##### Researcher

Okay. So obviously, you know, I've had a look at your profile and read a bit about you and looked at your publications and that kind of thing. But in terms of sort of, well, I guess from your own kind of perspective, in your own words, can you tell me about yourself in terms of your kind of background, your career to date and your current role, please?

##### Participant 46

Alright. Well, my background is, my PhD is in [another discipline]. So I'm one of those many people in business schools who haven't got a business background but are coming into a business school because it's a home for so many of us with quite diverse backgrounds. And after finishing my PhD I did, in fact, struggle a lot by not fitting into [PhD discipline] departments, but also not seeing business schools yet as an opportunity for me, because it was not what I was used to. So I actually went abroad first because in some countries, [subject specialists] like me who work in [subsection of PhD discipline] have a place in schools of [PhD discipline] and they have reasonably large departments. So that's where I managed to find a postdoc. But then returning to the UK, it was this kind of point of thinking, well, how do I make those connections to scholars who I know work in similar areas, but actually are in business schools? And yes, kind of step by step, another postdoc, that then led me to get my first job in a business school. And I ended up where I am now. And obviously, [current institution] is one of the biggest business schools in the country, very diverse set of academics working here. But in the division I am working in, which is [subdiscipline], we are a lot of [subject specialists], actually, quite a few of us have a [PhD discipline] background, because that is very often where [subdiscipline] kind of comes from.

##### Researcher

That's really interesting. And in terms of obviously, you went ahead and did a PhD in [PhD discipline] at that point. What was your kind of goal? Did you want to sort of make it into an [PhD discipline] department or were you kind of open to wherever you kind of ended up?

##### Participant 46

I was quite open. I did my PhD a little bit by accident. I arrived in the UK, so I did my degree in [another country] before that. And then I lived in [a different country] for a bit, doing some postgraduate studies. And my undergraduate and also master's was actually a mixture of social sciences, and not specifically [PhD discipline]. And I found myself in the PhD more by accident because I couldn't find a different job in the UK. But my skill set fit well with a research assistance position at the university. You know how it is, you start as a research assistant, somebody thinks, well, why don't you do a PhD? And before you know it you suddenly have a PhD. So I think I felt early on that I didn't really fit into the traditional [PhD discipline] school there, also because my background, I had not studied [PhD discipline] as an undergraduate so I was probably quite open. I always felt closer to [social sciences] rather than [PhD discipline]. And when it comes to, if you are an empirical researcher, so PhDs in [subdiscipline of PhD discipline] then you do find very easily a home in other social sciences where they use similar types of methodologies. I did try to probably make those connections across the [social science departments] for a while thinking that could be somewhere where I could find a home. So, no, I wasn't too particularly fixed on finding a career in [PhD discipline] for that matter. But it took me a while to find my community. I think it probably always happens when people don't fit into a particular role. I did my PhD in a very small department where there only were about five PhD students in total. And very few members of staff. So it took me a while to find a community that fit with what I'm interested in. For me one of the reasons I went to [previous countries], is because I found people there that I thought they were doing what I would like to do. They were probably working more into the secondary environments, where kind of geographers, economists, business scholars came together to work on topics of [subdiscipline].

##### Researcher

Thank you, that's really interesting. In terms of working at [current institution], how long have you been at the business school there and what's your current kind of role looking like? Are you sort of split between different areas, do you have any significant admin roles? What's the kind of current landscape for you?

##### Participant 46

I came to [current institution] about a year and a half ago, so not too long. And I'm a [role] there so I was hired as a [role] and I was a [previous role] before in [previous institution]. And then I came to [current institution]. And I'm a programme administrator, so I'm responsible for one of the master's programmes - that's my admin role. I'm also coordinating, co-coordinating a PhD programme which is a small specialised PhD programme that we run in [department].

##### Researcher

And you mentioned that you came to [current institution] as a [role] previously having been at [previous institution]. What was the kind of reason or motivation behind that move? Was it for that kind of progression or were you not necessarily looking for kind of progression but it just seemed to fit in other areas of your kind of life?

