Research Culture
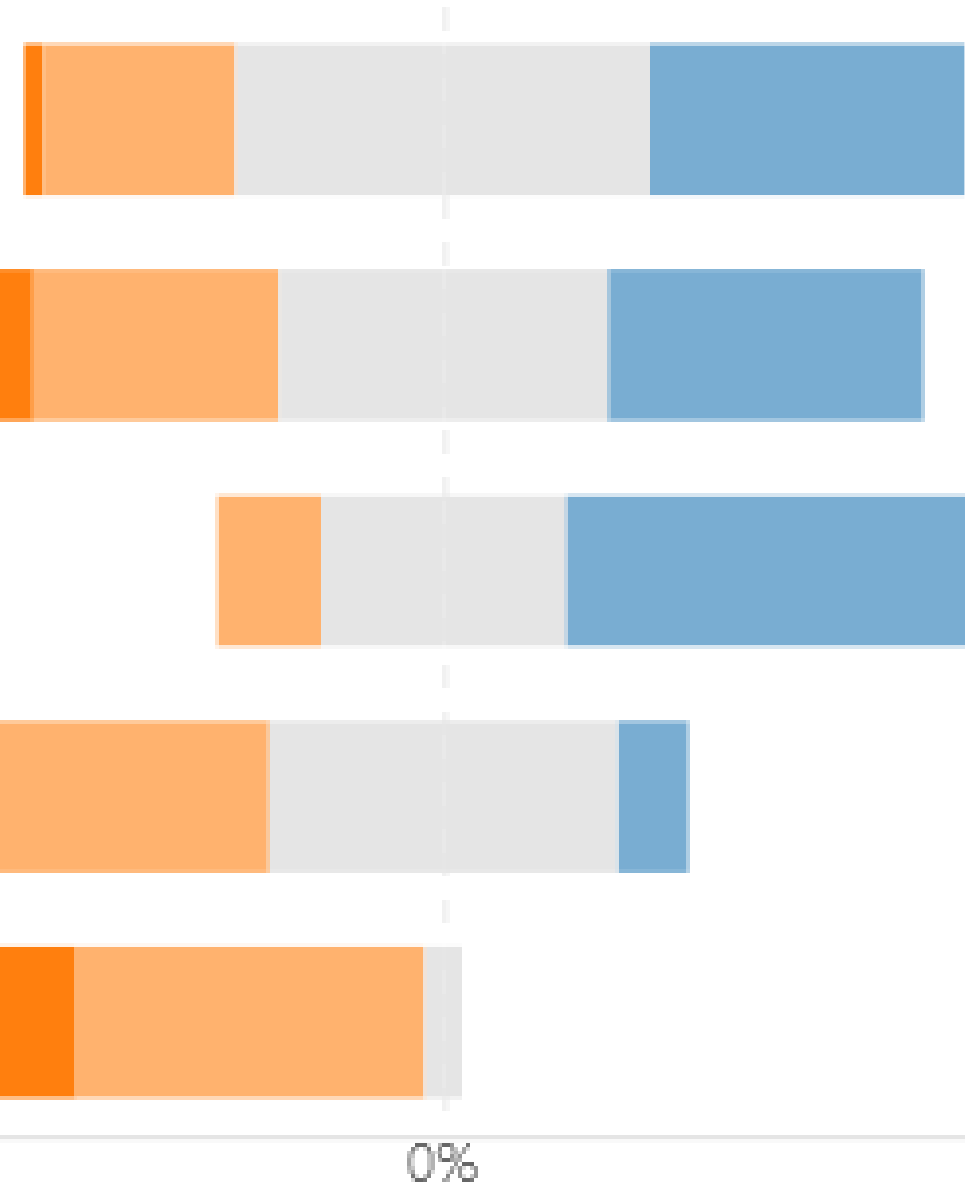
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Research Culture

Royal society:

Research culture encompasses the behaviours, values, expectations, attitudes and norms of our **research** communities. It influences **researchers'** career paths and determines the way that **research** is conducted and communicated.

Problem:

"Funding environment is competitive and definition of success is narrow"

Part of the solution:

We need to provide a collaborative, supportive environment in which staff can achieve their potential and that we recognise broad definitions of success in research- reward good practice and communicate clearly what that looks like.

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Outcomes of UKRI commissioned Research Integrity landscape survey (June 2020)

Personal integrity, **local culture and good management** are key to research integrity, and bullying and harassment is the single biggest negative influence

The top five incentives with the strongest positive perceived impact: data sharing policies and requirements; open access publishing; interdisciplinary research; professional development and training opportunities; research leadership and management.

