one of, I suppose, one of the appealing things of academic work is that, well, there's two things, is that it you're sort of, it feels if you're, like, semi being, you're semi sort of self-employed, because there is a lot of flexibility in how you use your time. There is a really good quote by, I've forgotten his name now, it's was an American academic. Actually he spent many years in journalism, but in later life became... oh, [name]. And somebody asked him once, "why did you switch to, why did you switch to becoming an academic and leave journalism?" And he said "there are four good reasons - June, July, August and September". That doesn't sort of exist anymore. That sort of long stretch where there's no teaching. But I could see what he was getting at. There is this sort of flexibility of work which is appealing. And I think the other thing is very often the work is really interesting. Most of the time. The teaching, preparing teaching materials. Marking is a bit of a drag, admittedly. And doing research and attending conferences. Generally it's quite, the work itself is quite challenging, interesting and varied. There's sort of, you know, the admin stuff and the marking which can be a drag. But generally it's, it's, it's actually a really varied job in many ways. And it has different, throughout the year there are different rhythms to the academic life. It doesn't, it just doesn't proceed in one constant pace. It does vary. I think that's attractive to people.

##### Researcher

Yeah, I kind of agree in terms of enjoying the university environment and culture, that's one of the reasons why I'm doing what I'm doing and I'm going down that path. So, yeah, thank you.

##### Participant 5

Were you an undergrad at [researcher’s institution]?

##### Researcher

Yeah, yeah. Undergrad and master's and now PhD, all at [researcher’s institution]. So, yeah, I'll probably just be at [researcher’s institution] forever. That's what it feels like at this point.

##### Participant 5

It's actually, I went there once and it's a really nice campus.

##### Researcher

Yeah. Yeah. It's a lovely campus.

##### Participant 5

I imagine it's a really good place to work and study.

##### Researcher

Yeah. No, it is great. The campus is lovely. The people are great, there's good facilities and stuff. I think every university probably has its problems but yeah. Yeah, it is good. So, I kind of want to talk more about the specifics of your job. So are you able to tell me about the formal requirements of your role? So, by formal requirements I mean things that you might be required to deliver or achieve, for example, in a given academic year. So, for example, it would be something like, I don't know, a certain number of publications or a certain number of, a certain score in student evaluations. And if possible, could you tell me where these requirements come from? So they might be a business school level or like a university wide level, et cetera.

##### Participant 5

So you're obviously required to do, the most basic requirement is that you're required to do a certain amount of teaching and that is organised at a departmental level. Although, like I said, we are contracted to do so many hours of teaching, which is now formally built into what's called the work allocation model. And that includes teaching, preparation of lectures, delivering lectures, preparation of seminars, delivering seminars, but also marking. And the administration of your teaching. So, so if you, if you are a module leader or whatever, there is a fair bit of admin that goes with that. But even if you're not, you know, you've got to deal with student emails and that sort of thing, and obviously also include the attending of exam boards too. So that's just the formal side of the teaching contract. Obviously we are evaluated by students. Now, there is no, there is no requirement about hitting certain, certain numbers in terms of feedback. But, certainly up until recently, your student evaluations were monitored by the department, from your section head and from the head of school. And if you had consistently, you know, if you are someone that had consistently really, really poor scores, you would potentially be called in or you would have a meeting with your section head, but, you know, that could potentially lead to issues as far, as far as the lecturer is concerned. But you're not, you're not required to, you know, get a certain average or score in terms of feedback. But if you, like I said, if you achieve consistently really poor scores and are getting really negative feedback, this might, this might bring unwanted attention to yourself. Now, a lot of that is monitored and covered in what's known as annual reviews or what's known at [university] as PDRs, or personal development records, which is basically you having a half an hour interview with your line manager. And previous to that, say, previous year, at the end of your PDR, you would have submitted a number of goals for your teaching and your research, and that would be from the basis of the discussion at the PDR. So, for research for example, if you passed your probation, there is no, I know all departments are different, you'll be finding this in your research, all departments are different as far as requirements of what you're expected to write. We don't have any formal requirements to publish so many articles, but in the annual review, we need to state what our goals are in terms of research for the following year. So it might be, you know, I'm going to submit three articles to these journals. It's a good idea, in your PDR, not to be too ambitious and say "I'm going to publish 10 articles in top rated journals". That's clearly mad if you do that. So, you try and do something that doesn't make you sound like a sloth, but at the same time doesn't put any unnecessary expectations on you. So that sort of research performance, you sort of, you negotiate, as it were, with your line manager. And the teaching is also part of that. But it's not as, it's not as metrically based as research is because, you know, there's different rankings of journals and what have you. But there isn't a requirement to hit certain numbers, but again, if you're not submitting or if you're not doing anything of a research nature, then that will come up in your annual review meeting. And like I said, you want to avoid any unwanted attention. Hahaha. So you need to show that you are research active, and the best way of doing that is just by saying "I've submitted so many articles to these journals", and hopefully some might be revised and some might be accepted, so. Or you're submitting research grants or you're attending conferences, although that's less significant, I would say. The main ways of assessing research is by a submission to a journal, submitting articles to journals, and by getting articles accepted. And potentially submitting for research grants. Those are the two main measures. And then you've got these secondary measures like attending conferences, giving seminars, organising this colloquium, whatever. Those are sort of considered. But I would say they are secondary. So, that takes place on a year to year basis.

