

Annual statement on research integrity, 2024-25

1: Key contact information

Question	Response
1A. Name of organisation	London School of Economics & Political Science
1B. Type of organisation:	Higher education institution
1C. Date statement approved by governing body (DD/MM/YY)	TBC
1D. Web address of organisation's research integrity page	https://info.lse.ac.uk/staff/divisions/research-and-innovation/research/Research-integrity-at-LSE
1E. Named senior member of staff to oversee research integrity	Name: School Secretary
	Email address: secretary@lse.ac.uk
1F. Named member of staff who acts as a first point of contact for anyone wanting more information on matters of research integrity	Name: Lyn Grove
	Email address: l.grove@lse.ac.uk

2: Promoting high standards of research integrity and positive research culture. Description of actions and activities undertaken

<p>2A. Description of current systems and culture</p> <p><i>Describe how the organisation maintains high standards of research integrity and promotes positive research culture. It should include information on the support provided to researchers to understand standards, values and behaviours, such as training, support and guidance for researchers at different career stages/ disciplines. You may find it helpful to consider the following broad headings:</i></p> <ul style="list-style-type: none"> • <i>Policies and systems</i> • <i>Communications and engagement</i> • <i>Culture, development and leadership</i> • <i>Monitoring and reporting</i> <p>LSE's Research for the World strategy launched in October 2023 includes an objective to enhance research culture and collaboration at the School. A positive research culture centres around three priority areas:</p> <ul style="list-style-type: none"> • <u>Responsible Practice</u>: Ensuring our research and research community uphold the highest professional standards of rigour, integrity, ethical behaviour, transparency and collegiality to fully recognise and value the contributions that all roles play in generating high quality research. • <u>Supportive Environment</u>: Ensuring the environment in which our research

community works allows them to flourish, maximising the potential of colleagues at all career stages, and equitably supporting them to achieve their aspirations to attract and retain diverse talent.

- Stimulating Ecosystem: Ensuring the research ecosystem at LSE encourages and facilitates interdisciplinary collaboration, citizenship, community-building, and innovative and creative thought leadership to deliver meaningful research, impact and influence.

To support the delivery of the enhancing research culture and collaboration workstream at LSE, beginning Summer 2024, four new roles were recruited into the Research and Innovation Division: the Senior Research Culture Manager, Due Diligence Manager, Senior Research Engagement Manager, and Senior Research Compliance Manager. Over 2024-25, the posts became fully embedded and have contributed to LSE's research culture through initiatives like introducing enhanced processes for due diligence and a Mid-Career Academic Coaching Programme (MCP), and enhancing the School's evaluation and reporting on the effectiveness of our culture-related activities.

LSE provides a range of training, development and mentoring opportunities for researchers via Research and Innovation, Organisational Learning, Eden Centre for Education Enhancement, LSE Communications (Engagement and Impact), LSE Careers, LSE Library and the PhD Academy. In particular, our targeted MCP, and broader [Research and Innovation Sessions \(RISe\) Programme](#), both offer training and opportunities to enhance the skills needed to flourish throughout the R&I lifecycle. Additionally, the School has taken part in the pilot of the online training course provided by the UK Research Integrity Office, 'An Introduction to Research Integrity', which provides a foundational understanding of what integrity means and why it matters, the approach to research integrity in the UK, and what it means to lead by example and build an environment with a good research integrity culture. We plan to roll out the final product version of the training during 2025-26.

In addition, the LSE Equity, Diversity and Inclusion unit provides e-learning on a number of topics such as: Bullying and Harassment Effective Interventions; The Effective Bystander; How to be an Ally.

A mentor is assigned to staff in various LSE role profiles including academic staff pre-major review, all postdoctoral LSE Fellows, Research Officers and Fellows, Policy Officers and Fellows, and Assistant Professorial Research Fellows and Senior Policy Fellows according to our Mentoring Guidance.

2B. Changes and developments during the period under review

Please provide an update on any changes made during the period, such as new initiatives, training, developments, also ongoing changes that are still underway. Drawing on Commitment 3 of the Concordat, please note any new or revised policies, practices and procedures to support researchers; training on research ethics and research integrity; training and mentoring opportunities to support the development of researchers' skills throughout their careers.

In 2024–25, LSE launched a bespoke coaching programme for mid-career academics, addressing a gap identified through internal and external analysis. Twenty-one

researchers received funding for four one-hour sessions with an external coach, focusing on skills such as time management, productivity and leadership. Participants also received tailored follow-up resources and could continue coaching via their research allowances. Post-programme feedback showed increased productivity, improved time management, and renewed confidence in academic identity and writing, with many noting coaching helped tackle career stagnation and burnout.

LSE's Early Career Researcher (ECR) Network also ran a second round of our Changemakers' Programme, funding two projects to make distinct contributions to the future direction and development of the Network:

1. Investigating the experiences of racialised Early Career Researchers at the London School of Economics and Political Science
2. Opening Lines - Round 2: Book Writing Collective

Further information about these projects can be found on the ECR Network webpage: <https://info.lse.ac.uk/staff/staff-groups/ECR-Network>.

