INTEGRATING TEACHING AND RESEA

Integrity in University Teaching and Research

Introduction

Debra M. Parrish, J.D.

Research misconduct is at the intersection of science, ethics and law. In response to a series of high profile cases in the early 1980's, since 1989, institutions that receive research funds are required to have policies and procedures for responding to allegations of research misconduct. Although some might consider this a matter of compliance with legal requirements, the real work in this area is at the level of ethics – How will scientists treat each other? What will be or are the ethical norms of the scientific community? High profile cases have made interesting headlines, shaped some of the principles of misconduct, and shaken public confidence in the scientific profession. Researchers have both an opportunity and a responsibility for setting the ethical norms for their profession. If researchers do not set a high bar, others, including funding sources, may set one for them.

From the Directors

by Carole Knight, Ph.D. and Mary Stephen, Ph.D.

Over three years ago, the directors of the Office of Research Services Administration and the Reinert Center for Teaching Excellence began talking about ways in which teaching and research are inherently connected. As a result of these early conversations, the two offices began a series of forums: Integrating Teaching and Research (January 2004); Undergraduate Teaching and Research (January 2005); and Integrity in Teaching and Research (January 2006).

As we explored discussion topics for the most recent forum, it became increasingly clear that everything that we do, as teachers and researchers, must be centered on integrity. Whether supervising a lab experiment for a chemistry class, discussing the writings of Tolkien or the philosophies of Kierkegaard, or even coaching a basketball team, we have a duty to set the highest ethical standards for our students. When each of us took on the mantle of SLU employee – whether faculty or staff – we also took the responsibility of becoming an example to others in accordance with SLU's code of conduct.

Recently the federal government redefined what it considers to be "scientific misconduct" as falsification, fabrication, and plagiarism, but we at SLU know that integrity reaches far beyond this narrow definition. SLU's faculty, staff, and students should not live by the minimum standards that would pass the "Washington Post" test – whereby we merely aim to keep out of negative news stories. But each of us must strive to live according to the SLU test – being the best person that we can be, with competence, conscience, compassion, commitment, and a sense of community. Integrity must surpass academic learning and become ingrained in personal behavior. The SLU publication, "Living the Mission," states that "Through conscience we deepen and clarify ethical conduct in the ongoing quest for enlightenment, understanding and truth."

Current headlines point to instances of researchers behaving badly, in cases where lives are lost, cures for diseases are waylaid, reputations of institutions are tainted, and careers of researchers are lost. "And the Band Played On," the movie featured in the January forum on Integrity in Teaching and Research, focused on many potential lapses of integrity, not only in science, but also in human

relations during the onset of the AIDS epidemic in the 1980s. By their very nature, movies dramatize events and personalities, but they also can provide insight into human behavior. Why did researchers, whose work was intended to help humankind, act irresponsibly? Why did people in power ignore the spread of the AIDS epidemic and withhold funds or services that may have saved thousands of lives? What impact did unethical behavior on the part of a mentor have on the mentee? What causes lapses in integrity in otherwise good people?

Motivators for unethical behavior can be many: furtherance of one's career and/or reputation, greed, competition for dwindling external research funding, pressures to "publish or perish," the need to be first or best, external pressure to produce positive results. These influences, and many others, can overshadow and overpower one's moral and ethical conscience. However, such influences also highlight the importance for us to continually reinforce our own and our student's moral standards.

This special joint issue of our two newsletters highlights the theme of "Integrity in Teaching and Research." It includes articles by several of the presenters at the January 2006 forum. These articles are intended to promote continuing dialog on integrity in teaching and research. The feedback from participants in the forum was extremely positive. As a response to this feedback, the Office of Research Services Administration and the Reinert Center for Teaching Excellence will hold special workshops and events through December 31, 2006, for both faculty and graduate students. The workshops and events will provide opportunities for sharing insights and guidance for maintaining personal and professional ethics and integrity, and surviving in the complicated

academic arena and the "real" world. Visit the websites of both offices for scheduled times and places. ORSA and CTE staff are available at any time to discuss issues relating to teaching and research. Please contact us.

Integrity in Teaching
by Ron Rebore, Ph.D.

The movie, "And the Band Played On," certainly framed the dialogue and discourse about the topic of integrity. My responsibility centered on how integrity in research is related to integrity in teaching. I hold the position that integrity in teaching at a research university is highlighted by three questions: What does it mean to be a professor at a research university? How should professors teach what they research? How should the university be organized to support teaching informed by research? I am certain that it is obvious to everyone that there is no definitive answer to these questions. Rather, they remind us that, as professors, we should continually reflect on our responsibilities.

The three questions are predicated on two assumptions. First, research is an obligation that must permeate all other professorial activities. Further, this obligation is manifested through sharing research results with students as best practice or best perspective within a discipline. The classroom, laboratory, and clinic become the milieus within which research is discussed and further refined. Thus teaching is informed by research. Second, because the human capacity to learn is never exhausted, because change is a constant condition of all reality, and because knowledge and information increase exponentially, professors have an obligation to help

students develop the ability to critically think, which involves the skill to synthesize diverse segments of knowledge and information rather than just the skill to analyze. There is always the danger that we will know more but understand less.

