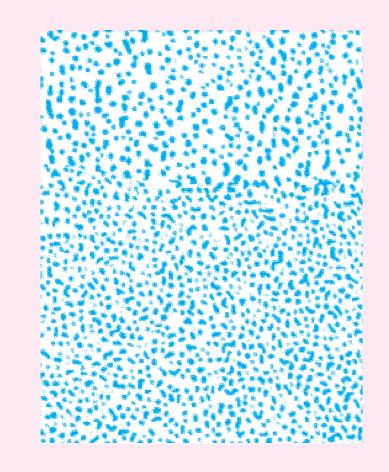
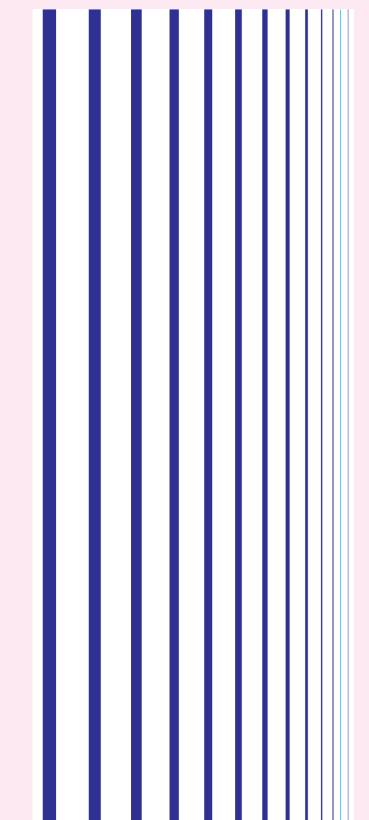
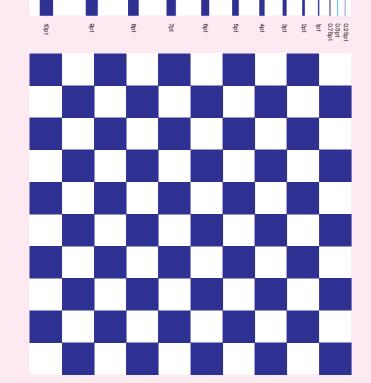
Allmänningen (The Common Room)

POST WORKERS THEATRE PRESENT

The Ballad of Goodwill













or

the lecturers lament at the demise of goodwill in the neoliberal university

Is the privilege of working in the university being compromised by the dominant transactional cultures of contemporary education? Are universities in danger of losing the goodwill of their staff and students? Where does goodwill end and unpaid labour begin? Organised to coincide with International Workers' Day, *The Ballad of Goodwill* was an experimental one-day

symposium where a new workers' ballad was collectively produced and sung by soprano and librettist Roxanne Korda. Symposium guests were invited to listen to guest speakers in open conversation, and all participants contributed to the production of a ballad through retelling, scripting and discussing the often-hidden economies of goodwill in academic labour and life.



...They usually passed on from one person to another. So you would learn the words and the tune from the balladeer, you know, as I say, there aren't many good descriptions of it, but every time you see a painting of a balladeer—and these people appear all over Europe—every time you see a painting of them, they are always surrounded by crowds of people. The idea is that they are singing

They've usually got a hand up like this, which in portrait speak demonstrates 'I am speaking to somebody' or performing in some way. So ballads are very much predicated on the idea of groups of people doing something together, learning it together, and the idea

to everybody.

Dr. Jenni Hyde

that they can be adapted.

Allmänningen (The Common Room) was a Vinnova-funded project at the Faculty of Fine, Applied and Performing Arts, Gothenburg University (2018–2021). The aim of the project was to begin to develop and pilot a new public model for collaboration and usership between the university and society. Referring directly to the Swedish commons concept of Allmänningen and illustrated through terms such as Allmän (general), Allemansrätten (right of public access), Allmänheten (the general public), the commons can be viewed as not only a right to public access, but a relation between societal institutions and the individual citizen. A relation which within the context of Sweden, could and should naturally be applied and extended to the publicly funded university as a common societal resource.

Although there are differences between the natural commons studied by influential figures such as Elinor Ostrom and the university as 'commons', the analogy stresses the relational dimensions between viable and sustainable institutions, and the public trust in the commons & its resources. Through a series of residencies in 2021, Allmänningen (The Common Room) began by inviting practitioners, collectives and organisations to help think through questions of what kind of common resources are produced within the university? How can these resources be developed as public commons? In what sense are these resources enclosed, vulnerable and at risk of exploitation? And what is needed today to produce a socially sustainable institution? By addressing these questions, the residencies through scholarship and practice piloted and began to suggest alternative modes and models for university collaboration and usership.

POST WORKERS THEATRE with guest soprano and librettist Roxanne Korda, Professor Rajani Naidoo, Dr. Joanna Figiel, Dr. Stevphen Shukaitis, and Dr. Jenni Hyde.

Post Workers Theatre are Demitrios Kargotis, Dash Macdonald & Nick Mortimer, an artist collective investigating the future of politically engaged performance, reimagining historic forms of creative resistance to address inequalities in contemporary labour.

Curated by Onkar Kular Project Coordination by Monica Sand 29 April 2021







the lecturers lament at the demise of goodwill in the neoliberal university

Allmänningen (The Common Room) is a Vinnova-funded project under the frame of MUSA, Metodik för utveckling av samverkansarenor (Methodology for development of arenas for collaboration) and initiated by the Faculty of Fine, Applied and Performing Arts, Gothenburg University (2018–2021).

