##### Researcher

Okay. So, yeah, obviously, I've had a look at your profile and stuff, so I know a bit about you from that, but just in your own words, could you tell me about yourself in terms of your background, your career to date and what you're currently doing at the moment please?

##### Participant 51

I'll try to make it brief, haha. So, basically, in terms of background, I grew up in [home country] and I studied in Europe. I didn't quite know what I wanted to do when I grew up, and I was lucky enough that I was recruited, I got an offer from a top business school that offered... I think I did my first year in [area], second year in [area] and third year in [area], so lots of academic tourism already. And on the back of that, I decided I wanted to be a consultant and I started to work for a [management sub-discipline] consulting company, one of the top ones, which will remain unnamed, and I really enjoyed it. But I got a little bit frustrated as well, because it felt to me that what we were doing was not really... I don't know, we could go deeper into theories, in the reasons why we were advising companies the way we did. So I asked my manager if I could take some time off to do a PhD. He accepted, basically said, you're very young and you look very young and you're a woman, so it's not great with the clients and everything, so it's great if you get a PhD in [management sub-discipline] and then you can come back and advise better the clients we have. So I went off to start my PhD and in the course of my PhD, I started teaching and I started doing research part time and I enjoyed that so much, I never left. It wasn't kind of a deliberate plan to become an academic. It just happened quite serendipitously. That was my first academic job. I defended my thesis three years after having been recruited because lots of things happened, it was a little bit overwhelming with the teaching load and change of countries, absentee supervisor and those type of issues I have to deal with. And I'm still in the same place today. So at the moment, I'm a [role] at the business school. I'm also a fellow of [institution] and I sit on the governing body there and I'm a director of studies there. And in the business school itself, I sit on the faculty board and on the degree committee, and I'm an external examiner for two programmes. This is, in a nutshell, who I am.

##### Researcher

Excellent. That's really interesting. Thank you. Obviously, you came into academia, I guess, as a career after the consultancy part of your journey. Before all of that, before you began your career, before the PhD and stuff, did you sort of know or envisage that this was the kind of area you were going to be in, the kind of [management sub-discipline] area? Is that where you kind of saw yourself ending up?

##### Participant 51

No, I was extremely bored in a business school, to be honest. In the [home country] it's two years of rather intensive work on mathematics and logic and history and philosophy and all those different things. And then you get into a business school and you learn marketing and human resources and operations management and all those things. So I had this kind of, what am I doing here? And then in my third year, I discovered [management sub-discipline]. And it was so interesting because it all made sense all of a sudden. When I first saw the, I always joke with my students that when I first saw [notable framework], my life finally had a meeting. In some ways, everything clicked together. Everything I had done in the previous two years and a half clicked together. So I always had an affinity for [management sub-discipline]. So, the department I was going to do my PhD in was never a question.

##### Researcher

That's really interesting. Okay. And so the move from obviously doing a PhD in [home country], moving over to [current institution], was that just sort of an opportunity that arose, or was that something that you were actively seeking? Were you sort of like looking at specific universities you wanted to go to? How did that sort of pan out?

##### Participant 51

When my PhD supervisor decided I was ready to go on the market - he was probably bored with me asking questions all the time - so I applied to very few places, actually, and I think in the UK I only applied to a few. And a couple of places in the United States. It was a combination of having places being available, universities advertising for positions in [management sub-discipline], and deep reflection on where would I want to go. So I think I applied in the Netherlands, the UK, a couple of places in [home country], and in the United States and Canada. I think that was it. And I got several offers. But when I came to [current institution] and I met the people here, it's the type of feeling you get when you're visiting a flat and you're thinking, I could picture myself living here. And I remember in particular because I work on subjects related to [industry]. One of my papers at that time, which subsequently became a case study. And [current institution] was the only place where I interviewed where one of the professors raised his hand during my subject interview and he said, one of your papers is named after [movie], why is that? And I'm like, oh, those people speak my language, they get me. So I got that. I interviewed in [current institution]. In the evening, I got a phone call from the dean saying, I need to talk to you and it's good news and we want to make you an offer. I was due to interview in [another institution] next week, the following week, and I just cancelled my interview there. I thought it would be completely dishonest. I played hard to get with [current institution] as well, a little bit. But it's completely dishonest to go to [another institution] now, having had such a great feeling in my interview in [current institution]. I'd be wasting their time and their money. There's no point in going there. Maybe I should have. I don't know, maybe I should have, played the competition and raised my salary or something. But this is how it happened.

