0:0:0.0 --> 0:0:0.460  
4  
Umm.

0:0:-2.-40 --> 0:0:22.630  
Shahenda Shehata  
So I think the recording now sorted, uh, all personal information, university possession rule name would not be collected and would not be part of the data, would not be revealed in the thesis or shared with the supervisors. Them I'd like to thank you for accepting my invitation. I'd like to know how the university evaluate the performance of the economics.

0:0:24.30 --> 0:0:43.440  
4  
Oh well, it very much depends on which level you're on. So this is what I was. I was interested about why, you know why you chose me? Because I took a bit of a different route than most Business School academics take. So after I've completed my PhD 2017, now I actually did a postdoc, and I was as a postdoctoral research fellow on a project which was funded through, well, European Union. But then the SRC.

0:0:44.140 --> 0:1:4.410  
4  
Actually, at that time I was not. As a postdoc, I was not eligible for REF, so I was not in, I was not referable as they call it.

0:1:4.910 --> 0:1:24.820  
4  
Uh, because I was in a post doc position. I'm not sure whether that will change because it is a bit of a weird one. I just had my papers out. It started, you know, like putting stuff out and and it was just completely, you know, from from at least from my institution that I was working for, it was completely, you know, well, useless in a sense.

0:1:26.200 --> 0:1:37.240  
4  
But generally, University of Edinburgh and I've worked with Newcastle and I think most of the business schools at least today, value research based around all these publications. And whatever they consider to be top rated journals and obviously, that's if you're talking about only research performance. A big part of that is now more and more having grants and being part of larger grant applications where, you know, business schools are traditionally not as good as maybe some other parts of the university.

0:2:2.490 --> 0:2:3.380  
4  
So this is yeah.

0:2:9.20 --> 0:2:9.480  
4  
Umm.

0:2:11.40 --> 0:2:11.400  
4  
Yeah.

0:2:2.340 --> 0:2:14.880  
Shahenda Shehata  
Yeah, but I want. Yeah, but I wonder how you you were doing a post research post, Doc Research, which is mainly focused on research, I think. And you weren't preferable at this time, how?

0:2:13.430 --> 0:2:21.220  
4  
No, no. And that was I that is as far as I'm aware that was and just a ref.

0:2:22.470 --> 0:2:23.130  
Shahenda Shehata  
No.

0:2:22.610 --> 0:2:47.230  
4  
Like the REF decision or whatever it is, I would maybe check like because you're studying REF it's I think it's one of the really exciting and interesting areas to look at because and whether that will be some changes in in that in that field. But at that time it was my understanding that postdoctoral researchers are just not referable, they're not a part of the staff because we are.

0:2:47.920 --> 0:2:48.860  
4  
Something else. So this is something which that's why I found your research really interesting, because for especially for early career researchers who are not taking that route from going from a PhD into like early career, some sort of a, you know, lectureship really becoming full staff members immediately, it seems that there is a bit of a gap and I don't know how it's resolved, I don't know whether this is only for business and management degree like research in REF or is it across the board in REF but at that time at least it was not, we were not referable.

0:3:26.190 --> 0:3:31.340  
Shahenda Shehata  
But did he produce like output publications or something at the top? OK, yeah.

0:3:43.60 --> 0:3:43.470  
Shahenda Shehata  
Umm.

0:3:28.740 --> 0:3:44.980  
4  
Yeah. Yeah, yeah. Yeah. Yeah, yeah. Yeah. So I did so like, because so obviously, well, I look at publications as you know, I I have. It took me a while to get to that hopefully healthy relationship with publications. But my job is not to publish only my job is the entire process. So my job is from looking at research, applying for grants. And I'm right now, AC Ohio and a quite a large like £2 million grand and you know.

0:3:44.120 --> 0:4:2.860  
4  
Ohm working across the board with a variety of people and then hopefully being able to produce high quality research.

0:4:4.60 --> 0:4:19.190  
4  
And again, that's how perhaps the culture in my school and also in Newcastle, where I was before, was that they were interested in high quality research, not necessarily the star number you know in an ABS journal ranking guide because what we also saw that with REF which is also something that you might have already seen as that REF panels can be quite. There, they're their outcomes of their assessment can be slightly different than what the journal ranking was. So essentially you can have like a four-star like paper, you know, like your AOS or something like that. And then that being actually ranked as a three star in the REF panel. But you know and then in one school, it will be ranked in one way and the other school will be ranked in a different way because it depending on how many co-authors you have. It's a very weird and really actually quite subjective system in a sense.

0:4:8.330 --> 0:4:8.820  
Shahenda Shehata  
In.

0:4:8.40 --> 0:4:24.740  
4  
Depending on the raft panels in each school, so this is my understanding of it. Obviously I don't know anything about it more intimately because I wasn't part of those conversations or I wasn't even a part of the rough panel. But, but yeah, it's it's quite there is quite a lot of discrepancies between, you know.

0:4:24.730 --> 0:4:34.900  
4  
Where people publish like at all or AM JAMARS and you know this and that. And then on the other hand, having REF panels being slightly you know.

0:4:36.780 --> 0:4:39.300  
4  
Taking a potentially different. Yeah, look at that.

0:4:43.290 --> 0:4:43.600  
4  
Umm.

0:4:39.820 --> 0:4:44.280  
Shahenda Shehata  
You know, you know, by the way, the the early carrier issue, I'm teaching now one of your interest is that I'm teaching in. When I ask you to please provide me as a staff ID. They told me sorry, you are not a staff. You are a worker.

0:4:47.400 --> 0:4:48.430  
Shahenda Shehata  
Yeah.

0:4:44.310 --> 0:6:13.400  
4  
That's it's ridiculous, I know. And you know, and where do you actually sit as a as an early career researcher like I'm right now in the lecture ship. So I know where I sit. And this is a very clear cut case for me. Thankfully, I'm lucky. You know, I I I have to like, you know, I'm I'm counting my blessings as they say, but.

0:6:14.900 --> 0:6:22.70  
4  
We're still having that experience and also working with a lot of people across uh, the Business School, but also outside within the social.

0:6:22.260 --> 0:6:44.30  
4  
Uh sciences in general, the amount of that uncertainty is is really, really, really high. And I think there is a good way of thinking about research as as something that we do, because we want to do it and we publish. And obviously we know what's good. You know what I mean like, so we are you know, if you really want to, if we really want to call it three and four stars and this and that, it's fine.

0:6:44.340 --> 0:6:41.740  
4  
Uh, because most of the good journals are actually within those within those within those categories.

0:6:43.60 --> 0:7:2.610  
4  
But you know to publish somewhere where you know if you feel is right and publish stuff that you feel is actually, you know, this is the right thing to say and right thing to do. I think this is the only way forward to be honest.

0:7:3.180 --> 0:7:3.400  
Shahenda Shehata  
No.

0:7:3.240 --> 0:7:7.240  
4  
And then everything else will come. Come along. Hopefully you know, hopefully.

0:7:6.140 --> 0:7:8.160  
Shahenda Shehata  
Yeah, yeah.

0:7:8.300 --> 0:7:8.700  
4  
In the.

0:7:9.640 --> 0:7:14.690  
Shahenda Shehata  
How this different kinds of evaluations like the REF or other evaluation in the UNI affects you?

0:7:17.300 --> 0:7:18.820  
4  
That's interesting one so.

0:7:26.130 --> 0:7:26.760  
Shahenda Shehata  
OK.

0:7:19.710 --> 0:7:27.160  
4  
Umm, OK, so we are not part of TEF. Edinburgh is not part of TEF or.

0:7:37.440 --> 0:7:37.680  
Shahenda Shehata  
Yeah.

0:7:28.170 --> 0:7:44.400  
4  
Maybe we are, but I don't really know. I have to say I have no idea. That's not even a part of the conversation there because it's Scotland. I think it's slightly different than England and and Wales, so each system, that's another thing that when I was doing my PhD, which was on student experience in the Business School environment.

0:7:44.620 --> 0:7:47.810  
4  
I learned quite a lot about different.

0:7:49.0 --> 0:8:18.920  
4  
Parts of the country being actually very different in terms of organizing and some of the principles of organizing. So TEF is not a part of the conversation we are, we are using other means of measurement of teaching and evaluation of teaching. Unfortunately, it's still very much based around the USS surveys. That's what it's not USS, how it's called NSS National Student Survey data for undergraduate teaching and a lot of you know quality whatever surveys from for postgraduates, so essentially it's based around student surveys, which is potentially one of the worst ways of measuring anything, really. Partly because it just cannot necessarily measure the quality of teaching because they are students by default. They're not knowledgeable in what you know, what we're teaching them, and partly because it's just like very much subjective. Like any other measurement of that sort.

