

# Challenging Approaches to Academic Career-Making: Book Launch & Discussion



CENTRE  
FOR  
GLOBAL  
HIGHER  
EDUCATION

**22 February 2024**

00:36:36.410 --> 00:36:42.930

Vincent Carpentier: Hello! Welcome everyone. Welcome to the Cg seminar today. February 20

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00:36:43.250 --> 00:36:50.330

Vincent Carpentier: I'm Vincent Carpentier from Ucl. And Cg, and it's my pleasure today to to share the

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00:36:50.430 --> 00:37:00.950

Vincent Carpentier: this seminar which will focus on the launch of a book from Sylvia, with Church William Locke and Julio Marini for challenging approaches

147

00:37:01.040 --> 00:37:04.530

Vincent Carpentier: to a academic carrier making

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00:37:04.950 --> 00:37:11.400

Vincent Carpentier: before I I introduce the the participants.

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00:37:11.490 --> 00:37:17.000

Vincent Carpentier: let's talk about the structure first. Simon Martin, Son is going to introduce the book.

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00:37:17.030 --> 00:37:28.539

Vincent Carpentier: and we'll be followed by Sylvia, which is going to presentation of the of the book, and it's content. And then we will end up with a discussion with, all of you.

151

00:37:29.050 --> 00:37:31.060

Celia Whitchurch: oh.

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00:37:31.800 --> 00:37:39.160

Vincent Carpentier: please note that the Zoom seminar is being to is being recorded, and it will be available later on. Youtube.

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00:37:40.930 --> 00:37:53.810

Vincent Carpentier: Okay, so a little bit of housekeeping first. Please keep noted unless you ask to. To speak then, to join the discussion. Use the chat.

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00:37:54.010 --> 00:38:13.379

Vincent Carpentier: We recommend that you come early in the chat as you know, will be selected, and we'll call then, and ask to turn your camera on. So ask your question for the chat. Use the speaker view as well, because he will allow you to see the speaker.

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00:38:13.550 --> 00:38:15.490

Vincent Carpentier: on camera at the same time.

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00:38:16.270 --> 00:38:26.099

Vincent Carpentier: Okay. So first of all, there would be an introduction by Simon Martinson, with Professor Education at the University of Oxford, and the director of Cg.

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00:38:26.130 --> 00:38:29.519

Vincent Carpentier: And leader of Project 8 would be good on higher education.

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00:38:29.540 --> 00:38:37.629

Vincent Carpentier: easy, deterior education, and also the editor of Bloomsbury. I/o education research.

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00:38:38.360 --> 00:38:47.190

Vincent Carpentier: and this book is part of this series. Sylvia, with church is honorary associate professor at the Usel Institute of education.

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00:38:47.200 --> 00:38:51.539

Vincent Carpentier: She's she was part of Cg as part of this project from which we book

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00:38:51.700 --> 00:38:53.460

Vincent Carpentier: Joopan Jonapun.

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00:38:53.550 --> 00:39:03.439

Vincent Carpentier: and she has to be widely on higher education workforce, including, you know, developing the concept of the first space professional which is used by a lot of colleagues.

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00:39:03.970 --> 00:39:05.370

Vincent Carpentier: So

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00:39:05.800 --> 00:39:12.330

Vincent Carpentier: over to you, Simon, and we'll come back to you after the presentation for the discussion.

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00:39:12.720 --> 00:39:23.359

Simon Marginson: Thanks. Once I'm gonna speak briefly, this is primarily serious. Webinar, and she will present the contents of the book. But let me give you some background

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00:39:23.670 --> 00:39:27.610

Simon Marginson: the in 2014, 2015

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00:39:27.670 --> 00:39:31.239

Simon Marginson: the Economic and Social Research Council

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00:39:32.740 --> 00:39:37.599

Simon Marginson: under Ukris. It now is the UK's research arm

169

00:39:38.680 --> 00:39:42.840

Simon Marginson: commissioned a new research center

170

00:39:42.910 --> 00:39:58.749

Simon Marginson: focus on the future of higher education. And that was, and that and the Grant, which established Cg, as we call it, sending for global higher education was partly funded by the then our Education Funding Council of England. Hef key

171

00:39:58.760 --> 00:40:06.519

Simon Marginson: 50% from hefty 50% from Asrc. And we still wish to send up. And one of the founding projects of the

172

00:40:06.720 --> 00:40:10.320

Simon Marginson: new CG. Which began in November 2015,

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00:40:10.420 --> 00:40:16.070

Simon Marginson: was the future of the academic workforce project which Celia and William Locke

174

00:40:16.470 --> 00:40:32.130

Simon Marginson: lead and and that conducted its research. It's actual data gathering and analysis over the next 5 years. And we're now seeing the fruits fruits of that project in the book which seems to present today.

175

00:40:32.440 --> 00:40:37.130

Simon Marginson: Let me give you some. Some suppose longer term background for the record. Because

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00:40:37.190 --> 00:40:50.010

Simon Marginson: what we say in these webinars goes on Youtube and becomes, I think, a useful educational device. So I'm going to use the opportunity to say some things about the context of academic labor in England

177

00:40:50.260 --> 00:40:51.829

Simon Marginson: and UK.

178

00:40:52.460 --> 00:41:04.730

Simon Marginson: The university as an institution and primary. Primarily, when we talk about higher education, we're talking about universities, although they're not always called universities, they mostly are universities in a statutory sense.

179

00:41:04.980 --> 00:41:10.210

Simon Marginson: University as an institution. has multiple roles and purposes, and

180

00:41:10.220 --> 00:41:14.219

Simon Marginson: Clark Kerr famously called it the multiversity.

181

00:41:14.520 --> 00:41:16.340

Simon Marginson: but at the heart of

182

00:41:16.420 --> 00:41:20.600

Simon Marginson: of higher education in all forms, including the contemporary university.

183

00:41:21.040 --> 00:41:25.869

Simon Marginson: are the intrinsic functions of student learning, teaching, and student learning

184

00:41:26.230 --> 00:41:34.539

Simon Marginson: in knowledge through immersion in knowledge, and linked up to that in academic labor. The focus of the

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00:41:34.570 --> 00:41:39.910

Simon Marginson: academic work on research, inquiry and critical scholarship.

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00:41:40.090 --> 00:41:41.160

Simon Marginson: and that

187

00:41:41.850 --> 00:41:58.590

Simon Marginson: loosely called the Teaching Research nexus is the heart of academic labor, and that is the heart of the contemporary institution. However beleaguered and problematized that heartland is, it continues to be fundamental to the University as an institution.

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00:41:58.680 --> 00:42:06.440

Simon Marginson: and that you might call the intrinsic core of higher education, teaching and learning, knowledge, research.

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00:42:07.040 --> 00:42:09.179

Simon Marginson: all mediated by academic labour

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00:42:09.880 --> 00:42:17.060

Simon Marginson: that intrinsic core has got joined to enormous range of extrinsic functions.

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00:42:17.290 --> 00:42:20.909

Simon Marginson: obviously vocational preparation, professional

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00:42:21.340 --> 00:42:28.549

Simon Marginson: preparation, occupation, or preparation in a very wide range of jobs, but also the role of higher education

193

00:42:28.860 --> 00:42:32.089

Simon Marginson: in building cities and regions, in serving communities.

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00:42:32.520 --> 00:42:41.719

Simon Marginson: in all kinds of ways research and its impact, social and economic impact and the impact of the work of higher education on global relations.

