##### Researcher

OK, so, in your own words, could you please tell me about yourself in terms of your background, your career to date and your current job role please?

##### Participant 40

Yeah, sure. So, I started my academic journey studying [previous subject] at undergraduate. I worked in [sector] for a while, came to the UK in [the late 90s]. Then in the early 2000s I embarked on an MBA degree at [foreign university]. I then spent a while doing various management consultancy jobs and also started to do a bit of teaching which I really enjoyed. So, I then did my PhD in [foreign country], and then got my job at [current institution] around [the late 2010s].

##### Researcher

And when you did your MBA, did you foresee yourself going into academia?

##### Participant 40

No, not really. When you do an MBA, you know, there are so many options afterwards and a lot of different routes to think about, but I hadn’t necessarily thought about academia, no. I did the MBA, after spending time in [sector] which really didn’t pay that well. So, it sort of moved me into consultancy. And at this point I was based in the UK, whereas I did my MBA in [foreign city]. So it's not as well known, [foreign university], I think in the UK. But my old boss from [home country] sort of phoned me up and said "let's go for a beer, okay, I've got a job, do you want to do it?" So I did it. But it was, the pay was, and in [sector] they don't really recognise an MBA. And even when I was working in the [department], the guy who was the head of [department] said, you know, should go and do consulting dude, it's like, you'll earn three times the amount of money. And so he sort of gave me a couple of tips, and that's pretty much what I did. I gave up on [sector] mainly because [sector] does not pay extremely well in this country. And if you've already made an investment of 50,000 or 60,000 into your education, you want to see a return on investment reasonably soon.

##### Researcher

That's really interesting. And in terms of having quite a significant time in industry, doing consultancy, working in [sector] and that sort of stuff, to then go to academia, an academic career with kind of mainly teaching and also research, it's quite different. I guess what I want to know is what's the kind of differences between working in industry and academia, not so much in the content of the job, but would you generally say that you sort of enjoy what you're doing now more than what you used to do? And also in terms of the workload, do you find that this is particularly the busiest time of your career yet? Or do you feel like you had a bigger workload before you sort of came into a business school?

##### Participant 40

No, the workload now is way more. For a lot less pay. There have been times in the last couple of years where I thought, even though there are aspects about this job that I really like, increasingly the pressure and the demand and the amount of workload are not really conducive to you enjoying yourself. I mean, you rarely even get any holidays. I rarely have a weekend where I don't have to do work. And so that makes it really extreme. I mean, you can only get one or two weeks and they're normally in August. You can't take any time off during, you know, when you might want to. Because you're teaching the whole time. Unless you really stack your work, which I'm even looking at considering, to stack my work so that I get a free couple of months and I can have a little bit of a break if I need to. I've really been looking at reconsidering what I'm doing in the last, particularly in the last year or so. I don't think Covid-19 has really helped because that's more or less tripled your workload. But the workload was pretty intense anyway. It doesn't matter where I worked, I mean, if you work in a Russell group university compared to the other universities that I was at when I was doing my PhD, I mean, to be able to make any decent money you're working really quite extreme hours and the breaks are not sufficient really. There's no break over Christmas. Even if you get to summer, even though I'm not taking, doing any classes in the summer, I've had to pick up one or two classes in the summer, summer schools and things like that just to supplement my pay. I just find it a bit relentless. I think that I share that with quite a number of people, particularly if you're in teaching. Not so much in the research side... you can balance out what you're doing there. But the teaching, no, that's way more, I think, intense than what I've done before. I'm used to dealing with deadlines, but I think the pressures on lecturers in terms of performance in the classroom, you're only as good as your last set of numbers. Students have far more sway and far more voice, it's like the lunatics are running the asylum basically, and you're constantly on edge about student feedback, those kinds of things. It compromises your ethics quite a lot, because now they're seen as customers. This is not so much at [current institution], I have to admit, but at a lot of other schools, you just don't fail students, because they pay money. Unless they've really done it to the extreme. So you would make decisions about different scores... I was freelance for quite some time. The reason why I stopped being a freelancer is, it's not necessarily, that's not really the case of [current institution], but the calibre of students is a lot higher than pretty much anywhere else that I had worked. With the exception, I suppose, of [previous institution]. But yeah, it's a business and you don't lose your customers. I've had colleagues being phoned at 10, 11 at night, "just looking at your marks, you might want to go back and review them, we can't afford to fail this many students on the course". That kind of stuff going on from deans of business schools and things like that. So that really sort of compromises what you do. You can also, you have to be careful, too, that if you're being a bit stern in class for a bunch of reasons, like lack of professionalism, those kinds of things, you need to be really careful because that can come back and bite you. And so there's a fine line. If you are trying to impart knowledge and to be able to get them ready for going into the real world, that's tough, because if you're quite challenging in terms of what you want them to do in the classroom, that means you walk a pretty fine line. But there are a lot of things that have happened. I think in the last, I suppose, eight or ten years that I've seen. And that's driven by government, driven by these different kinds of measures that you have that make it... I don't think they work in the best interests of our students, to be honest, and certainly not for the staff - pressure put on frontline lecturers who are delivering face to face.

