

Welcome

Would you like to contribute to a study of research integrity in the UK?

Purpose

Vitae in partnership with the UK Research Integrity Office (UKRIO) have been commissioned by Research England, on behalf of UKRI to undertake a research integrity landscape study. This survey forms part of a study exploring incentives (drivers and motivators) in the research system and how they may affect research behaviours in the context of research integrity. In particular, the survey will ask about your perceptions of these incentives and how you think they impact on research integrity, positively or negatively.

Definition of research integrity

The Concordat to Support Research Integrity (2012) defines research integrity as 'maintaining the highest standards of rigour and integrity in all aspects of research', including:

- Honesty in all aspects of research
- Rigour in methods, interpretations and communication
- Transparency and open communication
- Care and respect for participants, subjects and the stewardship of research and scholarship

About the survey

We are inviting survey responses from individuals with current or recent experience (within the past year) of working in the UK research ecosystem;

- as a researcher or supporting research/researchers (e.g. technician, research manager, researcher developer, research policy officer, academic)
- *either* within an academic or publicly funded research performing organisation (e.g. university, research institute)
- *or* within a research funding, policy, or advocacy organisation (e.g. learned society, publisher, representative body)

You may respond as an individual or collectively on behalf of an organisation. It will take around 15 min (max 20-30 min) to complete the survey. It will not be possible to save your response and return to it later. The survey will close on Wednesday 6 November 2019 at 17.00 GMT.

If you have questions about the study, you can contact Dr Katie Wheat on behalf of the research team, or Dr Helen Snaith on behalf of Research England.

Data and privacy

The Careers Research & Advisory Centre (CRAC) is managing this survey data collection on behalf of Vitae and UKRIO. Aggregated responses to this survey will inform a report to be submitted to Research England. Any direct quotes used in the report will remain anonymous. Raw data will only be available to the CRAC research team for the purposes of this study.

The survey is anonymous, if you choose to provide your personal data, such as your job title, role, organisation and email address, we will not share your personal data with other organisations.

A [data privacy notice can be found here](#). If you wish to withdraw your consent, or you are unhappy with our use of your personal data, please let us

* 1. I have read and understood the information above and agree to take part in the study

Agree

* 2. Are you currently (or do you have recent experience of) working in the UK academic research ecosystem, for example, conducting, supporting or managing research or researchers (including working in research policy, integrity/ethics, funding or researcher development)?

Yes

No

About you

* 3. Are you responding;

- As an individual
- Collectively, on behalf of your organisation

About you (continued)

4. Which of the following best describes your primary (or most recent) workplace?

- University
- Publicly funded research institute / laboratory
- Hospital / health or social care setting
- Research funder
- Charity
- Professional body / academy
- Representative body / sector organisation
- Private sector research
- Other (please specify)

5. Which of the following best describes you?

- Postgraduate researcher / doctoral candidate
- Postdoctoral researcher / research staff / associate / assistant
- Research fellow
- Research support staff / research manager
- Researcher developer / staff developer
- Research ethics / integrity professional
- Research technician / officer / technical specialist / laboratory / facility manager
- Research group leader
- Lecturer / assistant professor / senior lecturer / associate professor
- Professor / reader
- Director / head of department / dean
- Senior management
- Policy officer
- Grant / funding manager
- Other or split role (please specify)

6. Which of the following best describes your employment status?

- Registered student
- Full time open contract
- Full time fixed term contract
- Part-time open contract
- Part-time fixed term contract
- Self-employed / freelance / sessional contractor
- Unemployed / not working / retired
- Other (please specify)

* 7. Approximately what proportion of your current (or most recent) working time is allocated to research?

(Note: if your contract is 0.5 FTE, and you are solely employed to do research, answer 100%)

- 100%
- 80%
- 60%
- 40%
- 20%
- 0% (but research active)
- Not research active

About your research experience

8. What is the main source of funding for your research activity?

- Charity funded
- EU/EC funded
- Institution funded
- UKRI Research Council funded
- UK industry funded
- UK government (including devolved administrations) funded
- International government funded
- Self-funded
- Other (please specify)

9. How long have you been a researcher, including any time studying for a doctorate, if applicable?

- <1 year
- 1-5 years
- 6-10 years
- 11-15 years
- >15 years

10. Which of the following best matches your main discipline or subject specialism?

(Note: Based on REF 2021 Units of Assessment <https://www.ref.ac.uk/panels/units-of-assessment/>)

Perception of incentives

In this section we are asking your views on how a range of drivers and incentives in the research system impact on research integrity (research conducted with honesty, rigour, openness, care and respect) in either positive or negative ways. If a particular item is not applicable to you or you do not have a view, then do not answer that item.

14. What impact does *research assessment and funding* have on research integrity (research conducted with honesty, rigour, openness, care and respect)?

