**Speaker1:** [00:00:03] So all personal information, position, university would not be collected and would not be revealed in the thesis. Any report, or any publication. To keep anonymity and confidentiality of all my participants. This is my participant information sheet that was sent by email.

**Speaker2:** [00:00:22] Yeah, I remember that.

**Speaker1:** [00:00:24] So it's about the performance measurement in the academia and the extensive use of that. How does it affect you?

**Speaker2:** [00:00:33] Okay. Right. Is that a question?

**Speaker2:** [00:00:36] How does it affect me? It puts you under pressure. Pressure? Yeah. Across every year you have annual appraisals with the boss then asks you What have you done against KPIs that I expected of you in order to contribute to the REF or to the TEG or in terms of assessment of your teaching quality. So there's a whole bunch of KPIs against which you are judged and assessed, and if you don't meet certain minimum grades, in a sense, if that is, you know, a 3.5 on a scale out of Five, for example. If you don't meet that, then often the school tries to put pressure on you, puts you into remedial procedures, then you might have to sit in seminars or go into specific training in order to improve your score. It also goes into promotion prospects no guarantees. But, you know, if you if you don't meet the KPIs and you're not likely to even have a chance at promotion, of course.

In terms of research, active staff does is measured often in terms of publications, number and quality of publications. Are they in High quality journals, for example?

What other engagements have you done then? There might be impact, you know, where increasingly they ask. Okay, so you're doing academic research and you're publishing in Journal articles and that's wonderful. But what's your impact on.

Wider society, you know? Or are only other academics reading this? You know, we're sitting in a room.

Together and we read each other's papers. It doesn't do anything useful in the world.

**Speaker2:** [00:02:18] So increasingly impact also research. Also, enterprise where you're asked to sort of engage with businesses to sort of essentially bring money to the university.

Also, whether. You're attracting research grants, all sorts of things against which you're measured every year in your appraisal. And if you if you fall short, then then the stick.

Comes out and you're driven a little bit or driven out the university, that that's also happened.

But even if you're meeting all the KPIs, doesn't mean there will be a big reward. So often these appraisals are were one sided only to penalise you, but not to reward you. So they're being used to keep you on your toes and drive you forward, but achievement of KPIs doesn't associate with any, any particular rewards.

**Speaker1:** [00:03:16] Yeah, but how, how does this affect you in your work? Like your research, your teaching activity?

**Speaker2:** [00:03:23] It makes me feel very appreciated. Hehehe, It makes you wonder what, what, what the purpose of these of these appraisals are, what the purpose of the KPIs are, because they seem to benefit really only the institution, which means the either the department or the School.

[00:03:47] In terms of the school then being able to announce what great achievements in research or KPIs were met or how wonderful it engages with society, etc., or the impact it has, which benefits the university, benefits the school itself, the institution of business school, but doesn't Necessarily reflect in any way, shape or form in promotion prospects or your appraisals or whether there's any financial reward for the lecturer.

So there's a lot of pressure, but not necessarily a reward.

[00:04:28] For performance. On the other hand, some people play that to the benefit very successfully in that. Okay, let's put it this way. There's a in the management literature. There's a whole wide discussion And research and evidence.

For on Negative side effects of KPIs of putting performance Pressure on staff.

On people, whether that's the private sector, Public sector applies anywhere, and that people start to play the system and they use any means, including unethical ones, to be seen that they achieve, meet or even exceed the expectations. So in the private sector, we see how people engage in fraud. Engage in unethical activities. Engage in very risky activities. Risky for the institution. If it works out, the individual Looks very fantastic in terms of achievements. If it doesn't work out, you know, somebody else pays the damage. That might be the company, that might be the shareholders. We've seen that in banks where there's a lot of rewards being given for people to meet certain sales figures or certain other KPIs are, and they will make sure that they meet those or exceed those because it can be rewarded exceedingly well. Especially in the financial sector. But it also exposes the company to excessive risks and excessive risk taking.

It also exposes the company to accusations of supporting and favouring unethical and fraudulent activities within the company. As long as the KPIs are met. We saw that in Enron. We saw that in the Banking sector 2008, leading up to the Financial global financial crisis, where, you know, agents within the company. So staff were rewarded for meeting sales figures, whether those sales figures Were correct Or whether those sales figures subsequently collapsed did not matter as long as they could be listed by the cut-off date for the bonus Payment, for example.

00:06:58] So the agent got the bonus paid in cash the company was exposed to risk. Subsequently, those sales might have fallen through or expose the company to massive risks which sometimes threatened the existence. And yet thousands of their staff and thousands of their sales agents or top traders walked away with millions in bonuses, you know, But it's skewed, you know, basically that was often supported by the company and by their line managers and the very top cos while the system worked it provided fantastic returns. Yeah.

[00:07:37] But what they ignored was the risks that were building up, which sometimes blew up in their face. Very similar can happen in the academic sector. If you push people very hard to meet certain KPIs. You will get people who will meet those KPIs by any means. That means you will get research starts which have 100 publications in five years in top journals. And you have to wonder how is that humanly possible for somebody to produce so many papers.

[00:08:07] Or are they getting themselves? Are they forcing themselves on other people's publications?

**Speaker1:** [00:08:13] Yeah.

**Speaker2:** [00:08:14] Because they can build networks of friends who all play the same game. So you take me on your paper, I take you on my paper. We both have two papers. You see that when you look at the authors of publications and you see very familiar names popping up again, left and right and left and Right, long lists of authors on the paper. And you say, well, what, what was your actually contribution? Well thought of the title, joking. But one has to wonder, because you know, in your own in your own experience.as an academic, It's not easy to get published in really good quality journals, and to do this consistently. When you have a teaching requirements up to here, you have admin tasks up to here, you have so many other expectations and duties within your role as an academic, not just sitting here 24 hours a day thinking of what paper can I write and where can I send it up for publication, plus, the publication process itself can take years. By the time you're sent a draft off, it comes back, blah, blah, blah, blah blah until it goes through the second and third and fourth review round. And even then it can be rejected. So it's not a matter of I'll send something off within three weeks. I'm published in a four star and if it were that easy. But then you see individuals who seem to be. I don't know, excellent at publishing and whenever you're doing statistical analysis, when you see outliers, you have to wonder, you know, what's happening with those outliers. Should we just Windsor write and cut them off because they will skew you and bias your calculations if you do econometrics. You know what I'm talking about. It's a matter of but also you see in academia and that is something one increasingly sees is networks and people support each other's careers by any means. Often if a person wants to apply for promotion, for example, it's much, much easier to a go for promotion elsewhere rather than being internally promoted, or and that's an increasingly really. A really good bargaining chip is to have an offer from elsewhere and then go to your boss and say, Do you want to match that? Basically blackmail the institution. And that's what it is. It's blackmail, because they say, if you don't Give me a promotion, I'll leave. And if the institution is under pressure, I can't lose any more staff.

[00:10:52] Or if there's support within the institution for that individual who now blackmails the management and there are other key people who are maybe close associates or in some cases, who through their close associates elsewhere, got this person the offer. I've seen that so many times. You know, the person gets an offer from University X who was an interview panel or friends and mates of not this person, but the supporting group around them here at this institution. So I get myself an offer from somewhere else. I don't intend to go. I go to the boss and say, Match it or leave. And if then key people inside the Institution support and push, etc., etc., they put considerable pressure on.

[00:11:41] And then this person gets the can get their promotion without interview, without having to go through the regular promotion process. It's just the basis of, you know, the boss thinking that's a key person, got to keep them or there's bargaining going on, I got to keep them and it's imperative so they get a Promotion. So that's what KPIs can do. They can lead to unintended consequences in terms of behaviour. Unfortunately. Enron. You're familiar with. Enron?

**Speaker1:** [00:12:18] Yeah.

**Speaker2:** [00:12:21] Heart Assistant, Which is applied elsewhere as well by.

**Speaker1:** [00:12:26] Excuse me, could I Close the Door?

**Speaker2:** [00:12:26] Yeah. Yeah, of course.

**Speaker1:** [00:12:32] Thank you.

**Speaker2:** Okay. They had a they had an annual appraisal system by which the top 10% or so were fabulously rewarded. So the top achievers within the company, if they managed to increase revenue or sales or goodness knows what. They were rewarded. Handsomely. The middle lot so that they were kept, but they were not given any rewards and the bottom 10% were fired. Fired. So what do you do if you're in a situation? Do you simply leave? If I have to find yourself a job elsewhere.

00:13:11] Or do you adopt the habits of the very top? And if that's by any means, remember what happened by Enron. They were lying about their sales, their revenue and their income. They were creating money out of thin air and customers and revenue and income and profits out of thin air. And it was illegal. It was fraudulent. It led to the demise of the company very suddenly once it was discovered. But 2 to 300 top managers within Enron all retired with ten, $20 million.

[00:13:48] And then with the bonuses they earned in the previous couple of years based on fraud and apart from two or three top people, nobody went to jail. Nobody. So there were people who made 200 million out of that, walked away, didn't get touched. So it works?

**Speaker1:** [00:14:07] Yeah.

**Speaker2:** [00:14:08] It works. So that gives you a guide. ***But it is*** ***Dangerous in terms of corporate governance or governance of the organization***. ***And because it exposes the company to all sorts of reputational damage. We have seen*** this in the academic sector where so many AIS fell afoul of ethical their own ethical guidelines and expect to be where there were scandals, where there. Were breakdowns in governance and accountability and transparency, which led to highly unethical or highly risky behaviours and engagements of the institutions that backfired on them, that cost them tremendous amounts of money in some cases, the universities lost their right to have students on visa, for example. So they lost a huge amount of revenues and nearly went under. It had happened in London at what was then the city of London polytech became the metropolitan university called themselves, they relying on student achievements, for example, and what people what students reach in terms of subsequent professional engagement.

[00:15:36] They fiddled the figures to look better than they actually were. And when that was discovered, the universities suffered. They were very, very nearly shut down and they are now two thirds, smaller than they used to be. So it's tremendous. Other universities were run by senior managers on highly questionable lines, you know, ***hiring family members into key positions, top positions,*** and if you as a staff member, even if you were a professor question, that they simply got rid of you because they had such a power on your organization.

[00:16:17] So again, do you adapt to these kind of to this kind of environment, or do you say, I'll leave? So they can either push you out or you have to adapt?

**Speaker1:** [00:16:29] Yeah.

**Speaker2:** [00:16:30] If you if you are familiar with a paper on the market of lemons, that describes how in a market where. There's significant.

**Speaker2:** [00:16:50] What's it called? Hang on, Let me think. Significant informational advantages by one side against the other. You often get market failure in terms of only poor products remaining. All the good products have to withdraw off the market, because the poor products sell for the same price, but the good products cost more to produce. So the good products. It's a market for lambs describes the market for used cars where the seller knows more about the used car than the buyer.

[00:17:26] So the buyer is not willing to pay as much as the seller wants because the buyers I don't know about this car, so I'll offer 1000 less, which means, the seller of a generally good car. cannot lower the price. They withdraw from the sale. Though the only cars remaining on the market are limits dodgy cars. Cars which have problems. Those are called lemons in the American market. So the market can actually collapse and you only end up with poor examples.

[00:17:58] Again, poor quality and similar can happen within the Ag sector. We've seen many examples of very famous business schools who take a decade or two to reach their high level of reputation and quality, to then fall foul of very poor leadership and poor management and which rewards the wrong kind of behaviours and then suddenly the whole thing loses its reputation and crashes down in the rankings like crazy. So it is important to mean academic integrity and ethics. I think the short story is that the KPIs. Expected of lecturers and staff academics is not Are not always compatible with Integrity and ethical behaviour. So that can be a very costly side effect of imposing these things.

**Speaker1:** [00:18:59] Yeah. Yeah, it is. How do you see your colleagues coping with the system? Like, could you give me more examples of how.

**Speaker2:** [00:19:06] The successful ones adapt.

**Speaker1:** [00:19:09] To what extent. Could you explain more how they adapt to that?

**Speaker2:** [00:19:12] They adapt whatever the KPI, they make sure they meet them and exceed them no matter what they use any means available to them to meet and exceed the KPIs. So they become the stars. The less successful ones leave the institution. Either they don't want to play that game or they are that the ethics or the or the upbringing, if you like, a conscience doesn't isn't compatible with the setting within the institution. So you leave. So that can happen that the good ones leave. And what remains are only the people who 100% follow whatever guidance is given by top leadership. So you can get cases where individuals get promoted above others and people scratch their heads. How is that possible? This person gets promoted. This person is not promoted. ***This person has exactly the same credentials or even better credentials, but either the credentials are not valued during appraisals or during the promotion process, or this person has more success. Or as we had that example before, they have an outside offer that is used as leverage.***

**Speaker1:** [00:20:32] Yeah.

**Speaker2:** [00:20:35] I've seen cases where individuals were driven to suicide because they could not they were not compatible, they could not agree and they could not match the expectations and the requirements that were pushed on them with their own ethical setup. I said, I'm not doing that, okay? I had people leave who came from the profession into academe where were required and pushed into lowering standards for their students simply to increase the pass rates of students in a module or a year. I mean, I remember emails coming to me where I was program lead that of the master's in accounting finance that the university or the school expectation at the time and the expectation came from one person at the very top was that two thirds of the students have a B. Or B plus or something like that. So the average was A, B plus. Something like this.

[00:21:31] What do you have a cohort and the students just don't want to do anything, or they're not capable because we over recruited and we widened and lowered our standards in recruitment because, you know, each international student is worth £30,000 to us, you know, not the PhD students, the masters, the PhD students. We lose money on them, don't like them. But the Master's students are massively profitable. So every university around the country is trying to recruit as many master's students as possible international. And so our Masters are almost exclusively international anyway. Very few home students left in the Masters and that's where the money is that's where our profits come from. This institution makes £50 Million profits this year on the back of the Master's students.

[00:22:24] It's peanuts if you're Elon Musk. 50 million. Oh, you know that's a meal out with a wife, you know but 50 million for a business school is quite a lot of money that's what kept the university alive. It was the business school supporting the university when the university was in massive deficits.

**Speaker2:** [00:22:42] Especially during COVID. It's always the business. Business schools typically are the ***cash cows*** in UK universities, because they're the only centres that make some real money, and that is because they attract so many master's students primarily from one country “China”. So if that one country ever says, No, we're not sending any more students than half of the US offices are going to be permanently empty because we all got fired.

**Speaker1:** [00:23:08] Yeah, yeah. But even at the expense of the quality.

**Speaker2:** [00:23:14] Not formally. Formally. We're all about quality and standards, but informally I've never seen it where quality was seen. What was more important than quantity? Quantity means revenues. Revenue means money. Money means surplus. Money means fancy projects and success, because the success of all measures is money. At the end of the day. We can invest in a new building over there, £80 million or whatever that cost. We can enhance our IT. We can have rejuvenated campuses, we can hire ten more top scholars, yadda yadda yadda. It has to be paid for. Where does it come from?

[00:24:01] It doesn't come from research. It doesn't come from alumni donating money. We're not Harvard. You know, that sits on $50 billion of an endowment pot. You know, Harvard can afford to give you a study place for free because they've got the money. No UK university is going to do. That, you know, because they have no money, they have no endowments. The Southampton Zero. Even Cambridge. And Oxford has in the single millions. You know, often down once, you know, a. Single, single digit million's not. Much. Harvard sits on 50 billion USD. I mean, they don't have to raise fee from students anymore. If they don't want. Yeah, they can, because they attract a lot of rich kids and they can pay that daddy price. A new wing for the library, you know? But, you know, if you were lucky enough to get into Harvard, get an offer from Harvard and you say, I don't have money, they will fund you. If they see prospects in your quality as a student. Otherwise, it would not have offered you a place.

[00:25:06] You know, Harvard is highly oversubscribed, as you can imagine. And all the other Ivy League universities. But here it's all about student fees and student numbers. Every year, the centre of the university is pushing the business school to recruit more, recruit more, recruit more.

[00:25:24] You know, when I was program lead in the master's accounting and finance, which was even then the largest program, I started with about 50, 60 students on the program towards the end, it was 227 years and it just increased in. Increase and increase, plus the increase in the fees, and you can imagine how much money this this program made that my program alone made the university 25 million over those seven years, you know. And of course, I got a 10% bonus at each at the end of each year. hehehe

[00:25:56] Not a penny. Yeah. Okay. Yeah. If you did this for the private sector, if you made sales or profits of 25 million in a company. Of course they would give you a bonus and a better position. But not here. The money goes away, it goes somewhere, it gets spent or goes into salaries of the top management. But it doesn't. Doesn't reflect on you, but miss one recruitment target. The vice chancellor will be knocking on my door and say, What are you doing? So the head of school starts with the head of department, but then the head of school. And then ultimately behind that is the vice chancellor saying “ What's happening here? You're not making any more money. So, again, success is not always rewarded or usually not unless you know how to. Play whatever political game is running in the institution. Very, very successful.

