Embracing Empathy

Human-Centered Approaches in Research Management

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empathy

noun [U]

UK /ˈem.pə.θi/ US /ˈem.pə.θi/

Add to word list

C2

the ability to share someone else's feelings or experiences by imagining what it would be like to be in that person's situation

Compare

sympathy (UNDERSTANDING)

https://dictionary.cambridge.org/dictionary/english/empathy

Constructive effects of empathy

Innovation

People who claimed that their leaders were empathic were more likely to report that they could be **innovative—61%** of employees compared to **13%** of employees who reported less empathetic leaders.

Engagement

Only 32% of people who experienced less empathy from their leaders reported being engaged, compared to **76% who experienced more empathy**

Retention

When they felt their life circumstances were respected and valued by their employers, 57% of white women and 62% of women of colour indicated they were **unlikely to consider quitting.**

Inclusivity

Only **17% of those with less sympathetic leaders** said their workplace was inclusive, compared to 50% of those with more empathetic leaders.

Work-Life

When people thought their leaders were more empathic**, 86% said they were able to negotiate the demands of their work and life**, successfully juggling personal, family, and work duties. In comparison, 60% of those polled perceived less empathy.

Empathy fostered more empathy

When empathy was introduced into decision making, it increased cooperation and even **caused people to be more empathetic**.

https://www.catalyst.org/reports/empathy-work-strategy-crisis
https://elifesciences.org/articles/44269

Historical Bias

Economic and Technological Priorities

Visibility and Funding

External Bias

Quantitative Metrics of Success

Publication and Citation Bias

Challenges in Quantifying Impact

Economic and Market Pressures

Market-Driven Approaches

Resource Allocation

Global Trends and Competition

Global Rankings and Reputation

Competitive Funding Environment

Institutional Bias

Cultural and Institutional

Perceptions of Practicality

Undervaluing of Humanities and Arts

Lack of Understanding and Communication

Interdisciplinary Gaps

Siloed Departments

Institutional Structures and Policies

One-Size-Fits-All Policies

Lack of Representation

The **perceived lack of empathy** from research management or university administrators can be attributed to many factors, often rooted in **systemic**, **cultural**, and **historical** aspects of academia

Human-Centered Approaches in Research Management

Broadening the Definition of Impact	**Traditional View:** Historically, research impact was often measured by **quantity metrics** like publication counts, citations, and journal impact factors, which tend to favor STEM fields.
	New Perspective: There's a growing recognition that **impactful research extends beyond existing metrics**. Non-STEM fields, such as **humanities, arts, and social sciences**, contribute significantly to our understanding of societal, cultural, ethical, and historical aspects of human life..
Incorporating Qualitative Assessments	**Beyond Quantitative Metrics:** Non-STEM research often yields results that **are not easily quantifiable**. Qualitative assessments, narrative evaluations, and case studies are becoming more prominent in evaluating the significance and impact of research.
	Understanding Context: This shift requires a deeper understanding and **appreciation of the context and content** of non-STEM research, which is inherently an empathetic process.
Interdisciplinary and Transdisciplinary Approaches	**Collaborative Research:** The increasing emphasis on **interdisciplinary and transdisciplinary** research such as **SDG** highlights the importance of integrating knowledge from non-STEM fields.
	Empathy Across Disciplines: This approach requires empathy and respect for **different academic traditions and methodologies**, recognizing that complex global challenges often need **holistic solutions** that non-STEM fields can provide.

United Nations | Department of Economic and Social Affairs
Sustainable Development

HESI Higher Education Sustainability Initiative

Home | SDG Knowledge | Intergovernmental Processes | HLPF | SIDS | SDG Actions | Engage | News | About

Integration of SDGs across the University via our new corporate strategy

Glasgow Caledonian University (Academic institution)
#SDGAction33735

DESCRIPTION | SDGS & TARGETS | DELIVERABLES & TIMELINE | RESOURCES MOBILIZED | PROGRESS REPORTS | FEEDBACK

WURI The WORLD UNIVERSITY RANKINGS for INNOVATION

THE IMPACT RANKINGS 2021

Evolution of institutional mission

First – teaching & learning

Second – research and development

Third –entrepreneurial active engines that creates **value** by contributing out towards the **social**, **economic** and **cultural** development of the regions in which they operate

represents a **radical departure from their traditional 'ivory tower' stance** in which teaching and research have always been **treated as ends in themselves** (Nakwa and Zawdie, 2016).

