

Tuesday afternoon keynotes: Training and Education, Tuesday, Sep 23 2025, 14:00-15:30

Location: Main Hall

Session: Keynote Lectures

Chair: Marija Bešter Rogáč

KY-03

Power and empowerment in RCR training

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In the past decade, the field of training and education in research integrity has developed impressively. Not only is there an increase in mandatory trainings (1), but numerous training templates have been developed and offered to the teaching community (6). One important reason to offer training is to change research practices within the academy (2). It is attempted to create a more open and transparent academic community, that is driven by high quality standards and attitudes of accountability, honesty and impartiality, instead of a community driven by publication pressure, sloppy science and questionable research practices. Changing research practices is, however, a long-term investment, as in many countries it is mostly early career researchers that are targeted with training in responsible conduct of research. This often leaves untouched practices of lousy or even harmful supervision untouched as newcomers to the field do not always (feel to) have a say in the organization. It also leaves untouched the power dynamics that are inherent to many research practices that are even harmful to the well-being of PhD candidates and leads to negative research cultures, even stimulating PhD's to leave the academia (3). Taking an empowerment perspective can help to both highlight the inherent power structures in academia as well as show how empowerment is needed at different layers in organisations, both at individual, group levels and systemic levels as well as that it addresses young researchers as well as more senior researchers (4,5). Empowerment is needed for all in the academia.

(1) Hoven, M. V., Asaduzzaman, M., Evans, • Natalie, Ike, • Chiedozie, Kalichman, M., Kniffert, S., Löfström, E., Van Loon, M., Moran, R., Nilsonne, G., Van Der Schot, D., Van 'T Veer, A. E., & Priess-Buchheit, J. (2023). Seven challenges for research integrity education: Current status and recommendations. (preprint) <https://doi.org/10.31219/osf.io/5w9kg>

(2) B. A. Nosek et al. Promoting an open research culture. *Science* 348, 1422-1425 (2015). DOI:10.1126/science.aab2374

(3) Kis, A., Tur, E.M., Lakens, D., Vaesen, K., Houkes, W. (2022). Leaving academia: PhD attrition and unhealthy research environments, *PlosOne* <https://doi.org/10.1371/journal.pone.0274976>

(4) Van Loon, M., Tijkink, J., Evans, N., vd Hoven, M. (2025). Leading by example: how to empower supervisors as role models. *Front. Res. Metr. Anal.*, 04 April 2025 Sec. Research Assessment. Volume 10 - 2025 <https://doi.org/10.3389/frma.2025.1533630>

(5) Van Den Hoven, M., and Theunissen, B. (2021). Taking RCR seriously in teaching scientific integrity. *Bioethica Forum* 14, 89-93. doi: 10.24894/BF.2021.14010

(6) Embassy of Good Science: https://embassy.science/wiki/Main_Page (accessed May 7, 2025)