0:8:46.490 --> 0:9:0.840  
4  
So I think teaching as long as it goes goes well. I don't think anyone actually has a problem with, you know you, you know, you're not having your conversations about teaching, you know, because your course was 4.44 point 4, everyone is happy with that.

0:9:3.40 --> 0:9:4.920  
4  
So in terms of research, researchers measured.

0:9:6.440 --> 0:9:32.140  
4  
Through publications, uh, and submissions well, even like journalism. But actually submissions to Journal already is is a good sign for many, especially in early career. Getting into good conferences, especially conferences that I'm a bit more difficult to get into now. That's Academy of Management, egos conference. They're also a bit of a. They also showed that you can do research and you're doing it in the right way.

0:9:32.730 --> 0:9:44.330  
4  
Ohm. So yeah, I think that and also we are having our yearly review. I think everyone, every single school has that something similar. We have a yearly review and now we have actually even A6 monthly.

0:9:44.700 --> 0:9:41.440  
4  
Uh, so reporting type of review as well of performance.

0:9:43.130 --> 0:9:43.830  
4  
Was with loops.

0:9:48.780 --> 0:9:49.70  
4  
Umm.

0:9:49.130 --> 0:10:2.680  
Shahenda Shehata  
Your topic for research, the way you're teaching you treat your students.

0:10:4.120 --> 0:10:24.700  
4  
I have to say no, but again I I'm I'm I might be taking a slightly different take to this and I do know people. A lot of people who are really affected by that and they're, you know, they're looking at in today's performance measurement, you know whatever it is understanding how sometimes it is ridiculous and like for instance, where the student surveys.

0:10:26.460 --> 0:10:36.480  
4  
But still, you know, being highly affected by it because you know it's the IT it is what measures are performance. I am not personally.

0:10:37.620 --> 0:10:44.430  
4  
Choosing topics of interest based on on REF or based on.

0:10:44.90 --> 0:10:46.140  
4  
Ohm.

0:10:47.220 --> 0:11:6.430  
4  
Perceived suitability. I am using my journals which is well, I'm not choosing my journalist. I I do know what journals I like, and I don't. I do know that they are on on their own ABS list and so on. So for instance, I have a good example actually of that. So part of my research is on aging.

0:11:7.390 --> 0:11:28.220  
4  
And in aging, there is a journal called Aging in Society, which is a really good journal. Really useful journal. You know, the one that we would call maybe a three star. You know, it's like a very, you know, not a full blown theory driven like you know type of thing. But it's like a very, very good journal. It's not an ABS journal ranking guide.

0:11:29.380 --> 0:11:41.240  
4  
But we still publishing it. You know, we still submit to those journals and it's still valuable because people who are, you know, thinking about my career, people who are.

0:11:41.340 --> 0:12:7.910  
4  
Uh, you know, deciding on whether I can get promoted or if I choose choose change jobs, people will be on my interview panels. I actually, if they don't understand that this journal is actually good, they are not really suitable to valuate me as as a researcher in this particular field. So it's a bit of a I'm taking a bit of a different stance to that. I think just because I I don't feel that.

0:12:14.200 --> 0:12:14.410  
Shahenda Shehata  
Umm.

0:12:8.960 --> 0:12:19.830  
4  
It's it's only within the institutional right to choose whether and only on based on the performance measurements to choose whether I'm a good, you know, researcher or not.

0:12:22.440 --> 0:12:23.60  
4  
Yeah.

0:12:20.400 --> 0:12:26.940  
Shahenda Shehata  
Yeah, yeah. But but is this journal? If you publish in this journal, for instance, is a trifle.

0:12:27.990 --> 0:12:29.840  
4  
Yeah. It's rightful, yeah, everything is referable.

0:12:31.270 --> 0:12:31.420  
4  
Yeah.

0:12:29.720 --> 0:12:32.80  
Shahenda Shehata  
Even if it's not part of the ABS.

0:12:32.900 --> 0:12:33.360  
Shahenda Shehata  
OK.

0:12:32.200 --> 0:12:49.240  
4  
Yeah, as far as I'm aware everything is referable so and we have to choose. As researchers, we have to choose which one last time it changes every year. Sorry, it changes every round. The next round, I think we'll have in maybe 4 to 7 years, maybe five years from now.

0:12:41.440 --> 0:13:3.140  
4  
And it seems that last time it was, I think you choose your your strongest journal. Sorry, strongest article and then you can put up to like maybe two or three more. I think total of three or four.

0:13:4.480 --> 0:13:8.740  
4  
And these articles are are actually reviewed by.

0:13:9.470 --> 0:13:13.980  
4  
An internal panel and they are ranked internally by each school.

0:13:24.430 --> 0:13:24.990  
Shahenda Shehata  
Umm.

0:13:14.790 --> 0:13:34.20  
4  
So they can get a sense of where they are on there, what you know what they will get from, from REF and then a selection of those are actually submitted to REF depending on the number of people in the a number of stuff. So I think one of the reasons why I post docs are not treated as staff or we're not or maybe it was optional.

0:13:34.770 --> 0:13:38.680  
4  
Is because post those necessarily do not have high quality.

0:13:38.760 --> 0:13:41.240  
4  
Your submissions and that would just mean that you know having more staff requires more impact case studies. It requires more publications coming out, it requires more, you know because everything is calculated by the number of staff in each place.

0:13:44.460 --> 0:14:4.210  
Shahenda Shehata  
Yeah, but but do you have, like, a experience with other colleagues? You you see that other colleagues has impacted by these evaluations. Could you give me example of?

0:14:4.490 --> 0:14:11.490  
Shahenda Shehata  
Other colleagues who have like doing different means to meet the requirements of the reference instance.

0:14:12.300 --> 0:14:18.190  
4  
Oh well. Requirements for the REF. Not really because I do feel that most of my colleagues you know.

0:14:19.870 --> 0:14:40.640  
4  
Ref is actually quite a low bar. You know having one or two papers or three papers in five years is, you know, it's doable. It's doable. Like if you if you do your job as an academic and Business School setting, it's very much doable. I don't think it's. I don't. I don't feel that it's something which goes beyond, you know. The people need to work 16 hours a day for five years in order to get that.

0:14:44.970 --> 0:14:46.710  
4  
Uh.

0:14:47.700 --> 0:14:9.40  
4  
I did see people who could not publish, so it's not so people are not really interested in refs so much, but more about publishing. And I saw people who could not publish in places where they would like to publish and they had to change their focus of their papers, even sometimes themes and topics of their papers or of their focus of their research in order to fit particular box and which they saw themselves.

0:14:14.120 --> 0:14:20.610  
4  
Whether that's a good idea I it's it's up to everyone individually to do that or not. I personally don't do it.

0:14:21.710 --> 0:14:22.300  
4  
But.

0:14:36.670 --> 0:14:38.640  
Shahenda Shehata  
Yeah, yeah, yeah, sure. Yeah, sure. No worries.

0:14:23.90 --> 0:14:39.890  
4  
Because for the most part, actually my uh, my research really, you know, works really well within, you know, the areas that are that are of interest and that are actually, you know, I'm sorry. My son is a bit ill, so he might be just give me a second. OK, sorry about that. You can maybe even pause the sorry about that.

0:14:40.60 --> 0:14:40.840  
Shahenda Shehata  
Yeah, sure.

0:16:14.920 --> 0:16:16.490  
Shahenda Shehata  
No worries.

0:16:16.940 --> 0:16:17.280  
Shahenda Shehata  
No.

0:16:19.930 --> 0:16:20.460  
Shahenda Shehata  
Ohh.

0:16:21.270 --> 0:16:21.770  
Shahenda Shehata  
Umm.

0:16:30.300 --> 0:16:30.970  
Shahenda Shehata  
You know.

0:16:14.710 --> 0:16:31.700  
4  
I'm very sorry. So I have a 2 year old at home and he he had like a fever last night and we he had to stay home. So I'm actually today I'm like partly work everything but maybe cancelling but I know how difficult it is to actually find time. So I decided to it's better to stay but my wife just needed something from the. This is his room so.

0:16:31.760 --> 0:16:32.630  
Shahenda Shehata  
Yeah.

0:16:32.120 --> 0:16:36.690  
4  
Uh, and office and an office and everything. So yeah, sorry about that.

