##### Researcher

Okay. There we go. So obviously I've had a look at your profile and stuff. So I know a little bit about you in terms of that. But I guess in your own sort of words, could you tell me about yourself in terms of your sort of background, your career to date and what you're sort of doing at the moment in terms of your job?

##### Participant 44

Right. So let's start with this. So I got my PhD back in [year]. It was a little bit of a strange programme that I was involved in. So it was a double degree programme. And I got my PhD from two universities belonging to two different countries, [names of universities]. In [one of them] I was part of a group called [research group] and in [the other] I was part of a group that, the closest translation to what I can give you in English is [research group]. So I'm a two sided guy. So on one side, I'm connected to [alternative discipline], and on the other side, I'm connected pretty much to [management sub-discipline] in the business school. So that is somehow my background. And then the problem is that since I did it in two different institutes, so I did two times more than the other courses for the PhD, and I defended my thesis, two of them separately, two times. So I have four... you can imagine, it was a bit... I had four, somehow, thesis supervisors from two institutes. So, I don't recommend it in general, that sort of thing. But I was a perfect guinea pig, let's say, for the European Commission, to try it out. I'm not sure if you're familiar with the environment over [in Europe] in terms of academic and higher education, there is something called Erasmus that allows you to move. So that Erasmus also ended up encouraging, let's say, certain universities to partner up and offer a year programme in one country, a year over in another country programme, in terms of a master's, something like that, a graduate programme. So there are normally two years and one year you are in one institute hosted in one country, and one year, another one. Then they thought, maybe we can do it for a PhD. The problem is that it's not that easy because in a PhD you have rules and regulations. Universities are different, countries are different. You end up doing two PhDs, basically, rather than one. So having said that, after finishing my PhDs back in [year], I joined [current institution]. And since my area, in a way, was [sub-discipline], so I ended up joining the [research centre] - so we don't have a group called [sub-discipline] as a faculty group or as part of the business school. So it's a centre because it is more interdisciplinary, let's say. So the approach to [sub-discipline] is not really as a discipline, as a standalone discipline, but let's say a group that comes from [various other sub-disciplines], putting it together and then we create the so called [sub-discipline] centre. Although we have three full professors at the moment that are also part of the centre. So it's not just me, but I'm a junior, let's say, faculty member, compared to them in that sense. And since [year], I am part of the centre, and if you're interested, I can explain what we're doing in the centre and at the business school as well.

##### Researcher

Yeah. I'd really be interested to hear what your, I guess, kind of role is within that department and what you sort of are focusing on at the moment.

##### Participant 44

So, our stuff is the usual stuff. So it is expected that you have a certain, let's say, amount of teaching load that you have, I think pretty much similar to [researcher's institution] somewhat. The thing, maybe, is that our teaching load is not that much because as far as I understand, let's say, if a university is part of the Russell group, maybe [researcher's institution] is the same - correct me if I'm wrong - if you're a part of the Russell group universities your teaching load is, let's say, milder compared to other universities, because part of the research funds come from the universities, from the government support rather than you're entirely and heavily depending on the funds that you may get, for example, through education, teaching and so on and so forth. But it is still expected from us to teach. So we teach. I teach. Luckily, it's limited. So I don't complain that much about that. And yeah, I have the freedom to teach really. So I do undergrad, grad, PhD and even postdocs. I teach them [sub-discipline] basically. And also some executive programmes as well, which is not curriculum based as you can imagine. They are more hands on type, and they are short intensive courses that we offer to SME managers, entrepreneurs, founders. So that's in terms of teaching and teaching loads. What I do in terms of research, we do academic research, obviously for publications. Publications are important. If you want to go up the ladder, it is expected that we do that. So not surprising I think there. So I do some research as well. So it's related to [sub-discipline]. But aside from these two, let's say pillars, also, we do a give a lot of help - and we get impact cases - to the government, regional government or big players in the industry. So there are also some research that we do for them, sometimes by them, sometimes with them.

##### Researcher

That's really interesting. Thank you. So thinking back to obviously, when you did your PhD, did you go into that with a view that you were going to have, like, an academic career?

##### Participant 44

Yes.

##### Researcher

And did you kind of envision yourself going into business schools? Is that sort of where you saw yourself going? Because obviously coming from a background that sort of focuses on [alternative discipline] as well, you could have, I guess, ended up somewhere else that wasn't a business school?

