

SARI Program Plan

Ph.D. Program in Business of the Smeal College of Business

Part 1: CITI online RCR training program:

Please describe A) how students will be made aware of the requirement; B) when students will be expected to complete the requirement; and C) how student participation will be monitored):

All doctoral students who matriculate at Smeal in a given year join at the beginning of the fall term. At that time, they take part in a Smeal Orientation program immediately prior to the start of classes. Traditionally, that orientation has included a module on research integrity. That module will be modified, for the fall of 2009, to introduce the SARI Program in general, highlight its importance to the students, to Smeal, and to Penn State, and to notify them of their responsibilities under the SARI Program. We will expect them to take the CITI Social and Behavioral Sciences Course in the Responsible Conduct of Research. Given the rather lengthy nature of this program, we will ask them to complete the program by the end of September of the year in which they join; it is important that we give them this time limit as some will be involved in Research activities from very early on in their time at Smeal. Student participation will be monitored as follows: students will return their CITI Completion Forms to the Ph.D. Programs office which will maintain a computer-based record keeping system of those who have completed the program and will, with the help of the departmental doctoral coordinators if need be, bring pressure to bear on those who have not until they do.

Part 2: Five hours of discussion-based RCR education:

Type of program(s) to be offered (e.g. workshop, seminar series, credit offering, ORP workshop, etc.) and frequency of offering:

The discussion-based RCR education will be conducted in an evening workshop (5:00 pm until 10:00 pm). Dinner will be served part way through the workshop, and the workshop will be a combination of a little lecture and a lot of discussion. The workshop will be held twice during January of students' first academic year so that they may choose which of the two sessions they attend. Attendance will be recorded manually at the end of each session, and will then be transcribed to the same computer-based record keeping system used for the on-line program.

RCR topics to be discussed:

The listed RCR topics include:

Acquisition, management, sharing, and ownership of data
Publication practices and responsible authorship
Conflict of interest and commitment
Research misconduct
Peer review
Mentor/trainee responsibilities
Collaborative science
Human subjects protections
Animal welfare

All listed topics except for animal welfare, which is not a research issue for Smeal College, will be covered in the workshop. My expectation is to organize the RCR topics in modules as follows: a) acquisition, management, sharing, and ownership of data and human subjects protections, b) publication practices and responsible authorship and peer review, c) conflict of interest and commitment and research misconduct, and d) mentor/trainee responsibilities and collaborative science. By organizing modules based on the structure above, we hope to ensure that all topics get adequately covered and that discussion of a particular topic stays connected to the topic.

How will discussion be facilitated in the instruction?

Response to this question divides into two components: a) who will facilitate discussion and b) what materials will they use.

- a) The discussion facilitator will be the Director of the Ph.D. Program for Smeal, William Ross. Dr. Ross is a successful discussion leader, having taught case based courses over the vast majority of his 20 year teaching career. He has also taught courses in business ethics with good ratings to professional graduate students (MBA's and EMBA's) for two different business schools, The Wharton School of the University of Pennsylvania and the Fox School of Business of Temple University. Finally, he has been a successful researcher for the last 20 years, and one of his research foci, representing approximately 20% of his publications, has been in the area of business ethics.**
- b) In terms of discussion materials, Dr. Ross has reviewed the discussion materials provided by the ORP and is very impressed with them. He will use them as the core for discussion in each module, but allow time in each module for students to ask their own questions. This latter is why the program will be taught in January of students' first year in the graduate program rather than in August or September, to allow them to begin to understand their role and the work they will be doing sufficiently to be reflective about the importance of integrity in carrying out that role.**

Please explain how your plan will meet the needs of students in particular disciplines or programs in your college, considering the different categories of programs (e.g. Biomedicine, Science and Engineering; Social Sciences; Humanities; and Professional).

For Smeal College, there is good news and bad news on this topic, but the good news far outweighs the bad news. The bad news is that Smeal College students are organized into six departments, each of which does research in somewhat different ways. The good news is that how the different departments do research is not that different. Almost all of the RCR topics are important to all six departments. However, there is one that is not uniformly important, human subjects protection, and one in which the sources of data can vary, secondary versus primary data management. Our plan is to acknowledge these differences and explicitly discuss what they mean for the topics in question. Thus, the module that covers these issues will be slightly longer and a bit more challenging to teach. However, the difference is small enough that there is every reason to expect a good resolution.