

MEETING ABSTRACTS

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Proceedings of the 4th World Conference on Research Integrity

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I1 Proceedings of the 4th World Conference on Research Integrity

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The 4th World Conference on Research Integrity was held in Rio de Janeiro, Brazil, May 31-June 1, 2015. The World Conferences were established as global forums for discussion of ideas, policies and empirical findings related to the responsible conduct of research. The Conferences aim to galvanise the global effort to strengthen the trustworthiness and reliability of research and encourage researchers worldwide to be accountable for their findings. Earlier conferences were held in Lisbon (2007), Singapore (2010) and Montréal (2010).

The Rio conference attracted over 470 delegates from 42 countries, including leaders of research institutions and funding agencies, policy makers, editors and publishers, legal experts, researchers and graduate students. The theme of the conference was *Research Rewards and Integrity: Improving Systems to Promote Responsible Research*.

These Proceedings contain the abstracts of the presentations given at the 4th World Conference in concurrent sessions, partner symposia, and poster sessions. Also included are summaries of the discussions in three focus tracks, which allowed delegates to consider and work on questions about the roles of funders, institutions, and countries in improving research systems and strengthening research integrity. Videos of the plenary presentations are available at the conference website (www.wcri2015.org).

The 5th World Conference will be held in Amsterdam, The Netherlands, May 28-31, 2017 (www.wcri2017.org).

Concurrent Sessions

1. Countries' systems and policies to foster research integrity

Chair: Nils Axelsen, Staten Serum Institute, Denmark

CS01.1

Second time around: Implementing and embedding a review of responsible conduct of research policy and practice in an Australian research-intensive university

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Research Integrity and Peer Review 2016, **1(Suppl 1):CS01.1**

The University of Queensland (UQ) is one of the leading research-intensive universities in Australia. UQ first developed formal policy and procedure relating to responsible conduct of research in 2011. The ongoing practical application of the first iteration of these policies identified lack of clarity in procedure with challenges arising from unintended consequences. A significant case of research misconduct in 2013 was a catalyst to commission a comprehensive external review of policy, procedure and practice relevant to research integrity, ethics and compliance in line with the Australian Code for Responsible Conduct of Research (2007). This presentation will

describe the comprehensive strategy arising from this review to improve our policies, our resources, our systems and to ensure the practice of responsible conduct of research sits at the heart of UQ.

Additional funds have enabled us to increase the number and seniority of staff in the Research Integrity Office, to purchase a purpose built complaints management system and the Epigeum online Research Integrity training tool. With a team of experienced research leaders and other key staff we are revising our responsible research policies and developing an education and communication plan to ensure senior staff such as Executive Deans and Heads of Schools are confident in working collaboratively with the Research Integrity Office and that all staff understand their responsibilities under the Australian Code and university policy. We have appointed a team of 16 senior researchers to the roles of Research Integrity Advisors embedded within each Faculty and Institute as a first triage point for people with concerns about the responsible conduct of research.

This is a two year process. We are learning from the past to continuously improve our practice. It is important to maintain the focus on why this is important: our goal is to ensure that research at The University of Queensland is undertaken in an environment in which the key values of the Australian Code, such as honesty and integrity, are embedded within our research culture and practiced as a matter of course. Susan O'Brien leads the Research Integrity Office at The University of Queensland. Her principal role is to promote implementation and practice of responsible conduct of research and a positive research culture and to investigate claims of research misconduct where they arise. In 2015-16 she is Chair of the Group of Eight (Australia's leading research intensive universities) Research Integrity Group.

CS01.2

Measures to promote research integrity in a university: the case of an Asian university

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As a world-class comprehensive university with research activities spanning all major disciplines, the University of Hong Kong realises the vital importance of research integrity. As specified in the Policy on Research Integrity, all members of the University should uphold the highest standard of professional conduct and abide by the University's rules, policies and guidelines, and also by relevant laws.

This presentation reports some of the University's efforts in promoting responsible conduct of research (RCR). Since March 2010, the University has organised regular RCR seminars, which are now mandatory for new staff for the award of internal research support and research postgraduate (RPG) student supervision. The programme covers important research integrity issues including conflict of interest and questionable research practices, existing rules and regulations on ethical compliance, and group discussion of case studies. Fourteen RCR seminars attended by over 1,370 staff have been held to date. To ensure that all staff are

17. Training programs for research integrity at different levels of experience and seniority

Chair: Susan O'Brien, The University of Queensland, Australia

CS17.1

Meaningful ways to incorporate research integrity and the responsible conduct of research into undergraduate, graduate, postdoctoral and faculty training programs

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Brief overview: This presentation will be a comprehensive discussion of meaningful ways to incorporate research integrity – and the responsible conduct of research – into undergraduate, graduate, postdoctoral, and faculty training and education programs. This presentation will also be of special value to international researchers, professors, and indeed anyone involved in international research collaborations.

