##### Researcher

Wonderful. OK, so obviously I've had a look at your profile and stuff, so I know you've been at [university] for a fairly long time, I guess especially for an academic career as well. And I've had a look at your profile and your areas of research and stuff. But in your own words, can you tell me about yourself and your background and your current role?

##### Participant 11

Oh, yeah. I mean, in some ways I got into academia by a slightly unusual route, I was actually, well, I got a job in industry and was working in industry for the first three years. And one day I looked around in the business and thought, "well, whose job in this company do I aspire to?" And then I realised there wasn't a single job I aspired to, I was probably in the wrong place and doing the wrong thing. I had that revelation in a lunchtime and I went back in the afternoon and sat down and wrote a little two by two matrix of things I thought I was good at and things I thought I was bad at, things I liked doing and things I didn't like doing, and kind of looked at the results and thought, "well, what does this make me?" And I kind of thought "oh, an academic". So immediately I contacted my old university career service saying "I think I might want to become an academic, how do I go about it?" And they wrote back and said, with your CV, don't be stupid, really, you know, if you fancy doing a bit more study, do an MBA or something part-time. But by then I actually saw an advert for a job at [university], which was linked to the teaching company scheme, which I don't know if you're aware of because it was a long time ago, it was the forerunner of what are now Knowledge Transfer Partnerships.

##### Researcher

Oh, yeah. Yeah.

##### Participant 11

So basically it was working for a company four days a week, but while being employed by the university and working there kind of one day a week. So in a sense it was a kind of sneaky backdoor into academia. And I thought, "well I can do this for a couple of years, and if I, if I decide I don't want to go into academia, then I'm still going to be working for a company, so still being business-wise, but if I do kind of fancy the academic life hopefully it will be a back door into it". And at the end of the two years I managed to sort of lead a funding bid to get a new teaching company scheme set up, which would then have me as the sort of lead academic employed by the university. So I kind of created myself a job and then kind of sneaked into a lectureship a couple of years later after that. So, so that is kind of my background at [university] and I've kind of been there ever since, just sort of, you know, got very comfortable here in the city and the institution, and, you know, gently, gently kind of worked my way up really.

##### Researcher

And what, so what do you do now in your current role as [position]? Like, what are you focused on at the moment?

##### Participant 11

Well, I'm head of the [section] of the business school. That means I'm kind of managing a team of just over 30. So to be honest, a lot of my days these days are spent more as an administrator than an academic, sort of sitting in Zoom meetings, filling in forms, all that kind of fun stuff. But I still, I still teach, I taught two modules in the last year. I'm still trying to do a bit of research and writing as time allows. Do PhD supervisions. And I'm still co-director of a research institute, but given that I've already fulfilled by working hours, I kind of do that as a hobby, really.

##### Researcher

Yeah. Yeah, so do you do you have a specific contract that would say how many hours you're supposed to dedicate to those different streams of activity like admin and teaching and stuff? Or do you kind of have a bit more free will in that?

##### Participant 11

Well, we have a workload model and we have a workload allocation system. So the way it works is if you take on a significant management role, you get so many hours for it. So I get, I get kind of 600 hours for being head of [section]. Everybody gets kind of 600 hours for research and you get like, I don't know, 125 hours or something like that for like citizenship type things which are probably kind of going to meetings, stuff like that. And then any spare is what we use for teaching. Having said that, you know, I'm about 400 hours over my nominal load in terms of what I'm supposed to be doing. But at the same time, our system is slightly odd, I think, in that it takes no account of experience effects. So, you know, because I've been knocking around doing this for a long time, you know, if you give me a new module to teach and as long as you allow me to look at Google and steal other people's power points, you know, I could knock a module together pretty quickly. Some of those that have just joined academia, it takes a long time. Yeah, so although in theory, I, you know, I am overworked, I feel I'm not really because a lot of this stuff I've been doing long enough to do it quite quickly.

##### Researcher

Mm hmm. And obviously it's quite a varied career. Which, which part would you say you enjoy the most?

