



Council of Graduate Schools

*Advocacy, Research, and Innovation*

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

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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](http://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





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## NEWS

- ◆ [CGS Responds to OSTP's Request for Comment on Scientific Integrity](#)
- ◆ [CGS Answers Call for Comment on Proposed NSF RCR Requirement](#)
- ◆ [Recently released: Updated edition of On Being a Scientist: A Guide to Responsible Conduct in...](#)

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## 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 deans 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 \(ORI\)](#).

