

# Transcript

00:00:15 Speaker 1

Hey everyone, this is Kumari Bandara from Black and Brown in bioethics and you're listening to the power and privilege in academia podcast. The show that gets together with academics from marginalised backgrounds to.

00:00:28 Speaker 1

Academic hierarchies, structures and conventions unpack their inherent issues and discuss solutions.

00:00:36 Speaker 1

Today we're talking about activism and advocacy in bioethics as a postgraduate with Professor Patricia Kingori. Dr Agomoni Ganguli-Mitra and Dr Ayesha Ahmad.

00:00:48 Speaker 1

We'll discuss what there is to know about the reality of engaging in activism and advocacy as a postgraduate.

00:00:56 Speaker 1

What barriers, challenges, benefits, risks and obligations exist, and how can postgraduates find support?

00:01:05 Speaker 1

Today's episode is a bit different than the others in that it is a recording of a panel discussion that we hosted at the Postgraduate Bioethics Conference in 2023 in Edinburgh.

00:01:17 Speaker 1

We are thankful to the organisers of the conference in Manaz and Jamie Webb for giving us a platform to host a panel discussion on the topic of activism and advocacy.

00:01:27 Speaker 1

And now to introduce the speakers.

00:01:31 Speaker 1

Professor Patricia Kingori is a professor of global health ethics and welcome trust in senior investigator at University of Oxford.

00:01:40 Speaker 1

Her research interests intersect the sociology of science and medicine, and she has extensive experience of undertaking critical examinations of ethics in practise in different countries in Africa and Southeast Asia.

00:01:54 Speaker 1

Patricia is committed to equality, diversity and inclusion issues in academia.

00:02:01 Speaker 1

Our second speaker, doctor Agomoni Ganguli-Mitra, is lecturer and chancellors fellow in bioethics and global health ethics and Deputy director of the JQ Mason Institute for Medicine. She has a special interest in global bioethics, structural and gender justice.

00:02:17 Speaker 1

She has written on ethical issues related to global health emergencies, public health, global surrogacy, sex election, biomedical research, racism and health, and the concepts of exploitation, vulnerability and power in bioethics.

00:02:33 Speaker 1

And a third speaker, doctor Ayesha Ahmad, is a lecturer in global health specialising in mental health and gender based violence. During conflict, she provides expert reports in culture and mental health for the use in asylum cases and publishes in both academic and journalistic forums.

00:02:52 Speaker 1

I should develop trauma therapeutic interventions using traditional storytelling, and has an ongoing research project in Kashmir in India and Turkey in collaboration with Afghanistan, Tunisia and South Africa.

00:03:14 Speaker 1

To get the conversation started, how would you define activism and advocacy again, would?

00:03:19 Speaker 1

You like to?

00:03:20 Speaker 2

Go first. Thank you all for being here today. I guess we could call activism and see anything you do to steer a certain political or social cause in a certain direction. But for me, it's always related to.

00:03:34 Speaker 2

More often than not, a social justice cause. So for me, anything that I think I do that's related to advocacy and activism is more or less going to be related to working towards social justice, towards equality.

00:03:48 Speaker 1

I love that. Patricia. Do you have any response or any addition to make?

00:03:53 Speaker 3

Firstly, thank you very much for inviting me. It's really great to be part of this panel, such esteemed colleagues.

00:04:00 Speaker 3

I think that it can take different forms and I think sometimes you know it's operating at different paces. So for me, I think advocacy and activism is often quite quiet and it's done in the shadows, but it's essentially trying to rearrange and include different voices in spaces where traditionally there might not be found, so I think.

00:04:20 Speaker 3

Kind of a subversive energy, I think often.

00:04:23 Speaker 3

But I think it operates in different spaces depending on the amount of power and leverage people have. But I think for me it's often about just trying to rearrange structures.

00:04:33 Speaker 1

And Aisha, would you like to comment as well?

00:04:36 Speaker 4

Thank you. In addition to the wonderful points already raised, this is a question I had to be confronted to face actually more frequently as I progressed in academia for different reasons in terms of how my identity has been explained by others, without realising the kind of boxes I would be put in. So I think in terms of active.

