##### Researcher

Okay, so obviously, I have had a look at your profile. So I do know a bit about you, but sort of, in your own words, could you just tell me about yourself in terms of your background, your career to date and your current job role, please?

##### Participant 49

Yeah. So I've been an academic, and if I include the PhD period within my kind of academic career, I've been an academic since 2004. So I began my PhD at [PhD institution] in 2004, completed my PhD there around the same time as I got my first post at [PhD institution]. So that was three years into the PhD project. Then I had a year where I was both member of faculty and also member of the postgraduate research community. I was in [PhD institution] until 2015, so quite a period of time. And during that period, I also had visiting positions at [other institutions] and spent a bit of time, particularly during sabbaticals, working with colleagues at both of those institutions. I joined [current institution] in [year]. And I guess in line with what your research interest is, I work in the [subject group], so that's where most of my teaching is based. But my research is more multidisciplinary. So I publish in [various management sub-disciplines] as well as in kind of cognate disciplines such as [social sciences]. So I guess it's fair to characterise my research profile as a lot more eclectic than my teaching profile. So I've been in [current institution] since [year]. And I guess at the moment, like my understanding of most people who are working in particularly research focused institutions, my job is kind of broken up into three strands. There's a teaching strand, a research strand, and kind of, well, different places call it academic service or more pejoratively admin, but the idea of having teacher responsibilities, research responsibilities and administrative responsibilities. And then I guess the final thing I'd say in terms of just contemporary responsibilities, I guess this is coming up a bit in your interviews, but I found that the last year, particularly with the kind of move from physical to an online setting, it has been perhaps the most substantial shift in my career other than the shift from institutions.

##### Researcher

Excellent. That's really interesting. And I was going to ask about your kind of discipline because obviously your title is [title], but you've published in loads of different areas like [various management sub-disciplines]. Would you define yourself as a sort of [management sub-discipline] scholar if you had the opportunity to define your own role in that way?

##### Participant 49

Yeah, not really. And I think this has a lot to do with, again, kind of an institutional shift. So if I can just kind of step back a bit, I think when I was in [PhD institution] at the time that I joined as a PhD student, the school itself was relatively small compared to the size it is now, and certainly compared to the size of [current institution]'s business school. So a lot of things weren't compartmentalised along disciplinary lines. So the school would make decisions as to who was teaching what. Now subsequently, while I was there, it kind of broke up into disciplinary areas and then disciplinary groups would kind of have a role to play in division of labour and so on. But from the outset, [PhD institution], I think more as a product of the size, but also as a product of the kind of views of the head of the school, the idea was to try and run an avowedly interdisciplinary school so colleagues would find themselves... I found myself teaching alongside accountancy colleagues, finance colleagues, as well as organisation studies colleagues and [management sub-discipline] colleagues. My teaching has always been [management sub-discipline] focused. I have also taught research methods and kind of issues that would kind of transcend the usual disciplinary divisions that you get in business schools. The other thing I'd say is that my education... so my PhD is in [another management sub-discipline], but I've got master's degrees in [social sciences]. So I think a large part of the eclectic nature of my work is to do with where I started my PhD, but also to do with just the fact that the nature of my own training is that I kind of have a foot in a few different areas. Now, since I've come to [current institution], because [current institution] is more... well, I guess largely because it's a bigger beast than [PhD institution] was, the disciplinary divisions are a lot sharper here. So I just came out, for example, of a meeting this morning where we were kind of making decisions over our PhD scholarships for the next round. And it's very clear that even things such as the allocation of PhD scholarships, that's not on a school basis, but on a discipline by discipline basis. And so that kind of suggests that the general structure here in [current institution] is that things are much more compartmentalised and rationalised along disciplinary lines. But I would say the institution is broadly supportive of a more eclectic research profile as long as you publish, right? So I think that if I wasn't publishing in other areas and also wasn't publishing that much in [management sub-discipline] areas, that would be a big problem. But I think if you're productive, you perhaps have more licence for interdisciplinarity than if you were not productive. I mean, productive in that narrow sense of how it's assessed by the research frameworks.

