Danish Code of Conduct for Research Integrity

November 2014

Practicing the Danish Code of Conduct for Research Integrity

Rachel Douglas-Jones

Sue Wright (PI), Lise Degn,
Laura Louise Sarauw, Jakob Williams Ørberg

World Conference on Research Integrity
June 2-5 2019

CENTRE FOR
HIGHER
EDUCATION
FUTURES

AARHUS UNIVERSITY

IT UNIVERSITY OF COPENHAGEN

Principles of Research Integrity

The Danish Code of Conduct for Research Integrity rests on three basic principles that should pervade all phases of research.

Honesty

To ensure the trustworthiness of research, researchers should be **honest** when reporting objectives, methods, data, analysis, results, conclusions, etc.

This requires accurate and balanced reporting when:

- presenting and interpreting research
- making claims based on findings
- acknowledging the work of other researchers
- applying for research funding
- reviewing and evaluating research

Transparency

To ensure the credibility of scientific reasoning and to ensure that academic reflection is consistent with practice in the relevant field of research, all phases of research should be **transparent**.

This requires openness when reporting:

- conflicts of interest
- planning of research
- research methods applied
- results and conclusions

Accountability

To ensure the reliability of research, all parties involved should be **accountable** for the research carried out.

This requires that researchers and institutions accept responsibility for the research they are conducting, in terms of:

- accuracy and reliability of research results
- adherence to all relevant regulations
- fostering and maintaining a culture of research integrity through teaching, training, and supervision
- taking appropriate measures when dealing with breaches of responsible conduct of research

Uddannelses- og Forskningsministeriet

The Danish Code

" *provides the research community with a framework to promote commonly agreed principles and standards. The Code of Conduct aims to support a common understanding and common culture of research integrity in Denmark.*"

How that gets taken up in practice (organisationally, institutionally and individually) is a question of institutional and disciplinary translation

Who does what?

III. Research integrity supervision

1.2

The Danish Code of Conduct on Res
platform for research integrity teac
institutional level.

Fostering a culture of research integrity
in research. In this context, teaching, tr
sustaining a culture of research integrit
research integrity among those involved

It is important that institutions take res
auspices receive relevant teaching, train
ty and responsible conduct of research.
search integrity into the day-to-day wor
ports research integrity.

A fundamental part of sustaining and d
supervisors and senior researchers acti
supervisors and senior researchers enga
sion.

1.2. Division of responsibilities

i. **Research leaders** and **supervisors** should act as role models, and manage research under their auspices in accordance with the principles of research integrity and responsible conduct of research.

ii. **Research leaders** and **supervisors** should nurture a culture of research integrity and mutual respect in accordance with the principles of research integrity and responsible conduct of research.

iii. **Supervisors** should take measures to ensure that the research carried out by researchers, research trainees, and students under their supervision is conducted in observance of the principles of research integrity and responsible conduct of research.

iv. **Institutions** are responsible for ensuring that all staff (including guest researchers) and students involved in research have sufficient knowledge of and receive training in the principles of research integrity and responsible conduct of research.

Questions & Methods

How is the Danish Code of Conduct translated in training courses for early career researchers?

How is this code, and any others used, understood across disciplinary borders?

- Ethnographic research (2 full days of participant observation at each of the 4PhD courses)
- In situ interviews (6 interviews lasting between1-2 h)
- Analysis of local policy documents on integrity
- Collection of course materials
- Interviews with course leaders and teachers

Table 1. Characteristics of the observed courses.

