

THE EPIGEUM IMPACT PROGRAM

*IMPROVING THE TRANSPARENCY AND ACCOUNTABILITY OF RESEARCH INTEGRITY
TRAINING*

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Background

❖ Epigeum

- ✓ Owned by Oxford University Press (non-profit)
- ✓ Develops online courses
 - ◆ Teaching
 - ◆ Research
 - ◆ Studying
 - ◆ Leadership and management

❖ Major focus on research integrity & compliance

Current courses		In development
Comprehensive RI/RCR	Beginning	Research as a Transferable Skill
Concise RI/RCR		Research Quality and Reproducibility
Human Subjects Protections	Experienced	Compliance suite

Impact program

❖ Objective: Enhanced Assessment

Method

- ✓ Embedded poll and survey questions
- ✓ Aggregate data into 1 → 100 scores

Focus

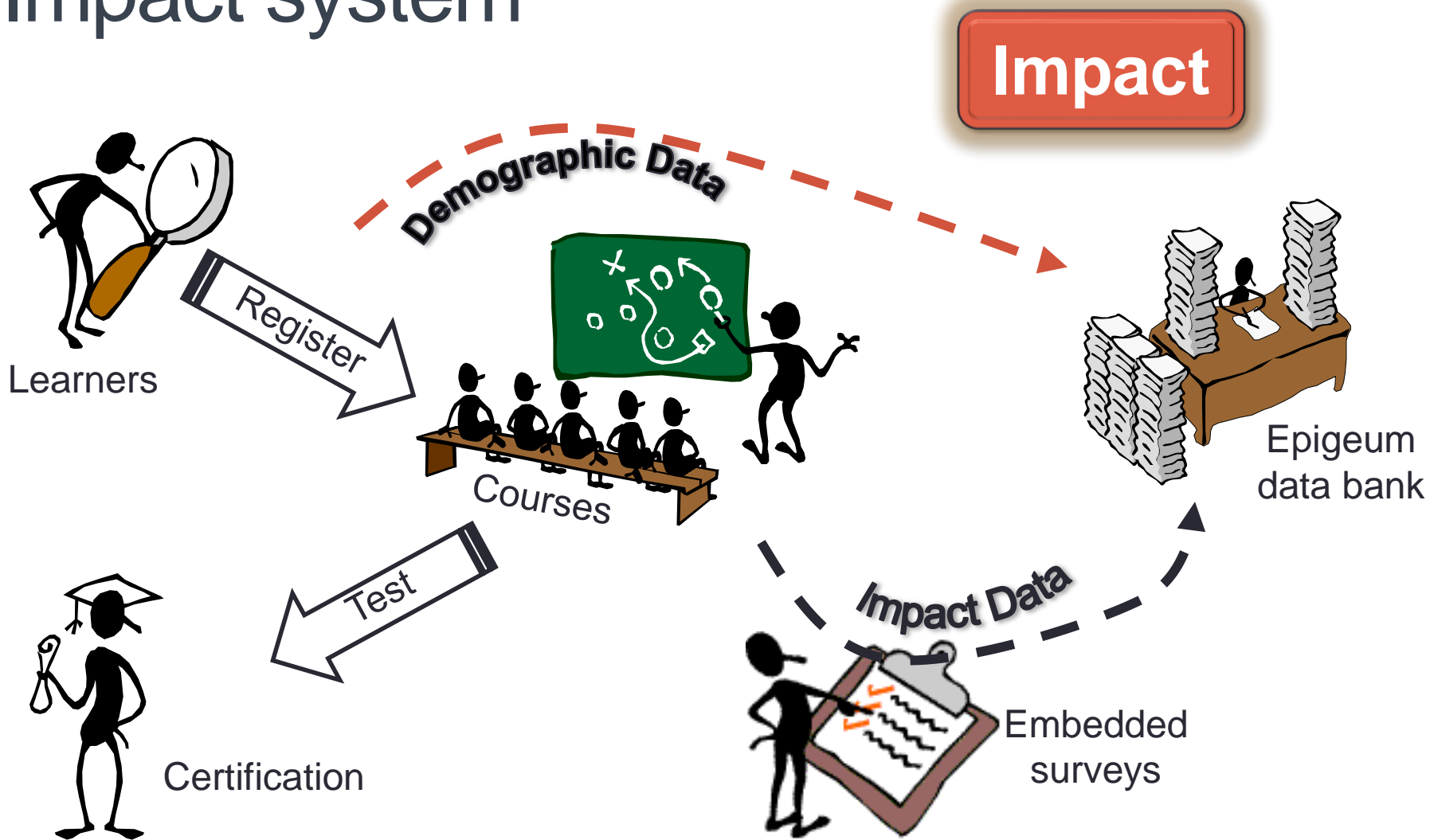
1. Learning
2. Behavior
3. Climate

Reporting

- ✓ Relative not absolute
- ✓ Benchmarked for comparison

❖ Enhance transparency & accountability

Impact system



Today, report on pilot data

❖ **Piloting Impact in two settings:**

- ✓ Concise course (3 US universities)
- ✓ Stand-alone survey (University of Tennessee, Knoxville)

❖ **Pilot results:**

1. Learning assessment (Concise RI)
2. Climate assessment (Stand-alone)
3. Behavior assessment (Concise RI & Stand-alone)

❖ **Focus is on relative, represented on scale:**



1. Learning Assessment

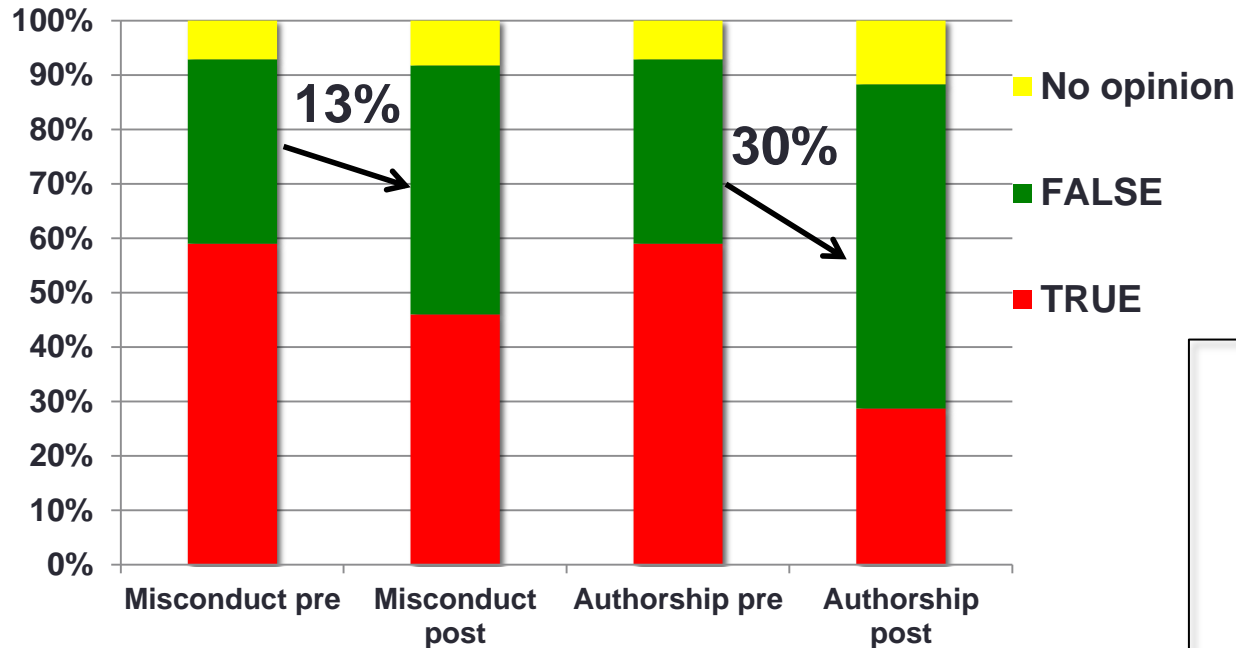
❖ Approach:

- ✓ **Knowledge:** In-test questions to test knowledge
- ✓ **Change:** Pre-test, Post-test, 6 months or longer

❖ Sample pre-/post-test questions: (T/F/Uncertain)

- ✓ Report concerns about misconduct first to person suspected. (n=851)
- ✓ Supervisors should routinely be listed as authors on papers published under their supervision, even if they made no significant contribution. (n=851)

Learning Results



❖ Observations (false preferred answer)

1. For each question, learning improved
2. Improvement greater for authorship

WHY?

- Training design?
- Question format?
- Relevance of learning?
- Information useful for design of training.

2. Climate

❖ **Stand-alone survey, University of Tennessee, Knoxville**

- ✓ Sent to IRB, IBC, Rad Safety list serves (ca. 3,500)
- ✓ 377 accessed site
- ✓ 340 reporting population (ca. 10%)

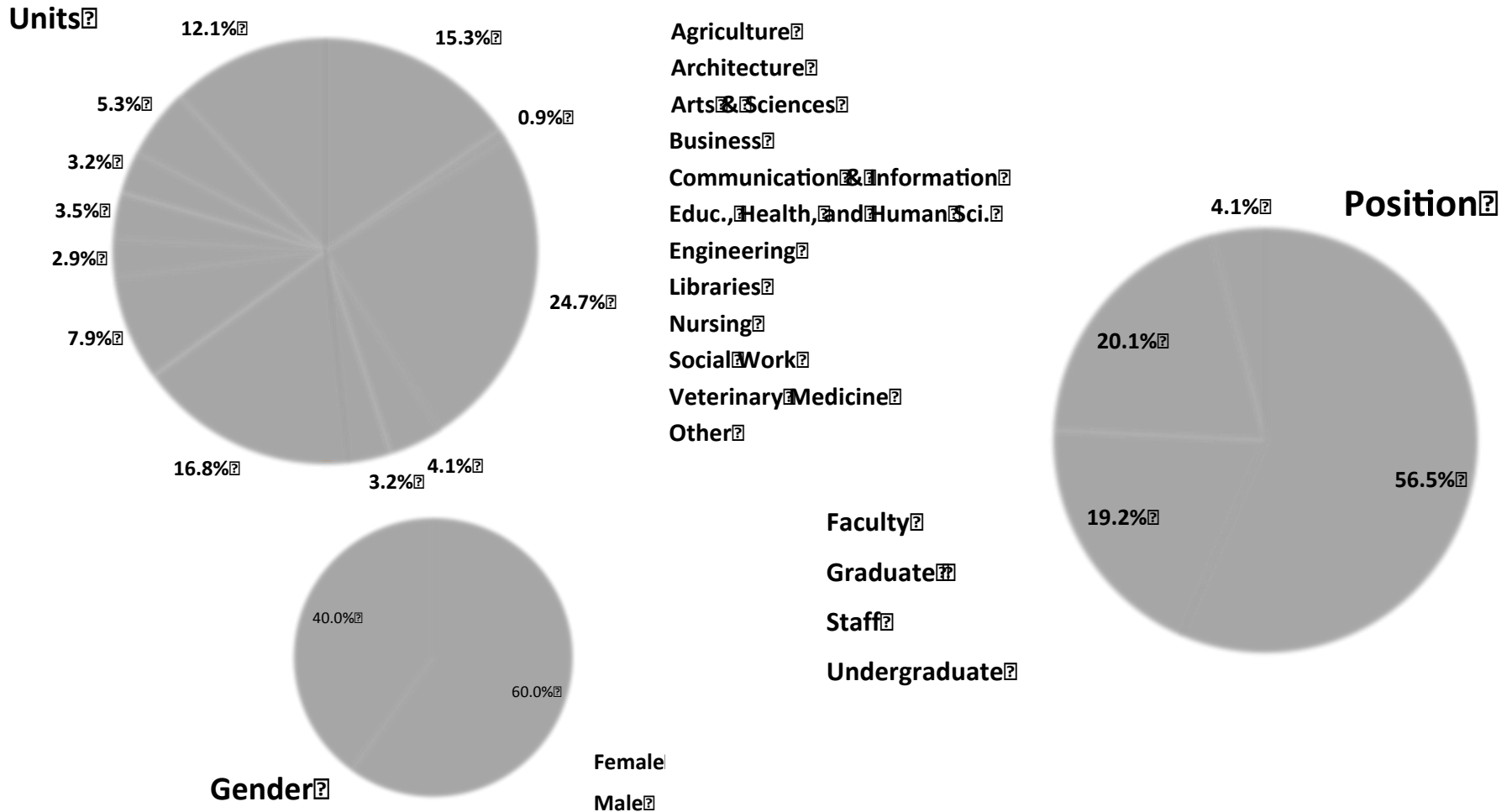
❖ **Questions:**

- ✓ 6 demographic questions
- ✓ 18 climate / behavior questions

❖ **Assessment groupings:**

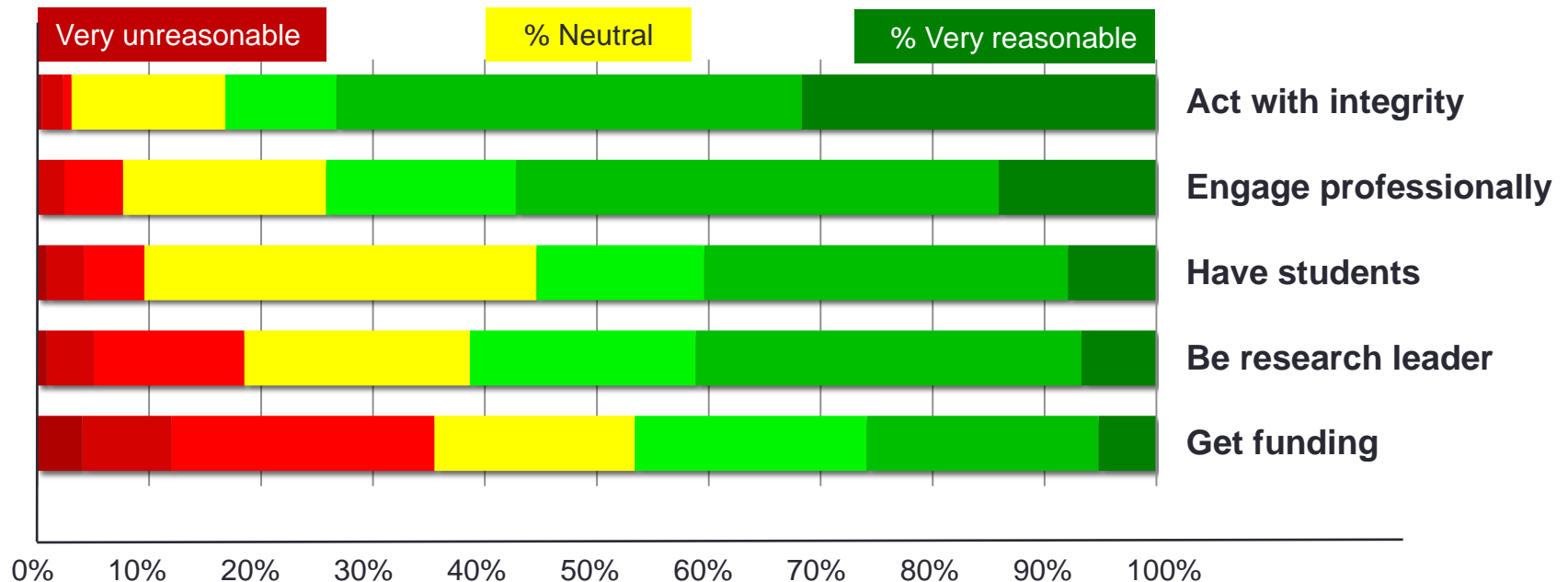
- ✓ Personal – personal experience
- ✓ Institutional – perceptions of the institution
- ✓ Professional – perceptions of colleagues & professional organization