##### Researcher

Okay, that's really interesting. In terms of, you said your background, you come from doing a master's in [social sciences], then you went on to do a PhD in [PhD sub-discipline]. At the time, obviously, before your PhD doing a master's in a more social science discipline, did you kind of envision that you would end up in a business school at any point? Was that something on the cards for you?

##### Participant 49

Well, my undergraduate degree is in [management sub-discipline] and it was kind of towards the latter part of the... so I pursued the master's in [social sciences] after having completed my undergrad in [management sub-discipline], because basically in [home country], where I did my undergrad, you start thinking about your dissertation in the third year and then you carry it out in the fourth year with a supervisor. And I really wanted to do something related to two courses I took in my third year that were both [social science focused] in their emphasis, and I just became infatuated with this and then wanted to pursue the master's in [social sciences] just out of pure intellectual curiosity. But then I wrote my PhD proposal as a kind of [social science] investigation into [PhD sub-discipline]. Being in a business school, it was always a strong possibility from my undergrad. I mean, I started off like many undergrads in business schools, I started off wanting a professional career, definitely not an academic career, but as I said it was kind of towards the end of it when I started taking these more [social sciences] focused courses that I just swerved a little bit in terms of what I was interested in and what mattered to me. And thankfully, [PhD institution] at the time was very much all for creating a faculty, but also a PhD cohort that was interdisciplinary. So I think it was very much a case of right place at the right time that got me in and from then, the PhD led into a first post and over a decade later I'm still in a business school.

##### Researcher

And I'd be interested to know what sort of inspired your move to [current institution] from [PhD institution]?

##### Participant 49

Okay. Well, very bluntly, I would say, and this is my own view, but the department, I would say, lost sight of what initially made it very appealing for people like me. So [PhD institution] had always had a name for itself as one of the homes for critical management studies. And that was both a kind of a research strategy, but it was also a recruitment strategy. So we had this, I would say, remarkable period of time where more or less anybody that was doing critical or interdisciplinary work within business schools would be recruited to [PhD institution]. And it is also something to do with the political economy of universities - business schools have more money than sociology and philosophy departments, so they were able to reach out to other disciplines. So we had people at [PhD institution] that had come from a kind of mathematics background, from a geography background, from philosophy backgrounds. But [PhD institution] was very consciously recruiting people to try and create a kind of unique, if controversial idea of a business school. And that was very much in play for the early years of my time at [PhD institution]. But it started to fragment a bit. So people started to leave. There was quite a lot of industrial relations unrest and the writing was very much on the wall for interdisciplinary and critical work. So a move was made away and this was led right from the top, from the Vice Chancellor to the head of faculty, right down to the appointments at the head of school level. It was a conscious disinvestment from areas of critical management studies and interdisciplinary work. So there was a massive churn of faculty around the time that I was leaving. Basically, whoever could get out did get out more or less, with the exception of people who kind of had family or kind of significant care and responsibilities in the city of [PhD institution]. So that was one part, the school ceased to be what it used to be, but the other part was much more practical in the sense that my wife got a job at [nearby university]. So these two issues kind of dovetailed with one another. So on the one hand, the school was losing its focus, or at least going away from the focus that made it appealing to people like me. And then on the other hand, my wife got a job. So I basically went through a period which lasted for about 18 months of taking any jobs in or around [region] seriously. So I was kind of on jobs websites more or less every day. So at the time that I applied, eventually there was a job at [another nearby university] where I previously held a visiting position, and there was a job at [current institution]. But I was basically determined to leave [PhD institution] and determined to go to [area of wife's university] and it just happened to work out that I went to [current institution] rather than anywhere else.

##### Researcher

Okay, that's really interesting. Thank you. And obviously my perception is they're obviously quite different institutions in that [current institution] is more research intensive, I think, if you would agree? What is the main differences in terms of the kind of environment of the business school, in terms of that different kind of culture?