##### Researcher

Yeah. That's really interesting. You said that when you first kind of visited, you really had that feeling and you felt really good about the place. It left a good impression on you. Has that feeling maintained through the years that you've worked there? Do you still sort of have that attitude towards [current institution] or has it been changed at all?

##### Participant 51

I've been here for 20 years, so I suppose there are some good things about [current institution] still. Of course, it's a beautiful place, but when you go, I think I was interviewed in February, so it wasn't that beautiful at that point when the sun sets so early in the afternoon. But it was more of a kind of a convergence of intellectual curiosity more than anything else. Plus, I mean, I should mention as well that the dean at this point was [woman], and I thought, a woman is in charge here, so maybe I have a better chance of fulfilling myself and really having a nice, thriving career here if a woman is in charge.

##### Researcher

That's interesting. Thank you. When you started off, was it sort of like as a postdoc or were you straight into a lectureship?

##### Participant 51

It was straight into a lectureship.

##### Researcher

And in that time you moved up to [role]. Was there any stage in between or, how did that kind of work?

##### Participant 51

No, I don't know how it is in other UK universities. In [current institution], you have to apply to be promoted. I know that in other institutions, from talking to colleagues, they put you forward when they think you're ready. It was really interesting because I didn't put myself forward before the [academic year] promotion exercise. So after that, I mean, I started at [current institution] in [year]. So it was quite a long time later. Part of it, there's two reasons for this. The first one is shifting goals... so, for many years I was told, if you do this and this and that, if you put yourself a promotion, it's going to be a shoe in. And then I would meet all the requirements. And then they tell me, but there's a new requirement now and you can't do it. So that was part of it. Also part of it was impostor syndrome and lack of self confidence and things like that. But after a while, I just thought, I spoke to my mentor and she basically said, look, you've got everything that you need, why don't you apply? And then I sought advice, they have this kind of mentoring scheme, when women want to put themselves forward for promotion, they can actually meet up with a senior academic within the university outside of their department to discuss their application and everything. And I met with a professor in engineering who basically said, looked at my application and said, look, you should have applied ten years ago. You've got everything and beyond. I'd be very surprised if you don't get it. So I applied at this stage, and as I was applying during the long process, when you wait for the decision, I learned that apparently men apply when they've got about 60% of the requirements filled in, and they hope for the best. Women wait until they've got about 140%. So there's kind of a gender imbalance there. And honestly, we're not particularly encouraged to apply. I mean, in [current institution], I don't know if you've got that as well from the other people you've spoken to. There's this kind of academic diffidence or this culture of, oh, I'm okay, I'm alright, but I'm not exceptional, type of behaviour. Which I believe is probably, I don't know, we're not pessimistic, we're diffident. That's the way someone put it to me one day.

##### Researcher

And you talked about those requirements to move into a senior role. What did those requirements look like for you? What was expected of you to be able to progress?

##### Participant 51

It was interesting how the goal post shifted, because when I was recruited and I asked, what are the requirements? What's going to happen? How many papers, what type of papers? The answer I got was, the more the better. And now, for the past few years, we've had a list. I don't know if anyone else has told you about the list. It's been extremely controversial. The idea that we have a list of, it is not only desirable journals we want to publish in, but kind of compulsory journals for promotion. And this list is extremely small in the core management disciplines. I don't know, my colleagues in economics have managed to do it, but their list has got about ten journals on it. Ours has got five journals. That's it. So extremely difficult journals to get published in. So now the requirements are a little bit clearer, at least on the research side. There's still a feeling from some colleagues that even though the university... well, the university criteria are quite clear in terms of you need to have high quality teaching plus high quality research plus citizenship. However, it does feel like the only thing that actually matters is publications. The rest is either seen as a good thing to have as an aside or a hindrance to getting promoted. Because the more time you spend being a good teacher or being a good citizen, the less time you spend working on your research.

