A4L_ACTIONS

Alliance for Life Sciences: From Strategies to Actions in Central and Eastern Europe

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Del 1.6 Report on Research Integrity

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Table of Contents

Introduction

These policy recommendations focus on the institutional aspect of **research integrity** and **research ethics** and thus gives suggestions for activities and structures inside the institution. Since the institutions participating in A4L are in different stages with their infrastructure for ethical research and their strengths and weaknesses are in different places (see more from research integrity report under task 1.4), the recommendations are developed to be overarching. **Each of the partner institutions can choose, what is most relevant for their current situation** and development needs; and work on those suggestions they see most appropriate for their unique situation.

Research integrity (RI) is understood here in the **broad sense as research practices that uphold the underlying values of the research**: reliability, honesty, respect, and accountability (ALLEA, 2023). The integrity can be understood as a property of a researcher or the research institution[1] (Meriste et al, 2016). In the case of a researcher, integrity refers to their commitment and attitude towards upholding these common values. In the case of research institutions, integrity refers to their procedures and internal workings which also need to align with the values of research. In addition, research institutions should support their researchers in fostering good research practices.

Research ethics is a field of practical ethics examining moral problems that arise during research and articulating the principles to be followed when conducting research (e.g., respect for autonomy, privacy of the participants, ensuring confidentiality, minimizing harm, and maximizing benefits) (The National Commission's Belmont Report (1979), Resnik (2018)). In research ethics, (self)assessment should occur, and necessary approval should be obtained before the actual research occurs.

Doing research ethically is expected from all stakeholders. The minimal requirement to ensure trust in science is that researchers and other stakeholders fulfil their obligations. Therefore, researchers must observe agreed-on norms (values and principles) throughout the research process, constituting good scientific practice. These norms come from **research ethics**, **research integrity**, and **responsible research and innovation**.

Research ethics and research integrity have emerged as a response to various scandalous cases. Lately, it has been claimed that ethics and integrity should be seen as overlapping issues of concern (Iphofen, 2020: 17). Until now, there has been no consensus regarding the usage of these terms. For some authors (e.g., Whitbeck, 1998) research ethics covers integrity-related issues. For others, research integrity is the overarching term as the ideal that researchers, as professionals, should follow, covering all stages of research and including human subject research or animal research. For example, David B. Resnik (2009: 18) argues that research integrity "encompasses a wide range of topics related to the ethical conduct of research, including research involving human and animal subjects, research

[1] According to the analysis performed by Meriste et al. (2016: 5), integrity can be „a property of four different things: 1) research findings, 2) individual researcher, 3) research institution, 4) science as a social system."

design, data management, data analysis, data fabrication/falsification, publication, authorship, plagiarism, peer review, mentoring, science-industry relationships, conflicts of interest, intellectual property, and social responsibility." This corresponds to his general understanding of science as a profession where "individuals cooperate together in order to advance human knowledge, eliminate ignorance, and solve practical problems." (Resnik, 1998: 37).

Braun et al. (2020) have shown that **research ethics and research integrity have a common feature, namely promoting ethical research** or, in the authors' terms, responsible conduct of research. However, it has been shown that **research ethics committees do their evaluations beforehand, and the work of integrity offices and committees comes later**, especially in cases of handling possible misconduct. Although there is some truth in dividing the fields like that, research integrity-related aspects are as important beforehand. First, there must be guidelines to reach common understandings, e.g., about authorship attribution. This should be followed by actions at individual and working group levels. **All these agreements within a working group or (international) research project should all be made beforehand.**

For safeguarding ethical research, ethics committees are needed. **Although the history of research ethics committees (RECs) is much longer than that of the RI investigational committees, both have their roles and responsibilities are relevant.** Ethics committees not only review research protocols to safeguard research subjects' safety and well-being but can also function as institutional research integrity investigational committees (Lõuk, 2023a). Therefore, the roles and responsibilities of an "ethics committee" may differ. Evans et al. (2022) have shown that RI committees might not be established. According to their case study in three European countries, in Croatia, "RI is considered a part of RE" (2022: 43) and "RE committees deal with RI complaints" (2022: 43); therefore, REC members give opinions on allegations of (possible) misconduct. Having committees having both RE and RI tasks should not be seen as problematic when the committee members are competent to fulfil these tasks, and the amount of work for committee members is reasonable[2]. Within institutions with successfully functioning REC(s), it might be easier to establish a separate investigational committee for RI issues than to add additional tasks to the existing committees.

Any role that helps the institution fulfil its RI-related task should be given due regard in professional evaluations. However, being an ethics committee member or an RI advisor could be a contractual duty of the researcher, but this is only sometimes the case. Any new guidance material and tasks with RI-related responsibilities should be adopted together with discussions with the actual implementers. For example, when taking up the task of an RI

[2] In Estonia, this is the case for Tallinn University; see https://www.tlu.ee/en/ethics-committee-tallinn-university. An additional aspect to consider is that this committee was established some years ago.

advisor, it should be known beforehand if this is seen as a research-related or an administrative duty (Lõuk, 2023b).

The nomination of advisor(s), RI officer, and investigational committee is needed to implement RI infrastructure successfully. They all have their separate tasks to fulfil. **The research integrity officer** is usually in an administrative position, primarily responsible for establishing necessary procedures for RI implementation and effective implementation of the RI promotion plan (RIPP) within the institution.

Advisors are usually senior researchers who provide guidance to researchers if they have questions about possible RI violations or how to adhere to RI principles. Advisors not only help to implement institutional policies but also promote good practices. Depending on the solution chosen for the institution, it might be foreseen that the advisor can refer the suspicion of the RI violation to the research integrity officer when the person does not want to be involved, but the case requires investigation.

An investigational committee on violation of research integrity can be a regular or ad hoc committee, depending on the chosen solution and needs of the institution. The commission is an independent body for managing the complaints. How the members of the committee are selected or appointed might also differ; for example, in some institutions, a legal expert is required, some require an outside member (other institution and/or another country), some specify that deans and persons on similar managerial positions cannot be members of the committee. Some committees have the role and power to make final decisions, some make recommendations, and then the rector or vice-rector will make the final decision about sanctions. Either the rector or RI officer (depending on the severity of the case) will start the process of corrective activities within the institution.

1. Policy recommendations

The recommendations are distributed in three sections: **research integrity system**; **training in research integrity and research ethics**; and **handling misconduct cases**. Each partner institution can decide, which of these recommendations are most useful for them and what they plan to implement during the Alliance4Life project under the task 1.4.

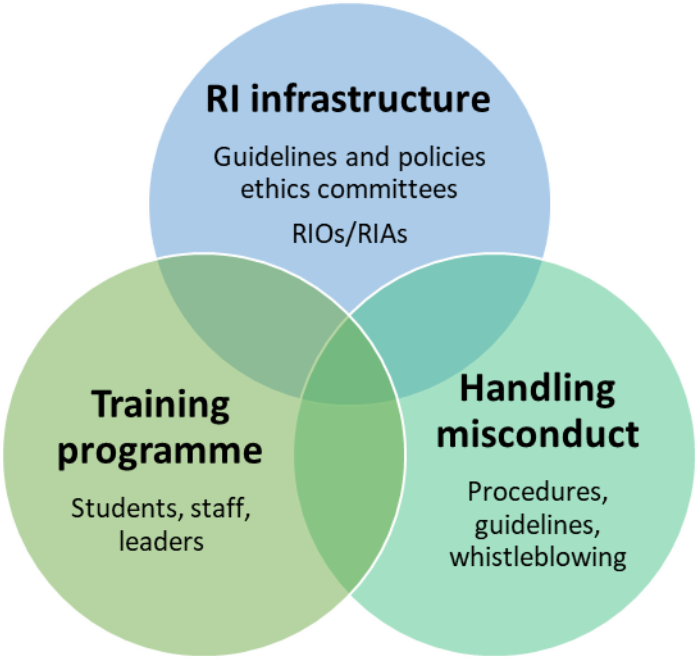


Figure 1. Overview of the recommendations provided in this document.

RESEARCH INTEGRITY INFRASTRUCTURE

Guidelines and procedures for promoting research integrity

1. Provide clear **guidelines and policies** for fostering research integrity and update them regularly.
    a. The guidelines could rely on already existing national or international documents (for example the ALLEA code), but effective policies are the sole responsibility of the research institutions.
    b. The guidelines and policies should be clear about any **topics** or issues, like conflict of interest or equal treatment, where multiple guidelines or policies apply at the same time. Similarly, attention should be given to interdisciplinary research where disciplinary best practices may vary.
    c. The research institution should support responsible dissemination of research results and public engagement.
2. Provide clear **guidelines and policies for handling misconduct** cases. Offer sufficient protection to good-faith **whistle-blowers**.
3. Establish and maintain **good governance practices** for research integrity.

   a. **Engage all levels of institutional leaders** when adopting and implementing RI policies and guidelines. Provide a clear division of responsibilities, which should include institutional leaders.

   b. Establish a **monitoring and reviewing mechanism** for RI policies to identify areas which need further improvement.

4. Appoint **RI advisors** whose task is to provide guidance to researchers and help implementing the institutional RI policies.

   a. RI advisors should be trustworthy, reliable, and not hold managerial positions to avoid conflicting interests. If possible, a right to confidentiality should be foreseen for the advisors.

5. Appoint a **research integrity officer** or a similar position, which would be responsible for ensuring that necessary RI procedures are in place and working.
   a. The research integrity officer should be well informed of all RI related issues at the institution and be involved in solving the issues.
   b. The research integrity officer should be independent and have direct access to the institutional leadership.
   c. There should be regular cooperation between research institutions for discussing RI issues and sharing best practices.
6. Establish an **institutional research integrity committee**. Provide information in your institution about the role and responsibility of the committee.
   a. Consider whether your institution needs a standing local committee or an ad hoc committee.
   b. If there is also a national committee for RI issues, make clear what are the (inter)connections of the national committee and institutional committee. For example, does the national committee also functions as an appeal committee over institutional committees.
   c. Secure impartial investigation, fair treatment of all parties, confidentiality and provide prompt action when conducting an investigation.
7. Provide **sufficient funding and institutional support** for following all relevant ethical and legal obligations that apply to research. Ensure that relevant templates, instructions, and examples are easily found and distributed.
   a. Provide easy and timely access to REC system for obtaining research ethics approvals.
   b. Support responsible data management by providing technical support and means 3for secure data storage.

Work performed by ethics committees

1. Evaluate whether additional ethics committees are needed for additional disciplines or inter-disciplinary research. In case where there are multiple ethics committees, make it

clear which committee is responsible for which kind of research and consider if a governance committee of all the ethics committees within the institution is needed. Provide clear guidelines for researchers and increase awareness about the necessity of ethical review.
2. Ensure that ethics committees are **independent and unbiased** and maintain the **balance between transparency and confidentiality**.
3. Value the effort of the **members of ethics committees** for their work. Such work should be given due regard in **professional evaluations**.

TRAINING IN RESEARCH INTEGRITY AND RESEARCH ETHICS

1. **Offer regular training opportunities** for all levels of academic or non-academic staff, from institutional leaders to early career researchers. Research integrity and ethics should be taught to all students who are required to conduct or assist in research. Special attention should also be given to new employees who come from other research institutions with different RI policies.
2. Encourage regular participation in training and mentoring initiatives **for senior research staff**. Mentoring and training should be valued in professional evaluations.
3. **Offer advice and guidance to research staff** on research integrity matters.
4. Ensure that **supervisors, mentors, advisors, and trainers** have appropriate skills for performing their tasks. Support trainers and counsellors in improving their ethical competencies.
5. Promote the awareness of **conflicts of interest** and share good practices on how to identify and handle them.

HANDLING MISCONDUCT CASES

1. Adopt clear policies and procedures for handling research misconduct cases. Provide definitions and examples for **research misconduct** and **questionable research practices**.
2. Ensure that researchers can easily and confidentially **notify of potential research misconduct**. Offer the option to ask for advice or guidance before making a formal notification.
3. Set up an **institutional committee** for handling research misconduct cases. Ensure that the procedure is fair, independent, and unbiased. All relevant information and documents should be accessible to all involved parties. Ensure that research misconduct is handled in a transparent way. The committee or research integrity office should regularly publish general overviews of the handled cases.
4. **Provide support** to both the complainant and the accused and maintain the **presumption of innocence**.
5. Provide clear **sanctions** for proven and intentional research misconduct cases. Use of sanction should be well reasoned.

2. Overview of the research integrity issues in partner organisations

Current section is part of task 1.4 summarizing the results of the research integrity questionnaire carried out between the partners of Alliance4Life project. The report includes explanation of methodology used as well as results for each institution who carried out the survey in their institution. For institutions where there were five or less respondents, only general overview of the tendencies is given – these need to be read with caution. It is not possible to give more detailed overview of the results for institutions with 5 or less respondents, because confidentiality and anonymity that was promised to the people filling in the surveys, cannot be ensured.

The questionnaire was prepared by University of Tartu, Centre for Ethics together with University of Tartu, Centre for Applied Research. The questionnaire was carried out and the results analysed by University of Tartu, Centre for Applied Research. The report was prepared by University of Tartu, Centre for Ethics.

2.1 METHODOLOGY

Alliance4Life research integrity questionnaire was carried out under the task 1.4. The aim of the questionnaire was explorative; to capture how partner organisations consider that the current research integrity (RI) system operates.

The target group for the questionnaire was **research administrators and management** in partner organisations to capture the current state of research integrity systems in partner organisations.

The questionnaire has been put together based on the presentations held in WP1 Focus Group 2 and the previous experience of the Centre for Ethics at the University of Tartu. The questions in the questionnaire were created based on similar questionnaires carried out to evaluate the Estonian research integrity system[3] and the implementation of the European Charter for research in Estonian research institutions[4]. The questionnaire will give us an overview of how the partner organisations consider that their RI system works. The questionnaire will not focus on which elements of research integrity system are in place in each partner organisations since this will be done via desk research together with expert interviews in partner organisations (where needed). Desk research will be started at the same time as the questionnaire to map the elements in the research integrity system in areas of RI training and supportive measures, prevention of research misconduct, and measures to deal with research misconduct.

The questionnaire will provide us the overview of:

- How RI is perceived in partner organisations;
- How the efficiency of training is perceived in partner organisations;
- Which issues and problems are perceived in relation to RI in partner organisations;
- How the organisation of RI and possibilities to solve RI problems are perceived in partner organisations;
- Which elements of the RI system are perceived to work well.

Sample: research administrators and management in partner organisations (with the help of partner organisations).

Inclusion procedure: the questionnaire and cover letter will be sent to all representatives of partner organisations in the Alliance 4 Life Sciences project. Partners need to share the questionnaire with the research administration and management in their organisation.

Timeline: Responses were collected from 15 of March to 15th of April 2022.

[3] Espenberg, Siim; Juurik, Marten; Lõuk, Kristi; Parder, Mari-Liisa; Remmik, Marvi; Sutrop, Margit, Tamm, Gerly. (2020). Teaduseetika järelevalve ja toetamise riikliku süsteemi loomine Eestis. [Establishing national system for the supervision and support of research integrity in Estonia.] Tartu: Tartu Ülikooli sotsiaalteaduslike rakendusuuringute keskus RAKE ja Tartu Ülikooli eetikakeskus. 3–88.

[4] Parre, K., Pevkur, A., Parder, M.-L., Espenberg, S., Roos, L., Kalev, L., Olm, M., Taru, M., Tuisk, T., Soomere, T. (2022). Euroopa teadlaste harta ja juhendi põhimõtete järgimine Eesti teadus- ja arendusasutustes [The implementation of the European Charter for Researchers in Estonian Research Institution]. Tallinn: Tallinna Tehnikaülikool, Tartu Ülikool, Tallinna Ülikool, Eesti teaduste akadeemia.

2.2 RESULTS

Overall **296 respondents from 11 institutions answered the questionnaire**. Table 3.1 shows how many respondents answered from which institution, how many questionnaires were sent out and what was the activity rate for each of the institutions. It has to be noted that the number of how many questionnaires were sent out, differs in the institutions a lot with some institutions only sending the questionnaire up to 6 respondents. Since the answers are unevenly distributed between the institutions, it has to be kept in mind, the **generalized results do not reflect all the institutions equally**. Generalized results are presented in this document for each of the institutions to have a possibility for self-reflection on where do they stand in the picture.

Table 2.2.1. Institutions where I currently work:

	Answers	% of all answers	Sent questionnaries	Activity rate,%
Biomedical Research Center of the Slovak Academy of Sciences	10	3,4	10	100,0
Carol Davila University of Medicine and Pharmacy Bucharest	75	25,3	150	50,0
Latvian Institute of Organic Synthesis (LIOS)	≤5[5]			
Masaryk University (MUNI)	≤5			
Medical University – Sofia	24	8,1	1310	1,8
Medical University of Łódź	43	14,5	357	12,0
Semmelweis University	47	15,9	80	58,8
St. Anne's University Hospital Brno/ International Clinical Research Center	≤5			
University of Zagreb	32	10,8	69	46,4
University of Tartu	32	10,8	70	45,7
Vilnius University	25	8,4	130	19,2

[5] For institutions where there were ≤5 respondents the % of all answers, sent questionnaires and activity rate, % cannot be disclosed for confidentiality and anonymity reasons.

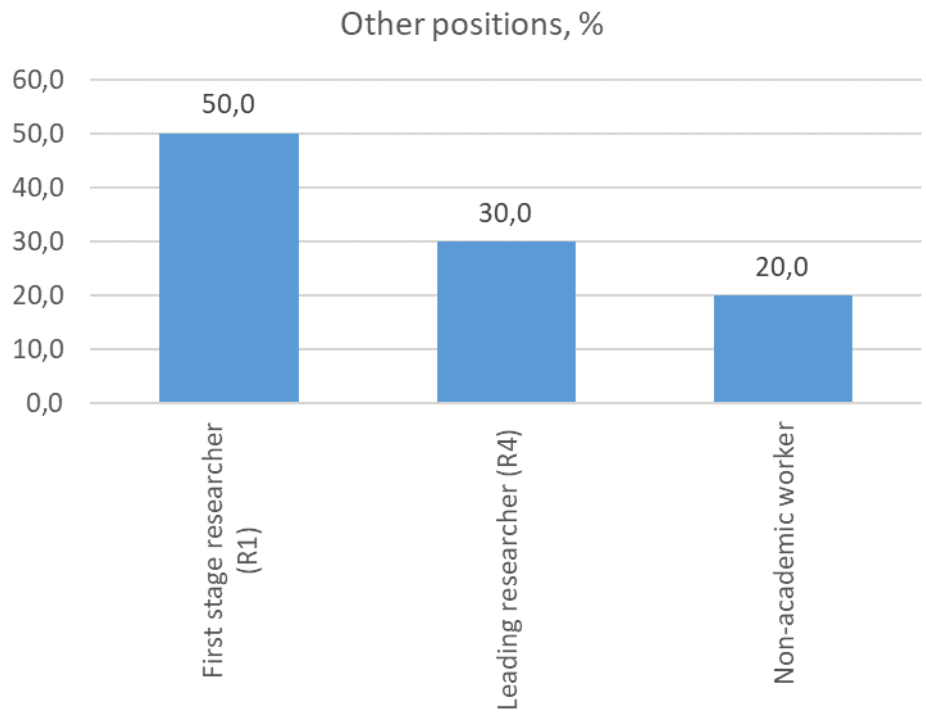
2.2.1 Biomedical Research Center of the Slovak Academy of Sciences

In Biomedical Research Center of the Slovak Academy of Sciences altogether 10 (n=10) respondents filled out the questionnaire. In terms of management positions, 3 (30,0%) of the respondents said they were expert leader in the university, 2 (20,0%) were top leader of the university, and 5 (50,0%) held other positions in the university.

Figure 2.2.1.1. Management position, %.

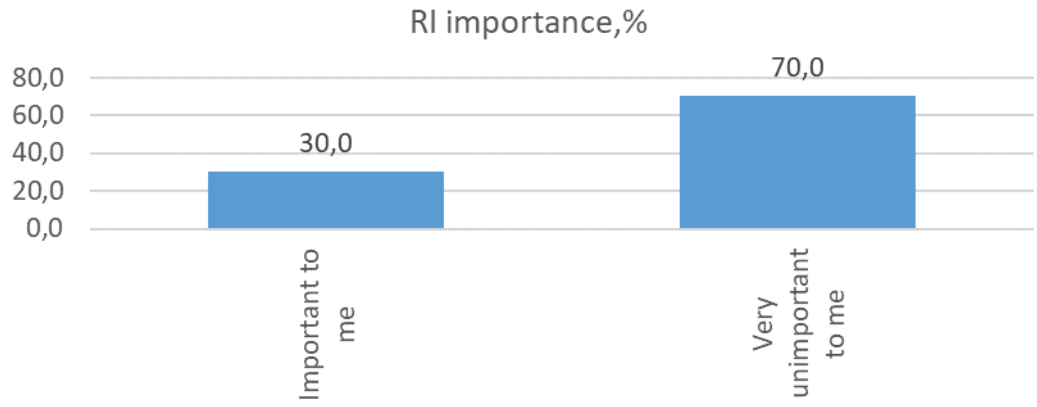
At the same time respondents held other academic positions, including first stage researcher (R1) – 5 (50%); leading researcher (R4) – 3 (30%); 2 (20%) said they were non-academic workers. This data shows how many times specific answers were chosen. One person had opportunity to choose more than one answer option.

Figure 2.2.1.2. Other positions, %.



For the respondents from Biomedical Research Center of the Slovak Academy of Sciences, 7 (70%) reported that research integrity (compared to other issues they are dealing with at the university) is very unimportant to them; 3 (30%) said RI is important to them. Other options were not chosen.

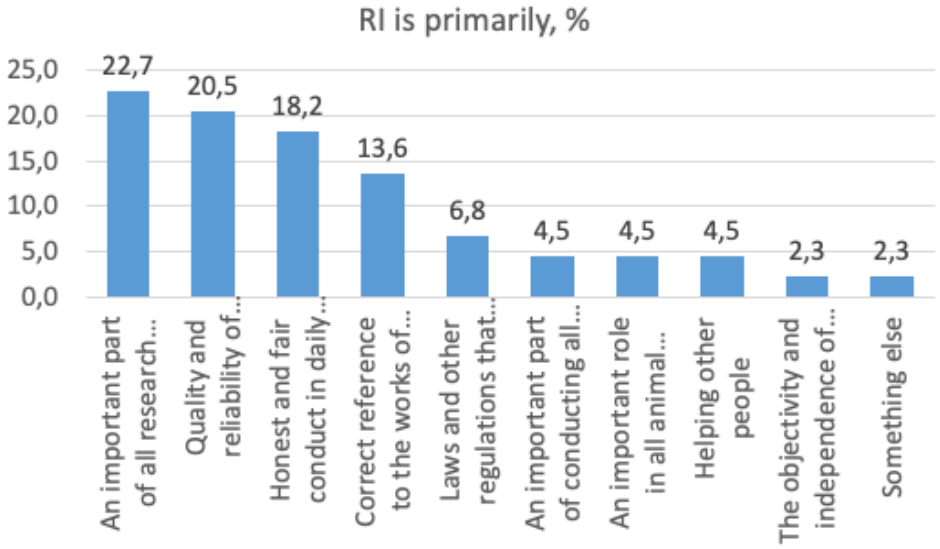
Figure 2.2.1.3. RI importance, %.



Top three answers for respondents from Biomedical Research Center of the Slovak Academy of Sciences identified the research integrity to be for them primarily „an important part of all research where all possible ethical issues and solutions that may arise need to be considered“ – 10 (22,7% of answers); „quality and reliability of research“ – 9 (20,5%); and „Honest and fair conduct in daily work and studies“ – 8 (18,2%).

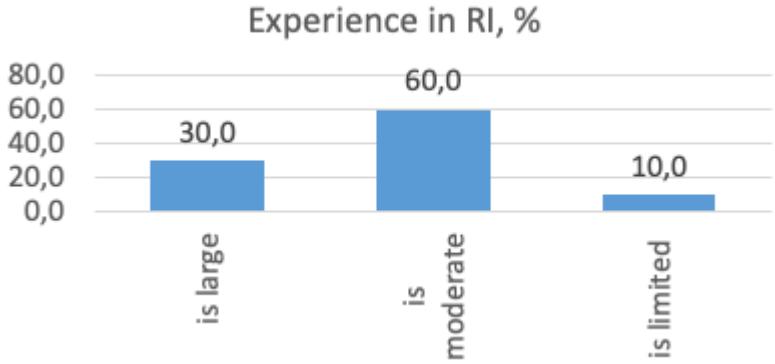
Other options included „Correct reference to the works of other authors in the publication" – 6 (13,6%); "Laws and other regulations that must be followed in daily work and studies" – 3 (6,8%); "An important part of conducting all human research where all possible ethical problems and solutions must be considered" – 2 (4,5%); "An important role in all animal research where all possible ethical issues and solutions need to be considered" – 2 (4,5%); "Helping other people" – 2 (4,5%), and "The objectivity and independence of teaching" – 1 (2,3%). 1 respondent (2,3%) said research integrity was something else with specifying it to be "accountability and honesty". The respondents had the possibility to choose up to five answers.

Figure 2.2.1.4. RI is primarily, %.



Respondents evaluated their current experience in research integrity to be mostly moderate – 6 (60,0%). 3 respondents (30,0%) said it was large and 1 respondent (10,0%) said it was limited.

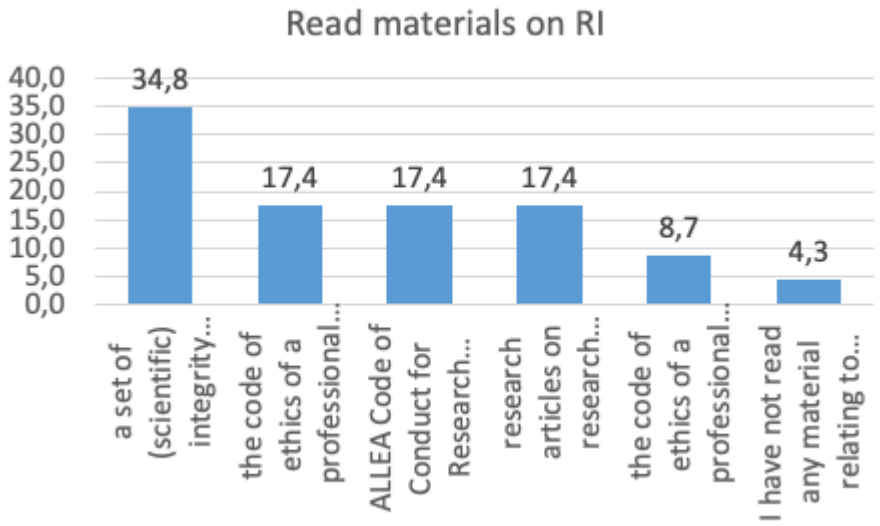
Figure 2.2.1.5. Experience in RI, %.



Respondents highlighted the materials they had read on research integrity. These included "a set of (scientific) integrity principles developed by my employer" – 8 (34,8%); "the code of

ethics of a professional association in my country" – 4 (17,4%); "ALLEA Code of Conduct for Research Integrity" – 4 (17,4%); "research articles on research integrity" – 4 (17,4%); "the code of ethics of a professional association in my field" – 2 (8,7%). 1 respondent (4,3%) said they had not read any material related to research integrity. This data shows how many times specific answers were chosen. One person had opportunity to choose more than one answer option.

Figure 2.2.1.6. Read materials on RI.

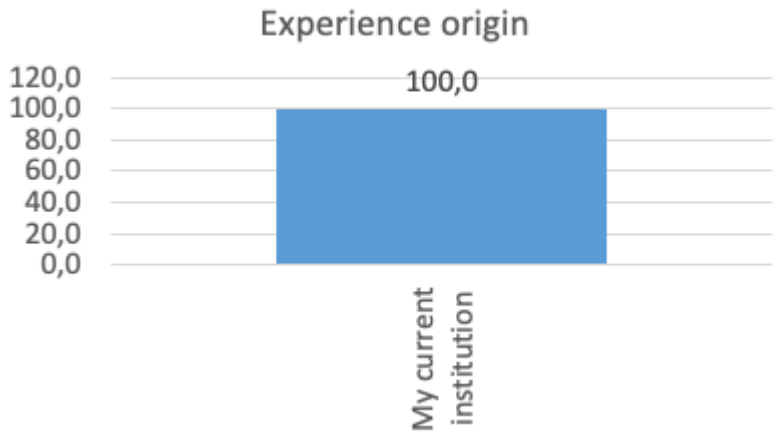


On issues related to training, the respondents stated their training in research integrity to be moderate – 5 (50,0%); limited – 2 (20,0%); large – 1 (10,0); very limited – 1 (10,0%), and completely absent – 1 (10,0).

Figure 2.2.1.7. Training in RI.

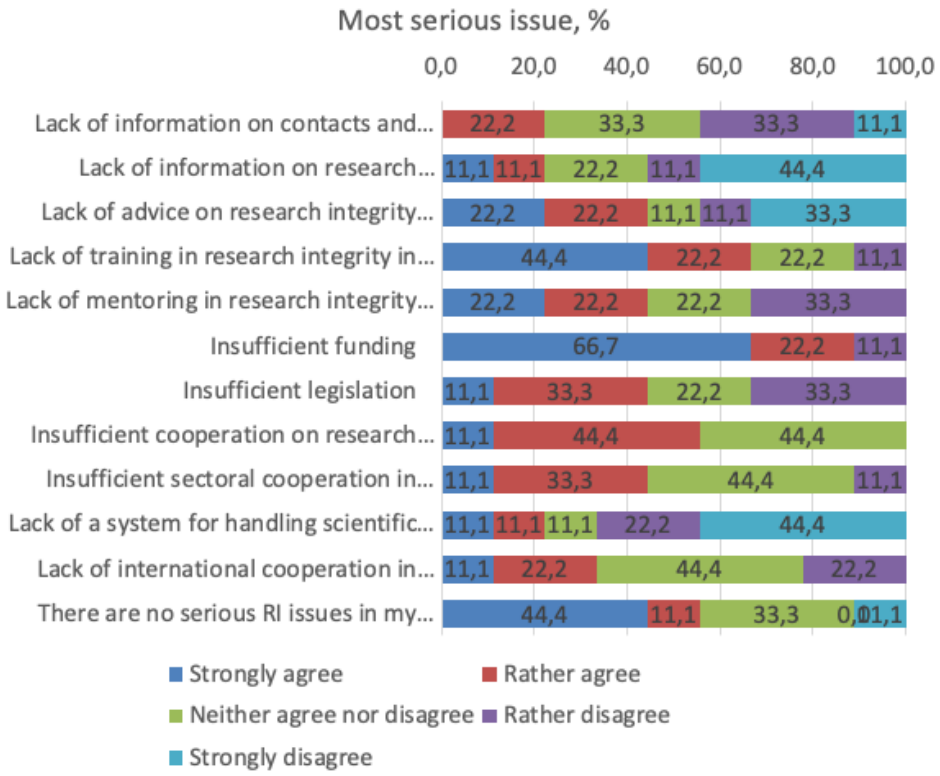
All 10 respondents said their overall experience and expertise in research integrity came from their current institution.

Figure 2.2.1.8. Experience origin.



For the respondents from the Biomedical Research Center of the Slovak Academy of Sciences, the most serious issue in research integrity in their institution was insufficient funding with 8 respondents strongly agreeing (6) or rather agreeing (2). Second was "Lack of training in research integrity in my university" with 6 either strongly agreeing (4) or rather agreeing (2). Other important issues that followed were Insufficient cooperation on research integrity between different organizations (e.g. universities – companies – ministries)" with 5respondents either strongly agreeing (1) or rather agreeing (4); lack of advice on research integrity (e.g. the opportunity to turn to an integrity adviser for information on research and teaching issues) with 4 people either strongly agreeing (2) or rather agreeing (2); lack of mentoring in research integrity (e.g. the opportunity to receive support from a research integrity expert in resolving research integrity cases, drafting project applications and texts on research integrity, training research integrity advisers, etc.) with 4 people either strongly agreeing (2) or rather agreeing (2); insufficient legislation with 4 people either strongly agreeing (1) or rather agreeing (3); insufficient sectoral cooperation in research and development institutions with 4 people either strongly agreeing (1) or rather agreeing (3); lack of international cooperation in research integrity with 3 people either strongly agreeing (1) or rather agreeing (2); lack of a system for handling scientific misconduct cases with 2 people either strongly agreeing (1) or rather agreeing (1); lack of information on research integrity cases and their resolution with 2 people either strongly agreeing (1) or rather agreeing (1), and lack of information on contacts and activities of research integrity institutions / bodies (including R&D institutions, ethics committees, etc.) with 2 people rather agreeing. 5 people said there were no serious issues in their institution (4 strongly agreeing and 1 rather agreeing with this statement).

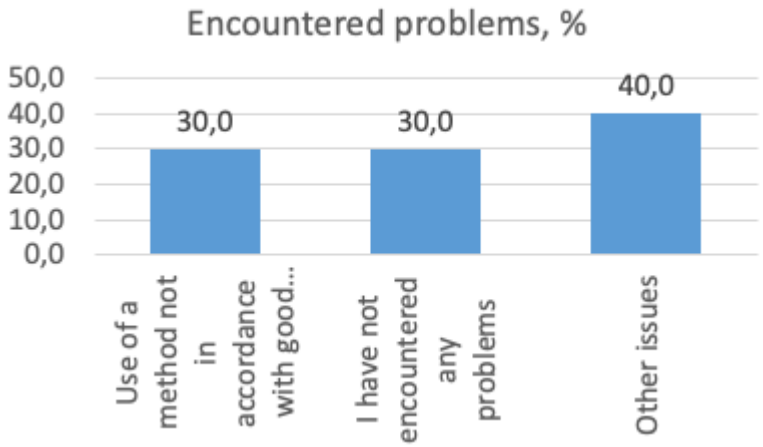
Figure 2.2.1.9. Most serious issues, %.



Of the problems with research integrity respondents have encountered in their work, 3 persons (30,0%) mentioned use of a method not in accordance with good scientific practice. 4 respondents (40,0%) named other issues such as authorship issue, pressure to include co-author/s (outside my institution) without significant inputs, issues with correct assignment of authorship, and dissemination of hoaxes (especially in pandemic period). 3 respondents (30,0%) had not encountered any problems related to RI.

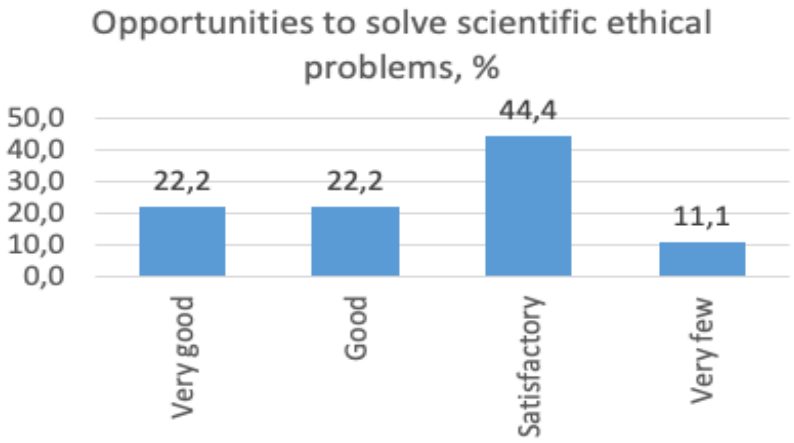
This data shows how many times specific answers were chosen. One person had opportunity to choose more than one answer option.

Figure 2.2.1.10. Encountered problems.



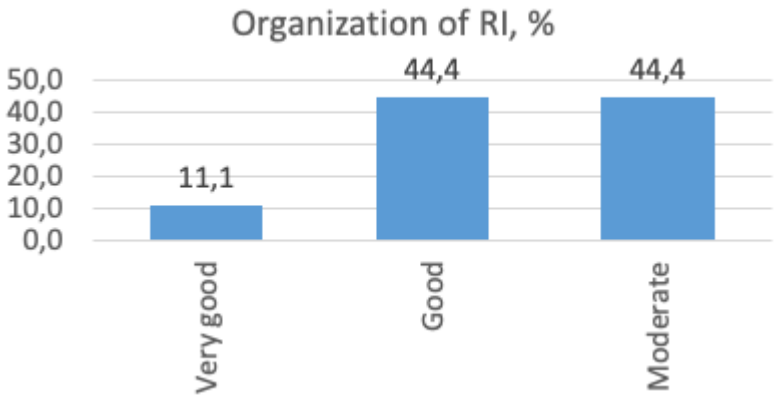
Respondents evaluated their opportunities (knowledge, information, support, help, etc.) to solve scientific ethical problems as very good – 2 (22,2%); good – 2 (22,2%); satisfactory – 4 (44,4%), and very few – 1 (11,1%).

Figure 2.2.1.11. Opportunities to solve scientific ethical problems, %.



Respondents evaluated the organization of the research integrity system at their institution (including sharing of responsibilities, cooperation, funding, etc) as very good – 1 (11,1%); good – 4 (44,4%), and moderate – 4 (44,4%).

Figure 2.2.1.12. Organization of RI, %.

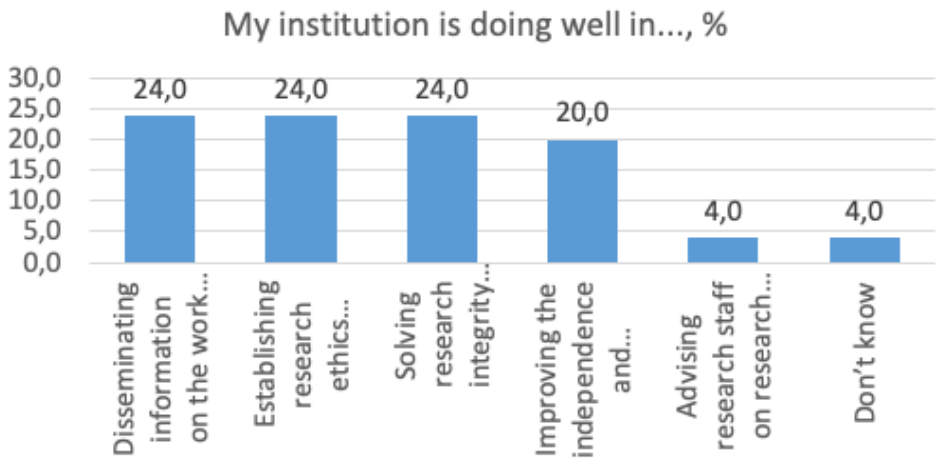


In evaluating what the institution of respondents is doing well, three most often chosen options were disseminating information on the work of research ethics committees and centres to academic staff – 6 (24,0%); establishing research ethics committees in different fields (e.g. for separate surveys vs drug research) – 6 (24,0%), and solving research integrity issues – 6 (24,0%).

Options that followed were improving the independence and objectivity of research ethics committees – 5 (20,0%) and advising research staff on research integrity matters (e.g. via research integrity officer/advisor or ombudsperson) – 1 (4,0%). 1 respondent (4,0%) did not know what their institution was doing well.

This data shows how many times specific answers were chosen. One person had opportunity to choose more than one answer option.

Figure 2.2.1.13. My institution is doing well in…, %.

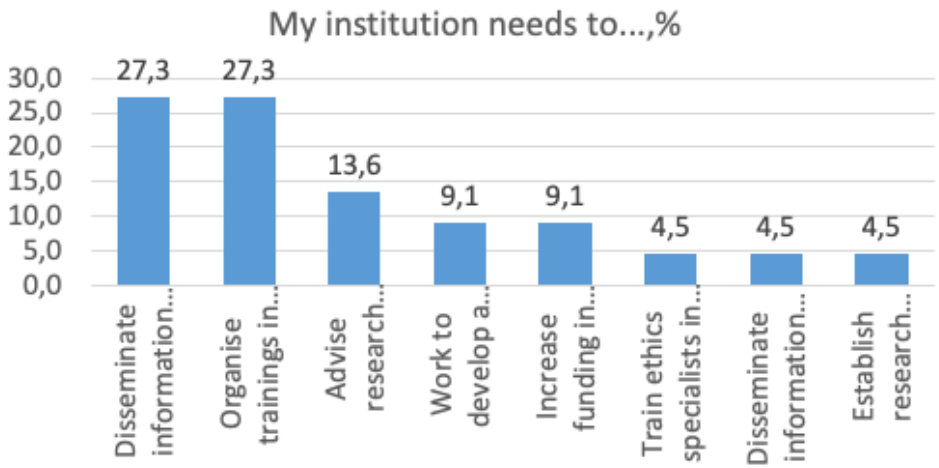


On the question of what their institution needs to do in addition the first options chosen were disseminate information on the work of research ethics committees and centres to academic staff – 6 (27,3%) and organising training in research ethics and integrity for students (on all levels) – 6 (27,3%).

The options that followed were advise research staff on research integrity matters (e.g. via research integrity officers/advisors or ombudspersons) – 3 (13,6%); work to develop a better system for solving of research integrity issues – 2 (9,1%); increase funding in the field of research integrity – 2 (9,1%); train ethics specialists in universities (incl. to include corresponding subjects in curricula, to provide in-service training for employees) – 1 (4,5%); disseminate information on the research integrity office/committee/advisors to academic staff – 1 (4,5%); establish research integrity advisors/committees in different fields – 1 (4,5%).

This data shows how many times specific answers were chosen. One person had opportunity to choose more than one answer option.

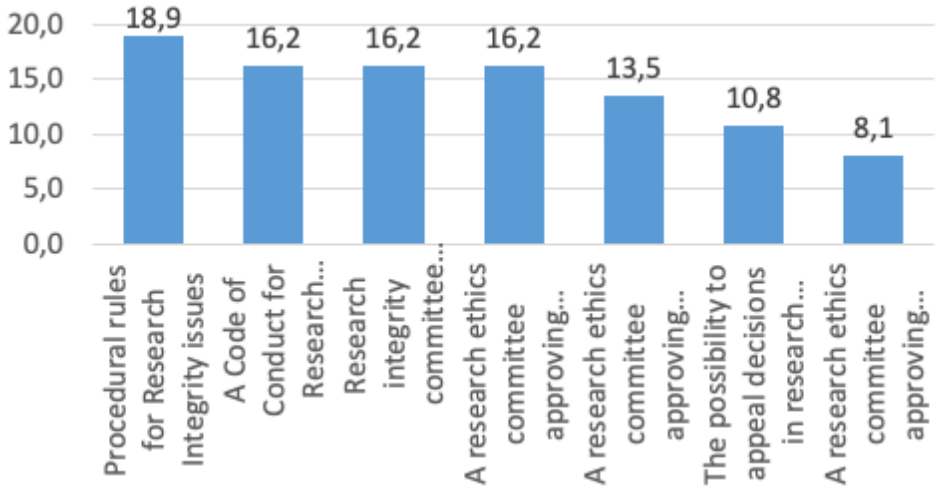
Figure 2.2.1.14. My institution needs to…%



From the research integrity elements respondents chose what their institutions have. 7 respondents (18,9%) said their institution had procedural rules for Research Integrity issues; 6 (16,2%) said their institution had a Code of Conduct for Research Integrity (or similar code); 6 (16,2%) said their institution had research integrity committee that takes positions on breaches of research integrity; 6 (16,2%) said their institution had a research ethics committee approving animal research; 5 (13,5%) said their institution had a research ethics committee approving human research; 4 respondents (10,8%) said their institution has the possibility to appeal decisions in research integrity matters; 3 (8,1%) a research ethics committee approving medical studies.

This data shows how many times specific answers were chosen. One person had opportunity to choose more than one answer option.

