

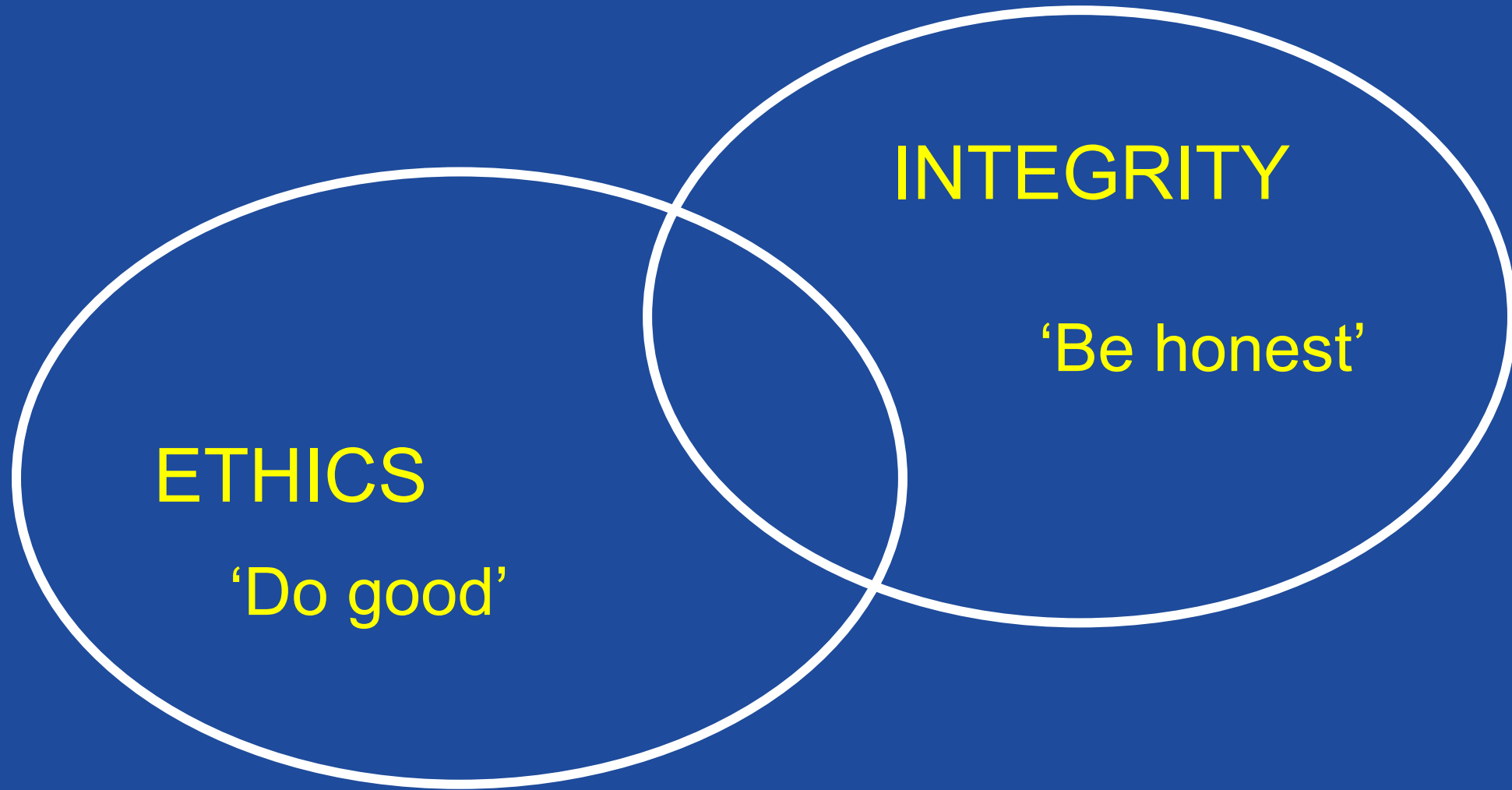
# Ethics and Integrity in Research

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# Ethics and integrity in research



# The Concordat on Research Integrity

1. upholding the highest standards of rigour and integrity in all aspects of research
2. ensuring that research is conducted according to appropriate ethical, legal and professional frameworks, obligations and standards



