0:1:17.670 --> 0:1:18.400
11
I actually got first degree in economics. Then I did a master of Money, banking and finance. So then I joined Birmingham City Council for two years as a police officer. Then I joined forward trust for. Yeah, two years then I decided to join the university as a senior lecturer, that was September 1990.

0:1:48.80 --> 0:1:55.70
11
Uh. And I started my PhD in 1994 which I finish in 1996 and 18 months, 30 part time. And thereafter I actually do some research and some teaching and giving to various roles. And I'm here where I am from time that's not interfering. Finance. The last I think. Mostly 15 years or so.

0:2:18.450 --> 0:2:24.280
Shahenda Shehata
Yeah, but are you on a research based contract or a balanced contract?

0:2:24.640 --> 0:2:35.180
11
No, we actually we don't have research based or teaching contract all professors here, they do bit of teaching and do research and they supervise PhDs.

0:2:36.250 --> 0:2:36.680
Shahenda Shehata
Yeah.

0:2:36.330 --> 0:2:49.200
11
In UK, they don't have just research contract, although you lot of progressive maybe just doing research and not doing much teaching if they have funding from various funding projects.

0:2:54.170 --> 0:3:8.620
Shahenda Shehata
Yeah. So how do you see the changes in the universities in the UK regarding the work or the changes in the ways the professors or the academics working in the UK?

0:3:9.740 --> 0:3:17.770
11
OK, I think you need to look at little go back and draw your diagram of the history of education in the UK. Starting what yours is, are and so far. Universities were conceived as a places where people can think and express freely. And if you look at these three of UK universities, they were scholars or individuals or you can call them gurus if you want and they will locate in a say for example in Birmingham or Southampton or whatever and people come and listen to them. There was become a preacher of the subject understanding in a finance or something but generally philosophy and support. And normally, they invited people to think and if you actually educate people to think. Then, if people start thinking the trip they basically rise against the, you know the Monarch, the Kings and Queens and whatever, right. So in early stages in UK history. These scholars, all features or academics individual one they the state used to chase them away.

0:4:43.280 --> 0:4:45.890
11
So for example, in Birmingham the local king or whoever it was, for example, he will. He will get his soldiers to chase them and you know, just disperse them but this was happening again and again.

0:4:59.810 --> 0:5:0.380
11
So, the Kings and whatever, the lordship, whatever they decided. How to control these people’s minds because they are actually making people think. You know, Liberty, liberty, freedom, rights. Human rights. He suspects over. So they negotiated with these people and they say well, you can stay in that one area, say Oxford or Cambridge or Timbuktu but you will not, you know, spread your message all over the place.

0:5:44.280 --> 0:5:44.550
Shahenda Shehata
Yeah.

0:5:44.980 --> 0:5:45.520
11
And negotiated that they can express whatever views they have. In that it within the institution level they the situation you know and that's how you know these institutional merged as a universities university that knowledge creators and that knowledge they do dissemination. And the two type of knowledge one is there's many types of knowledge example you have a technical knowledge, you have a psychological knowledge you know history. You have a field of medicine and so far and so far.

0:6:24.90 --> 0:6:24.470
Shahenda Shehata
Yeah.

0:6:24.700 --> 0:6:25.740
11
Uh, so, the agreement was that they will actually provide or share the knowledge with the participants in which will enable them to think critically, evaluate, make decisions and this continued. And then if you look at the postcolonial? pre-colonial era and then very quickly emerged that. It actually train people to think and then the.

0:7:1.890 --> 0:7:9.480
11
When the colonization process started, those who are able to think creatively, think strategically, think. You know, logistically that work successfully, exploring new territories and so far. So then they basically focused on those leaders and hence you see that you know if you look at the Oxford and Cambridge, lot of colonial leaders in in India and in Middle East, these were the people who coming from these institutions who did their administration at a high level East India companies.

0:7:43.960 --> 0:7:58.100
11
So then basically they had other universities, you know, the Russell Group that breaks universities in UK, which also started coming in, provide other technological knowledge, science knowledge and so far.

