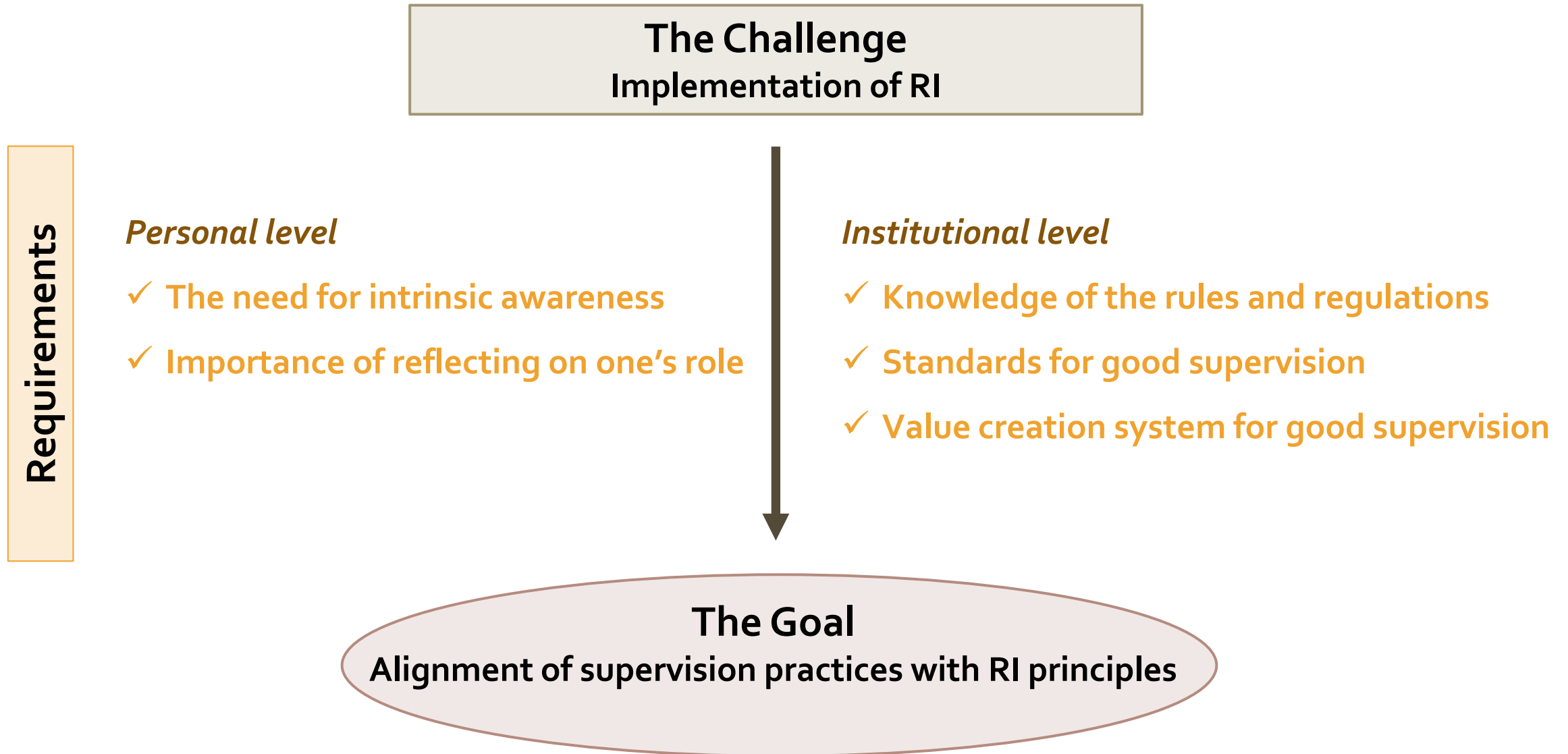


# **Empowering Research Integrity: Fostering intrinsic commitment to good research practice across all