

InFrame

From Insights to Action



The InFrame project is a £3m Wellcome Trust Institutional Funding for Research Culture project, led by the Universities of Glasgow, Edinburgh, and St Andrews. Entering the final months of a two-year project, we are reflecting on the insights InFrame have brought to the fore, and actionable change that the project has enabled over such a short period. The project created the Culture Catalyst Fund (CCF), an experimental cross-institutional fund, which included a bespoke cross-institutional ethics panel and contextual leadership development.

£1m was awarded in total to 26 funded projects led by new and emerging leaders. The CCF projects focused on culture, leadership and collegiality, surfacing learning about how research culture is shaped by our ways of working. You will learn more about the individual projects, their work, and incredible work sharing findings, experimenting, and eliciting change throughout this booklet.

Through InFrame, the adoption of People Make Research by the universities of Edinburgh and St Andrews has enabled the project to gather over 1,000 data points related to leadership and collegiality at the grass-roots level. Analysis of these, in addition to a range of other analytical inputs, has supported the development of a Collegial Framework for Research Leadership. This work responds to a sector-wide call to define collegiality, and ensure its development and reward. Emerging themes from the InFrame

project were discussed by the team in the webinar Increasing collegiality in research: lessons learnt from the InFrame Project and this event presents the finalised framework. Throughout the project, InFrame has actively shared our learning, methods, and resources with the sector, both nationally and internationally, hosting knowledge exchange events and attending over twenty conferences and events as presenters. The combined activity of the CCF project teams and our sector research culture allies, has meant that over 90 events have taken place since September 2024.

Now in the final phase of the project, we are celebrating each project's outputs and impact, not only supporting the CCF project teams to embed their findings, but also sharing a set of project resources with the sector through the Open Science Framework.



“The InFrame initiative has provided an important opportunity to recognise and celebrate the many ways in which research leadership takes place across our universities. The projects supported through InFrame demonstrate how collaboration, creativity and shared purpose can strengthen research culture and foster more inclusive environments in which people and ideas can thrive. The sheer breadth of activity across the funded projects reflects the richness and diversity of our research communities. It has been particularly inspiring to see colleagues across roles, disciplines and career stages leading and contributing to these projects. I would like to congratulate and thank everyone involved for the energy, commitment and ideas they have brought to InFrame.”

Professor Chris Pearce



“The InFrame project has provided a great example of how teams across and within our Universities can come together and address the real topics that matter to all of those involved in research activity. By learning from our communities, we have continued on our journey to show what inclusive and positive leadership mean and, even more importantly, how to put this into practice. InFrame has built new teams and friendships giving real insights that provide the firm foundations we will need as we continue to embed, embody and enact positive research cultures in our universities. It has been a joy to work with our exceptional colleagues who have been part of, and who have delivered the InFrame project and I would like to express my sincere thanks to each and every one of them.”

Professor Tom Brown



“The InFrame project has enabled us to expand our understanding of what it means to lead in higher education. The collaborations and partnerships at institutional, service, school and individual level have helped us to see beyond traditional, individualistic hierarchies of research. InFrame has embraced our entire ecosystem by empowering and valuing the vital leadership also found within our technical staff, early-career researchers, and professional services. Together across our three institutions, we have not merely discussed research culture; we have experimented and shaped it differently. InFrame will have ongoing impact by giving us practical, sustainable blueprints for future work, developed by ensuring all projects have receiving partners ready to embed and continue the good practice created. I am exceptionally proud of the University of Edinburgh’s contribution to this unique partnership, and I offer my profound thanks to the teams whose dedication has driven this vital cultural shift forward.”

Professor Liz Baggs

Reflection Space

Good morning. Before we dive into the day, take a moment to think how you are arriving to the room today.

When you are ready, please go to our [Mentimeter](#) (an audience engagement tool). We will look at the collective results live during the event.

Mentimeter Questions:

- In a few words, what will you be celebrating in today's InFrame event?
- What is today's focus for you?
- What are today's goals for you?

What has InFrame achieved so far?

The InFrame Project will conclude in September 2026. We have already achieved a number of **early tangible outputs, activities, and impacts** across our partner universities, and we will continue to add to these in the coming months. Through this **£3 million funding from Wellcome** we have:

Examined how we might shift from hierarchical to distributed leadership.

- Built a **cross-institution collaboration** between three universities, plus external partners (e.g., graduate schools), developing new ways of working.
- Positioned the project as a **testbed for culture change in Higher Education**, especially around inclusion, collegiality, and leadership.
- Moved beyond theory to **actively test new leadership practices** in real research environments.
- Developed and piloted a new model of **collegial research leadership**.
- Begun co-creating a **Collegial Research Leadership Framework**, defining what inclusive, effective leadership looks like across all roles – not just senior academics.
- Delivered a **Leadership Development Programme** delivered to 97 colleagues across the partner institutions.
- **Broadened the concept of ‘leader’** to include:
 - technicians
 - professional services staff
 - early-career researchers
 - postgraduate researchers

Democratised access to funding to enable people outside traditional leadership pathways to shape research culture.

- Created a **£1M Culture Catalyst funding programme** to support new and emerging leaders.
- Funded 27 projects from 94 unique applications, across two rounds.
- Established a **cross-institutional ethics committee**.

Funded projects are being used to:

- **test ideas** for improving research culture
- **generate data** to refine the leadership framework

Created the infrastructure for community building and knowledge exchange

- Established a cross-institutional community knowledge hub to:
 - support applicants before and after funding
 - enable collaboration and peer learning
 - share knowledge between projects

- Held 4 Knowledge Exchange days, to **share findings and best practice with key institutions** across the UK, including the Universities of Dundee, Strathclyde, Cardiff, Oxford and Newcastle.