##### Researcher

From your own perspective and your experience in the business school, why do you feel that is the case? Why do you think that publications and research is kind of, I guess, the gold standard for progression? Why do you think that is the case over teaching and citizenship?

##### Participant 51

I think it should be the case. Developing ideas and promoting ideas and sharing ideas, I have no qualms whatsoever with academic excellence being the number one criteria. It becomes an issue when you hear things, and I've heard that, you know, things said to me and to close colleagues of mine... one of my senior colleagues once, when I was starting off and still on probation, he once told me you're spending far too much time with the students. You will regret it in ten years time. A close colleague was also told when they took up massive responsibilities on one of our core programmes, they were told, well, forget about research for the next five years, which basically means forget about promotions and forget about, you know... even though it's not officially said or it's not written down, there's a very strong feeling that as long as you've got the publications, you will be promoted, even if you're not a great citizen and even if your classes do not go as well as our programme managers would expect.

##### Researcher

Okay, that's really interesting. Thank you. I guess fast forward to the present day and your current role you're doing at the moment. What kind of responsibilities do you have in terms of research, teaching, citizenship, leadership, anything like that? What is your current kind of schedule?

##### Participant 51

Well, so, I'm pleased to say that for the first time in 15 years, I have no official citizenship responsibilities at the moment. So I'm just starting a sabbatical leave. But, I mean, I've been programme director because we do that on a rotating basis. I've been chair of examiners. I'm sitting, as I said, on the faculty board and degree committee. So I do have responsibilities to a degree. In terms of research, my responsibilities mainly lay in helping junior colleagues and helping research students get great papers out. Kind of an apprenticeship type of approach to science, in some ways, just telling them as much as I can, tell them the ropes of our beautiful profession, if it is a profession. In terms of teaching, we have... I mean, the teaching load in the business school is 70 hours contact time per year. So I deliver my teaching load, but I would say I want to deliver at the best level possible. That's definitely something, even though it doesn't count for anything. I think it's important to me personally. And citizenship. I do a little bit for my department and I used to be a tutor. I'm a director of studies now. We just started a strategy development process in the department, so I'm very much involved with a working group. Yeah, that's about it. My main responsibilities now. I'm making sure that my students learn and develop and find good positions as junior faculty in top universities worldwide.

##### Researcher

And in terms of that kind of split you talked about, there are the different elements. This may be obviously slightly different now because you said you're going onto a sabbatical, but would you say that's all relatively reflective of kind of the expectations that are set in terms of perhaps, if you've got like a workload allocation model for your specific job role, would you say that your kind of activities reflect those expectations that were set out for you as a professional?

##### Participant 51

I can't remember, there must be a document somewhere with percentages of time you should dedicate to whatever. I can't remember what it is officially. I think it's not a wild guess to imagine that everyone you spoke to said we don't have enough time for research. Yeah, I don't have enough time for research.

##### Researcher

So in terms of obviously your time, like you said, not enough time for research. Is that mainly because of the sort of teaching responsibilities or is it mainly because of the citizenship or is it both? Would you say?

##### Participant 51

I would say both. The teaching, I don't want to sound pretentious or anything, but I think I've got that under control. Most of it. I'm not worried about the time spent in the classroom. What's really time consuming is the marking and the mentorship, which is also very rewarding as well. But particularly now with Covid-19, I've noticed that students, particularly the younger ones, turn much more towards us and seek much more of our advice and support than maybe they did in the past. Everything seems more time consuming now and more compact because of Zoom and Team's meetings. I remember, in the past you have a meeting with someone and then you're factoring some time to move to the next meeting. That's no longer possible. Now we're kind of back to back meetings on Zoom and it's exhausting because not seeing the person, not reading the body language and the cues is exhausting and particularly teaching. I quite enjoy Zoom teaching in some ways because there's lots of things you can't do in the physical classroom you can do on Zoom. But I would never ask, I know some of my colleagues have this policy to ask the students to always have cameras on. This is not something I want to do because some students have very personal, valid reasons not to switch on their cameras. But as a kind of a drawback to this is that sometimes you find yourself teaching in kind of a wall of black screen and it's very discouraging. It's not just having less time for research than everyone would hope for at the moment. It's also feeling much more exhausted in general than in normal times and having less time to really think and reflect.