##### Participant 46

Yeah it's a mixture of it all, of course as it always is. I was hoping to get a promotion in [previous institution] and I was at the time talking to people to understand if I would have a prospect of promotion. And the response was actually quite positive. So I probably could have applied for promotion there in the very near future. So that was perhaps not my major reason, but it helped. Because the process of going through promotion procedures can be very stressful. And just simply applying for jobs gives you almost a bit more, as I felt at the time, it gave me a bit more say in what my next step was going to be, rather than waiting for other people to make decisions on your behalf. I think that sometimes you can feel when you get to the stage of waiting for that next promotion, finding out what other people think and getting support from a lot of people - because to get a promotion you need support from quite a lot of people within your division or department - that is something that can be very stressful. So it felt like taking a bit of control of my own career path by applying for that job in [current institution]. So, of course, it being a [more senior role] was attractive in the sense that it meant getting that promotion, but it also offered me an opportunity to teach what I'm interested in, in my research. So it has a much better developed PhD programme. And I was told from the start that I would be teaching on that PhD programme, which is very attractive. [Previous institution] didn't have that kind of well developed PhD programme in my specialty, they had a very broad one. Also, the master's programme here on [subdiscipline] is very much more about [subdiscipline] research, whereas the one in [previous institution] was more about [related subdiscipline], which is not my interest. So I was teaching on that, but it wasn't necessarily fitting very well with my research interests. Whereas now I have the feeling I'm really passionate about what I teach. So it kind of ticked a few boxes. I was thinking, well, I have to do teaching in my work. And I had a feeling I was going to be able to do more interesting teaching at [current institution]. And in terms of research, I had a good group of people, I'm still working with the people in [previous institution], actually. We take our research with us, projects don't end when you move. But [current institution] has a really nice [subdiscipline] centre as well, and a really nice big group of people that work together and support each other. So I knew that, I knew quite a lot of them through conferences and so on, so it kind of made it easy. You already know that you're going to feel comfortable in that new research environment. The final reason is, I live in [city], which is much closer to [current institution] than it is to [previous institution], so that made my life a lot easier as well.

##### Researcher

Yeah. So did you used to commute from [city] to [previous institution] every week?

##### Participant 46

I had a small flat in [previous institution's city], but yes, my husband remained in [city] and came to visit and vice versa. So finally, well, now, of course, we live together permanently now. So I moved to [current institution], but of course, now with the pandemic, I don't even go to campus much anymore, of course.

##### Researcher

Yeah. Well, I mean, it must have only been about half a year of you actually being on campus before everything shut down?

##### Participant 46

That's right. Yeah.

##### Researcher

That's really interesting. Thank you. And you mentioned kind of that you do teaching in terms of, you teach on the PhD programme and that kind of thing. Is that the bulk of your teaching, sort of the PhD students and that kind of thing, or is there other sort of teaching responsibilities that you have as well?

##### Participant 46

Oh, yeah. I do teach one course at undergraduate, one master's, and then the PhD course as well. So I've got something on each level.

##### Researcher

Okay. And when you spoke about teaching, you said, obviously I knew I would have to do teaching. How do you kind of view teaching? Is it something that you kind of enjoy? Obviously, you mentioned when it's more aligned to your own kind of research interests, you naturally kind of enjoy it more. But overall, is it something you kind of enjoy or is it something you perhaps don't enjoy as much as kind of research and that kind of thing?

##### Participant 46

Yeah, I would say that my core interest is the research and I do enjoy teaching, but I don't like it to distract me from the research. So I think I've so far managed to always have all my teaching in one semester because I find it much easier that way. Then I just have one semester where I have my teaching. It takes up a lot of time if you want to take it seriously and if you actually want to prepare it well. So I think it takes me a lot of time to do my teaching. So it's good for me to have one semester where I don't have any, where I can just concentrate on research and make sure that I have time for my research. It is something I do enjoy, the research, much more than I enjoy the teaching. I don't mind the teaching, but I don't like when it takes over, when it's becoming too much. And during these Covid-19 times, it has become a bit more time intensive. You prepare teaching and then you do sometimes have the feeling that you're working every waking hour just teaching and you wonder where you're going to get your research time in. And that is something I regret. It's not what I would like to see happening for much longer. Yeah.

