##### Researcher

Okay. Great. So obviously I approached you, so I've read a little bit about your profile, so I know a little bit about you, but kind of just in your own words, can you tell me a bit about yourself, and your career and your current role, please?

##### Participant 18

Right. So I am very young academic at [university], I teach in [area] at the university. My role as it currently stands is to teach on the undergraduate programmes and postgraduate. It covers [subjects] so that's kind of my role. And that is essentially - my research interest involves around the same themes.

##### Researcher

Okay. Great. And how did you, so I know you did your PhD also at the business school, but how did you kind of end up in the business school?

##### Participant 18

Well, I applied, I started, I applied for a position before while I was undertaking the PhD. So I applied for a teaching position at the school, actually, and I was interviewed and by some miracle got through. So I was hired to teach in the business school and I was pursuing my PhD with them at the same time. And when I completed the PhD, I just never left. That's why.

##### Researcher

Okay. Great. And what was it that made you want to do a PhD and sort of have a career in academia as opposed to industry?

##### Participant 18

I've been in academia my entire life really. I'm originally from [foreign country] and I taught in a university there, the [previous institution] for three years before coming to the UK. Academia, I love research and teaching, and academia just was my chosen career path. I started out as a master's student at [previous institution] and as a master's student started teaching and undertaking some research projects and fell in love with research and teaching at that point in time, and decided that, you know, this is kind of the path that I want to take myself in, right? And my career. So that's kind of how I decided on academia. When it comes to [current institution], my chosen supervisor, I don't know if I should say his name, but my supervisor was based here at the time. And I wanted to work with this group and so I applied to the school here and got in. And that's why [current institution].

##### Researcher

And you say you love research and teaching and obviously an academic career encapsulates both of those elements. What is it about those activities that you love? Why do you enjoy them so much?

##### Participant 18

When you're teaching, you're kind of on a stage, I like, I'm kind of an introvert, right? But when you're teaching you're kind of on a stage and you have this captive audience there. And of course, the students want to learn, so there's that aspect of it and it feels like you're passing over information to them and they're able to learn. But from a more selfish perspective, you have these individuals who are essentially see you perform. So it's a bit more like a performance format, that's from my perspective. Of course, I want the students to learn as well whilst delivering on a good quote-unquote "performance" with teaching. So just getting information over and helping them understand, being clear with the subject matter - that could be very, it could be very difficult to understand. So that's why I kind of like teaching because it helps my more introverted nature. That's just completely selfish from my perspective. But that's honestly why I like it a lot, right? And then, of course, beyond that, seeing individuals learn and progress. That also is very fulfilling, particularly when they come several years later and say "look at my job, I couldn't have done this without you" or something. So that's teaching, passing over information, people - they appreciate it and you get a lot of fulfilment from watching people grow and also by having their attention, or the moments in time when you have their attention in class, particularly if you like delivering on that type of work. Some teachers don't really care about this aspect of it, but it is very appealing for me personally. With regards to research, for me, academia, I chose academia because of research really. Because I, when you're engaging in any type of research project, I mean, you understand this as well, when you're engaging in a research project you’re trying to discover something about the world, how the world works, either in the social world, social sciences, which we're in, or in the physical world, if you're dealing with the natural sciences. So you're trying discover something about how the world is working and you are more or less, if you're doing it well, you're more or less discovering phenomenon that no one else has discovered once you're at the cutting edge, right? So you're in that unique position of discovering something or seeing some fact about the real world that no one, to the best of your knowledge, has discovered before, or has had this instinct before. And that's quite interesting. And of course, then, taking that repackaging, it communicating it to your colleagues and ultimately to students, that's also quite rewarding. So research for me is just, the reason why I like it is simply because you get to discover these little known facts or unknown facts about the world and then ultimately communicate them, and hopefully win prizes or other things. Yeah.

##### Researcher

Okay. Wonderful. Thank you. And so in terms of your kind of current role, you touched on that slightly. So obviously you have quite major teaching responsibilities. So in terms of your current kind of role and contract, how much time are you kind of expected to allocate to each area of your job?

##### Participant 18

Right. So I started on a teaching contract, right now I'm on a research contract with the university. So at current I don't spend a lot of time on teaching. Most of my time is taken up on research. That is my current role. I'd say a sixty percent of my time is spent on research, maybe thirty percent on teaching, and maybe ten percent on administrative and other scholarly and citizenship type activities at the university.

##### Researcher

Okay. And when you talk about administration, is that, what kind of activities is that? Is that like marking or is that, or would you count that as more like programme leadership and that kind of thing?

##### Participant 18

Right. So that would be leading modules, writing module outlines, liaising with the administrative staff to get these things approved, those kind of things. So getting things, essentially courses and programmes approved.

##### Researcher

Okay. Do you feel like the kind of activities that you are doing at the moment are kind of reflecting the kind of contract obligations of you at the moment? So if you're on a research contract do you feel like you are spending the majority of your time doing research, or do you feel like teaching does end up taking up more time than it should?

