



Academic and Research Integrity in Master's Institutions

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Academic and Research Integrity in Master's Institutions

Academic and Research Integrity in Master's Education

Master's institutions often lack the infrastructure to easily mount comprehensive RCR programs along models that work well for larger doctoral institutions. As a result, they face challenges identifying best practices in designing and sustaining effective programs. *Topics discussed will include the content, structure, and staffing of master's-level RCR programs, plagiarism, online publishing of theses, responsibilities of graduate coordinators and the concept of academic forgiveness.*



Academic and Research Integrity in Master's Institutions

Background

Challenges for Master's Institutions

Building an RCR Program

Institutional Assessment

Baby Steps to RCR – ECU Example

Step 1: NSF/NIH Focused Approach

Step 2: Development of Pilot Ethics Course

Step 3: Imbed in All Graduate Programs



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Background

Why is Academic and Research Integrity
Important?

Consider the “cover articles” of the Nov. 18 CHE

*An Icon Falls, and a President With Him: Penn State
begins painful struggle to recover from scandal*

Career Colleges Said to Inflate Job Placement Numbers

*Revelations of Fraud Fuel Debate on Practices of Social
Psychology*



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Background

What are the Driving Factors in Research Integrity?

NIH Office of Research Integrity

NSF Requirements under America COMPETES

Electronic Depositories for Theses,
Dissertations and other Scholarly Works



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Challenges for Master's Institutions

NIH Requires “substantial face-to face discussions” – online is not sufficient

“Duration of Instruction: Instruction should involve *substantive contact hours* between the trainees/fellows/scholars/participants and the participating faculty. Acceptable programs generally involve *at least eight contact hours*. A semester-long series of seminars/programs may be more effective than a single seminar or one-day workshop because it is expected that topics will then be considered in sufficient depth, learning will be better consolidated, and the subject matter will be synthesized within a broader conceptual framework”.



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Challenges for Master's Institutions

NSF Requires training for undergraduates –
falls outside the purview of Graduate School

Inclusion of all thesis/dissertation students
significantly broadens population served
beyond the “hard” sciences – resource issues



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Challenges for Master's Institutions

CGS Recommended Best Practices*

Establishing an Advisory Board

Providing Public Forums

Offering Two-Tiered Instruction

Teaching Ethical Reasoning Skills

Making RCR Training Mandatory

Developing Multi-Level Assessment

* Graduate Education for the Responsible Conduct of Research,
Council of Graduate Schools, 2006



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Building an RCR Program

Institutional Assessment

Who do you wish to cover?

- Minimalist: Only NSF/NIH Supported students
- NSF/NIH Supported and Thesis/Dissertation Students
- All Graduate Students
- Maximalist: All Graduate Students and Supported Undergraduates (or all undergraduates)



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Building an RCR Program

Baby Steps to RCR – ECU Example

Step 1: RCR Limited to NSF/NIH Supported Projects

- Sponsored Programs Identifies Affected Programs at Award Stage
- One-on-one Meetings with PIs to discuss RCR
- Student training is CITI plus PI Mentored Activities
- Reporting Required at End of Each Term



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Investigator Report of Responsible Conduct of Research Training/Mentoring

Principal Investigator: _____

Grant Title: _____

Reporting Period: Fall _____ Spring _____ Summer _____

Individuals Involved in Project During the Reporting Period							
Name	Position			Initial Date of Involvement	Description of Role in Project	RCR-Related Activities	CITI Training ¹
	Fac	Staff	Stud				
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				

¹If CITI RCR training was completed, enter date.

Additional Comments: _____

Principal Investigator _____

Date _____



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Building an RCR Program

Baby Steps to RCR – ECU Example

Step 2: Pilot “Research Ethics for Graduate Students”

- Centralized 1 Credit Graduate Course
- Two week Intro Plus Guest Lectures
11 Faculty from 7 Departments
- Two-day Graduate Student Mini Conference



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Building an RCR Program

Student Learning Outcomes

- Recognize the different types of ethical issues that arise within the context of research and scholarship.
- Understand a variety of general normative ethical theories, principles, concepts, and methods and apply them to ethical issues that arise within the context of research and scholarship.
- Identify, analyze, and evaluate ethical issues in specific cases involving research and scholarship.
- Communicate these identifications, analyses, and evaluations effectively in speech and writing.



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Building an RCR Program

Baby Steps to RCR – ECU Example

Step 3: Imbed Ethics into All Graduate Programs

- Implement Ethics as One of the 7 GSLO's
- Responsibility Shifts to Academic Programs
- Monitored as Part of Program Review



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Building an RCR Program

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Council of Graduate Schools Annual Meeting 2011