[00:26:56] I'm sorry. It's not a very positive view, but that's what it is. It puts a lot of pressure on people to. It's like, okay, give you an example. In the Soviet Union, when it was run under Stalinist sort of principles. You were given planning objectives as a factory. You had to produce 1000 Tractors each year, so you produced 1000 tracked under very difficult supply conditions. As you can imagine, because the economy was not working very well. You couldn't get wheels, you couldn't get engines, you couldn't get this, you couldn't get that. You couldn't get steel. So you produced 1000 tractors the size of this box of biscuits. But you met the plan, 1000 tractors here. They were useless in the field. Then they switched over and said “ Well, you have to produce 1 million tons of tractors because they realised in the planning offices those tractors. Yes, yes, they produced 1000. So we cannot shoot the manager, but those tractors were not useful.

[00:27:55] So we give you a different target, 1000 tonnes of tractors. So they build three tractors each weighing 300,000 kilos. They were, they were heavier than tanks. They sunk in the fields.

[00:28:07] This is not a joke. They actually made these kind of things. They bolted metal plates on, to increase the weight of the tractor. Another example when they made tin roofing out of metal sheet, it must be familiar if they made it by square metre, which they target. They made it very thin. So one hailstorm and you got holes in the roof. Then they made it very heavy in terms. Then they gave them a target, saying you have to produce it by weight. Yes, they made you. Then they met the target again by making very thick Tin material which broke the house, if you put it on. So whatever KPI you said, it will be met by those people eager to meet them. And of course, in the Soviet Union. If you were a manager of a factory, if you did not meet the target, you and your family were shot. Killed or sent to Siberia, where you died. So you met the target no matter what, at least on paper.

[00:29:07] And likewise, here, those targets lead to behaviours with which have lots and lots of unintended consequences. And it also leads to individuals getting very good at playing the system. So they will meet they will be seen as the star performance. But you have to sometimes ask, you know, how much of that is real? How much of that is genuine?

[00:29:30] How much of that is compatible with academic integrity? Okay. And how much of that is just a matter of, you know, singing the right tune at the right time with the right people? And of course, you can see how if the leadership changes and the tune changes. Those folks very quickly change their tune to something else, whatever makes them look good. If you can't play that game, you're in the wrong business, the wrong office. Then you should run a business or do something else or be satisfied with what you have a career and that your career never goes anywhere, that you are stuck at the same level you'll be lecturing for the rest of your life, let's say with the salary and no promotion prospects, and if you get to the top of the pay scale, are you familiar with the university pay scale? It has. As a lecturer, you have spinal points. You can Eat, you get bumped up. Maybe Same in Egypt. But if you get to the top, then you're stuck unless you get promoted. So each year you might get 1% pay increase. When there's 10% inflation.

[00:30:38] You know what that means to your real income. You know, you have to sell apples in the market as your side job. Otherwise the family doesn't eat that sort of thing, which is not really motivating. What do you do as a lecturer? You try to survive, but it doesn't make for fantastic engagement with students or the subject or in terms of publishing. You say, No matter what I do, why? Why should I kill myself on this job? You know, pay me peanuts. You know, in in the Eastern bloc in eastern Germany, you had the cases where people were paid peanuts, you know, for a job. It was a job for life and guaranteed.

[00:31:20] But it also meant that most of the time you never found anybody in the offices because they couldn't be bothered to show up, because It didn't pay them.

[00:31:31] Right. Anyway, your next question.

**Speaker1:** [00:31:34] What do you mean by the integrity? You mentioned that it affects badly the integrity. Could you explain?

**Speaker2:** [00:31:39] Yeah. Well, okay. Academic integrity. What does that mean? Okay, We keep telling you, our students’ academic integrity means that you mustn't plagiarize, you mustn't steal other people's work and sell it at yours as your own. You mustn't employ a company to write your dissertation and then present it as your own, for example. You mustn't bribe the dissertation supervisor, etc. etc., etc. Academic integrity simply means you. You adhere to certain ethical guidelines in terms of meeting the expectations, in terms of marks, assessments and grades. Well, we are we are set against KPIs. Now, I can ask 100 of my friends to put me on their papers and suddenly overnight I have 100 applications.

[00:32:26] If the university is stupid enough to recognise that and reward that as an achievement, then they themselves, the people who reward me, are playing the same game. But it's a breach of academic integrity because I didn't write those papers. I didn't contribute to them. I simply asked my former PhD students, Put me on your paper or else, or colleagues.

[00:32:48] Put me on your paper and I'll put you on my paper and I'll write you a favourable reference when you're looking for a job, etc., etc. or when we are recruiting I invite my friends primarily if I'm in the position where I select the interviewees, or ***I sent them the questions beforehand so they know***, how to prepare, they look much better during the interview. And the independent candidates who come here because a either they look good on paper, or because we need some more to fill to fill the places, even though I already know which candidate I want to hire, so we have to hire ten more people to look transparent and accountable, but you have the interview, questions and you shine during the interview. And of course, everybody thinks, oh, that's the ideal candidate. But it's not. It has nothing to do with academic integrity, but it leads to success, can I say.

[00:33:42] So integrity means adhering to certain ethical standards, and that can be to your own disadvantage in terms of career success.

**Speaker1:** [00:33:56] Yeah.

**Speaker2:** [00:33:57] It's okay. Are there no genuine good academics? Of course there are genuine good academics who perform well, who do the job well, who publish or who engage and do well with their students. Yes, you get that too. And you also get an awful lot of people who are simply playing, playing games, and then you get a few in the middle who just lost and say “Jesus, I'm not brilliant at my job or I'm too tired or have other priorities or I'm really good at one, two, three, but the fifth KPI is not. And then during appraisal they look at the fifth KPI only and hammer you on that. And you say, okay, fine. But then you get high staff turnover on the basis of that as well, because people don't fit in or they're not happy with line management or they say, I've worked my backside off, you know, really hard and the university and the school do not appreciate that they promote somebody else who just came six months ago and they promote him a second and the third time. And you say on the basis of what?

[00:35:02] Simply because they look good on paper. But we know the performance is not genuine. It's not based on work that they've done or work that they've done on their own, Or for some reason, the university suddenly recognizes more than ten years of hard work by some other staff who made the school what it was. Again, this is this is recognized here. Of course, it's recognized because it's in the statistics. We get very high staff turnover.

**Speaker1:** [00:35:31] Yeah.

**Speaker2:** [00:35:32] Very exceedingly staff, when I was I was head of department for some time a few years back, I hired we were very short of staff. We got agreement to spend more on recruitment. I added staff numbers by about 50% increase them by getting some. Really? Really.

[00:35:54] Subsequently, you know, those people were considered really good in terms of teaching and research and contribution, etc. etc. and they were reliable and we were really closed and they've all left by now. All the people I hired have left. They were not happy with either the promotion prospects, they were not happy with the workload.

[00:36:14] They're not happy with the direction of the school or the department, or they simply would not accept Bullying and Bullying exists as well by line management. Absolute outright. Bullying, not just hard KPIs and tough conditions, but bullying exists, and if you're not happy with that, then you either suffer, stay and suffer or you go. And a lot of people decide, I'm not putting up with this rubbish.

[00:36:50] I'm going. Some people even take a step down, in terms of the salary. Just to get away and accept a lower position elsewhere.

**Speaker1:** [00:36:59] Yeah.

**Speaker2:** [00:36:59] You know, when you consider. When you look at them, you say those people are much better than that position. Yeah, they could, but they were eager to leave. So you get that, you know, lovely prospects, you know, very happy. Very happy staff, throughout. And that that can happen in the Russell Group University. You know the top of the top.

**Speaker1:** [00:37:23] Yeah.

**Speaker2:** [00:37:23] Okay. We're not talking about, Oh, this is a failing university. What do you expect? No, we see this at top universities. I mean, even Cambridge. Jasmine, there have been allegations of bullying within Cambridge. Of course, Cambridge University. It's just because it's been around for 500 years doesn't mean it's a beautiful place.

[00:37:43] But certainly, in Russell Group universities, you've seen examples of bullying and fraudulent behaviour, unethical behaviour, or, you know, almost a cult of leadership where you have. A top manager come in as head of school or even the head of university, because of their supposed reputation from elsewhere. And as soon as they get in, you know, things fall apart because what they were seen to have done elsewhere wasn't really genuine or it just wasn't compatible with the other institution. You can't just parachute a saviour and expect them to produce miracles, you know, if they don't care what the staff think or if they don't look at the local situation, they can bring in very harsh decision making, which offends a lot of people.

**Speaker2:** [00:38:35] ***And can end up taking university to the edge where suddenly a university is financially not secure or they engage in very risky investments or they take on a lot of debt.*** ***That was, you know, until very recently, there was a big, big thing that a lot of UK universities overextended themselves in terms of loans. They took out capital loans. I mean, Cardiff, for example, is nearly bankrupt. Cardiff University is nearly bankrupt in terms of revenue versus income***. You know, for normal years they were running deficits. And yet Cardiff university a few years back borrowed £300 million to expand their campus and rebuild and etc., etc.

**Speaker2:** [00:39:26] How on earth are you going to pay those 300 million back if you're running perpetually deficits. As you know, you can't, you know, sooner or later this comes to a halt. But that was all the rage a few years back of common interest rates, very low, near 0% that universities borrowed because money was cheap and because they could on the basis of their strength. This university borrowed 300 million. A lot of people know nobody in the business school was asked for advice.

**Speaker2:** [00:39:58] Whether that was a good idea was a NUS vice chancellor came in from Surrey. Surrey had gone up in the rankings very rapidly. Within ten years they went from a nobody university to almost a top five, something like that very high ranked in. Whole bunch of KPIs.

**Speaker2:** [00:40:17] How are they being measured by the Guardian and times higher, etc. etc., whatever. Rankings and the Qs. And he was he was just this Vice-Chancellor of Surrey was credited as you know, like he can walk on water basically what wonderful achievements, and this university desperately looking for a new vice chancellor, hired him and he was hailed as the saviour of the university. He was hailed as the guy who can do no wrong, surrounded himself with yes people, people who say yes to everything he proposed. I was at a council meeting. The council is the top decision making body.

**Speaker2:** [00:40:58] Like a board of directors and a private company. Vice Chancellor gives his talk, gives this presentation, has his plans and all the 20 odd 25 councillors sitting there nodded and approved and agreed with everything he said, including this decision to borrow 300 million to expand campus and rejuvenate and make this look like you know.

**Speaker2:** [00:41:20] Because it was his idea that the university going to be at the same standing as Cambridge within ten years, you're thinking. Cambridge took 500 years to get there. What, you want us to do that in ten years? No problem.

**Speaker2:** [00:41:35] But at that council meeting the agreement to borrow 300 million was approved within 5 minutes of discussion. And I could see in the faces of the council I was just an observer by chance. I was there and the council is the key Decision makers at the time had not had time to go through the proposal or the risk assessment of all of that.

**Speaker2:** [00:42:00] Whether it's feasible and whether it's a good time to borrow or whether we even need to borrow that, etc., etc. They just approved a rubber stamped it, and now we have. And that Vice Chancellor is long gone. Long, long since gone.

**Speaker2:** [00:42:15] He retired early. He died left under a cloud, but we have the 300 million loan to pay it. It's sitting there. We haven't spent a penny, I believe. Of that yet, but we paid interest every year. It was only two and one half percent interest, or so thereabouts. So it was cheap. It was a cheap loan. Yes, but it's still there.

**Speaker2:** [00:42:35] It has to be repaid, you know. And who knows, you know, then suddenly COVID happens and then the Ukraine war happens. And tomorrow the Chinese government decides no more Chinese students go abroad, for example.

**Speaker2:** [00:42:48] Or they decide that or China isn't is having its own economic problems and suddenly the rich are no longer as rich. And they start to look at money and cost and they say, well, I study masters in in the UK cost me 30,000 plus accommodation plus flight plus visas and goodness. knows what, I can get that for free in Germany, zero student fees.

**Speaker1:** [00:43:13] Yeah.

**Speaker2:** [00:43:14] Zero. You can study medicine in Germany. It doesn't cost you anything. They got some admin fees of €500. Negligible, you know. I mean Rent is cheaper. The food is three times better. Why would you study in the UK? Why?

**Speaker2:** [00:43:29] Why is there such an attraction to international students?

**Speaker2:** [00:43:32] Is it because. Well, the UK was our colonial masters, so I'll go to the UK maybe, but that doesn't apply to the Chinese. Not much. Why is it? And they'll teach you an English in Germany. So increasingly you can get next to no costs in France it very little costs in Holland they teach you in English and they have some top universities there too. So why is that attraction? Don't quite understand it, but it seemed to work very well the last Ten, 15 years. You know, we attract so many international students, but how long can that last?

**Speaker2:** [00:44:09] And we can't rely on that to go on for another Ten years.

**Speaker3:** [00:44:16] And we saw that here as soon as COVID hit. You know, the university was handing out.

**Speaker2:** [00:44:20] Redundancies, you know, So a.

**Speaker3:** [00:44:22] Lot we lost.

**Speaker2:** [00:44:23] A lot of good stuff.

**Speaker3:** [00:44:25] During COVID.

**Speaker4:** [00:44:26] And then, yeah, a year.

**Speaker3:** [00:44:28] Later, we had to.

**Speaker2:** [00:44:28] Rehire staff at tremendous cost, you know.

**Speaker3:** [00:44:31] But unknown quantities because the people you hire.

**Speaker2:** [00:44:33] You don't know, you don't know whether any good, whereas the people you lost, you know, those were good people and we lost some other key people. So there and you see that sometimes in the student satisfaction ratings of departments in the top department has very high even excessive turnover.

**Speaker3:** [00:44:52] And then the people who are coming in.

**Speaker4:** [00:44:54] Are all close mates or close friends of the people in.

**Speaker3:** [00:44:57] Charge. And you say, right.

**Speaker4:** [00:44:59] They asked me for my opinion or to come to the interview, you know, or who you want to hire. Why do I waste my time? You know, But.

**Speaker3:** [00:45:08] That high turnover and hiring people.

**Speaker2:** [00:45:10] Simply because they're mates doesn't mean they're good at teaching or good with students or.

**Speaker3:** [00:45:14] Can be bothered. Maybe they're using and often see that they're using a position.

**Speaker2:** [00:45:19] At a Russell Group university simply to to go somewhere else very quickly because they put this on that CV. I was at the Russell Group University, yada yada yada, so they can get offers from elsewhere and they leave very quickly.

**Speaker3:** [00:45:31] But that leaves dissertation students, PhD students unsupervised. You know, they may not engage while they are here with.

**Speaker2:** [00:45:40] Students as well because they have no intention to staying. They haven't they don't care about.

**Speaker4:** [00:45:45] The students really. They care about their career, I guess. So we can and we.

**Speaker3:** [00:45:50] See that in students student.

**Speaker2:** [00:45:52] Satisfaction ratings, they can suddenly collapse.

**Speaker3:** [00:45:54] So departments which went over ten years crawled.

**Speaker4:** [00:45:58] Up and crawl up and crawled up every year, got a higher position in the Times. Higher what? The Guardian League table suddenly fall like a stone.

**Speaker1:** [00:46:07] Yeah.

**Speaker4:** [00:46:08] And only very.

**Speaker3:** [00:46:09] Few people.

**Speaker2:** [00:46:10] Inside would recognise why those who continue to stay and saw how the department rose and why it fell. And you say, Yeah, what do you expect? You know, same happened with Surrey University. They rose in ranking very highly. Then they had an investigation by the Office for Students because their percentage of firsts issued rose tremendously.

**Speaker3:** [00:46:34] So either the students were getting much smarter over the last ten years, much, much, much.

**Speaker2:** [00:46:38] Much smarter.

**Speaker3:** [00:46:39] And better. And they were much better at teaching or.

**Speaker2:** [00:46:42] They made it much easier to get firsts. And as soon as the Office for Students started to have the investigation, the percentage of firsts fell.

**Speaker4:** [00:46:51] Huh? Coincidence.

**Speaker2:** [00:46:54] And a ranking of of Sussex University went from the top ten to somewhere in the fifties.

**Speaker4:** [00:47:02] So from the top university down to where they were ten.

**Speaker2:** [00:47:05] 15 years ago.

**Speaker4:** [00:47:07] So all of that.

**Speaker3:** [00:47:08] Was like in investments and finance in a sense, you know. So, you know.

**Speaker4:** [00:47:13] You push very.

**Speaker2:** [00:47:14] Artificially.

**Speaker4:** [00:47:16] And that works very well for.

**Speaker3:** [00:47:17] A number of years. And if you can translate that into.

**Speaker4:** [00:47:22] Performance appraisal.

**Speaker3:** [00:47:23] Into.

**Speaker2:** [00:47:23] Career success, fantastic.

**Speaker4:** [00:47:26] And the vice chancellor was vice chancellor for five years, both vice chancellor.

**Speaker2:** [00:47:29] Here for three years.

**Speaker3:** [00:47:30] At their.

**Speaker2:** [00:47:31] Salaries. I have to take that.

**Speaker3:** [00:47:35] You know.

**Speaker2:** [00:47:36] Sorry.

**Speaker1:** [00:47:36] Yes, go ahead.

**Speaker2:** [00:47:39] Sorry about.

**Speaker1:** [00:47:40] That. That's okay.

**Speaker4:** [00:47:41] Okay. Next question.

**Speaker1:** [00:47:43] Yes. I wonder why they keep saying yes. Yes, yes. If I'm in the committee and I have my opinion, why didn't express it?