00:04:58 Speaker 4

For me, it speaks to a particular story, some kind of authentic story that you hold that keeps your commitment to doing what you're doing, even when there's so much turmoil and struggles to do that. I don't necessarily think you have to have lived experience of that particular story in terms of direct exposure to what it is that you were committed to.

00:05:18 Speaker 4

That that there has to have been some unveiling of that story in some capacity that has helped you bear some meaning towards it. For advocacy. I think for me, I have to come across the inverse of it. So when I provided my provide an academic expert witness reports.

00:05:34 Speaker 4

I have to actually sign declarations that that I'm not going to be an advocate for that individual, even though I'm providing a report to support that person's asylum process. I find in my work the advocacy comes more behind the scenes. Some advocate, and often for early career researchers who are based in other countries that who are doing the.

00:05:54 Speaker 4

The brave and you know they're in the brunt of all of the work that in particularly in my area we are doing but often don't get any of the equity or justice that they should do, not just societally, but also in the academic environment as well.

00:06:11 Speaker 1

Thanks for that overview and also for making it a bit personal because I did want to get quite personally in the next question and ask everyone how it is that engaging in activism and advocacy has shaped your academic careers, your goals and motivations. Why don't we start with Patricia this time?

00:06:27 Speaker 3

Oh gosh, it was a bit longer. Short time to think about that. But so the question is, how has activism and advocacy shaped my career? Yes.

00:06:38 Speaker 3

I think it's only been possible really at certain stages and I think that part of the often the frustration felt by most early career researchers is actually how little space they often can have to feel that they're making meaningful change. And by that I mean that, you know, if you're in an institution as a student or as an early career researcher and insecure.

00:06:59 Speaker 3

Contracts.

00:07:00 Speaker 3

You have the time you're there to try to do something, and sometimes that's two to three years Max and then you're not quite sure what's going to happen after you've left.

How much of that's going to be sustained. So I think one of the things I've really valued about being in the same place for.

00:07:17 Speaker 3

Almost a decade is actually just being able to slowly and take time.

00:07:22 Speaker 3

And care to try to change things around me in a much more sustained way. I've been surprised by just how long things have taken to change and how much work requires actually to maintain any initiatives and things that I've tried to work on. So in terms of how it's.

00:07:43 Speaker 3

Shaped my career. I would definitely say I've I've been the recipients of other peoples advocacy work. I absolutely.

00:07:50 Speaker 3

See that I'm sort of standing on the shoulders of giants and really appreciate the work that's been done by previous generations and black and brown academics to make this space a place where I feel much more comfortable than they did in previous decades. And I think for me, it just felt like a kind of a responsibility that I've had and.

00:08:10 Speaker 3

What I wanted to do in appreciation and recognition of that, so in all of my work, I think it's important in terms of the care I give to participants. The care I give to early career research.

00:08:20 Speaker 3

Teachers and also just constantly trying to maintain spaces that everybody feels comfortable.

00:08:27 Speaker 1

Thank you for that, Patricia. That was very helpful. And yes, the recognition that in the past, so many people have done so much work and we are benefiting from that and that we do have a responsibility to move forward as well. Aisha, would you like to say something as well?

00:08:41 Speaker 4

Thank you. I would say that.

00:08:44 Speaker 4

At least in the beginning, I did not know the work that I was doing would be recognised as a form of activism, and I certainly did not, and perhaps still do not recognise or want to credit myself with being what I how I perceive the activist to be in the world. But that said, there's a thread that led me to where I am in terms of the question.

00:09:04 Speaker 4

About how do women survive low and trauma? And that has a personal narrative to it. And it was only because similar to Patricia I.

00:09:13 Speaker 4

Had great support, great mentors along the way that they have been stepping stones that have shown me actually, that this question can become an area of your research. You can develop methodologies you can develop, you can develop theoretical frameworks, conceptual analysis. You can actually develop the connections that you've got to become research projects.

00:09:34 Speaker 4

So in that way, it's been much more.

00:09:37 Speaker 4

And now I'm much more conscious of the position that I have and the decisions that I can make that can be much more overtly activist and the because of the moral obligations I feel, especially in the current climate of my work having, you know, having existing research.

00:09:57 Speaker 4

Projects the time of the Taliban takeover nearly two years ago. Those led to very different moral obligations. And even now, if I'm applying for research grant thinking about, well, what is the meaning of the work that I'm going to be applying to? Do I have to? For me, the activist element is part of that.

