FELLOWSHIP AHOY!

++ More than Lucky: Exploring how postdoc professional networks are activated in gaining research fellowship awards.

> Dr Kay Guccione Researcher Mentoring & Coaching @fellowshipahoy | k.guccione@shef.ac.uk



++ what they talk about when they talk about their fellowship... why did I do this work?

"I was just really lucky"

AHOY!

right place right time lucky to get a good Pl lucky to be on papers lucky light bulb idea chance meeting



++ what they talk about when thinking about fellowships...

why did I do this work?

"I'm not that lucky"

not independent yet not an ideas person not enough papers not confident enough not a good writer

situating the study

++ development framework

Securing independent funding can be viewed as a significant career transition (Bazeley, 2003)...

WSH

AHOY!

and is viewed as a key aspiration by many researchers during their post-doctoral career stage (Akerlind, 2005).

Luck is a component in gaining funding (van Arensburgen & van den Besselaar, 2012; Porter, 2005)...

but individual agency is a driver for academic career development (McAlpine *et al*, 2014; Clegg 2008).

situating the study

++ what do successful research leaders do?

Craft a distinctive high-profile researcher identity

AHOY!

Connect with others in their global research field

Garner valuable social capital through high value peer and collaborative networks Recent, socially situated models of academic and researcher development.

(McAlpine *et al*, 2014; Bolden *et al* 2012; Harris & Nolan, 2014)

FSA study

++ research questions

what agentive behaviours do researchers demonstrate in the pursuit of a research fellowship award?

AHOY!

2

who is in the professional social networks of research fellowship applicants and enhance their success?

participants

++ research study design

allows us to look at the interplay between each research fellow's social situation, their actions, and their understanding of their success (Orleans, 2008; Bryman, 2012).

WSHI

AHOY!

Semi-structured interviews with 25 research fellows (13 F /12 M) across 8 Russell Group Universities. 18 STEM / 7 non-STEM. 17 UK / 8 non-UK

PLUS: network analysis form



data on your handout

++ researchers actively develop in 5 (+1) ways

what agentive behaviours do researchers demonstrate in the pursuit of a research fellowship award? Awareness Ideas Application gameplay Confidence Resilience

+ Networking...



++ 12 contact types actively collected by applicants

who is in the professional social networks of research fellowship applicants an enhance their success?

LOWSHI AHOY!

> Principle Investigator at time of application Another senior academic colleague Head of Dept/School/Discipline Host or Mentor for the Fellowship award A Current Research Fellow Peer Applicant Collaborator on the application Referee for the application Career Mentor (formal or informal) Grant Capture Manager within the HEI Researcher Development Professional Spouse / Partner



forthcoming further analysis

++ essential components of the network?

Career Champion

facilitates access to the resources needed to develop and write the application. They contribute to fellow's academic development, and expand the applicant's network outside their current organisation.

Tour Guide

insider knowledge of call, processes, logistics and how to navigate the internal application systems. the 'go to guy' with a good network within academic support services at the researcher's current organisation.



how can we support?

++ Summary & Recommendations

All fellows sought to actively recruit appropriate contacts to support or enhance their applications.

How can we broker wider institutional and cross institutional networking? Applicants who felt 'ready' to apply had been given some time to 'practice' at acting independently, leading projects and pursuing their own ideas.

How can we take researchers seriously and value their ability to **lead** projects?

thanks to...

++ acknowledgements

AHOY!

The Leadership Foundation for Higher Education

RPD Colleagues: Dr Katie Hewitt, Dr Victoria Sedman, Lesley Heseltine, Dr Elizabeth Adams, Dr Karen Hinxman, Dr Liz Elvidge, Dr Lizzie Reather, Dr Laura Hodson

Dr Heather Mortiboys, Parkinson's UK Fellow Prof Duncan Cameron, Royal Society University Research Fellow Dr Robin Purshouse, Senior Lecturer in Automatic & Control Systems Engineering & holder of ESRC Future Research Leaders Scheme Award

Project steer and development: Bryony Portsmouth

++ references

FELLOWSHIP AHOY!

Åkerlind, G. S. (2005). Postdoctoral researchers: Roles, functions and career prospects. *Higher Education Research & Development*.24(1), 20-40

Bazeley, P. (2003). Defining "early career" in research. High Education, 45(3), 257–279.

Bolden, R., Gosling, J., O'Brien, A., Peters, K., Ryan, M., & Haslam, A. (2012). Academic Leadership: Changing conceptions, identities and experiences in UK higher education. *Leadership Foundation for Higher Education*, 1–64. Bryman, A. (2012). *Social Research Methods*. Oxford University Press.

Clegg, S. (2008) Academic identities under threat?, *British Educational Research Journal*, 34(3), 329–345. Harris, S., and Nolan, T. (2014). Starting from the discipline: the development of early career academic leadership. *Leadership Foundation for Higher Education*, 1–44.

McAlpine, L. (2014). the next-generation of university teachers: Over time, how do post-Ph.D. scientists locate teaching and supervision within their academic practice? *Teaching in Higher Education*. 19(8) 835-846

McAlpine, L., Amundsen, C., & Turner, G. (2014). Identity-trajectory: Reframing early career academic experience. British Educational Research Journal, 40(6), 952–969

Orleans, M. 2008. Phenomenology. Encyclopaedia of Sociology. http://hss.fullerton.edu/sociology/orleans/phenomenology.htm.

Porter, R. E. (2005). What Do Grant Reviewers Really Want, Anyway? *Journal of Research Administration* 36(2) 47-55

van Arensbergen, P., & van den Besselaar, P. (2012). The Selection of Scientific Talent in the Allocation of Research Grants. *Higher Education Policy*. 25(3), 381–405.