##### Participant 11

Oh blimey. That's an interesting question. I mean, the bit I actually quite like is the helping people bit, in a way. I quite like looking after people. And actually for - this is a bit I didn't tell you about I suppose - for a number of years in the middle I actually ran a [funded] research centre, which is a kind of big research investment. And, and again, I think that was running a team of about, I mean it varied over time, but often about 20 something researchers and everything. And the bit I always liked was kind of looking after people, managing them and helping them. And I still quite like that. I also like writing, actually, getting to sit down and do some writing. I've always quite enjoyed that. I probably, like many, like many academics, am a frustrated author really.

##### Researcher

OK, excellent. Thank you. And so you said, you kind of touched briefly on how you came into academia in that you kind of looked at what you wanted from a career and you thought, "OK, I'm an academic", but what actually is it about academia that made you want to make that transfer, like what aspects of the job?

##### Participant 11

Well, I think what I realised was, I mean, the stuff I was working in, which was kind of very strategic level [activity] for a big multinational company, I realised I really enjoyed the kind of problem solving element of it. I really enjoyed kind of researching issues, coming up with solutions. If there were like reports to be written about them I enjoyed the report writing. I like doing the kind of training, advising people stuff. But what I really didn't like was the implementation because I feel I have neither the patience nor the eye for detail or the kind of general, good organisational skills to put this stuff into practice. So, I thought, "you know, often once I've solved the problem in my mind, I tend to lose interest in it". And I think that made me not a very good kind of practical manager. And I think it was that, the fact that I like the, I like the thinking about stuff, talking about stuff, writing about stuff. And then obviously in the job I was doing, I thought, "well, that kind of makes me sound like an academic", even though I didn't necessarily know what an academic job was like at that stage.

##### Researcher

Yeah. That's really interesting. So I want to talk a bit more about the kind of specifics of your role. So are you able to kind of tell me the, I want to say like formal requirements of your role? And by that I mean things that you're kind of required to deliver or maybe achieve in, I don't know, maybe a given academic year or a given time period. So, for example, that would be a certain number of publications or a certain student evaluation score, that kind of thing.

##### Participant 11

Yeah, I mean, the way, the way we work at [university], we have a performance development review meeting every year and the targets for an individual are set with their line manager and they'll typically go around several different areas. So one will be teaching and you'll be told to teach module X and deliver it with reasonable student feedback scores. My predecessor as head of the section, for every member of the section, he set them the same objective, which is to teach module X, whatever they were teaching, while getting above the section average in terms of feedback scores. Well, it was quite interesting that every person in the section had the objective of scoring above the section average teaching feedback scores. We thought it was hilarious. So, yeah, I mean, and again, we have a kind of traffic light system with modules. If student feedback is consistently poor or something, it might sort of flash red on the dashboard. As long as it's kind of green or amber people are reasonably happy. And then, you know, we do set publication targets for people, but we tend to set them in terms of submissions to journals, not acceptances. Because it's something that's just not under a person's control. And then typically, you know, it ebbs and flows a little bit because, of course, projects run in different timescales. So, you know, for the people I've been line managing, typically they'll commit to submit one or two papers to decent journals in a year, sometimes knowing they've got slightly more than that, you know, in the pipeline, but almost erring on the conservative side to hit or exceed their objectives. Usually I've got an objective of submitting three or four journal papers in a year. Most people will say, you know, send it to a conference, a paper to a decent conference. Then usually it's just carrying out the administrative duties that you've got reasonably competently. So I'd say unless people start screwing things up, it's a reasonably relaxed system in terms of setting objectives. And it's, it is very consensual. I think that there are generally expectations that everybody kind of understands. The teaching is a reasonable standard and you try and get a publication or two into a decent journal in a given year.

##### Researcher

Excellent. So would you say that those kind of things are more kind of like normative pressures and less kind of requirements, or do you think, I guess, if they form part of an appraisal, then I guess they're kind of like, you're formally required to achieve that sort of thing. Are any of those things, like, more pressures or expectations, do you think?