##### Participant 49

Yeah. So culturally, I would say it's a mixed bag, if I'm honest. So on the one hand, it's clear... so, one thing I immediately noticed when I got to [current institution] was the amount of administrative support that was in place for research focused issues. So anything from having a pool of postgraduate and postdoctoral colleagues who could be kind of recruited onto a project right through to a whole team of people that would help you with grant applications and just a whole additional layer of bureaucratic and administrative support that was simply absent in [PhD institution]. So [PhD institution] would have big ambitions but wouldn't really resource those ambitions other than to say, right, we expect X from you and we expect Y from you, but not much in the way of institutional support. So that is all valuable and it is clear that the school or the institution takes research a lot more seriously because they're willing to throw resources into it. But on the other hand, I have felt that people in... I can only speak of [current institution], but one of the things that differentiates [current institution] from [PhD institution] that would be a negative differentiation, is the extent of specialisation. And specialisation tends to lead to the difficulty of speaking to people in the corridor or going for a coffee with people or going for lunch with people just to kind of bash out ideas. One of the things we had ongoing at [PhD institution] were kind of multiple reading groups where people would just kind of drop in and engage with a particular text or set of texts because they wanted to kind of listen to other colleagues. That is more or less absent here. Everyone is very much fragmented or individualised or isolated in terms of their research projects. So I've tried multiple times to kind of organise a reading group and I inevitably get met with "I'm too busy, I'm working on my research at the moment" - and no doubt people are, so it's not to say that people are less curious or less kind of open for cross-disciplinary discussion - it's just that people are... well, research is much more performance managed and the pressures to publish are more overt on the one hand, and they're also much more internalised by colleagues. So a discussion we could regularly have at [PhD institution] was just to say, okay, I'd much prefer going to this reading group rather than working on a paper or a grant application or whatever it is. But that would be unheard of within [current institution]. You're kind of expected to be - if you're not doing teaching stuff - on top of research or you're on top of grant applications. There's no question about that. So paradoxically, I think that something about being research driven or research intensive is kind of counterproductive for a sense of collegiality or a sense of common purpose or a sense of being in a university where sharing of ideas is quite important. I think what's more important in a research intensive institution is the publishing of ideas, but not necessarily the kind of discussion of ideas.

##### Researcher

And you mentioned the performance measurement aspect of research. So what does that sort of look like for you as a lecturer in [management sub-discipline]? What are those kind of expectations on you in terms of research, in terms of performance and progression and that sort of thing?

##### Participant 49

Yeah. So everybody is expected to be REF-able here. And the way in which that manifests most obviously is in terms of biannual performance reviews. So you're expected in a given period to submit your objectives, and then in the next period you're assessed against those objectives and you generate new objectives. So those performance reviews are the most visible and most obvious moments where a discussion is had over how productive or unproductive or non-productive you are. And I think in the last couple of years a few colleagues have been - thankfully not me - but a few colleagues have been relegated to teaching dominant or teaching only contracts because they're not REF-able. So there is a kind of constant treadmill of set objectives, meet objectives, set objectives, meet objectives. And although the performance reviews are notionally about how you perform along those three criteria of teaching, research and administration, really it's a research discussion. So it's all good and well, if you're a good teacher, if you're a competent manager. But what really matters, like what's up for review and what's up for contestation, is your productivity as a researcher.

##### Researcher

And I'd be interested to know from your perspective why you think that is the case? Why do you think that level of importance is put on research, not necessarily at the expense of, but takes precedence over teaching and admin? Why is that the case?

##### Participant 49

Well, I think very straightforwardly, it's a financial or resource issue, so to speak, purely descriptively. We already have the money from the students, but the research money is up for grabs. And I think that reality determines quite a lot of how performance management is undertaken. And I think, I kind of say this partially in the light of the last twelve months where I kind of see not just in [current institution], but how a large proportion of universities dealt with the Covid-19 crisis, dealt with student relations, dealt with issues of communication with students about what level of teaching provision was going to be put on, so on and so forth. I think that what really made me come to that conclusion about the prioritisation of research over teaching is because I think that UK universities in general and research intensive universities in particular kind of take the teaching money for granted, whereas the research money is an opportunity for revenue generation.

##### Researcher

Okay, that's really interesting. So you mentioned earlier on that one of the biggest kind of shifts in your career has been since the pandemic and the kind of move online. Could you tell me a bit about that in terms of what that actually has meant for you, in terms of not just obviously the ways of working, but also what you've perhaps had to prioritise, what you might have had to have given up, what you've had to focus on or whatever?

