



White Rose
University Consortium

Empowering established researchers to both access and enable cultures of development

Presenters:

Amy Shaw, University of Sheffield

Karen Hinxman, White Rose University Consortium

Project team:

Monica Busse-Morris, Tracey Stead & Steve Joy



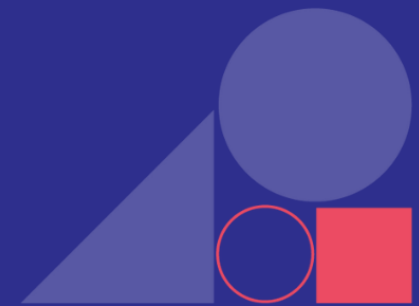
UNIVERSITY
OF LEEDS



University of
Sheffield



UNIVERSITY
of York



Sheffield: Established Researcher Forum

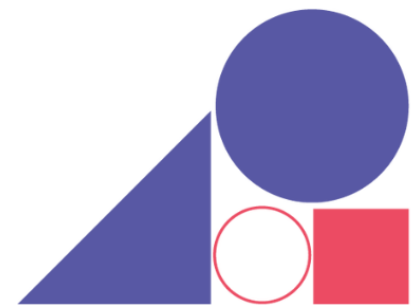


Left to right:

Dr Candice Majewski,
Dr Anna Weighall,
Dr Maddy Callaghan
and Professor
Chantelle Wood

- 300+ members across all faculties
- Researcher-led and informed
- Research support, visibility and influence, peer support/mentoring, career development

From idea to cross-institutional project



Project objectives

1. Gather insights on the quality, accessibility, and relevance of current resources, and identify gaps.
2. Develop a ranked list of 6–8 priority areas informed by evidence-based insights and project findings.
3. Create initial resources in top priority areas using diverse formats, ensuring alignment with researcher needs and accessibility standards.

Overview

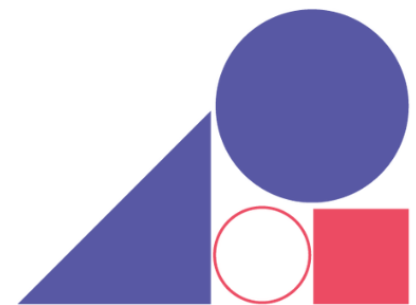
Project conducted By Monica Morris, Steve Joy and Tracey Stead.

A mixed-methods approach combining:

- Cross-institutional resource mapping
- 27 in-depth interviews
- 2 focus groups
- Follow-up survey validation

Participants included established researchers from three institutions, representing diverse disciplines, career stages, and demographic backgrounds

Insights that emerged from the project



Defining the established researcher

"An established researcher is an academic who has achieved functional independence and institutional recognition in their research capacity, whilst continuing to develop their professional identity and navigate complex career transitions."

Ways of being an Established Researcher



The Juggler: the shared
experience of established
researchers



The Juggler

"I am holding more than one role, expectation, and identity at once."

Main worries

Constant time pressure
Unclear promotion signals
Difficulty protecting thinking time

Development & support needs

Career planning frameworks
Prioritisation and decision tools
Peer support and validation

Ways of being an Established Researcher

Four research leadership models or 'personas' were identified that capture the different ways researchers organise and express their leadership practice.



The Juggler: the shared experience of established researchers



The Lab builder: Research group leadership



The Independent Scholar: Individual intellectual leadership



The Project Architect: Project-Based Collaboration



The Boundary Spanner: Stakeholder centred Research Leadership



The Lab Builder:

“My research lives in my team, my lab, and the systems that keep everything running.”

Main worries

Keeping the whole system running without burnout

Invisible leadership work

Continuity when people or funding change

Development & support needs

Strategic delegation and team design

Workload negotiation that reflects leadership complexity

Promotion narratives that capture scale and responsibility



The Independent Scholar:

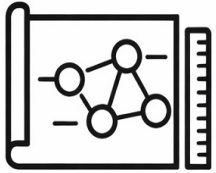
“My impact comes from sustained thinking and writing, but the system fragments my time.”

Main worries

Eroded writing momentum
Undervaluation of intellectual leadership
Informal leadership without recognition

Development & support needs

Negotiating and protecting writing time
Support to sustain delivery
Clear promotion criteria for intellectual influence



The Project Architect:

"I assemble people, disciplines, and timelines, knowing each success is temporary."

Main worries

Career fragmentation across successive projects

High responsibility within time-limited or grant-defined structures

Difficulty making project-based leadership visible in promotion cases

Development & support needs

Strategic grant portfolio planning

Decision-making frameworks for which opportunities to pursue

Career coherence across projects



The Boundary Spanner:

“Engagement is not an add-on. It is the centre of my research career.”

Main worries

Competing stakeholder expectations

Impact not fully recognised internally

Relational labour going unseen

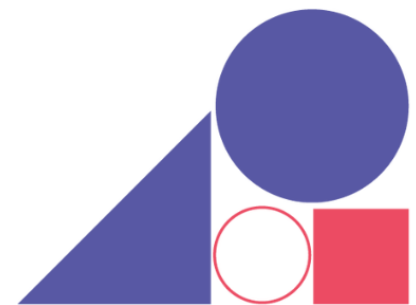
Development & support needs

Recognition frameworks for engagement

Boundary-setting and workload negotiation

Institutional sponsorship and advocacy

White Rose: Putting the project findings into practice



Using Personas to access resources

We are developing a suite of resources organised around three core themes:

- Strategic Career Development
- Research Leadership
- Workload and Personal Effectiveness

Launch: Resources go live on the White Rose website in Spring 2026.

Next Phase (2026/27):

Development of a new in-person programme for Established Researchers, built directly from these resources

Stay in touch

<https://whiterose.ac.uk>

Team email:

info@whiterose.ac.uk

Bluesky:

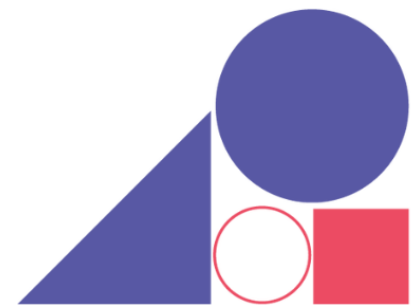
[@whiteroseuc.bsky.social](https://bsky.app/profile/whiteroseuc.bsky.social)

LinkedIn:

<https://www.linkedin.com/company/white-rose-university-consortium/>



Additional resources



8 development themes identified in priority order

1. Strategic career development and navigation
2. Research leadership and identity development
3. Funding strategy and grant management
4. Leadership and team management
5. Professional relationships and networks
6. Workload management and sustainability
7. Fair, transparent and navigable institutional processes
8. Multiple identity and context navigation

Useful links

- [Sheffield Established Researchers Forum](#)
- [Project remit](#)
- [Initial findings](#)
- [Call for case studies](#)
- [Projects page](#)

Creative Commons

These slides are openly shared using a Creative Commons Licence:

Creative Commons Attribution-NonCommercial-ShareAlike

4.0 Unported License [CC BY-NC-SA 4.0]

Find out what this means at:

<https://creativecommons.org/licenses/by-nc-sa/4.0/>

Please cite this presentation as:

Shaw, A., Hinxman, K., Busse-Morris, M., Stead, T. & Joy, S. (2026). 'Empowering established researchers to both access and enable cultures of development'. **REDS Conference, January 2026 (University of Glasgow, online)**