‘Developing a career which balances research, teaching and policy engagement?’

Dr Stuart Dawley, RSA Early Career Conference, Newcastle University, 2-3rd November, 2017
http://www.ncl.ac.uk/curds/
1. Introduction

- **Charting a career path: sharing lessons and learning**
  - Caveats: 1). Unique characteristics, opportunities and trajectories
  - 2). Varied and evolving contexts

- **Portfolio approach:**
  - Research
  - Teaching
  - Administration

Policy Engagement
2. Research

- Interface of development between theory and policy: finding the ‘hook’

- Collaborative PhD Studentship

- CURDS contract research:
  - Fast moving research topics
  - Deadlines
  - Academic and non-academic audiences
  - Contractual accountability

- But big challenge of getting the ‘balance’ and ‘output’ right
  - EU Framework Project ‘v’ Northern Rock

- Reactive and proactive research: theory and policy
2. Research

- **Path Creation in Offshore Wind**
  - One North East (RDA) strategy
  - Evolutionary approaches: gaps: path creation, policy, peripheral regions
  - Papers in EG and CJRES

- **Conferences, network building and perseverance**
  - AAG New York 2012
  - CURDS Workshop 2012
  - Unsuccessful ESRC/DFG bid
  - Network kept active by developing paper for Progress in Planning Paper
  - Successful second attempt by Trondheim at winning funding from Research Council of Norway’s EnergiX programme in 2016

- **InNOWiC: 2016**
  - 4 year project
  - NTNU (Geography & Industrial Economics and Technology Management); CURDS; SINTEF
2. Research

• Try and develop a ‘related variety’ of research

CURDS: Evolutionary Perspective

• Evolution in Geographical Political Economy: MacKinnon et al 2009; Pike et al 2009 (EG)

• Resilience and adaptation: Pike et al 2010 (CJRES); Dawley et al 2010 (Local Economy); MacKinnon and Dericksen 2013 (JEG)

• EEG and GPNs: MacKinnon 2012 (JEG)

• Path Creation: Dawley 2014 – (EG); Dawley et al 2015 (CJRES); MacKinnon et al (EG – under review)

• Doing Evolution: Pike et al – EG (2016)

Disinvestment & closures: Pike 2005 (Ant.); Dawley 2007 (EG)

Northern Rock
Finance: Marshall et al 2012 (JEG); Marshall 2013 (CJRES)
Labour markets: Dawley et al 2014 (RS)

Path creation and GPNs: energy offshore wind
North East (Dawley 2014; EG)
North East and Scotland (Dawley et al 2015 - CJRES)
UK, Norway and Germany (MacKinnon et al – PiP)
Humber: ‘coupling paper’

Mining regions:
Australia, Zambia and UK: MacKinnon (Geoforum, 2017)
Funding

× Leverhulme (2009)
× ERC (2011)
× ORA/ESRC (2013)
× Wellcome/VW (2015)
★ Norwegian Research Council (2016)

But good publication yield with small (opportunistic) project based funding (e.g. RDAs; internal funds; PRAs etc)

PhDs

• Ben Fisher (Path Creation)
• Emil Evenhuis (Resilience/Adaptation)
• Robert Pollock (Path Creation, OW)
• Lewis Evans (Ports and adaptation and path creation)
• David Dodds (Tech sector and path creation)
3. Teaching

- In the UK, at least, pendulum shifting back to teaching?

- Teaching experience increasingly valued

- Opportunity to build up experience as part of a balanced portfolio of skills during your PhD (i.e. not too much, and not just seminars)

- Economic Geography teaching:
  - Connects to the ‘real world’; policy engagement
  - Research-led (informed) teaching
  - Fieldtrips: London, Krakow and Berlin
4. Administration (Management)

- Learning from the worlds of business, policy and learned societies (e.g. RSA):
  - Real world pragmatism developed through policy research
  - The role/position of the University and its corporate face
  - Planning and management
  - Student recruitment
  - External facing events

- But must also recognise the values, character and distinctiveness of the University and academia
  - For external audiences (e.g. how we are perceived)
  - But especially for ‘internal’ audiences (e.g. communication; management)
  - FAQs: see Mark Tewdwr-Jones! 😊

- CURDS/Geography: tradition of developing leaders and managers of Newcastle University.
5. Creating your path?

• PhD: unique 3 (/4) years of your career
  • May seem time pressured already, but…….
  • Try and publish early, but aim high

• Research: avoid lock-in and path dependency, but think about related variety!

• Balance and blend of academic careers:
  - Research leader?
  - Teaching specialist?
  - All rounder?

• Mentor

• Networks

• Document activities, roles and achievements (don’t be modest!)