##### Participant 44

Yeah, the thing is, I see what you mean. Well, we end up always in business schools, but normally I end up at universities that have business schools. So in [one of the PhD institutions], it's not exactly a business school, right now, I think in English, they changed the name to School of Management. So I'm trying to translate right now. Yes, they call it right now, School of Management, which is a business school at the end of the day. And when I was a, when I was a student it was not a business school. But I know that it's very lucky that I ended up in a university, that the university has a business school, and I end up over there. Now, there are another type of business schools that those schools are solely business schools. There is no other stuff around it. So it's not a university with other disciplines. They are really, really business schools. I mean, a good example is London Business School, LBS, or you have IE in Madrid. I don't know if you know those universities. Bocconi, for example, is one in Italy, in Milano, that is just a business school. I avoid going there. So from the very beginning, I know that I'm not interested in them, but I'm interested in business schools that are part of a university, that the university offers various degrees, disciplines and so on and so forth.

##### Researcher

That's really interesting. And so you said you went into the PhD knowing that you sort of wanted an academic career. What was it about an academic career that, I guess, kind of motivated you. What was it that made you want to become an academic?

##### Participant 44

Well, it was an experience, so I had a very short experience really working in my life. So by working, I mean, you do something that you don't necessarily like, but you do it because you need to earn something to live, right? So I was, back in time when I was very young. I was a [profession]. My background was in [area] and these sort of things. I ended up working shortly after I got my degree, my master's degree, my graduate degree, for an [organisation] in [foreign country] - that is better to be nameless, I think, something like that. So I was there. And then that was the first time that I was really exposed to working. So, this was more than ten years ago, and I worked there for six months or something. And I realised that that's not what I want. Partially it's because when I was there, I was part of a new phase, someone was in charge of making certain changes in the organisation. And obviously there were a lot of layoffs coming along. However, after a while, I realised that the problem really is not the optimal design or the inefficiency of the organisation, the problem is entirely somewhere else and that somewhere else is somewhat related to the leadership, management, in the sense that there is a problem - now I can say it, at that time I didn't know - it is a problem of design of the incentives for the shop floor manager versus the marketing and sales managers. Sales and marketing, these guys, they normally go for clients, they are incentivised in this way, and they allow the clients to change their order specifications let's say, a week before delivery of the final product, and that creates a lot of mess for the shop floor. Now, obviously, those guys, they get their bonuses anyway. But all the problems regarding delivery of the product, change in the orders and so on and so forth, through the entire supply chain, are dumped on these guys in the shop floor. So instead of making the shop floor optimal, you need to change the incentive over there. So as long as you change the incentive over there, the problem here is solved. At least mostly solved. That was a tricky point because I realised that nobody wants that idea. Everybody expected us to design a new layout and I try to tell them that, yes, the problem is with sales and marketing and all of these faulty products that come along, or the fact that you need to shut down the shop floor because the product that you wanted, the piece that you wanted, is not in the inventory - it's triggered by the fact that it was not ordered earlier. Because these guys, they need three weeks for ordering and having it ready from the supply network to come and then everything will be ready on inventory, let's say, but they don't follow this time because the customers may change their specifications because of sales and marketing. Then I realised that, okay, there is something wrong here. And what is it about? This is management. This is a little bit different than what I did. It was more [previous discipline]. And that was the time that I end up doing a little bit more digging into management, understanding finance, and so on and so forth. And then at the time I was told that you're a curious person and I was told that it's better that I go for a PhD and find an academic career rather than doing anything else. So I realised that, okay, if that's the case then so be it.

##### Researcher

That's really interesting. Thank you. So yeah. In terms of obviously you mentioned being at a Russell group and obviously as a [role], the bulk of your time is spent doing research. And you said you have a fairly lighter teaching load than perhaps other institutions in terms of your workload split. Is it just sort of research and teaching, or do you have any kind of administrative kind of roles as well that you've had to take on or any sort of leadership?

##### Participant 44

Yeah. The research team consists of three research assistants that we have. And also the projects, they're something similar, for example, to ESRC or EPSRC projects, something like that. It's more collaborative. So we have others that are working for the projects from other institutes. Now, since we are normally the project lead on those, we are also in charge of leading them. So sometimes depending on the project, we have additional people. So as a project manager and the lead partner, I have some authority over those guys during the project, but on a daily basis, I have two research assistants that constantly work for me. Is that what you mean by leadership?

##### Researcher

Yeah, of course. That's really interesting. Does that sort of take up your time, in that you find that perhaps you don't have enough time to do a bit of research that you're working on? Does that sort of get in the way of anything? Or is that fairly sort of complementary to the rest of the stuff?