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00:42:41.740 --> 00:42:43.809

Simon Marginson: cross-border relations as well.

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00:42:44.140 --> 00:42:54.910

Simon Marginson: All of that, you might say, is extrinsic, and that all rests ultimately on academic labor. It all depends on the core functions of teaching and learning

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00:42:55.120 --> 00:42:59.600

Simon Marginson: merchant in knowledge and research, and they are conducted by academics.

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00:43:00.250 --> 00:43:22.249

Simon Marginson: Okay, let's let's go backwards a bit to look at the beginning of the contemporary period, which I think the turning point font. As a political economist you probably agree 1975. They trying to turn away from Clinton, demand management at national level and the beginnings of monetism, and then what we call the new right at the time which became neoliberalism

199

00:43:22.930 --> 00:43:25.119

and with their focus on

200

00:43:25.250 --> 00:43:32.139

Simon Marginson: reforming the public sector, inverted commerce, reforming the public sector to make it more



201

00:43:32.260 --> 00:43:38.939

Simon Marginson: business-friendly, make it more like a market make it more more productive in terms of the

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00:43:39.060 --> 00:43:42.319

Simon Marginson: of the market economy, and so on. So

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00:43:42.790 --> 00:43:49.159

Simon Marginson: great change in 975, but also the other change which occurred in the universities

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00:43:49.670 --> 00:43:55.610

Simon Marginson: all over the world and spare any UK. Was massification growth.

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00:43:56.150 --> 00:43:58.619

Simon Marginson: so that in 1970, 75,

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00:43:58.740 --> 00:44:13.960

Simon Marginson: 18% of young people were going on to higher education in the UK. That's if you include the whole of tertiary education. That figure is now in the UK 77% and over a lifetime, perhaps almost half of all

207

00:44:14.100 --> 00:44:18.869

Simon Marginson: the population will enter a university as students at some point

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00:44:19.090 --> 00:44:26.349

Simon Marginson: so enormous growth has occurred. and at the same time we have seen the development of neoliberal

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00:44:26.590 --> 00:44:43.410

Simon Marginson: and new public management techniques where the universities model like a business, and where the job of managers, what we used to call academic leaders we now call academic managers. Their job is to extract as much value as they came from diminishing

210

00:44:43.500 --> 00:44:47.200

Simon Marginson: resources at any given time, because with growth

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00:44:47.260 --> 00:45:01.609

Simon Marginson: the the resources per student has has has seen a fall, and with neoliberalism in government. The the inclination of government is to reduce its direct outlays, its public spending as much as possible.

212

00:45:02.500 --> 00:45:29.699

Simon Marginson: and with the situation where students have to finance the system as it is been the case in Uk for the last decade. They're obviously our constraints on you. The ability of the system to raise the tuition fee, which is the unit of resource, and which determines the amount of resources we have for higher education. So we have the rise of the precarious, the number of proportion of of teaching which is now carried out by people who don't have.

213

00:45:29.800 --> 00:45:42.249

Simon Marginson: I suppose, stable full time jobs now well, over 50% in the UKS. Same in some other countries been other countries. It's not the same. The academic labor is is is more, if you like, come

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00:45:42.370 --> 00:45:50.340

Simon Marginson: more full-time, more stable in some other countries than it is in the UK. So your massification falling unit of resource.

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00:45:50.800 --> 00:45:54.260

Simon Marginson: the precarious. all of this aging into that.

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00:45:54.570 --> 00:45:59.500

Simon Marginson: that core function of academic labor, that intrinsic core

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00:45:59.560 --> 00:46:06.550

Simon Marginson: of higher education and everything still depends on that. What remains about intrinsic core still keep keeping on going.

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00:46:06.620 --> 00:46:15.329

Simon Marginson: So that's a pessimistic picture, if you like. That's the context in which the research that Silly is going to report has been conducted. But I suppose there's another side to it.

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00:46:15.420 --> 00:46:19.150

Simon Marginson: and that's that. There is a continuing supply

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00:46:19.830 --> 00:46:29.390

Simon Marginson: of people who, despite these conditions of work and the low expectation of a stable. Full time job based career want to work

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00:46:29.700 --> 00:46:33.019

Simon Marginson: in teaching and research in universities.

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00:46:33.030 --> 00:46:59.159

Simon Marginson: And that's because this is very fulfilling and important work very satisfying. If you've got a enough time to to link to do the job. Very satisfying work. Working with students is very good working with colleagues can be very good, and and the opportunity to be creative, to express yourself, to commit to social responsibility, to carry out useful functions is very attractive, and the Uk. Has

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00:46:59.430 --> 00:47:26.799

Simon Marginson: outstandingly good academic cultures. In my view, as a non British born person. I've only been in the country 10 years, and so on, and I have seen a lot of systems around the world. The academic culture in the UK. Is is is, despite everything that's happened to make it harder to be an academic. The academic culture is very strong intellectually, and and you know there's there's enormous number of people, as I said, who have been prepared to put up with these difficult conditions. So

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00:47:26.980 --> 00:47:30.320

Simon Marginson: that's the positive side. So you've got all of the conditions

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00:47:30.540 --> 00:47:49.760

Simon Marginson: that make it a difficult job. And there's all those positive things about the job which makes it worthwhile. And those 2 things like coming into collision all the time and in in in. In all of that. There's just enough people who have this kind of commitment and and joy from academic work to keep the whole thing going despite the difficulties.

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00:47:49.980 --> 00:47:52.690

Simon Marginson: So. But how does it happen?

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00:47:53.260 --> 00:47:55.679

Simon Marginson: What does this do to their career structures?

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00:47:55.810 --> 00:48:08.420

Simon Marginson: What kind of life expectations do people now have in universities about working in universities. I think it's over to Celia now to tell us what she found in the research on those on those questions. Celia

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00:48:31.630 --> 00:48:36.949

Simon Marginson: Celia, the floor is yours. Yes, I'm just trying to like my slides. Thank you.

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00:48:38.870 --> 00:48:39.930

Celia Whitchurch: Delivered.

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00:48:54.020 --> 00:48:57.770

Celia Whitchurch: Hang in there, folks. Sorry about that.

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00:48:59.180 --> 00:48:59.990

Simon Marginson: We're done.

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00:49:06.200 --> 00:49:07.290

Celia Whitchurch: Okay.

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00:49:11.480 --> 00:49:36.870

Celia Whitchurch: Well, thanks to Simon. First of all, you were my first call for thanks. For in particular, for steering the book through blues we publishing, which is no easy matter. I also want to thank thank Claire Calendar, who has led the Cg. Group at the Institute of Education, who's been very supportive and encouraging, and of course my co-authors, William Locke.

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00:49:37.050 --> 00:49:59.839

Celia Whitchurch: who wrote chapters 2 and 6, and Julia Marini, who did most of our interviewing for us, and some of some some statistical analysis. And finally, as Simon has mentioned, we we acknowledge, the support of Eslc and research England for research projects 3.2

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00:49:59.970 --> 00:50:23.519

Celia Whitchurch: to about which Sam has given such an excellent preliminary talk. Very helpful background. Thank you. So what's what we found? What William and I found from previous work that we both done was that large scale data sets of which there are many nationally and internationally, and even with institutional level.

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00:50:23.520 --> 00:50:36.860

Celia Whitchurch: just weren't giving us the picture that we needed. To understand. How academic quiz we're going for individuals. What we thought was needed was much more fine accounts.