Department for the Economy,  
Northern Ireland  
Higher Education Funding  
Council for Wales  
National Institute for Health  
Research  
Scottish Funding Council  
UK Research and Innovation  
Universities UK  
Wellcome Trust  
The British Academy  
Cancer Research UK  
GuildHE Research

# The Concordat on Research Integrity

3. supporting a research environment that is underpinned by a culture of integrity and based on good governance, best practice, and support for the development of researchers
4. using transparent, timely, robust and fair processes to deal with allegations of research misconduct should they arise
5. working together to strengthen the integrity of research and to review progress regularly and openly

# The Concordat on Research Integrity

Honesty in all aspects of research, including in the presentation of research goals, intentions and findings;

in reporting on research methods and procedures;

in gathering data;

in using and acknowledging the work of other researchers;

and in conveying valid interpretations and making justifiable claims based on research findings

# The Concordat on Research Integrity

Rigour, in line with prevailing disciplinary norms and standards, and in performing research and using appropriate methods;

in adhering to an agreed protocol where appropriate;

in drawing interpretations and conclusions from the research;

and in communicating the results

# The Concordat on Research Integrity

Transparency and open communication in declaring potential competing interests;

in the reporting of research data collection methods; in the analysis and interpretation of data;

in making research findings widely available, which includes publishing or otherwise sharing negative or null results to recognise their value as part of the research process;

and in presenting the work to other researchers and to the public

# The Concordat on Research Integrity

Care and respect for all participants in research, and for the subjects, users and beneficiaries of research, including humans, animals, the environment and cultural objects.

Those engaged with research must also show care and respect for the integrity of the research record



# The Concordat on Research Integrity

Accountability of funders, employers and researchers to collectively create a research environment in which individuals and organisations are empowered and enabled to own the research process.

Those engaged with research must also ensure that individuals and organisations are held to account when behaviour falls short of the standards set by this concordat.

# H2020 PRO-RES: PROmoting integrity in the use of RESearch results



The UK Academy of Social Sciences (AcSS) was a partner in a €2.8 million project with 13 European scientific institutions building an ethics/integrity framework for all non-medical research

<http://prores-project.eu/>

- We recognize that an underpinning by high quality research, analysis and evidence, including policy appraisals and evaluations, is a pre-condition for evidence-based policy-/decision-making, and hence rational policy actions and effective outcomes.

# Ethics in flux

Ethics are based on socially constructed moral memes hence have historical and contextual fluidity