##### Participant 18

I think it's just about right. I really can't complain about that, it's just about right. I am in a good circumstance where I can have a term off so I can focus on research, the first term. So this term, I have this term off for research. And next term, I'm teaching next term. So it's just about right. And the summer is to do research and so I feel like I have the time to do research. For me, I'm not sure about others, but I really shouldn't complain.

##### Researcher

So does that mean in this current semester you're doing no teaching at all?

##### Participant 18

I'm only supervising dissertations for students. So I only have my PhD students and dissertations for master's and undergraduates. But I'm not teaching in this first term. Next term is going to be very manic, because I have three subjects to teach next term. But that, that's the agreement that I came to. So in this first term, not teaching, and that has been the case with me for a, that has nothing to do with the current environment with Covid-19. And then in turn I do most of my teaching when it's impossible to get any research done.

##### Researcher

Okay. So I want to talk a little bit about the business school kind of in general. So in terms of I guess the kind of environment of the business school, would you say there is kind of a focus on impact and things like that, like kind of external impact beyond academia?

##### Participant 18

Yes. They're always driving us which is actually, there is a big focus on impact and impact cases and having impact cases at the business school for engaging in research or any type of activity, related to something that makes a contribution to the wider community. It is particularly important at our business school for sure. And it's weighted very heavily if you want to be promoted to the senior levels, you have to have a couple of these impact case under your belt.

##### Researcher

Okay. Awesome. And you mentioned there promotion. So in terms of promotion, obviously impact case studies being important, what other kind of factors are important if you want to progress in your career?

##### Participant 18

Well, the most important factor would be having articles published in ranking journals. So, having articles published, I try to publish in a tier four journal, a tier three journal. That's kind of the benchmark and the most important factor. Beyond that would be the impact cases and maybe if you have a book or two, that would be also quite... well, in our area, books aren't that important, but it couldn't hurt. It would help. And then maybe a distant third would be teaching. So, promotions are weighted - particularly on the research track - are going to be heavily weighted towards getting publications. But not just any type of publication, getting articles in those three, four star journals according to the ABS list. That is what the school focuses on a lot. And then having impact cases are also viewed very highly.

##### Researcher

And would you say the impact case studies and publications are kind of on par with each other? Or would you say one is slightly more important than the other?

##### Participant 18

I would say that having the articles is more important. At least I would hope that is the case. But I think you could be promoted through the ranks at our university without having impact cases, but it's going to be very difficult on a research track to be promoted without - in fact, you're not going to keep a job - if you don't have articles published in peer reviewed, three or four star journals. Definitely the articles are more important, although having an excellent impact case that makes a significant contribution and attracts a lot of resources to the university is politically, at least, extremely helpful for promotion purposes. So if you have an excellent impact case, that can go a long way to convince the powers that be that, you know, you should be promoted.

##### Researcher

Okay. And so publications, kind of having that edge over impact, obviously both being important, but publications being slightly more valued - why, from your perspective, do you think that is the case?

##### Participant 18

I think that's a legacy. I think impact cases are becoming more and more important. But I think the publications are a function of historical legacy in our field. Yeah. So that's why I think that is the case.

##### Researcher

And you mentioned teaching being a distant third. But do you feel like that also applies to even those who are on a more sort of balanced contract, teaching being a distant third?

##### Participant 18

So, like I said, I've been at [current university] for like [number] years, I've been on a teaching contract and a research contract, so I can kind of give you the story from both ends. Teaching is, at our university, you're not going to get promoted based on teaching, that's for sure. And if you engage in some scholarly type of research, concerned with teaching, so some pedagogical type research, that can help. If you do something such as writing books for students, that will help. Most individuals on teaching contracts tend to try to engage mostly in administration. Some would argue in order to reduce the amount of time that they are spending in the classroom, others would argue that is in order to elongate their CV to make them better candidates for promotion. But on a teaching contract it's pretty difficult to get promoted based just on teaching. You have to do other things. You can be an excellent teacher, you can have incredible ratings from the students, you can do an excellent job in that regard, but you're not going to be promoted based on just that. You're going to have to do some other things. You're probably going to have to probably engage even in research and we have a lot of people on teaching contrasts who engage in research and other scholarly type activities, and administration, in order to be promoted.

##### Researcher

Okay. Wonderful. And so you said previously that you do really love teaching. But based on what you just said about the kind of environment and what is valued, do you think that has kind of influenced the way you think about teaching and the way you feel about teaching? Do you think you maybe value it slightly less now this environment is the way it is?