academic ranks**

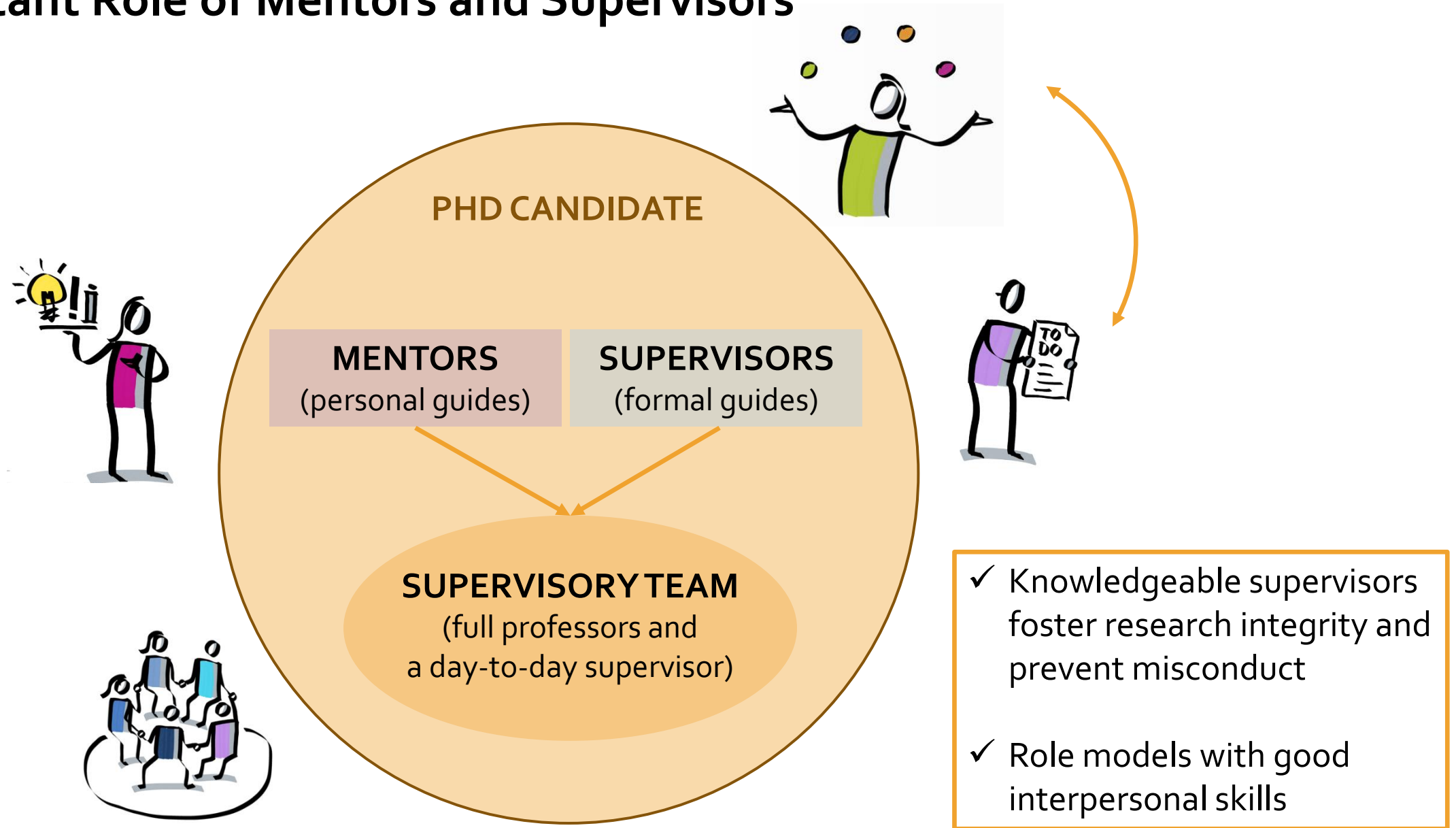
**PD Dr. Andrea Kliwer, Jena  
Helga Nolte, Hamburg  
– Team Scientific Integrity Germany –**

