


# A FRAMEWORK FOR FOSTERING A CLIMATE OF RESPONSIBLE CONDUCT OF RESEARCH (RCR)

Area	Element
Support	<p><b>Research environment:</b></p> <ul style="list-style-type: none"> <li>• Research Director specific management activities:               <ul style="list-style-type: none"> <li>➢ Culture building.</li> <li>➢ Diversity issues.</li> <li>➢ Entity specific education and training.</li> <li>➢ Fair, transparent, and responsible assessment procedures during 1) task agreements, 1) appointments, and 3) promotions.</li> <li>➢ Managing competition and publication pressure.</li> <li>➢ Supporting RCR on and entity level i.e., administrative support, support in generating Turnitin reports and interpretation, critical readers etc.</li> </ul> </li> <li>• Faculty consultation services on <i>research ethics</i> and <i>integrity</i> related matters for researchers.</li> </ul>
	<p><b>Research study supervision:</b></p> <ul style="list-style-type: none"> <li>• Clear guidelines for study supervision and postgraduate students i.e., Higher degrees manual and Faculty specific additional guidelines.</li> <li>• Annual study supervisor- postgraduate student contract.</li> <li>• Recording contact sessions and specific session outcomes.</li> <li>• Skills training for study supervision.</li> </ul>
	<p><b>Mentoring:</b></p> <ul style="list-style-type: none"> <li>• Postgraduate students.</li> <li>• Young scientists through formal programs.</li> <li>• Ongoing throughout the career of a researcher by appointed long term mentors.</li> <li>• Mentorship on research integrity related matters for researchers after a breach.</li> </ul>
Organization	<p><b>Research ethics structure:</b></p> <ul style="list-style-type: none"> <li>• Establish and maintain a research ethics structure and clearly described SOPs.</li> <li>• Provide high quality ethics review processes by dedicated Faculty RECs and NHREC registered RECs.</li> <li>• Provide clear review guidelines for REC members and researchers.</li> <li>• Provide training for REC members on review and governance of research ethics.</li> <li>• Provide training for researchers on research ethics and administration.</li> </ul>
	<p><b>Scientific committee structure:</b></p> <ul style="list-style-type: none"> <li>• Establish and maintain a scientific committee structure and clearly described SOPs.</li> <li>• Provide high quality scientific review processes by research entity scientific committees.</li> <li>• Provide clear review guidelines for members and researchers.</li> <li>• Provide training for committee members on the review process.</li> <li>• Provide training for researchers on scientific review and administration.</li> </ul>
	<p><b>Integrated Research Integrity Management System (IRIMS):</b></p> <ul style="list-style-type: none"> <li>• Foster Responsible Conduct of Research (RCR) practices.               <ul style="list-style-type: none"> <li>➢ Clear and effective practices to enhance <i>support</i>, <i>organizational</i> structures, <i>communication</i> and facilitate <i>training</i> opportunities for both academics and postgraduate students.</li> </ul> </li> <li>• Management of integrity breaches through the offices of the deanery:               <ul style="list-style-type: none"> <li>➢ Formalized transparent procedures and processes for both <i>restorative intra-faculty</i> processes and <i>escalated disciplinary</i> processes.</li> <li>➢ Appointment of a Standing Research Integrity Committee (SRIC).</li> <li>➢ Protect whistle-blowers.</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>➤ Fairly handle those accused of breaches.</li> <li>➤ Mentorship for breaches handled on an intra-faculty level (restorative actions).</li> </ul> <div style="text-align: center; margin: 10px 0;">  </div> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; text-align: center; vertical-align: top;"> <p><b><i>Intra-faculty:</i></b></p> <ul style="list-style-type: none"> <li>• Restorative.</li> <li>• Appeals process.</li> <li>• Intra-faculty disciplinary process moved from IRIMS and involving People &amp; Culture.</li> </ul> </td> <td style="width: 50%; text-align: center; vertical-align: top;"> <p><b><i>Institutional:</i></b></p> <ul style="list-style-type: none"> <li>• Disciplinary or legal.</li> <li>• Registrar (academics) and student judicial office (postgraduate students).</li> <li>• May be referred back to IRIMS in the Faculty.</li> </ul> </td> </tr> </table>		<p><b><i>Intra-faculty:</i></b></p> <ul style="list-style-type: none"> <li>• Restorative.</li> <li>• Appeals process.</li> <li>• Intra-faculty disciplinary process moved from IRIMS and involving People &amp; Culture.</li> </ul>	<p><b><i>Institutional:</i></b></p> <ul style="list-style-type: none"> <li>• Disciplinary or legal.</li> <li>• Registrar (academics) and student judicial office (postgraduate students).</li> <li>• May be referred back to IRIMS in the Faculty.</li> </ul>
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	<p><b>Data management system and management practices:</b></p> <ul style="list-style-type: none"> <li>• Data management system (infrastructure) for secure data collection, storage, retention, archiving, and sharing.</li> <li>• Data management plan.</li> <li>• Curate and share according to FAIReR principles. (FAIR = findable, accessible, interoperable, reusable, and responsible).</li> </ul>			
	<p><b>Fair research assessment practices:</b></p> <ul style="list-style-type: none"> <li>• Clear examination guidelines.</li> <li>• Clear peer review guidelines.</li> </ul>			
Communication	<p><b>Research collaboration:</b></p> <ul style="list-style-type: none"> <li>• Establish sound rules for transparent working agreements.</li> <li>• Have MOUs in place.</li> <li>• Have MTAs/DTAs in place for samples or data.</li> <li>• Ensure that collaborators all have practices for protection of personal information in place (POPIA).</li> </ul>			
	<p><b>Declaration of interests:</b></p> <ul style="list-style-type: none"> <li>• Clear guidance on the university’s approach to declaring interest and handling of conflict of interest.</li> <li>• Ensure transparent declarations of interest (financial e.g., funding, personal interests, or professional activities e.g., per review, evaluation, assessment, promotion, and collaboration).</li> <li>• Ensure that conflicts are handled adequately.</li> <li>• Clear guidelines for contract research.</li> </ul>			
	<p><b>Stakeholder/external organization communication:</b></p> <ul style="list-style-type: none"> <li>• Clear guidelines available on the research integrity processes of the Faculty.</li> </ul>			
	<p><b>Publication and communication:</b></p> <ul style="list-style-type: none"> <li>• Clear which guidelines for authorship are being used i.e., COPE.</li> <li>• Clear guidelines for publication practices e.g., entity/faculty specific plagiarism guidelines.</li> <li>• Ensure openness and clarity in public engagement.</li> <li>• Base dissemination or public speaking on scientific grounds</li> </ul>			
	<p><b>Research ethics and research integrity webpage:</b></p> <ul style="list-style-type: none"> <li>• Enhance communication with academics and postgraduate students.</li> <li>• Provide resources on research integrity.</li> </ul>			
Training	<p><b>Research ethics and research integrity training</b></p>			
	<p><b><i>Academics</i></b></p>	<p><b><i>Postgraduate students</i></b></p>		
	<ul style="list-style-type: none"> <li>• Introduction to research ethics (including review and administration).</li> <li>• Introduction to research integrity and Responsible Conduct of Research (RCR).</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to research ethics (including review and administration).</li> <li>• Introduction to research integrity and Responsible Conduct of Research (RCR).</li> </ul>		