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00:50:36.940 --> 00:51:06.230

Celia Whitchurch: And this this use kind of again and again. When we were talking to people who said things like, well the university templates. So for career development, for promotion. The idea of a linear step that we can. We can progress along. Isn't entirely convincing. People aspire to that. But they weren't. They didn't always quite believe that some

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00:51:06.450 --> 00:51:13.389

Celia Whitchurch: this career ladder was going to work for them. So what we wanted to look into is people's individual experiences.

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00:51:13.500 --> 00:51:23.610

Celia Whitchurch: And this is also the case. At national level. In the UK, we have the Higher Education Statistics Agency, and they produce annual

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00:51:23.630 --> 00:51:35.139

Celia Whitchurch: annual figures of numbers of staff movements, disciplines. Part time, full time, male female. All that kind of data

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00:51:35.210 --> 00:51:45.980

Celia Whitchurch: which represents broad trends. But it doesn't show the way that people are interpreting the roles that they're given in their job descriptions as individual institutions.

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00:51:46.020 --> 00:51:58.570

Celia Whitchurch: And my particular issue with the Heisa data is, it has this very crude division between academic and non academic staff. And this isn't entirely

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00:51:58.980 --> 00:52:19.359

Celia Whitchurch: I mean, maybe train one sense. But factually, there is some we encounter people, for example, who are undertaking academic work on professional contracts and vice versa. So this really sort of muddy area in the middle between academic and professional staff. That isn't represented particularly in, he said data.

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00:52:19.720 --> 00:52:23.080

Celia Whitchurch: When we went to the literature we found that

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00:52:23.410 --> 00:52:45.840

Celia Whitchurch: the these ideas about boundaries and boundary less careers, particularly Dowden, Captain. People first talked about that now. Boundary careers sometimes called positional careers. The idea that you have a step ladder to the top of the career, and that you progress according to certain criteria, and causing certain timelines.

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00:52:45.840 --> 00:53:02.710

Celia Whitchurch: And the other idea is that people undertake things that interest them, develop their careers sideways, as it were, and don't necessarily follow a positional career path. I mean, those are 2 extremes, obviously, and many people are doing a bit of both.

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00:53:02.870 --> 00:53:25.690

Celia Whitchurch: So what we felt was now the all the statistics accounted for sort of general breakdown in position, Chris. Now the term breakdown may be a bit strong, but there's certainly kind of mutation going on. Simon has hinted, and what we wanted to find out was how individuals address the challenges that they

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00:53:25.690 --> 00:53:36.439

Celia Whitchurch: face and and in particular setbacks. That they encounter and and quite often I'm talking to people. We found that

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00:53:37.160 --> 00:53:55.470

Celia Whitchurch: some people, often very influenced by their own hint, what I call hints, predilections, work, life considerations, and that these are often not accounted for even when people have their annual review performance review, and so on.

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00:53:55.790 --> 00:54:05.549

Celia Whitchurch: People tend just to talk about the formal things. So just to give you a bit of background. As Simon said, we conducted the project

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00:54:05.700 --> 00:54:30.779

Celia Whitchurch: in in between 2,017, 2,020. We actually did 2 sets of interviews 2 years between them. Pre Covid. And I'll come back to that later. There are 8 institutions. They were chosen according to a geographical region in the UK. That type and disciplinary profile. So the 5 in England, one in Scotland, one were one in Wales and one in Northern Ireland.

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00:54:30.790 --> 00:54:40.110

Celia Whitchurch: 3 Russell group 2, pre. 1992 universities. 2, post 90, 92, and one post, 2,004

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00:54:41.280 --> 00:54:43.140

Celia Whitchurch: more recent universities.



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00:54:43.420 --> 00:54:50.839

Celia Whitchurch: So underneath institution we went through gatekeepers. So although we were specific about the type of

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00:54:50.930 --> 00:55:07.419

Celia Whitchurch: individuals we wanted to interview we couldn't control for, say gender, and in fact, we have far more women than men, as it turned out. Anyway, we asked for director of Hr. A. Pro vice Chancellor. With interest in learning development.

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00:55:07.460 --> 00:55:11.720

Celia Whitchurch: and 6 people who are undertaking academic work.

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00:55:11.770 --> 00:55:28.449

Celia Whitchurch: 3. Teaching research, one teaching, only one researcher, only one learning sport. And we actually got that in the 8 institutions, some of them offered more than 8 people. So we ended up with a total of 69, and the majority were in mid career on open ended contracts.

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00:55:28.650 --> 00:55:31.359

Celia Whitchurch: 6 were fixed term

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00:55:31.520 --> 00:55:43.489

Celia Whitchurch: for research, fellows to lecturers, and the average age is 45. So it's rather different from the studies that's been undertaken on early career stuff. So we felt that was

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00:55:43.640 --> 00:55:48.060

Celia Whitchurch: that was original, an original element of our work

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00:55:49.790 --> 00:56:00.890

Celia Whitchurch: when when it came down to look at careers, we based this particular analysis on 49, 49 people not having senior management team roles because we thought that was

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00:56:00.950 --> 00:56:05.580

Celia Whitchurch: that they're more likely to be in mid career, and also

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00:56:05.660 --> 00:56:12.590

Celia Whitchurch: more likely to be on the way up, as it were, and there were 44 academics, 5 learning support people.

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00:56:12.630 --> 00:56:20.469

Celia Whitchurch: some of whom were on academic contracts and some weren't 3 of the respondents for part time

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00:56:20.510 --> 00:56:39.989

Celia Whitchurch: and it was very biased towards social sciences we hadn't really controlled for that. So 20 social sciences, 12 science, technology, engineering and maths, 12 humanities. And, as I said, biased towards a female 65%, 35% male haven't actually checked how this

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00:56:40.190 --> 00:56:54.880

Celia Whitchurch: compares with national statistics. But anyway, that that's what we we got. Interestingly, 20 of the 49 people have worked outside higher education. And this was evenly spread across institutional type.

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00:56:55.250 --> 00:57:05.709

Celia Whitchurch: And we were able to do repeat interviews after 2 years with 39 of the academic staff. Obviously, that depended on them agreeing and being available. Some people have moved on

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00:57:06.010 --> 00:57:08.830

Celia Whitchurch: and we were able to pick up their career development.

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00:57:09.030 --> 00:57:15.920

Celia Whitchurch: And the retention rate in the second round was 80%. 15 had been promoted, which was encouraging.

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00:57:16.020 --> 00:57:19.390

Celia Whitchurch: Ford left the system to, had retired.

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00:57:19.480 --> 00:57:30.189

Celia Whitchurch: One had made made redundant monogams of the private sector, and 2 fixed term people had become permanent. So it wasn't an altogether depressing scene.

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00:57:30.280 --> 00:57:38.189

Celia Whitchurch: Just to, because I were always asked this, what were the employment categories as this shows

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00:57:38.340 --> 00:57:42.079

Celia Whitchurch: very large people doing teaching and research.

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00:57:42.090 --> 00:57:51.559

Celia Whitchurch: some of the people. But middle managers are heads of school or department rather than being on the senior management team who had excluded those sorts of people.

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00:57:51.680 --> 00:58:03.689

Celia Whitchurch: Some research only stop and some learning support professionals. So we thought it was some pretty good spread, and we're quite pleased to get 39 of the 49 to speak to us again.

