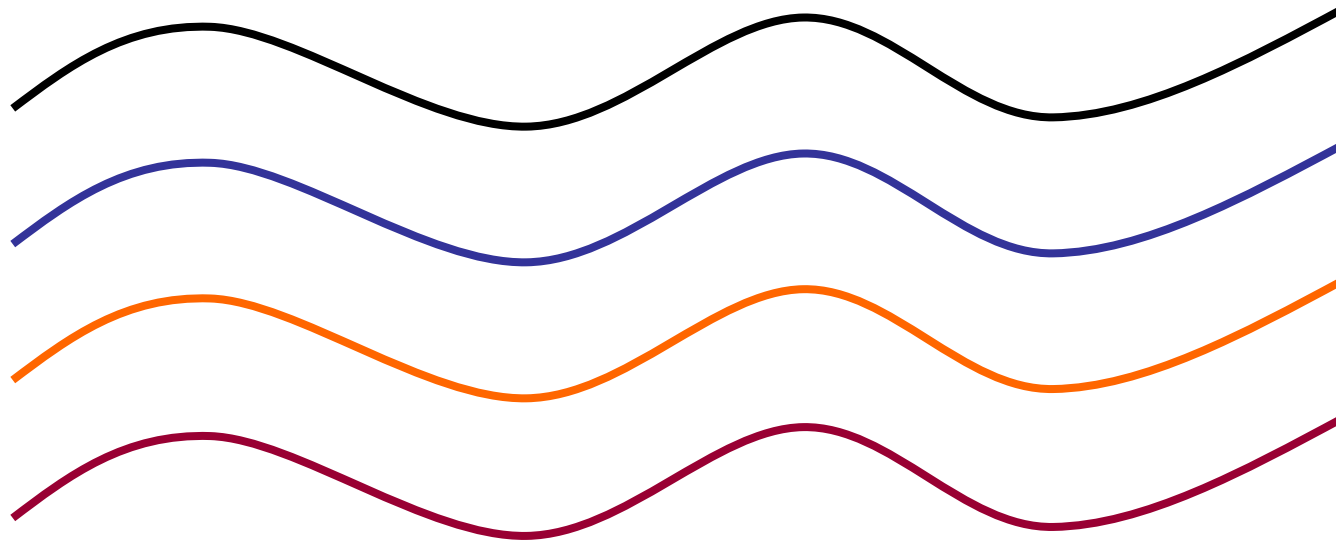


Institutions, the organisation of time & the everyday practice of sociologists



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Institutions, the organisation of time & the everyday practice of sociologists

outline

- An overview of the empirical study
- The focus and argument of this paper
- A presentation of some empirical findings with 'concept breaks'
- Conclusion

The empirical study: research sites

University 1

- Large civic university (1880)
- Recent merger
- No. staff: 29
- 2001 RAE (Sociology): 5*
- 2008 RAE: 60% 3* and above
- 'World class research'

University 2

- Post-1992
- No. staff: 35
- 2001 RAE: 3a
- 2008 RAE:35% 3* and above
- 'for World class professionals'

University 3

- Small civic university (1903)
- Sociology with social policy
- No. staff: 26
- 2001 RAE (Social policy): 4
- 2008 RAE: 30% 3* and above
- 'A pioneering university'

University 4

- Merger (ex-CAT, Univ) (1967)
- No. staff: 21
- 2001 RAE: 4
- 2008 RAE (social policy): 50% 3* and above
- 'Bursting with choice'

The empirical study: interviewees

University 1

- Male professor
- Female professor
- Male senior lecturer
- Female new lecturer

University 2

- Male professor
- Male semi-retired reader
- Female new lecturer
- Female new lecturer

University 3

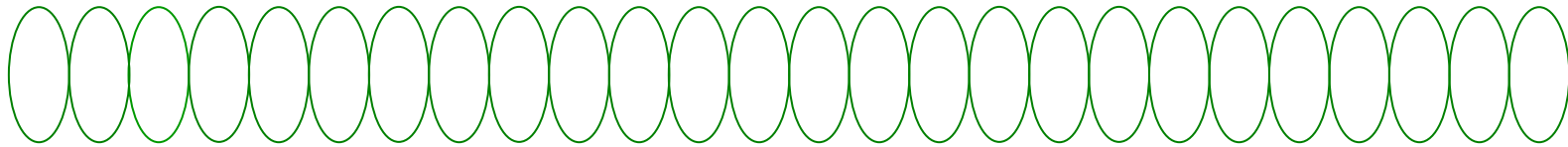
- Male retired professor
- Female professor
- Female senior lecturer
- Male new lecturer

University 4

- Male reader
- Male senior lecturer
- Male new lecturer

The empirical study: data

Everyday activities & routines



Careers



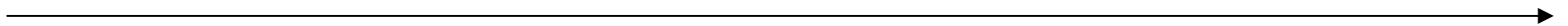
Institutions (universities)



Government policy



Time





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Outline

- To understand academic work we need to consider how practices compete with each other for time.
- Influencing time use is a key process by which institutions shape the everyday life & so the work of sociologists.
- An individual's commitment to sociology is sometimes in conflict with being a 'good' employee, depending on the type of institution in which they work.