Figure 2.2.1.15. My institution has…%



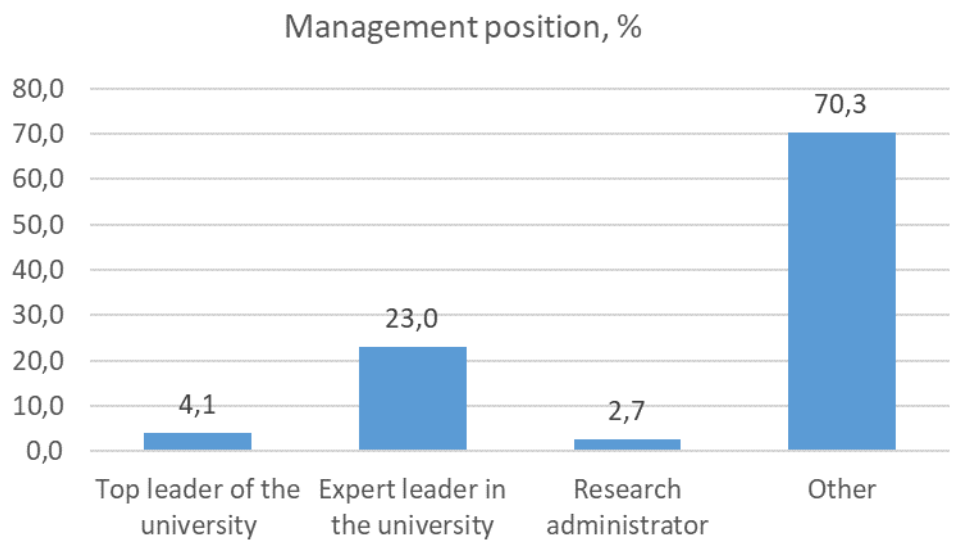
In the end of the questionnaire the respondents had the possibility to bring out the best practices in their institution in the field of research integrity. Respondents from the Biomedical Research Center of the Slovak Academy of Sciences mentioned good research culture and the work of research integrity ethics committees and ethics committees for human and animal studies.

Other comments related to the issues of research integrity included a suggestion to make internal anonymous surveys on opinion of employees to different aspects of ethical behaviour and research integrity followed by actions towards improvements. It was said that the awareness of RI importance was growing, but the Biomedical Research Center of the Slovak Academy of Sciences still had a lot to improve to educate researchers more on this subject in order to avoid conflicts, developing trust through open and fair judgement of cases. One respondent described their experience that qualitative supervision of students and young scientists leads to an environment which promotes responsible research practice.

2.2.2 Carol Davila University of Medicine and Pharmacy Bucharest

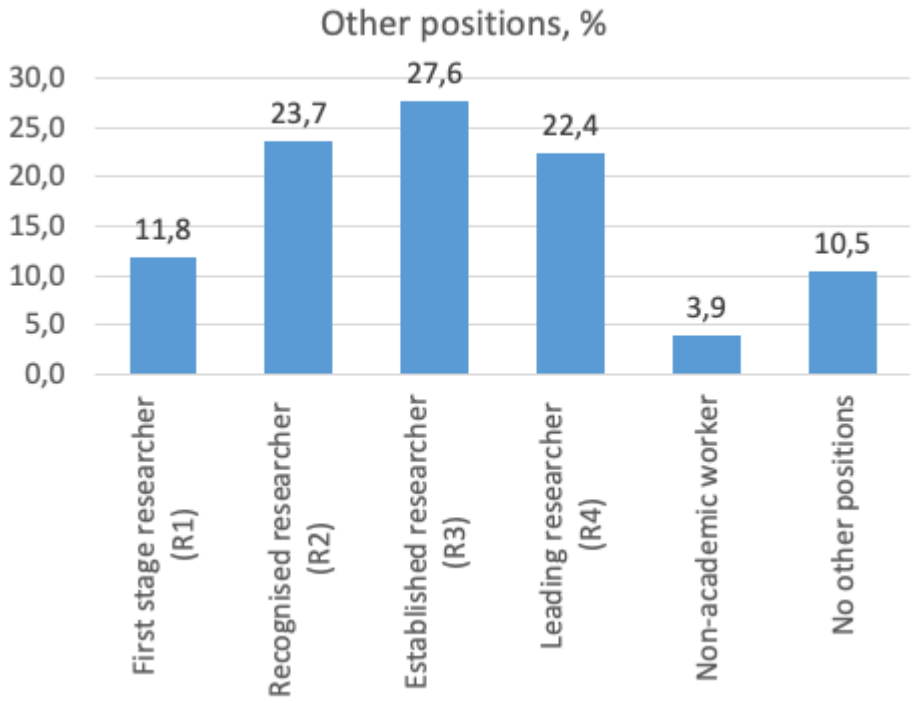
In Carola Davila University of Medicine and Pharmacy Bucharest (UMPCD) altogether 75 (n=75) respondents filled out the questionnaire. 3 respondents (4,1%) said they were top leaders of the university, 17 were expert leaders (23%), 2 were research administrators (2,7%) and 52 (70,3%) said they held other positions in the university, e.g. researcher or associate professor positions.

Figure 2.2.2.1. Management positions, %.



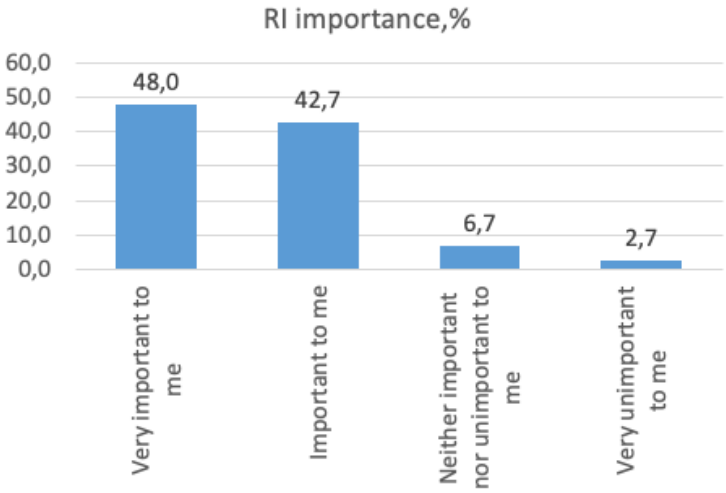
At the same time, the same respondents held other positions in their university. They include first stage researcher (R1) – 9 (11,8%); recognized researcher (R2) – 18 (23,7%); established researcher (R3) – 21 (27,6%); leading researcher (R4) – 17 (22,4%). 3 (3,9%) said they were non-academic workers and 8 (10,5%) said they held no other positions in the university. This data shows how many times specific answers were chosen. One person had opportunity to choose more than one answer option.

Figure 2.2.2.2. Other positions, %.



For the respondents from UMPCD, research integrity is mostly very important or important. 36 (48%) said it was very important to them compared to other issues they are dealing with in their university; 32 (42,7%) said it was important to them and 5 (6,7%) said it was neither important nor unimportant to them. 2 respondents (2,7%) said it was very unimportant to them.

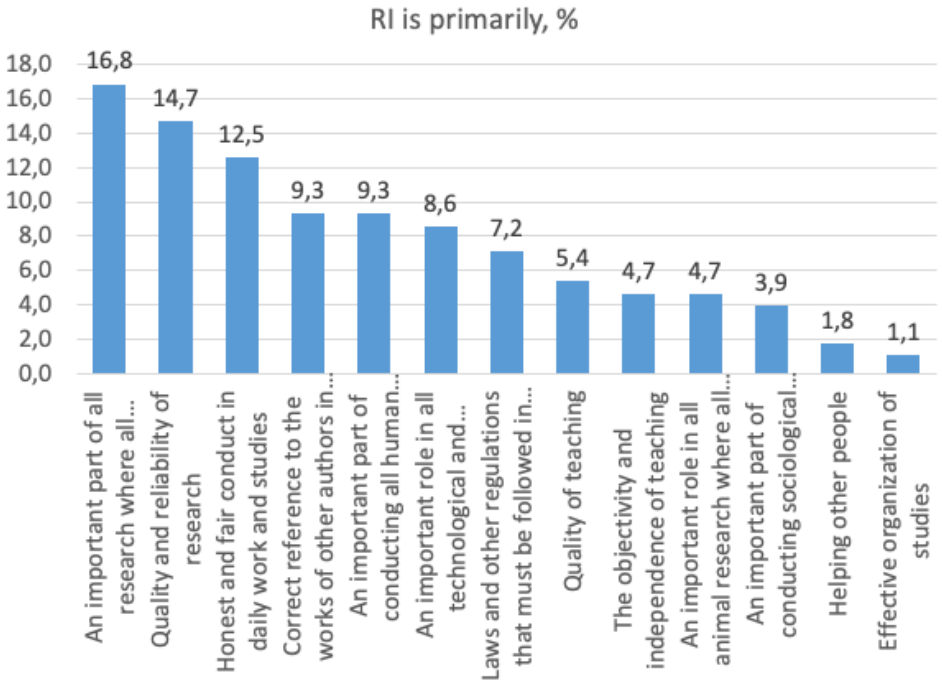
Figure 2.2.2.3. RI importance, %.



Top three answers for respondents in UMPCD identified the research integrity to be for them primarily „an important part ot all research where all possible ethical issues and solutions that may arise need to be considered“ – 47 (16,8% of the responses); „quality and reliability of research“ – 41 (14,7%); and „honest and fair conduct in daily work and studies“ – 35 (12,5%).

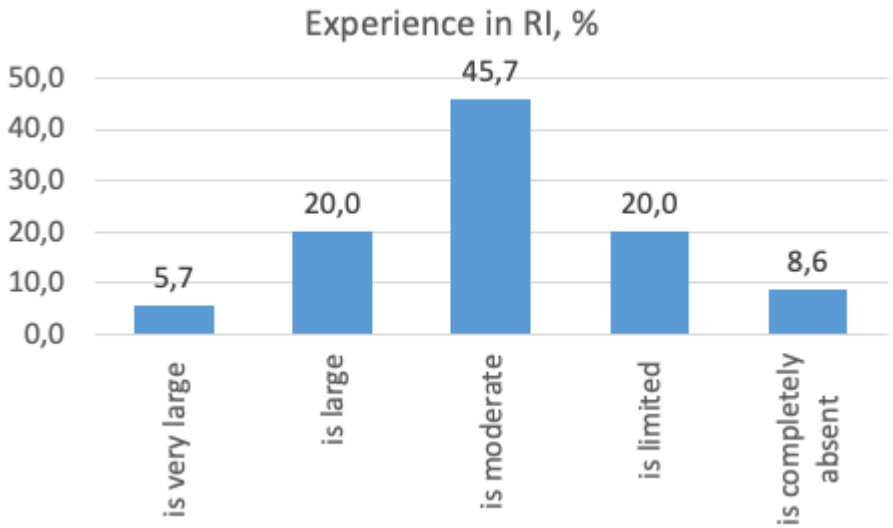
Other options included „Correct reference to the works of other authors in the publication" – 26 (9,3%); "An important part of conducting all human research where all possible ethical problems and solutions must be considered" – 26 (9,3%); "An important role in all technological and pharmaceutical research where all possible ethical issues and solutions need to be considered" – 24 (8,6%); "Laws and other regulations that must be followed in daily work and studies" – 20 (7,2%); "Quality of teaching" – 15 (5,4%); "The objectivity and independence of teaching" – 13 (4,7%); "An important role in all animal research where all possible ethical issues and solutions need to be considered" – 13 (4,7%); "An important part of conducting sociological and market research surveys where all possible ethical issues and solutions should be considered" – 11 (3,9%); "Helping other people" – 5 (1,8%); "Effective organization of studies" – 3 (1,1%). The respondents had the possibility to choose up to five answers. This data shows how many times specific answers were chosen.

Figure 2.2.2.4. RI is primarily, %.



Respondents evaluated their current experience in research integrity to be mostly moderate – 32 (45,7%), large – 14 (20%), or limited – 14 (20%). 6 respondents (8,6%) said it was completely absent and 4 (5,7%) respondents said it was very large.

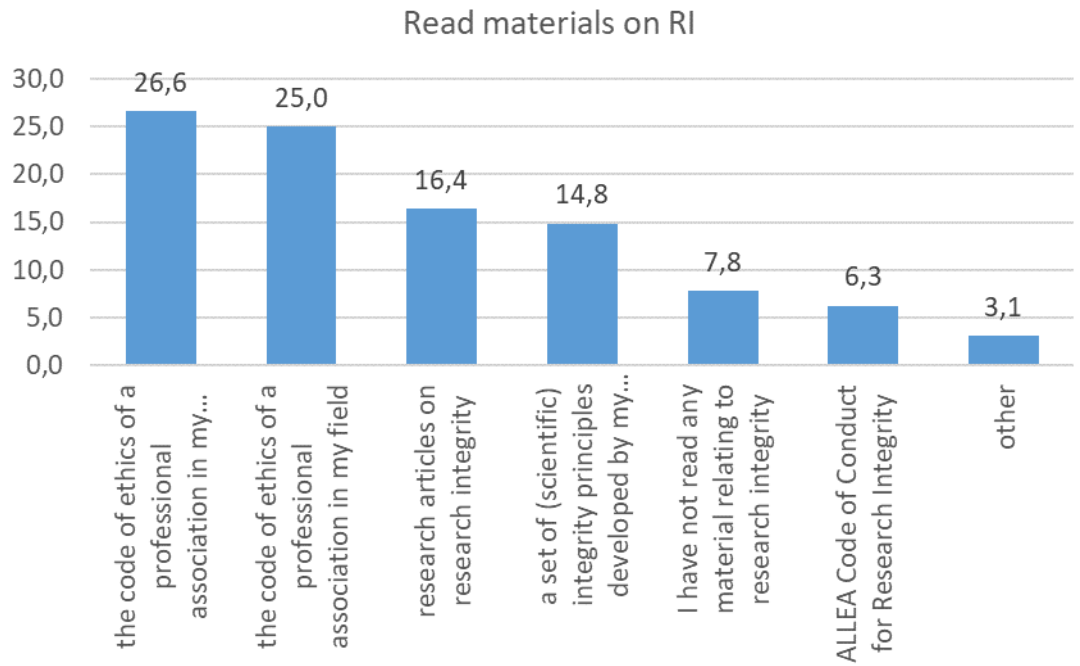
Figure 2.2.2.5. Experience in RI, %.



Materials the respondents had read on research integrity included “the code of ethics of a professional association in my country” – 34 (26,6% of responses); “the code of ethics of a professional association in my field” – 32 (25%); “research articles on research integrity” – 21 (16,4%); “a set of (scientific) integrity principles developed by my employer” – 19 (14,8%); “ALLEA Code of Conduct for Research Integrity” – 8 (6,3%). 10 respondents (7,8%) said they had not read any material relating to research integrity. 4 respondents (3,1%) named other types of resources, such as participation in meetings on research integrity and personal experience.

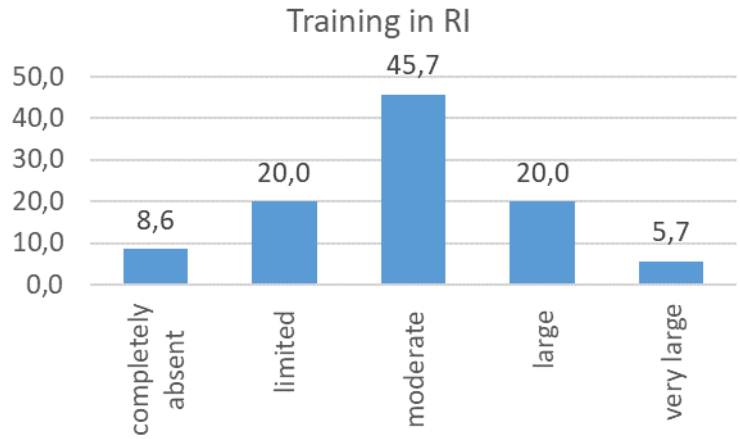
This data shows how many times specific answers were chosen. One person had opportunity to choose more than one answer option.

Figure 2.2.2.6. Read materials on RI.



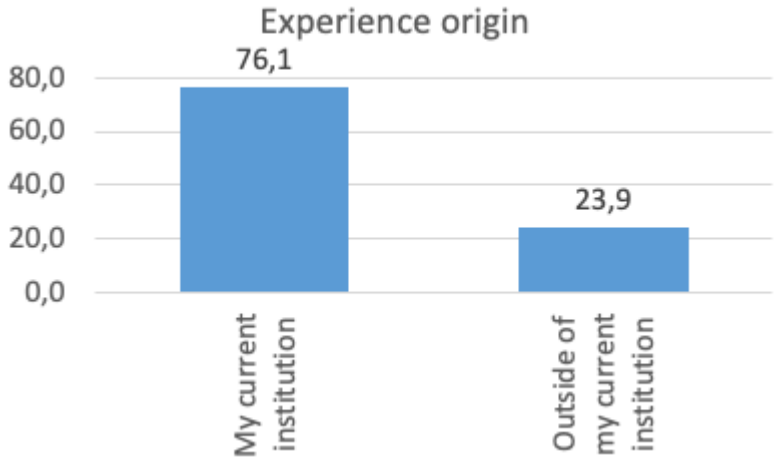
On issues related to training, the respondents of UMPCD considered their training in research integrity to be mostly moderate – 32 (45,7%). 14 respondents (20%) said their training was large and 14 (20%) said their training was limited; completely absent – 6 (8,6%); very large – 4 (5,7%).

Figure 2.2.2.7. Training in RI.



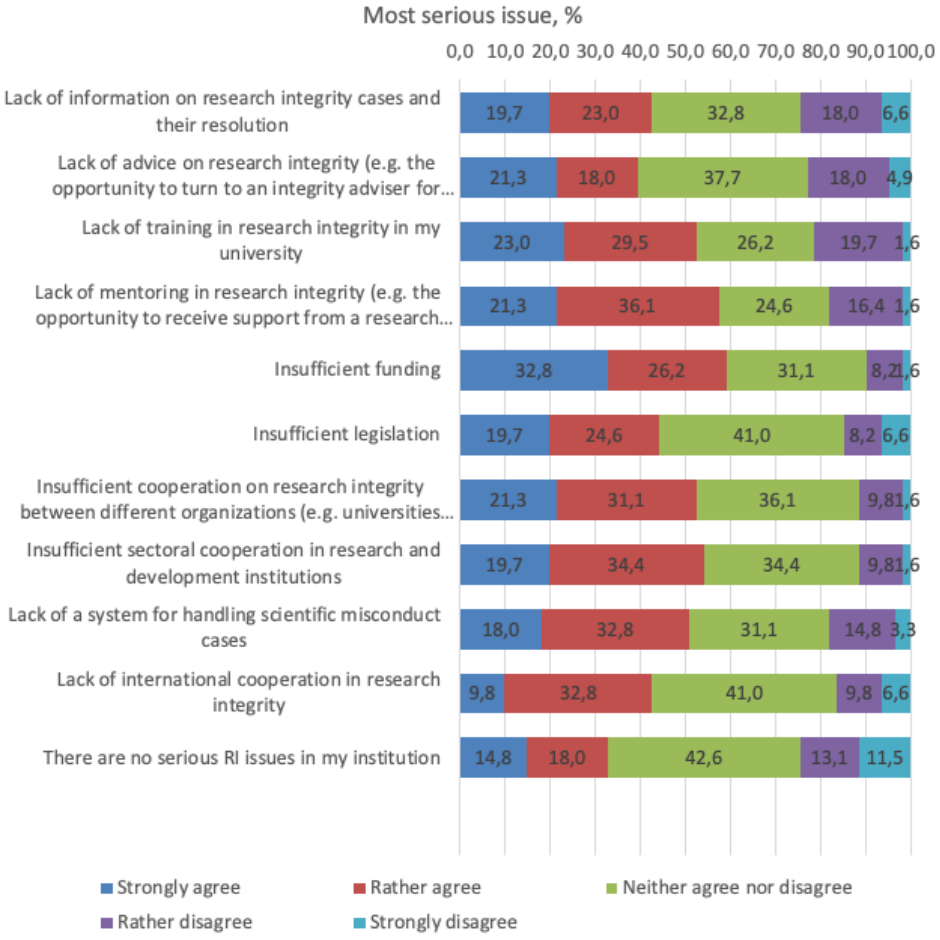
About the source of the overall experience and expertise in research integrity the respondents of UMPCD said it came mainly from their current institution – 51 (76,1 %), and outside of their current institution – 16 (23,9%). Examples of experiences from outside of their current organisation included the respondent's own research, clinical studies, webinars, classes, and several other institutions were named.

Figure 2.2.2.8. Experience origin.



For the respondents from UMPCD the most serious issue in UMPCD is insufficient funding with 20 respondents strongly agreeing and 16 rather agreeing. Other important issues included lack of mentoring in research integrity – 13 strongly agreeing, 22 rather agreeing; insufficient sectorial cooperation in research and development institutions – 12 strongly agreeing, 21 rather agreeing; lack of training in research training in my university – 14 strongly agreeing, 18 rather agreeing; insufficient cooperation on research integrity between different organisations – 13 strongly agreeing, 19 rather agreeing; and lack of a system for handling scientific misconduct cases – 11 strongly agreeing, 20 rather agreeing.

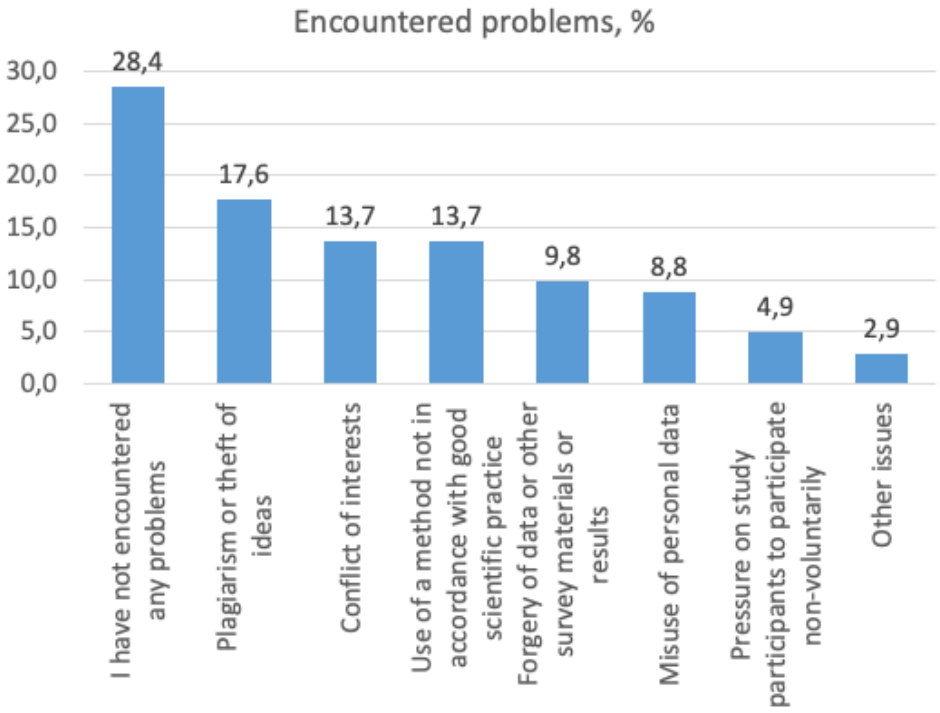
Figure 2.2.2.9. Most serious issues, %.



29 respondents (28,4% of responses) said they had not encountered any problems related to RI. From the problems with research integrity respondents have encountered in their work, the most prevalent is plagiarism or theft of ideas with 18 respondents (17,6%) having encountered this. It is followed by conflict of interest – 14 (13,7%); use of a method not in accordance with good scientific practice – 14 (13,7%); forgery of data or other survey materials or results – 10 (9,8%); misuse of personal data – 9 (8,8%); and pressure on study participants to participate non-voluntarily – 5 (4,9%). 3 persons (2,9) named other issues, such as ghostwriting.

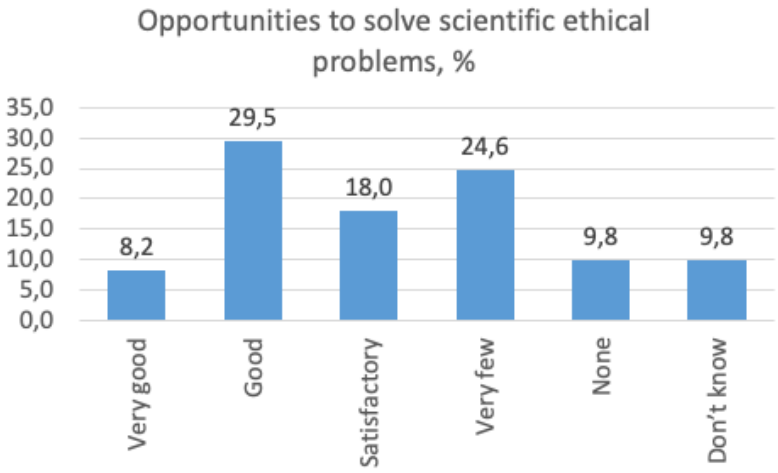
This data shows how many times specific answers were chosen. One person had opportunity to choose more than one answer option.

Figure 2.2.2.10. Encountered problems.



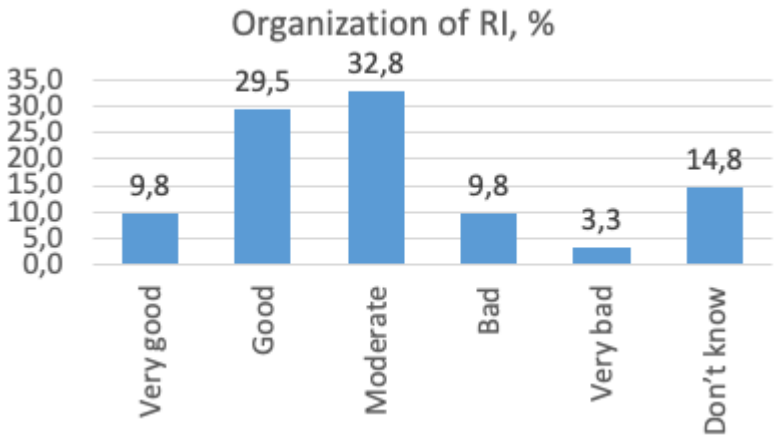
Respondents evaluated their opportunities (knowledge, information, support, help, etc.) to solve scientific ethical problems as very good – 5 (8,2%); good – 18 (29,5%); satisfactory – 11 (18%); very few – 15 (24,6%); and none – 6 (9,8%). 6 respondents (9,8%) said they did not know.

Figure 2.2.2.11. Opportunities to solve scientific ethical problems, %.



Respondents evaluated the organization of the research integrity system at their institution (including sharing of responsibilities, cooperation, funding, etc) as very good – 6 (9,8%); good – 18 (29,5%); moderate – 20 (32,8%); bad – 6 (9,8%); and very bad – 2 (3,3%). 9 persons (14,8%) did not know how to evaluate the system.

Figure 2.2.2.12. Organization of RI, %.



In evaluating what the institution of respondents is doing well, they highlighted disseminating information on the work of research ethics committees and centres to academic staff – 26 (19%); stablishing research ethics committees in different fields (e.g. for separate surveys vs drug research) – 20 (14,6%); improving the independence and objectivity of research ethics committees – 16 (11,7%); advising research staff on research integrity matters (e.g. via research integrity officer/advisor or ombudsperson) – 13 (9,5%); solving research integrity issues – 11 (8%); organising trainings in research ethics and integrity for students (on all levels) – 11 (8%); training ethics specialists in universities (including to include corresponding subjects in curricula, to provide in-service training for employees) – 9 (6,6%); funding the field of research integrity – 6 (4,4%). 24 persons (17,5%) said they did not know what UMPCD was doing really well, and 1 respondent (0,7%) said none of the above existed in UMPCD.

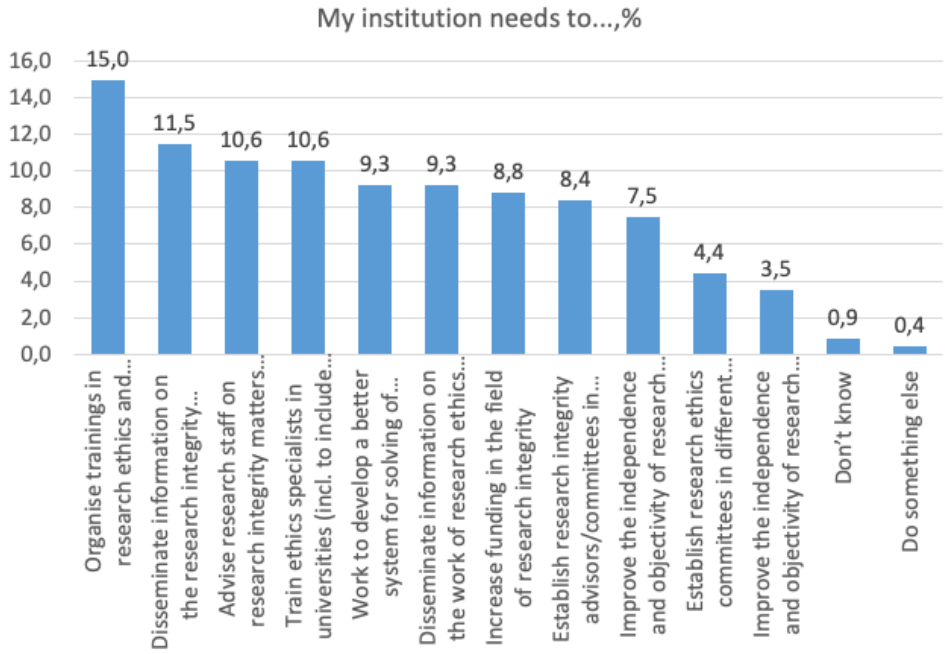
This data shows how many times specific answers were chosen. One person had opportunity to choose more than one answer option.

Figure 2.2.2.13. My institution is doing well in…, %.

On the question of what UMPCD primarily needs to do, the first option chosen was organising training in research ethics and integrity for students (on all levels) – 34 (15%). Respondents also found that UMPCD needs to disseminate information on the research integrity office/committee/advisors to academic staff – 26 (11,5%); advise research staff on research integrity matters (e.g. via research integrity officers/advisors or ombudspersons) – 24 (10,6%); work to develop a better system for solving of research integrity issues – 21 (9,3%); disseminate information on the work of research ethics committees and centres to academic staff – 21 (9,3%); increase funding in the field of research integrity – 20 (8,8%); establish research integrity advisors/committees in different fields – 19 (8,4%); improve the independence and objectivity of research integrity office(r)/committee/advisors – 17 (7,5%); establish research ethics committees in different fields (e.g. for separate surveys vs. drug research) – 10 (4,4%); improve the independence and objectivity of research ethics committees – 8 (3,5%). 2 respondents (0,9%) did not know what UMPCD needed to do. 1 person (0,4%) said UMPCD needed to do something else: put money in the correct place and save money for research.

This data shows how many times specific answers were chosen. One person had opportunity to choose more than one answer option.

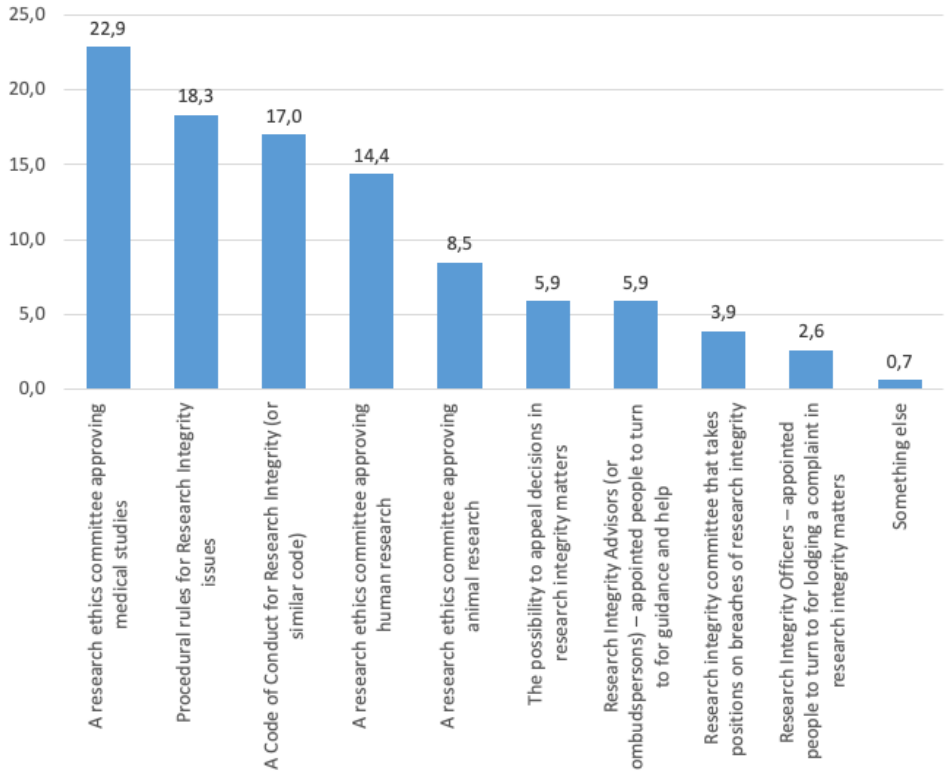
Figure 2.2.2.14. My institution needs to…%



From the research integrity elements respondents chose what UMPCD had. 35 respondents (22,9%) said UMPCD had a research ethics committee approving medical studies; 28 (18,3%) said UMPCD had procedural rules for Research Integrity issues; 26 (17%) said UMPCD had a Code of Conduct for Research Integrity (or similar code); 22 (14,4%) said UMPCD had a research ethics committee approving human research; 13 (8,5%) said UMPCD had a research ethics committee approving animal research; 9 (5,9%) said UMPCD had the possibility to appeal decisions in research integrity matters; 9 (5,9%) said UMPCD had Research Integrity Advisors (or ombudspersons) – appointed people to turn to for guidance and help; 6 (3,9%) said UMPCD had research integrity committee that takes positions on breaches of research integrity; 4 (2,6%) said UMPCD had Research Integrity Officers – appointed people to turn to for lodging a complaint in research integrity matters; and 1 person (0,7%) said UMPCD had something else: little / no communication in the subject of research integrity.

This data shows how many times specific answers were chosen. One person had opportunity to choose more than one answer option.

Figure 2.2.2.15. My institution has…%



In the end of the questionnaire the respondents had the possibility to bring out the best practices in their institution in the field of research integrity. Respondents from UMPCD mentioned the work of ethics committees approving medical studies, human research and animal research and research integrity committee that takes positions on breaches of research integrity. Research integrity committee members provide information and help. Problems of integrity are dealt with openly; RI training is represented in the classes for PHD students and partially for residents. Several respondents said that dissemination of information was their institution's best practice.

Other comments related to the issues of research integrity included suggestions to implement and develop a research integrity culture, to continue improving research activity and integrity according to other European Universities, to disseminate conclusions of ethical committees, to be used as examples. Periodic mandatory trainings on research integrity were proposed for academic staff, technicians and students. Two respondents wished for an expert for advising on possible ethical issues before submitting a project or a go-to team (even independent) to consult with on various study design issues. The respondents wished for more information on the field of integrity, more training, especially for young researchers, more research programs, more finance of the didactical departments, more transparency of the decisions of the ethics committee, easier access to research integrity advisors, better surveillance of research projects, more collaboration between departments. One respondent claimed there was a harsh limitation of research in their institution, lack of opportunities and limited access. Another said, "there are considerable issues regarding the ethics in research, particularly in the field of publication, driven by the need to "publish or perish", resulting in dishonest publication policies involving a significant number of publications and authors. This has not been

internally addressed in a coherent fashion, the subject is still considered taboo because many senior members of the faculty have been previously linked to such publication practices." One respondent expressed disappointment; another had seen a lot of progress made in recent years. One respondent saw the need to increase funding for administrative issues and personnel.

2.2.3 Latvian Institute of Organic Synthesis (LIOS)

In Latvian Institute of Organic Synthesis (LIOS) altogether 5 or less (n= ≤5) respondents filled out the questionnaire. Since there were only few respondents and confidentiality and anonymity of responses was promised in the questionnaire, the results are presented in generalized form. In terms of management positions, the respondents said they were top leaders of the university, research administrators, and other leading positions. Most of them did not hold any other positions in their organisation, some reported to have non-academic and leading researcher positions.

For the respondents from LIOS, they reported that research integrity (compared to other issues they are dealing with at the university) is either important or very important to them. Other options were not chosen.

The top answer given identified the research integrity to be for them primarily "an important part of all research where all possible ethical issues and solutions that may arise need to be considered". This was followed by "quality and reliability of research"; "laws and other regulations that must be followed in daily work and studies"; and "honest and fair conduct in daily work and studies".

Other options included "correct reference to the works of other authors in the publication" and "effective organization of studies". The respondents had the possibility to choose up to five answers.

Respondents from LIOS evaluated their current experience in research integrity to be moderate or limited. The materials they had read on research integrity were "the code of ethics of a professional association in my country"; "research articles on research integrity"; and "a set of (scientific) integrity principles developed by my employer". The respondents had the possibility to choose more than one answer.

On issues related to training, the respondents stated their training in research integrity to be either limited or very limited. The respondents said their overall experience and expertise in research integrity mainly came from their current institution, outside experience was also mentioned.

For the respondents from LIOS, the most serious issue in research integrity in their institution were "lack of training in research integrity in my university" and "lack of a system for handling scientific misconduct cases" with respondents strongly agreeing or rather agreeing. Other important issues that followed were "lack of mentoring in research integrity (e.g. the opportunity to receive support from a research integrity expert in resolving research integrity cases, drafting project applications and texts on research integrity, training research integrity advisers, etc.)" with most respondents rather agreeing; "lack of advice on research integrity (e.g. the opportunity to turn to an integrity adviser for information on research and teaching issues)" and "insufficient legislation" with majority of respondents rather agreeing; "lack of information on contacts and activities of research integrity institutions / bodies (including R&D institutions, ethics committees, etc.)", "lack of information on research integrity cases and their resolution" with some rather agreeing.

Of the problems with research integrity respondents have encountered in their work, most respondents said that they have not encountered any problems. Some reported "plagiarism or

theft of ideas" and "use of a method not in accordance with good scientific practice". Respondents had the possibility to choose more than one option. Respondents evaluated their opportunities (knowledge, information, support, help, etc.) to solve scientific ethical problems as satisfactory.

Most respondents evaluated the organization of the research integrity system at their institution (including sharing of responsibilities, cooperation, funding, etc) to be moderate. In evaluating what the institution of respondents is doing really well, answers "disseminating information on the work of research ethics committees and centres to academic staff"; "establishing research ethics committees in different fields (e.g. for separate surveys vs. drug research)"; "organising trainings in research ethics and integrity for students (on all levels)"; and "something else" were all chosen equally. Respondents had the opportunity to choose more than one answer.

On the question of what their institution primarily needs to do in addition, the top answers were that the institution needs to organise trainings in research ethics and integrity for students (on all levels); to train ethics specialists in universities (incl. to include corresponding subjects in curricula, to provide in-service training for employees); to work to develop a better system for solving of research integrity issues; and to disseminate information on the research integrity office/committee/advisors to academic staff.

The options that followed were "establish research integrity advisors/committees in different fields" and "increase funding in the field of research integrity". Additional suggestions referred mainly to better dissemination and communication practises. Respondents had the possibility to choose multiple answers.

From the research integrity elements respondents chose what their institutions have. Respondents from LIOS stated that their institution has "a Code of Conduct for Research Integrity (or similar code)". Procedural rules for Research Integrity issues, Research Integrity Officers, and a research ethics committee approving animal research were also mentioned.

In the end of the questionnaire the respondents had the possibility to bring out the best practices in their institution in the field of research integrity. The respondents from LIOS mentioned their research integrity officer and the use of harmonized Code of Ethics developed by the Academy of Sciences for all research organizations in Latvia.

2.2.4 Masaryk University (MUNI)

In Masaryk University (MUNI) altogether 5 or less (n= ≤5) respondents filled out the questionnaire. Since there were only few respondents and confidentiality and anonymity of responses was promised in the questionnaire, the results are presented in generalized form. In terms of management positions, the respondents said they were expert leaders of the university.

For the respondents from MUNI, they reported that research integrity (compared to other issues they are dealing with at the university) is very unimportant. Research integrity for them is primarily "an important part of all research where all possible ethical issues and solutions that may arise need to be considered"; "quality and reliability of research"; "Correct reference to the works of other authors in the publication", "honest and fair conduct in daily work and studies"; and "effective organization of studies". The respondents had the possibility to choose up to five answers.

Respondents from MUNI evaluated their current experience in research integrity to be large. The materials they had read on research integrity were "research articles on research integrity"; "a set of (scientific) integrity principles developed by my employer"; and "ALLEA Code of Conduct for Research Integrity". The respondents had the possibility to choose more than one answer.

On issues related to training, the respondents stated their training in research integrity to be moderate. The respondents said their overall experience and expertise in research integrity mainly came from their current institution.

For the respondents from MUNI, the most prevalent issues in research integrity in their institution were "lack of information on research integrity cases and their resolution" and "lack of advice on research integrity (e.g. the opportunity to turn to an integrity adviser for information on research and teaching issues)" with respondents rather agreeing. Of the problems with research integrity respondents have encountered in their work, they reported forgery of data or other survey materials or results and misuse of personal data. Respondents evaluated their opportunities (knowledge, information, support, help, etc.) to solve scientific ethical problems as very good.

Respondents evaluated the organization of the research integrity system at their institution (including sharing of responsibilities, cooperation, funding, etc) to be good. In evaluating what the institution of respondents is doing really well, answers "improving the independence and objectivity of research ethics committees"; "disseminating information on the work of research ethics committees and centres to academic staff"; and "organising trainings in research ethics and integrity for students (on all levels)" were chosen the most. Respondents had the opportunity to choose more than one answer.

On the question of what their institution primarily needs to do in addition, the top answers were that the institution needs to disseminate information on the research integrity office/committee/advisors to academic staff, establish research integrity advisors/committees in different fields, and establish research ethics committees in different fields (e.g. for separate surveys vs. drug research). Respondents had the possibility to choose multiple answers.

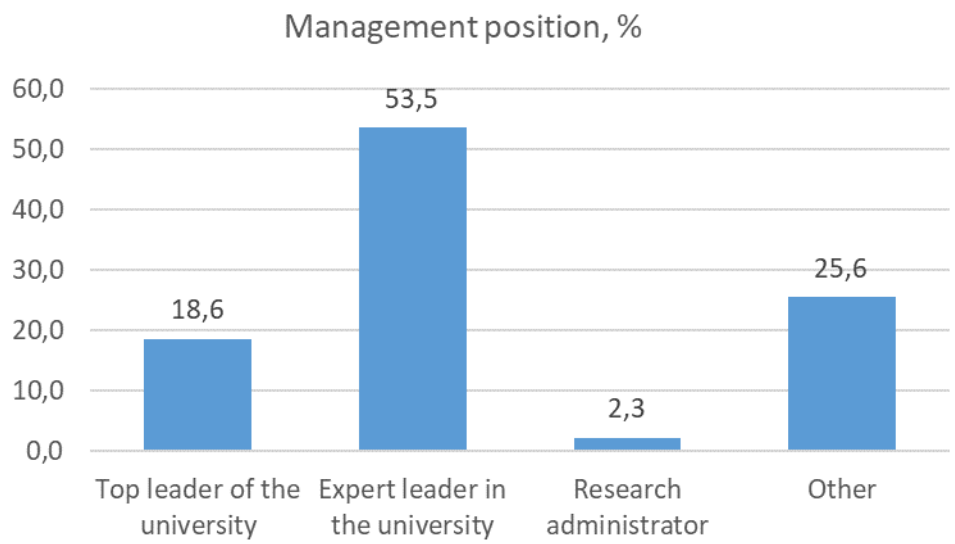
From the research integrity elements respondents chose what their institutions have. Respondents from MUNI stated that their institution has a research ethics committee approving human research; a research ethics committee approving medical studies; a Code of Conduct for Research Integrity (or similar code); a research ethics committee approving animal research; and Research Integrity Officers.

In the end of the questionnaire the respondents had the possibility to bring out the best practices in their institution in the field of research integrity. The respondents from MUNI mentioned that their courses for Ph.D students and young researchers, that include topics on research integrity and ethics, are valued and useful. In addition, the training of your researchers and students is perceived to be among the most important activities. They also pointed out that there have been substantial improvements in research ethics and research integrity in the last five years.