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00:58:04.250 --> 00:58:18.790

Celia Whitchurch: So the first cut, if you like the analysis was to try to define. An approach to the careers, their careers that each person was taking.

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00:58:19.030 --> 00:58:34.220

Celia Whitchurch: and we divided these into 3. The first one was mainstream so these were individuals that were very focused on on the career structure. They place some emphasis on getting to the next stage meeting with criteria and the timelines.

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00:58:34.230 --> 00:58:41.960

Celia Whitchurch: and perhaps more importantly, focusing particularly on activities that they thought would be most valuable for the purposes of promotion.

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00:58:41.990 --> 00:58:48.530

Celia Whitchurch: and the interesting point about this is only 28% of people.

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00:58:48.830 --> 00:58:55.339

Celia Whitchurch: The winter food we put into this category, which was a minority which might be contrary to what you would think.

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00:58:55.430 --> 00:59:00.279

Celia Whitchurch: however, 79%. Of those people were in the Pre. 99, 2 universities.

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00:59:00.440 --> 00:59:12.880

Celia Whitchurch: And, as I said, the figure of 28 cent kind of justifies the approaching taking, because we thought there were other things that play apart from people's desired

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00:59:12.880 --> 00:59:31.049

Celia Whitchurch: you know, necessarily to get up the career ladder at all costs. So obviously, that was a an important consideration. The same category called portfolio because these were people who were gathering experience academic experience, but also

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00:59:31.590 --> 00:59:41.619

Celia Whitchurch: experience. Externally, I mean, perhaps in commercial world, perhaps in voluntary system, health, all those areas.

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00:59:41.680 --> 00:59:56.300

Celia Whitchurch: And they had more out the pro to these sort of people that felt they could. They had got another string to their bone. They could possibly move to something else. And again, 68% of these were in the Pre, 1992 universes, which is quite interesting.

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00:59:56.400 --> 01:00:04.110

Celia Whitchurch: and the third category called niche, who? Not sort of substantial minority, I would say of people who

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01:00:04.120 --> 01:00:33.070

Celia Whitchurch: we're felt, it's important to prioritize personal interest and strengths, predilection. And they kind of molded their activities within the university to find a a place that was sort of comfortable and rewarding, and so in some cases could be used for career credit as well. And 56% of those are in the post 1992 and post-nine to 94 universities.

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01:00:34.240 --> 01:00:35.400

Celia Whitchurch: anyway.

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01:00:35.760 --> 01:00:45.309

Celia Whitchurch: Ill won't want to be too much into all these figures, but it was such an interesting first cut. However, we were very conscious

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01:00:45.360 --> 01:00:55.230

Celia Whitchurch: that this was a very static kind of categorization. And only the portfolio category really begins to capture the fluidity of the career.

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01:00:55.480 --> 01:01:17.080

Celia Whitchurch: and what was even more important, was, we thought, that different approaches were likely to dominate at different times of people's career, and that they're likely to adjust their approach according to circumstances. Not least, I mean the obvious one is family circumstances, and quite often we will be speaking to somebody who is part of a dual career couple. So

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01:01:18.150 --> 01:01:23.030

Celia Whitchurch: this is sort of contrary to institutional career structures which tend to

294

01:01:23.300 --> 01:01:32.460

Celia Whitchurch: well, a linear and they assume a unit red direction of travel, and everybody's going at the same speed at the same time which isn't necessarily true.

295

01:01:32.640 --> 01:01:45.810

Celia Whitchurch: And individuals. What we found was individuals sometimes holding on to more than one interest or activity, or approach, either at the same time, or over a period of time, because they wanted to.

296

01:01:45.870 --> 01:01:49.779

Celia Whitchurch: ha! Leave options open.

297

01:01:50.730 --> 01:02:14.489

Celia Whitchurch: So in practice. We theorize by saying this, saying that individuals interpret institutional progression, criteria and policies. In a kind of dialogue with themselves and and the social structures, or the institutional structures they find themselves in. And if you look at Margaret Arches, work, she talks, see causes the more for genetic process.

298

01:02:14.790 --> 01:02:31.560

Celia Whitchurch: and as a result of this we thought there could be some spatial aspects. to type of activity. People undertook in terms of whether it was where it was inside the university, whether it's outside the university, whether

299

01:02:31.750 --> 01:02:37.170

Celia Whitchurch: you know, sort of on the boundary, but also temporal dimensions to enacting a career in, in.

300

01:02:37.610 --> 01:02:56.730

Celia Whitchurch: in the sense that people might focus on different things at different times and make adjustments accordingly. So we felt this was a more sort of flexible approach to looking at careers, and in order to describe this, we came up with the idea of institutional

301

01:02:56.800 --> 01:03:23.870

Celia Whitchurch: of career scripts. Now this was an idea that had been floated by Daniel Louvall in the early 2 thousands who talked about promotion scripts, but those rather limited to promotion. So we kind of adapted that to show how approaches can vary both over town according to circumstances. So institutional scripts driven by formal career structures.

302

01:03:23.900 --> 01:03:26.760

Celia Whitchurch: Written down

303

01:03:26.770 --> 01:03:40.230

Celia Whitchurch: by the Hr. Department and the University. Including promotion, criteria, performance, review timetables, work, allocation models. Mainly visible and quantifiable measures.

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01:03:40.460 --> 01:03:46.899

Celia Whitchurch: We've done defined practice scripts as being driven by activity associated with

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01:03:46.950 --> 01:03:50.960

Celia Whitchurch: professional practice. And in fact, we

306

01:03:51.170 --> 01:03:57.149

Celia Whitchurch: we interviewed and a lot of people who are involved in various activities

307

01:03:57.290 --> 01:04:12.829

Celia Whitchurch: outside the university, and these included a health, social care, spectrum, journalism and media policing and probation and despising number of people involved not only in humanitarian work abroad, but also

308

01:04:12.890 --> 01:04:19.289

Celia Whitchurch: voluntary work at home, locally in their own town and with Ngos.

309

01:04:19.360 --> 01:04:24.720

Celia Whitchurch: So there's quite a variety of things going on. But then there's quite a strong

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01:04:25.240 --> 01:04:40.720



Celia Whitchurch: voice from people talking about what we called internal scripts, and these were different by their personal interests. Personal strengths and interests and commitments. They had particularly to family and friends.

311

01:04:40.900 --> 01:04:49.960

Celia Whitchurch: and the importance of work, life, balance, which I think is laws, take account of and it was all articulated

312

01:04:50.260 --> 01:04:56.429

Celia Whitchurch: within the University only through informal

313

01:04:56.490 --> 01:05:11.859

Celia Whitchurch: channels, for instance, with their their mentors, or occasionally through personal development plans when they had their annual performance review, but this was almost under the counter kind of motivations, but they were quite strong.

314

01:05:12.120 --> 01:05:13.350

Celia Whitchurch: So

315

01:05:13.630 --> 01:05:21.729

Celia Whitchurch: just to talk a bit more about the way we theorized this for institutional scripts, we

316

01:05:22.510 --> 01:05:45.360

Celia Whitchurch: the the in which individuals focus their efforts on what they need to do in order to get on in their careers and get to the next stage. With here as this. In terms of archers, ideas about more status enacting a prescribed role and not beyond that, making pragmatic decisions about violence and focus of activity

317

01:05:45.500 --> 01:05:49.269

Celia Whitchurch: and prioritising activities most likely to benefit

318

01:05:49.280 --> 01:06:03.300

Celia Whitchurch: in a linear career development. And an example of this was, a female science lecturer, pre. 1990, 92 Russell Group University, who said, I've just been given a lot more administrative responsibility.

