

Scholarly Integrity at Emory



WORKING TOWARD A COMPREHENSIVE PROGRAM

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The Project for Scholarly Integrity



Project Goal

- Construct and implement a systematic program of education in research ethics and integrity

Guiding Principles

- Program Integration
- Critical Reflection
- Knowledge of standards, regulations, and best practices



Program Development Process



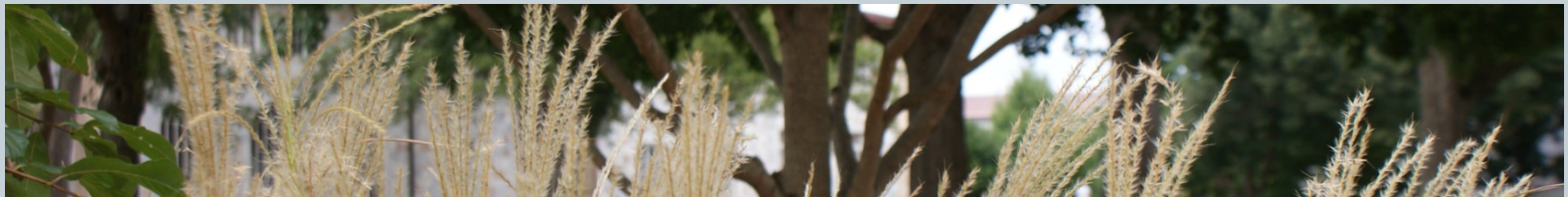
1. Build interest and knowledge
2. Establish principles
3. Identify needs
4. Design the program with faculty and graduate student input
5. Develop resources



Phase 1: Build Interest and Knowledge



- **University-wide speaker events**
 - Invited nationally recognized speakers to address issues of broad concern:
Tina Gunsalus, Nicholas Steneck, Gary Comstock, Greg Koski
 - Invited Emory faculty and graduate students to be panelists
- **Mini Grants to support program-level events**
 - *Research Ethics Roundtable*
 - Course in *The Ethics of Teaching*
 - Rebecca Scloot, author of *The Immortal Life of Henrietta Lacks*



Phase 2: Establish Principles



- **Created a Working Group**
 - 9 faculty and 2 graduate students representing diverse programs
 - Looked at CGS publications and programs from other graduate schools



- **Result: Principles to guide program formation and expected pedagogical outcomes**

Principles and Outcomes



- Education in scholarly integrity should
 - Be **relevant** to each student's research and career path.
 - Be an **organic part** of each PhD program
 - Include some **multi-disciplinary** experiences
 - Be **dispersed** throughout a student's career
 - Involve **faculty** from the program
 - Be **tracked** on the student's transcript
 - Include regular **program assessment**

- Graduates should
 - Be able to **disentangle** complex ethical problems
 - Have **communication skills** necessary to both prevent, address, and resolve ethical issues
 - Know their **disciplinary codes** of conduct
 - Receive **certification** when necessary (e.g. IRB training).
 - Be familiar with the **resources** for addressing ethical problems and reporting misconduct

Phase 3: Identify Need



- **Two elements of the CGS Project for Scholarly Integrity**
 - Climate Survey
 - Resource Inventory
- **Additional Survey of course content**
 - Ask DGSs whether and how scholarly integrity topics are covered in course work