2.2.5 Medical University of Łódź

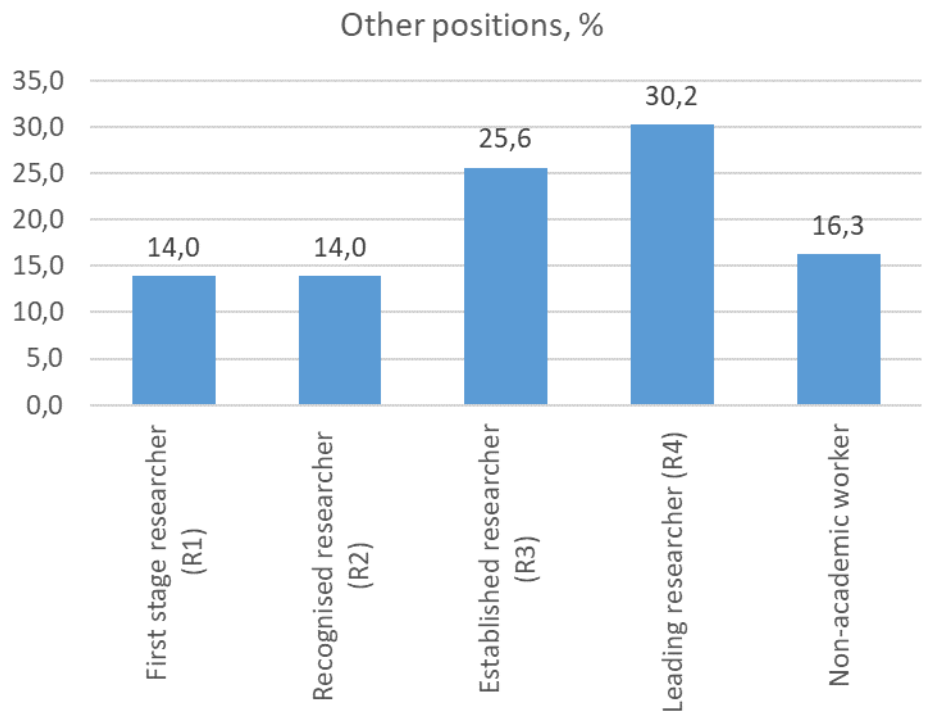
In the Medical University of Łódź altogether 43 (n=43) respondents filled out the questionnaire. 8 respondents (18,6%) said they were top leaders in the university, 23 (53,5%) were expert leaders in the university, 1 (2,3%) was a research administrator and 11 (25,6%) said they held other positions in the university, e.g., head of department, leader of a research team, projects administrator, academic teacher or researcher.

Figure 2.2.5.1. Management positions, %.



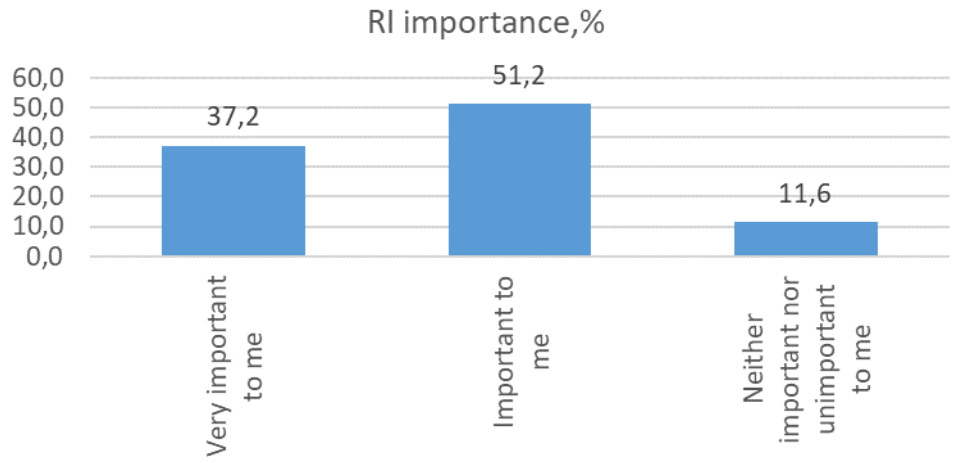
At the same time respondents held other academic positions, including first stage researcher (R1)[5] – 6 (14,0%); recognized researcher (R2) – 6 (14,0%); established researcher (R3) – 11 (25,6%); leading researcher (R4) – 13 (30,2%). 7 (16,3%) said they were non-academic workers. This data shows how many times specific answers were chosen. One person had opportunity to choose more than one answer option.

Figure 2.2.5.2. Other positions, %.



For the respondents from the Medical University of Łódź, research integrity is mostly important to them. 22 (51,2%) said it is important to them compared to other issues they are dealing with in their university; 16 (37,2%) said it is very important to them. 5 (11,6%) said it is neither important nor unimportant to them.

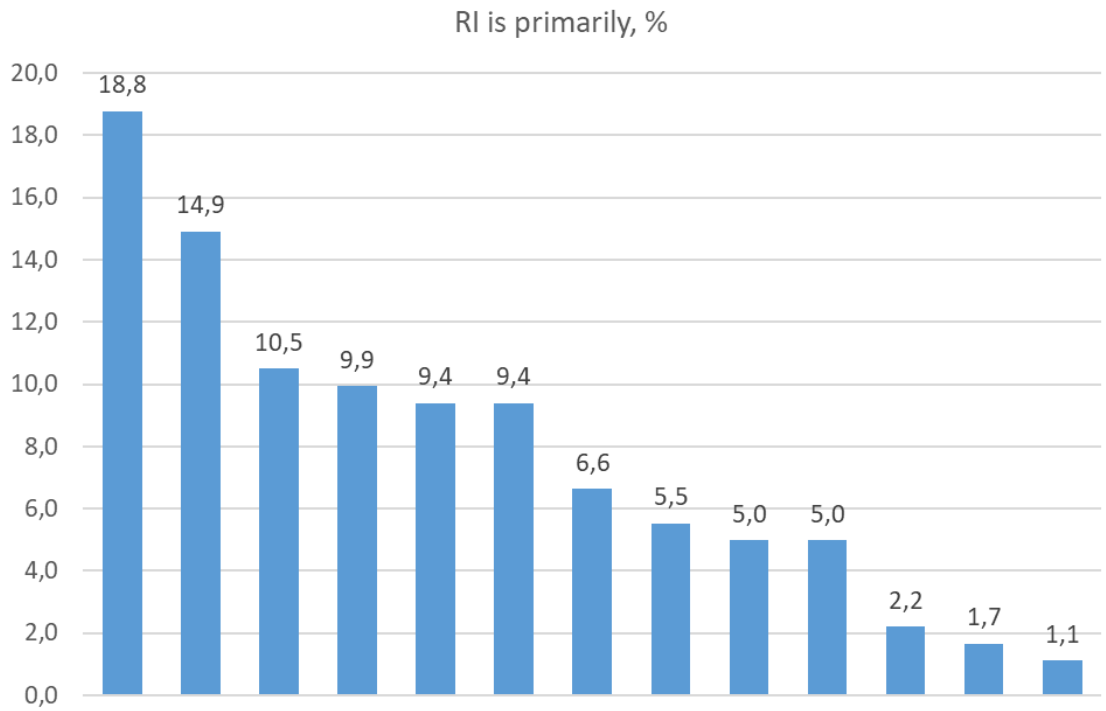
Figure 2.2.5.3. RI importance, %.



Top three answers for respondents in the Medical University of Łódź identified the research integrity to be for them primarily „quality and reliability of research“ – 24 (18,8% of answers); „an important part of all research where all possible ethical issues and solutions that may arise need to be considered“ – 27 (14,9%); and „an important part of conducting all human research where all possible ethical problems and solutions must be considered“ – 19 (10,5%).

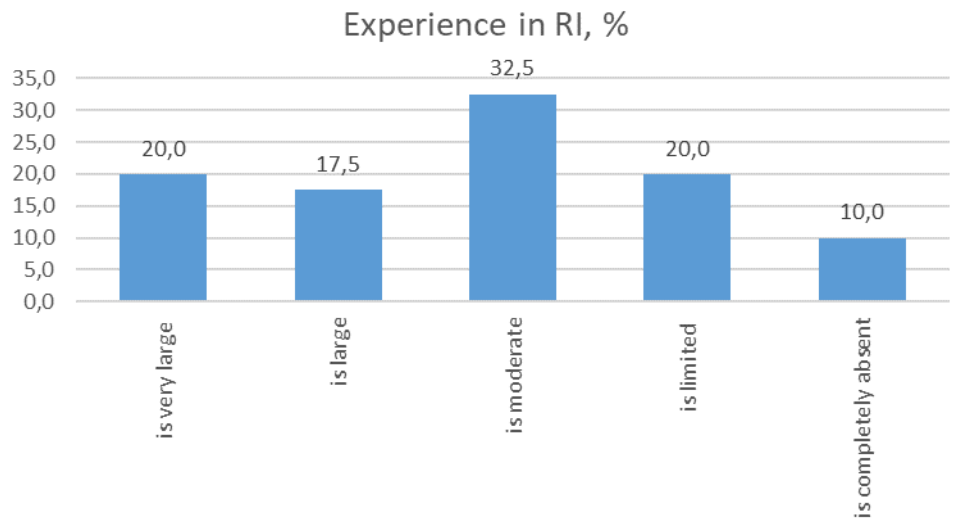
Other options included „laws and other regulations that must be followed in daily work and studies" – 18 (19,9%); "correct reference to the works of other authors in the publication " – 17 (9,4%); "honest and fair conduct in daily work and studies " – 17 (9,4%); "quality of teaching" – 12 (6,6%); "the objectivity and independence of teaching" – 10 (5,5%); "an important role in all technological and pharmaceutical research where all possible ethical issues and solutions need to be considered" – 9 (5,0%); "an important role in all animal research where all possible ethical issues and solutions need to be considered" – 9 (5,0%); "helping other people" 4 (2,2%); "an important part of conducting sociological and market research surveys where all possible ethical issues and solutions should be considered" – 3 (1,7%) and "effective organization of studies" – 2 (1,1%). The respondents had the possibility to choose up to five answers. This data shows how many times specific answers were chosen. One person had opportunity to choose more than one answer option.

Figure 2.2.5.4. RI is primarily, %.



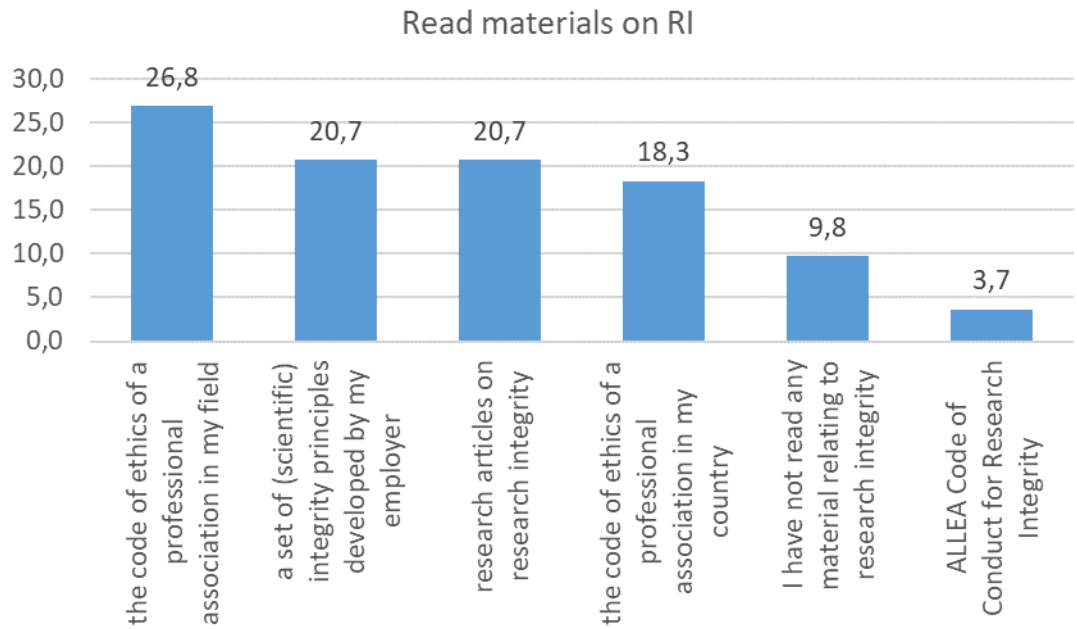
Respondents evaluated their current experience in research integrity to be mostly moderate – 13 (32,5%). 8 respondents (20%) said it is very large, 8 respondents (20%) said it is limited, 7 (17,5%) respondents said it to be large and 4 (10%) said it to be completely absent.

Figure 2.2.5.5. Experience in RI, %.



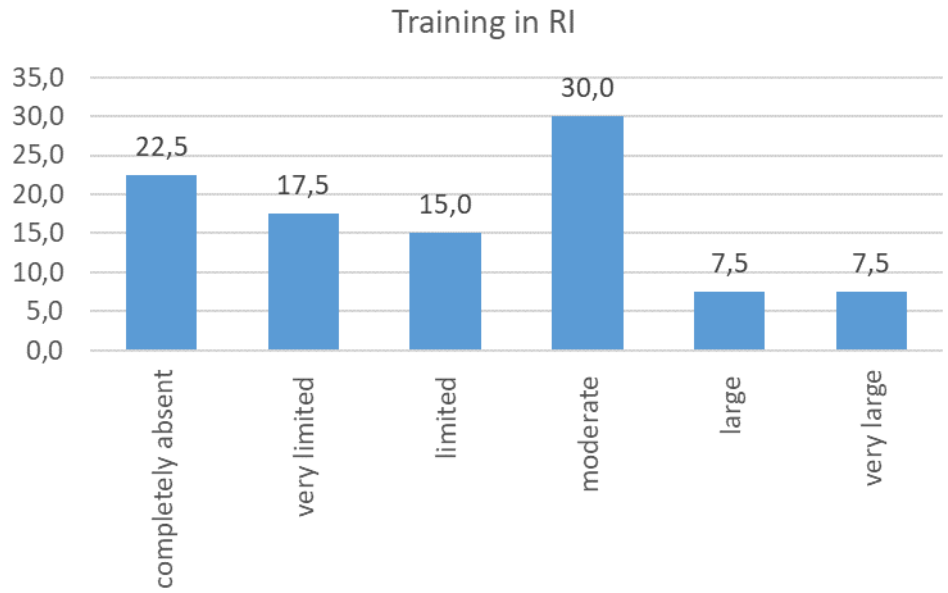
Respondents highlighted the materials they had read on research integrity. These included "the code of ethics of a professional association in my field" – 22 (26,8%); "a set of (scientific) integrity principles developed by my employer" – 17 (20,7%); "research articles on research integrity" – 17 (20,7%); "the code of ethics of a professional association in my country" – 15 (18,3%); "ALLEA Code of Conduct for Research Integrity" – 3 (3,7%). 8 (9,8%) said they had not read any material related to research integrity. This data shows how many times specific answers were chosen. One person had opportunity to choose more than one answer option.

Figure 2.2.5.6. Read materials on RI.



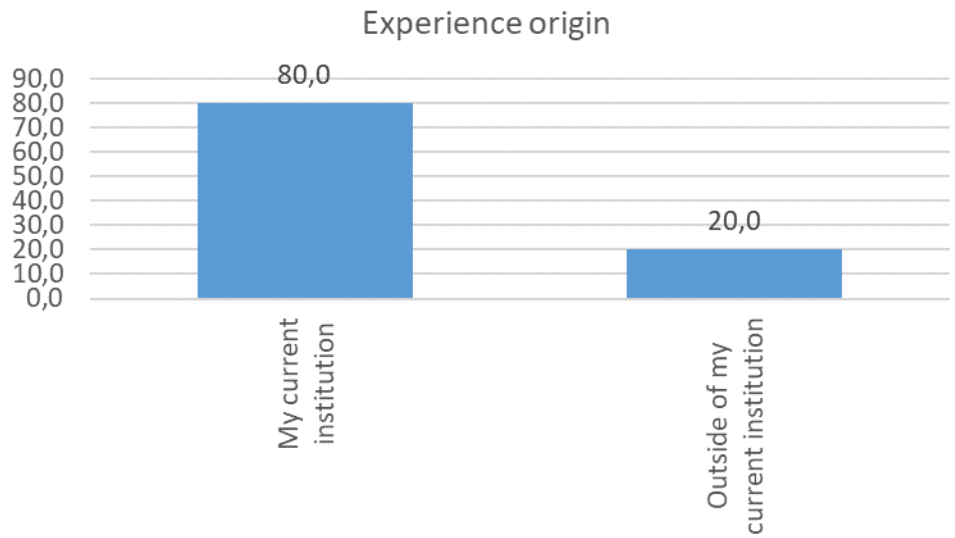
On issues related to training, the respondents stated their training in research integrity to be moderate – 12 (30%), completely absent – 9 (22,5%); very limited – 7 (17,5%); limited – 6 (15%); large – 3 (7,5%); and very large – 3 (7,5%).

Figure 2.2.5.7. Training in RI.



About the source of the overall experience and expertise in research integrity the respondents said it to be from their current institution – 32 (80%), and outside of their current institution – 8 (20%). Examples of experiences from outside of their current organisation included personal experience either through doing research, through international cooperation through trainings and courses, through reading scientific articles and through grants sponsored by European Commission and pharmaceutical companies.

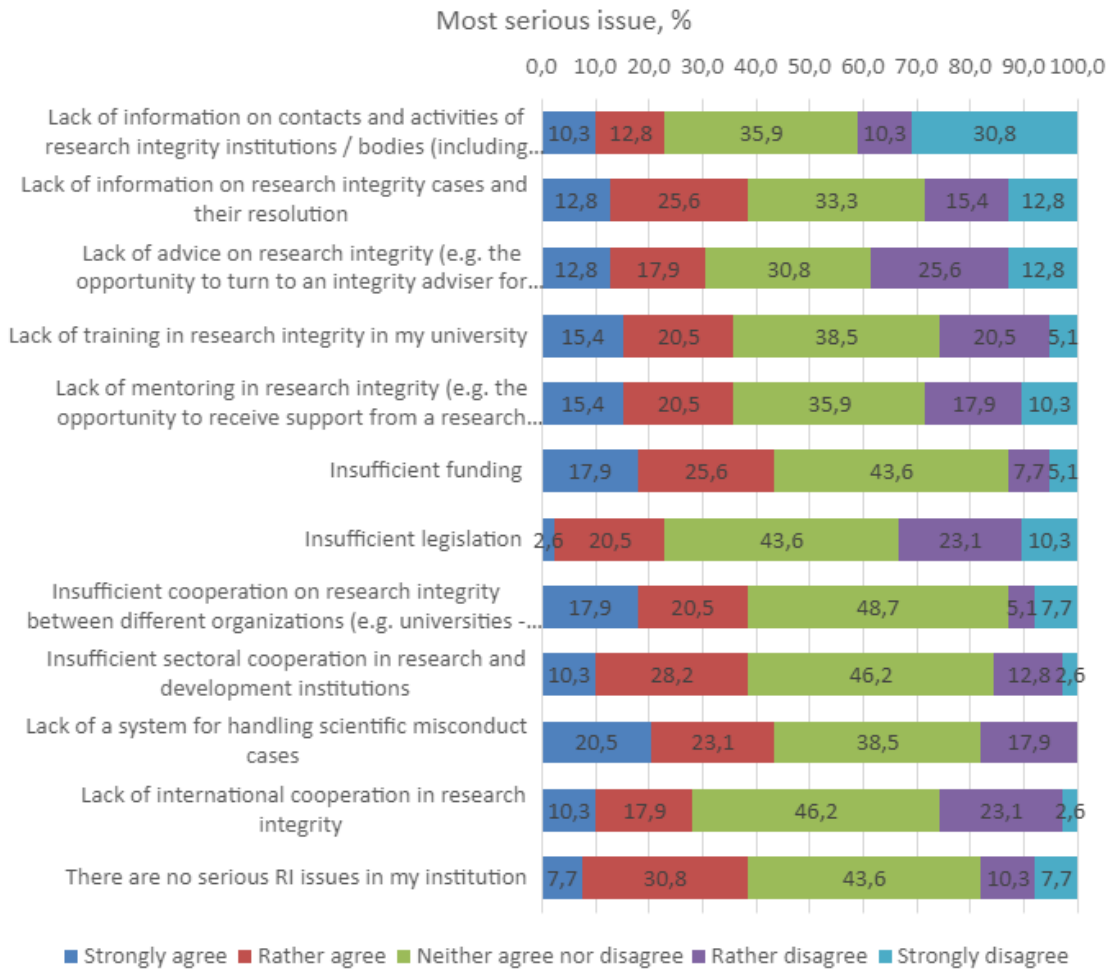
Figure 2.2.5.8. Experience origin.



For the respondents from the Medical University of Łódź, the most serious issue in research integrity for them in their institution was insufficient funding with 17 respondents strongly agreeing (7) or rather agreeing (10) with this issue. Second was lack of a system for handling scientific misconduct cases with 17 respondents strongly agreeing (8) or rather agreeing (9) with this issue. Third was „Insufficient cooperation on research integrity between different organizations (e.g., universities – companies – ministries)“ with 15 respondents either strongly agreeing (7) or rather agreeing (8) with the issue.

Other important issues that followed, were lack of information on research integrity cases and their resolution with 15 people either strongly agreeing (5) or rather agreeing (10); insufficient sectoral cooperation in research and development institutions with 15 people either strongly agreeing (4) or rather agreeing (11); lack of training in research integrity in my university with 14 people either strongly agreeing (6) or rather agreeing (8); ack of mentoring in research integrity (e.g. the opportunity to receive support from a research integrity expert in resolving research integrity cases, drafting project applications and texts on research integrity, training research integrity advisers, etc.) with 14 people either strongly agreeing (6) or rather agreeing (8); lack of advice on research integrity (e.g. the opportunity to turn to an integrity adviser for information on research and teaching issues) with 12 people either strongly agreeing (5) or rather agreeing (7); lack of international cooperation in research integrity with 11 people either strongly agreeing (4) or rather agreeing (7); lack of information on contacts and activities of research integrity institutions / bodies (including R&D institutions, ethics committees, etc.) with 9 people either strongly agreeing (4) or rather agreeing (5); and insufficient legislation with 9 people either strongly agreeing (1) or rather agreeing (8). 15 people said there were no serious issues in their institution (3 strongly agreeing and 2 rather agreeing with this statement).

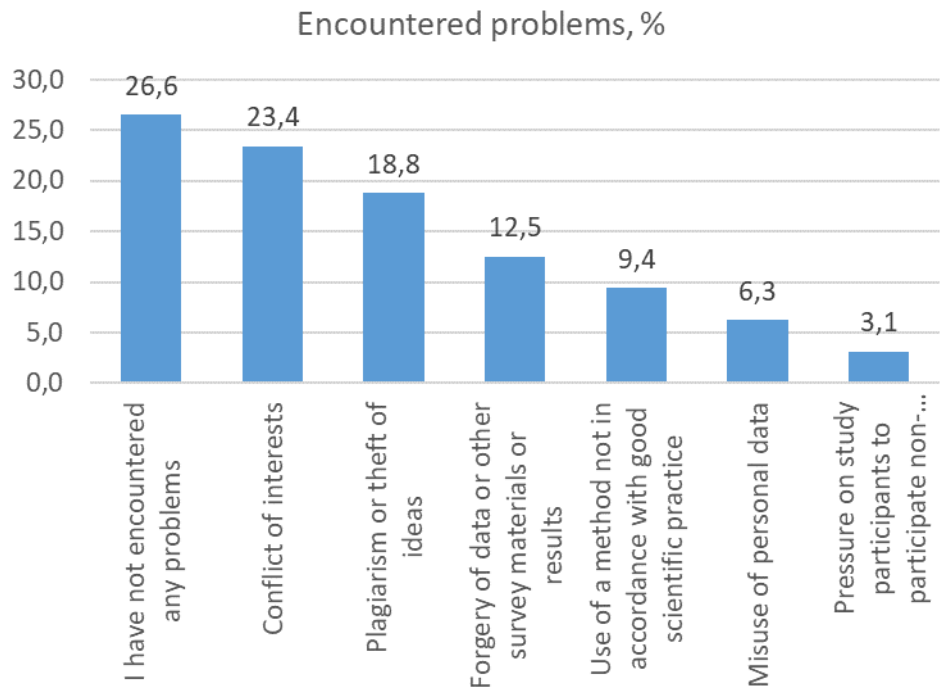
Figure 2.2.5.9. Most serious issues, %.



From the problems with research integrity respondents have encountered in their work, the post prevalent is conflict of interests with 15 of respondents (23,4%) having encountered this. It is followed by plagiarism or theft of ideas – 12 (18,8%); forgery of data or other survey materials or results – 8 (12,5%); use of methods not in accordance with good scientific practice – 6 (9,4%); misuse of personal data – 4 (6,3%); pressure on study participants to participate non-voluntarily – 2 (3,1%).

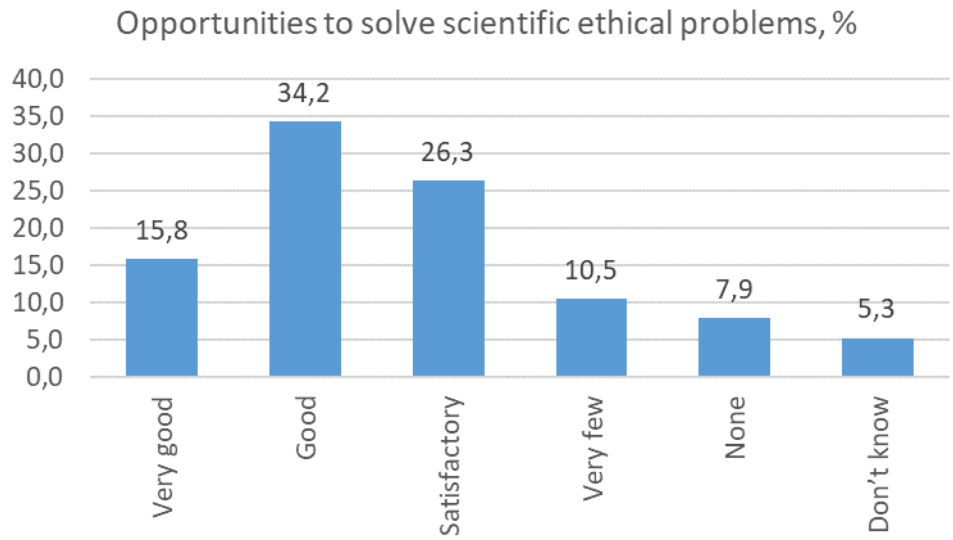
It has to be noted **that majority of the respondents – 17 people (26,6%) had not encountered any problems related to RI**. This data shows how many times specific answers were chosen. One person had opportunity to choose more than one answer option.

Figure 2.2.5.10. Encountered problems.



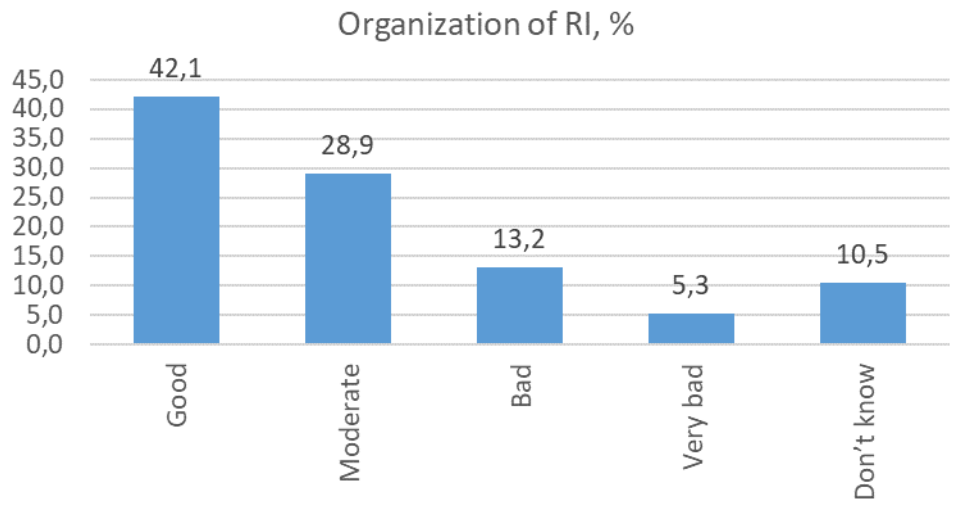
Respondents evaluated their opportunities (knowledge, information, support, help, etc.) to solve scientific ethical problems as very good – 6 (15,8%); good – 13 (34,2%); satisfactory – 10 (26,3%); very few – 4 (10,5%) and none – 3 (7,9%). 2 respondents (5,3%) did not know what their opportunities were.

Figure 2.2.5.11. Opportunities to solve scientific ethical problems, %.



Respondents evaluated the organization of the research integrity system at their institution (including sharing of responsibilities, cooperation, funding, etc) as good – 16 (42,1%); moderate – 11 (28,9%); bad – 5 (13,2%) and very bad – 2 (5,3%). 4 respondents (10,5%) did not know how to evaluate the system.

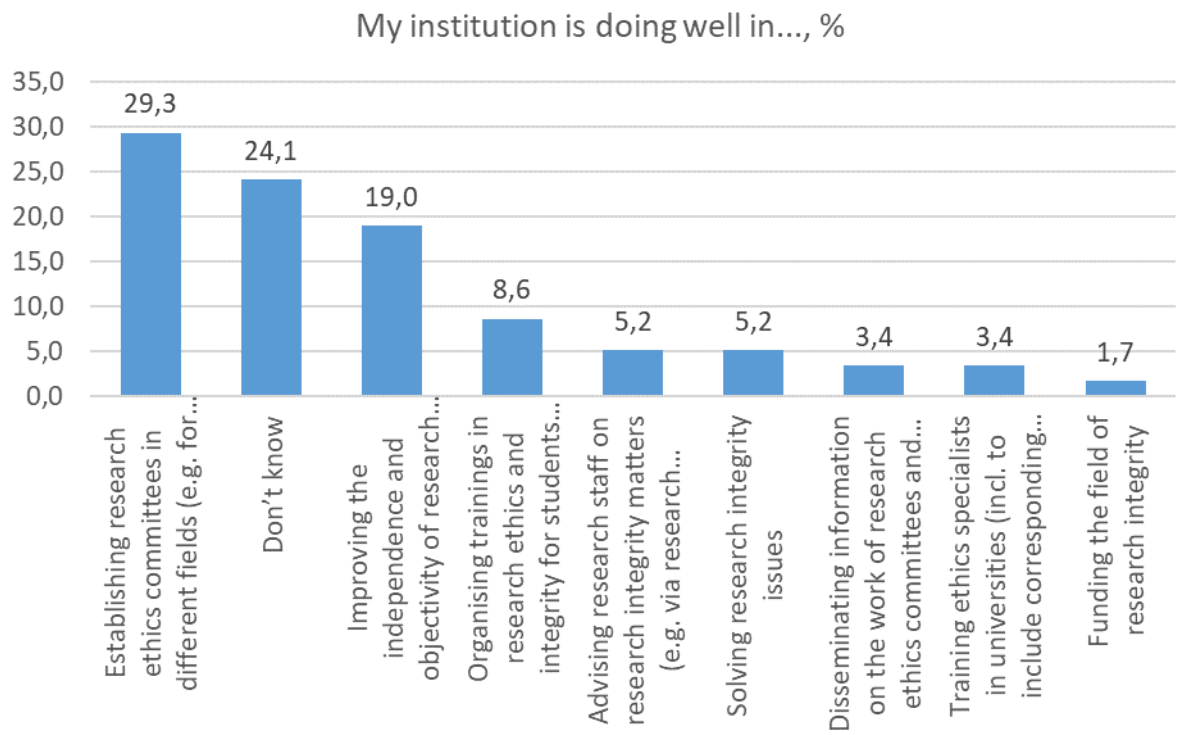
Figure 2.2.5.12. Organization of RI, %.



In evaluating what the institution of respondents is doing well, they **highlighted establishing research ethics committees in different fields** (e.g., for separate surveys vs drug research) – 17 (29,3% of responses). Secondly chosen option was improving the independence and objectivity of research ethics committees with 11 respondents (19,0%) choosing this option. Thirdly, it was highlighted organising trainings in research ethics and integrity for students (on all levels) – 5 (8,6%).

Options that followed were advising research staff on research integrity matters (e.g., via research integrity officer/advisor or ombudsperson) – 3 respondents (5,2%); solving research integrity issues – 3 respondents (5,2%); disseminating information on the work of research ethics committees and centres to academic staff – 2 (3,4%); training ethics specialists in universities (including to include corresponding subjects in curricula, to provide in-service training for employees) – 2 (3,4%); and finally funding the field of research integrity – 1 (1,7%). 14 **respondents (24,1%) did not know what their institution is doing well**. This data shows how many times specific answers were chosen. One person had opportunity to choose more than one answer option.

Figure 2.2.5.13. My institution is doing well in…, %.

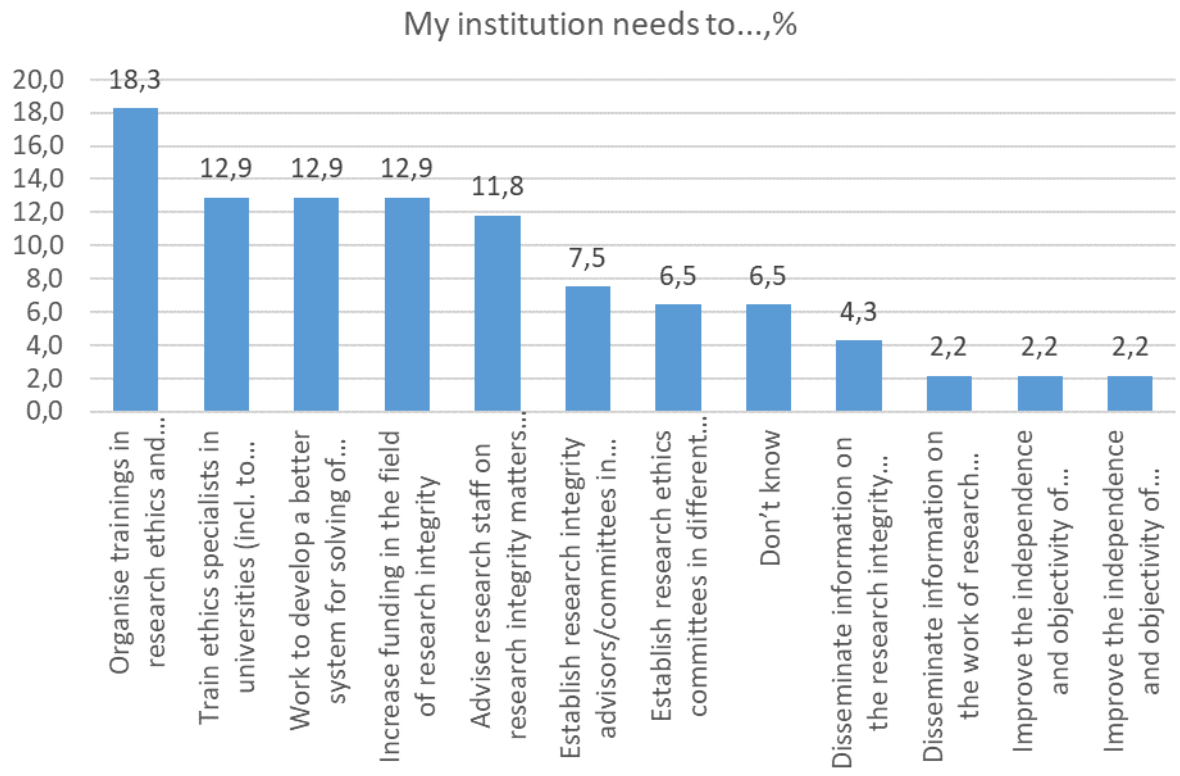


On the question of what their institution needs to do in addition the first option chosen was organising training in research ethics and integrity for students (on all levels) – 17 (18,3% of responses). Respondents also found that their institution needs to train ethics specialists in universities (incl. to include corresponding subjects in curricula, to provide in-service training for employees) – 12 (12,9%); work to develop a better system for solving of research integrity issues – 12 (12,9%); and increase funding in the field of research integrity – 12 (12,9%).

The options that followed were advise research staff on research integrity matters (e.g., via research integrity officers/advisors or ombudspersons) – 11 (11,8%); establish research integrity advisors/committees in different fields – 7 (7,5%); establish research ethics committees in different fields (e.g., for separate surveys vs. drug research) – 6 (6,5%); disseminate information on the research integrity office/committee/advisors to academic staff – 4 (4,3%); disseminate information on the work of research ethics committees and centres to academic staff – 2 (2,2%); improve the independence and objectivity of research ethics committees – 2 (2,2%); and improve the independence and objectivity of research integrity office(r)/committee/advisors – 2 (2,2%).

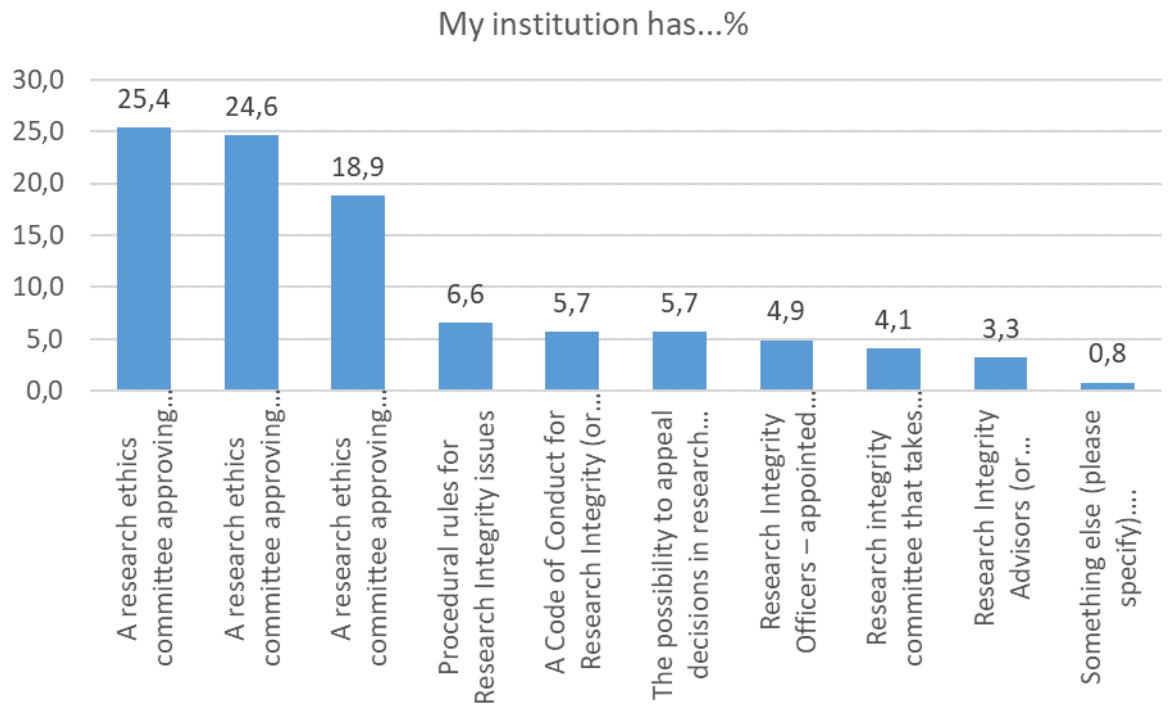
3 respondents said their institution should do something else, with highlighting financing the health services and renovating very old buildings and putting money in the correct place and save money for the research. This data shows how many times specific answers were chosen. One person had opportunity to choose more than one answer option.

Figure 2.2.5.14. My institution needs to…%



From the research integrity elements respondents chose what their institutions have. 31 respondents (25,4% of responses) said that the Medical University of Łódź has a research ethics committee approving human research; 30 said (24,6%) that the Medical University of Łódź has a research ethics committee approving animal research; 23 (18,9%) said that the Medical University of Łódź has a research ethics committee approving medical studies; 8 (6,6%) said that the Medical University of Łódź has procedural rules for Research Integrity issues; 7 (5,7%) said the Medical University of Łódź has a Code of Conduct for Research Integrity (or similar code); 7 respondents (5,7%) said the Medical University of Łódź has the possibility to appeal decisions in research integrity matters; 6 respondents (4,9%) said the Medical University of Łódź has Research Integrity Officers – appointed people to turn to for lodging a complaint in research integrity matters; 5 respondents (4,1%) said the Medical University of Łódź institution has research integrity committee that takes positions on breaches of research integrity; 4 respondents (3,3%) highlighted that the Medical University of Łódź has Research Integrity Advisors (or ombudspersons) – appointed people to turn to for guidance and help; 1 respondent (0,8%) highlighted that the Medical University of Łódź has something else. This data shows how many times specific answers were chosen. One person had opportunity to choose more than one answer option.

Figure 2.2.5.15. My institution has…%

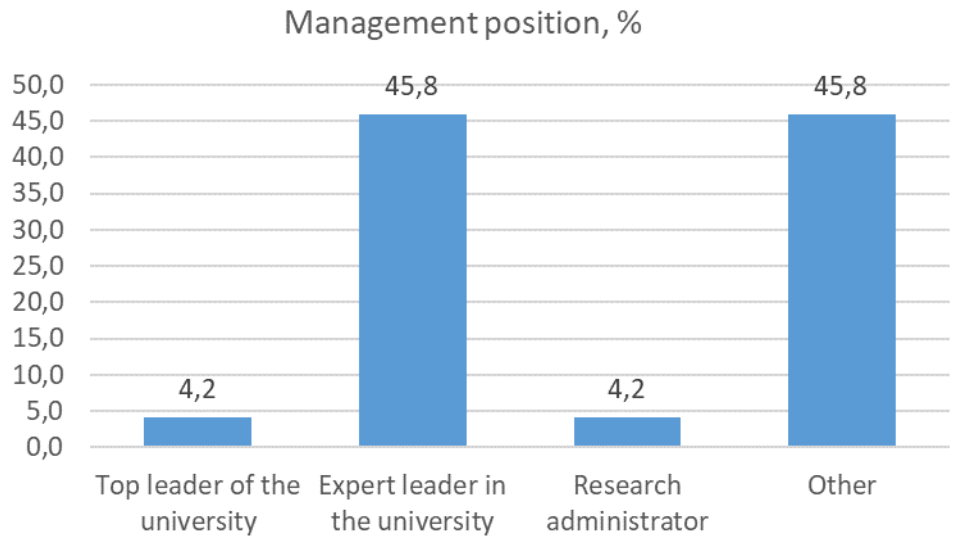


In the end of the questionnaire the respondents had the possibility to bring out the best practices in their institution in the field of research integrity. Several respondents from the Medical University of Łódź brought out the fact that there exist ethics committees for human/medical/animal research and there are regular meetings. Some found that the work of the committees is objective and of high quality. One respondent, on the other hand, stated that the activity of the bioethics committee should be improved. It was mentioned twice that anti-plagiarism programs have been implemented in the university. Several respondents mentioned that research integrity is promoted. Also, trainings in research integrity are organized and regulations about research integrity are designed. One respondent stated that there is awareness of research integrity issues and another mentioned that there is rapid response to reported research integrity issues. It was positively brought out that there is transparency and people have started to talk about problems and how to solve them. One respondent found that there are no really good practices in their university and another stated that there is no monitor and control methods in the institution. Three respondents mentioned that the do not know what kind of practices there are in their institution in the field of research integrity.