##### Participant 44

Well, I use them for the benefit of the research at the end of the day. The problem is that in academia, especially for us, the bar is high. I think you're familiar with the ABS rankings of journals, right?

##### Researcher

Yeah.

##### Participant 44

Right. So it is expected that we produce ABS four star only journals. So that is what is counted for. Or FT ranking journals. That being said, it means that whatever we produce, our research output goes to limited number of, a potentially limited number of journals. Those are the only ones that we consider. In retrospect, the life cycle of these papers are quite long. So for example, from my PhD, it was finished [years] ago, I'm still working on publishing that research. Revise and resubmits going on until now, which is about four years more or less. So I'm in the final round of publications. But the reason is that the design of the incentive is in a way that you don't want to go to lower. And you want to keep it high. So you know, the life cycle is about three years to four years. So each paper that we publish it takes about four years from the time that we sit and we make a first fairly good draft, to the time that we can say, well, it is published, OK, done, let's move on. I think it's pretty much the same for other folks as well. I don't know, really, but yeah, it takes four years because you do normally a year, a year and a half of touring - so you attend several conferences to get some ideas, improve a little bit the manuscript. Normally you send it to, you try to be in the AOM conference, Academy of Management, which is in August. Depending on your discipline, you do something like INFORMS if you're part of operations, and if you're part of strategy, normally you do SMS. Then you have one or two normally small scale "invite only" conferences. You do one or two of those, and then after a few conferences, I think then you get important comments. So by definition it takes about a year and a half to just put all of these things together, test the water and so on and so forth, and then you send it for submission.

##### Researcher

And what's your kind of personal opinion of that kind of process? Do you generally think that's quite a good thing to get your work checked and checked and checked again, kind of really robust? What kind of opinion do you have?

##### Participant 44

Well, I think at that point in time, it all become a little bit freaky. And this is a problem when I talk to other colleagues, this is a problem that we have right now in social sciences. I understand that the nature of the science that we produce is different than engineering or STEM in general. So technology or natural sciences and all that. I understand that normally those are time sensitive, it's just a matter of a month normally. Research groups, they do it together, they try to join forces. Normally, one thing comes after another just to add an incremental, let's say, something, an incremental gain on top of another, these sort of things. And also they have a lot of replication studies. So they value replication studies. So if you find something that's in physics in your lab, it is fairly acceptable, institutionally speaking, for others to replicate your work, and they try to see whether they get the same results or not. Now in social sciences, given the pace, that is not that much, it's not that much pace of our science, it takes a little bit longer for us to produce the things. On top of that, we don't replicate each other's studies. It's very funny that we cannot, or we do not for some reasons, replicate studies in other contexts to see whether they work or not. That I think is a problem for us. So to put in a nutshell, one is we don't replicate and therefore we do not have that much validation on our studies. So we don't know if what we get is really generalizable or not. And the second one is that the pace of science is not that fast. So it's common to have three years, four years in good journals. Now these good journals, you cannot blame them specifically. These guys, sometimes they say that, yeah, but we try to be very meticulous. And I would say, okay, be meticulous. But science and nature, which are very much prestigious, let's say, publishing companies, they are meticulous and they are fast. Within six months, either you're in or you're out. There's no way that you spend three years of your time, or four years of your time, just making yourself busy with revise and resubmits. So we need to put a mechanism in place that either, you know, be a bit brutal at the very beginning and say, okay, you know what? This idea doesn't work, let's rejected it from the early on, so the person can move on and do something else with their life. Or if we accepted it, we need to make it so that in a way that in two, let's say, rounds, it is published. So if something is not published within two rounds in your respective journal, forget about it. Don't waste the entire author's life. And worse than that is the reviewers life. So I'll also review it, and I keep telling the editor that this doesn't work - they revised it, but the problem is there. So just reject the paper. Why do you want to carry on? There are a lot of policies that can be changed, and they could reduce a lot of pressure for academics. Because if you know from the very beginning that you don't need to go for a four year journey for publication, then probably you do something else with your time. Even you can sacrifice a little bit of quality, and then you can go for quantity, so you can replicate other studies. And that should be valuable.

##### Researcher

And why do you think that kind of is the case for social sciences? You mentioned kind of comparative disciplines like science and STEM subjects. Why do you think that is the case for social sciences? Why do you think it is slower? Why do you think that is the case?