Survey population (n=340)



Climate: Institutional pressures

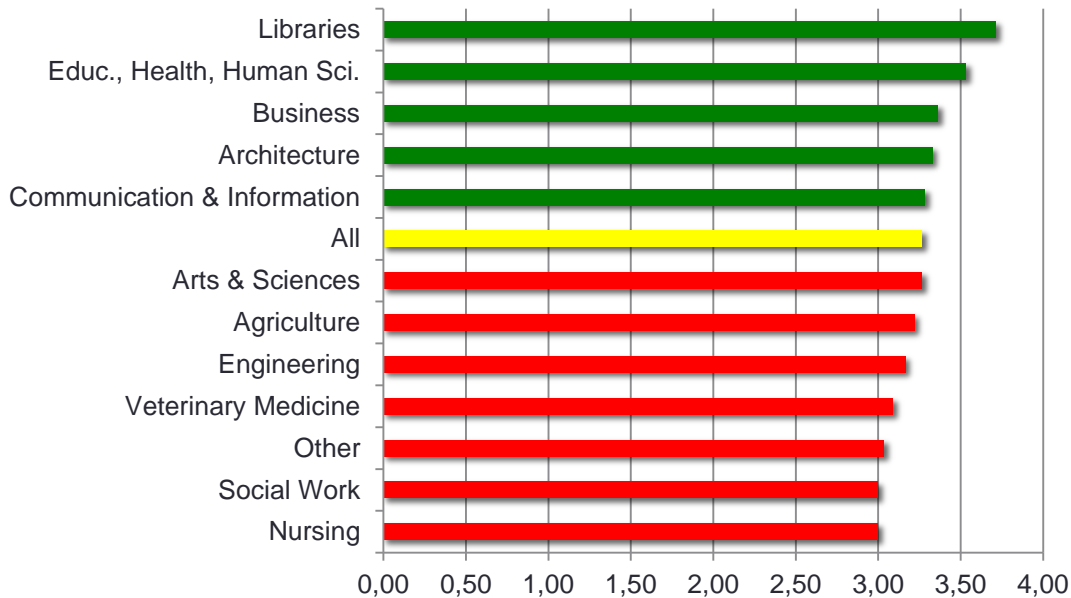
Pressure Rankings (% responding to 7 options)



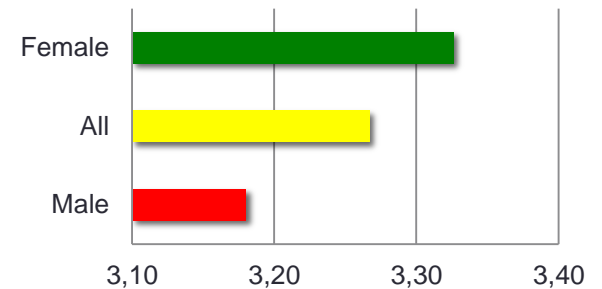
- Observations:**
1. Most see integrity, professional and student pressure as reasonable
 2. 1 in 5 see pressure to be research leader as unreasonable
 3. 1 in 3 see pressure to get funding as unreasonable