2.2.6 Medical University – Sofia

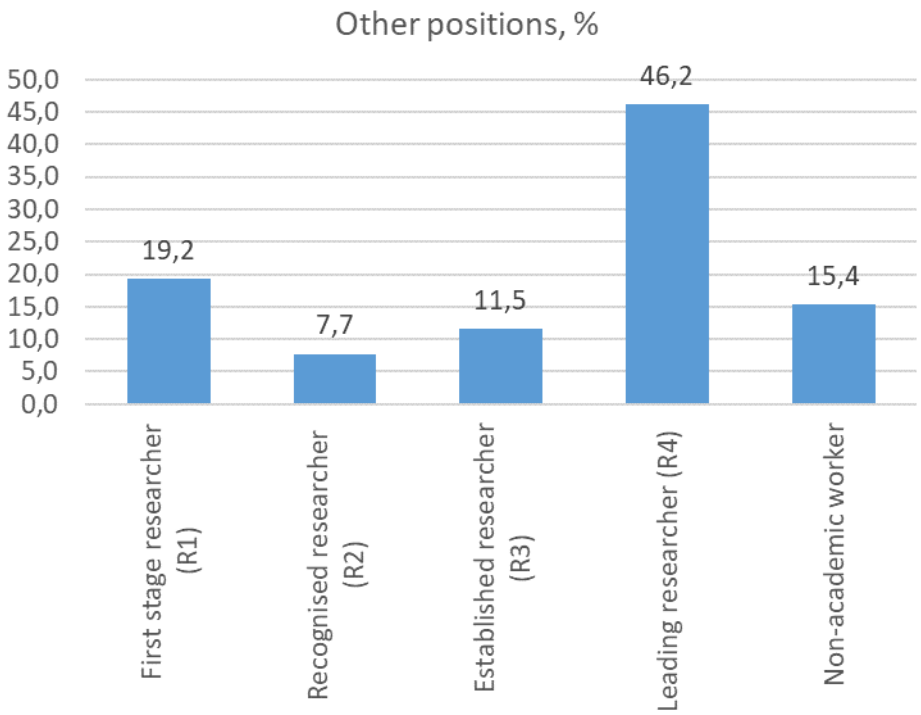
In the Medical University Sofia altogether 24 (n=24) respondents filled out the questionnaire. 11 respondents (45,8%) said they were expert leaders in the university, 1 was research administrator (4,2%), 1 was top leader of the university (4,2%) and 11 (45,8%) said they held other positions in the university, e.g., associate professor or senior expert positions.

Figure 2.2.6.1. Management positions, %.



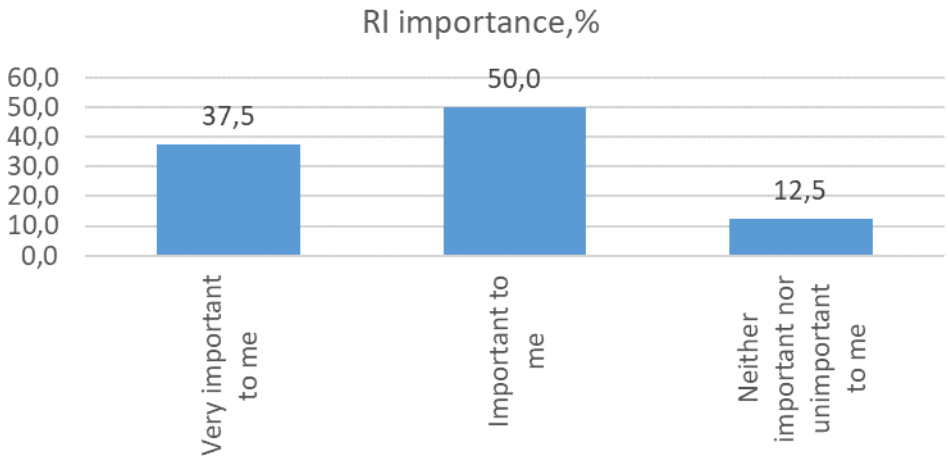
At the same time respondents held other academic positions, including first stage researcher (R1) – 5 (19,2%); recognized researcher (R2) – 2 (7,7%); established researcher (R3) – 3 (11,5%); leading researcher (R4) – 12 (46,2%). 4 (15,4%) said they were non-academic workers. This data shows how many times specific answers were chosen. One person had opportunity to choose more than one answer option.

Figure 2.2.6.2. Other positions, %.



For the respondents from Medical University Sofia, research integrity is mostly important to them. 12 (50% of responses) said it was important to them compared to other issues they are dealing with in their university; 9 (37,5%) said it was very important to them. 3 (12,5%) said it was neither important nor unimportant to them.

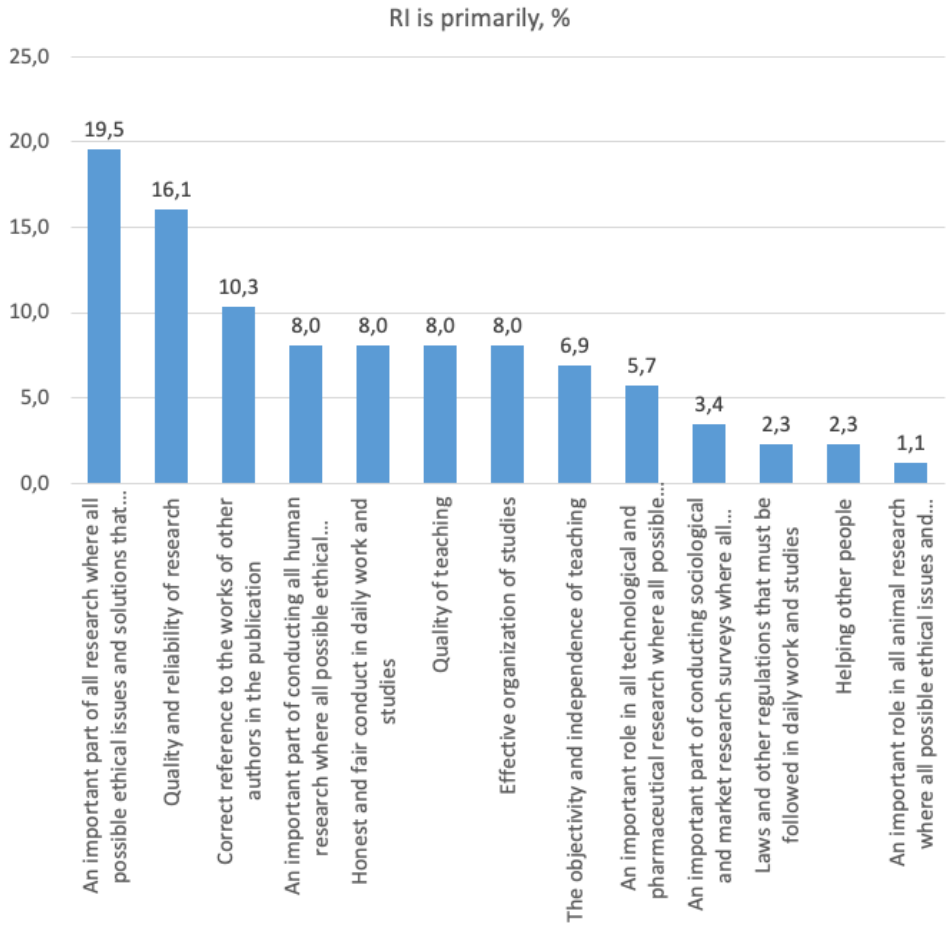
Figure 2.2.6.3. RI importance, %.



Top three answers for respondents in all institutions identified the research integrity to be for them primarily „an important part of all research where all possible ethical issues and solutions that may arise need to be considered“ – 17 (19,5% of answers); „quality and reliability of research“ – 14 (16,1%); and „correct reference to the works of other authors in the publication“ – 9 (10,3%).

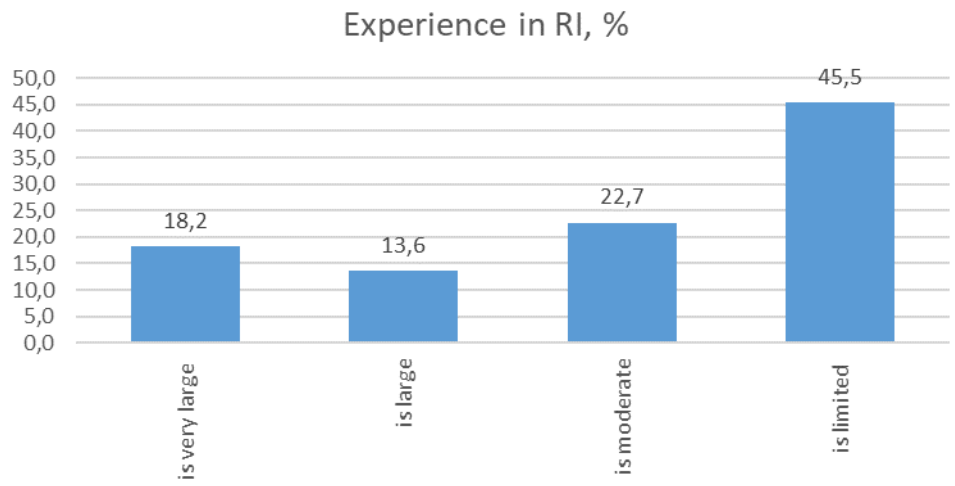
Other options included „honest and fair conduct in daily work and studies" – 7 (8,0%); "An important part of conducting all human research where all possible ethical problems and solutions must be considered" – 7 (8,0%); "Quality of teaching" – 7 (8,0%); "Effective organization of studies" – 7 (8,0%); "The objectivity and independence of teaching" – 6 (6,9%); "An important role in all technological and pharmaceutical research where all possible ethical issues and solutions need to be considered" – 5 (5,7%); "An important part of conducting sociological and market research surveys where all possible ethical issues and solutions should be considered" – 3 (3,4%); "Laws and other regulations that must be followed in daily work and studies" – 2 (2,3%); "Helping other people" – 2 (2,3%); and "An important role in all animal research where all possible ethical issues and solutions need to be considered" – 1 (1,1%). This data shows how many times specific answers were chosen. This data shows how many times specific answers were chosen. One person had opportunity to choose more than one answer option.

Figure 2.2.6.4. RI is primarily, %.



Respondents evaluated their current experience in research integrity to be mostly limited – 10 (45,5%). 5 respondents (22,7%) said it was moderate, 4 (18,2%) respondents said it was very large and 3 (13,6%) said it was large.

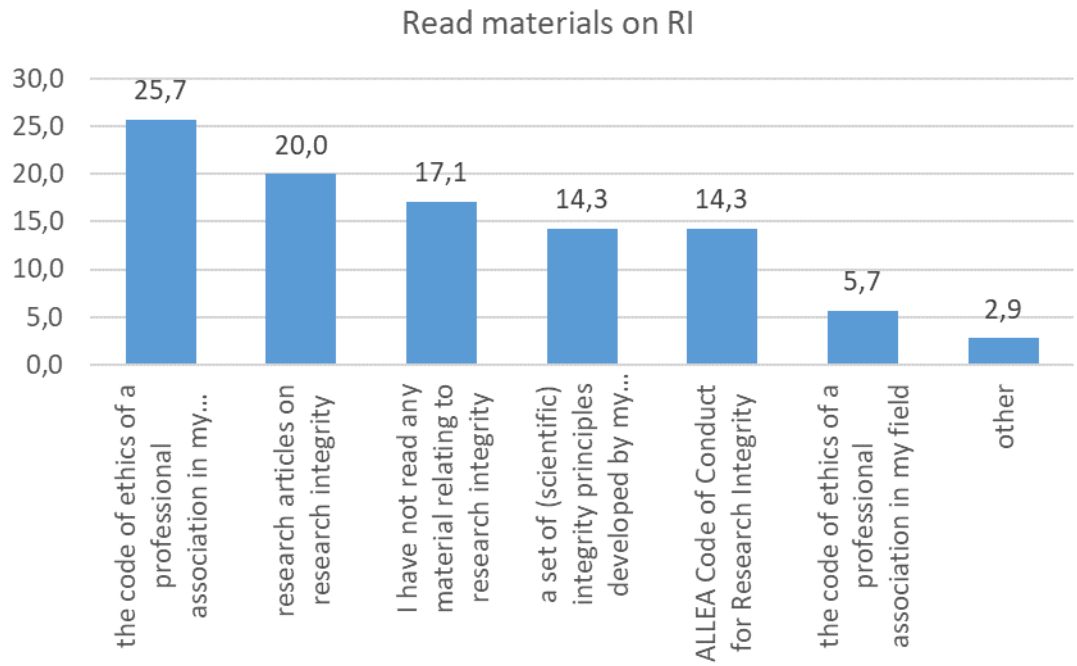
Figure 2.2.6.5. Experience in RI, %.



Respondents highlighted the materials they had read on research integrity. These included "the code of ethics of a professional association in my country" – 9 (25,7%); "research articles on research integrity" – 7 (20%); "a set of (scientific) integrity principles developed by my employer" – 5 (14,3%); "ALLEA Code of Conduct for Research Integrity" – 5 (14,3%); "the code of ethics of a professional association in my field" – 2 (5,7%); 1 respondent (2,9%) mentioned other materials, Governmental Guidelines. 6 (17,1%) said they had not read any material relating to research integrity.

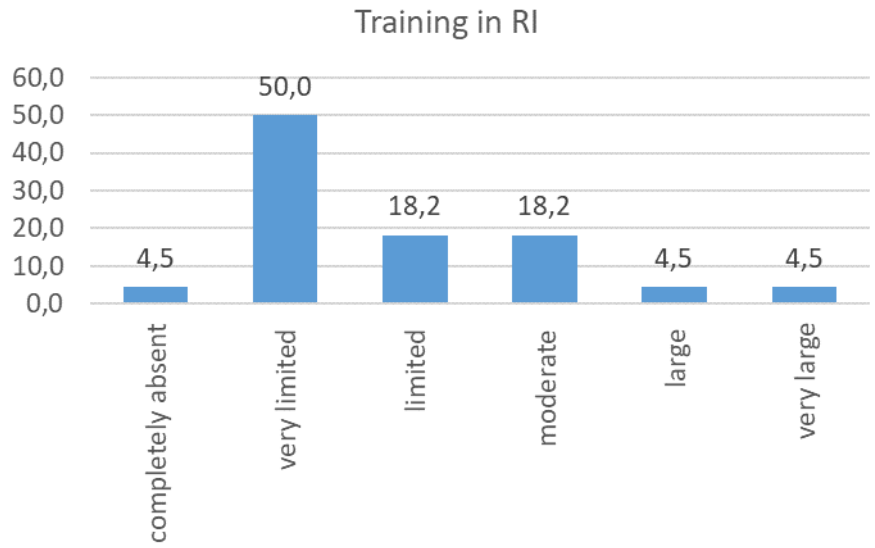
This data shows how many times specific answers were chosen. One person had opportunity to choose more than one answer option.

Figure 2.2.6.6. Read materials on RI.



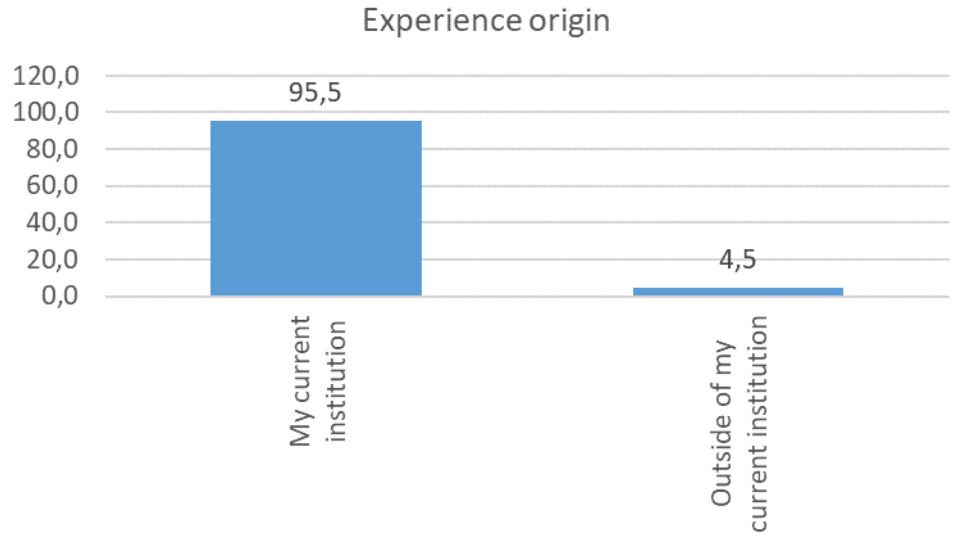
Respondents stated their training in research integrity to be very limited – 11 (50%); limited – 4 (18,2%); moderate – 4 (18,2%); large – 1 (4,5%); very large – 1 (4,5%) and completely absent – 1 (4,5%).

Figure 2.2.6.7. Training in RI.



About the source of the overall experience and expertise in research integrity the respondents said it came from their current institution – 21 (95,5%), and outside of their current institution – 1 (4,5%).

Figure 2.2.6.8. Experience origin.

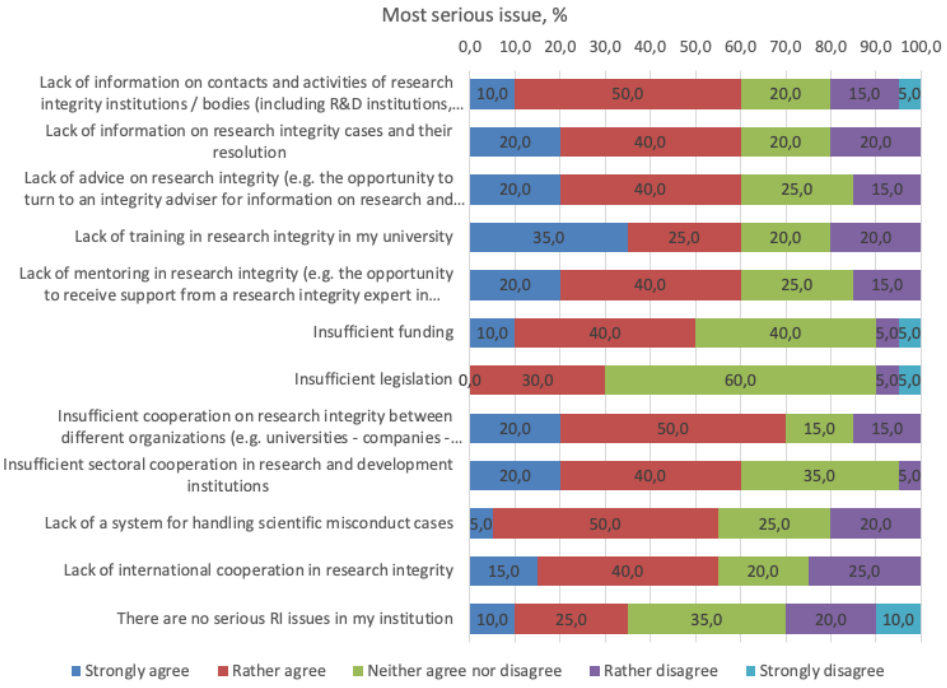


For the respondents from Medical University Sofia, the most serious issue in research integrity for them in their institution is "insufficient cooperation on research integrity between different organizations (e.g., universities - companies - ministries)" with 14 people either strongly agreeing (4) or rather agreeing (10). Other serious issues are "lack of training in research integrity in my University" with 12 either strongly agreeing (7) or rather agreeing

(5); "lack of information on research integrity cases and their resolution" with 12 people either strongly agreeing (4) or rather agreeing (8); „lack of advice on research integrity (e.g., the opportunity to turn to an integrity adviser for information on research and teaching issues)" with 12 either strongly agreeing (4) or rather agreeing (8); "lack of mentoring in research integrity (e.g., the opportunity to receive support from a research integrity expert in resolving research integrity cases, drafting project applications and texts on research integrity, training research integrity advisers, etc.)" with 12 strongly agreeing (4) or rather agreeing (8); "Insufficient sectoral cooperation in research and development institutions" with 12 people either strongly agreeing (4) or rather agreeing (8), and "lack of information on contacts and activities of research integrity institutions / bodies (including R&D institutions, ethics committees, etc.)" with 12 people either strongly agreeing (2) or rather agreeing (10).

Other important issues that followed were "lack of international cooperation in research integrity" with 11 people either strongly agreeing (3) or rather agreeing (8); "lack of a system for handling scientific misconduct cases" with 11 people either strongly agreeing (1) or rather agreeing (10); "insufficient funding" with 10 people either strongly agreeing (2) or rather agreeing (8), and "insufficient legislation" with 6 people rather agreeing. 7 people said that "there are no serious RI issues in my institution" (2 strongly agreeing and 5 rather agreeing with this statement).

Figure 2.2.6.9. Most serious issues, %.

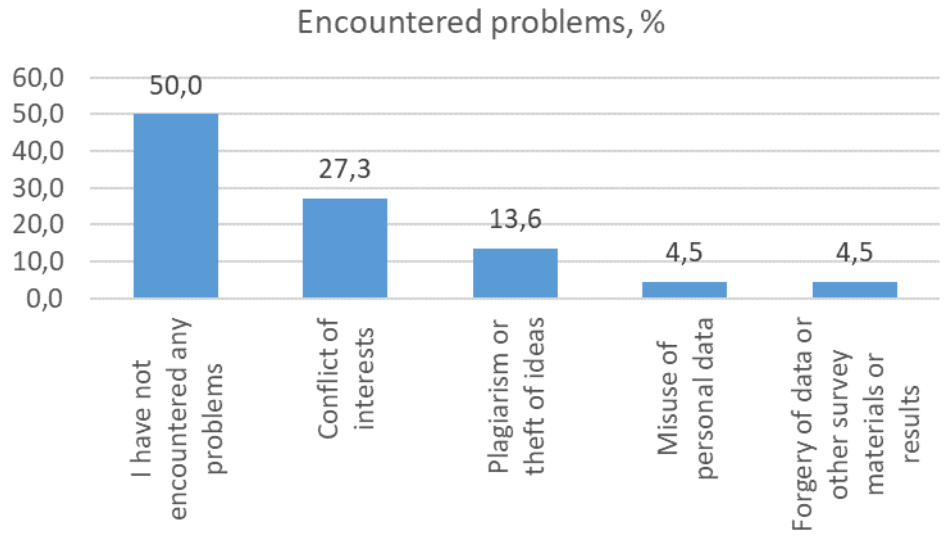


From the problems with research integrity respondents have encountered in their work, the most prevalent is conflict of interests with 6 respondents (27,3%) having encountered this. It is followed by plagiarism or theft of ideas – 3 (13,6%); misuse of personal data – 1 (4,5%); forgery of data or other survey materials or results – 1 (4,5%).

It has to be noted **that majority of the respondents – 11 people (50%) had not encountered any problems related to RI**.

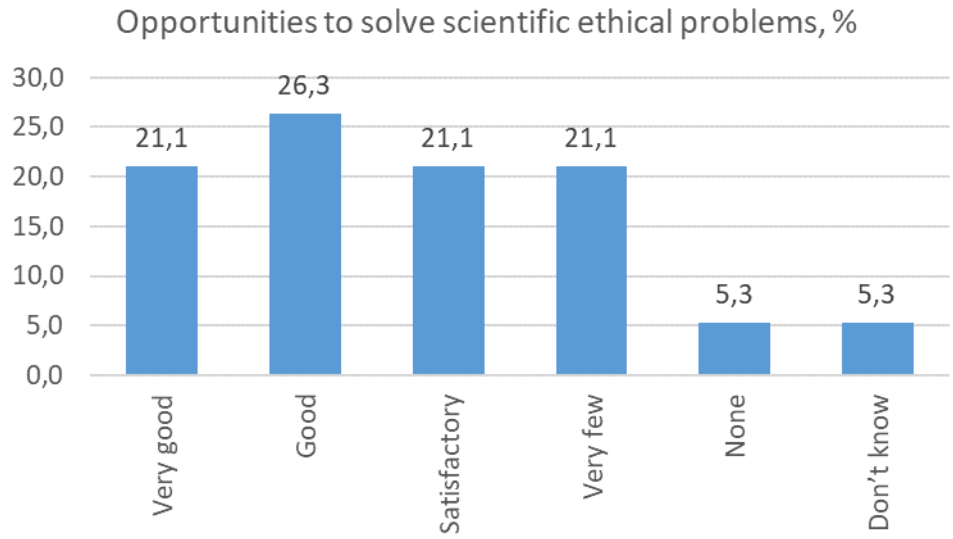
This data shows how many times specific answers were chosen. One person had opportunity to choose more than one answer option.

Figure 2.2.6.10. Encountered problems.



Respondents evaluated their opportunities (knowledge, information, support, help, etc.) to solve scientific ethical problems as good – 5 (26,3%); satisfactory, very good or very few, each 4 respondents (21,1%). 1 respondent (5,3%) answered their opportunities were none and 1 respondent (5,3%) did not know what their opportunities were.

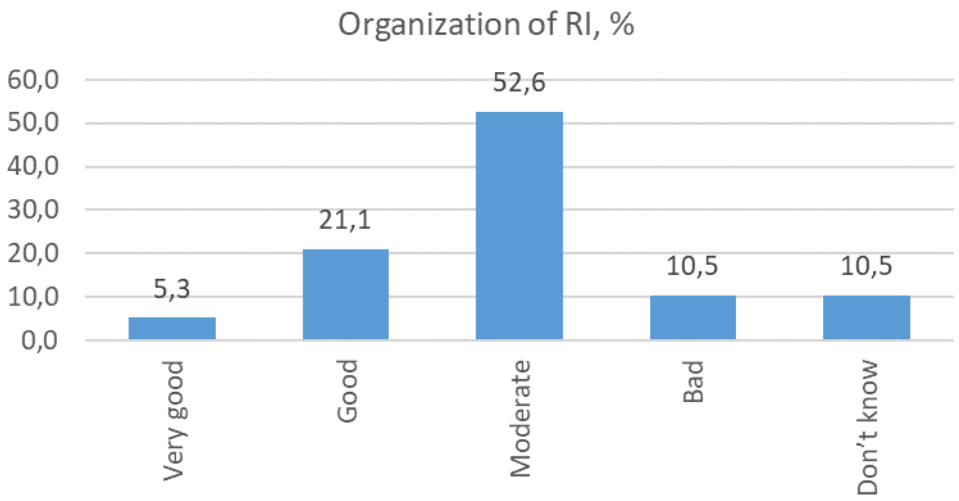
Figure 2.2.6.11. Opportunities to solve scientific ethical problems, %.



Respondents evaluated the organization of the research integrity system at their institution (including sharing of responsibilities, cooperation, funding, etc) as very good – 1 (5,3%);

good – 4 (21,1%); moderate – 10 (52,6%) and bad – 2 (10,5%). 2 respondents (10,5%) did not know how to evaluate the system.

Figure 2.2.6.12. Organization of RI, %.

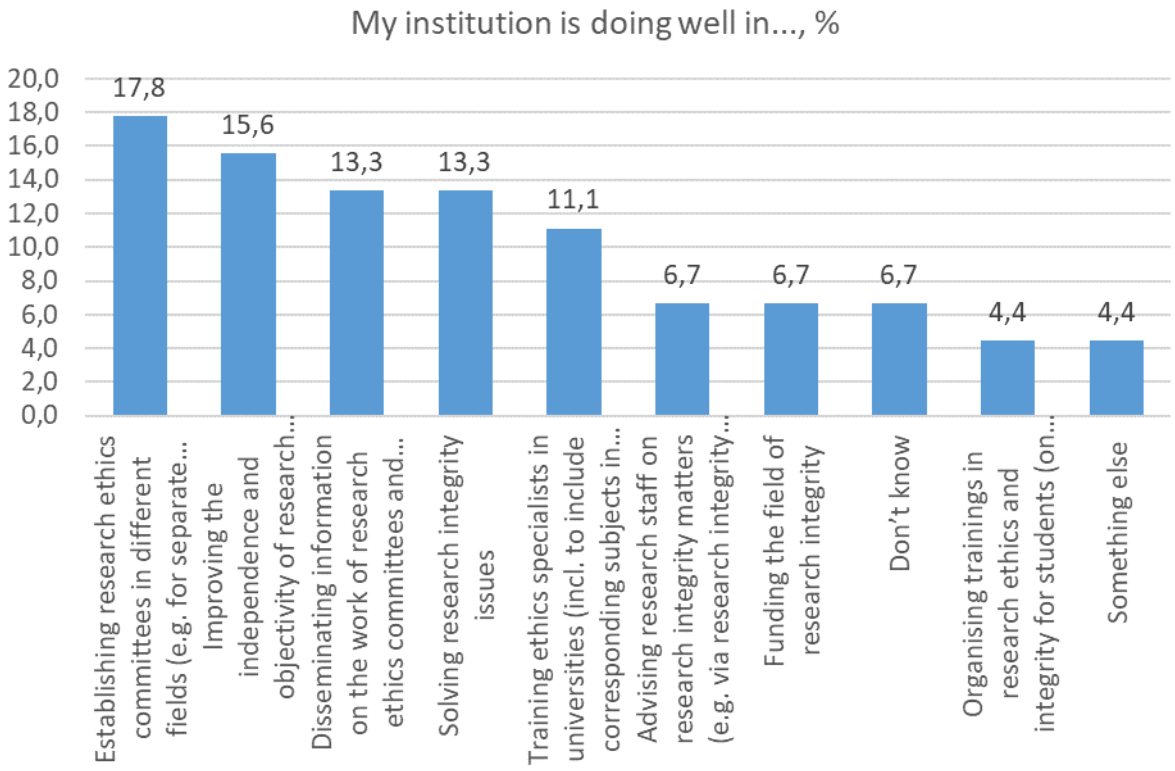


In evaluating what the institution of respondents is doing well, they highlighted establishing research ethics committees in different fields (e.g., for separate surveys vs drug research) – 8 (17,8% of responses). Secondly chosen option was improving the independence and objectivity of research ethics committees – 7 (15,6%).

Options that followed were disseminating information on the work of research ethics committees and centres to academic staff – 6 (13,3%); solving research integrity issues – 6 (13,3%); training ethics specialists in universities (including to include corresponding subjects in curricula, to provide in-service training for employees) – 5 (11,1%); advising research staff on research integrity matters (e.g., via research integrity officer/advisor or ombudsperson) – 3 (6,7%); funding the field of research integrity – 3 (6,7%); organising trainings in research ethics and integrity for students (on all levels) – 2 (4,4%). 3 (6,7%) respondents did not know what their institution was doing well. 2 respondents (4,4%) said their institution was doing something else well, not specifying.

This data shows how many times specific answers were chosen. One person had opportunity to choose more than one answer option.

Figure 2.2.6.13. My institution is doing well in…, %.

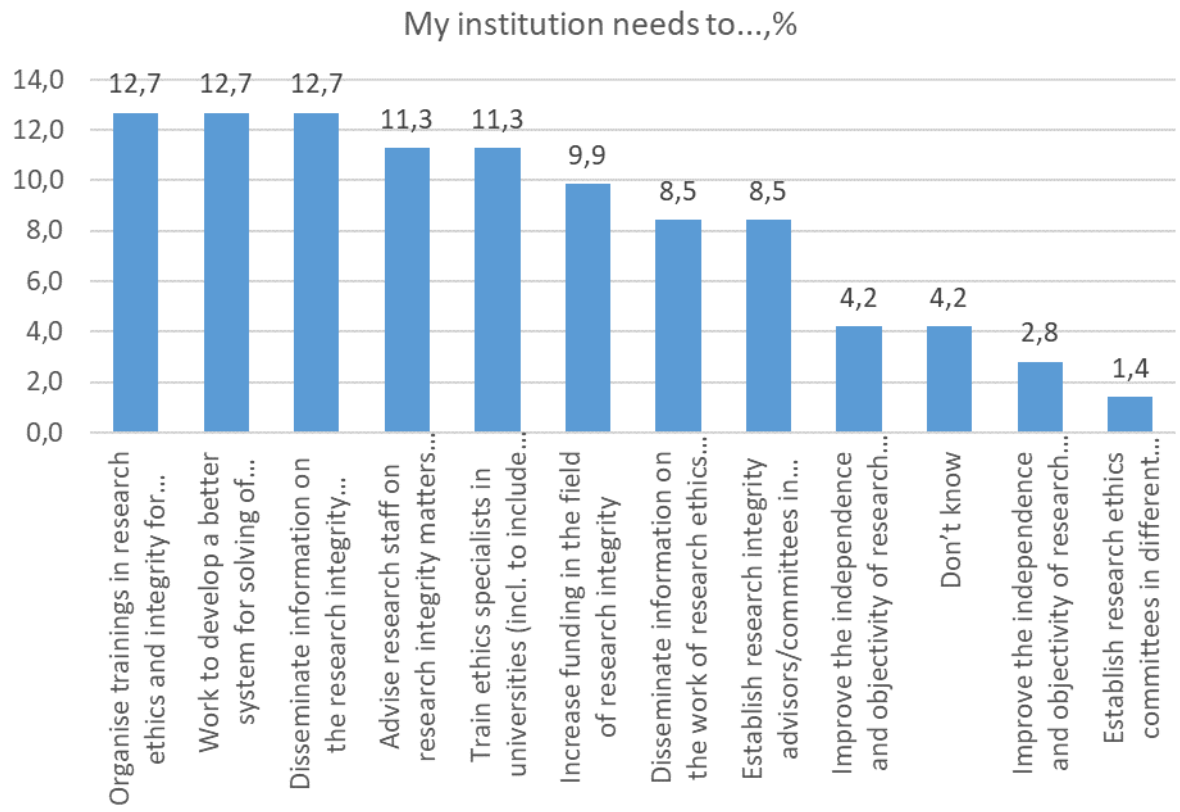


On the question of what their institution needs to do in addition, the first three options chosen were organising training in research ethics and integrity for students (on all levels) – 9 (12,7%); work to develop a better system for solving of research integrity issues – 9 (12,7%), and disseminate information on the research integrity office/committee/advisors to academic staff – 9 (12,7%).

The options that followed were advise research staff on research integrity matters (e.g. via research integrity officers/advisors or ombudspersons) – 8 (11,3%); train ethics specialists in universities (incl. to include corresponding subjects in curricula, to provide in-service training for employees) – 8 (11,3%); increase funding in the field of research integrity – 7 (9,9%); disseminate information on the work of research ethics committees and centres to academic staff – 6 (8,5%); establish research integrity advisors/committees in different fields – 6 (8,5%); improve the independence and objectivity of research integrity office(r)/committee/advisors – 3 (4,2%); improve the independence and objectivity of research ethics committees – 2 (2,8%), and establish research ethics committees in different fields (e.g. for separate surveys vs. drug research) – 1 (1,4%); 3 respondents (4,2%) answered "don't know" to this question.

This data shows how many times specific answers were chosen. One person had opportunity to choose more than one answer option.

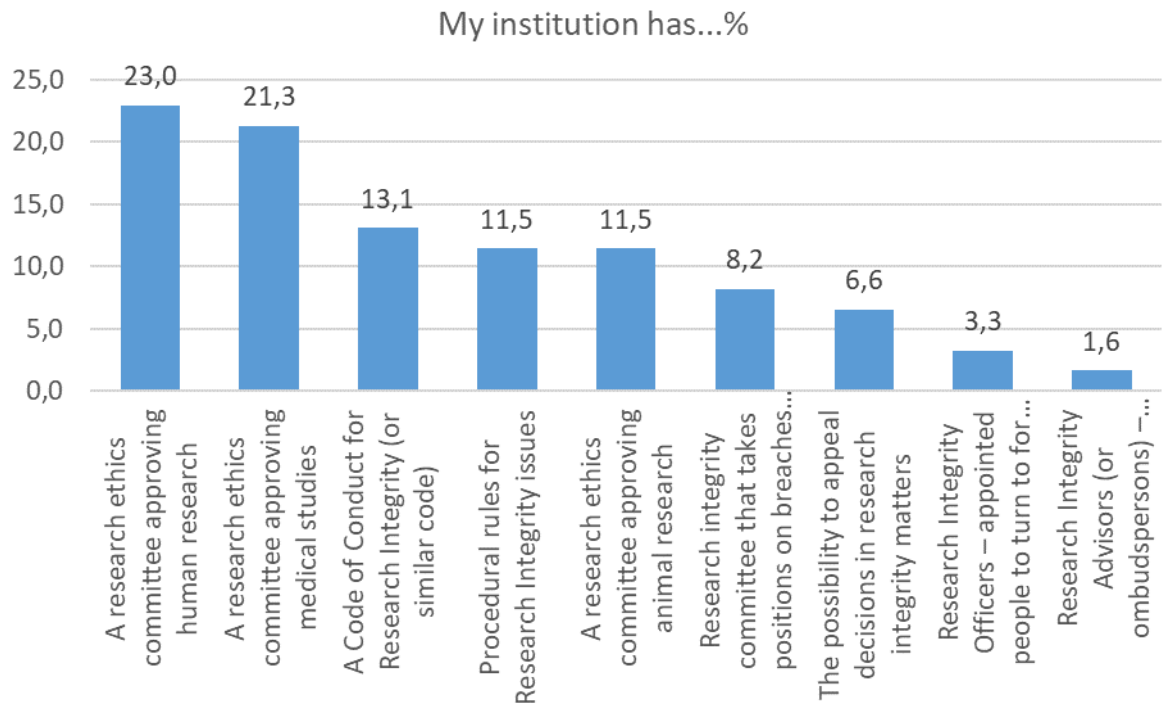
Figure 2.2.6.14. My institution needs to…%



From the research integrity elements respondents chose what their institutions have. 14 respondents (23% of responses) said their institution had a research ethics committee approving human research; 13 (21,3) a research ethics committee approving medical studies; 8 (13,1%) said their institution had a Code of Conduct for Research Integrity (or similar code); 7 (11,5%) said their institution had procedural rules for Research Integrity issues; 7 (11,5%) said their institution had a research ethics committee approving animal research; 5 (8,2%) said their institution had research integrity committee that takes positions on breaches of research integrity; 4 respondents (6,6%) said their institution has the possibility to appeal decisions in research integrity matters; 2 respondents (3,3%) said their institution had Research Integrity Officers – appointed people to turn to for lodging a complaint in research integrity matters; 1 respondent (1,6%) highlighted their institution had Research Integrity Advisors (or ombudspersons) – appointed people to turn to for guidance and help.

This data shows how many times specific answers were chosen. One person had opportunity to choose more than one answer option.

Figure 2.2.6.15. My institution has…%



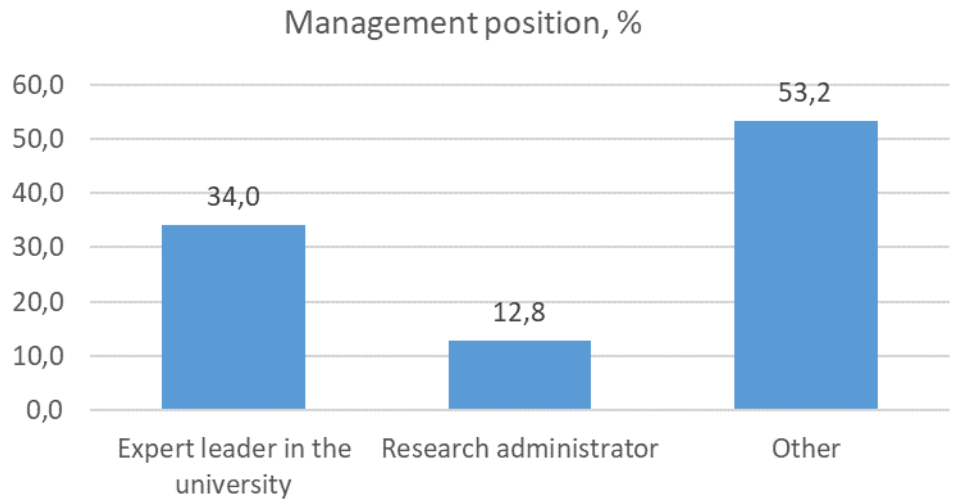
In the end of the questionnaire the respondents had the possibility to bring out the best practices in their institution in the field of research integrity. Several respondents from the Medical University Sofia brought out the fact that there are ethics committees for human and medical research. Standard procedures for ethical issues and policies and procedures to respond to allegations of misconduct are established. Recommendations based on the European Code of Conduct for Research Integrity and national and international expertise in the area of research integrity are being developed. Responsible research practices are promoted.

The respondents also said that there was a need for educating advisors on research integrity in specific fields and scientific integrity should be improved. One respondent found that in Bulgaria, researchers allow themselves to be influenced by economic, political, ideological, or personal interests in the assessment of the results.

2.2.7 Semmelweis University

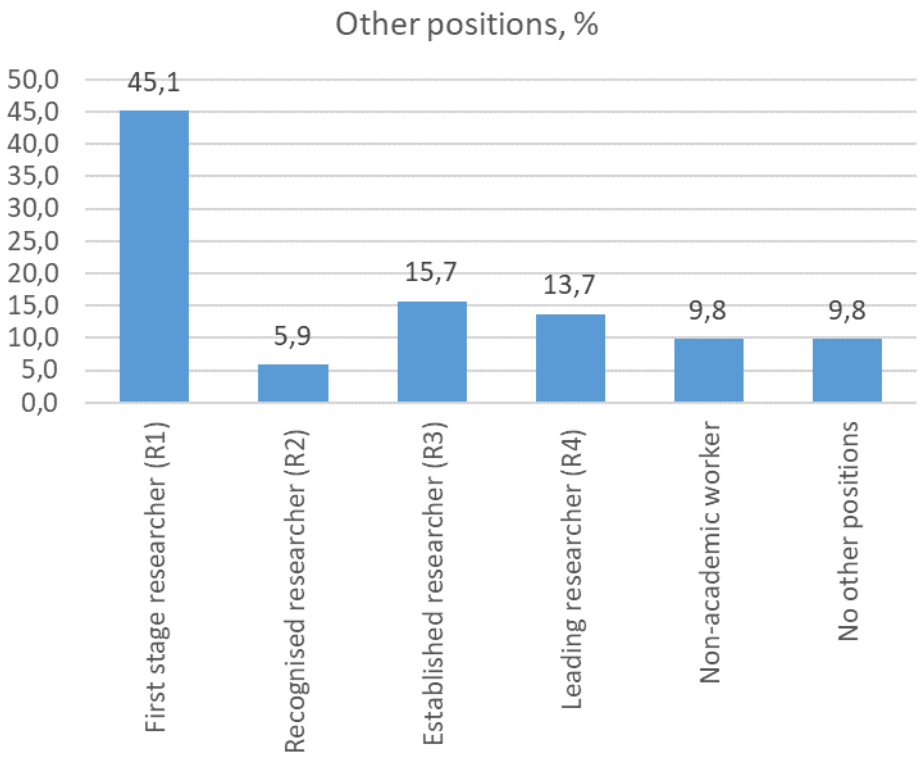
In Semmelweis University altogether 47 (n=47) respondents filled out the questionnaire. 16 respondents (34%) said they were expert leaders in the university, 6 were research administrators (12,8%) and 25 (53,2%) said they held other positions in the university, e.g., researcher or associate professor positions.

Figure 2.2.7.1. Management positions, %.



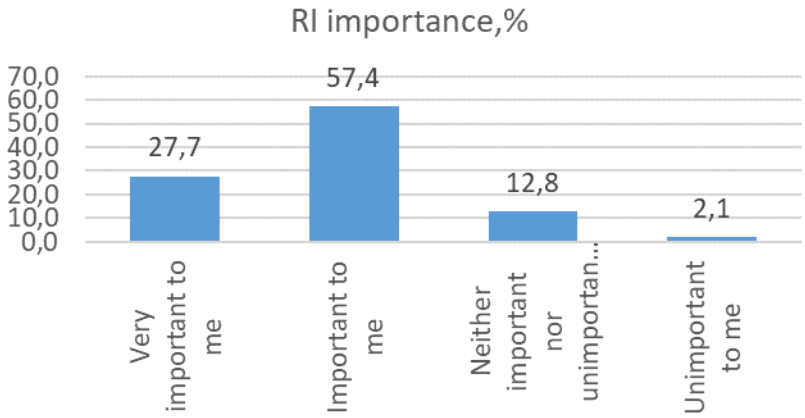
At the same time respondents held other academic positions, including first stage researcher (R1) – 23 (45,1%); recognized researcher (R2) – 3 (5,9%); established researcher (R3) – 8 (15,7%); leading researcher (R4) – 7 (13,7%). 5 9,8%) said they were non-academic workers and 5 (9,8%) said they held no other positions in the university. This data shows how many times specific answers were chosen. One person had opportunity to choose more than one answer option.

Figure 2.2.7.2. Other positions, %.