**Speaker3:** [00:47:50] Why? Because if you if you criticize and critique the top doc, you lose your job. If you're seen as critical. I mean, if I'm the vice chancellor of a university, I don't.

**Speaker2:** [00:48:02] Want you to criticize my plans.

**Speaker3:** [00:48:05] Especially if you're not hired me first to introduce changes. And because I'm so wonderful from my past experience, you know that I can walk.

**Speaker2:** [00:48:14] On water in a sense.

**Speaker3:** [00:48:15] And what I say is.

**Speaker4:** [00:48:16] The gold standard.

**Speaker3:** [00:48:17] So you want to sit and critique me. You see that in departmental meetings. You see that in meetings, meetings between.

**Speaker2:** [00:48:26] The head of school and everybody else.

**Speaker3:** [00:48:28] If you want to.

**Speaker2:** [00:48:29] Succeed in your job, if you want to get promoted, if you want to get rewarded, then the boss is always right. Always.

**Speaker3:** [00:48:38] They might say.

**Speaker4:** [00:48:39] Oh, bring, bring.

**Speaker3:** [00:48:40] Bring up reasons why we shouldn't do this. Or, you know, I want this to be an open meeting and an open discussion. No, not really. They don't want.

**Speaker2:** [00:48:50] Somebody to always criticize or point out risks or.

**Speaker3:** [00:48:55] Bring up arguments why this is maybe not such a good idea. Or have you consider that because that makes.

**Speaker2:** [00:49:00] The boss look bad. You know, course.

**Speaker4:** [00:49:03] I have this wonderful idea. We're going to do this. We're going to build a bridge across the Atlantic all the way to New York.

**Speaker2:** [00:49:09] Yes. Wonderful idea.

**Speaker3:** [00:49:11] Okay.

**Speaker4:** [00:49:12] We're going to build high speed railway all the way up. It's going to cost us $50. Billion per square above per kilometer. Good idea. Great. Fantastic. We're going to.

**Speaker3:** [00:49:22] Buy, I don't know, PPE. You know, this this medical equipment for COVID, you know, gowns and masks and stuff, you know, and we're going to invite our mates and friends to bid on the VIP lane and we'll give them preference when we distribute contracts without double checking, without.

**Speaker4:** [00:49:39] Procurement, without due diligence, and they will overcharge us by 500%.

**Speaker3:** [00:49:44] Great idea.

**Speaker2:** [00:49:46] Nobody criticized that. If you criticized Boris Johnson at that time, you lost your job.

**Speaker3:** [00:49:50] Yeah. If you criticize anybody who is hired on on the past, who was hired on the performance or.

**Speaker2:** [00:49:59] Perceptions of performance, if you criticize the boss, you are in trouble. They don't want to hear negatives. They don't want to hear criticisms. If you say.

**Speaker3:** [00:50:08] Yes, yes, yes, and you say.

**Speaker2:** [00:50:10] That very loud and you're the first to say it, Jesus, the world is your oyster. You get promoted, you get promoted, you get rewards.

**Speaker4:** [00:50:20] Even if you are not worth those.

**Speaker3:** [00:50:22] Rewards, you know, you get hired as professor, even if you don't.

**Speaker2:** [00:50:26] Have a four star publication.

**Speaker3:** [00:50:30] Seen.

**Speaker2:** [00:50:31] In action. Not making it up. Not an example, but real life experience. People who are hired at professors without a four star and.

**Speaker3:** [00:50:41] Then other people with four stars denied promotion.

**Speaker2:** [00:50:44] To professor. And you say.

**Speaker4:** [00:50:49] Works the something.

**Speaker2:** [00:50:51] It works as always does work for some but.

**Speaker3:** [00:50:56] You know we it's not sustainable. It's not tenable. Sooner or later, an institution that plays such silly games to.

**Speaker2:** [00:51:03] Such extremes will blow up, companies blow up. You know.

**Speaker3:** [00:51:08] If you engage in excessive risks or you fiddle the.

**Speaker2:** [00:51:11] Books, you know, it's only a matter of time until this comes to a stop.

**Speaker3:** [00:51:16] Before somebody's.

**Speaker4:** [00:51:17] Whistle blows on you or or you cannot borrow from.

**Speaker3:** [00:51:22] This person to pay.

**Speaker2:** [00:51:23] That person anymore. You know, like like in financial frauds, you know, where you borrow.

**Speaker4:** [00:51:29] On this credit card to pay that credit card or you pay borrow from those investors to pay those investors and all looks like a fantastic success.

**Speaker3:** [00:51:37] Like a recent guy who.

**Speaker4:** [00:51:40] Blew up.

**Speaker2:** [00:51:40] Fdx, that that.

**Speaker4:** [00:51:41] Cryptocurrency exchange thing, whatever. It was a wonderful example. But that's that's.

**Speaker3:** [00:51:47] An old game. Madoff was a person who played for 40 years.

**Speaker2:** [00:51:52] Madoff was an investment banker Slash.

**Speaker4:** [00:52:00] Well, a trader.

**Speaker2:** [00:52:01] Basically. You know, he had his own brokerage, but for 40 years he conduct fraud.

**Speaker3:** [00:52:06] He borrowed money from people, pretended to engage in trades, which made certain profits.

**Speaker2:** [00:52:12] Those were all made up.

**Speaker3:** [00:52:14] They printed that in.

**Speaker2:** [00:52:15] The back office or the receipts and all of that.

**Speaker3:** [00:52:18] And with the money they attracted there on the basis of the success paid of some early investors. They, of course, spread the news. He's a wonderful guy. He he runs a hedge fund. He is an investment banker. Look at my returns. Yes. Persuaded the other friends to invest money. So it's a snowball system, a Ponzi.

**Speaker2:** [00:52:34] Scheme where you.

**Speaker4:** [00:52:35] Attract a large amount of people to pay.

**Speaker3:** [00:52:37] Money into the fund and a few people actually get some.

**Speaker2:** [00:52:40] Profits out of that.

**Speaker3:** [00:52:41] Makes the thing look good. And as long as you can attract.

**Speaker4:** [00:52:45] More sheep or fools.

**Speaker2:** [00:52:48] Then it.

**Speaker3:** [00:52:49] Runs. If that money.

**Speaker4:** [00:52:50] Stops, if for some reason suddenly all of those people.

**Speaker3:** [00:52:53] Say, Can we have our money back?

**Speaker4:** [00:52:54] Because life times are tough.

**Speaker2:** [00:52:57] You're the emperor without clothes, there is no money. It's all gone.

**Speaker1:** [00:53:02] Yeah.

**Speaker2:** [00:53:02] So there it's all just exists on paper. But he played that for 40 years. Madoff going in your 40. So it.

**Speaker3:** [00:53:10] Doesn't mean an unethical game.

**Speaker2:** [00:53:14] Has to fall apart After a few short years. It can run.

**Speaker3:** [00:53:18] It has its own momentum.

**Speaker2:** [00:53:20] It can run for a long, long, long, long time.

**Speaker1:** [00:53:22] Yeah.

**Speaker2:** [00:53:23] Okay. Likewise, in departments, you know, you can get periods where.

**Speaker3:** [00:53:27] People are in charge for ten years and everything.

**Speaker2:** [00:53:30] Was wonderful and great and better and better and better. Yeah. Okay.

**Speaker4:** [00:53:37] And if you if you.

**Speaker3:** [00:53:39] If you howl at the wrong tree or if you.

**Speaker2:** [00:53:41] Criticize those folks, you have.

**Speaker4:** [00:53:42] No.

**Speaker3:** [00:53:43] Home with that.

**Speaker2:** [00:53:43] Institution, you will not have a career. If they don't force you out. You will certainly just be in a side office and you will not get anywhere ever. And you'll be ridiculed and you'll be considered as just an idiot, basically, because, you know, nobody takes you serious. You're not progressing.

**Speaker4:** [00:54:02] You know, where all the other people get promoted and get all those wonderful accolades and then a newsletter every day. You know.

**Speaker2:** [00:54:08] How wonderful.

**Speaker3:** [00:54:08] And great they are. And they get then.

**Speaker2:** [00:54:10] Invited onto editorship of prestigious journals and.

**Speaker3:** [00:54:13] They run, you know, Buffon They run.

**Speaker4:** [00:54:16] You know, bam.

**Speaker3:** [00:54:17] And they pick people everywhere else on the basis of reputation. And if people look very carefully.

**Speaker2:** [00:54:24] It's a reputation built on.

**Speaker1:** [00:54:27] Yeah.

**Speaker4:** [00:54:28] But of course, you know, if if a lot of people or the people who.

**Speaker3:** [00:54:32] Praised them play exactly the same game, then then it's all.

**Speaker2:** [00:54:35] In the principle. I don't scratch your eye. If you don't scratch mine, you know, you don't criticize me. I don't criticize you or we don't we both sort of.

**Speaker4:** [00:54:44] Appoint ourselves higher.

**Speaker2:** [00:54:45] And higher and higher. Okay. Yeah. Unfortunately, that seems that's very successful. Well, I used to play that game for ten, 20 years successfully near in in positions of deanery or head of schools or president of this and president of that.

**Speaker1:** [00:55:02] And so it has positive outcomes on the universities or the institutions for sometimes does it have like a positive outcomes for the institution. Yeah, of.

**Speaker3:** [00:55:13] Course it can. I mean if it's done sensibly in terms of what.

**Speaker2:** [00:55:17] Kpis you set and what expectations you have.

**Speaker3:** [00:55:20] And if it's supported in terms of resources in time. I mean, if you expect me to do.

**Speaker4:** [00:55:26] For Star Publications, you cannot overload me with teaching because I won't.

**Speaker2:** [00:55:29] Have any.

**Speaker3:** [00:55:29] Time. Yeah, I mean, you.

**Speaker4:** [00:55:31] Can say yes, but the other person do that.

**Speaker3:** [00:55:33] Yeah, let's leave that aside. You can't expect me to work seven days a week or produce.

**Speaker2:** [00:55:38] Papers after midnight if I'm just busy and busy and busy with teaching.

**Speaker3:** [00:55:42] So if we recruit more students every year without simultaneously recruiting more staff.

**Speaker4:** [00:55:49] So if we're always.

**Speaker2:** [00:55:50] Short of staff and you're teaching requirements always high, you're teaching load, then you can't really expect people to be top star publishers as well.

**Speaker3:** [00:56:00] Because we're so busy with students. And especially since if the expansion of the student body means.

**Speaker2:** [00:56:08] Is achieved by lowering expectations or lowering standards, which often happens, then you just take anybody onto the programs because it brings revenue.

**Speaker3:** [00:56:22] But that means also.

**Speaker2:** [00:56:23] Those students struggle more and.

**Speaker3:** [00:56:25] They put an awful lot.

**Speaker2:** [00:56:26] More time and effort on the shoulders of.

**Speaker4:** [00:56:30] The module. The teacher, the program lead.

**Speaker2:** [00:56:33] The whole administrative team because those students will do poorly, they will struggle, they will take.

**Speaker3:** [00:56:38] Up much more of your time. They knock on.

**Speaker2:** [00:56:40] Your door with 3 minutes.

**Speaker3:** [00:56:41] Send you a million emails. You're so busy just dealing with large.

**Speaker4:** [00:56:44] Cohorts of not.

**Speaker2:** [00:56:47] As as well qualified students. So it's it's almost impossible.

**Speaker3:** [00:56:53] For you to find a time to do.

**Speaker4:** [00:56:55] Also.

**Speaker2:** [00:56:55] Do the research and write papers. But that's not always recognized by universities or through appraisal process because they say.

**Speaker3:** [00:57:05] That those five KPIs or ten KPIs, you have to be excellent in every single.

**Speaker2:** [00:57:09] One of them, but they are incompatible. What about that? Doesn't really care. As I.

**Speaker3:** [00:57:14] Said, the appraisals often are.

**Speaker2:** [00:57:15] Used just to penalize staff.

**Speaker3:** [00:57:17] So you're doing well in nine KPIs, but in one you're below some some expectation level or you simply say.

**Speaker4:** [00:57:25] Well, if I do these, well, I cannot do that.

**Speaker2:** [00:57:27] Well, they don't care.

**Speaker4:** [00:57:28] They say, Oh, you don't look good there.

**Speaker2:** [00:57:31] You know, you're failing. I'm not kidding you.

**Speaker3:** [00:57:36] Especially if the university or the school strife is.

**Speaker2:** [00:57:40] On that one KPI suddenly.

**Speaker3:** [00:57:43] And that kind of happened also very quickly. Kpis can change. So in one year it's all.

**Speaker4:** [00:57:48] Four staff.

**Speaker3:** [00:57:48] Applications. Next year they say, Oh no, for start.

**Speaker2:** [00:57:51] Publications don't count anymore. You see, Jesus, I spent three years to get those four step application.

**Speaker3:** [00:57:56] Now you're telling me they don't count anymore? Yeah. Where's the impact? What is your research income? What? Where is your enterprise engagement with companies? What? That wasn't there last year. It is now.

**Speaker4:** [00:58:07] What about what.

**Speaker3:** [00:58:09] We said and.

**Speaker2:** [00:58:09] Agreed on two or three years ago? It doesn't matter anymore.

**Speaker3:** [00:58:12] So you change it.

**Speaker4:** [00:58:13] They move the goalpost. You say, Gee.

**Speaker2:** [00:58:16] What a silly game. Okay, that's frustrating. It's demotivating.

**Speaker3:** [00:58:24] It doesn't help.

**Speaker2:** [00:58:25] It leads to very low staff satisfaction.

**Speaker3:** [00:58:30] So when when they ask staff, you know, are you happy about the university.

**Speaker4:** [00:58:34] How are you happy about.

**Speaker3:** [00:58:35] Working here? You know.

**Speaker4:** [00:58:37] Are you provided with the resources and the time, blah, blah, blah to support whatever?

**Speaker2:** [00:58:41] And a lot of people say, No, not at all.

**Speaker4:** [00:58:43] It's a horrible, frustrating.

**Speaker2:** [00:58:45] Place to work at. Yeah.

**Speaker3:** [00:58:48] Add to that the general dissatisfaction with salaries.

**Speaker2:** [00:58:53] Pay increases, the cuts to our pensions. You can see an.

**Speaker4:** [00:58:57] Awful lot of people, unless they're the successful ones who play this game very well and get promoted.

**Speaker3:** [00:59:03] Above and beyond very rapidly. If somebody comes in as lecturer within five years is.

**Speaker2:** [00:59:08] Professor and you say.

**Speaker4:** [00:59:11] Wow.

**Speaker3:** [00:59:11] I've been here ten.

**Speaker4:** [00:59:12] Years and I'm still stuck at the same level.

**Speaker2:** [00:59:14] And they say, It doesn't say that horrible thing about me, but.

**Speaker4:** [00:59:20] Um, you know, it works well for some, as.

**Speaker3:** [00:59:23] I said, but there's an awful lot, lot of people who work for ten, 20, 30.

**Speaker2:** [00:59:28] Years, and their efforts and their input and their work over those years is really not appreciated.

**Speaker3:** [00:59:35] All they see is constantly.

**Speaker2:** [00:59:37] Pay cut in real terms.

**Speaker3:** [00:59:38] Yes, you get.

**Speaker4:** [00:59:39] 3% more with inflation running at 12. It's a pay cut, for heaven's sakes. You know, I mean, you come from Egypt.

**Speaker3:** [00:59:46] I don't exactly know the inflation rate in.

**Speaker4:** [00:59:49] Egypt, but I imagine it would be some in some years really high. And if your lecturer salary goes up that little bit in inflation, is that a little bit you just got poorer.

**Speaker2:** [00:59:57] Same here.

**Speaker3:** [00:59:58] Same here.

**Speaker2:** [00:59:59] Especially last year. And they keep cutting our pensions.

**Speaker3:** [01:00:02] Pension was once promised us. Yes, academic salaries are.

**Speaker2:** [01:00:06] Great, but look at the pension.

**Speaker3:** [01:00:07] Really gold plated gold standard pension.

**Speaker2:** [01:00:09] And they've cut this to pieces three or four times over the last ten years.

**Speaker3:** [01:00:14] So as a as a.

**Speaker2:** [01:00:16] Lecturer, you don't really get a pension anymore through the university. Not really a pension. It's not can't be called a pension anymore. Yeah. So people get upset. Of course they get upset.