0:7:59.540 --> 0:7:59.830
Shahenda Shehata
Yeah.

0:8:0.130 --> 0:8:5.240
11
And hence you have had other institutions in the UK now saying the wrong result but you don't. And then you had a. You know structure create structure within organization within the university sector where you had people joining us as a lecturers, they told him, he said it with. Then you have people progressing high, level of achievement. And then research is moving up to readers and professors, and then discontinue more research focus activities and so far. So now you have red brick universities, Russell group and you have post 1990 which were for techniques.

0:8:42.670 --> 0:8:43.30
Shahenda Shehata
Yeah.

0:8:43.190 --> 0:8:53.170
11
So now you have greater spread of the world universities. But in true sense some universities are not universities there knowledge traders. They basically stand in front of students and just disseminate knowledge. Other people’s knowledge just actually communicate. They're not actually researchers or creating knowledge, they actually knowledge transfer, they are vehicles for knowledge transfer.

So. the question was that how actually the lecturers in. It is such as in academic. Like the teachers and researchers, how they actually coexist. So they coexist. Now you have an original teaching fellows. We have teaching fellows. They don't count was research. They're basically knowledge transfers, instrument knowledge transfers and the station of the courses when you have.

0:9:43.400 --> 0:9:52.380
11
Yeah, when you have the lecturers which have been classified as a research team now, they create and knowledge sharing and they're going to reference so far.

0:9:53.270 --> 0:9:53.670
Shahenda Shehata
Yeah.

0:9:54.210 --> 0:10:1.290
11
And I think for your next question was how does REF results impact on institutions?

0:10:1.700 --> 0:10:3.170
Shahenda Shehata
Yes, please. Yeah.

0:10:3.260 --> 0:10:3.680
11
OK. But REF basically say. Uh exercise where the research new knowledge is created, even shared amongst the academic community. It is showcased to the panel of academics, on the basis of the contribution.

0:10:37.120 --> 0:10:40.810
11
And this was the previously but before REF was. That we have. Before REF, in 2008 cause. OK, pre 19 2008. I think it was something labour or something else. I can’t remember them now.

0:11:7.660 --> 0:11:12.320
11
But then the government decided that research has to has impact, and the impact it has to change something. It has to be something better. Create awareness that at the practice level or the policy level. So if I'm doing some research on policy and which leads to change in legislation or some government policy, that's impact. You found doing some research on practice to grow more food or whatever, to look into entrepreneurship, creating more job then activate. Demonstrate that the REF actually captures impact. And then you knowledge creation and dissemination and being packed.

0:11:54.520 --> 0:11:54.910
Shahenda Shehata
Yeah.

0:11:57.370 --> 0:12:2.410
11
Uh, so therefore, those people who are involved in research, they put forward every four years, 5 papers or six papers before research excellence framework and build a case for impact demonstrate the impact.

0:12:18.920 --> 0:12:22.440
11
**In return, those people are given space and resources to undertake research, so they don't do teaching, they become research active, and some universities, they get so much funding, they do research, they never go to classroom. Professor never go to classrooms. So although, the professors will at the university will be ranked on the basis of the Research excellence framework. You know. And but. If you say all professor Hussain is based on Birmingham City University, he's excellent researcher. He's excellent renowned authority. But my students he will never see me.** So what? So my PhD student will teach. My other colleagues will teach them that me, both of the university trading my name.So that thing is one negative impact. That research goes too far, and the students never interact with the, you know, the leaders of research.

0:13:28.820 --> 0:13:29.740
Shahenda Shehata
OK. Yeah.

0:13:30.820 --> 0:13:36.690
11
So that that's the one negative. The positive impact is that actually, they could generate new ideas and new knowledge and some of the knowledge have translated into practice. They start new enterprises, they create wealth. That's what and so far. So they are very beneficial in Java.