For the respondents from Semmelweis University, research integrity is mostly important to them. 27 (57,4%) said it is important to them compared to other issues they are dealing with in their university; 13 (27,7%) said it is very important to them. 6 (12,8%) said it is neither important nor unimportant to them. 1 respondent (2,1%) said it is unimportant to them.

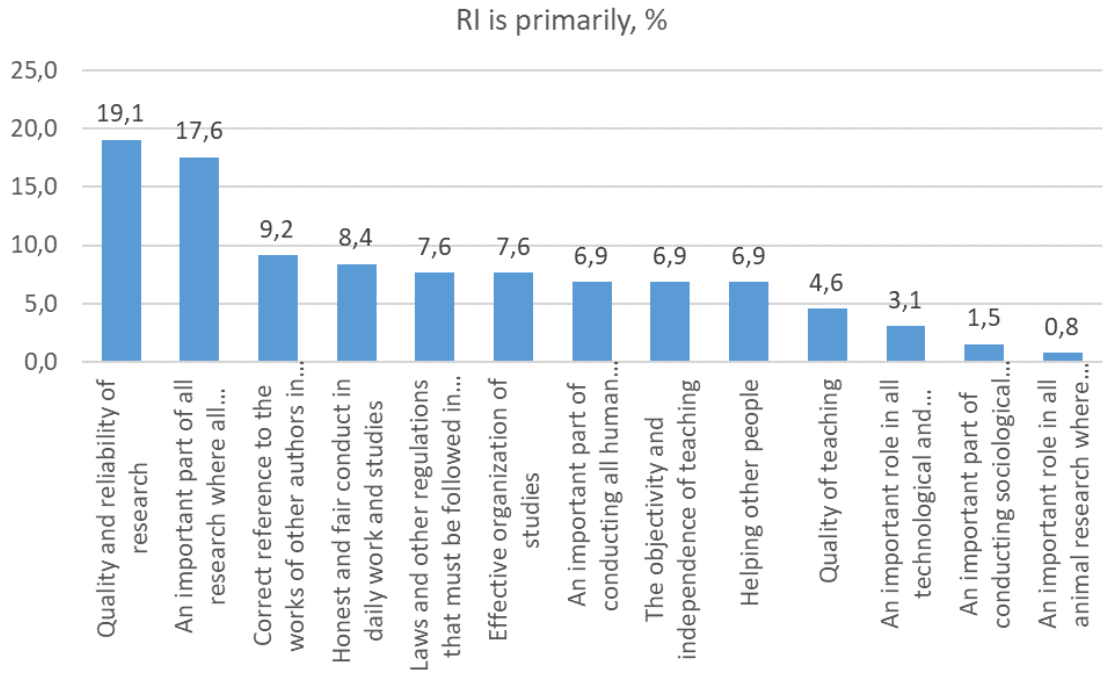
Figure 2.2.7.3. RI importance, %.



Top three answers for respondents in all institutions identified the research integrity to be for them primarily „quality and reliability of research“ – 25 (19,1% of answers); „an important part of all research where all possible ethical issues and solutions that may arise need to be considered“ – 23 (17,6%); and „Correct reference to the works of other authors in the publication“ – 12 (9,2%).

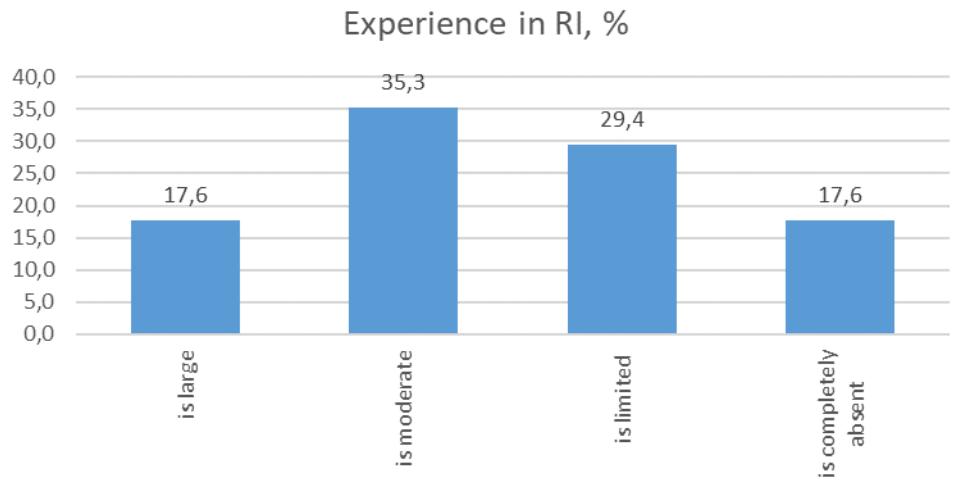
Other options included „Honest and fair conduct in daily work and studies" – 11 (8,4%); "Laws and other regulations that must be followed in daily work and studies" – 10 (7,6%); "Effective organization of studies" – 10 (7,6%); "An important part of conducting all human research where all possible ethical problems and solutions must be considered" – 9 (6,9%); "The objectivity and independence of teaching" – 9 (6,9%); "Helping other people" – 9 (6,9%); "Quality of teaching" – 6 (4,6%); "An important role in all technological and pharmaceutical research where all possible ethical issues and solutions need to be considered" 4 (3,1%); "An important part of conducting sociological and market research surveys where all possible ethical issues and solutions should be considered" – 2 (1,5%) and "An important role in all animal research where all possible ethical issues and solutions need to be considered" – 1 (0,8%). The respondents had the possibility to choose up to five answers.

Figure 2.2.7.4. RI is primarily, %.



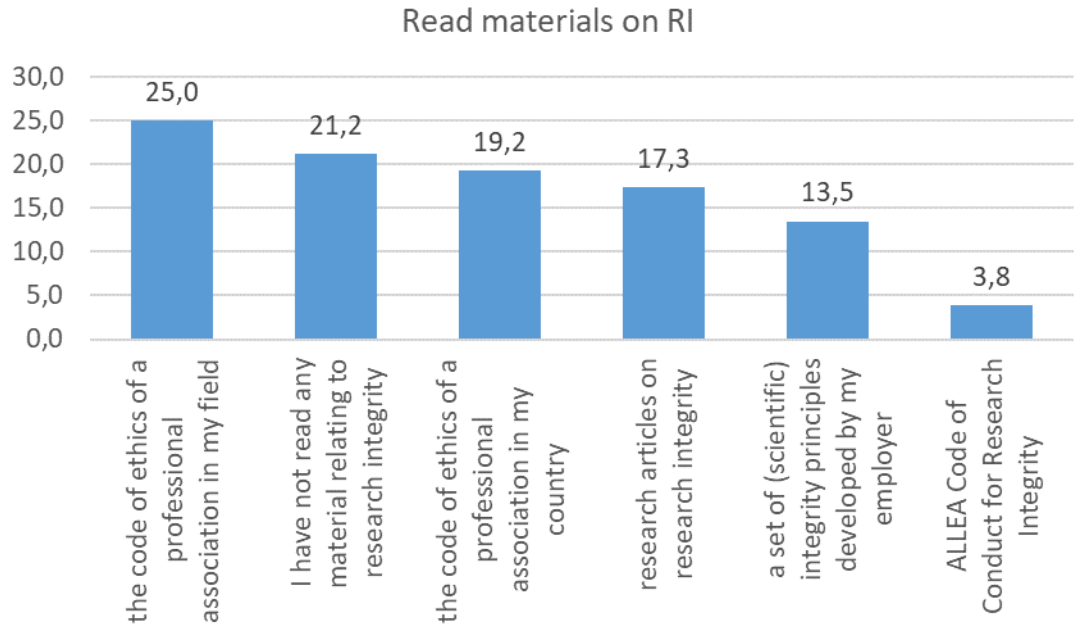
Respondents evaluated their current experience in research integrity to be mostly moderate – 12 (35,3%) or large – 58 (22,1%). 10 respondents (29,4%) said it is limited, 6 respondents said (17,6%) it to be large and 6 (17,6%) said it to be completely absent.

Figure 2.2.7.5. Experience in RI, %.



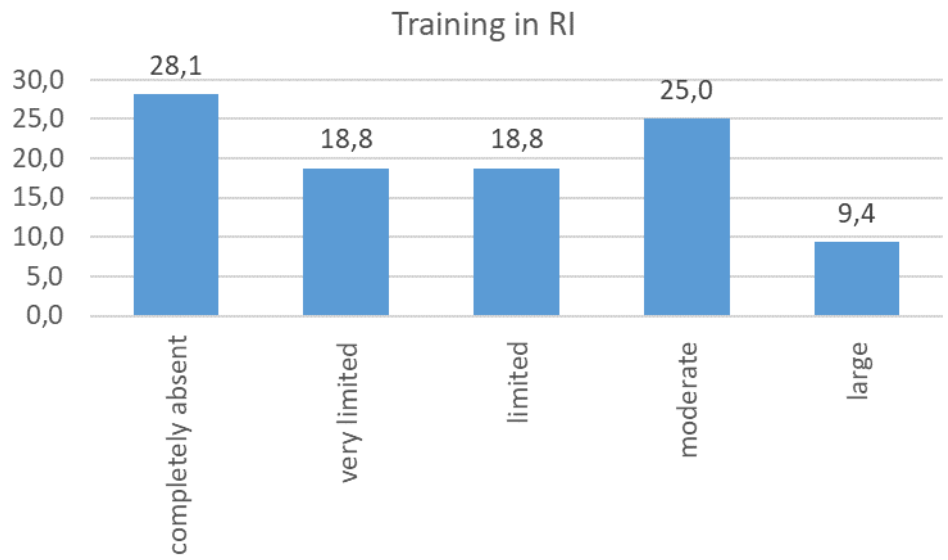
Respondents highlighted the materials they had read on research integrity. These included "the code of ethics of a professional association in my field" – 13 (25,0%); "the code of ethics of a professional association in my country" – 10 (19,2%); "research articles on research integrity" – 9 (17,3%); "a set of (scientific) integrity principles developed by my employer" – 7 (13,5%); "ALLEA Code of Conduct for Research Integrity" – 2 (3,8%). 11 (21,2%) said they had not read any material related to research integrity. This data shows how many times specific answers were chosen. One person had opportunity to choose more than one answer option.

Figure 2.2.7.6. Read materials on RI.



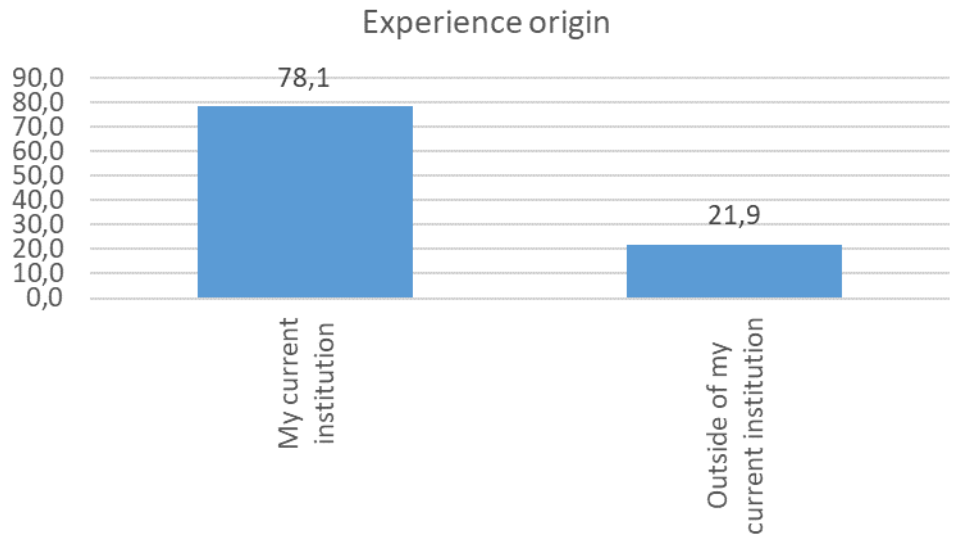
On issues related to training, the respondents stated their training in research integrity to be completely absent – 9 (28,1%), moderate – 8 (25,0%); very limited – 6 (18,8%); limited – 6 (18,8%); and large – 3 (9,4%).

Figure 3.7.7. Training in RI.



About the source of the overall experience and expertise in research integrity the respondents said it to be from their current institution – 25 (78,1%), and outside of their current institution – 7 (21,9%). Examples of experiences from outside of their current organisation included scholarship abroad; articles, strategies, scientific materials; workshops, courses, meetings for clinical studies; previous workplace and studies.

Figure 2.2.7.8. Experience origin.

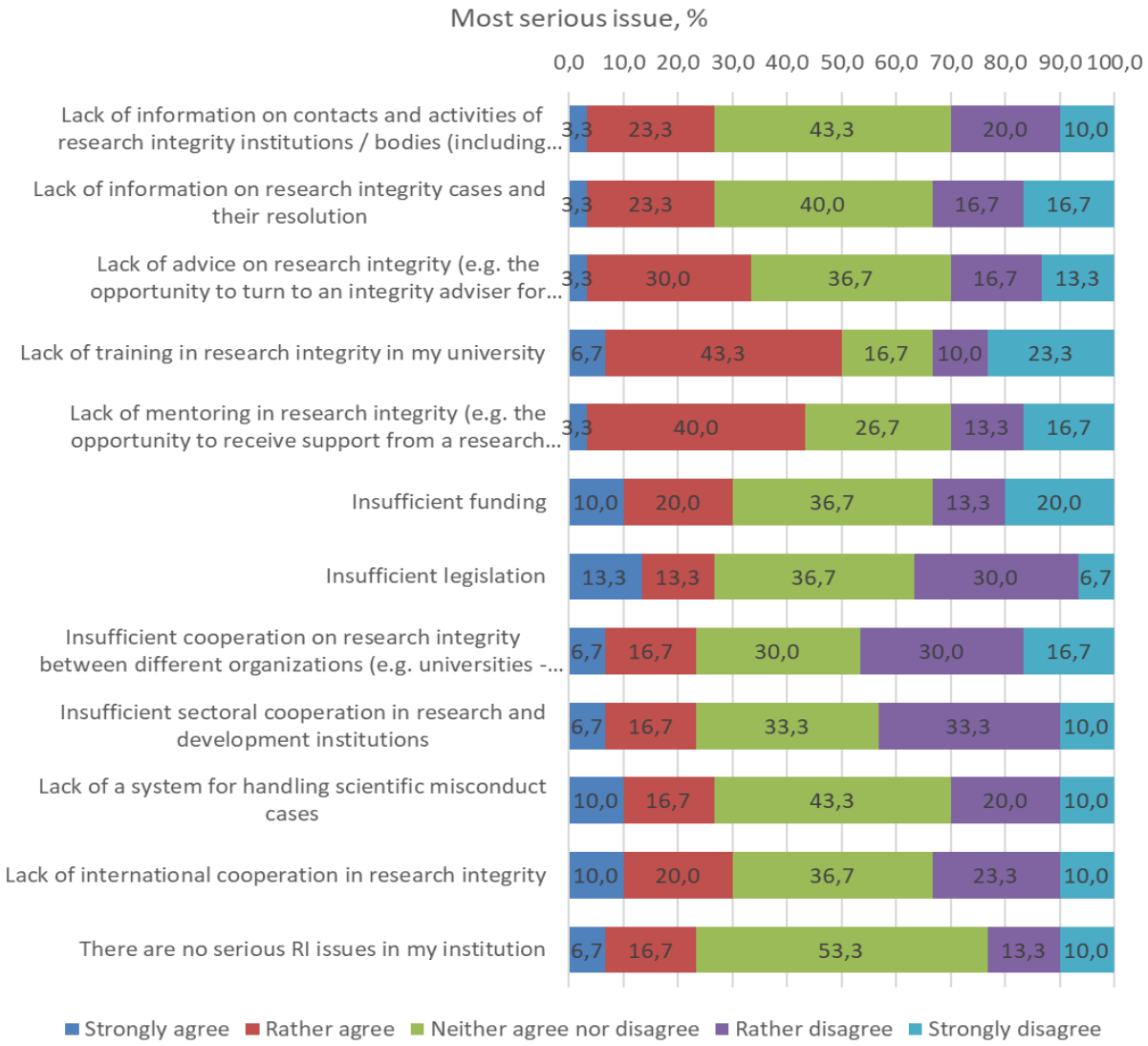


For the respondents from all institutions the most serious issue in research integrity for them in their institution is "lack of training in research integrity in my University" with 15 either strongly agreeing (2) or rather agreeing (13) with this issue. Second was "lack of mentoring in research integrity (e.g., the opportunity to receive support from a research integrity expert in resolving research integrity cases, drafting project applications and texts on research integrity, training research integrity advisers, etc.)" with 13 respondents strongly agreeing (1) or rather agreeing (12) with this issue. Third was „lack of advice on research integrity (e.g., the

opportunity to turn to an integrity adviser for information on research and teaching issues)“ with 10 respondents either strongly agreeing (1) or rather agreeing (9) with the issue.

Other important issues that followed, were “lack of international cooperation in research integrity” with 9 people either strongly agreeing (3) or rather agreeing (6); “insufficient funding” with 9 people either strongly agreeing (3) or rather agreeing (6); “insufficient legislation” with 8 people either strongly agreeing (4) or rather agreeing (4); “lack of a system for handling scientific misconduct cases” with 8 people either strongly agreeing (3) or rather agreeing (5); “lack of information on research integrity cases and their resolution” with 8 people either strongly agreeing (1) or rather agreeing (7); “lack of information on contacts and activities of research integrity institutions / bodies (including R&D institutions, ethics committees, etc.)” with 8 people either strongly agreeing (1) or rather agreeing (7); “insufficient cooperation on research integrity between different organizations (e.g., universities - companies - ministries)” with 7 people either strongly agreeing (2) or rather agreeing (5); and “Insufficient sectoral cooperation in research and development institutions” with 7people either strongly agreeing (2) or rather agreeing (5). 7 people said that “there are no serious RI issues in my institution” (2 strongly agreeing and 5 rather agreeing with this statement).

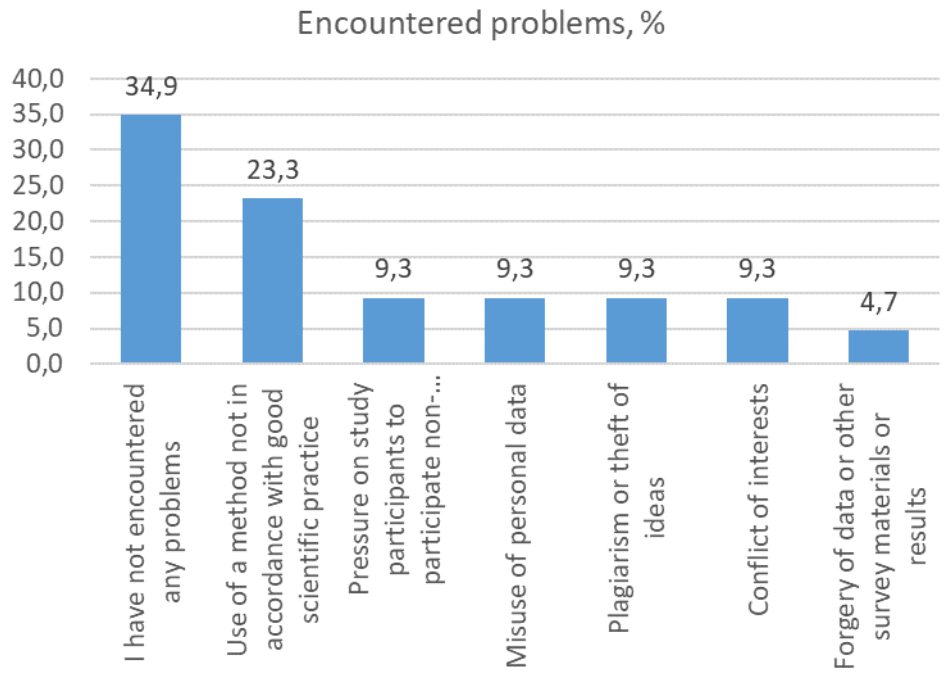
Figure 2.2.7.9. Most serious issues, %.



From the problems with research integrity respondents have encountered in their work, the post prevalent is use of a method not in accordance with good scientific practice with 10 of respondents (23,3% of responses) having encountered this. It is followed by pressure on study participants to participate non-voluntarily – 4 (9,3%); misuse of personal data – 4 (9,3%); plagiarism or theft of ideas – 4 (9,3%); conflict of interests – 4 (9,3%); forgery of data or other survey materials or results – 2 (4,7%).

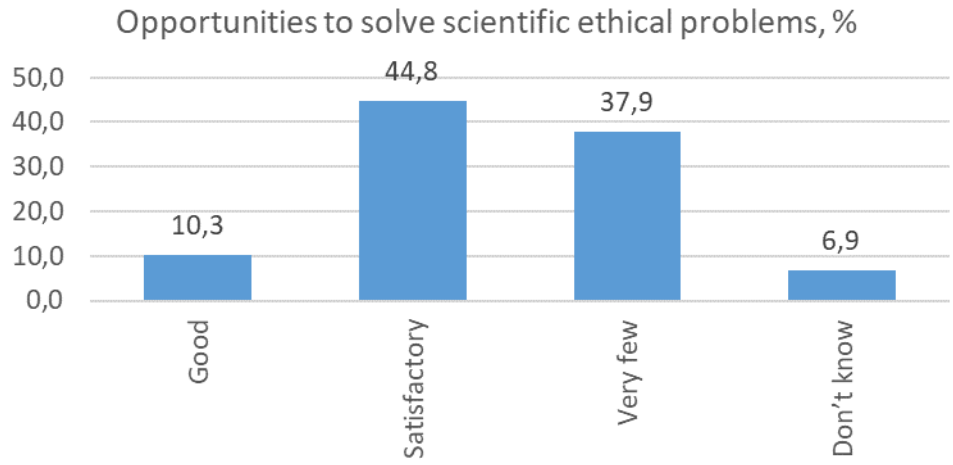
It has to be noted **that majority of the respondents – 15 people (34,9%) had not encountered any problems related to RI**. This data shows how many times specific answers were chosen. One person had opportunity to choose more than one answer option.

Figure 2.2.7.10. Encountered problems.



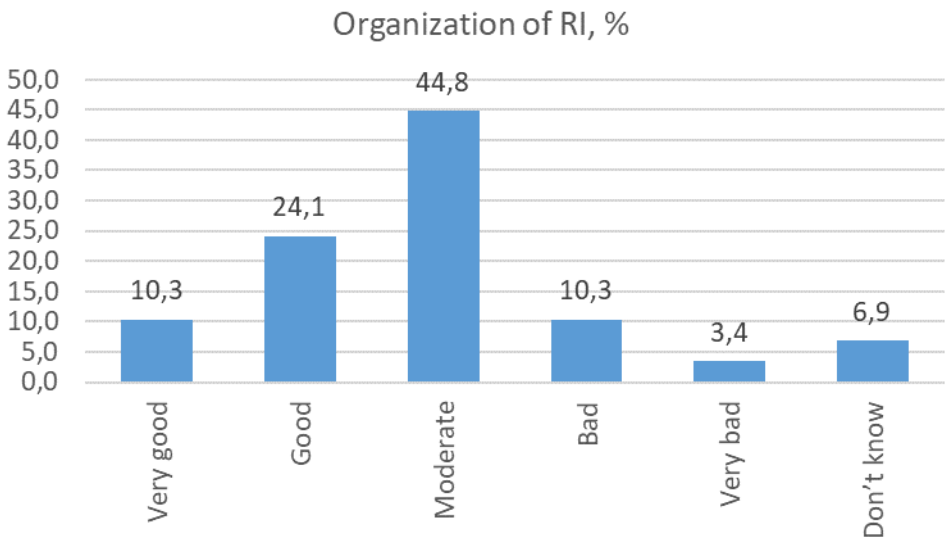
Respondents evaluated their opportunities (knowledge, information, support, help, etc.) to solve scientific ethical problems as good – 3 (10,3%); satisfactory – 13 (44,8%) and very few – 11 (37,9%). 2 respondents (6,9%) did not know what their opportunities were.

Figure 2.2.7.11. Opportunities to solve scientific ethical problems, %.



Respondents evaluated the organization of the research integrity system at their institution (including sharing of responsibilities, cooperation, funding, etc) as very good – 3 (10,3%); good – 7 (24,1%); moderate – 13 (44,8%); bad – 3 (10,3%) and very bad – 1 (3,4%). 2 respondents (6,9%) did not know how to evaluate the system.

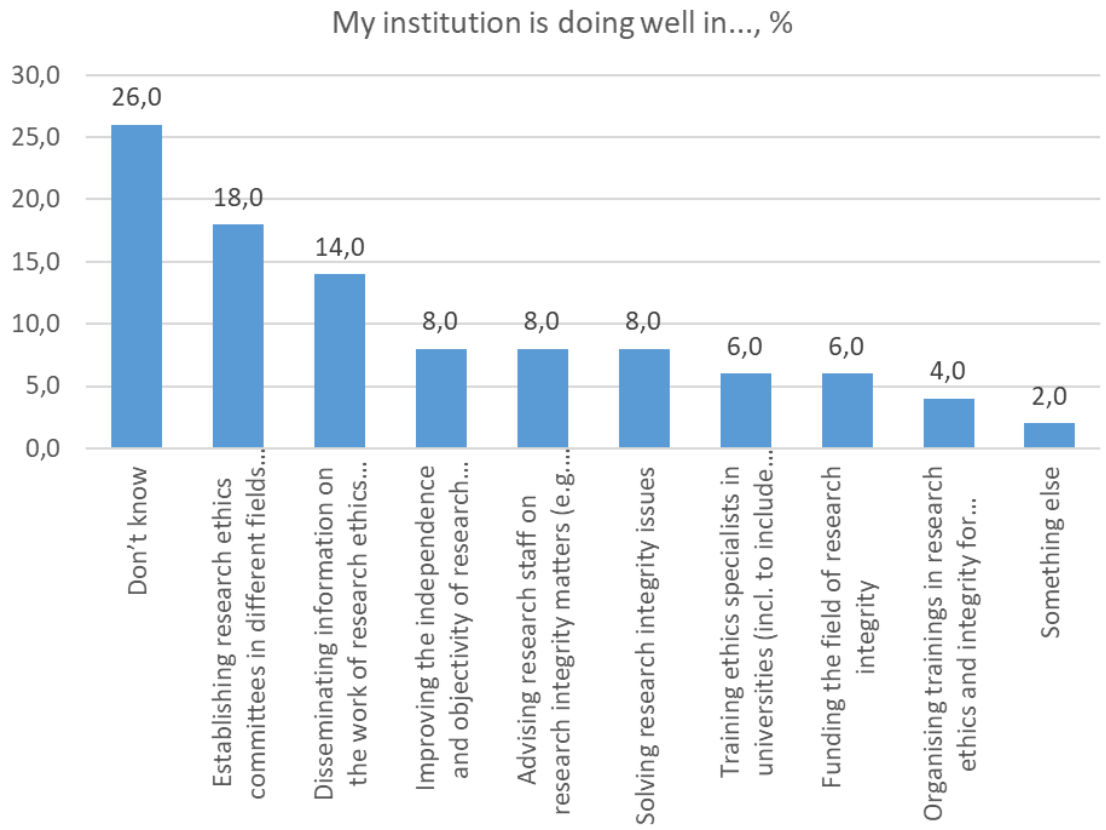
Figure 2.2.7.12. Organization of RI, %.



In evaluating what the institution of respondents is doing well, they **highlighted establishing research ethics committees in different fields** (e.g., for separate surveys vs drug research) – 9 (18,0%). Secondly chosen option was disseminating information on the work of research ethics committees and centres to academic staff with 7 respondents (14,0%) choosing this option.

Options that followed were improving the independence and objectivity of research ethics committees – 4 respondents (8,0%); advising research staff on research integrity matters (e.g., via research integrity officer/advisor or ombudsperson) – 4 respondents (8,0%); solving research integrity issues – 4 (8,0%); training ethics specialists in universities (including to include corresponding subjects in curricula, to provide in-service training for employees) – 3 (6,0%); funding the field of research integrity –3 respondents (6,0%); and finally organising trainings in research ethics and integrity for students (on all levels) – 2 (4,0%). 13 **respondents (26,0%) did not know what their institution is doing well**. 1 respondent (2,0%) said their institution is doing something else well with highlighting that their institution is doing moderately well in these fields. This data shows how many times specific answers were chosen. One person had opportunity to choose more than one answer option.

Figure 2.2.7.13. My institution is doing well in…, %.

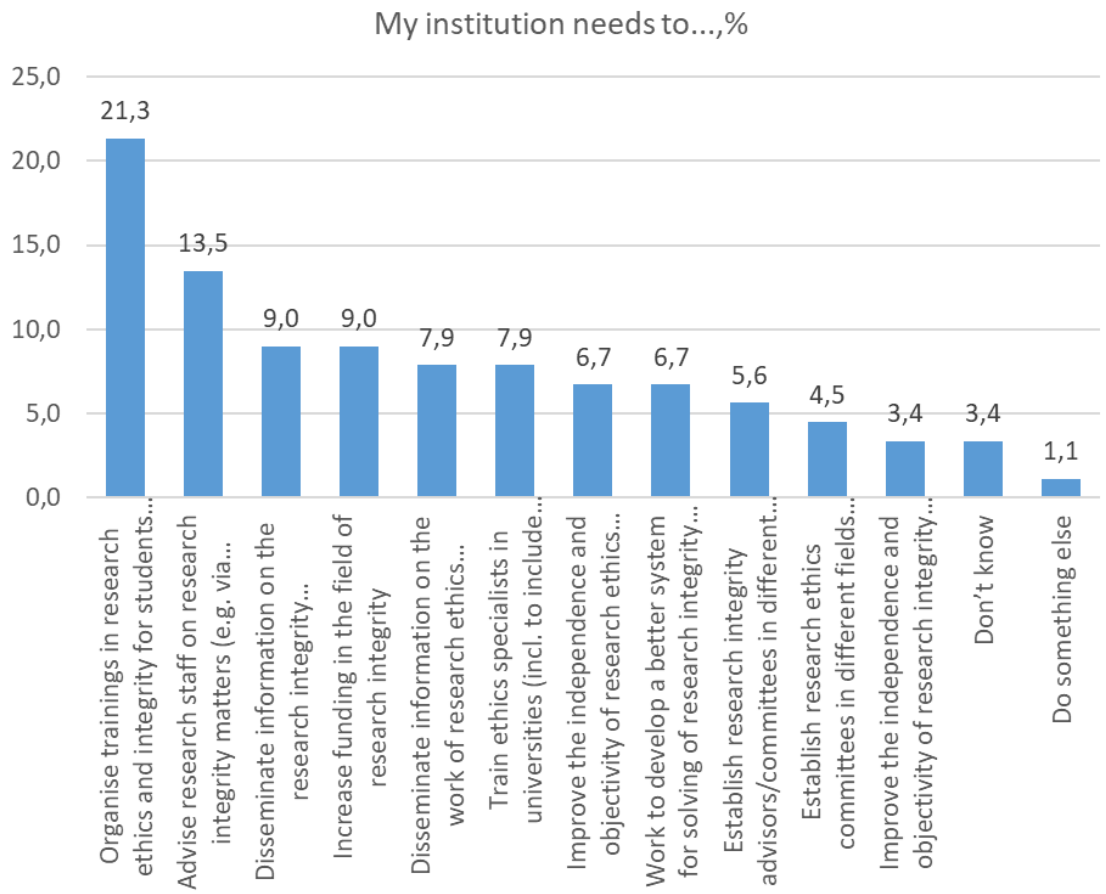


On the question of what their institution needs to do in addition the first option chosen was organising training in research ethics and integrity for students (on all levels) – 19 (21,3%). Respondents also found that their institution needs to advise research staff on research integrity matters (e.g., via research integrity officers/advisors or ombudspersons) – 12 (13,5%).

The options that followed were disseminate information on the research integrity office/committee/advisors to academic staff – 8 (9,0%); increase funding in the field of research integrity – 8 (9,0%); disseminate information on the work of research ethics committees and centres to academic staff – 7 (7,9%); train ethics specialists in universities (incl. to include corresponding subjects in curricula, to provide in-service training for employees) – 7 (7,9%); improve the independence and objectivity of research ethics committees – 6 (6,7%); work to develop a better system for solving of research integrity issues – 6 (6,7%); establish research integrity advisors/committees in different fields – 5 (5,6%); establish research ethics committees in different fields (e.g. for separate surveys vs. drug research) – 4 (4,5%); and improve the independence and objectivity of research integrity office(r)/committee/advisors – 3 (3,4%).

1 respondent said their institution should do something else, with highlighting financing the health services and renovating very old buildings. This data shows how many times specific answers were chosen. One person had opportunity to choose more than one answer option.

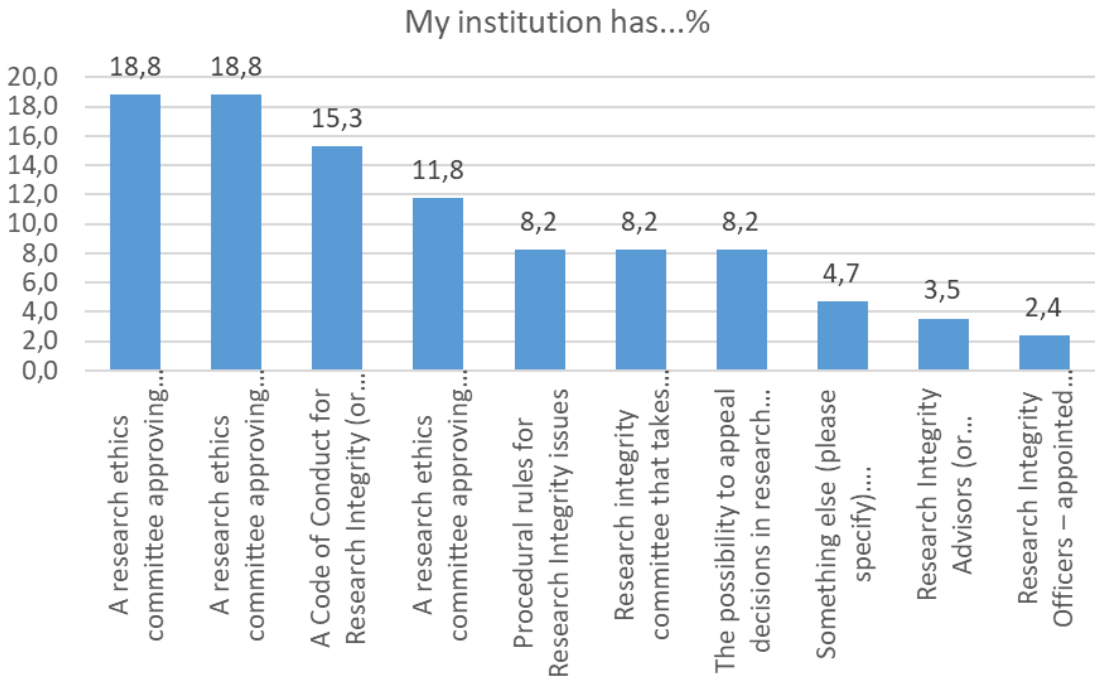
Figure 2.2.7.14. My institution needs to…%



From the research integrity elements respondents chose what their institutions have. 16 respondents (18,8% of responses) said their institution has a research ethics committee approving medical studies; 16 (18,8%) a research ethics committee approving human research; 13 (15,3%) said their institution has a Code of Conduct for Research Integrity (or similar code); 10 (11,8%) said their institution has a research ethics committee approving animal research; 7 (8,2%) also said their institution has procedural rules for Research Integrity issues; 7 (8,2%) said their institution has research integrity committee that takes positions on breaches of research integrity; 7 respondents (8,2%) said their institution has the possibility to appeal decisions in research integrity matters; 3 respondents (3,5%) highlighted their institution has Research Integrity Advisors (or ombudspersons) – appointed people to turn to for guidance and help; 2 respondents (2,4%) said their institution has Research Integrity Officers – appointed people to turn to for lodging a complaint in research integrity matters.

4 (4,7%) highlighted their institution has something else. One person specified that they are not well informed about these matters. This data shows how many times specific answers were chosen. One person had opportunity to choose more than one answer option.

Figure 2.2.7.15. My institution has…%



In the end of the questionnaire the respondents had the possibility to bring out the best practices in their institution in the field of research integrity. Respondents from Semmelweis University brought out the fact that the **code for research integrity** is established and **ethics committees** (university and national) exist and there is a requirement for ethical approval for all human research. In addition, there is clear application process for studies / research projects and adequate feedback process.

Other comments related to the issues of research integrity highlighted that this area needs development. It was said that compulsory education on the topic would be good and more training on research integrity would be useful. It was also mentioned that "consults with statisticians BEFORE collecting data would improve the quality of research" and there is a need for clear instructions for students on "how to perform research, including the ethics approval system". One respondent brought out that they are fortunate to have had a very positive overall experience during their PhD studies this far, but one challenge includes the collaboration between 2 different departments and teams.

2.2.8 St. Anne's University Hospital Brno/ International Clinical Research Center

In St. Anne's University Hospital Brno/ International Clinical Research Center altogether 5 or less (n= ≤5) respondents filled out the questionnaire. Since there were only few respondents and confidentiality and anonymity of responses was promised in the questionnaire, the results are presented in generalized form. In terms of management positions, the respondents said they were expert leaders of the university.

For the respondents from St. Anne's University Hospital Brno/ International Clinical Research Center, they reported that research integrity (compared to other issues they are dealing with at the university) is either important or very important. Research integrity for them is primarily "an important part of all research where all possible ethical issues and solutions that may arise need to be considered"; "quality and reliability of research"; "laws and other regulations that must be followed in daily work and studies"; and "honest and fair conduct in daily work and studies". Other answers included "correct reference to the works of other authors in the publication"; and "the objectivity and independence of teaching". The respondents had the possibility to choose up to five answers.

Respondents from St. Anne's evaluated their current experience in research integrity to be either moderate or large. The materials they had read on research integrity were the code of ethics of a professional association in their field; the code of ethics of a professional association in their country; a set of (scientific) integrity principles developed by their employer; research articles on research integrity; and the ALLEA Code of Conduct for Research Integrity.

On issues related to training, the respondents stated their training in research integrity to be either large or limited. The respondents said their overall experience and expertise in research integrity came from their current institution or outside of their current institution, for example during studies.

For the respondents from St. Anne's, the most prevalent issues in research integrity in their institution was "insufficient cooperation on research integrity between different organizations (e.g. universities - companies - ministries)" with all respondents rather agreeing. Other options mentioned were "insufficient funding"; and "insufficient sectoral cooperation in research and development institutions". Of the problems with research integrity respondents have encountered in their work, they reported conflict of interests, plagiarism and theft of ideas and misuse of personal data. Respondents evaluated their opportunities (knowledge, information, support, help, etc.) to solve scientific ethical problems as satisfactory or good.

Respondents evaluated the organization of the research integrity system at their institution (including sharing of responsibilities, cooperation, funding, etc) to be moderate. In evaluating what their institution is doing really well, "improving the independence and objectivity of research ethics committees" was chosen the most. In addition, "establishing research ethics committees in different fields (e.g. for separate surveys vs. drug research)" and "solving research integrity issues" were also mentioned. Respondents had the opportunity to choose more than one answer.

On the question of what their institution primarily needs to do in addition, the top answers were that the institution needs to advise research staff on research integrity matters (e.g. via research integrity officers/advisors or ombudspersons) and increase funding in the field of research integrity. Respondents had the possibility to choose multiple answers.

From the research integrity elements respondents chose what their institutions have. Respondents from St. Anne's University Hospital Brno/ International Clinical Research Center stated that their institution has a research ethics committee approving human research; a research ethics committee approving medical studies; a Code of Conduct for Research Integrity (or similar code); a research ethics committee approving animal research; procedural rules for Research Integrity issues and the possibility to appeal decisions in research integrity matters.

In the end of the questionnaire the respondents had the possibility to bring out the best practices in their institution in the field of research integrity. The respondents brought out that their ethics committees function properly and the training and compliance with legislation is sufficient.

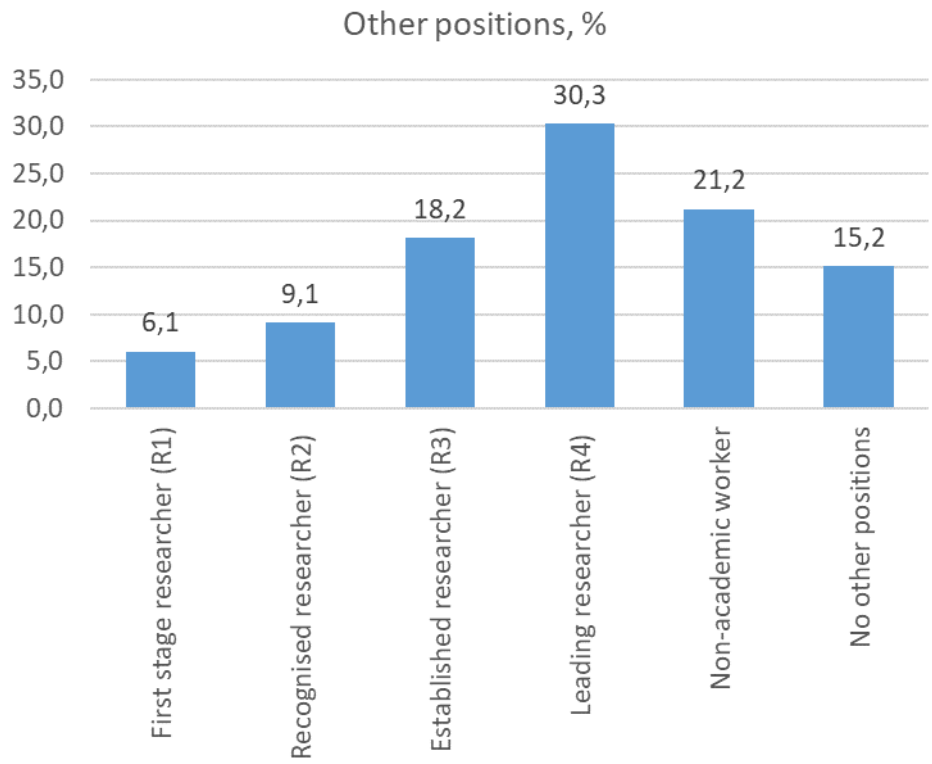
2.2.9 University of Tartu

In the University of Tartu (UT) altogether 32 (n=32) respondents filled out the questionnaire. 16 respondents (50%) said they were expert leaders in the university, 6 were top leaders of the university (18,8%) 6 were research administrators (18,8%) and 4 (12,5%) said the held other positions in the university, e.g. researcher or associate professor positions.

Figure 2.2.9.1. Management positions, %.

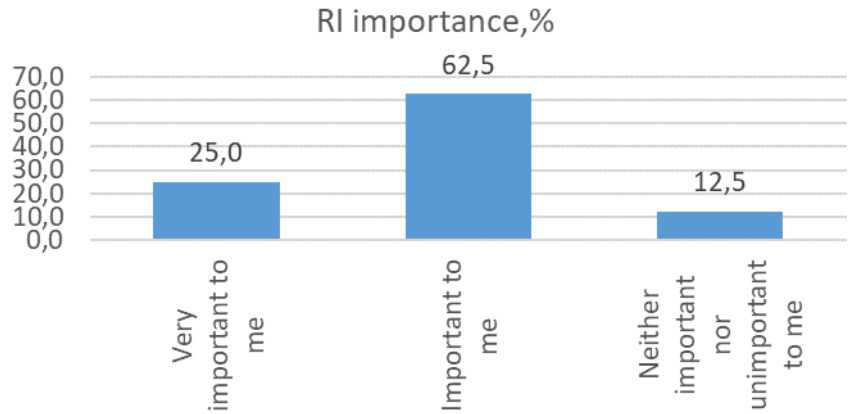
At the same time same respondents held other positions in their university. They include first stage researcher (R1) – 2 (6,1%); recognized researcher (R2) – 3 (9,1%); established researcher (R3) – 6 (18,2%); leading researcher (R4) – 10 (30,3%). 7 (21,2%) said they were non-academic workers and 5 (15,2%) said they held no other positions in the university. This data shows how many times specific answers were chosen. One person had opportunity to choose more than one answer option.

