



Scholarly Integrity & RCR @ Florida State University

Nancy Marcus

Dean, The Graduate School

CGS, December 2010



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