Changed what is recognised and rewarded in our institutions

- Delivered recognition and culture-change initiatives:
 - Took responsibility for the delivery of **People Make Research**, established at University of Glasgow in 2020.
 - Developed **Seek, Find, Celebrate** (Edinburgh) and **Together, Research Excels** (St Andrews) from the People Make Research model.
 - 999 people recognised over 2 rounds of each recognition project.

These initiatives:

- collect and showcase examples of **everyday collegial leadership**
- **highlight behaviours** that improve research culture
- **recognise previously ‘invisible’ contributions**

From Learning to Lasting Impact

InFrame’s ambition is to embed a collegial, inclusive and democratic approach within university strategy, translate it into action, and sustain it through everyday practice delivering impact through knowledge exchange, recognition, and CCF projects.

UNIVERSITIES

- **University of Edinburgh**
Embedding within Research Cultures Action Plan
- **University of St Andrews**
Integrating into institutional programmes
- **University of Glasgow**
Sustaining through institutional practice

PROGRAMME IMPACT

- **Knowledge Exchange**
Communities of practice beyond partners
- **Recognition projects**
Inclusive approaches to valuing staff
- **CCF projects**
Widely shared outputs and further funding

Driving Change through InFrame Learning

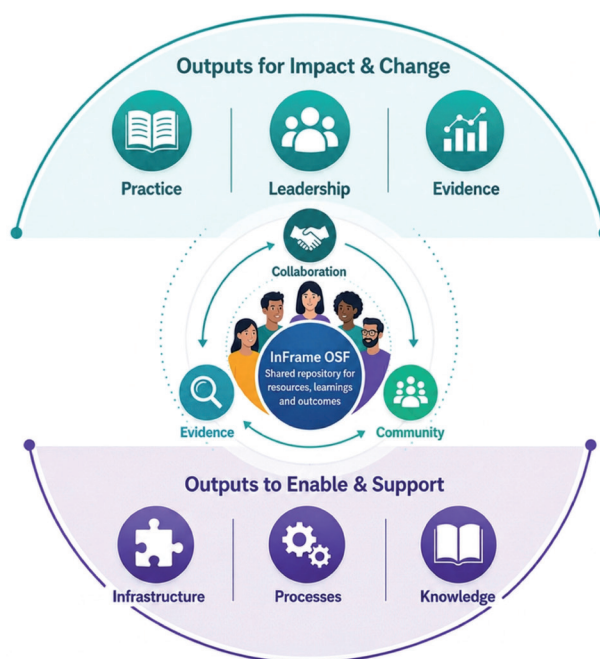
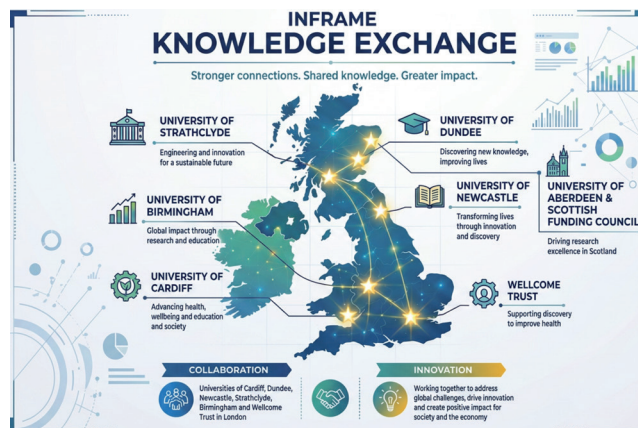
Supporting Lasting Change in Research Culture

InFrame has reshaped how research culture change initiatives are supported across partner institutions. The community knowledge hub (CKH) and knowledge exchange (KE) have played a key role in connecting insights, sharing learning, and extending impact beyond the individual Culture Catalyst Fund (CCF) projects.

Community Knowledge Hub

A shared platform hosted on Open Science Framework (OSF) that brings together InFrame outputs, learnings, and resources. Enables open access, reuse, and sustained impact beyond individual projects. OSF is a shared repository for resources, keeping people at the centre of a connected and evolving community.

<https://osf.io/user/5qm6g>



“InFrame is a powerful example of what collaboration can achieve. By working together, the three institutions were able to create a critical mass and enabling infrastructure to facilitate meaningful participation across organisations. Through its enabling approach, InFrame has brought new people into the research cultures space, creating a cadre of researchers and research professionals who are more aware of, and engaged with, research cultures ideas, approaches and methodologies. InFrame has generated a wealth of ideas and knowledge that others can build on, through the diverse range of topics addressed by Culture Catalyst Fund projects, and through the innovations in process needed to deliver InFrame itself. The people, ideas and approaches enabled by InFrame will be an invaluable resource for institutions in Scotland and beyond to draw on, as the HE sector continues to strive toward creating positive, inclusive research cultures in which all colleague are able to thrive and do their best work.”