##### Researcher

And you also mentioned, obviously you have that programme director role for the MSc programme. Again, what was the kind of, I guess, motivation or kind of pathway into taking that role? Was that something again that you thought fit quite well with what you wanted to do, or was it something you kind of felt like you needed to do?

##### Participant 46

I see, yeah, well, actually, I enjoy it. I think I enjoy admin more than teaching in a way.

##### Researcher

Okay.

##### Participant 46

And lots of colleagues don't. I think when I had my interview at [current institution], I probably mentioned that I had basically volunteered myself in [previous institution] for an admin role. In [previous institution], it was a way for me to define where I would get, you know, you have these work allocation hours that you get in an academic role and so much percentage of your time is teaching slash admin, and the rest is research. And how that teaching admin is allocated, you have a bit of a say in that. If you talk to the right people and you grab yourself the teaching that you're most interested in, you're going to have the nice courses. If you wait too long for the things that are left over, then you might end up with the things that nobody wanted to teach. So I'm trying to be a bit more proactive about how I source what I would like to do. In [previous institution], I got myself an admin role because I thought, I'm going to enjoy that much more than getting another undergraduate course. When I mentioned that in the interview, I think they were quite positive about that, because I did know that they wanted someone to take over this programme directorship. But it seems like it just suits me. It's the kind of thing that I really enjoy doing. It's the kind of thing where you have the feeling of achievement, which sometimes you don't have this in research. Research just goes on and on and on for years. So I quite enjoy the admin part and it's a good programme. So, yeah, it's something that I happily fell into. It definitely doesn't harm your promotion. If you wanted to have promotion at some point again, that's the kind of things you need to show. Of course, the next promotion is for some time in the future. That's a long way to go.

##### Researcher

And generally, do you find the kind of workload related to that role manageable in conjunction with the other things you're doing, the teaching and the research?

##### Participant 46

Yes... I have to say that at the start of the academic year it was very hard. Because you can imagine, being online and having a lot of new students coming in, that probably was a period where it was not very easily manageable with all the other tasks. It took much more time. But overall, because it's a whole year, it's not concentrated on a specific time - I mean, there is more to do in October when your students arrive. Otherwise it's quite spread out. And I think I'm also quite lucky in that this particular master's programme, we have a really nice teaching team that teaches different courses on the programme. I'm very close with the other people who are in higher roles such as division head or associate head of teaching, I have very good relationships with them, which certainly helps.

##### Researcher

That's really good. And something you've mentioned quite a few times is kind of like, I guess, the sort of collegiality aspect of being in [current institution]. You know, you said it was a really good team, you knew some of them beforehand. You kind of mentioned having the nice teaching team is obviously beneficial in terms of the admin role. So I would kind of get from that aspect of things it's quite important to you? And another thing that kind of, I guess another aspect separate from collegiality is kind of leadership. So in terms of the business school leadership and the leadership teams, do you generally find that they are quite effective? For example, you talked about workload allocation models. Do you generally feel they're quite effective at kind of, I guess, meeting the needs of individual academics and what they want to do, and also more generally as leaders, do you generally feel like there is a good kind of leadership culture within the school?

