

TRANSLATING INTEGRITY INTO POLICY AND PRACTICE



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| LISE DEGN
ASSISTANT PROFESSOR

PRACTICING INTEGRITY

Background

- Changing higher education and research sectors globally
 - The "reputation" of institutions more important than ever
 - Incentives to do more, do better and do it faster are increasing
- Increasing focus on "responsible conduct of research"
 - Crisis in science?
 - Shift from focus on FFP to QRPs
- One response: development of codes of conduct, e.g. in Denmark



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Aims of the overall project:

- To explore the demands and norms of codes of conduct for research integrity and (how) are they ingrained in academic practice in universities and university colleges
 - *organisationally* (by leaders, managers, supervisors)
 - *institutionally* (in the education of early career researchers)
 - *individually* (in navigating day-to-day incentives and pressures of academic research)

What meaning and intentions are ascribed to new codes of integrity, e.g. by policy-makers, why and how have they arisen at this moment, and how do they relate to existing cognate codes and institutional practices?



To what extent have integrity policies been developed and institutionalized in management structures and incentives in Danish universities?



How are codes of integrity understood across disciplinary and institutional borders, and how are they translated in training courses for early career researchers?



Over 18 months, how do early career researchers develop their research practices, how do their conceptions of integrity develop, and what incentives influence their academic work and careers?



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- The aim of the sub-study: to explore how Danish universities and university colleges translate the national code into local policies and practices – and with what implications?
- Key questions:
 - What local policies have been developed in Danish universities and university colleges.
 - How do these policies differ/or not in terms of e.g. focus, specificity, scope etc.
 - How do department heads and other leaders (e.g. research leaders) make sense of organizational policies (or the lack of such policies)?
 - How is this sensemaking enacted in local initiatives?



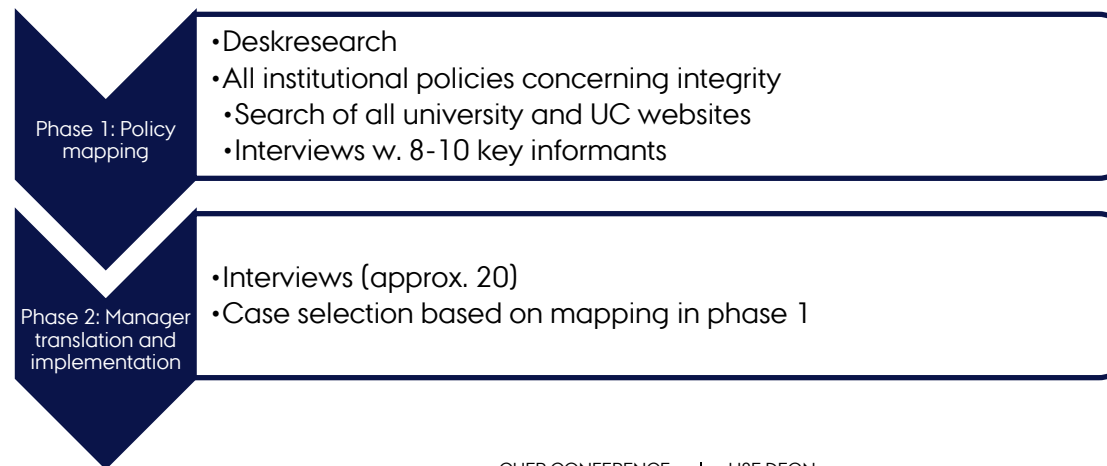
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- Special area of interest: the dual (Uni/UC) perspective
 - A broadening HE- and research sector
 - University colleges: New "academic professionals" and specific challenges to integrity
 - Building research culture
 - Doctoral education as boundary crossing
 - Doctoral training in universities
 - Practice in both universities and university colleges



RESEARCH DESIGN

- Two phases
 - Phase 1: *How does the national code move into institutional policies and local initiatives?*
 - Phase 2: *How are these translations perceived by university and UC-leaders/managers and how do they navigate between policy demands and local academic practices?*



RESEARCH DESIGN - STATUS

- Data collection for phase 1 almost completed
 - Policies and other documentation from 8 universities and 7 university colleges
 - Interviews with key persons involved in organisational "integrity-process"
- Data collection for phase 2: autumn 2017



THEORETICAL FRAMEWORK

A basis in Scandinavian institutionalism (Czarniawska & Sevón 1996; 2005; Sahlin & Wedlin 2008)

- Focus on translation and the travel of ideas
- Key argument: Ideas about e.g. integrity move as they *“are translated into objects (models, books, transparencies), are sent to other places than those where they emerged, translated into new kind of objects, and then sometimes into actions”* (Czarniawska 2009)
- The analytical objective becomes following this process and exploring how the idea is translated into new forms (objects)



THEORETICAL FRAMEWORK

- The translation perspective offers a specific eye for agency
 - Translation is a dynamic process where *translators* matter – as well as the *contexts* that they find themselves in
- Idea carriers
 - Package ideas and carry them into organizations without translating them
 - Strategic consultants, policy makers, but also academics, leaders etc.
- Sensemaking (Weick 1995, Mills 2003)
 - An framework for looking at the ongoing creation of meaning done by individual leaders/managers – and how it affects their actions
 - Leaders are seen as co-authors of the own environments



PRELIMINARY FINDINGS (1)