Daily activities

			Days						
			1	2	3	4	5	6	7
Large Civic	1-Professor	Male	Research	Research	Research	Teaching	Teaching		
	2-New Lecturer	Female	Research	Research	Research	Teaching	Teaching		
	3- Professor	Female	Research	Research	Research	Teaching	Teaching	Admin	
	4-Senior Lecturer	Male	Research	Research	Research	Teaching	Teaching	Admin	
Small Civic	1 - Senior Lecturer	Female	Research	Research	Research	Teaching	Teaching	Admin	Admin
	2 - Retired Professor	Male	Research	Research	Research	Teaching	Teaching	Admin	Admin
	3 - New Lecturer	Male	Research	Research	Research	Teaching	Teaching	Admin	Admin
	4 - Professor	Female	Research	Research	Research	Teaching	Teaching	Admin	Admin
Merger	1-New Lecturer	Male	Research	Research	Research	Teaching	Teaching	Admin	Admin
	2-Senior Lecturer	Male	Research	Research	Research	Teaching	Teaching	Admin	Admin
	3-Reader	Male	Research	Research	Research	Teaching	Teaching	Admin	Admin
Post-1992	1- Professor	Male	Research	Research	Research	Teaching	Teaching	Admin	Admin
	2 - New Lecturer	Female	Research	Research	Research	Teaching	Teaching	Admin	Admin
	3 - New Lecturer (0.7)	Female	Research	Research	Research	Teaching	Teaching	Admin	Admin
	4-Reader (Semi-retired)	Male	Research	Research	Research	Teaching	Teaching	Admin	Admin

Research
Teaching
PhD Supervision
Admin
Academic Enterprise
Trade Union

Post-1992 & Merger

“I’ve just not had the time. To be honest I find it enormously difficult, and this is probably a failing on my part... to teach and do research at the same time...”

Post-1992 & Merger

“...I mostly work... with mainly first year and foundation year students and so obviously the level of interaction in terms of content is not very sophisticated...” (Post-1992, New Lecturer)

Post-1992 & Merger

“I don’t see research as something I do during teaching, realistically I’ve not done any since last summer... I try to keep research there, because if you’ve got a day or a couple of days you can get stuff done, but if the next week’s a blizzard then you can’t remember what that stuff’s about, there’s no continuity”

(Merger, New Lecturer)

Post-1992 & Merger

“I moved house last summer, so that means the time you would allocate yourself to research was significantly taken up.” (New Lecturer, Post-1992)

“I don’t know if this is relevant, but thursday morning, because my partner is also an academic, and the next two weeks are hellish, so Thursday morning we put the dog in the kennels for two weeks...”

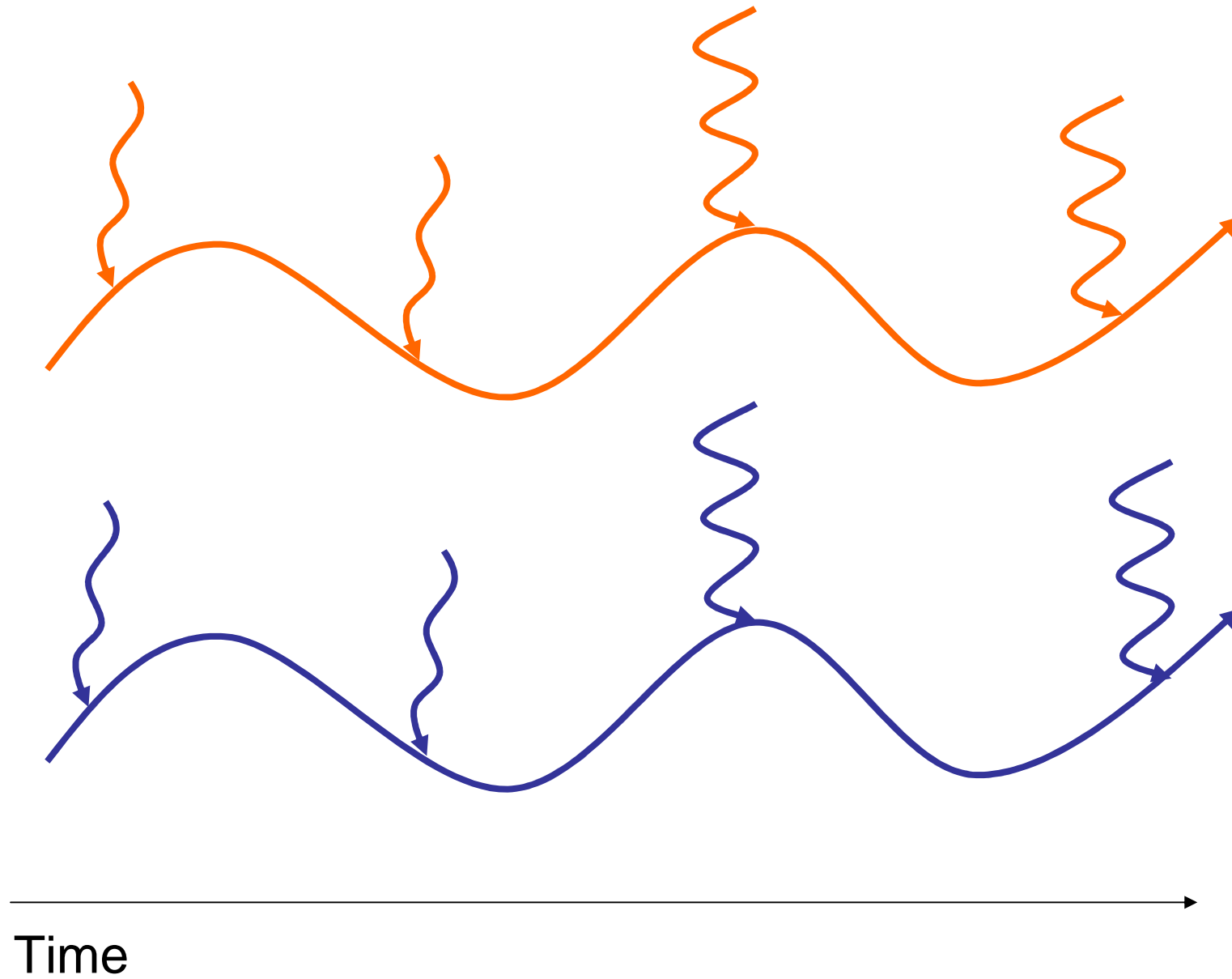
(Merger, New Lecturer)