##### Participant 18

No, but that is an opinion that is widespread. And that is a bit of thinking that is basically reflecting my colleagues. I guess my love of teaching was firmly set before coming to [current university]. And I do love and enjoy the classroom. So I am not being affected by the culture here that doesn't, I think, reward teaching as much as it should, being quite honest. So it hasn't affected me. But I can definitely see that bit of thinking reflected in some of my colleagues, and it is kind of recited in the culture, whereby teaching is not really that important, you can probably get anyone to do this, getting anyone to do it sort of thing so you don't have to do it. The idea that, if you're actually teaching well, you're cutting corners in research, and you're supposed to spend more time doing research, right? So there is a culture like that. I wouldn't say that it is a dominant culture, but there is that subculture.

##### Researcher

Okay. That's really interesting. And obviously at the moment you're doing research. In terms of the previous academic year, were you doing teaching in the second semester when the kind of pandemic began and things moved online?

##### Participant 18

I was.

##### Researcher

Right, okay. So did you have to do the kind of transition to online teaching?

##### Participant 18

Yeah, we did.

##### Researcher

And how was that? Did you find that kind of overtook everything else that you were supposed to kind of be doing at that time?

##### Participant 18

Well, luckily, no. So I teach [subject], so I really should be able to transition to the online environment I guess. If I wasn't able to do it, then, the whole entire school would be in problems. So luckily for us though, we have recordings. At our university we've had recorded lectures for a long time now. And so the majority of my course is online anyhow. All of the subject matter, course material. I already had videos online and we already have recordings so the transition wasn't very difficult. I just had to tell the students "well, we're not going to have class today, and instead, here are these two video to watch". And that was it. So it wasn't difficult for me at all.

##### Researcher

And do you think in general within the business school the priorities have maybe changed since Covid-19? Or do you feel like they're generally kind of the same?

##### Participant 18

Which priorities, regarding teaching and research?

##### Researcher

Yeah.

##### Participant 18

Definitely they have changed. So there's a greater emphasis on delivering for our "customers", quote-unquote. This term now is being used, and I am very surprised to hear the school refer to the students as customers. So there's a lot of emphasis on delivering for our customers now, who happen to be students. So there's more emphasis on teaching now, which is a good thing, we need to be able to deliver the subject matter to them. Of course, that has a lot to do with money and resources, and then being able to ensure that you are able to meet the expenses of the university and the business school. The business school is a cash cow for the university in general, so it's very important for the university that the school continues to attract the number of students that it routinely does, and is able to keep student numbers up because we have a large cohort of students who are non-residents as well. So we have a lot of students from China, we have a lot of students from all over the world. Of course, in this day and age of this global pandemic, a lot of them are unable to return, and so there's been a lot of emphasis on ensuring that we can deliver for them. In fact, I think the school has gone a bit too far in a some of what has been put in place, but that's another matter.

##### Researcher

And what kind of impact or kind of effect has this had on your colleagues, the kind of changing priorities?

##### Participant 18

I haven't really seen them to be honest. I think some people appreciate it. I'm pretty sure that those individuals who are tasked with administrative duties probably don't appreciate it much because they have had a lot more work. But, you know, teaching is now part of the game because it is understood that we need to have students here, and in order to have students here we need to be able to teach them, and so teaching is now seen as an important thing. And in fact, research has now taken a back step, it's gone backwords, with regards to importance in this current year. Research is on the back foot now as compared to teaching in this current year and I think for reasonable reasons, right? So you really can't complain too much.

##### Researcher

Okay, great. So the last kind of thing I wanted to ask was kind of more about you specifically in terms of your own career and your own goals. So, is the kind of business school setting one that you see yourself staying in for the long term?

##### Participant 18

For the foreseeable future, definitely. I really can't see myself outside of academia before first meeting my goals - to make senior [role] - well, make [role]. And then at that point in time, perhaps I may look to do something else, but for the foreseeable future, no, I don't see myself outside of academia.

##### Researcher

And in terms of the business school specifically, do you see yourself kind of staying put for the foreseeable future or would you be looking to try somewhere else? Maybe a different kind of academic culture?

##### Participant 18

Well, I'm interested in returning to [home country] as some point in time, probably in the medium term. So, with regards to the UK, that's already a different culture. I would contemplate the United States, but perhaps not. I really can't see myself leaving [current university] any time soon. I have more or less everything I want there, they treat me well, so I would really have to get a really good offer elsewhere. So, I'd just be returning to [home country] because my family is there and [home country] is a paradise. So that would be about it. Yeah, I really can't see - I would have to get a very good offer elsewhere.

##### Researcher

Of course. Okay, wonderful. I think that was pretty much everything I wanted to kind of ask in terms of questions. So unless there is anything else important or anything that you don't think you've had a chance to say on this general topic to add, I don't have anything else to ask.

##### Participant 18

Okay, well, I hope that was helpful.

##### Researcher

Yes. Definitely.

##### Participant 18

Okay. Beyond that, no, I don't really have anything else to add to it. Those are my views on the questions that you have asked.

##### Researcher

Okay, wonderful, thank you. I'll stop the recording.