##### Participant 46

Well, I've only been there for a short while, so I'm sure that people who have been there longer would have different things to say or other things to say. I only know as much as I've been exposed to, so much less than others. I have sometimes a feeling that I've been a bit lucky in how I arrived. And in terms of the conversations I had very early on, I've been able to have a good start because I have seen colleagues who arrived and received much higher teaching loads right away, which is not very good if you want to integrate into a department. If you're immediately drowned with lots of teaching, it's really hard to find, it's hard to get to know people. It didn't happen to me. I think my division head valued what I could contribute and we managed to hit it off really well, in terms of understanding where we can compromise. So that really helped. In terms of the leadership of the school itself, of course, it's much bigger and I don't know the senior leadership that well because I don't have direct contact with them. It's always via those intermediate levels. And you know, whenever I've seen the senior leadership talk, they are extremely focused on making us feel that we should be thankful for the research time we get - "if we were like other schools, you would be doing much more teaching if you couldn't buy yourself out". I didn't feel ever particularly supported throughout the pandemic and my teaching then. I think that could have been done much better. There's so much pressure to get more students. And as a programme head, obviously I don't directly recruit students, but when we don't have enough students, then I'm the person who needs to understand why we don't have them and what we can change to get more students. And I felt that there was too much, well, our programme maybe recruited fewer students than they expected or wanted to. And the immediate reaction from them was, well, we need to change the name or we need to, I don't even know what else they said. But there was immediate kind of, putting the numbers over understanding the needs of students, and that is kind of a bit of a concern. It makes you quite upset. And the concern about staff, in the pandemic, now where we are not being told when we're going to have to return to campus and so on, but no decision is being made to allow us to remain at home for as long as the pandemic is, you know, as long as it's still unsafe. Just not taking those decisions is really hard as well. The Union, I'm a Union member and the Union has been quite vocal in saying we need certainty because certainty helps. It's not good for everyone's mental wellbeing if we don't know what's going to happen in two weeks time, it's just really stressful. And that's what it was in the first semester. Every few weeks it was a review of whether we're going to return to campus or not, which means you can't really plan for anything. You're just constantly thinking, well, in three weeks time I might have to go back to campus, but you don't know. And that is just not nice. I don't know. I think that's treating the people at work, who put so much time and effort into making sure that teaching is being delivered, it's not looking after them very well.

##### Researcher

That's really interesting. Thank you. So I want to talk a little bit about kind of the research side of things. Obviously, that is kind of, I guess your passion in your job, you wear these different hats and have these different responsibilities. That is why you came into the job, what you're truly interested in. So in terms of the kind of research side of things, what are the kind of expectations of you? Obviously you've only been in [current institution] for a year and a half. I'd be interested to know, is there a kind of like probation period, where you're expected to achieve a certain level of output and, just generally, what is expected of you as a researcher, what are you supposed to achieve?

##### Participant 46

Well, I joined [current institution] without probation, so I'm not on probation anymore. I did have probation in the past and I think they have similar requirements in [current institution] as well in that you have to show a certain type of publication profile, I'm not entirely sure. As I said, I'm not affected, but they have this, you know, they use the ABS list of journals that probably you're familiar with as well. And they'll look at if you publish in journals that are on that list, and they will look at your teaching evaluation and that definitely plays into probation also at [current institution]. But I'm not on probation. So, at the moment, nothing much is expected of me actually in terms of expectations. I think, of course, I came with a specific profile already based on which they've hired me. So basically it's just a kind of continue what I'm doing sort of attitude. There is a bit of expectation that you do some funding acquisition, but even that, as a [role], I'm not particularly impacted by that type of pressure. I think because I'm not looking at gaining promotion anytime soon, I think, of course, the closer you move to one of those, what do you call them? Career points, you know, where you think, well, I'm going to go and apply for professorship, then obviously there's going to be a number of items, such as how many PhD students have you supervised, what is your teaching scores, how many admin roles did you have and how well did you do them. It's also going to be publications, publications are going to be the most important at that stage. But as I said, I've not been there very long and I've not even looked at the criteria yet. For the time being it's more kind of assuming what they probably want to see. Which is publications in four star journals on the ABS list.

##### Researcher

And I guess from your perspective, why do you think that is the case, in terms of publications being the most important thing to progression? Why is that the case? And why is the ABS list and four star papers, why are they so important in business schools, do you think?