Tension between absolute and relative standards

Democratic versus autocratic morality

Human rights versus popular culture

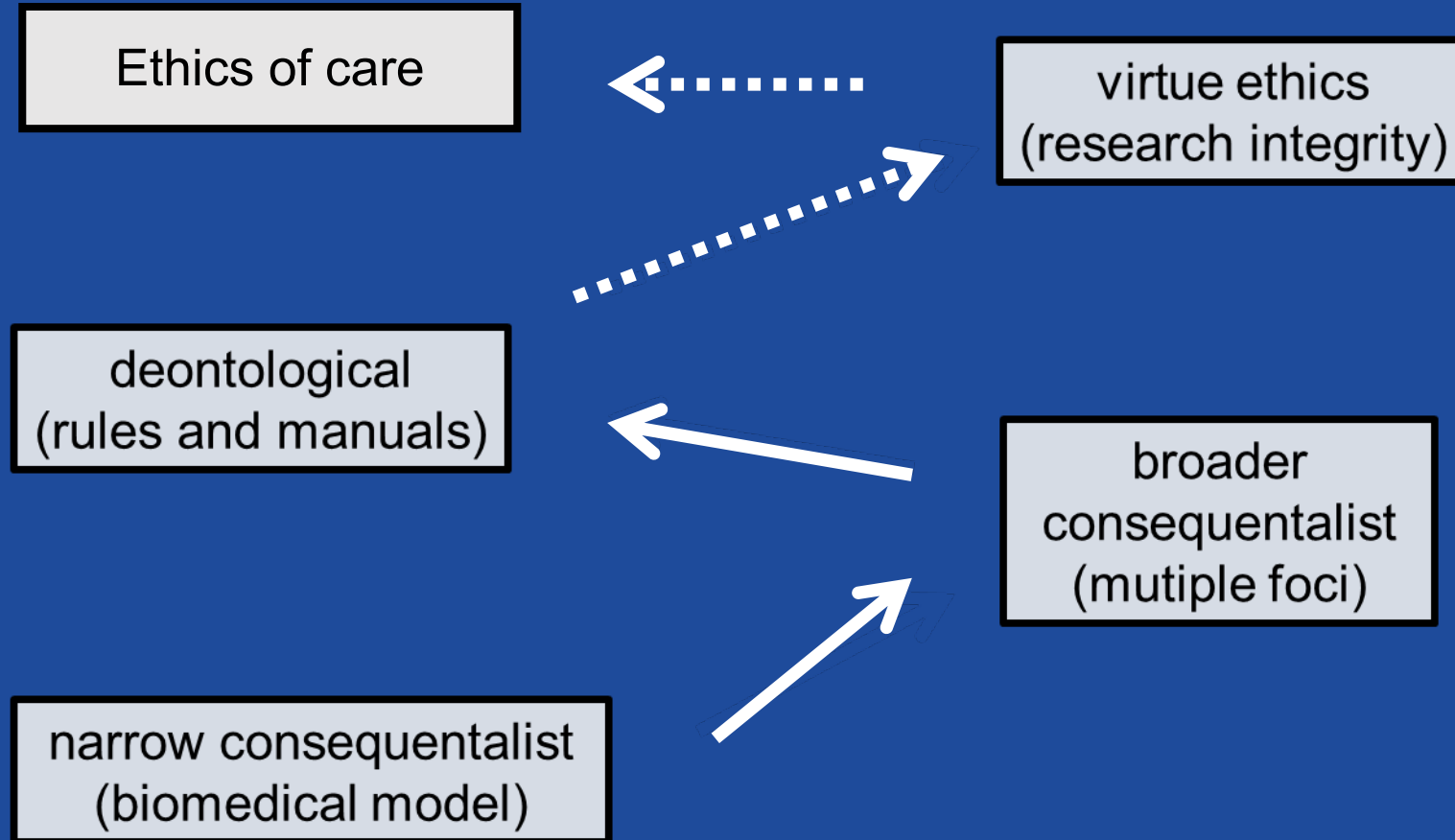
Research ethics codes versus participants' values and attitudes

‘While research ethics has a long history, originating with medical ethics and then extending to other forms of research with humans, it also has a history of evolution and development. Research ethics in the social sciences initially drew on the ‘patient protection’ model of medical research, but has more recently broadened in scope to include consideration of benefits, risks and harms to all persons connected with and affected by the research and to the social responsibilities of researchers.’

ESRC Framework for Research Ethics

<https://esrc.ukri.org/funding/guidance-for-applicants/research-ethics/>

# Ethics in flux



# The challenge

With few exceptions, every new research project presents novel ethics issues that detailed guidance or regulations do not cover

Publics' values and attitudes shift

*e.g. the pervasive and unpredictable influence of social media challenges concepts of privacy*

So how can researchers inhabit an ethically secure space?

# ARISTOTLE'S VIRTUE FRAMEWORK

<i>Sphere of action or feeling</i>	<i>Excess</i>	<i>Mean</i>	<i>Deficiency</i>
Fear and Confidence	Rashness	Courage	Cowardice
Pleasure and Pain	Licentiousness/Self-indulgence	Temperance	Insensibility
Getting and Spending (minor)	Prodigality	Liberality	Illiberality/Meanness
Getting and Spending (major)	Vulgarity/Tastelessness	Magnificence	Pettiness/Stinginess
Honour and Dishonour (major)	Vanity	Magnanimity	Pusillanimity
Honour and Dishonour (minor)	Ambition/empty vanity	Proper ambition/pride	Unambitiousness/undue humility
Anger	Irascibility	Patience/Good temper	Lack of spirit/unirascibility
Self-expression	Boastfulness	Truthfulness	Understatement/mock modesty
Conversation	Buffoonery	Wittiness	Boorishness
Social Conduct	Obsequiousness	Friendliness	Cantankerousness
Shame	Shyness	Modesty	Shamelessness
Indignation	Envy	Righteous indignation	Malicious enjoyment/ Spitefulness



# Research virtues throughout the research phases

phase	vice of deficit	virtue	vice of excess
framing	cowardice	courage	recklessness
negotiating	manipulativeness	respectfulness	partiality
generating	laziness	resoluteness	inflexibility
creating	concealment	sincerity	exaggeration
disseminating	boastfulness	humility	timidity
reflecting	dogmatism	reflexivity	indecisiveness

MacFarlane B. (2008) *Researching with Integrity: The Ethics of Academic Inquiry*. New York: Routledge.