Dr Frances Medaney

Scottish Research Cultures Collaboration Manager

Project station	Title	Want to speak to	Spoken to	Email contact	Notes from discussion
1	It's not me, it's you: enabling neurodivergent leaders to thrive				
2	Driving good practice in data sharing and use of data availability statements to support funder requirements				
3	Transforming Research: The effects of sharing facilities on cultures and outcomes				
4	Creating a Scottish Research Technicians' Professional (SRTP) Academy				
5	We get knocked down. How do we get up again? Responding to failure and the role of collegial leadership in creating resilient research communities				
6	Who Cares in the University? Reimagining Research Cultures with and by Disabled and Chronically Ill Academics				
7	Improving collaborative culture and peer support through a cross-programme student-led workshop series				
8	Embedding Collective Leadership: scaling methods, mindsets, tools and practices for inclusion, collegiality, and engagement				

Project station	Title	Want to speak to	Spoken to	Email contact	Notes from discussion
9	Interrogating the Viva: Making PhD Assessment More Equitable, Fair, and Inclusive				
10	AI for Academic Synergy: Improving Discovery of Expertise and Collaboration Opportunities Across the Research Ecosystem				
11	Recognising the value of technical expertise				
12	Disrupting leadership hierarchies using Reverse Mentorship: A pilot and formative evaluation				
13	Gender-based microaggressions and microinclusions in research environments				
14	Mainstreaming support to people undertaking emotionally demanding research				
15	Improving policy leadership				
16	EQUaL4C: Enhancing QUality and Adoption of Lab handbooks by empowering local Champions to Catalyse Culture Change				
17	Found families in academia: women of colour navigating Higher Education				

Project station	Title	Want to speak to	Spoken to	Email contact	Notes from discussion
19	Working-class in the Class and Boardroom (FirstGen)				
20	Restore – Reducing the barriers and stress in the Research Misconduct process for researchers				
21	CoGIF: Creating the generative conditions for imaginative research futures				
22	Re-Framing KEI: Fostering a Culture of Care, Critical Thinking and Change through Decolonial Perspectives				
23	Ethical Leadership Amid Precarity				
24	Games for Research and Interdisciplinary Dialogue (GRID)				
25	Bringing physics forward in medicine: recognising the value of physics as a pathway to research leadership				
26	Inspiring Leaders from Underrepresented Doctoral Communities				

It's not me, it's you: enabling neurodivergent leaders to thrive

Objectives	Outcomes / Outputs / Resources
- Identifying institutional practices and environmental factors that influence neurodivergent researchers' and research-enabling colleagues' sense of belonging, performance, and leadership potential - Raising awareness of neurodivergent researchers' experiences and developing evidence-based training resources that equip research groups and institutional leaders to evolve practice and policy - Understanding the lived experiences of neurodivergent researchers particularly regarding leadership, and collate and share 'success strategies' of such researchers	Outputs & Resources: In collaboration with Mindroom, we have developed and delivered training on enabling neurodivergent leaders to thrive. This training is evidence-based from the lived experiences of neurodivergent researchers. The sessions were targeted to different groups such as senior leadership teams; research group and largescale school-wide training. This allowed us to develop bespoke training resource packages. We have conducted a UK wide survey and interviews across people working in chemistry higher education, to identify patterns, barriers and opportunities for institutional improvement which will be published; the results from the survey will be hosted long term on a website. Audience: Leadership teams and research groups Misc & Status: Surveyed 200+ staff; 16 interviews; website coming in future Contact details: Diane Gill (Diane.Gill@ed.ac.uk), Claire Hobday (Claire.Hobday@ed.ac.uk), Michael Cowley (Michael.Cowley@ed.ac.uk)

Driving good practice in data sharing and use of data availability statements to support funder requirements

Objectives	Outcomes / Outputs / Resources
- This project aims to understand and break down some of the perceived barriers to making data publicly available and to improve data findability by increasing the number of research outputs with a meaningful Data Availability Statement (DAS). - It will provide a series of guidance resources for researchers and institutions to facilitate uptake of open data and DAS.	- The project identified some of the barriers to open data and to using Data Availability Statements as well as encouragers. These will be detailed in a project report which will be available at https://osf.io/zp4tg/overview - Outputs will include case studies, guidance for institutions to monitor open data and DAS and a report on the findings of the data analysis with raw data. All outputs will be uploaded to https://osf.io/zp4tg/overview Contact details: University of Glasgow (research-datamanagement@glasgow.ac.uk), University of St Andrews (research-data@st-andrews.ac.uk), University of Edinburgh (data-support@ed.ac.uk)

Transforming Research: The effects of sharing facilities on cultures and outcomes

Objectives	Outcomes / Outputs / Resources
- The project explored how sharing is experienced by facility users, including its benefits, challenges, and implications for research cultures: - What are the benefits and drawbacks of sharing facilities from the perspective of those involved? - What norms, values and forms of knowledge does sharing facilities enable or weaken; who and what is involved in making a success of these - What practical steps can be taken to derive further benefits to research cultures and outputs from shared research facilities?	Findings - Shared facilities are shaped by everyday use, limits of space/technology, and emotional labour. - Staff juggle user needs with technical and research work. Support and other key staff take on new work of coordinating, hosting, and keeping things running. - Space and equipment use is continually negotiated. Diverse publics and hybrid use add further complexity. Responding to financial pressures expands staff responsibilities. - Hierarchies and tensions around status, belonging and entitlements persist and need to be managed. - Collaboration needs active support. Care and emotional labour are essential but underappreciated. Recommendations: - Recognise care work as core and invest in facilitation roles. - Support inclusion, manage tensions and design-in flexibility. - Simplify governance; improve financial models and technical systems to support hybrid transdisciplinary working. Contact details: Anne Kerr (Anne.kerr@glasgow.ac.uk)