Stevphen: People are actually in distress, but those activities aren't on workload models. This is just a really horrible trap that the more you keep wanting to be involved in this point of care work and solidarity, whether it's in terms of creating spaces for others intellectually, or publishing and caring for people you're working or teaching with. You actually buy yourself more into burning yourself out, because those are things that aren't counted.

Rajani: I feel caught in this nexus of forces, which includes students being conceptualized as consumers. It feels as if on the one hand there's a 'competition fetish' where there's this blind belief that competition will solve all of the problems that we have in higher education.

So we have market competition. We have government sponsored competition like the excellence contest. We have status competition ranking. So, you've got this whole competition fetish thing going on. And then you've got universities that are totally paranoid about risk, you know, imagined risk and real risk. And then you've got this psychotic need for control of academics because trust has eroded.

So sometimes you feel caught between the nexus of all those. For example, we've got promotion processes that don't actually measure care or goodwi They measure research in a very, very narrow way. You have to publish in a four-star journal.

We are caught in this machine that really erodes goodwill, because firstly, there's no space for goodwill. You're so busy responding to all these pressures, but there's no time, and secondly, now as an academic, you have to publish, you have to teach in a very competitive way.

For someone like me, and I'm not in a precarious position, I don't have caring responsibilities, but to do the things I love. I have to first do the things that I hate. And then I have to work over weekends and evenings to do the things that I love, but also to do the things that are important, and it's very difficult to keep doing that sort of work. I think a certain type of work has taken over our lives and the space for academic goodwill.

Joanna: I remember being the junior lecturer on large courses for mainly overseas students. I remember really well that feeling of being just a customer service assistant and some of the students seemed to internalize this being the paying customer attitude. And you just being the customer service assistant, having to respond to emails within 24 hours.

despite everything that's hurled against them. It's a

terrible waste, to waste that potential and to waste

that commitment. I don't think we can rely on Goodwill

to change that. I think the change has to be structural.

It has to be legal. We have to say, when universities talk

about how we value all our staff, we have to say, what

about temporary staff? What about staff on zero hour

contracts? We have to bring that into the policies and

Jenni: It's totally exhausting. The permanent position

that I applied for, the interview was in November and

I didn't feel the full brunt of how awful I felt for not

we went on strike. And that was the first time I had

stopped. I didn't even take time off over Christmas. I

in when you actually stop doing stuff is phenomenal.

Joanna: Everything that Jenny's saying is absolutely,

just 'bloody hell!'. But we should remember that this

support her and is from the UK. So not to diminish any

is coming from a person who does have a family to

of what you were saying Jenni, of course, but I think

discussions, who we should be thinking about, or

It's so horrible, the only thing I can think of is

feeling of going on strike and being able to actually

ourselves. I think that's a huge thing. And a lot of us

don't stop and don't think about these things because

We just keep doing what we're doing. I think this is

a call for more critical thinking and more discussions.

It's not about rioting in the streets, but even having

these kinds of discussions, with the torrents of work

that everyone has to do, there's not much time to even

Rajani: I think we lose our sense of struggle as we you

know, become a professor or get a permanent contract

or finally you've got citizenship or whatever takes the

that I see doing the most is the unions and I think we

need to go beyond just paying the stipend. And I'm

really talking about myself here as well and kind of

We really need to support our unions! The collective

edge off us. And I think we have to be really careful

organizing really, and what Jenny was saying about the

articulate any of this in some way, even to herself or to

thinking about trying to draw them into the

discussion, right?

stop and think.

we consider ourselves lucky.

there's so many people who are not even part of these

had about three days. So the total exhaustion that kicks

getting it until February, because that was when

the structures and the discourses.

Onkar Kular : 'Organising - for more critical thinking' maybe for more critical art Henric Benesch : institutional literacy!!

Onkar Kular : Go to work, do it and leave...

Easy to separate yourself from your work!

Jenni Hyde : and that work you do because

you enjoy it - the reading and research you do at the weekend - the university still benefits.

Dash Macdonald : "...the care work undertak

en in universities happens despite the ways that universities are currently governed,

not because of them. It is this care work that

off-loaded onto the unpaid recesses of our

hearts and minds and into our coffee breaks

Christian Algar: Paid overtime is still based

on good will; but unpaid overtime is more

Pierre d'Alancaisez : Are we so sure that

there's something special about academic/ creative work that contributes to identify

formation more than in other occupations?

Nick Mortimer: work-load models can't factor

Jenni Hyde: There are pastoral systems, and

Henric Benesch: also, if you break it down,

o goodwill or self-investment, there is also

academic "plumbing" - how to think about

Onkar Kular: The deadzone...service provision

Dash Macdonald: caught in a nexus of forces

Samantha Hookway: @Henric - Can you

Onkar Kular : Competition infrastructure - inside and outside of the academy

of your work/output

measure care or goodwill. Research metrics

Nick Mortimer: erosions of trust and the rise

Onkar Kular: Excellence frameworks from

Dem Kargotis: Student consumer mentality:

what we want to have with our students and

how the REF drives the relationship between

what we are pushed to do.

X-Factor to the Research Excellence

the quantity of stars determines the success

Dem Kargotis: Risk paranoia within

in the 'care-load' of some academic work

Onkar Kular: Carework for students

Emma Dowlin

universities rely on, even as its cost is

unch hours, evenings and weekends."