319

01:06:03.380 --> 01:06:11.430

Celia Whitchurch: So I tried to ask, Drop some of those rules, take more time to do the research, but instead they said, Oh, no, you need to do that, too.

320

01:06:11.990 --> 01:06:36.070

Celia Whitchurch: Do those rules even better to demonstrate your eligibility promotion. So I'm going to be more selective about what's our take on. So that was somebody obviously making calculation. About what would be most effective and productive for them to focus on without working themselves to death to work. So we found that quite interesting.

321

01:06:37.190 --> 01:06:54.010

Celia Whitchurch: Now with practice scripts. This was very much individuals trying to maintain their professional capital reputation outside the university. But they're also using these kind of credentials and contracts to enhance what they're doing inside the university as well.

322

01:06:54.030 --> 01:06:59.400

Celia Whitchurch: And also some people mention, you know, this might give them a way out if they needed it.

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01:06:59.510 --> 01:07:11.690

Celia Whitchurch: So we saw these people as moving towards archers morphogenesis, end of the spectrum, and which the individuals empowered as an actor. To direct

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01:07:11.710 --> 01:07:15.370

Celia Whitchurch: the course of their career. Personally.

325

01:07:15.560 --> 01:07:39.239

Celia Whitchurch: and it's typified by a mail lecturer in plaid science who said, my role is to bring lots of different pieces of data into one place and to look at policy, relevant landscape designs. For he was in a plant based industry or working with a plant based industry so as to maximise conservation and environmental issues. This was a country in the Third world that he was working in.

326

01:07:39.750 --> 01:07:47.439

Celia Whitchurch: And then he went on to stay. I think a lot of applied scientists see themselves as academics who cross the boundary into practice.

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01:07:47.500 --> 01:07:52.669

Celia Whitchurch: I see myself as an academic, but only sort of 50%. Academic.

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01:07:52.770 --> 01:08:08.619

Celia Whitchurch: And we thought I particularly thought this was very telling, because a lot of people were saying this sort of thing without actually putting a percentage on it, but some being a scientist, I guess that's he was keen to do that, and moving on to personal scripts.

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01:08:08.730 --> 01:08:19.569

Celia Whitchurch: I mean, there were not an inconsiderable number of people who wanted to sort of contextualize their career within their own personal sense of identity.

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01:08:19.600 --> 01:08:26.219

Celia Whitchurch: including the strengths, interest, relationships. and aspirations, and this they sort of

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01:08:26.380 --> 01:08:36.090

Celia Whitchurch: fully embodied the idea of arches morphogenesis, and pouring themselves as actors within the career development.

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01:08:37.000 --> 01:08:42.289

Celia Whitchurch: And in doing this, so we're often trying to not only

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01:08:42.439 --> 01:09:06.639

Celia Whitchurch: work on their strengths and and use their strengths to not only to achieve satisfaction in what they were doing, but also they were keen to maintain work, life, balance outside commitments which often fed into their work and also lifestyle choices. And I've already mentioned dual career couples and people with families, and that was often the case with them.

334

01:09:07.020 --> 01:09:10.700

Celia Whitchurch: And again, somebody

335

01:09:10.920 --> 01:09:31.470

Celia Whitchurch: specifies by amount, male respondents and social sciences in post 2,004 university I'm doing something that I don't dislike. I've got kids. I need to be home. It's convenient. I can be a big fish in a small pond. The money's good for what I have to do. I don't have any management responsibilities.

336

01:09:31.520 --> 01:09:36.420

Celia Whitchurch: People know me here. They know what I do, my strengths and weaknesses.

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01:09:36.430 --> 01:09:42.700

Celia Whitchurch: So this is person. Finding a comfortable niche. If you like, but

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01:09:42.819 --> 01:10:04.130

Celia Whitchurch: I mean, that was, that's an element in in careers as well as getting to the next stage. These are 2 kind events, spectrum, and obviously some people are not in one category or another all the time. In every situation. But it was quite interesting to tease out these strands. Among the dialogues.

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01:10:04.340 --> 01:10:05.360

Celia Whitchurch: So

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01:10:05.550 --> 01:10:19.339

Celia Whitchurch: As I said, the scripts may vary over time don't necessarily represent fixed categories to which individuals can be assigned, which is why we moved away from the original kind of static categorization.

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01:10:19.470 --> 01:10:27.199

Celia Whitchurch: And although an individual may have a dominant script at one time, this may change as the circumstances change.

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01:10:27.490 --> 01:10:34.340

Celia Whitchurch: and therefore scripts over a period of time can reflect a kind of spectrum of positionings.

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01:10:34.580 --> 01:10:51.239

Celia Whitchurch: and it was quite interesting that of the 39 people we interviewed twice. The dominant scripts had, in fact, shifted towards institutional scripts from 15 to 22 individuals, and to internal scripts

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01:10:51.360 --> 01:10:56.630

Celia Whitchurch: little less. So, and away from practice scripts quite dramatically so, and

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01:10:56.920 --> 01:11:06.009

Celia Whitchurch: it was not terribly easy to account for this, but it some of them have been promoted so that that could

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01:11:06.380 --> 01:11:10.940

Celia Whitchurch: or or were focusing on getting promoted about a third of them.

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01:11:10.980 --> 01:11:16.470

Celia Whitchurch: so that might might count for sort of moving away from

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01:11:16.840 --> 01:11:22.750

Celia Whitchurch: from practice scripts there was. There's also the research, excellent framework

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01:11:23.240 --> 01:11:30.580

Celia Whitchurch: input, going on the second during the second round of interviews. And I think people were probably focusing on that.

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01:11:30.720 --> 01:11:46.640

Celia Whitchurch: or they'd settled into a bespoke role and weren't really looking to move elsewhere. But, as I say, I couldn't. We couldn't entirely explain these shifts, and perhaps have to do a longer, a longitudinal study to to do that. But anyway, it was an attempt to

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01:11:46.670 --> 01:11:49.750

Celia Whitchurch: to see these movements, and

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01:11:50.020 --> 01:11:54.780

Celia Whitchurch: One can't be too precise about it. But there was definite movements between scripts.

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01:11:54.840 --> 01:12:21.519

Celia Whitchurch: But what was also what also came out was most interesting. Was what we called way. People dealt with misalignments and disjunctions that they encountered. These came out over and over again, not only in this project, but in the previous project that within now I've done very familiar one workload the fact that people felt we're doing innovative work. But it wasn't being fully recognized.

354

01:12:21.610 --> 01:12:26.550

Celia Whitchurch: particularly in relation to online and digital learning, for example, or learning support.

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01:12:26.610 --> 01:12:36.260

Celia Whitchurch: And also pastoral care of students that came up again and again as being very time consuming and and not not gaining much credit.

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01:12:37.230 --> 01:12:47.409

Celia Whitchurch: And although the standard contracts and job file profiles are, roughly speaking for teaching research post. Roughly, 40%

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01:12:47.430 --> 01:12:52.280

Celia Whitchurch: teaching, 40% research and 20% administration or knowledge exchange.

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01:12:52.440 --> 01:13:01.959

Celia Whitchurch: This doesn't necessarily reflect reality. And and, interestingly enough. A number of people didn't even know what their

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01:13:02.140 --> 01:13:12.230

Celia Whitchurch: proportion, what proportion of each they were supposed to be doing, and even people in the same department gave us different answers. So that was quite interesting.

