OPEN RESEARCH CONFERENCE 2026

UKRN Open Research Programme Survey 2025

Exploratory Analysis & Visualisations: UoE Results and Comparison to National Aggregated Responses

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THE UNIVERSITY of EDINBURGH

1408 National respondents

105 UoE respondents

14 OR practices assessed

11 Schools included

BACKGROUND

About This Analysis

The UKRN 2025 Open Research Survey collected responses from researchers across UK Higher Education Institutions. I conducted an end-to-end exploratory analysis comparing UoE respondents to the national aggregated sample across four domains:

Awareness · Active Use · Attitudes · Facilitators

Results were disaggregated by College (CAHSS, CMVM, CSE) and School, enabling targeted identification of disciplinary differences in open research engagement at UoE.

METHODOLOGY

How the Analysis Was Conducted

1 Data loading
Three CSVs: national (n = 1408), UoE-specific (n = 105), and a HESA discipline mapping file. UoE respondents removed from national dataset to create a clean comparator (n = 1303).

2 Discipline mapping
Built a custom crosswalk linking 23 HESA discipline categories to UoE Colleges and Schools, enabling college- and school-level breakdowns of all four domains.

3 Analysis in R (tidyverse)
Calculated % awareness, active use ('I use it often'), net-positive Likert attitudes (Somewhat/Strongly agree), and facilitator selection rates across all breakdowns.

4 Visualisation & reporting
Paired bar charts, diverging Likert plots, heatmaps, and summary tables. Knitted to PDF using R Markdown.

DATA CHALLENGES & DECISIONS

Methodological Considerations

⚠ Missing discipline data
46 national (3.5%) and 3 UoE (2.9%) respondents could not be mapped to a College/School. Excluded from all college- and school-level visualisations.

✕ Low school respondents (<4)
Edinburgh College of Art, Moray House, GeoSciences, Economics, and Royal Dick Vet Studies fell below the minimum threshold (n = 4) and were excluded.

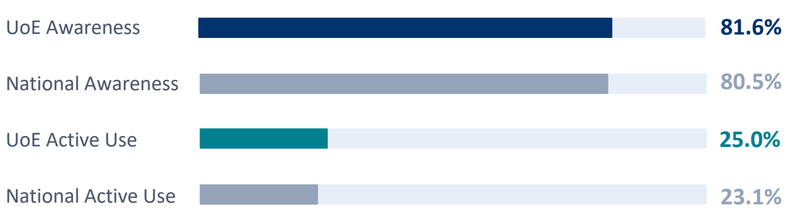
i Small school samples
Of the 11 included schools, 4 had only 4 - 6 respondents (e.g. Mathematics n = 4, Engineering n = 6). Single responses shift percentages substantially.

✓ Active use denominator
'Not applicable' responses included in denominators, ensuring percentages represent uptake across all respondents.

PART 1 RESULTS — UOE VS. NATIONAL COMPARISON

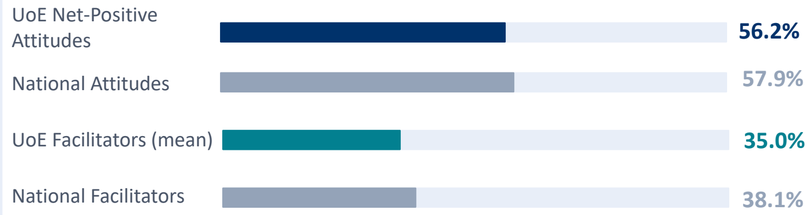
How Does UoE Compare to the National Sample?

Awareness & Active Use



Awareness-to-use gap: 56.6 pp at UoE vs 57.4 pp nationally: a comparable knowing-doing gap.

Attitudes & Facilitators



Strongest attitude: Usefulness (77.6%). Weakest: Assessment (19.5%): open research not yet embedded in evaluation culture.