##### Participant 11

Yeah, I mean, you know, I, I don't honestly feel them as pressures, particularly because in some ways the, you know, the publication process tends to bumble along. And often it's just, you know, it's not the fact that you've got pressure on you to achieve. More than often you've kind of got time pressures that you're trying to kind of free yourself from, you know, to get things submitted. I've got a journal, revise and resubmit at the moment, I was telling myself, "yeah, I'll get it done within June" - it's not happening. So, you know, hopefully mid-July, but of course the Zoom meetings, the paperwork, things keep popping up. So I would say the pressure is less that I feel any institutional pressure to perform, more that there is stuff I'd really like to get done.

##### Researcher

Yeah.

##### Participant 11

And it's, it's kind of like finding the time to get it done, really. If you're looking for any signs of stress, that's more where the stress comes from I think.

##### Researcher

Mm hmm. And is there any kind of pressure to publish in certain journals as opposed to others that are maybe more favourable or less favourable?

##### Participant 11

Yeah, that's, that's an interesting question, because you kind of ask that at a watershed, in that up until recently we like many business schools use the ABS journal list. And, you know, and the pressure was very much to hit, you know, about three or four star journals and, you know, your, your, your targets for journal submissions were in terms of submitting to those kind of journals. You know, if we were looking at people going through probation, for example, getting a paper in one of those journals would be one of the stipulations of passing through probation. But recently we signed up to the DORA declaration. I don't know if you've come across this?

##### Researcher

Yes, yeah I have, talking to a few others. I've heard about that, yeah.

##### Participant 11

So now basically we have, at an institutional level, committed not to judge the quality of a paper based on where it's published. But that, of course, in turn, you know, puts a little bit of pressure on then keeping track of how good these publications are. And the ABS list was always an absolute crap metric and it's been gamed and it's full of big holes. But at the same time, you've got to admit, it was a nice timesaving rule of thumb to use. And so, in fact I've just been filling in a form this morning, you know, about some of the stuff I've done in the last year. I've still stuck ABS three star or whatever in brackets afterwards, just as a bit of a signal. I know I'm not supposed to be using it anymore. So I think now, you know, we just tend to use words along the lines of "we're expecting people to publish in international standard journals", which is kind of code speak for the publications that are in those kind of ABS three and four star journals. At the same time, you know, there have always been journals outside that list that, you know, if you get a publication in it, people still think it's good. There are a couple of, I mean, we've got some people publishing in [niche area] for example. You've got new journals coming up in this [niche] area, which, actually, they're too young to have an ABS ranking. But yet you look at those journals and you think "yeah, you know, this is one of the up and coming journals in the field". And so, you know, somebody, again, publishing there we wouldn't go "oh, no, that isn't an ABS three star, what are you doing?" We'd say, "well, yeah, that, that's obviously, in the future that's going to be regarded as a good publication, even if at the moment people don't really know the journal".

##### Researcher

OK, excellent. That's really interesting. So I want to talk now a little bit about impact, beyond academia with non-academic stakeholders. So one of the reasons why I was kind of interested in talking to people from [university] is because of the [emphasis on impact]. And there's quite a bit of emphasis on that area, which I think is really interesting. But I want to ask you, as someone who works within the business school, the kind of attitude that the business school has towards impact?