Figure 2.2.9.2. Other positions, %.



For the respondents from UT, research integrity is mostly important to them. 20 (62,5%) said it is important to them compared to other issues they are dealing with in their university; 8 (25%) said it is very important to them and 4 (12,5%) said it is neither important nor unimportant to them.

Figure 2.2.9.3. RI importance, %.

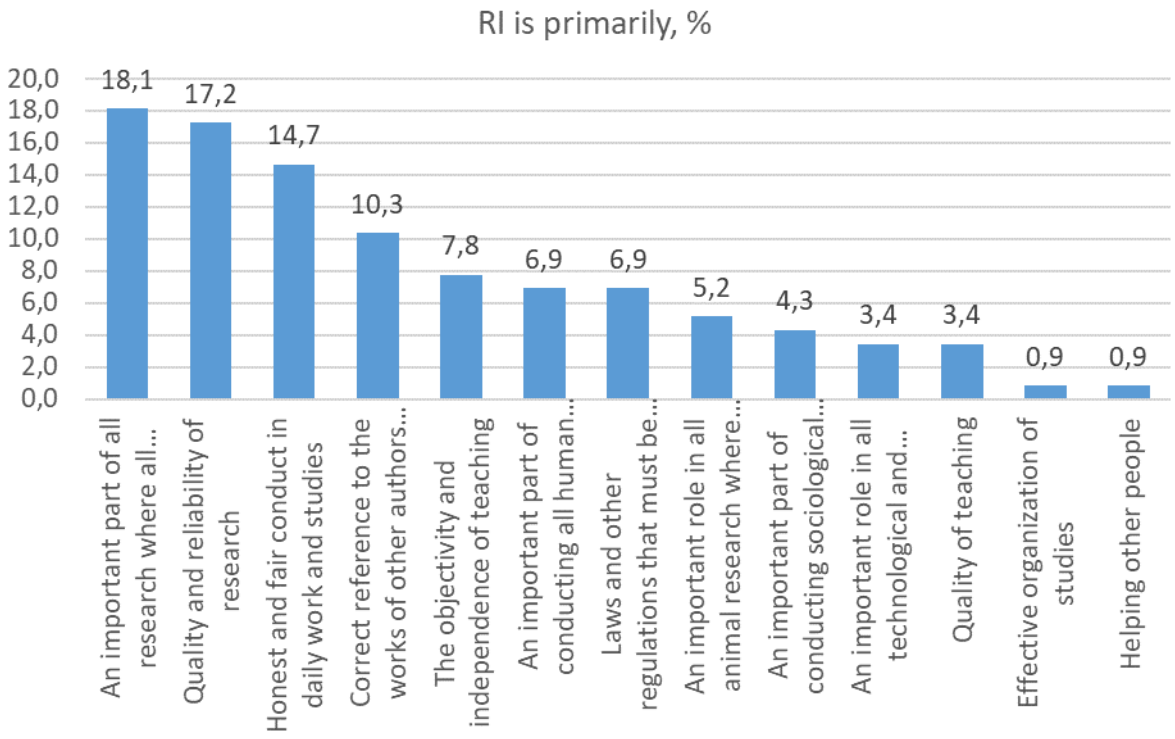


Top three answers for respondents in UT identified the research integrity to be for them primarily „an important part of all research where all possible ethical issues and solutions that

may arise need to be considered“ – 21 (18,1%); „quality and reliability of research“ – 20 (17,2%); and „Honest and fair conduct in daily work and studies“ – 17 (14,7%).

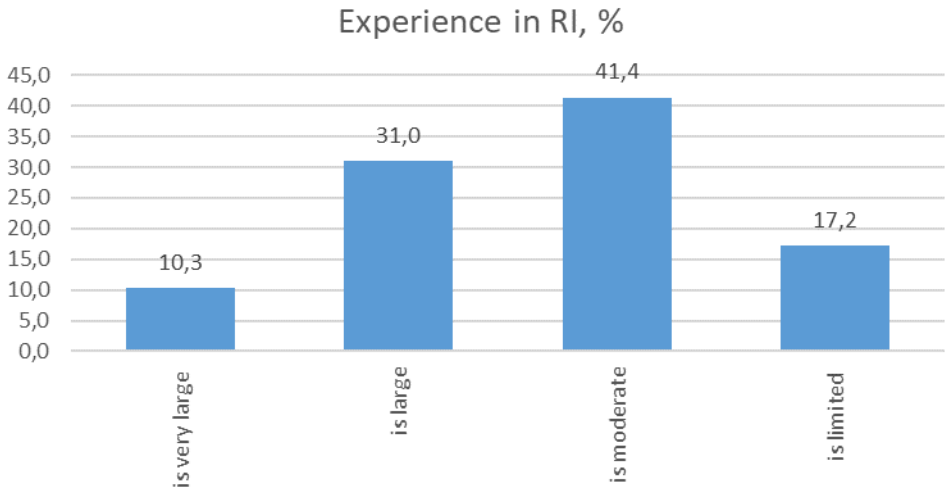
Other options included „Correct reference to the works of other authors in the publication” – 12 (10,3%); “The objectivity and independence of teaching” – 9 (7,8%); “An important part of conducting all human research where all possible ethical problems and solutions must be considered” – 8 (6,9%); “Laws and other regulations that must be followed in daily work and studies” – 8 (6,9%); “An important role in all animal research where all possible ethical issues and solutions need to be considered” – 6 (5,2%); “An important part of conducting sociological and market research surveys where all possible ethical issues and solutions should be considered” 5 (4,3%); “An important role in all technological and pharmaceutical research where all possible ethical issues and solutions need to be considered” – 4 (3,4%); “Quality of teaching” – 4 (3,4%); “Effective organization of studies” – 1 (0,9%); and “Helping other people” – 1 (0,9%). The respondents had the possibility to choose up to five answers.

Figure 2.2.9.4. RI is primarily, %.



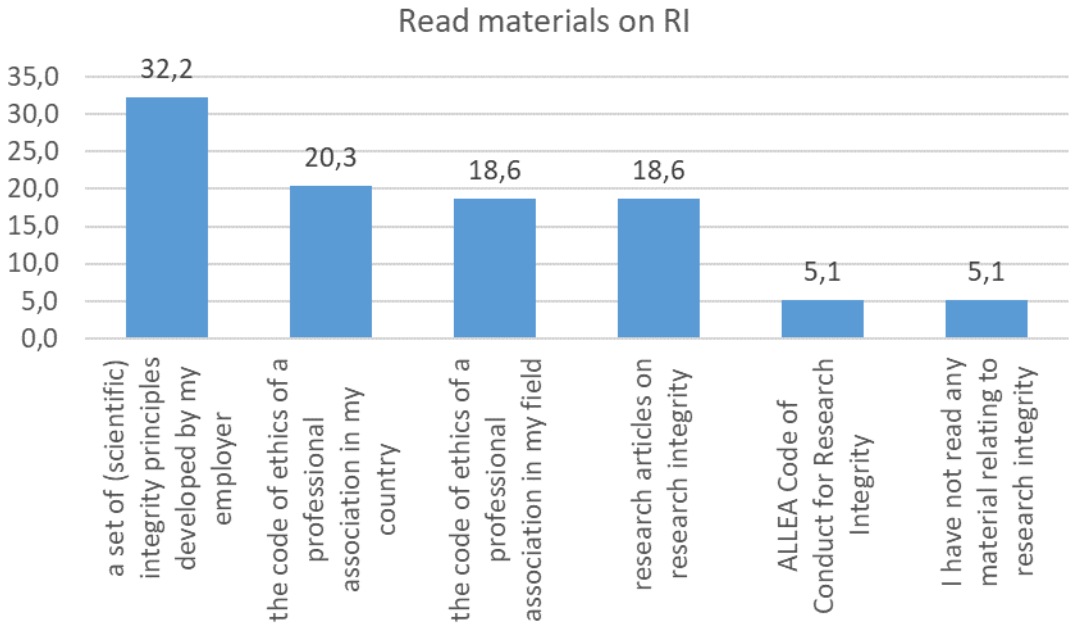
Respondents evaluated their current experience in research integrity to be mostly moderate – 12 (41,4%) or large – 9 (31%). 5 respondents (17,2%) said it is limited and 3 (10,3%) respondents said it to be very large.

Figure 2.2.9.5. Experience in RI, %.



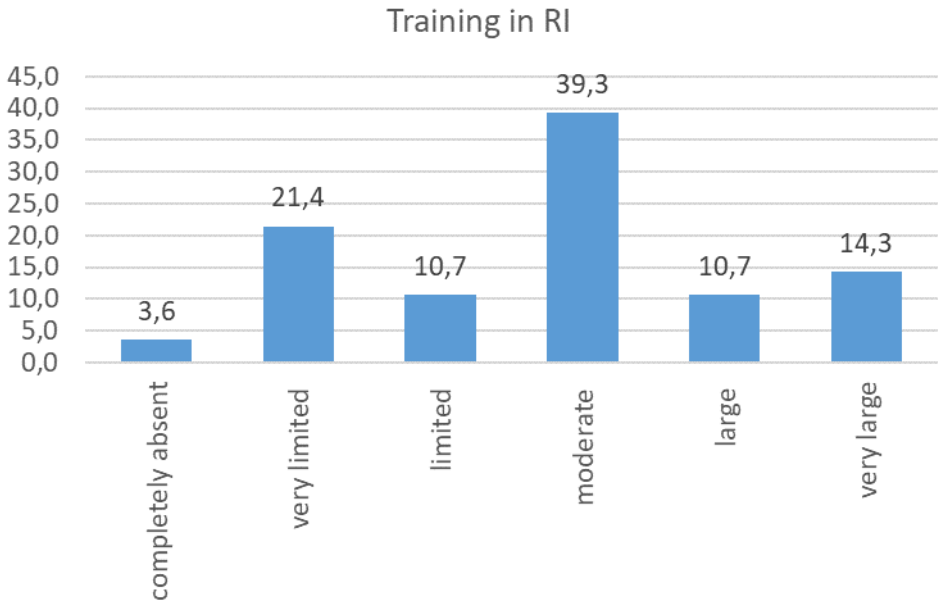
Respondents highlighted the materials they had read on research integrity. It included "a set of (scientific) integrity principles developed by my employer" – 19 (32,2%); "the code of ethics of a professional association in my country" – 12 (20,3%); "the code of ethics of a professional association in my field" – 11 (18,6%); "research articles on research integrity" – 11 (18,6%); "ALLEA Code of Conduct for Research Integrity" – 3 (5,1%). 3 (5,1%) said they had not read any material related to research integrity. This data shows how many times specific answers were chosen. One person had opportunity to choose more than one answer option.

Figure 2.2.9.6. Read materials on RI.



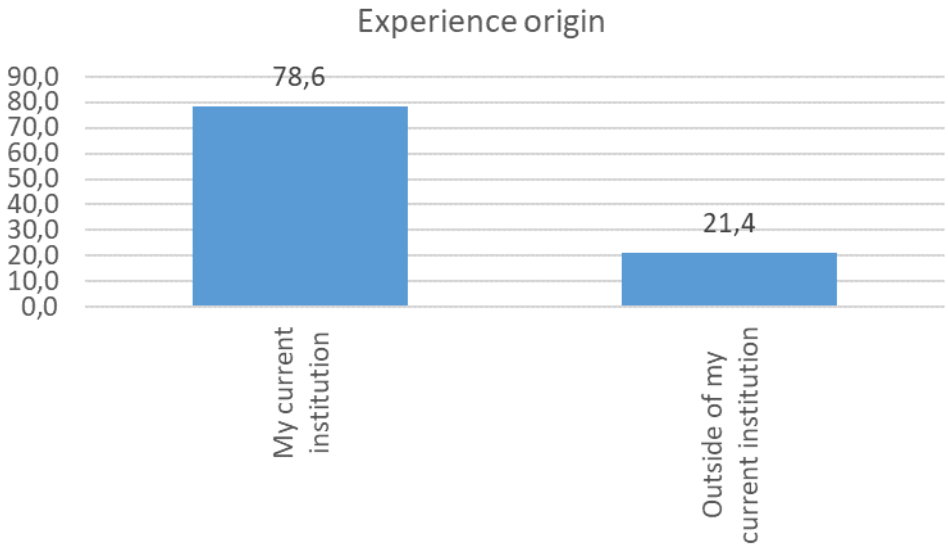
On issues related to training, the respondents of UT stated their training in research integrity to be very large – 4 (14,3%); large – 3 (10,7%); moderate 11 (39,3%), limited – 3 (10,7%); very limited – 6 (21,4%) and completely absent – 1 (3,6%).

Figure 2.2.9.7. Training in RI.



About the source of the overall experience and expertise in research integrity the respondents of UT said it to be from their current institution – 22 (78,6 %), and outside of their current institution – 6 (21,4%). Examples of experiences from outside of their current organisation included different courses, international collaborational research, from colleagues abroad, from being a member of ethics committee or through work tasks.

Figure 2.2.9.8. Experience origin.

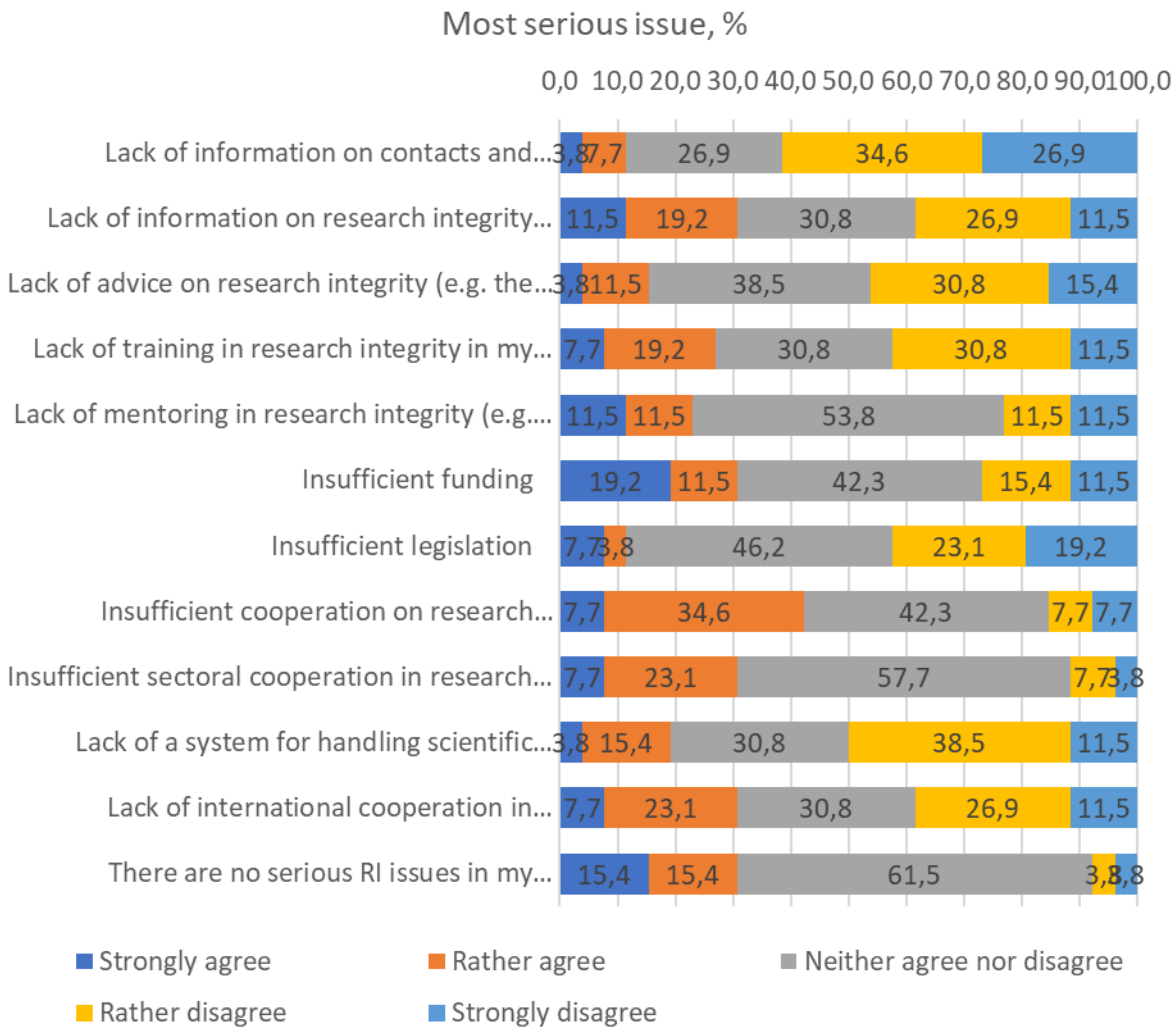


For the respondents from UT, the most serious issue in UT is „Insufficient cooperation on research integrity between different organizations (e.g. universities – companies – ministries)“ with 11 either strongly agreeing (2) or rather agreeing (9) with this issue. Other important issues included “insufficient funding” with 8 either strongly agreeing (5) or rather agreeing (3) with this issue; “lack of information on research integrity cases and their resolutions” with 8 either strongly agreeing (3) or rather agreeing (5) with this issue; “insufficient sectorial cooperation in research and development institutions” with 8 either strongly agreeing (2) or

rather agreeing (6) with this issue; and "lack of international cooperation in research integrity" with 8 either strongly agreeing (2) or rather agreeing (6) with this issue. 4 people strongly agreed and 4 people rather agreed that" there are no serious RI issues in UT".

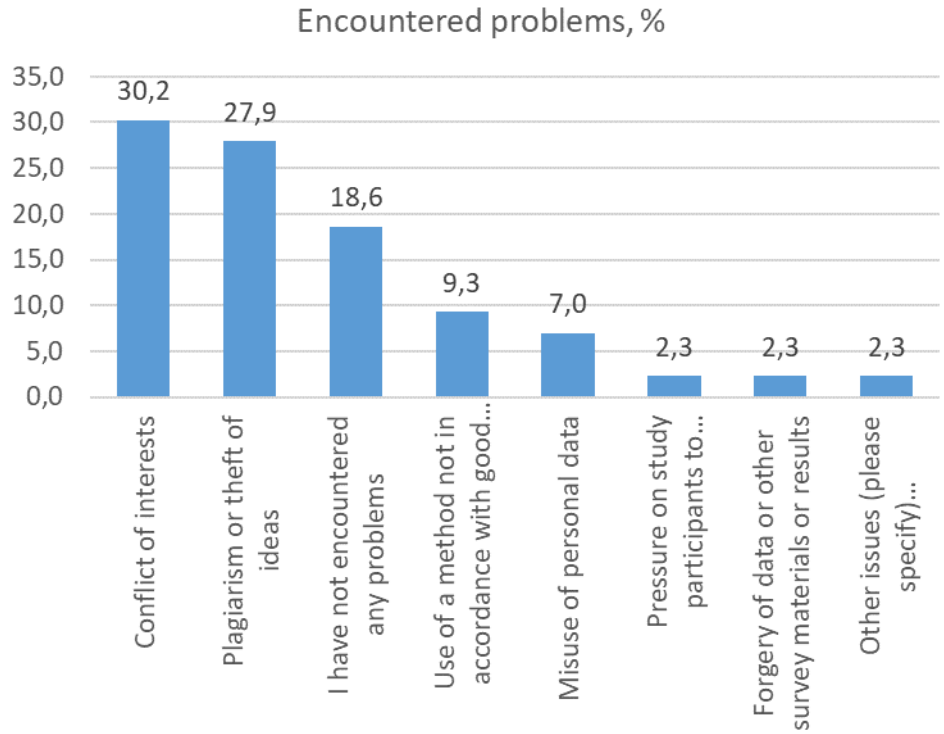
Other important issues that followed were "lack of training in research integrity in my University" with 7 either strongly agreeing (2) or rather agreeing (5) with this issue; "lack of mentoring in research integrity (e.g. the opportunity to receive support from a research integrity expert in resolving research integrity cases, drafting project applications and texts on research integrity, training research integrity advisers, etc.)" with 6 people either strongly agreeing (3) or rather agreeing (3); "lack of a system for handling scientific misconduct cases" with 5 people either strongly agreeing (1) or rather agreeing (4); "lack of advice on research integrity (e.g. the opportunity to turn to an integrity adviser for information on research and teaching issues)" with 4 people either strongly agreeing (1) or rather agreeing (3); "lack of information on contacts and activities of research integrity institutions / bodies (including R&D institutions, ethics committees, etc.)" with 3 people either strongly agreeing (1) or rather agreeing (2); and "insufficient legislation" 3 people either strongly agreeing (2) or rather agreeing (1).

Figure 2.2.9.9. Most serious issues, %.



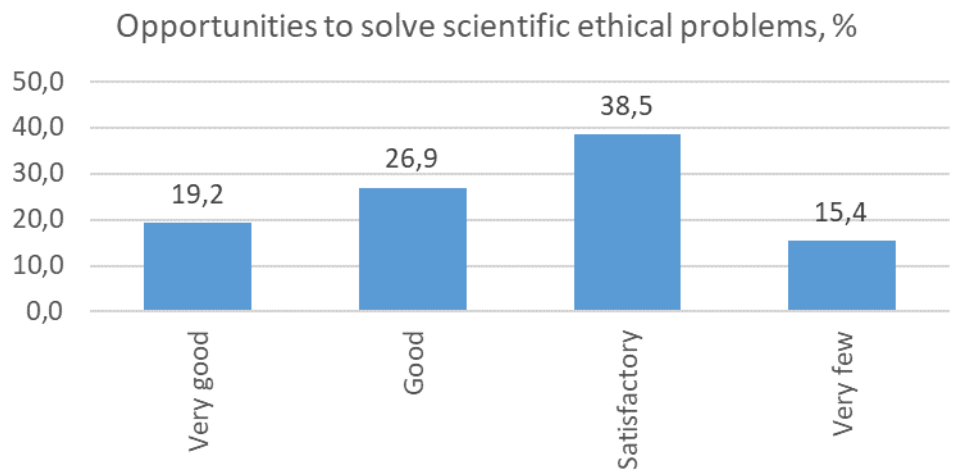
Of the problems with research integrity respondents have encountered in their work, the most prevalent is conflict of interest with 12 respondents (30,2% of responses) having encountered this. It is followed by plagiarism – 12 (27,9%); use of methods not in accordance with good scientific practice – 4 (9,3); misuse of personal data – 3 (7%); pressure on study participants to participate non-voluntarily – 1 (2,3%). 1 person (2,3%) had encountered other issues, specifying it was pressure from the research client/funder. 8 people (18,6%) had not encountered any problems related to RI. This data shows how many times specific answers were chosen. One person had opportunity to choose more than one answer option.

Figure 2.2.9.10. Encountered problems.



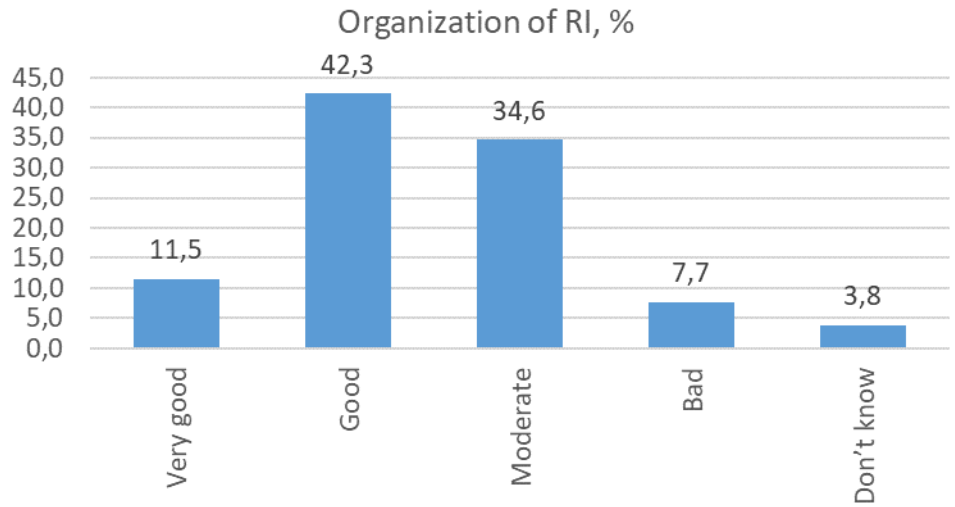
Respondents evaluated their opportunities (knowledge, information, support, help, etc.) to solve scientific ethical problems as very good – 5 (19,2%); good – 7 (26,9%); satisfactory – 10 (38,5%); very few – 4 (15,4%).

Figure 2.2.9.11. Opportunities to solve scientific ethical problems, %.



Respondents evaluated the organization of the research integrity system at their institution (including sharing of responsibilities, cooperation, funding, etc) as very good – 3 (11,5%); good – 11 (42,3%); moderate – 9 (34,6%); bad – 2 (7,7%). 1 person (3,8%) did not know how to evaluate the system.

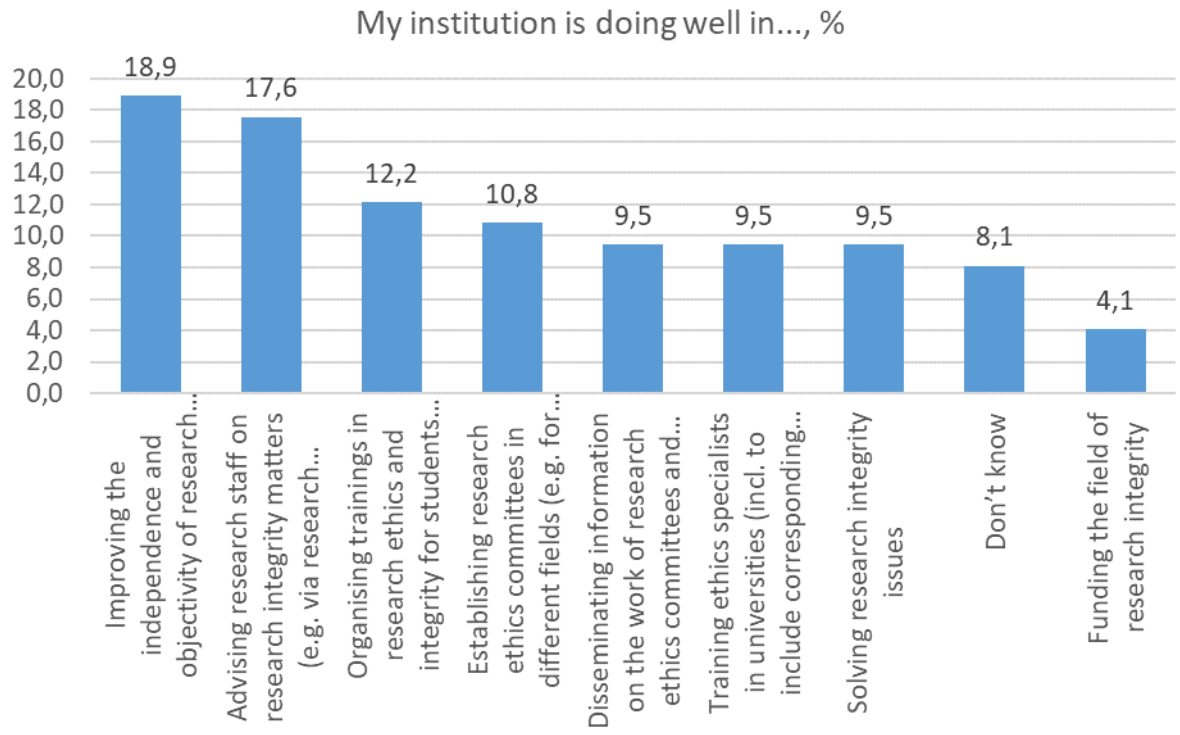
Figure 2.2.9.12. Organization of RI, %.



In evaluating what the institution of respondents is doing well, they highlighted "improving the independence and objectivity of research ethics committees" with 14 respondents (18,9% of answers) choosing this option. Second was "advising research staff on research integrity matters (e.g. via research integrity officer/advisor or ombudsperson)" – 13 (17,6%). Thirdly it was highlighted that UT is doing well in "organising trainings in research ethics and integrity for students (on all levels)" – 9 (12,2%). Choices that followed were "establishing research ethics committees in different fields (e.g. for separate surveys vs drug research)" – 8, (10,8%); "disseminating information on the work of research ethics committees and centres to academic staff" – 7 (9,5%); "training ethics specialists in universities (including to include corresponding subjects in curricula, to provide in-service training for employees)" – 7 (9,5%);

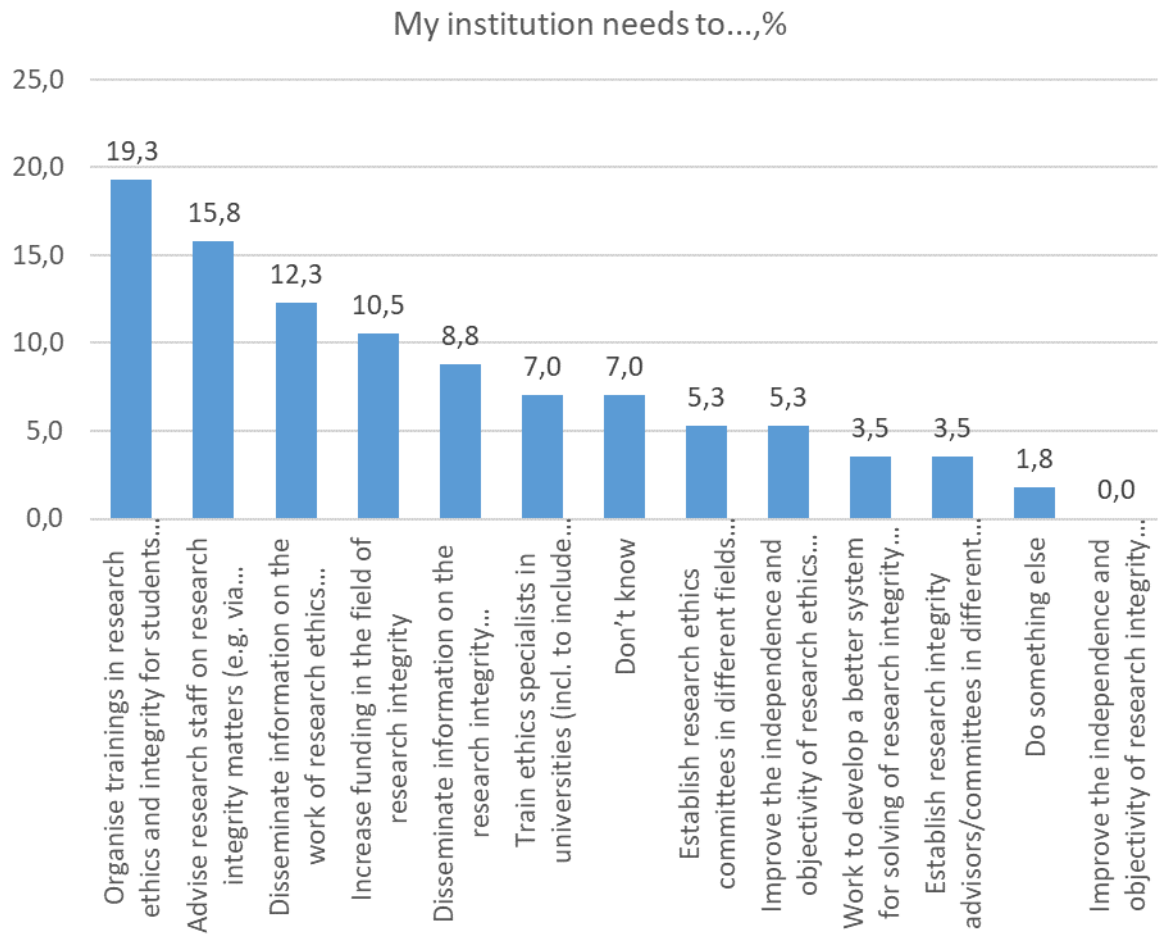
"solving research integrity issues" – 7 (9,5%); and "funding the field of research integrity" – 3 (4,1%). 6 (8,1%) respondents did not know what UT is doing well. This data shows how many times specific answers were chosen. One person had opportunity to choose more than one answer option.

Figure 2.2.9.13. My institution is doing well in…, %.



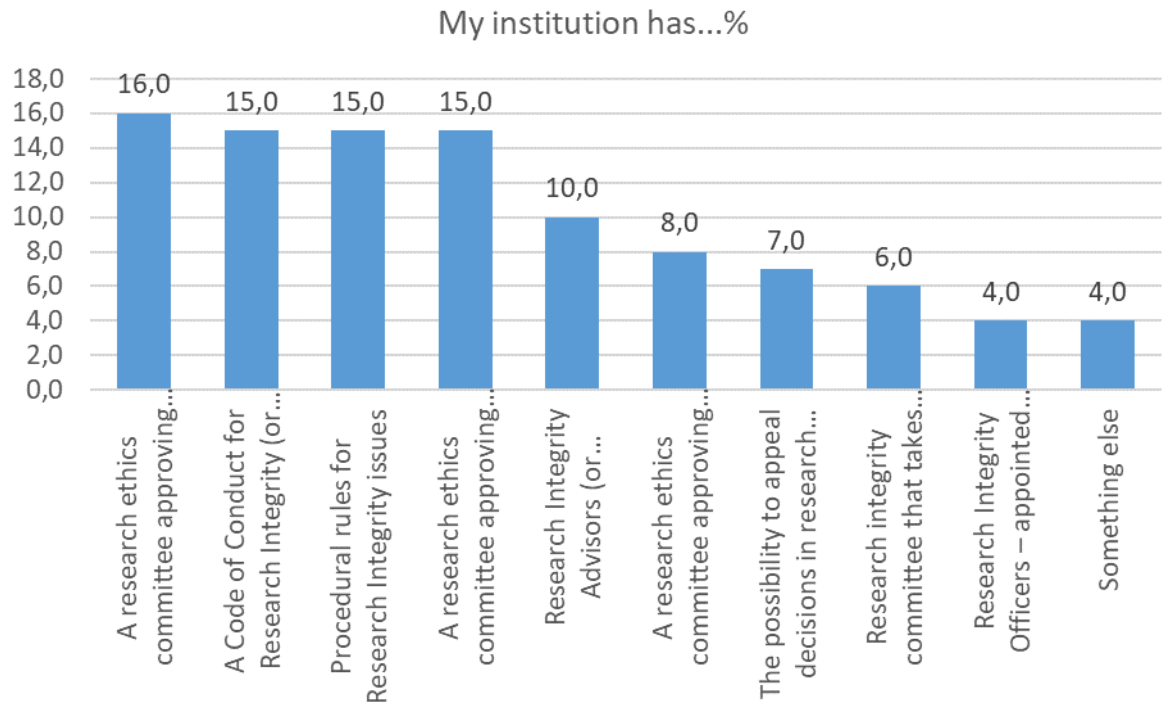
On the question of what UT needs to do in addition the first option chosen was "organising training in research ethics and integrity for students (on all levels)" – 11 (19,3%). Respondents also found that UT needs to advise research staff on research integrity matters (e.g. via research integrity officers/advisors or ombudspersons) – 9 (15,8%); and disseminate information on the work of research ethics committees and centres to academic staff – 7 (12,3%). Options that followed were increase funding in the field of research integrity – 6 (10,5%); disseminate information on the research integrity office/committee/advisors to academic staff – 5 (8,8%); train ethics specialists in universities (incl. to include corresponding subjects in curricula, to provide in-service training for employees) – 4 (7%); establish research ethics committees in different fields (e.g. for separate surveys vs. drug research) – 3 (5,3%); improve the independence and objectivity of research ethics committees – 3 (5,3%); work to develop a better system for solving of research integrity issues – 2 (3,5%); establish research integrity advisors/committees in different fields – 2 (3,5%); improve the independence and objectivity of research integrity office(r)/committee/advisors – 2 (3,5%). 1 respondent said UT should do something else, but did not specify what. 4 respondents (7%) did not know what UT needs. This data shows how many times specific answers were chosen. One person had opportunity to choose more than one answer option.

Figure 2.2.9.14. My institution needs to…%



From the research integrity elements respondents chose what UT has. 16 respondents (16%) said UT has a research ethics committee approving human research; 15 (15%) said UT has a Code of Conduct for Research Integrity (or similar code; 15 also said (15%) UT has procedural rules for Research Integrity issues and a research ethics committee approving medical studies. 10 (10%) highlighted UT has Research Integrity Advisors (or ombudspersons) – appointed people to turn to for guidance and help. 8 said (8%) UT has a research ethics committee approving animal research; 7 said UT has the possibility to appeal decisions in research integrity matters; 6 said (6%) UT has research integrity committee that takes positions on breaches of research integrity; and 4 said (4%) UT has Research Integrity Officers – appointed people to turn to for lodging a complaint in research integrity matters. 4 highlighted (4%) UT has something else with examples including "There is a code of conduct for Estonian researchers, I think the university has no special conduct", "International standards of auditing" and "A joint research ethics committee". One person specified that in their position, they are not involved in this at all. This data shows how many times specific answers were chosen. One person had opportunity to choose more than one answer option.

Figure 2.2.9.15. My institution has…%



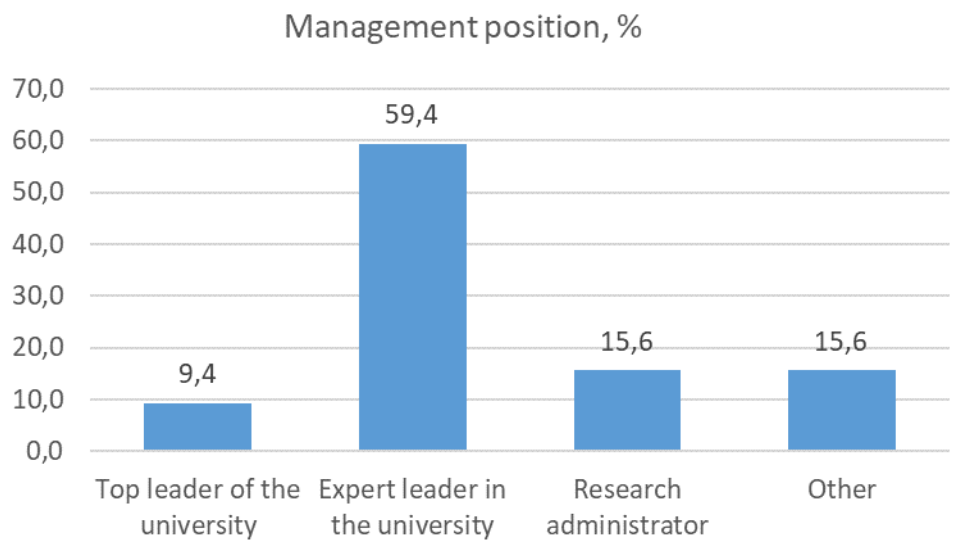
In the end of the questionnaire the respondents had the possibility to bring out the best practices in their institution in the field of research integrity. Respondents from UT brought out the fact that the **code of conduct** is established and respected. In addition, **strong ethics committee** was mentioned as well as the **research integrity advisors in the faculties**. Several comments also mentioned the procedural rules, audit reports and the robust treating of ethical issues highlighting systematic approach to the issues related to research integrity. One respondent highlighted the availability of different parts of RI system and cooperation with other parties in Estonia: "availability of the university research ethics committee, data protection officer and their critical remarks along with close collaboration with clinical research centre of the university hospital, Drug agency and the ethics committee of The National Institute for Health Development". One person mentioned the good practice to be the existence of the Centre for Ethics at the UT.

Other comments related to the issues of research integrity highlighted the need for bigger transparency for example in the speed of getting ethics committee approvals and examples of research integrity issues faced in the UT. One category of comments brought out the speed for getting ethics committee approval needs attention with suggestions to have several ethics committees for different fields. It was also mentioned that "sometimes more support from the university administrative staff to research people in performing their tasks might be beneficial" and that research ethics should be compulsory subject in the doctoral studies which is not the case yet, but it should take into account the differences in the ethical practices in different fields as well as generational differences between researchers.

2.2.10 University of Zagreb

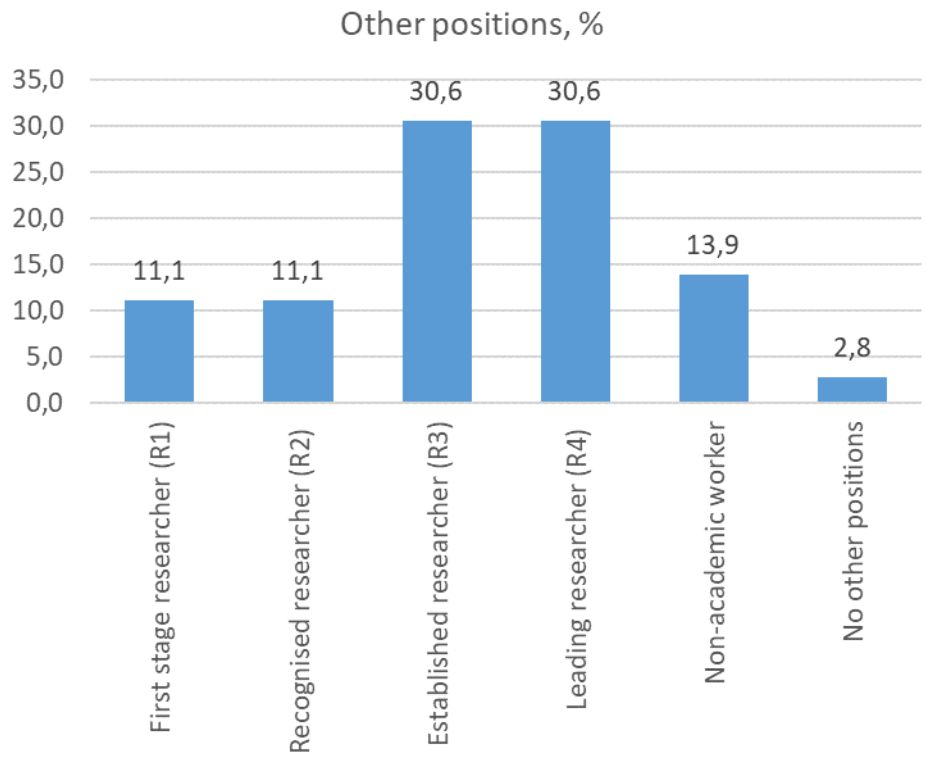
In the University of Zagreb altogether 32 (n=32) respondents filled out the questionnaire. 19 respondents (59,4%) said they were expert leaders in the university, 3 were top leaders of the university (9,4%; 5 were research administrators (15,6%) and 5 (15,6%) said the held other positions in the university, e.g. researcher and teacher, professor or associate professor positions.

Figure 2.2.10.1. Management positions, %.



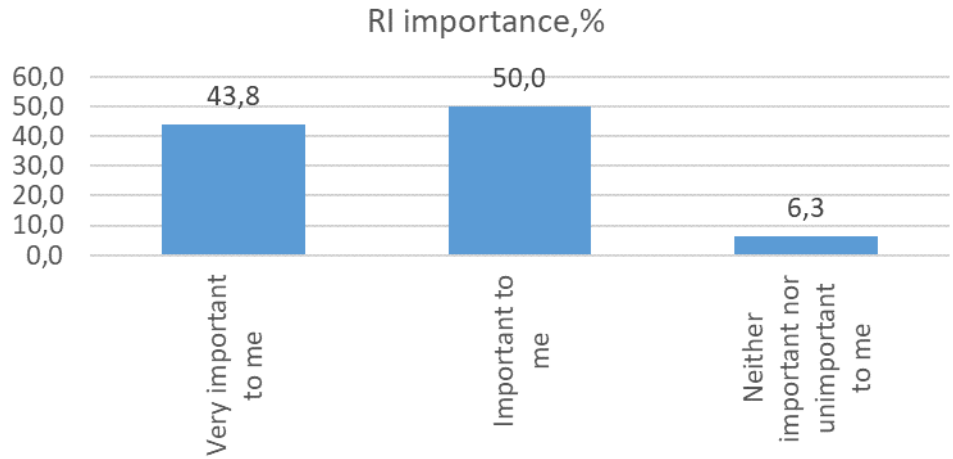
At the same time, same respondents held other positions in their university. They include first stage researcher (R1) – 4 (11,1%); recognized researcher (R2) – 4 (11,1%); established researcher (R3) – 11 (30,6%); leading researcher (R4) – 11 (30,6%). 5 said (13,9%) they were non-academic workers and 1 said (2,8%) they held no other positions in the university. This data shows how many times specific answers were chosen. One person had opportunity to choose more than one answer option.