##### Participant 49

Yeah. So on the one hand, I think that at least in my experience at [PhD institution], there was a distance learning programme, so I already had a kind of degree of experience in terms of what it means to do digital or online provision. So I wasn't as, let's say, frightened by the changes as some other colleagues had been, who had never used Teams or Zoom or Skype or anything like that before. So that was good and well. But nevertheless, there was a remarkable drive towards standardisation of teaching provision. So all of a sudden, heads of teaching and learning were much more prescriptive than they'd ever been about the nature of delivery and the content of delivery. On the one hand, there was kind of a huge push towards the micromanagement of teaching. I understand why that is. They kind of feel, well, there's no guidelines for how to do this, so we should generate guidelines. So I understand the drive towards that. But it became, well, it basically resulted in massive work intensification, so it took a lot longer to do everything than it used to take and what we were expected to do and to provide just in terms of man hours took a lot longer than the traditional form of turning up at the classroom and running a seminar or a lecture. So, on the one hand, the massive drive towards standardisation and work intensification, but on the other hand - this is what kind of really troubled me in the last year - is the miscommunication or under-communication with students about what they were actually going to be provided. So [current institution], and I don't think [current institution] is alone in this, but [current institution] ran a quite aggressive social media and marketing campaign around this time last year, maybe slightly later, which was predicated on the notion of reassuring students that teaching was going to be "as is", right? Students turn up and immediately find out that's not the case. They immediately find out that the systems aren't up to scratch. So for the first couple of weeks of term, there was kind of hundreds and hundreds of hours of recording just lost because the server couldn't cope. And the students were put into a pretty strict lockdown almost as soon as they got here. So you kind of have this problem, which is caused by university executives being, let's say, less than forthcoming about what the teaching provision would actually be like. And all those misgivings were put towards faculty - so we were held responsible for the miscommunication, we were held responsible for the servers not being up to scratch. We were held responsible for not being clear with students that they're not going to get the [current institution] experience, they're going to, in fact, be locked away in halls for two weeks and told they're not allowed to go outside for coffee or anything like that. So that completely scorched the ground for the relationship that you have with students. And the only way we could build that back up was through online teaching and online pedagogy, which I think... everyone has recognised that there is a certain value of online provision, but at the same time, it's just hard work, and being sat in front of your screen for 8 hours a day rather than meeting friends, meeting peers, meeting colleagues. So the result is that faculty end up putting on even more sessions, being even more responsive to student requests. Students are kind of struggling with various difficulties. Mental health is included, but just other basic difficulties about not being motivated to study in an online setting. All of this becomes additional work. So I would say that... I don't begrudge the fact that we've got to be responsive to students, I think we should be responsive to students and so on. But it does take time, and that time has to come from somewhere. You've got a workload model which has already said teaching time is X, but in reality, teaching time was two times X or three times X or four times X. And so either you take that time from evenings and weekends, which is what people did, or you take it from research time. And what happened to me is I took it from both, right? And I think that's quite common, at least with the colleagues that I've spoken to. I hear that many of my colleagues haven't had the time to do much by way of research for the last year. And then you kind of have classic problems over seniority. So teaching tends to fall to teaching fellows, lecturers, and senior lecturers. Management tends to fall towards readers and professors. Now, that's not a perfect split, but it's a prominent tendency. So you kind of have this situation where the very faculty that need to - let's say early career researchers - the very faculty that need to use those first few years to get publications out, don't have the time to do that because they're teaching. And the very faculties who are kind of tenured or more secure or aren't as much in need of publications, they aren't at the front line as it were. So I think it kind of created, I won't call it toxic... but a difficult environment between faculty and university executives, and then between junior faculty and senior faculty. The actual work of being responsive to students at a time of need fell disproportionately towards teaching focused faculty.

##### Researcher

And from your perspective, was that issue borne out of leadership issues, or was it just the kind of attitude of "this is the way we've always done things"... just from your kind of opinion?