	Health	Natural sciences	Humanities	Social sciences
Title	Responsible Conduct of Research	Responsible Conduct of Research	Research Ethics and Research Integrity	RCR for PhD students
Duration	2 days + 8-hour online pre-course	3 hours are mandatory - 2 days voluntarily	2 days + 1 day workshop with paper	2 day workshop
Capacity	25	20	25	30
Mandatory since	April 2016	N/A	Spring 2017	Spring 2017
Previous tradition	Continuously developed since 2014	Continuously developed since approx. 2012 – earlier 'Good Scientific Practice'	Non-mandatory Research Ethics course Elements of ethics training in other courses	In development – first course conducted in March 2017
Format	Lectures, active participation and casework	Lectures, active participation and casework	Lectures and active participation – bringing issues from own practice	Lectures, active participation and casework
ECTS	3.1	1 + 1 extra ECTS awarded for additional assignment	2 days 1.5 3 days 2.5	No
Problem narratives	All researchers are (unconscious) small cheaters – and creating reflexivity about this is pedagogically demanding	Responsibility for 'good science' must be enhanced	'Integrity' as standards for conduct challenges disciplinary diversity and 'ethics' as a reflexive practice relevant in all subfields	The scientific system is 'broken' and young researchers need to navigate this

How is integrity framed?

Problem Narratives

the ways research integrity is established as a problem to be addressed, either in documents or in teaching.

- How they legitimize the course curriculum, pedagogic format and expected learning outcome
- How the program, course materials and teachers respond to these problem narratives

Problem Narrative " We are all unconscious small cheaters"

Teaching Style

- Intimate atmosphere
- Used EPIGEUM
- Self-reflexive conduct
- Examined through cases

1. Health

- High priority within the medical faculty
- Problems residing in the individual, not the structure, rules or incentives of the university system
- Objective: to enhance 'enlightenment' regarding individual unconscious contributions to malpractice
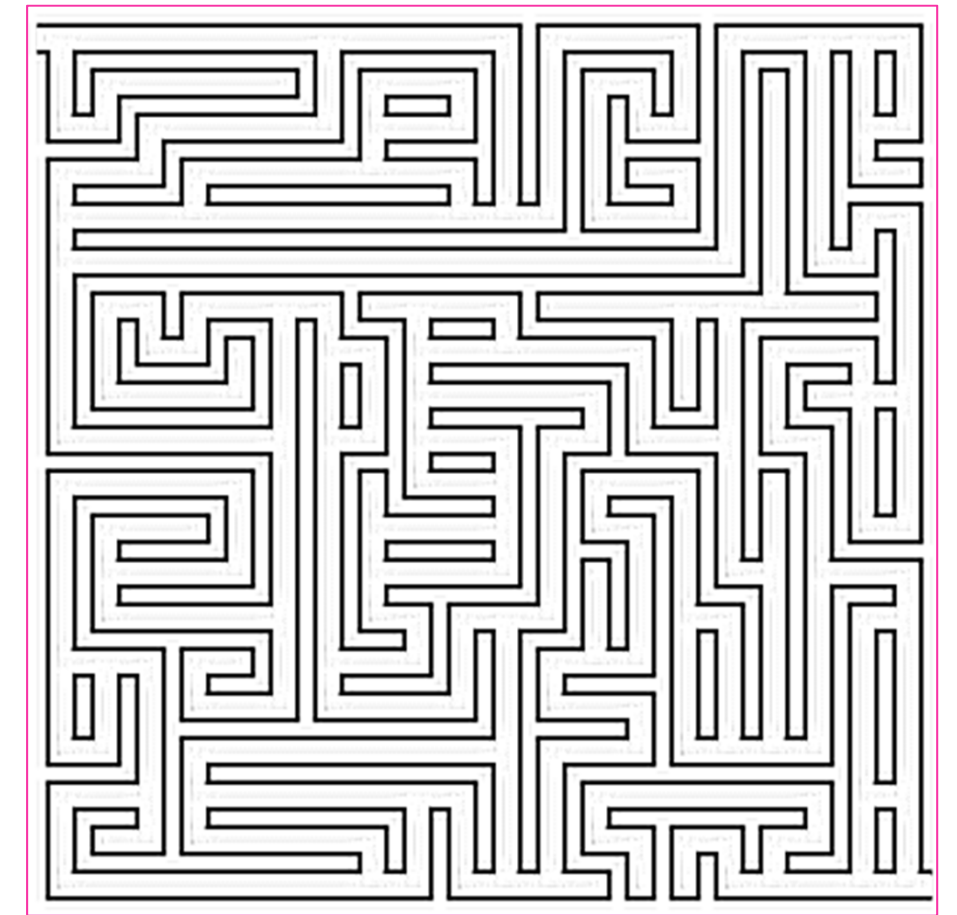
Problem Narrative ” Navigating the 'broken system”

