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Collegiality: will we know it when we see it?

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Origin Story

In 2020, Glasgow revised the Professorial Promotion process to:

- (a) Seeking performance in 4 of 7 Sections, allowing **diversity** in individual strengths
- (b) Recognise **Collegiality and Open Research** as integrated expectations of career progression through all Sections
- (c) Take a **quality not quantity** approach, seeking narrative of contribution and importance of top 6 outputs.
- (d) Introduce **parity of merit** between Research Outputs and Societal Impact.





Applicants were encouraged to think about their interpretation of what collegiality means to them, with brief institutional guidance.

Evidencing Collegiality

"The University requires its Professors to actively contribute to the collective interests and values of the University through collegial working, and in so doing, support the careers of others. In each section of the application, professorial applicants are, therefore, asked to highlight their activity and achievements, and should include evidence of working in a collegiate and supportive manner, advancing the career development of colleagues in the pursuit of achieving personal goals and the College's strategic objectives. Heads of School should refer to collegiality in their supporting statement."





Recognising Collegiality

"Collegiality should be clearly and convincingly evidenced. The evidence should be described in specific terms (e.g. how many staff/students were supported, in what way, and over what time) and the impact of this collegiality should be evident by the combination of its depth (significant impact to immediate colleagues) and breadth (the range of colleagues who benefit, which could include the wider discipline).





Problem 1 An open brief

"I'll know it when I see it."





Problem 2 Building Meaningful Engagement

"Is collegiality
extra
volunteered
work we have
to do?"

"What on earth is collegiality"

"How can I evidence an intangible concept?"

"Why is promotion the first time I am hearing we need to do this?!"

"Is it possible to get promoted without evidencing collegiality?"





Collegiality: an inter-personal and interdependent practice

"...instantiated in the relationships that emerge within departments and in the manner in which members of the department interact with and show respect for one another, work collaboratively in order to achieve common purposes, and assume equitable responsibilities for the good of the unit as a whole." (Cipriano & Buller, 2012: 46).





Why focus on this?

The culture is set by the quality of the basic day to day interactions between colleagues.

We don't 'set the culture' so that everyone within it can then thrive.

We can't extract people, teach them collegiality and drop them back in.

We enable the emergence of positive cultures by supporting people to interact and communicate reasonable, supportively, inclusively, and fairly, in context.





A more granular look

Brown (2021)

Professional collegiality – substantiated through everyday helping interactions concerning the business of sharing a profession and advancing a career.

Intellectual collegiality – describes sharing specialist knowledge and expertise and building trusted connection through disciplinary communications.

Social collegiality – enacted through shared spaces, material objects, and interpersonal relationships in the course of research work.

Emotional collegiality – the recognition of shared emotional experiences, and engagement in emotional support.





From possible to

Set up new collegial structures and raise awareness

Hack existing structures

Work from the bottom up – People Make Research



Set up new collegial structures and raise awareness

https://theaudit orium.blog/2023 /11/16/catalysttwo-for-onecareer-impact/

Lab for



Leadership JMS Leaders Solutions for Change **Thesis Mentoring**

Crucible Accelerator Flourish **UKCGE Supervisor** Solutions for Change Writing Group Thesis Mentoring Thesis Mentoring **Catalyst Mentoring** Catalyst Mentoring

Crucible **UKCGE Supervisor** Writing Group **Fellows Network** Research Leaders UKCGE Supervisor Writing Group

Fellows Network

Catalyst Pilot: Mentor personal outcomes. Through Mentoring I have improved...

My ability to support, d my mentee within the p		3	
My understanding of he to navigate career chal	ow to support people lenges	1	
My ability to support, d other staff and PGRs I		0	
My understanding about of others	ut the work-life issues	0	

other staff and PGRs I work with	10	
My understanding about the work-life issues of others	10	
My sense of purpose in my role	7	Catalyst Pilot: Mentee personal outcomes. Through Mentoring I have
My own awareness of how academia works	7	improved My understanding of where I would like to take my career next 13
How I myself navigate challenges and barriers to progress	6	My confidence to make career decisions 12 How I navigate challenges and barriers to progress 12
My sense of connectedness to the University of Glasgow	4	My understanding of what causes me stress 8 My own ability to support, develop and mentor other staff and students! lwok with
My own understanding of what causes me stress	2	My sense of purpose in my career 6
My CV, e.g via an experience, award, publication, qualification or role	2	My work-life balance or workload 5
		My CV, e.g via an experience, award, publication, gualification or role My caletionschip with my Bill ine Manager

