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## **Updates on the Project for Scholarly Integrity**

### **RECENT PROJECTS TO SUPPORT GRADUATE STUDENT LEADERSHIP IN RCR**

Two awardee universities in the Project for Scholarly Integrity, Columbia and the University of Arizona, are currently implementing project plans that help graduate students become directly involved in research ethics education. Both of the projects described below give graduate students (as well as others in the university community) a leadership role in forums on research ethics.

[Columbia University](#) is appointing Research Ethics Fellows, a total of 24 Ph.D. students across disciplines. By Fall of 2009, the fellows will begin organizing discussions about specific issues and challenges related to the responsible conduct of research within their respective departments and fields. These discussions will provide a foundation for training workshops, brown-bag discussions, and other discipline-specific activities in research ethics and scholarly integrity to begin in the 2009-10 academic year. Henry Pinkham, Dean and co-PI, reported that the role of graduate students as Research Ethics Fellows working with fellow students and the faculty in their departments "allows us to engage students in addressing the critical research integrity issues and challenges for their discipline and subfields."

The Office for the Responsible Conduct of Research and the Graduate College at the [University of Arizona](#) are soliciting proposals to promote research integrity throughout the campus. The university plans to award 30 grants ranging from \$250 to \$750 to faculty, graduate students, and post-doctoral trainees for a diverse range of projects, including "creative ideas for building curricular materials," new courses, lessons within existing courses, electronic and web-based tools and resources, and outreach activities involving external speakers and presenters. The [Request for Proposals](#) for the grant program encourages applicants to consider general projects on research methodology as well as specific lessons on the ethical implications of certain types of research in fields such as genetics, vaccine development, and archaeology. Andrew Comrie, PI for the PSI Project at

Arizona, commented that “going through graduate students is a great way to get at the heart of campus needs in research ethics education.”

### **NEW BLOG ON “SUPPLY AND DEMAND” IN RCR TRAINING ON PSI WEBSITE**

Melissa Anderson, Professor of Higher Education at the University of Minnesota and Director of the Postsecondary Education Institute recently contributed a [blog entry](#) to the PSI website. Drawing from her research experience on topics related to research integrity, postdoctoral and graduate training, and academy-industry relations, Dr. Anderson poses a number of challenging questions about academic research cultures. One of the current issues affecting scholarly integrity in university research cultures is a problem of “supply and demand,” Anderson contends, a gap between the resources provided by universities and the interest in those resources on the part of students and faculty. The blog provocatively asks members of the university community to assess the effectiveness of RCR training and to consider new ways of encouraging a shift in attitudes toward educational requirements. Those wishing to post a response to Dr. Anderson’s blog can do so by registering at [www.scholarlyintegrity.org/RegisterUser.aspx](http://www.scholarlyintegrity.org/RegisterUser.aspx)

## **National News in Research Ethics**

### **AAAS-CAST MEETING ON ETHICS EDUCATION IN SCIENCE**

From April 27-29, 2009, the [American Association for the Advancement of Science \(AAAS\)](#) and the [China Association for Science and Technology \(CAST\)](#) co-sponsored a meeting on ethics education in science at the University of California, San Diego (UCSD). Organized by Mark S. Frankel, Director of the AAAS Program on Scientific Freedom, Responsibility and Law, Tom Wang, Director of International Cooperation and Deputy Director of the Center for Science Diplomacy, AAAS, and Michael Kalichman, Director of the [UCSD Research Ethics Program](#), the meeting sought to establish a common ground on which Chinese and American scientists could discuss issues in scientific research ethics and explore topics of common interest. The first session of the conference program addressed the historical and cultural contexts shaping research ethics environments in the two countries, exploring factors such as cultural views of science and education and increases in government investments in research. This discussion provided a framework for subsequent sessions on formal approaches to ethics education (lectures, discussions, and Internet resources) as well as informal methods (mentorship, and education provided by research groups and scientific societies). Over the course of the workshop, participants discussed a range of possible collaborative efforts, including a guidebook on ethics in science. Members of CAST and AAAS plan to explore this and other projects by creating a joint steering committee comprised of Chinese and American experts in scientific research ethics.