**Speaker4:** [01:00:27] Oh, you expect me to work until seven five until you.

**Speaker2:** [01:00:30] Carry me out on it on a stretcher, you know? Or am I supposed to work at Sainsbury's after I retire? You know?

**Speaker4:** [01:00:37] What am I supposed to do? I'm supposed to live.

**Speaker2:** [01:00:39] You seem to appreciate that very much.

**Speaker1:** [01:00:44] Yeah.

**Speaker4:** [01:00:46] Well, even.

**Speaker3:** [01:00:46] Though they say people.

**Speaker2:** [01:00:47] Are at the heart.

**Speaker3:** [01:00:48] Of everything we do and appreciate.

**Speaker4:** [01:00:49] So much what people have done for us and wonderful colleagues and collegiality throughout COVID and all of the. Yes, yes, yes. They play a beautiful tune.

**Speaker3:** [01:01:01] And when you look on the ground. Yes, but can you pay me inflation? No, we can't afford it. Can you at least pay me the pension I was promised when I started in my career? Oh, no. Can't afford it. How much profit do the university make? Yes. You can't afford it.

**Speaker2:** [01:01:14] Oh, yeah, but that has to go somewhere else. Priorities. Priorities.

**Speaker3:** [01:01:17] So they say one thing, do another.

**Speaker2:** [01:01:19] But that's the entire sector. It's not just one institution.

**Speaker1:** [01:01:23] Next question.

**Speaker4:** [01:01:25] Sorry. Before. No, no, no.

**Speaker3:** [01:01:27] I have a meeting as well. Let me check what.

**Speaker1:** [01:01:28] Time it is. Yeah, yeah, sure.

**Speaker3:** [01:01:31] It's just, you know, so many demands on my.

**Speaker2:** [01:01:37] Got a little bit of time.

**Speaker3:** [01:01:40] Lots of emails. Yeah. Okay. Anyway, yes.

**Speaker1:** [01:01:44] But if there is no performance measurement at all, how is going to affect your work as a result?

**Speaker3:** [01:01:51] Of course. I mean if there are no performance measurements then you would get the other extreme where people simply don't do anything. Basically, if they're not, if you're not assessed on terms of either your teaching quality or your research.

**Speaker4:** [01:02:04] Output or what else.

**Speaker3:** [01:02:06] We are expected to achieve, if there's no assessment, then people would not even bother.

**Speaker2:** [01:02:11] To show up in their offices. You know.

**Speaker3:** [01:02:13] Then people would not engage with the students, they would not provide feedback. It it can go to extremes either way. Either people don't do anything anymore.

**Speaker2:** [01:02:24] They just expect to be paid and they play golf instead of being in their offices.

**Speaker4:** [01:02:29] Or you push people.

**Speaker3:** [01:02:31] So hard into.

**Speaker2:** [01:02:34] Counterproductive KPIs.

**Speaker3:** [01:02:36] That they disengage, that they become.

**Speaker2:** [01:02:38] Less good at what they're doing.

**Speaker3:** [01:02:40] That they focus on these things that benefit them most in.

**Speaker2:** [01:02:44] Terms of their career development and.

**Speaker3:** [01:02:45] Income development. And if that's at.

**Speaker2:** [01:02:47] The cost of the students and who cares about students, that sort of thing.

**Speaker3:** [01:02:50] Or they start to use unethical means to obtain or be seen to obtain and.

**Speaker2:** [01:02:57] Exceed the KPIs, especially if they're rewarded for that. If nobody really look so carefully. So you can.

**Speaker3:** [01:03:04] Get it's a gold medal somewhere. We're looking at, you know, where you.

**Speaker4:** [01:03:08] Where.

**Speaker3:** [01:03:09] Where you, you know, provide incentive for people to perform well without penalizing them, without expecting impossible things off people or incompatible things where you also maintain academic integrity in terms of line management, where you say it's impossible for somebody to produce 54 stars in one year, how the heck do they do that when nobody else can do that? Not even Nobel Prize winners.

**Speaker2:** [01:03:35] And you say.

**Speaker4:** [01:03:36] No, this person is not a Nobel Prize winner.

**Speaker3:** [01:03:39] How did he or she do that? So we have to be.

**Speaker2:** [01:03:42] Very careful how we measure these kind of performance things.

**Speaker3:** [01:03:46] And what we apply. And of course, you have to be given.

**Speaker2:** [01:03:48] The time to do it kind of resources.

**Speaker3:** [01:03:51] Now, when you have a high teaching load and if you look at your teaching week and you teach every single day of the week and you have two or three lectures every day or seminars, basically your whole day is sort of disrupted.

**Speaker2:** [01:04:02] And you have to.

**Speaker4:** [01:04:03] Run to this company. You can't just come back for one hour in between and work on your four star and then.

**Speaker3:** [01:04:08] Run off to the next lecture.

**Speaker4:** [01:04:09] Yeah, first of all.

**Speaker3:** [01:04:11] There will be emails you have to.

**Speaker2:** [01:04:12] Answer.

**Speaker3:** [01:04:13] Either.

**Speaker4:** [01:04:13] From the boss or the line manager or some other admin duties, or some 1000 students who want.

**Speaker3:** [01:04:17] Something.

**Speaker4:** [01:04:18] And if you don't, within 20. For hours. Answer those.

**Speaker3:** [01:04:21] We get told off we have.

**Speaker4:** [01:04:23] 24 hours or 48 hours.

**Speaker2:** [01:04:25] Whatever the current rule is, I've forgotten.

**Speaker3:** [01:04:27] It used to be within 24.

**Speaker2:** [01:04:29] Hours we have to reply to students.

**Speaker3:** [01:04:33] And then students, of course, have the expectation that also applies to 4:00 in the morning on a Sunday.

**Speaker4:** [01:04:39] So if you don't respond to them by 5:00.

**Speaker3:** [01:04:41] They send you an after another.

**Speaker4:** [01:04:42] Email and another one 6:00. It's Sunday morning, heaven sakes.

**Speaker2:** [01:04:47] But you got that because we set certain expectations again.

**Speaker4:** [01:04:52] And maybe some some lectures, some people up at Sunday at 4:00 in the morning and they answered an email to a student. And that spreads like wildfire and all the other students and I.

**Speaker2:** [01:05:01] Expect everybody connects can answer our emails at 4:00 in the morning.

**Speaker3:** [01:05:07] No. No.

**Speaker4:** [01:05:09] No. But so if you.

**Speaker3:** [01:05:11] If you're if your time is fragmented throughout the week.

**Speaker2:** [01:05:15] You don't really have the time to sit down and think about your paper because it takes time to think your way in just to read and get your thoughts together.

**Speaker4:** [01:05:25] So it's impossible.

**Speaker2:** [01:05:26] If you're fragmented.

**Speaker4:** [01:05:26] So you either have to make sure that people have just teaching them one semester.

**Speaker3:** [01:05:31] And they're free to write in the second.

**Speaker2:** [01:05:32] Semester. So no.

**Speaker4:** [01:05:33] Student engagement, or we can squeeze.

**Speaker3:** [01:05:36] All the teaching in one or two days. So you have one or two designated days when you can.

**Speaker2:** [01:05:40] Also focus on your research.

**Speaker4:** [01:05:41] But then don't bother.

**Speaker3:** [01:05:43] Them with meetings and teams and admin duties on those.

**Speaker4:** [01:05:46] Days, otherwise that gets.

**Speaker2:** [01:05:48] Disrupted again.

**Speaker1:** [01:05:49] Yeah.

**Speaker3:** [01:05:51] So simply saying on your WAM, that's the work allocation model that we.

**Speaker2:** [01:05:55] Use to, to, to, to.

**Speaker3:** [01:05:57] Classify your hours that you have to supply to the, to the university over the year or you have 600 hours for research. Yeah. An hour here and an hour there. An hour at midnight.

**Speaker2:** [01:06:08] You can't you can't really you don't have a coherent block of time or period where you can do that again.

**Speaker3:** [01:06:14] That often was, you know, there were incompatibilities built.

**Speaker2:** [01:06:18] Into the system due to high teaching loads because of that emphasis on quantity, because that's what we want to grow, we want to expand on people's backs.

**Speaker4:** [01:06:31] So that's that is a.

**Speaker2:** [01:06:33] Difficult thing to balance these kind of things.

**Speaker1:** [01:06:36] Yeah.

**Speaker3:** [01:06:37] And you can't push and expect back people without giving them something in terms of either more time or block periods where they can do that.

**Speaker2:** [01:06:46] Or a sabbatical.

**Speaker3:** [01:06:48] And then of course you get people in front of spreadsheets in the.

**Speaker2:** [01:06:51] Finance office and say, Oh, sabbatical.

**Speaker3:** [01:06:53] Means we pay them for six months and they don't do.

**Speaker4:** [01:06:55] Anything for the university.

**Speaker3:** [01:06:57] You know. Yeah, but they do.

**Speaker4:** [01:06:58] Their research.

**Speaker2:** [01:06:59] There.

**Speaker3:** [01:06:59] Yeah, but do we get any money for that?

**Speaker4:** [01:07:01] No, it's their research. Hmm.

**Speaker3:** [01:07:05] I hate those ideas. You know, people going off on.

**Speaker2:** [01:07:07] Sabbaticals or doing something.

**Speaker3:** [01:07:09] Or focusing on their research.

**Speaker4:** [01:07:12] Unless it brings.

**Speaker3:** [01:07:13] In a massive amount of research grants.

**Speaker4:** [01:07:15] You know.

**Speaker3:** [01:07:16] Or or, you know, you have an exchange with a company and a company pays the university.

**Speaker2:** [01:07:22] Yada, yada, yada. So money again coming in.

**Speaker1:** [01:07:26] Yeah. Yeah.

**Speaker3:** [01:07:28] Well, it also means that people get frustrated or they leave the.

**Speaker2:** [01:07:32] Sector completely said, Why should I do this? I joined the private sector and three times as much they've got less hassle.

**Speaker3:** [01:07:39] And I can clock off on Friday afternoon, 3:00 I go home. I don't have to think about.

**Speaker2:** [01:07:44] The company until Monday morning, whereas here you're expected to be on call 24 hours almost.

**Speaker1:** [01:07:51] Yeah.

**Speaker3:** [01:07:52] There's no weekend. And if you haven't done something by Friday, you worry all weekend. You know what you have or should not do. Oh, people spend the weekend on their research.

**Speaker2:** [01:08:00] You know, in terms of the health and family life, you can't do that. You can do that when you're 20 and 30, but you can't do that when you're 15. 16. Ruin your health. Okay. Yeah. So it's it's a matter of getting a balance right. But unfortunately, the people who drive those rules, they don't really care about balance or life quality.

**Speaker3:** [01:08:23] They simply see what they think the university or the institution should achieve.

**Speaker2:** [01:08:30] In terms of.

**Speaker4:** [01:08:31] Income growth, student number growth, reputational growth, ranking in the Guardian.

**Speaker3:** [01:08:36] So every year we have meetings.

**Speaker2:** [01:08:38] Where our bosses invite us.

**Speaker4:** [01:08:39] You know, what can we what can you do to improve our ranking in The Guardian?

**Speaker2:** [01:08:44] More work for you.

**Speaker3:** [01:08:46] Do you get rewarded? Yeah, by another pay cut.

**Speaker4:** [01:08:49] And we cut your pension, by the way. Why? Oh, the.

**Speaker2:** [01:08:53] Pension is too generous. Sorry. Vice Chancellor.

**Speaker3:** [01:08:56] What are you getting a year.

**Speaker4:** [01:08:57] That.

**Speaker3:** [01:08:58] You know, was.

**Speaker2:** [01:08:59] A tremendous stink at both university and other universities as well, where vice chancellors were getting three, four, £500,000 a year in salary, plus perks, plus pension payments, plus.

**Speaker3:** [01:09:11] Free accommodation. You didn't pay have to pay council tax.

**Speaker4:** [01:09:16] All of these things.

**Speaker3:** [01:09:18] We.

**Speaker2:** [01:09:19] Mortals have to.

**Speaker3:** [01:09:19] Deal with. And in some cases they sat on the remuneration committee. Basically they set their own salary.

**Speaker4:** [01:09:29] You say, Whoa, wait a minute, I was against the corporate governance code for listed companies, but obviously it doesn't apply to universities.

**Speaker1:** [01:09:36] Yeah.

**Speaker4:** [01:09:38] So you see a lot of.

**Speaker2:** [01:09:41] Ambiguity in the system, if you like, and contradictions and.

**Speaker4:** [01:09:51] Where different rules.

**Speaker2:** [01:09:52] Apply to different people. And you say that that doesn't make for a motivated or happy workforce, that doesn't make.

**Speaker3:** [01:10:01] For people who are really collegial in terms of working together with others in the department. To do.

**Speaker2:** [01:10:07] Something. Sometimes you get situations where everybody is for themselves or you're cutthroat at all.

**Speaker3:** [01:10:15] By all means know. And if that means bullying other people or being harsh or being or pushing people out, well.

**Speaker2:** [01:10:23] That happens. And you say, know who does that benefit? A few single individuals.

**Speaker3:** [01:10:30] It may benefit the institution for a while. If by such harsh measures, I mean, how do you build pyramids? You can do it.

**Speaker4:** [01:10:36] By inviting people friendly. And we all work together. Or you use the whip. But it doesn't end very well for the people who actually build the pyramids, you know, thousands and thousands and thousands of buried underneath, if you see what I mean, you know, But if you're the manager know, you get you know, we move 2000 tons of stones today. He gets rewarded. Yeah, of course.

**Speaker2:** [01:10:57] But you know what I mean.

**Speaker1:** [01:10:59] Yeah.

**Speaker2:** [01:11:00] So that that kind of thing has consequences and costs, which are not always highlighted or recognized.

**Speaker1:** [01:11:11] Yeah.

**Speaker3:** [01:11:12] So can it work? Yes, If it's done sensibly.

**Speaker2:** [01:11:14] If it's done on a balanced way.

**Speaker3:** [01:11:16] If people.

**Speaker2:** [01:11:17] Get sufficient support to achieve things.

**Speaker3:** [01:11:21] And.

**Speaker4:** [01:11:22] Also rewarded.

**Speaker2:** [01:11:22] For it. Yes. But for example, in.

**Speaker3:** [01:11:27] This.

**Speaker2:** [01:11:27] Institution, I mean that's.

**Speaker3:** [01:11:28] What people tell me who've been here for 20 and 30 years. They say it's always like that.

**Speaker2:** [01:11:33] That people are not rewarded by.

**Speaker3:** [01:11:38] For their performance. They're not really rewarded for performance. Air seems to be of of in a working mode where they say is any reason why we can deny a person a promotion.

**Speaker4:** [01:11:50] And if you ask that question, you can always find a reason for not.

**Speaker2:** [01:11:54] Promoting somebody, for example.

**Speaker3:** [01:11:57] But how are any.

**Speaker4:** [01:11:59] Any people then promoted at all?

**Speaker3:** [01:12:01] Obviously by applying.

**Speaker2:** [01:12:03] Different measures.

**Speaker3:** [01:12:04] Or different frameworks.

**Speaker4:** [01:12:06] Or different goalposts.

**Speaker2:** [01:12:07] So you say the promotion process doesn't.

**Speaker3:** [01:12:10] Seem to make sense. People who contribute 20 and 30 years, you're still.

**Speaker2:** [01:12:14] Stuck at the same level. You know, you say, I should have been promoted a long time.

**Speaker3:** [01:12:19] Why not at other institutions? You know, when they do, they do periodic reviews of people, not you have to apply for promotion, but your line managers and the management makes reviews and say two or three years. Why should we not promote this person? No, real good reason. Let's promote them. Whereas here it seems to be. Can we find a reason for not promoting them.

**Speaker4:** [01:12:43] So they look the other way? Oh, you always can't find something.

**Speaker3:** [01:12:47] If you look.

**Speaker2:** [01:12:48] Hard enough, you can always hide something. But it doesn't. Doesn't make for equity in the system.

**Speaker1:** [01:12:54] Is it for saving money they don't promote?

**Speaker4:** [01:12:57] Oh, yeah, of course.

**Speaker2:** [01:12:58] Promotion cost money.

**Speaker1:** [01:12:59] Yeah.

**Speaker4:** [01:13:00] Promotion cost money. And. And if you introduce the system where people are promoted on merit, you'd have to promote a heck of a lot more cost money.