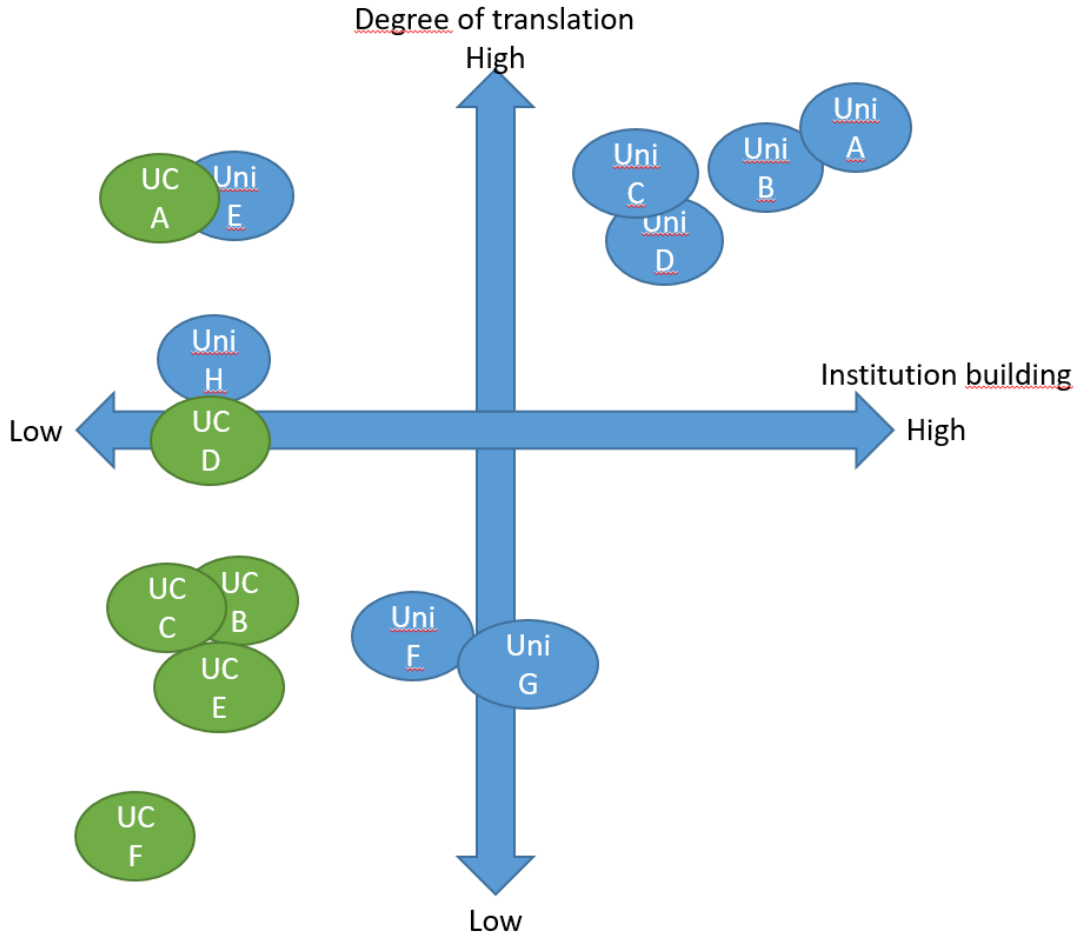
High degree of variation between the institutions – particularly on two parameters:

- *Degree of translation*
 - Specificity of documents
 - Number of documents

- Degree of institution-building/integrity-infrastructure
 - Established research practice committees, "named persons", etc.
 - Doctoral courses in responsible research practice
 - Other courses, e.g. for supervisors
 - Other institutionalization initiatives, e.g. conferences, seminars etc.



PRELIMINARY FINDINGS (2)



PRELIMINARY FINDINGS (3)

- 3 "clusters" of universities
 - High degree of translation and of institution building = multi-faculty universities, all with faculties of health sciences
 - Moderate to high degree of translation and low institution building
 - Low degree of translation and moderate institution building
- Variation between UCs
 - All low institution building, but a marked difference in their degree of translation
 - Almost all have a local policy, but their specificity and the number of subpolicies vary



PRELIMINARY FINDINGS (4)

- The first interviews show that travel by imitation occurs
 - Imitating seemingly successful or "more established" institutions
 - A "packaged" idea?
- The "unpackaging", however, does not always occur
 - Having a policy provide the institutions with legitimacy – but institutionalization initiatives do not necessarily follow
 - Decoupling instead of translation?



DISCUSSION POINTS – AREAS TO EXPLORE

- **Legalization vs. Institutionalization**

- The drive for legalization is seen as decoupled from the “needs” of the research community
- These needs are often addressed from the bottom – e.g. through doctoral courses
- Some mention resistance from academics – why turn academic matters into legal matters?
- Interviews suggest that translation of policy becomes a matter of formalization rather than becoming an academic discussion about research practice
 - Perhaps not the case in the UCs
- Translation often left in the hands of consultants, “research integrity officers” or others in the administration



CONCLUDING REMARKS

- The next steps:
 - For translation to become institutionalized, action is needed
 - Further interviews will give a deeper look at how leaders at various levels play a role in the translation
 - Explore the apparent decouplings between formalization and institutionalization and how leaders navigate this
 - The degree of variation between universities and university colleges
 - And the relationship between the two types of institutions



**THANK YOU FOR YOUR
ATTENTION**