Onkar Kular : Goodwill as care..

Onkar Kular : What key is the song in? Nick Mortimer: How best to share and continue these kinds of conversation emotional connections to the real lived experienced of precarious academics

Dem Kargotis: Shamans of competition extreme they prize open, they translate and they reinforce competition and audit nechanisms. They bring these mechanism into the heart of the university at the same time the external pressures for completion are used as a tool to leverage managerial

of struggle Onkar Kular: 'Enterprise hub, ... sounds

Jenni Hyde: doesn't it just Dem Kargotis: Standardisation as a main

Nick Mortimer: "The art of bureaucratic

instruments are deeply affective, generating anxiety and fear for academics. Both university management and central and control individual academics and our and racialised ways: white women, people of colour and women of colour in particular are more likely to placed on teaching-only contracts or languish on insecure contracts

otis: NHS not given the 1% ???

Jenni Hyde: 'Can't say no' means that I end

up making huge amounts of work for myself

because I don't know if there will be any more

later. = constant overwork because I fill up

the time when I don't hvae paid employment

frantically trying to write research proposals

eaching things i know vy little about - so I do

it effectively because I am a professional and

Onkar Kular : Beyond and with the established

develop collective practices of making visibl

all the important issues and testimonies being

raised here. Are there already practices that

exist but find little visibility - could we find

forms of collectivity that make things better for us and the 'wider public good'?

Jenni Hyde : i think this is the crux of the issue

- how do we do something about it without

Rajani Naidoo : this is great. Beyond and

how could we develop collective practices of making visible all the important issues

and testimonies being raised here. Are there

visibility - could we find forms of collectivity

hat make things better for us and the 'wider

already practices that exist but find little

public good' thank you onkar

with the established actions/methods (strike

massive amounts of work so that I can delive

and publish papers. Also means I end up

I want it to be good and not rubbish!

Dem Kargotis: Predatory Capitalism

actions/methods (strike) how could we

when work is available I have to take it.

Joanna: In relation to COVID, in Poland academics with contracts got vaccinated in the first round of vaccinations with care workers, despite the fact that all their teaching was planned to be online until this September, Whilst, people without contracts who did have to go in and do face-to-face teaching weren't vaccinated. This makes my blood boil because there was no response from the academic class in relation to this at all, they haven't even insisted on support staff and all the other workers that work in universities, who have to be there in person, being included in the vaccination scheme.

I mean, in the UK, it's the same. There are supportive members of permanent faculty, right? But frankly, there are also non-supportive members and there has to be a discussion about that because without that discussion, there cannot be any change.

Rajani: I think there's a very big chasm between academics and between the senior management who very often act as if they are chief executives of big corporations. It doesn't happen so much in my university, fortunately, but there are a huge number of universities where the COVID crisis was used as an opportunity to take away courses like philosophy and anything that didn't match the business model was removed in stealth, under the guise of the pandemic.

I know I'm in a very, very privileged position. But at the same time, I think I can still say that academics have become de-professionalized. There's no trust. There's a lot of accountability and that's where the reciprocity breaks down for me.

When you are not trusted, when you have to do more and more, you then start measuring yourself, you think, well, I've done all of this, but what do I get back? And that's a very tricky road to go down. And I think it destroys the reason we love our work and why we enter higher education and stay. If it's like that for me, what is it like for people who are in a much more vulnerable position? It's a really difficult and a very dangerous and

Jenni: Outside the university system, I don't think people realize how it is run on the goodwill of not just, you know, overworked, full-time academics, part-time academics, permanent positions, but how much of it relies on hourly paid staff? And the reality is, if I don't do it, there are twenty other people that will, so I can



Post Workers Theatre introduction to The Ballad of Goodwill

Between November 2020 and May 2021 we were invited to participate in one of three Almänningen (The Common Room) Residencies at the faculty of Fine, Applied and Performing Arts at Gothenburg University. During our time in digital residence we discussed and researched—with Onkar Kular—our own labour conditions as academics and used the time to think about how our experiences are being shaped by the increasingly transactional culture of marketised education.

to continue in this way?" It's anecdotal of course, but I think it's very much a problem.

Jenni: You have the stress of not knowing, in some cases until a week before the course starts, whether you've got any work and having to manage multiple contracts. I'm on sixteen contracts now this academic year, at the same institution. I am probably now approaching around fifty contracts over three years, because every single one has to be separate. Last year at Lancaster, I was doing more teaching than a full-time member of staff. And I got paid a quarter of the salary. I now keep a list of all the things that I'm doing that go above and beyond what's on my contract, because at some stage, I've reached the point

And I think with the precarity of a lot of the students and a lot

precarity often means that you don't have the time or even the

sort of perception of a future that's worth organizing towards.

of the academics, this becomes really dangerous, because

where I actually want to be able to turn around to everybody and say, 'look, yes, fine. I don't mind doing any of this stuff, but these are all the things that come with this job that I don't get paid for'. I find myself completely conflicted by that list. Every time I open that document, I don't want to write in it. I don't want to be doing this, but I know I'm being taken for a ride and don't like feeling that way.

I know that I get paid twenty minutes per essay to mark it. I also know that in order to write any kind of meaningful response on an essay, it takes a lot longer than that, but I find myself going, do you know what, if they're only paying me to do three essays in an hour, then I'm going to attempt to do three essays in an hour, because the reality is that not only am I holding down my fifteen separate contracts at Lancaster, I also have freelance work that I have to do.