**Speaker2:** [01:13:08] Of course, it's always cheaper, at least on paper, to get rid of.

**Speaker3:** [01:13:14] Some people who are reasonably.

**Speaker2:** [01:13:17] Progress through their career. But we don't like them or.

**Speaker4:** [01:13:22] Or.

**Speaker3:** [01:13:23] We don't champion them for. And they get frustrated and they leave and can.

**Speaker2:** [01:13:27] Always replace them with somebody cheap.

**Speaker4:** [01:13:29] Somebody from faraway country who comes here bright eyed and thinks, wow, a salary, £30,000. Look at that, because they compare it with back home. And you say £30,000 doesn't go very far here, you know, but back home might be king. Yes, but you live here, silly. And they realize after the first paycheck what's left over the taxes And all of that goes off.

**Speaker2:** [01:13:52] And they say.

**Speaker3:** [01:13:54] And they pay 1000.

**Speaker4:** [01:13:55] For a one bit flat.

**Speaker3:** [01:13:56] And you say.

**Speaker4:** [01:13:58] Yeah, congratulations will come to Britain. You know, it's like those poor nurses. You see, they arrived, you know, from the Philippines and goodness knows where working our hospitals.

**Speaker2:** [01:14:11] And Jesus they're struggling and the financial and you say.

**Speaker4:** [01:14:15] Oh I know in the Philippines that would be a lot of money, but ain't a lot of money here. And you have to work so.

**Speaker2:** [01:14:23] Hard to do it. It's not fair.

**Speaker4:** [01:14:24] Yeah, but that's the thing. It's always at least that is the.

**Speaker2:** [01:14:28] Perception of line management is always.

**Speaker4:** [01:14:30] Easier to recruit. Don't like it here. That's the door.

**Speaker2:** [01:14:34] And we can hire somebody else at half your salary. They might not be able to teach, they might not be interested in teaching, they might not be interested in staying.

**Speaker3:** [01:14:43] They might use this as.

**Speaker4:** [01:14:44] A springboard to somewhere else. It doesn't matter. They go, We can hire somebody else. So we're constantly.

**Speaker2:** [01:14:50] Recruiting and you get turnover rates, which are horrific. And if you look at an organization with a very high turnover rates, you have to ask yourself what's wrong in your organization? Why do people not want to stay?

**Speaker3:** [01:15:02] Are we not paying enough or are we not promoting equitably? Is it not a good working environment?

**Speaker2:** [01:15:08] Know what's what's wrong?

**Speaker4:** [01:15:11] When my wife was working in the private sector and at the end.

**Speaker3:** [01:15:15] Of the year she got 25% bonus of a salary. You met certain?

**Speaker4:** [01:15:21] Certain not not excessive, but certain.

**Speaker3:** [01:15:24] Expectations in terms of sales revenue.

**Speaker2:** [01:15:27] For goodness knows, whatever it was, performance indicators. And yeah, there was a nice big bonus.

**Speaker4:** [01:15:32] Check and they were promoting and they were giving you pay raises.

**Speaker3:** [01:15:35] Proper pay raises, you know, every year.

**Speaker2:** [01:15:37] And you say the private sector can't do this, why can't we?

**Speaker4:** [01:15:40] We got revenue, we got profits. We've got more and more students every year. And I went up poor. I mean, some institutions.

**Speaker3:** [01:15:46] Some some universities.

**Speaker2:** [01:15:47] Are scratching the barrel. They are.

**Speaker3:** [01:15:50] Really.

**Speaker4:** [01:15:50] Right on on the border to.

**Speaker2:** [01:15:52] To financial bankruptcy but not not this institution. Good or not. Some institutions here as a third of universities in the UK are broke, essentially. But the top one third swimming in it, really relatively. We're not Tesla. Of course not. But in terms of, you know, are we comfortable? Yes. Are we in a surplus?

**Speaker4:** [01:16:16] Yes. Are we attracting students? Yes.

**Speaker2:** [01:16:20] So why be harsh with staff, especially staff who've been.

**Speaker3:** [01:16:27] Responsible for getting the.

**Speaker2:** [01:16:28] University where it was in terms of his reputation?

**Speaker4:** [01:16:31] Well, of course we can't. You don't like it here. It doesn't. Or I can replace you with somebody at half price. Yeah. Yay!

**Speaker3:** [01:16:44] Okay. But that leads to problems that you hire people from.

**Speaker2:** [01:16:49] Goodness knows where people.

**Speaker4:** [01:16:50] With.

**Speaker2:** [01:16:51] Sometimes very odd motivations, people who sometimes struggle.

**Speaker3:** [01:16:58] Even with the.

**Speaker2:** [01:16:59] Language. And you say, oh, you know, you have so many Chinese students in this program, you.

**Speaker3:** [01:17:04] Come to me. They were not happy to be a surrounded by Chinese students.

**Speaker2:** [01:17:08] In their classes says, Hey, I.

**Speaker4:** [01:17:09] Come to England. So you have more international exchange Now I got this.

**Speaker3:** [01:17:13] Chinese kids around.

**Speaker4:** [01:17:14] Me. Okay, fine. They can all talk Chinese and they can eat the noodles and have the culture together. Fine. But it's not that you miss out on so much for going abroad because you.

**Speaker3:** [01:17:24] Just within your own community, they don't improve.

**Speaker2:** [01:17:27] The English.

**Speaker3:** [01:17:28] They come here, they speak.

**Speaker2:** [01:17:29] Their own language. They tend to stick together.

**Speaker4:** [01:17:33] Live together, stick together, talk together. And if you ask them.

**Speaker2:** [01:17:38] Just about current affairs.

**Speaker3:** [01:17:39] Did you read the news about the BBC? What's BBC?

**Speaker2:** [01:17:41] Oh.

**Speaker4:** [01:17:42] Sakes.

**Speaker2:** [01:17:44] Don't they look at social media from China.

**Speaker4:** [01:17:46] The news from China. So as if.

**Speaker2:** [01:17:49] As if they're still living back home know they don't open their eyes to anything to the world, to them, except Harrods. Of course, for the girls, they love Harrods and Paris.

**Speaker3:** [01:17:58] They do those things. They take them off the list.

**Speaker2:** [01:18:00] But they don't gain as much as they could. It certainly don't improve things. I come from Germany, okay? I had school.

**Speaker3:** [01:18:07] English the first time I.

**Speaker2:** [01:18:09] Was in America.

**Speaker3:** [01:18:10] I couldn't even understand the people in the supermarket.

**Speaker4:** [01:18:13] And when I asked them, Where's the sugar, please? And they told me, Well, hello. Thank you. I had no idea because these, you know, not as we spoke in school. You know, when we learn the English.

**Speaker2:** [01:18:27] It took me a while.

**Speaker4:** [01:18:28] But I immersed myself, you know, I surrounded myself with English, English, English, American English, whatever. You know, I left with those folks. I watch the TV there. You know, And after a while, you know, I became better.

**Speaker2:** [01:18:41] But if I didn't.

**Speaker3:** [01:18:42] If I had, let's say, stuck within.

**Speaker4:** [01:18:44] The German community and we only spoke German and went to the German shop, how would I improve.

**Speaker1:** [01:18:50] My language?

**Speaker2:** [01:18:51] I wouldn't.

**Speaker3:** [01:18:51] Have. But they are not happy about a all.

**Speaker2:** [01:18:57] We have is Chinese in the class. Yeah, okay, fine. But.

**Speaker3:** [01:19:02] And then they have foreign lecturers. Non British, you know. And they say.

**Speaker2:** [01:19:07] Well okay, technically they might, they might know the subject, but they find it.

**Speaker4:** [01:19:11] Difficult to understand. Or they.

**Speaker3:** [01:19:15] Teach in, in, in they have different.

**Speaker4:** [01:19:18] Cultural expectations. Goodness knows what. So they always compatible and always happy. But who do we get?

**Speaker2:** [01:19:25] You know, if we make a recruitment drive that hardly any British folks applying anymore?

**Speaker3:** [01:19:32] It's mostly.

**Speaker2:** [01:19:33] International stuff.

**Speaker3:** [01:19:35] I mean, there might be a different UK.

**Speaker2:** [01:19:36] Institution, but the international store from the background.

**Speaker3:** [01:19:40] Even if they have a British.

**Speaker2:** [01:19:41] Passport by now, but they're still.

**Speaker4:** [01:19:42] Very international in terms of the whatever.

**Speaker3:** [01:19:46] I mean, I'm not I'm not criticizing them, but it's a fact.

**Speaker4:** [01:19:50] And so, you know.

**Speaker3:** [01:19:53] This is something students notice.

**Speaker2:** [01:19:57] I look at the PhD. Phd students, How many British do we have in terms of white folks? Very, very, very small minority. It's Internet because.

**Speaker4:** [01:20:08] They don't see the value in it. Why do I want to do a PhD.

**Speaker3:** [01:20:11] To end up a lecture at these crappy salaries? And they say.

**Speaker4:** [01:20:15] No, and it takes me what, three, four years to do a PhD again, I have to do a master's and spend ten years basically at university to end up with a job that doesn't pay me. If I work in the private sector, I would have earned.

**Speaker3:** [01:20:26] Three times as much.

**Speaker2:** [01:20:28] I made three times my current salary 30 years ago in the private sector. 30 years ago, I earn three times more than now.

**Speaker3:** [01:20:38] So I would have retired.

**Speaker2:** [01:20:41] Had.

**Speaker3:** [01:20:41] I stayed in.

**Speaker2:** [01:20:42] The private sector.

**Speaker4:** [01:20:42] Or.

**Speaker2:** [01:20:43] Where I was in the European Commission. I was I was working with the Brussels institution and yeah, I could have retired at 50. I could retire a long time ago at a salary and a pension that's massively exceeding what I'll end up getting here. So you say.

**Speaker4:** [01:21:03] Yeah, but also.

**Speaker3:** [01:21:04] In it. Yeah. Money doesn't make you happy, but money pays the bills.

**Speaker2:** [01:21:08] See what I mean?

**Speaker3:** [01:21:09] And you have to feed a family. And you have to get get a house and you have car and you have bills.

**Speaker4:** [01:21:13] And da da da da da. And you have to look at the potential that you live.

**Speaker2:** [01:21:18] 30 years of retirement. How are you going to fund that, You know, on the state pension? Impossible. In the UK, you cannot live on the state pension. So you've.

**Speaker3:** [01:21:26] Got to have either.

**Speaker2:** [01:21:27] Savings or investments.

**Speaker3:** [01:21:29] Or you have to get an occupational.

**Speaker2:** [01:21:31] Pension like from your employer.

**Speaker4:** [01:21:33] But they're cutting on all of that, you know, So it's it's it's difficult to combine all of.

**Speaker3:** [01:21:40] That, you know. Very difficult and maintain motivated and interested.

**Speaker4:** [01:21:47] And you can understand why people look.

**Speaker2:** [01:21:49] Out for themselves and say, I want to get promoted.

**Speaker4:** [01:21:52] At all.

**Speaker2:** [01:21:52] Costs, any costs, you know.

**Speaker3:** [01:21:55] And if that means we bend the rules or.

**Speaker2:** [01:21:58] We're.

**Speaker3:** [01:21:58] Acting unethically or I become a bully.

**Speaker2:** [01:22:02] Works for those people.

**Speaker3:** [01:22:04] So you can get a very harsh environment.

**Speaker2:** [01:22:09] Very unsupportive, where people get edged out, pushed out, frustrated, leave, join the private sector, leave academia completely, go overseas again.

**Speaker3:** [01:22:22] And that's that's even before silly things.

**Speaker2:** [01:22:24] Like Brexit, where Europeans suddenly felt no longer welcome. You know, they said, well, I lived there for 30 years.

**Speaker4:** [01:22:30] Now you call me a foreigner.

**Speaker3:** [01:22:32] You know. And so many European colleagues left.

**Speaker2:** [01:22:35] Right after the referendum. Went back home, became lecturers. They're in their home countries or somewhere else in the EU but left.

**Speaker3:** [01:22:43] And we hardly get anybody.

**Speaker2:** [01:22:45] Applying for jobs from the EU anymore.

**Speaker3:** [01:22:48] I mean, I cannot remember.

**Speaker2:** [01:22:50] The last person applying for a job within the county over the last five six.

**Speaker3:** [01:22:55] Years, unless they were already in the UK, but certainly not EU citizens coming over.

**Speaker2:** [01:23:01] Anymore because they look at the conditions are lousy, you know, it's a hostile environment really.

**Speaker3:** [01:23:06] And they say, you know, look at.

**Speaker2:** [01:23:08] What you what are you doing in terms of pay and and pension. So, you know, people.

**Speaker3:** [01:23:15] People, people in Germany, my.

**Speaker2:** [01:23:17] Colleagues in German academics don't understand.

**Speaker4:** [01:23:20] My arguments about the pension.

**Speaker3:** [01:23:22] They say, well, my pension is paid by the state, by academic pension estate by the state is.

**Speaker4:** [01:23:26] Guaranteed, goes up every year. I'm happy.

**Speaker3:** [01:23:29] What are you talking about?

**Speaker4:** [01:23:32] It's because, you know, they don't face.

**Speaker3:** [01:23:35] These kind of.

**Speaker2:** [01:23:36] Cuts we're facing. And you say, Jeez. So that's what you get us For 20 or 30 years of working as an academic in the UK.

**Speaker1:** [01:23:45] Yeah.

**Speaker3:** [01:23:46] When your former PhD students earn.

**Speaker4:** [01:23:48] Double the.

**Speaker2:** [01:23:49] Salary in Canada.

**Speaker4:** [01:23:51] What have I done? You know.

**Speaker3:** [01:23:53] And on top of that, there's those KPI.

**Speaker2:** [01:23:55] Pressures every year where they put performance pressure on you and you say, but you're not.

**Speaker3:** [01:24:01] Balancing that with any kinds.

**Speaker4:** [01:24:03] Of rewards.

**Speaker3:** [01:24:05] Know So yes, it's not it's not surprising that people leave.

**Speaker2:** [01:24:10] The profession, you know, retire early if they can join the private sector, go back to their profession. If they say accountants, you know, or go to some kind of part time system where they come in and just supervise students or teach one or two modules to three different institutions in the same place just as much. But I'm under far less pressure, performance pressure because they say I simply.

**Speaker3:** [01:24:37] Have to to mark the.

**Speaker2:** [01:24:38] Papers. Do you mark the paper that you know?

**Speaker1:** [01:24:41] Yeah. Oh.

**Speaker4:** [01:24:43] Wonderful.

**Speaker3:** [01:24:44] I still want to be an academic.

**Speaker1:** [01:24:47] I'm going to think again. I have to think about that.

**Speaker4:** [01:24:50] Work harder on a business idea.

**Speaker1:** [01:24:52] Yeah, yeah, yeah, yeah, yeah.

**Speaker3:** [01:24:55] So that's. Yeah, that's a little bit of an oversight, but yes, performance performance indicators.

**Speaker2:** [01:25:00] And performance expectations can be counterproductive. Active, very counterproductive. They can lead to behaviours that are not compatible.

**Speaker3:** [01:25:10] With the.

**Speaker2:** [01:25:11] Vision and the mission of the institutions.

**Speaker3:** [01:25:14] If those people who announced the visions.

**Speaker2:** [01:25:17] And missions actually take them serious and genuinely, I mean.

**Speaker3:** [01:25:21] Enron had a wonderful ethics code.

**Speaker4:** [01:25:24] Not even the bosses took care of it or took.

**Speaker2:** [01:25:27] It seriously or maintained it. So that's ridiculous.

**Speaker1:** [01:25:31] Yeah.

**Speaker4:** [01:25:32] Sorry.

**Speaker1:** [01:25:35] So is the academic self changed how the academics see themselves?

**Speaker4:** [01:25:40] Yes.

**Speaker3:** [01:25:42] I could. Academics in the UK used to.

**Speaker2:** [01:25:45] Be a respected profession. You know, you were somebody if you were an academic, but then they were Very few people became academics. The whole sector was smaller. They were seen as respected. They were seen as highly educated, relatively well paid. Secure because the pension system used to be really generous, in a sense predictable in terms of.

**Speaker4:** [01:26:12] I put 40 years of work in.

**Speaker3:** [01:26:14] I get promoted this level, I'll get that pension.

**Speaker2:** [01:26:16] It was predictable to a very high degree these days.

**Speaker3:** [01:26:19] They cut it so much. What you get on retirement depends on luck. It depends on.

**Speaker4:** [01:26:25] How well the stock market is done. You want a stock market just crash tough, you know, or returns are worse. Oh, the fund manager run away with with your money. They. Yes.

**Speaker3:** [01:26:37] So whether you get a pension, how much it might be.

**Speaker2:** [01:26:41] Far less predictable. And you know, that gives you less security.

**Speaker4:** [01:26:47] A lot of.

**Speaker3:** [01:26:47] The younger.

**Speaker2:** [01:26:48] Academics don't even pay into the university pension system anymore. Withdraw. They don't trust it anymore.