00:10:15 Speaker 4

Justification for choosing where to put resources, choosing what research to build rather than it just being something not just of. Of course, no research is just pure curiosity, but it needs to be produced in something that is going to be more than just contributing to academic knowledge. And I think now I'm much more conscious of of those decisions around.

00:10:36 Speaker 4

Activism in academia?

00:10:39 Speaker 1

Absolutely. I think it is very important to acknowledge and respond to the realities that we are surrounded by agami.

00:10:46 Speaker 2

Got echo everything my colleagues said here. I think I wasn't, at least in the context of academia, I don't think I was an activist to start with. I think activism and the sense that I might fight for something came from personal experiences rather than academic experiences. So this idea that you know I the the moment I'm in an airport and I'm trying to sort of cross the border with a Swiss.

00:11:07 Speaker 2

That's where they look at me and they go, oh, don't understand what's going on here. And they'll assume that I'm trying to cross borders illegally or whatever it is. You know, those kind of microaggressions that happen to you all the.

00:11:17 Speaker 2

Time and then I started recognising them in academia as well, right? So if I'm not carrying this badge around, it does happen that somebody will come and ask me for a drink. You know, for for me to serve them and drink and things like that. And just like colleagues said when I was earlier.

00:11:33 Speaker 2

When I was an early career researcher, I didn't not have the power of the privilege. I did not have the position where I could do anything about it in terms of my academic citizenship.

00:11:43 Speaker 2

Centres of choosing what kind of topics I want to work on and who I want to fight for. But these things change with experience and with security as well, and the more secure you are in your academic position, the more you feel like you're able to, but also that you've got the responsibility to then create the spaces. And as she was saying, for those who don't have that kind of platform.

00:12:04 Speaker 1

I'm glad you mentioned job security in academia because this is going to be a great segue for the next extremely controversial and contentious point slash question. I want to bring up. There's a lot of existing debate as to whether junior researchers who don't have much security should engage in activism and advocacy and, for instance.

00:12:24 Speaker 1

Greg Morlock actually claims that it would be harmful or detrimental to researchers credibility and create more negative consequences to their careers, and he argues for something called effective activism, which entails becoming established as an academic before setting out to do activism.

00:12:43 Speaker 1

So I wanted.

00:12:43 Speaker 1

To ask what you think about his point of view, what information you know should a junior academic factor in when deciding whether or not to engage in activism, and if so, how to engage in activism that won't be detrimental to their careers? And also, how can a junior academic anticipate some of these consequences and prepare for them to find or?

00:13:03 Speaker 1

Find ways to work around them.

00:13:05 Speaker 4

I probably would say that sometimes trying to create security in academia as a form of activism in itself. That said, I was also very naive when I was starting out before I had a permanent contract and that the security I thought that doing good work, which for me was synonymous with some form of activist work.

00:13:25 Speaker 4

Would actually. There wouldn't be a job in between. What would create risk or harm at that stage of the career. So I probably was very naive because as I progressed and I can really see how.

00:13:39 Speaker 4

Actually, sometimes I feel it's much harder for me at this stage to speak about things that I previously would have done so without any issue, because before I was seen to be this is where you belong. You at the beginning, you you just have these short term contracts, but now when you're in a more secure position and you say certain things or you want to create certain forms of change, particularly research culture.

00:13:59 Speaker 4

Then you're seeing us speaking out of tone. So those complexities that I didn't expect to come across, I think it depends on the, the goals at different stages, what you're trying to do and how you're trying to do it.

00:14:11 Speaker 4



Perhaps more subtle, but I think it's very difficult to separate. If you're committed to your work, it's very difficult to say this is not going to be activism for this number of years until I got this position. I find it depends on your nature of work, but I find it very hard to to be.

00:14:25 Speaker 4

Able to disentangle?

00:14:27 Speaker 2

So I guess.

00:14:28 Speaker 2

I'm. I'm terrible at sort of shutting my mouth, so I've all gone into trouble saying, you know, things that were not palpable.

00:14:35 Speaker 2

You know to sort of.

00:14:36 Speaker 2

Compatible to others, but also I've very early on got this feeling that you cannot be apolitical. If you look the way I look in predominantly white and predominantly male dominated context as well. So I thought, hey, you know what are you going to do about it? I might as well. But at the same time, I think it's worth thinking about strategies as well.