RCR at a Master's Institution

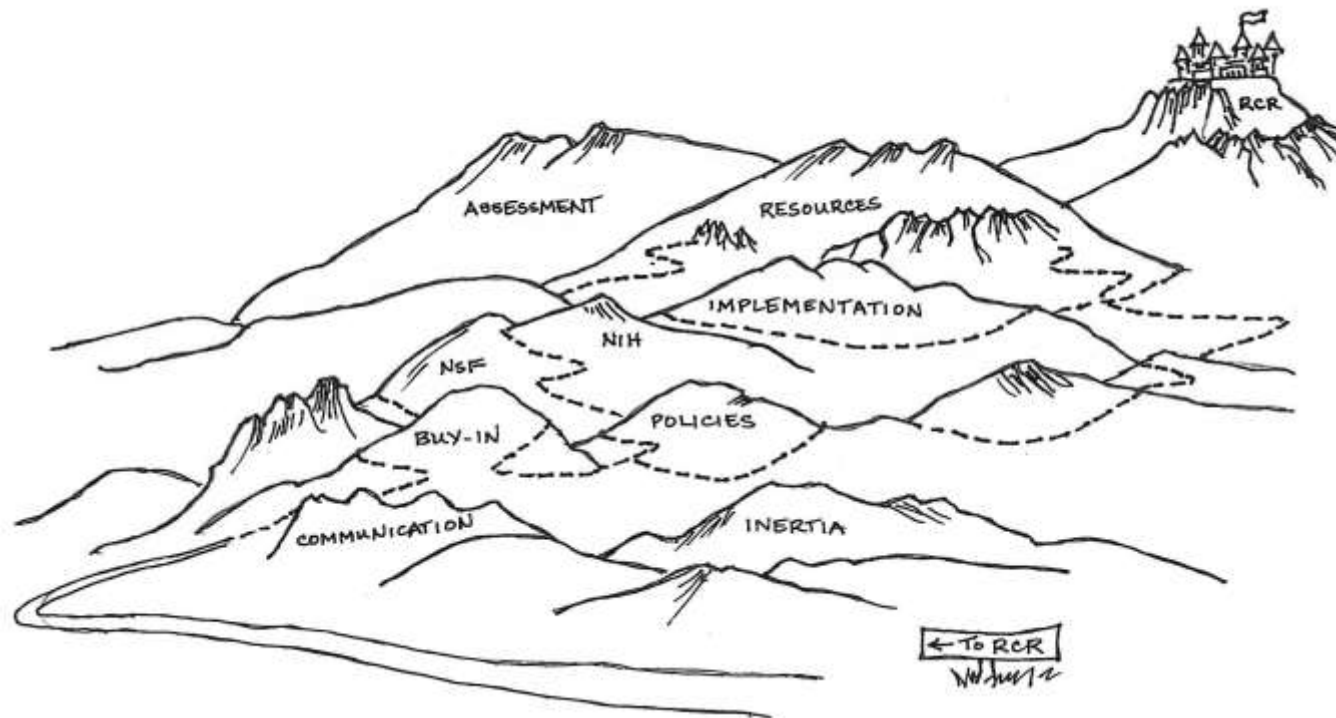
The Appalachian Trail *Trial*



Appalachian
STATE UNIVERSITY

Cratis D. Williams Graduate School

The Appalachian Trail Trial



The Appalachian ~~Trail~~ Trial

NAVIGATION AND TRAIL GUIDES

Office of Research Integrity

CGS Project for Scholarly Integrity

NSF Policy on Funded Research

Singapore Statement on Research
Integrity 2010

Ethics CORE site

The IRB Forum

Colleagues at “more evolved” institutions



The Appalachian Trail Trial

BASIC GEAR, GADGETS, TECHNIQUES

Research methods courses

Training workshops by Office of Research Protections, IRB, IACUC

New faculty orientation

New graduate student orientation

Webpages: Graduate School, Research

Collaborative Institutional Training Initiative (CITI)



The Appalachian Trail Trial

CHALLENGES

Whose responsibility is RCR?

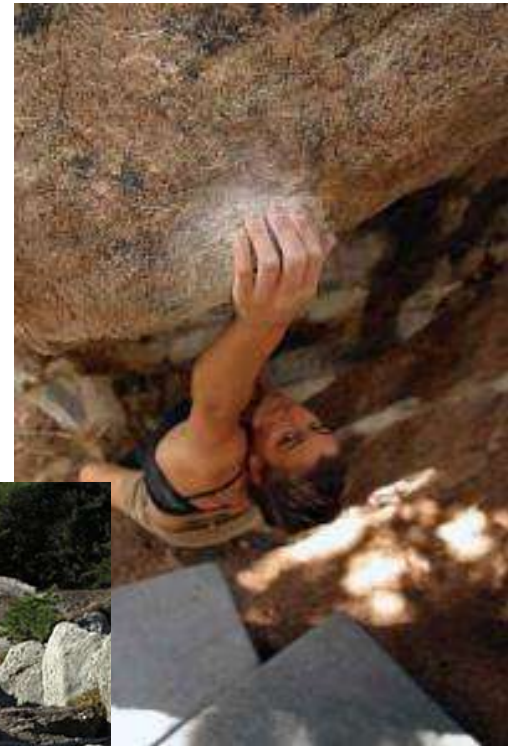
Overcoming inertia and skepticism

Getting faculty buy-in

Communication

Inadequate resources

Assessment



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MILE MARKERS

Faculty workgroup

Development of webpage

Online training for graduate
research assistants

Invited presentations in both
graduate and undergraduate
classes

Research Experience for
Undergraduates (REU) 2011



Graduate Research Associates
Mentoring (GRAM) Program

The Appalachian Trail Trial



THRU-HIKERS

The Graduate Research Associates Mentoring (GRAM) program

- Requires that faculty mentor provide RCR training
- Graduate research associates attend mandatory professional seminars which include RCR topics
- Program is structured so that graduate students *experience* RCR from compliance through questions of data management and ownership.
- Two sets of GRAM students (20 total) have completed their degrees.

The Appalachian ~~Trail~~ Trial



Halfway there

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THE REST OF THE JOURNEY: WHAT NEXT?

Training for new department chairpersons? For new graduate program directors? For new deans?

Faculty learning communities?

Graduate student reading circle?

RCR speaker series?

Feature articles in campus newspaper?

Presentations at departmental faculty meetings?

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