Creating a Scottish Research Technicians' Professional (SRTP) Academy

Objectives	Outcomes / Outputs / Resources
- Strengthen leadership capability and professional confidence among Research Technical Professionals (RTPs) - Develop cross-institutional networks across the Universities of Glasgow, Edinburgh, and St Andrews - Improve access to professional development, mentoring, and career progression opportunities - Enhance visibility, recognition, and contribution of technical professionals within research environments - Support a more collaborative, inclusive, and sustainable research culture	- Increased leadership confidence and professional identity among participants, with many reporting adoption of new leadership behaviours - Stronger cross-institutional networks, collaboration, and peer support, reducing professional isolation - High perceived value of technician-focused development, particularly networking, mentoring, and job shadowing opportunities - Evidence of behavioural impact, including mentoring activity, new collaborations, and increased engagement in institutional initiatives - Creation of communities of practice enabling knowledge exchange and shared technical expertise across institutions https://sway.cloud.microsoft/9tUI8fHGquuUbwTZ?ref=Li Contact details: Mohammad Ali Salik (MohammadAli.Salik@glasgow.ac.uk)

We get knocked down. How do we get up again? Responding to failure and the role of collegial leadership in creating resilient research communities

Objectives	Outcomes / Outputs / Resources
• To foster resilience and openness within research cultures by addressing how researchers navigate professional 'failure' – such as grant rejections, critical peer reviews, or unsuccessful job applications. • To investigate the factors and practices that help researchers respond positively to such setbacks and use these insights to create accessible, practical resources for wider use. • To disrupt the culture where it is not acceptable to admit vulnerability. By engaging researchers from different career stages in open dialogue about failure, the project models the culture it seeks to promote – one where leadership is expressed through empathy, active listening, and the creation of psychologically safe environments.	• Experience of failure was pervasive across early career, mid and senior researchers, but particularly acute amongst early career researchers. • Positive contexts were marked by collaboration and communication – where failure was discussed (and normalised), and researchers were supported in the aftermath • Senior interviewees recommended three steps: emotional processing, sense-making together, practical re-routing Importance of: • Minimising risks of failure in advance through collegial practice – e.g. research seminars, commenting on work-in-progress papers, collaboration on bids, feedback on bids • Regular team meetings – to share both successes and challenges • Supporting colleagues who have recently experienced failure through the three-stages • Focusing on positive microcultures within departments (what we can change) helps develop resilient research cultures. Supporting researchers to identify their sphere of influence gives researchers the agency to explore how they can achieve this. Contact details: Fiona O'Hanlon (fiona.o'hanlon@ed.ac.uk), Gale Macleod (gale.macleod@ed.ac.uk)

Who Cares in the University? Reimagining Research Cultures with and by Disabled and Chronically Ill Academics

Objectives	Outcomes / Outputs / Resources
• Exploring disabled and chronically ill researchers' experiences of research cultures • Drawing on feminist and disability justice scholarship to embed care and in research cultures, and practice slow scholarship • Adopting a 'University Design' approach that benefits everyone	• Outputs & Resources: Webpage (4-5 blogs); 4 publications planned each with different team members as first authors; Communication strategy. • Legacy & Hosting: https://whocares.ed.ac.uk/ (permanent). • Misc & Status: Focus on disabled/chronically ill academics; reflective work on care within the team by Lisa Backwell. https://whocares.ed.ac.uk/ Contact details: Gill Haddow (gill.haddow@ed.ac.uk)

Improving collaborative culture and peer support through a cross-programme student-led workshop series

Objectives	Outcomes / Outputs / Resources
- Co-create a workshop series to foster collaboration between two PhD programmes (Wellcome Multimorbidity PhD Programme for Health Professionals & Advanced Care Research Centre PhD Academy) - Provide opportunity for peer-support, critical reflection on research culture and shared interdisciplinary learning among PhD students.	Outputs & Resources: Four blogs; Project report; Conference presentation; Poster; Project Framework. Legacy & Hosting: UoE, InFrame, and ACRC Academy websites. Misc & Status: Collaboration between ACRC Academy and Wellcome Multimorbidity; workshops held in Dundee, Glasgow, and Edinburgh. Contact details: Kieran Sweeney (kieran.sweeney@ed.ac.uk), Jenn Yoo (jyoo@ed.ac.uk)

Embedding Collective Leadership: scaling methods, mindsets, tools and practices for inclusion, collegiality, and engagement

Objectives	Outcomes / Outputs / Resources
- Embed and scale facilitation skills and collective leadership methods in our Universities towards a 'culture of facilitation' - Developing and delivering a series of mixed cohort training events for staff of any level in facilitation skills, evaluate their delivery and make the case for embedding in CPD training offers for University staff - Build and sustain a co-created community of practice for and with facilitators to share practice and tools, build confidence, and connect with each other	Outputs & Resources: "How to Embed Collaborative Leadership Guide" (downloadable); Blog; Session plans; Teaching materials; Community of Practice (CoP) platform. Audience: HE staff members (UK and beyond). Legacy & Hosting: Edinburgh Innovations and InFrame website; FLF network resource bank; Wellcome Trust websites. Misc & Status: IP held by UoE, UoG, and St Andrews; will use Creative Commons licensing for openly published assets. https://sway.cloud.microsoft/k0s27JGac9ILhg2h Contact details: Claire Pembleton (Claire.pembleton@ei.ed.ac.uk)

Interrogating the Viva: Making PhD Assessment More Equitable, Fair, and Inclusive