<ul style="list-style-type: none"> <li>• Research related policies, guidelines, and SOPs National and institutional).</li> <li>• Refresher courses on research methodology.</li> <li>• Moral character development.</li> <li>• Research project planning and management.</li> <li>• Latest trends on plagiarism.</li> <li>• On being a “good” scientist.</li> <li>• Study supervision: How to become an effective study supervisor.</li> <li>• Mentorship: How to be a mentor.</li> <li>• Faculty Research Mentorship Program.</li> <li>• Future Professors’ Program for Mid-level Academics.</li> <li>• How to do effective peer review for: <ul style="list-style-type: none"> <li>➢ Publications.</li> <li>➢ Post graduate examination (Guidelines on how to examine).</li> <li>➢ A scientific committee.</li> <li>➢ A research ethics committee.</li> <li>➢ Promotion.</li> <li>➢ Grant/funding applications.</li> <li>➢ Appointments.</li> <li>➢ Etc.</li> </ul> </li> <li>• Effective publication practices: <ul style="list-style-type: none"> <li>➢ Publication ethics.</li> <li>➢ Authorship.</li> <li>➢ Writing for publication.</li> </ul> </li> <li>• Data management.</li> <li>• How to engage with the public on sharing research results.</li> </ul>	<ul style="list-style-type: none"> <li>• Research related policies, guidelines, and SOPs (National and institutional).</li> <li>• Introduction to research methodology.</li> <li>• Moral character development.</li> <li>• Research project planning and management.</li> <li>• Plagiarism.</li> <li>• On being a “good” student in research.</li> <li>• Scientific writing skills development.</li> </ul>
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Greeff, 2021 (revised 2022).