Teaching style

- System focused Problematic incentives
- Assessment criteria
- Systemic problem in how we do research
- Lack of support as a symbol of the lack of recognition of the problem

2. Social Science

” Many will do what some label as questionable research practices. I have no doubt about that. They all will, because otherwise they won't survive in the system”

Problem Narrative: The scientific project as essentially ethical

Teaching Style

- to create a safe space
- sharing experiences
- Referring experiences to codes and rules.

3. Humanities

The course is necessary for the creation of recognizable validity externally

Integrity presented as topical

 ethical and research integrity reflexivity was insufficiently developed.

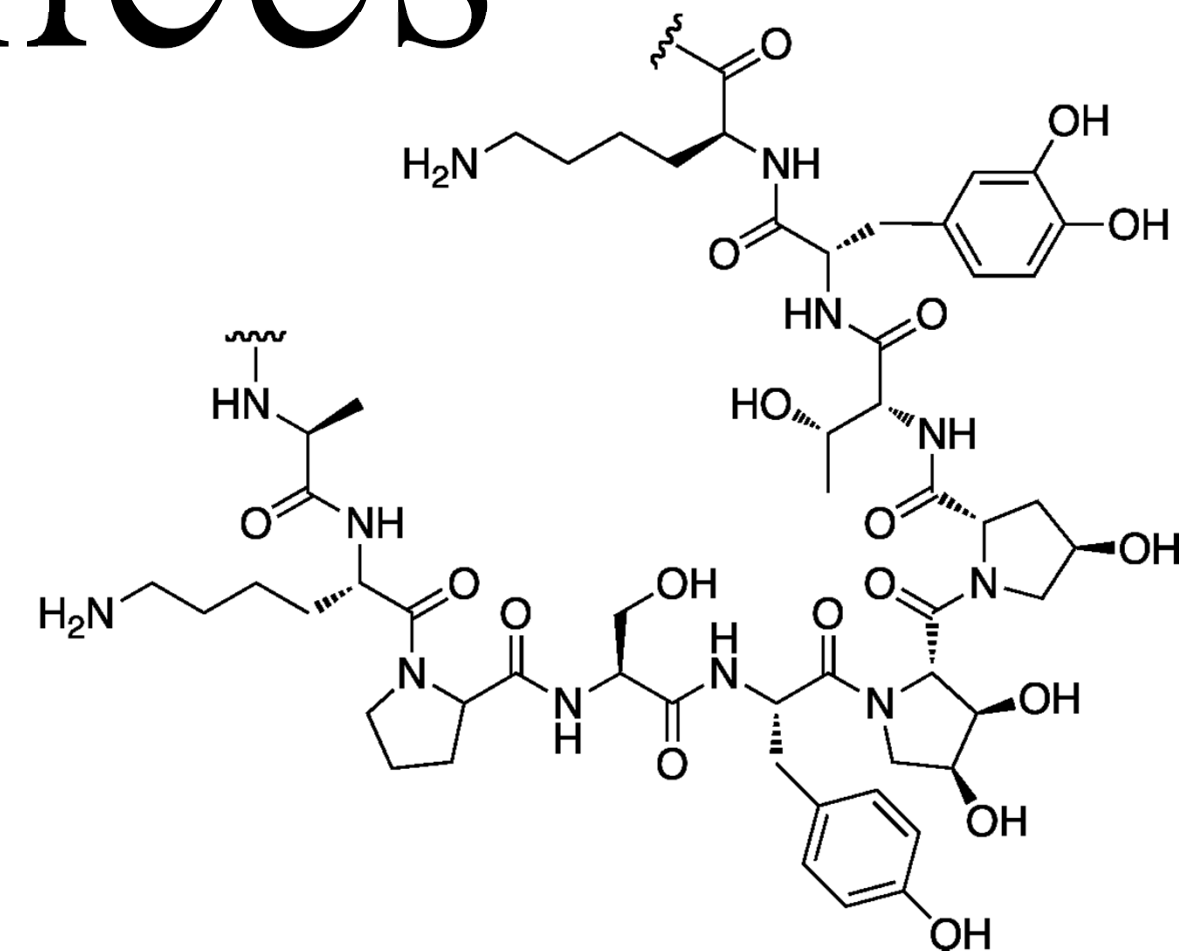Problem Narrative: Responsibility for 'good science'