##### Researcher

That's interesting. So you obviously picked up on the kind of effects of the pandemic there, which is something I was going to ask about. You say that there's not enough days in the week, enough hours in the day to get all the research done that you would like to. Would you sort of confidently say that has been made worse by the pandemic in terms of having to reorientate your priorities and your focus onto other areas? And if that is the case, is that something that you see throughout the business school, or is that disproportionately affecting certain numbers of staff? How has that kind of panned out in the business school?

##### Participant 51

It's interesting that you should mention that. I remember vividly one of the first online meetings we had at the start of the first lockdown, the first faculty meeting online. And male colleagues were going, this is amazing. I've got so much time for research and I'm exercising and I bought a Peloton bike and I'm doing all those things. And women on the call were going, what are you talking about? We don't even have time to shower any longer. This is terrible. And it seems to me... it would be completely unfair to generalise on gender differences, but I've seen that. It seems to me that students turn more to female faculty for support and advice, maybe because we are rightfully or wrongfully perceived as caring more. In terms of what needs to be done in the school, women tend to take on more responsibilities. It was kind of a joke a few years back when every single programme director in the school was a woman. Even though we are, I think now it's about ten of us or 15 of us out of 60-something members. Yeah, and we tend to do more at home as well. So this pandemic, to the best of what I've observed, it's not statistically significant or anything, but it seems to have affected women more and early career women, particularly those still on the tenure track and with young children. Much more than it has affected some of our male colleagues.

##### Researcher

And you mentioned, clearly this isn't necessarily a new issue because like you said previously, for example, all of the programme directors were women. So is this a historic issue in this environment?

##### Participant 51

[Current institution], it's an old boys club. Very much so, yeah. No. On the other hand, I mean, couldn't you say that of every research university in the world? When you look at the criteria for promotion, the need for kind of self confidence and self promotion within a department in order to be visible and all those type of things, these are things that traditionally have been more associated with men and with kind of male leadership traits, than with women. And I find it quite interesting that this kind of a reversal of the conversation around the pandemic, I remember maybe halfway through the pandemic when people were saying, look at those countries where the leaders exhibit those kind of toxic masculinity traits and how badly they deal with the pandemic, as opposed to countries where women lead and how much better they are at dealing with the lockdowns and the pandemic and the infection rates and everything. So things will change, I think in the near future, maybe in the far future, I don't know. But it's interesting that now we talk much more about compassionate leadership, you know, the kind of, distributed forms of leadership, rather than this all powerful male leader type of model. And maybe it's completely coincidental, maybe it's linked to what has happened to us in the past year.

##### Researcher

Yeah, that's a really interesting point. And you mentioned when you actually kind of were interviewing at [current institution] and then looking at getting a job there, you felt really positive about the fact that the dean of the business school at the time was a woman, and you felt that would be beneficial for you and it would be a better environment for you to kind of progress. So in terms of your kind of perspective on how these kind of issues can be addressed and improved, do you think it comes down to leadership and how business schools are kind of governed and led, or is there other factors in the environment that you think need to be changed?