0:16:37.260 --> 0:16:38.630  
Shahenda Shehata  
No worries, no worries, that's all.

0:16:39.440 --> 0:16:46.400  
Shahenda Shehata  
So I feel like you have a positive experience with the these measures like REF or the Taff.

0:16:46.710 --> 0:16:47.20  
4  
Hmm.

0:16:47.700 --> 0:16:46.160  
Shahenda Shehata  
But I I see like. Do you feel like other colleagues have certain different attitudes to these matters?

0:16:46.840 --> 0:16:47.10  
4  
I.

0:16:47.190 --> 0:17:18.440  
4  
Think so? I I think it becomes one of the big because it's coming along every few years. You know, I don't think the people are actually thinking about it all the time. Some views and strategize. I know I have colleagues and I'm doing that as well and I'm thinking about, you know, I have a bunch of three stars and now I would like by next REF to have at least one or two four stars.

0:17:19.300 --> 0:17:24.440  
4  
You know, just like I'm talking about these, I'm talking about in these categories, even though, have you heard of daughter?

0:17:27.390 --> 0:17:27.890  
Shahenda Shehata  
Sorry.

0:17:26.230 --> 0:17:28.740  
4  
If you Google it's a Dora is. A what's called. San Francisco Declaration on research activities or something like that. So essentially Dora is, uh, a declaration that university sign and maybe your university has signed it by which the measurement of research performance through star systems or ratings or rankings will not be used in assessing the quality of research. So this is that's why I'm still talking about three and four stars. But really what I'm talking about are high quality journals that are not necessarily part of, well, they're all part of ABS in my case. And our my university signed that, but unfortunately it's very difficult to get out of the thinking. And for many people who are thinking about REF. They're thinking about, OK, what kind of journals will actually be assessed to like, you know, who will be assessing it and will be us. It'll be, you know, academics in the Business School. So you really know that you have to publish something in high quality journals in order to be also assessed by the people who also understand the same system in the same way that you do in the most positive way. So The but we are having. I think people are much more struggling with where to publish their stuff then with REF per se. Again, TEF is not a story here in Newcastle. When I was in Newcastle it was part of the narrative.

0:19:4.60 --> 0:19:9.440  
4  
But I'm not really sure how it affected teaching. To be honest, I was there for 2 short time.

0:19:13.0 --> 0:19:13.420  
4  
Yeah.

0:19:9.140 --> 0:19:14.280  
Shahenda Shehata  
Yeah, yeah. But it's it's my first time to hear about the Dora. So do you think it's only in Scotland?

0:19:27.640 --> 0:19:28.410  
Shahenda Shehata  
Yes, please.

0:19:14.630 --> 0:19:33.940  
4  
No, no, it's a I actually, I was just writing yesterday about that. I was writing a paper on collegiality in higher education. So I found this. I'll send you a link. And so you can take a look at it. I think there is there are signatories already and you will find.

0:19:34.670 --> 0:19:38.400  
4  
Umm, you know if I put university?

0:19:39.420 --> 0:19:39.920  
4  
Of.

0:19:41.290 --> 0:19:42.430  
4  
Edinburgh.

0:19:43.140 --> 0:19:44.270  
Shahenda Shehata  
But it seems like.

0:19:43.470 --> 0:19:46.240  
4  
Signs Dora. Yeah, it's there.

0:19:44.160 --> 0:19:41.80  
Shahenda Shehata  
Yeah, it seems it didn't. It didn't reduce a lot of stress on academics, you know, in other universities.

0:19:47.780 --> 0:19:48.130  
Shahenda Shehata  
No.

0:19:42.70 --> 0:20:4.80  
4  
unfortunately, I don't think it works because people still think in that in those categories, you know, I think with performance measurements in general and I was looking at the rankings, especially of students, you know, not student.

0:20:6.20 --> 0:20:7.280  
4  
Student UM.

0:20:7.930 --> 0:20:10.940  
4  
Facing rankings and all like the best MBA and this and that.

0:20:12.220 --> 0:20:14.380  
4  
Is there obviously so simplistic and so you know commensurately.

0:20:14.460 --> 0:20:44.430  
4  
So that people just find them really natural, even though they are wrong. You know, they're completely they're just not showing any interesting information at all. And they are completely wrongly positioned that the same problem is with the general ranking guides on across the board, not only in business and management, where it becomes a bit of a self-fulfilling prophecy and some and in some schools, depending on where you are, I know of colleagues who have a very limited number of journals where they can publish, which are actually acceptable in their field and which is horrible because it's creating a situation where you actually do have to write only particular stories that are in a particular journal that are now trendy. It's not really moving research, it's not really moving any knowledge it's affecting academic freedom completely of choosing what we actually think is really the most relevant thing to study.

0:21:17.490 --> 0:21:33.40  
4  
And you know, I do feel for people who are in those situations and those schools, and there are schools like that. It's not like it's there's no, that's without without a doubt. There are departments like that. You can have a very nice school and then department of I don't know.

0:21:34.340 --> 0:21:34.680  
Shahenda Shehata  
Umm.

0:21:33.920 --> 0:21:40.200  
4  
Accounting, you know, being all good while they're only like 3 journals where you should publish your management accounting work, you know.

0:21:42.820 --> 0:21:43.280  
Shahenda Shehata  
No.

0:21:41.290 --> 0:21:47.790  
4  
They're like, OK, well, that's really not ideal because, you know, maybe some of the stuff that I'm doing which goes under management accounting is actually not a conversation topic in those journals. So it creates standardization, which is a very bad sign.

0:21:48.700 --> 0:22:4.40  
4  
Again, my experience is very different, but because I'm in a particular place where you know.

0:22:4.40 --> 0:22:10.290  
4  
And I do know that couple of other universities within this type of.

0:22:11.630 --> 0:22:46.240  
4  
Within the Russell Group, universities, or whatever you want to call them are actually quite quite quite open to, you know, one thing that can affect that is the line manager, you know, had a group or head of division or whatever you have in your UK institution. And even the change in deanship having a new Dean, having new leadership can create very different type of pressures on academics. But again, not towards REF, because REF is especially for early careers like we're trying to get anything published. Let's let alone think about REF.

0:22:46.400 --> 0:22:40.230  
4  
You know, so in 4-6 years time, you know, we'll see then.

0:22:40.960 --> 0:22:41.330  
Shahenda Shehata  
Yeah.

0:22:40.980 --> 0:22:48.130  
4  
It should do the same research in like just maybe two years or one year before REF. You will get very different responses. I would I would imagine.

0:22:49.420 --> 0:22:49.770  
4  
Good.

0:22:48.480 --> 0:23:4.740  
Shahenda Shehata  
Yeah. Yeah, but how do you see the management of the universities doing to respond to these measures?

0:23:7.360 --> 0:23:8.100  
4  
Ohm.

0:23:9.860 --> 0:23:12.860  
4  
What the? They're playing the game, I think.

0:23:14.60 --> 0:23:18.190  
4  
It's exactly what it's expected when you have these types of measurement systems.

0:23:19.410 --> 0:23:48.300  
4  
And there was quite a lot of, like literature on that as well. It's just gaming the system as much as possible. You know, like when my university became the the I forgot what it was, the highest on something on one of the categories we got, we were really high in REF and then all the marketing materials immediately overnight, you know, spun that into like, oh, we are now the best university for this and that. And you're like, well, yeah, what does it actually mean? You know, it's like.

0:23:48.410 --> 0:23:42.490  
4  
I think it was for at least research culture or something like that and you know, OK.

0:23:43.260 --> 0:24:2.860  
4  
You know, so they're they're using what they have. They're they're using their strengths and their marketing for that and trying to, you know, trying to support some work like that.

0:24:3.700 --> 0:24:9.930  
4  
In terms of REF, one of the really interesting ones are, UM, impact, case studies. Are you aware of them?

0:24:10.260 --> 0:24:10.740  
Shahenda Shehata  
Yeah.

0:24:10.920 --> 0:24:14.900  
4  
Yeah. So impact case studies are very interesting elements of it because an impact case study can really help an academic academics profile because it's a really important piece of work I was in. I was working on an impact case that it wasn't named on it, but I because I just started within this within the field, but I really helped out with trying to put together a bit of a like, you know, pathway to impact for that and that is becoming more and more prevalent. I think next REF will have a big, big chunk much bigger chunk than now on impact and importance of impact. You know it's it drop point where actually you know having a rough impact case study like accounts for like a for like one or two four-star papers. So it's really important for the you know it's seen as important by the by the school and by the university. There are very clear if I'm sure that you know of this, but there are also very clear financial remuneration linked to each publication depending on their star rating and also on the impact case study and impact case study brings in much more than articles so.

