



Annual Statement on Compliance with the Concordat to Support Research Integrity (2019–2020)

The University of Glasgow is a broad-based, research-intensive institution with over 5,200 research staff and students. The Vice Principal (Research) is responsible for ensuring that standards of good research practice are maintained, with support from a team within Research and Innovation Services.

In late 2019, the University's Senior Management Group approved a paper setting out a commitment to implement a series of actions to advance our research culture, to be centred around five themes: collegiality, career development, research recognition, open research, and research integrity. Several of the actions are now being implemented, and are being promoted across the institution and the sector through social media campaigns, internal emails and newsletters, presentations at conferences, journal publications, and statements detailing strategic plans and actions. This activity has led to recognition of our good practice at national and international level and has helped to raise the profile of integrity throughout the University.

This report describes those activities.

Building a Positive Research Culture

In December 2019, we published our institutional 2020–2025 action plan for research culture¹. This plan, which is overseen by the Research Culture and Careers Group, describes the projects that the University will undertake over the next five years to advance culture, and how our progress will be monitored.

The actions listed below to promote a positive research culture derive from this plan. **All our projects and their findings are open for the community to review and reuse:**

- In order to prioritise our interventions, University launched a research culture survey², which ran in summer 2019. The survey, which was open to research active staff and research technicians, received 1,200 responses and highlighted a strong awareness of open access, open data, and integrity, and pointed to a desire for more information on how research quality is assessed.
- To communicate progress on the plan, and our future ambitions, we published our first annual statement on research culture.
- We coordinated two sector-wide events at the University of Glasgow:
 - The “Re-imagining research culture” event in September 2019 brought together researchers, funders, policy makers and research managers to share the practical actions that promote a positive research culture; that is, one in which good practice and collegiality are the norm. The resulting report³ informed our five-year action plan for research culture, and was also written up as a blog⁴.
 - The Wellcome Trust “Reimagine Research Culture” Townhall took place in February 2020 and its outcomes fed into the funder’s own research culture project.

¹ https://www.gla.ac.uk/media/Media_705595_smxx.pdf

² <https://www.gla.ac.uk/myglasgow/ris/researchculture/researchculturesurvey/>

³ <https://www.gla.ac.uk/myglasgow/ris/researchculture/researchcultureforum/>

⁴ <https://blog.f1000.com/2019/11/01/reimagining-research-culture/#.XcXJ0aJpXWI.twitter>

- In May 2020, we launched a Lab for Academic Culture. This structure brings together expertise to devise, implement and monitor our projects to advance culture and support integrity — not only for research staff and students but for the wider academic community — and create a forum through which to shape new initiatives with the sector.
- We have continued to showcase examples of good practice through our Research Culture Awards⁵, which are in their second year. This year we received 33 nominations: alongside the 4 winners, 6 colleagues were highly commended. The awards illustrate the diverse approaches taken to promote a positive research culture in different disciplines.
- We have embedded the CRedit taxonomy⁶ into our Code of Good Research Practice to encourage researchers to put their author contribution on the public record; we have also enabled researchers to record their author contribution(s) in our institutional outputs repository. Around 330 outputs on our repository now include CRedit roles for Glasgow authors. Our prioritisation of open access accounts for Glasgow being the institution with the 2nd highest proportion of open access outputs worldwide (86.8%), among institutions with >10,000 publications⁷.
- The University's research strategy for 2020–2025, which was approved in July 2020, has culture at its core. It reiterates the University's ethos as being centred on quality over quantity, and on rewarding *how* research is done as well as *what* is done.

Academic Leadership: Research Integrity Champions and Advisers

Glasgow has been recognised for its approach to promoting a culture of research integrity through the roles of our 30 Research Integrity Champions and Advisers. For example, the LERU report⁸ (January 2020; page 33) notes that the University of Cambridge is creating a research integrity advisory panel adapted from Glasgow's model.

