

**PSI** Project for Council of  
Scholarly Integrity Graduate Schools



**DOUBLE ISSUE**  
November/December 2010

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

#### **PROJECT FOR SCHOLARLY INTEGRITY CAPSTONE CONFERENCE**

A highly successful Capstone Conference for the Project for Scholarly Integrity (PSI) was convened in Washington, DC on October 30, 2010. The purpose of the conference was to highlight the accomplishments and findings of the CGS project, to examine current and future needs for research integrity education at the graduate level, and to outline potential next steps.

Participants included graduate deans of awardee and affiliate universities, awardees of past CGS RCR initiatives funded by ORI and NSF, researchers, representatives of funding agencies, and the PSI funder, the Office of Research Integrity (ORI). Dr. John Galland, Director of the Division of Education and Integrity at ORI, was the keynote speaker for the event, addressing the role of graduate education in the formation of responsible and ethical scholars and researchers. The conference agenda and PowerPoint presentations, along with background information on the PSI, have been compiled in an [electronic booklet](#) available on the PSI website.

As reported in a CGS [press release](#), the conference highlighted models developed by awardee institutions for developing comprehensive institutional approaches to addressing research integrity education. The recent NSF and NIH regulations concerning RCR training for graduate students and others has highlighted the need for such models at a time when many universities are seeking to revamp old programs or develop new ones. The conference presentations also provided information about new tools for assessing educational activities and resources for education in RCR and scholarly integrity as well as the institutional climate for research integrity. One of the

most important research findings shared by CGS and PSI participants was that graduate students are eager to receive more information and mentoring on responsible research practices, which they see as key to their success as future researchers and scholars.

Over the course of the meeting, participants agreed that the ability of US universities to develop strong research integrity programs depends on attention to four national needs:

- 1) That more universities develop comprehensive rather than merely compliant programs;
- 2) That teaching and mentoring in research ethics and scholarly integrity is integrated into existing successful programs to prepare future faculty;
- 3) That programs adapt to meet the unique needs of international students, and of domestic students that go on to conduct research in international settings, who are often overlooked in current training; and
- 4) Assessment efforts of the kind begun in the Project for Scholarly Integrity are extended and expanded to allow for the identification of “best practices” and the use of evidence as to what works to promote broader adoption of such practices.

Many of the meeting outcomes were shared at the CGS Annual Meeting Session on the PSI (please see below).

### **2010 CGS ANNUAL MEETING FEATURES SESSION ON PSI**

Throughout 2009 and 2010, PSI Sessions at CGS Annual Meetings and Summer Workshops have featured graduate deans and other senior administrators at awardee and affiliate universities. These sessions have provided the CGS community with a variety of models for strengthening research integrity education for graduate students and faculty, and at different phases of the project. The most recent of these sessions was held in conjunction with the 2010 CGS Annual Meeting in Washington, DC.

The December 2<sup>nd</sup> session, “Programs and New Directions for Scholarly Integrity and RCR,” drew over 100 meeting participants, including graduate deans and university staff currently working to strengthen educational programming in RCR and scholarly integrity as well as the overall culture of research integrity on their campuses. The following PSI awardees and affiliates and their Principal Investigators were featured:

[Research Ethics throughout the Curriculum: Promoting Scholarly Integrity at the University of Arizona](#)

Andrew Comrie, Dean of the Graduate College and Associate Vice President, Research, University of Arizona

Dr. Comrie’s presentation focused on solutions to key questions and challenged faced by graduate deans seeking to implement comprehensive

programs in RCR education: which university audiences should be reached, and when; what to present to these audiences; and how to deliver content.

#### [Scholarly Integrity and RCR at Florida State University](#)

Nancy Marcus, Dean of the Graduate School, Florida State University  
Dr. Marcus's presentation highlighted developments in FSU's educational offerings to graduate students as well as its recent work to advance program-specific approaches, including a [faculty award](#) to develop RCR materials that advance professional ethics and standards in their programs.

#### [Scholarly Integrity at Emory: Working toward a Comprehensive Program](#)

Mark Risjord, Associate Dean, and Lisa Tedesco, Vice Provost for Academic Affairs and Graduate Studies and Dean of the Graduate School, Emory U.  
The Emory presentation gave special attention to the activities of a cross-disciplinary working group that has led a number of project activities. In addition to creating guiding principles and outcomes, the group has provided recommendations for an educational program in research and scholarly integrity including both general and program-specific components that will be required for all graduate students.