It means that academia should **abandon their ivory towers** and **address social needs** and industrial objectives as well (Kapetaniou and Lee, 2017)

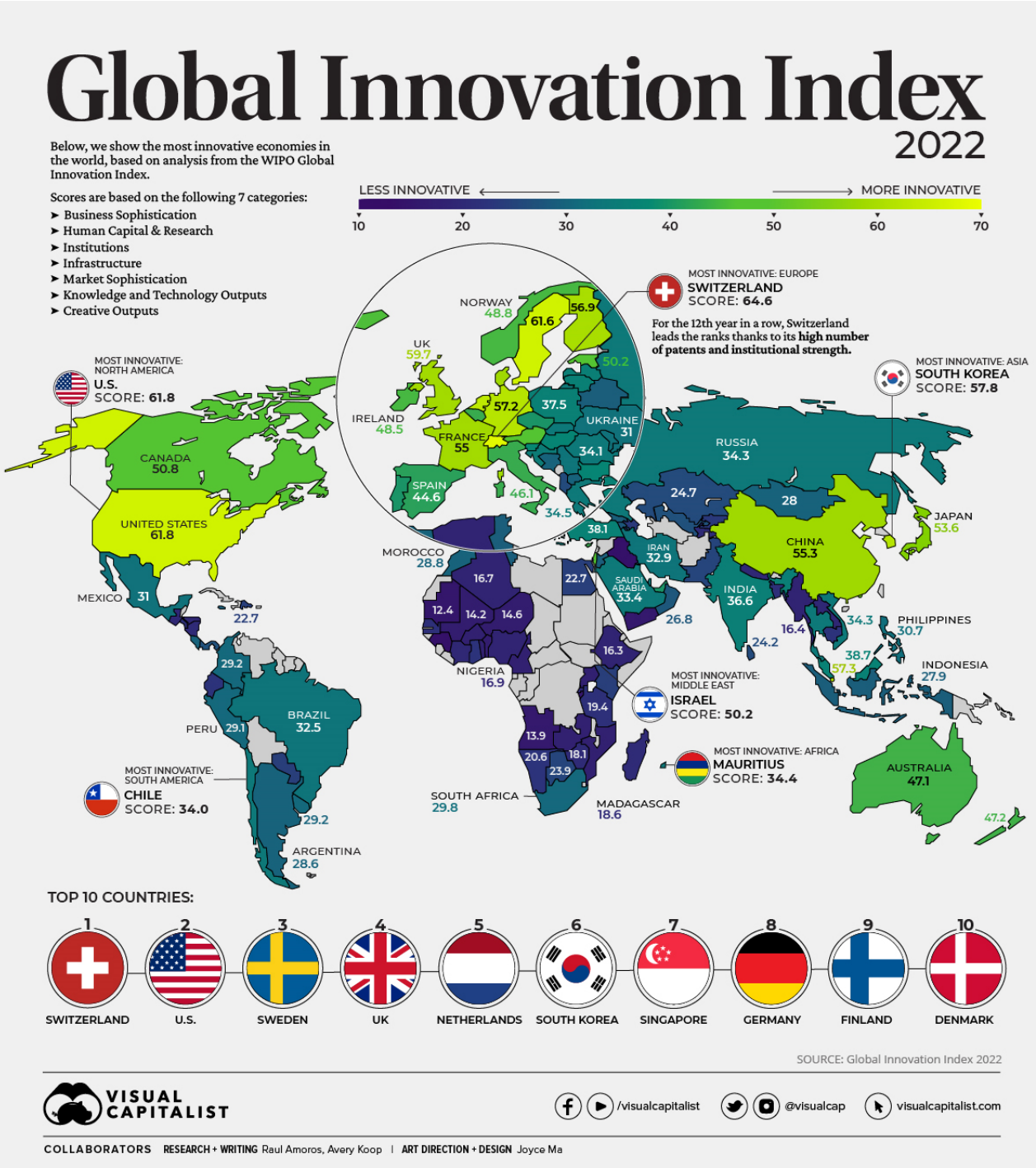
REUTERS

TOP 100

THE WORLD'S MOST INNOVATIVE UNIVERSITIES

Powered by Thomson Reuters

Rank	Nation	Institutions
1	USA	50
2	Japan	9
3	France	8
4	South Korea	8
5	Germany	6
6	England	5
7	Switzerland	3
8	Belgium	2
9	Canada	2
10	Israel	2
11	Netherlands	2
12	China	1
13	Denmark	1
14	Singapore	1