Figure 2.2.10.2. Other positions, %.



For the respondents from the University of Zagreb, research integrity is mostly important to them. 16 (50%) said it was important to them compared to other issues they are dealing with in their university; 14 (43,8%) said it was very important to them and 2 (6,3%) said it was neither important nor unimportant to them.

Figure 2.2.10.3. RI importance, %.



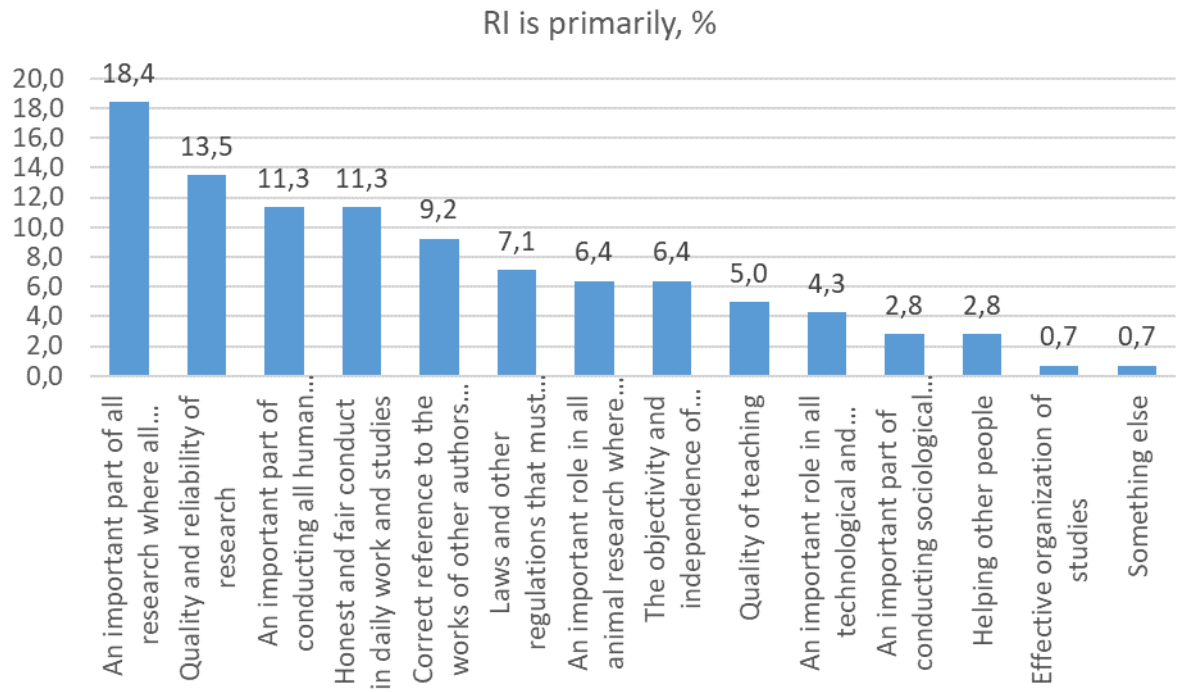
Top four answers for respondents in the University of Zagreb identified the research integrity to be for them primarily „an important part of all research where all possible ethical issues and solutions that may arise need to be considered“ – 26 (18,4% of answers); „quality and reliability of research“ – 19 (13,5%); “An important part of conducting all human research

where all possible ethical problems and solutions must be considered" – 16 (11,3%), and „Honest and fair conduct in daily work and studies" – 16 (11,3%).

Other options included „Correct reference to the works of other authors in the publication" – 13 (9,2%); "Laws and other regulations that must be followed in daily work and studies" – 10 (7,1%); "An important role in all animal research where all possible ethical issues and solutions need to be considered" – 9 (6,4%); "The objectivity and independence of teaching" – 9 (6,4%); "Quality of teaching" – 7 (5,0%); "An important role in all technological and pharmaceutical research where all possible ethical issues and solutions need to be considered" – 6 (4,3%); "An important part of conducting sociological and market research surveys where all possible ethical issues and solutions should be considered" – 4 (2,8%); "Helping other people" – 4 (2,8%); "Effective organization of studies" – 1 (0,7%). 1 respondent (0,7%) named something else, "Important part of teaching to PhD and undergraduate students".

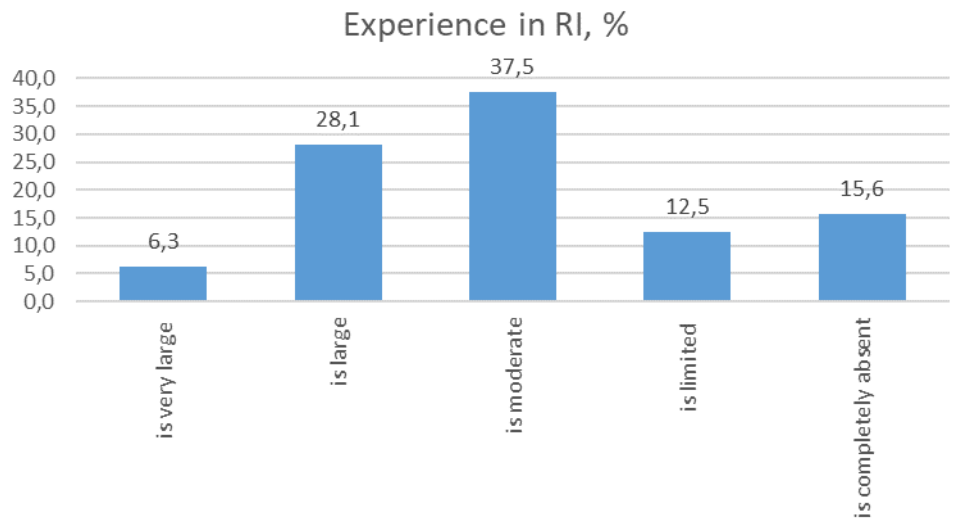
The respondents had the possibility to choose up to five answers.

Figure 2.2.10.4. RI is primarily, %.



Respondents evaluated their current experience in research integrity to be mostly moderate – 12 (37,5%) or large – 9 (28,1%). 5 respondents (15,6%) said it was completely absent and 4 (12,5%) said it was limited. 2 (6,3%) respondents said it to be very large.

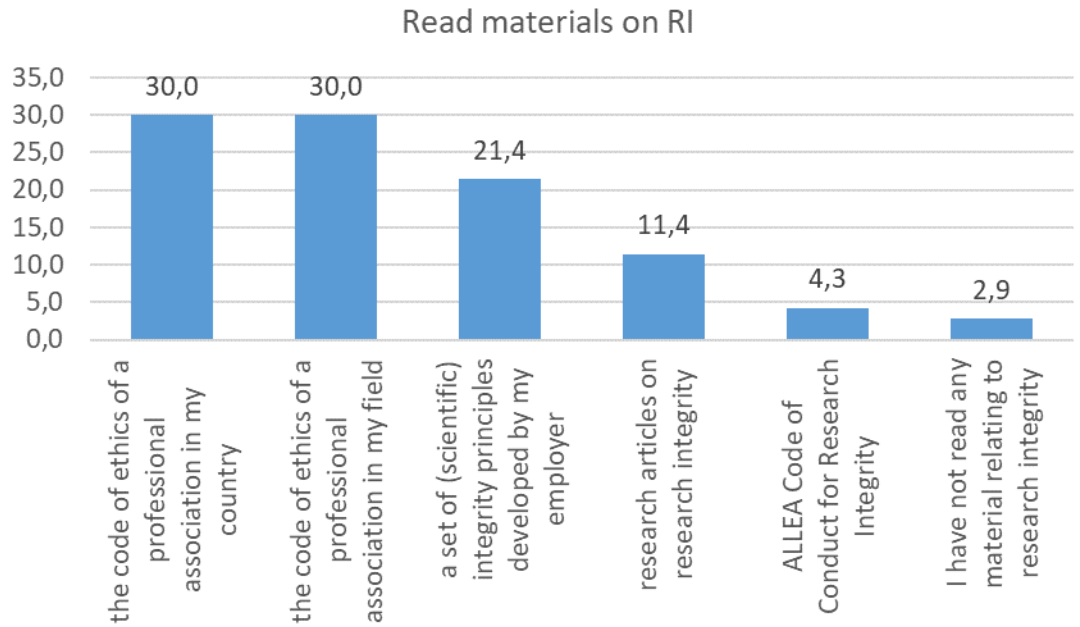
Figure 2.2.10.5. Experience in RI, %.



Respondents highlighted the materials they had read on research integrity. It included "the code of ethics of a professional association in my country" – 21 (30%); "the code of ethics of a professional association in my field" – 21 (30%); "a set of (scientific) integrity principles developed by my employer" – 15 (21,4%); "research articles on research integrity" – 8 (11,4%); "ALLEA Code of Conduct for Research Integrity" – 3 (4,3%). 2 (2,9%) said they had not read any material related to research integrity.

This data shows how many times specific answers were chosen. One person had opportunity to choose more than one answer option.

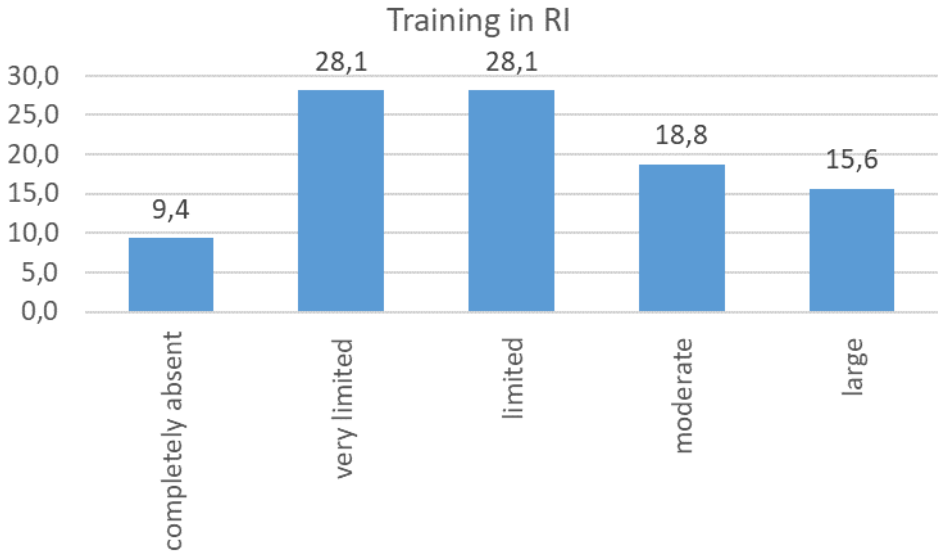
Figure 2.2.10.6. Read materials on RI.



On issues related to training, the respondents of University of Zagreb stated their training in research integrity to be mostly limited or very limited – each stated by 9 respondents (28,1%).

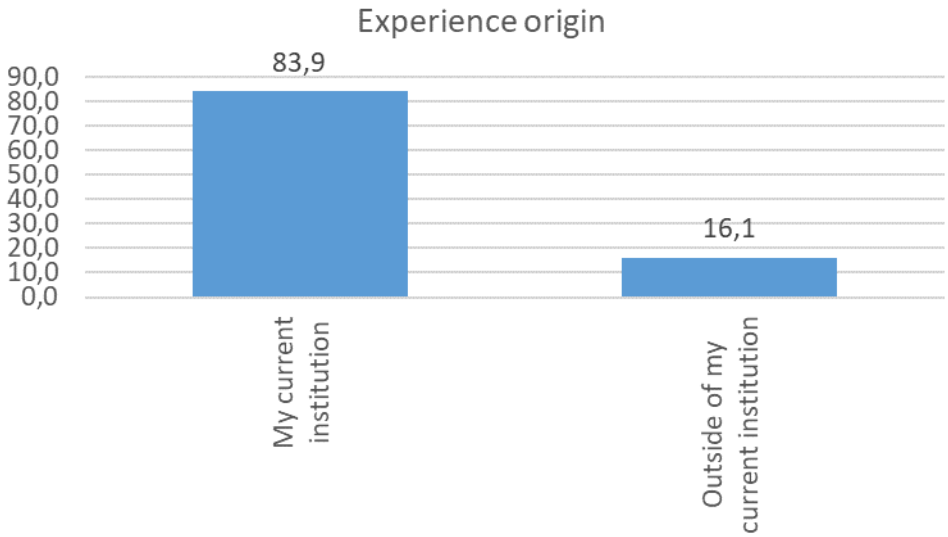
6 (18,8%) said it was moderate and 5 (15,6%) said it was large. 3 respondents (9,4%) said their training was completely absent.

Figure 2.2.10.7. Training in RI.



About the source of the overall experience and expertise in research integrity the respondents of University of Zagreb said it to be from their current institution – 26 (83,9%), and outside of their current institution – 5 (16,1%). Examples of experiences from outside of their current organisation included professional associations, workshops, courses, meetings and conferences, membership in national and international ethics advisory boards.

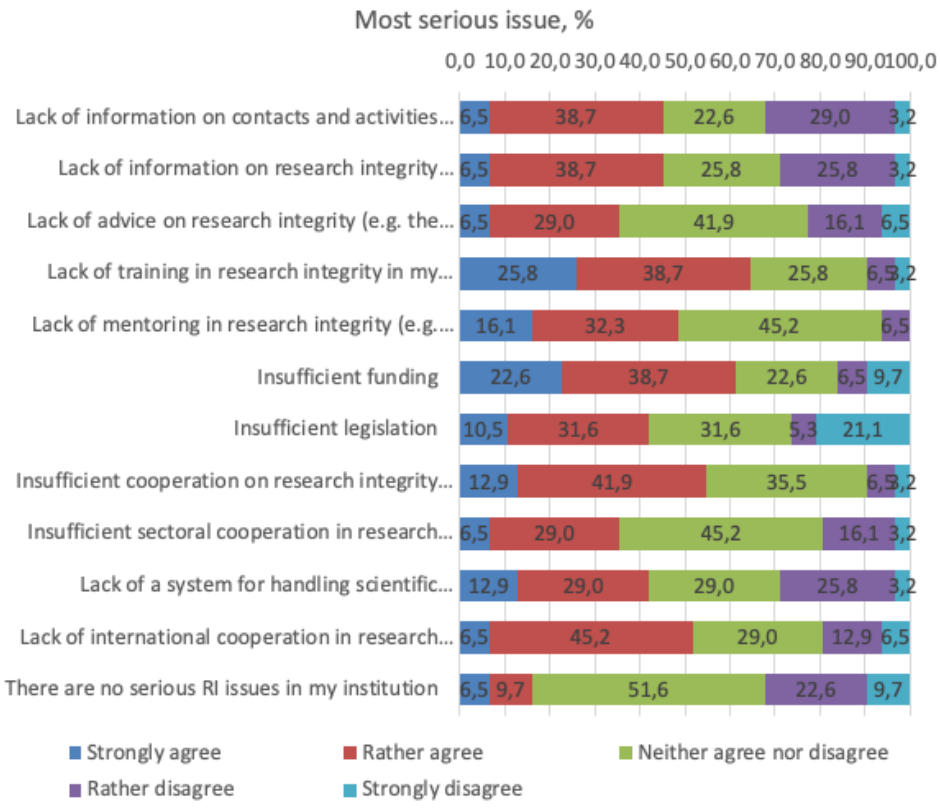
Figure 2.2.10.8. Experience origin.



For the respondents from the University of Zagreb, the most serious issue in the University of Zagreb is lack of training in research integrity in my University with 20 either strongly agreeing (8) or rather agreeing (12) with this issue. Other important issues included insufficient funding with 19 either strongly agreeing (7) or rather agreeing (12) with this

issue; insufficient cooperation on research integrity between different organizations (e.g. universities – companies – ministries) with 17 either strongly agreeing (4) or rather agreeing (13) with this issue; lack of international cooperation in research integrity with 16 either strongly agreeing (2) or rather agreeing (14) with this issue; lack of mentoring in research integrity (e.g. the opportunity to receive support from a research integrity expert in resolving research integrity cases, drafting project applications and texts on research integrity, training research integrity advisers, etc.) with 15 people either strongly agreeing (5) or rather agreeing (10); lack of information on research integrity cases and their resolutions with 14 either strongly agreeing (2) or rather agreeing (12) with this issue; lack of information on contacts and activities of research integrity institutions / bodies (including R&D institutions, ethics committees, etc.) with 14 people either strongly agreeing (2) or rather agreeing (12); lack of a system for handling scientific misconduct cases with 13 people either strongly agreeing (4) or rather agreeing (9); lack of advice on research integrity (e.g. the opportunity to turn to an integrity adviser for information on research and teaching issues) with 11 people either strongly agreeing (2) or rather agreeing (9); insufficient sectorial cooperation in research and development institutions with 11 either strongly agreeing (2) or rather agreeing (9), and insufficient legislation with 8 people either strongly agreeing (2) or rather agreeing (6). 2 people strongly agreed and 3 people rather agreed that there were no serious RI issues in the University of Zagreb.

Figure 2.2.10.9. Most serious issues, %.

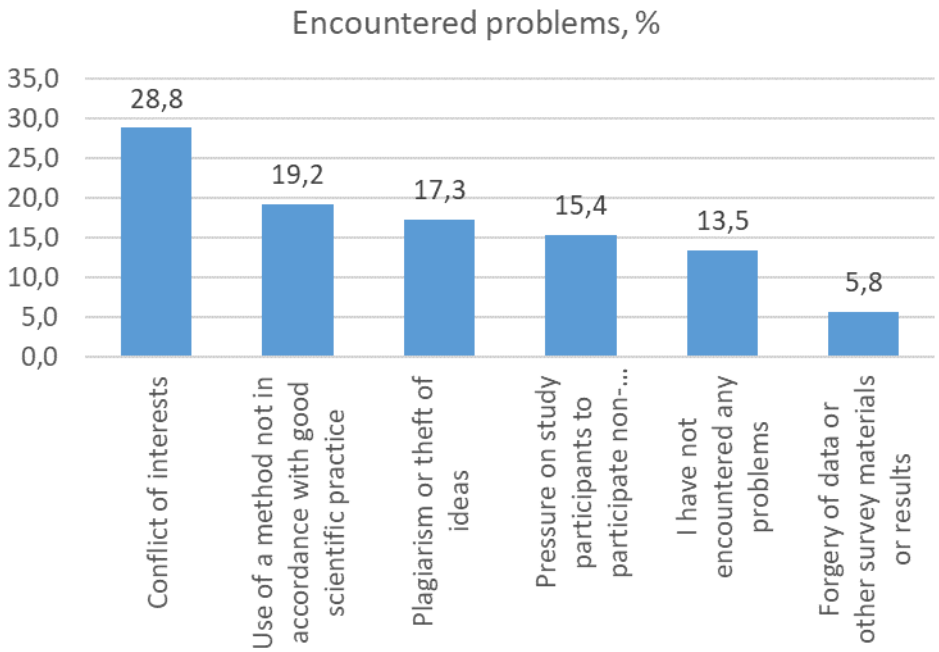


Of the problems with research integrity respondents have encountered in their work, the most prevalent was conflict of interest with 15 (28,8%) having encountered this. It is followed by use of methods not in accordance with good scientific practice – 10 (19,2%); plagiarism – 9

(17,3%); pressure on study participants to participate non-voluntarily – 8 (15,4%), and forgery of data or other survey materials or results – 3 (5,8%). 7 people (13,5%) had not encountered any problems related to RI.

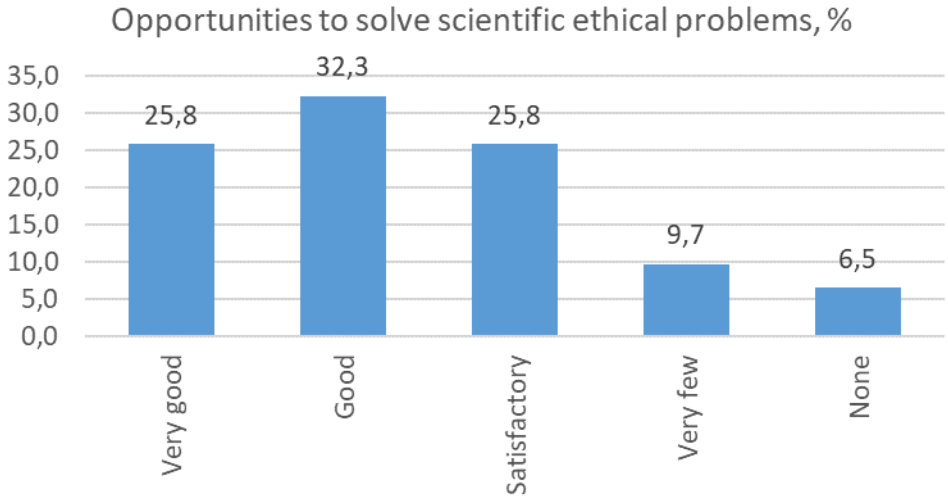
This data shows how many times specific answers were chosen. One person had opportunity to choose more than one answer option.

Figure 2.2.10.10. Encountered problems.



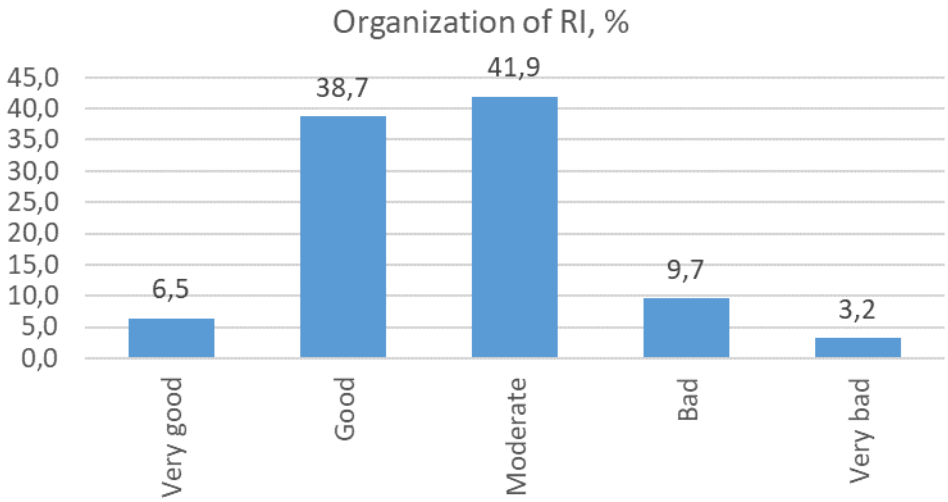
Respondents evaluated their opportunities (knowledge, information, support, help, etc.) to solve scientific ethical problems as very good – 8 (25,8%); good – 10 (32,3%); satisfactory – 8 (25,8%); very few – 3 (9,7%), and none – 2 (6,5%).

Figure 2.2.10.11. Opportunities to solve scientific ethical problems, %.



Respondents evaluated the organization of the research integrity system at their institution (including sharing of responsibilities, cooperation, funding, etc) as very good – 2 (6,5%); good – 12 (38,7%); moderate – 13 (41,9%); bad – 3 (9,7%), and very bad – 1 (3,2%).

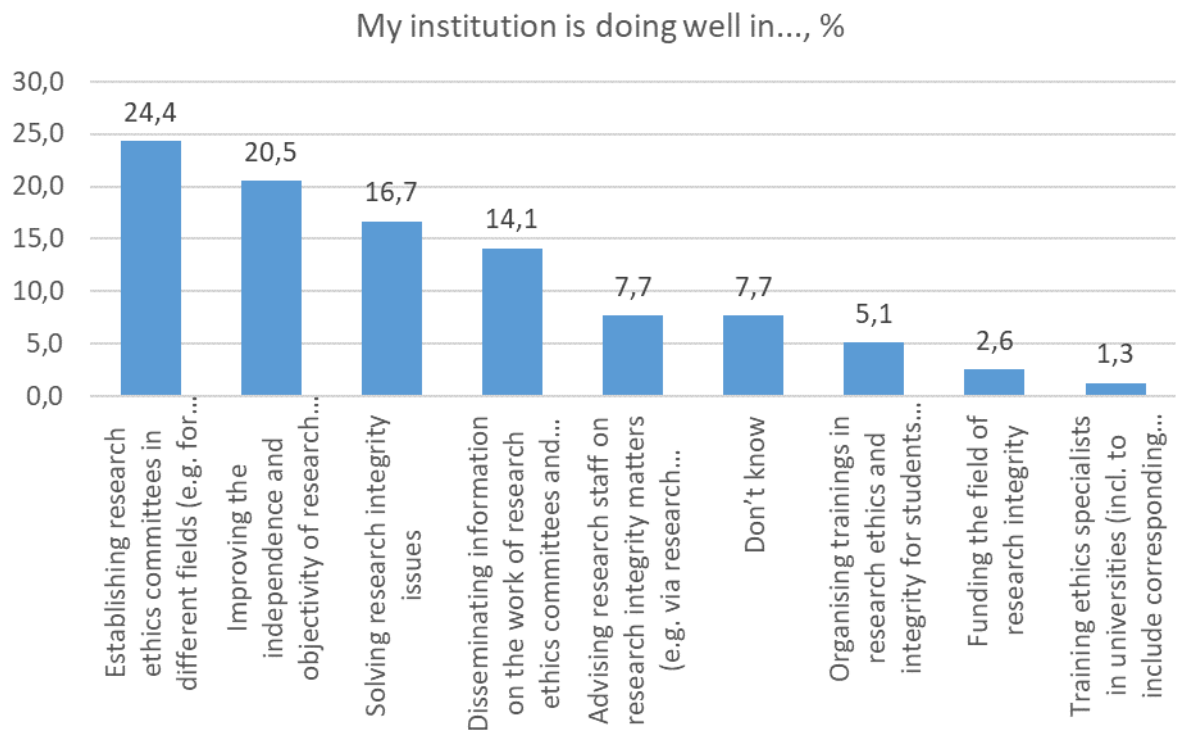
Figure 2.2.10.12. Organization of RI, %.



In evaluating what the institution of respondents is doing well, they highlighted establishing research ethics committees in different fields (e.g. for separate surveys vs. drug research) with 19 respondents (24,4%) choosing this option. Second was improving the independence and objectivity of research ethics committees – 16 (20,5%). Thirdly it was highlighted that the University of Zagreb was doing well in solving research integrity issues – 13 (16,7%). Choices that followed were disseminating information on the work of research ethics committees and centres to academic staff – 11 (14,1%); advising research staff on research integrity matters (e.g. via research integrity officer/advisor or ombudsperson) – 6 (7,7%); organising trainings in research ethics and integrity for students (on all levels) – 4 (5,1%); funding the field of research integrity – 2 (2,6%), and training ethics specialists in universities (including to include corresponding subjects in curricula, to provide in-service training for employees) – 1 (1,3%). 6 respondents (7,7%) did not know what the University of Zagreb was doing well.

This data shows how many times specific answers were chosen. One person had opportunity to choose more than one answer option.

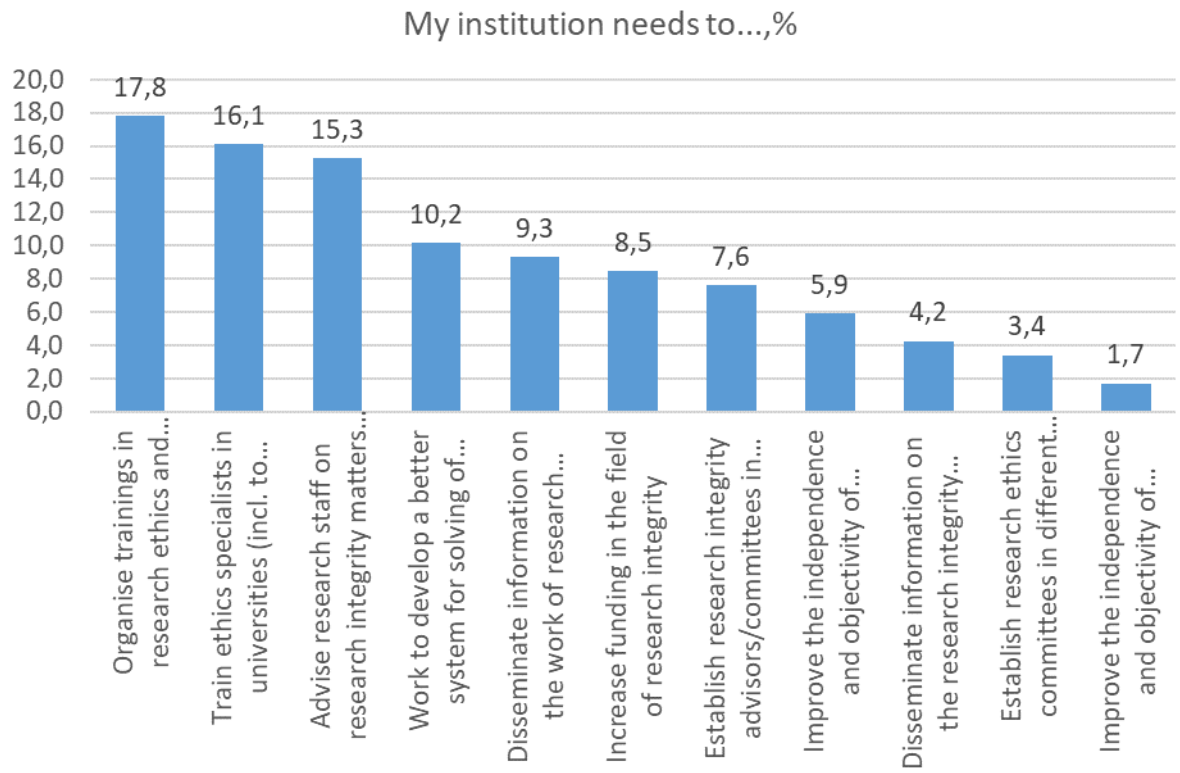
Figure 2.2.10.13. My institution is doing well in…, %.



On the question of what the University of Zagreb needs to do in addition, the first option chosen was organising training in research ethics and integrity for students (on all levels) – 21 (17,8%). Respondents also found that the University of Zagreb needs to train ethics specialists in universities (incl. to include corresponding subjects in curricula, to provide in-service training for employees) – 19 (16,1%) and advise research staff on research integrity matters (e.g. via research integrity officers/advisors or ombudspersons) – 18 (15,3%). Options that followed were work to develop a better system for solving of research integrity issues – 12 (10,2%); disseminate information on the work of research ethics committees and centres to academic staff – 11 (9,3%); increase funding in the field of research integrity – 10 (8,5%); establish research integrity advisors/committees in different fields – 9 (7,6%); improve the independence and objectivity of research ethics committees – 7 (5,9%); disseminate information on the research integrity office/committee/advisors to academic staff – 5 (4,2%); establish research ethics committees in different fields (e.g. for separate surveys vs. drug research) – 4 (3,4%), and improve the independence and objectivity of research integrity office(r)/committee/advisors – 2 (1,7%).

This data shows how many times specific answers were chosen. One person had opportunity to choose more than one answer option.

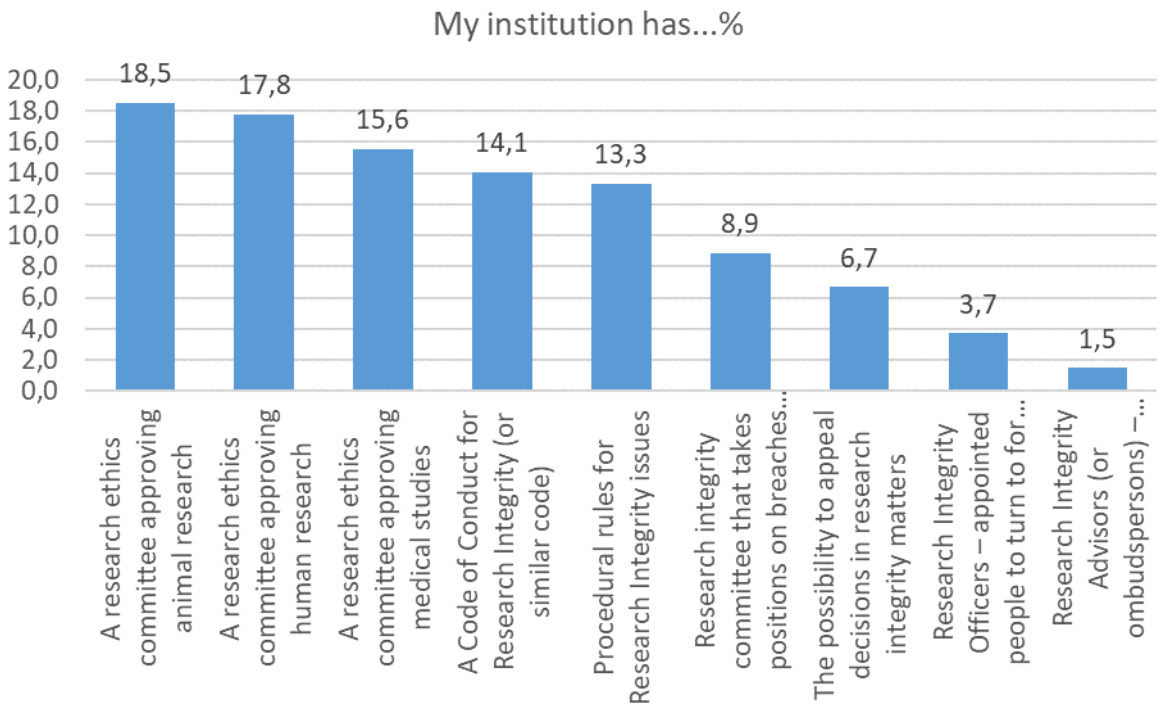
Figure 2.2.10.14. My institution needs to…%



From the research integrity elements respondents chose what the University of Zagreb has, 25 respondents (18,5%) said the University of Zagreb had a research ethics committee approving animal research; 24 (17,8%) said the University of Zagreb had a research ethics committee approving human research. 21 respondents (15,6%) said the University of Zagreb had a research ethics committee approving medical studies. 19 (14,1%) said the University of Zagreb had a Code of Conduct for Research Integrity (or similar code); 18 (13,3%) also said the University of Zagreb had procedural rules for Research Integrity issues. 12 (8,9%) said the University of Zagreb had a research integrity committee that takes positions on breaches of research integrity; 9 (6,7%) said the University of Zagreb had Research Integrity Officers – appointed people to turn to for lodging a complaint in research integrity matters and 2 (1,5%) said the University of Zagreb had Research Integrity Advisors (or ombudspersons) – appointed people to turn to for guidance and help.

This data shows how many times specific answers were chosen. One person had opportunity to choose more than one answer option.

Figure 2.2.10.15. My institution has…%



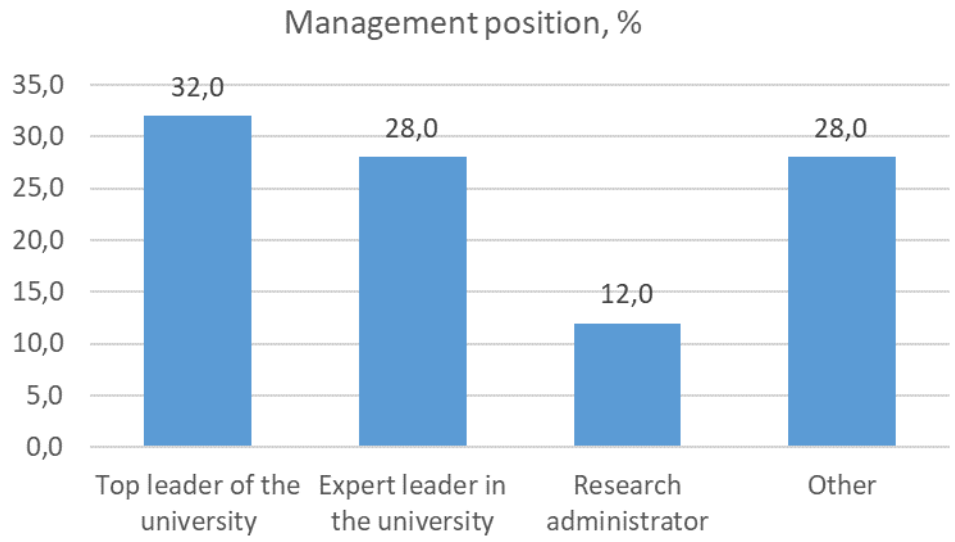
In the end of the questionnaire the respondents had the possibility to bring out the best practices in their institution in the field of research integrity. Several respondents from the University of Zagreb mentioned ethics committees and their work in accordance with ethical principles, regulations and laws. Respondents also brought out advising research staff on research integrity matters, disseminating information on the work of research ethics committees, problem solving and following rules and recommendations. Independency, information about funds and ethics was also mentioned. Two respondents mentioned education or self-education.

Other comments related to the issues of research integrity included suggestions to improve education on scientific research, research integrity (especially for young researchers), study design, statistics and ethics in biomedicine. Respondents wished for more open discussions about cases where research integrity was not obeyed, more expert advisors with formal training in the field and more funding. Respondents brought out problems such as lack of Research Ethic Officers, bad institutional support when a researcher has to solve ethical issues, and lack of information on all the procedures that exist in the institution.

2.2.11 Vilnius University

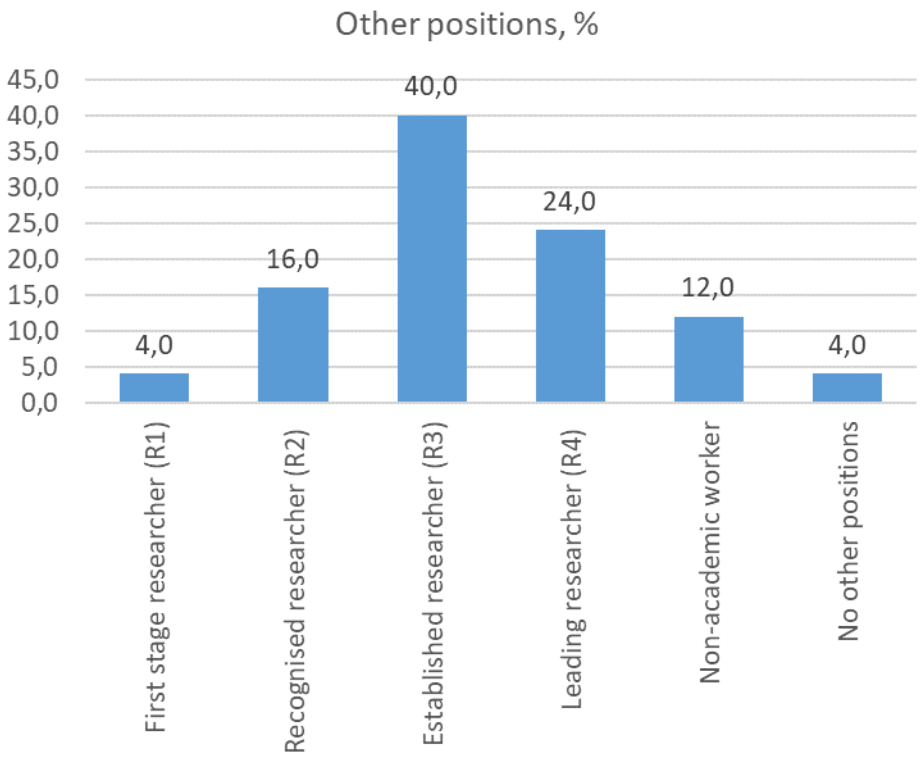
In Vilnius University altogether 25 (n=25) respondents filled out the questionnaire. 7 respondents (28%) said they were expert leaders in the university, 8 were top leaders of the university (32%); 3 were research administrators (12%) and 7 (28%) said the held other positions in the university, e.g. associate professor or lecturer positions.

Figure 2.2.11.1. Management positions, %.



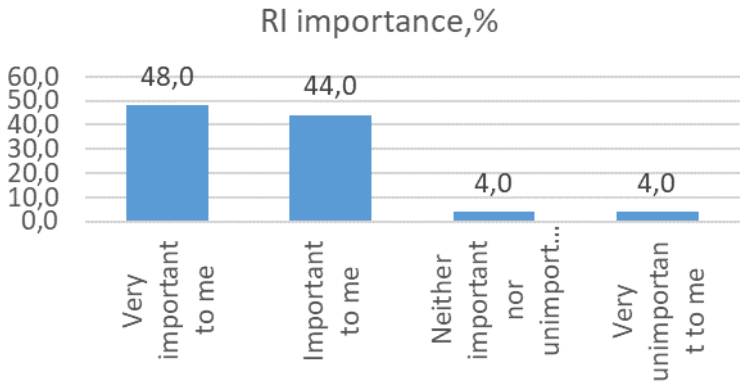
At the same time, same respondents held other positions in their university. They include first stage researcher (R1) – 1 (4,0%); recognized researcher (R2) – 4 (16,0%); established researcher (R3) – 10 (40,0%); leading researcher (R4) – 6 (24%). 3 (12%) said they were non-academic workers and 1 (4,0%) said they held no other positions in the university. This data shows how many times specific answers were chosen. One person had opportunity to choose more than one answer option.

Figure 2.2.11.2. Other positions, %.



For the respondents from Vilnius University, research integrity is mostly very important or important. 12 (48%) said it was very important to them compared to other issues they are dealing with in their university; 11 (44%) said it was important to them; 1 (4,0%) said it was neither important nor unimportant to them, and 1 (4,0%) said it was very unimportant to them.

Figure 2.2.11.3. RI importance, %.

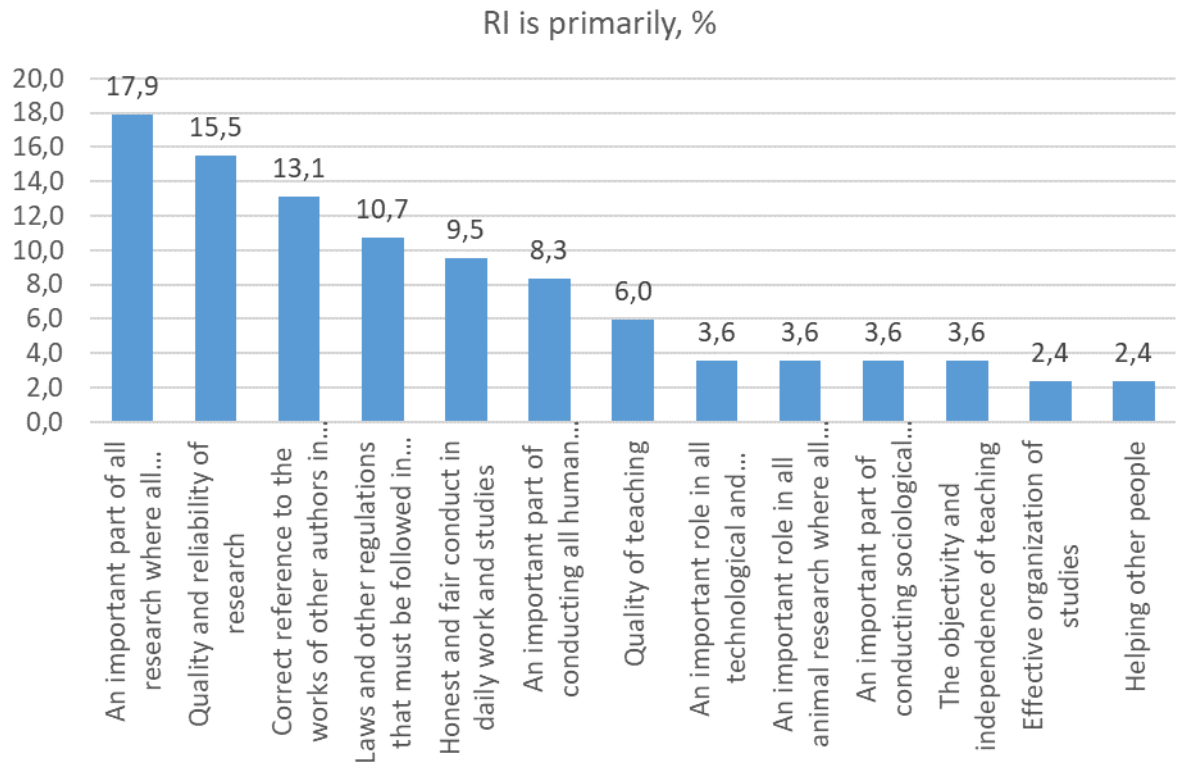


Top three answers for respondents in Vilnius University identified the research integrity to be for them primarily "an important part of all research where all possible ethical issues and solutions that may arise need to be considered" – 15 (17,9%); "quality and reliability of research" – 13 (15,5%); "correct reference to the works of other authors in the publication" – 11 (13,1%).