### **COLUMBIA UNIVERSITY HOSTS PSI SITE VISIT**

As reported in previous newsletters, the PSI site visits provide an opportunity for awardee institutions to share the outcomes of their individual projects, discuss ongoing challenges with CGS staff members, and solicit feedback about facing these challenges and planning next steps. The visits also allow CGS staff to gather more detailed information about projects for discussion in the monograph that will be published at the end of the project.

The most recent and final site visit for the project was hosted by the Graduate School of Arts and Sciences at [Columbia University](#) on November 12, 2010. Dr. Carlos Alonso, Acting Dean of the Graduate School, and Dr. Jan Allen, Associate Dean for PhD Programs, provided a background for the day's meetings by describing Columbia's progress steps toward the goal of supporting strong communication between faculty mentors and graduate students about research integrity issues.

In the morning, CGS staff met with a number of individuals and groups that have been directly involved in RCR and ethics education for graduate students. Mr. Joel Roselin, Assistant Director of [Research Compliance and Training](#), shared the curricula and programs developed by his office to support graduate education in research integrity. The discussion focused on issues that Columbia, like other PSI awardees, has encountered as it has developed graduate coursework and workshops in this area: finding the right balance between ethics education and training in research compliance, and matching curricula to the specific disciplinary and professional development needs of graduate students. CGS staff then met with a faculty member who has integrated research integrity questions into her graduate coursework with funding from a PSI mini-grant, Dr. Zoe Crossland, Assistant Professor in

the Department of Anthropology. Dr. Crossland emphasized that Columbia's grant program has been valuable to her teaching because it has allowed her to frame ethical issues in the context of specific research problems.

Next, CGS staff attended a workshop led by Dr. Steven Mintz, Director of Columbia's [Graduate Teaching Center](#), which has participated in the Graduate School' lunchtime workshops on research integrity issues, which graduate students may count toward a research integrity training requirement. Dr. Mintz's workshop, "Consultation, Courtroom, and the Media: What Graduate Students Should Know about Sharing Research with Public Audiences," was well-attended by students from a range of departments. Following the session, CGS staff had the opportunity to have lunch with a group of Columbia's Research Ethics Fellows, who, funded through Columbia's PSI project, have worked with their departments to identify research integrity issues related to their disciplines and solicit input from other students about departmental needs in this area.

In the afternoon, CGS staff visited the [lab of Nicholas Turro](#), Columbia Professor of Chemistry, who has been recognized for his strong mentorship of graduate students and his commitment to making research integrity a part of his lab culture. Dr. Turro stressed that research integrity must be made an integral part of graduate student education and professional development. Along with his graduate students, Dr. Turro shared information about graduate student committees that play a lead role in overseeing research quality and integrity in the lab.

The visit concluded with a final discussion with Drs. Alonso and Allen joined by Dr. Beatrice Terrien, Associate Dean for Student and Academic Affairs. Dr. Allen commented, "Our PSI project allowed us to create programming on diverse topics all critical to students' success in their academic careers and beyond. Enthusiasm is high as we continue to expand our project activities and extend them to even broader audiences at Columbia."

## **NORTHERN ARIZONA U. CONDUCTS ACTIVITIES ASSESSMENT**

PSI affiliate [Northern Arizona University](#) recently used a common resource developed through the project to gather information about RCR instruction from graduate students and faculty. Dr. Ramona Mellott, Dean of the Graduate School at NAU, reported that the Graduate College adapted the publicly available [Activities Assessment](#) instrument used by all project awardees and administered the survey to graduate students and faculty and staff on current educational offerings provided by their programs. More information about the survey and the broader assessment efforts of the project can be found on the [PSI website](#).

A wide range of students from research and non-research based programs at both the Master's and doctoral level completed the survey on the main NAU campus and at distance locations. Approximately half of the respondents indicated that they had received information on conducting research

responsibly through their classes and the university; overall, however, the results suggest that more instruction would be beneficial. The Graduate College is currently working to develop instruction opportunities either through select research classes, such as research methods courses, and through workshops and other presentations. Currently, NAU's [Office of Regulatory Compliance](#) provides group training courses as well as information for researchers on research policy and compliance.

Dean Mellott added that she has found a number of helpful ideas and models presented by her fellow awardees and affiliates and looks forward to further developing programs that support research integrity education for graduate students at NAU.

## **U. OF ARIZONA BUILDS ON FOUNDATIONS OF PSI AWARD**

The [University of Arizona](#) reports that it is now actively working to build upon the activities and resources developed during the implementation phase of its PSI project. Ms. Tina Tarin, Training Coordinator for the [Office for the Responsible Conduct of Research](#), described a number of new developments in the area of programming:

**For faculty:** Teaching templates that provide a starting point for educators in any research field and provide an instructional foundation on which departments can develop discipline-specific resources. Three templates have been developed to fit theories of adult learning, and include learning objectives, case studies, and outcome assessments.