	Strong positive	Positive	Negative	Strong negative	No impact	Both positive and negative	Don't know
Research Excellence Framework (REF) 2021	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The existence of league tables of institutions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How researchers are assessed for promotion during their careers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How funding for specific projects and programmes is awarded	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intersectoral research and third party/industrial sponsorship and funding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use of journal impact factor (JIF), h-index and other metrics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments

15. What impact do *publishing and research management* have on research integrity?

	Strong positive	Positive	Negative	Strong negative	No impact	Both positive and negative	Don't know
Open access publishing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The publishing peer review process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Data sharing policies and requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments

16. What impact do *people and culture* have on research integrity?

	Strong positive	Positive	Negative	Strong negative	No impact	Both positive and negative	Don't know
Professional development and training opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Levels of research leadership and management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Incidents of bullying and harassment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments

17. What impact do *institutional policies and processes* have on research integrity?

	Strong positive	Positive	Negative	Strong negative	No impact	Both positive and negative	Don't know
Institutional research strategy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Institutional code of practice for research practice/ethics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Institutional process for reporting allegations of research misconduct	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research governance and contractual processes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Processes for applying for ethical approval	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Institutional workload models	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments

18. What impact does *the discipline* have on research integrity?

	Strong positive	Positive	Negative	Strong negative	No impact	Both positive and negative	Don't know
Interdisciplinary research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Disciplinary norms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learned societies and professional bodies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments

19. What impact do *research integrity initiatives* have on research integrity?

	Strong positive	Positive	Negative	Strong negative	No impact	Both positive and negative	Don't know
Concordat to support research integrity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Concordat to support the career development of researchers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Concordat on open research data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Concordat on openness on animal research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Equality, diversity and inclusion initiatives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Regulatory requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Training courses on integrity and ethics (standalone or as part of other training)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments

20. What impact do the *public and media* have on research integrity?

	Strong positive	Positive	Negative	Strong negative	No impact	Both positive and negative	Don't know
The public perception of research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Media coverage of research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social media norms, trends and information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments

21. Would you like to add any other comments on positive and negative impacts on research integrity?

Research integrity experiences and perceptions

In this section we are asking about your personal views and experiences of research integrity (research conducted with honesty, rigour, openness, care and respect). If a particular item is not applicable to you, then do not answer that item.

22. To what extent do *your personal qualities* drive you to achieve high levels of research integrity?

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
My personal integrity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My curiosity to learn	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The importance of my status and reputation as a researcher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

23. To what extent do *people and culture* drive you to achieve high levels of research integrity?

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
Concern about having my research challenged	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My immediate research environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Having good role models	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Peer pressure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working in collaboration with others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working in international collaborations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

24. To what extent do *publishing and research management* drive you to achieve high levels of research integrity?

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
Getting my research published	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sharing my data with others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sharing my research methods with others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using pre-prints	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pre-registration of my research approach	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Peer review feedback	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

25. To what extent does *your discipline* drive you to achieve high levels of research integrity?

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
The expectations of my discipline	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Undertaking interdisciplinary research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

26. To what extent do *institutional policies and processes* drive you to achieve high levels of research integrity?

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
Following institutional codes of practice for research integrity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Applying for ethics approval for my research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Performance review/probation requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My employment conditions/contract	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My institution's commitment to research integrity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

27. To what extent do *research assessment and funding* drive you to achieve high levels of research integrity?

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
My funder or research grant requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being submitted to the REF	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

28. Would you like to add any other comments on what drives and motivates you to achieve high levels of research integrity?

Research integrity experiences and perceptions (continued)

29. In your experience, how often do researchers uphold high levels of research integrity?

- All the time
- Most of the time
- Some of the time
- Never
- Don't know

30. In your experience, how often do researchers feel tempted or under pressure to compromise on research integrity?

- All the time
- Most of the time
- Some of the time
- Never
- Don't know

31. How often have you personally felt tempted to compromise on research integrity?

- All the time
- Most of the time
- Some of the time
- Never
- Don't know

32. To what extent do you agree or disagree with the following statements?

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
I have a clear understanding of the levels of research integrity expected from me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel pressurised by others to compromise my personal levels of research integrity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would feel comfortable raising concerns about poor levels of research integrity without fear of personal consequences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know how to report instances of research misconduct	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

33. Would you like to add any other comments on your experiences of research integrity?

Increasing research integrity

In this section we are asking your views on how levels of research integrity (research conducted with honesty, rigour, openness, care and respect) can be improved.

34. Which groups hold most responsibility for increasing levels of research integrity? Please select your top five and rank them from highest (1) to lowest (5) responsibility.