##### Participant 11

Yeah, well, again, it's something personally I've always been really interested in. And in a way - hence the [number] years running the [funded] research centre. That, that was doing research, we were working with industries like the food industry, car industry, financial services, things that have real impacts on people's lives. And also having real impacts on the planet. And we were doing very value-laden research, and we genuinely hoped to make an impact. We were hoping to help nudge governments, nudge policymakers, nudge other universities towards the great pursuit of sustainability. So in a sense, I've always been in it for the impact. And, and I was kind of going on about this stuff long before the business school thought about the [societal value] idea. So when it turned up, I was delighted because it had always been the sort of thing I'd been interested in. And in some ways [university], you know, even beyond the business school, just kind of coincidentally just happens to have schools that have had a strong kind of sustainability emphasis all along. I mean, and this goes back a long way to the [time period] when I was part of, the [university] had a sort of, what at that time was called a [sustainability] committee. And somebody got sent from each of the schools, and I got send from the business school. And it was quite weird because we all sat around in a kind of circle and begin with introducing ourselves to each other. And somebody said, "well, I'm from the of School of English and we have the UK's leading sustainability philosopher here" and I thought "oh, I didn't know that". And then, you know, someone of the Law School was there, "we have one of the leading schools in sustainability and law" and I thought "oh, I didn't know that". So it was one of these things we all discovered each of our schools was really interested in this stuff, but none of us had a clue outside of our own school what was going on. So it's, I think, you know, the [university] just I think coincidentally, has always been interested in that kind of stuff, which has made it reasonably feasible for us to join up and do interdisciplinary stuff. Again, that is very much aimed at impact. So, you know, I mean, there are plenty of people at [university] still who are what you might call pure theoretical academics. They're not particularly interested in changing the world, they're more interested in tackling the problems that they find interesting and moving a field of knowledge along. But you know, we've got a big chunk of [subject specialists], for example, that is one of the kind of strong groups within the school, so of course they are very much about helping the [specific industry] manage better. So I think, you know, I think yeah, you wouldn't say everybody at [university] is necessarily bought into societal value 100 percent. But I think mostly the walking the talk is pretty good. And the Dean I think is very keen to push it. So I would say it's yeah, you may come across the odd cynical person, but I think actually it is sincere and, you know, within the constraints of running a business school, I think they're doing very well in pushing it forward.

##### Researcher

OK, great. And so you mentioned before your sort of like personal development plan that you get, kind of like your appraisal - does impact or the societal value strategy come into that at all? Is there any formal expectation for you to engage in those kind of things?

##### Participant 11

Yeah, I wouldn't say a formal expectation, just in that I think there's recognition that there are different kinds of people who make different kinds of contribution across the school and that some will never particularly get involved in that agenda, whereas others will be doing loads of stuff. So I think it's a question of, you tend to report back on everything you've done in the year. And I think where there is good societal value, it'll be commented on. You'll certainly get positive feedback about getting involved in anything like that. But it is not an actual expectation.

##### Researcher

OK, so. So what I kind of want to, what I'm thinking is, there's this this side of what you're expected, which is, like you said, even though the DORA agreement was signed, there is this kind of implicit focus towards three or four star journals that is still there and is like sort of very ingrained within people.

##### Participant 11

Yeah.

##### Researcher

And there is that focus on publications and, and things. And on the other side, there's a focus on societal value and creating impact beyond academia. So there are two quite clear messages. Do you think they necessarily go together or do you think there might be some sort of conflict between them?

##### Participant 11

I mean, in some ways I think there can be potential for conflict. I think, I think the move into DORA maybe has opened up people to be recognised for the work that perhaps they wouldn't have been in the past. But I'll give you one example. A colleague of mine had a paper and it's about [topic] amongst [profession] in the [sector-specific journal]. And the [sector-specific journal] is a completely non-ABS kind of journal. And so it doesn't kind of score any academic brownie points. And yet it's, it's one, it's, it's one of the journal's top impact-based publications. They do a list of impact-type ones. [Topic] amongst [profession] is a very hot topic. And this was a very excellent, excellent survey. And so I think that, that person has got a good recognition for that work because it was [societal] value orientated. And also just to say, for example, at the moment we're going through the whole getting ready for REF process and we're running this kind of rolling REF exercise, and actually the school as a whole, you know, we've got way too many papers in the four and three star category. And so really, one of the issues is, which of the three star papers do we stick in? And what we're using is, we're using [societal] value as a criteria for that. So we have to score every paper that goes through the rolling REF high, medium or low for [societal] value. And often that, that's acting as a bit of a tiebreaker. So if you've got 2 three star papers for somebody, you don't know which one include, well we're going with the [societal] value one. And then we're trying to connect those into the narrative for the school that we're writing, again which is kind of quite heavy on [societal] value as a distinctive feature of [university]. So, so I think in some ways, you know, it's, there is a relationship between the two, but it isn't necessarily a conflict. I think in some ways it's, it's sometimes giving people a bit more freedom in terms of where they feel they can publish and where they get recognition for publishing. It's got the kind of [societal] value tag attached to it.