00:14:57 Speaker 2

So just to be aware that there are some topics that are going to be more acceptable than others in, for example, if you're working in.

00:15:04 Speaker 2

Condition gender, for example, is much more mainstream than is race. So do you want to be part maybe of an EDI committee to start with before you start declining the curriculum? You know those kinds of strategic things are worth thinking about. Lots of things you could be working on, the topics you choose to teach. If you have guest lecturing, for example, the kind of reading lists you give to your students.

00:15:26 Speaker 2

So those are small ways of being activists without necessarily sort of becoming hyper visible, which is all too easy for people like us to become an institutions.

00:15:37 Speaker 1

More helpful wisdom there and Patricia?

00:15:41 Speaker 3

I think it's a really great question. I think it's really complicated because I think on the one hand, I think institutions benefit greatly from the work that you know researchers do in actually pushing forward the agenda of some of these issues that often people can see, but they might have the time or they have other things that they have to do. And I suppose my concern.

00:16:01 Speaker 3

About junior researchers carrying this heavy load is the weight of the load and the time it takes and.

00:16:11 Speaker 3

You know, the fact that often this is thankless, it's can take you away from the work that you're actually employed to do, and it feels like an additional tax on top of everything else.

00:16:23 Speaker 3

And and you know, I'm speaking with you personally about this, but also in relation to colleagues that I know that just being involved in so many panel discussions after Black Lives Matter was the emotional labour of that was just so intense.

00:16:38 Speaker 3

It's so draining and so difficult to manage.

00:16:43 Speaker 3

It was really difficult because on the one hand, it's an opportunity to talk, but on the other hand, what happens after after you've opened up this Pandora's box of all these really difficult feelings and you've called things out, you've spoken truth to power, you've done all those things. Then where is the space for care, either self-care or institutional?

00:17:02 Speaker 3

Hair.

00:17:03 Speaker 3

So I always feel up for junior researchers. It's really important to firstly observe before anything is done and really get a good sense of what the lay of the land is like, what somebody's able to do in one department and say in one department, even in the same institution, it's very, very different to what can happen in another department.

00:17:24 Speaker 3

The different line manager and I've known people who have had literally let their careers have been.

00:17:32 Speaker 3

I would say.

00:17:34 Speaker 3

Slow down if not completely stopped, because they've been, you know, seen as a troublemaker, or saying the thing that most people can see, but they felt that they they, you know, had to say. But it was. It's meant really difficult repercussions because they haven't showed up allies or they haven't understood.

00:17:55 Speaker 3

How that institution works. So sometimes I feel like it's a bit of a trap for early junior researchers where people are invited to please speak your mind and tell us what's really going on, and then all of a sudden you find, actually that the people that aren't saying very much or saying things in a different way are finding that their careers.

00:18:15 Speaker 3

And opportunities to be collaborating on papers and projects.

00:18:19 Speaker 3

Are there and not for the people who are actually saying the thing that everybody can see. So I think it's really difficult. It's not really for me to tell somebody not to do something if they see something's going on, but my experience has been that it's really important to get allies. I've learned the hard way that just kind of jumping in both feet.

00:18:40 Speaker 3

1st and not making a proper valuation assessment of either the amount of work that's need.

00:18:46 Speaker 3

It.

00:18:47 Speaker 3

The infrastructure of the place and what will happen afterwards can have really difficult repercussions, so I'm not quite sure if.

00:18:54 Speaker 3

That's answered your question.

00:18:57 Speaker 3

But I think it's quite a complex question in many ways, and I think it's really straightforward for.

00:19:01 Speaker 3

Me to answer at least.

00:19:03 Speaker 1

I appreciate the transparency and honesty with which you approach that question and just set it as it is because I think it's important for us to be aware of that. This is the reality and we work within it. We are moving now to looking at activism and advocacy in a critical way.

00:19:18 Speaker 1

Is there a burden on some academics from disadvantaged backgrounds to engage in activism and advocacy because they cannot ignore the realities that they themselves might be affected by, or because there's an expectation that they represent the interests of others that look like them, whether or not they want to? And then how might this perpetuate?

00:19:38 Speaker 1

Perhaps in privilege, given that academia rewards things like publications over advocacy.