Objectives	Outcomes / Outputs / Resources
- Investigate equality, diversity and inclusion (EDI) implications of current PhD viva assessment practices - Identify structural barriers affecting candidates and examiners (e.g. neurodiversity, health, background) - Gather qualitative evidence across stakeholders (PGRs, examiners, staff, administrators) - Develop practical recommendations to improve fairness, accessibility and inclusivity - Reimagine the viva as a more supportive, collegial and equitable process	- Current viva practices may unintentionally reinforce structural inequalities - Limited data exists on diversity, examiner selection, and assessment outcomes - Reasonable adjustments for vivas are inconsistent and often underdeveloped - Assessment cultures can be perceived as combative rather than supportive - There is strong potential to broaden definitions of expertise, assessment formats, and examiner eligibility Contact details: Anindya Raychaudhuri (ar220@st-andrews.ac.uk)

AI for Academic Synergy: Improving Discovery of Expertise and Collaboration Opportunities Across the Research Ecosystem

Objectives	Outcomes / Outputs / Resources
- Improve discoverability of research expertise across disciplines and roles - Develop an AI system to build researcher profiles from publicly available data - Enable automated matchmaking for collaboration and funding opportunities - Reduce reliance on informal networks and increase equitable access to opportunities - Support inclusive participation across career stages and job roles	- Research expertise is currently fragmented and difficult to discover across institutions - Early career researchers, technical staff, and research-enabling roles are often under-recognised - Collaboration opportunities are frequently shaped by visibility, networks, and informal connections - AI-driven systems can surface hidden expertise and enable more inclusive collaboration - Transparent, opt-in and explainable tools are essential for ethical and effective adoption www.gla.ac.uk/research/az/inframe/meettheprojects/ccfprojectswebpages/headline_1230457_en.html Contact details: Özgür Akgün (ozgur.akgun@st-andrews.ac.uk)

Recognising the value of technical expertise

Objectives	Outcomes / Outputs / Resources
• Develop a fair, consistent and transparent framework for costing technician time in research and consultancy • Improve recognition and visibility of technical staff contributions to research and innovation • Establish clearer definitions and language around technical roles and contributions • Improve efficiency and consistency in reporting technician data (e.g. via Worktribe) • Support cultural change that values technicians as key contributors and leaders in research	• Technician time is currently inconsistently costed and under-recognised across the institution • Ambiguity in terminology and roles leads to inconsistent attribution and reporting • Existing data systems require significant manual effort to generate meaningful reporting • Improved frameworks and definitions can increase visibility, confidence and leadership opportunities for technicians • Sector-wide efficiencies and benchmarking could be achieved through improved reporting and shared approaches Contact details: Sally Morgan (smorgan4@ed.ac.uk)

Disrupting leadership hierarchies using Reverse Mentorship: A pilot and formative evaluation

Objectives	Outcomes / Outputs / Resources
• Pilot and evaluate a reverse mentoring programme within the School of Health and Wellbeing • Disrupt traditional leadership hierarchies by positioning junior staff as mentors to senior colleagues • Build leadership skills, confidence and influence across all career stages • Foster a more inclusive, collaborative and collegiate research culture • Assess feasibility, acceptability and scalability of reverse mentoring in higher education	• Reverse mentoring can increase self-awareness and cultural humility among senior leaders • Junior staff gain confidence, influence, and recognition as contributors to leadership • Traditional hierarchical assumptions about leadership can be challenged and reshaped • The approach can strengthen collegiality, collaboration, and intergenerational relationships • Evidence can be generated on wider cultural impacts of reverse mentoring, addressing a gap in current research Contact details: Kirsten Hainey (Kirsten.Hainey@glasgow.ac.uk)

Gender-based microaggressions and microinclusions in research environments

Objectives	Outcomes / Outputs / Resources
• Generate evidence-based understanding of gender-based microaggressions and microinclusions in research settings • Investigate how individuals perceive and appraise subtle inclusive or exclusionary behaviours • Identify psychological factors (e.g. empathy, gender role beliefs, leadership attitudes) influencing these perceptions • Develop training materials to improve awareness and promote inclusive behaviours • Embed inclusive practices within research culture and leadership development	• Everyday interactions can create either inclusive or exclusionary research environments • Microaggressions are often subtle and may not be recognised by those enacting them • Microinclusions, though small, can significantly improve feelings of belonging • Individuals differ in how they interpret these behaviours, influenced by psychological and social factors • Increasing awareness and understanding can encourage more respectful, inclusive interactions and improve research culture https://osf.io/bhq39/overview Contact details: Gillian Brown (grb4@st-andrews.ac.uk), Nicole Tausch (nt20@st-andrews.ac.uk), Csilla Pákozdy (cp229@st-andrews.ac.uk), Jinwen Xie (jx38@st-andrews.ac.uk)

Mainstreaming support to people undertaking emotionally demanding research

Objectives	Outcomes / Outputs / Resources
• Conduct a scoping review of EDR resources across the three InFrame institutions. • Conduct an online survey to identify EDR needs across diverse individual characteristics and institutional contexts mindful of capturing the culture (ease in which researchers feel able to raise EDR issues). • Provide recommendations to improve institutional support, including development of specific tools or training as required.	• A key finding was moving beyond deficit models of emotion in research. Emotions are not inherently problematic; they can serve as valuable resources, motivating researchers, building rapport, and deepening understanding. However, negative effects of emotional demand can impact anyone, throughout the lifespan of a research project. • Emotional demand is multifactorial and hard to identify in advance; it comprises many factors, including personal and wider cultural/political context within society and within academia. The effects of emotional demand are often construed as individual failure, propagated by negative responses from peers or senior leaders. • The emotional demand of research can be amplified by structural issues like funding pressures, precarity, tight deadlines, unexpected disclosures, leadership denial, redundancies, or burnout. • Institutions have complicated/inconsistent policies that contribute to systemic inadequacies in fostering cultures that support researchers to achieve sustainable careers. Addressing this deficiency requires a cultural shift that legitimises emotional dimensions of academic work while establishing robust mechanisms to support individuals experiencing negativity. https://osf.io/64b29/overview Contact details: Jo Edson Ferrie (Jo.Ferrie@glasgow.ac.uk), Seonaid Cleare (Seonaid.Cleare@glasgow.ac.uk)