##### Researcher

OK, so you kind of feel like they can kind of be integrated, the societal value and kind of getting publications.

##### Participant 11

I think you know, I think, there's probably a case that, you know, you'll get papers that are very high on [societal] value that, because of the [societal] value slant, are maybe quite practice orientated and therefore maybe struggle to get in the absolute top tier journals that often want a very kind of strong theoretical base and everything else like that. But I wouldn't say it's, it's mutually exclusive. I mean, again, another paper that I reviewed as part of the rolling REF from one colleague, you know, it was in a very top tier journal, you know, lots of heavy mathematical modelling, most of which flew over my head. But at the same time the bottom line it was about [topic] and actually the stuff that it crystallised as the conclusions, you thought "this is stuff that policymakers really need to know, this is stuff with a high level of societal value, even though it's in really quite an academically esoteric kind of journal". So, you know, so, I think there's a kind of, you know, I wouldn't say it's hard and fast rules here. I think strong [societal] value orientated papers are probably less likely to find their way into the top tier journals. But it's by no means a mutually exclusive situation.

##### Researcher

Excellent. Thank you. And you mentioned the REF, which obviously has been around for a few years now. But as someone who's been in the business school for longer than the REF has existed, do you think things maybe sort of changed when the REF came around? Because obviously before that, the research the Research Assessment Exercise didn't have that sort of explicit impact focus, whereas in REF, sort of like one third of the focus is now impact.

##### Participant 11

Yeah.

##### Researcher

Do you think things changed when that came into play?

##### Participant 11

I mean, I think, I'm not sure the REF, I'm not sure REF's emphasis on impact, in a sense, made that much difference to the way people did things. I think, I think what happened was, when the RAE came along and then the early days of the REF, I think it did have an impact in terms of pushing people often, I think, to be honest, back to the centres of their disciplines. That's one of the kind of unfortunate impacts of the RAE and the REF. I think before they came along, you were seeing a really interesting growth in interdisciplinary research. People started to do really interesting stuff at the boundaries. And then, but the problem is, I think that the strongest journals are monodisciplinary and tend to have a very monodisciplinary approach to reviewing. So, for example, my experience, I was doing stuff often that was at the borderline between management and [another discipline] because I was interested in stuff in [topics]. And I did send a paper into a good management journal. And they say, "well, it's quite interesting, but it's too [interdisciplinary]". And then I'd send the same paper to the [other discipline] journals and they'd say, "well, it's quite interesting, but it's a bit too managerial really", you know. And somehow nobody quite wanted it. And I think that was a really unfortunate effect. I think it pushed things back to quite conservative, centralised, mainstreams of different disciplines. But I think that the impact side, I think, you know, very often, people pursuing work, if they were doing it through funding, in particular, the funding agencies were interested in impact really before the REF and the RAE were around. And so the funding we got for the research centre, we always pushed the fact that we wanted to make an impact on policy and practice. And, you know, one of the problems early on was we were trying to get people from different schools to get involved in projects. And they're almost saying to us at the time, "well, the problem is, you know, I'd love to get involved, but, you know, I won't get recognition for this from my school because they're looking for the three or four star publications, that's really the name of the game". I think, so, I suppose in some ways the increasing impact emphasis in REF, I think made it easier to get people on board with stuff that was impact orientated, but I think that stuff was always still going on anyway, even when it was more a question of, you know, doing it because the funders were interested in it rather than doing it because the institution and the REF were interested in it. Does that, that work as an answer?