0:13:54.50 --> 0:13:58.480
11
To just count to this, government also have called TEF teaching excellence framework.

0:13:58.750 --> 0:13:59.200
Shahenda Shehata
Yeah.

0:13:59.860 --> 0:14:5.20
11
Which student, You know, experiences everything else captured so. I think I've answered that question quite comprehensively.

0:14:9.560 --> 0:14:10.270
Shahenda Shehata
Yeah.

0:14:11.380 --> 0:14:12.300
11
But what is the other question?

0:14:12.920 --> 0:14:15.850
Shahenda Shehata
My question, the first one or the second one?

0:14:16.180 --> 0:14:18.130
11
I answered the first one. What was the second question?

0:14:18.680 --> 0:14:23.130
Shahenda Shehata
And the second question was how the REF has impacted your work? your work or the way you observe your colleagues responding to the REF.

0:14:38.500 --> 0:14:38.910
11
Right. Firstly to me. The graphics submissions have enabled me to take time for more research. Like a more time to do more research. And I do less teaching, I do less management, to do more dissemination of the what My research.

0:15:6.890 --> 0:15:7.410
Shahenda Shehata
Yeah.

0:15:8.110 --> 0:15:10.160
11
How it's seen by my colleagues. This visiting my office. And having greater freedom to operate from wherever I operate.

0:15:19.660 --> 0:15:22.250
11
**But they don't see the stress. Of coming with the ideas. Implementing an idea.** Then we got in the data.And then writing up.And sending the papers for publication with rejects the editors reject.Is a continuous stress to change right? Sit? Most of research may be done at night or weekends which is not seen which is not seen by my other colleagues.

0:15:50.770 --> 0:15:51.260
Shahenda Shehata
Yeah.

0:15:51.720 --> 0:15:54.570
11
**This thing when I'm not here, I'm having jolly. Yeah. And that's what happens. So there's a there's a, there's a there is a jealousy. There is a competition and some see me and say see as a role model and the aspire to replicate me.**

0:16:13.690 --> 0:16:14.150
Shahenda Shehata
Hmm.

0:16:13.690 --> 0:16:18.360
11
To you know, to research, engage, Captain leadership and so far.

0:16:20.980 --> 0:16:26.740
Shahenda Shehata
Umm. And how do you see your colleagues responding to the requirements of the REF or the TEF?

0:16:29.110 --> 0:16:32.630
11
Colleagues can see that career progression. Higher education is through. And we start publication. And engaging with the research and being part of the REF exercise. So therefore, those who spike to move upwards, they actually engage the research and try to motivate themselves too. The promotions through that mean.

0:16:58.10 --> 0:17:8.610
Shahenda Shehata
Yeah, but do some of them like try to game the system or doing like some means some different means in achieving these goals?

0:17:9.810 --> 0:17:10.260
11
I mean.

0:17:11.630 --> 0:17:17.180
11
When you start, I mean there's a lot of issues involved with the ordinary journals.

0:17:17.860 --> 0:17:23.970
11
What we call them predators and gentlemens and so far. But when you actually start provide apply for promotions for senior lecture or reader or professor. People are able to see what kind of journals you publishing. Had not any journalist articles. Is taken seriously, So it actually the system.

0:17:40.30 --> 0:17:42.700
11
The self-screening. So if I want to be Professor, I need to publish 4 star. OK, that's what's here to publish. And they're not. You can't do much creativity to publish in 4 star. It's where you ohh three star, two star for everything. It's very robustly screened. Peer reviewed.

0:18:5.140 --> 0:18:12.200
Shahenda Shehata
Yeah, but what? Why? No, you mentioned no creativity. If I want to publish like a four-star, could you explain more please?

0:18:13.30 --> 0:18:17.910
11
I mean four-star basically saying is that it has been high standard that the reviewers. The people review the articles. There are high calibre. They asked for more scrutiny. The editor is very well versed with the area and they were basically don't want any article going through which doesn't have the integrity or originality. For high level writing and research, so it has more integrity.