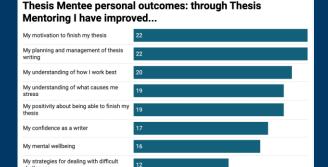
My sense of connectedness to the University of

My ability to manage all the demands of my role

Thesis Mentor personal outcomes: please identify any beneficial outcomes you have personally experienced from participating in Thesis Mentoring:

I improved my skills or confidence as a mentor	37		
I am more confident in my ability to supervise students	31		
I have a deeper understanding of issues affecting PGRs	29		
I am more confident in my ability to work with thesis writers	25		
I have improved my CV	20		
I have been able to reflect on my own approach to academic writing	18		
I feel more connected to colleagues across the university	16		
I feel more valued as a UofG staff member	16		
I have improved my sense of job satisfaction	15		
I have greater sense of career purpose	10		

My relationship with my supervisor(s)



https://theauditorium.blog/20 22/07/27/thesis-mentoring-aroute-to-supervisory-goodpractice/



Lab for

EDUCATION

https://theauditorium.blog/

The Auditorium: a research culture and researcher development blog

Making Narrative CVs work for your researchers

By Dr Rachel Herries, Research Culture Manager

Hack existing structures



https://portla ndpress.com /biochemist/ article/45/5/1 1/233648/Abeginner-sguide-tosupervising-

a-PhD-

researcher

Hacking PDR

Assess

I good of to be the out

By Dr Kay Guccione, Head of Research Cul

Progress Milestones Standards **Publications** Thesis Viva Corrections

Plannina

INDIVIDUAL:

THE PERSON

Background Context Preferences Motivation Guidance Development Support Opportunities Wellbeing Career

23RD MAR 2020

TASK: THE

Team Questions

Supervisory Team Role clarity Values and behaviour Equity between PGRs Conflict resolution Collaboration Collegiality Peer-support Local networks Global networks

TEAM: A CULTURE OF

SUPPORT

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evelopment

Curriculum in

The Auditorium: a research culture and researcher development blog

Creating a research group 'Charter'

By Dr Kay Guccione, Head of Research Culture and Researcher Development and Dr Rhoda Stefanatos, Researcher Development Specialist for Research Staff.

DOCIORAL

https://drhiddencur riculum.wordpress. com/



The Auditorium: a research culture and researcher development blog

Peer-mentoring: becoming independent from teaching collaboratively

This is a guest post by three doctoral researchers from the University of Clasgow. Dangeni (@DagnyUoG) is a current doctoral researcher in the School of Education. Dr Rui He (@Elin_RuiHE) completed her PhD in the School of Education in 2021, and

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Do your team assume you to be another unsupportive boss?

By Dr Kay Guccione, Head of Research Culture and Researcher Development.







Work from the bottom up – 'People Make Research'

PEOPLE MAKE RESEARCH

https://theauditorium.blog/202 2/07/26/people-makeresearch-recognising-thosewho-make-a-positivedifference-to-our-researchculture/

Data:

100-word testimonials.

Engagement data (who nominated whom). Collegiality hotspots.

Recognition:

Thank you emails.
Visibility of positive practice – 'lurkers'.
Thematic Analysis.

Applied change:

Challenge the 'Awards' model'.
PI development framework.
Research Professional Staff recognition.
Wellcome funded project.





Next steps for Glasgow

Researching the applicant and reviewer experience of promotion

InFrame





InFrame

https://sway.cloud. microsoft/2puEnGl T7s7O9KXG

A Wellcome funded triuniversity collaboration

- A Collegial Research Leadership Framework (led by the University of Glasgow) using data from the People Make Research project, we will begin to identify what collegial research leadership looks like in practice and create a framework of understanding that that applies across all roles and job families in the research ecosystem. This will be further developed by the outcomes of projects which are enabled by the:
- £1.2M Research Culture Catalyst Fund (led by the University of St Andrews) which will widen access to funding to new and emerging leaders from different job families and drive new ideas and perspectives.
- An experimental Community Knowledge Hub (led by the University of Edinburgh) will provide bespoke pre- and post-award support, community building, and cross-linking of funded projects. The hub will level the playing field in the allocation of funding and prepare the ground for the embedding of learning into policy, process and practice.





Collegiality: will we know it when we see it? Watch this space!