Improving policy leadership

Objectives	Outcomes / Outputs / Resources
• Mapping and enhancing policy influence across the University of Edinburgh • Creating career development opportunities for existing and aspiring policy leaders, including facilitating and diversifying access to policy leadership • Building a peer-led community of practice and a sustainable legacy of support	• We mapped who's doing policy leadership and which policy domains; surfaced what aspiring & existing policy leaders need via forums and survey; developed training workshops & resources; created a Community of Practice for peer-to-peer learning support; created Policy Leadership section on Sharepoint for legacy & resources Contact details: Ailsa Henderson (ailsa.henderson@ed.ac.uk), Shonagh McEwan (Shonagh.Mcewan@ed.ac.uk)

EQUaL4C: Enhancing Quality and Adoption of Lab handbooks by empowering local Champions to Catalyse Culture Change Aims

Objectives	Outcomes / Outputs / Resources
• Promote lab handbook use: Making research practices explicit and challenging hidden curricula, in labs and non-lab research groups. • Support lab handbook implementation: Build an evidence base of best practice for implementation and toolkit to sustain positive culture changes. • Achieve these aims through a conducting a series of case studies (on groups with existing lab handbooks), focus groups (defining what implicit behaviours/ norms should be made explicit, developing and delivering a train-the-trainer workshop, and building shareable resources.	• Outputs & Resources: Preprint describing case study and focus group findings; Workshop resources for Lab Champions; Change management toolkit; Practical guide: how and why to implement lab handbooks • Misc & Status: Publications to be preprinted; looking for a public home for the toolkit. https://sway.cloud.microsoft/7QaE7LSqbcDc7xJb?ref=Link&loc=play Contact details: Emma Hall (emma.hall@ed.ac.uk), Daniel Toddie Moore (D.Toddie-Moore@ed.ac.uk)

Found families in academia: women of colour navigating Higher Education

Objectives	Outcomes / Outputs / Resources
• Works with Women of Colour postgrad and early-career researchers across Scottish academia to address structural inequalities shaping their experiences. Recognises that many WoC in UK academia are not flourishing but enduring; they continue to show up in spaces that were not built with them in mind. • Fosters equity/inclusion through analysis, storytelling, and deliberate community-building across departments and institutions. Uses feminist participatory and creative methods (zine-making, mind-mapping, manifesto writing) that centre participants as knowledge-producers, not data-providers. Research team's lived experiences are embedded as a necessary form of knowledge.	• Through four completed workshops, five major themes have emerged: Performativity, Locality, Ways of Knowing, Legitimacy, and Care. Together, these illuminate the paradoxes WoC navigate daily, hypervisibility alongside invisibility, welcoming without belonging, exhaustion that can become the starting point for collective transformation. The project has generated a range of outputs co-produced with participants: a pamphlet that is a collection of posters from across the workshops, a poster that outlines structural challenges we face, a summary report and a forthcoming peer-reviewed publication. These resources are designed for WoC postgraduate researchers and ECRs, their supervisors, and institutional leaders in EDI and Doctoral College roles. • All materials will be hosted on the University of Edinburgh GeoSciences EDI pages, ensuring a lasting legacy beyond the project's active phase. • At its heart, the project argues for a shift from sporadic, individualised wellbeing interventions toward what it calls sustained care, infrastructural, collective, and built into how institutions are designed. The 'found families' that WoC build for themselves, networks of solidarity, mutual recognition, and care, should be understood not as compensation for what institutions fail to provide, but as a vision of what becomes possible when people are genuinely supported. Contact details: Sukanya Krishnamurthy (Sukanya.Krishnamurthy@ed.ac.uk)

Research Technical Professionals: Recognising Leadership & Expertise (RELAX)

Objectives	Outcomes / Outputs / Resources
• Elevate Core Facility Lead RTP visibility and recognition as research leaders across UoE, UoG and UoStA, aligned with the Technician Commitment pillars. • Establish an RTP-led network of core facility staff to build leadership capacity, coordinate equipment investment sharing and operation • Develop a equipment database across the three institutes with a view towards equipment sharing and sustainability	• Successful delivery of a leadership course for a cohort of 30+ RTPs working in core facilities in Edinburgh, Glasgow, St Andrews • Founded an RTP-led core facility lead network who collaboratively won EPSRC funding to host a facility and networking event in November to continue the network beyond InFrame. • Collated opinions from senior leaders across the three universities regarding leadership, recognition and the role of RTPs in research • Changed focus of the equipment database to create a directory of expertise bringing the RTPs into the heart of equipment sharing, for a people-focussed output • The project provides a foundation to raise awareness and structured training for technical specialist RTPs regarding research, grant leadership and strategic decision making at Scottish institutions. • 1000-word blog for the Researcher Education and Development Scholarship Conference (REDS) conference; Varied engagement statistics from RTPs before and after leadership training intervention to evaluate impact • Web-based directory of expertise; a database of expertise, academic paper on equipment sharing in the UK with a focus on regional consortium • Legacy & Hosting: Open website with DOIs provided Contact details: Natalie Homer (n.z.m.homer@ed.ac.uk)