Top five incentives with the strongest negative perceived impact: incidents of bullying and harassment; use of journal impact factors, h-index and other metrics; league tables of institutions; institutional workload models; *how researchers are assessed for promotion during their careers.*

Research Culture

Integrity and ethics

Environment and resources

Expectations and support: role models

Communication and collaboration.

What does healthy research culture look like?

Job satisfaction:

- Academics doing research that excites them.

- Enough staff resource so that teams have capacity. This would embed resilience into the system and to allow creativity and flexibility.

- Critical mass of researchers across key research areas.

- Reduce long - hours culture- encourage more efficiency in shorter hours or more realistic workloads-.

- Academic staff have a good balance between research, teaching and administration, where contracted to do so, and can do all of those effectively.

Nurture talent:

- Vibrant and diverse community of postgraduate and postdoctoral researchers who have access to training and resources to maximise their career opportunities in their chosen career.

- Use of responsible metrics and careful use of statistics when assessing productivity either individually or institutionally. Emphasis on team productivity rather than individuals.

Collaboration

- Strong and supportive interdisciplinary links across the institution and beyond. Culture of collaboration.

Transparent systems

- Staff feel valued and that systems/structures and opportunities are fair, transparent and accessible.

- Organisational development/training plan which works across all career stages and all faculties and directorates.

Current challenge

Institutions:

Currently universities need to push disciplinary boundaries and solve complex problems in research (SDGs etc)

Teach a diverse range of subjects to a diverse range of students; year round model of teaching

Do all of this whilst demonstrating fairness and transparency and good ethics and integrity.

Anchor institutions in local community

Academics:

Grants; papers; impact; outreach; innovative teaching; EDI; leadership; mentoring, pastoral care of students; practice based academics; links with industry; policy change; commercialisation/entrepreneurship; civic engagement; community wealth building

Adaptive: ChatGPT; decolonising the curriculum;

Team approaches to research and teaching

Significant culture change required

Traditional systems only reward a certain kind of academic, the definition of success is narrow (grants, 4* papers)

If we wish to encourage a diverse body of research, teaching and therefore staff then we need to recognise and reward a wider definition of an academic, recognise team working and good leadership and mentoring/championing.

Is this true for mathematical sciences?

1) **Lead, develop new theory with reference to case studies**
2) **Support application area with important contribution from mathematical sciences**
3) **Generate new knowledge**

Huge contribution to make in terms of both researching: pushing disciplinary boundaries; contribution to complex systems; production of skilled graduates at all levels

Narrative CV / Royal society's resume for researchers

The R4RI-like narrative CV approach will help us ensure we are attracting and retaining the full range of the most promising research and innovation talent.

This will enable the diverse research and development workforce to demonstrate:

•who they are as individuals

•how they contribute to teams and the wider research and innovation endeavour.

In doing so it will transform who and what is visible and valued, beyond grant and publication records.

https://www.ukri.org/what-we-offer/supporting-healthy-research-and-innovation-culture/research-and-innovation-culture/alternative-uses-group/

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Risks and advantages

Authors:

Those who can already sell themselves continue to and those who are more modest still don't make the most of what they do

Readers: still bring old perspectives on what they are looking for and don't value the right things

Places where is could be used: grant funding; recruitment; promotion; awards; appointment to committees etc

Next steps

New and we need to ensure it does what it is meant to and to provide appropriate evidence

Need to persuade institutions to use it

Need to train people to write and read them

Alternative Uses Group

Joint funders group

https://www.ukri.org/what-we-offer/supporting-healthy-research-and-innovation-culture/research-and-innovation-culture/alternative-uses-group/

Provide resources including an assessment framework and evidence base and guidance.

Running sessions
https://forms.office.com/pages/responsepage.aspx?id=juC3i6TajkqSfvyjjbBLfv8qCDU Av-dAkzwAdFzeTHRUNFU4MTA0Q1Q1NkdHWlFWU1hYUE5CM0ZHSC4u

Promotion criteria- more open: Stirling

The committee considers each case on its merits, taking into account the balance of each applicant's record of achievement. It does not apply criteria rigidly nor does it proceed formulaically.

Under headings;

Research and knowledge exchange

Academic leadership and managerial responsibility

Teaching and pedagogy

Professional practice and development

Risks and benefits

Open to act positively but also open to act negatively
Unconscious bias

Summary

Academia requires a much more diverse range of skills and practices than it used to

We need to be able to communicate those requirements/expectations

We need to recognise, value and reward them

We need to recognise how long good practice takes and allow time for it