### **UPDATED EDITION OF *ON BEING A SCIENTIST* PUBLISHED**

The National Academies has recently released a new edition of a classic text in research ethics education, *On Being a Scientist: A Guide to Responsible Conduct of Research*. The 2009 edition, an updated version of the 1995 text, addresses the broad aims and values motivating scientific inquiry as well as specific ethical issues related to scientific practice, presenting chapters on authorship practices, the allocation of credit, error and negligence in science, and misconduct. The 2009 edition expands on the 1995 version by including recent developments in science that have compelling ethical dimensions and provides guidance on new methods of disseminating scientific knowledge.

## **CGS RESPONDS TO OSTP'S REQUEST FOR COMMENT ON SCIENTIFIC INTEGRITY**

As reported in the March issue of the PSI Newsletter, President Obama issued a [memorandum on "scientific integrity"](#) on March 9, 2009, a statement that recognized the role of science in guiding national policy-making and affirmed the importance of public trust in the procedures governing the scientific process. One of the requirements of the memo is that the Director of the [Office of Science and Technology Policy \(OSTP\)](#) provide recommendations to the President on action steps that may support sound scientific practice. The OSTP has begun to prepare its recommendations by seeking public comments on the six specific principles on which the Obama administration is seeking guidance.

Responding to this call, Debra Stewart, President of the Council of Graduate Schools, has submitted a reply to one of the specific questions posed by the OSTP: how can agencies ensure that they are using reliable information about science and technology? Based on CGS' experience developing comprehensive approaches to institutional challenges, and most recently, working with universities represented in the Project for Scholarly Integrity to conduct a multi-level assessment of university research climates, Dr. Stewart recommended that OSTP consider conducting a broad assessment of factors that may encourage or inhibit scholarly integrity in various institutional environments. Such assessments can shed light on areas of vulnerability, allowing institutions to develop targeted action steps. The [letter](#) has been posted on the PSI website.

### **Upcoming Events**

#### **REMINDER: CGS SUMMER WORKSHOP TO FEATURE SESSION ON "ETHICS EDUCATION AND THE RESPONSIBLE CONDUCT OF RESEARCH"**

Registration is filling up for the **CGS Summer Workshop for Graduate Deans**, to be held in Quebec City from Saturday, July 11, to Wednesday, July 15, 2009. As announced in the March PSI Newsletter, a "Dean's Dialogue" session will be held on **"Ethics Education and the Responsible Conduct of Research"** on Sunday, July 12, at 3:30 p.m. The session will focus on the NSF's response to section 7009 of the American COMPETES requirement and on tools available for assessing student learning in RCR and the institutional climate for scholarly integrity. Speakers will include Lisa Tedesco, Dean of the Graduate School at Emory University and a PI for the Project for Scholarly Integrity; Lee Williams, Vice President for Research at the University of Oklahoma; Jean Feldman, Head of the Policy Office, Division of Grants and Agreements at the National Science Foundation, and Michael Mumford, Director of the Center for Applied Social Research and Professor at the University of Oklahoma. For more information about the Summer Workshop, including registration information, please visit <http://www.cgsnet.org/Default.aspx?tabid=178>

**For more information about the Project for Scholarly Integrity, please contact:**

Daniel Denecke  
Director, Project for Scholarly Integrity  
[ddenecke@cgs.nche.edu](mailto:ddenecke@cgs.nche.edu)

Julia Kent  
Program Manager, Project for Scholarly Integrity  
[jkent@cgs.nche.edu](mailto:jkent@cgs.nche.edu)

Council of Graduate Schools

One Dupont Circle NW, Suite 230  
Washington, DC 20036  
202-223-3791  
[www.cgsnet.org](http://www.cgsnet.org)

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