##### Researcher

OK, thank you. So are there any sort of requirements or regulations in your role related to sort of creating impact beyond academia, or is that, does that not really come into play?

##### Participant 5

Hello?

##### Researcher

Hello, can you hear me?

##### Participant 5

Yeah, I think I have problems with my WiFi, [researcher’s name].

##### Researcher

Oh, OK. I'm going to quickly hang up and then call back because I think I'm having some problems, too. So I'll be back in one second.

##### Participant 5

Yeah, I'm good. It's my, sorry it's my WiFi. I think it was, the problem was mine.

##### Researcher

Ah, OK. Your camera's frozen at the moment, so I'm going to quickly leave and pop back in. I'll be back in one sec.

##### Participant 5

Can you see me?

##### Researcher

I can hear you now, I can't see you, but it's not too much of an issue, I don't mind. We can carry on.

##### Participant 5

The camera is working on my end.

##### Researcher

OK. Yeah, I've just got, I've now just got your initials on like a little circle in the middle.

##### Participant 5

I can see you, I can see you.

##### Researcher

OK, that's fine.

##### Participant 5

I'll turn the camera off a sec, then turn it on, see if that works. Does that work?

##### Researcher

Oh, yeah. There we go. I can see you now. The joys of technology.

##### Participant 5

Hahaha. I don't know what I, cause I was spouting off and then it froze, at what point was it?

##### Researcher

I didn't actually hear anything after I asked my last question. So, apologies for that.

##### Participant 5

The question was, uh...

##### Researcher

So, do you want me to just repeat it?

##### Participant 5

Yeah.

##### Researcher

So obviously you talked about the requirements, talked a lot about teaching and research, so I'm just wondering if there are any kind of requirements or regulations, as such, in your role related to impact?

##### Participant 5

Ah, did you get the stuff about teaching, there's a basic requirement to do teaching?

##### Researcher

Ah, not, in your previous answer yeah, but not...

##### Participant 5

So, but in terms of impact, are you talking about research?

##### Researcher

Well, impact, it could be either, I'm kind of, I'm wondering if it kind of comes into play on a more formal requirement level or if impact is kind of more of a pressure or more of like a normative kind of thing?

