



RESEARCH CULTURE SURVEY 2021

Quantitative Report

Overall responses

Responses by college

Responses by role

Report No. 1



RESEARCH CULTURE INITIATIVE TEAM

June 2022



Research Culture Survey 2021

**Quantitative Report
Overall Responses, Responses by College,
Responses by Role**

**The Research Culture Initiative Team
June 2022**

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Foreword

This is the first formal report on the UCD Research Culture survey, carried out in November 2021. The report analyses the quantitative data provided by respondents, and provides context by referring to some free text comments as appropriate. A future report will provide a comprehensive qualitative analysis of the free text responses. Research Culture encompasses the way we do our research, our behaviours and attitudes to each other in our work, how we value the contributions of others involved in our research and how our research is communicated. It underpins both research excellence and research integrity, describing how individuals, teams, research performing organisations, funders, publishers and other stakeholders interact and support each other in the conduct of research. As UCD has signalled in its research strategy, fostering a supportive research culture underpins our ambitious aims in *Shaping the Future*. This survey is an important step in achieving these aims. We are grateful to all who participated in the survey, and to Professor Orla Feely, Vice-President for Research, Innovation and Impact, for supporting UCD's Research Culture Initiative.

The Research Culture Team

Executive Summary

This survey of Research Culture at UCD was conducted in October – November 2021, targeting all of the UCD research community. The overall response rate was 19%, with the highest percentage response rate by target population from faculty members (37%) followed by post-doctoral research associates (PDRA) at 30%. The responses clearly identified that at this point, there is a developing awareness of the importance of Research Culture. A future survey may be useful in determining whether it is developing in a positive direction. Respondents generally indicated a high degree of satisfaction with UCD's supports in a range of areas including open research, mentorship, good authorship practice, research integrity and research IT. The core value of collegiality is recognised as characteristic of UCD's research culture, although this can be tempered by the realities of a competitive research funding environment. The survey indicates that challenges are present around how UCD values quality over quantity of research, recognises all of those who contribute to research outputs, and provides support throughout the research life-cycle.

Background and Introduction

At UCD, we care about the culture in which our research is generated. We recognise that a supportive Research Culture underpins research excellence, that collegiality and collaboration are often undervalued measures of esteem, and that promotion of a positive, supportive and productive Research Culture requires collective action from teams and individuals.

With this sentiment, UCD embarked on a Research Culture initiative in July 2021, a project planned to run through to the end of 2022, with an ambitious set of activities and outputs. The first step was to conduct a survey of the UCD research community. A series of World Cafés followed the close of the survey to provide opportunities to discuss points raised by the survey in greater depth.

The initiative will also pilot a 360° Review process, recruiting a small number of researchers who will volunteer to receive anonymous feedback on their contributions to research and the research environment from their networks of mentors, mentees, Technical and Professional colleagues, and peers. The review is intended as a reflective exercise benefiting career development. Follow-on feedback will gauge its benefits and drawbacks, contributing to the assessment made on the value of a wider roll-out for this type of review. We will organise a Conference on Research Culture in September 2022, showcasing our initiative externally, and sharing best practices with other leaders in this field, as well as with funding agencies and other research stakeholders. Based on these findings, we will produce a roadmap for the future development of Research Culture at UCD.

The UCD Research Culture initiative is informed by actions and initiatives elsewhere including those in other universities, EU research projects, and reports by funders and learned societies. In their conference report, 'Research Culture: changing expectations' (2019),¹ the Royal Society identified a group of ongoing concerns that included research integrity, support for collaboration, and recognition and reward as symptoms of the same problem - a negative culture of research. This perspective encouraged a holistic rather than a fragmented approach to evaluating Research Culture. The Wellcome Trust commissioned a study of research culture resulting in a suite of reports comprising a literature review, a qualitative review, a report on the townhalls conducted, and a summary report. The latter, 'What Researchers Think about the Culture they Work In' (2020),² found that poor Research Culture has negative consequences that reach beyond academia. For researchers, these consequences include impacts for researchers on mental health and well-being; for research in a perceived loss of quality; while society is penalised by a loss of talent and a commensurate reduction of innovation. A position statement on Research Culture was published by Science Europe (2021) which accompanied their report on 'Research Culture in the European Research Area' (2021).³ The statement envisions recognition for all those who contribute to research, promotion of research integrity and the highest ethical standards in research, and that suitable training, infrastructure and management is in place to support researchers, which in turn makes careers in research attractive and sustainable.

In 2020, the University of Glasgow committed to a five-year plan of institutional strategic priorities to promote a positive Research Culture. Among their activities is a periodic survey of the research community. In their Research Culture survey (2019),⁴ respondents indicated collegiality, collaboration, and the valuing of quality of outputs over quantity were issues where there was scope for improvement.

¹ <https://royalsociety.org/topics-policy/projects/research-culture/changing-expectations/>

² <https://wellcome.org/reports/what-researchers-think-about-research-culture>

³ <https://scienceeurope.org/news/science-europe-launches-a-vision-for-research-culture-in-the-era/>

⁴ <https://www.gla.ac.uk/myglasgow/ris/researchculture/researchculturesurvey/>

UCD's Research Culture Initiative is a central pillar of our Research Strategy, *Shaping the Future 2021-2026*. It also aligns closely with the UCD Values, namely Collegiality, Creativity, Diversity, Engagement, Excellence and Integrity. In line with the culture of excellence at UCD, our plan is to promote positive Research Culture that responds to best practice for the research environment by focusing on the ways in which research is accomplished. These include the atmosphere of collegiality at UCD, the welcome given to opportunities for collaboration, and the mechanisms of acknowledgement for research achievement.

Methodology, Response Rates and Characteristics

Methodology

The Research Culture Survey opened on 18 October 2021 and was open for six weeks, closing on 30 November 2021. It was directed to all of those involved in research, encompassing faculty, PDRAs, research fellows, graduate research students, research assistants, as well as Researcher Managers and Administrators and Technical Officers. Our survey, modelled with permission on one conducted at the [University of Glasgow](#) in 2019, comprised fifteen questions in four sections. It was designed to be finished in five to ten minutes. More than half of the respondents (64%) completed the survey in ten minutes or less.

Section One solicited responses on a Likert scale to two questions. The first asked how respondents perceived University support for programmes and positions that feed into positive research culture. The second gauged the individual experience of positive research culture in terms of support from colleagues and infrastructure and recourse to advice on best practice.

Section Two inquired into the awareness of eleven elements of best practice in research, collecting multiple-choice responses that allowed the individual to select as many as appropriate. The first question asked if the respondent knew where to go for information and support on these topics and the second asked which topics they would like to know more about.

Section Three focused on specifics of Research Culture at UCD, asking if research culture had improved at UCD in the last three years, and seeking qualitative feedback on practical solutions to improve positive research culture at the University in free-text responses.

Section Four solicited demographic information on a voluntary basis. The survey was conducted anonymously; no email addresses, IP addresses, or other identifying data were collected by any means. Instead, the final six questions of our survey requested data pertaining to the school, research institute, administrative unit, role, and gender of the respondent. Each question gave the survey-taker the option to decline to answer.

To validate that survey participants were members of the UCD community, the final step before submitting the survey was to log into an active UCD Connect account. Details were not collected, only the validity of the UCD Connect credentials was verified. This validation process was highlighted for participants in the survey preamble and again in the final message.

The full list of the survey questions, (Section 1) along with complete data visualisations (Section 2), is presented in Supplementary Information.

Response Rate and Characteristics

A total of 1028 respondents completed the survey and provided a total of 3318 text comments. Overall, 19% of the targeted University community submitted responses to the survey, calculated based on the University statistics for academic, research, and support staff as well as for graduate research students as of November 2021. The true response rate was likely to be higher but cannot be determined with more precision due to the method of categorization for support staff (Technical Officers and Research Managers and Administrators are grouped under this heading). In the University statistics, this category includes all administrative and other support staff, a total of 1845, the majority of whom would not be considered as working in research. An accurate count of all Technical Officers working in research and Research Managers and Administrators would therefore be likely to increase the calculated response rate. It has become a standard for comparable survey research to expect a response rate of approximately 20% and the Research Culture Survey accordingly can be considered to have met this benchmark.

The response rate may also have been impacted by a perception that the survey was aimed only at faculty/student researchers and not the network of other staff who support research. Qualitative responses alluded to this with some respondents declining to answer text response questions on the basis that they are not researchers. In follow-up World Café events, this sentiment was echoed by Technical Officers and Research Managers and Administrators who felt that the types of questions asked in the survey were geared for researchers rather than those who support them.

Results by College

Participants could choose to share their affiliation with one of the 37 Schools at UCD or opt out by choosing 'Not Applicable.' Because the number of responses from many Schools was too small to draw meaningful conclusions, and also to ensure the anonymity of the responders, responses were merged into their respective Colleges. The response rates were determined based on the number of participants who specified their College, taken as a percentage of the number of staff including academic, research (PDRAs, Research Fellows), support staff as well as graduate research students.

A total of 11% (n = 112) of the respondents declined to share the School in which they are based by selecting N/A. Revealing one's School was perceived by some as a risk to the confidentiality of their feedback. For example, one participant commented, 'I work in a humanities subject and can't say more than that without de-anonymising to some extent...' The N/A data combines those who wished to keep their School affiliation anonymous with those who work in administrative units and are not affiliated with a School. The percentage of responses from each College is presented in Figure 1.

