##### Researcher

OK. I have had a look at your profile and stuff, but could you just kind of, in your own words, tell me about yourself and your background and your current job role please?

##### Participant 9

Yeah, that's fine. So I finished my PhD recently. I think it's been just [time period] since my corrections got approved. I did my PhD in [specialism]. Before that, I got my master's in [subject], a specialised degree, and the degree before that was [subject]. So, I have been in the current job for almost [time period]. I've moved from [previous institution], which is where I did one year of employment, very much a tutoring focused role. And now I am in a role which balances, a lot better, teaching and research, with an emphasis on research. So, I suppose that, yeah, that kind of sums up what I've done, where I'm at, at the moment.

##### Researcher

So your current job is much more balanced between research and teaching?

##### Participant 9

It is, yeah.

##### Researcher

If you had to, so obviously, it would probably say in your contract your, the way they divide the pathways, different like percentages of your time towards each aspect. Do you know what yours is? Is it like forty, forty, twenty or something?

##### Participant 9

Haha. I know I need to know this. But I'm pretty sure it's either thirty, thirty, forty, or forty, forty, twenty. It's more likely that it's the second one. So obviously you get a bit of time on admin and scholarship, you get equal time for research and equal time for teaching. Does that make sense?

##### Researcher

Yeah, fairly balanced. So, does that, does that model accurately reflect the amount of time you do spend on each of those things or does one aspect maybe take up more time?

##### Participant 9

I think the admin side of things, which is more to do with setting up your assessments, particularly if it's group work and so on, emailing students, a lot of manual work is involved in that. And of course, we have the [support teams], undergraduate and postgraduate [support teams], which deal with moving the assignments to students and feedback from us over to the students. And it seems like they're there to help us. At this point of time, I don't see how they're helping us because I still need to do all the preparatory work, send it to them, and then you have to release them and I just don't really see the point. I suppose that I'm going sideways at the moment with my answer. But essentially, I think that a big chunk of the job is admin work, a lot of marking, student queries, and so on, which I don't think is as accurately reflected in the workload as it could be, as it's supposed to be. Admin support systems aren't, I don't think they necessarily take the pressure away from us. I still think we need to do all the preparatory work and admin work for them to effectively work and operate.

##### Researcher

Great. And, so what was it that sort of attracted you to a career in academia?

##### Participant 9

Haha, I think I was, I think I've always wanted to teach, so that's why I started the PhD, in my head, I wanted to help students. And in my head, when I was doing my undergraduate degree, I always thought, "oh, this is a really good example of lecturing", "this is not a good example of a lecturer" and "this is how I want to be". I always imagined myself designing workshops, tutorials and so on. So it was primarily teaching. But then of course, pretty soon you realise, as I'm sure you are at the moment, it's not, that's not really the reality. Teaching is one part of it, and research, especially in some universities, is a much, much bigger part of it. And a lot of pressure comes from research rather than teaching. So it's kind of like taking away the joy from teaching a little bit, that sort of balancing of the two pressures, and obviously with an increased pressure on the research side.

##### Researcher

Mm hmm. So would you say you're actually more interested in teaching then, over research?

##### Participant 9

I was, and I sort of changed priority.

##### Researcher

OK.

##### Participant 9

I started because of the teaching aspect, because I thought you need to have that sort of top qualification in order to enter a higher education institute to teach. But then obviously there's, things are a lot different when you start a job and when you finish your PhD.

##### Researcher

And just following on from that, then, in your own words, what is the purpose of academia, in your opinion?

##### Participant 9

I think it's to help people transition between school and their lives, essentially. It's that sort of step in between where you form personality, you meet perhaps your closest friends, you meet lecturers. And I think my role is to hopefully positively impact that transition, to help them learn something, of course, while they're getting a degree and certificate, but essentially it's to equip them and to help them transition from an adolescent life to an adult life. Perhaps a big goal or aim. But, yes, that's what I feel, I'd like to positively influence their lives and make them inspired and wanting to be better and to be good in what they do, whatever that is, afterwards.

##### Researcher

Mm hmm. Excellent. Thank you. So I want to talk more about the specifics of your job and your role. So are you able to tell me the kind of formal requirements of your role? And by that I mean things that you are required to deliver or achieve, perhaps in a given academic year or a given specific time period. So, for example, something like a certain volume of publications or a certain evaluation score from student surveys. And if possible, could you tell me where these kind of come from? So they might be like business school specific or department specific or university wide.