##### Researcher

Okay, that's really interesting. And you mentioned the different pressures and demands placed upon you as a sort of educator. You mentioned kind of that there's that pressure not to fail too many fee paying students, the sort of student evaluations, having that kind of in the forefront of your mind, which can compromise things. What other kind of, I guess, pressures or demands or expectations are placed upon you that have, sort of, you feel that might have impacted the way that you work and your kind of job satisfaction, would you say?

##### Participant 40

I think increasingly student expectations are far higher and they're not doing the work. It's almost like spoon feeding. Less so at [current institution], way more at other institutions. So you're almost doing everything except writing for them. But even in some schools you have to review drafts, so you're basically marking your own work. It's that extreme. Students expecting - even master students - "oh, can I show you my draft?" And you're like, this is not in your pay remit. You have to double check, you have to manage, some schools expect you to, "oh, no, you should be looking at student drafts". You don't get paid for doing that if you're a freelancer. And even the full time staff, you know, a lot of schools have realised that they've put too much pressure in that area, but it's all about trying to respond to the students. And I don't think students, universities are allowing as many students to be able to be as independent as they once were. I don't think students are as independent as they used to be, but I think that part of it is by design. It's the expectation that so many people should be going to university when it's blatantly not suited for quite a number of them, they shouldn't be there. There's so much more plagiarism and cheating that is going on than before. And at the same time, they don't want to have exams, they want to have all assignments which are a lot longer to be able to mark with tighter turnarounds and marking, expectations about feedback, which is fine. I'm okay with that aspect. But also what you prepare and deliver for your classroom is a lot more work than I think whatever it used to be. Now we have to do activities, get quizzes organised. Students say "can you get us organised with some more activities?" And you sit there and go, it's in the book. But all the research shows they don't want you to want read the book. You have to deliver up a book friendly course that basically summarises the book for them. So there are a lot of different kinds of expectations that you need to be able to balance. The feedback tends to be coming from the two extremes, never the ones in the middle. So they're being over surveyed, which means you've got bias in your surveys anyway. There's a lot of different things. Students expecting feedback when you might be giving a lot of formative feedback, but in terms of what they understand feedback to be, it's "no, I handed something in, you write something down about my work, that's feedback". So it's a lot of these kind of managing expectations and things like that. But I think a lot of universities have taken a lot of time to build up some tools to be able to manage that. But I just think that in many cases, the expectations are, particularly from students, is a lot more, and part of it is because they are consumers. They see themselves as paying for the service, and that's what most other service orientated businesses deliver for them. And they expect that from the university or from the lectures. They want you to be able to answer their emails no matter what the query is within 24 to 48 hours, no matter how silly it is, and whether it's noted on the website or not, over the weekend. Those kinds of expectations. So you can be answering emails at 10 or 11 at night, and you do feel some pressure to be able to do so. It's not like the IT department sets up your email so that students are blocked from blocking up your email at the weekends, you don't get any emails. That could be done. But no, the school doesn't want to do that I don't think. There is quite a number of expectations. Also, I think a lot of institutions have pushed work towards the lecturer, that the lecturer now needs to deal with it. And if you've got classes that are heading up to 200, 300 students, that's a lot of management. That's a lot of emails. That's a lot of managing of expectations.

##### Researcher

You mentioned also that Covid-19 hasn't helped the situation and the past year has been kind of the busiest. Could you just explain why that's the case, what has sort of changed in the past year? I know, obviously online teaching and stuff has become very prominent. But how has that sort of affected you as a lecturer and an educator?