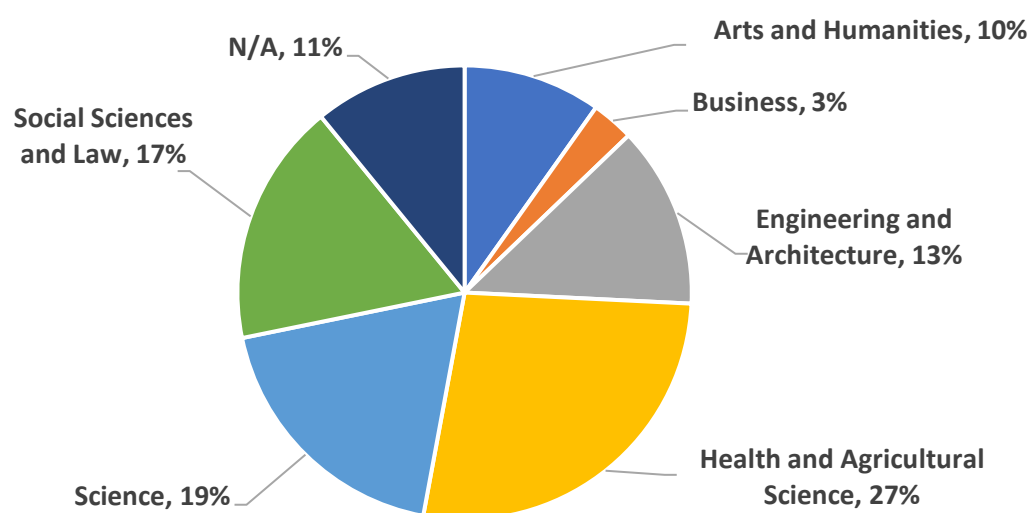


Figure 1 Responses from each College

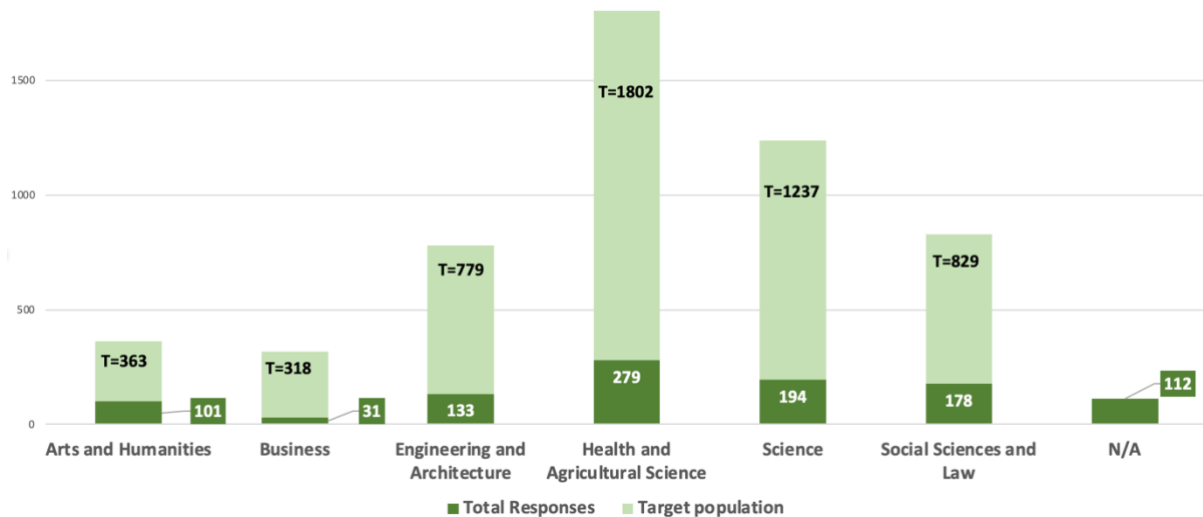


Figure 2 Response rate by College

In terms of raw numbers, the Colleges of Health and Agricultural Sciences, Science, and Engineering and Architecture had the largest number of responses, although none of these reached more than 17% of responses from eligible members of their Colleges. By percentage of target population, the College of Arts and Humanities had the largest response (28%), followed by the College of Social Sciences and Law (21%). The College of Business had the lowest response to the survey, with only thirty-one (10%) participating.

Results by Role

Survey participants were given the choice of identifying with one of seven roles. If none of these options were appropriate, respondents could select 'Other.' The abbreviations that will be used for these roles throughout this report are:

- *Faculty – No abbreviation*
- *Masters – Masters research student*
- *PhD - Doctoral research student*
- *PDRA - Post-Doctoral Research Associate*
- *RF - Research Fellow*
- *Technical RSS - Technical Officers and Research Assistants*
- *Professional RSS – Research Managers and Administrators*

Due to the low number of responses from some of the roles, we merged some data to facilitate meaningful results. Masters research student and Doctoral research student responses have been merged into a single category for Masters & PhD/Graduate Research Students. Likewise, Post-Doctoral Research Associates and Research Fellows have been merged into a single category, PDRA & RF. Although an argument could be made for merging Technical RSS and Professional RSS based on comparatively low numbers of responses, we chose not to do this in consideration of the very different contributions to research that people in each of these roles make.

The majority of respondents identified themselves as faculty (50%) or graduate research students (27%) (Figure 3). Participants were less reluctant to share their roles than their Schools. Of those who chose not to identify their Schools, nearly half (44%) indicated that they were faculty.

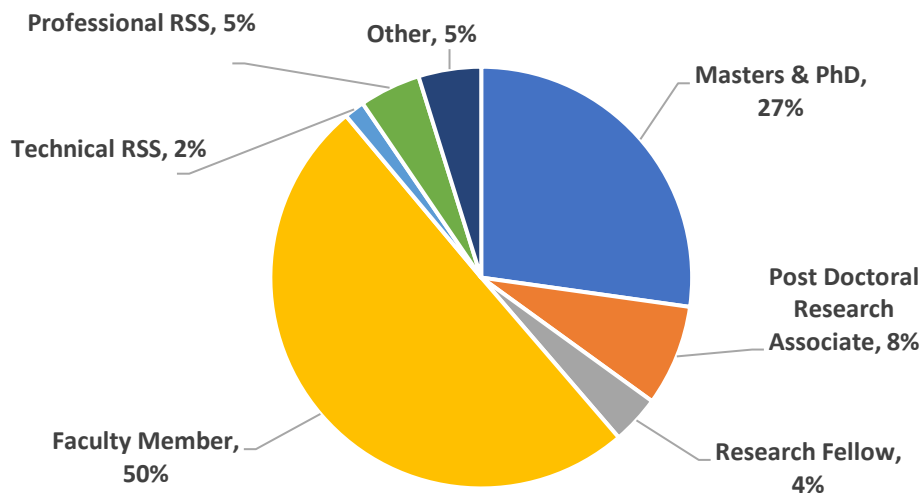


Figure 3 Percentage responses from each research role

From the total number of faculty at UCD, the survey received responses from 37% (Figure 4). While the respondents who said they were PDRA made up only 8% of the total responses, the group represented 30% of the total number of PDRA's at UCD in November 2021.

There was a very low response from those who identified themselves as Technical RSS ($n = 16$). It is difficult to say what percentage of Technical Officers involved in Research this number represents as University statistics group them as Support Staff along with Professional RSS. While it was positive to have received responses from people in every role at UCD, the low response rate from Technical RSS ($n=16$) and Professional RSS ($n = 48$) suggests that these groups may have felt the survey was not intended for them.

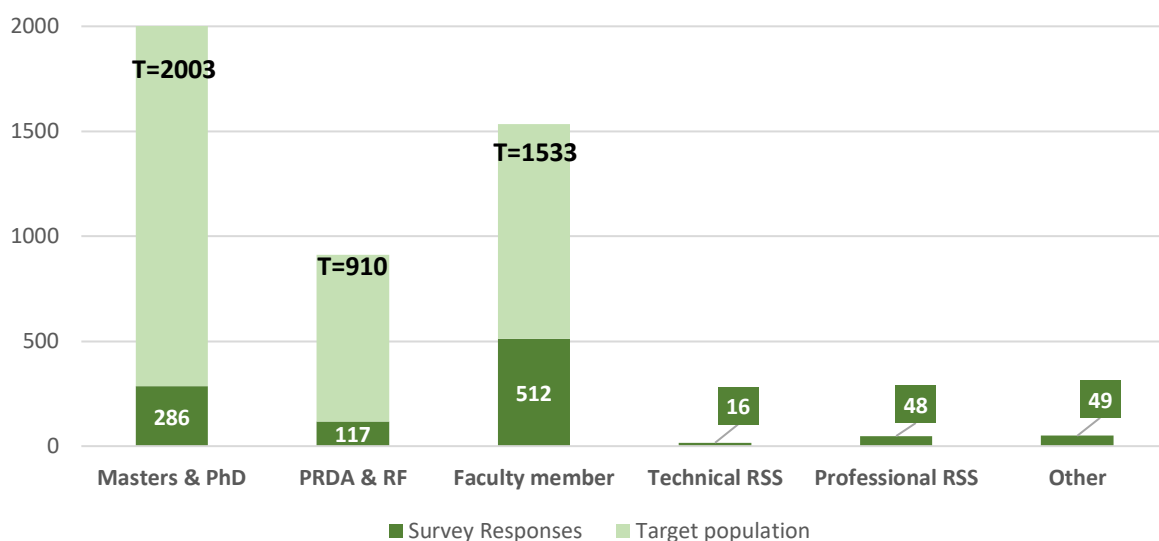


Figure 4 Response rate across roles

Responses and Analysis

UCD Supports for Research Culture

This question asked respondents to consider, using a Likert Scale, how well UCD supports a range of practices related to good research culture, and the overall responses are presented in Figure 5.

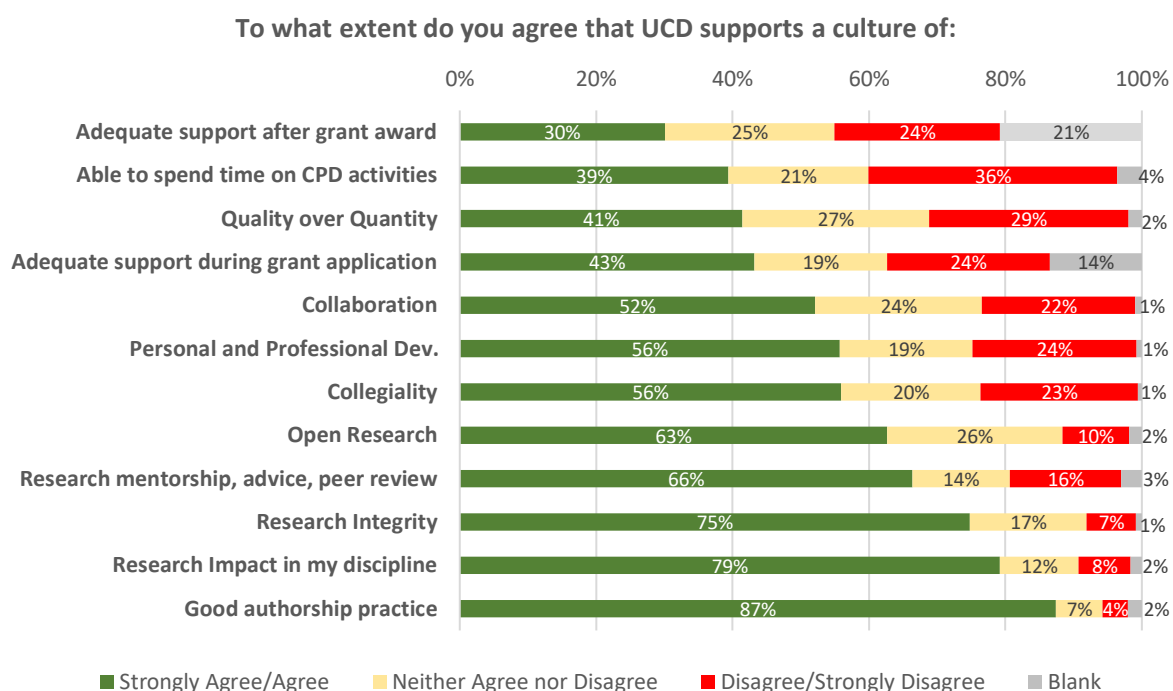


Figure 5 How well respondents consider UCD provides supports in a range of areas

To a large extent, these results reflect investment by the institution, for example, in development of UCD’s Authorship Policy, Research Integrity Policy and in work on Research Impact. Categories with lower levels of approval are generally acknowledged by respondents in free text comments to reflect a need for increased resourcing of these areas.

Open Research

The responses on support for Open Research show some variation when analysed by College and by role. For example, the College of Arts and Humanities had a lower percentage of strongly agree or agree responses in relation to support for Open Research, than other Colleges (Figure 6).

