How does scholarly cooperation occur and how does it manifest itself? Evidence from Poland

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Our presentation

Context of the study

- Starting point: data science and big data.
- Availability of quantitative bibliographic data.
- Relatively scarce information on the qualitative aspects of collaboration.

- Recent institutional reforms in Polish academia.

Why mixed methods?

- There are collaborations that do not result in co-authorship.
- Authorship is prone to strategic manipulations (artificial co-authorship, artificial single-authorship).
- Different disciplinary criteria of who is an author.
- Collaborators may play different roles and seek different goals.
Study design

Desk research
- Scholarly institutions
- Legal frameworks
- Scholarly ethics
- Other value domains (family, career)

Quantitative studies
- Collaboration and competition on macro level

Individual goals, values and strategies.

Individual behaviors

Qualitative research

More on: [http://recon.icm.edu.pl](http://recon.icm.edu.pl)
Collaboration vs co-authorship

Why scholars collaborate?

- Quantity, quality and pace of research and resulting publications.
- Strategy for career development.
- Formal funding requirements.
- Searching for and/or gaining rare resources (equipment, samples, skills).
- Search for and recognition as epistemic authority.

How collaboration is initiated?

- Importance of weak ties.
- Indirect decision on collaboration.
- Training and education (goes both ways).
- Conferences.
- Publications and websites.
- Institutional circumstances.

Similarity of basic structures of close collaborations

Other preliminary results

- Scientific degree of a team leader does not seem to diversify the network structure.
  - Position in organisational hierarchy vs control of resources (e.g. own grants).
- Collaboration networks: national ‘centers’ vs ‘peripheries’.
- Different strategies of team management.
  - Complete hierarchy.
  - Collaborative team.
  - Collaboration by proxy.

What next?

● 2015-2016: Network analyses and modelling of institutional bibliographic data.
● 2016: Second wave of qualitative studies, 30 IDI’s, optionally FGI’s.

Thank you for listening!

http://recon.icm.edu.pl

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