##### Participant 49

Yeah, I think it's a bit of both, and this wasn't the case in [PhD institution], which is the only institution I can really compare it with. But there's definitely an ingrained seniority... complex is too hard a word, but seniority bias, and I think that's something to do with [current institution] being a kind of old, established, elite institution. So I think there's a kind of cultural aspect of seniority preference, but I think there is another aspect to it which is straightforward incompetence. So I think that many senior managers or university executives are kind of on another level. They don't spend any time in the classroom, they spend all their time in meetings. I think in [current institution], at least, quite a lot of those people made decisions that in any other industry they would have lost their job for. It, it comes close to lying. It's certainly a form of miscommunication, totally mismanaged industrial relations. So there's a kind of culture of seniority bias, but there's also the fact of... for the most part, senior managers in the university will deal with tactical issues. This was a strategic issue. It's about turning around in a space of a few months, the very nature of what the institution does. A mammoth task. And I don't envy the people having to make those decisions. I've kind of studiously avoided getting into kind of management roles for that reason, because I don't want to be a manager, but at the same time, there should be some consequences for their decisions. So one poor decision is related to not realising that the servers would crash. That's very basic. And we were big local news for having totally screwed up our response to the pandemic. So that's just basic incompetence or refusal to allocate resources. And I think the two things I've mentioned kind of dovetail. So both the culture of seniority that you tend to get in an elite institution plus the incompetent individuals.

##### Researcher

Thank you. We've talked about research, teaching, admin, those sort of three strands of work and the impact of the pandemic on that sort of mix and your way of dealing with that. Obviously more so I guess in recent years, the kind of other mission perhaps that universities have had revolves around impact, the non-academic impact, engaging with stakeholders externally, which obviously materialises in impact case studies and that sort of thing. What I want to know is, from your perspective, how does the business school at [current institution] kind of view impact? Is that something that is valued? Is it part of the culture? And does that filter down to your role? Are you kind of expected to do impactful activities, whether that be even just as simple as creating impact through education or whatever? And if I may ask as well, is that something that has been affected by the pandemic as well, if that is a focus of [current institution]?

##### Participant 49

Yeah. Well, so in terms of the impact, there's a few projects that are very heavily impact oriented and kind of have, I would say they've even preceded the impact agenda. So one, for example, is around - so these are just what I know from kind of research meetings that we have at the school and most of them are very much rooted in the finance and accounting groups - but one is about [financial topic] and there's kind of a lot of work done with local businesses. Another one is about [another financial topic]. There are quite a lot of our professors and kind of senior members of staff within the finance group who are very much involved in providing solutions to organisations. And this was something that wasn't there in [PhD institution], even though [PhD institution] also spoke a lot about impact. Again, there's a kind of corporate relations team, there's kind of six or seven people involved in that who are very keen on bringing organisations and businesses into the classroom, but they're also very interested in bringing students into those organisations. So [current institution]'s business school is quite well connected to the city insofar as our business ventures are concerned. So I think [current institution] is kind of in a fortunate position, therefore, that the impact part of the REF submission kind of writes itself. It doesn't have to be disingenuous about it. There are quite a lot of pockets within different groups where impact is quite simply happening and has kind of been part of the fibre of the place prior to the requirement to become impactful. One of the things I mentioned in one of my previous performance appraisals prior to the pandemic onset was I've been doing some work with a few colleagues in [another institution] on the [topic]. And just yesterday [governmental body] announced that as part of their planning they're going to put a lot of funding into [topic]. This has been coming for a while. There's been a lot of think tanks in the UK that have sort of spoken about how this can be taken seriously from a policy perspective, not just from an organisation basis. So when I had this meeting awhile back, I kind of mentioned that it's quite likely or quite plausible that the work I've been doing on [topic] could become a foundation for an impact case study. But quite simply, I've not had the kind of time or wherewithal over the last year to do much about it. So I've continued doing my writing up of the work and continued interviewing people. But ideally what would have happened in the last year is that I would have made a lot more inroads into setting up discussions with policymakers and that could very easily have served as a potential impact case study. But in the end, just for reasons of time, I didn't have enough time to do it, so that's kind of falling away. Now, thankfully, my line manager was quite kind of sympathetic and I suspect that sympathy has more to do with the fact that [current institution] isn't exposed impact wise. I very much imagine that if I were to have done that in [PhD institution], where there were much fewer impact case studies, they would have been much more reliant upon individual impact case studies. But in [current institution], it seems to me that they don't need impact case studies to the extent that other institutions would have. Just because there has been this culture of it being very much a part of the things.