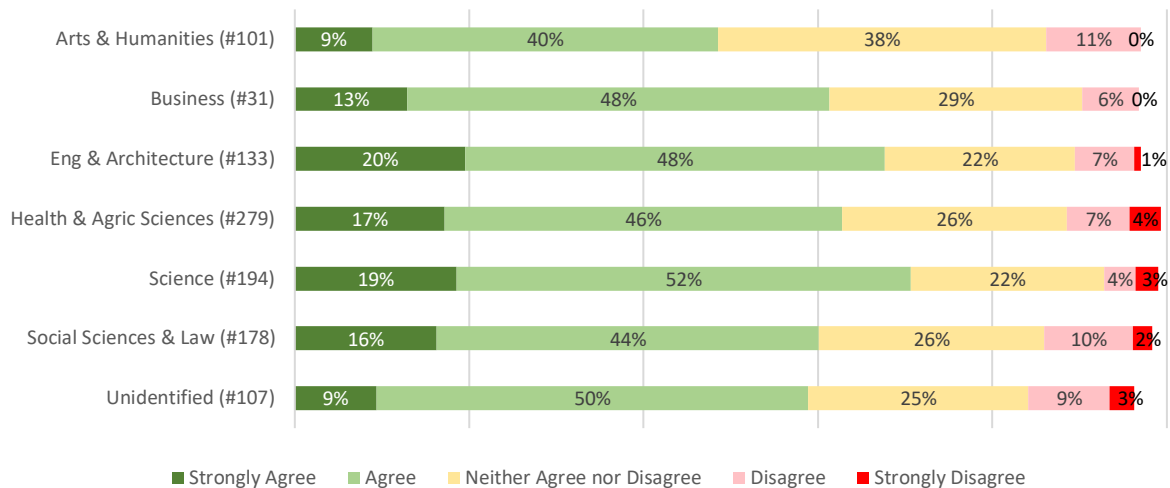


Figure 6 Responses by College on supports for Open Research

The responses by role had much more variability overall, with the PDRA & RF having the highest strongly agree response (25%) and the Technical RSS having the lowest (6%). Between 41% and 50% of responses across all roles agreed with the statement that UCD supports a culture of Open Research. However, nearly a quarter of responses from every role neither agreed nor disagreed with this statement, and 2% across the board strongly disagreed with this statement (Figure 7).

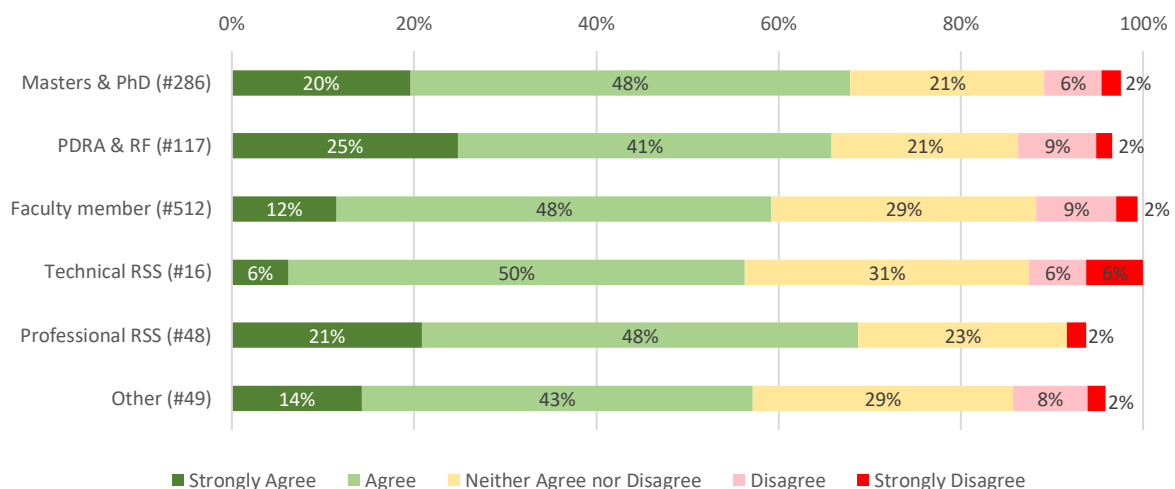


Figure 7 Responses by role on supports for Open Research

Research Integrity

Most respondents (75%) agreed or strongly agreed that UCD supports a culture of Research Integrity, while 17% of respondents neither agreed nor disagreed with this statement. Only 7% in total either disagreed or strongly disagreed. The highest proportion of strongly agree/agree responses was seen the Masters/PhD students and PDRA/RF categories (Figure 8). This may reflect the introduction of a requirement for graduate research students to undertake Research Integrity training. In contrast, the responses of Technical RSS were shifted towards neither agree nor disagree, and it may be that this reflects a lower cohort in this category who have taken this training.

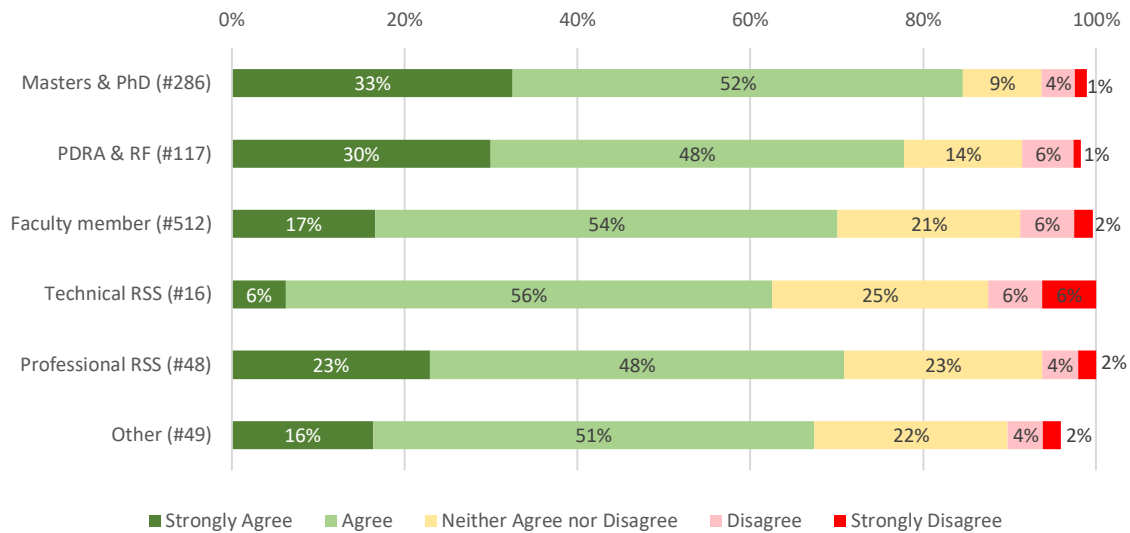


Figure 8 Response by role on supports for Research Integrity

Support for Personal and Professional Development

Technical RSS also report less confidence in UCD supporting a culture of personal and professional development, as shown in Figure 9. Although the overall number of responses in this category are very low, this result does suggest that this is perhaps one that should be further explored.

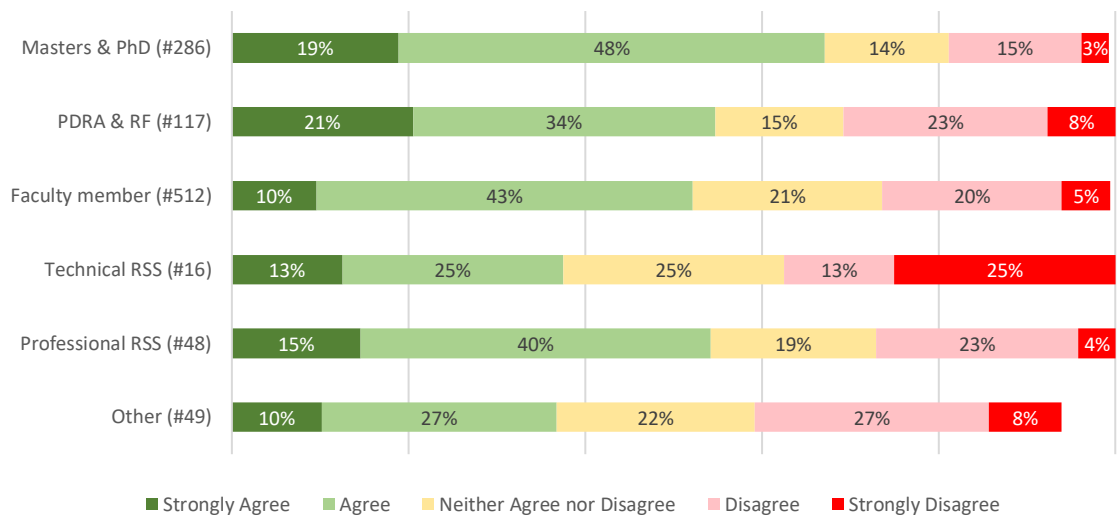


Figure 9 Response by role on support for personal and professional development

Valuing Quality over Quantity of Research Outputs

This overall response is one of the areas with the lowest overall positive response in this survey. Whereas 41% of the respondents agreed or strongly agreed that UCD supports a culture of valuing quality of publication (or output) over quantity, over a quarter of all respondents neither agreed nor disagreed with this statement, and 30% either disagreed or strongly disagreed. There are also differences between Colleges in the response to this question, with the least positive responses coming from Arts and Humanities, and the most positive from the College of Business (Figure 10).

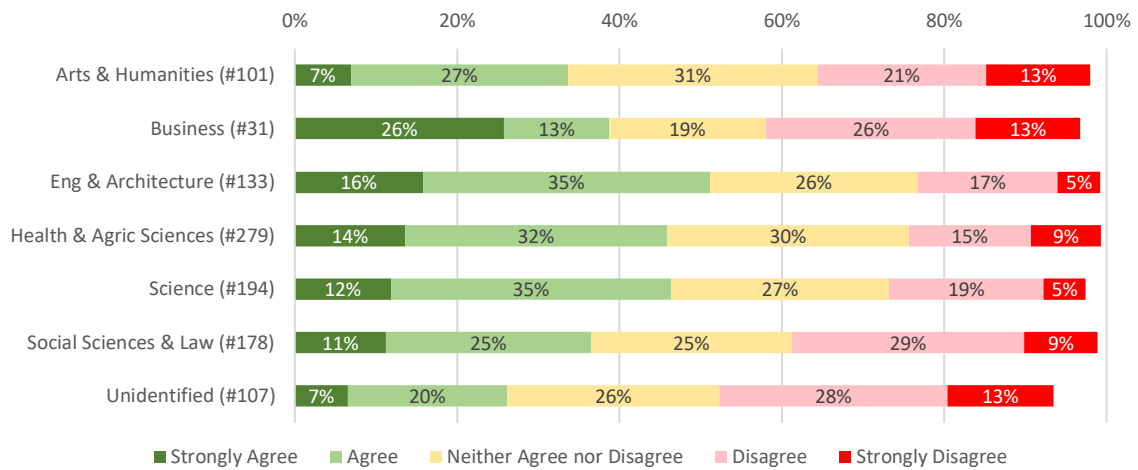


Figure 10 Responses by College on valuing quality over quantity of research outputs

When analysed by role, it is notable that only 34% of faculty either strongly agree or agree that UCD supports a culture of valuing quality of publication over quantity (Figure 11).