##### Participant 5

Well, there's a sort of basic impact in terms of, in terms of getting into high ranking journals, the sort of need to actually show that you're research active. Now, there is no formal requirement that you've got to publish so many journal articles per year. But we have these annual reviews with your line manager. And within those annual reviews, you are required to state five goals. Now, the specific objectives for research and the number of chapters that you set out for the coming year were set at a university level rather than departmental level. And so you're meant to set five basic goals to do with your research. I think it's five. So you submit an article to this journal, continue with this research project, submit a research grant to this research council. So you set five goals to do with different aspects of your research, but you're not required to hit any sort of metrics within that. But some departments might be different. Some you'll find, I'm sure, at places like [other institution], I'm not sure if you're interviewing anybody from Imperial.

##### Researcher

I haven't, haven't so far, no.

##### Participant 5

They might be good, they might be a good contrast. There's a pretty tragic story. From what I understand, [other institution] is probably one of the top institutions, not just business management schools, but top universities in the country. I know academics from [other institution] historically have been subject to quite strict targets in terms of generating research income. And there was this really tragic story. Some years, I can't remember when it happened, there was a professor. He ended up committing suicide just simply because of the pressures he was under in terms of generating income. There might have been other sort of pressures he was under. I don't know the case terribly well, but, it did, it did, it was discussed in the press at the time. I remember he wrote, I think he wrote a letter which then became public about, before he died, about the sort of pressures he was under. So you get institutions like that where I think academics, especially if you're in a senior role, you know, you're required to hit certain numbers. But I would say that, that's quite unusual in the UK. But certainly your performance from year to year is monitored. So, you may not be required, on an institution level, to generate a certain amount of income or be published in so many articles. But your performance, according to certain measures, like getting published, like generating income, are monitored on a year to year basis now. And I think that you'll find that is common. It's pretty much standard practice across all universities now, and I'm sure you'll find that. They're called different things. At [university] they're called PDRs, personal development reviews, but they're pretty much the same thing.

##### Researcher

OK, great. Thank you. So I know that, I've obviously looked a bit at [university] when I was looking for participants and I read about their strategy.

##### Participant 5

Oh yeah.

##### Researcher

For sort of reaching stakeholders who are beyond just academia and students and stuff. I wonder if that, if, does that sort of come into your role at all? Is there any expectation for you to engage with that in any way?

##### Participant 5

Yeah, I mean, that, [strategy] is quite, is taken quite seriously by the department, certainly by the head of the school, sorry, by the dean of the school, as something that they are keen to develop, they're keen to promote, they're keen to evangelise about and as a result... it's been some time since I did an annual review, it was last year, but we, I think we are required to discuss how we have contributed to the [strategy] within the school. It does have its critics. It does have some people who are quite cynical about [strategy]. And I can understand the cynicism, the cynicism being, basically, the business school is a money making machine and this in some ways is a contradiction of the sort of more outward looking sort of ethical approach to the business school. Some people see that a business school being ethical is a...

##### Researcher

Oh, no. You've frozen again. I don't know if you can hear me, but you are frozen right now, I can't hear you. Just going to quickly hang up and call back. Hello. Oh, there we go. I can see you again.

##### Participant 5

Can you hear me?

##### Researcher

Yeah, you dropped out again briefly, so I thought I'd just hang up and call back.

##### Participant 5

Hang on. I'm just trying to get a proper WiFi connection.

##### Researcher

Can you hear me? Oh, hello. I can I see you and hear you again.

##### Participant 5

Oh, good. So, we were talking about [strategy].

##### Researcher

Yes. Yes.

##### Participant 5

So, yeah, I think it's quite positive because I do think it, it does stress... I mean, I think for many years, business schools were really narrow in terms of their focus on basically generating as much income through attracting international students, and then on the academic side, generating as much income and just hitting the best, that, that was it, that was the business strategy. That was the business school strategy in three steps.

##### Researcher

Yeah. OK.

##### Participant 5

But what [strategy] has done has said, "well, actually we need to have a purpose other than just publishing in the top journals or attracting so many hundreds of students onto the MBA, we need to have, if we're going to have some sort of legitimacy, we need to show that we're doing more than this and having some relevance to broader debates and policy outcomes", so I think it's quite positive.

