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## Precarity, Lack of Belongingness and Boredom: Beginning a career in Polish academia

It is common for early-career academics to face mixed feelings of enthusiasm, motivation, and apprehension when obtaining their first academic position. However, after a few semesters, an odd paradox sets in academics are keen about teaching but often reluctant to actually teach (Jacobson, 2016). Systemic components contribute to this, such as the massification of higher education, shortage of time to pursue research, undervaluing teaching activities, and low salaries, particularly in the Polish system. Thus, initial enthusiasm is superseded by opportunity cost, frustration, and boredom, and a lack of belongingness to the institution constitutes a looming problem. This is especially prominent among early career teachers who still adjusting to their new role as a teacher work under precarious terms of employment and carry out a substantial share of administrative duties and frequently teaching on unpopular courses (Simpson et al. 2012). As a theoretical framework, the chapter employs the concept of 'trajectory' (Riemann, Schütze 1991) and the tradition of symbolic interactionism (Goffman 1982; Blumer 1986). The presentation is to emphasize the relationship between the individual young academic teacher without a steady position and the academic system, particularly the transition from engagement to the experience of distance. A significant role in the analysis shall take an experience of boredom and its concomitants felt by the early career academics.

### Method
Qualitative research (2013-2018, (Mason 2002)) on academic boredom among academic teachers of University of Warsaw, 72 interviews with representatives of 15 departments (humanities, social and natural sciences) at each level of an academic career (advanced PhD students, PhDs, Habilitation holders, full professors) and more than 300 hours of participant observation during university classes, staff meetings, and scientific conferences. Additionally, data were generated from the researcher's own experience (auto-ethnography, (Muncey 2005)) as a PhD student, academic teacher, conference attendee, and organizer.

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