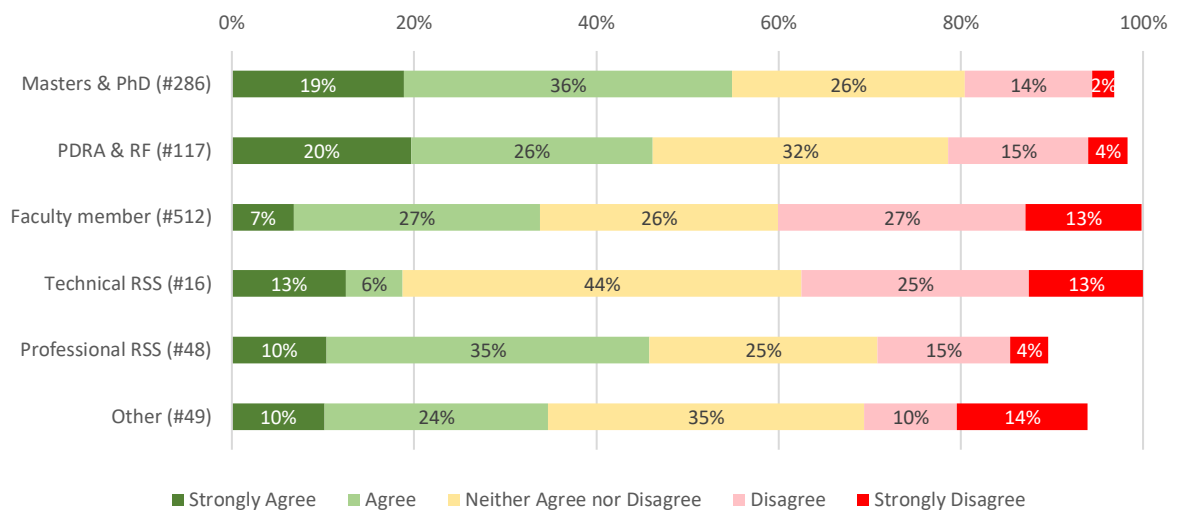


Figure 11 Response by role on valuing quality vs quantity of research outputs

Collegiality

There is overall a majority of responses which agree that UCD supports a culture of Collegiality in which colleagues support each other to succeed in research, reflective of Collegiality as one of the six core UCD Values. This is seen across all Colleges, with Social Sciences and Law having the highest proportion in the strongly agree category (Figure 12).

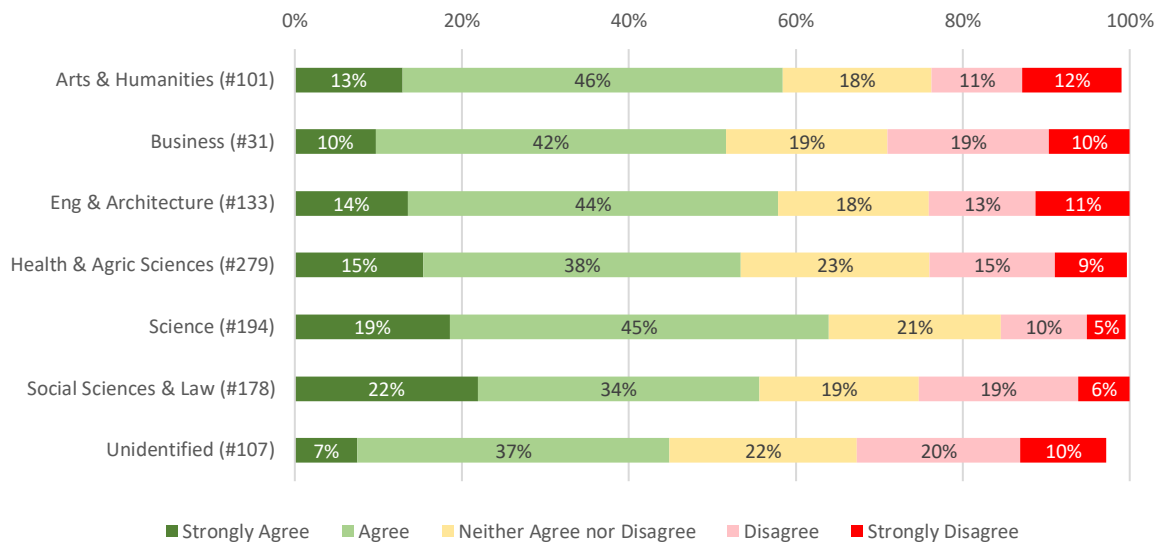


Figure 12 Response by College on support for a culture of Collegiality

When analysed by role, responses on Collegiality from Masters and PhD students were most positive, and those from faculty least positive (Figure 13).

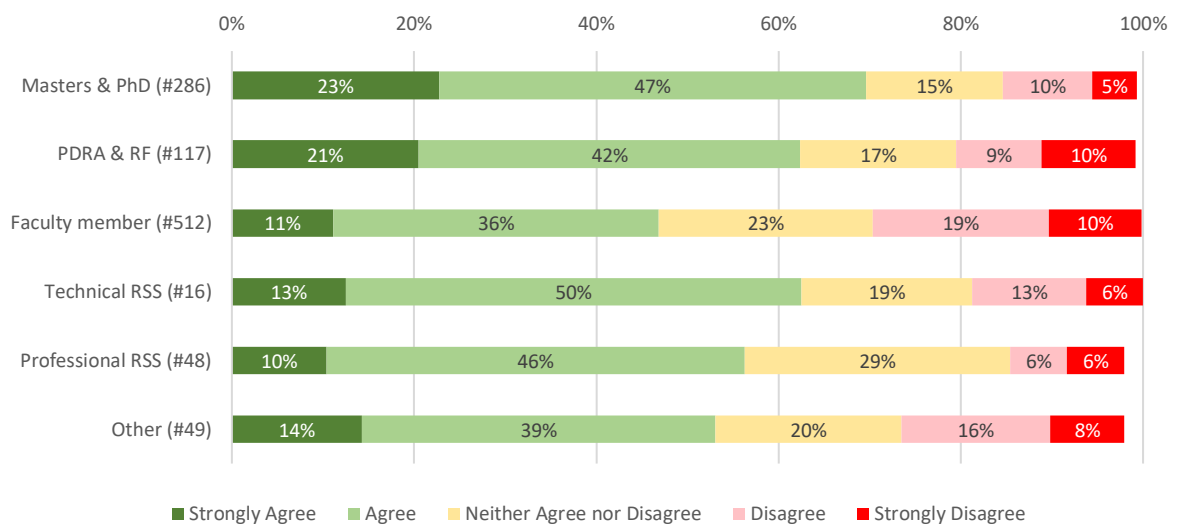


Figure 13 Support by role on support for a culture of Collegiality

Collaboration

When asked how well UCD supports a culture of collaboration between groups and disciplines, the overall response was 52% in the strongly agree/agree categories. By College, there was some variation, with the College of Business returning more negative sentiments (Figure 14).

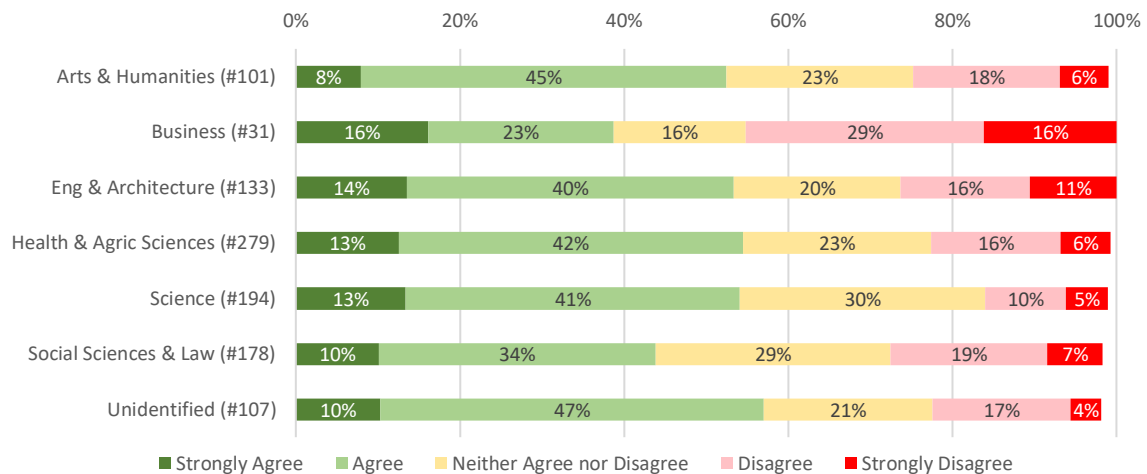


Figure 14 Support by College for a culture of collaboration

Some differences are also apparent in respect of the responses by role (Figure 15).

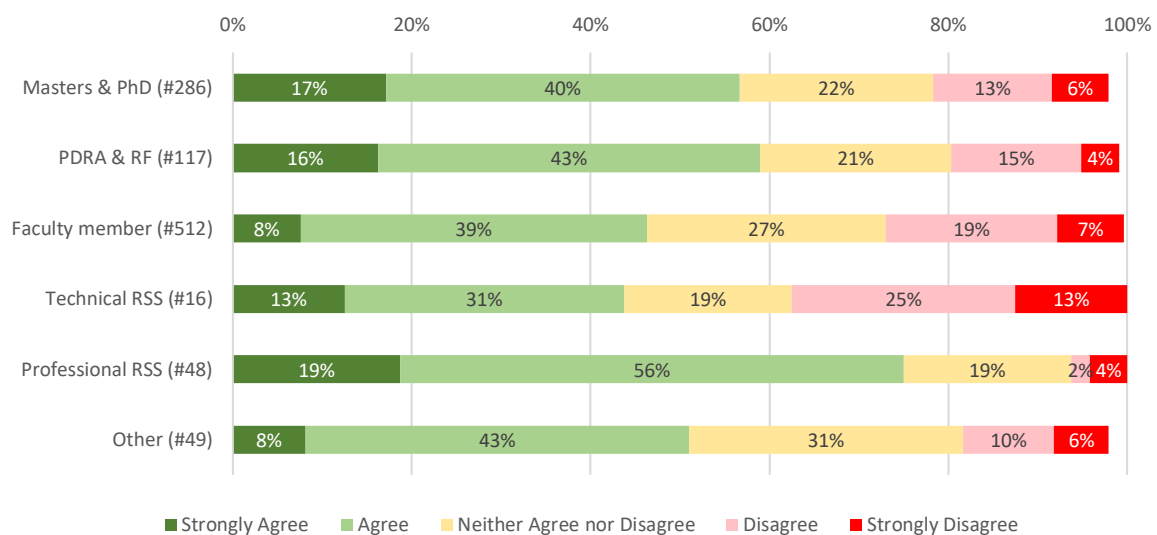


Figure 15 Support by role for a culture of collaboration

Practical Supports for UCD Researchers

Respondents were asked how well UCD provided practical supports for them in the responsible conduct of research.

Mentorship

There is over 65% agreement overall with the statement that the respondents feel comfortable approaching colleagues for research mentorship, advice or peer review. Only 3% strongly disagree with this statement (Figure 16), and there were no major differences in this metric across Colleges.

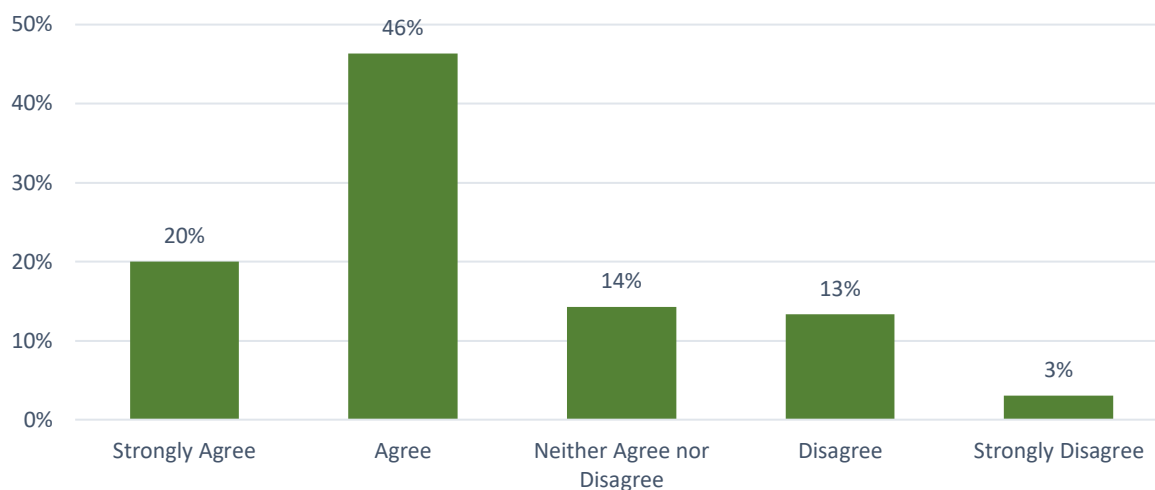


Figure 16 Do survey participants feel comfortable in approaching peers for mentorship, advice or peer review

When analysed by role (Figure 17), 27% of Professional RSS did not answer, reflecting that this question was not relevant to their role. Notably also, 25% of Technical RSS expressed a lack of comfort approaching colleagues for mentorship or advice.