4. Natural Sciences

- Small exercises on the 'basic principles' of honesty, trustworthiness, openness and transparency
- Desire to create a less 'gloomy' picture.
- Integrity a matter of common sense
- Supported by transparency and reflexivity

Pedagogical aims: to highlight the societal responsibility of research and innovation

Integrity presented to students as an **obtainable** state of being. The 'natural state' of most local research environments was thought to be one of research integrity.

Reflexivity enhancing exercises

Analysis

Commonalities

" The Code of Conduct aims to support a common understanding and common culture of research integrity in Denmark"

While responding to the same overall policy discourse about integrity training, problem narratives varied according to local debates, disciplines and developments.

A diversity of interpretation is perhaps not unexpected, with variations in emphasis across disciplines

All four courses engage with individual or local **reflexivity**

Course designs do not engage with the fostering of a shared integrity culture or with institutional systems for supporting it

Reflexivity as a key method in integrity training speaks to student-centered pedagogies common in Denmark

Analysis

Regardless of the diverse local problem narratives (e.g. the ″small cheater″ vs ″broken culture″, there is a cross-faculty focus on individual reflexivity.

We see a cross-disciplinary ideal: a reflexive research who is highly responsibilised.

The question remains is whether this responsibilization of the most junior actors in the research and higher education system is an adequate response to the overarching aim of fostering a culture of research integrity