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01:13:12.600 --> 01:13:19.349

Celia Whitchurch: The other thing we came across was inappropriate promotion. Criteria

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01:13:19.460 --> 01:13:27.849

Celia Whitchurch: I mean promotional on the teaching track is more difficult. I mean, that's being mentioned in the literature.

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01:13:28.030 --> 01:13:29.189

Celia Whitchurch: quart of food

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01:13:29.550 --> 01:13:37.240

Celia Whitchurch: increasingly often. But another one came up was that non. Social scientists said that they

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01:13:37.290 --> 01:13:44.970

Celia Whitchurch: found it very difficult to do the pedagogy research needed to do to be promoted on the teaching track. because.

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01:13:45.370 --> 01:13:56.420



Celia Whitchurch: you know, they were scientists. They were used to doing science research, and they didn't feel they could move over into social sounds. In fact, several people said that I mean. If it had just been one person I'd have thought they were

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01:13:56.890 --> 01:14:00.290

Celia Whitchurch: perhaps not trying hard enough. But several people said that

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01:14:00.600 --> 01:14:08.689

Celia Whitchurch: and we also came across several people saying that had restructuring, and they were in the wrong department, essentially in the wrong department.

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01:14:08.790 --> 01:14:11.630

Celia Whitchurch: Which affected

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01:14:12.860 --> 01:14:28.910

Celia Whitchurch: the the collegueship that they could draw on search partners, they could seem to find that quite difficult. It was also to do, I think, with people's identity, and their discipline. Identity, too. But

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01:14:28.970 --> 01:14:31.930

Celia Whitchurch: that seemed to happen not infrequently

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01:14:32.650 --> 01:14:33.680

Celia Whitchurch: so

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01:14:34.250 --> 01:14:39.680

Celia Whitchurch: as a result of all these these movements and

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01:14:39.790 --> 01:14:52.489

Celia Whitchurch: trends, if you like. We developed the idea of Constantina Crew, and in fact, we published a paper on this in 2021, which is now contained in one of the chapters of the book.

374

01:14:52.870 --> 01:14:55.670

Celia Whitchurch: And what we. What we

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01:14:55.810 --> 01:15:00.280

Celia Whitchurch: we're trying to describe by this idea was that

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01:15:00.580 --> 01:15:15.550

Celia Whitchurch: there were career movements. These career movements not only over time, but also spatially using the different career scripts so that it meant that people could kind of speed up or slow down their career progress.

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01:15:15.660 --> 01:15:26.929

Celia Whitchurch: as I say, particularly if they had family responsibilities or elder care responsibilities, or people had all sorts of things that they wanted to do outside, outside outside their role.

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01:15:27.120 --> 01:15:34.729

Celia Whitchurch: and because of these other considerations, people were

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01:15:34.820 --> 01:15:39.860

Celia Whitchurch: often focusing on different ones at different times. As one person said, you have to play a long game

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01:15:39.870 --> 01:15:47.369

Celia Whitchurch: where you choose, which bits the puzzle you can concentrate on at any one time. That was something in creative arts.

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01:15:47.570 --> 01:15:57.199

Celia Whitchurch: The post 90 92 university. Other 2 2 women we interviewed one said they deliberately had their children early

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01:15:57.260 --> 01:16:08.050

Celia Whitchurch: so they could focus on their career. Another one said they decided to postpone having children so they could focus on their career. So people are sort of managing all these different considerations at any one time.

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01:16:08.480 --> 01:16:14.440

Celia Whitchurch: so the other thing that

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01:16:14.550 --> 01:16:21.009

Celia Whitchurch: seem to be happening in in terms of spatial extension was people

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01:16:21.140 --> 01:16:50.290

Celia Whitchurch: doing work in areas I mentioned pastoral support, but also areas such as employability of students, online learning, professional practice, public engagements. These are all taking up people's time. And they weren't necessarily in their job descriptions, and some people were making calculation that they could make a case for promotion on, on a specific activity such as this, which would make them stand out from other people. So there are all kinds of judgements being made.

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01:16:50.500 --> 01:16:57.749

Celia Whitchurch: and also the extension of personal space. Humanitarian involvement work I've mentioned I was.

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01:16:58.320 --> 01:17:05.930

Celia Whitchurch: I was quite surprised at the amount going on. People working in, for example, in shelters, doing

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01:17:06.060 --> 01:17:09.770

Celia Whitchurch: humanitarian work abroad,

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01:17:11.340 --> 01:17:29.690

Celia Whitchurch: helping people locally with with language all that kind of thing. Also, obviously, academics have professional networks. Social media has extended these exponentially, but also family commitments were not an inconsiderable consideration.

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01:17:29.930 --> 01:17:31.630

Celia Whitchurch: So, to conclude.

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01:17:32.010 --> 01:17:34.470

Celia Whitchurch: we

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01:17:34.760 --> 01:17:55.989

Celia Whitchurch: well, project reinforced our belief that there's certainly a gap between formal pathways, institutional career pathways and way careers practice by individuals, and all. I mean that has to be some structure that that's our knowledge. But I think more flexibility within the structure.

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01:17:56.320 --> 01:18:10.289

Celia Whitchurch: would be very helpful. And that that's the message we got. People are adopting flu career patterns with different careers. Grits. We also discovered a good deal of hidden activity.

394

01:18:10.290 --> 01:18:29.670

Celia Whitchurch: Outside of job description workload models which which I've mentioned, including student support. But also I would haven't mentioned quite a number of people on well, 2 people, I think, was on teaching only contracts, but also in other projects. We found this, we're doing research

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01:18:29.810 --> 01:18:34.209

Celia Whitchurch: and people on research only contracts for doing teaching

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01:18:34.470 --> 01:18:54.260

Celia Whitchurch: And, as I said, progression was not necessarily in a trajectory, and people didn't necessarily expect it to be so, and we we had some interesting conversations with people who'd been turned down for promotion and understanding their response, and how they repackaged themselves and reorient themselves was.

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01:18:54.320 --> 01:18:55.810

Celia Whitchurch: was instructive.

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01:18:56.040 --> 01:19:07.870

Celia Whitchurch: A also significant movement in that of education. A third to half of people had worked outside higher education come in mainly people on the teaching side. It has to be said.

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01:19:08.050 --> 01:19:11.530

Celia Whitchurch: and

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01:19:12.090 --> 01:19:15.950

Celia Whitchurch: yeah, promotions policies. Of course.

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01:19:16.060 --> 01:19:26.319

Celia Whitchurch: every Hr department has them, but they're very likely to be generic, and, as many individuals said, unless they interpreted constructively by line managers.

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01:19:26.340 --> 01:19:27.859

Celia Whitchurch: They're not

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01:19:28.030 --> 01:19:40.179

Celia Whitchurch: not very helpful. In the last analysis, in getting recognition for for extended activity. And also there was a feeling that

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01:19:40.220 --> 01:19:45.299

Celia Whitchurch: individuals didn't really believe in the promotion processes, because.

