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

### **MSU RAISES AWARENESS ABOUT KEY PRINCIPLES OF RESEARCH INTEGRITY**

In 2007, Michigan State University established a Research Integrity Council tasked with expanding the efforts of the Graduate School, the Office of the Vice President for Research and Graduate Studies, and the Office of the Provost to foster and promote integrity and the responsible conduct of research, scholarship, and creative activities. Chaired by Stephanie Watts, Professor of Pharmacology and Toxicology, the Council includes faculty from diverse disciplines along with student and postdoctoral representatives. The Council was given the responsibility of recommending principles regarding RCR education, instruction, and training parallel to the [guidelines](#) developed in 2004 by the Research Mentoring Task Force for Integrity in Research and Creative Activities and Graduate Student Advising and Mentoring Relationships. The Advising and Mentoring Guidelines summarized the roles and responsibilities for academic units and their leaders, faculty, and students.

While developed to address graduate education, the Research Integrity Council is broadening its reach in order to promote education, both formal and informal, at all levels and across disciplines. A key goal is to find common ground for considering and discussing integrity and responsible conduct across disciplines while allowing for the application of differences in professional standards. To support this work, the Council has articulated eight key principles of Research Integrity: honesty, fair recognition for work, confidentiality, disclosure, compliance, protection of research subjects, collegiality, and communication. The Council encourages campus units to apply these principles both implicitly, through individual activities, and explicitly, in the education and socialization of junior researchers and scholars at all levels.

This summer, the Council began a campaign to raise awareness about these principles by developing a set of posters that have been distributed to the over 125 graduate programs at MSU. Displayed in strategic locations in all buildings, the posters take a first step toward achieving the goal of common understanding by presenting simple messages: "Understand and follow the rules," "Respect intellectual property," and "Report potential conflicts of interest." The posters are also featured on a new Research Integrity Council website that

will provide support for MSU's campus-wide efforts. Electronic copies of the posters are available at the following MSU website (to be activated this month):  
<http://grad.msu.edu/ric>.

### **PSU IMPLEMENTS SCHOLARSHIP AND RESEARCH INTEGRITY PROGRAM (SARI)**

As part of the Council of Graduate School's Project for Scholarly Integrity and internal university initiatives, Penn State University is implementing required graduate student education in the responsible conduct of research (RCR) through a program called Scholarship and Research Integrity (SARI). This program is required of all graduate students beginning with students entering the university in Fall 2009. The SARI program model includes both interdisciplinary and program-specific RCR education and includes two parts. First, during the first year of enrollment, graduate students are required to complete an online RCR training program provided by the Collaborative Institutional Training Initiative (CITI). Next, graduate engage in an additional 5 hours of discussion-based RCR education prior to degree completion. These discussions will encompass both universal and discipline-specific material.

The SARI program is being designed and implemented by Penn State graduate programs in a way that meets the specific needs of each unit's students, focusing on the nine core RCR topics identified by the Office of Research Integrity as well as other scholarly and professional ethics issues as they relate to research and scholarship conducted by the disciplines in the college. Each college and/or program has developed a plan for how their graduate students will meet the 5 hours of discussion-based RCR education. These plans include a wide variety of educational activities including credit coursework, workshops, and brownbag discussions.

The university provides extensive resources to support the SARI program and its implementation by the colleges, available through the [SARI Resource Portal](#). These resources include:

- Training opportunities for faculty involved in teaching RCR
- Classroom resources, such as slide shows and case studies, for RCR education
- Individualized consultation and advice
- Online resources
  - Access to the CITI RCR program (for part one of SARI)
  - Access to other online RCR training modules, resources, and readings
  - Video archives of workshops and educational presentations on RCR topics
  - Links to classroom resources and tips

Because the core foundation of the SARI program is highly dependent upon educational activities sponsored by programs and likely taught by faculty, the university offers train-the-trainer workshops. While most faculty are aware of the ways in which these important topics pertain to their own work, many feel unprepared to present these topics to students in a systematic way, or may be reluctant to moderate a discussion that ventures into moral or ethical territory. The first of these workshops, offered in April to 35 faculty as a two-part, six-hour workshop, prepared attendees to present an overview of RCR topics, identify the many resources that are available to support their efforts to teach RCR, and implement various teaching modalities, such as moderated discussion, case studies, or role playing.

