PSI Project for Council of Graduate Schools
Scholarly Integrity

MONTHLY UPDATE
DECEMBER 17, 2009

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Updates on the Project for Scholarly Integrity

CGS FEATURES PROJECT FOR SCHOLARLY INTEGRITY AT ANNUAL MEETING
In conjunction with the 49th Annual Meeting in San Francisco (December 2-5, 2009), CGS hosted a special session on the Project for Scholarly Integrity, "Institutionalizing Research Ethics and Scholarly Integrity: Model Programs." The session featured presentations from the following universities, both awardees and affiliates of the project, on the various approaches that their institutions have taken to integrate research ethics education into graduate programs:

Dr. Henry Pinkham, Dean of the Graduate School at Columbia University (awardee)
Dr. Jo Rae Wright, Vice Provost and Dean of the Graduate School at Duke University (affiliate)
Dr. Richard Podemski and Dr. Carla Thompson, University of West Florida (affiliate). Dr. Podemski is Dean of Graduate Studies and Associate Vice President for Research UWF, and Dr. Thompson is Assistant Professor and Director of the Community Outreach Research and Learning (CORAL) Center.

Please click on the links above to access the PowerPoint presentations delivered at the session. In addition to describing each university's project-related activities, the presentations include links to university web pages that communicate the importance of research ethics education to their respective graduate communities as well as opportunities and activities related to each institutional project.

The next CGS session devoted to the Project for Scholarly Integrity will be held at the CGS 2010 Summer Workshop for Graduate Deans, which will take place from July 10-14 in San Juan, Puerto Rico. Session details will be provided in the Spring of 2010.

UAB REPORTS SUCCESSFUL SEMESTER OF TA TRAINING IN RCR
Dr. Jeffrey Engler, Associate Dean for Academic Affairs and co-PI on the PSI project at the University of Alabama at Birmingham, reports that UAB's TA Training course in Fall, 2009, gave UAB graduate students greater confidence in understanding ethical dilemmas related to research integrity and data management. An added benefit was that the program helped TAs to develop lesson plans that would engage undergraduate students in learning about these issues. Along with UAB's PI and Graduate Dean, Dr. Bryan Noe, Dr. Engler

shared plans for the TA Training Program in the <u>June issue</u> of the PSI Newsletter and now sends the following update, which has appeared as an article in <u>UAB's Graduate Student Association Newsletter</u> under the title, "Empowering Teaching Assistants to Discuss Ethics with Undergraduate Students."

"For aspiring researchers, few factors are as sensitive, but critical, to a student's success as scholarly integrity. That's why this fall, graduate teaching assistants at UAB developed and presented a unique series of lesson plans to engage undergraduate students in learning about ethical problems and how to deal with them This curricular initiative is part of UAB's role in the nationally funded Project for Scholarly Integrity and the Graduate School's highly successful course, "Preparing TAs to be Effective Teachers," to prepare new teaching assistants for their role as classroom instructors in many of the undergraduate science courses.

This year's class of 21 TAs from four departments (Chemistry, Biology, Physics, and Computer and Information Science) developed lesson plans for teaching undergraduate students about the specific issue of data integrity. Topics for discussion included keeping an up-to-date record of your research work and protecting the original data collected in a survey. One of the goals of this project is to help undergraduates learn about data integrity (what it is and what areas of research are involved) and to develop ethical research practices early. To expand their own understanding of data integrity issues, the TAs reviewed information from the following sources: the Resources for Research Ethics Education website (<u>http://research-ethics.net/topics/data-management</u>), materials on the Office of Research Integrity website (<u>http://ori.dhhs.gov/</u>), and case studies from the book *Scientific Integrity* by F.L. Macrina.

The TAs organized themselves into discipline-specific groups to investigate specific ethical dilemmas that can occur in keeping track of scholarly research results. Using examples appropriate for their discipline, each group developed a 50 - 60 minute lesson plan of activities, presentations, and small group discussions to engage undergraduate students in learning about these issues. Each group presented their lesson plans on the course website and in class meetings, where each group received constructive feedback from other TAs and the course instructors. During class meetings, each group practiced delivering their lessons and received additional feedback. In designing the lesson plan, each group was able to test their skills as future educators and to apply their knowledge to the practical task of crafting an effective lesson plan.

At the final class meeting, each group shared highlights from their lesson plans to demonstrate to the other TAs how they approached engaging undergraduate students in learning about data integrity and making those issues relevant. Some groups wrote case studies, made brochures and bookmarks summarizing the material, and others developed role playing activities. Each group received constructive feedback from the other TAs and the course instructors about what worked and what didn't work in their presentations. The best of these presentations will be posted on the Graduate School website in the near future.

The long term vision for this effort is to engage graduate students, faculty, and postdoctoral fellows in continuing discussion of issues of scholarly integrity and responsible conduct of academic research. Our goal is to raise awareness of ethical issues campus-wide, to enrich the training of graduate students and to prepare them for the challenges of their future careers."

NIH ISSUES POLICY UPDATE ON REQUIREMENT FOR RCR INSTRUCTION
On November 24, 2009, the National Institutes of Health (NIH) issued a notice updating its requirement for instruction in the Responsible Conduct of Research. The notice announces a policy requiring that "all trainees, fellows, participants, and scholars receiving support through any NIH training, career development award (individual or institutional), research education grant, and dissertation grant" receive instruction in RCR. The policy applies to new and renewal applications on or after January 25, 2010 and to continuation (Type 5 applications) with deadlines on or after January 1, 2011 for a specific list of programs listed on the notice. In addition, the update provides a list of principles and guidance for RCR instruction that are based on best practice research. The NIH requirement is similar to the NSF mandate in that it makes RCR education for all researchers funded by the agency a condition of funding. The update explains the specific requirements for institutional and individual applications, which must include descriptions of RCR plans, as well as the reporting requirements for different types of NIH awards.

If you would like to suggest an event, activity, or news item for inclusion in the PSI Newsletter, please contact Julia Kent at the address below. For more information about the Project for Scholarly Integrity, please contact:

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