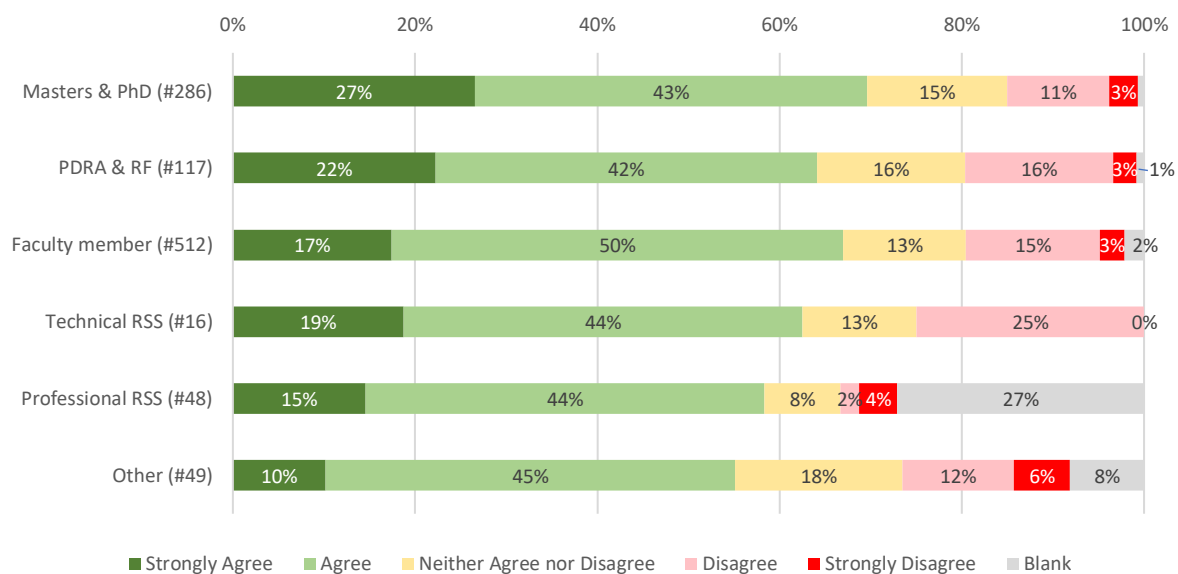


Figure 17 Comfort in approaching colleagues for mentorship, advice of peer review - by role

Good Authorship Practice

A large majority of respondents reported understanding what good authorship practice means in their discipline (Figure 18), and, again, there were no major differences across Colleges.

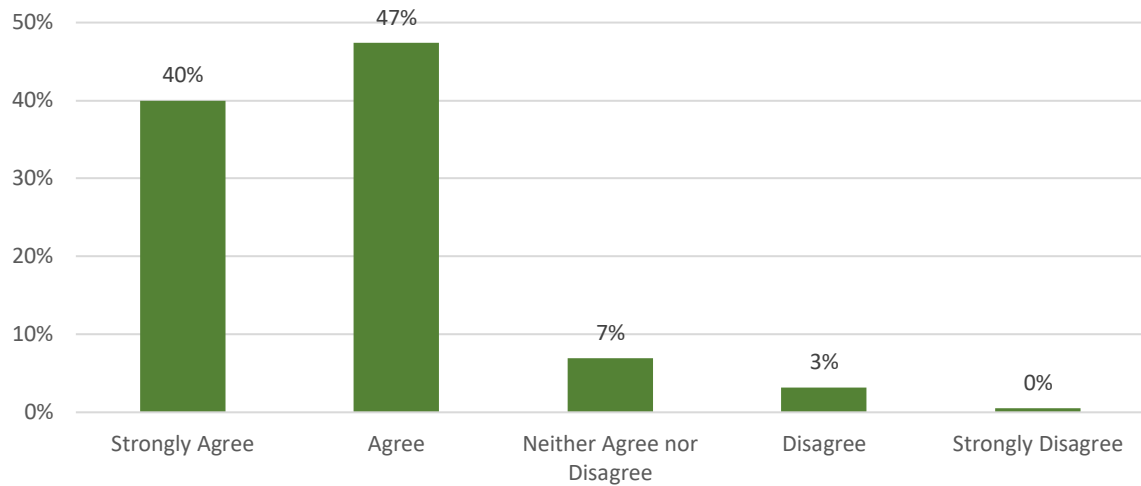


Figure 18 Understanding of good authorship practice

All roles, with the exception of Professional RSS, reflected this general trend, with less positive and blank responses from the latter reflecting their different responsibilities. Variance across roles is shown in Figure 19.

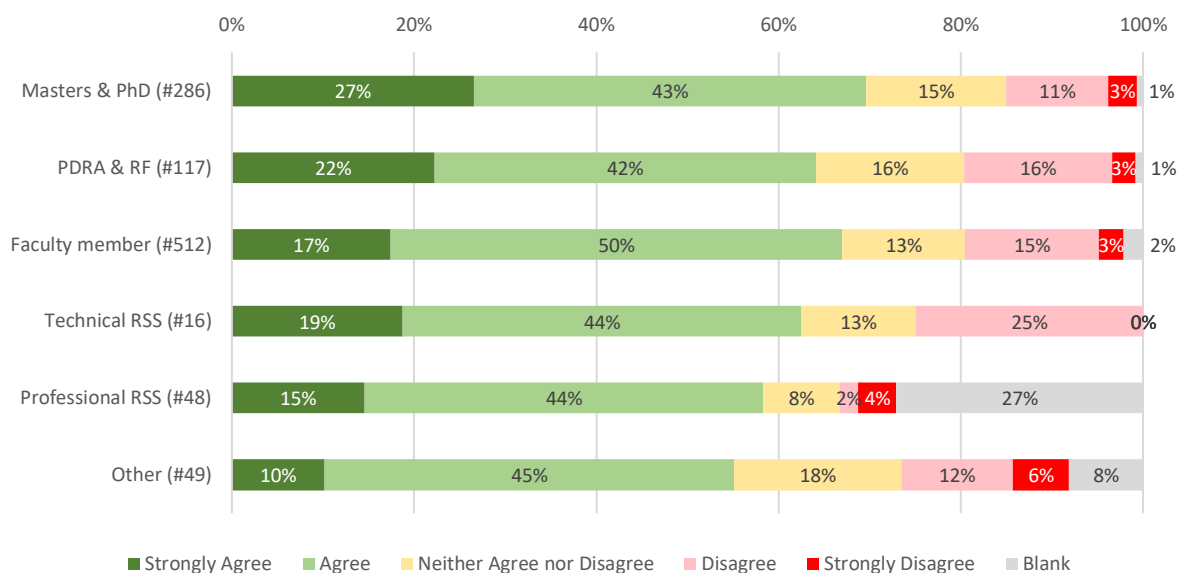


Figure 19 Understanding of good authorship practice - by role

Research Impact

There was also a large majority of strongly agree or agree responses in relation to support for research impact, with 79% of respondents in this category (Figure 20). There have been significant efforts undertaken by the university in recent years to raise awareness of the importance of Research Impact, and this is also reflected in the reporting requirement of research funding agencies, both Irish and international. These efforts are positively reflected in these responses, which were similar across all Colleges. Again, there were a relatively high number of blank responses from Professional RSS (Figure 21).

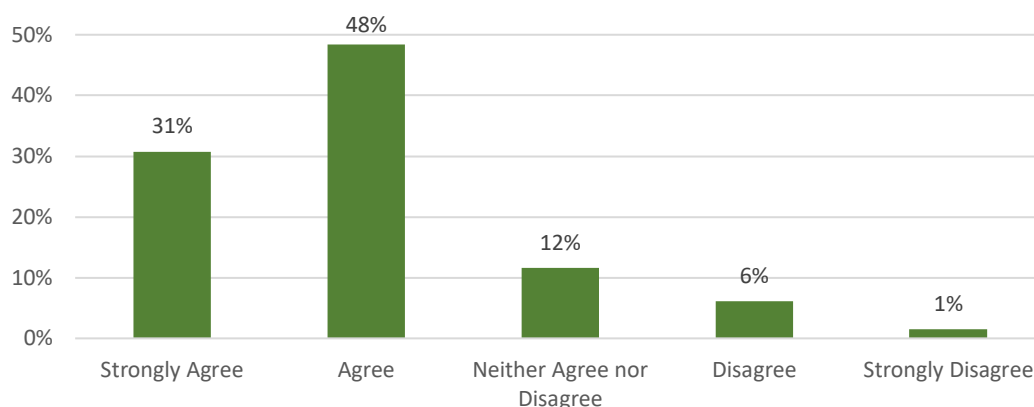


Figure 20 Understanding of disciplinary research impact

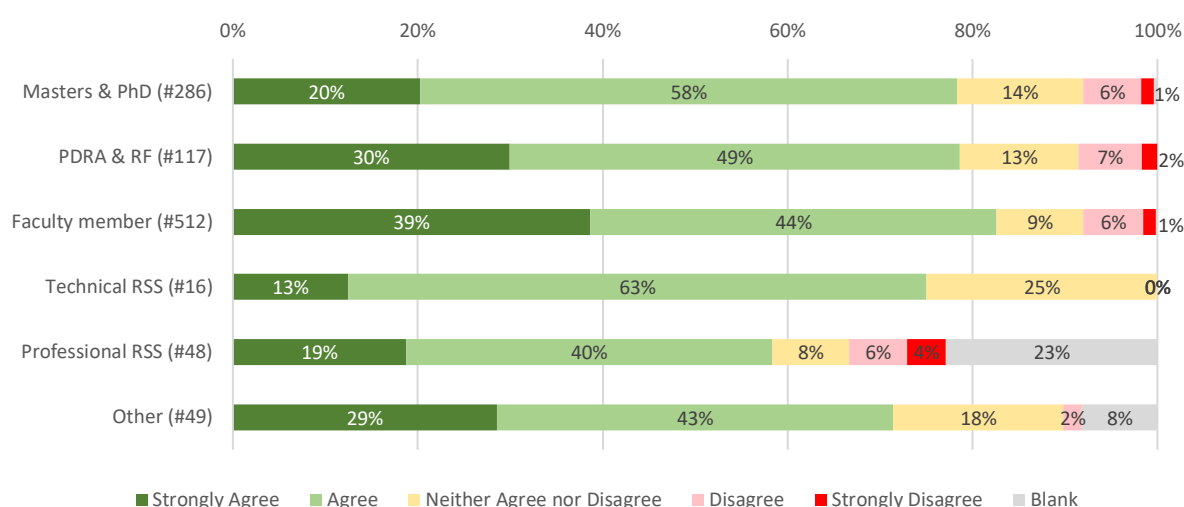


Figure 21 Understanding of Research Impact - by role

Pre-and Post- Award Support

Respondents were asked whether they had adequate support during grant preparation, and post-award of research funding, and the overall results are shown in Figure 22. There was a wide spread of responses to these questions, with the responses in relation to pre-award supports being generally more positive. In free text comments, several respondents indicated that while the individuals providing support in both areas were very knowledgeable and helpful, they felt that the areas were under-resourced. Less than half of the overall respondents either agreed or strongly agreed with the statement that they have adequate support during the grant application process. This may be due to the fact that many of the roles are not actively involved in grant application, and

this is reflected in the number of blank responses to this question (14%). In addition, there are 19% who neither agree nor disagree. Nearly a quarter of all responses disagree or strongly disagree with this statement. It may be that these responses refer to adequate support at a local level, or alternatively central grant application supports.