##### Participant 46

It's a good question. Of course, largely it's to do with the REF and making a whole process of understanding who's valuable in the field. In a way it's an attempt to make it transparent, but of course it doesn't make it more transparent. It gives you metrics that you can work from, which makes it perhaps easier to compare if you trust those metrics. But I don't quite understand the obsession, coming from a different background. My very early papers that I published are not very high on that ABS list. One of the papers that I published, I'm most proud of because it's quite a highly ranked [PhD discipline] journal. It's only a three on the ABS list because of course it's not an [PhD discipline] list. So I think many of us, especially in the more interdisciplinary areas, like the [research centre] in [current institution] that I'm in, where we have some sociologists and we have people from other areas, they publish in a lot of journals that are not ranked that highly - but they're perhaps highly cited, they get a lot of traction and they're important within that field. So sometimes they're only three or two star on the ABS list. So within my division I have the feeling there is an understanding that we need to achieve that balance of pleasing the school by getting some of those four star publications in, but also staying true to our field and doing what we want to do in our research community, even if that means deviating and publishing outside those core journals. And for a lecturer, I think that's difficult to do, for someone at the lowest stage of the career. But for professors or even as a [role], I feel that's fine. As long as I have that occasional four, in between, I can do whatever I'd like to do. But yeah, I'm quite concerned about the ABS list. On one side, it makes it easy to understand what different schools want. So it helps you in that respect, especially if, I mean, sometimes it's a way of democratising it, in the sense that everybody is clear on the criteria. But of course the criteria was made by a certain group of people at the journals, it's very American, US centric. So the top journals are all US journals and so on. So it's not that democratising after all. But I guess in a way it's the first step. But yeah, I don't know. There's certainly an over-reliance on this, where you kind of just shop for journals to try to see where a paper could fit, and you stop looking at where will I actually get the best readership for my article.

##### Researcher

That's really interesting. And obviously you mentioned the REF, and since the REF came about, I understand it was the RAE before it became the REF which includes the whole impact case study element, the impact agenda. Do you feel like there's kind of a focus in the business school at [current institution] on impact? Is that something that's kind of had a light shone on it? And if so, does that kind of feed into your day to day work? Are you supposed to think about impact and focus on impact as something that is perhaps as important as the academic dissemination side of things?

##### Participant 46

Yeah, good that you asked that. It is important within our research centre, but also within the division, within the school, we are asked to always share any sort of impact we might have had, even if it's very small scale, you know. Like giving a talk and there was people from [stakeholder group] or things like that. So we are encouraged to think about it, we're encouraged to think about publishing in the media and so on. But at the same time I feel it's less so than in [previous institution]. I had the feeling that they were trying to make everyone think about their research in those terms at [previous institution]. Here, I think maybe because there's so many of us, it's more about finding the balance of roles. Not, not every member of staff needs to do everything, but it's about understanding "where does it fit? And is that something they enjoy? Or maybe for this they don't enjoy it quite as much". And in the end we're very often thinking in division terms, each division might want to show to the leadership that we're doing good as a division, as a body of people. And within that division you have maybe a few people really good at having impact. In fact, we have someone in our division who's amazing at making impact. They're just like an impact person. I think some of the people who really like the impact bits, they want everyone to be like him, but of course we can't all be like him. It's impossible. He's an outlier. So, fortunately, as long as we manage to successfully say, well as a division we work well together, we have these people who are great for impact case studies, we have those people who are good for getting funding and then we have those people who are maybe concentrating more on their core research projects, but they're actually publishing top papers - then altogether that works. And so far that seems to be, yeah, that's how I feel it works at [current institution]. And that's quite good for me because it means I don't feel pressured to do a certain thing. If It doesn't fit I can choose. I can say, well, in this particular case, yes, I can try to have some impact, but I don't have to think about it with every single project.

##### Researcher

That's really interesting. Generally, do you feel that, you said, for example, there are some people that are really good at impact, but not everyone has to be. Do you think there are any kind of real benefits of kind of engaging in impact activities, trying to engage with non academic stakeholders, in terms of the kind of progression? That outlier, as you mentioned, would that person be in a better kind of position for progression and promotion, or does it really kind of come down to those four star publications? What's your kind of view on that?

