Ethics Education Inventory

Survey Results
University of Cincinnati

Stacey Ritter & Neville Pinto

The Graduate School
University of Cincinnati
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• Context and Overview

• Inventory Survey Results
  – Orientation
  – Training
  – Resources
  – Department Involvement

• Conclusions and Priorities

• Next Steps
University of Cincinnati

Graduate School Profile:

10 Graduate Colleges
  - 67 Doctoral Programs
  - 85 Master’s and Professional Programs

9,200 Graduate Students
  - 17% International
  - 2,300 Doctoral Students
  - 2,200 Distance Learning

$443 Million in Research Funding for FY 2010
Professional Ethics Education

What is the “appropriate level” of training and oversight at UC?

- Compliance minimums defined and implemented
- Established Office of Research Compliance Training

➢ Opportunity to Elevate Quality of Scholarship & Graduates?

Beyond Compliance

- **Columbia**: University climate assessment (12,500)
- **MIT**: “Context Program” integrated with design capstone
- **U of Miami, FL**: 8 contact hour course with case studies
- **Emory**: Awards for development of curriculum or events
National Conversation – NSF Perspective

Why are we Concerned?
- 75% of high school students admitted to cheating
- 61% of undergraduates admitted to cheating
- 30% or more of researchers admitted to “questionable practices”

Misconduct increasing since 1988
- Allegations increased 3 fold
- Actions increased 16 fold

Institutional Responsibility (as of January 4, 2010)
- “…must have a plan in place to provide appropriate training and oversight…”

Google: “help with thesis paper”
“Achieving high scores would have been impossible, had I not received my custom written, premium quality thesis…”
Shadow Scholar

PhD thesis $24.30 / page
Inventory Survey

- CGS Inventory Survey
- GPDs & Associate Deans in Nov 2010
- Focus on collecting department-level information
Number of Responses by College

All Graduate Program Directors and Associate Deans were asked to complete this survey.

56% Response Rate

48 Responses

* It was noted that this survey was not deemed appropriate for CCM and DAAP based on a lack of inclusiveness in the wording of each question.
Orientation

Question: Does your college/department/program discuss research and scholarly integrity in orientation for:

- New Graduate Students
- New Faculty

“I think this is appropriate for us to add to our already extant orientation activities in the fall.”
Question: Does your department/program require some component(s) of training in research and scholarly integrity for:

- Graduate Students
- Faculty

“For economy of scale and uniformity in message, this should be a college responsibility, not a department obligation.”
**Resources - Graduate Students**

*Question:* How do your Graduate Students learn about the following research and scholarly integrity topics?

<table>
<thead>
<tr>
<th>Topic</th>
<th>Advisor or Mentor</th>
<th>Courses</th>
<th>Workshops</th>
<th>Printed materials</th>
<th>Web-based materials</th>
<th>No Resource</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data acquisition, management, sharing and ownership</td>
<td>78%</td>
<td>65%</td>
<td>15%</td>
<td>22%</td>
<td>35%</td>
<td>7%</td>
<td>7%</td>
</tr>
<tr>
<td>Conflicts of interest and commitment</td>
<td>78%</td>
<td>63%</td>
<td>15%</td>
<td>22%</td>
<td>37%</td>
<td>9%</td>
<td>4%</td>
</tr>
<tr>
<td>Use of human participants in research</td>
<td>69%</td>
<td>64%</td>
<td>13%</td>
<td>20%</td>
<td>47%</td>
<td>2%</td>
<td>18%</td>
</tr>
<tr>
<td>Use of animals in research</td>
<td>29%</td>
<td>24%</td>
<td>7%</td>
<td>7%</td>
<td>22%</td>
<td>0%</td>
<td>60%</td>
</tr>
<tr>
<td>Use of hazardous substances</td>
<td>36%</td>
<td>29%</td>
<td>9%</td>
<td>13%</td>
<td>24%</td>
<td>4%</td>
<td>53%</td>
</tr>
<tr>
<td>Research misconduct</td>
<td>76%</td>
<td>74%</td>
<td>15%</td>
<td>17%</td>
<td>37%</td>
<td>7%</td>
<td>4%</td>
</tr>
<tr>
<td>Publication practices and responsible authorship</td>
<td>78%</td>
<td>74%</td>
<td>20%</td>
<td>17%</td>
<td>20%</td>
<td>7%</td>
<td>4%</td>
</tr>
<tr>
<td>Mentor and trainee responsibilities</td>
<td>76%</td>
<td>46%</td>
<td>15%</td>
<td>17%</td>
<td>17%</td>
<td>11%</td>
<td>7%</td>
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<tr>
<td>Peer review</td>
<td>76%</td>
<td>58%</td>
<td>18%</td>
<td>11%</td>
<td>16%</td>
<td>9%</td>
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</tr>
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<td>Collaborative research</td>
<td>76%</td>
<td>48%</td>
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<td>Personnel Management</td>
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<td>7%</td>
<td>4%</td>
<td>9%</td>
<td>11%</td>
<td>27%</td>
</tr>
<tr>
<td>Financial Stewardship</td>
<td>69%</td>
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<td>13%</td>
<td>4%</td>
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<td>13%</td>
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**Average** 67% 49% 14% 14% 24% 7% 18%