I have conflicting priorities and in order to have a hope in hell of getting a permanent job, you also have to be attending conferences, giving papers, writing the research. When do I do that? When every hour God sends is devoted to trying to actually apply for jobs, get jobs, hold down the jobs that

Stevphen: Referring to what Jenni was saying, it's interesting how your desires for meaningful rewarding work are often tied to continuing precarity. So for instance, what most academics will say, the thing they really want to do is research, right? And to do the research, what do you do? You apply for these big grants to buy out your time, which then gets used to be parceled out into part-time temporary contracts for other people. So you're being pushed into funding to get your own time back, which is then used to put other people into

Jenni: I think that there are two things going on. One is that we aren't noticeable because we don't have offices. We come in Jenni Hyde : Everything feels like a fight and you are constantly comparing yourself to everyone else in your department and

enni Hyde : Self-inflicted competition

Christian Algar: At the British Library, 60 people are engaged in an 'Anti-Racism Project' (distinct from the legacy work undertaken by the BAME network) - it is entirely taken for granted by the Senior Leadership. A whole lot of time, emotion and struggle- especially to get collaboration / meaningful engagement

Nick Mortimer: the perception and reality of

towards understanding academics as public ervants as opposed to "free academics" and "independent academies" on a more mental note and in relation to politics and policies rather than corporate.

From Onkar Kular: Writing to get heard Monica Sand : And still all education is free

Dem Kargotis: We were asked to care more have I been doing all these years?'. The udents – (great idea!). The reality was a 3 instance was unpaid overtime. "Every hour is devoted to sustaining or applying for worl Onkar Kular: Might 'New Public Management connect the Swedish and UK context in some

way as an underlying structure Nick Mortimer: the double edge sword of buying out time.....to sell it back into the precarious teaching pot

of interaction with various uni systems Dem Kargotis: How has the complexity of the

Henric Benesch: good point - there is this

from Library leadership

Dem Kargotis: Criticality and Citizenship in teaching OR student as consumer'

Jenni Hyde: That would be really helpful for

Nick Mortimer: A recent UCU report has

second-class academics' - treated as mere

human resources' Do we need to redirect

goodwill form part of the ongoing struggle

our goodwill in response to this and can

for solidarity and mutual support across

Cecilia Lagerström: Thank you for this

perceive it as a kind of joint mourning

("critical mourning"), which for me is really important at the moment. I am off for teaching

this afternoon, wish you a great session (the work on the Ballad is a great form!)

Nick Mortimer: Anxiety to reach out and ask

Nick Mortimer: A macro lens of predatory

Samantha Hookway: Goodwill as future

vestment and goodwill as a past investment

and perhaps a posture of creating a balance

to point to the past as well as commit to the

future — the moments of saying no, to more

Samantha Hookway: The moments of saying

Dem Kargotis: Thank you so much for your

comments, we have collected a really rich

Henric Benesch: Thanks for this - all good-

Joanna Figiel : Thank you everyone!

Jenni Hyde: Thank you for having us!

Roxanne Korda : Thank you all so much for your thoughts and messages!

From Nick Mortimer: Thanks all!!!!

Onkar Kular : Goodwill as a character

Jenni Hyde: Okay -toodlepip - brew time-

resource to develop the ballad this afternoon!

capitalism: the way in which comp

become fetishized in society...

work, confidently

Onkar Kular : Thank you!!!

will try to pop in again

see you at 12.30 Swedish time

academics and non-academic staff.

Stevphen: Beyond the academic labour of teaching and research, there's also giant worlds of non-instructional academic labour that are affected by many of the same tensions in terms of professional service workers, people working in academic support. And, at least at Essex I've been seeing more and more how these people are just being worked harder and harder just like everyone else is.

Rajani: I think Goodwill is being eroded. But also, I just want to say one thing and that is, we also need to be careful that before competition accelerated things, before new managerialism became so major, because we used to have a very elite, small university system, mostly consisting of

education, but it's very, very, stratified in terms of who's at the top, who's struggling. Who's on precarious contracts and who's not. But even in the old days, goodwill was very unevenly distributed, it was like social capital. It was viewed according to hierarchy. Were you male? Were you white? Were you middle class? Did you go to Oxford or Cambridge? I think Goodwill was never prevalent in the university

was, is now being further eroded by competition and audits and new managerialism and so on.

that I could only do it because we had another income. Actually, we also have three kids of school age. So the fact that we have another income, yes, it helped. And yes, it meant that I had a bit of leeway, but actually we were

I know people who rightly or wrongly were able to do two or three different part-time contracts at a time, working in different cities. I can't do that. I never could do that. I can't up sticks and move to the other end of the country because I've got children in school and I'm not prepared to put them through

Research seminars that are scheduled after the working day for anybody with a family makes life much harder, you know, it's part of our work. We need to keep up with each other's research. We need to be able to do those things in order to contribute to the research that the university wants us to create. But they're often scheduled at times of the day that make it impossible. They're not seen as part of your work. It is really noticeable that the people who did the majority of the face-to-

face teaching in our department over the last twelve months, where the hourly paid staff and the permanent staff managed to not do anything like as much face-to-face teaching.

> How can we seek to feel the rewards When demands on our time make them feel like they're chores

When we work it is hard not do do it with a frown Goodwill and education are clearly run down

PWT: Is there something that you'd like to see in the Ballad of Goodwill, a particular theme message or point something that's come from the discussion today?