##### Participant 46

It's a good point. I guess one of the reasons that person can focus so much on impact is because they're already at the top. And I do get the feeling, if I look at another colleague who I think is very good at impact, they're not getting promoted to professorship, for maybe a number of reasons. One of them could be that after all the impact, yes, it's nice to have, but it's not the thing that's going to get you over the line. There might be some other aspects as well. I mean, I think that particular colleague who doesn't get promoted, I think if they were, if she was a man, I think she would have been promoted by now. Because maybe they would have understood the value of her contribution more. But okay, I don't know how much of that is true. It's always difficult to understand. But it's certainly difficult for me to understand why she's not a professor. In the end, I think the publications matter the most. They do like to say that the other things matter, but when it comes to it, if you haven't got the four star publications as well, it's not going to be good enough. But, you know, like everywhere, I think it's so difficult, I don't yet know how it is at [current institution] because I've not been there long enough. But I think like in the rest of the UK, it's difficult to get promoted internally because very often you need to actually show much more than you need to show to any external university. When you get promoted externally, the bar seems to be lower than for getting an internal promotion. I think it's probably universally true in the UK. And a lot of people are very comfortable at that stage, pre-professorship, because maybe moving wouldn't be attractive to them, but they just haven't quite managed to get over that line. Lots of the professors that are there, they have actually, they came at professor stage. They were hired as professors. And I guess it's like... you probably hear lots of people say that, you get this feeling that those high flying professors that got brought in, they usually have a much lower teaching load. They're able to set much better conditions for their work contracts than the ones that have gone through the university path, you know? Those have been there for like 25 years who're usually having to take on much more of those teaching and admin roles compared to those supposed high flying external academics from outside. And of course, that just then proves that they're better researchers because of course, you give them extra time to do all their research, whereas all the internal people are being given all the admin. Because they've got institutional knowledge, they're given all those admin roles and teaching roles.

##### Researcher

That's really interesting. And something you sort of touched on, I guess the kind of gender element, you're talking about a colleague who is a female and you can't understand why she's not professor yet. I would be interested to know from your perspective, do you feel like the environment of the business school is beneficial for certain groups, whether that be men or whatever? Do you feel like it's beneficial for some groups and more of, I guess, kind of, a disadvantage for other groups? What is your take on that?

##### Participant 46

Yeah, I mean overall, I feel that because there is such a close alignment to the ABS list and metrics, all those journals that are top journals and that are really highly ranked on those lists, are journals that have a gender balance problem in themselves. So if you think of [ABS 4\* journal], very few of their papers are published by female author teams. So if your metrics and your decisions rely on journals that actually have a gender balance problem, then you're adopting a problem into your own school as well. If women end up publishing in journals that you don't believe are as valuable, only a three for example, and you don't promote them to professor based on that, I think that's a big problem. So in that sense, yes. I also have now seen, I have this one colleague where, she's become an editor for a journal now. And she's not being given extra time off, whereas I have the feeling, well, I know that another colleague who is a man received time off to be an editor at a journal despite it not being a four star journal. So I have the feeling that some people have more leverage than others. And what I kind of observe very often is that male professors have higher leverage over maybe more junior women. Another thing I've observed now is somebody coming from maternity leave applying for promotion being told they cannot be promoted because they haven't got a recent teaching evaluation. Now, of course, teaching evaluations were suspended last year because of Covid-19. So she now lacks two years worth of teaching evaluations because of maternity and because of Covid-19, which, again, just makes me very sad because... women are more affected by that than men, because they're more likely to, of course, to have been on maternity leave and to have had those periods. In those particular instances you think not enough is being done. There's many things, diversity, inclusivity, social responsibility, all these things are taken quite seriously in [current institution]. At the same time, a lot of internal structures and requirements, the things of ticking the boxes and showing that you've done things, are stacked against some people, including women, but also people from maybe a different background who are not fitting to that model of consistent good career paths without any glitches and career paths where everything is in four star journals. That is preferential to a specific group of people. I can see it most clearly with women, but of course, a similar thing would apply probably for people with a different ethnic background. Especially if they maybe have done research in diversity and inclusivity which very often doesn't publish as highly in journals. But very often we find that people from disadvantaged groups have an interest in researching those disadvantaged groups, so kind of putting yourself into a more lower ranked journal by default, because that's your research interest.