##### Participant 9

Mm hmm. So is this, would you like me to talk a little bit about the yearly performance review?

##### Researcher

Of course, yeah.

##### Participant 9

So I just started [recently]. So I've been in the job for about [time period]. And as part of this job, I'm on a three year probation. So as part of this probation, I'm essentially not put on a formal review yet, up until I pass my probation. But I am still monitored on a yearly basis. So what this involves and for me to pass the probation is I have to submit one journal paper to a journal, a good journal, per year. So we're talking about a three or four star journal, or if it's not a three or four star journal, it needs to be a quite high quality two star journal. But essentially, preferably with three or four star journals. So one submission of that per year, together with delivering teaching, which is consistent in terms of quality with the rest of the school, which is, which is not very specific. And I still am to find out what this means. But essentially in the past with teaching, I've aimed for 90 to 95 percent student satisfaction. Whether I'll achieve this in [university] I don't know, because I haven't taught yet, and obviously next year is going to be very different. But essentially, I'm aiming to go for sort of high standards of teaching quality. What that is in terms of percentage and MEQs with the business school, I'm not sure. So what I've said so far is the guidance that we have in the business school, not university wide. Once you pass the probation, I think it's pretty much the same, one submission per year to a journal and then publications is something that our school has recognised is outside of our control. So as long as we consistently publish, if that means every two years you have a couple of papers published, or every three years you have a couple of papers, that is fine. Submission is within our control, publication not so much. So this is the guidance that I've been told in terms of publication and teaching. And this is what is expected of me. Does that make sense?

##### Researcher

Yeah, definitely. Thank you. And so obviously that's to do with publishing, getting publications. But is there any kind of, in addition to that, any requirements or even regulations in your role related to creating an impact beyond academia? So like reaching non-academic stakeholders, is that something that you are required to do?

##### Participant 9

It's good you brought this up, this is probably something that I should've talked about, haha. So our business school is [focused on impact]. So essentially we prioritise research and from what I've heard, the school prioritises research in terms of funding, in terms of help, if it benefits society as well. So we are not required, but it is good and it's very good practice. And I think it's what the department, or, I should say the school, wants to see. So projects that would lead into the improvement of society or an aspect of society. But at this stage for me, where I am at the moment, it's not something that I'm obliged to do, required to do. It would be good practice if I did.

##### Researcher

OK. And so you mentioned the [impact] strategy, which I have actually sort of looked at, I've read a little bit about, it is very interesting. Is that like, does that feel like it's just part of the culture of the business school or is it something that comes up quite often in your work or is it maybe something that just sort of pops up every so often and you're kind of like, "oh, yeah, I forgot about that", what kind of role does that play?

##### Participant 9

I think my feeling about it is that it has been decided at some point that this is going to be the strategy of the business school. And somebody said, "OK, we're going to try to do this". And people are kind of like left to say "OK, this is the strategy and this is what we need to do". And I think slowly now it's starting to become a thing that is reoccurring more often. So, for example, one of our head of teaching and research people - there's quite a few, so I can't quite remember all of them - so he studies [subject] and he researches [subject]. And whenever he gives a talk, it's always fed back into the [impact strategy]. And something that he does, even now, is he has stopped flying to conferences and he's making a point about the environmental impact and carbon footprint on flying to conferences. So the more senior people, I think they will always bring it up in conversation, some of the actions they do that support the [impact strategy]. So "we are part of the school, we are members of staff, we are key people, we lead by example, we don't just talk about the strategy". In terms of like more sort of lower level people like myself, kind of like at the bottom of the food chain in academia, I am not expecting anything like that. It's up to me, of course, in terms of research, in terms of my personal life. But we are encouraged to adopt such behaviours. And to think about conferences - "can we do an online conference, do we have to travel this far by plane or by train?" I know that's very much specific to conferences, but that's pretty much what I've heard up to now related to [impact]. So, yeah, I think it is, it is something when you do a funding application, for example, I'm working on a small research grant at the moment, within the school and the university, it specifically asks how that feeds back into the [impact strategy] of the school and in which area of [impact]. So, yeah, you are required to think about it.