Climate, funding pressure

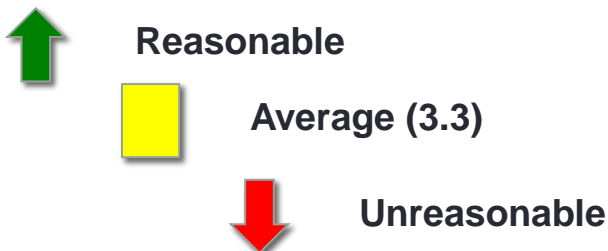
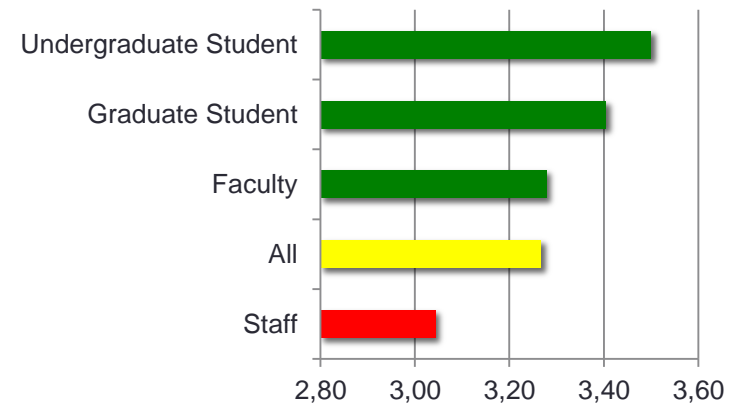
Unit



Gender



Position



3. Behavior

❖ Reporting adjusted to 1-100 scale

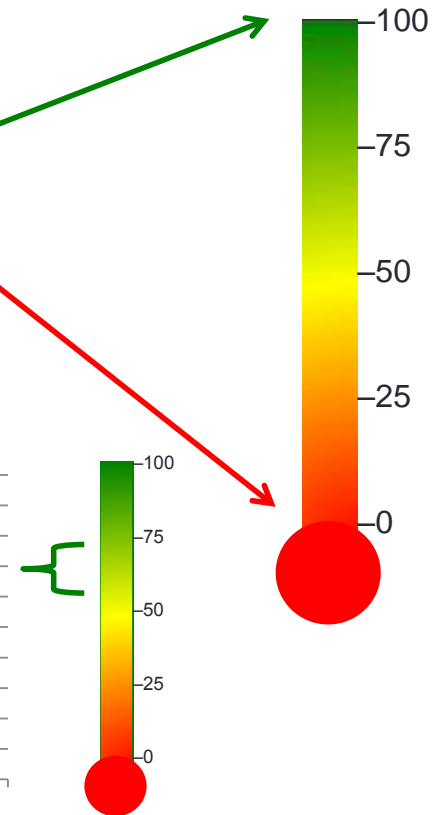
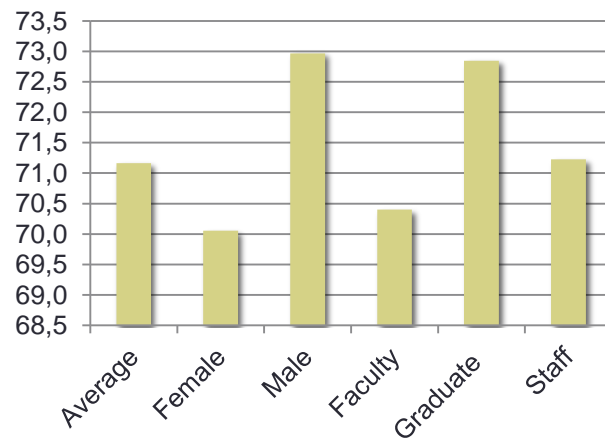
- ✓ 100 = high standards, follow best practices
- ✓ 0 = lowest standards, disregard best practices