Jenni: It's the uncertainty for precarious staff. Without the security of knowing that I've got something coming later, actually everything is stressful and that stress creates tiredness and

one of the things they say that I find quite useful is that it becomes very difficult to actually study in the university. To actually have a space to take risks, to do interesting creative things, it becomes impossible because of all the things that Jenni talked about, because of the measurement, because of the insecurity. And so really the question is, what are the conditions that make it possible to actually study in a university again and build it? Do creative extinct things and take risks without being constantly worried about those things that make it impossible.

Rajani: [we have] this highly stratified university system like a science fiction; creatives at the top, a small group of academics people forced to become drones and do standardised work, truth to power?

and inciting debate. Not only did they reflect the views and beliefs of the population, they sometimes sought to shape those attitudes.

We became increasingly interested in the

complexities of the word 'goodwill', from

how we feel and relate to our work, to

how expectations of generosity are tied

to work that is deemed rewarding, and to

the question of where goodwill ends and

On 29 April 2021 we concluded our time

on a COVID-impacted residency, with an

experimental symposium, a forum for

discussion around the ideas discussed

above—The Ballad of Goodwill was

exploring singing and storytelling as

speakers to unpack the themes and openly discuss ongoing research and

intended as a communal ritual of resistance,

We were joined by a group of invited guest

personal experiences. Our guests included:

International Centre for Higher Education

Management, Dr. Joanna Figiel, from the

City University of London, Dr. Stevphen

Essex Centre for Work and Organisation,

In order to find a performative reference

point, we revisited the social function of

contemporary workplace and considered

that face growing pressure and precarity

within marketized education. In her book

Singing the News: Ballads in Mid-Tudor

England, ballad historian Jenni Hyde

The self-styled news ballad is best

understood in its own terms: as a song,

it's primary function was entertainment,

but as part of the oral news culture of the

time, it was capable of spreading information

with our bags, we are bag people. We do our teaching, we

unless we tell them, which I literally have started doing.

leave again. But, the students don't recognize that we're any

different. They don't know that we're only paid by the hour,

I honestly think that people forget that you are only paid by

the hour. So they treat you just like any other member of staff.

'Can you just do this for me?' Well, yes I can, but actually I'm

doing that for nothing, you know? Schrodinger's academics,

the academic who is simultaneously an academic, but not an

academic, because where do we fit? And there are more and

Joanna: Yes Jenni, it's amazing that you've survived and that

name and shame lists of galleries that don't pay artists and

workers. It's terrifying that now, ten years later, we might

going the other way, they are getting worse. We need to

organize and we need to protest.

have to do that for our universities. I'm shocked that it's not

Response to Question 1.

(Sung by Roxane Korda)

really burn out

The students.

paid less

and fear

The nexus of competition, paranoia and control

Without proper training in pastoral support

The risk averse nature has made marketised

You can work four times more and you still get

now they and we live precarious lives

for teaching, research and impact.

As competition rises, with anxiety

Where is the trust?

Question 2

(Sung by Roxane Korda)

Will the wastes of regulation

Change how Goodwill appears?

The amount of emotional labour means you

with no administrative suppor

leaves no space for Goodwill

insisting on minimum contracts for artists or cultural

you're here, that you even have the time to take part. I've done

organizing and activism for years, and I remember doing these

the ballad's potential to create relationships

across different institutions and professions

broadside ballads of the past for the

Dr. Jenni Hyde, ballad historian and lecturer

Shukaitis, Reader at the University of

Centre for Cultural Policy and Management,

Professor Rajani Naidoo, Director of the

unpaid labour begins.

practices of solidarity.

at Lancaster University.

more of us.

Our research into ballads led us to looking closely at the 'Complaint', as a historic ballad format acting as a site to publicly discuss the negative impacts of social or civic activities, many of which focused on the realm of labour, work or trade.

We used this as a point of departure for a collective writing activity that would build on the conversations generated in our symposium, and throughout the day a new workers ballad was written that took as its inspiration the 1671 Ballad The Sorrowful Complaint Of Conscience and Plain-Dealing.

Roxanne Korda, acting as PWT's very own Troubadour, sung an introductory statement, all three questions as well as short verses written in response to the discussions. The chat function on Zoom was also used as part of the collective writing process, where audience members were encouraged to add comments, personal reflections, references and questions in a real time live response to the ongoing conversation. What follows are some excerpts of the conversation that took place during the symposium and the resulting lyrics of The Ballad of Goodwill.

Onkar Kular : How do you maintain and

Samantha Hookway: Conditioning. Soldiering

Onkar Kular : Rajani, you make a very good point in relation to performing and embodying

criticality'. My sense there is something within

Dem Kargotis: Hourly paid lecturers

foster collegiality?

Let's sing

Dash Macdonald: invisible

Question 1 (Sung by Roxane Korda to a reworking of Packington's Pound, a popular broadside ballad tune before 1700)

Can we pursue, without sacrifice, The work that we love Without deep compromise? When we pursue what we love to make and share Must we sacrifice our health, our time and our welfare?