##### Participant 40

Well, the interface that you might have with student, whether that's Blackboard or Moodle or Canvas, will require a lot more work. It needs to be more detailed. It needed to be done overnight. You needed to change what you were delivering and adjust it, which takes a lot of time. And then there would be new templates for slides that would come out, which means that all the work that you had prepared had to be redone again. It has to be rethought through again. It has to be put up online, which can take days for one lesson. You know, you could go into a class, open up your laptop, do a lecture for an hour, maybe 2 hours, and that would be done. If you're doing recordings of your lectures that can take triple the time. So the amount of prep that you needed to be able to do and then sorting out activities and quizzes and other bits and pieces and figuring out what works and what doesn't. Sorting yourself through the different kinds of software. I was working till midnight constantly. I've had a couple of colleagues who have not had any sleep for a night. And student expectations were still massive, and I don't think that they really appreciated that, you know, a lot of the people that were preparing their classes have children who were at home. That didn't really matter. And I don't think the school, I mean, I thought [current institution] did an amazing job in supporting us and the IT and the professional services that we have at [current institution] have been really very good. I thought the product that we've delivered to our students has been excellent, but at the same time, colleagues of mine who are not at [current institution] and at different schools, they've also said it's just endless. The work is just endless. And you don't necessarily get that appreciation. You have students not putting on the cameras, so you don't have any feedback. So you don't know how your stuff is going across. So, it was very obvious that a lot of my students weren't reading the book. And if you're giving your lectures having assumed that they've read the book, it's very silly when I look at it in hindsight, it means that you have to constantly adjust what you're delivering, even having spent all this time preparing it - that's not working, I need to change in that direction, that's not working. So it's quite a lot of work.

##### Researcher

And obviously, as [education focused role], like you said, your time is dedicated to kind of the education side of things. Is there any kind of expectation of you to engage in any kind of research as well or anything else?

##### Participant 40

Yeah, I mean, even schools that are teaching schools are now starting to put pressure on in terms of doing research. I managed to get out a couple of articles that I published, which I'm quite pleased about. But my goodness, there goes even more weekends and whatever time that you have. And part of that is because, as opposed to [researcher's institution], which has been fairly steady I would imagine, [current institution] is a new business school. So you're in this massive growth phase. So actually, for me, a lot of my attention was really looking at the operational side of things to be able to manage the scaling of what we're doing. And because the school scales very, quite quickly, my class numbers have trebled in the last three or four years. That's one of the reasons why I think also the workload has been much higher. So when you're looking at your feedback, you know, this is a school that has just started really, I think, in [year] I think it was, and it scales, so it's a scaling business. Not a lot of universities are like that. Your [example Russell groups] would probably be one of the same - it is not a story of scaling to that extent. And so if you ever look at where they are in their sort of product life cycle, it's a bit different. I think that brings different kinds of demands, really.

##### Researcher

So there is a bit of a kind of expectation for you to engage in research as well, I guess, sort of where you can? Being on the kind of education pathway are you at all kind of expected to contribute to the REF or are you kind of excluded from that area?

##### Participant 40

At the moment, yes. But I suspect that will change. I mean, you've got to look at publishing now, because there's not going to be [current distinction of teaching-focused roles] so I'm moving on to a different sort of scheme for the school. So the expectations are around doing some publishing. And the school has been quite good. They sort of acknowledge that the workload was really a lot more than what they anticipated it would be. I just don't think that they realised the level of administration now that's required for some of these large courses and also the sheer amount of work to try and manage the size of those courses. There's a lot of thinking about getting it down to a system that works well for the students but also works well for the staff. That takes a couple of iterations, really, to get through. So it's a couple of years worth of investment to get it right.

##### Researcher

And in terms of your sort of, I guess your roles and responsibilities, do you have any sort of specific admin roles that you've sort of been given to take charge of, or is the majority of your kind of admin time spent on the sort of admin revolved around the modules you deliver?

