



Annual Statement on Compliance with the Concordat to Support Research Integrity (2020–2021)

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.

Our new Research Strategy (2020–2025) endorses the principles that “we value the quality of our research over its quantity” and that “how research is done is as important as what research is done”. Research Integrity and Open Research are also key themes in our action plan for Research Culture 2020–2025. In 2020 we established the Lab for Academic Culture, which has already been recognised for its work in the BEIS R&D People & Culture Strategy published in July 2021.

This report describes activities that support this strategic commitment.

Supporting Integrity by Improving Research Culture

The delivery plan of the University’s Research Strategy for 2020–2025 reiterates the importance of the existing Research Culture Action Plan and the role of the Lab for Academic Culture in delivering our aims for a positive research environment.

The Lab has undertaken four key projects in this reporting year:

- Exploring the differential impact of COVID-19 on our research community: we have reported on interventions put in place and the outcomes of the interventions, as well as the process we used.
- A joint project with INORMS (International Network of Research Management Societies) that made use of their SCOPE methodology to evaluate support for careers. Workshops were held in early 2021, and a case study describes the outcome of the workshops and the use of the SCOPE tool.
- We have become institutional signatories to the San Francisco Declaration on Research Assessment (DORA), and created and shared resources such as conversation starters and advice on talking about research outputs. We have embedded much of the thinking from this project in a practical guide to evolving expectations in academic recruitment.
- As several funders are piloting narrative approaches to CVs, we ran a project to support 8 ECRs to write a narrative CV, which was then reviewed by a mock panel. Outputs include a report on our findings, resources for anyone writing a narrative CV and a sector wide event (10 August 2021).
- To recognise diverse contributions to research supervision, we are working with UKCGE (the UK Council for Graduate Education) to pilot a new "Recognised Associate Supervisor" descriptor as a route to recognition for those with informal supervisory roles and those early in their supervisory careers.

- All resources created by the Lab are open for the community to reuse.

We have continued to showcase examples of good practice through our [Research Culture Awards](#), which are in their third year. This year we received 11 nominations: alongside the 4 winners, 3 nominations were highly commended. The awards illustrate the diverse approaches taken to promote a positive research culture in different disciplines.

The University of Glasgow was recognised by [The Guardian University Awards 2020](#), winning the Staff Experience category for our project “Reimagining our Research Culture: Helping Each Other to Succeed”.

A [timeline](#) of all our initiatives to support culture since 2015 was published in 2021.

Training and Development 2020–2021

Research Integrity 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. Since 2020, we have an asynchronous online training course, which includes short videos and interactive learning resources. We supplemented the content of the course with additional, optional sections on ‘Research Integrity and Scholarship of Teaching and Learning’ and ‘Teaching Research Integrity’, in response to the high number of teaching staff who also completed the training. The feedback on these resources has been very positive, with the level of interest reflecting the amount of teaching of research integrity at undergraduate / taught masters level.

Participants submit short reflective answers, which we use to develop subject-specific activities and inform plans for researcher development. For example, comments on supervision and research integrity have fed into our Supervisor workshops; comments from staff in our School of Education fed into a bespoke session for them during their Research Week. Comments also show actions being taken as a result of the training, revealing the impact on individuals and projects.

In 2020–2021, 363 staff completed our Research Integrity training. In total 1,130 staff have completed Research Integrity training within the last 5 years (~42% of our research staff). We are now able to track completion for staff on our Early Career Development Programme (ECDP; comprising staff on their first academic lectureship position) to report on this metric: ~60% of ECDP participants (n=319) have completed the training, with reminders now being sent to the rest.

We have also re-run our workshop “Supervision and Research Integrity” plus other subject-specific sessions on request.

Research Integrity Training for postgraduate research students

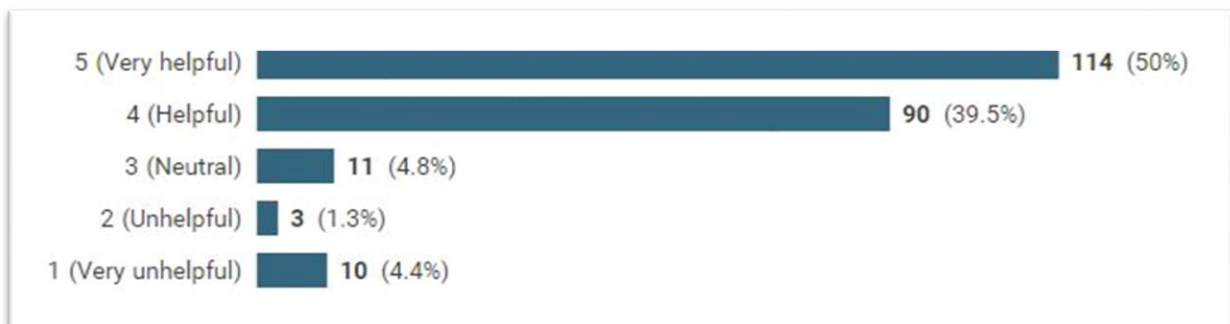
Research integrity training is mandatory for all research students. We launched a new format for our training in 2020–2021, comprising an online module followed by a 1-hour webinar session. For the first time, the webinars were facilitated by researchers and professional services staff who received a train-the-trainer session