##### Participant 44

Social scientists, in general, even economists, for example, let's think about economists... it is always essays. So we theorised about things that people then, they write essays. Let's say a century ago, maybe your outcome as an academic in social sciences, was a series of essays - they were long. And they wrote books. So there was not that much of an experiment where you would say, well, okay, I'm running this experiment and I try to understand this and that, right? So you write basically. And you were very much argumentative, in a sense. So you argue and argue and argue simply because there was not that much of the data available to test these things. Now that sort of essay tradition created some sort of an iron cage from an institutional standpoint. And at the moment, it's become a norm. So if you want to be an academic in social sciences, the idea is that even if you are publishing and you're writing a paper, the papers are too long. We have introductions, and then we have a lot of theories and we theorise and we theorise. And then we empirically test it. And then it's not enough, we have to do a robustness test and an additional robustness test and an additional robustness test. Part of it's coming from these sort of tradition. So essays basically, where academics a century ago, that was the only mode of production... let's put it this way, for social sciences, that remained with us. We didn't get the idea that, yes, but you can run experiments at the moment. You can crunch data at the moment. So even if you're doing case studies, you can do, I don't know, 15 case studies, multiple interviewees within a six month time, six months to think about it, codify it, and then you can say whatever you want to say. You don't need to wait and review and review. Yeah.

##### Researcher

That's really interesting. Yeah. No, definitely. That makes a lot of sense. So in terms of your sort of research activities, then, are you generally working on multiple kinds of projects at one time? What kind of dictates what kind of projects you work on? Is it based on where the funding comes from? Is it based on your own kind of interest or the interest of your colleagues? I'd be interested to know how those kind of activities sort of happen.

##### Participant 44

Well, it's somewhat both. So it is partially driven by where the fund is. But normally we try to find funds that they are somewhat close enough to a so called interest somehow. But I can give you an example. We had a project that, the project was done in 2018, and in 2021 we managed to submit it to a journal. And it was something that from the very beginning we were interested in. Very interested. And there was another project that was governmentally supported, and it's supposed to be very interesting, but given that the pandemic happened and everything, we couldn't really deliver what we wanted to deliver and the result is not satisfactory. So also it happened that even another project that we liked, we were interested in, it didn't work simply because... it was funded, but the fund was not flexible in the sense that you couldn't say, okay, you know what? Now it is pandemic time, lockdown, we cannot, for example, run the survey or we cannot do the experiment with the company simply because everybody's in a panic mode and everybody is trying to figure out what to do with their companies and with their businesses and so on and so forth. So they are not that much attentive to our call - "let's put a stop to it and let's do it a year later" - because normally governments and their budgets are timely. So they expect that you can extend the project, but your extension is up to the fiscal year. So you cannot move, for example, the fund from one fiscal year to another fiscal year. The research councils are different, obviously, but I never applied for that, simply because normally those are longer. But at the same time, there are a lot of attachments. So you need to do a lot of let's say this and that, so I don't, for example, apply for them. Let's say, I try to make a balance. So somewhere I like the idea. And then we try to get the fund from the private, let's say companies or from public sources.

##### Researcher

Yeah, that's really interesting. Thank you. So in terms of obviously you mentioned earlier, you do have some teaching responsibilities as well. Not particularly significant, but you have them and they are there. How do you feel about teaching in general? Are you interested in teaching? Do you enjoy it? And do you feel like it goes quite nicely with the rest of your job?

##### Participant 44

Each semester I have a course, a module that I need to take care of. And that is either for undergrad or grads or PhDs or postdocs. Part of it is assessment. Part of it is teaching. Part of it is liaising between different, even guest lecturers if you have them, and so on and so forth. So yeah, I don't complain. Frankly speaking, I was lucky because when I was a PhD student, I managed to teach a lot and I managed even to teach to executives and MBAs as well. And the reason was when I was in [foreign country], there was a decision at the time that they tried to make all master's and PhD courses in English and they didn't have enough resources, enough people confident enough to speak English. So as you can imagine, then I was there and as a PhD student, I was very lucky that I taught a lot of, [sub-discipline] courses to different groups. And I also taught in [previous discipline] So I had these sort of opportunities to talk to and teach students from different disciplines. So when I also joined the business school, I had this opportunity to also still teach to their [previous discipline] students as well. So a lot of PhD students that attend our [sub-discipline] courses are in fact from [previous discipline].

##### Researcher

So if you could design your perfect job role, so if you could choose exactly what you do and that was completely okay with other people in the department, would you still engage with teaching, or would you dedicate 100% of your time to research or something else?