##### Participant 40

Well there's now an increasing - as you we're talking about before - some pressure to have a look at publishing. And other schools, I know [current institution] it's about publishing and journals. But I know other schools, it's about even social media and that kind of stuff. It's sort of what they're trying to do to get their employees to be able to engage in more, to get us to act as, I suppose, advocates, really. But at [current institution], part of the education track is about looking at, you have to do quite a bit of administration. You're encouraged to take on those roles. So I'm the education lead for our group, for our subject group. So looking at the teaching aspects. I've been involved in innovation and sort of setting up new courses, having a look at the workload model for our staff - our staff number has nearly tripled in size in the [discipline] group, I think, and having a look at how you allocate staff across an increasingly complex situation. The school has looked at how it does this workload model because that really needed to change, which is a good thing because they realised that their staff were under a lot of pressure. And actually in some courses they've got 400 students. They're a bit different from a course that has 30. So the level of administration needs to be reflected. And so they've looked at this kind of process. So I've been involved in those kinds of things. I'm the exam chair for our group, so I've got those kinds of responsibilities as well. So my other colleagues, you know, diversity and those kinds of initiatives, passing on teaching tools and techniques to other staff, onboarding new staff, how things work in the organisation, buddying up with them to be able to help them out. So, yeah, I'm probably busier on the administration front, one of the busiest ones, I think, at the moment in our group, I think. But the senior professors, you know, managing different master's courses, those kinds of things. We don't call them teaching fellows so much anymore. We won't be having teaching fellows. They'll be sort of lecturers, but on a teaching track rather than a subject track, research track. You can do both basically, but with a focus more on the teaching and pedagogy side. And you're involved a lot more in the administration of stuff as well, I think.

##### Researcher

Yeah. And all of those kind of admin bits, being the education lead, exam chair, that kind of stuff, does that take away time from your own teaching activities?

##### Participant 40

Yeah, it does. The problem is, I think one of the problems that I initially found when moving to [current institution], because I had an admin role in another university - another company really, it was one of these private institutions - I just think there's no job descriptions. Now that kind of infrastructure, I suppose, from an organisational point of view, is starting to come through, because it needs to because it scales so much. So actually finding out what you need to be able to do and how things work can take a lot of time and a lot of consideration. There's a lot of meetings to do as well. Generally, I think that those meetings are what I call a waste of time from a commercial point of view. Because they do take up a lot of time. And the thing is, these things can kind of pop up from nowhere. So you look at your schedule on a Friday in the afternoon, and you think oh, I've got a couple of days free or I'm reasonably flexible on Monday, Tuesday or Wednesday, but that quickly turns into we need to have something sorted out by Wednesday or Thursday. These kinds of things come up in the calendar and trying to track those is challenging. So that's the hard part, is sometimes you'll just get, well, I need this by next week and you're like I hadn't organised myself for that. And I don't know whether that, I think that that's just part of the way things were, and it wasn't so much of an issue before, but as people have got more busy and more demanding, now we're starting to see those kinds of systems are not fit for use as much as they used to be.

##### Researcher

That's really interesting. So obviously, aside from the research, teaching, admin responsibilities, I know some business schools have an institutional push for more kind of impact oriented activities, like engaging with external stakeholders, benefiting society in some way, whether that be through research or teaching. Do you feel like the business school kind of has that push towards impact and, if it does, does that filter through to you in a kind of teaching-focused role? Are you expected to think about that kind of thing when you're designing your courses and delivering teaching?

##### Participant 40

The answer to that is yes and yes, but I don't necessarily feel it so much as perhaps others will, because I choose to ignore it because I've got enough on my plate. So you have to be able to balance out. And I, looking at this from a managerial point of view, it's understanding where your strengths lie and playing to your strengths. And from that perspective, I'm very lucky that I have a head of group who I think is very good at being able to do that. He's a great head of group. So I don't necessarily, he's not put any pressure on me to go and do that. The pressure is there. It comes up a lot, talking about our values and what universities are about in terms of society, trying to communicate that to our students as well. You'd be surprised, the surprising looks I get on students faces when they realise they're not the biggest stakeholder or the only stakeholder here and the university is not here just to teach them - it's here to do a whole bunch of other things. And then I honestly stand in classes where they just have no clue what the university really is for. So do I feel that? Yes. Is it something that I am overly concerned about? Not really. Do I involve other businesses? Yes. I've been involved in getting those involved, not as much as some of my other colleagues, but I have done. Getting those kinds of things organised, it's good for the students. It's also good for the school.