##### Researcher

That's really interesting. Thank you for sharing that. And in terms of, I guess, your own kind of role, you spoke about what you do and you mentioned that with kind of Covid-19 and stuff, the online teaching took up a lot of time and things can get quite stressful. I know you've mentioned a few times about stress in the job. Naturally, when you have lots of different responsibilities, it can be quite stressful, I imagine. How do you sort of deal with your workload? How do you kind of navigate all of your kind of responsibilities at once? Would you say you have a specific strategy for dealing with things day to day, or do you more kind of just take things as they come? I'd be interested to know.

##### Participant 46

Yeah. I think at the moment I don't seem to have a good strategy for it. I think my core strategy is what I told you at the start, I'm trying to have all my teaching in one semester because it helps so much. Especially for people like me, I find it very difficult to stop preparing my teaching. If I know I have a week to prepare it, I'll spend a week preparing it. If I know I have two days, then two days will also do. But it's very difficult at the moment. Also because of course, being quite new at [current institution], I have to prepare a lot of new teaching. Things I haven't taught before, which always takes longer. So having arranged to not teach the first semester, but only second semester, it's certainly helping me in that. Secondly, strategy wise, no, I don't think I have a strategy beyond that. I really don't. At the moment it just feels like working from deadline to deadline. And I just have to be sure to have a few research deadlines in there as well just to make sure I do some research. But no. I wish I had a strategy.

##### Researcher

I guess on the flip side, in terms of I guess like progression, looking more longer term, where do you kind of see yourself in a few years time? I guess what I want to know is what is your kind of perception of what you need to do to kind of progress? What do you need to focus on and how would you, I guess, kind of go about doing that?

##### Participant 46

Well, I think... I asked a senior colleague what I need to do in [current institution] to get my progression. And they told me: publish. Don't pay too much attention to all the talk about impact and so on, because in the end that will not get you over the line. So that's the one thing to take from that. But citizenship is really important in [current institution]. So being a good citizen is valued. And again, of course, it doesn't apply to people that are brought in from the outside. It's one of those things, again, if you enter as a professor, you can be a really poor citizen. So that just means making sure that you say yes to the right things. But of course, at the same time, not saying yes to everything, because that obviously is a problem as well. And Covid-19 has made it slightly more difficult to say no because you are much more available. You know, you can very easily come into another meeting. But on the other hand, it has also made it easy to go somewhere without losing much time because you can still do your emails and so on. But yes, in the end what counts and what I know I need to focus on is my research. I do like to work in an environment where I feel I have good colleagues around me. So I think I'm quite naturally a good citizen. I do like to work together with people and do some of those admin things anyway. So in that sense it suits me well - what they value is the things I'm happy to give. And then it's really about just making that time to have good PhD students myself, to be an external examiner, because also what counts when you want to go for internal promotion is that for some reason, it's not enough that they value you internally, it has to be also shown that externally you are being valued. So you need to be an external examiner on things. That's something where you kind of just have to use your own contacts and you have to talk to people and say, well, can you maybe put my name forward to get me an external examinership and so on? And that is maybe sometimes where certain groups of people are not quite so forward. So maybe I have a tendency not to put myself forward when I talk to colleagues. And that could of course be a hindrance if I'm not being suggested on to external communities and so on. So it might be something where you need to be strategic and ask people to put you on things.

##### Researcher

That's really interesting. Thank you. So in terms of sort of questioning, I have maybe one more thing I want to talk about which is actually related to your own kind of research interests. Obviously you write about research itself, which in a way is, I guess kind of similar to me. Obviously you look more [different disciplinary area]. And I was looking through your publications and you've written a paper about [topic], which is something that I'm kind of interested in. From your own, I guess, knowledge of what you've researched, those subjects like [different disciplinary area], are they generally quite well supported in terms of engaging with those impactful activities, in terms of collaborating with practitioners? And bringing it back to kind of the whole business school discussion, is that something that you could see ever being implemented on a wider scale in business schools? Having a real kind of focus on collaborating with practitioners and really engaging with those kind of stakeholders? Obviously you've mentioned impact is looked at, but I would assume maybe not in the same kind of scale as [different disciplinary area], for example.