00:19:44 Speaker 2

So I I guess my response to this is echoing a lot of what Patricia just said. So yes, there is a burden, especially if you start.

00:19:54 Speaker 2

Saying something, if you start opening your mouth, you become other person to go to to ask about XY and Z because you've said one thing about that thing a few months back, there's a lot.

00:20:07 Speaker 2

Of extraction that goes on with this kind of labour. And it's not because necessarily the institutions out to get you all the time, but that's the system that it's built on. So it's built on extraction. So it's going to be to to certain extent quite exploitative and it's going to be absolutely draining, as Patricia said. So you have to be very, very careful.

00:20:29 Speaker 2

How you position yourself in this?

00:20:31 Speaker 2

Bates.

00:20:32 Speaker 2

Now, especially if you're going to be a critical friend to the institution where you're working, be very careful how you do it. See if you've got a community that you can work with, with whom you can work slowly and make plans and organise rather than becoming what's often known as you know, once you become the person who complains, you become the problem of the institution.

00:20:52 Speaker 2

So it's both your labour is extracted, you're being exploited for the kinds of things you're expected to represent. But at the same time, you're not going to be thanked for it and you're going to start becoming the problem. If you're too loud, unless you have these allies, you have this community to rely upon with whom you can work together.

00:21:08

There.

00:21:09 Speaker 4

I mean, I would definitely echo what Atmani has said and.

00:21:13 Speaker 4

I would say there's an extreme burden and that that burden comes from.

00:21:17 Speaker 4

All different directions it can come from.

00:21:20 Speaker 4

Sometimes genuine good intentioned expectations that are placed on you, you get considered to be an expert on multiple things that you might not even have any expertise in at all. Just because you might have an Islamic name. For example, when my work is on clinical ethics, I often get sent to the Islamic cases and expect it to be a theologian.

00:21:41 Speaker 4

Theologian, even though I'm not.

00:21:43 Speaker 4

So that on that kind of level, that's one thing, just to mention more superficially, but on other levels, it's as our companies, I mean really the last few years I felt that that burden

and that the exhaustion that comes so during the research grant was with what happened in in the last two years in my research.

00:22:02 Speaker 4

Context.

00:22:03 Speaker 4

Instead of being able to sit there and write.

00:22:04 Speaker 4

Locations I was still trying to arrange evacuations dealing with everyday hours and realities of living in the violent situations where my friends and.

00:22:16 Speaker 4

Colleagues are and those are all consuming and they take priority over my writing. So even though I'm doing a lot of work and a lot of labour, they're not things I'm able to submit and I want a way to reflect on them. But academic spaces don't often permit the kind of discourses or examples and stories that I want to be able to include because they weren't part of official research.

00:22:39

But.

00:22:39 Speaker 4

Often these researchers are coming from positions where they're non activists, so they're not given research questions in ways that would generate those kind of narratives to be able to produce in articles. So there's.

00:22:51 Speaker 4

The researcher silencing is something that I've really started to to focus on as an aspect of what I hope to change. You know, as I continue to work in these areas and also my final point is those who are able to share that burden, the Community is vital. But often you feel that when you need to discuss it or you need to reflect.

00:23:14 Speaker 4

To somebody about it, they're able to understand because they're already carrying those burdens and those who do not, who would be in a position emotionally to understand it.

00:23:24 Speaker 4

Are so divorced and detached from it, and often we're just.

00:23:28 Speaker 4

You know, see you as being emotional, being difficult, not being unprofessional because you got too closely involved. There are all of those conflicts, not just in terms of who you work with, how you form that community, but also how you interact with that community as well.

00:23:46 Speaker 1

Yes. And I also just wanted that I particularly liked that you mentioned how we can be more critical in how we do research, what questions we ask and that itself can be a form of activism and advocacy because I think as postgraduates, that's a good way to think about how it is that we can create an impact to have an impact on the work that we do and the.

00:24:03 Speaker 1

Communities that we.

00:24:04 Speaker 1

Work with Patricia. I'm going to say that.

00:24:07 Speaker 1

You used your incredible powers of foresight and already answered this question in answering the previous one. So we're gonna now move on to a slightly different question and move more towards a structural level of things, which has been implicit in all the questions asked already.