and ongoing support for the activity. We had 15 facilitators over the year and comments showed that PGRs appreciated having a breadth of practical experience and ideas for the sessions. Our facilitators also reported enjoying and learning from the experience. Our new training has a clear focus on research integrity training as a starting point, to be followed by subject-specific discussions with supervisors and colleagues. We provide clear cues and resources for these follow-up discussions. We ran 37 webinars over the academic year, attended by 691 PGRs in total. Attendance by mandatory cohorts is as follows (sessions are still ongoing):

- Arts: **83%** (94% in 2019–2020)
- Medical, Veterinary and Life Sciences: **76%** (82% in 2019–2020)
- Science and Engineering: **82%** (86% in 2019–2020)
- Social Sciences: **83%** (88% in 2019–2020)

We also ran special sessions for two cohorts with specialist perspectives on Research Integrity: our EdD and Creative Practice PGRs. We believe the slight drop in attendance this year reflects the effect of the pandemic: most of our PGRs were abroad and additionally experienced time-zone/connection issues. Our evaluation response was up from 13% of attendees to 33%. The response to the question “How helpful did you find the course overall?” is shown in [Figure 1](#). Over 89% of respondents found the course “Helpful” or “Very Helpful”, which is up from 70% in 2019–2020.

Figure 1 | Feedback from research student participants in integrity training



Our new PGR training encourages conversations with supervisors, so we have ensured that supervisors see the content of the PGR training (this is now included in our Staff Integrity training). We shared our approach to PGR Research Integrity training in a workshop session at the UKCGE 2021 Annual Conference.

Data Management Training for postgraduate research students

Research Data Management (RDM) 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.

The Research Information Management team continue to deliver RDM training online, via a blend of asynchronous material and webinars, and are currently developing resources around open research more broadly, including a [video developed in 2021](#).

Completion of RDM training by mandatory cohorts has decreased in 2020–2021:

- Medical, Veterinary and Life Sciences: 52% (n=105) (83% in 2019–2020)
- Science and Engineering: 70% (n=227) (86% in 2019–2020)

Additionally, over 100 students from non-mandatory cohorts completed the training (73 students from the Sciences and 138 students from Arts and Social Sciences).

Communications and Sharing Best Practice

This year we have used a variety of communication routes in order to convey best practice throughout the University. The introduction of the University’s Research Integrity Twitter account ([@UofGIntegrity](#)) has proved to be a popular way for the department to convey any quick news or updates. We have also used internal newsletters, tailored emails, including via the Research Integrity Champions and Advisers, to draw attention to policies and resources.

The integrity pages have sustained the same level of traffic since we updated our communication strategy in 2018 (where we saw a jump in visitors to our pages of 600%). The number of visits to the webpages is provided in [Table 1](#). Most pages have seen increases in visits this year.

Table 1 | Visits to the University’s research integrity webpages, 2020–2021 & 2019–2020

Number of Unique Pageviews on Research Integrity pages	May 2020–May 2021	May 2019–May 2020	% Change
Homepage	1,908	2,109	-9.5
About	1182	1028	+15
Conduct	582	524	+11
Advisers	715	662	+8
Misconduct	524	298	+76

The marked increase in the number of views of our misconduct web pages is supported by the increase in number of enquiries and investigations that we have seen this year (see later section).

Publications:

- [Five ways culture change can be led by postgraduate researchers](#) (The Hidden Curriculum, Oct 2020) by Elizabeth Adams
- [Rewarding contributions to research culture is part of building a better university](#) (LSE Blog, Dec 2020) by Elizabeth Adams and Tanita Casci
- [Research Evaluation and DORA: Talking about your research outputs](#) (Apr 2021) including our “Conversation Starters” and animated video

- [INORMS SCOPE Workshop Case Study: University of Glasgow: Supporting the careers of others](#) (May 2021).
- [Changing Academic Life](#) (podcast): Tanita Casci and Elizabeth Adams on supporting, rewarding and celebrating a positive and collegial research culture (May 2021)
- [Collegiality is the means to effect teamwork](#): Tanita Casci and Miles Padgett on the importance of collegiality (July 2021)
- [The University of Glasgow is creating a research culture that works for everyone](#): Tanita Casci and Miles Padgett (July 2021)

Panel discussions:

Colleagues took part in the UKRIO webinar series ("[Recognising and Rewarding Responsible Research Practice](#)"), the UKRIO [Annual Conference](#), and an event on "[Building Research Culture](#)" at University College Dublin.