Malaysian biggest attempt in shifting

Recognising attributes of different talent excellence

With the right support, talent excellence can be nurtured by aligning them to differentiated career pathways

All academic staff are expected to have baseline competencies in teaching, research, services and management, after which they may focus to excel in any of the four responsibilities, guided by the following attributes:

INSPIRING EDUCATOR

- Espouses a clear philosophy and theory of teaching and learning
- Exhibits creativity and innovation in teaching, learning and assessment
- Introduces innovation that impacts learning
- Makes outstanding contribution(s) to leadership of teaching and learning, which are recognised nationally and internationally
- Is engaged in scholarly activities and/or pedagogic research in their subject area and/or innovation

ACCOMPLISHED RESEARCHER

- Demonstrates excellence in research and produces original work which makes significant impact in the field
- Makes significant contribution(s) to the body of knowledge through research of international standing
- Is able to attract major research grants
- Research has impact on community and society at large (i.e., knowledge transfer takes place)

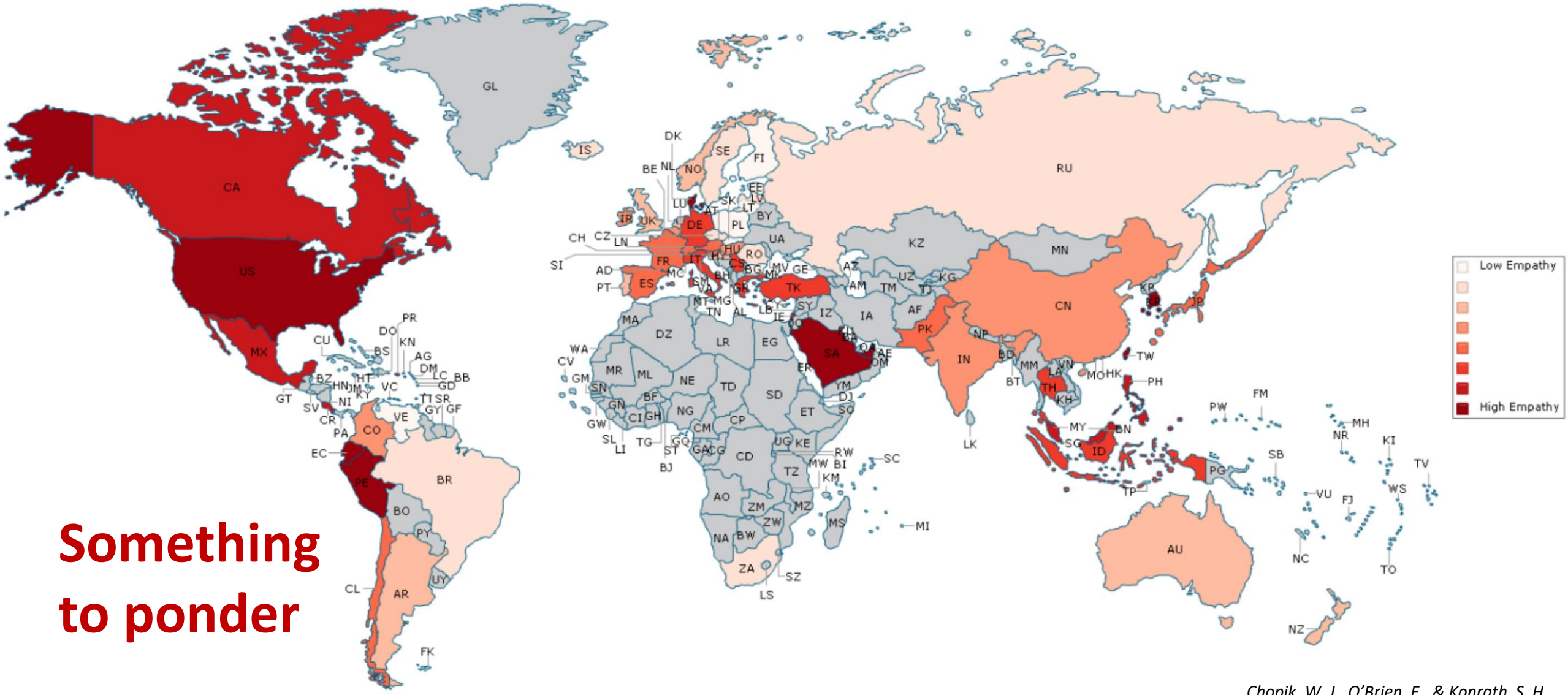
EXPERIENCED PRACTITIONER[1]