❖ Three perspectives

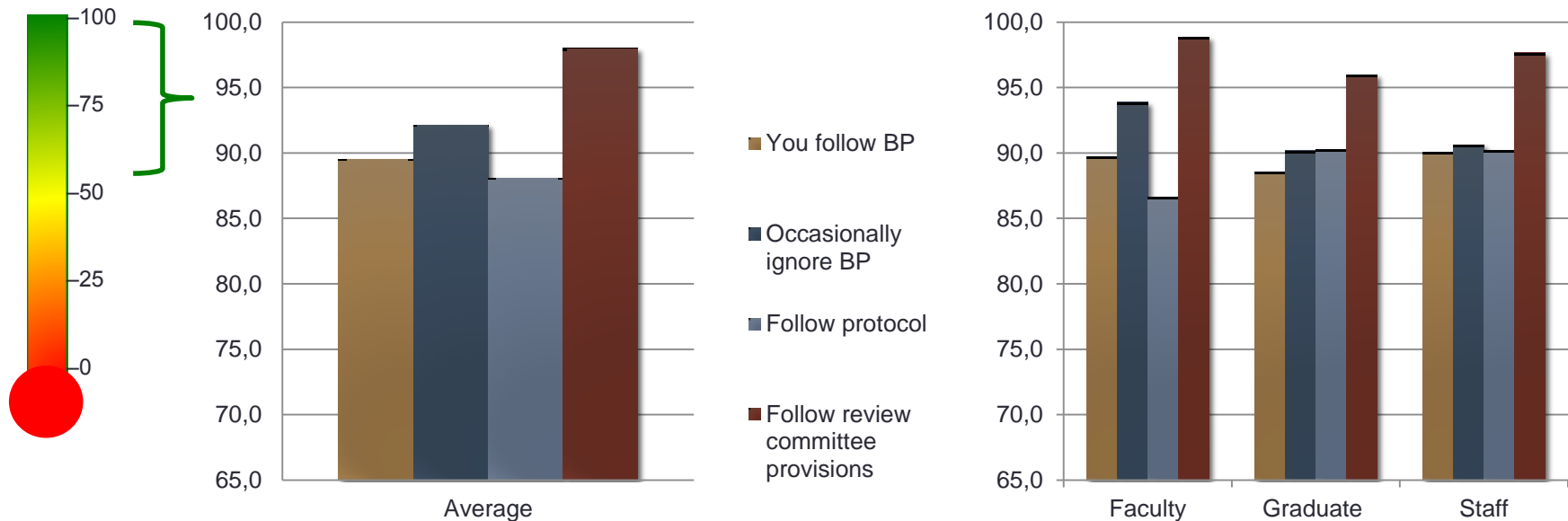
- ✓ Personal
- ✓ Institutional
- ✓ Professional

❖ Measured against Best Practice

- ✓ How well defined in your field of research?



Personal behavior



❖ Observations:

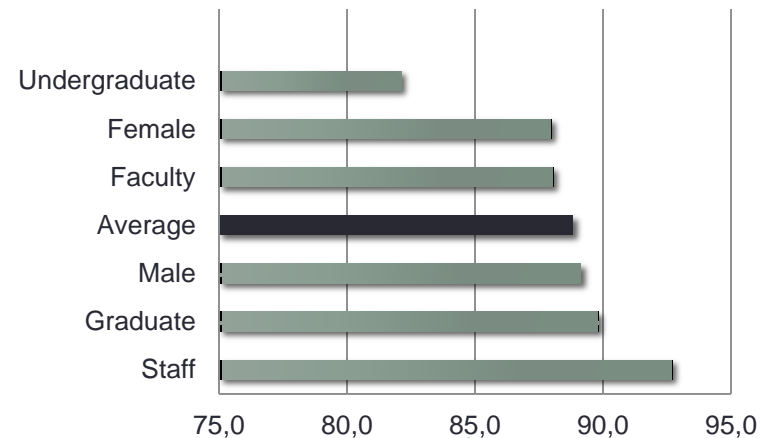
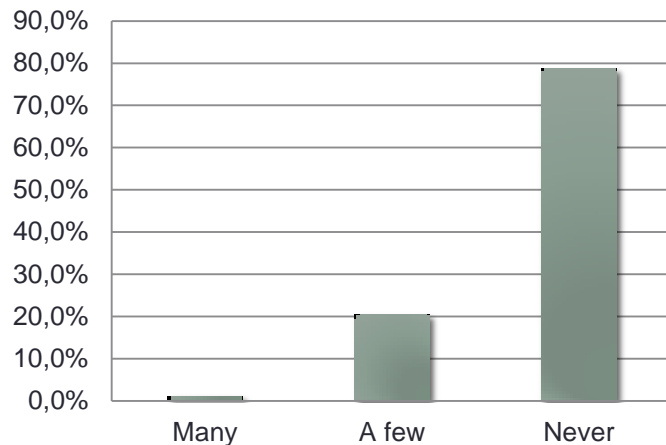
1. Overall, agree fall a little short of ideal standards
2. Most likely to follow review committee provisions
3. Faculty less likely to follow plan/protocol
4. Graduate students less likely to follow review committees provisions