The School also ran a seed-funding programme, the "Summer of Research Culture" fund, over May-July 2025. The programme funded five projects that sought to enrich the LSE's research culture. Several focused on PhD students, offering skill-building and networking opportunities. One standout was a collaboration between the Departments of Management and Psychological and Behavioural Science, where 23 students took part in theatre-based training led by the Old Vic Theatre Company to build confidence, fluency, and adaptability in academic settings.

The Research and Innovation Sessions (RISe) Programme recently rebranded from the Research *Information* Sessions to expand the Programme's remit beyond research development and to encompass the entire R&I lifecycle. This has resulted in more collaborative courses and a wider range of topics being offered, particularly related to research impact, innovation and commercialisation (such as Intellectual Property), open research and data management. Across 2024-25, colleagues delivered over thirty sessions, with participants consistently remarking on the high quality of the course materials and presenters' expertise.

2C. Reflections on progress and plans for future developments

This should include a reflection on the previous year's activity including a review of progress and impact of initiatives if known relating to activities referenced in the previous year's statement. Note any issues that have hindered progress, e.g. resourcing or other issues.

Based on the outcomes of the ECR Network's Changemakers Programme, a report on the experiences of racialised ECR students', and recommendations stemming from its findings, was launched to the LSE community, as well as presented to LSE's Race Equity Steering group and EDI unit (Summer 2025). The recommendations are under consideration. Furthermore, based on feedback from the ECR Network steering group regarding workloads and a lack of capacity to manage ECR activities (Spring 2025),

funding has been allocated to provide the steering group with administrative support.

Based on the outcomes of the pilot 2024-25 round of the Mid-Career Academic Coaching Programme (including participants increasing their research outputs, and reporting gains in productivity, work-life balance, and confidence in their career identity), funding has been secured for a second round, to run December 2025 - June 2026. Applications are now being accepted and will be assessed in November 2025.

While projects funded through our two rounds of Summer of Research Culture funding (which ran Summer 2024 and again Summer 2025) were successful, upon reviewing the proposals for Summer 2025, the panel noted that, while the projects responded to gaps in research culture, they were generally too localised to achieve the programme's wider aim of seed-funding projects that had the potential to be expanded more broadly across the School. The SoRC has been paused indefinitely as a result as we move to consider the creation of cross-LSE programmes.

While our RISE programme ran successfully over 2024-25, presenters reported heightened issues of attendance (with increased incidences of attendees signing up but not showing up on the day). While we are running this programme 'as normal' for 2025-26, we are also setting up a working group with RISE delivery partners and academics to assess what's working, what's not, and where we go next.

2D. Case study on good practice (optional)

Please describe an anonymised brief, exemplar case study that can be shared as good practice with other organisations. A wide range of case studies are valuable, including small, local implementations. Case studies may also include the impact of implementations or lessons learned.

The pilot, 2024-25 round of the School's Mid-Career Coaching programme stands as an exemplar of good practice in enhancing research culture. Supported by Research England's Enhancing Research Culture Fund, and led by external expert coach, Dr Katy Mahoney, the coaching programme responded to the recognition that the mid-career stage is a unique "pinch point" where researchers often juggle many roles and responsibilities, deal with structural and other barriers, and yet often don't get enough support tailored to their career level ("RAIL: A Model for Keeping the academic Mid-career on track", 2023). LSE's programme enabled participants to holistically evaluate their career, identify barriers and enablers to progression, and strategize next steps on their career pathway. The programme:

- Ran from September 2024- April 2025
- Supported 21 researchers (28 applicants in total)
- Provided 4x1 hour individual coaching sessions, a year's access to a resource portal, and a tailored follow-on support guide
- Gave participants CPD coaching certification (upon completion)

Our evaluation of the pilot round underscored the programme's value to our mid-career

researchers. After completing the programme, participants agreed that coaching had improved their productivity, leadership, and management skills, as well as supporting them in developing plans for career progression. These gains are partly observed through a rise in outputs—participants produced **9 research funding applications, 9 journal article submissions** (at least 1 article published), **3 book chapters completed**, and successfully **captured of a fellowship**. However, as one coachee put it, perhaps most importantly was that the coach helped them to think differently about their current practice—several cited a previously unhealthy relationship to productivity, and noted that coaching helped them address **critical structural challenges**—particularly those related to workload, burnout, and career stagnation. They also described shifts in **mindset**, improved **time management**, and renewed **confidence** in their academic identities, research, and writing.