0:24:28.300 --> 0:24:49.140  
4  
So that's an interesting one to look at because it will become more and more prevalent. So we are now working. Sorry, but I'm just chatting away, but we are now on this project already in working with people in impacts on the impact side to create pathways through impact and evidence impact of our work now because we might be putting together a REF impact case study in five years time. So it's we are continuously monitoring and measuring impact for whatever that means.

0:24:49.930 --> 0:26:1.380  
4  
In order to actually.

0:26:1.490 --> 0:26:19.330  
4  
A. You know, make sure that if we get to a point where we are writing a case study, we actually have the material. So we, you know, people leave change jobs, people die, you know, in five years, it's like a huge amount of time. So, you know, capturing impact now is really important for that story. Five years on the line.

0:26:19.770 --> 0:26:24.100  
Shahenda Shehata  
Yeah, but how? How do you collect the evidence of that case study? Have an impact.

0:26:26.40 --> 0:26:29.300  
4  
Oh, that's there is a there's a complete.

0:26:30.410 --> 0:26:40.860  
4  
Mess of that like there was a lot of information on that. We have a. Thankfully we have a very good person working on this with us, who is whose job is only to look at impact. But essentially the my understanding of impact is that we have to showcase that someone outside of academia is actually using.

0:26:43.110 --> 0:26:43.490  
Shahenda Shehata  
Umm.

0:26:41.710 --> 0:26:47.460  
4  
In practice, some of the stuff that has been created because of our research so.

0:26:49.620 --> 0:26:49.980  
4  
We.

0:26:49.240 --> 0:27:0.920  
Shahenda Shehata  
Could you tell me what the project please?

0:27:1.490 --> 0:27:18.670  
4  
The project is about supporting people over 40 who are who are experiencing health issues to stay in the workplace if they want to stay in the workplace. So we are creating interventions in the workplace, which can be policy interventions or actual literal like app.

0:27:19.480 --> 0:27:22.290  
4  
Website something which can support.

0:27:24.330 --> 0:27:28.400  
4  
A people to you know to create.

0:27:30.920 --> 0:27:49.90  
4  
To create to to stay in work for longer. So what we are doing right now, for instance, we are working with large companies, large banks and every time we submit something to them and they're working on it, we always ask for their feedback. You know, are you planning to use this or are you using this? Is this changing your policy or you know, in human resources anything like that is impact. So if my work changes that W banks policy on HR that's impact because I'm impacting 40,000 people working for the NatWest Bank. So you know, I mean like, it's quite a quite an important. That's quite then clear cut and we can actually then see there is impact but because the ref is so far away and we are working on a continuous.

0:28:20.640 --> 0:28:28.460  
4  
Work and this project is only part of that we are immediately capturing that impact and trying to capture that by you know getting.

0:28:30.190 --> 0:28:30.620  
4  
You know.

0:28:31.440 --> 0:28:42.120  
4  
People quotes from the people. Sometimes the video and audio file. Anything that we can say actually, well, this person actually said that in e-mail, you know, someone sent you an e-mail. Actually we're using this and this and that great archive immediately into the dedicated folder for that. So it is an additional layer of admin which is quite annoying.

0:28:42.340 --> 0:28:42.990  
4  
Uh.

0:28:44.370 --> 0:29:4.640  
4  
And well, thankfully I'm not doing it there. There. There was a postdoc doing that, but it is. It is quite annoying, but it is I think something that we will be more moving forwards.

0:29:4.330 --> 0:29:10.180  
4  
Uh, would REF. In general, I think it's quite an important part of that, yeah.

0:29:11.930 --> 0:29:12.230  
4  
Hmm.

0:29:14.890 --> 0:29:14.220  
4  
Umm.

0:29:20.130 --> 0:29:20.460  
4  
Hmm.

0:29:24.20 --> 0:29:24.340  
4  
Umm.

0:29:9.390 --> 0:29:32.330  
Shahenda Shehata  
Yeah, that's very good. But do you hear what any stories or any experience that colleagues or managing the impact case studies like they doing some I'm not. I'm not gonna say fabricating the impact case study, but I'm gonna say like managing the system to provide an output of impact case study.

0:29:34.840 --> 0:29:40.970  
4  
That's a different one. So essentially the question is, are, are people gaming the the stuff right? Yeah. Umm.

0:29:42.470 --> 0:29:43.230  
4  
No.

0:29:44.660 --> 0:29:48.920  
4  
Well, it depends. It depends. So it depends because the entire thing is just completely subjective and quite the entire thing is a bit. Woolly flimsy? It doesn't really. It's this thing. It's an impact case study is a 3 page or five page document. It's a very short document where you have to populate a lot of you have to show evidence in a very short amount of spam amount of space and I think they're the idea is to avoid any. You know. Flamboyant blah blah blah. We have done this and that actually. Well, what have you actually done? Like gun or bullet points? This is what we are expecting for an impact case study. The entire thing is so obscure and vague that.

0:30:36.400 --> 0:30:36.810  
4  
The.

0:30:39.20 --> 0:30:44.430  
4  
If you cannot, John, if you cannot, evidence in the most appropriate way some impact.

0:30:44.190 --> 0:30:46.780  
4  
Who can definitely find a different way to evidence that and still show that you've you know that you've done something. So I don't know if you don't have an CEO of a company saying actually we are doing this.

0:30:47.840 --> 0:31:28.930  
4  
You can show or you can stay to that. You've been doing this and this and that, and it all has surely led to some changes in the way how people behave, you know, so it can be a bit from that perspective. You can you can frame it in any way that you want. It's in very, very similar to any grant application where actually that framing is much more important than the content itself. Content is usually there. But how you sell the story is what matters. So yeah, people who are writing impact case studies need to sell the stories.

0:31:29.130 --> 0:31:32.860  
4  
Definitely, but are they doing something like?

0:31:33.740 --> 0:31:36.420  
4  
Unethical to in order to like completely, you know.

0:31:43.210 --> 0:31:43.680  
Shahenda Shehata  
You know.

0:31:37.620 --> 0:31:40.290  
4  
Fabricate or, you know, be just made make up stuff. I don't think that's happening, at least not in my experience. I don't think that's happening, and partly because it's really difficult to do that because every impact case study is.

0:31:43.680 --> 0:32:21.930  
4  
Designed by a bunch of people across the board, you're not alone. As a researcher putting this together, there are people who will be supporting with the language, people who will be supporting with the way how to frame stuff, and they will be helpful in being creative about how you say the story. But it also means that a bunch of other you know, there's there are too many peoples for someone to say, well, I'll just fabricate the entire thing and put it out there, which I don't think it's impossible. The second part, which really important, sorry.

0:32:22.110 --> 0:32:27.610  
4  
There's also that impact case study, cannot be an impact case study unless it's linked to publications. So publications are also one of or one of the ways to ground any work, not only in my ideas, but actually in something which is, you know, which is peer reviewed and published in top journals.

0:32:44.480 --> 0:32:44.790  
4  
Yeah.

0:32:44.690 --> 0:32:44.990  
4  
Yeah.

0:32:43.700 --> 0:32:43.640  
Shahenda Shehata  
Yeah. Yeah, that's very good. Yeah. Alright. For the NSS, do you have like any experience with the NSS with the positive or negative experience?

0:32:44.130 --> 0:33:1.360  
4  
Well, generally my university is not good at an access. We don't get good survey responses and we do know why.

0:33:1.440 --> 0:33:18.380  
4  
Ohh you know there is a lot about the lot of feedback is not doing well and stuff like that partly well. One big part is that my school is a something called a postgraduate school. So we actually only have postgraduate students in the building. All the undergrads are dispersed across the campus. We don't have enough space.

0:33:19.30 --> 0:33:39.210  
4  
So you know, I'm teaching in school of education in and school of design, you know, so there it students are moving about the entire campus for their for the lectures and that's creating a sense of, you know, not belonging to the one place. And obviously that is reflected in the in the survey.

0:33:39.990 --> 0:33:40.690  
4  
UM.

0:33:42.810 --> 0:34:9.80  
4  
I don't really have any negative experiences of that or positive really. It is something that our administrators are thinking about that lead our leadership is concerned about, but not to a point where you know it becomes an issue for anyone on early career. You know it's not something that also because the NSA is looking at the entire program and not particular course.