Other options included “Laws and other regulations that must be followed in daily work and studies” – 9 (10,7%); “Honest and fair conduct in daily work and studies” – 8 (9,5%); “An important part of conducting all human research where all possible ethical problems and solutions must be considered” – 7 (8,3%); “Quality of teaching” – 5 (6,0%); “An important role in all technological and pharmaceutical research where all possible ethical issues and solutions need to be considered” – 3 (3,6%); “An important role in all animal research where all possible ethical issues and solutions need to be considered” – 3 (3,6%); “An important part of conducting sociological and market research surveys where all possible ethical issues and solutions should be considered” – 3 (3,6%); “The objectivity and independence of teaching” – 3 (3,6%);2“Helping other people” – 2 (2,4%); “Effective organization of studies” – 2 (2,4%).

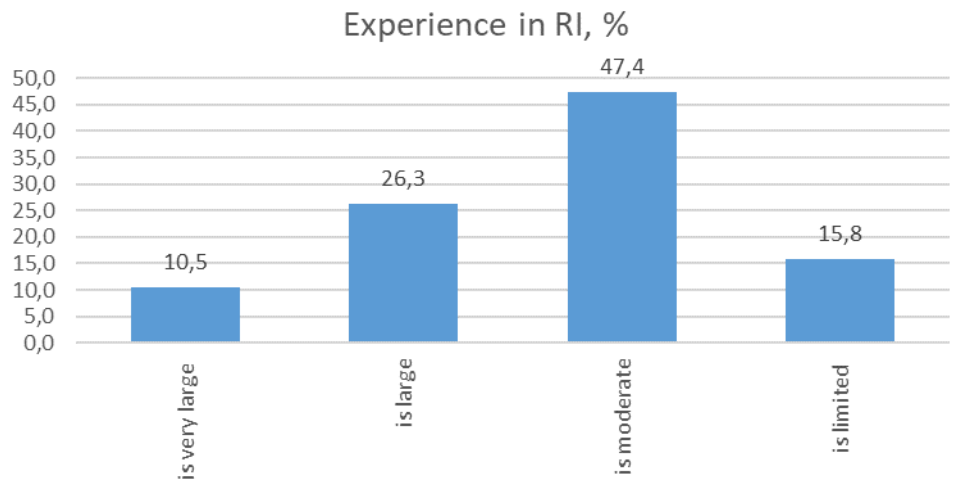
The respondents had the possibility to choose up to five answers.

Figure 2.2.11.4. RI is primarily, %.



Respondents evaluated their current experience in research integrity to be mostly moderate – 9 (47,4%). 5 respondents said it was large; 5 respondents (26,3%) said it was limited and 2 (10,5%) said it was very large.

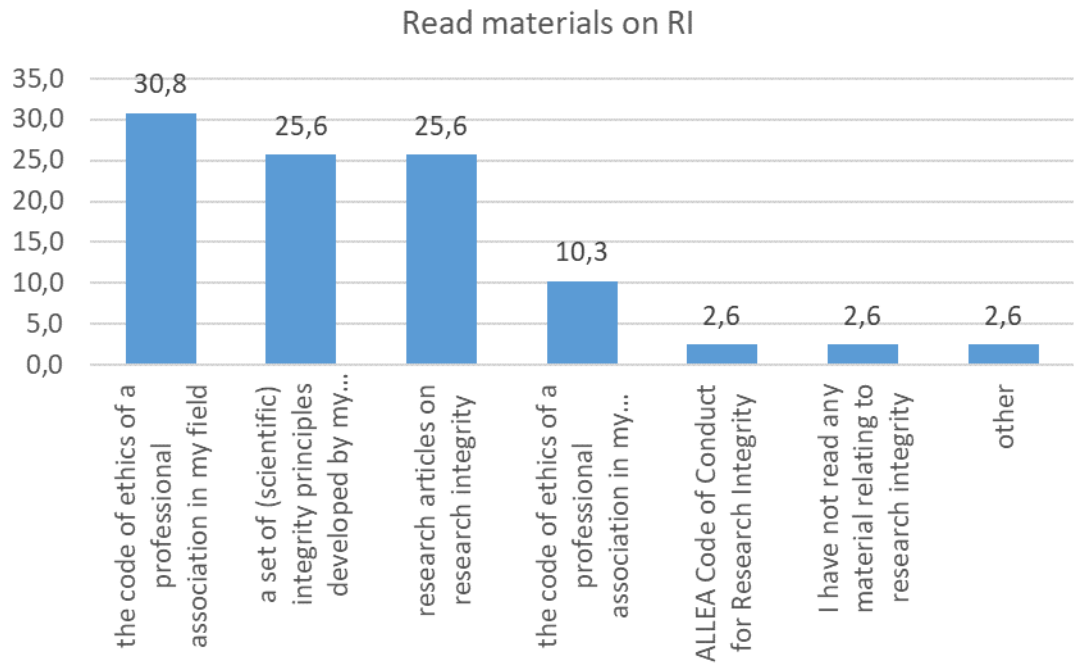
Figure 2.2.11.5. Experience in RI, %.



Respondents highlighted the materials they had read on research integrity. It included "the code of ethics of a professional association in my field" – 12 (30,8%); "a set of (scientific) integrity principles developed by my employer" – 10 (25,6%); "research articles on research integrity" – 10 (25,6%); "the code of ethics of a professional association in my country" – 4 (10,3%); "ALLEA Code of Conduct for Research Integrity" – 1 (2,6%). 1 (2,6%) said they had not read any material related to research integrity. 1 (2,6%) gave other answer, "other universities' documents about their research integrity policy".

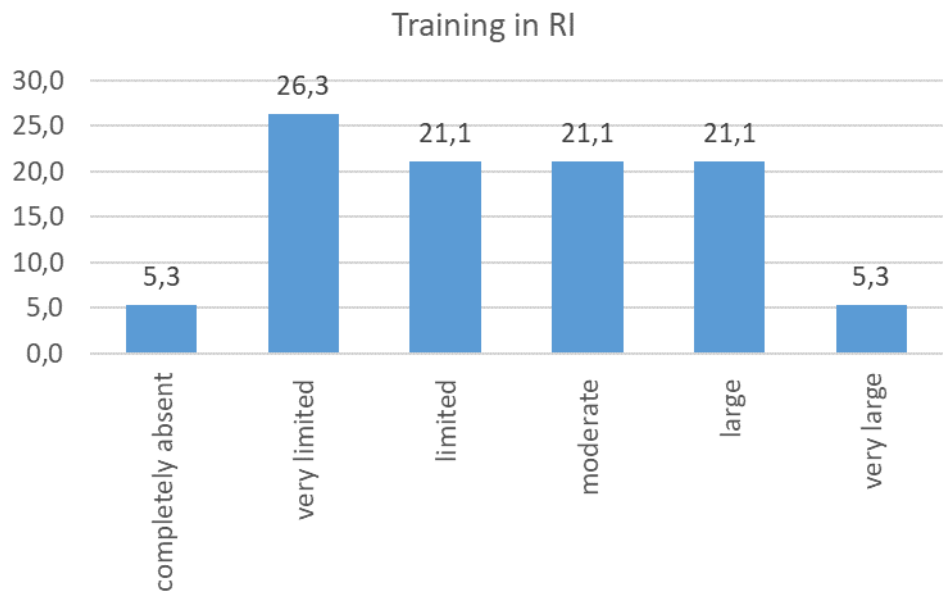
This data shows how many times specific answers were chosen. One person had opportunity to choose more than one answer option

Figure 2.2.11.6. Read materials on RI.



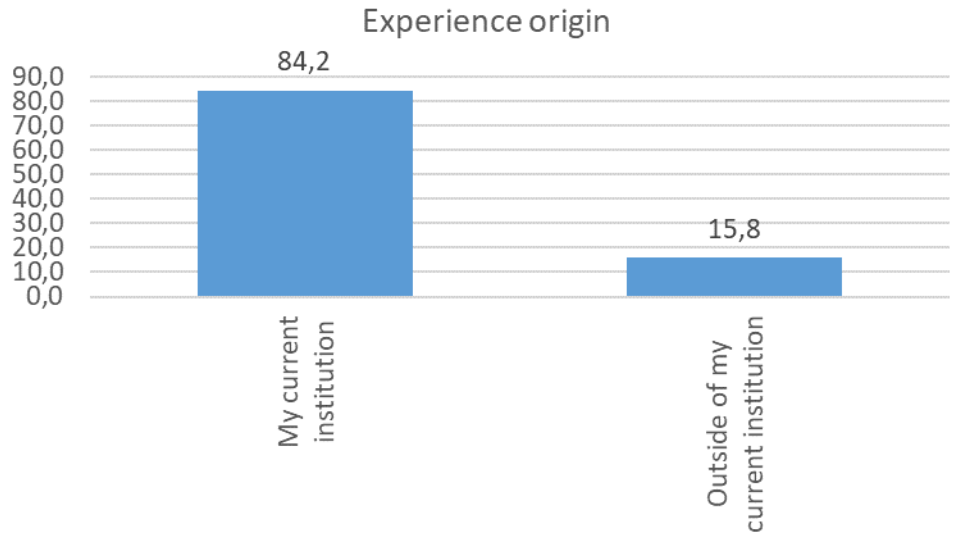
The respondents of Vilnius University stated their training in research integrity to be very limited – 5 (26,3%); limited – 4 (21,1%); moderate – 4 (21,1%); large – 4 (21,1%); very large – 1 (5,3%). 1 respondent (5,3%) said their training was completely absent.

Figure 2.2.11.7. Training in RI.



About the source of the overall experience and expertise in research integrity the respondents of Vilnius University said it to be from their current institution – 16 (84,2%), and outside of their current institution – 3 (15,8%). Examples of experiences from outside of their current organisation included Research Council of Lithuania, various national and international working teams, and participation in international research projects.

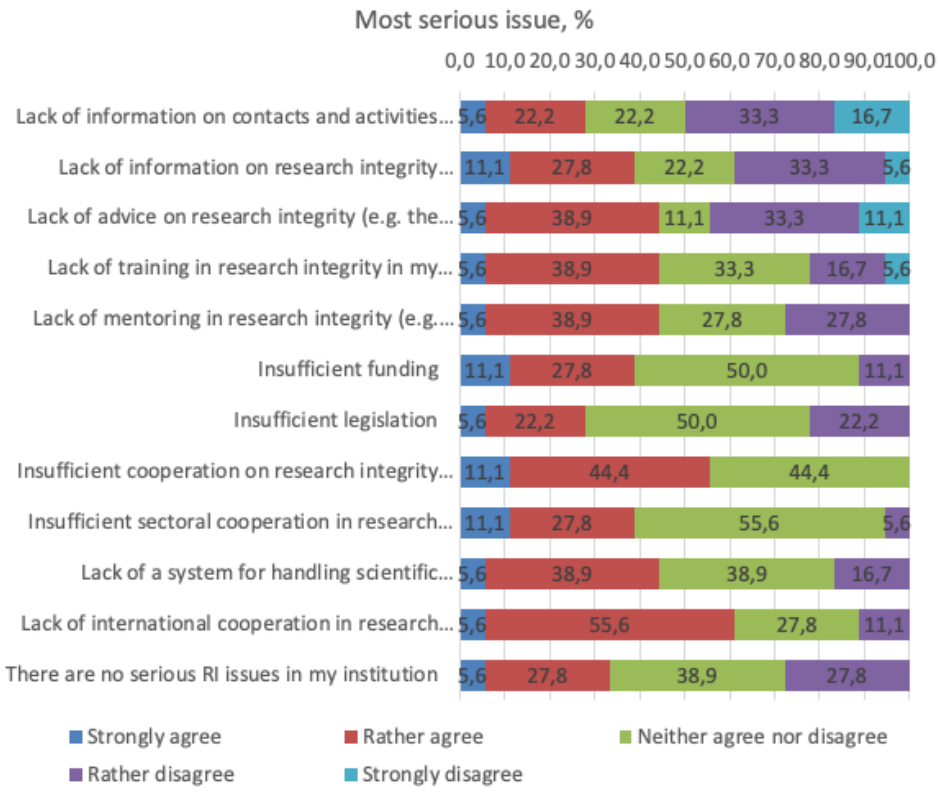
Figure 2.2.11.8. Experience origin.



For the respondents from Vilnius University, the most serious issues in Vilnius University are lack of international cooperation in research integrity with 11 either strongly agreeing (1) or

rather agreeing (10), and insufficient cooperation on research integrity between different organizations (e.g. universities – companies – ministries) with 10 either strongly agreeing (2) or rather agreeing (8). Other important issues included lack of advice on research integrity (e.g. the opportunity to turn to an integrity adviser for information on research and teaching issues) with 8 people either strongly agreeing (1) or rather agreeing (7); lack of training in research integrity in my university with 8 people either strongly agreeing (1) or rather agreeing (7); lack of mentoring in research integrity (e.g. the opportunity to receive support from a research integrity expert in resolving research integrity cases, drafting project applications and texts on research integrity, training research integrity advisers, etc.) with 8 people either strongly agreeing (1) or rather agreeing (7); lack of a system for handling scientific misconduct cases with 8 people either strongly agreeing (1) or rather agreeing (7); lack of information on research integrity cases and their resolutions with 7 either strongly agreeing (2) or rather agreeing (5); insufficient funding with 7 either strongly agreeing (2) or rather agreeing (5); insufficient sectorial cooperation in research and development institutions with 7 either strongly agreeing (2) or rather agreeing (5); lack of information on contacts and activities of research integrity institutions / bodies (including R&D institutions, ethics committees, etc.) with 5 people either strongly agreeing (1) or rather agreeing (4), and insufficient legislation with 5 people either strongly agreeing (1) or rather agreeing (4). 1 people strongly agreed and 5 people rather agreed that there were no serious RI issues in Vilnius University.

Figure 2.2.11.9. Most serious issues, %.

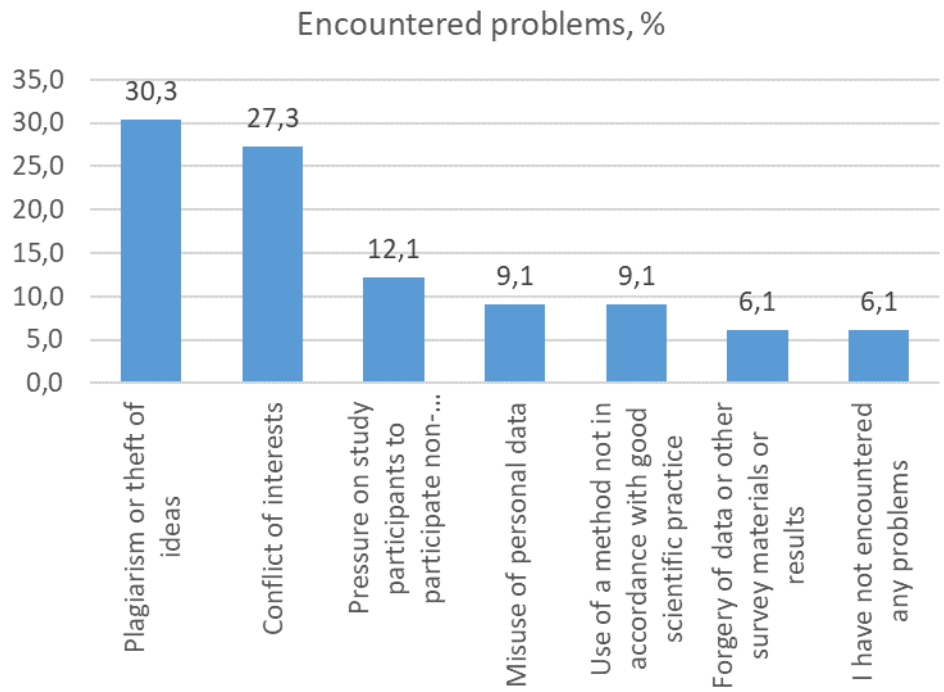


Of the problems with research integrity respondents have encountered in their work, the most prevalent was plagiarism with 10 (30,3%) having encountered this. It is followed by conflict

of interest – 9 (27,3%); pressure on study participants to participate non-voluntarily – 4 (12,1%); misuse of personal data – 3 (9,1%); use of a method not in accordance with good scientific practice – 3 (9,1%); and forgery of data or other survey materials or results – 2 (6,1%). 2 people (6,1%) had not encountered any problems related to RI.

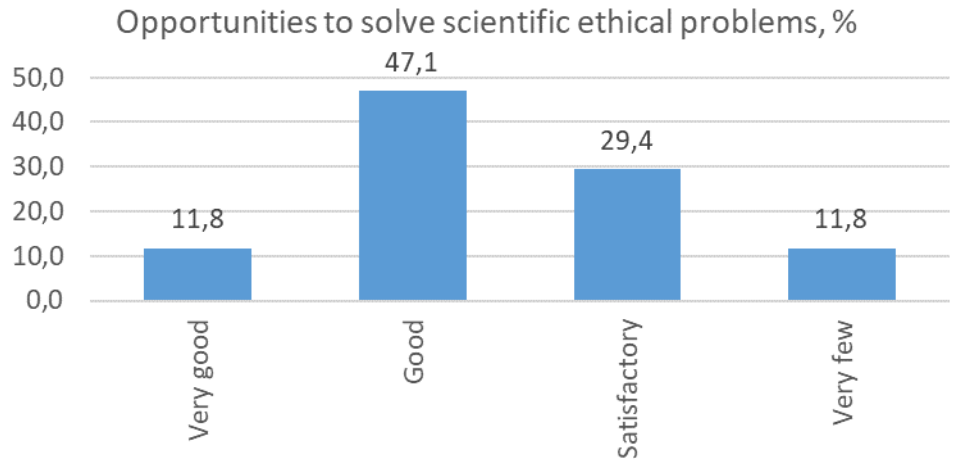
This data shows how many times specific answers were chosen. One person had opportunity to choose more than one answer option.

Figure 2.2.11.10. Encountered problems.



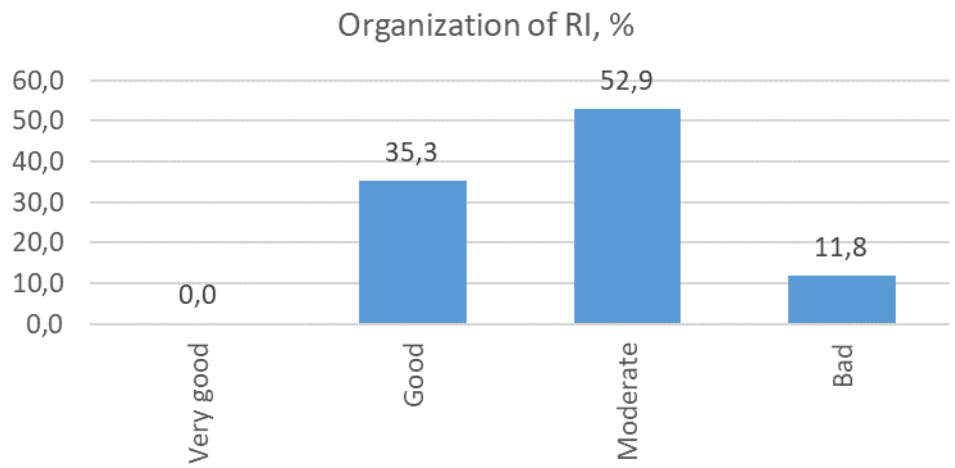
Respondents evaluated their opportunities (knowledge, information, support, help, etc.) to solve scientific ethical problems as very good – 2 (11,8%); good – 8 (47,1%); satisfactory – 5 (29,4%); very few – 2 (11,8%).

Figure 2.2.11.11. Opportunities to solve scientific ethical problems, %.



Respondents evaluated the organization of the research integrity system at their institution (including sharing of responsibilities, cooperation, funding, etc) as good – 6 (35,3%); moderate – 9 (52,9%); bad – 2 (11,8%).

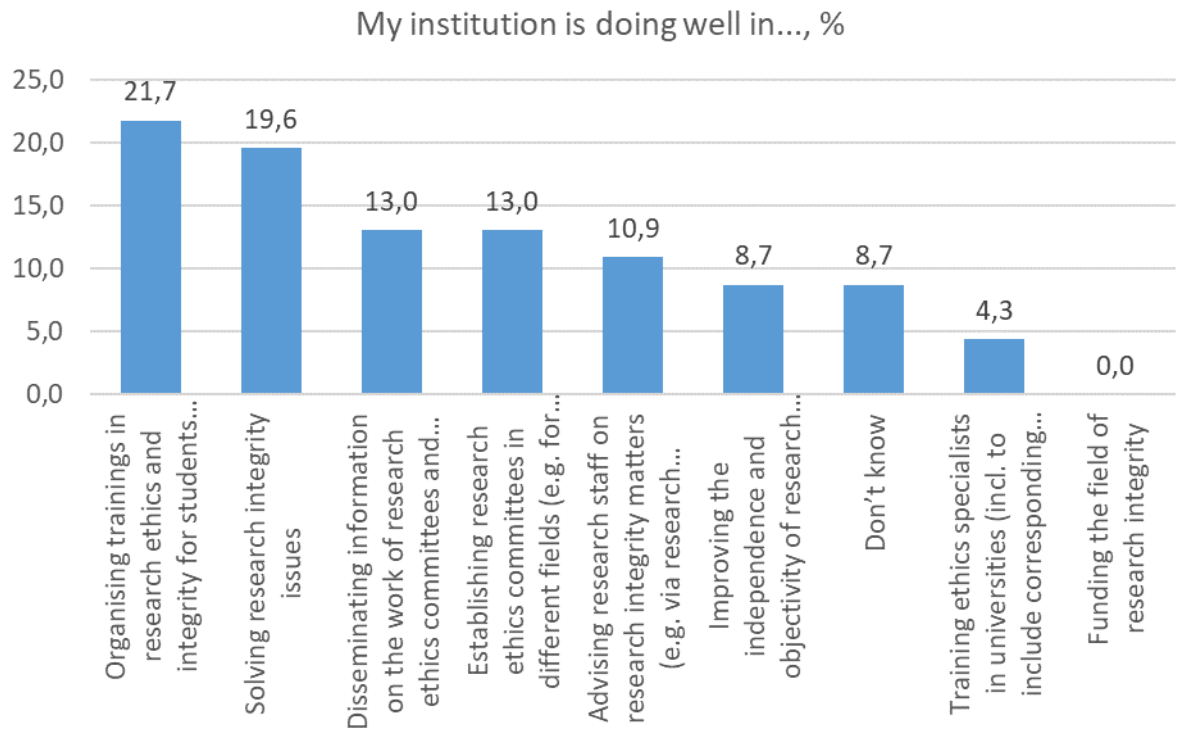
Figure 2.2.11.12. Organization of RI, %.



In evaluating what the institution of respondents is doing well, they highlighted organising trainings in research ethics and integrity for students (on all levels) with 10 respondents (21,7%) choosing this option. Second was solving research integrity issues – 9 (19,6%). Thirdly it was highlighted that Vilnius University was doing well in disseminating information on the work of research ethics committees and centres to academic staff – 6 (13%) and establishing research ethics committees in different fields (e.g. for separate surveys vs. drug research) – 6 (13%). Choices that followed were advising research staff on research integrity matters (e.g. via research integrity officer/advisor or ombudsperson) – 5 (10,9%); improving the independence and objectivity of research ethics committees – 4 (8,7%), and training ethics specialists in universities (including to include corresponding subjects in curricula, to provide in-service training for employees) – 2 (4,3%). 4 (8,7%) did not know what Vilnius University was doing well. None of the respondents mentioned funding the field of research integrity.

This data shows how many times specific answers were chosen. One person had opportunity to choose more than one answer option.

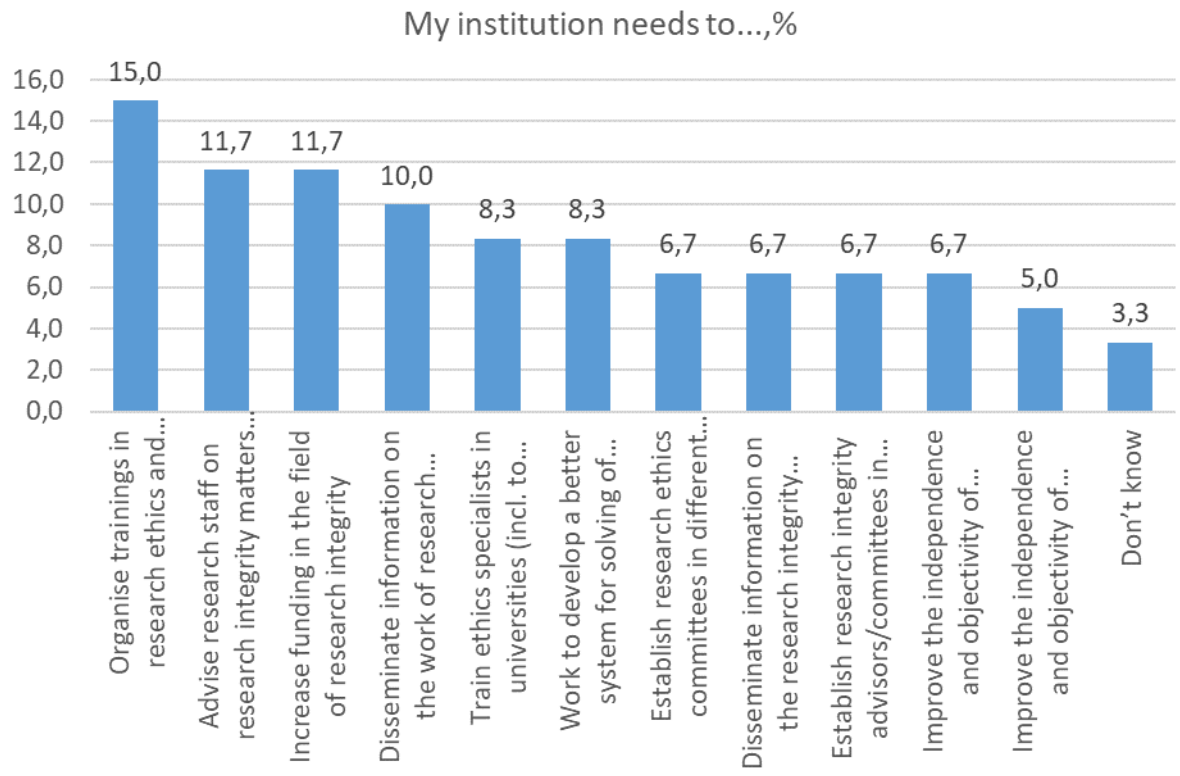
Figure 2.2.11.13. My institution is doing well in…, %.



On the question of what Vilnius University needs to do in addition, the first option chosen was organise training in research ethics and integrity for students (on all levels) – 9 (15%). Respondents also found that Vilnius University needs to advise research staff on research integrity matters (e.g. via research integrity officers/advisors or ombudspersons) – 7 (11,7%) and increase funding in the field of research integrity – 7 (11,7%). Options that followed were disseminate information on the work of research ethics committees and centres to academic staff – 6 (10,0%); train ethics specialists in universities (incl. to include corresponding subjects in curricula, to provide in-service training for employees) – 5 (8,3%); work to develop a better system for solving of research integrity issues – 5 (8,3%); establish research integrity advisors/committees in different fields – 4 (6,7%); disseminate information on the research integrity office/committee/advisors to academic staff – 4 (6,7%); establish research ethics committees in different fields (e.g. for separate surveys vs. drug research) – 4 (6,7%); improve the independence and objectivity of research ethics committees – 4 (6,7%), and improve the independence and objectivity of research integrity office(r)/committee/advisors – 3 (5,0%). 2 respondents (3,3%) said they did not know what Vilnius University needs to do.

This data shows how many times specific answers were chosen. One person had opportunity to choose more than one answer option.

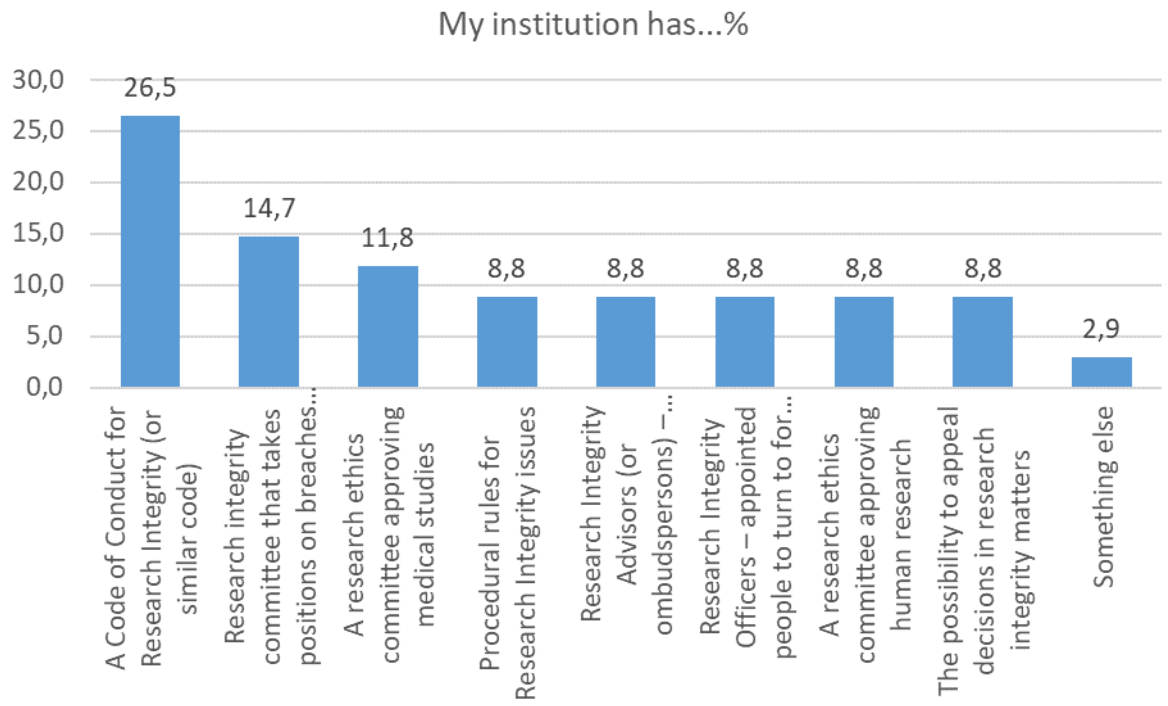
Figure 2.2.11.14. My institution needs to…%



From the research integrity elements respondents chose what Vilnius University has, 9 respondents said (26,5%) Vilnius University had a Code of Conduct for Research Integrity (or similar code); 5 said (14,7%) Vilnius University had a research integrity committee that takes positions on breaches of research integrity; 4 respondents said (11,8%) Vilnius University had a research ethics committee approving medical studies. Procedural rules for Research Integrity issues, Research Integrity Advisors (or ombudspersons) – appointed people to turn to for guidance and help, Research Integrity Officers – appointed people to turn to for lodging a complaint in research integrity matters, a research ethics committee approving human research and the possibility to appeal decisions in research integrity matters were each named by 3 respondents (8,8%). 1 respondent answered (2,9%) that Vilnius University had something else but did not specify.

This data shows how many times specific answers were chosen. One person had opportunity to choose more than one answer option.

Figure 2.2.11.15. My institution has…%



In the end of the questionnaire the respondents had the possibility to bring out the best practices in their institution in the field of research integrity. Respondents from the Vilnius University mentioned the existence of guidelines and research ethics committees, one person saying that a research integrity committee had been established in the fields dealing with human research in one of the faculties of social sciences. Two respondents mentioned dealing with plagiarism. The faculty administration reacts to the teachers' reports on cases of violation of academic ethics: the student is invited to a meeting where the case is discussed, if the student is reported again, he/she is expelled from the university. There are research groups that collectively discuss and review each other's' work in progress and find solutions for ethical issues that might emerge.

Other comments related to the issues of research integrity included a suggestion to organise more discussions and training on the issues of integrity. A respondent saw the need to share best research integrity practices already upheld at different departments and also found that their institution was paying much more attention to research integrity more recently. Another respondent saw the need for a better control system for science simulation which destroys research integrity at most. It was emphasised that the system has to be clear to everyone, at each level; a person responsible for coordination/application/support/consulting should be appointed. Weaknesses included lack of a formal body (e.g. research ethics committee) and the fact that the respondent's faculty did not encourage research, but only aimed to save money by making the academic staff teach as much as possible. One person was concerned about difficulties to detect plagiarism.

Conclusion

Current deliverable lays out policy recommendations that focus on the institutional aspects of research integrity and research ethics. Guidance is given for suggested activities, however since institutions participating in the project are in different situations and stages when it comes to research integrity, it is up to the institutions to decide what activities and in what order they will carry out.

The policy recommendations focus on three focus areas: research integrity infrastructure (including guidelines and policies; ethics committees and research ethics advisors and ombudspersons), training programs (for students, staff, and leaders); and handling misconduct (including procedures, guidelines, and approaches to whistleblowing).

In addition, the report summarizes the current state in terms of research integrity with giving overview of the results of the research integrity questionnaire results. The questionnaire was prepared by University of Tartu, Centre for Ethics together with University of Tartu, Centre for Applied Research. The questionnaire was carried out and the results analysed by University of Tartu, Centre for Applied Research. The report was prepared by University of Tartu, Centre for Ethics.

The questionnaire was carried out in spring 2022. Detailed overview is presented for each of the institutions, except the ones where there were less than 5 respondents. In these cases, general overview is presented.

Useful materials

Organisation for Economic Co-operation and Development Global Science Forum. (2007). Best Practices for Ensuring Scientific Integrity and Preventing Misconduct. https://www.oecd.org/science/inno/40188303.pdf

The Australian Code for the Responsible Conduct of Research. (2018). https://www.nhmrc.gov.au/about-us/publications/australian-code-responsible-conduct-research-2018

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Literature

The suggestions are based on the relevant literature listed here.

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Appendix 1. Questionnaire

RESEARCH INTEGRITY QUESTIONNAIRE.

Overall introduction (presented to everyone):

Dear members of management and research administrators,

We are asking you to participate in a study designed to describe the research integrity systems in the universities participating in the Alliance for Life Sciences: From Strategies to Actions in Central and Eastern Europe project. The questionnaire will be used to describe the current state of art in research integrity systems in each partner institution with the aim to capture best practices in research integrity.

The questionnaire will have 17 multiple choice questions and 2 open ended questions. The data will be collected pseudonymously and will be anonymised right after the collection; your answers will not be possible to trace back to you. The results will be analysed by partners as averages and in percentages. Open answers will be analysed thematically.

The data will be kept in a secure server hosted by University of Tartu and only employees from the project team at University of Tartu (bound by a confidentiality clause) will have access to raw data. Data will be kept five years after the end of project (April 2029).

It takes about 15 minutes to complete the questionnaire.

With best regards
Centre for Ethics, University of Tartu

Additional information: Mari-Liisa Parder (mari-liisa.parder@ut.ee)

I voluntarily agree to answer the questionnaire

- *Yes*
- *No*

Questions

1. Institution where I currently work:
   a) Biomedical Research Center of the Slovak Academy of Sciences
   b) Carol Davila University of Medicine and Pharmacy Bucharest
   c) Latvian Institute of Organic Synthesis (LIOS)
   d) Masaryk University (MUNI)
   e) Medical University of Łódź
   f) Medical University – Sofia
   g) Semmelweis University
   h) St. Anne's University Hospital Brno/ International Clinical Research Center
   i) University of Ljubljana
   j) University of Tartu
   k) University of Zagreb
   l) Vilnius University

2. My management position in my university is:
   a) Top leader of the university (my autonomy to adopt regulation and design personnel policy are high, I am responsible for economic decisions; for example, member of rectorate, board, deans etc.)
   b) Expert leader in the university (I am responsible for my domain, my autonomy to make decisions and to be accountable for them is limited to my domain; e.g. chairman of committees, leader of a university subunit.)
   c) Research administrator in the university
   d) Other (please specify)

3. At the same time, my academic position in my university includes (*several options possible*):
   a) First stage researcher (R1) (Up to the point of PhD)
   b) Recognised researcher (R2) (PhD holders or equivalent who are not yet fully independent)
   c) Established researcher (R3) (Researchers who have developed a level of independence)
   d) Leading researcher (R4) (Researchers leading their research area or field)
   e) Non-academic worker
   f) I have no other positions in my university

4. In my opinion questions about research integrity (compared to other issues I am dealing with in my university) are:
   a) Very important to me
   b) Important to me
   c) Neither important nor unimportant to me
   d) Unimportant to me
   e) Very unimportant to me

5. For me research integrity is primarily…. (please choose the five answers that you think are most appropriate)
   a) An important part of all research where all possible ethical issues and solutions that may arise need to be considered
   b) An important part of conducting all human research where all possible ethical problems and solutions must be considered
   c) An important role in all technological and pharmaceutical research where all possible ethical issues and solutions need to be considered
   d) An important role in all animal research where all possible ethical issues and solutions need to be considered
   e) An important part of conducting sociological and market research surveys where all possible ethical issues and solutions should be considered
   f) Quality and reliability of research
   g) Correct reference to the works of other authors in the publication
   h) Laws and other regulations that must be followed in daily work and studies
   i) Honest and fair conduct in daily work and studies
   j) The objectivity and independence of teaching
   k) Quality of teaching
   l) Effective organization of studies
   m) Helping other people
   n) Something else (please specify)… ..

6. My current experience in research integrity … (please choose one)
   a) is completely absent
   b) is limited (e.g. I have thought about it, taken courses introducing the principles of research integrity or read about research integrity, I know the content of research integrity, but I have not been in direct contact with it in my work or studies)
   c) is moderate (e.g. I occasionally encounter problems with research integrity in research or teaching, including supervising student work)
   d) is large (e.g. I am often involved in research in which I have had to rethink the scientific ethical aspects of the research or have often been exposed to research integrity in my work or teaching)
   e) is very large (e.g. I have a long history of researching, developing, organizing or participating in committees on research integrity issues or encountering it on a daily basis when preparing and requesting research requests)

7. I have read the following materials on research integrity … (select all that apply)
   a) a set of (scientific) integrity principles developed by my employer
   b) the code of ethics of a professional association in my country
   c) the code of ethics of a professional association in my field
   d) ALLEA Code of Conduct for Research Integrity
   e) research articles on research integrity
   f) I have not read any material relating to research integrity
   g) other…. (please elaborate)

8. I consider my training in research integrity to be … (please choose one)
   a) completely absent (I have not had formal training in research integrity and I have not looked material on my own)
   b) very limited (I have looked at some materials on my own, no formal training was available)
   c) limited (I have some formal training in research integrity and/or I have looked at some materials on my own)
   d) moderate (I have some formal training in research integrity and I have looked at materials on my own)
   e) large (I have formal training in research integrity and/or I have looked at a lot of materials on my own)
   f) very large (I have extensive formal training in research integrity and I have looked at a lot of materials on my own)

9. My overall experience and expertise in research integrity comes mainly from
   a) My current institution
   b) Outside of my current institution (please specify)

10. In my experience, the most serious issue for my institution is…. (Please indicate to what extent you agree with the statements made. Rating scale: Strongly agree - 5; Rather agree - 4; Neither agree nor disagree - 3; Rather disagree - 2; Strongly disagree - 1)
    a) Lack of information on contacts and activities of research integrity institutions / bodies (including R&D institutions, ethics committees, etc.)
    b) Lack of information on research integrity cases and their resolution
    c) Lack of advice on research integrity (e.g. the opportunity to turn to an integrity adviser for information on research

and teaching issues)
d) Lack of training in research integrity in universities and colleges
e) Lack of mentoring in research integrity (e.g. the opportunity to receive support from a research integrity expert in resolving research integrity cases, drafting project applications and texts on research integrity, training research integrity advisers, etc.)
f) Insufficient funding
g) Insufficient legislation
h) Insufficient cooperation on research integrity between different organizations (e.g. universities - companies - ministries)
i) Insufficient sectoral cooperation in research and development institutions
j) Lack of a system for handling scientific cases
k) Lack of international cooperation in research integrity
l) There are no serious RI issues in my institution
m) Other (please specify) ……

11. I have encountered the following problems with research integrity in my work… (select all that apply)
a) Pressure on study participants to participate non-voluntarily
b) Misuse of personal data
c) Use of a method not in accordance with good scientific practice
d) Plagiarism or theft of ideas
e) Forgery of data or other survey materials or results
f) Conflict of interests
g) I have not encountered any problems
h) Other issues (please specify)…

12. My opportunities (knowledge, information, support, help, etc.) to solve scientific ethical problems are….
a) None
b) Very few
c) Satisfactory
d) Good
e) Very good
f) Don't know

13. In my opinion, the organization of the research integrity system at my institution (incl. sharing of responsibilities, cooperation, funding, etc.) is….
a) Very good
b) Good
c) Moderate
d) Bad
e) Very bad
f) Don't know

14. In my opinion, my institution is doing really well in… (choose all that apply)
a) Disseminating information on the work of research ethics committees and centres to academic staff
b) Establishing research ethics committees in different fields (e.g. for separate surveys vs. drug research)
c) Improving the independence and objectivity of research ethics committees
d) Advising research staff on research integrity matters (e.g. via research integrity officer/advisors or ombudspersons)
e) Training ethics specialists in universities (incl. to include corresponding subjects in curricula, to provide in-service training for employees)
f) Organising trainings in research ethics and integrity for students (on all levels)
g) Solving research integrity issues
h) Funding the field of research integrity
i) Don't know
j) Something else (please specify)….

15. In my opinion, my institution primarily needs to … (choose all that apply)
    a) Disseminate information on the work of research ethics committees and centres to academic staff
    b) Establish research ethics committees in different fields (e.g. for separate surveys vs. drug research)
    c) Improve the independence and objectivity of research ethics committees
    d) Advise research staff on research integrity matters (e.g. via research integrity officers/advisors or ombudspersons)
    e) Organise trainings in research ethics and integrity for students (on all levels)
    f) Train ethics specialists in universities (incl. to include corresponding subjects in curricula, to provide in-service training for employees)
    g) Work to develop a better system for solving of research integrity issues
    h) Disseminate information on the research integrity office/committee/advisors to academic staff
    i) Establish research integrity advisors/committees in different fields
    j) Improve the independence and objectivity of research integrity office(r)/committee/advisors.
    k) Increase funding in the field of research integrity
    l) Don't know
    m) Do something else (please specify)….

16. My institution has (choose all that apply)
    a) A Code of Conduct for Research Integrity (or similar code)
    b) Procedural rules for Research Integrity issues
    c) Research Integrity Advisors (or ombudspersons) – appointed people to turn to for guidance and help
    d) Research Integrity Officers – appointed people to turn to for lodging a complaint in research integrity matters
    e) Research integrity committee that takes positions on breaches of research integrity
    f) A research ethics committee approving medical studies
    g) A research ethics committee approving human research
    h) A research ethics committee approving animal research
    i) The possibility to appeal decisions in research integrity matters
    j) Something else (please specify)….

17. The best practice in my institution in the field of research integrity is (free answer, up to 200 characters)

18. Thoughts I want to share about my institution (experiences, suggestions, proposals, cases etc.) (up to 200 characters)

Thank you for answering the online questionnaire!