##### Researcher

OK, excellent, thank you. So, obviously, you've talked a bit about some of the more formal requirements in terms of your workload. So, yeah we talked about all of those things. But obviously, as you've said, the [strategy] is obviously quite important. Do you feel like there might be a bit of a mismatch between having that strategy and trying to foster an environment where you're going to engage with stakeholders beyond academia, but then at the same time, you have all these hours where you have to do teaching and your research, you kind of feel like you need to say, "I'm going to try and get into journals A, B and C". Do you feel like the kind of impact bit is kind of lost there a little bit?

##### Participant 5

Yes, I, I think this is, this is I think for me the big problem with the impact agenda and with public engagement to an extent. This is, one misgiving I would have, is that basically it becomes, you know, not only are we meant to be world class at research, we're meant to do amazing teaching, but now we've got to, like, try and save the world. I mean, and so, in some ways, that's what's happening to academia. It doesn't know what it is in some ways. And universities don't know what they are. In some ways universities are not universities, I think I've heard the label used, they're "multiversities". You know, they're taking on lots of different, there are lots of different objectives and they're trying to sort of balance these together. And sometimes they actually go against each other. They clash and they're in a tension with each other because, yeah, even doing good teaching, if you're going to be a really great teacher, doesn't necessarily mean you're going to have the time to do great research. So you've got tension there. And then you've got this added tension of impact. And there are also some researchers whose research is, is, by its very nature, very impactful. If you're into, if you're an epidemiologist, if you're a world class epidemiologist, who has done a ton of research into viruses, well, your research at the moment is going to be unbelievably impactful. But if you're a philosopher, that has, I mean, that has a specialism in, say, analytical logic, well, how are you going to be impactful? You know, in the immediate, in the immediate context, I mean, that's just, maybe in the long run, your research may have some sort of impact, but on a year to year basis, you may not see that. So it depends what sort of research you do. And, and then it adds another burden of responsibility on top of the ones we already have and sometimes as an academic you just have to decide, really, you can't be, I think, you know, universities and university managers sort of have this sort of slightly unrealistic take on what's possible. And for many academics, it is impossible to flourish at all three, you know, research, teaching, and impact. Some people might, some rare people might be able to do that. And more often than not they're pretty lucky just because of the nature of the discipline and how they work and what have you. Or they're just really amazing what they do, or they get a lot of institutional support. But for many ordinary academics, you just have to focus on doing one thing well, and just leave it at that. And just hope to, with the others, you know, in terms of impact and whether it be research or teaching, just hope that, you know, you've done enough to avoid a sacking or whatever. But to actually cope with all three and actually make a contribution in terms of impact as well as your research, it's really difficult. Because very often, like I said, they do, they can pull in different directions. So if you're going to have an impact, that doesn't necessarily mean, if you're going to have a real social impact beyond academia, that may mean you won't be able to publish in some of the top ranking journals because doing policy work and that sort of thing might sort of take you away from that sort of research. And the type of research that you need to be impactful may not be the sort of research that will get you into top ranking journals, because that sort of research tends to be very, very specialist, very, very narrow. More impactful research has a broader focus and is interested in lots of different types of stakeholders, not just your immediate academic peers. So you are right, you've captured something which is, I think, one of the major problems in academia, it's this sort of tension between the different expectations on academics these days. And impact has just added, it's sort of created certain opportunities not to be too narrow. But at the same time, it's created another sort of expectation, which in some ways is a bit unrealistic.

##### Researcher

Thank you for that. So obviously, so kind of what you said is on the one hand, there is this pressure to publish in these amazing journals and get these high top tier journals under your belt and stuff, and on the other hand, they actually want you to create an impact, and so on.