##### Participant 44

I would still do some teaching. And then the rest would be either research or doing impact. So talking to the government and individuals and stuff. So it would be, let's say, 30 teaching, 50 research, 20 impact, something like that.

##### Researcher

That's really interesting. And you just mentioned impact. So you said talking to government, that kind of thing. Generally, what kind of is the attitude towards impact within the business school? And is that something that filters down to you in your kind of everyday work to think about impact in that way?

##### Participant 44

Okay, so we don't see it that way, no. What we do is normally depending on who is funding the project, the funder of the project is also someone who is looking at the impact. And then a lot of the time, for us, the so called research curiosity is connected to the stakeholders curiosity to understand whether they have an impact or not. And if they have an impact, where is the impact? So in terms of societal impact, through the project, we help the government to test certain types of policies. So if they are interested to launch or scale up something we can jump in, we can help them to see whether in a small scale that works or not, what would be things that they need to consider along the way, contingencies and so on and so forth. But at the same time, we are doing our research. But yes, we generate some sort of white papers, for example, for those guys as well. They are part of the impact. But it's not something that I would say, okay, I'm doing this for the sake of impact only and there's no research outcome for us.

##### Researcher

And you mentioned earlier that in terms of progression, obviously, publications are important. You mentioned the ABS list and getting those kind of four star publications for moving up the ladder. Do you feel like impact oriented activities, like you said, engaging with government and policymakers and white papers and that kind of thing, do you think that is held in a similar regard to research publications in terms of the environment that you work in?

##### Participant 44

No, no, no. So the priority goes to the academic publications first. Then those sort of impact cases or whatever that is, those impact cases, are auxiliaries. So it's something like, if you don't have, all things being equal, if you don't have any publications, but you have a lot of impact cases, no one cares. But if you have a good track of publications, however, you don't have any impact cases, I mean they might say, can you do one or two impact cases as well? So it's auxiliary, you know, it's not the main thing, let's say. I would say it's like, if you buy a car, you expect that the car has four wheels and transports you from point A to point B, right? Auxiliary would be, I don't know, say there is Bluetooth so you can connect your phone also to the radio and everything inside the car, right?

##### Researcher

Yeah. It's like an added benefit.

##### Participant 44

Yeah. Exactly.

##### Researcher

That's really interesting. That's a good way to look at it. So in terms of, you did briefly mention the way the pandemic has changed things a bit. I'd be interested to hear from your personal experience, how has the pandemic changed your work? Not so much in terms of working from home and things like that, but more in the way of what you're expected to prioritise, if you've had to make any kind of sacrifices in terms of working on things? And if you've had to focus on any particular area more than another, for example?

##### Participant 44

Oh, yes. For example, I have right now master's thesis students, these students, they are now all around the world. So time zone wise. For example, at six today, I need to talk to my Brazilian student. Obviously he is in Brazil. So this is the right timeline for me to talk to the student to see what he's doing. And then I have another one, for example, in China. So in that sense, there are some shifts here and there. In terms of say other than working from home, in terms of workload, I would say two things happened. One is that before when you were, back in time, when you are in the faculty, when you have been in the department, you chit chat. So there is something valuable with chit chat and just randomly talking to people, accidentally talking to someone, saying, hey, what's up? How is your life? And then you talk about any type of nonsense. There are a lot of various benefits with these sort of chit chats, aimless talks. Part of it are opportunities, you know something that you didn't know before or you may initiate conversations, you may instigate something. You lose all of those because right now everything is based on a Zoom call. Everything is based on MS Teams. Imagine that if you would have done this interview, let's say a year ago, you might have travelled all the way to [current institution]. I would have shown you around, discussed about this and that, and potentially and probably instead of you only talking to me, I would have said, oh, you know what? My colleague is over there. You can talk to him, do you have time to talk to this guy? Something like that, that could have happened. Now, it doesn't. And that's bad. But there's no other way. You cannot be a chit chatter online. At least I have not found that. So, you talk to people because you need to work for them, with them, by them, something like that. That's one problem. The second problem is the ritual. Before let's say when you finish whatever you are doing in your office, let's say it was six, seven, whatever the time is, there is a process. You need to collect your stuff, drive back or cycle back or walk back home, something like that. That process helps you a little bit to disentangle yourself from the work. So when you come back home, you rarely go back and continue working. So that ritual helps you to disentangle for a bit, at least at night. Now you don't have that ritual. Literally, I can sit here with my pyjamas and work till, I don't know, say nine or ten, and no one can say anything. No one knows, even I don't know. And I don't even feel it myself. So these rituals are helpful. And now we don't have those rituals. Now, some people, they try to change clothes so they act as if, you know, they put on their work clothes and everything. Some people they don't. But the problem is that without these rituals you may have some problems.