As our assessment of the Coaching's inaugural round has shown, the mid-career coaching strongly contributed to LSE's aim of enhancing its research culture for staff at all career levels. The programme has also attracted external interest: the Senior Research Culture Manager and Head of Research Governance and Culture, were invited by Vitae to present on the programme at an April 2025 event focusing on improving support for MCRs. The scheme was also presented to the London Research Culture Group (consisting of professionals working in research culture across London's universities). To build on this success, in 2025-26 we will:

- Relaunch the programme, opening submissions in October 2025 with the aim of supporting 20 participants
- Enhance the offering by introducing a concluding session led by Dr Mahoney (*Maximising the Impact of Your Coaching: Pay It Forward*)
- Increase the framework of internal support around the programme (e.g. by developing dedicated RISE sessions aimed at the participants' needs)

3: Addressing research misconduct

3A. Statement on processes that the organisation has in place for dealing with allegations of misconduct

Please provide:

- a brief summary of relevant organisation policies/ processes (e.g. research misconduct procedure, whistle-blowing policy, bullying/harassment policy; appointment of a third party to act as confidential liaison for persons wishing to raise concerns) and brief information on the periodic review of research misconduct processes (e.g. date of last review; any major changes during the period under review; date when processes will next be reviewed).
- information on how the organisation creates and embeds a research environment in which all staff, researchers and students feel comfortable to report instances of misconduct (e.g. code of practice for research, whistle-blowing, research misconduct procedure, informal liaison process, website signposting for reporting systems, training, mentoring, reflection and evaluation of policies, practices and procedures).
- anonymised key lessons learned from any investigations into allegations of misconduct which either identified opportunities for improvements in the organisation's investigation procedure and/or related policies / processes/ culture or which showed that they were working well.

Relevant policies:

- [Code of Research Conduct \(incorporating Procedures for the investigation of allegations of research misconduct\)](#)
- [Principles of Authorship](#)
- [Discrimination, Harassment and Bullying Policy](#)
- [Ethics Code](#)
- [Research Ethics Policy and Procedures](#)
- [Safeguarding in Research and International Activities Policy](#)
- [Speak Up Policy \(formerly Whistleblowing Policy\)](#)

Process for dealing with allegations of research misconduct: the School's procedures for the investigation of allegations of research misconduct are set out in our Code of Research Conduct (see link above). The process is broadly in line with the UKRIO model procedure. It consists of 3 stages: i) Preliminary Steps (equivalent to UKRIO 'Receipt of Allegations' stage); ii) Screening Stage (equivalent to UKRIO 'Initial Investigation stage'); iii) Formal investigation (equivalent to UKRIO 'Full investigation' stage).

The Named Person responsible for overseeing the process at LSE is the School Secretary. The Senior Research Ethics Manager supports the School Secretary in the process and also handles correspondence with all parties involved and is responsible for record management, drafting revisions to the policy, etc.

Review timeframe: most LSE policies and procedures are reviewed on a 3-year basis. The Code of Research Conduct underwent review in 2022-23; the next review is due in 2025-26. Minor amendments/revisions are made as and when necessary.

Research environment/reporting concerns:

Please refer to section 2 for details of work undertaken to enhance the research environment and culture at the School.

The School has undertaken a lot of work over the last few years to improve awareness around the need to report issues of concern and also the support available for those who have concerns to raise. See the School's ['Report and Support'](#) webpage.

The School also has a network of ['Safe Contacts'](#) - trained members of staff who can offer a confidential 'signposting' service for staff and students who have previously or are currently experiencing some form of bullying or harassment.

Academic induction programme: New members of academic and research staff are provided with a 3-day induction programme in September each year. This incorporates a dedicated session on ethics, which covers conflicts of interest, research ethics and research conduct. Emphasis is placed not only on the need to uphold good conduct but also on reporting concerns when they have these.

Lessons learned from any investigations into allegations of misconduct: every case prompts us to consider whether our Code of Research Conduct (and in particular our procedures for the investigation of allegations of research misconduct), have proved fit for purpose. Whilst we have not needed to make any significant revisions, we often make small improvements and/or clarifications. Allegations of misconduct also prompt us to consider any improvements that can be made to our research environment and/or dissemination of our Ethics Code and policies around research integrity.

3B. Information on investigations of research misconduct that have been undertaken

*Please complete the table on the number of **formal investigations completed during the period under review** (including investigations which completed during this period but started in a previous academic year). Information from ongoing investigations should not be submitted.*

An organisation's procedure may include an initial, preliminary, or screening stage to determine whether a formal investigation needs to be completed. These allegations should be included in the first column but only those that proceeded past this stage, to formal investigations, should be included in the second column.

Type of allegation	Number of allegations			
	Number of allegations reported to the organisation	Number of formal investigations	Number upheld in part after formal investigation	Number upheld in full after formal investigation
Fabrication				
Falsification				
Plagiarism	2 (One covered other mis-	0	0	0

	conduct types too*) Both cases concluded at 'Preliminary Steps' stage)			
Failure to meet legal, ethical and professional obligations				
Misrepresentation (eg data; involvement; interests; qualification; and/or publication history)				
Improper dealing with allegations of misconduct				
Multiple areas of concern (when received in a single allegation)				
<i>Other*</i>				
Total:				
*If you listed any allegations under the 'Other' category, please give a brief, high-level summary of their type here. Do not give any identifying or confidential information when responding.				
*One case included allegations of plagiarism, fraud, misrepresentation of data, reputational damage. All claims were found to be unsubstantiated.				