- Demonstrates excellence in professional practice
- Is an authority in the field of specialisation and contributes to the field of practice at both national and international level
- Makes major contributions and innovations in the development of their respective professions
- Shows evidence of national and international recognition of excellence through consultancy activities
- Where applicable, has obtained certification by relevant bodies

INSTITUTIONAL LEADER

- Demonstrates excellence in institutional leadership
- Leads and empowers institution to serve the community and the nation to achieve national agenda
- Demonstrates good leadership attributes
- Demonstrates leadership in sustaining best practices, and in leading change where necessary
- Is a recognised figure at national and international level
- Demonstrates overall understanding of key aspects of management, as well as rules and regulations
- Is visionary and has a strategic mindset

[1] See Exhibit 6 for a more detailed explanation on what it means to be an experienced practitioner

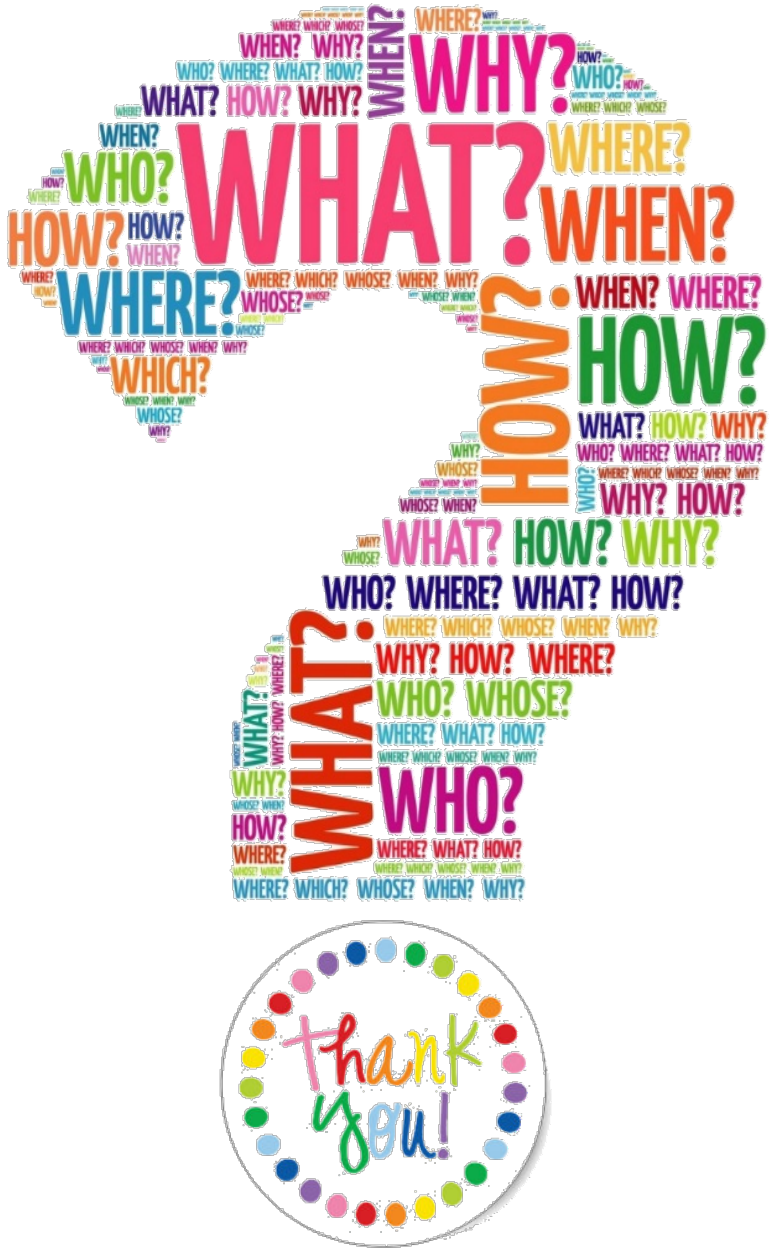


Something to ponder

Ranking countries along the empathy scale

Ranking highest: Ecuador, Saudi Arabia, Peru, Denmark, the United Arab Emirates, Korea, the United States, Taiwan, Costa Rica and Kuwait

Chopik, W. J., O'Brien, E., & Konrath, S. H. (2017). Differences in empathic concern and perspective taking across 63 countries. Journal of Cross-Cultural Psychology, 48(1), 23-38. https://journals.sagepub.com/doi/10.1177/0022022116673910



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