##### Participant 5

Yeah, the two may not necessarily, they can sometimes overlap, but more often than not, it's, you know. And assessing impact is problematic. I mean, the way they traditionally measure impact is, I guess, is "has your research led to this policy change and has this policy change been good for this population or this group or led to this change in how Government does stuff?" It's mainly seen, impact is mainly defined in terms of policy change or maybe in terms of contributing to some form of economic development, one of those two. And, well, not everybody's research is policy oriented. Not everybody's research has an economic by-product. It's just the nature of academia. Some research is. But a lot of research just doesn't have any policy implications whatsoever, which I think is a good thing. You don't want, you don't want your research to just be defined by social problems or be defined by what is the current policy obsession with Government, because that immediately means your research is basically, has sort of obsolescence built into it, because as soon as that policy issue goes away or dies down, then your research immediately becomes irrelevant, if it's defined by that particular policy issue or policy problem. So, while it's important for researchers to be defined by certain policy or by certain social problems that researchers look at, for all researchers to just find the latest policy issue or policy problem, I think would be, I think that would be a real problem. As far as the sort of future health and vitality of academic ideas are concerned, because, you're just, as far as I can tell then, research is just being defined by what Government regards as an important policy issue. That doesn't necessarily make for the best research.

##### Researcher

Yeah, OK. Excellent. Thank you. So obviously we're nearing 12:00, I don't want to take up loads of your time. So I've just got kind of one final question, so I want to ask, obviously we've talked about all these different requirements and expectations and there's a bit of complexity there. So how how do you kind of navigate all of that? And would you say you have a specific strategy or not? How do you kind of navigate all of these expectations?

##### Participant 5

Oh, that's a really, hmm. How do you navigate all that? I suppose the main thing is you've got to, it depends on the institution, but most institutions value research, you know, increasingly become obsessed with research. So I suppose one thing you've got to navigate and make sure you do quite well is ensure that you show yourself to be research active in some way, you know, attend conferences, make sure that you're submitting, you're actually doing some form of research that is leading to some form of publication. So you need to show to those in management positions that you are somehow becoming or are contributing to research in the department in some way. And so that's an important thing to crack really in terms of your academic career. But once you have that, once you show that you can be an active researcher, I think that there are opportunities to redefine what it means to be a researcher. And then there are ways of, there are some interesting alternative sort of forms of publications, you can pursue different types of research or collaborations, both within but also outside of academia. So the first thing I think you've got to do is sort of integrate yourself into the culture of the department by showing that you can do research and that you are able to fulfil certain research obligations, because after all the university, your department, is your employer.

##### Researcher

Yeah.

##### Participant 5

And they want you to do research. So, and once you do that, once you show, you're an able researcher, then within that, you can begin to, if you're interested, redefine that. Because very often the scope for research turns out to be incredibly narrow. Some departments are worse than others. So I'll give you an example. It might be worth interviewing somebody from, say, [alternative university] at the management school.

##### Researcher

Yeah.

##### Participant 5

They are, they are, I don't know if you have done so already, but they are like really narrow. You know, it's just a certain number, because I know some people, I know some people that are there, they're like not psychopaths, the people in management, but close to being psychopaths where, "OK, these are the journals that matter" and that is how they define research, and no other way. That is it. They are entirely driven, not by ideas, or by saying something interesting, or by publishing something worthwhile, that's worth reading, but they are entirely driven by the metrics. And that is it. And so you get departments like that. But then you get departments where they're sort of more flexible, more sort of outward looking, where it's, you know, you can do research, but you can also attempt to redefine that. So I suppose what I'm saying is it's important where you work and that you choose somewhere, if you can, if you could work somewhere which is in line with your sort of academic values. If all you value is, you know, four star journals, well yeah, go and work at somewhere like [alternative university], you'll be really happy there with all the zombies, you'll be great, you know. You will be more than happy among vampires that inhabit those departments. Not all the people are like that there, admittedly, but many of them are. To get places like [alternative university], which are like that, and places like [alternative university], which is the same, you get different cultures. So choose somewhere where you would feel you could fit in. And that fits in with your values. And then I guess the other thing is that you do spend a lot your time teaching. Most academics, especially academics of my age, tend to be quite, not all, but some can be very dismissive of teaching and really hate it. So if you can not hate teaching then that will help you because you're going to have to spend your time doing it. So if you could do those things, you know, that will help you survive and get on. But a lot of it does depend where you work because you'll find this, there are different cultures. Not every department is the same. I don't know if that's what you plan to look at in your research, but that would be something I'm sure that will come up, that will emerge in your data possibly.

