An Institutional Approach to Embedding Research Integrity in Graduate Education: The US Project for Scholarly Integrity

Daniel Denecke
Director of Best Practices
Council of Graduate Schools
ddenecke@cgs.nche.edu

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The Greatest Challenge in RCR Training and Education for Research Integrity

Unless your RCR/RI education and training is embedded in graduate education and institutionalized (i.e., as long as it is seen as someone else’s job, an “add on,” or a responsibility to comply with someone else’s values and requirements) its impact on the research enterprise will be minimal and marginal.
The CGS Project for Scholarly Integrity (2008-2011, supported by a contract with ORI)

Year-long planning phase (2008-09)
- PSI “framework document” described minimum requirements for embedding and institutionalizing RCR and Research Integrity
- An open Request for Proposals to US universities

Five awards to seven universities (2009-2011)
- Three CGS projects since 2003 have funded 21 US universities: curricular innovation, campus coordination, rewards & incentives, student “research ethics” fellows, etc.

Common assessment tools/strategy
Digital online library and communication hub
- (now includes 655 resources), www.scholarlyintegrity.org

PSI Monthly Newsletter (165+ subscribers)
Publication (forthcoming, 2011) & active dissemination through CGS workshops on institutionalizing programs
The Second Greatest Challenge

Convincing graduate faculty (researchers/advisors) of the value of RCR education and research integrity training

• Great risk when seen as a “compliance” initiative
• The language we use can influence whether or not research faculty support research integrity initiatives:
  ▪ E.g., “RCR” (responsible conduct of research), “research ethics.”
  ▪ E.g., “training” versus “education”
• Calls for change must be grounded in evidence
Assessment:
Inventory of Resources and Activities

CGS now analyzing data for 6 universities, 236 programs (an average of 40 programs per university) across all fields

Purpose:

(1) to encourage mutual understanding and exchange
(2) to help graduate deans identify and encourage adoption of promising practices;
(3) to monitor program growth and mid-course corrections over time
(4) potentially to assess effectiveness (in combination with data from two other assessment activities)

Structure:

• 27 general activities, current/planned/not applicable
• 4 assessment activities, current/planned/not applicable
• Identify curricular content and mode of delivery in 13 areas, including all 9 areas of RCR identified by ORI’s Introduction to RCR

- Modes: e.g., courses, advisor/mentor, online, text-based, workshops, etc.
Assessment:
Institutional Climate Assessment

- Developed by Carol Thrush and Brian Martinson in collaboration the MSU/PSU/UWM PSI consortium
- PSI universities administered survey to all faculty, graduate students, postdocs, and research staff
  - Provides a basis to compare and contrast perceptions about extent to which institutional environment is conducive to research integrity
  - E.g., sent to 9,910 at MSU with 45% participation
- Developers plans to make the instrument available publicly via “creative commons” license in 2010
- PSI universities will analyze their own program-level and broad field data; CGS will provide analysis guidance and aggregate analysis for benchmarking
CGS RCR/Scholarly Integrity Awardees and Affiliates

- Arizona State University
- Bradley University
- Brown University
- Columbia University
- Duke University
- Emory University
- Florida State University
- Michigan State University
- New York Medical College
- Old Dominion University
- Pennsylvania State University
- University of Kansas
- University of Missouri-Columbia
- University of Alabama at Birmingham
- University of Arizona
- University of New Hampshire
- University of Rhode Island
- University of Utah
- Rockhurst University
- University of Nebraska-Lincoln
- University of Oklahoma
- Appalachian State University
- Chicago School of Professional Psychology
- Colorado State University
- East Carolina University
- Eastern Washington University
- Florida International University
- Georgia Institute of Technology
- Middle Tennessee State University
- Ohio State University
- Oklahoma State University
- Oregon State University
- Texas State University-San Marcos
- San Diego State University
- University of Arkansas
- University of Arkansas-Little Rock
- University of California-Davis
- University of Colorado-Boulder
- University of Idaho
- University of Illinois-Urbana Champaign
- University of North Carolina-Chapel Hill
- University of North Carolina-Charlotte
- University of Oregon
- University of Washington
- University of Wisconsin-Madison
- Western Michigan University
- Boston College
- Clemson University
- Fordham University
- Hood College
- Howard University
- Indiana University
- Marquette University
- Northern Arizona U.
- Princeton University
- Purdue University
- Simmons College
- Towson University
- Univ. of New Mexico
- Univ. of West Florida
- Utah State U.
- Wake Forest U.
CGS “Best Practice” Model

- Institutional context matters; **not** a standard “one size fits all” approach.
- In the US, graduate deans are playing an active role in:
  - Structuring institutional programs, providing financial resources, coordinating efforts across campus
  - Providing incentives for innovation and content development in the disciplines and between disciplines
  - Assessing existing programs and resources
  - Infusing and integrating innovations that work into graduate education
    - E.g., stimulating healthy competition and peer pressure where “top down” advice won’t work
ABOUT THE PROJECT

The Project for Scholarly Integrity, an initiative of the Council of Graduate Schools (CGS), seeks to advance the scope and quality of graduate education in the ethical and responsible conduct of research. Supported by the Office of Research Integrity (ORI), CGS has made awards to seven institutions participating in five projects, each of which is developing and assessing educational models that promote responsible scholarly conduct. This site serves as a tool for sharing ideas developed in these projects and as a clearinghouse of resources relevant to graduate dean's and other university administrators, faculty, researchers, and graduate students. The resources on this site address curricular needs across a

The Project for Scholarly Integrity was developed in collaboration with the Office of Research Integrity (ORI).