##### Researcher

Yeah, that's really interesting. Excellent, thank you. So the last thing I want to talk about is, I want to ask about the effects of Covid-19 on sort of your work and the business school. I know, the dreaded C word, I bet you're sick of hearing about it. But it's just kind of an interesting thing to look at and how it's kind of effecting universities. So what kind of effect has Covid-19 had on what you've been doing at the moment and what you're doing this year and the business school as well on a wider level?

##### Participant 11

Yeah, it's kind of weird in a way, because, you know, when lockdown first came along, we were told to stay at home, doing Zoom meetings and everything. So my first thought was almost "great, I'll be able to get in some writing time". And so I was wanting to finish some writing projects. I'm not sure that's quite happened as much as I thought it might have. Partly, partly due to just the frequency of Zoom meetings and stuff. Also partly because, of course, suddenly the university has done a pivot to becoming a largely online virtual organisation, and really stuff, stuff you would take months and years to plan and implement, we're certainly doing in a matter of weeks. So I think, so, that's been interesting. I've kind of ended up, you know, delivering lectures and examining PhDs by Zoom, which is a whole new experience and skill set, I guess. And I'm rapidly trying to find out what it's going to mean to be a blended kind of teacher, as it were. Because I think in my naivety, I just thought, "oh, I'll just take what I did last year and bung it online and that'll do for next year". And then, you know, going to events and talking with colleagues who kind of know more about this stuff, I suddenly realised how I was in a very naïve starting position actually. That's kind of the wrong question to begin with, is "how do I stick my stuff online?" It's more a question of, you know, being freed from the tyranny of the timetable that actually does shape how we tend to deliver stuff. You've suddenly got a lot more options in terms of how you teach, how you reach learning objectives for students. I'm now floundering around thinking, "wow, I could do all this different stuff, what should I do?" So that's, that's been quite interesting to try and get to grips with. And I think I'm very gradually getting my head around what teaching might look like next year. But that's been, that's taken up quite a lot of time, quite a lot of meetings. And of course, for us, you know, rather than just going into a normal academic year the way we were, we're now going to be taking up most of our postgraduates in the middle of November. And so suddenly having a very weird academic year where we kind of teach them for four weeks, we send them away for a bit, have them back for seven weeks. Well, that's going to mean in terms of timetabling, scheduling assessments, how much face to face teaching we're going to get, how many buildings and rooms are going to able to use? All these things are very up in the air at the moment. So just all the uncertainty has absorbed a lot of time and generated a lot of sort of meeting time. But in many ways in my working life has probably changed relatively little compared to plenty people around the country. How did I spend my days? I tend to go into my office, do stuff on the computer, and every now and then go off for a meeting with somebody. Whereas now, I go to stay here and then go onto Zoom meetings. So, about 7 or 8 hours of Zoom meetings on some days. So I don't, I don't have that kind of commute to work where I used to. Apart from that my working life isn't that different. I mean, it's slightly weird in that I used to find days when I worked at home used to be very productive. I think probably because they were a change, rather than being at work, when I tend to get knocks on the door and phone calls, that tend to interrupt you, I used to find if I had a day working from home I'd be super productive. I'm not sure I am at the moment at home. Often by the time I get to about two or three o'clock, if the sun is shining and the garden is looking nice, I think "oh, I'll just go out and pull a couple of weeds" or whatever. So I, I'm not sure my productivity has quite hit usual levels. But yeah, it's not too bad. But, you know and actually I've been quite impressed, the extent to which most of the people in my section have been very flexible, resilient and doing very well. And you know, I was having a chat to one relative newcomer and she was saying she's kind of getting up at nine, working till five, powering away, getting papers written and everything. Good on you, you know. Whereas others, others are struggling, you know, they're trying to combine life as an academic with basically being a kind of primary school teacher during the day, which is, which is really tough on them. So I think that the school is trying to be very relaxed about expectations with people realising that their, their ability to work is very different at the moment, depending on their personal circumstances. So, yeah, I think, you know, as I say, I think, I've tried to convey that to the section, and it's easy to look at Covid-19 saying "oh, blast, I can't go to this conference now that I was going to attend", maybe, you know, we've had people who had money to go and do fieldwork somewhere and suddenly they can't go and so it's easy to look at the losses. And if you look around, we're, we're actually some of the lucky ones in that we're, we're able to carry on with our work albeit in a different way. We're still getting paid for it. And I think it's better to count the blessings than worry about the losses, really.