<input type="text"/>	Research funders
<input type="text"/>	Government / policy-makers
<input type="text"/>	Publishers
<input type="text"/>	Professional bodies / learned societies
<input type="text"/>	Disciplinary networks
<input type="text"/>	Institutions
<input type="text"/>	Ethics committees
<input type="text"/>	Heads of department / research group leaders
<input type="text"/>	Supervisors / principal investigators responsible for training researchers
<input type="text"/>	Individual researchers

35. How can aspects of the research system (i.e. at global, national, institutional, discipline level) be changed to improve levels of research integrity?

Professional development, understanding and awareness

In this section we are asking about your knowledge and experience of initiatives and development opportunities relating to research integrity.

36. How would you rate your knowledge and understanding of the following initiatives relevant to research integrity?

	I have some understanding of this	I know this exists but I don't know the detail	I have never heard of this	Not applicable
Concordat to support research integrity (https://www.universitiesuk.ac.uk/policy-and-analysis/reports/pages/research-concordat.aspx)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Concordat to support the career development of researchers (www.vitae.ac.uk/concordat)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Concordat for engaging the public with research (https://www.ukri.org/public-engagement/research-council-partners-and-public-engagement-with-research/embedding-public-engagement/)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Concordat on open research data (https://www.ukri.org/funding/information-for-award-holders/data-policy/)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Concordat on openness on animal research (http://www.understandinganimalresearch.org.uk/policy/concordat-openness-animal-research/)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Concordat for the advancement of knowledge exchange in higher education in England (in consultation, https://www.universitiesuk.ac.uk/policy-and-analysis/reports/Pages/knowledge-exchange-concordat-consultation.aspx)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My institutional code of practice on research integrity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
San Francisco Declaration on Research Assessment (DORA, https://sfdora.org/)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My institutional processes for reporting research misconduct	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My institutional processes for ethics approval	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Policies on research integrity from my research funders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Policies on research integrity, publication and authorship from my publishers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

37. Have you undertaken training and professional development activities related to research integrity within the last five years?

	I have done this in the last five years	I have not done this, but I would like to	Currently I have no interest in doing this
Online training in research integrity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Training course on research integrity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Training in open publication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Training in open data management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Training on applying for research ethics approval	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attended a seminar/conference on aspects of research integrity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Training on publication and ethics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Training on statistics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Training in relation to human or animal research subjects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments

38. What professional support would you find most useful to increase your knowledge and understanding of research integrity?

Demographics

39. How old are you?

- 25 and under
- 26-30
- 31-35
- 36-40
- 41-45
- 46-50
- 51-55
- 56-60
- 61 or older

40. What is your gender?

- Non-binary
- Man
- Woman
- Prefer not to say
- Other (specify if you wish)

41. What is your sexual orientation?

- Asexual
- Bi/bisexual
- Gay man
- Gay woman/lesbian
- Heterosexual/straight
- Queer
- Prefer not to say
- Other (specify if you wish)

42. Do you have an impairment, health condition or learning difference that has a substantial or long term impact on your ability to carry out day to day activities? (tick all that apply)

- No known impairment, health condition or learning difference
- A long standing illness or health condition such as cancer, HIV, diabetes, chronic heart disease, or epilepsy
- A mental health difficulty, such as depression, schizophrenia or anxiety disorder
- A physical impairment or mobility issues, such as difficulty using your arms or using a wheelchair or crutches
- A social/communication impairment such as a speech and language impairment or Asperger's syndrome/other autistic spectrum disorder
- A specific learning difficulty such as dyslexia, dyspraxia or AD(H)D
- Blind or have a visual impairment uncorrected by glasses
- D/deaf or have a hearing impairment
- I prefer not to say
- An impairment, health condition or learning difference that is not listed above (specify if you wish)

43. Do you have any caring responsibilities? (tick all that apply)

- None
- Primary carer of a child or children (under 18 years)
- Primary carer of a disabled child or children
- Primary carer or assistant for a disabled adult (18 years and over)
- Primary carer or assistant for an older person or people (65 years and over)
- Secondary carer (another person carries out main caring role)
- Prefer not to say

* 44. What is your nationality

- UK/British national
- National of another European Union member state (not the UK)
- National of a country outside the European Union

Demographics (continued)

45. Which of the following best describes your ethnicity

- White: English / Welsh / Scottish / Northern Ireland / British
- White: Irish
- White: Gypsy or Traveller
- Other White background
- Black or Black British – Caribbean
- Black or Black British - African
- Other Black background
- Asian or Asian British - Indian
- Asian or Asian British - Pakistani
- Asian or Asian British - Bangladeshi
- Chinese
- Other Asian background
- Mixed - White and Black Caribbean
- Mixed - White and Black African
- I prefer not to say

Demographics (continued)

46. What is your ethnicity?

Any other comments

47. Do you have anything to add relating to research integrity that has not been covered by this survey?

* 48. Are you interested in receiving updates on this project? (If yes, please provide your email address)

No

Yes