Institutional behavior

Aware of misconduct



Integrity assessment

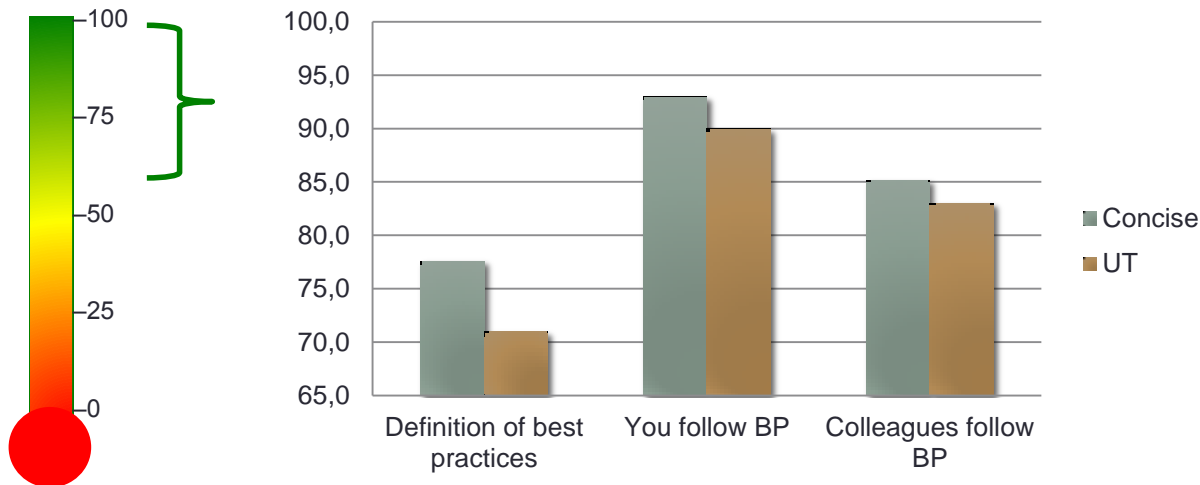


❖ Observations:

1. 20% of faculty aware of misconduct (awareness not prevalence!)
2. Staff least aware (i.e perceived highest level of integrity)

Professional behavior

Best practice



Pilot
population
comparison

❖ Observations:

1. Best practices could be better defined
2. Researchers know they don't always follow best practices
3. Believe professional colleagues have lower standards

Concluding remarks

❖ Impact will be revised based on pilot data:

- ✓ Add, drop or edit questions
- ✓ Adjust the aggregation system
- ✓ Refine question placement in courses

❖ Develop implementation guidelines

- ✓ Main purpose is to guide decision making

❖ Long-term objectives

- ✓ Making integrity (climate and behavior) more *transparent*
- ✓ Improve *accountability* of training programs

FOR MORE INFORMATION

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