##### Researcher

Excellent. So, yeah, so kind of leading on from that, impact, it's this, it's not so much a requirement, but it's more like a normative kind of expectation of you, kind of like a pressure to think about that. Are there any other, I don't know if you'd be able to think of any others, but are there any other kind of, I want to say, like unwritten rules in your kind of job in the business school, of things that you feel under pressure to perhaps achieve or do, but which isn't written down anywhere, isn't like "you must do this" but kind of you feel like it is the right thing to do? So impact is obviously a good example, but perhaps, I don't know, like certain type of journals you should publish in my. So you talked about sort of three star and four star, is there like specific journals within your department that you feel like you would rather publish in them because it would look better for you kind of thing within the business school?

##### Participant 9

Not something that is imposed by the department. So, I don't know if you know about this, maybe it's come up in conversations before. There is these DORA principles, it may have come up before in conversations. It's something that I'm newly familiar with as well. So, [university] has adopted this, and the business school has adopted this. And so that's why I mentioned even higher two star quality journals, they're still OK. As long as the actual paper is high quality, it should really go to the journal that suits the most. So I really feel like that is fine. I don't feel like they're saying this just for the sake of saying it. I feel like they generally mean it. So let's say if I had this really good paper, impactful paper and I published in the [journal] which is a two star, that would be fine. I wouldn't get reprimanded, I wouldn't get told this is not good enough. So, no, I don't feel like there are any pressures to publish in certain journals to make an impression or to feel like I am a better researcher or not. I think everybody tries for these three and four stars, but everybody knows the amount of work and energy and effort and perseverance that they require. So, no, is my short answer to this. No, I don't feel any pressures like that.

##### Researcher

Okay, great. Thank you. So going back to impact, talking about impact, and then also, obviously you're kind of required to publish, perhaps in a year, one paper kind of thing. Do you think that, obviously it's a bit of a unique situation for you because you are an early career researcher, so like you said the impact thing isn't so intense for you at the moment. But in general, do you feel like those objectives kind of go hand in hand? Do you feel like you can be impactful but also have this focus on publishing in two star, three star, four star papers?

##### Participant 9

Hmm, tough question, haha. No, I don't think so. I think it would have to be separate projects. For something to be impactful, it is not necessarily going to go into a top journal or any journal at all. It might not be a journal publication, it might be a different kind of output, which will be even harder to get than a journal publication, but not as highly acknowledged in academia because it's not in a three or four star. So I don't think the two necessary - from my experience, again I would like to reiterate, recently finished PhD, first sort of job, on probation - but I'm, no I don't think they go together necessarily, from my experience. Yeah, it doesn't, it doesn't work, from my experience, from what gets published. Unless it's the very, very top, high level journal but still, practitioners don't really read that. So I don't really know how we can influence people who don't necessarily read what we publish. And publications, specifically in [discipline] things move so fast, so hard to keep track of things, by the time you publish something, from conception to publication, we're talking three years, two to three years. That is already obsolete, what you are publishing, for practitioners anyway. Maybe for theory development it's not. So, yeah, impact and publications, I don't think they, from my point of view, if I was to focus on an impact case submission for the next REF, let's say hypothetically, I think I'd need to solely focus on that and not try to publish alongside. So it's going to be one or the other if that makes sense? But that's, again, based on my experience so far.

##### Researcher

And on the topic of the REF, does that feel like an additional pressure on top of other things, or do you think the REF sits quite nicely within the expectation of you to publish in three star, four star journals? Is that sort of brought on by the REF, or do you think that is more the business school wanting that itself kind of thing?

##### Participant 9

I think the REF adds more pressure to people and business schools. I think it adds more and more pressure to business schools and universities than it does to individual people. And then because the universities are assessed on this regular basis and departments and schools are assessed on this basis and it puts a lot of pressure on people. So I haven't experienced that pressure yet. I've heard of it. I'm aware of it. And I know I will be exposed to it, possibly in a couple of years, after next year when this REF submission is done. But it's not something that I have been pressured on at the moment.

##### Researcher

OK, great. So I want to talk now a little bit about workload. So obviously you engage in research and teaching, so that's two quite different streams of work there. Do you feel like generally there is enough hours in the day to get done what you need and want to get done?

##### Participant 9

It depends. It depends. At the moment because it's a very unusual situation with the coronavirus, with moving teaching online, with modules being cancelled. I was lucky enough to have one of my modules cancelled, so that freed up a lot of room for research. And since the lockdown I've managed to do quite a bit more than what I would have done in a year sometimes. So it's a very, very unusual situation. Other than that, I think when it comes to teaching and research, doing these simultaneously, there isn't enough time in one day to do both. No, there isn't.