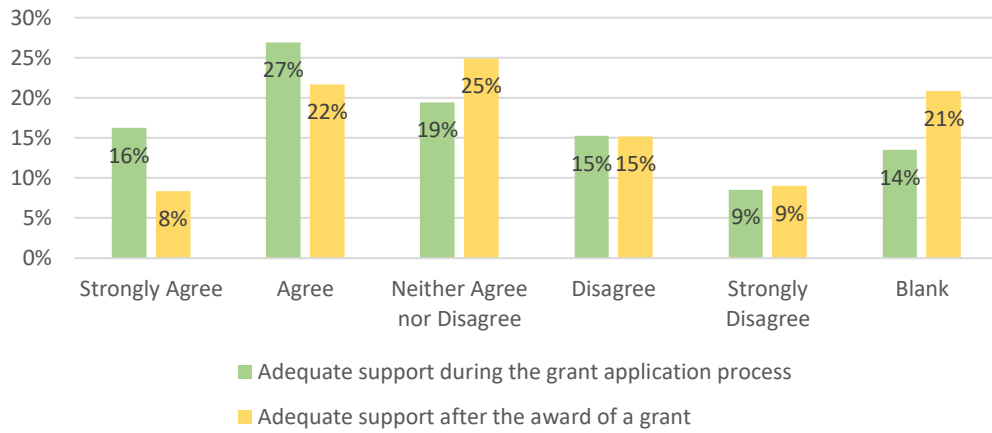
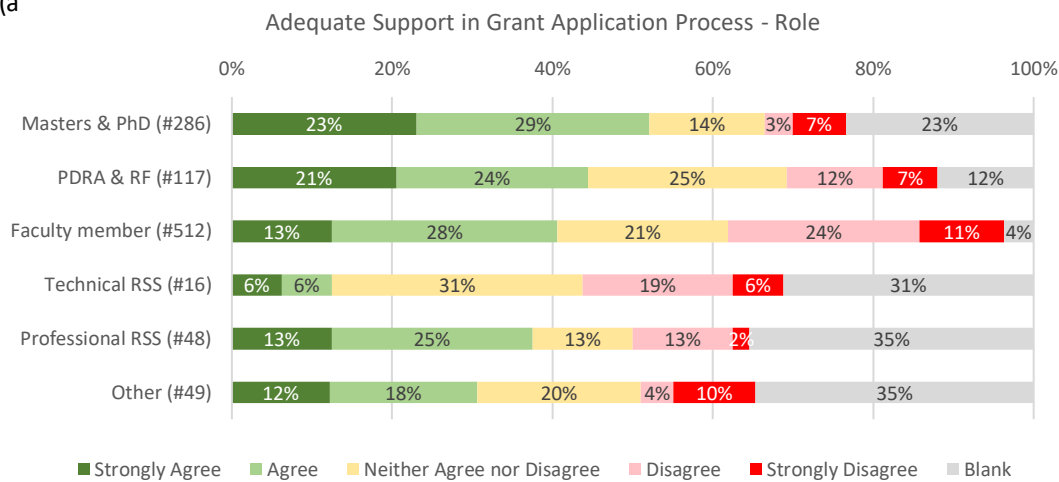


Figure 22 Overall response to the statement - I have adequate support during the grant registration process

Across roles, the responses again reflect differences in the extent to which these questions are relevant to different categories of respondent (Figure 23). Notably, responses from faculty had the highest proportion of disagree/strongly disagree responses.

(a)



(b)

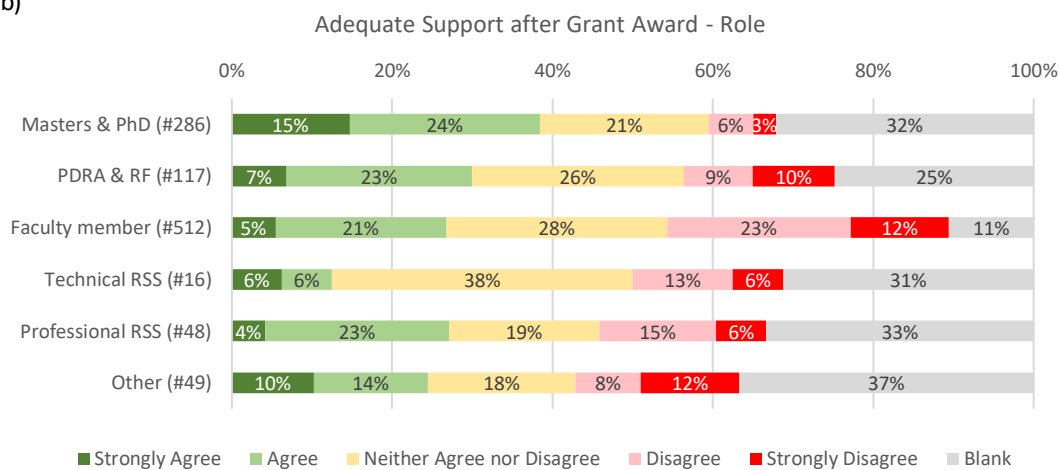


Figure 23 Response by role on adequate support during grant preparation (a) and after the award of a grant (b)

Differences in relation to Pre/Post award supports are also evident across all Colleges (Figure 24).

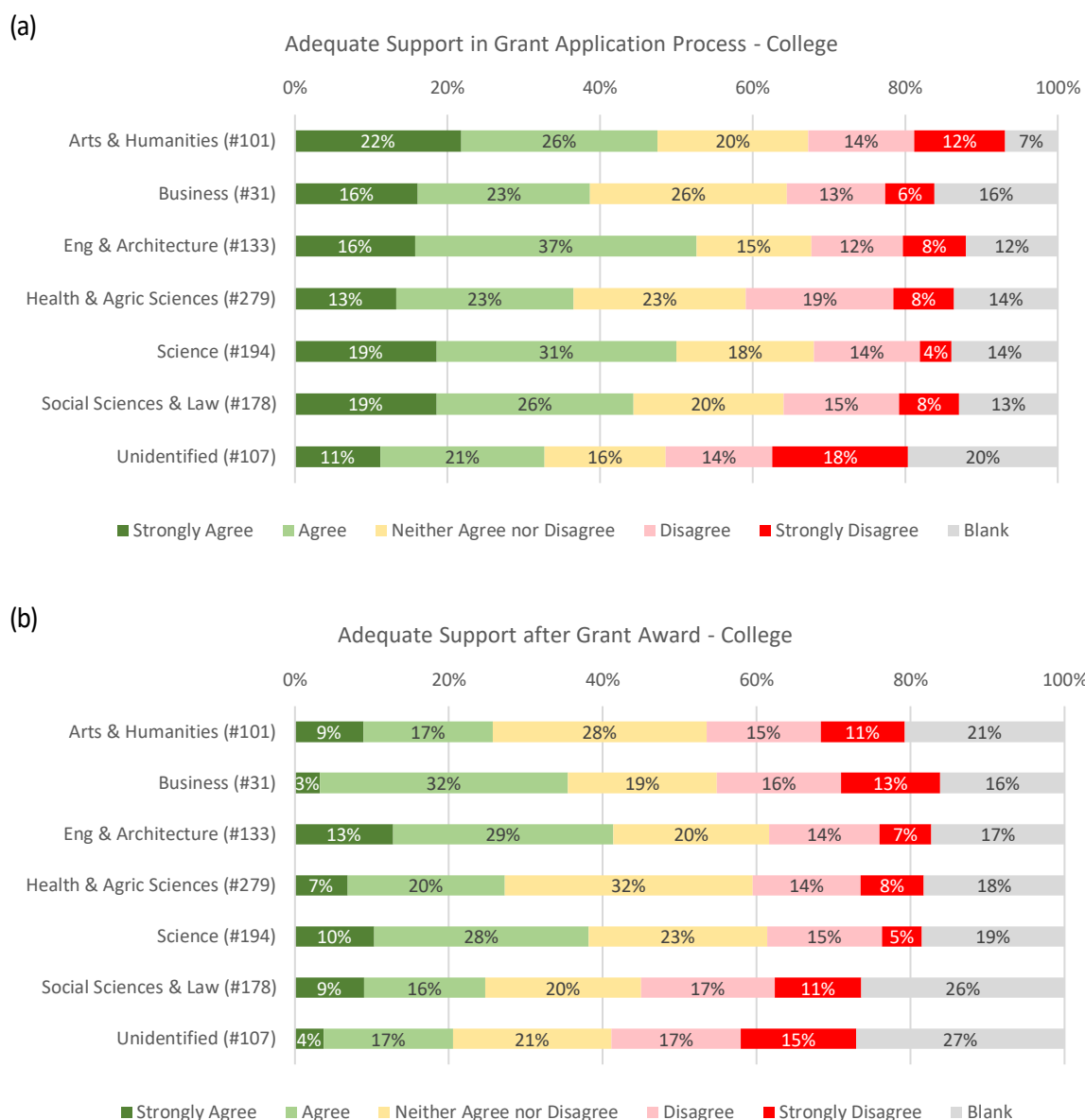


Figure 24 Responses across Colleges on adequate pre-award (a) and post-award (b) grant support

Continuing Professional Development

Respondents were asked whether they felt able to spend time on CPD activities relevant to their career aspirations, and 39% agreed or strongly agreed that they were. However, 37% disagreed or strongly disagreed, indicating a wide spread on views on this question. While there were no major differences evident across Colleges, graduate research students, along with PDRAs and RFs, had the strongest positive responses, with 55% and 52%, respectively, agreeing/strongly agreeing (Figure 25). This reflects the structures that have been established in the University in relation to Research Career Development. In addition, there were positive responses from Technical RSS. Only 28% of faculty, however, agreed/strongly agreed.

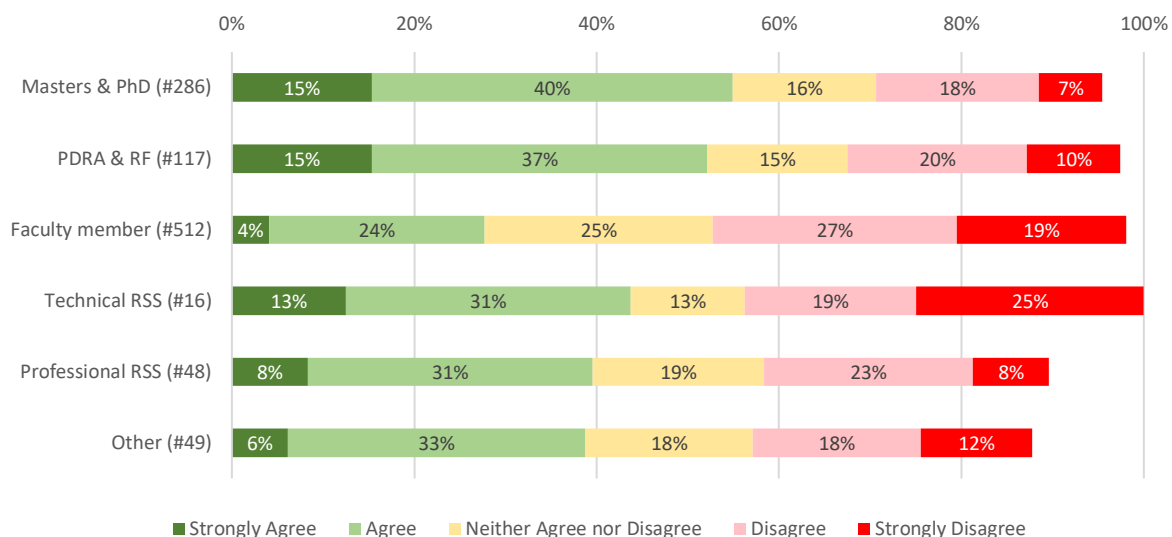


Figure 25 Responses across roles to the statement - I feel able to spend time undertaking CPD relevant to my career aspirations

Information and Support

Respondents were asked whether they knew where to find information and support on a range of areas, and whether they would like to know more about each of these areas (Figure 26).