##### Researcher

Like a blurring of the work-life balance in a way?

##### Participant 44

In a nutshell, yes.

##### Researcher

That's really interesting. There's probably one more thing I want to ask. I'd be interested to know what your long term ambitions are in terms of your career, in terms of where you want to go? And if there's a certain path that you are looking to go down, I'd be interested to know, from your kind of perception and your experience, what do you think that you would need to do to get there? In terms of activities you need to engage in, priorities you need to make, sacrifices you might have to make, that kind of thing? I'd be interested to know generally that sort of thing.

##### Participant 44

Well, I see myself as an academic, so I do the stuff that I do and I carry on doing them as simple as that. But what interests me now more and more and more through my experience is connecting somewhat to policymakers. Because I realised one part that academics don't do at all is connecting ourselves or making ourselves available to policymakers, to bring something like an extra head, an extra pair of eyes, I don't know, something like that to them. Many reasons for it. Partially I think I can say that there is some sort of an unwritten rule that a good academic is an academic sitting somewhere in the office, thinking about the world from some ivory tower. Whereas a politician is someone very pragmatic, a political animal who is pragmatic, and they try to make things look nice on the exterior. And I think this is wrong. The reason is this. Now, especially these days, problems that politicians are possessing are more complex, and complexity requires expert opinions from multiple disciplines. One of the things that I encourage a lot of my colleagues - and this is my plan, three years ago, it was not really part of my plan - was getting closer and closer to policymakers, trying to help them. In my field. I can give you thousands of examples, which are very much relevant to [management sub-discipline], small and medium sized enterprises and how governments can support them. Showering money, does it really help them? Not really. What sort of policy might be helpful depending on the regions and so on and so forth? I think we need to a little bit, I, personally, my aim is getting myself connected more and more to policymakers and be involved in the design of the policies, because I believe that the long term real impact is there. No one at the end of the day reads any of the papers that we publish in ABS four star journals, simply because they are not open access. More importantly, they are written pompously, they're far away from the general crowd. And lastly, they are expensive. So if you want to buy a piece, for example, from Management Science, you need to pay $40. Do you pay it? I don't think so.

##### Researcher

Yeah, that's really interesting. That's really interesting. Okay, well, in terms of my sort of direct questioning, that's probably everything I would want to ask. So I'm happy to sort of leave things there and sort of finish the interview. Unless there's anything off the top of your head you can think of that you might want to add that you haven't had a chance to say, that you think is potentially relevant or useful to this topic of the environment of business schools, from your experience?

##### Participant 44

I mean, on the environment of business schools, are they different than other types of, let's say, departments? I don't know, to be honest, but what I do know is that from the university budget standpoint, normally business schools are the cash cows of the universities. The reason is that we don't have that much of a cost at the end of the day. Let's face it. I mean, the entire cost of a department that is offering these sort of business and management or economic courses being MBA, executive, non executive, it's just toilet paper and printers and some coffee machines. So compared to STEM, let's say, they are dealing with very expensive machinery and equipment and materials and raw materials and so on and so forth. We are costless. So the investment is not that much. Yet on the other hand, MBA courses, for example, are very expensive. So we are talking about 40K, 50K, just to have a one year degree of an MBA here at [current institution]. So obviously they are cash cows. Now the problem is that now those business schools, they have even higher power, because of this sort of cash cow status, in decision making. And a lot of universities' decisions are driven by the business schools. I'm not sure if it's a good idea for the sake of the universities. I'm not sure if it's a good idea. I mean, if you put some sort of cost benefit analysis, a lot of social science disciplines are dying out, simply because no one is interested in providing funds or studying that much philosophy. But we need philosophers and we need people to teach philosophy. So a lot of universities started shutting down these departments because of a so called cost benefit perspective. And I think it's not a good thing.

##### Researcher

That's really interesting. Thank you for adding that, that's really useful. So, yeah, I think I'm happy to sort of wrap things up here then and let you get off and get ready for your meeting with your student in Brazil.

##### Participant 44

Yeah, haha. Thank you, and best of luck with your thesis, your dissertation.

##### Researcher

Thank you. Thank you for your time. And best of luck with everything with you as well.

##### Participant 44

My pleasure. Thanks. Bye.

##### Researcher

Bye. Bye.