To ensure that our model continues to be fit for purpose we reviewed the roles of our Champions and Advisers, and assessed the support that is available to them. Following consultation with the Champions and Advisers themselves, and senior academics within each College, we introduced the following changes:

- Updated the role descriptors and expectations of Champions and Advisers, and redesigned our webpages to include more content and easily accessible information to support Champions and Advisers in their role.
- Created an online training programme for Champions and Advisers. We are currently drafting more specific guidance for handling queries, concerns and allegations that are brought to their attention locally.
- Launched an email inbox⁹ for Champions and Advisers seeking advice or support.

Throughout the year, our Champions and Advisers record informal queries or concerns received from staff and students on good research practice. The logbooks are collated annually and are evaluated by the centrally-based integrity support team to assess training needs, or to inform improvements or clarifications to our policies and guidance¹⁰.

⁵ <https://www.gla.ac.uk/myglasgow/ris/researchculture/researchcultureawards/>

⁶ <https://casrai.org/credit/>

⁷ CWTS Leiden Ranking, 2020

⁸ <https://www.leru.org/files/Towards-a-Research-Integrity-Culture-at-Universities-full-paper.pdf>

⁹ research-integrity@glasgow.ac.uk

¹⁰ Further information on the data collected from the logbooks is described in the Misconduct section of this report.

Training and Development 2019–2020

Training for staff

Research integrity training is mandatory for new academic and research staff and is signposted to them at the point of induction and in probation forms. Until the COVID-19 lockdown in March 2020, face-to-face workshops were running separately for staff in the Sciences; Arts/Social Sciences; for technicians; and for Management Professional & Administrative staff. Bespoke sessions were also run on request for four departments (see [Appendix 1](#) for a case study). These sessions were held locally, usually with research students in attendance too, and focused on local priorities and activities to support research integrity.

During lockdown, we developed a new, online training module for staff. This module covered similar topics to the face-to-face workshops, and included short videos and interactive learning resources. Following positive feedback from 30 beta testers, the training was rolled out more widely in July 2020. The new online training requires completion of short reflective answers; this material from participants¹¹ is providing rich insights into disciplinary experiences and views on research integrity, and will be used to develop training and local activities. Useful feedback includes requests for more training on managing and sharing qualitative data for social scientists.

In 2019–2020, 224 staff completed research integrity training: 53 online and 171 in face-to-face workshops. This is lower in total than the previous year (270), reflecting that we ceased face-to-face training from March and had no online training from September 2019 until July 2020, when the new course was available. In total, 929 staff (35%) have completed research integrity training since it was introduced in 2015–2016. Staff attendance at research integrity workshops is tracked on the University's HR Core System. We are working to improve monitoring specifically for the mandatory staff population for 2020–2021.

We also introduced a new research integrity workshop as one of a series of optional workshops for PhD Supervisors (in addition to the standard supervisor training). This workshop was trialed in January 2020; the content from this workshop was then included as a module in the new online Research Integrity training mentioned above.

The research culture survey and actions to comply with the [2019 Concordat for Researcher Development](#)¹² will also be used to track the effectiveness of our training. We will also develop greater awareness that a broad suite of activities, other than workshop attendance, could be constituted as training, including talks at a departmental away-day, leadership development, or reading blog posts or newsletter articles.

Training for postgraduate research students

Research integrity training is mandatory for all research students. Additional webinar sessions were scheduled once face-to-face teaching was paused in March 2020.