PWT: So, how does the pursuit of what we love result in academics sacrificing their time and wellbeing without reward? We'd like to discuss how this relates to academic work and the goodwill universities rely on or expect from

Joanna: Goodwill also has the secondary meaning of the immaterial assets or things that cannot be measured. So when you're selling a company, goodwill constitutes those assets that cannot be valued or measured directly. For example, good reputation or customer loyalty. This links nicely with that immaterial aspect of work and value creation that we talk about and think about, and in relation to your question, when I read goodwill, I think of care. I think about the unpaid labour of care that we as academics, and especially over the past year, have been really tuned into, in relation to students, colleagues and collaborators.

Nick Mortimer: Question 1: How does the 'pursuit of what we love' result in academics sacrificing their time and wellbeing without reward?

PWT: Rajani, you mentioned the phrase 'competition fetish', which is tied to an effective politics of what Katja Brøgger refers to as naming, shaming and faming. How does this fear of shame and the thrill of fame affect Goodwill within an academic context?

Rajani: In many different ways. I'll give you an example. Following the introduction of the research excellence framework in England, suddenly you find that universities employ people who write top journal articles and they don't do anything else. You know, you publish and we reward you for that. Whereas, people who have actually had nervous breakdowns from trying to juggle teaching, to perform in terms of research and trying to be good citizens, it just becomes absolutely overwhelming. They get no rewards, instead they become stigmatized. I was talking earlier about the competition fetish and all the different mechanisms, the structures, the agents and what the consequences are. And that is just hugely how the rankings have become part of our psyche and I don't know how we can escape it.

talking about professors who only exist to write four star journal articles, who don't seem to be able to do anything else, that doesn't come out of nowhere. It doesn't come out of the mind of some cartoon villain, it comes out of a particular system of the REF and says, 'okay, here's how we reward and rank things'. If you talk to—let's say the Dean of research—they would tell you 'here's how we do the REF', then 'here's how that feeds into The Times Guide' and here's how that feeds into the influence of parents in China, India, Southeast Asia'. Even when confronted with cartoon villain managers who want to make our lives hell, they're probably actually trying to pursue what they see as being the best thing for the university. And so it's this weird thing where even the bad guys think they're trying to do the right thing. Thankfully, there's not a Goodwill excellence framework. That would just be horrible.

for you? Because you can get financial reward, but you can also get reward through peer recognition. And then students has come from a working class, rural area and do the work. It is that intrinsic reward that is really going out of the

window. And people who are on precarious contracts must have huge amounts of intrinsic motivation to keep going,

Onkar Kular : Naming shaming and faming

Dem Kargotis: 'competition fetish'; an

effective politics of what Katja Brøgger

refers to as 'naming, shaming and faming How does the fear of shame and the thrill of fame affect goodwill' Samantha Hookway: Good citizenship is

Nick Mortimer: the historic imbalance Henric Benesch: and carried

elitist system' - comprised of a white Christian Algar: so sorry to have to bow out: (have fun today and strength and solidarity to you all! Very good to see

employed exclusively to write papers and not teach. The staff sheets (wage balance) therefore appear to indicate 'adequate' staffing within a school

Jenni Hvde : @Christian And vou! Dash Macdonald: thanks Christian!

Nick Mortimer: goodwill excellence framework - nightmare! Onkar Kular : Do we therefore need to propose and develop a framework that nowledges goodwill and collegiality Dem Kargotis: The times I asked colleagues how many stars did they get in the REF - none of us had a clue wha we were actually talking about

> Samantha Hookway: Filling in holes in the department - the gaping ones and

the small ones

Onkar Kular: Is there already some type

of framework that we have lost or fail to

Onkar Kular: Satisfaction and being taken Dem Kargotis: The jostling of competitive academic survival and personal pastoral care towards your students and work. Henric Benesch: the paradoxical and conflicting entaglements between processes which are too internal and too rnalized and process which are too external and detached-in relation to a shift from the historic ivory tower academias to the recent model.

The Ballad of Goodwill



the lecturers lament at the demise of goodwill in the neoliberal university Sung by Roxane Korda to a reworking of Packington's Pound,

> 1 As through the University I passed of late Goodwill I met in a sorrowful state,

Both Cold and Dejected, and slighted with all, their grief it was great, and their comfort was small:

Education stood by them and clearly dismay'd, To think that they would not have Goodwill in their trade

Marketisation upon them did frown, Education and Goodwill are clearly run down

2 When Competition rises, holding policy high So heavy it pushes Goodwill to the side

Now caught in the nexus of Competition's force, Goodwill can't keep up—profit shows no remorse

As Competition strikes with a metric clad blow Watch as the good from goodwill bleeds out slow

When trying to stand Goodwilll buckles and falls They're now so much weaker with so much to haul

Marketisation upon them did frown,

Regulation looks on and calls Precarity

Will they help Goodwill to prosperity?

Precarity eats up free time and reward Feeds Goodwill with burdens, an emotional sword

This false friend destroys the ground at my feet" Goodwill now looks elsewhere to make both ends meet

(Refrain) Marketisation upon them did frown,

Education and Goodwill are clearly run down

"We're constantly monitored, blamed and controlled There's no room for risk in this future we're told.

They tell us the system is equal and just We must stay united, in each other we trust"

Marketisation upon them did frown, Education and Goodwill are clearly run down

But let's console Goodwill, it's not time to cry

By singing together through struct'ral divides To expose where the shame and the fe-ar reside

Goodwill now walks on full of camaraderie

Marketisation looks on us in fear Education and Goodwill are needed it's clear

Education and Goodwill are needed it's clear

Henric Benesch: in addition - counter-metrics Pierre d'Alancaisez : I'm going to have to leave you all, but this was interesting and and even a little comforting. Can I take an oppor unity to plug a little conference a little bit on heme? On not knowing and precarity...