0:34:10.980 --> 0:34:16.490  
4  
There is no real, you know, there is no real fallout from that. I have to say.

0:34:19.630 --> 0:34:29.420  
Shahenda Shehata  
But how do you think the whether the NSS order F capturing all the real measures of quality, whether in teaching or research?

0:34:30.480 --> 0:34:46.380  
4  
I don't think they do at all, Bob. Well, both of them, because that's not their aim to begin with. I may be a bit cynical about that, but I mean I'm. I'm reading quite a lot, you know my I'm sure that you know, but Michael Power and your audit society and you know when you when you look through.

0:34:46.420 --> 0:34:0.880  
4  
UM, some of the evidence that we have over the past, I don't know, 20 or 30 years ever since 1980s, especially in the UK, we have this explosion of auditability of whatever that public sector may be, you know, and universities are still considered to be like some sort of a public sector institution. I would just recently found some really interesting information that over the last 10 years, the public funding or public spending on universities in the UK has reduced drastically. So we are more, less and less actually, you know, on the public purse and more and more on our own purse. But at the same time, increasingly me being measured as part of the audit. You know this, this auditability of any public expenditure, so.

0:34:39.280 --> 0:36:1.220  
4  
Bigger problem I think is NSS because NSS is a survey uh that is intended to capture the student experience and again from a vast literature on in education and higher education over the past 140 years. We do know that student experience is one of the most complex. It's human experiences in general because it's also not only transitionary towards something else, you know your job or whatever it is, but it also transformational because people change fundamentally who they are hopefully if it if it's actually successful. And these services are not capturing that at all for the most part, they're capturing the performance of, you know, an institution or maybe people in the institution about, you know, is the feedback to the essay appropriate like? That's missing the point of what education is about. It's very instrumental. It's a very it's, it's dealing with practicalities of education as opposed to actually the fundamental principles of education.

0:36:47.410 --> 0:37:3.600  
4  
So part of part of my work is actually looking into that as well. So I've been working for the past four years on a on a longitudinal study where we actually also use survey, but we are actually asking students about reflections on their experience.

0:37:4.80 --> 0:37:6.20  
4  
Uh, in a very different way.

0:37:7.140 --> 0:37:13.810  
4  
Then then, then S does and we are struggling because people don't think about it. The education in that.

0:37:14.460 --> 0:37:32.870  
4  
That uh prescriptive way, which I assesses and assess is very much prescriptive about it. It's your instrumental, you know there is a clear understanding that there has to be an output of education and not an outcome necessarily you know so.

0:37:34.140 --> 0:37:40.170  
4  
That's the problem with MSS, it's just not capturing the essence of what education is about in terms of REF. I think REF as an exercise could be an interesting one, and it's getting really better every year or every every cycle.

0:37:40.630 --> 0:37:44.440  
4  
Ohm, but again it's it's measuring.

0:37:47.20 --> 0:38:16.130  
4  
What you know, I mean like it's it's what is measuring, it's measuring again outputs based around some sort of a like a very subjective sense of what you know what these papers mean to a particular group of individuals who are experts. And you know, I'm, I'm not here running away from expertise, but you know again.

0:38:16.880 --> 0:38:36.490  
4  
The the way how it views research the way how it how positions, what research is about is again very instrumental. Very you know what is you know what is the value coming from every pound invested into this which is really problematic for research in general. This is not what we do.

0:38:36.0 --> 0:38:37.980  
Shahenda Shehata  
Yeah, yeah, yeah, yes.

0:38:38.760 --> 0:38:39.430  
Shahenda Shehata  
Of.

0:38:41.170 --> 0:38:41.700  
Shahenda Shehata  
Yes.

0:38:38.990 --> 0:39:8.980  
4  
I'm I'm point traditional maybe about this, but you know it's not. It's. There was never a golden age of this. Don't get me wrong, but there was, I think a better, better sense of what research is about and and teaching what is about than it is now getting more and performance measurement systems really help support that narrative of and that's why my colleagues are stuck sometimes in that. And I was. But my research is because I'm doing this research. I'm also exposed to the literature that really helped me open up my.

0:39:8.630 --> 0:39:9.60  
Shahenda Shehata  
Umm.

0:39:9.60 --> 0:39:12.200  
4  
Horizons and trying to understand you know where where I sit with it all that.

0:39:12.690 --> 0:39:13.900  
Shahenda Shehata  
Yeah, yeah.

0:39:13.880 --> 0:39:14.180  
4  
Sorry.

0:39:19.130 --> 0:39:19.480  
4  
Yes.

0:39:30.0 --> 0:39:30.440  
4  
Umm.

0:39:14.780 --> 0:39:34.440  
Shahenda Shehata  
You you did. You did research in collegiality in higher education, isn't it? How do you see the collegiality change? How do you see the academic ethers? The academic identity have been changed where this all changes of measures, the new attitudes of the management, the different strategies.

0:39:34.830 --> 0:39:40.690  
4  
It's it's a great question and hopefully you'll read a paper when it's out.

0:39:41.70 --> 0:39:41.940  
Shahenda Shehata  
Yeah, I.

0:39:42.70 --> 0:39:43.840  
4  
But it's it's it's.

0:39:46.390 --> 0:39:46.910  
4  
I think.

0:39:47.610 --> 0:40:14.190  
4  
UK universities were never, you know, as like collegiate in that sense that, you know, some European universities or willing universities globally can be. So when we're talking about collegiality, we're not necessarily talking only about being a good colleague or being supportive or, you know, going beyond your job description to help someone else. But really it's about also having that voice, having that, you know, role in the decision making process.

0:40:16.430 --> 0:40:28.60  
4  
And you know, having that conversation and actually being governed or, you know, by the collegium, by by people who are, who are part of this institution.

0:40:29.720 --> 0:40:40.740  
4  
And from that perspective, we didn't. We really never had that vertical aspect of it so much. I don't think that governance through collegiality was ever really big part of of UK universities. It was Oxford, Cambridge, General Collegiate, especially Oxford is a collegiate university that's by you know by no means. That's definitely the case. And there are others as well.

0:40:41.430 --> 0:40:41.880  
4  
Uh.

0:41:2.380 --> 0:41:2.870  
Shahenda Shehata  
Umm.

0:40:43.110 --> 0:41:24.400  
4  
Business schools are definitely not like that. We are we are governed by, you know, managerialism. We are governed by, you know, workload allocation models, which is yet another way of, you know, at least supporting or punishing, you know, particular performance of particular individuals. We are, you know, standardizing everything, you know, four hours for a student and three hours for review, 2 hours for 4000 word essay. You know, everything is standardized to a point which is becoming really ridiculous in many ways.

0:41:28.440 --> 0:41:40.740  
4  
I just recently did like some sort of a change to my course and I was told that, uh, a course with a particular number of credits can only have a group presentations, student presentation up to 10 minutes and I put 12 and that's not OK. 10 has to be 10 and it's like, well, that's why, you know, and when you ask why they're like, well, that's the rule and you know, well, that's \*\*\*\*\*\*\*\* as well, so.

0:41:41.840 --> 0:41:44.910  
4  
You know what I mean? So there is, there is a lot of that and I think that.

0:41:44.940 --> 0:42:10.490  
4  
Thankfully, because we are many people working in this area are in in this job because they are passionate about it and because it's a vocation in in many ways like nursing, like being a doctor, being an educator or being a researcher is a vocation. People do are very collegiate and people do go beyond. Beyond what? You know what they actually need to do sometimes. But managerialism and this type of standardization of practices, use of performance measurement systems across the board is making people much more instrumental.

0:42:33.110 --> 0:42:33.680  
Shahenda Shehata  
Umm.

0:42:32.980 --> 0:42:36.490  
4  
And you know, and there will be people who will be saying, well, you know.

0:42:38.610 --> 0:43:2.880  
4  
I only have this amount of time per student for, you know, to support them, and I'm sticking to that number because this is the number that I have. Everything else is for my research and actually I'm judged on my research and not on my teaching. So screw the student. I'll rather spend time on that and you know and which is creating a vast array of issues in a higher education context, obviously.

0:43:3.310 --> 0:43:6.10  
Shahenda Shehata  
Yeah, issues like what? Can you give me example please?

0:43:6.440 --> 0:43:8.0  
4  
I well.

0:43:9.840 --> 0:43:36.240  
4  
It creates a problem definitely with students and we've seen that and I'm sure that every university has similar that you do have colleagues that are just not responding to students in a way that you know that they should treating students more as customers or as clients and you know. So having very clear understanding of what the, what the you know expectations are because there are laid out in that way.