### CGS HOSTS DEANS' DIALOGUE ON ETHICS AND RCR EDUCATION

On July 12, 2009, the Council of Graduate Schools featured a "Deans' Dialogue" titled "Ethics Education and the Responsible Conduct of Research: What Works?" in conjunction with the [CGS New Deans Institute and Summer Workshop](#) in Quebec City. The session provided a forum in which attending deans and invited presenters could discuss the America COMPETES Act and its mandate that all graduate students, undergraduates, and postdoctoral researchers funded on NSF grants and traineeships receive "training and oversight in the responsible and ethical conduct of research." The session included the following presenters and topics:

**Jean Feldman**, Head of the Policy Office at the National Science Foundation, gave a [presentation](#) outlining the new responsibilities of universities under the America COMPETES Act. One of the key points Dr. Feldman stressed in her presentation was the scope of institutional responsibilities: universities must be prepared to demonstrate that all students and postdoctoral researchers who receive financial support from NSF receive appropriate training in the responsible conduct of research. In October 2009, NSF will make public more detailed language outlining these responsibilities and the policy will go into effect in January 2010.

**Michael Mumford**, Director of the Center for Applied Research at the University of Oklahoma, gave a presentation titled "[Sensemaking Approach to Ethics Instruction: Development and Validation.](#)" The presentation provided evidence supporting the view that effective ethics education must focus not only on ethical rules, but on decision-making processes.

**Lisa Tedesco**, Dean of the Graduate School at Emory University, provided information about Emory's project within the larger Project for Scholarly Integrity in a presentation titled "[Ethics Education and the Responsible Conduct of Research: the Emory University Project.](#)" Dr. Tedesco gave particular emphasis to the comprehensive nature of Emory's approach, including the institution's efforts to conduct a comprehensive assessment of the institutional climate for research, identify areas of vulnerability, and fully integrate ethics education within all programs on campus.

**Lee Williams**, Vice President for Research and Dean of the Graduate College at the University of Oklahoma, gave a [presentation on RCR and Professional Ethics training](#) at his institution, which includes a model program on ethical decision-making for RCR. This course meets the requirements of the America COMPETES Act and will be used to develop training in research ethics for all members of the graduate community, beyond the areas supported by NSF and NIH.

Following the presentations, presenters and attendees engaged in an active discussion of topics related specifically to America COMPETES as well as broader issues related to the building of strong research cultures. Discussion topics included the interest of some universities in building training programs that go beyond the requirements of American COMPETES, and the particular training needs of international students.

### NATIONAL ACADEMIES RELEASE REPORT ON ISSUES IN DATA MANAGEMENT

The National Academies Press has published a report, ["Ensuring the Integrity, Accessibility, and Stewardship of Research Data in the Digital Age,"](#) on the challenges of data management in the context of emerging research technologies. Authored by the [Committee on Science, Engineering, and Public Policy \(COSEPUP\)](#), [Policy and Global Affairs \(PGA\)](#), and the [Institute of Medicine \(IOM\)](#), the report underscores the ways in which technology has introduced new and complex issues to the current research environment. The study gives particular attention to two key problems, the struggle of the scientific community to create standards for research integrity at the same rate that new technological innovations are being developed, and the degree to which restrictions on data sharing have slowed the publication of data. The report proposes a new way of designing research projects and makes a number of recommendations for improving standards related to data management, including training for all researchers in data management and "timely" reporting of data to the scientific community.

## Upcoming Events

### **CENTER FOR ACADEMIC INTEGRITY TO HOST INTERNATIONAL CONFERENCE**

Affiliated with the Robert J. Rutland Institute for Ethics at Clemson University, the [Center for Academic Integrity \(CAE\)](#) supports universities seeking to build cultures of integrity by outlining standards, promoting research, disseminating information, and facilitating communication among member institutions. From **October 16-18, 2009**, the CAE will hold its [2009 Annual Conference](#), titled "Creating a Culture of Integrity: Research and Best Practices," at Washington University in St. Louis. Topics for the conference include current research on academic integrity (qualitative, quantitative, and summative); technological developments and innovations related to academic integrity; current events affecting academic research both inside and outside the academy; and transferable models or "Best Practices" for successful institutional programs.

Pre-Conference Workshops will feature the following speakers and presentations:

["Ethics Across the Curriculum and Academic Integrity: Building Foundations, Making Connections"](#) (Daniel Wueste)

["Changing Their Minds and Recruiting Academic Integrity Champions: Using the Academic Integrity Violation as a Teachable Moment"](#) (Tricia Bertram Gallant)

["Breaking School Boundaries: Managing Academic Integrity Collaborations Across Schools"](#) (Ashley Cowden)

["The Academic Integrity Survey: Finding Out Where Your Institution Stands \(and Figuring Out Where to Go from There\)"](#) (Don McCabe)

["Technology, Plagiarism, and You: Plagiarism Detection Software and Other Technological Challenges"](#) (Gail Ring and Barbara Ramirez)

["Citizenship and Academic Integrity: Locating Students in a Community of Lived Values"](#) (Heidi Kolk)

The Early Registration deadline for the conference is September 21, 2009, and the final registration deadline for the conference is October 15, 2009.

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