##### Participant 51

I think it goes both ways. The leader needs to be willing to listen, and also we need to take more initiative. I shouldn't say that because I don't think it's our fault, fundamentally. This whole idea that, this whole discourse, that fundamentally the problem with women in leadership positions is that they don't put themselves forward too much, you know... there is an institutional and there's a systemic bias against women in organisations and there's no denying that. So we should stop apportioning the blame only on women who should be more vocal about things, but also recognise that the conditions... there are macro environmental conditions that are tilted against us. It's even worse for women of colour, women from minorities. I think there seems to be a reckoning now with the horrendous situations we've seen in the United States over the past year. And for full disclosure, I do research on gender and age and ethnic discrimination in [location] and other places so maybe I'm more sensitive to those type of things than other colleagues. There seems to be a realisation now in leadership circles that it's not our fault. There's something that exists that is deeply embedded in organisations, not just in universities or business schools, but deeply embedded in organisations. And we do have a role to play to tackle that. But we also need to do that together with the men in charge and everything. I think it's a combination of leadership, listening and understanding what the issues are. I don't know what it is to be a man. I don't have this experience. I don't know how you guys have it and by the same token, you don't know how we have it. So maybe this kind of listening and understanding is necessary. It's important for us as well to basically say, look, you know, recently in the business school, I don't know if my colleagues talked to you about this, there's been a kind of a realisation that we do not have anything in place in terms of maternity leave for academics. We have a system for maternity leave and parental leave for staff members, but not for women academics. So we are working now, we put together a working group to look into this. But to be honest, before someone pointed this out, we didn't realise we didn't have this in place.

##### Researcher

That's really interesting. It's a very interesting point. And what I want to ask is these kind of issues of leadership and stuff that are perhaps quite internal to the business school... you also did mention those macro factors and things like research evaluation and the list, for example. Do you think those kind of things reinforce those problems? Do you think they are kind of a contributing factor or is this something that is sort of an internal thing? What's your take on that?

##### Participant 51

As I mentioned now we have a list and that was met with a lot of resistance. I remember about ten years ago we started discussing it. People were up in arms against the idea, some people in the business school. And I think it boils down to a more fundamental question, which is how do we define scholarship? And it fits into impact. What is our role in society as business school professors and scholars? How do we measure our performance? Agreeing on a list of journals everyone wants to publish in and that are recognised as leading in the field, I think is a good way to go about it, as long as this list is not too restrictive. Because I don't know if you've spoken to any of my colleagues in operations management, for instance, but the people in the business school who are pure operation management scholars would not necessarily, through the type of research they do and their training, they don't necessarily publish in [example journal]. And yet [example journal] is the kind of benchmark. This is the A plus journal in their field as defined by the powers that be. When they want to publish in [lower-ranked journal], which is not considered an A plus journal, even though it's still highly-ranked... so the fundamental question is how do we contribute and is there room in the modern business school to acknowledge and reward different forms of contribution? Books do not count for anything. And if you're an ethnographer, if you're doing the type of research you're doing, a book seems like, or a monograph type of dissertation seems like a much better outlet than three chapters, three papers. These are questions I think we need to discuss at a fundamental level across the sector, not just in our business school.

##### Researcher

That's really interesting. Thank you.

##### Participant 51

On this point as well, I mean, the reason why there was so much resistance was that people were saying, oh, but now you are adopting criteria that are the criteria of the American business schools and we're not an American business school. And this is a more fundamental resource led question, which is if you're an American top business school in the United States, the research of the faculty has got access to much more research support than we do in the United Kingdom. Again, the game is tilted in favour of one particular group of academics rather than others. I mean, if I've got a revise and resubmit, I have to work on it on my own. Whereas my colleagues, whom I talk to in leading business schools in the United States, the moment they get a revise and resubmit, they've got an army of research assistants to help them frame the paper for the next stage. But here, we don't have money, we don't have resources. We're much smaller as well in scale than most of the business schools across the pond.

##### Researcher

That's really interesting. Thank you. And you use the word game there to kind of describe a tilted playing field of playing this game. Is that a way that you kind of view the sort of publication activities, do you see it as a game or is that how you would generally describe it?