0:18:44.970 --> 0:18:46.30
Shahenda Shehata
Yeah.

0:18:46.30 --> 0:18:50.920
11
And but for example there are non-ranked journals. You can publish them. Yes. You never be as in that general, but that general doesn't mean that it's gonna get you any promotion in the proper institutions.

0:19:3.400 --> 0:19:8.580
Shahenda Shehata
Yeah. And for the TEF, how does the TEF affects you your work?

0:19:7.710 --> 0:19:15.700
11
I'm not so sure. I'm not so sure, actually much about theft. To be very honest with you, I can't help you because I don't know much about it. OK, so I can't really comment on that one because I only do the REF.

0:19:22.940 --> 0:19:25.750
Shahenda Shehata
Yeah. And did you face an experience or a situation, whether good or bad, facing the REF and the achievement of its requirements?

0:19:37.630 --> 0:19:38.840
11
I'm not so sure what you mean.

0:19:39.790 --> 0:19:44.550
Shahenda Shehata
So do you have like any positive or negative experience with the REF?

0:19:45.260 --> 0:19:47.660
11
I mean the positive experience when you go to high-ranking and then then then do you have a high level of satisfaction and then that high level satisfaction and if you have four-star papers or three star papers, then you can apply for promotion internally or externally, so you have a high benefit and financial as well as reputational as well as you know psychological.

0:20:10.560 --> 0:20:11.30
Shahenda Shehata
Yeah.

0:20:11.270 --> 0:20:18.640
11
And the negative thing is that you spend a lot of time on a paper and it might never get published and you feel deflated. But the negative thing is research is difficult to do. It's expensive. Institutions don't give it time for those things. Hence this is a challenge.

0:20:33.640 --> 0:20:44.600
11
Uh, so you might have a personal, and if you're working the weekend when your partner is want to go out for shopping or watch a film or something and you want to sitting on computer and doing something **so it's a social cost.**

0:20:50.390 --> 0:20:53.200
Shahenda Shehata
Yeah. So it affects even the social life.

0:20:53.670 --> 0:21:6.400
11
It affects your social life, it affects your networks, you know, so it's some people become totally, you know, we have multiple agencies, for example we have academic, you know, teaching, learning and research, then we have other entities. For example, you know if I'm student or publisher, I mean it have a girlfriend or boyfriend, you know, because I've too much involved with this one. I'm not able to give them time ever. Ohg, take them out. If I have family and children, their education might be affected. You know, their life experience might be affected.

0:21:33.640 --> 0:21:34.180
Shahenda Shehata
Yeah.

0:21:34.580 --> 0:21:41.930
11
So if I keep sitting at the here on my desk and never go home, then maybe the skills I have may not be able to part for them. Oh man, I've been sick. So there's a **you have to categorize social impact and the personal impact and the academic impact and the functional impact.** So for example, I can, if I was not doing interested, I may be able to do something else and consultancy or something which could be actually more beneficial for my revenue, my bank.

0:22:5.440 --> 0:22:7.190
Shahenda Shehata
Yeah, sure.

0:22:6.580 --> 0:22:8.50
11
So you have to look at the trade-off.

0:22:8.530 --> 0:22:9.250
Shahenda Shehata
Yeah.

0:22:9.760 --> 0:22:16.350
11
Yeah. So you have to actually when you doing this, you can kill gate a, a rich picture of the life of a professor researcher. Then you can draw the you know the diagram and illustrates. The compete the virtual tease them threats, the cost and benefit. So you can draw in your PhD, If you're doing PhD?

0:22:35.840 --> 0:22:38.820
Shahenda Shehata
Yeah, I'm doing a PhD. Yes, I'm on the second year, actually.

0:22:37.400 --> 0:22:41.370
11
Then so you can actually draw a conceptual framework. The diagram and you know they can actually do all that. And that's more powerful.

0:22:53.120 --> 0:22:59.50
Shahenda Shehata
Yeah. If there is no REF or TEF in the academia, do you think you're gonna work in a different way?