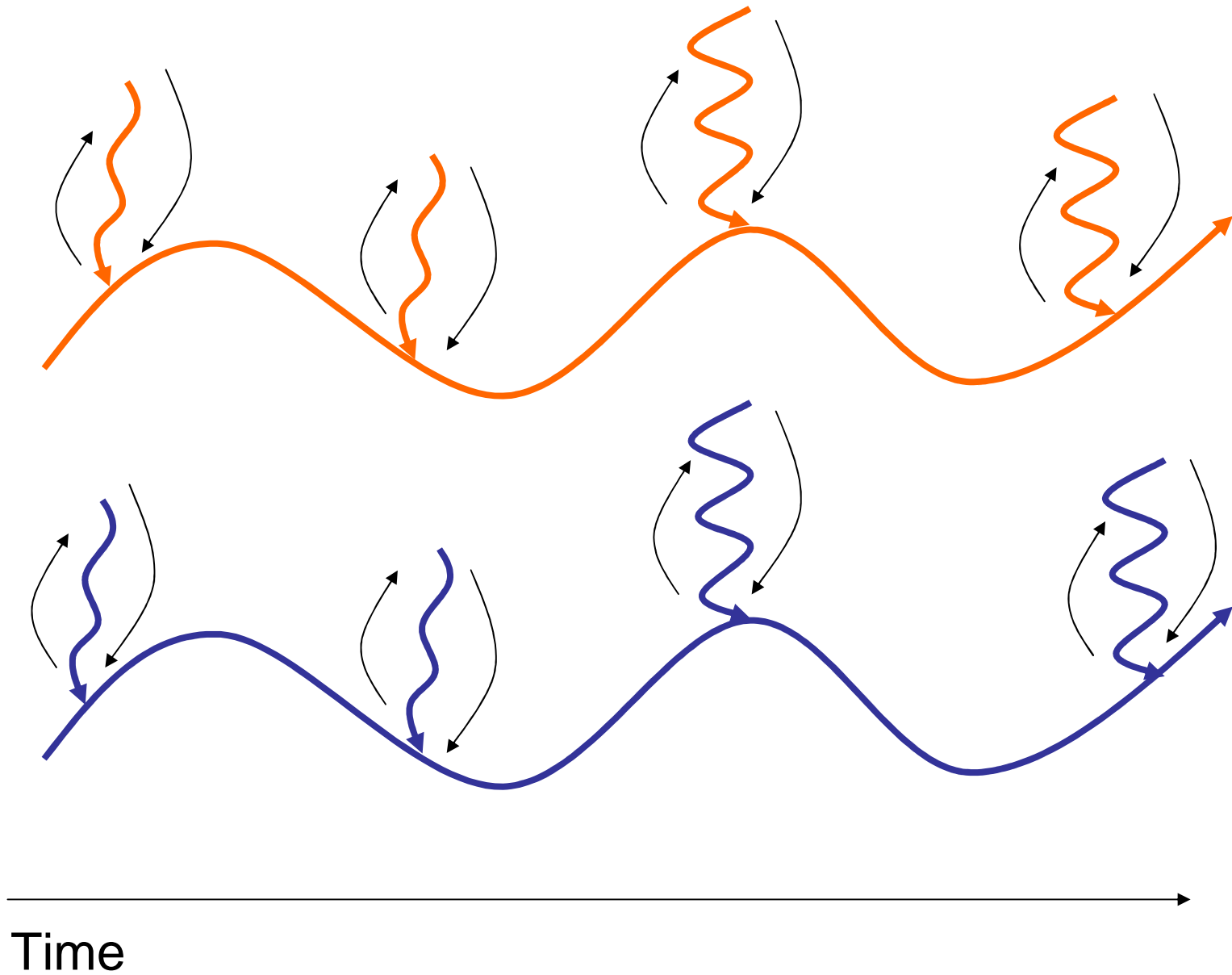
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>> concept break