**Speaker3:** [01:26:54] They don't see it as a value for money or they can't afford it.

**Speaker2:** [01:26:59] Because of the low salaries. Sorry.

**Speaker1:** [01:27:02] That's yeah, sorry about that.

**Speaker3:** [01:27:07] But it's, it's like this, you know.

**Speaker1:** [01:27:09] Yeah.

**Speaker4:** [01:27:10] So where were we?

**Speaker1:** [01:27:11] So how are they going to see themselves?

**Speaker3:** [01:27:14] Oh, academics see themselves. I don't think academe is considered at least by the vast majority, at least of UK.

**Speaker2:** [01:27:21] Folks, as a desirable career. They see a lot of demands, they see a lot of expectations, they see a lot of stress.

**Speaker3:** [01:27:32] Not.

**Speaker2:** [01:27:32] Balanced by rewards or the reward against cost structure has been is against.

**Speaker3:** [01:27:38] Joining you. You see that in a sense, You know, who wants to become an academic? Very few people.

**Speaker2:** [01:27:43] Appreciate getting your PhD in this country.

**Speaker3:** [01:27:46] Very few people aim for a PhD because a PhD.

**Speaker2:** [01:27:49] Really is just useful for a career in academia.

**Speaker3:** [01:27:53] And I look at, you know, it takes me ten years from a.

**Speaker4:** [01:27:56] Bachelors to.

**Speaker2:** [01:27:56] Masters to PhD is about a decade, give or take a little bit ago.

**Speaker3:** [01:28:00] And they say, What's the reward for that?

**Speaker2:** [01:28:03] If I work in the private sector from day one, I earn more than the starting salary of a lecturer.

**Speaker4:** [01:28:09] Yes, people go for.

**Speaker2:** [01:28:11] Bachelors, still less for master's, but bachelors.

**Speaker3:** [01:28:14] Because that is an entry requirement for many trainee jobs.

**Speaker2:** [01:28:16] Graduate trainee jobs, and you get graduate trainees who earn more than this lecture sitting in front of you in the first year. They're 21 years old as trainees. Why would you want to become an academic?

**Speaker3:** [01:28:30] Why, you know, and the career progression and the income progression in the private sector, if you.

**Speaker4:** [01:28:36] Choose the right sector. I'm not talking flipping.

**Speaker3:** [01:28:39] Burgers.

**Speaker2:** [01:28:39] At McDonald's and a bit of a dead end job unless you become manager.

**Speaker3:** [01:28:43] But, you know, if you go.

**Speaker2:** [01:28:44] Into investment banking or law or accounting, the prospects, if you.

**Speaker3:** [01:28:49] Make it in your career, are fantastic. You know, I have so many I have colleagues in academe.

**Speaker4:** [01:28:57] Who joined us.

**Speaker2:** [01:28:58] After they retired.

**Speaker3:** [01:28:59] From their private.

**Speaker4:** [01:29:00] Sector.

**Speaker2:** [01:29:01] Career.

**Speaker3:** [01:29:02] Because they had so much money or accumulated and got such a nice pension coming and they made so much in terms of salary and pensions that they could retire at 40. They said it's hard work.

**Speaker2:** [01:29:14] They were working. Yes. If they working in investment banking, they.

**Speaker3:** [01:29:16] Might have had 80 hour.

**Speaker4:** [01:29:17] Weeks tough. I'm not saying it's not tough.

**Speaker3:** [01:29:20] Likewise with.

**Speaker2:** [01:29:21] Trainee accountants. You know, if you want to make partner, the hours are killing you. But the rewards as an accounting partner, you're looking at £1,000,000 a year. All academic makes that average academic salary 4550. Maybe after 20 years. No bonuses, no Christmas bonus.

**Speaker4:** [01:29:45] No performance bonus, no profit sharing, of course. No, it doesn't make sense.

**Speaker2:** [01:29:51] And they could literally retire at 40, 45.

**Speaker3:** [01:29:54] And after one year of playing.

**Speaker4:** [01:29:55] Golf, they got bored. Oh, I'll become a lecturer now.

**Speaker3:** [01:30:00] But they are under no pressures because to them, it.

**Speaker2:** [01:30:03] Doesn't matter whether they get promoted or get a pay raise.

**Speaker3:** [01:30:06] Because their money comes.

**Speaker2:** [01:30:07] From their earlier life in a sense.

**Speaker4:** [01:30:10] So they can just.

**Speaker2:** [01:30:12] Pursue their interests wherever they are within academia, they become.

**Speaker4:** [01:30:16] Maybe they like talking to students, maybe they like doing a little bit of research on the side. Maybe they just like getting out of the house in the morning.

**Speaker3:** [01:30:24] But they are there, know they don't.

**Speaker2:** [01:30:26] Need the academic salary or the academic pension.

**Speaker3:** [01:30:29] They don't need to progress in their jobs. They don't depend on the line.

**Speaker2:** [01:30:34] Manager liking them or not. They can just do as they please.

**Speaker4:** [01:30:37] So to them, it's but it's a.

**Speaker2:** [01:30:40] Hobby almost again. But people who depend on that as a salary to pay their bills and feed their families, it's not necessarily a career I would recommend. Not in this country. Germany, maybe because at least.

**Speaker3:** [01:30:56] You have the state who covers the pension. So they will never cut the pension.

**Speaker2:** [01:31:00] Like universities here do. Otherwise, they wouldn't have a university anymore.

**Speaker4:** [01:31:06] People would go on strike and say, okay, you're teaching or you.

**Speaker2:** [01:31:10] Work in places like the States or maybe Canada, where if you're good at your job, you can get promoted and you get really decent salaries. You know, in part it's related to the economic performance of the country. If the country is doing this, then salaries and pay and.

**Speaker3:** [01:31:29] Pension and all other.

**Speaker2:** [01:31:30] Conditions will do that as well. Sooner or later. So maybe this is just a wrong country to be an academic.

**Speaker4:** [01:31:38] But it's a lot of younger colleagues.

**Speaker3:** [01:31:42] As I said, they don't.

**Speaker2:** [01:31:43] Understand the pension, they don't understand what the pension cuts.

**Speaker3:** [01:31:47] Mean for them or they don't even engage or they think, oh, what time is 30.

**Speaker2:** [01:31:51] Years away or 40? Would I care about retirement and retirement saving?

**Speaker4:** [01:31:56] Okay. When I was a young person, I didn't think about retirement either or retirement. How to fund my retirement? Of course not. Look at other.

**Speaker2:** [01:32:03] Priorities than, I'm sure crazy dreams. But you know.

**Speaker3:** [01:32:07] When you say, well.

**Speaker2:** [01:32:08] Sooner or later I'll be 60, 67 after retire, how do I survive then? How do I live? You know how to pay my bills.

**Speaker3:** [01:32:16] That's becoming difficult.

**Speaker4:** [01:32:17] So it's a word to some, but to a large.

**Speaker3:** [01:32:21] Amount of people, they don't even engage.

**Speaker2:** [01:32:23] In pensions anymore. They don't pay into the pension.

**Speaker3:** [01:32:26] How they expect to live when they're.

**Speaker2:** [01:32:28] 67, I don't know, because they sure as hell can't survive on the state pension. The state pension in this country, if you work 35 years is £10,000 a year.

**Speaker4:** [01:32:41] All bankrupt. If you work.

**Speaker3:** [01:32:45] 20 years.

**Speaker2:** [01:32:46] It's half of that. So you have 5000 coming from the state. Wow. That's not going to pay your bills and hardly pays for your car.

**Speaker3:** [01:32:55] And especially if when you're elderly, you need more support, you need more help or you need to.

**Speaker2:** [01:33:00] Rebuild the house because it's not.

**Speaker3:** [01:33:02] User friendly anymore. You can't climb stairs anymore. There's no money for that. And if you're still paying off your mortgage.

**Speaker2:** [01:33:09] Wow. And this is just just not tenable.

**Speaker3:** [01:33:14] So you need to have either savings or a second pension coming in. And that that option.

**Speaker2:** [01:33:19] In academe is increasingly I mean, I have so many international.

**Speaker4:** [01:33:23] Colleagues who. As long as they're still.

**Speaker3:** [01:33:28] With their foreign passport.

**Speaker2:** [01:33:29] And.

**Speaker3:** [01:33:30] Until.

**Speaker2:** [01:33:30] They get a British passport, things are slightly better. But if they are on an international student visa.

**Speaker4:** [01:33:35] Sort of work visa and.

**Speaker3:** [01:33:36] Their families, they have to pay the NHS.

**Speaker4:** [01:33:38] Surcharge, as you know, know what I'm talking about and the visa fees and renew them for the whole.

**Speaker3:** [01:33:44] Family. And they're struggling. They have to.

**Speaker2:** [01:33:46] Borrow just.

**Speaker3:** [01:33:47] To pay the visa renewal.

**Speaker2:** [01:33:49] Some of my colleagues have to borrow money.

**Speaker3:** [01:33:51] To pay the visa renewal.

**Speaker2:** [01:33:53] Because the salary doesn't cover the living costs and the.

**Speaker4:** [01:33:56] Government.

**Speaker2:** [01:33:57] Costs and.

**Speaker3:** [01:33:58] The taxes and goodness knows.

**Speaker4:** [01:33:59] What. And of course, if they have kids and family.

**Speaker2:** [01:34:01] To feed and put through school, through struggling, this is really, really difficult. So, yes, they're trying to get their British passports as quickly as possible. It takes six, seven years. And it's not an overnight process. A very expensive.

**Speaker3:** [01:34:16] Family for they can they can face.

**Speaker2:** [01:34:18] Visa fees of 10,000 every two years. That's a lot.

**Speaker1:** [01:34:22] Of cash.

**Speaker2:** [01:34:23] To people who are not Elon.

**Speaker1:** [01:34:26] Musk.

**Speaker2:** [01:34:28] To people who are not illustrious professors, unknown 2050 thousand. It's slightly different. But for.

**Speaker3:** [01:34:36] New recruits who bring their families come.

**Speaker2:** [01:34:38] From overseas and they suddenly face costs like an energy surcharge and visa fees and this and that, they cannot claim benefits and they have to pay rent. So you say, well, that's tough. I admire them. They worked really hard, but it's tough if you come in with a family that's.

**Speaker4:** [01:35:01] Killing you and your wife can't.

**Speaker2:** [01:35:02] Work until you've.

**Speaker4:** [01:35:03] Got your British passports and all that.

**Speaker2:** [01:35:05] Sort of nonsense. So for a few good few, five, six, seven years, they struggle really hard.

**Speaker1:** [01:35:13] Yeah. Anyhow.

**Speaker2:** [01:35:16] Okay. Sorry. I might need to.

**Speaker4:** [01:35:19] Okay.

**Speaker1:** [01:35:20] So do you have like a personal experience with the referral, whether bad or good experience?

**Speaker4:** [01:35:28] Well, a submitted for the riff.

**Speaker2:** [01:35:30] For various riffs at my.

**Speaker3:** [01:35:32] Previous institution and twice here now.

**Speaker4:** [01:35:37] I met the KPIs.

**Speaker3:** [01:35:39] But I got no benefit.

**Speaker2:** [01:35:40] Out of it. The institution takes all the benefit and the credit.

**Speaker3:** [01:35:43] So, you know.

**Speaker4:** [01:35:44] I do the work, I have the.

**Speaker3:** [01:35:47] Two or three year hassle until I get a paper published and the university claims the credit. But for me, meeting my KPIs so that the institution looks great on the ref had no benefit other than, well, they didn't.

**Speaker4:** [01:36:00] Fire me because I fell short. But there was no, you know, oh, you were a top performer or you contribute to a ref or you had the first four star or something like that. There's no benefit other.

**Speaker3:** [01:36:14] Than.

**Speaker2:** [01:36:15] You keep your job.

**Speaker1:** [01:36:16] Yeah. And for the staff, what effect does that have?

**Speaker4:** [01:36:20] The turf has almost.

**Speaker3:** [01:36:21] No effect on us. I mean.

**Speaker4:** [01:36:23] I always rank in, in student satisfaction in the.

**Speaker2:** [01:36:26] Top 10% or whatever it is.

**Speaker4:** [01:36:29] So 4.5 out of five. And that simply means.

**Speaker3:** [01:36:32] During the appraisal, nobody hits me on the head.

**Speaker4:** [01:36:36] The university or the school says, We're excellent in the turf. We get a silver award, we get a gold gold award, or we're in the top 10%.

**Speaker3:** [01:36:44] And you see it in the news announcements, and I'm sure some line manager gets a bonus for it.

**Speaker2:** [01:36:49] But there was nothing coming for for the staff who actually produce the work that goes into.

**Speaker3:** [01:36:55] The appraisals for the institution.

**Speaker2:** [01:36:57] Yeah.

**Speaker4:** [01:36:58] No reward whatsoever other than you keep your job.

**Speaker3:** [01:37:03] We give you another pay cut and we cut your pension.

**Speaker4:** [01:37:05] So no, there's no.

**Speaker2:** [01:37:06] Positive for you.

**Speaker4:** [01:37:08] Other than.

**Speaker3:** [01:37:09] You're part.

**Speaker2:** [01:37:10] Of a Russell Group university. And yes, we attract lots of students.

**Speaker3:** [01:37:13] Which means more work.

**Speaker2:** [01:37:14] For me on my desk.

**Speaker3:** [01:37:15] But it means.

**Speaker4:** [01:37:19] Go. Maybe we should be more.

**Speaker3:** [01:37:21] Grateful we're not in a universe of.

**Speaker2:** [01:37:22] Cut staff like crazy. Not at the moment. Since we're successful and we're attracting students.

**Speaker3:** [01:37:29] And we're making money and we're highly.

**Speaker4:** [01:37:31] Fairly highly ranked everywhere.

**Speaker3:** [01:37:33] That means you still have a job.

**Speaker2:** [01:37:36] But there's no job security. As soon as something goes pear shaped, they will knock on people's doors and say, you know, we have to cut 10% of the staff or 20%, and you're not and you're not in the top 20% performance.

**Speaker3:** [01:37:49] So, you know, and whatever you achieved in the last ten.

**Speaker2:** [01:37:52] 20 years doesn't count anymore more. They will simply look at your last 12 months. So you might have been responsible for the department success for the institution, success for massive income.

**Speaker3:** [01:38:06] You know, and and rising in the ranks for ten, 20 years and a solid performer.

**Speaker2:** [01:38:10] They only look at the last 12 months and somebody stands out and shines because they've you know, did various things to to to to to meet to get certain accolades. And maybe you didn't or you simply gave up.

**Speaker3:** [01:38:24] They don't care.

**Speaker2:** [01:38:25] About your 20 years contribution to institution. They will look at the contribution in the last 12 months if you don't make the cut, they say, wouldn't it be time for you to retire?

**Speaker1:** [01:38:36] So can they legally fire people or something?

**Speaker3:** [01:38:40] Well, they can.

**Speaker4:** [01:38:41] Make it so difficult.

**Speaker3:** [01:38:43] For you that you simply leave. They can lay staff off and universities are laying staff off when they close entire departments. Yeah, they can legally fire you. They can legally say we don't have the funds, we don't have the money. And this department is a loss maker.

**Speaker2:** [01:39:01] So we're.

**Speaker3:** [01:39:02] Hiring people. Or they can. What other universities have done, not this one yet, is to say you have to reapply for your job. On the worst conditions. They can do that and they have done that. So you everybody normally gets fired. You have to reapply for the position you've had and you have with half.

**Speaker2:** [01:39:23] Pay, say.

**Speaker4:** [01:39:25] Or worse.

**Speaker2:** [01:39:26] Conditions.

**Speaker3:** [01:39:27] So you have to reapply for the same.

**Speaker4:** [01:39:29] Job.

**Speaker2:** [01:39:30] For less. And they've done it throughout the universities in the UK, but they've also cut entire departments, all say 10% of each department has to go. And then the line manager, he likes you, you stay, he doesn't like you. You go. They can't do that.

**Speaker3:** [01:39:49] Yeah. Plus, if they have to back it up, they can.

**Speaker2:** [01:39:52] Always find a KPI where you're not super duper performer.

**Speaker1:** [01:39:58] Yeah.

**Speaker2:** [01:39:58] So yeah.

**Speaker3:** [01:39:59] Or alternatively, they make your life so.

**Speaker2:** [01:40:01] Miserable that you say, Oh, I should I put up with this nonsense. Rather work at the supermarket as a cashier in a supermarket in Switzerland. I earn more than I earn here and I get a 10% discount on food.

**Speaker4:** [01:40:20] I live in Switzerland, Right?

**Speaker1:** [01:40:21] It's beautiful.

**Speaker3:** [01:40:24] Look, I live in.

**Speaker2:** [01:40:24] Germany, just across the border and commute on a bicycle. Yeah.

**Speaker3:** [01:40:28] Well, that's. No, I'm not kidding.

**Speaker2:** [01:40:29] So, yes, they can do that.

**Speaker1:** [01:40:32] Yeah.

**Speaker2:** [01:40:33] Okay.

**Speaker3:** [01:40:34] So increasingly, it's an environment where rewards are thin on the ground, or only for the few selected, where working.