00:24:22 Speaker 1

I just wanted to ask in an academic culture where academic prestige is tied with tasks such as publishing papers, what can institutions do to compensate and recognise the expertise and time contributed by academics towards the meaningful diversification of academia and therefore the betterment of research? How can academic?

00:24:42 Speaker 1

Institutions and structures change to welcome and encourage activism and advocacy. Will it be helpful for institutions to consider activism as a form of academic output, and is there an obligation for academic institutions to do so?

00:24:55 Speaker 3

There's a lot in that question. I'm going to just try and answer it. I'm going to try and answer really talking about publications because as a marker of prestige and the problems that there are around publishing. So my first two papers which weren't highly read or anything, but it was really important. I had to fight to actually publish them.

00:25:15 Speaker 3

Two separate line managers, so two different projects actively and explicitly blocked me from publishing.

00:25:24 Speaker 3

I was told that I couldn't publish and I what I was in the project for so long and I wasn't publishing and other people were publishing the data that I was collecting that I I just went ahead and published and I needed to publish in order to get my my funding for PhD so.

00:25:44 Speaker 3

I took the view that it was better to ask for pardon than permission because I had tried and it didn't really get me anywhere.

00:25:53 Speaker 3

And I think that there is this idea somehow that.

00:25:57 Speaker 3

Everybody is working in the best interest of early career researchers and when you find yourself actively being blocked, it's not an accident that the landscape and the structures look the way they do. You really need to have somewhere. I mean, I just at that point I was just like, you know what? I'm going to see what I can do to publish.

00:26:18 Speaker 3

I submitted it just before the Christmas holidays.

00:26:23 Speaker 3

And then I just kind of it was terrible. I waited my first paper. I waited until all of the Christmas period, January.

00:26:31 Speaker 3

When my line manager found out absolutely furious with me, you know? But I had already got through my probation period at that point and it was like, are you going to actually fire me for publishing a paper? Because that needs to be explained to somebody in human resources.

00:26:47 Speaker 3

So at that point I just gotten so fed up with just not having an opportunity to publish. And I think it's really important to pay attention to that actually because.

00:26:56 Speaker 3



There are all these barriers that actually actively stop people from.

00:27:01 Speaker 3

Progressing another barrier is actually getting funding. So it's really I'm not telling anything that everybody in the room hasn't experienced, but having grants ideas taken away from them or being actively blocked for a grant idea. And I think, you know, one of the things that one of the reasons why I think Oxford actually.

00:27:21 Speaker 3

He is able to get so many grants, at least in my department, is that there isn't an internal system that reviews the grants and then tells us the principal investigator. This grant won't go any further, they leave it for the funder to decide. And what I've learned is that that internal system where the grant proposal is reviewed.

00:27:42 Speaker 3

Internally, has blocked so many people from progressing in their careers because it isn't really the funder that says you can't get the money. It's actually your institution, and sometimes people in your very department that says this grant isn't ready. It's not quite right.

00:27:58 Speaker 3

And I think those are the kinds of things that really stopped people from moving forward. And I think sometimes it does require looking at the writing on the wall. You know, I mean, I was in a situation where my first project so few people were getting publications, first authored publications that I knew that if I were to stay.

00:28:18 Speaker 3

And even get a job to move on. I would have had to publish and just face the consequences of that. So I'm not saying that everybody does this. I'm just saying that's what I did and it's a really realistic and real life example. If I use my own personal experience that sometimes.

00:28:34 Speaker 3

Access to the ladder isn't as easy as people say oh, you need to get these publications, you need to get these grant proposals. You know you need to be able to go to conferences and give papers.

00:28:45 Speaker 3

And all of those things have to be actively fought for. They're not. They're very rarely given, and I think just understanding that allows you then to have a strategy to, to work

out. How am I gonna get this? What do I need to do because it's very rarely given. I had very few examples early on in my career where that was.

00:29:05 Speaker 3

Given to me.

00:29:07 Speaker 4

Thank you, Patricia. I echo a lot of your experiences and.

00:29:12 Speaker 4

I I wish.

00:29:12 Speaker 4

I could give some suggestions about how institutions could be improved. I think some of it has to come from.

00:29:22 Speaker 4

I think it's a very lonely pathway and lonely because there might not be people who are like you to be able to reflect on these experiences with, I would hope.