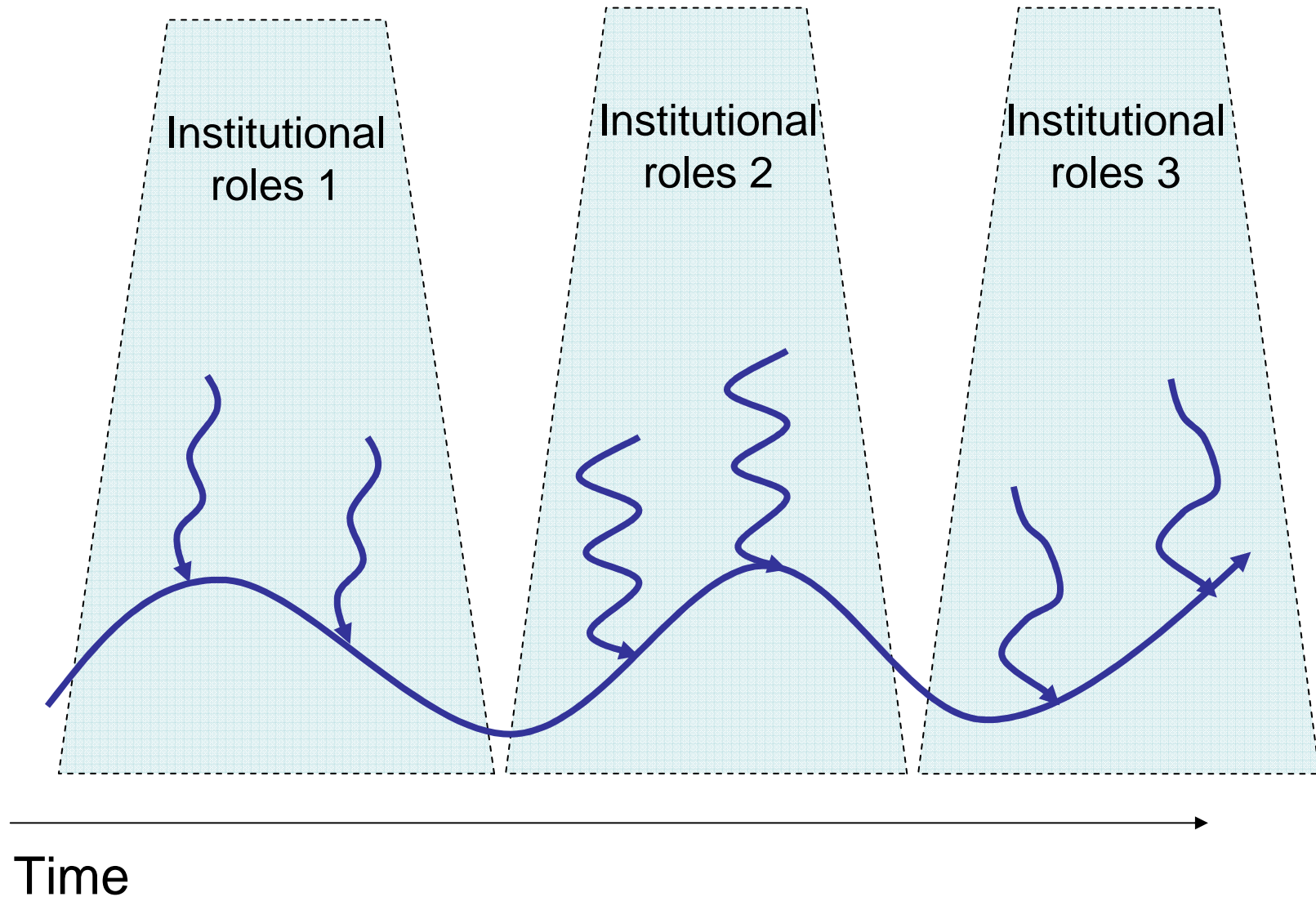
The daily path: life path



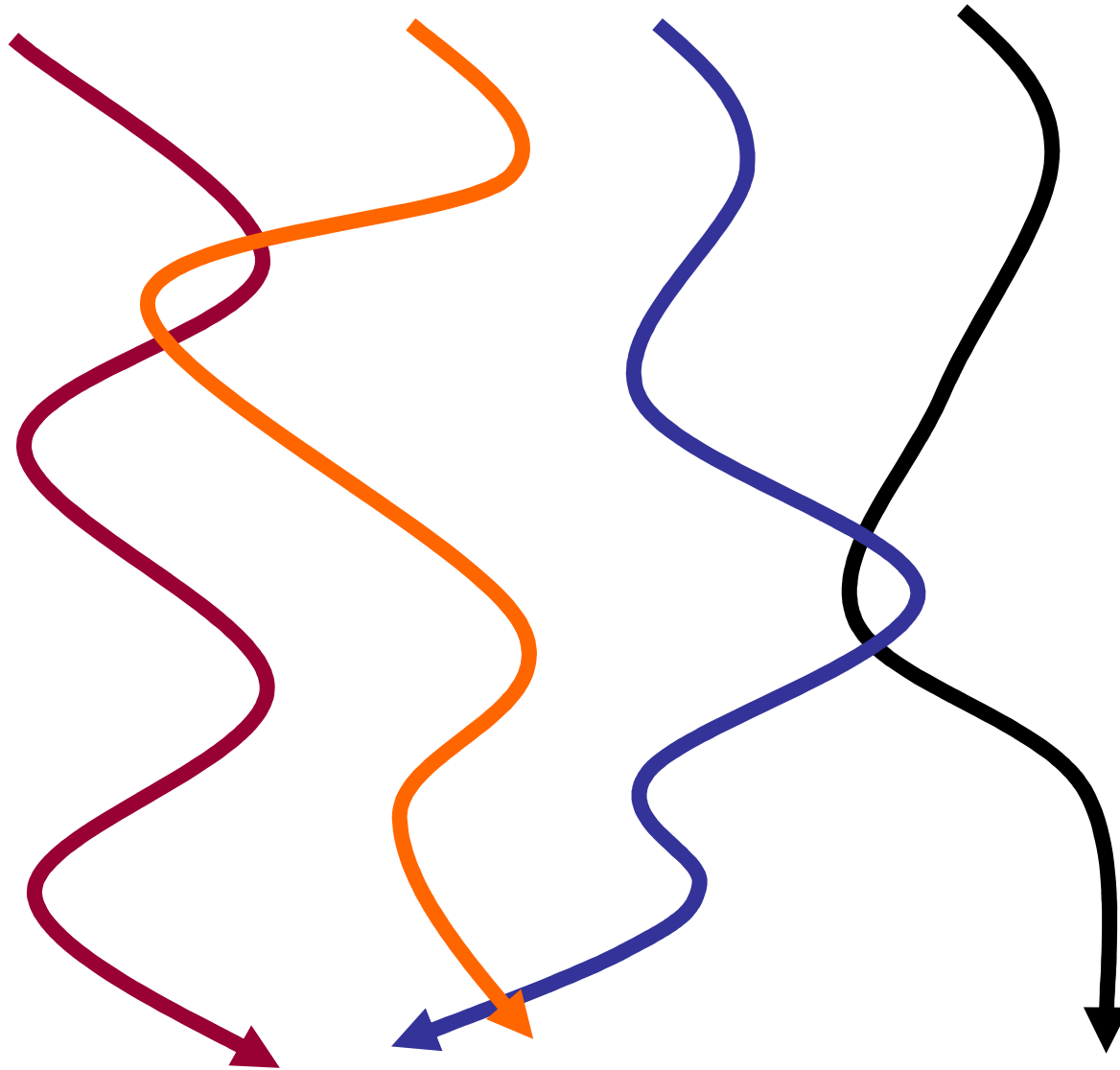
The daily path: life path dialectic



The daily path: life path dialectic



Practices intersect and interact



Post-1992 & Merger

Why are you working more than your official 2.5 days per week?

“...it’s partly my own fault. If I stopped doing research and stopped writing, and said I’m not supervising any more PhD students – if I just did the basics – then I could probably come in for 2.5 days per week”

(Reader, Post-1992)