**Speaker2:** [01:40:43] Conditions are harsher, where.

**Speaker3:** [01:40:45] Remuneration and and income.

**Speaker2:** [01:40:48] Is much more precarious.

**Speaker3:** [01:40:51] And less and not guaranteed.

**Speaker2:** [01:40:55] And so there's less predictability.

**Speaker3:** [01:40:58] Across the sector, they're hiring more and more people, more and more of the faculty, more and more of the staff. The teaching.

**Speaker4:** [01:41:04] Staff are on.

**Speaker2:** [01:41:05] Temporary or fixed term or.

**Speaker3:** [01:41:07] Even zero.

**Speaker2:** [01:41:08] Hour contracts.

**Speaker4:** [01:41:10] So your hour contracts are if you don't teach.

**Speaker3:** [01:41:13] You don't get paid. So if in one semester we don't have any teaching for you, you get no income.

**Speaker2:** [01:41:21] How do you pay your rent or your mortgage or your family? Not our problem. How do I accumulate something for savings in old age or pension? Not our problem. But it's cheap to do that. Very cheap.

**Speaker3:** [01:41:33] I can run an entire.

**Speaker2:** [01:41:35] Master's course on £50,000 debt. Fantastic.

**Speaker4:** [01:41:40] Rather than hiring ten full time staff at 500,000. If I. If I run it on temporary staff, Staff would just bring in. You teach from two till three one lecture to this cohort on topic X.

**Speaker3:** [01:41:52] And I pay them 50 quid an hour.

**Speaker2:** [01:41:54] That's dirt cheap to.

**Speaker3:** [01:41:55] Do, you know. Of course they wouldn't be engaged. They don't answer emails to students.

**Speaker4:** [01:42:00] The students will get lost.

**Speaker2:** [01:42:01] But cares.

**Speaker3:** [01:42:04] Temporary staff staff brought in for just a semester to teach one specific.

**Speaker4:** [01:42:09] Staff.

**Speaker3:** [01:42:09] With a fixed term contract. Every two years. They have to beg for their contract to be extended again. Of course they will do anything. Line management.

**Speaker2:** [01:42:16] Ask them.

**Speaker3:** [01:42:17] Those are precarious employments. Those are not employments.

**Speaker2:** [01:42:22] That develop a career supported career.

**Speaker4:** [01:42:24] Those are people who like the gig economy and those poor guys who ride around a bicycles delivering food. You know, if they get.

**Speaker3:** [01:42:32] A job, they earn that.

**Speaker4:** [01:42:33] £2.50 for the.

**Speaker3:** [01:42:34] Hour. If they don't have a job, they don't eat and out in any conditions. Maybe as a as a part time lecturer of this type, you teach at one lecture on this university, another one here and the supervise there. But it's all a little bit hand in mouth.

**Speaker2:** [01:42:49] There's no there's no predictability in that, no guarantees. And increasingly, even at Cambridge, they're hiring staff on these bases.

**Speaker3:** [01:43:00] So, you know, that's not how you.

**Speaker2:** [01:43:02] Develop an academic.

**Speaker4:** [01:43:03] Career or any career. It's not you don't want to be a delivery driver on.

**Speaker3:** [01:43:08] The bicycle, you know, basically delivering.

**Speaker2:** [01:43:10] Lectures here and there, because that doesn't provide you with any security or sense of achievement or.

**Speaker3:** [01:43:19] Or, you know, professional esteem.

**Speaker2:** [01:43:23] And yet something like a third of all staff in the UK are on contracts like that. That's that's a major beef with the unions. The unions don't like it very much. Yeah, of course not.

**Speaker1:** [01:43:35] Yeah.

**Speaker2:** [01:43:35] But it's cheap. It looks fantastic on a spreadsheet because I can deliver the same lecture for pennies rather.

**Speaker3:** [01:43:43] Than paying a lot of money to a permanent staff member who.

**Speaker4:** [01:43:48] Who answers interview surveys instead of working out for the university. I'll blame you for it. Sorry. So, you know, it's it's it's it's it's tough in.

**Speaker3:** [01:44:03] A sense, you know.

**Speaker4:** [01:44:04] But but that's why a lot of people.

**Speaker3:** [01:44:06] See academe.

**Speaker2:** [01:44:07] As a part time or temporary engagement. They don't even look at doing this for the rest of their lives. So they maybe do this.

**Speaker4:** [01:44:15] For a while while they.

**Speaker3:** [01:44:16] Have young kids and they need some job security and then they go back to the private sector or they run their own.

**Speaker2:** [01:44:22] Business or goodness knows what, or they go overseas again where, you know, they might have better job prospects.

**Speaker3:** [01:44:29] I mean, I know people.

**Speaker2:** [01:44:30] From Arabian countries, they say I'll go to Saudi Arabia because they pay me.

**Speaker4:** [01:44:35] $100,000.

**Speaker3:** [01:44:37] It's tax free, free accommodation. You know.

**Speaker2:** [01:44:40] Of course I can do that as long as you don't.

**Speaker3:** [01:44:44] Mind the conditions.

**Speaker2:** [01:44:46] And what is expected of you.

**Speaker3:** [01:44:48] And don't mind you, a year later you might.

**Speaker2:** [01:44:50] Be unemployed again because if they don't need you anymore, they get rid of you very quickly. So there's less security. But once.

**Speaker4:** [01:44:57] While.

**Speaker2:** [01:44:57] It lasts, the money's fabulous. I'm sure.

**Speaker1:** [01:45:00] Yeah.

**Speaker2:** [01:45:01] Again, they say, well, with.

**Speaker4:** [01:45:02] If I do that for five years, I got half a.

**Speaker3:** [01:45:05] Million. I go back home to.

**Speaker4:** [01:45:06] Country X.

**Speaker3:** [01:45:07] Which is not oil.

**Speaker2:** [01:45:08] Rich, but also in the IRA.

**Speaker3:** [01:45:10] In the Middle East.

**Speaker2:** [01:45:12] Somewhere. And you say with that, I can start my business.

**Speaker3:** [01:45:15] Or.

**Speaker4:** [01:45:15] Do this or do that or goodness knows what and still maintain academic job, but it pays peanuts, you know.

**Speaker2:** [01:45:21] So yeah.

**Speaker4:** [01:45:23] It's it's what I do as a professional. How do I feed my.

**Speaker3:** [01:45:27] Family to.

**Speaker2:** [01:45:27] Things sometimes?

**Speaker4:** [01:45:32] So, you know. But also.

**Speaker3:** [01:45:35] The university is quite aware of people who come here to teach.

**Speaker2:** [01:45:40] And to work.

**Speaker3:** [01:45:41] And they cannot, due to their visa.

**Speaker2:** [01:45:45] Status, change employer.

**Speaker4:** [01:45:47] Or.

**Speaker2:** [01:45:48] Change the university, work at or argue for a lot of things. They know they can exploit them because they have no choice. They might have a young family that might have kids.

**Speaker3:** [01:45:58] They need a.

**Speaker2:** [01:45:58] Job, you know, they'll do whatever is expected and they work themselves to death for peanuts. You know, they have.

**Speaker3:** [01:46:04] To until they hope to get their British.

**Speaker2:** [01:46:06] Passports and then they might have more options. Isn't that. But before that, it's very difficult for them to actually switch, I guess. And the university knows that. You can bet your last dollar on that. They know that. They know who they can put pressure on. They know families pay 10,000 visa costs and they're not going to argue very much because if they.

**Speaker3:** [01:46:30] Lose that income aid out of.

**Speaker2:** [01:46:31] The country, the.

**Speaker3:** [01:46:33] Country puts them out and they can't pay their visa costs and.

**Speaker2:** [01:46:36] This and that. And the kids have just.

**Speaker3:** [01:46:37] Started in school, so they know they're.

**Speaker2:** [01:46:39] Under pressure.

**Speaker1:** [01:46:40] Yeah. Yeah.

**Speaker3:** [01:46:41] And if you think that line.

**Speaker2:** [01:46:44] Managers and the universities command is not aware of these things and doesn't play that to their own advantage, then you're dreaming. Then you're somewhere up in la.

**Speaker4:** [01:46:55] La la and above the clouds.

**Speaker2:** [01:46:56] You know, But not in reality.

**Speaker4:** [01:46:59] Yeah. I mean, it's all very good to say.

**Speaker3:** [01:47:01] Yes, it's a safe employer.

**Speaker4:** [01:47:03] And it's a good employer. And we want.

**Speaker3:** [01:47:05] We treat you wonderfully. But on the on the ground, the reality.

**Speaker2:** [01:47:08] Can be very different.

**Speaker3:** [01:47:11] As I said, you know, all universities say our staff are the most important thing.

**Speaker2:** [01:47:15] Why are you cutting up then, during these times of inflation? Why cutting my pension? These things are the opposite to it. They're not compatible. You know.

**Speaker3:** [01:47:27] You can't say you're treating your employees nicely and you're whipping them, you know, to build a.

**Speaker4:** [01:47:35] Pyramid. I'm sorry. That that example.

**Speaker3:** [01:47:39] Don't be offended. It wasn't fun to.

**Speaker2:** [01:47:42] Be a slave in those days. Never. Never a good never a good idea. But you see what I mean?

**Speaker4:** [01:47:46] It's a wonderful.

**Speaker3:** [01:47:48] Achievement. Yes. You've got the pyramids. You said great standing there for 4000 years.

**Speaker4:** [01:47:51] Of World Heritage. Yes, yes, yes, yes. All of that. And the wonderful achievement. Yeah. Look what stands for. 4000 years. Nothing. If we build these days. Last for 4000 years.

**Speaker2:** [01:48:01] But there was an underlying story where you say.

**Speaker3:** [01:48:07] You know. You know, how was it built?

**Speaker4:** [01:48:11] You know, ask yourself that, you know, if you were if you held a whip. Okay. But if you were receiving the whip. Yeah. No, no, no, no. No reference to Egyptian culture. No, no.

**Speaker2:** [01:48:25] Judgment.

**Speaker1:** [01:48:26] Yeah.

**Speaker2:** [01:48:27] It's always like that.

**Speaker1:** [01:48:28] Yeah.

**Speaker2:** [01:48:29] I come from Germany. We had really crappy periods and politicians and you say, you know, and you say, that's not very nice. No, it's not.

**Speaker3:** [01:48:39] So, you.

**Speaker4:** [01:48:40] Know.

**Speaker3:** [01:48:40] Often universities say one thing.

**Speaker2:** [01:48:42] And do another. It's like any other institution.

**Speaker3:** [01:48:46] They cover their backs. They make sure they're legally, legally protected for whatever they do, you know. But, you know, it's not.

**Speaker2:** [01:48:56] All as wonderful as the glossy brochures would let you believe.

**Speaker3:** [01:49:03] Yeah. Nothing is like it's like when a politician.

**Speaker4:** [01:49:06] Talks about how nice he is to the people in Jesus. The people are starving. Don't realize, you know.

**Speaker2:** [01:49:12] But politicians are always nice words.

**Speaker1:** [01:49:15] Yeah.

**Speaker4:** [01:49:16] So and the same thing with various policies introduced.

**Speaker3:** [01:49:21] And that's another great thing.

**Speaker4:** [01:49:23] With all the.

**Speaker2:** [01:49:24] Organizations, especially all the universities.

**Speaker3:** [01:49:26] Policy by one management. Next management comes in different policy.

**Speaker4:** [01:49:30] So whatever was the gold standard there, it's no longer regarded as a gold star. They do something else.

**Speaker2:** [01:49:36] You know. Does anybody ask.

**Speaker4:** [01:49:37] Us? No. Do our opinions matter? No. You know, and you can.

**Speaker3:** [01:49:43] Bet the next manager coming in we'll have.

**Speaker2:** [01:49:45] Something completely different again.

**Speaker4:** [01:49:47] So what is what what actually works? What is what is.

**Speaker3:** [01:49:51] Something we.

**Speaker2:** [01:49:51] Should really support and work towards? Or are they all just playing games that, you know, they the managers for a few years, they then move on to another promotion somewhere else, you know, and leave and leave the place in shambles.

**Speaker1:** [01:50:05] Yeah.

**Speaker3:** [01:50:08] But you know, you get a whole group of people.

**Speaker2:** [01:50:11] Around those folks who benefit from that, you know who.

**Speaker3:** [01:50:15] They are. Wonderful. They have wonderful career progressions.

**Speaker2:** [01:50:18] In as five years as the person is in charge, you know.

**Speaker3:** [01:50:21] And or you know, use that also.

**Speaker2:** [01:50:24] As a springboard to somewhere else and you suddenly see and recognize names is wow, he left here under a cloud.

**Speaker3:** [01:50:29] And now he's deemed somewhere.

**Speaker2:** [01:50:30] Else works. So, you know.

**Speaker3:** [01:50:34] It's it's amazing.

**Speaker2:** [01:50:36] And people seem to some people seem to be.

**Speaker3:** [01:50:38] Made of Teflon and everything.

**Speaker4:** [01:50:41] Slips off. Nothing. Nothing sticks.

**Speaker1:** [01:50:43] Yeah.

**Speaker3:** [01:50:44] But in in in their wake, they can.

**Speaker2:** [01:50:47] Ruin lives, ruined careers. People commit suicide as lecturers because they're not more than frustrated, demoralized in their jobs, you know, And you say, wow. And yet the people who were in charge and who were responsible for the policies that led people to such extreme measures become.

**Speaker3:** [01:51:06] Director of international dean of this, you know, head.

**Speaker4:** [01:51:09] Of school of that, you know, and you say.

**Speaker2:** [01:51:11] Wow, I just just weaved their way through their career, through the very top, you know, And nobody talks about the people whose careers don't progress or who get ignored or who suffer breakdowns or who are bullied. And you say, you know, these are the winners, right? The history in a sense, you know, and everybody else just has to see how they progress. Sorry, we're so negative.

**Speaker4:** [01:51:48] I'm sure this is balanced by other people who speak in wonderful words about the.

**Speaker1:** [01:51:54] Say a great, wonderful is.

**Speaker4:** [01:51:57] It's it's the best thing since sliced bread. You know.

**Speaker1:** [01:52:00] It gives us guidance, very positive guidance, positive.

**Speaker4:** [01:52:05] It's all good and it's all wonderful. And we all walk on water and look at my angel wings growing. Yeah. Do you believe in flying pigs? You know. Do you believe in Father Christmas?

**Speaker1:** [01:52:22] Yeah. Yeah, it.

**Speaker3:** [01:52:24] Is. Sorry. You see both coins?

**Speaker1:** [01:52:26] Yeah.

**Speaker3:** [01:52:27] Size of the coin.

**Speaker4:** [01:52:28] You see a balance, which is good, because if everybody.

**Speaker3:** [01:52:31] Just praises it to the high heavens, you would.

**Speaker4:** [01:52:34] You would have to ask yourself, Oh, they're all blowing the same trumpet. Something is really, really, really, really.

**Speaker1:** [01:52:40] Awful.

**Speaker4:** [01:52:41] Here. So it's. It's how I see that, you know? And I was.

**Speaker3:** [01:52:46] Head of.

**Speaker2:** [01:52:46] Department. I was.

**Speaker3:** [01:52:47] Program lead for seven years of the biggest.

**Speaker2:** [01:52:50] Master's program we had.

**Speaker4:** [01:52:52] While our sister program, the MSC Master's in Accounting and Management, had four program leads. They all came and went very quickly, didn't want to do it anymore.

**Speaker2:** [01:53:01] I stuck to it for seven years.

**Speaker4:** [01:53:05] And now I'm the director.

**Speaker2:** [01:53:06] For accreditation, which means I talk to. Across Naseby about how wonderful.

**Speaker4:** [01:53:11] The school is, how great the achievements are. But yeah.

**Speaker1:** [01:53:17] Yeah, that sometimes.

**Speaker2:** [01:53:20] As you can imagine. But there are many wonderful things that are happening at a university and an institution. Yes, we do engage and we do have enterprise.

**Speaker4:** [01:53:28] And we do have.

**Speaker2:** [01:53:30] Impact and we.

**Speaker3:** [01:53:31] Do wonderful.

**Speaker2:** [01:53:32] Research. But as I said, it's not always recognised, it's not always appreciated. Management sometimes just looks at the latest buzzwords, you know.

**Speaker3:** [01:53:45] Last year it was, I don't know, accountability. This year it's transparency. Next year it's.

**Speaker4:** [01:53:50] Love the whales or something.

**Speaker3:** [01:53:51] Like that, you know. So, you know, they switch and change all the achievements earlier than.

**Speaker2:** [01:53:55] They did this get discounted, you know.

**Speaker4:** [01:53:58] So whoever hits the drums the loudest, you know, for the current buzzword.

**Speaker2:** [01:54:03] That they have a halo. You know, they get praised and, you know, you can't criticise any of that and you can't point to when this person was not a god or when this how did that.