Working-class in the Class and Boardroom (FirstGen)

Objectives	Outcomes / Outputs / Resources
• Highlight the hidden aspects of first-generation staff and the intersections between academic work, careers and class, which is a neglected element in EDI discussions. • Uncover first-generation staff experiences, moving from individualised accounts towards collective conversations. • Create shared understandings and support career development and greater collegiality. • Develop insights which can be used in the formation of improved policy in this area and linking to existing work on student orientated widening participation.	• First-generation academics from modest backgrounds have a long history in Scottish higher education. • Oral histories and creative-writing workshops effectively surfaced experiences that align with existing scholarship. • 'Working class' emerged as a fluid, context-dependent identity. • Intersectional factors (gender, sexuality, race, ethnicity, nationality) shape experiences in highly individual, often hard-to-untangle ways. • Recurring themes included dislocation between past and present selves, not fitting in, masking, and impostor syndrome. • Policy provision is weak: class is not a protected characteristic, limiting data collection and hindering robust support frameworks. Contact details: Niki Vermeulen (niki.vermeulen@ed.ac.uk)

Restore – Reducing the barriers and stress in the Research Misconduct process for researchers

Objectives	Outcomes / Outputs / Resources
• Develop a more researcher-centred, transparent and supportive misconduct process • Reduce stress and unintended negative consequences for individuals involved • Embed compassionate practice alongside robust research integrity procedures • Strengthen trust and wellbeing within research cultures	• Research misconduct processes can generate significant emotional strain • Current systems often lack sufficient attention to researcher wellbeing • Researcher-led improvements can enhance trust, fairness and transparency • Outputs & Resources: Impact-focused report; infographic; project website; planned academic publication, conference presentation, UKRIO webinar • Audience & Legacy: Influencing UKCoRI, UKRI, UKRIO and Russell Group integrity networks; hosted on institutional RI webpages Contact details: Thamarai Schneiders (thamarai.schneiders@ed.ac.uk)

CoGIF: Creating the generative conditions for imaginative research futures

Objectives	Outcomes / Outputs / Resources
To understand the value of futures thinking in research cultures, when, for whom, and under which conditions.	- Benefits are relational and psychological as well as practical and methodological: renewed perspective, cross-career connection, permission to think honestly. - Conditions fundamentally shape engagement: time, perceived psychological safety, physical environment, self-permission, and mode of delivery are key factors. - Structural barriers including precarity, workload, and lack of institutional permission are significant barriers even for those most wanting to envision and plan for the future. - Training research-enabling and professional services staff could provide a promising route for embedding and supporting futures practices in research cultures. - Structural barriers persist: participants valued the workshops but also named their limits. - What this means: Precarity in research environments trap staff in the perpetual present, limiting imagination and engagement with potential futures. Developing futures capacities in research cultures depends on improving relational, cultural and structural conditions as well as on training provision in skills and methods. - Find resources for exploring, embedding and enabling futures thinking in research cultures at www.cogif.org.uk Contact details: Sarah Kettley (Sarah.Kettley@ed.ac.uk), Emily Shipp (Emily.Shipp@ed.ac.uk), Steve Earl (Steve.Earl@ed.ac.uk)

Re-Framing KEI: Fostering a Culture of Care, Critical Thinking and Change through Decolonial Perspectives

Objectives	Outcomes / Outputs / Resources
- Integrating knowledge and expertise across researchers, research-adjacent, research-enabling, and professional support staff at UoE to promote understanding and development of more equitable practices. - Creating networks between the three universities for exchanging critical perspectives on KEI to identify current positive practices and change what counts. - Advocating for sustained institutional change in the way KEI is supported, funded and reported at UoE. Influencing institutional approaches to KEI at UoG and UoStA.	- Little attention has been paid to the relationship between KEI and decolonial thought, yet our research indicates that both bodies of literature engage critically with key crossover concepts: knowledge, benefit and impact. - Empirical enquiry across job families at UoE (via survey; interviews; focus groups, world café) identified three key themes that emerge when KEI is viewed through a decolonial lens. - Theme 1. Voice and positionality: Revealing nuanced power dynamics, both within and beyond the institution, the importance of trust and the need for deep consideration of positionality to seek to avoid reproducing colonial power dynamics in KEI activities. - Theme 2. Benefit and impact: Unpacking the tension between the messiness of the process of creating impact and the need to narrativise for reporting purposes. - Theme 3. Institutional structures: Helping to understand the ways in which structures have the potential to perpetuate and sustain inequalities. - More information about our project, blogs and our findings in more detail will be available on our website: https://blogs.ed.ac.uk/reframingkei/ Contact details: Hephzibah Israel (H.Israel@ed.ac.uk)