0:43:37.440 --> 0:43:39.120  
4  
And not going beyond.

0:43:40.40 --> 0:43:44.870  
4  
That because again, they're not measured on the teaching. They're measured on the research side, so.

0:44:2.370 --> 0:44:2.720  
Shahenda Shehata  
Umm.

0:43:47.860 --> 0:44:11.610  
4  
We had, well, we have. I can give you an example on the even on the desktop now thankfully, but in RPG program we had a situation where student PhD students were not required to teach at all. It was only an optional thing, and for especially for finance students, and we had quite a lot of students from China joining for finance program. Who were perhaps a bit less inclined to, you know.  
To speak in public or to have like had issues and even sometimes linked to language and so on. They're supervised, would just sign off that they don't need to teach, which creates a situation because that's not what's valuable for an academic and which creates a situation where we had PhD students getting doctorates, being ready for academia, who never had a day of teaching in their lives. And you're like, is this OK?

0:44:44.240 --> 0:44:44.700  
Shahenda Shehata  
Umm.

0:44:11.940 --> 0:44:12.390  
Shahenda Shehata  
Thanks.

0:44:44.280 --> 0:44:14.410  
4  
I know it's not like it's just not because, you know, unless you want to go into your, you know they're, you know, they're different facts that you can do, obviously. But actually I do have at least one colleague who struggled to find employment after that because they were not. They just didn't have a day of teaching in their portfolio. So, you know, because the teaching still, you know, it's a, it's a basic stuff that you have to take. It's a basic box. You have to take and then everything else is, you know, based on research.

0:44:14.440 --> 0:44:31.730  
4  
So it's, you know, stuff like that can create that focus and having measurement solely or like value of an academic put solely on publication performance can create significant challenges, yeah.

0:44:33.290 --> 0:44:33.460  
4  
No.

0:44:32.170 --> 0:44:38.0  
Shahenda Shehata  
Yeah, yeah, doing well. Do you think the academics still have voice in making decisions?

0:44:39.400 --> 0:44:43.810  
4  
Yes, I do. Actually, I do. I've well, it depends on the institution, but I think they do.

0:44:46.260 --> 0:44:49.900  
4  
It's a better question whether schools have a voice in decisions. That's the key question. I'll give you an example. Do you know how? How new staff is how? How, how the what's the process to actually getting someone new in your department to hire a new person in department?

0:46:10.10 --> 0:46:14.410  
Shahenda Shehata  
Umm, I think they just do advertising and they apply. I'm not sure. Could you tell me more please?

0:46:20.640 --> 0:46:20.960  
Shahenda Shehata  
Umm.

0:46:26.70 --> 0:46:26.430  
Shahenda Shehata  
Yes.

0:46:14.940 --> 0:46:30.0  
4  
So I think for the most part and you should check that because it's really interesting for the most part, schools are part of colleges, right? Your school is also part of a college and then a college is a part of the university. So we are in the third level underneath. Uh, and the governance scheme? Your department decides that they need a new lecturer and management accounting. They need to make case to the College in order to get approval that they can actually make great this post. And then it becomes managed by the collegium. So yes, you can go into a lecture theatre, listen to someone's presentation and say, you know, appointable not appointable. So you have a voice, but if your school actually needs to ask for approval from someone else to even have that post. To what extent do you actually have that voice so you know, if you understand what I mean? So if we can't as a school be independent to make a decision whether we actually need someone appointed but we have to ask for permission from someone else.

0:47:28.190 --> 0:47:28.640  
4  
You know.

0:47:29.340 --> 0:47:33.900  
4  
We have a voice in an already agreed on process.

0:47:36.980 --> 0:47:37.430  
Shahenda Shehata  
Yeah.

0:47:34.360 --> 0:47:40.490  
4  
If if you get what I mean so the two levels of that, so yeah, we do have a voice, but you know.

0:47:42.630 --> 0:47:42.70  
4  
You know, try to put your voice out to change, like the travel policy of your institution, which I assume also went became much more rigid in the last few years.

0:47:42.490 --> 0:47:43.110  
4  
Uh.

0:47:44.180 --> 0:48:6.470  
4  
You know where to go, who to ask. You know, there is. There might be, like, some sort of an online panel there were, you know, or online like meeting or like a town hall with a, with a vice chancellor or someone. But, you know.

0:48:7.410 --> 0:48:13.480  
4  
There are like thousands of people there, like your question is one of hundreds in the chat. Uh on teams.

0:48:14.400 --> 0:48:14.140  
Shahenda Shehata  
Yeah.

0:48:14.380 --> 0:48:24.480  
4  
It's, you know. Yeah. You can say things, but no one, you know, it depends on the. So I think on the school level, yes, I think we for for the most part As for my experience from experiences of others.

0:48:28.870 --> 0:48:29.70  
Shahenda Shehata  
Umm.

0:48:26.470 --> 0:48:36.480  
4  
Business schools can be really collegiate and voices can be heard. And if you say you know as a you know as a staff member, I actually feel that this is not the right way to go or something like that.

0:48:37.860 --> 0:48:40.360  
4  
You know it will be heard whether something will be done by it.

0:48:43.400 --> 0:48:44.60  
Shahenda Shehata  
Yeah.

0:48:41.320 --> 0:48:46.790  
4  
Not necessarily, but it will be heard. But the question is whether we can go beyond the school level.

0:48:47.300 --> 0:48:48.280  
Shahenda Shehata  
Yeah, yeah.

0:48:47.920 --> 0:48:48.330  
4  
Yeah.

0:48:48.970 --> 0:48:49.620  
4  
So that's.

0:48:43.720 --> 0:48:44.60  
4  
Yeah.

0:48:44.110 --> 0:48:44.390  
4  
Yeah.

0:48:40.730 --> 0:49:3.190  
Shahenda Shehata  
Yeah, I'd like to go back for the gaming or managing the system. Do you have any story about how people manage the system in any way, whether you see it ethical or not ethical?

0:49:4.890 --> 0:49:9.490  
4  
I have to say no. I'm very sorry. I don't.

0:49:11.940 --> 0:49:13.790  
4  
Unethically, no, definitely.

0:49:14.870 --> 0:49:17.730  
4  
I people are.

0:49:19.180 --> 0:49:40.740  
4  
Strategizing their careers based around REF, people are strategizing about what to publish and wear and at what time. Well, and what time anytime based upon, you know, some sort of performance evaluation, which is usually linked to the star system, maybe as general ranking item so on.

0:49:41.470 --> 0:49:41.740  
Shahenda Shehata  
Umm.

0:49:42.800 --> 0:49:43.910  
4  
In teaching.

0:49:44.920 --> 0:49:48.920  
4  
People are more interested in.

0:49:40.960 --> 0:49:44.180  
4  
In doing activities that students find.

0:49:44.960 --> 0:49:46.320  
4  
More you know.

0:49:46.990 --> 0:40:14.240  
4  
More, Umm, satisfactory. In then it says so. For instance, I'm a big opponent of. I don't like recording of lectures. I teach organizational behavior. I teach some of the. Perhaps it can be slightly tricky conversations.

0:40:26.410 --> 0:40:26.840  
Shahenda Shehata  
Hmm.

0:40:36.140 --> 0:40:36.420  
Shahenda Shehata  
Umm.

0:40:36.470 --> 0:40:38.10  
4  
Long as we are talking about, you know.

0:40:38.960 --> 0:40:40.420  
4  
A particular story.

0:40:42.400 --> 0:40:42.970  
4  
So.

0:40:43.730 --> 0:40:40.460  
4  
But people do. Sometimes, you know. I know I have colleagues who are very keen on keeping lectures online and recorded because students like it.

0:40:41.640 --> 0:40:44.40  
4  
Because that will help. Hopefully there you know.

0:40:44.870 --> 0:41:8.100  
4  
The survey and then if they have the survey, no one will. No one will bother me. So you know with with teaching is and actually with research is as long as you don't think hear any news from your manager, you're actually fine. So it's going well.

0:41:9.320 --> 0:41:14.810  
4  
So I don't think people are gaming the system in that way. They're much more strategizing. I have to say, yeah, yeah, I would say.

0:41:14.400 --> 0:41:24.700  
Shahenda Shehata  
And yeah, and for the management level or the the line management, the school, the department was whatever, do they have any means of managing the system?