##### Researcher

That's really interesting. Thank you. I guess obviously your workload, as you said, has become increasingly kind of challenging, especially since also in comparison to other times in your kind of career journey today. And you sort of talked about different ways that you've kind of managed that. So you said, playing to your strengths and kind of not taking the impact thing as something that you should be overly responsible for because you've got so many other things on your plate. I'm kind of wondering, is there any other way, any other ways that you could think of that you've sort of managed your workload? I'm wondering if you have a kind of specific strategy in mind how you sort of deal with that on a level of "what am I going to do today? What do I need to prioritise?"

##### Participant 40

I mean, a lot of it is from the commercial world. I question a lot more about meetings and things. Do I need to be there? Because if you're not going to be able to make a contribution and you don't see that there's going to be any productive output, you have to question why, but I would do that in a commercial sense anyway. I do the usual things, I do my to do lists. Major one is either on a Friday afternoon or first thing on a Monday. I have to admit, sometimes it could be Tuesday by the time I get round to actually doing it, because it's putting out fires. It's those kinds of basic skill sets that you have, it's about... also, the habit of if you've got something on your to do list, is making sure that you set aside time in your diary to do that. The problem with electronic diaries is that if you start blocking out time in your diary, people feel that they can't have a, you know, there's a clash, when there really isn't, it's just that you've blocked out the time to be able to do a particular task in your diary. Which is a problem I don't think that Microsoft or Apple have really solved. It shows that I'm not available for a meeting at the moment, but as far as I can understand, it's just the way that it looks. So you almost have to have two diaries, like the electronic one for people who want to make the meetings with you, and then there's a paper one where you're blocking out your time to do specific tasks. But really, it's about doing a to do list. It's about prioritising what the work is and then getting through it. That's one of the basic strategies, I think. Trying to know what an organisations timetable is, and that can take years I've found out. I mean, I've been a [current institution] [years] and still get blindsided by "this needs to be done there, that needs to be done then", and you don't get necessarily a distanced view on it to know that this is that time of the year or that part of the rhythm. And the real difference, I think, in education, compared to the commercial world, is that when I worked an at an agency or worked as a consultant or worked [in sector], you can have your very busy periods, but then you could sort of have a little bit of a rest, a little bit of play, and then you'll know when the next busy part is. Whereas in education it's always busy, always. It just feels relentless. And that really is something that I think really gets to a lot of people who are more on the teaching side, I think, than the research side. I think research, you have a little bit more control and flexibility about how you manage your time. I think if you're teaching consistently through the year, then it just can feel absolutely relentless. And that impacts your strategy, I suppose, in that there is no strategy to be able to deal with it, and sometimes it's just, well, I'll just ignore it until somebody starts screaming at me because then I know it's a real priority, and that seems to be the only way.

##### Researcher

That's really interesting. So obviously we've talked about kind of your strategy for, I guess, the present time, and strategies you've been using. I'd be interested to know what your kind of view for the future is for yourself in terms of your kind of career and your role. So perhaps thinking maybe five years into the future, do you have any idea where you want to be, what you want to be doing, what kind of position you want to be in, in terms of your career?

##### Participant 40

I mean, assuming that I stay in education, I'll probably be [role]. if I'm not a [role], I'll probably be a [more senior role]. It just depends on that track now, because this is a new sort of track. At other universities you would have what they would call a professional track, and they don't seem to have it here in the UK, they have it in other parts of the world. Whereas if you've got, as I have 15-20 years of experience in the commercial world, they kind of put you on a, you're actually at a different level. It doesn't kind of work here, which is really annoying and frustrating because you just don't, your professional experience, which is valued by the students all the time, is not valued by the organisation. Or if it is valued, it's lip service. It doesn't actually account for anything. There's an, oh, it's great to have you on board, but other than that, you know, nothing. I'm hoping that this new track might be able to fast track progression because for all intents and purposes, I just started at the bottom again. But assuming I stay in education, probably [role] or [more senior role], I would hope. And if I don't, I'll probably be getting out in the next year or so. I just can't see, unless there's something, if changes aren't really made... and I think that also needs to be on a government level where governments realise that the system that they've set up here in the UK is not really working. It's one of these things that is coming out of Covid-19, is that having a look at the education sector and what they've done, it's not fit for purpose. It's not really doing what it needs to be able to do for society, for students and for the people that work in it. So I suspect it will be a bit of a rethink. Not holding my breath. So I could very well find myself out of education. And I think anybody who's been reasonably front line in that aspect, whether it's teachers or nurses, are probably, there are many who are considering exactly the same thing. I think there's political and regulatory things that need to change to be able to make your life better. The institution, I think, needs to be a little bit more robust. It's heading in that direction, certainly making the right kinds of moves. So we'll wait to see, I suppose.