Two research question(s):

1. What are the essential features of a thoughtfully conceived RCR training and education programs for students, postdocs and faculty that will positively impact their research and scholarship?
2. How can we extend such RCR training to include researchers from other countries, particularly when international research collaborations are the focus of collaborative research and inquiry?

Data and Methods: Data gathered from experiences teaching RCR to undergraduates, graduate students, postdocs and faculty.

Results/findings: A thoughtfully conceived and comprehensive RCR training and education program for students, postdocs and faculty have a noticeable impact on the research and scholarship.

Implications: Effective, meaningful and comprehensive education and training programs should be the "norm" at universities.

CS17.2

"Recognize, respond, champion": Developing a one-day interactive workshop to increase confidence in research integrity issues

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In response to the increased international sensitivity to the issue, Ghent University has recently reconsidered its strategies toward research integrity issues, giving the topic a more central position in its overall research policy. In general, Ghent University aims at maintaining and further improving a qualitative research environment. The responsible conduct of research and confidence in responding to issues of research integrity are key elements in such a working environment.

One of the university's strategies to further foster the responsible conduct of research is the organization of generic training for all those involved in research (PhD students, postdocs, professors, administrative and technical staff, etc.) Four research coordination officers have been trained by an external partner experienced in helping organizations to develop internal trainings. This train-the-trainer approach has yielded a sustainable training format that addresses researchers from all disciplines and in all stages of their research careers. More specifically, the one-day interactive workshop (1) is fully aligned with Ghent University's overall research policy and regulations; (2) encompasses the full scope of research integrity (excluding ethical aspects of the research itself and other discipline-specific issues); (3) focuses on common examples and best practices rather

than on exceptional cases of serious misconduct; (4) addresses the four most common learning styles from the ELM (Kolb). At the end of the training the participants are expected to be more proficient in recognizing research integrity issues, more confident in responding to them, and fully ready to become research integrity champions within their research environment.

The proposed paper will briefly discuss the process of developing the one-day interactive workshop on research integrity, the training format that resulted from the train-the-trainer approach as well as the first try-out sessions and their evaluation.

CS17.4

"Train the trainer" on cultural challenges imposed by international research integrity conversations: lessons from a project

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Addressing research integrity and responsible conduct of research (RI/RCR) has gradually become part of the agenda of some Brazilian institutions, especially large universities receiving public funding. Requirements for RCR orientation has been announced by the São Paulo Foundation for Research Support (FAPESP), which sponsored the III Brazilian Meeting on Research Integrity, Science and Publication Ethics (III BRISPE, 2014). This formal demand for orientation on RCR is aligned with the need to implement "train the trainer" initiatives in Brazil, especially as senior researchers are expected to contribute to RCR discussions and actions in their own institutions. Here, we report on some of the outcomes of a "train the trainer" initiative that was part of a project supplement granted by the Fogarty International Center, in 2012. This initiative included a two-day workshop (30 participants from Rio and other Brazilian states) exploring RI/RCR in the context of the country's research system. The aims were the following: (1) Discuss RCR in the light of cultural constraints inherent to notions of ethics, integrity and the ethos of science; (2) Foster a critical attitude of participants towards doing research and communicating results in a multicultural international research network; (3) Develop participants' core competencies for them to have a broader role as authors and professionals in international collaborative projects; (4) Explore the relationship between RCR and contemporary ethical issues in the publication of biomedical sciences. In reporting on outcomes, we offer an overview of the approach made to stimulate participation of seniors. We also highlight aspects that may be relevant for those attempting to develop similar approaches at institutions in emerging countries such as Brazil. We believe "train-the-trainer" initiatives should combine international and local aspects of the scientific endeavor in different research systems and that Brazilian funding agencies requiring RCR activities should ask for the RCR proposal.

18. Research and societal responsibility

Chair: Nicholas Steneck, University of Michigan, US

CS18.1

Promoting the societal responsibility of research as an integral part of research integrity

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The influence of science and technology on people's lives is growing, and there is also an increased awareness of the potential impact of scientific results and products on society and the environment. Accordingly, many resources developed to promote research integrity, such as guidelines, learning curriculums and the establishments of research ethics committees now include reference to the societal responsibility of research. But how do we best secure that the societal responsibility of research is integrated into research institutions and become a part of the individual researcher's awareness and conduct? Drawing on a recent