

CHARLES
UNIVERSITY

Research Integrity in Practice A Comprehensive Model

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Background

- **Model was developed as an output of a three year long project on Research Integrity**
 - **Utrecht University and University of Ljubljana**
- **Both speakers are co-coordinators for Charles University in the project, leader of the IO for the model was the UoL**
- **Some key examples of Research Practice, one of four main pillars of Research Integrity, were chosen to introduce the model**



Background

- **For all levels of complexity (study), not only for Ph.D. candidates, 50+ pages 😊**

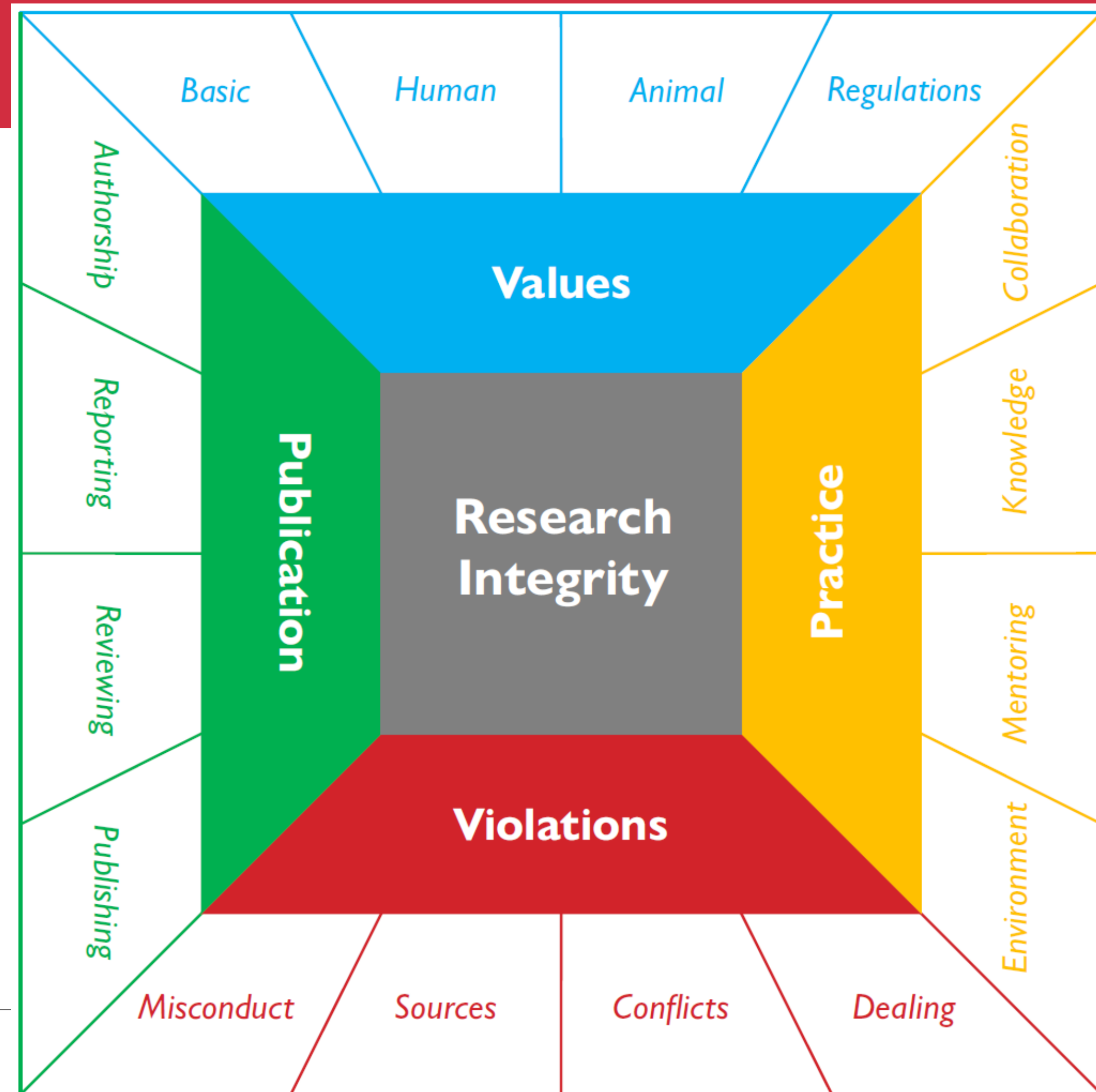


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<https://www.gatesnotes.com/About-Bill-Gates/Summer-Books-2021>

Competency profile

- Identifies **four main areas of RI: Values & Principles, Research Practice, Publication & Dissemination and Violations**
 - each divided into 4 sub-fields covering issues within the main field
- Each area has a **colour** with a **symbolic value**:
 - **Blue** to symbolise **wisdom for values and principles**
 - **Yellow** - **action for research practice**
 - **Green** - ‘green light’ for **publication and dissemination**
 - **Red** - ‘stop’ for what is not allowed for **violations**



Baseline



Supervision and Mentoring – Competencies

- **Proper mentoring and basic responsibilities of mentor and trainee**
- **From supervision and review to independent research**
- **Misusing seniority**



