Academic and Research Integrity in Master’s Institutions

Edelma Huntley
Appalachian State University

and

Jerry Pogatshnik
Eastern Kentucky University
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 – EKU Example
  Step 1: NSF/NIH Focused Approach
  Step 2: Development of Pilot Ethics Course
  Step 3: Imbed in All Graduate Programs
Academic and Research Integrity in Master’s Institutions

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
Academic and Research Integrity in Master’s Institutions

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
Academic and Research Integrity in Master’s Institutions

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”.

Council of Graduate Schools Annual Meeting – Dec 7-10, 2011
Academic and Research Integrity in Master’s Institutions

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
Academic and Research Integrity in Master’s Institutions

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
Academic and Research Integrity in Master’s Institutions

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)
Building an RCR Program

Baby Steps to RCR – EKU 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
# Academic and Research Integrity in Master’s Institutions

## 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

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Initial Date of Involvement</th>
<th>Description of Role in Project</th>
<th>RCR-Related Activities</th>
<th>CITI Training[^1]</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fac</td>
<td>Staff</td>
<td>Stud</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

[^1]: If CITI RCR training was completed, enter date.

**Additional Comments:**

---

**Principal Investigator**

Date
Academic and Research Integrity in Master’s Institutions

Building an RCR Program

Baby Steps to RCR – EKU 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
Academic and Research Integrity in Master’s Institutions

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.
Academic and Research Integrity in Master’s Institutions

Building an RCR Program

Baby Steps to RCR – EKU 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
Academic and Research Integrity in Master’s Institutions

Building an RCR Program

Acknowledgements

Tiffany Hamblin, Associate Director, Division of Sponsored Programs, tiffany.hamblin@eku.edu

Jaleh Rezaie, Associate Dean, Graduate Education and Research, jaleh.rezaie@eku.edu

Laura Newhart, Chair, Department of Philosophy and Religion, laura.newhart@eku.edu
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
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

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

**CHALLENGES**

Whose responsibility is RCR?

Overcoming inertia and skepticism

Getting faculty buy-in

Communication

Inadequate resources

Assessment
The Appalachian Trail

**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

Cratis D. Williams Graduate School
The Appalachian Trail

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

Halfway there
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?
The Appalachian Trail

FOR MORE INFORMATION:

Edelma Huntley (huntleyed@appstate.edu)

Holly Hirst (hirsthp@appstate.edu)