##### Participant 51

I think the problem with the incentive systems we have in my business school and others is that it is a binary result, isn't it? It's a binary outcome. If the paper goes in and gets published, then you're a superstar, or it doesn't, and it gets rejected and you have to start again at zero. And some papers get rejected. And I've had papers rejected from the top journals in round five and six. I've had papers, from first idea to the time they were published, they were teenagers. There's been a lot of discussion on academic Twitter lately and other social networks about putting in your CV those so called failures as well as the successful papers. And I think it's an interesting I'm not saying I'm in favour or against that. I haven't looked at that in detail, but it's an interesting way to change the rules of the game in some way and basically say, look, at the end of the day, if you've got two papers that get to the fifth round or sixth round in a top journal, and one of them gets through and the other doesn't, you can't say that luck hasn't played a part. I mean, even in the reviewing system, either you get reviewers who are open to giving you feedback and constructive criticism or you don't. So luck plays a part in this. The role of the editor is crucial. Are you going to get an associate editor or an editor who basically at some point says, ignore the comments of this person, focus on the comments of the other two or three people and get the paper through, or are they going to side with this person who's extremely negative on your paper because unbeknownst to you, they are a leading person in the field and they don't want you to cross them. So there's a lot of factors that we have no control over, the best we can do is come up with the most solid - in terms of ideas, methodologies, advancing the discipline - papers we can, and then submit them to the journals whom we think will provide the best opportunity with the paper. But then after that it's out of our hands.

##### Researcher

That's really interesting. And something I guess slightly unrelated that you touched on previously was the kind of impact element of things, about kind of defining scholarship, why are we doing what we're doing, so yeah, in terms of the kind of impact thing, when I say impact, I mean in terms of external stakeholder engagement, not the academic impact side, but the more reaching stakeholders, making a difference in society... I'd be interested to know, is that something in [current institution] that is part of the culture? Is that something that is spoken about and thought about? If so, is that something that really kind of filters down to your role as well? Is that something that you are thinking about because of the agenda?

##### Participant 51

I don't know if it's something we're all thinking about. It seems to me, again, there's almost a conflict of interest here in some ways, particularly if you're a quantitative researcher. Getting into this kind of deep engagement with organisations and with governments and other institutions requires a lot of time and a lot of effort, and sometimes it pays off in terms of not only the impact as you've defined it, but also the research papers that count for promotion and tenure and all those different things. Sometimes it doesn't. So I think it's important, it's important to have a voice and to take part in the conversations and discussions around issues related to organisations and management. But I wouldn't blame a more junior colleague from abstaining from engaging with those type of deep engagement issues because they need to get the papers out. Unless they are an ethnographer or a qualitative researcher who will be able to use this content in research papers, there's no incentive to work on impact.

##### Researcher

That's very interesting.

##### Participant 51

I may be mistaken, by the way, I may be speaking out of term on this point.

##### Researcher

It's a really interesting point. So it's almost as if you're kind of expected to achieve multiple things that you can't necessarily all achieve together? You kind of have to at some point make a decision about what you need to focus on and why? Is that kind of how you see it?

##### Participant 51

Well, I think, isn't that the case though, of everyone in academia today? It's interesting how even when you decide on your research topic and the type of researcher you're going to be. I've heard, and I do that as well, I'm guilty as charged, I do advise my PhD students, my research students, to specialise and to become the leading expert on a specific theory or a specific approach and everything, but some of us are jacks of all trade. Personally, I have no issues whatsoever, I'm completely agnostic when it comes to what type of journal or what discipline the journal I want to publish is. As long as it's a top journal, I don't care if it's a marketing journal or strategy journal or an operations management journal. I'm driven by the research question. I'm not driven by what journal it is and how am I going to be pigeonholed when I do that. And I think it's not just the research. It boils down to everything we do. So, yeah, the best way to be promoted extremely fast in the type of research environment I know is get top research papers in very fast and getting them out and publish as much as possible to the detriment of everything else. How much you care is an important factor here. It's easy to completely fail on a course that you're leading or that you're teaching in the first year. And that's a guarantee that no one will ask you to teach this course again moving forward. I remember now for many years I taught the core [management sub-discipline] course on the MBA programme. And one of my colleagues told me once, thank you for shielding us from this. Again, it comes down to how you define your role in the business school and your role in society.

##### Researcher

That's very interesting.