##### Researcher

Yeah. Excellent. OK, thank you for all of that. I don't have any more direct questions so if there's anything else you can think of off the top of your head that you might want to add or say?

##### Participant 5

Well, well, other than, you know, my advice is try and get a good range of institutions. I mean, there are a lot of business schools in the country. And so most universities have them. And they are, they are very, they are quite different beasts, and there's lots of things they do, they're under the same pressures, their degrees are pretty similar across the board, but there are subtle differences in culture and a lot of it stems from the type of academics that are in senior positions. So somewhere like [alternative university], there are complete psychopaths there I would say. That would be a horrible place to work. It would be great if you could get some people to interview there. But then you compare it to somewhere like [alternative university], now they're far more interesting, they've got a really much more open sort of critical social science culture. They're don't have this very narrow definition. Those sort of management schools are sort of chalk and cheese. But then within those schools, you have people on different contracts. So you've got a lot to work with.

##### Researcher

Yeah. I did a sort of similar project for my master's dissertation where I was focusing more on academic entrepreneurship. So people that did like consulting and stuff on the side.

##### Participant 5

Oh yeah.

##### Researcher

I spoke to somebody from [teaching-focused institution], which is a very teaching focused university, really, really focused on delivering like good education. And they are really good at what they do. I know a lot of people that went to [teaching-focused institution] and stuff. And just like, I could just tell by the way he was talking and what he spoke about, it's just such a different world, like from one university to another. Generally the culture is quite similar. But you will notice when one of them is teaching focused, it's like, they just think differently in a way, it's so interesting.

##### Participant 5

Their concerns will be really, really quite, quite different. The other thing I would recommend is looking at it historically, too, because there have been some great, not many, but there have been some studies of, not necessarily of business schools, but there have been studies, survey studies of academics. A classic one is a study done in the late 60s, early 70s, a survey of academics. And then he went back and did a similar type of survey some years later. I can't remember his name unfortunately, but it's really, really, it sort of sets the academic profession in some sort of historical context, especially in terms of, in terms of the growing importance of research. Sorry, I thought I had it, sorry.

##### Researcher

It's OK.

##### Participant 5

Because I did bookmark this, I can't remember his name, sorry. If I find out I'll send it to you.

##### Researcher

Yeah, if it comes to you, let me know.

##### Participant 5

Because I think putting it in some sort of historical context is quite enlightening in terms of where we are today. Because if you interviewed an academic, if you did this research 40 years ago, people would have completely different concerns and research wasn't really a big issue for academics back in the late 60s, in the 70s. Research has become, is very much a recent issue for academia, certainly one that has come up prominently in the last 20 years.

##### Researcher

Yeah, that's OK, if you think of it or remember, send me an email.

##### Participant 5

Yeah, it's just the name of the author, it was very much a classic study of university academics as a professional group. And he was asking very similar questions to what you're asking, except they weren't business school academics, they were across different departments.

##### Researcher

OK, well, hopefully you remember and can send it over.

##### Participant 5

Yeah. I will have a look for it. I'm pretty sure, I'm sure I'll find it somewhere.

##### Researcher

That's fine. Well, thank you very much anyway for your time.

##### Participant 5

Oh, that's OK [researcher’s name].

##### Researcher

I'll stop the recording now.

##### Participant 5

OK.