Course-Based Resources



Natural Sciences

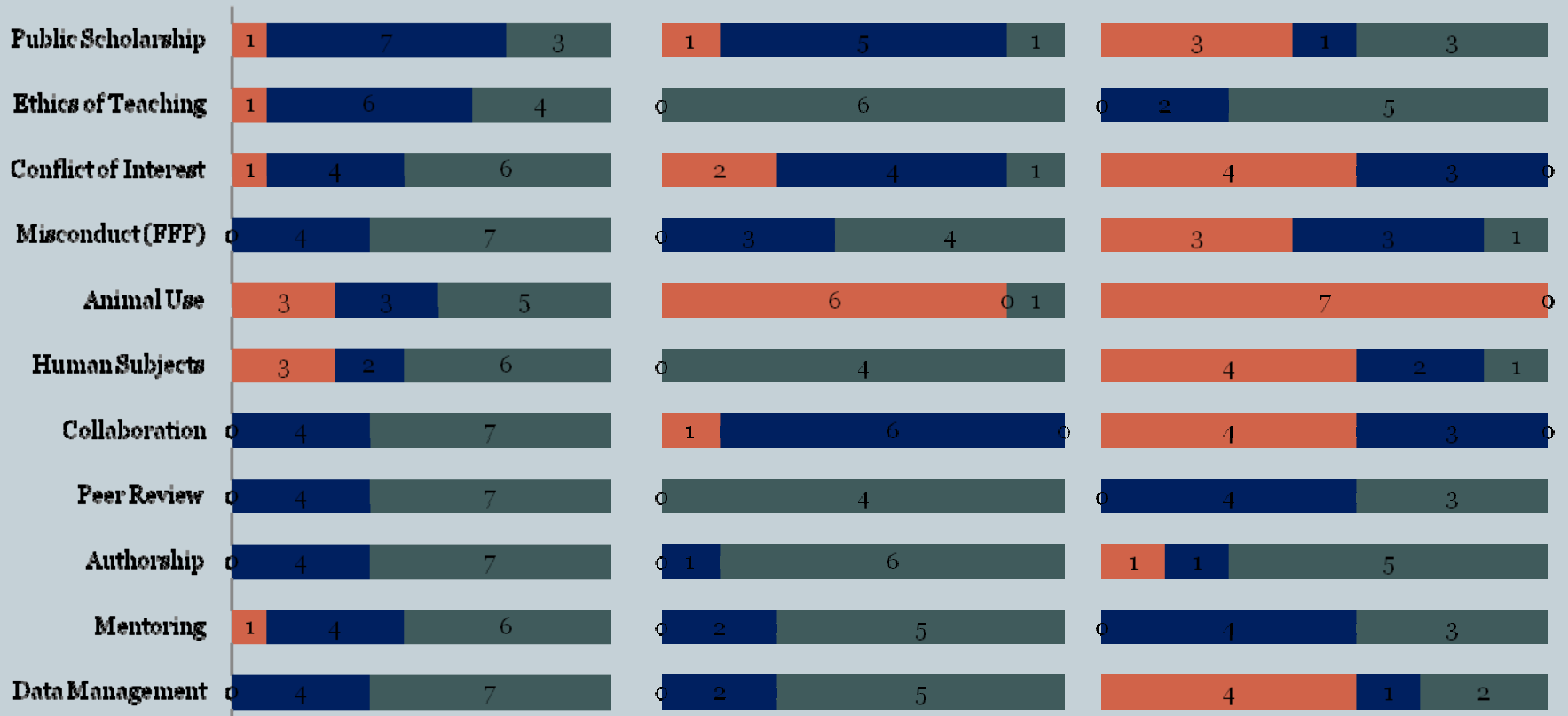
Social Sciences

Humanities

■ NA ■ 0 ■ 1+ hr

■ NA ■ 0 ■ 1+ hr

■ NA ■ 0 ■ 1+ hr



Phase 4: Program Design Process



- Discussion with DGSs (September - October)
- 4 Open Forums for faculty and graduate student discussion (October - November)
 - Members of the working group attend and listen
- Working group meets and crafts program structure (December)
- DGS review (January-February)
- Executive Council review (February-March)
- Implementation Fall 2012

The Working Group Recommendation



Common Experience (6 hrs)

- Ethical Problem solving
- Survey of RCR areas
- Communication skills

Regularly available workshops (minimum 8 hrs)

Human
Subjects

Animal
Use

FFP

Data
Management

Conflict of
Interest

Public
Scholarship

Program – level content (minimum 8 hrs)

- Require 24 total contact hours
- Programs determine developmental staging
- Workshops include invited speakers, occasional events

These requirements are likely to be modified as discussions continue

Phase 5: Develop Resources



Challenges:

- Lack of experience and expertise
- Burden on faculty and students
- Need faculty program leadership

Responses:

- Course material archive
- Faculty summer seminar in research ethics
- Develop faculty champions