##### Researcher

And would you say that those kind of individuals who do that kind of impactful work, is that beneficial for them in terms of progression and visibility and that sort of thing?

##### Participant 49

So if I just think of the finance and accounting people, one of the things they've been able to do from having this kind of profile is do things like recruit PhD students or postdoctoral fellows around these projects. They've also been able to put on teaching programmes and master classes. It seems to me that in those cases, at least, the impact strand is a more general aspect of their academic profile or their professional profile, and they do this work as teachers, as researchers. They are amongst the stars of the institution, for sure.

##### Researcher

Okay. That's really interesting. I want to ask about your plans and view for the future. So I'd be interested to know in terms of your career, your job, what you kind of view as being the next steps, and I'd be interested to know from your own experience and plans and whatever what your kind of, I guess, strategy is for that kind of advancement? Or you may not have a defined strategy, you might be more of a "take things as they come" person, more of a day by day kind of thing, but I'd be interested to know.

##### Participant 49

As of, I think about two weeks ago, I did my most recent performance appraisal and I'm up for a sabbatical now in the next semester, thankfully. So as part of sabbatical, and this is entirely understandable, but you've kind of got to give a series of projects that you're going to get involved with or bring to fruition. So my kind of aim over the next... I mean, right now I'm kind of marking and then we've got dissertations coming in. But by the time mid May comes, I'll be on sabbatical until January. So during that period, what I want to do is finish off two papers and a book. And on the basis of that, to use those... there has been a kind of promotion moratorium over the last while, but it would be to use those, to kind of gain promotion. I plan on staying in [current institution]. Well, for the foreseeable future, at least, despite the kind of misgivings I've raised with you during the course of our conversation. It's a great city to live in. I've got some great colleagues there. The students are awesome, so it has a lot going for it. I think my suspicion is that the longer you stay in a big institution, the more skeletons you find in the closet. But nevertheless, I have no kind of intention to up sticks at any point soon.

##### Researcher

That's really interesting. Just as a sort of final thing, from what you just said, do you feel that in terms of perhaps teaching and admin, there are things that you need to do to kind of contribute to your progression and your kind of performance reviews, or is it very much sort of just keep things like that kind of ticking along and not worrying too much about it in the same way that you would research and publications?

##### Participant 49

Yeah, I think teaching wise I'm pretty solid. So one of the things I did in my second year of arriving here was develop a couple of new courses and teach those new courses, and they are very much in line with my kind of current research interests. Admin, there's a kind of constant push for me to take on more departmental responsibility, but it's something I'm personally very reluctant to do. I've seen many colleagues that I respect go down that road and never come back. So I'm quite happy to be kind of, to have the scores on the door in terms of teaching. I enjoy teaching. And I enjoy the research. Someone once described it to me as in your PhD, in your postdoc - this may not bear with your own experience but it was something that was said to me early on in my PhD - in your PhD, and if you do a postdoc, you spent most of your time in the library, in your time as lecturer and senior lecturer, you spent most of your time in the classroom and then in your time as a reader or professor, you spend most of your time in meetings. I'm very keen not to have the meeting part and to just kind of keep myself between the library and the classroom. I think if that means never becoming a professor or whatever, that's absolutely fine by me. I think that there are understandable pressures, the admin stuff, people do need to do these jobs. I'd much prefer if it wasn't me. So in [current institution], I have oversight, some oversight on the PhD programme, and I've kind of got a lot of personal tutees. That's fine for me from an admin point of view. I suspect that if I want to get promoted, they'd want me to kind of take over leadership of a course or something like that. But yeah, I'd rather have another course to teach than to be the kind of programme head or anything like that. What I do know is that a lot of my colleagues have taken on these roles for two or three years for the sake of getting promotion. I don't have kids, so I don't need to worry as much about paying bills as other people do. So, yeah, I would like to be promoted, but if a requirement for promotion is to take on a big admin role, I guess I'm never going to be promoted.

##### Researcher

That's really interesting. Thank you for sharing that. So, yeah, in terms of my actual questioning, I'm happy that we've covered everything I wanted to talk about. So thank you for that. So, yeah, I'm happy to end things there. Unless there's anything you can think of off the top of your head that you think might be relevant or important to this kind of area that I haven't asked about? Or that you haven't had a chance to talk about that you think might be useful or interesting?