**For research administrators:** A web-based portal for automated collection of training records. The portal is intended to simplify the tracking and management of training records for PI's, faculty, graduate and undergraduate students, and other research personnel, and to ensure that NIH and NSF regulations concerning RCR education are followed.

**For the entire university community:** An online course enrollment and management system that provides a main portal of entry into research integrity programming. The system allows for real-time interactions between course facilitators and students; increases the number of RCR education activities available to the research community; and aligns course objectives and outcomes to meet standards in adult learning, as well as the NSF/NIH requirements.

Ms. Tarin also reports that the university looks forward to developing a number of new activities in the near future: establishing a multi-disciplinary RCR Education Advisory Council that will oversee improvements and expansions in program development; creating a Graduate Student Research Integrity Advocates group to provide peer support and guidance; and developing a Social Marketing Campaign that will help promote the culture of ethical research through posters, podcasts, web clips, webpages, and social networking activities.

Finally, the University of Arizona is pleased to announce that it has appointed Adrian Shelton as Interim Assistant Vice President for Research Compliance and Policy. Asst. Vice President Shelton has served as the Research Compliance Officer at the University of Carolina at Chapel Hill and as an independent consultant on all areas of RCR. She succeeds Dr. Elizabeth Boyd, who was recently appointed Associate Vice Chancellor for Ethics and Compliance at the University of California, San Francisco. CGS would like to welcome Asst. VP Shelton to the PSI community and thank Dr. Boyd for her important contributions to the PSI project.

## National News in Research Ethics

### **U. OF ILLINOIS RECEIVES NSF AWARD FOR WEB RESOURCE**

In a November 12<sup>th</sup> [press release](#), the National Science Foundation (NSF) announced that it has made a five-year grant to the [University of Illinois at Urbana-Champaign](#) to develop a “national center for professional and research ethics in science, mathematics, and engineering.” NSF created the 5-year grant to help a wide variety of audiences— teachers, students, researchers, administrators, and others—access reliable information about research integrity.

NSF recognized the need for a centralized resource serving many audiences, undergraduate to graduate, as a high priority following the America COMPETES Act, which requires that all institutions applying for NSF research funding have a plan for providing training in the responsible conduct of research for all undergraduate students, graduate students, and postdoctoral researchers participating in the research project. The winning proposal was developed by the [Coordinated Science Laboratory](#) (CSL) at the University of Illinois, an interdisciplinary research center in the College of Engineering directed by C.K. Gunsalus.

### **NAS REPORT RELEASED ON DUAL USE IN THE LIFE SCIENCES**

Prompted by growing concerns that scientific tools and methods could be misused for bioterrorism or the development of biological weapons, the National Academy of Science’s National Research Council organized a workshop on dual use issues in the life sciences. The International Union of Biochemistry and Molecular Biology and the International Union of Microbiological Sciences participated as co-conveners. The resulting workshop report, [Challenges and Opportunities for Education about Dual Use Issues in the Life Sciences](#), explores gaps in education about dual use issues in postsecondary education and identifies needs for future work.

As explained in the report brief, workshop participants focused on two areas of priority: integrating dual use issues into the broader range of issues encompassed by the responsible conduct of research, and applying the “science of learning” to the development of pedagogies for educating the

scientific community about this topic. It was proposed that biosafety, bioethics, research ethics, and RCR education—the educational contexts in which life scientists currently receive training in responsible research practices—were areas in which dual use issues could be effectively addressed.

## Upcoming Events

### **BRAZIL TO HOLD FIRST MEETING ON RESEARCH INTEGRITY**

December 2010 marks the [First Brazilian meeting on Research Integrity, Science and Publication Ethics](#) (I BRISPE), organized by the Alberto Luiz Coimbra Institute of Graduate Education and Research in Engineering (COPPE/UFRJ) in association with the Medical Biochemistry Institute/UFRJ and a number of other institutional collaborators.

As described on the meeting website, the purpose of the conference is to promote discussion of research integrity among Brazilian researchers and to “stimulate the involvement of the country’s academic community in the development of policies and in decision making concerning ethics and research integrity at the international level.” The meeting will convene in four different venues on December 10, 13, 14, 15, 16, 2010. US collaborators on the meeting include the [Office of Research Integrity](#) (ORI) and the [National Science Foundation](#).

**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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