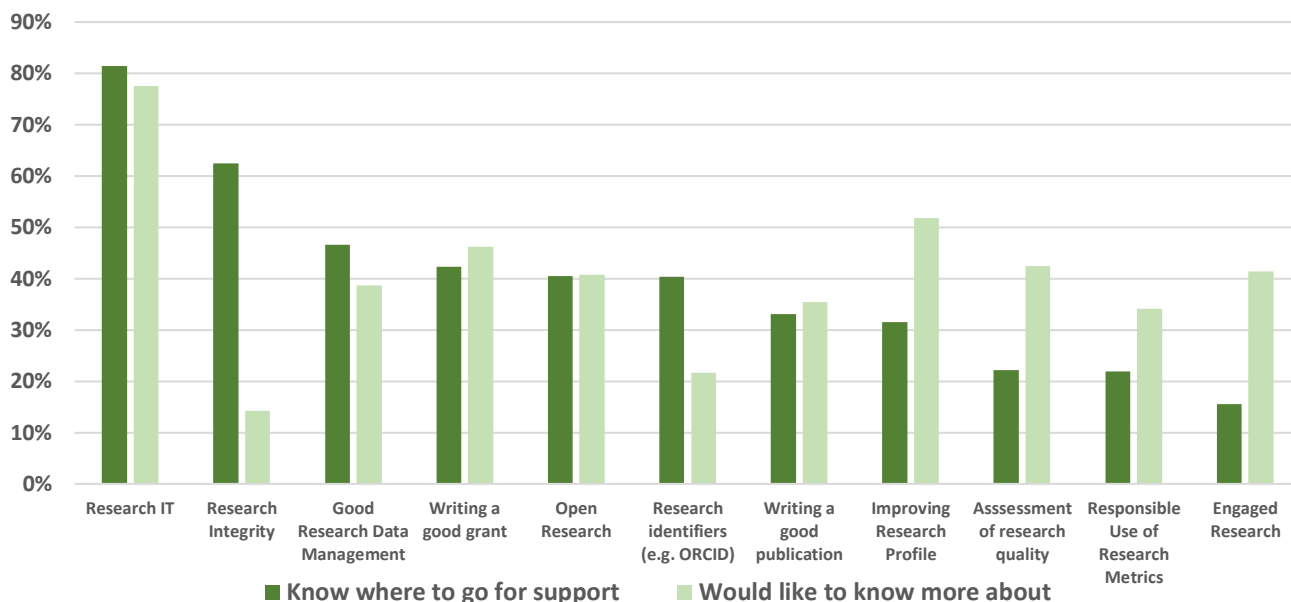


Figure 26 Responses on whether UCD researchers know where to find support, and would like to know more about, a range of topics

As shown, research IT is a topic around which the UCD research community feels that there are visible supports, but would also like to explore in more depth. In contrast, while the community also understands where to find support in relation to Research Integrity, they do not feel that this is an area on which they would like more knowledge. Areas where there is general feeling that more

support is required includes assessment of research quality, responsible use of research metrics, and engaged research (notably, this latter result was returned before significant investment in this area by UCD). Some interesting differences in the responses to these questions emerged when analysed by College and by role. For example, Professional RSS seem to be more confident in where to find support on Research Data Management than other roles (Figure 27), while there seems to be a good appetite for knowing more about RURM from CHAS researchers, in particular (Figure 28).

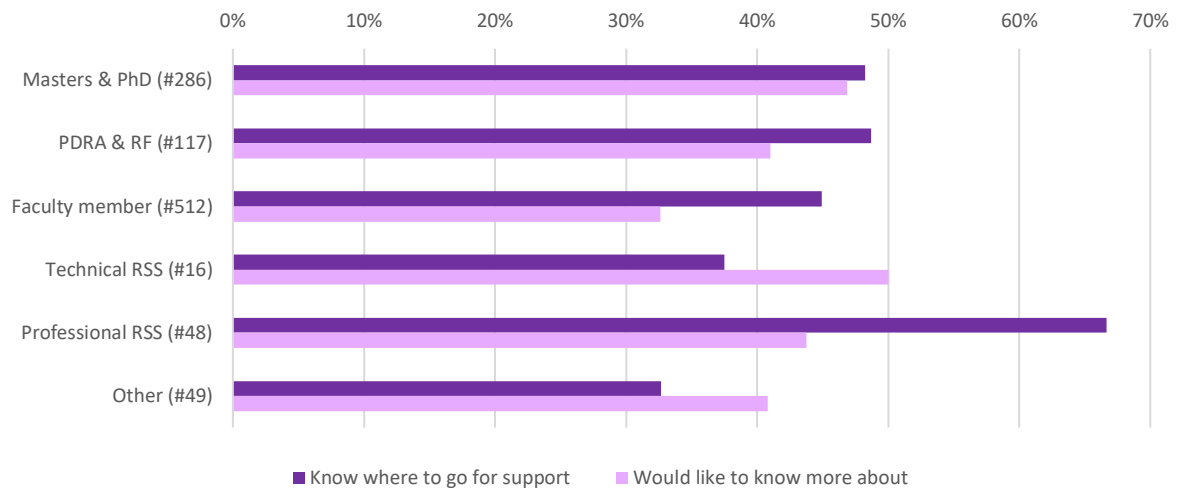


Figure 27 Responses by role on good data management

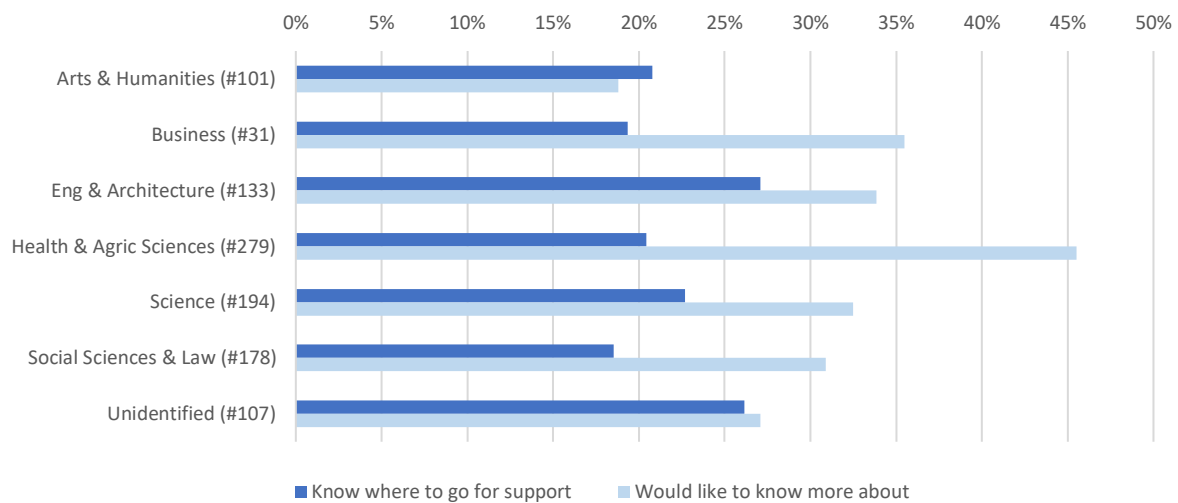


Figure 28 Responses by College on responsible use of research metrics

In relation to Research integrity, the lowest degree of awareness, and the greatest appetite to know more, is evident in responses from Technical research support staff (Figure 29).

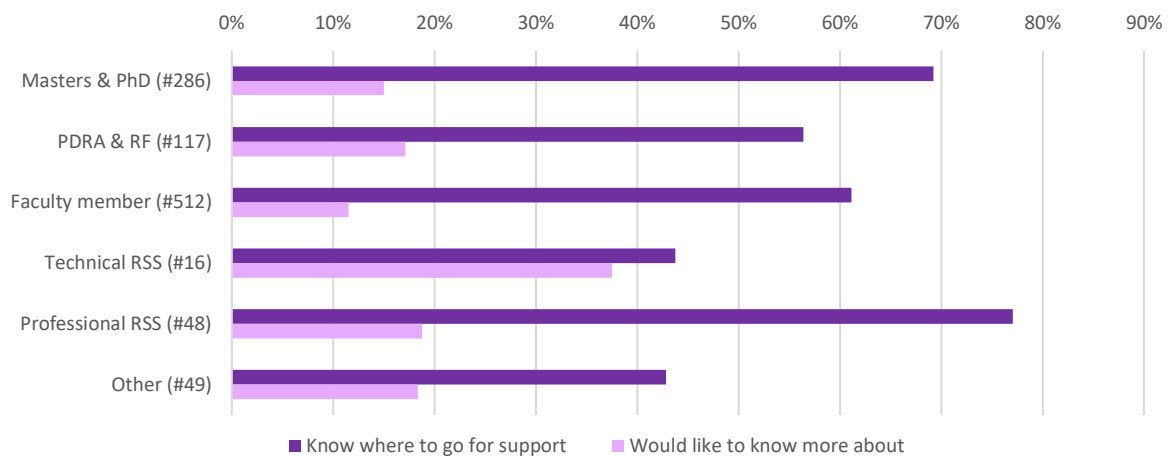


Figure 29 Response by role on Research Integrity

A striking difference in relation to support for writing good publications/outputs was seen in responses from the College of Business (Figure 30), indicating a perceived lack of support and desire to know more on this topic. Similar trends are evident in responses from this College on writing a good grant, (Figure 31). However, as noted earlier the number of responses from this College overall was low.

