UG vision on the role of teams within the UG and the importance of academic citizenship as a general competence
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The Recognition and Rewards committee

Teams play an essential role in delivering high-quality teaching and research at our University. University of Groningen (UG) staff members perform a broad range of essential tasks, both individually and within teams, for the institute or department in which they work, the University community, and society in general. The UG strives to recognize and reward teamwork among our staff members. To this end, we wish to emphasize the importance of forming a University learning community and exhibiting academic citizenship. Academic citizenship is a desirable quality because it challenges staff members to not only perform well at a content level but also to actively, critically, and engagingly contribute to our academic community and to society as a whole.

By including staff members' contributions at the team/faculty/University/greater network level in their assessment, staff members have more opportunities to tailor their careers. A talented teaching staff member might focus on curriculum innovation within their team or department, while a colleague with public engagement expertise may communicate the impact of their team to the outside world, and a third colleague might focus on obtaining research grants. Personal leadership will also gain more attention as a result. To this end, leading questions include: What environment do I wish to work in? What can colleagues expect of me? And do team members' roles still match their career goals?

Focusing on teamwork therefore touches on the core of the cultural change that the Recognition and Rewards programme wishes to enact within the academic world. The UG considers teamwork as a catalyst for success: just like leadership, it is a means for an organization to achieve its desired goals. Although we often value academic success at an individual level, individual performance is not possible without the basis of a well-functioning team. The individual talents of staff members must be recognized and rewarded and they must be facilitated in order for staff members to develop themselves further. Every individual success is possible thanks to the direct or indirect support of the collective. The quality of teamwork influences the core tasks of our University: teaching, research, and societal impact. Academic citizenship is a concept and competence that helps the University community to discuss team contributions. It is not intended as an extra performance indicator to measure everyone with the same yardstick. Rather, it is intended as a tool to make contributions to the collective visible.

The aim of this text is to lay down the dialogue on teams that has emerged over recent years in the context of the UG Recognition and Rewards programme. In the appendix, we provide an overview of the types of teams at the UG. This overview is the result of consultations with all the faculties. This overview provides a basis for critical reflections on performance in various teams.

The UG's vision is for our University to be a learning community, not just for students but also for staff members, in which teamwork is perceived, recognized, and rewarded. Working at the UG means joining our academic community. We use the term 'academic citizenship' to indicate our desire for staff members to excel in resilience, teamwork, professionalism, and dedication in order to achieve common goals. Our academics and staff members carry out a broad range of essential and, sometimes, unremarkable tasks, both individually and in teams, for the benefit of their group, institute, academic community, and society in general.

Providing a framework/suitable context

A number of conditions are crucial for teamwork, such as a safe working environment in which challenging but realistic shared goals are set. Conditions also include an engaged manager and team-mates who cheer each other on and see failures or mistakes as opportunities for improvement and growth. This creates a context in which everyone contributes what they can in order to keep the social system of the University manageable: a productive, enjoyable working climate that focuses on learning, development, agile teams, and individuals within teams. This involves a clear connection to matters such as a manageable workload, the pursuit of social safety, and working on an inclusive work environment in which everyone belongs and differences are celebrated.

Possible actions/values

We would like to emphasize that we value different qualities in teams and departments.

We have started by mapping out teamwork and contributions in the area of academic citizenship, to see whether we can make our expectations in this area more explicit. We will be inviting faculties to put their own spin on this. This also means that we will be asking staff members to include these points in their CVs and on their University profile pages (MePa).

Furthermore, we wish to encourage inclusive competences to improve the quality of teamwork and to prevent frustrations caused by misunderstanding.

We would like to emphasize that working in teams and in a University community demands extra time and effort.

In our teams, we must expressly involve staff members with temporary contracts.

In our teams, we must not make unnecessary distinctions between academic and administrative and support staff.

When selecting new colleagues, we should look into their motivation and demonstrable skills in the areas of collaboration and contributing towards the collective and academic citizenship.

In our annual results and development (R&O) interviews, we should encourage everyone to describe their contributions to teams and to academic citizenship using MERIT/discussion cards.

In our teaching, we should offer options for teams to assess and improve their collaboration style.

We will soon use a list of indicators/questions to allow team members to jointly reflect on their collaboration (social aspects) and achieved goals.

Appendix Teams at the UG

Consultations across the faculties revealed how the UG thinks about teams: a team has a common goal and shares the responsibility to achieve this goal. Role and task distribution may be more or less formal. The team does not only connect based on content but also in terms of shared values: respect, collegiality, and knowledge of one another's background, qualities, personality, and preferences.

In our University context, the core teams, chair groups, departments, and discipline groups form the organizational basis upon which teaching and research teams operate. This does not mean that each staff member only works with members of their own core team. Staff members operate in multiple teams: not only within their own faculty or with other faculties but also in teams and networks that cross the borders of their own institution or even country.

Teaching teams

In **teaching** at the UG, working in teams and together with fellow lecturers has become the norm. Clear roles are distinguished, such as course coordinator or working group leader. Roles may change per subject and per year. Coordination and the mutual distribution of tasks is decided within the department or chair group based on yearly task division. Teaching innovations and curricular changes are established by teams at a programme level. There is close collaboration between academic and support staff in the area of quality assurance, which is administratively organized into institutes of education and secretariats. Depending on the faculty, student assistants may also support teaching teams.

Research teams

In our **research**, there are clear differences regarding teamwork between the different academic areas. In some fields, such as in many disciplines within the humanities, research conventions are focused on individual publications. Individual work is often conducted on joint projects in order to collaborate on a bigger project. The group functions as a stimulator: researchers read and comment on one another's work and members of the group give each other feedback. The group acts as a forum for critique. Early-career researchers are encouraged to participate in research gatherings and lectures in order to ask critical questions.

In other academic areas, research in larger teams and multi-authored publications are the standard. Colleagues with supporting roles, such as data stewards, research analysts, or technical staff, are also involved in this. Still, major differences are apparent here, too. In the medical sciences, it would be unthinkable to have a debate about whether or not to conduct research and publish in a team. But in other disciplines, such as law, social sciences, or economics and business, this is up for discussion based on the project. The exact role distribution and corresponding order of listed authors can become an important discussion point, as this order provides information on the person's role, for example in a supervisory or supportive capacity. Practices like the CRediT (Contributor Role Taxonomy) system, which is enforced by the Dutch Research Council (NWO), recognize the contributions of individual authors within a research team and connect with the core values of open science.

Impact of teams

Many **coordination tasks** in teaching and research take place within a team. Teaching and research programme coordination teams, programme committees, and advisory bodies generally involve teams comprising both academic and support staff that transcend

departments or core teams. In addition, there are teams formed from **collaborations with societal partners**, resulting in co-creation or participatory action research, for example. The impact of teams on the core tasks of teaching, research, and societal impact is clearly evident.