0:41:26.0 --> 0:41:33.710  
4  
Managed system. I don't think again. I don't think so. I would like at least they're not doing it, or at least I don't see them doing it.

0:41:34.320 --> 0:41:34.0  
4  
Umm.

0:41:36.610 --> 0:41:40.440  
4  
I think every line manager brings in something new, uh, to the mix.

0:41:42.70 --> 0:41:47.620  
4  
My current line manager is a very much about publishing in particular journals.

0:41:47.740 --> 0:41:46.240  
4  
Uh, which again? I'm not really a big fan of, but also she knows that and I'm not a big fan of that. So you know, I have my voice to say that and we can have.

0:41:46.320 --> 0:42:16.30  
4  
No, I mean, you know, we only need to agree to that, but if I wasn't performing to a level that she would like me to perform, she might want to put her foot down and say, well, this is where, you know, this is how you want to do it. Whether she would do it or not, that's a completely different matter. But it's a bit of a.

0:42:17.90 --> 0:42:18.840  
4  
I don't think that they're necessarily.

0:42:19.470 --> 0:42:24.210  
4  
Gaming the system beyond what they believe about the system itself.

0:42:24.720 --> 0:42:24.340  
Shahenda Shehata  
No. Yeah.

0:42:24.940 --> 0:42:31.430  
4  
I think it may be a bit more in the finance account, maybe finance, financial accounting where?

0:42:47.860 --> 0:42:48.420  
Shahenda Shehata  
Yeah, yeah.

0:42:42.600 --> 0:42:43.300  
Shahenda Shehata  
Yeah.

0:42:32.880 --> 0:42:44.110  
4  
It's a slightly different, again, a very different field. I'm in organizational studies strategy, so it's much, much more, much more. I have much more critical people, people who are also critical of the system in my department. And so we, you know, there was a stronger voice there maybe of that. Yeah, so sorry can help you with no, I just don't know any any examples of gaming.

0:42:44.420 --> 0:43:1.110  
Shahenda Shehata  
Yeah, yeah. But it's good. You have a very good experience with these measures. You don't face like truffles. That's very good.

0:43:3.420 --> 0:43:4.220  
Shahenda Shehata  
Yeah, yeah, yeah.

0:43:1.680 --> 0:43:8.170  
4  
You. Well so far. So far, so good. But again, because I wasn't a part of the last REF, that just wasn't a story.

0:43:8.490 --> 0:43:19.220  
4  
Ohm again, I think it's so there are two really two things to maybe clarify #1 is that I'm doing research that I want to do but it does.

0:43:20.300 --> 0:43:22.320  
4  
For the most part, aligned to.

0:43:23.340 --> 0:43:30.20  
4  
You know what is expected already? I was trained into the system. I'm, you know, I do feel that the system is not bad.

0:43:41.930 --> 0:43:42.260  
Shahenda Shehata  
No.

0:43:30.460 --> 0:43:46.410  
4  
Uh, I think that public journals were published are good journals. I do understand that there are different ways of having an academic career. So for instance, in my, in my particular field Academy of management journals and really important.

0:43:44.100 --> 0:43:44.470  
Shahenda Shehata  
Yeah.

0:43:47.260 --> 0:44:16.470  
4  
I don't publish in them. I suspect I will never publish in them because they find them tedious and very American and I don't. I don't publish in them, but it doesn't mean that I don't have a successful career, even by people who are publishing them regularly. They, you know, they understand what I'm doing, how I'm doing it and it's absolutely fine. So there are different dimensions to it. It could be to my, but what's really important is that first of all, this could be due to my institution.

0:44:17.390 --> 0:44:23.460  
4  
This could be due to I was also in another institution and said Newcastle, which was very similar to that.

0:44:24.680 --> 0:44:27.910  
4  
You know, I suspect that there are other places.

0:44:29.30 --> 0:44:31.140  
4  
That are much much more.

0:44:32.490 --> 0:44:33.440  
4  
Explicit.

0:44:39.740 --> 0:44:40.420  
Shahenda Shehata  
Yeah.

0:44:47.180 --> 0:44:47.700  
Shahenda Shehata  
Umm.

0:44:34.240 --> 0:44:0.840  
4  
About the pressures and putting pressures on their staff, which I don't think is a good idea at all, because at the end what we when we thrive really is if you leave us alone and we can actually do our job well, maybe with a bit of guidance, you know like if I start publishing only journals that are not really suitable for the field, something is wrong because they are also didn't recognize that. So it's there might be a conversation about that, but not.

0:44:1.930 --> 0:44:3.740  
4  
Umm, you know not as.

0:44:18.40 --> 0:44:18.400  
Shahenda Shehata  
You know.

0:44:4.930 --> 0:44:29.620  
4  
Formal or not, as you know, moral collegiate conversation where we are actually moving as a, as a group, or as a division or, as you know, as as as my own personal, you know, career. So I so that's that's maybe what I have why I have positive experience while positive or non experience another thing which is really important that I feel is that no news is good news.

0:44:30.480 --> 0:44:34.920  
4  
So as long as no one tells you that you're doing something wrong, it seems that you're doing something right.

0:44:36.360 --> 0:44:37.30  
Shahenda Shehata  
Yeah.

0:44:37.220 --> 0:44:42.90  
4  
And this might also be the case so that people are maybe sometimes overthinking.

0:44:43.270 --> 0:44:48.790  
4  
Not hearing any news. And then N say, well, I'm doing this wrong or right and overthinking all this entire thing.

0:44:49.260 --> 0:44:48.660  
4  
Umm I try to avoid that. I was like after my PhD I was close to the burnout and I decided to completely switch the May approach to work.

0:46:20.940 --> 0:46:21.780  
Shahenda Shehata  
Yeah.

0:46:22.900 --> 0:46:23.410  
Shahenda Shehata  
You know.

0:46:24.240 --> 0:46:24.780  
Shahenda Shehata  
Yes.

0:46:27.440 --> 0:46:27.990  
Shahenda Shehata  
Yeah.

0:44:49.940 --> 0:46:30.30  
4  
To a point where I can, you know, I enjoy it. It's it's one of the really important parts of my life. But it's not only my my only priority. And this is not the only thing I do. I have my weekends, let's put it that way. Not every weekend. But I do have my weekends and I do, you know, pleasure that. And you know, if my son is home homesick, I'm actually at home with him and, you know, screw everything else because it's not. It's not worth it and it's not needed. That's the worst part. I don't think it's really needed.

0:46:30.480 --> 0:46:31.80  
Shahenda Shehata  
Hmm.

0:46:30.600 --> 0:46:38.130  
4  
Because if if we get into an academic career, which is that you have to work 16 hours a day, seven days a week.

0:46:38.790 --> 0:47:4.0  
4  
That's not sustainable for anyone, and this is not a good message from any institution to be putting out as the this is the norm. You know, this is something that you need to like, you know, hit this and this and that. You know, I just one example I remember a few years ago, I was applying for a university and at university in Scotland and they had as their probation 3, three stars in three years. And you're like. if you don't get 3/3 stars in three years, you're out. And this is like this type of pressure. And knowing how the publication process can be flimsy, how can it be really difficult? And just sometimes? And slow is just not OK you know that type of, you know, uh, putting pressure on individuals to sort out systemic issues, our deficiencies through any performance measurement system is just you're blatantly wrong and we know that from management accounting that this is.

0:47:38.940 --> 0:47:39.320  
Shahenda Shehata  
Yes.

0:47:38.740 --> 0:47:44.320  
4  
No. So why are we doing this to ourselves? Sometimes it's beyond me, but yeah.

0:47:44.460 --> 0:47:44.680  
4  
Yeah.

0:47:48.470 --> 0:47:49.190  
4  
Absolutely.

0:47:44.840 --> 0:48:0.220  
Shahenda Shehata  
Yeah, yeah. You know, one of the universities are on a they have a very high software and overrate nearly half of the staff each semester. They leave the university, which is a very, very bad sign. You know, half of the stuff leave every semester.

0:48:0.770 --> 0:48:12.490  
4  
It's crazy at this type of stuff. We should be really, I don't know about. Hopefully it will be, you know, if we believe so much in the market, which I don't. But if we believe so much in the market, this should sort itself out at some point.

0:48:12.470 --> 0:48:19.240  
4  
Uh, I. I really think that we are working in a particular environment which is slightly different than the others.

0:48:27.760 --> 0:48:28.230  
Shahenda Shehata  
This.