In each College, attendance at research integrity training by mandatory cohorts has increased substantially since 2018–2019:

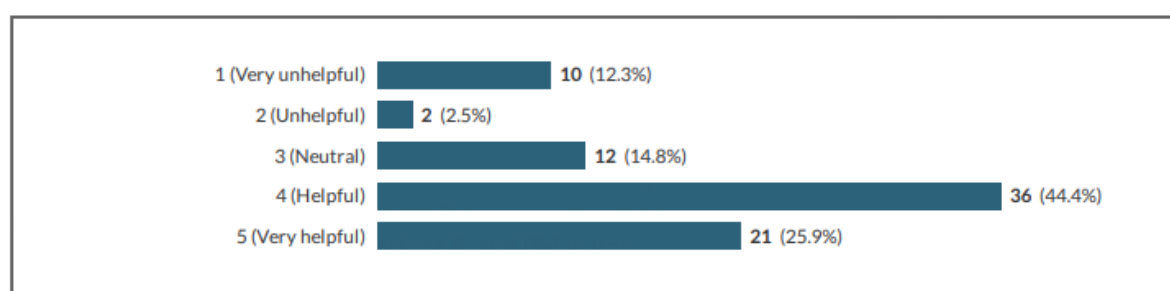
¹¹ We received 79 submissions across all subject areas with 3 months.

¹² <https://www.gla.ac.uk/myglasgow/ris/researcherdevelopment/ecrstrategy/>

- Arts: **94%** (82% in 2018–2019)
- Medical, Veterinary and Life Sciences: **82%** (77% in 2018–2019)
- Science and Engineering: **86%** (59% in 2018–2019)
- Social Sciences: **88%** (80% in 2018–2019)

Participants were asked to rank the helpfulness of the training on a series of learning outcomes, as well as the course overall. Our evaluation response was lower this year (81 research students replied, representing 13% of attendees). The response to the question “How helpful did you find the course overall?” is shown in [Figure 1](#).

Figure 1 | Feedback from research students participants in integrity training



Feedback has informed the development of a new training format for 2020–2021, when our sessions will be entirely online and include an asynchronous module as well as a seminar. For example, many of the more critical comments indicated that the course was not specific enough for a subject area so we will indicate more clearly how this general introductory course should lead on to more detailed discipline-specific discussions with supervisors and provide cues/resources for those discussions.

Data management training is mandatory for research students in the Sciences and is strongly recommended in the Arts/Social Sciences. Since 2018–2019, it has been mandatory for all research students to present a data management plan as part of Annual Progress Review.

Attendance at research data management training by mandatory cohorts has increased substantially on 2018–2019:

- Medical, Veterinary and Life Sciences: **83%** (n=173) (50% in 2018–2019)
- Science and Engineering: **86%** (n=211) (49% in 2018–2019)

Additionally, over 200 students from non-mandatory cohorts attended the training (90 students from the Sciences and 116 students from Arts and Social Sciences).

Following lockdown in March 2020, all training was moved online. Around half of attendees at data management training this year attended online. Feedback for the move to online training was generally positive, with around 80% of attendees reporting that they were satisfied or very satisfied with the training.

The Research Information Management team will continue to deliver online training in the next academic session via a blend of asynchronous material and webinars.

Supporting researchers undertaking fieldwork

In summer 2020, UofG produced an open access online course for researchers undertaking fieldwork.

The course brings together issues relating to data management and security, authorship and collaboration, ethics, integrity and safeguarding.

There is a strong emphasis on understanding roles, responsibilities and conduct as a professional researcher.

Communications and Sharing Best Practice

Throughout the year, we have used internal newsletters, social media campaigns and tailored emails, including via the Champions and Advisers, to draw attention to policies and resources.

In 2018–2019 we reported a marked (>600%) increase in unique visits to our webpages, which indicated that word was spreading regarding the support available.

This year, that level of attention to the integrity pages has been sustained. The number of visits to the webpages is provided in Table 1. Although some pages have had fewer visits this year, traffic to the web pages has been consistent with last year.

Table 1 | Visits to the University's research integrity webpages, 2018–2019 & 2019–2020

Number of Unique Pageviews on Research Integrity pages	May 2018–May 2019	May 2019–May 2020	% Change
Homepage	1,988	2,109	6
About	976	1028	5
Conduct	753	524	-30
Advisers	649	662	2
Misconduct	385	298	-23

We have contributed to national and international discussions in this area.