0:23:0.540 --> 0:23:5.20
11
No REF is a system designed to do 2 things. One is to create space, for researchers, do research. So for example, if you are the owner of my university. You just want me to teach and get the money from tuition fee and to take the money in your pocket after paying all the expenses. But when you're dealing with the social good. This education and social good and through research. If, for example, we come up with some new project and new innovation. Right. And then that benefits the university through spinoffs. OK, it benefits society through spinoffs. I mean, creating employment, GDP, export and so far and hence there is a I mean nobody gives you free. You know there's no such called free lunch. And if you look at the university, University have incubators next to it, they have a labs, they work with people outside and inside as well. So there's a benefit for society. The government is spending money on universities because the social benefit is they're just still benefit. They complete. If you look at those countries which don't do research, for example, if you look at the Middle East.

0:24:33.550 --> 0:24:33.980
Shahenda Shehata
Yeah.

0:24:34.170 --> 0:24:41.970
11
I mean there education sector is if you look at the way and so far, they can't they pin. We look at the Tanzania. Tanzania cannot produce injection. Because the education system is colonial around the rote learning and so far. Has your teacher I challenge you? Has your teacher ever asked you to set up a business?

0:25:4.440 --> 0:25:4.890
Shahenda Shehata
No.

0:25:5.410 --> 0:25:8.650
11
Has he ever asked you to create a business plan?

0:25:9.190 --> 0:25:9.640
Shahenda Shehata
No.

0:25:9.310 --> 0:25:11.650
11
Have you ever asked you to create something new?

0:25:13.380 --> 0:25:14.150
Shahenda Shehata
Maybe.

0:25:13.510 --> 0:25:27.160
11
If you alright, if you look at the BC UK education system, you can education system challenges student to question, reason, understand, apply.

0:25:28.520 --> 0:25:28.960
Shahenda Shehata
Yeah.

0:25:28.400 --> 0:25:32.0
11
So if I ask you, do you know how the electricity generated, do you know?

0:25:33.570 --> 0:25:34.680
Shahenda Shehata
Sorry the what?

0:25:34.690 --> 0:25:39.550
11
Can you develop a model to illustrate how electricity is generated? Can you do that?

0:25:42.480 --> 0:25:43.450
Shahenda Shehata
UM.

0:25:43.560 --> 0:25:53.450
11
That's small. Can you can you build a model to show how the build a smaller scale mini scale, how the electricity is you can be generated.

0:25:53.830 --> 0:25:55.490
Shahenda Shehata
No, I'm not sure.

0:25:54.780 --> 0:25:58.270
11
Hammer, How many of your classmate would be able to do that. I can do it. Because I was taught here. Because we do, we created a mini generator.

0:26:8.700 --> 0:26:9.590
Shahenda Shehata
OK. Yeah.

0:26:9.690 --> 0:26:14.220
11
By basically having a coin and putting the negative and positive. And what you call the magnetics and then having a coil going through this. And then basically putting a what you call a sort of fan type and put a water on it and that the coil moves and at the moves here negative positive and you have put a small bug that generates electricity.

0:26:40.860 --> 0:26:41.260
Shahenda Shehata
Yeah.

0:26:41.0 --> 0:26:50.310
11
OK. And it's very simple. So simple that that in our countries do you will be taught, but you never ever they will show you how can you do it to yourself. And hence innovation never takes place.

0:26:54.650 --> 0:26:55.180
Shahenda Shehata
Yeah.

0:26:54.580 --> 0:27:11.350
11
Right, so this is the point I'm trying to make is that research is not for the sake of research. Research is actually, can you bring about change in people's lives? Can you basically make time, for example, if you look at the finance?