# Ethics review and the research cycle

phase
framing
negotiating
generating
creating
disseminating
reflecting

advice, education

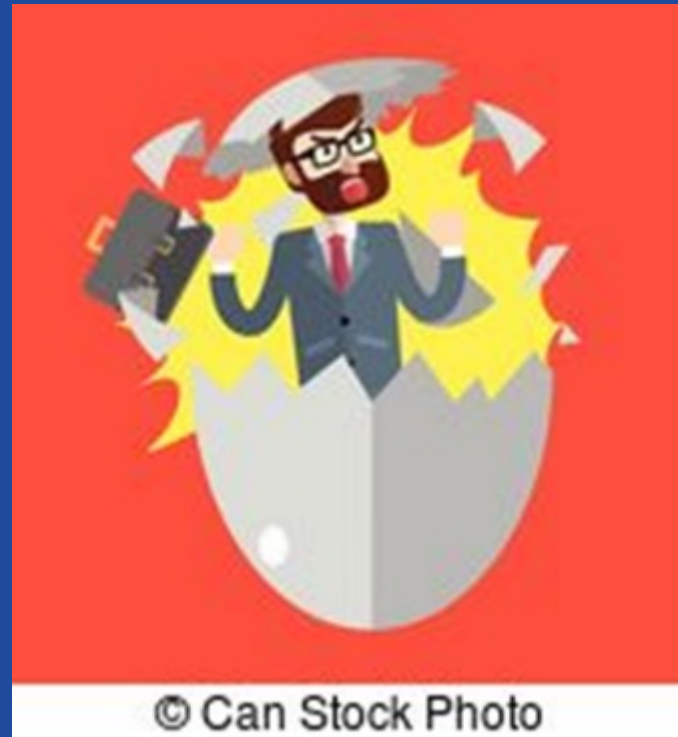
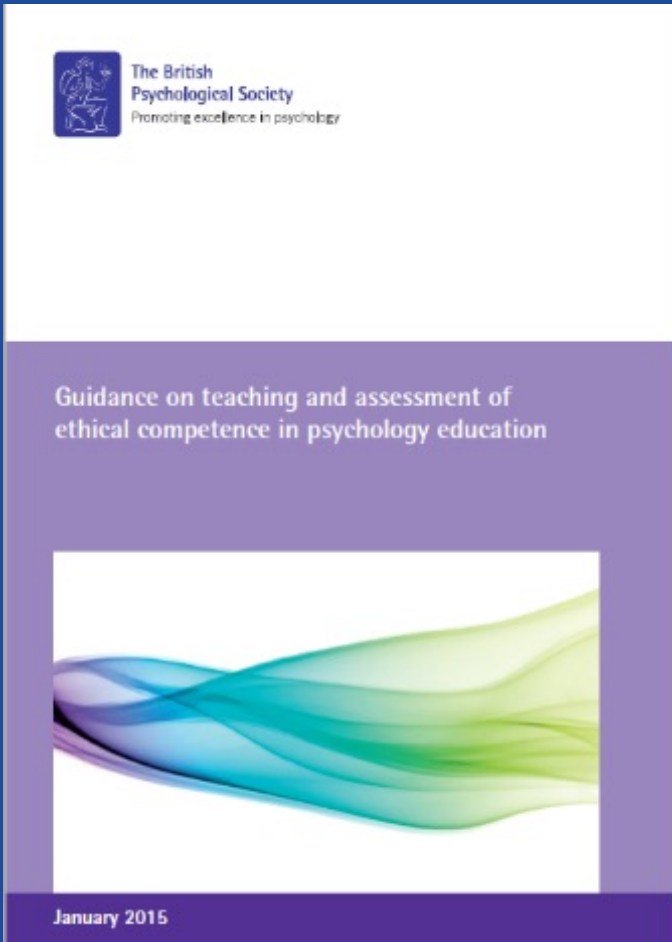