International Journal for Academic Development

Researcher development through doctoral training in research integrity
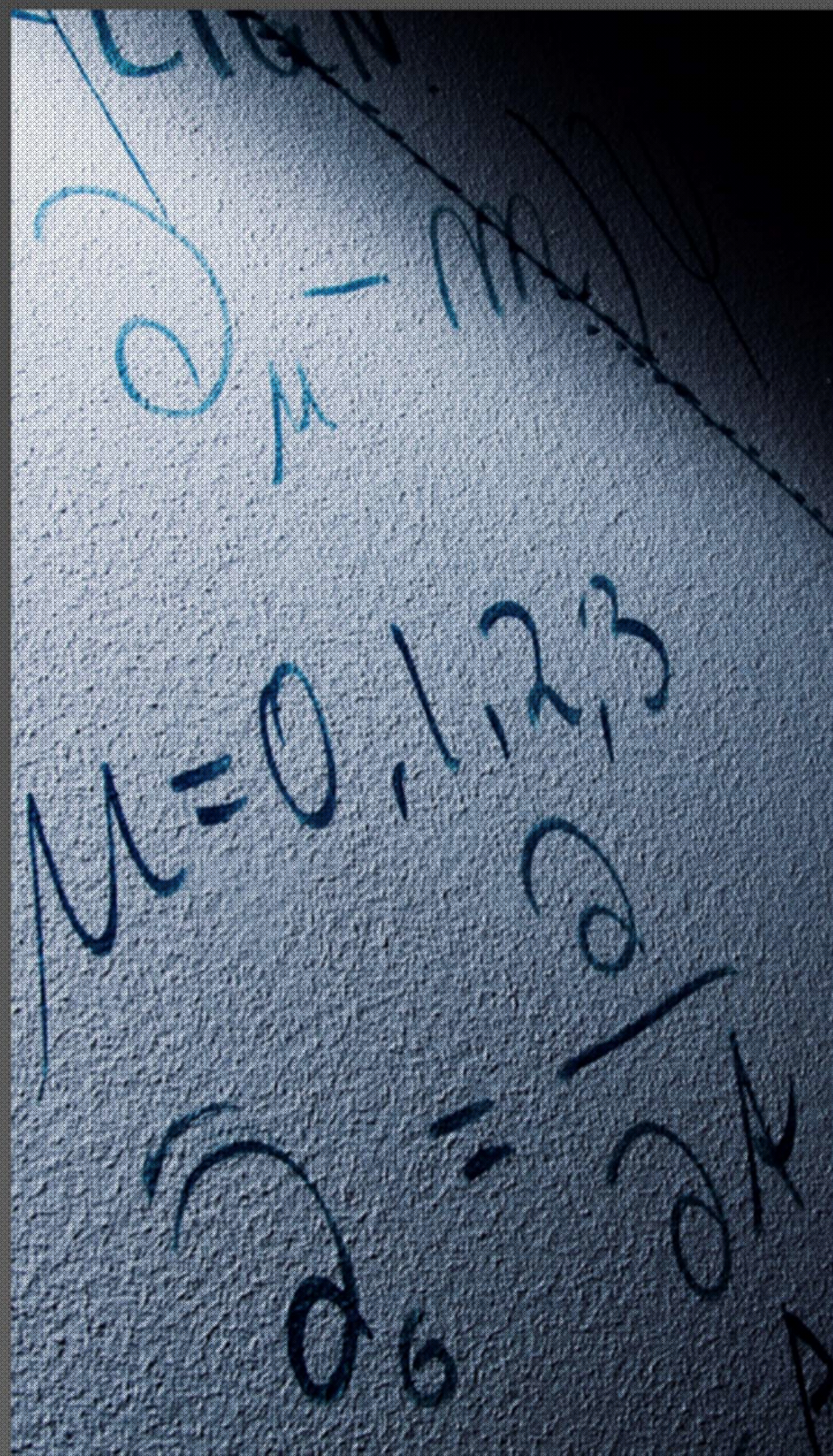
Laura Louise Sarauw, Lise Degn & Jakob Williams Ørberg

2019

Danish Code of Conduct for Research Integrity

November 2014

Douglas-Jones,. R and S. Wright. (2017)'Mapping the Integrity Landscape: Organisations, Policies, Concepts'. CHEF Working Paper 27 (33 pages), available at http://edu.au.dk/fileadmin/edu/Forskning/Working_papers/Working_Paper_27_Mapping_the_Integrity_Landscape.pdf

Degn, L. (2016) 'Academic sensemaking and behavioural responses – exploring how academics perceive and respond to identity threats in times of turmoil', *Studies in Higher Education* 1-17. http://dx.doi.org/10.1080/03075079.2016.1168796

Degn, L. (2017). Translating 'research integrity' into policy and practice-HEIs leaders as political and academic mediators. CHEF Working Paper 26 (17 pages), available at:http://edu.au.dk/fileadmin/edu/Forskning/Working_papers/Working_Paper_26_Translating_research_integrity.pdf

Sarauw, L. L. (2011). *Kompetencebegrebet og andre stileøvelser. Fortællinger om uddannelsesudviklingen på de danske universiteter efter universitetsloven* 2003, PhD Thesis, University of Copenhagen.

Sarauw, LK, L. Degn and J.W. Ørberg 'The brave new researchers in doctoral integrity traiing' ECER, September 2018.

Shore, C. and Wright, S. (2011) 'Conceptualising Policy: Technologies of Governance and the Politics of Visibility' in Shore, C., Wright, S. and Peró, D. (eds) *Policy Worlds: Anthropology and the Anatomy of Contemporary Power*. EASA Series. Oxford: Berghahn, 1-25.