##### Researcher

And do you have like a specific way of dealing with that? Do you have like a specific strategy or do you just kind of manage it day to day, trying to figure out what to prioritise?

##### Participant 9

I always prioritise research, even last year, and that was part of a more teaching focused job. I always aim to prioritise research, and sort of teaching as a secondary priority. Even though it doesn't really work like that, because when you teach you have to teach and you have to be there and you have to be present, and the research can wait. So, you've got to meet the deadlines of teaching rather than research. But essentially I always prioritise research. I try to block out some days per week, depending on what my teaching schedule is, and just focus on research. And sometimes I would, more often than not, I would spend the weekends preparing the teaching. So I can have the rest of the week on Monday to Friday or Monday to Thursday to focus on research. To be able to catch up on that, because, yeah, it's something that takes a long time, as I'm sure you know, hahaha. Yeah.

##### Researcher

Excellent. OK, thank you. I only really have one more thing I want to cover, which is, I want to, I want to ask what your career goal is. So like, where do you see yourself in maybe 10 years time? Where do you want to go with your career? Is there a certain pathway you want to go down? What are your future ambitions?

##### Participant 9

I very much would like to stay on the teaching and research pathway. So I wouldn't want to fully merge, at the moment, fully merge into a research pathway, just because I feel teaching is something, that's what I entered academia for. And I haven't really experienced as much as I would have liked to, because of the PhD and then focusing on other things as well. So I wouldn't want to do teaching only either, because I think research sort of gives you that really nice creativity that adds to your day, independence, can apply for research grants, you can work on this research project, you can always find good people to work with. So in 10 years time, possibly a senior lectureship, I would like to think that, but of course, I'm a female. I have to think about family planning as well. So I think that's obviously going to put a short or a longer pause on my career as well at some point if I have to be realistic. So essentially a senior lectureship and then, from then on, a professorship. But at this point of time, I can't quite envision how that's going to happen. So senior lectureship seems a bit more achievable at the moment and more realistic in sort of 10 years time. And then, yeah, that's kind of like where I see myself.

##### Researcher

Excellent. And do you, do you think you see yourself staying at [university] kind of like for that time span or do you think you might move around trying maybe different business schools?

##### Participant 9

I really like where I am, even though I've been here for [time period]. I did my PhD in [alternative university], which is sort of about [location], and my aspiration was to join [university] Business School at the time while I was doing my PhD. So having got here, I don't think I'd like to move unless I'm forced to for one reason or another. So I do see myself staying here. I think promotion is... same as you doing the research before the interviews, I've done some research on people's profiles before I joined the school, and I think promotion is very realistic and you don't have to aim for the stars necessarily and get to the stars and get these constantly four star papers. I think it's very much achievable with good quality regular outputs to get promoted within the school rather than move around. So, no, I don't see myself going anywhere else in the next ten years. Five years, ten years.

##### Researcher

Excellent, OK, I think that's everything I wanted to ask. I think we've covered pretty much everything I would want to talk about. So unless you can think of absolutely anything you might want to add that you think might be relevant, I'm not sure, anything else off the top of your head, but if not that's absolutely fine.

##### Participant 9

No, nothing that I can think of. I think it's just, a personal reflection, academia is not what I thought it would be when I started the PhD. It's certainly something very different. Not in a bad way, not in a good way, just very different to what you expected it to be. What I imagined at the start was, when I did my master's, "why are all my lecturers never available to meet me when I want them to meet me or when I want to talk to them?" Which wasn't often at all, just for supervision purposes, nothing, nothing crazy or extraordinary. "They only have to teach for 11 weeks. What do they do the rest of the time? Why don't they have the time to meet me?" So now I understand that they didn't have time. I understand from an insider point of view how different it is, how different the dynamics of the pressures are, and there are so much pressures on research. And now obviously there's an increased pressure to make students happy as well. So, so, yes, pressures from two fronts, but definitely manageable with good time management, I think, and a good leader in the business school, which I think we have which is quite nice.

##### Researcher

That's good. There's just so much going on, so many different activities and stuff. So, yeah, that's interesting. I've really enjoyed talking to you. I'll stop the recording.