##### Participant 51

Sometimes to the detriment of personal promotions and other things. But it's a trade off between being, I mean, in my case, a trade off between being promoted and, you know, having a real... I'm not going to use the word impact... me doing things that matter to other people, not to my own personal advancement and career.

##### Researcher

That's really interesting. Thank you. So, yeah, we've talked about your job at the moment, the kind of environment at the business school, lots of different things. And it sounds like there's a lot of different responsibilities, a lot of different kind of hats to wear - you've got teaching, you have to think about impact, you've got research, you've got citizenship. Generally, do you find that your workload is manageable in terms of the kind of expectations on you and how much you feel that you can do? And I'd be interested to know from a personal perspective, do you have like a specific strategy for managing your workload and managing your day to day working life? How do you navigate that? Do you have a strategy and how is the workload generally for you?

##### Participant 51

I would say, of course, my job is not manageable, but it's much more manageable than it would be if I were a junior faculty member at the moment. Oh, absolutely. You can actually choose... we're in a privileged position to, after a few years in academia, you learn to say no. Which is a valuable skill to have, and you're in a privileged position to know colleagues and to really focus on... once you get tenure, you really focus on the research subjects and topics and programmes that are interesting to you, and you focus on working with people with whom you feel a real vicinity and you want to learn from them and you want them to learn from you. It's a very pleasant form of a slightly unmanageable position to be in, in some ways. Freedom is what drove me to academia. The more senior you become, paradoxically, the more freedom you have in terms of research and teaching load. Maybe less freedom you have institutionally in terms of responsibilities and accountability. But that's a fair price to pay. Spiderman - great powers, great responsibility.

##### Researcher

That's really interesting. Thank you. I've covered everything I really sort of want to ask. We've really covered everything. And I have got a lot of great information, so I'm very grateful for that. I think I am happy to kind of leave things there. The one thing I will kind of say, that I say at the end of all my interviews, is if there's anything that you can think of that you think might be relevant to this kind of area, the topics that we've been talking about, things that you think could be useful for me to know that I haven't asked you about or that you feel you haven't had a chance to say, I would just be interested to see if you have any kind of final thoughts on anything?

##### Participant 51

It's just a thought, you've mentioned the impact of Covid-19 on how we work now in research universities. I wonder if you're also looking at the impact of Brexit, particularly on European colleagues, because it feels to me that every single European person I've spoken to, including myself, in the past five years, we feel very ostracised. We haven't felt as much love and respect as we have in the past living in the UK. So I think in addition to the fact that, of course, Brexit will impact negatively research funding for everyone in the sector in the long term, I'm wondering if this is an extra environmental factor that at least makes the perception of what we do in our work a little bit more difficult at the moment.

##### Researcher

Yeah. I mean, I can't say that Brexit has been a prominent thing that has come up so much in my interviews.

##### Participant 51

I was just curious to know if that came up, because I know with everything, all the horrible things that happened in the past year, it has kind of taken a backseat, but it is still very much on many people's minds. I think I was talking to a colleague of [a foreign university] the other day, and he was telling me that the number of applications they've had in the past three years from UK academics, and not just European citizens, but also British citizens, has gone up exponentially. I know at least ten colleagues across the UK who have left their position to go back to positions in Europe or elsewhere because of Brexit. So at the moment, you know, one crisis at a time, so we're all focused on surviving Covid-19. But this is also something, I think, that is at the peripheral.

##### Researcher

Absolutely. It's interesting. That's a really interesting final point, actually. So thank you very much for sharing that. And I think I've really covered everything I want to talk about, and I don't want to take up any more of your time, so I'm happy to end things there and let you go.

##### Participant 51

I hope everything goes well and you find interesting results and get published in the best journals because this is the currency we're dealing with.

##### Researcher

Yeah, absolutely. Well, fingers crossed. And like I said, thank you very much for your time. I really appreciate it. I've really enjoyed speaking to you and hearing about your experiences. So it's been great to meet you. So thank you very much.

##### Participant 51

Take care.

##### Researcher

Take care as well and have a nice rest of the day.

##### Participant 51

You too. Bye.

##### Researcher

Thank you. Bye.