Ethical Leadership Amid Precarity

Objectives	Outcomes / Outputs / Resources
- Enhance awareness and practise of ethical leadership amongst academics at UoE & UoG. - Individual impact on precarious academics by improving self-confidence, motivation and reflection on what it means to be an ethical leader and how to overcome existing barriers. - Impact on Managers of researchers and PI's to develop knowledge and understanding of the challenges of precarity in academia, and their unique position for generating opportunities around career development and more collegiate working practices. - Cultural impact via strategic recommendations and contribution to the research base on the effects of precarious contracts on various levels of the university ecosystem: universities' financial efficacy, research cycles, research culture and impact on individuals.	- From our interviews and focus groups, we found five attributes of an ethical leader that can be embodied within the context of precarity by both academics in precarious positions, and the managers and PIs supporting precarious academics. These attributes are: - Care: Care, empathy, sensitivity, and attention to other people's needs. - Adaptability: Adaptability, flexibility and responsiveness when leading another person or a team, being consultative and open to communication - Generosity: sharing opportunities, time, and expertise with other members of one's community - Responsibility: being proactive and taking responsibility for the actions and choices one makes, and the influence they have on others - Advocacy: the capacity to advocate for one's needs and boundaries (1) A reflective guidance aimed at academics in precarious positions on how to recognize, value, and develop their ethical leadership attributes within their current roles and contexts. (2) An infographic aimed at managers and PIs on the attributes of ethical leadership, and opportunities, barriers and challenges to enacting these experienced by precarious academics Contact details: Enrico Galvagni (enrico.galvagni@ed.ac.uk), Jen Ross (jen.ross@ed.ac.uk), Simon McGrath (simon.mcgrath@glasgow.ac.uk), Cecile Menard (cecile.menard@ed.ac.uk), Joanna Royle (joanna.royle@glasgow.ac.uk)

Bringing physics forward in medicine: recognising the value of physics as a pathway to research leadership

Objectives	Outcomes / Outputs / Resources
Brings together physicists and clinicians to demonstrate the value of collaboration and democratise research leadership by: - Piloting lab exchanges to share experiences, find common ground and document reflections on different working styles. - Organising a facilitated workshop with subsequent writing retreat, showcasing examples of successful collaboration and sparking collaborative ideas - Securing funding for seminars linking researchers working in CSE, CMVM and the NHS, aiming to instil confidence in the value of physics in clinical research and show the career path from student to PI	- Outputs included reflections from lab exchanges and workshop. - Project aimed to create bilateral impact – but was most effective in a unilateral way, where physicists gained experience and confidence, but clinicians did not come in with a lot of buy-in. - There still was impact on the clinical side, but in a more limited way (starting to understand the problem). - Project did 'make noise', raised awareness, generated some support and consensus around this being required and a good thing to do. - While (as expected) this project could not tackle larger structural issues like lack of progression pathways, the project did increase connectivity between the disciplines in imaging research. Contact details: Lucy Kershaw (lucy.kershaw@ed.ac.uk), Catriona Wimberley (Catriona.wimberley@ed.ac.uk)

Games for Research and Interdisciplinary Dialogue (GRID)

Objectives	Outcomes / Outputs / Resources
• Phase 1: Identify barriers to interdisciplinary collaboration and co-design an open-access board game encouraging meaningful dialogue. Share good practice across institutions and disciplines while developing leadership through collaborative, non-hierarchical teamwork grounded in collegiality and communication. • Phase 2: Gamify interdisciplinary research and evaluate the game's impact on communication, team building, inclusivity, and collaboration. Strengthen interdisciplinary connections, improve preparedness for research challenges, and embed the game within Health Data Research UK and UK Dementia Research Institute's training and collaboration frameworks.	• Interdisciplinary research is viewed as essential for addressing complex challenges but requires additional effort to communicate across disciplines. • Participants were surprised that many interdisciplinary challenges are common across different fields. • Early identification and resolution of team challenges is important to prevent negative impacts on research outcomes and career progression. • Recognising diverse contributions helps ensure team members feel valued, included, and respected. • Reflecting on team challenges and failures supports learning and continuous improvement. • Structured activities, including games, can act as effective tools for facilitating discussion and assessing team dynamics. • Establishing a strong team culture at the start of a project is critical for long-term success. • Social interaction and learning about colleagues strengthen working relationships and research collaborations. • Ongoing team building is important as projects evolve, particularly when goals, structures, or team membership change. • Test-phase results: Satisfaction was uniformly high across all test groups, suggesting that the game is accessible and relevant across different levels of prior experience and academic seniority, indicating broad application potential for the GRID Game. https://grid-project.com/ Online game will be available here (launch date: TBD) Contact details: Inna Yaneva-Toraman (i.yaneva-toraman@ed.ac.uk)

Inspiring Leaders from Underrepresented Doctoral Communities

Objectives	Outcomes / Outputs / Resources
• Develop and strengthen cross-institutional doctoral networks for underrepresented PGR groups • Build leadership capability and confidence among doctoral researchers • Foster inclusive, supportive and collaborative research cultures • Generate good practice resources for establishing and sustaining EDI-focused doctoral networks	• Generate good practice resources for establishing and sustaining EDI-focused doctoral networks Contact details: Dely Lazarte Elliot (Dely.Elliot@glasgow.ac.uk), Anindya Raychaudhuri (ar220@st-andrews.ac.uk)

What the Project Has Meant to the InFrame Team

InFrame has meant:



Thank you

The InFrame Team would like to recognise and thank those who have contributed to the success of the project over the last few years. While we can't acknowledge each individual, we would like to say that we couldn't have done this without the support of the following groups or teams at our partner institutions and from the wider sector:

Procurement **Selection panel** Coaching Catalysts
Panels consultant Videography & Photography
Ethics panel **Finance** Wider Wellcome IFRC community
Contracts **Wellcome Trust** HR
Print & Design Impact teams **Ethics support team**
EDI consultant **Estates & Catering** **Event participants**
Knowledge Exchange partners Studio Susegad
Colleagues in local research offices **Organisational Development teams**

www.gla.ac.uk/research/az/inframe/