##### Researcher

Absolutely. And do you think there's going to be any sort of like long term effects on how the business school might work maybe in years to come?

##### Participant 11

That's really interesting, and it's an interesting question in terms of trying to get people to shift their teaching into a blended style for next year because people are almost saying, "well, is this year becoming a blip?" And "maybe I'll be expected to deliver all this stuff online next year and then just go back to what I was doing before the year after". I think it's quite instructive if you look at what's happening in the health service. Like GP provision and stuff, they're already now feeling they're not going to go back to GP appointments the way we used to know them. The idea of being screened first by phone or online. And in fact my [family member] is a GP educator, and they're actually rewriting the GP education system, really on the basis that future generations of GPs will spend more time Zooming their patients than actually being in the same room with them. And I think academia, a little bit the same way. I think people are maybe tempted to say, "oh, it's a blip", but I think it's more likely to be the beginning of a blended approach. And maybe the blend will change in another year's time because the social distancing requirements will drop, the ability to get get in face to face classes with people will increase. At the same time, if you look at this from the university point of view, if the university during the next 12 months manages to deliver largely online education that succeeds and the students like, suddenly the university is likely to think, "oh, hang on, couldn't we take any given programme and offer it two ways?" There is the kind of premium style, "come to campus" and do it at one price. And there is the "economy virtual way" where you stay in your home country, your home city and, and do it virtually. And we suddenly become, you know, an operation that can offer that. And you think, you know, if you're the people in charge of university finances, I think that's going to look a very tempting way forward, actually. So that's kind of my guess where we might be headed. But it's no more than a guess. But, but I think although there are people talking about this coming year as a blip, I think it's going to be a more profound change than that.

##### Researcher

And do you think that will have sort of maybe good or bad effects on people's workloads? Like do you think people will have more work to do or do you think things will kind of ease off a little bit?

##### Participant 11

Again, interesting question, because, I mean, one of the, one of the joys about doing blended learning where you're maybe recording material, and part of what the students do is watch recorded material and then do live stuff, you know, if you do something one year and can re-use it for years afterwards, then, you know, what was lecture delivery time is effectively saved. At the same time, there will be probably lots of other stuff you have to do that will be new. And if, you know, the future strategy of the university is to see the opportunity to combine kind of on-campus learning with distance learning, on kind of two-style programmes, it depends upon how they spend the extra money. If the extra money leads to extra staff, then hopefully you can avoid workloads going up. My guess is that for the coming year, it's going to be very difficult to keep people's workloads down because there's a lot of stuff being done for the first time, which tends to be time consuming. I think, also, to have some face to face classes with groups would mean, you know, you've got to go through the same couple of hours with five groups of 20 rather than one group of 100, I suspect it will be extra work this year. Whether the workload comes down in subsequent years. Again, it's quite hard to future-gaze into what the experience of a blended year looks like.

##### Researcher

Mm hmm. Okay, excellent. I think, you know, that's everything I wanted to ask. So unless you have anything else off the top of your head that you might want to add?

##### Participant 11

No, but I'll say, if there's anything else you think of, that pops out that you might find, you know, your 12th respondent sparked a really interesting question that you wish you'd asked all the others, you know, feel free to come back and ask any kind of follow ups, that's fine.

##### Researcher

Oh, excellent. Thank you very much. OK, great. I'll stop the recording now.