Top practice (UoE): Open Access: 98.6% awareness, 67.4% active use

Largest gap vs. national: Preregistration awareness: 5.8 pp; Norms attitudes: 10.6 pp

UoE outperforms on: FAIR Data +7.3 pp; Resources attitudes +11.1 pp; Recognition facilitator +10.6 pp

COLLEGE-LEVEL BREAKDOWN

UoE by College

CAHSS Arts, Humanities & Social Sciences — n = 33 (35%)

CMVM Medicine & Veterinary Medicine — n = 23 (24%)

CSE Science & Engineering — n = 39 (41%)

CSE: strongest performer
+5.1 pp awareness; 30.4% mean use; +7.7 pp attitudes vs. national

CMVM: attitudes gap
10.3 pp below national on attitudes; but 100% Open Access use & high Preregistration (46%)

CAHSS: trails nationally
1.7 pp below national awareness; lowest use (19%) & attitudes (48.4%); Preregistration awareness only 38%

PART 2 RESULTS — UOE SCHOOL-LEVEL ANALYSIS

Awareness & Active Use Across 11 Schools

Schools with fewer than 4 respondents were excluded. Sorted by mean awareness. Small school samples should be interpreted with caution.

SCHOOL	COLLEGE	AWARENESS %	ACTIVE USE %	NOTABLE FINDING
School of Informatics	CSE	92%	47%	★ Top overall
Edinburgh Medical School	CMVM	87%	45%	High Preregistration use (46%)
Sch. Biological Sciences	CSE	86%	34%	High Open Code/Software use (42%)
Sch. Social & Political Science	CAHSS	86%	47%	Highest use in CAHSS
Sch. of Mathematics (n = 4 ⚠)	CSE	85%	36%	Small sample — caution
Sch. of Engineering (n = 6 ⚠)	CSE	83%	47%	Small sample — caution
Sch. Physics & Astronomy	CSE	79%	38%	High Open Code use (78%)
Sch. Philosophy, Psychology & Lang	CAHSS	79%	42%	Highest support needs (42.7%)
Sch. of Law	CAHSS	70%	23%	Lowest support needs (25.7%)
Sch. Lit., Languages & Cultures (n = 4 ⚠)	CAHSS	69%	11%	▼ Lowest active use
Sch. History, Classics & Arch (n = 4 ⚠)	CAHSS	61%	17%	▼ Lowest awareness & attitudes

SUMMARY FINDINGS

UoE vs. National — Key Takeaways

- UoE awareness (81.6%) and active use (25.0%) both slightly exceed the national figures, with a comparable 56.6 pp knowing-doing gap.
- Open Access dominates across all colleges; Preregistration and FAIR Data show the weakest uptake.
- Assessment attitudes lowest at 19.5%: Open research not yet well-integrated into evaluation culture.
- Infrastructure (50.6%) and Recognition (+10.6 pp above national) are the priority support needs at UoE.
- CSE leads in all four domains; CAHSS consistently trails the national comparator.

SUMMARY FINDINGS

School-Level — Key Takeaways

★ School of Informatics
Top school across awareness (92%), use (47%), and attitudes (79%)

▼ School of History, Classics & Archaeology
Lowest awareness (61%), attitudes (28%), 0% Preregistration awareness

! Knowing ≠ doing
School of Literatures, Languages & Cultures: 69% awareness but only 11% active use

↑ PPLS has the greatest unmet support need
Highest facilitator selection rate (42.7%)

≠ CAHSS schools consistently trail CSE
Preregistration awareness below 50% in several CAHSS schools

LIMITATIONS & CONSIDERATIONS

Interpreting These Results

⚠ Self-selection bias
Survey respondents may be more engaged with open research than the average UoE researcher, potentially inflating awareness and use estimates.

⚠ Small school n
Four schools (Mathematics, Engineering, LLC, History) had n = 4 - 6. At these sizes, one respondent can shift a percentage by 17 - 25 pp. Treat with caution.

i Discipline-relevance of practices
'Not applicable' responses are included in denominators. Some practices (e.g. Preregistration, Citizen Science) are inherently less relevant in certain disciplines, naturally lowering rates.

i Exploratory analysis
No inferential statistics were applied. Percentage-point differences should be treated as descriptive patterns, not statistically significant effects.

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Data: UKRN 2025 aggregated national survey responses & UoE-specific dataset · Analysis in R · Report knitted via R Markdown

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