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01:19:45.360 --> 01:20:10.609

Celia Whitchurch: particularly, as I said, on the teaching track because they they didn't feel. Is this feeling that unless you're doing teaching research, you're not really going to get chair? I mean, I think this is changing, but this to come out quite strongly. But perhaps you know the big lesson of all this is the critical role that line managers and mentors have to play in presenting

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01:20:10.620 --> 01:20:22.679

Celia Whitchurch: at the activities of individuals in ways that can not only fit institutional criteria, but can be interpreted positively by institutional promotion committees, particularly

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01:20:23.060 --> 01:20:27.140

Celia Whitchurch: so. I think. I think I'm just about on time, for instance.

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01:20:27.510 --> 01:20:28.410

Celia Whitchurch: so

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01:20:28.510 --> 01:20:31.490

Celia Whitchurch: I will stop sharing.

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01:20:33.680 --> 01:20:34.689

Celia Whitchurch: There we go.

411

01:20:35.020 --> 01:20:36.450

Vincent Carpentier: Thanks very much.

412

01:20:36.780 --> 01:20:59.739

Vincent Carpentier: Thanks, very much. So, yeah, that was really, really fascinating. And you know, you manage, you know, to do that right on time, which is great, so you know many things to discuss. And I propose we start with cami and Nicoleson. Please thank you, Vincent, and thank you for the French pronunciation of my name.

413

01:20:59.740 --> 01:21:10.190

Camille Kandiko Howson: So, Celia, thank you. This sounds like a really exciting book. It's really interesting to kind of hear what you had to say, and I think it reflects a lot of what I've seen in Academia. But I guess

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01:21:10.320 --> 01:21:15.870

Camille Kandiko Howson: what I was kind of wondering was what proportion of the interviewees. You know that you spoke with.

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01:21:15.880 --> 01:21:18.719

Camille Kandiko Howson: would you say? Sort of felt agency in

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01:21:19.920 --> 01:21:33.609

Camille Kandiko Howson: these choices versus feeling like they wanted to be an academia, and they had to kind of react to the system. Or sort of like the system was being done to them versus the degree to which they felt like these were

417

01:21:34.380 --> 01:21:43.290

Camille Kandiko Howson: th. They were kind of happy, and you know th, the system is what it is, and this is what I have to do to kind of work within it. And that sense of agency. Thanks.

418

01:21:44.760 --> 01:21:45.720

Celia Whitchurch: Okay.

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01:21:49.570 --> 01:21:51.670

Celia Whitchurch: thanks. Can you can everybody hear me?

420

01:21:53.520 --> 01:22:02.359

Celia Whitchurch: How do I get? How do I get back to? Okay so very good question Camille. Now, I mean, I have to say

421

01:22:03.350 --> 01:22:27.189

Celia Whitchurch: I mean that there was a spectrum, but I didn't come across anybody who's perhaps one or 2 people who seem to have managed to go up the ladder as they had hoped. But most people were having to make adjustments, were thinking very hard about what they could do, how to be persuasive the other important point perhaps I missed was



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01:22:27.190 --> 01:22:45.350

Celia Whitchurch: P. The importance of creating a profile online as well as in person, through professional associations. With colleagues in the institution, networking social capital. I guess that that is all. Seems much, much more important.

423

01:22:45.740 --> 01:23:03.599

Celia Whitchurch: and and just accept it as part of life than it was. I mean I reach out. But certainly when I started a work, you know. this wasn't much case virtually, but I mean, it's a really young people saying, you know you have to have a good.

424

01:23:15.150 --> 01:23:15.940

Vincent Carpentier: Thank you

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01:23:16.810 --> 01:23:20.510

Simon Marginson: might have a connection, probably. Yeah, I think we've got a connection. Issue

426

01:23:22.280 --> 01:23:23.309

Simon Marginson: may come back.

427

01:23:27.440 --> 01:23:32.659

Simon Marginson: See if you can hear us. We can't hear or see anything on the screen.

428

01:23:36.740 --> 01:23:38.270

Vincent Carpentier: Oh, okay.

429

01:23:40.170 --> 01:23:41.170

Vincent Carpentier: okay, so

430

01:23:42.330 --> 01:23:48.589

Vincent Carpentier: wait a little bit. Is a his activities activity in the chat. So.

431

01:23:50.410 --> 01:23:51.120

Vincent Carpentier: Oh.

432

01:23:52.190 --> 01:23:55.579

CGHE Webinars: thanks. Celia's coming back. I've just readmitted her.

433

01:23:56.090 --> 01:23:58.010

Simon Marginson: Okay, okay, good.

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01:23:59.520 --> 01:24:00.770

Simon Marginson: Thanks. Chris.

435

01:24:01.680 --> 01:24:02.490

Vincent Carpentier: Q.

436

01:24:31.150 --> 01:24:33.680

Vincent Carpentier: To prove we are in direct

437

01:24:37.620 --> 01:24:43.339

Simon Marginson: gently edit the Youtube video to remove this long period of silence.

438

01:24:47.710 --> 01:24:50.630

Vincent Carpentier: So questions out in the chat are going. So

439

01:24:50.670 --> 01:24:53.540

Simon Marginson: yeah, they going. Well, it's been like,

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01:24:54.890 --> 01:24:56.270

Vincent Carpentier: lot of interest.

441

01:24:56.510 --> 01:24:59.489

Simon Marginson: Yeah, it's a good book, a good presentation.

442

01:25:00.610 --> 01:25:01.790

Simon Marginson: and

443

01:25:01.880 --> 01:25:04.600

Simon Marginson: this is tens of thousands of people.

444

01:25:04.720 --> 01:25:06.909

Simon Marginson: A study in this book, in effect.

445

01:25:07.220 --> 01:25:12.710

Simon Marginson: and so little is written and researched in relation to the academic labor.

446

01:25:14.110 --> 01:25:15.400

Simon Marginson: This is important.

447

01:25:17.460 --> 01:25:24.289

Vincent Carpentier: and, as you mentioned, I think a lot of people are going to be interested. You know, in different countries as well to see how this

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01:25:25.260 --> 01:25:28.670

Vincent Carpentier: it's. Christine Muslin

449

01:25:28.860 --> 01:25:42.270

Simon Marginson: did a really interesting study which you compared Germany, France, and the UK, and found that they know different entry processes, different regimes, about tenure, different ratios between permanent and non permanent staff

450

01:25:43.200 --> 01:25:53.179

Simon Marginson: doctoral doctoral period had different meetings in different countries, and some countries. It was a member of academic staff and others. It was a student role.

451

01:25:53.540 --> 01:26:01.310

Simon Marginson: so they're all different. But they all have in common these these general problems of massification, neoliberalism, new public management.

452

01:26:01.790 --> 01:26:08.110

Simon Marginson: performance pressure. But some systems filling those things more than others, I think.

453

01:26:11.940 --> 01:26:16.070

Simon Marginson: Vaunts on. I'm sorry it won't let me unmute. We'll try again.

454

01:26:18.600 --> 01:26:23.229

Simon Marginson: Might have to come on with sign language I'll see you there.

455

01:26:29.290 --> 01:26:35.019

Simon Marginson: or you could write messages in the chat in response to the very interesting questions you're getting.

456

01:26:49.740 --> 01:26:51.739

Vincent Carpentier: And so we have, like

457

01:26:53.250 --> 01:26:58.960

Simon Marginson: any questions apart from the one which is where the answer is incomplete.

458

01:26:59.530 --> 01:27:01.240

Simon Marginson: There's also.

459

01:27:02.290 --> 01:27:03.460

Simon Marginson: Norton.

460

01:27:03.710 --> 01:27:04.650

Vincent Carpentier: Yeah.

