

# Apprise Timeline of NINA

Nina gained a Bachelors and a Master's degree prior to undertaking doctoral study funded by a Research Council grant. She joined the UK study in 2008 whilst in the second year of her doctoral studies. At that point she was undecided about her future career. Her immediate family were in the UK whilst her partner was a national of another country, with a job based in Europe and wider family living across Europe and South America. Nina graduated with her PhD aged 27. What struck us about Nina's story was:

Co-locating with her partner and striving for a work-life balance (personal)

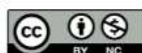
Managing as a teacher and understanding institutional differences (work experience)

Openness to various post-PhD careers and advancing her career options (career thinking)

Year	Personal	Work experience	Career Thinking
PhD Year 2	<p>Gained confidence and independence in life as well as work skills whilst abroad.</p> <p>Absence of partner and family helped avoid distractions and maintain focus whilst abroad.</p> <p>Anticipated joining partner in Europe next year while writing up thesis.</p>	<p>Fieldwork in schools abroad; participants supportive; achieved a non-academic publication.</p> <p>Supervisors professional but discouraging; critique useful but feedback rarely positive and they discouraged her publication stance.</p> <p>Tackled ongoing difficulty with time management, as returning abroad to complete fieldwork was not an option.</p>	<p>Considered an academic career but not sure; wanted "to see the outside world of work as I've always been a student".</p>
PhD Year 3	<p>Lived with mother as disliked graduate space at university.</p> <p>Planned to join partner in Europe while finishing PhD before both moved to UK.</p>	<p>Completed fieldwork; disappointment with supervisors continued.</p> <p>Returned to UK; accepted 3-month research internship, suspended PhD.</p> <p>Resumed studies – analysis, writing up, conferences; undergraduate teaching.</p>	<p>Enjoyed autonomy of internship, felt academia could offer similar freedom.</p> <p>Undertook teaching as a strategic move to enhance CV; attended conferences to enhance networking.</p> <p>Career options included research abroad, law conversion course, post-doctoral fellowship.</p>
PhD Year 4	<p>Lived with partner in Europe then returned to mother's in UK and joined partner at weekends.</p> <p>Funding ended, took part-time job.</p> <p>Enjoyed 'nomadic lifestyle and career', but looked to settling down, having a family.</p>	<p>Wrote up thesis, supervisors contributed helpfully, made progress.</p> <p>Anticipated finishing summer year 4.</p>	<p>Due to start teacher training autumn year 4, choice inspired by fieldwork, education internship, and flexible career options.</p>
PhD Year 5	<p>Moved to London with partner.</p> <p>Partner supportive: did housework, pushed her to write, gave tips on time management.</p> <p>Tried to 'sort out a balance' – exercise, sleep, language lessons, enjoy city life.</p> <p>Partner considering career change</p> <p>Was considering moving somewhere cheaper, even abroad.</p>	<p>Teacher training began; thesis still not finished at start of year.</p> <p>Taught and studied during the day, thesis in evenings and weekends; stressful.</p> <p>Busy with teaching, lot of responsibility, needed to know 'when to cut corners'</p> <p>Successful PhD viva mid-year.</p>	<p>Teaching as expected (mother was school teacher).</p> <p>Didn't 'regret not going into academia', but still thought of an academic future.</p> <p>Drew on doctoral work and research experience to enrich her teaching.</p> <p>Main earner if partner retrain</p> <p>Teaching was a job 'you can really take anywhere'.</p>
Post-PhD Year 1	<p>Attended doctoral graduation, realised 'it was a big achievement'.</p> <p>Work-life balance better, tried to keep weekends free from work.</p> <p>Considered moving to partner's country; became engaged to partner; thought of starting a family.</p> <p>Moved with partner to her mothers', a cheaper area so they could save and partner could retrain.</p>	<p>1st year as qualified teacher 'a baptism of fire', stress and pressure: increased teaching load, targets, marking.</p> <p>Cut corners, managed workload better, refused 'unreasonable' demands.</p> <p>Shaped role with topics/ activities of interest to her; supervised pupil's project - drew on PhD research and experience of supervision.</p> <p>Left role to teach part-time on ad hoc basis at whichever school needed her.</p>	<p>Intended to gain more teaching experience before moving house.</p> <p>Good for her development - anticipated a different and more varied experience.</p>
Post-PhD Year 2	<p>Married her partner, moved into own home.</p> <p>Christmas with partner's family in South America.</p> <p>Time in evenings for friends, family, activities, study; regular travel breaks.</p> <p>Bought house in Europe as a base for a couple of months each year.</p> <p>Planned a family next year; intended to return to part-time ad hoc teaching in a couple of years.</p>	<p>Began ad hoc teaching at various schools; challenging, met new problems.</p> <p>Returned to wider variety of schools; enjoyment increased alongside experience.</p> <p>Enjoyed leaving school and job behind at 3pm.</p> <p>Became A-level examiner; applied to become school governor.</p>	<p>Flexibility of ad hoc teaching suited her preferred lifestyle.</p> <p>Broadened her experience and understanding of the education syllabus.</p>
Post-PhD Year 3	<p>Striving for a work-life balance.</p> <p>Co-locating with her partner.</p>	<p>Managing as a teacher.</p> <p>Understanding institutional differences.</p>	<p>Openness to various post-PhD careers-</p> <p>Advancing her career options.</p>



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