Supervision and Mentoring – Competencies

- **Proper mentoring and basic responsibilities of mentor and trainee**
- **Clear understanding of mutual responsibilities**
- **Commitment to maintain a productive and supportive research environment**
- **Proper supervision and review**
- **Understanding that the main purpose of the relationship is to prepare trainees to become successful researchers**



Supervision and Mentoring – Competencies

- **Proper mentoring and basic responsibilities of mentor and trainee**
- *Doctoral candidates are aware of possible risks of insufficient references of the proposed mentor and are able to present arguments for having more mentors*



Supervision and Mentoring – Competencies

- **Proper mentoring and basic responsibilities of mentor and trainee**
- **From supervision and review to independent research**
- **Misusing seniority**



Supervision and Mentoring – Competencies

- **From supervision and review to independent research**
- Mentor needs to: **assure proper instruction** in research methods
- **Foster the intellectual development of the trainee**
- Impart an **understanding of responsible research practices**
- **Routinely check** to make sure the **trainee develops into a responsible researcher**
- **Quality control:** proper supervision and review



Supervision and Mentoring – Competencies

- **From supervision and review to independent research**
- *Doctoral candidates can autonomously and independently decide when they can conduct research or parts of research without supervision and judge mentors' feedback on principles and values of research ethics*



Supervision and Mentoring – Competencies

- **Proper mentoring and basic responsibilities of mentor and trainee**
- **From supervision and review to independent research**
- **Misusing seniority**



Supervision and Mentoring – Competencies

- **Misusing seniority**
- **When senior researchers encourage young researchers to violations of research integrity they are misusing seniority**
- *Doctoral candidates are able to face dilemmas and issues regarding misusing seniority. They are able to detect and judge complex malpractices regarding seniority and solve them consensually with other members of research team*



Baseline



Collaborative working – Competencies

- **Understanding roles and relationships in collaborative work**
- **Understanding the responsibility and agreement among all partners and collaboration issues**
- **Data transparency and sharing**



Collaborative working – Competencies explanation

- **Understanding roles and relationships**
- **Any project with more than one person requires collaboration**
- **In collaborative projects additional responsibilities of researchers arise from:**
 - **increasing complexity of roles and relationships**
 - **common, but not necessarily identical, interests**
 - **cultural / inter-institutional differences**
 - **management requirements**



Collaborative working – Competencies explanation

- **Understanding roles and relationships**
- Before any work is undertaken, there **should be some common understanding on many topics:**
 - **goals of the project and anticipated outcomes**
 - **role each partner in the collaboration will play**
 - **how data will be collected, stored and shared**
 - **who will be responsible for drafting publications + criteria that will be used to identify and rank contributing authors**
 - **how changes in the research design will be made**



Collaborative working – Competencies explanation

- **Understanding roles and relationships**
- Before any work is undertaken, there **should be some common understanding on many topics:**
 - who will be **responsible for submitting reports and meeting other requirements**
 - who will be **responsible for or have the authority to speak publicly for the collaboration**
 - how **IP rights and ownership issues will be resolved**
 - how the **coll. can be changed and when it will come to an end**



Collaborative working – Competencies explanation

- **Understanding roles and relationships**
- Collaborators should:
 - **share findings with colleagues in the collaboration and pay attention to what others are doing**
 - **report and discuss problems and any important changes, such as changes in key personnel**
 - **so that everyone in the collaboration is equally knowledgeable about important information**



Collaborative working – Behavioural indicators

- **Understanding roles and relationships**
- *Doctoral candidates are able to assess their responsibilities in working with others and manage mutual expectations in relation to fellow researchers, stakeholders and third parties*
- *... can take a role of a lead researcher. They are able to properly assign work to other researchers in research team taking into the account their references*
- *... are able to self-reflect on their mentoring roles to BA and MA students and how their mentoring fosters a productive and supportive research environment*
- *... encourage open, transparent, and collegial collaboration among researchers and are able to ensure that issues of data collection, data management, IP and publication are decided fairly*



Research Integrity in Practice

- **The model served as basement and common understanding for development of other IOs in the project**
- **Key triad: Competency Profile – SPOCs with F2F component tailored to different levels of complexity (study) – Measurement Tool to assess the impact of the action**
- **To assist management, guarantors and individual teachers with integration of research integrity into the curricula**
- **To help our students and PhD candidates to act in accordance with the principles of RI in highly complex and challenging environment**



Research Integrity in Practice

- Our students and PhD candidates **should become streetwise concerning RI** and be **equipped with competencies** to react on and cope with **questionable research practises** (and not only to **blatant misconduct**, e.g. fabrication, falsification and plagiarism - „FFP“)
- Be aware of **what constitutes good conduct in research** by learning **how to:**
- **1) identify problematic issues and dilemmas** (with respect to cultural, inter-institutional and inter-professional differences),
- **2) reflect** on these issues and **discuss** them with their mentors and peers,
- **3) develop and apply strategies for dealing with them,**
- **4) take responsibility for own actions and decisions.**



Research Integrity in Practice

- Loooong way ahead for us, but we look forward to it 😊
- **The vision is clear, let's do it!**

Charles University



<https://www.visioninfinity.com.my/omg-is-there-a-problem-with-my-eyes-see-far-vision-is-clear-but-when-i-see-near-vision-is-blur-what-is-going-on%E2%80%BC%EF%B8%8F/>



Thank you for attention!