**Speaker3:** [01:54:20] Person become a God or did you remember the allegations.

**Speaker4:** [01:54:23] Of bullying.

**Speaker2:** [01:54:24] Related to that? False news.

**Speaker4:** [01:54:32] False news. You know, like Putin is great and wonderful. If you live in Russia, you can't say otherwise. Otherwise, yeah, they sent.

**Speaker2:** [01:54:41] You to the front and you did you come back in a.

**Speaker1:** [01:54:42] Coffin? Yeah.

**Speaker2:** [01:54:44] I'm not kidding. It's. It's harsh, you know, I'm here. Okay? They might not throw you out the window, but they will kind of ruin your career. Or simply just let you rot in your career where you don't progress or make life so harsh that people decide, okay, I'll go. I'll go to another university.

**Speaker4:** [01:55:03] Or.

**Speaker2:** [01:55:04] I'll simply retire or, I don't know, go back home.

**Speaker1:** [01:55:08] Yeah, people.

**Speaker2:** [01:55:08] Do. You see that a lot, you know.

**Speaker4:** [01:55:11] So any institution has to ask.

**Speaker2:** [01:55:13] Yourself if they have high turnover rates, what's wrong.

**Speaker4:** [01:55:17] If if they ignore it or they say there's nothing wrong. It's just people's.

**Speaker2:** [01:55:21] Personal choices and they're not looking. Okay.

**Speaker1:** [01:55:25] Yeah.

**Speaker3:** [01:55:26] But it doesn't make for cohesion if people.

**Speaker2:** [01:55:28] Come and go constantly, you know, I mean, I.

**Speaker3:** [01:55:31] Just here during COVID, we hired people that were gone before COVID was finished.

**Speaker4:** [01:55:35] I never gotten to know them in my own department. I never saw them. I hardly recognize the names. You know, every every every month I get, I get a list of new stuff and I say.

**Speaker3:** [01:55:46] Oh, existing stuff I haven't seen, haven't seen, don't know, don't know.

**Speaker4:** [01:55:49] Don't know, never met, you know, who the heck are they? First time I hear the name, you know and.

**Speaker3:** [01:55:56] And you know this doesn't make for cracking.

**Speaker2:** [01:55:59] Because.

**Speaker4:** [01:56:00] You don't know the folks. You don't know how much you can rely on them.

**Speaker3:** [01:56:04] You know, they you can't ask him, can you do this for us or do this for me or can you take over that.

**Speaker2:** [01:56:10] Role because you know, unknown quantities, you know.

**Speaker3:** [01:56:14] Plus if you do give them and they take it, you have no idea where they can.

**Speaker2:** [01:56:19] So you have to supervise them or you have to worry about them messing up. And you say, oh, gosh.

**Speaker3:** [01:56:25] Whereas, you know.

**Speaker4:** [01:56:25] If you're if you have a department that works well.

**Speaker3:** [01:56:28] Together, you know.

**Speaker2:** [01:56:29] Peter can do this.

**Speaker3:** [01:56:30] Linda can do that, you know, And once you give them the.

**Speaker2:** [01:56:33] Task, I don't have to worry.

**Speaker4:** [01:56:34] About it. It's going to be done, you know.

**Speaker3:** [01:56:37] And there won't be any complaints coming.

**Speaker4:** [01:56:39] But of course, you try to not put everything on shoulders or person A or person B.

**Speaker2:** [01:56:43] You try to be very balanced and fair, you know?

**Speaker1:** [01:56:46] Yeah.

**Speaker2:** [01:56:48] Hey, I say. So that's that's the weird and wonderful world of academia with its KPIs.

**Speaker4:** [01:56:55] But yes, absolutely. I can give you motivation.

**Speaker2:** [01:56:58] And it's great.

**Speaker4:** [01:57:00] For output and it really makes you work hard.

**Speaker1:** [01:57:03] Yeah.

**Speaker2:** [01:57:04] Yeah.

**Speaker1:** [01:57:05] So my last question, do you see the performance measurement affect or influence? The advancement of scholarship, the academia itself?

**Speaker4:** [01:57:14] Yeah.

**Speaker2:** [01:57:16] It makes it cheaper. It takes because.

**Speaker4:** [01:57:20] You know, you no longer can pursue knowledge for.

**Speaker2:** [01:57:25] The sake of knowledge to explore ideas.

**Speaker3:** [01:57:28] For something that may become important 20.

**Speaker2:** [01:57:30] 30 years later. Of course, you're under direct.

**Speaker3:** [01:57:35] Orders and command and pressure to produce something that can be seen, to have impact, to.

**Speaker2:** [01:57:41] Be to attract.

**Speaker4:** [01:57:43] Funds or attract students.

**Speaker3:** [01:57:45] Or what have you immediately there needs to be an immediate return to whatever you do. You cannot explore knowledge for knowledge sake. You cannot explore something that is a small niche thing that's not attractive, that doesn't.

**Speaker4:** [01:58:01] Rhyme with the current buzzwords, you know, at the moment.

**Speaker3:** [01:58:03] Sustainability, everything is about sustainability. So our teaching has to include sustainability. Your research has to be sustainability.

**Speaker4:** [01:58:10] Your enterprise has to be about sustainability. Our international interactions also be about guess what? Sustainability. Yes. So if it's nothing to do with sustainability. Mm hmm.

**Speaker3:** [01:58:21] No interest. See what I mean? Yeah, but.

**Speaker2:** [01:58:24] Last year was different, and the year before it was a different buzzword.

**Speaker4:** [01:58:28] So what if I work on, I don't know, audit and ethics? I'm not.

**Speaker2:** [01:58:34] Interested. Who cares about it? Exactly.

**Speaker4:** [01:58:37] So unless what you.

**Speaker3:** [01:58:39] Do can be translated into income, in essence or reputation, which becomes income.

**Speaker2:** [01:58:48] It's of no interest.

**Speaker3:** [01:58:49] So it does change you? Yes.

**Speaker4:** [01:58:50] It becomes a game.

**Speaker3:** [01:58:52] Where everything you do has to be.

**Speaker2:** [01:58:54] Expressible in pounds and pennies.

**Speaker3:** [01:58:58] And do your truck runs? Yes.

**Speaker4:** [01:59:00] No. Is it a four star? And a four star means our research standing goes higher. We attract more. More funds from the government. Great. You know, if it is.

**Speaker3:** [01:59:13] Something you can attract.

**Speaker4:** [01:59:15] A lot a lot of students on.

**Speaker3:** [01:59:17] Fantastic. If it's something that we can include in the teaching, in our programs and modules and that attracts students, which attracts that fantastic.

**Speaker2:** [01:59:27] If it doesn't do that, no interest really. That's how hard he does change it.

**Speaker3:** [01:59:33] Because you only aim. If you want to be successful in this game, you have to be laser focused on the KPIs. By anyone, whatever means in the KPIs change overnight.

**Speaker2:** [01:59:45] New KPIs, you know, whatever matters, you know, whatever the boss says is important.

**Speaker3:** [01:59:49] And you know, you have to be seen to achieve these. You have to be seen to attract money. You have to be seen to be at.

**Speaker4:** [01:59:57] The forefront of whatever the public policy.

**Speaker2:** [01:59:59] Debate is at the moment.

**Speaker3:** [02:00:01] So if you research on something that you know.

**Speaker4:** [02:00:04] Nobody talks about or this is not important or was.

**Speaker3:** [02:00:07] Important yesterday year.

**Speaker4:** [02:00:08] And is no longer now.

**Speaker2:** [02:00:10] Better change your focus or does it have a career? Or something else or your career just sort of witness dies on the in the field because it's in the water. That's what it is. It changes because.

**Speaker4:** [02:00:27] It.

**Speaker3:** [02:00:28] All of academia is driven by the.

**Speaker2:** [02:00:30] Kpis.

**Speaker3:** [02:00:32] Relentlessly. You cannot sit in a room and.

**Speaker2:** [02:00:35] Discuss something philosophically if nobody's interested in it. It has to be. It's relentlessly driven.

**Speaker3:** [02:00:41] How does it filter into that KPI? How does that filter into our.

**Speaker2:** [02:00:46] Key objectives, which are.

**Speaker4:** [02:00:48] Money, money, money and money?

**Speaker3:** [02:00:51] Well, quality attract students, know be international and be impactful.

**Speaker4:** [02:00:56] Money, money, money, money.

**Speaker3:** [02:00:57] When you read hear these things, it.

**Speaker2:** [02:00:59] Translates into money. That's all it does. You know, it's we.

**Speaker3:** [02:01:03] Become a huge institution. We have.

**Speaker4:** [02:01:05] £1,000,000,000 income and we attract more students, yadda.

**Speaker2:** [02:01:07] Yadda, yadda. It's just all put on one denominator.

**Speaker4:** [02:01:13] Yes, we do. Good for the for for for for for, for for society.

**Speaker3:** [02:01:17] Yes, we want to be impactful, but if it doesn't bring money.

**Speaker4:** [02:01:22] They're not interested.

**Speaker2:** [02:01:24] That's why. Yes. Sorry. That's my verdict.

**Speaker1:** [02:01:26] Yeah.

**Speaker2:** [02:01:27] You don't cite me. Don't quote me. I never said that.

**Speaker4:** [02:01:30] It's all anonymous. Confidential, I'm guaranteed.

**Speaker2:** [02:01:34] Well, but yeah, that's why people can speak.

**Speaker3:** [02:01:37] But yes, if you talk to.

**Speaker4:** [02:01:39] My line manager.

**Speaker2:** [02:01:40] You will get a completely different answer.

**Speaker3:** [02:01:43] If you talk to senior management.

**Speaker2:** [02:01:45] Gosh, they read off the script, you get a very different answer. Of course you do. Nothing critical.

**Speaker3:** [02:01:52] Nothing that looks at does what we do.

**Speaker2:** [02:01:55] Cross problems or create risks? No, of course not. What we do is wonderful and great and marvellous.

**Speaker1:** [02:02:03] Yeah.

**Speaker3:** [02:02:03] And, you know, it leads to success and.

**Speaker2:** [02:02:08] All of that wonderful stuff.

**Speaker1:** [02:02:11] Yeah.

**Speaker2:** [02:02:12] So it's different people with give you different opinions and different perspectives.

**Speaker3:** [02:02:17] And some will simply read off.

**Speaker2:** [02:02:19] The script which.

**Speaker3:** [02:02:20] They have, which is the same as in the project in the glossy brochure.

**Speaker2:** [02:02:24] Of the investing institution.

**Speaker4:** [02:02:27] And others will say, Yeah, well it.

**Speaker3:** [02:02:30] Can be.

**Speaker4:** [02:02:30] Positive.

**Speaker2:** [02:02:31] But it also has these sides and sides. Others will be highly critical.

**Speaker3:** [02:02:38] But I mean.

**Speaker2:** [02:02:39] Overall, it gives you a picture, you know. But you also see this reflected sometimes in reports coming out later, the office for students where they are concerned about grade inflation.

**Speaker3:** [02:02:52] If you talk to the union or sources.

**Speaker2:** [02:02:54] Look at the website.

**Speaker3:** [02:02:55] They're worried about the.

**Speaker2:** [02:02:59] Commercialisation of the sector, of the casualisation of work contracts.

**Speaker3:** [02:03:06] Casualisation means you don't have a fixed contract anymore. You know the permanent member, you're hired when they need you, otherwise they don't pay you or you're on a.

**Speaker2:** [02:03:14] Fixed term contract. This is all under casualisation of academe.

**Speaker3:** [02:03:19] Where you know you're no longer tenured, you don't have no job security. You know, you have where, you know.

**Speaker4:** [02:03:26] You you have to be worried about.

**Speaker3:** [02:03:29] Pushing the right buttons and saying the.

**Speaker2:** [02:03:31] Right things for.

**Speaker3:** [02:03:32] You to either progress or even just.

**Speaker2:** [02:03:34] Keep your job. I think that gets in the way of academic research and everything and exploration of of knowledge. Of course it does, because people have to first think about.

**Speaker3:** [02:03:46] If I do this, does that mean.

**Speaker2:** [02:03:48] I look good at the university or not?

**Speaker3:** [02:03:51] If I do this, am I getting praised by the right people? So in my appraisal, I'm highly ranked and in the promotion.

**Speaker2:** [02:03:59] Year I have enough support. Because you don't get promoted on performance, you get promoted by the support you have within the institution.

**Speaker3:** [02:04:09] Smile the right people, talk to the right people. Be seen. If the vice chancellor wants to promote it.

**Speaker2:** [02:04:14] He doesn't care whether they can read or write. They will promote you. You know.

**Speaker3:** [02:04:18] If they promote you within the.

**Speaker4:** [02:04:20] Business school.

**Speaker3:** [02:04:23] They can give.

**Speaker4:** [02:04:24] You a chair, a.

**Speaker3:** [02:04:25] Professorial position without you having.

**Speaker2:** [02:04:27] Produced this in the poster, because they simply say.

**Speaker3:** [02:04:30] Great person in.

**Speaker4:** [02:04:31] Enterprise or whatever, you know.

**Speaker3:** [02:04:34] They will and they can and they have.

**Speaker2:** [02:04:38] I've seen people promote your professor without a full stop publication.

**Speaker3:** [02:04:42] And others with four star publications and research income and excellent teaching being told.

**Speaker2:** [02:04:48] They're not good enough, inadequate, you don't meet the expectations turned down five times in a row. I've had people here 25 years and they're still at lecture level and they.

**Speaker3:** [02:05:03] Broke their.

**Speaker2:** [02:05:04] Backs working for the university. And you say, What does that say about the institution and others who succeeded from lecture to. Professor within five years. By whatever means, of course, they were praise. It was a wonderful, great, you know.

**Speaker4:** [02:05:21] Gave me so many.

**Speaker2:** [02:05:22] Opportunities, you know.

**Speaker4:** [02:05:26] Well, you're the researcher.

**Speaker2:** [02:05:28] You balance all this different views. You evaluate them, you analyze them.

**Speaker4:** [02:05:34] What does it tell you? I don't want to know.

**Speaker2:** [02:05:35] What does it tell you? That's how you have to ask yourself, what does it tell you? Don't just take the opinion of one person or two person or three person. Also, you know.

**Speaker4:** [02:05:43] You spread your research through official reports, critical reports.

**Speaker3:** [02:05:48] You know, all the examples where a blind these KPIs went horribly wrong and led to an institution which basically.

**Speaker4:** [02:05:56] Fell apart.

**Speaker2:** [02:05:57] Collapsed.

**Speaker4:** [02:05:59] Or where, you know, you had people use very obviously.

**Speaker3:** [02:06:03] Fraudulent ways and means.

**Speaker2:** [02:06:07] To progress. And you say Jesus institution run by crooks. Like Swansea was a Swansea University had.

**Speaker3:** [02:06:15] In the business school. They had head of business school, his wife and his son in the top leadership. He was hired, hired his wife, hired his son.

**Speaker2:** [02:06:24] And they ran the place into the ground, literally ran the place into the ground. But while they were there, everybody said yes, yes, yes, yes. And kissed the feet. Of course, if you didn't, you were gone. So what does it.

**Speaker3:** [02:06:42] Do for an.

**Speaker2:** [02:06:43] Institution? Well, do they recover? Sometimes, yes.

**Speaker4:** [02:06:45] Does anybody want to be remembered of it? Of course not. Because if you remember that it means you failed in your oversight.

**Speaker2:** [02:06:52] You know, what was the university doing when they hired a guy?

**Speaker3:** [02:06:55] He brings his wife and he brings his.

**Speaker4:** [02:06:57] Son in.

**Speaker3:** [02:06:57] Gives them fantastic salaries and see.

**Speaker4:** [02:07:00] Conflict of interest. Ever heard of that? You know, due diligence, oversight, accountability, transparency, governance. Ever heard of these things? But look at the brochures. They say all those wonderful things. You know.

**Speaker2:** [02:07:15] So, you know, I'm just a grumpy old guy, so I ignore everything I said.

**Speaker4:** [02:07:22] Right?

**Speaker1:** [02:07:23] Yeah. Anything else? Thank you so much.

**Speaker4:** [02:07:27] At least it was fun.

**Speaker1:** [02:07:29] Yeah, it was amazing. Thank you so much. Thank you for your time. I really appreciate.

**Speaker4:** [02:07:33] That. Oh, no, you're welcome. You're welcome. I hope you get a wide.

**Speaker3:** [02:07:37] Variety of opinions and perspectives and insights.

**Speaker1:** [02:07:40] It is.

**Speaker3:** [02:07:41] Yeah. Then you can make up your own mind. Well, that's the job as a PhD.