Post-1992 & Merger

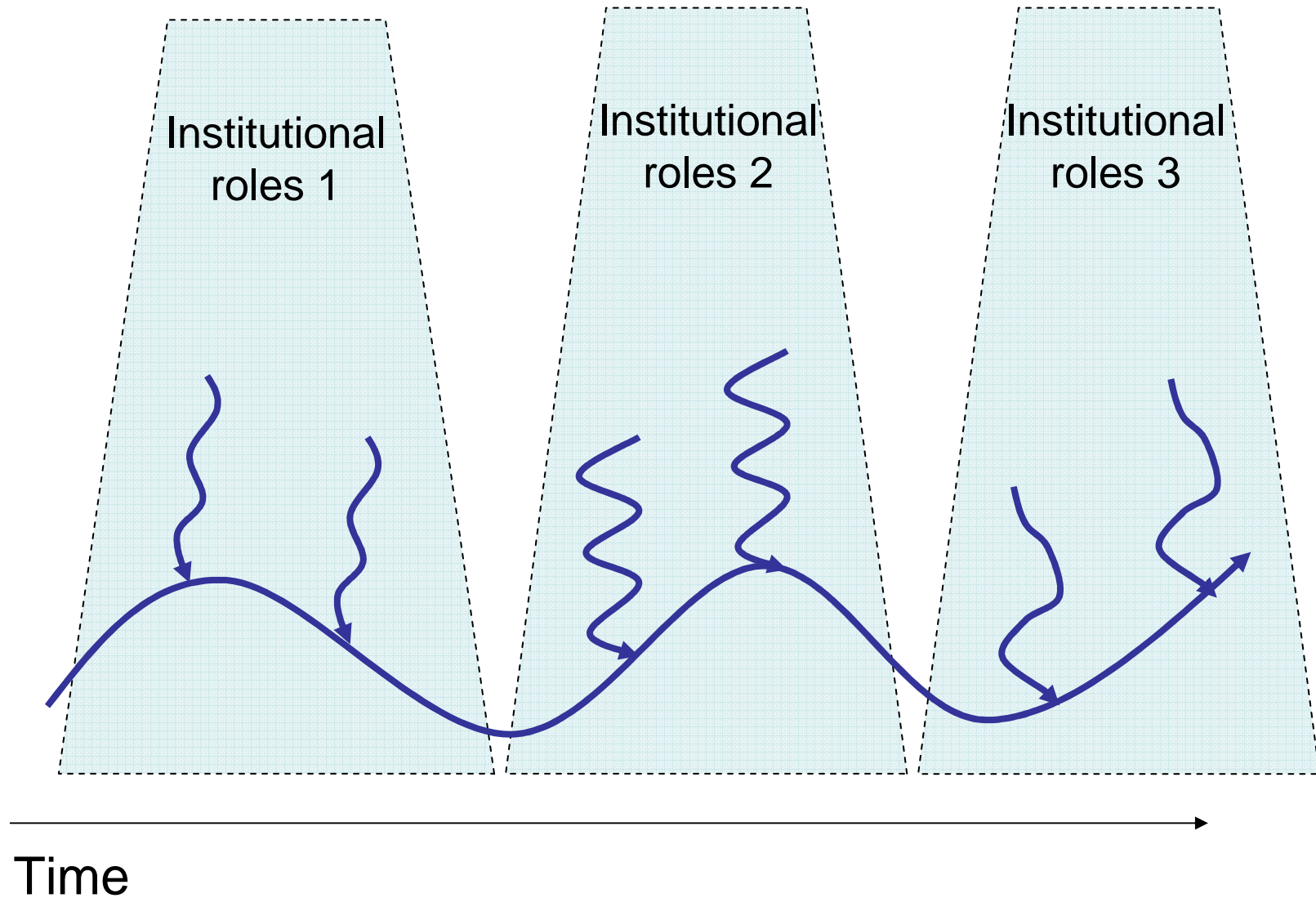
“ ...the way my work works... I might go down one day next week to one of these residential organisations and I’m writing a proposal with them for the national lottery, but whilst I’m with them doing that, and therefore that might be deemed as something the university would be interested in, I’ll also be doing research.”
(Professor, Post-1992)