Publications:

- The journal article *Setting the right tone* by Tanita Casci & Elizabeth Adams describes the changes that can be made to improve the research culture of an organisation¹³. This article has been accessed ~2,000 times.
- A Q&A for the F1000 Blog Network by Elizabeth Adams & Tanita Casci¹⁴ describes the lessons learned from a sector event organised by the University to identify practical actions to promote a positive research culture.
- The Wonkhe blog *We will be judged by the careers we create*¹⁵ by Miles Padgett & Tanita Casci calls for career support to be rewarded as a core academic activity.

¹³ <https://elifesciences.org/articles/55543>

¹⁴ <https://blog.f1000.com/2019/11/01/reimagining-research-culture/#.XcXJ0aJpXWI.twitter>

¹⁵ <https://wonkhe.com/blogs/well-be-judged-by-the-careers-we-create/>

Panel discussions:

Colleagues took part as panel members in sector discussions on research integrity and culture, including: *Westminster Higher Education Forum* policy conference: Next steps for protecting research integrity in the UK (Sept 2019); *Stirling Festival of Research* (May 2020); *Association for Research Managers and Administrators* (ARMA; June 2020); *Crick Institute: The Cost of Correcting Bad Science* (July 2020); *Federation of European Neuroscience Societies (FENS): Credibility in Neuroscience* (July 2020).

Sector recognition:

- The Hong Kong Principles¹⁶ guide research institutions in assessing scholarly research and driving greater recognition for researchers who commit to robust, rigorous, and transparent practices. The University's promotion criteria are highlighted twice as an example of good practice in these principles; as an example of how to reward practice of open science and as an example of good practice in recognising and rewarding staff for other tasks such as peer review and mentoring.
- Glasgow is currently shortlisted for The Guardian University Awards 2020 in the Staff Experience category for our work on collegiality.

Building on local activity to champion reproducibility

Local initiatives to promote reproducibility by our researchers in our School of Psychology have been amplified at institutional level in 2019–2020.

In May 2020, the University became an institutional member of the UK Reproducibility Network (UKRN)¹⁷. Our UKRN local network lead, together with early career researchers who started the PsyTeachR and the GlasgowTea ReproducibiliTea initiatives, led a Reproducibility Hackathon at the University's Annual Research Staff conference. This event was aimed at postdoctoral researchers from all subject areas, and we plan to build on this interest.

Research Misconduct Investigations 2019–2020

In August 2020, we updated our Policy & Procedures for Investigating Allegations of Misconduct in Research to reflect changes in the responsibilities of the University's senior leadership team and the consolidation of the administrative support responsible for governance. Following her retirement in July 2020, the Deputy Secretary of Court has been replaced on the Research Integrity Council by the Executive Director for Research and Innovation Services.

No formal investigation into alleged misconduct was conducted August 2019–July 2020. A formal investigation is conducted by a panel whose role is to examine and evaluate all relevant facts to determine whether there are grounds for proceeding with the allegation under the Staff Disciplinary Procedures or Student Code of Conduct.

The lack of any formal investigation in the reporting period contrasts with a large increase in the number of queries and concerns received regarding research conduct, as detailed below.

¹⁶ <https://journals.plos.org/plosbiology/article?id=10.1371/journal.pbio.3000737>

¹⁷ https://www.gla.ac.uk/myglasgow/news/coronavirus/uofgcommunity/newsarchive/7may2020/headline_722313_en.html

Perhaps as a result of increasing awareness of how the University supports integrity, including through our actions to develop a positive research culture, colleagues have come forward early to seek advice on disputes or concerns about research conduct. This earlier-stage reporting has allowed both the Research Integrity Council and the Champions/Advisers to intervene as a concern arises, thus possibly enabling issues to have been addressed before the stage at which they would require a formal investigation.