**8<sup>th</sup> World Conference on Research Integrity  
June 02 - 05, 2024 – Athens**

# Comprehensive, sustainable and effective Implementation of RI

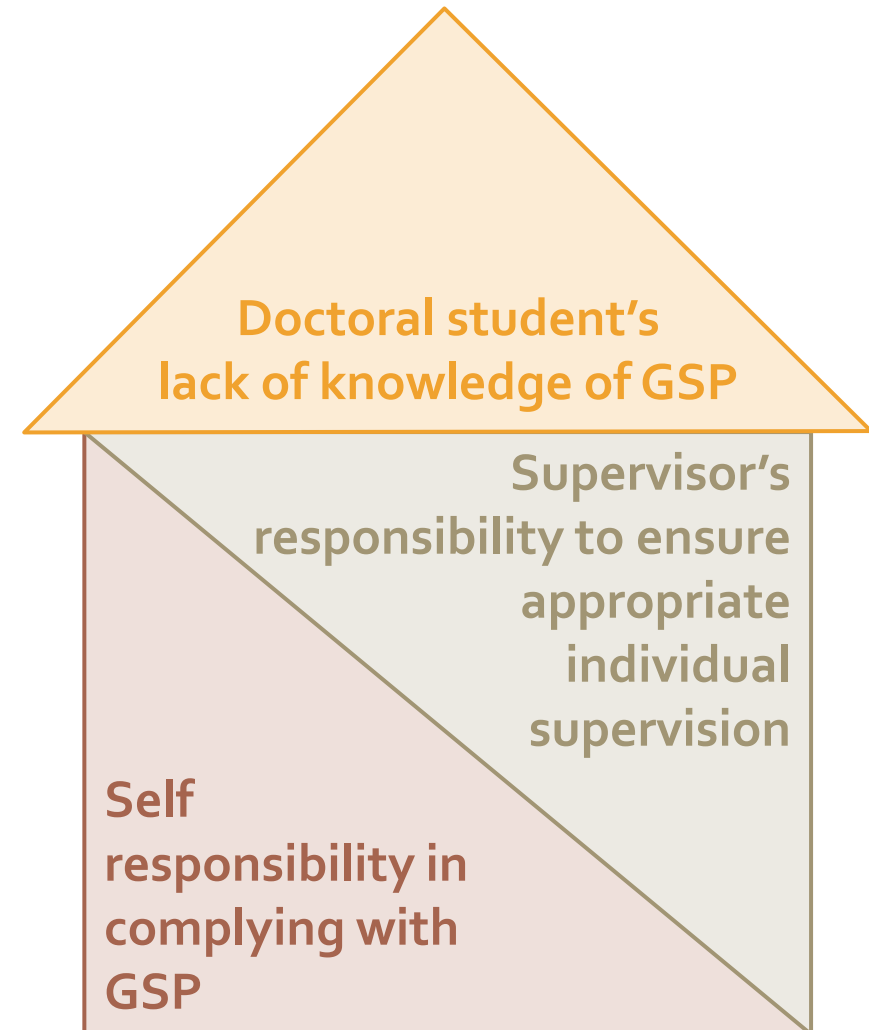


# Important Role of Mentors and Supervisors




# Focus & Objectives on Professors and Supervisors

- Professors and supervisors often lack
  - RI training and knowledge
  - Awareness about supervisors' role
  - Willingness to change own behavior
  - Self-criticism



# Focus & Objectives on Professors and Supervisors

- 
- ✓ Refreshes knowledge and promotes reflection
  - ✓ Ensure knowledge of established RI rules and regulations
  - ✓ Encourage the integration of RI into everyday research
  - ✓ Sensitize early career researchers to RI through role models



**effective**

**sustainable**

**comprehensive**



**WIN-WIN**



# Hurdles and Difficulties

- Young supervisors are generally enthusiastic & open
- Senior supervisors are omniscient and obstructive
- Time constraints due to too many other tasks
- Too many PhD-students at the same time
- No concrete incentives
- No feeling for the win-win
- Universities hesitant about mandatory training (compulsory training e.g. TU Dresden)
- Voluntary participation means some supervisors might never attend



# Ways of Implementation

## *Institutional level*

- ✓ External and internal training approaches
- ✓ Binding documents, e.g. in connection with appointment procedures
  - On the content of good supervision
  - Regular training & refreshing in GSP
- ✓ Support experienced researchers in their role as RI mentors
- ✓ Stimulating of the importance of discuss on RI with PhD candidates
- ✓ Create incentives, e.g. awards for good supervision, release from other tasks for a certain period of time, ...

## *Personal level*

- ✓ Self-criticism – Become aware of own deficiencies
- ✓ Openness / Willingness for changes – reflection of own possibilities
- ✓ Development of interpersonal skills
- ✓ Focus on practical reflection and discussion of RI approaches

# Sum Up the Benefits

- Improved supervision skills
- Supervisors applied the acquired skills in practice -> learning-by-doing
- Training in the lab/research environment helps address real-world challenges



- PhD candidates learn about RI through peers and senior staff in their research group
- Enhancing knowledge and Improving the ability to reflect



- Group mentoring involves PhD candidates and faculty discussing research integrity dilemmas
- Training outside the lab allows openness and sharing