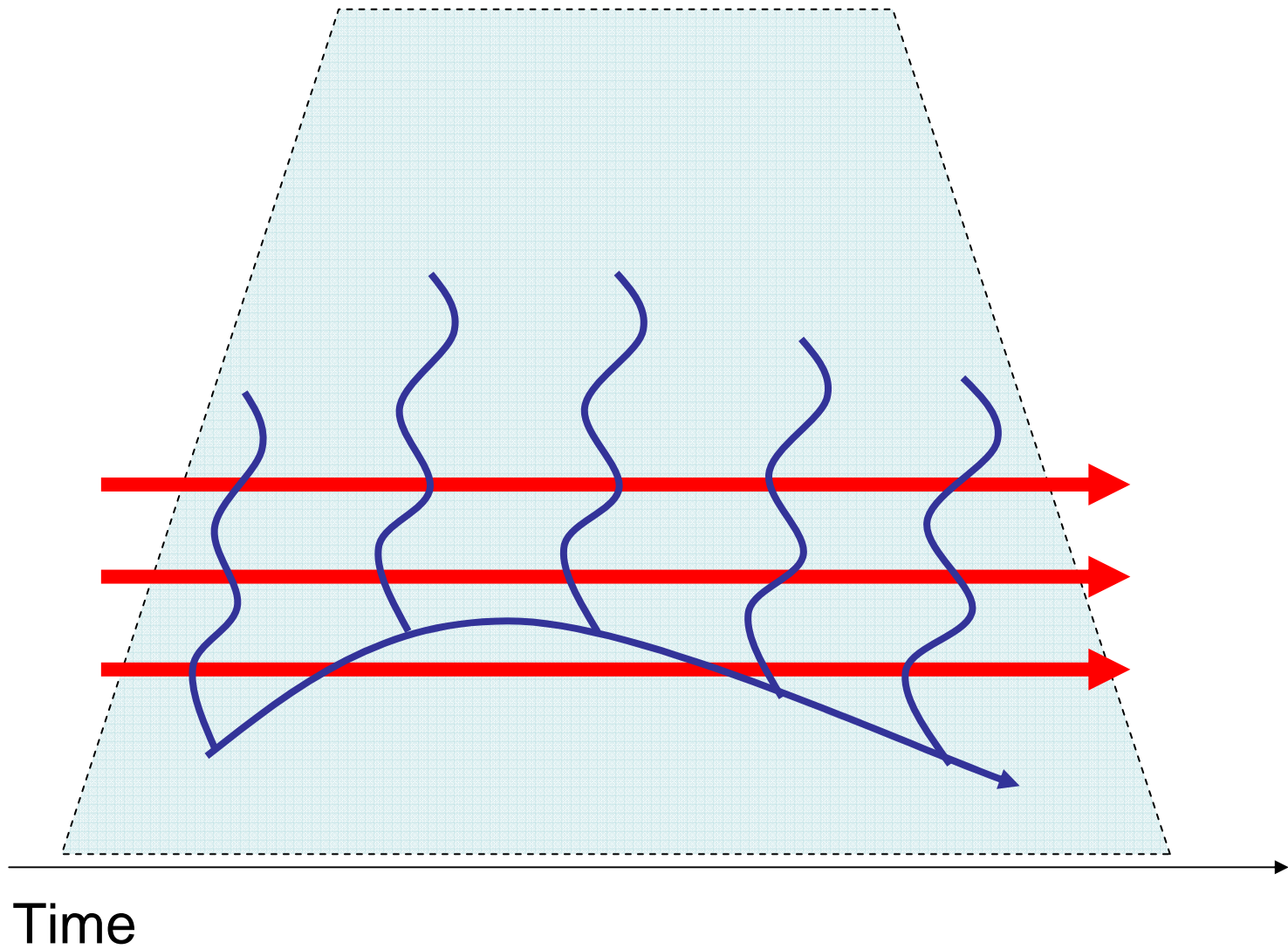
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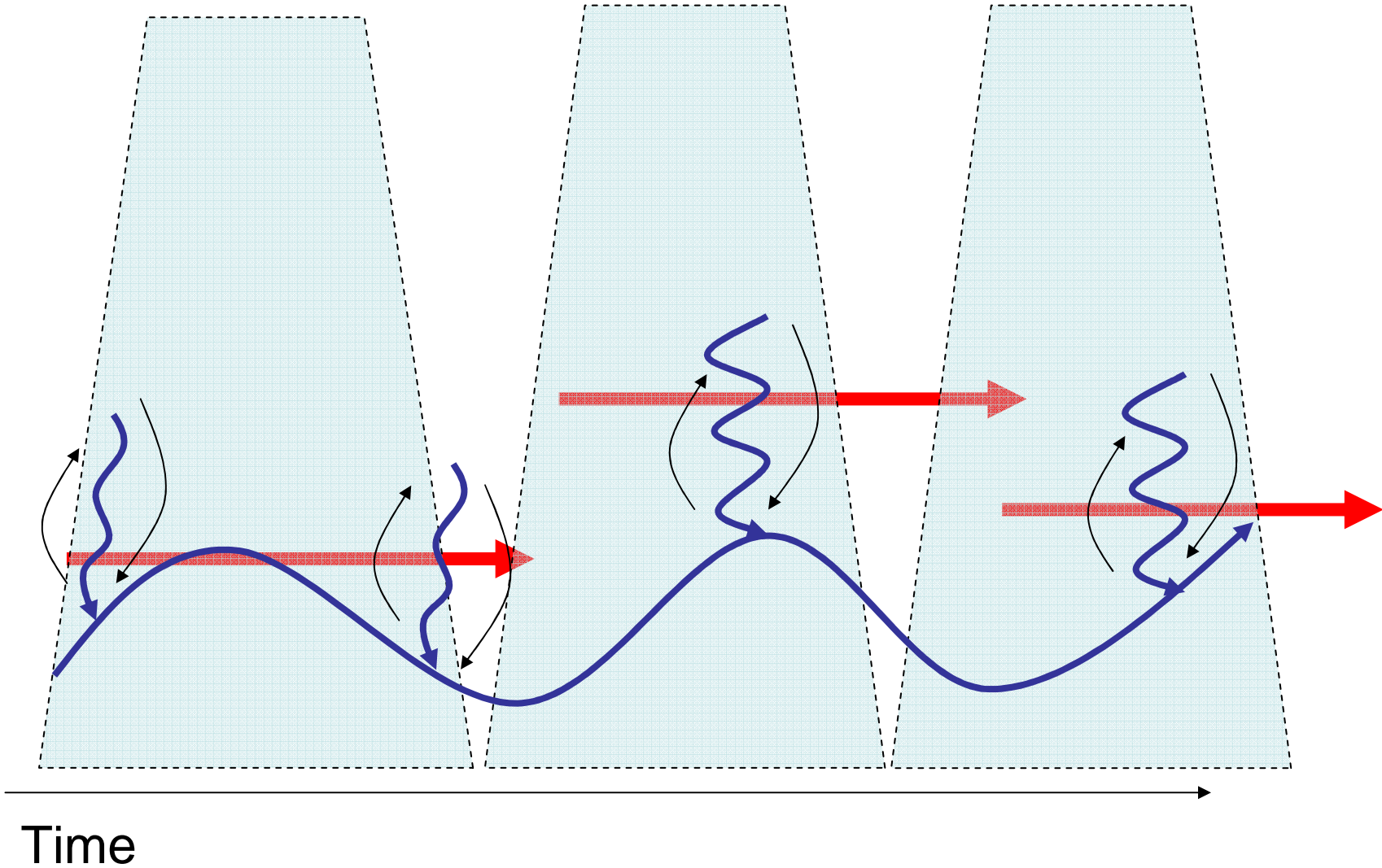
The daily path: life path dialectic



Projects and paths



Institutions, projects and paths



Civic Universities

“Hopefully soon it will involve running, or helping to run a project. Although probably not actually doing the research... even if I get 100% funding it wouldn't buy me out of all my teaching, and the idea of teaching and collecting data – the two activities run on completely different time logics”

(New Lecturer, large civic)

Civic Universities

"...when it comes to workload, there's always a distinction... there are things that are important and things that are urgent... teaching's urgent because you need to prepare it for the next day...I think that increasingly people are exercised by those types of urgent things... I mean I've just been in meetings all day."