“Orientation for new graduate students covers these topics, albeit briefly.”
**Resources - Faculty**

*Question:* How do your Faculty learn about the following research and scholarly integrity topics?

<table>
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<tr>
<th>Topic</th>
<th>Independent Research</th>
<th>Workshops</th>
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“Our faculty seem to "learn as they go" through our interactions with our professional colleagues.”
Department Involvement

- Committee
- Policy
- Forums
- Website
- Discussion

Legend:
- Yes
- No
- In planning phase
- Don’t know
- Not applicable
Conclusions

Training and Orientation
- Graduate student training reported in most departments
- Training focused on meeting compliance requirements
- For faculty, virtually no training or orientation outside compliance

Resources
- For graduate students, most prevalent is the student’s advisor/mentor
- For faculty, most prevalent is independent research
Conclusions, cont.

Department Involvement

- Committee level involvement in professional ethics education is important
- Explanation of ethical conduct / policies is reactionary
- Workshops, difficult discussions, etc. good way to deliver ethical education
- Information on websites lacking
Lessons Learned

Survey Application
- Keep question wording consistent for comparability
- Create “identifier questions” to enable data stratification
- Encourage participation
- Solicit future involvement in process

Analysis of Survey Results
- Comments very insightful to explain trends and outliers
- Leverage external data for greater extrapolation of survey results
- Utilize detailed results as discussion tool to solicit input
- Use conclusions to drive change
Next Steps

✓ Faculty Engagement a Priority
  - Emphasize not compliance driven
  - Emphasize impact on quality of research
  - Emphasize impact on quality of graduates

✓ Inventory Survey Priorities

✓ Administer Climate Survey

✓ Graduate School Committee on Ethics Education
  • Faculty leadership
  • Staff support from Graduate School
  • Analyze resources and climate data
  • Review literature on ethics education
  • Benchmark current best practices
  • Recommendations to Graduate Council
  • Assess Progress
Priorities

Committee
Policy

Forums
Website
Discussion
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For Committee Consideration

• **Communication and Awareness**
  – Online Resources
  – Social Media
  – Student Handbook
  – Departmental Committee Responsibility

• **Curriculum**
  – Define Key Principles for Ethics Education
  – Integration in Existing Courses
  – Discipline-Specific Case Studies and Seminars
  – Required Thesis/Dissertation Discussion
  – Advisory Panel
For Committee Consideration

• **Assessment**
  – Graduate Program Director Annual Review
  – Graduate Program Review
  – New Program Development
  – Reappointment Promotion & Tenure Criteria

• **Graduate School /Research Office Support**
  – Central Resource to Teach Key Principles
  – Compliance Training
  – Grants for Research on Ethics Education
  – Grants for Innovative Programs
  – Recognition and Awards
Web Resources

• CGS  http://www.scholarlyintegrity.org/
• Association for Practical & Professional Ethics  www.indiana.edu/~appe
• Resources for Research Ethics Education  http://research-ethics.net/