# Conclusions

- Sustainable RI requires an intrinsic commitment from all academic ranks
- Reflective and practical training for professors and supervisors
- Ongoing monitoring and adaptation will enhance the effectiveness of RI initiatives

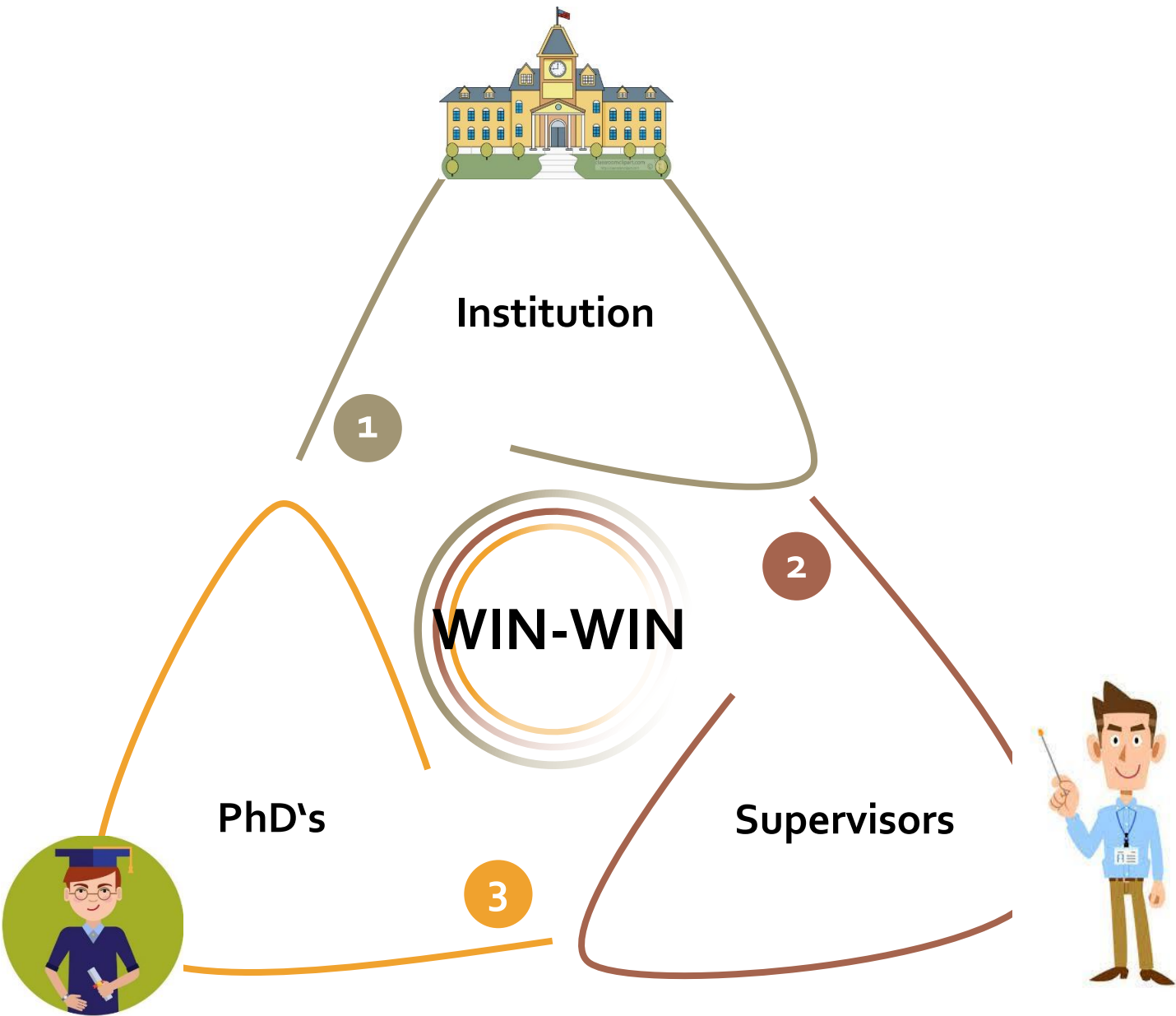
Research Article

## **Superb supervision: A pilot study on training supervisors to convey responsible research practices onto their PhD candidates**

**Tamarinde Haven**  , Dr  , Lex Bouter , Professor Dr, Louise Mennen , Dr Ir & Joeri Tjink , Dr

Pages 574-591 | Published online: 10 May 2022

# Solution





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