In 2018–2019, only 2 informal issues were logged by our Champions and Advisers. This year the number of reported queries and concerns has risen to 26. Most of these logs (20) were either informal enquiries or were resolved by the Champion/Adviser at local level. Of the 6 concerns that were communicated to the Research Integrity Council, 3 were resolved at the pre-screening stage, 1 is being investigated by another institution (as lead institution), and 2 are ongoing cases (it is not known whether these cases will progress to formal investigation).

Lessons learned from investigations in 2019–2020

- Many of the enquiries received in the reporting period were centred around authorship disputes or publication practice. As such, the University will be implementing a campaign to raise awareness of authorship, the kind of scenarios that can arise and how to avoid them, and will be promoting further the use of the CRediT taxonomy.
- As already stated in the report, feedback from participants in integrity training are included in training programmes, to be implemented from October 2020.
- In response to queries about trusted publication venues received from non-research students, we have made our Effective Learning Advisers (who support undergraduate and postgraduate research projects) aware of the dangers of predatory publishing; they are now cascading our advice to researchers on choosing an appropriate publication venue¹⁸.

¹⁸<https://www.gla.ac.uk/myglasgow/openaccess/howdoimakemypublicationsopenaccess/choosingwheretosubmityourmanuscript/#howcaniidentifytrustedjournals?>

Appendix 1 |

Case study. Championing improved practice in social science: *Urban Studies*.

Research within Urban Studies at Glasgow spans all aspects of social, economic and physical change in cities, and includes communities, governance, health, housing, inequalities, planning, transport and real estate.

Recognising the importance of integrity across many of the disciplines within Urban Studies, the head of research, Ade Kearns, introduced several initiatives to improve practice by using the interdisciplinary nature of Urban Studies for peer learning.

Urban Studies has an ambition to be at the forefront of improved research practice in social science. Here are some of the practical steps taken to realise this ambition:

Research Culture. Urban Studies conducted its own staff survey on research culture to benchmark against the University's results, and to explore issues of equality and diversity. The results showed that most staff in Urban Studies believe that the unit supports a culture of collegiality (92.3%), that it values research integrity (97.5%), and that it prioritises the quality of publications over their quantity (94.8%). A discussion group has been created to address areas of concern or desire for improved research practice, and to make all research and related staff feel supported and included in the unit's high-quality research.

Research Integrity and Openness. A Working Group is developing best practice guidance and promoting openness among staff and research integrity. For openness, the group seeks to achieve greater use of data deposition, through: closer overview of research-data-management plans and funding; staff training on data curation; and annual review reports on the unit's research openness status. For research integrity, the group looks to: foster a positive culture and support training; address ethical and regulatory issues; ensure rigour and balance in research and reporting; and recognise contributions to research from all research and related staff.

Leadership. A Research Integrity Adviser, Michelle McGachie, has been appointed for the first time, creating a link to the University's existing network of Integrity Advisers and Champions. Michelle will lead three workshops across the 2020–2021 semesters for Urban Studies staff and PGRs, focussing on: (1) Research Proposal and Design; 2) Data Management, Archiving and Openness; and (3) Analysis, Reporting and Publishing.

Research Quality. A weekly Research Workshop Series contains regular research skills workshop; it includes a mini-series of workshops on research grant writing for different kinds of funders. Workshops are also being developed, for example, to drive honesty and integrity of the unit's research: how to report on methods within academic articles, and how to respond to reviewer comments on articles and grant applications.

Peer Review. The unit has strengthened its peer support and review processes for both academic articles and grant applications, complementing existing processes operated by the School and College. Feedback is also offered to staff on draft articles, and staff have access to exemplars of different kinds of articles.

The effectiveness of these initiatives will be assessed through staff surveys and through periodic reviews to assess research quality.

By sharing best practice from these activities in Urban Studies we hope to encourage others to take local action on research integrity and culture.