0:27:12.840 --> 0:27:13.570
11
It's a. It's named disappears. He's best idea. You know Steve for herself, the finance. Uh, and they want to look at how. Actually finance a small scale impacts of people lives and he, he said, OK, He asked his student in India buy a cow or will you still give you money, you buy a cow, you give to the poor family. And then you see study how it impacts their life. If your car is given you produce milk, right? Milk can be sold or consumed at home, which actually improves it. Nutritious value of it. The tools and growth is a much improved. And then if they sell the butter and the milk, they actually generate revenue and then the cow gives a cough and cough then grows and basically improves our longitudinal study. If you look at it improves their livelihood and life chances and economic empowerment. That's what you call research.

0:28:17.660 --> 0:28:18.40
Shahenda Shehata
Yeah.

0:28:17.450 --> 0:28:25.230
11
So people don't do some people, I mean, we do research which actually we hope that it will make a difference to people's lives.

0:28:26.750 --> 0:28:35.30
Shahenda Shehata
Yeah. So I think that's the positive part of it. But I think it has like some negative consequences on academics.

0:28:35.330 --> 0:28:46.300
11
I gave you negative consequences if you if you fail. It basically is cost you the time you spend with your family and friends is taken away. The time you spend with your children might be, you know, have. If the children don't go to school, don't study, they become delinquent. What's the point of your research that you have neglected them? Your wife might leave you. The girlfriend, the Pretty Woman might not be attracted to you. It's a social cost, isn't it?

0:29:10.330 --> 0:29:11.220
Shahenda Shehata
Yeah, it is.

0:29:11.320 --> 0:29:12.290
11
These are the cost.

0:29:12.730 --> 0:29:13.190
Shahenda Shehata
Yeah.

0:29:13.140 --> 0:29:27.300
11
**And you might keep sitting on so long when your backside and cheering office that you might have a, you know, the issue was still bright blood, high blood pressure, like a mobility, overweight, stress, Self-induced stress.**

0:29:30.400 --> 0:29:31.720
11
So these are all negatives, aren’t they?

0:29:32.320 --> 0:29:36.780
Shahenda Shehata
Yeah, it is. So my last question is. How do you think that this kind of performance measurement or the REF or the TEF or other measurement do influence the advancement of the scholarship?

0:29:52.460 --> 0:29:58.790
11
Scholarship, right? Yes. The definitely advance the scholarship.

0:30:24.720 --> 0:30:26.990
11
I think these measurements. First big problem, they can be subjective. Second is that people who review them like they sometime come from smaller communities. Didn't know whose publication besides this is. So the personal judgment to discuss or views can pollute their ranking they wrote and also it's very expensive. You know, Professor leverage professor costs at university roundabout £80,000 a year minimum.

0:31:18.850 --> 0:31:19.320
Shahenda Shehata
Yeah.

0:31:19.90 --> 0:31:26.780
11
Right 15 Volt. Or if you employ other people to do your teaching, and that those also actually affect the your you know.

0:31:27.320 --> 0:31:36.930
11
**And the students suffer because they don't get access to. Yeah, very learned person.** **He's Business Research rather than teaching them.**

0:31:37.890 --> 0:31:44.910
11
If you're supervising, you're supervisor is in Australia or America. You may not get to see him or her for months. You know, so we want to meet him or her. And she said, well, I'm actually going to get conference for two weeks in Australia. And then she moved to US or then he comes back and she's so busy with something else. Papers. And then you hardly gives you time. So all these things are negative as well. **It's a fractional experiences. That's the primary objective of the university to, you know, educate students.**

0:32:14.750 --> 0:32:23.900
Shahenda Shehata
Yeah So the even the idea of being a teaching fellow without conducting more research and this stuff it do affect negatively the students. Do you think so?

0:32:23.330 --> 0:32:29.280
11
Yeah. In fact, students, it affects the, you know, the people who should be teach. Teaching. I'm not teaching. It affects them, students.

0:32:36.900 --> 0:32:40.770
Shahenda Shehata
Yeah. OK. Thank you so much. I'm gonna stop the recording now.

0:32:40.970 --> 0:32:42.60
11
Yeah. OK.