##### Researcher

Based off of that, if you don't mind. I do have just one more quick question, if that's okay. So you said you could potentially move out of the kind of education. Based off of your sort of, I guess, research activities, research experience, publications that you've done and the research that you've done, and obviously you did a PhD, so that kind of research experiences as well, would you say that you enjoy research enough to move into a more kind of research role? You said you're moving into this kind of lecturer education pathway, if there was an opportunity for you to move to a more kind of, I guess, balanced contract or even more of a research focused contract, is that something you'd be interested in, or would you kind of miss the education element of it? I'm just interested to know.

##### Participant 40

That's a tough question, because it's been that long, really, since I've been actively publishing, what I call actively publishing. There would be a couple of things that would need to fall into place to be able to leverage, to be able to do that. Am I extremely attracted by it? Not so much? I've looked at going more into the organisational aspects, the operational aspects of education, and then the other options are looking at going back into consulting, because quite a lot of consulting is basically doing research. It's more active in terms of, you know, and can get publications off the back of that, whether it's academic or case study stuff that you do. So I'd be looking at probably more that than the academic side of publishing research. It's certainly something that should be open. I mean, if a paper comes up for a [subject] journal, I'm quite happy to write a [subject] paper, it doesn't have to be pedagogy.

##### Researcher

That's really interesting. Thank you. In terms of my questioning and everything, I think I've covered everything that I want to cover, so I'm happy to leave things there, unless there's anything off the top of your head you can think of that you might want to add that you feel like you haven't had a chance to talk about that you think might be relevant to this kind of topic of the academic environment?

##### Participant 40

No, I'm just a bit disappointed in the different kinds of measures that the government seems to have in place, that sort of filter down to the lecturing level in the university, and pretty much everybody that I know of doesn't really agree with them. Everybody sees through these kinds of measures, and there seems to be a lot of complicity involved in this through the organisation. But I think this is one of these things where these are the measures, this is what we kind of have to do. And discussion or thinking about how you manage those measures or what you're looking at and questioning what we're measuring, you know, now we're starting to question them a bit more at the university and making some refinements in that respect. But a lot of them really are coming down from governments. And so therefore, I don't think the university has a lot of control or say in them, even though they're ridiculous, even though they're not necessarily in the best interests of students or the organisation or the staff. So with your questions about how does that affect me? Yes, I think I've given you a fair thing, but I'm also cognizant that it's part of the environment that has now been created for us. And there's a bunch of different aspects there that you need to be able to consider what's happening - in government, what are the expectations of students, and how those expectations are managed. And that's not necessarily just the university. It's also other businesses and the world that we live in, the digital world that we live in. They all add different kinds of, I think, pressures to when you're in the classroom, and expectations. And being able to meet those is challenging. So one of the things that the university does is it surveys its students, but it over surveys, and they know that they over survey, and they may not even be asking the right kinds of questions because the questions aren't really fit for purpose, but they're fit for a purpose that is going towards the government in terms of its measures at the end of the day. They're not measuring the right kind of thing. And because students are being over measured, quite a lot of them are just opting out - "I just don't care". So I could have a class of 100 and I could have feedback from six or seven students, which is not even a reasonable sample. That's the reality we are dealing with. Basically, you're dealing with the extremes, whether that's really good or they just didn't like you or it's very obvious that they didn't read the book and they're quite annoyed that these things were asked of them, and that they didn't do that and it comes through in some of the comments and things. Actually, you need to be responding to that feedback. And if you respond to the feedback, you need to be careful how you're responding to it, because sometimes a lot of it's just nonsense. It's very obvious that it's nonsense. And then you can find yourself being very defensive. I think as a lecturer, a lot of what you're doing is butt covering, and you find yourself being quite defensive a lot. I don't feel it as much as I used to, but I'm defending against comments that, instantly, cause your own organisation to take the side of the student without actually investigating what's going on or looking at it for themselves. And I've had this a lot - "oh, we've had feedback that you haven't provided a lot of feedback on this essay". So this is one of the comments that we get and you're in a meeting and you sit there on your laptop, and you say "well I'll have a look" - and then you show them page after page of paragraphs of feedback that you've done and you sit there and go, why am I defending myself? It's there - you could have gone and just had a look for yourself. And then they say "we don't know where that comment came from". I don't know where the comment came from anyway, because the evidence is there. But you do find yourself defending yourself. And certainly it's not just me that I've seen. I'm talking about what I've observed from colleagues, constantly with colleagues, and some of them have been followed home by students and stalked and all that kind of stuff. There's a bunch of stuff, and then your organisation has not really done anything about it. So I've seen some pretty shocking, pretty shocking kind of things that I would just sit there and go "really?" I think from ten years of doing this, being very weary in terms of that student-employee kind of relationship with the organisation, it's something that I'm still conscious about. I'm glad that I work where I do now, a lot of that is now behind me. But it's a reality that a lot of my colleagues are dealing with that are not at [current institution] but other organisations.