461

01:27:05.460 --> 01:27:10.200

Simon Marginson: Rana. yeah. Iran Joanne.

462

01:27:10.580 --> 01:27:14.140

Vincent Carpentier: yeah, it's a nutshell. Maybe Neilton can join us

463

01:27:14.660 --> 01:27:16.000

Nilton Cardoso: hence, of course.

464

01:27:16.180 --> 01:27:17.200

Vincent Carpentier: Good afternoon.

465

01:27:18.360 --> 01:27:19.560

Vincent Carpentier: So

466

01:27:19.780 --> 01:27:20.550

Nilton Cardoso: yeah.

467

01:27:20.870 --> 01:27:35.310

Nilton Cardoso: thank you, Professor Celia. It was a very interesting presentation, and my question is. if you selected the part-time individuals in your research, would you have a similar view.

468

01:27:35.940 --> 01:27:44.260

Nilton Cardoso: or would it even reflect an even more erratic or prepared precarious careers. Progress for those individuals. Thank you.

469

01:27:45.440 --> 01:27:51.319

Vincent Carpentier: Yeah, neat on I must. I must add that Celia is not on the chat, you know

470

01:27:51.410 --> 01:27:58.360

Vincent Carpentier: at the moment. So maybe we all your question, and

471

01:27:59.770 --> 01:28:00.880

Vincent Carpentier: sure sure

472

01:28:05.880 --> 01:28:07.779

Simon Marginson: you are. There's an answer coming through.

473

01:28:10.950 --> 01:28:13.000

Simon Marginson: We only had 2 to 3 part-time.

474

01:28:15.360 --> 01:28:16.340

Vincent Carpentier: Okay.

475

01:28:20.060 --> 01:28:23.920

Vincent Carpentier: okay. 2 free part time. Okay.

476

01:28:27.420 --> 01:28:31.200

Vincent Carpentier: so I guess from that, it's difficult to to generalize. But

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01:28:31.390 --> 01:28:33.789

Vincent Carpentier: I guess it's really good.

478

01:28:34.910 --> 01:28:38.560

Vincent Carpentier: you know question to try to

479

01:28:40.960 --> 01:28:46.030

Vincent Carpentier: maybe to do some more research on that, and to see what's the effect on part time work.

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01:28:46.280 --> 01:29:03.990

Simon Marginson: I think wanton. Does a suggestion. Maybe bring in the other questions. Get let them all go on record the chat won't be remembered necessarily. But the I'm going to call Rana Marineton, please, right now, could you?

481

01:29:04.180 --> 01:29:06.160

Vincent Carpentier: Would you ask your question? And then

482

01:29:06.670 --> 01:29:18.239

Rana Marrington: yep, so I think you. Celia mentioned that some of the people interviewed had previous experience outside Academia.

483

01:29:18.360 --> 01:29:23.179

and I wondered if she had a sense of how easy staff felt it is

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01:29:23.280 --> 01:29:47.330



Rana Marrington: to move between roles within and beyond academia. and also how that might affect career progression. I mean anecdotally. People say it's harder to get back into academia once you leave on some occasions, but I know that within some of the government policy papers they're promoting more porosity

485

01:29:47.790 --> 01:29:51.920

Rana Marrington: in terms of making transitions.

486

01:29:54.310 --> 01:29:59.789

Vincent Carpentier: Okay, so thank you, Rena. So let's see if Syria can.

487

01:30:01.300 --> 01:30:04.260

Vincent Carpentier: And so for the chat for us.

488

01:30:11.560 --> 01:30:14.829

Vincent Carpentier: And as Simon suggested, I'm going to ask

489

01:30:15.900 --> 01:30:17.559

Vincent Carpentier: the next

490

01:30:17.930 --> 01:30:21.309

Vincent Carpentier: the next question, which is from yearanma.

491

01:30:22.290 --> 01:30:26.370

Vincent Carpentier: Hello, Iran, do you? Would you ask a question, please?

492

01:30:26.680 --> 01:30:42.940

Yiran Ma: Hello, and thank you very much, Professor salia for your very fascinating sharing researchers with fluid or precarious academic career pathways. They may feel isolated in collaboration with formal pathway researchers, and which could create it?

493

01:30:42.940 --> 01:31:06.540

Yiran Ma: Hierarchical academic culture. So I wonder, how do you think about how could institutional scripts empower equal collaborations among different track researchers, recognize precarious job researchers, professional identity and provide them with abundant, horizontally diverse career development, opportunities with their relatively

494

01:31:06.540 --> 01:31:13.880

Yiran Ma: advantages, personal scripts of autonomous flexibility and freedom. Thank you very much.

495

01:31:14.920 --> 01:31:17.350

Vincent Carpentier: Thank you. Thank you. You're on.

496

01:31:17.790 --> 01:31:22.360

Vincent Carpentier: Okay. So we've got like an answer from the from Celia.

497

01:31:22.390 --> 01:31:29.479

Vincent Carpentier: about the question about like moving out in there, which is, but most of those

498

01:31:29.820 --> 01:31:36.450

Vincent Carpentier: participants who had worked elsewhere were in teaching in further education or in schools.

499

01:31:36.600 --> 01:31:41.460

Vincent Carpentier: and she adds that those with practice scripts were more confident.

500

01:31:41.520 --> 01:31:42.970

Vincent Carpentier: an interesting

501

01:31:43.010 --> 01:31:48.480

Vincent Carpentier: differences between the kind of form ways of looking at the scripts and

502

01:31:49.260 --> 01:31:50.910

Vincent Carpentier: implication.

503

01:32:10.680 --> 01:32:34.590

Vincent Carpentier: So the last question for me, Iran, was, how could institutional scripts empower equal collaboration among different track researchers? Recognize precarious job researchers, professional and identity, and provide them with abundant, horizontally diverse career development opportunities with their relatively and advantageous personal script

504

01:32:35.100 --> 01:32:37.620

Vincent Carpentier: of autonomous flexibility and freedom.

505

01:32:40.440 --> 01:32:41.340

Vincent Carpentier: Excuse me

506

01:33:02.370 --> 01:33:03.450

Vincent Carpentier: so I've

507

01:33:11.450 --> 01:33:16.319

Vincent Carpentier: I think that, due to this technical incident, I think

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01:33:17.320 --> 01:33:20.190

Vincent Carpentier: think we should draw to a close. And

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01:33:20.220 --> 01:33:23.520

Vincent Carpentier: you know these things happen so you know.

510

01:33:23.710 --> 01:33:38.399

Vincent Carpentier: Sorry, silly and sorry for you know to everyone for that. But you know, that was very it was very you know, an interesting you know, presentation, introduction and and discussion for the time we could

511

01:33:40.670 --> 01:33:58.710

Vincent Carpentier: developed it, and you know I hope he will make you I've made you, you know, wanting to to read the book and you know, to learn from it, and and to try it, to contextualize, to have a kind of an environment as well. So

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01:33:58.820 --> 01:34:01.760

Vincent Carpentier: I would like to say many thanks to

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01:34:01.880 --> 01:34:20.650

Vincent Carpentier: everyone. And just to say that the next seminar will be next Tuesday, Tuesday, twenty-seventh of of February. It will be on the challenges of curriculum colonization within the post-colonial Indian context by.

514

01:34:20.710 --> 01:34:30.539

Vincent Carpentier: and we look forward to see you then next week. So thanks a lot, Sylvia, and thanks a lot, Simon, and bye everyone see you next time. Bye.