> Nick Mortimer: thanks Pierre Nick Mortimer: "Insecurity creates a lack Onkar Kular: The practice of 'counter metrics'

proposals-precarious-futures/

s something that we have been discus and would be useful to develop further. I suppose this event is one response of make actual study in the university possible

Onkar Kular: Maybe the university is not that Nick Mortimer: Solidarity as a theme across all workers... how to build solidarity amongst competition.

going out to show them our support. We were talking about students as consumers, but when you look at student unions and student organizations, I think they are really worried about this corporatization of the university as well and they really are

Jenni Hyde: I think I might adopt that @rajani Nick Mortimer: "They can all *#••• ###"

knowledge production in deeply gendered

they are very worried about marketisation and they have real like consumers.

overnment leverage this stress to discipline

Akwugo Emejulu

fighting against it. When you talk to individual students too,

political values, but we as universities treat them so much Joanna: I agree with you. This is totally true. It's like the boiling of a frog. If you put the frog into boiling water, it's gonna explode, but if you turn up the heat slowly. I think for a lot of us, with the scraps of security that you might get along

of what we should be doing. Roxane Korda sung response to question 2

In times of crisis is when Goodwill

bubbles up

what that means.

the way, the will to be radical dies down, which is the opposite

papers and not teach There is a veneer of adequate staffing on a spreadsheet

If academics are employed to just write

When the neoliberal machine returns will collaboration give up? How can we be supportive when we always compete

It's important to not forget and to still make

When we're graded we don't even know

To protest and stand up when we're being run down.

Who's still here at the end of day?

PWT: To what extent is goodwill biased? Does it exclude

those who are unable to perform unpaid overtime or

survive on precarious contracts?

Question 3 (Sung by Roxane Korda) If Goodwill gives out, with less value or pay With an unstable contract,

push back all I like but I can't say no to anything because I can't afford to because if I don't do it somebody else will. They're not going to come back and say, well, actually we'll pay you more. Actually, we'll put you on a part-time contract because they can find twenty other people like me, at least who will be

prepared to do it, who will probably be prepared to travel halfway across the country to do it. There is such demand and it's soul destroying in a way and yet I still want to do it. I absolutely love teaching. I absolutely love my research. It's fantastic. Just the fulfillment that I actually get from doing the work is tremendous. And yet the grief that I get from doing it is also enormous. It's really hard. Yes. That's yes, Samantha. [We're] reminded we should be grateful to have it. And we do,

we pick up the crumbs under the table and we feel lucky.

Rajani: It's really good to think about the National Health

Service in England. How amazingly nurses and doctors have done in relation to the pandemic. They've been unbelievably brilliant, unbelievably brave. They've gone to work. They've worked long hours. They've been exhausted. And none of that Goodwill has been rewarded or acknowledged. It has been acknowledged by the public massively. Um, but not by the government. And it feels like we are living in a society where Goodwill is ... it's not rewarded, that you're a sucker for being, showing so much Goodwill and doing so much good for everyone else and for your, for the wider public good. Why aren't you being more ambitious and hungry and thinking about yourself, and moving forward. You know, there's this word ambition that has always seemed to be so positive and it's such an individualistic word. I think it's not just universities, it feels, like all the sectors that were,

protected from market forces or semi protected from market

forces like health and education and universities and schools

and social work are now being opened up to market forces

where the profit motive becomes much more important, I

think it's predatory capitalism, I suppose one would call it.

Roxanne Korda:

When younger and free you can run to the job But when you have to stay put goodwill becomes robbed

Part-time and hourly paid staff are often left out. Without policy or structure their rights are lost and in doubt

further afield. Stefan Collini in his 2018 article the 'marketisation doctrine' notes: "Successive British governments have enacted a series of measures that seem designed to reshape the character of universities, not least by reducing their autonomy and subordinating them to 'the needs of the economy'. 'Marketisation' isn't just a swear-word used by critics of the changes: it is an official

Much of our research centred around the

academic discourse in the UK at present,

but increasingly recognised in Europe, and

notion of 'marketisation', a term common in

doctrine that students are to be treated as consumers and universities as businesses competing for their custom." The UK is far more entrenched than many countries in the turmoil of marketised education, but institutions across the world are linked by 'the global competition phenomenon' that is reshaping higher education, as world university rankings drive the 'global knowledge economy' in a race to become 'world-class' providers of education. In response to the rise of performance related management and accountability, we started to consider what gets measured, what does not and who this serves.

As John Gill writes in the Times Education Supplement in 2018: "University staff volunteer 40 million hours of their time every year, estimated to be worth 3.2 billion pounds in forgone pay—universities rely on a huge amount of goodwill and intrinsic motivation to keep the lights on and the cogs turning. This is a risky position when the pleasure of pursuing an academic calling seems to be eroding. Will university staff who feel overworked and undervalued be willing

We became drawn to an understanding that

of goodwill, with staff volunteering more and

more time to keep their institutions afloat.