00:29:32 Speaker 4

Becomes improved for EDI that we will have more of of shared networks and we will be able to have that kind of support and to develop our own self-confidence more. You know there are so many surprising aspects that you I find it very difficult to prepare for could prepare for if I look back and how institutions could.

00:29:52 Speaker 4

Actually support that. I think partly the support could come from knowing that there is protection, that there is some kind of. I mean if you are excluded from publications because you.

00:30:06 Speaker 4

Are perceived to have been retaliation for having written articles on your own, which is something that has happened to me. I've had to explain to those colleagues well, I was not going off on my own to write articles. I was being commissioned to write articles because of the nature of the research and that I'm asked to write certain articles.

00:30:26 Speaker 4

Because of how my ethnic identity is perceived and that I own that, even if I don't want to always bring in the personal to my to.

00:30:36 Speaker 4

My work but that it has to be remembered that my name, my legacy, carries all the traumas and the tragedies associated with the stories that I'm writing with. So then they're not acts of privilege to be contacted by a major medical journal and asked to write an article. They they become much more.

00:30:56 Speaker 4

Forms of obligation and responsibility and badges of honour so you know, and then what you do when you, you can't, how do you prevent someone from excluding you because you publish elsewhere? These are very difficult things that speak to much more to larger overarching structural elements about.

00:31:15 Speaker 4

How somebody who is from a marginalised position is perceived to be able to occupy certain spaces and unless we have more acceptance within our institutions and academia, as a culture that.

00:31:29 Speaker 4

People with marginalised identities and voices can actually speak loud and should be able to speak loud and shouldn't be told. They're speaking too loudly or they're too vocal or they're too. I often get told or you're too outgoing for a Muslim person, these comments are always put on you. We need to be able to have our spaces.

00:31:48 Speaker 4

Landed, I think as a first step to preventing some of these aspects of research and silencing that we've all been mentioning.

00:31:55 Speaker 2

Just very briefly, I think just to add to what's already been said.

00:32:00 Speaker 2

I think it's absolutely true that when you are busy doing activism, EDI work and so on, somebody else is taking that time to publish and get grants, right? You absolutely have to recognise that.

00:32:12 Speaker 2

And so that's something to always keep in mind how much time and labour you want to give and emotional labour. You want to give to this work because change is very, very slow. And what institutions could do well, I don't know about compensation, but this could certainly recognise the work in a way that they haven't so far. So, for example, when it comes to precarity, look at what kind of work people have done.

00:32:33 Speaker 2

And how they can be helped continue to be that critical friend to be that activist friend within the institution, to recognise that as qualification, as expertise, to recognise that in promotions document, it's still surprising how much.

00:32:47 Speaker 2

Things like tick boxes in terms of grant application in terms of publication and so on are still sort of the major markers of somebody who has achieved something in academia versus all the work you might have been doing to like, hold this all together in terms of community and support and so on. So those are the things the institutions could start doing, whether they're going to be doing it. I'm.

00:33:06 Speaker 2

Not holding my breath.

00:33:07 Speaker 1

Well, we can always stop with the To Do List and then work on holding them accountable.

00:33:12 Speaker 1

And with that, I'd like to thank all three of you for joining us in this discussion today for sharing your wonderful wisdom advice very well thought out and considered answers. And in general for sharing your time in doing advocacy and activism here with us at the Postgraduate Bioethics Conference. Thank you very much for your time.

00:33:32 Speaker 1

And I very much look forward to continuing these conversations beyond this.

00:33:51 Speaker 1

In today's podcast about activism and advocacy is postgraduate we talked about a range of topics. We discussed motivations and goals behind activism and advocacy, different forms of activism, and advocacy in academia, the benefits and risks to junior researchers engaging in such.

00:34:10 Speaker 1

Then the burden on some academics to take action because of their identity, ways in which institutions can minimise this burden and make structural changes and tips for sustainable activism and advocacy.

00:34:23 Speaker 1

The conversation made me think of the importance of understanding the academic landscape with its bureaucratic and power structures. When engaging in activism.

00:34:34 Speaker 1

Also, it made me think of the importance of forming communities, appreciating all the hard work done by those who came before us and are in this journey together with us and finally of doing our part for those around us and those who are yet to come.

00:34:50 Speaker 1

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00:35:07 Speaker 1

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