The BEIS [Research & Development \(RD\) People and Culture Strategy](#) (2021) mentioned the University of Glasgow as one of three "fantastic examples of good practice" for our work on Research Culture (p.12) and also proposes to draw on good practice from our Lab of Academic Culture (p.24).

Research Misconduct Investigations 2020–2021

This year has seen an increase not only in the number of informal enquiries to the department and champions/advisers but also an increase in the number of formal investigations. The Table below summarises the nature and status of active formal investigations into alleged misconduct conducted August 2020–July 2021.

A formal investigation is conducted by a panel whose role is to examine and evaluate all relevant facts in order to determine whether there are grounds for proceeding with the allegation under the Staff Disciplinary Procedures or Student Code of Conduct.

Table 2 | Formal Misconduct Investigations for 2020–2021

Respondent(s)	Nature of Allegation	Status	Outcome
Staff	Image manipulation across several papers	Ongoing	n/a
Former PhD Student	Failing to acknowledge co-authors in publication; plagiarism of image; and publication of confidential IP	Complete	Retraction of paper
Current PhD Student	Falsification and plagiarism	Complete	Expulsion of student

In 2019–2020, 26 informal issues were logged by our Research Integrity Champions and Advisers. This year the number of reported queries and concerns has decreased to 16. However, in 2019–2020, 6 concerns logged by champions and advisers were brought to the attention of the Research integrity Council (23%) but in 2020–2021 this has increased to 8 (50%). Of the 8 concerns that were communicated to the Research Integrity Council, 6 were resolved at the pre-screening stage, and 2 progressed to formal investigations (see Table 2 above).

Lessons learned from investigations in 2020–2021

- Many of the enquiries received in the reporting period are still centered around authorship disputes or publication practice. As such, the University will be continuing its 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.
- The issue of contract cheating is a cause of concern and we found few resources locally or nationally to address this at doctoral level. The University is developing and consulting on guidance to help support supervisors and any other staff involved in such concerns going forward.
- The issue of predatory journals, scam conferences and editorial boards was also brought to light during this year’s Champions and Advisers meeting. As a result, the University will promote and enhance existing guidance to research staff and PGRs.

Local good practice – supporting authorship decisions

In 2020, the Scottish Universities Environmental Research Centre (SUERC) undertook a project to enhance support for decisions on recognising author contributions on outputs. Recognising that there was a risk of inconsistency in the recognition of the contributions of technical staff, a new guidance document was drafted by the local Research Integrity Adviser and circulated for consultation.

Comments were incorporated and the document was adopted as guidance for the local authorship procedure. A review process has been included to update the document when needed. Additional Research Integrity Advisers were also appointed, for gender balance and to provide confidential help with any authorship disputes.

This initiative not only strengthens Research Integrity but also reinforces support for the Technician Commitment and the Athena Swan Charter.

Appendix 1 | Case study: Promoting Open Research

The University of Glasgow recognises the importance of Open Research not just for transparency and integrity, but also for its role in boosting careers and culture: by recognising different output types and the different contributions that are made to a research endeavour.

"Open Research" is one of the Institutional Strategic Priorities for Research Culture 2020–2025, described as "Supporting and rewarding transparency, rigour, and reproducibility by facilitating early sharing of e.g. research data, software, code, and materials to a wider audience, and valuing different research output types".

Our "Talking about your outputs" online resource outlines our progress in this area to date, but in 2021 we will launch a new programme of work that focuses on greater promotion of the value we place on Open Research and the support that is available for researchers.

This work is just beginning, but in 2021 we:

1. Developed more resources to support open research more broadly, such as our new Open Research explainer video. The video helps us to promote both internally and externally our institutional commitment to open research. It also illustrates for our researchers the many practical ways to work openly, and the support available.
2. Took part in the successful consortium bid — as part of the UK Reproducibility Network (UKRN) — to the Research England Development (RED) Fund, which will produce and share training resources for the sector on open research and reproducibility.
3. Continued our sector leadership in Research Culture by incorporating openness as an explicit criterion for academic promotion. Support for open research was promoted in all the sector engagement activities and publications mentioned above.