##### Participant 46

Yeah, you're right. Well, firstly, [academics from different disciplinary area] themselves value the engagement. And yes, I do get the impression that they're being very well supported in that. Particular core areas within the university might get more support than others when it comes to, for example, certain areas of health innovation. They have particularly well equipped centres that will help that translation from academia to industry or other types of practitioners. Within our business school, yes, there are certain people. Well there is, on every level, there is someone who's responsible for engagement - at the faculty level, at the school level. And there is a number of core people that are facilitating those types of relationships. And I think there's a greater push, also because of students, we do want to engage with externals to help our students to get internships or projects. So very often it goes hand in hand with teaching relationships as well. A lot of companies aren't necessarily interested in working with us as academics, they're more interested in getting access to our students. And I can definitely see that happening quite a bit within the business school. So it's maybe not particularly centrally organised. Very often it's down to individual academics to do it, or individual centres to maybe push some of those relationships. Certainly, as you say, it's lacking that kind of support. So we have one master's programme that has a very strong practical element. They have projects and so on, but they have someone who sources those projects, who takes care of the admin that goes with that, and makes sure that the contracts are in place. So they need a support person to do all that. But for the rest of the school, yes, that support isn't there. And then it's very difficult to expect people, academics, to do that without any of that support. So sometimes we might be open to do more. We might speak to people, especially in the [local area]. It's a great city in that respect, because the local government likes the university. They do come to the business school as well to get expertise. And quite a few people who work in the local government have done their degree or even PhDs with us. They know people within the business school. But if you don't have that admin support to make sure it's all tied together, it's difficult to scale it up on any kind of level. It kind of stays in those informal relationships very often, between individual academics and individual people within those bodies or companies. Largely because of staffing. Anything on the admin level, it's really not that well staffed. And I don't know what it's like in [different disciplinary area]. I think because they work in teams, they very often might finance stuff like that from their research budgets as well. They might have these pots of money that support whole labs and they might be able to pull some of that money away for those activities. But we don't really have that in the business school. We don't, because some people, there are some pots of money, but then nowhere near as common or as large as the ones that [different disciplinary area] get. So it's difficult to support administration on more engagement activities.

##### Researcher

That's really interesting. Thank you. So, yeah, in terms of, I guess, my direct questioning, I think I've covered everything I wanted to ask, which is great. So unless there's anything else off the top of your head you can think of that might be useful to add that you think is relevant to this sort of, this topic area, that you haven't had a chance to talk about? It's okay if not. But if there's anything you can think of to add?

##### Participant 46

Not right now, actually. We've covered quite a lot of ground. I have to say, it's true, for some of our conversation I did sound much more positive than I probably would at other times of the year, haha. And in other areas I might have gone a bit more negative But I think that's part of it, isn't it? Depending on how, at what time, at what point you get people to be interviewed, they might tell you quite different things.

##### Researcher

Yeah, definitely. I think there's lots of different kind of contextual factors that obviously will be taken into account in terms of different participants. It's really interesting. And especially, you know, different levels of seniority and whether they come from, like yourself, a more [social science] background or anything. Yeah, it's really interesting. That kind of context, taking into account the kind of background of people. It's a really interesting topic and yeah, I think it's been a really good interview, actually. I've got loads and loads of notes which is always a really good sign.

##### Participant 46

I'm pleased! Yeah. I mean, I'm just thinking, if I think back, just a couple of years back when I was feeling very stressed because I didn't feel that I was in control of my career. I felt like I had to wait for other people to make decisions about me. That is a position that I'm completely out of at the moment. I'm very happy and very content. Everything is working really well for me. Despite Covid-19 and despite maybe a relatively high teaching load. I feel like I've been given a lot of trust and control by [current institution] at the moment. But I'm also at the stage where I don't want more. At some point in three years time if you interviewed me again, I'm going to be at that stage where I would like a promotion but I'm feeling stuck again because there's all these processes in place. So yeah, it'll be interesting to read your results.

##### Researcher

Yeah, definitely. That's a really interesting final point, actually. Thank you for sharing that. So, yeah, I'm kind of happy to finish things there. So I will stop my recording.