Scholarly Integrity & RCR
@ Florida State University

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Outline

• RCRC course
• Seminar presentations
• RFP to advance program-specific approaches
• Meeting the NSF requirement
• Establishing expectations for graduate programs
• Assessing understanding of RCR competencies
RCRC Course

• 1-credit hour course
  – Lecture and discussion
  – Multidisciplinary
    • Physical sciences
    • Biological and behavioral sciences
    • Arts and humanities
  – Initiated 2004-2005
  – 235 students since inception
  – Pre- and post-tests and exit surveys
Seminar Presentations

• Professional Development Workshop Series
  – General Overview of Scholarly Integrity
  – Applying for Human Subjects Approval
  – Grant Proposal Writing
  – Avoiding Plagiarism
  – Copyright and Fair Use
  – Working with Your Major Professor
Advancing Program-Specific Approaches

• Initiated 2006-2007
• Annual request for proposals
  – $10,000 max.
  – Faculty propose to develop materials to advance professional ethics and standards education in their program
    • Course
    • Seminar
    • Modules
• 3 each year; 10 awarded to date
  – A & S, Business, Criminology, Education, Human Sciences
NSF Requirement

• CITI online courses required for all students and postdocs supported on NSF grants
  – Tailored to the discipline
  – 7 modules each; quizzes

• We encourage other students to take the CITI courses

• In the future, we intend to incorporate an additional “discussion” requirement
Engaging the Campus

- Graduate Policy Committee has yet to impose a requirement for deliberate training in professional ethics and standards.
- Some programs require ethics education as part of accreditation standards e.g. psychology.
- Graduate Dean is incorporating recommendations pertaining to professional ethics and standards in the graduate program review process conducted by the Graduate Policy Committee.
Assessment

• Exit survey upon graduation
  – Students who took the course (120)
    • Prepared for dealing with ethical issues
    • 85% said they received no additional training
    • 60% had encountered situations requiring use of the knowledge gained in the course
  – Students who did not take the course (130)
    • 60% had not received any training
    • 9% had encountered ethical dilemmas involving their own research and activities
Assessment

• Compare success on 15-question test
  – Students who took the course (120) vs students who did not take the course (130)
    • Course participants scored at least 10% higher on 12 items
    • Course participants scored at least 20% higher on 8 questions