https://www.gla.ac.uk/myglasgow/ris/researchculture/

https://www.gla.ac.uk/myglasgow/ris/researcherdevelopment/

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.

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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."

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

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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).

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Problem 1
An open brief

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

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Problem 2 Building Meaningful Engagement

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

"How can I evidence an intangible concept?"

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

"What on earth is collegiality"

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

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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).*

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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*.

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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.

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From possible to easy

Set up new collegial structures and raise awareness

Hack existing structures

Work from the bottom up – People Make Research

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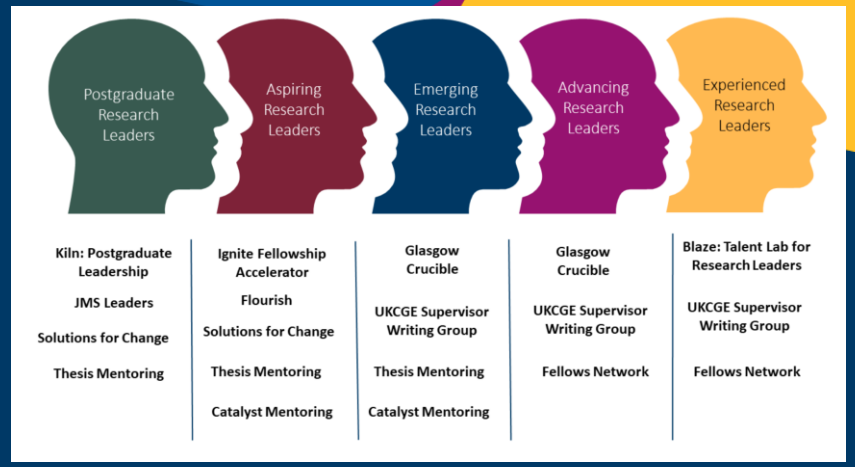
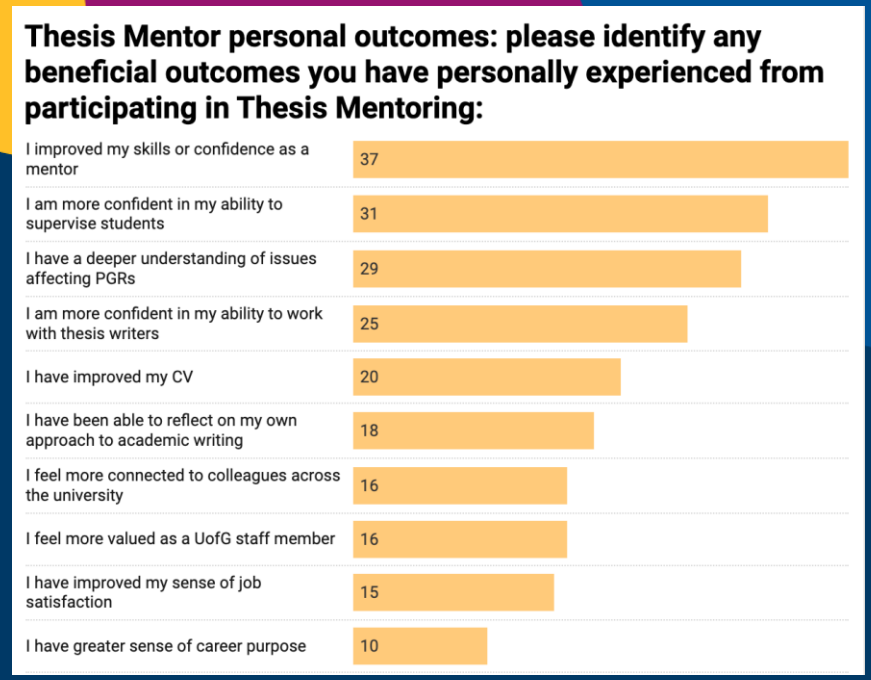
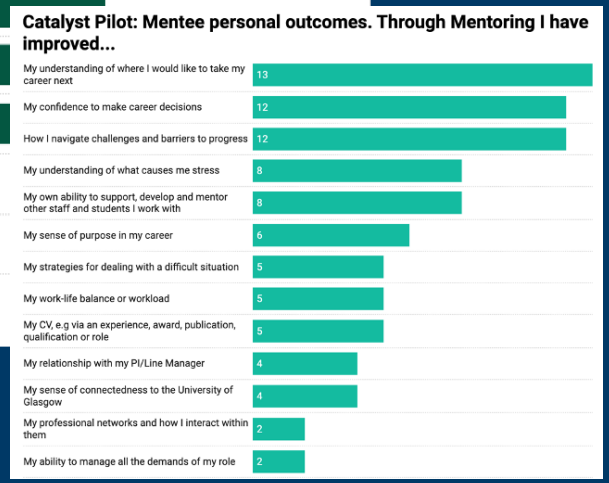
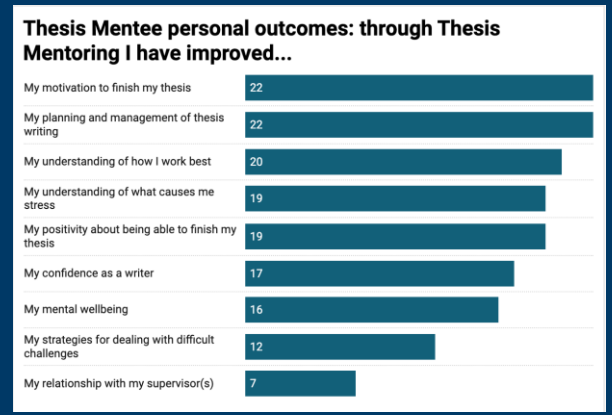
Set up new collegial structures and raise awareness









https://theauditorium.blog/2023/11/16/catalyst-two-for-one-career-impact/

https://theauditorium.blog/2022/07/27/thesis-mentoring-a-route-to-supervisory-good-practice/

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Hack existing structures

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Team Questions

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

https://drhiddencurriculum.wordpress.com/

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20th Mar 2024

Hacking PDR

By Dr Kay Guccione, Head of Research Cultu

https://portlandpress.com/biochemist/article/45/5/11/233648/A-beginner-s-guide-to-supervising-a-PhD-researcher

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Peer-mentoring: becoming independent from teaching collaboratively

This is a guest post by three doctoral researchers from the University of Glasgow. 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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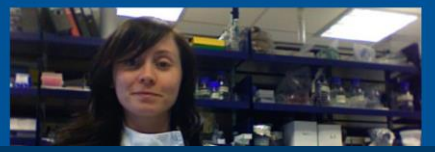
Do your team assume you to be another unsupportive boss?

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



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Work from the bottom up – ‘People Make Research’

PEOPLE MAKE RESEARCH

https://theauditorium.blog/2022/07/26/people-make-research-recognising-those-who-make-a-positive-difference-to-our-research-culture/

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.

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Next steps for Glasgow

Researching the applicant and reviewer experience of promotion

InFrame

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InFrame

https://sway.cloud.microsoft/2puEnGlT7s7O9KXG

A Wellcome funded tri-university 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.

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