##### Participant 49

Well, on the kind of role of workload models... one of the things, and again, this is just on the basis of the institutions I've been in, but in the allocation of work, in any given year, there's kind of massive spreadsheets which kind of create a profile of 1600 hours. Usually the idea is that there is 1600 hours to fill up, and that's a mixture of teaching and admin and research. And so here at [current institution], I think maybe 500 hours are allocated to research for those who are deemed research active. But that's it, right? There's no kind of additional tariff for getting a three or four star publication. It simply says that you are research active and as a research active person, you've got X hours. And then like the other roles, the teaching roles, they've got a much more transparent, let's say, calculation over what that actually means in terms of hours and minutes and so on. I wonder if there are some institutions that include something in their workload models, if they kind of incentivize publications in four star journals, for example, or if they kind of attach productivity expectations to research activity. Because I just think that a big aspect about business schools anyway, is the role played by the workload model within different institutions.

##### Researcher

Yeah, I've had a lot of different perspectives on the WAM and the kind of issues with it.

##### Participant 49

I think it's a really interesting one. Because on the one hand you kind of have this idea that research is a priority for research intensive institutions. But on the other hand, performance management wise, I don't know of many places or indeed I don't know of any places that try and break the research activity time down into productivity components or outputs or time spent on a project.

##### Researcher

Yeah. Is that something you think would be sort of helpful and useful in terms of allocation?

##### Participant 49

Not necessarily. It's just kind of one of the ongoing discussions when the work allocation meetings are had... is whether it indeed takes 3 hours to prepare a lecture. And of course it doesn't, it takes like a whole day or longer depending on whether you've taught it before. But it just seems to me, so, on the one hand you have this idea that research is super important, the most important thing, and then on the other hand, yeah, it's just like "here is your research time". And I think the other thing related to that is, I don't know if you've experienced or encountered gradation of research expectations on the basis of how senior you are. It seems to me that both in [PhD institution] and in [current institution], you're expected to publish loads of stuff, irrespective of whether you're early career researcher or senior professor. There's no kind of cascading down around expectations. It seems to me that if I were to kind of propose national changes to how workload models are done, it would be more along those lines of expecting more from senior faculty than junior faculty. It seems only fair to kind of allow for that. But, I don't know of any precedents or examples where that actually happens.

##### Researcher

Yeah, it's interesting.

##### Participant 49

Okay, well thanks a million, I enjoyed that.

##### Researcher

Good. I hope you found it in some way kind of useful to get things off your chest.

##### Participant 49

Like a therapy session?

##### Researcher

Yeah, haha.

##### Participant 49

Another thing I'll mention, something I used to really look forward to... like, many people I have not been in a classroom now since, for over a year, but I really look forward to it. I was always nervous and still I'm nervous before teaching, but I used to really look forward to going into a classroom for the first time. Meeting a whole new group of students and knowing that I'm going to be working with them. It's not the same on the screen. It really isn't, that social aspect. It just can't be replicated on the screen.

##### Researcher

Do your students turn their cameras on?

##### Participant 49

Some of them do, but like, I make the request, but I don't insist. And as the course progressed this semester, there were more cameras on at the beginning. But the first two weeks, you've got to do a lot of gesticulation in front of the screen... to try and make it look like a lecture. But at the same time, these guys, they're in front of the screen all day, every day. They probably just want a classroom. It's difficult, especially with, we have only one year master's courses. So it means that all our master's students joined us in September. They've finished teaching. Now they're going on to their dissertations but most of them haven't been in a classroom. They're visiting the university by screen. It's not great.

##### Researcher

Haha, yeah. Well, thank you, I've really enjoyed chatting to you and again, thank you so much for your time. I do really appreciate it.

##### Participant 49

No problem at all. I would love to see what you manage to come up with and stuff like that, because it is a really important project that you're doing.

##### Researcher

Thank you. Yeah, I really appreciate that and definitely I'll bear that in mind. It's been really great to chat and I'll let you get on with the rest of your day and obviously best of luck with everything with you. Thank you very much for your insights.

##### Participant 49

No worries. Take care.

##### Researcher

Bye. Bye.