**pre-emptive (formal) ethics review**

reporting back, critical incident support

advice, review, audit

# The virtuous researcher does not just 'emerge' fully formed



<https://tinyurl.com/y7324q3k>

# Four component model

- Ethical sensitivity: Interpreting the situation, and identifying the presence of an ethical issue
- Ethical reasoning: Formulating the morally ideal course of action by identifying the relevant ethical principles and using these to consider appropriate actions.
- Ethical motivation: Deciding what one actually wishes and intends to do
- Ethical implementation: Executing and implementing what one intends to do

Rest, J. (1994). Background: Theory and research. In J. Rest & D. Narvaez (Eds.), *Moral development in the professions: Psychology and applied ethics* (pp. 1–26). New Jersey: Lawrence Erlbaum Associates, Inc

	<b>Vice of deficit</b>	<b>Virtue</b>	<b>Vice of excess</b>
<b>Ethical sensitivity</b>	imperceptiveness	awareness of risks and benefits	over-cautiousness
<b>Ethical reasoning</b>	incapacity	solution-focused rationality	over-complication
<b>Ethical motivation</b>	indolence	altruism	over-involvement
<b>Ethical implementation</b>	ineffectiveness	resoluteness	recklessness

Who/which are the stakeholders and what are their interests/stakes?

1. Funders: high quality research (integrity); positive findings; good dissemination; clear application plans; reputation and image
2. Sponsor: Integrity; impact; income; publicity; reputation
3. Research team: employment; positive findings; publications; impact
4. Other researchers: knowledge gain
5. Public services: improved provision
6. Commerce: value; profitability
7. Publics: valid knowledge vs fake news

How to minimise harm and maximise benefit for each of the above stakeholders and interests?

What virtues should researchers embody at different stages in their research?

phase	vice of deficit	virtue	vice of excess
framing	cowardice	courage	recklessness
negotiating	manipulativeness	respectfulness	partiality
generating	laziness	resoluteness	inflexibility
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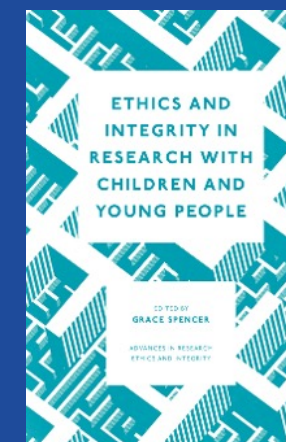
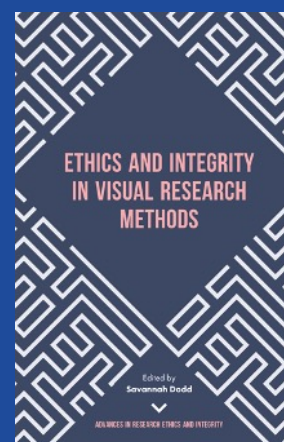
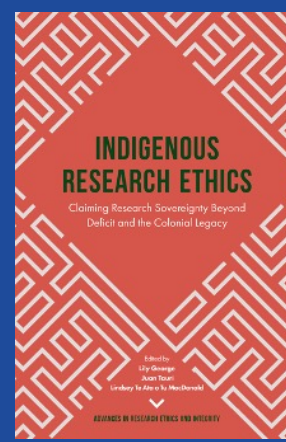
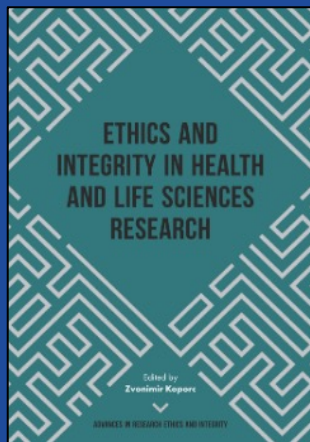
# Advances in Research Ethics and Integrity

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New series from Emerald Publishing



<https://tinyurl.com/j9f4b334>







The Open  
University

# THANK YOU

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