(New lecturer, small civic)

Civic Universities

“ ...it was interesting around the book, because I was struggling with it for quite a while, just thinking well what’s the value of doing this, and I couldn’t tell you how many people said to me ‘yeah just get it out, try and get it right in the second one’. What a strange sort of thing to say, you know? If you do that then you’re just adding to all this aren’t you.”

(New Lecturer, Small Civic)



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>> conclusion

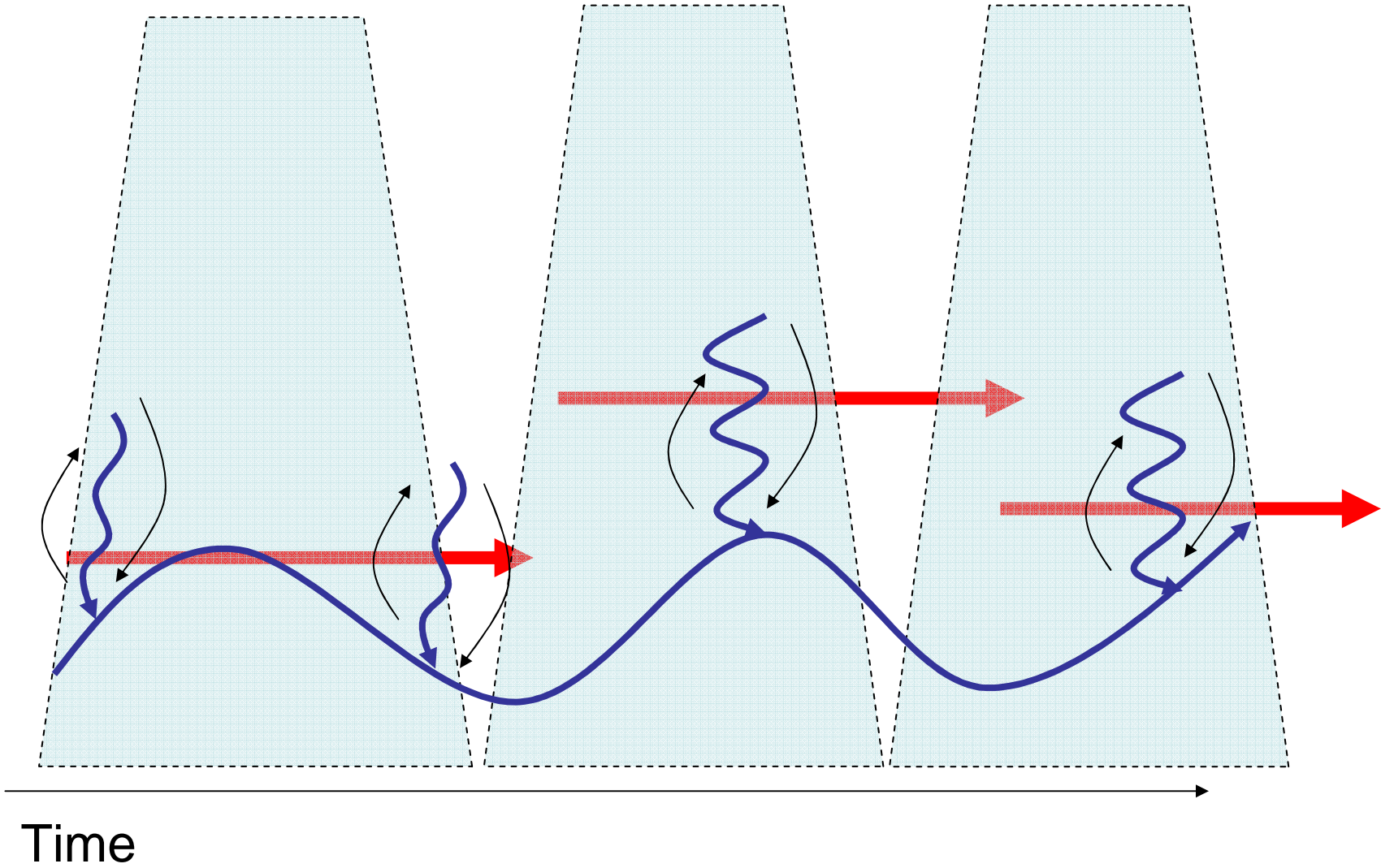


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Conclusions

- To understand academic work we need to consider how practices compete with each other for time.
- Influencing time use is a key process by which institutions shape the everyday life & so the work of sociologists.
- An individual's commitment to sociology is sometimes in conflict with being a 'good' employee, depending on the type of institution in which they work.

Institutions, projects and paths



Conclusions

Theories of practice require:

- A conceptualisation of the temporality of individuals' lives
- An understanding of the processes by which the everyday intersects & interacts with institutions and government policy