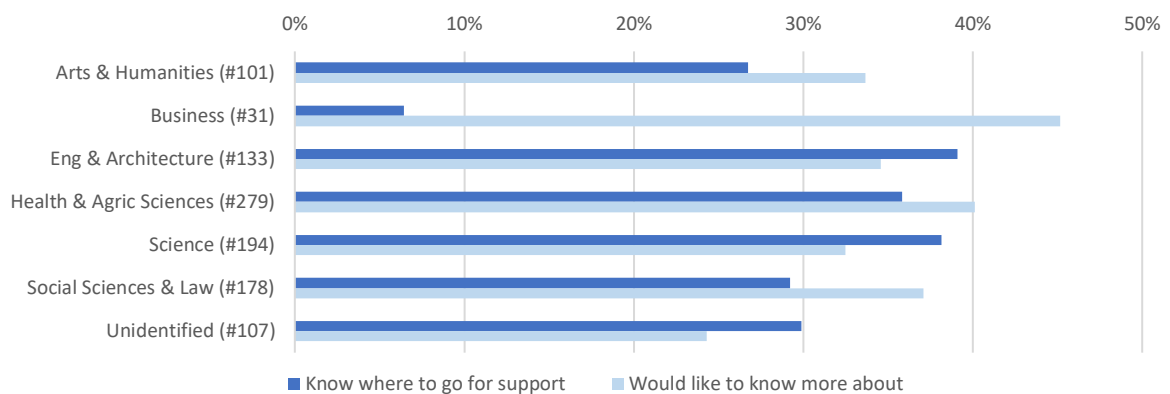


Figure 30 Response by College on producing a good publication/output

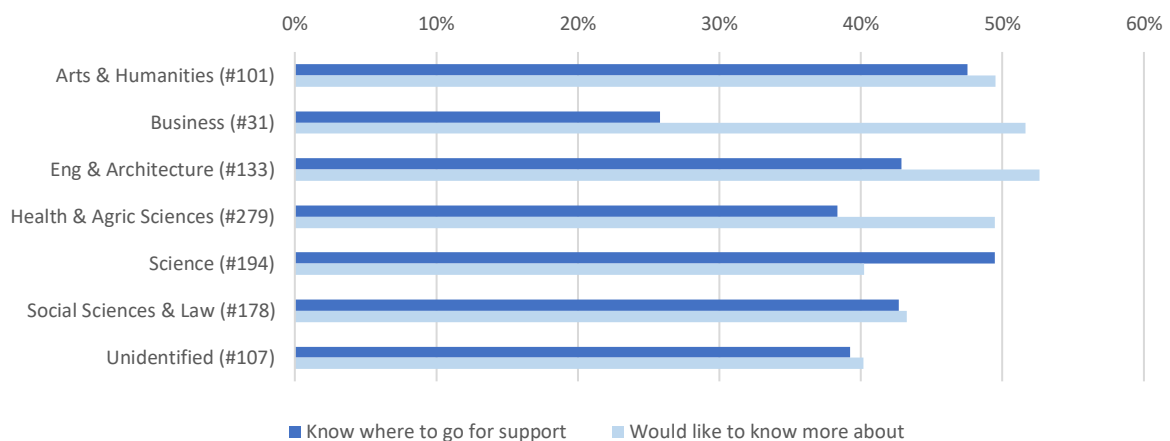


Figure 31 Response by College on writing a good grant application

Awareness of Research Culture

The research community was asked whether they considered that Research Culture in UCD had improved over the last three years. Over 50% of respondents returned ‘Don't know’ responses to this question (Figure 32). In the text responses, some cited the pandemic and the changes it brought to working conditions as a factor that complicated evaluation of the last three years. Others indicated that they had not been at UCD long enough to make a determination, with 71% graduate research students and 42% PDRA/RF, respectively, falling into this category (Figure 33). Across Colleges (Figure 34) the College of Business returned a greater proportion of ‘No’ responses than other Colleges. Overall, these responses, reflect both the fact that some respondents have not been in UCD long enough to give a considered answer, and that there is at times a lack of understanding of what the term ‘Research Culture’ actually means.

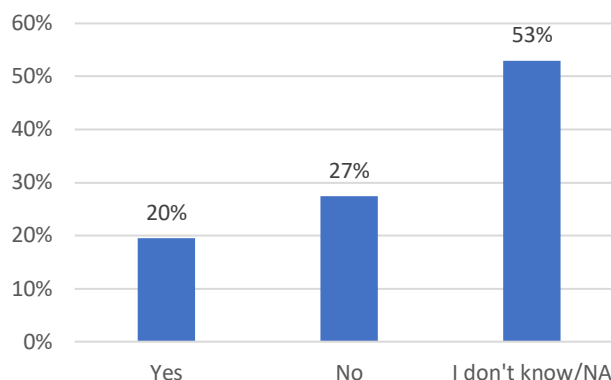


Figure 32 Has Research Culture improved over the last three years?

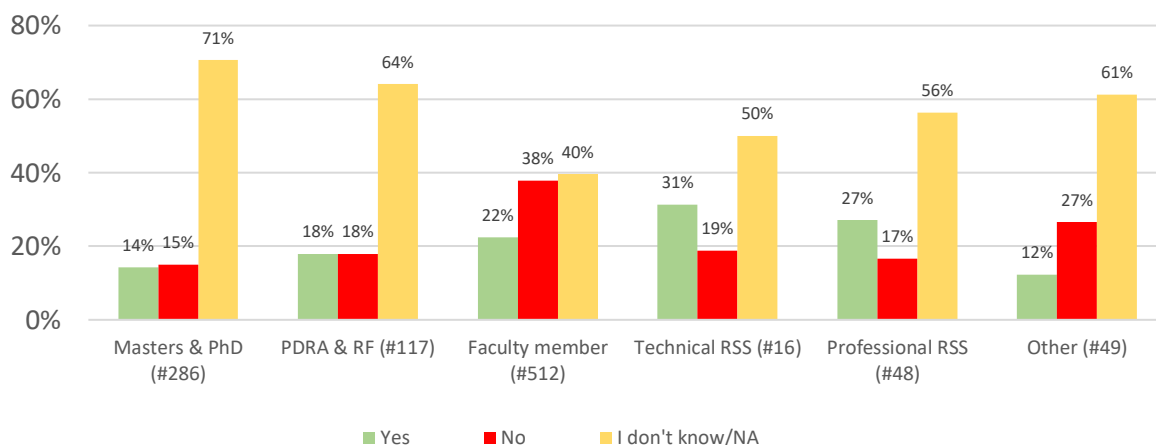


Figure 33 Responses by role on whether Research Culture in UCD has improved over the last three years

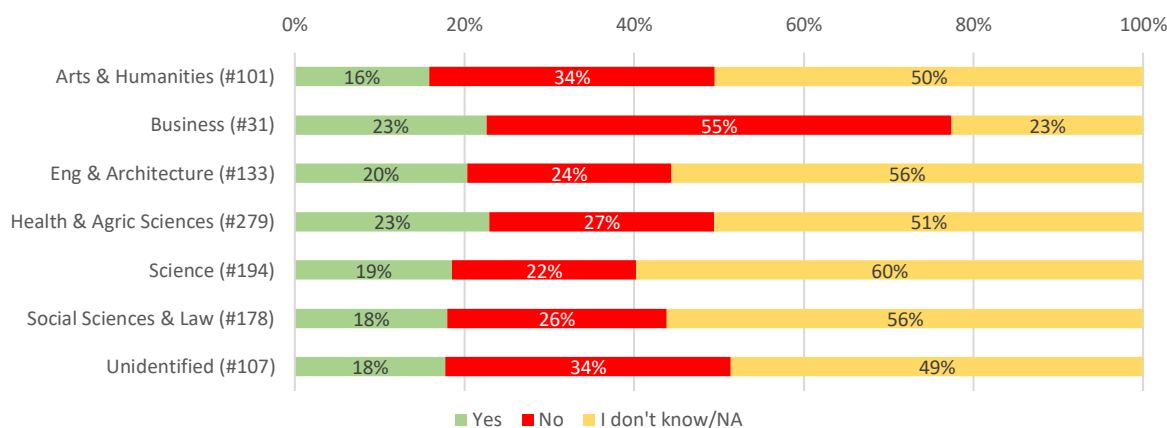


Figure 34 Responses by College on improvement in UCD Research Culture over the last three years

Strengths

A majority (52%) overall of respondents agreed that UCD is a collegial place in which to do research, reflecting UCD's adoption of Collegiality a core value. This view was also reinforced by free-text comments, although in some cases these indicated that a competitive research environment could test collegiality. Support for Open Research garnered a high level of satisfaction, as did availability of support for research IT needs. Availability and support for mentorship also scored well in this survey. UCD's development of clear policies, particularly on Authorship and Research Integrity, are also clearly appreciated by the research community. In addition, the survey responses reflect the results of efforts made in raising awareness of Research Impact.

Areas for Improvement

The results plus an initial review of the free-text comments indicate that areas in which a positive change might be anticipated if this survey was to be re-run at a later date include:

Awareness around Research Culture

The majority of those surveyed (53%) said they did not know if research culture had improved or not. In the text responses, some cited the pandemic and the changes it brought to working conditions as a factor that complicated evaluation of the last three years. Others indicated that they had not been at UCD long enough to make a determination. Some respondents suggested that UCD is lagging behind the UK in development of a research culture agenda. In text comments, there was some lack of confidence that an initiative to improve research culture would result in any meaningful action and that instead, 'Even this survey is anonymous and impersonal, and probably likely to be ignored.' Others, however, welcomed an examination of the research environment stating, 'A focus has been established on it, and an office and network of persons promoting awareness is now in place,' and called for 'more to be done.'

Valuing Research Quality vs Quantity

This question was one of the areas which returned least overall positive responses, and garnered free text responses across both STEM and AHSS disciplines. One commentator said, 'I think the environment in Ireland in STEM is very driven by SFI priorities. Those who are in areas that are well funded do well. Those who...[are] not in those areas do not get promoted as quickly etc. We need to understand better in UCD that someone getting [funding] in one area is not possible for all and connect that to promotions properly.' Another responded that, 'For Humanities and Social Science disciplines, it used to be rewarding to see the books and key articles published by colleagues across fields. Over last decade or two the emphasis on recognising large grant money awards feels like it has dwarfed that previous emphasis.' Several proposed an expansion of the definition for research contribution such as specified by the Declaration of Research Assessment (DORA) principles. Text comments also called for implementation and action on the Responsible Use of Research Metrics and Research Culture: '[The] RURM Statement and this process [the Research Culture Initiative] are two good steps in the right direction but have to be followed up with real commitment to what is intended therein - both the good and the bad have to be acknowledged and addressed.'

Recognition

There is some evidence that as an institution we can improve the degree to which all members of the research community feel that their contributions are valued. A text response requested that UCD 'support diversity regarding approaches to research.' Another agreed that the competition over which discipline is more rigorous or deserving of recognition achieves nothing and that 'there is better collaboration between disciplines, but would like that to be deeper.' A wish for greater

recognition is also reflected in comments that the university should ‘create online profiles of postgraduate researchers’ and ‘there are no details on the staff directory about PhD’s work.’

Many comments were received on the topic of recognition from Professional RSS and Technical RSS. There was a general perception that the work of people in these roles is not valued as a contribution to research. Some objected to the terminology used to describe their roles, noting ‘Within this survey, we are categorised as technical research ‘support’ staff, rather than ‘technical research staff’ or ‘research technical staff!’ Another said, ‘Desist from referring to non-academic staff as ‘support’ staff.’ Several Professional/Technical RSS felt that the collegiality they extend to research staff is not reciprocated with acknowledgement of their contributions in published outputs and that like graduate research students, they are not offered research profile pages on the UCD website. Overall, those who commented wanted to feel they are working as part of a community in which there is mutual respect. One respondent summarized it in this way: ‘Recognise that a good research culture relies on the contribution of all staff related to research activity, including research support.’ Another said, ‘everybody should feel included irrespective of their role’.

Conclusion

This first report from UCD’s 2021 Research Culture survey presents the quantitative data from the survey, together with some free-text commentaries for context, where appropriate. Formal qualitative analysis of these responses will follow, and will be augmented by outputs of ongoing Research Culture World Café events. The survey has shown that broadly, UCD provides a supportive, collegial and collaborative environment for its research community, in support of research excellence and research integrity. There are clear indications of areas in which our research culture can be further strengthened. The results of this baseline survey will be important in judging, throughout and beyond the Research Culture initiative, the University’s success in valuing each member of its research community, and enabling them to contribute fully to making an impact through research.

June 2022