##### Researcher

Well, thank you for sharing all of your experiences with me. I do appreciate that.

##### Participant 40

By the way, it's not all bad news. There are some really great things that you get, like emails from students, and students who contact you who have been out for a couple of years. Those are some of the things that make your day. And thankfully, I get those, and all of us comment on it. When you get one of those coming in, an email, thank you, I'm in this job, I've been in it two years, the exercise that you did with me in your class, I really understand it at a lot deeper level, and it's really helped me in my job. And when you get those ones or students dropping by sometimes, that's the good side of the job. Yeah.

##### Researcher

Well, that's great to hear.

##### Participant 40

I think that a lot of universities are still kind of working it out. And I think research universities need to have teaching staff, and I've always seen my role, I think, doing what I'm doing at a place like [current institution], to create space for the researchers to be able to focus on that research and to be able to provide tools to them to make their jobs easier in terms of being in the classroom. But it also means that they can free up their time to being more focused on research, because a lot of my research colleagues give me interesting stuff that I can use in the classroom in return. And I think the school needs that balance. And I think that's important. But the only thing that I find odd is that those with professional experience, there isn't still, there's not a clear place for them at a university. And I think that there is something that really needs to be addressed, only because those that are there add significant value. It's certainly something that students appreciate. It is providing that bridge between university and a career. But it just doesn't seem to be a pathway at our university at the moment, whereas it is at other institutions in other parts of the world. That's the interesting thing, I think. You're looking at a really interesting space. I wish you well with your PhD - it's a journey. Haha. Just understand you're on a journey.

##### Researcher

Absolutely. Thank you. It is really fascinating.

##### Participant 40

You've got a number of great people at [researcher's institution], and I think it's really different when you're looking at a place like [researcher's institution] because I know a couple of graduates and people in [discipline] from your school. Things are a little bit different because I don't think you're in this massive expanding kind of atmosphere, this huge growth. I am making a little bit of an assumption, but that's what I see of [researcher's institution], that it seems to be fairly sort of steady in terms of its offering and perhaps not as dynamic as what's happening in education in [current institution]. I think it's a little bit different, and I don't know whether what I'm facing is simply because it's [city]. One or two colleagues of mine who are at other university institutions around the country, I don't get the sense that they have the same level of pressure that perhaps we might have at [current institution]. If they are, they're hiding it. But I know that they still find it quite relentless.

##### Researcher

Yeah, [researcher's institution], the business school is fairly kind of established I'm pretty sure. So, yeah. Fairly sort of established programmes and that kind of thing.

##### Participant 40

I think that'd be quite different because I don't think you're reacting so much to different situations. A lot of the systems are in place. They're tried and true, they tend to work very well. And even though I would have expected that to be inherited at [current institution] somewhat, and some other institutions, they're kind of not. They're kind of developing. And I think like any business, part of that is external to the business school and the current environment. But also, I think it's just because of just the growth. These systems worked perfectly well when you're teaching a class of 50 or 60 students, but when you go into 400, it kind of doesn't work so well.

##### Researcher

Yeah. Absolutely. Well, it's been really interesting talking to you. And again, thank you so much for your time. Yeah, best of luck with everything with you.