0:48:20.740 --> 0:48:47.920  
4  
We are not paid as well as in some other sectors. We could use our skill, take our skills and get much better paid somewhere else. But this is allowing for our code and freedom that we can actually do research. Or do we feel is important and right that we can actually structure our teaching in a way that we feel as experts is the most important and right. That's why I'm a bit weird. I find it really weird that everything is becoming more and more standardized up to like how many minutes can it?

0:48:48.300 --> 0:48:41.940  
4  
You know, uh student presentation, group presentation, taking, stuff like that.

0:49:12.90 --> 0:49:12.480  
Shahenda Shehata  
Hmm.

0:48:43.440 --> 0:49:23.360  
4  
And also that we have the flexibility of work which we are losing now because of Brexit. So there is a lot of problems coming up from you know, not being able to work remotely for any reason, which was something which was always a part of the appeal of being an academic. So now because of tax issues, they claim, at least we cannot work from abroad and stuff like that, which for people like myself, international person here yourself as well, potentially staying here if you want to stay.

0:49:23.640 --> 0:49:24.370  
4  
You know means that you know.

0:49:26.340 --> 0:49:28.800  
4  
When you're writing a paper, you do not need to sit.

0:49:32.320 --> 0:49:32.730  
Shahenda Shehata  
Umm.

0:49:29.800 --> 0:49:43.440  
4  
In the UK you can be with your family at home. You know if if it you know if it can be a win, win for something else, you know it for my in my case I have elderly parents and so on. Why do I need to sit in Edinburgh? Write a paper.

0:49:44.200 --> 0:49:48.440  
4  
That's not and not having you know, any teaching, any, any, any other work.

0:49:48.900 --> 0:49:49.280  
Shahenda Shehata  
Umm.

0:49:44.730 --> 0:49:44.70  
Shahenda Shehata  
This.

0:49:48.940 --> 1:0:16.780  
4  
Uh. While I can actually do it in Croatia and actually then see my parents bit more and spend more time with them. And before Brexit that was possible in universities were doing that really well. It was great. It was really. I didn't experience it, unfortunately, because I got my first job after. But you know, I know of stories of people even living abroad and then, you know, doing their work in the highest possible level, being highly collegiate, being around, you know.

1:0:22.440 --> 1:0:23.30  
Shahenda Shehata  
Yeah.

1:0:18.280 --> 1:0:28.430  
4  
While still being able to, you know, spend more time, you know, with their families. So we are losing that part, that part as well. And this is again going down to.

1:0:30.200 --> 1:0:34.980  
4  
So, so much of our performance measurement, but just measurement management of the entire.

1:0:36.140 --> 1:0:39.320  
4  
Academic career or I can what what academic actually is?

1:0:40.490 --> 1:0:40.830  
4  
The.

1:0:39.830 --> 1:0:48.670  
Shahenda Shehata  
Yeah. Yeah. Do you think if the measures joked a little better or reduced a little bit, would this make difference whether off?

1:0:48.300 --> 1:0:40.430  
4  
Sorry, sorry. Can you just repeat the question? I didn't hear it.

1:0:46.470 --> 1:0:46.760  
4  
Yeah.

1:0:40.760 --> 1:1:1.990  
Shahenda Shehata  
Yeah. Do you think if the the measures or the criteria dropped or reduced, uh, will this make a difference in the way you work in the the way other academics work?

1:1:4.420 --> 1:1:8.690  
4  
I think so. Yeah, I think I think the if the.

1:1:12.370 --> 1:1:24.400  
4  
It's a trick. Well, it's not a tricky one so much. It's more about what's measured, I think, than anything else. So it's not about even reducing the pressure of. Are reasonable pressure. You know, all of actually being, you know, having to deliver every now and then something you know? But what is measuring? Not in what way I think is much more important. So you know if. I would like to spend more time with students. I would like to spend more time with working with them. Actually, you know, getting to know them a bit better, supporting them in another way which is beyond the curriculum, which is the only thing I can do this these days.

1:1:44.900 --> 1:2:20.890  
4  
I'm you know, I'm right now I'm having a lot of conversations with students who are thinking about the dissertations, even though I won't be there advisor, but they are asking for the advice because of my expertise. And, you know, I could say no. And I know people who are saying no to these things. But, you know, this is the way how I think we we have to work. And this is not a part of my workload allocation model, but it is a part of my being an academic and being in a role that I am in. So.

1:2:21.990 --> 1:2:30.820  
4  
This is I, you know in from that perspective, you know having better understanding of you know if you embark on a big project that will take time.

1:2:31.930 --> 1:2:37.920  
4  
That that's also accounted for. That's why I don't have publications in two years because actually, you know, I'm working on something larger.

1:2:39.120 --> 1:2:41.960  
4  
And I do say that collegiality does play a bit big role there because you know the relationship within the department align manager within the school can actually allow you that, that's that freedom. I think it can be negotiated.

1:2:42.430 --> 1:2:43.40  
Shahenda Shehata  
You know.

1:2:42.480 --> 1:2:43.440  
4  
UM.

1:3:3.400 --> 1:3:3.910  
Shahenda Shehata  
Yeah.

1:2:44.170 --> 1:3:7.420  
4  
So it's really about what's measured, not so much if you reduce the number of measures, it's more about how you measure and why, you know, having a clear understanding of why, why, why, why do we measure this in this particular way.

1:3:8.40 --> 1:3:9.470  
Shahenda Shehata  
Yeah, yeah, yeah.

1:3:10.670 --> 1:3:18.340  
Shahenda Shehata  
My last question how how do you think of these performance measurement influence the advancement of this scholarship?

1:3:21.440 --> 1:3:29.100  
4  
I don't think they do, really. I don't think. I think actually it they they can be quite detrimental to scholarship because.

1:3:29.960 --> 1:3:38.70  
4  
Ohh, we used to talk about REF and TEF right? So but both of these are very much in store as I said like very instrumental they are measuring.

1:3:39.810 --> 1:3:41.820  
4  
You know that's commensurating.

1:3:43.970 --> 1:3:40.440  
4  
Complexity to you know I'm simplifying complexity of these experiences of of these works.

1:3:43.160 --> 1:3:47.390  
4  
You know in, in that in that sense at least REF.

1:3:48.730 --> 1:4:4.380  
4  
Is every five years or not to everyone once a year of or more more often because it actually does allow you to.

1:4:6.490 --> 1:4:20.0  
4  
Have a bit of at least with one part of your research to have a bit of a risk and do like a big project which will actually be meaningful. You know. So for Start project is 3 years now it it'll take three years we'll get the first publication out of it.

1:4:24.460 --> 1:4:24.960  
Shahenda Shehata  
Umm.

1:4:22.480 --> 1:4:24.670  
4  
In the third year, maybe if you're lucky, maybe 4th year.

1:4:27.410 --> 1:4:47.100  
4  
You know it has to be needs time to do research, meaningful research and some research is really can be really turned around really quickly. You know the secondary data, quantitative stuff, you know, with a good idea and with good datasets you can turn it around really, really quickly. Theoretical pieces which are really important can be turned around really quickly as well. But there are some. There's some work that requires longitudinal effort or it just requires continuous ongoing process of.

1:4:47.200 --> 1:4:8.470  
4  
You know, building relationship with the partners, with stakeholders, with participants billing report in order to actually produce something which is really, you know, different and meaningful.

1:4:9.810 --> 1:4:19.930  
4  
So I think having measures that would be more more often or more like short term list would actually create more problems.

1:4:20.700 --> 1:4:21.120  
Shahenda Shehata  
Yes.

1:4:21.670 --> 1:4:37.660  
4  
Already, because the journals are publishing all the certain types of research that can already put like, you know, put everyone in a particular box and I'm in a box, you'll be in a box if you're not already. We are boxed in certain ways. Uh, and we are opening up with cross disciplinary or into this inter-disciplinary work a bit more. But yeah, so I do feel that performance measurement can have an adverse impact on the quality of scholarship.

1:4:43.440 --> 1:4:43.610  
4  
Yeah.

1:4:44.230 --> 1:4:44.670  
Shahenda Shehata  
Yeah.

1:4:44.420 --> 1:4:44.760  
4  
This will stop, yeah.

1:4:48.620 --> 1:4:49.610  
4  
No problem at all.

1:4:46.840 --> 1:6:2.840  
Shahenda Shehata  
OK. Thank you so much. It was really very interesting. May I stop the recording please?

1:6:2.870 --> 1:6:3.460  
4  
Yeah, of course.

1:6:3.760 --> 1:6:3.980  
Shahenda Shehata  
Yeah.