Universities in the UK rely on a hidden currency

Nick Mortimer: rapid response to overloaded work targets = no time/energy for goodwill

Henric Benesch : academic plumbing eeping the "system" afloat, through all sorts

role of a quasi-audit-market intermediary and cademic affect goodwill in order to preserve the core values of university education Onkar Kular : How might we capture care and

old term collegiality (not sure how it reads in English) but in Swedish it includes that

hour evening job to buy, prepare and cook the food to get it in for the next day. Care in this

a place for intellectual study to be regulated, not to flourish (Fred Moten& Stefano Harney)

we don't have this very romanticized version of the university white men as professors, etcetera. And we've now expanded and we have mass higher

system before it was very biased, but what little goodwill there

Jenni: Well, I think there are some severe limits on who can survive on precarious contracts. I know Joanna commented really stretched.

that upheaval.

Question 4

a real lack of goodwill. To know that somebody's trying to do something about it on your behalf makes a massive difference. Stevphen: I work a lot with Stefano Harney and Fred Moten and

Joanna: I would like to hear a verse about solidarity within the university, across different levels of academic work, but also other support workers, admin workers, cleaners, and so on and so forth & how to build that solidarity in the face of competition that we are all facing or forced into. Hidden values and hidden costs within goodwill and the consequences when it comes to COVID, vaccines and teaching, literally life and death situations.

that gets smaller and smaller that get paid highly and are given permission to be creative. And then this huge growing mass of opening up the space for machines to take over. What does that mean for society and... what actions can we take to resist that? What does this mean for students? What does it mean for calling

Question 2: How is goodwill being

transformed by the rise in competiti

regulatory instruments that generate anxiety and fear for academics?

Human Resources Dash Macdonald: This report highlights a further damaging aspect of casualised work the dehumanisation of those who undertake it. Universities often make bold statements about how they value their staff. These sound ncreasingly hollow as they choose to rely more and more upon a precarious workforc treated as mere 'human resources' to be used and abused for the furtherance of dubious managerial objectives that have little to do with scholarship and education. This research finds that casualised academic labour is fundamentally dehumanising in that it renders staff invisible and vulnerable, curtails their agency and freedom, and prevents them

from rendering a long-term narrative of their career that can provide meaning to their lives. They are treated as second-class a

https://www.ucu.org.uk/media/10681/ second_class_academic_citizens/pdf/ secondclassacademiccitizens Dash Macdonald : Just In Time Teaching Dem Kargotis: Extra curricular activities are necessary but not accounted for as part of your work allocation model

Nick Mortimer: The ability to be flexible, travel

far and wide, and take jobs immediately i prerequisite to teaching on the front line at uk

Dem Kargotis: Our university promised 51% imum face to face teaching announced in September 2020 - during the Covid pander There was no consultation to staff before announcing this decision.

Dem Kargotis: Goodwill as commodity

Nick Mortimer: The young and non care

giving demographics can offer time / good

will in ways that many others can't.....the system is not set up to enable all academics the same opportunities to progress. Dem Kargotis: University is dying? How do we get the good stuff out of the university and now can you re-orientate the good things that it has. It is no longer operative as a refuge for those kind of aspirations, maybe it was the case some time ago, but now it's big rea

estate companies that hold classes.

Dash Macdonald: can't afford to say no

Samantha Hookway: And being reminded

that we should be grateful to have the spot

because there are others ready to take it Samantha Hookway: Top down request of Dem Kargotis: "...students and managers are encouraged to pursue their self interest and to maximise their gains - for those who are unable to enter the competition they are now

seen as lacking in aspiration...

performance measurement and metrics the tithes that feudal academic baron demand of us good willed peasants · Goodwill has been / is undermined by Competition · Goodwill and competition argue and

Nick Mortimer: YES Stevphen Shukaitis: There's a really nice way hat solidarity plays out in "the unwelc quest" by woodie Guthrie / billy bragg Roxanne Korda: Perhaps the character talking

Onkar Kular: The Ballad of Goodwill is on From Joanna Figiel : i need to leave the house now, but will rejoin and listen on my phone :) From Nick Mortimer : Full lyrics below https://docs.google.com [...]

will use to write into - lots of resources at the top [...]

 Goodwill then meets trust, who tells them Goodwill then finds strength upon

Roxanne Korda: Solidarity finds good will in a down trodden state. Being starved of reward Roxanne Korda: Or force fed metrics

your valuable contributions today and time to

Stevphen Shukaitis: Cool. Thanks. Maybe

Stevphen Shukaitis: Goodwill as character reminds me of the little red hen. Are

Jenni Hyde: That sounds good - can we add

Stevphen Shukaitis: Contract decisions are literally decisions about who gets to ea Jenni Hyde : @Stevphen - that is so true

the Commoners Choir would be interested in singing it http://www.commonerschoir.com Dash Macdonald: thanks Stevphen!

Dem Kargotis : 'We used to have a more male middle class elite Dem Kargotis : Academics that are Stevphen: What I find interesting about the way you're

Rajani: How do you prioritize and what does reward mean you can get this kind of intrinsic reward. One of my PhD he has done the most amazing PhD and I am just utterly thrilled. It's the proudest thing for me, although I didn't



a popular broadside ballad tune before 1700

Marketisation upon them did frown, Education and Goodwill are clearly run down

Education and Goodwill are clearly run down

"Im told to be faster and manage my time And always be nicer and caring and fine

4 Goodwill now shackled, bound and chained Sees Trust has also lost out in this game

In crisis they needed us Trust and Goodwill But when things are better will they do us ill?

5 The toll on the casualised workforce is high

Having been reacquainted with Solidarity Now comes the right time to stand and resist Our future depends on Goodwill we insist!

Marketisation looks on us in fear