Selected Integrity Issues in Teaching

•	Assessment. The student assessment process should be on-going and not just an add-on test at the end of a course, and laboratory or clinic experience. Feedback from the professor on tests, research papers, and other assessment instruments is necessary in order for students to improve their performance. Students should also have the opportunity to assess the performance of their professors, which is a common practice in many departments.

•	Conflict of commitment. Professors have obligations not only to students but also to junior faculty, to their departments and college or school, to the University community, and to external communities.

•	Disclosure. It is the responsibility of the professor to clearly set forth not only the objectives of instruction but also to provide other information

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Research Integrity: What is Needed and Who Are the Experts?

by James M. DuBois, Ph.D.

This is a conference on integrity. I've been asked to address this subject from the perspective of my field, health care ethics. I want to begin my reflections by observing a shift in language over the past decade. Much of what falls under the rubric of research integrity today was called research ethics in the past. Within the world of the government, the Office of Research Integrity (ORI), where our keynote speaker worked for years, oversees matters of research integrity. Insofar as ORI has an educational mission, it is concerned with 9 core areas, including research misconduct (or falsification, fabrication, and plagiarism), authorship, and mentoring.

Calling much of this "ethics"—as many academics were wont to do—was somewhat problematic. Ethicists typically enter the picture when there is significant disagreement about what is the right thing to do. For example, ethicists might grapple with who has decision-making capacity and who should be allowed to give informed consent; or whether placebo controls should ever be allowed when a known effective treatment exists. Engaging these debates well does require a certain level of expertise. It is useful to have a good command of relevant facts—e.g., regarding the elements of decision-making capacity and how capacity is related to mental disorders; or whether there is a placebo effect and what are the rates and kinds of side effects that accompany a known effective treatment. Similarly, it is helpful to have a good grasp of ethical principles—say the Belmont principles of respect for persons, beneficence, and justice—and of common methods of justifying decisions when principles or values clash.

In contrast to this, even when ORI and research integrity officers address topics that are controversial—like research with animals—they do not typically engage the topics as ethical topics. They do not, e.g., ask whether we should allow research with dogs—humankinds' best friend; they rather ask how we can do research with dogs in a manner that is in keeping with regulations that presumably reflect the sentiments of a majority of researchers and a large segment of the public. They inform researchers of the consequences of violating these regulations and guidelines—consequences for them as individuals, for

intellectually difficult ethical puzzles. Researchers do have dilemmas: but they are often volitional, not cognitive. And remedies to volitional dilemmas are different from remedies to cognitive dilemmas. Ethicists may help people to work through cognitive dilemmas in ways I've already mentioned. But ethicists are rarely in a position to foster significantly what moral developmentalists call moral identity, moral motivation, and a sense of self-efficacy. Accordingly, research ethicists or health care ethicists have done relatively little work on research integrity. They tend to keep it at arms length, calling it a field of "compliance" not ethics. But this misses an important point.

The shift from the term "research ethics" to the term "research integrity" really shifts the landscape; it puts the focus on virtue. What are virtues, and who are the experts on virtues? Virtues are habits or characteristics that position one well to achieve a goal. Moral virtues are those that help us to choose well to achieve our goal as human beings. When we envision this goal in secular terms—let's say a secular notion of flourishing—we may think of the cardinal virtues: temperance, prudence, justice, and courage. If we envision our human goal theologically as the beatific vision of God, then we may think of theological virtues like faith, hope and charity. These are traits philosophers or theologians believe will help us to achieve our goal as human beings; vices are traits that thwart us from achieving our goal. Similarly, professional virtues are those traits that help us to achieve our professional goals. Pellegrino worked out a list of medical virtues, traits that help physicians in their healing mission. Similarly, it would not be hard to identify a list of the professional virtues of researchers, of traits that help

researchers to gain knowledge. They would include honesty, trustworthiness, generosity, transparency, perseverance, intellectual humility, and others.

Identifying such virtues is rather easy. The challenge is inculcating virtues. And here we find that ethicists are not the experts. Who are the experts? Above all, mentors and institutions. Mentors insofar as they model the virtues for trainees, reward virtuous behavior, and discourage vicious behavior; institutions insofar as they create a climate of virtue.

But there will always also be a role for ethicists—or at least outsiders—in research. The movie, "And the Band Played On," reminds us that research in its purest form is focused above all on one good: knowledge. However, researchers must recall that as members of a larger society, there are other goods that compete with knowledge for resources—financial and human. And often society's priorities clash with those of science. Some times the "medical" part of "experimental medicine" is more important than the "experimental" part. To return to the language of moral developmentalists, the ethicist is sometimes in the best position to foster a certain kind of moral development, namely, decentration, or the ability to see the larger picture, to see one's pet goods in the context of other salient goods. Seen from this viewpoint, fostering integrity—not just research integrity, but human integrity—is a task that requires the collaboration of many.

Resources

Academy Exchange Journal
 http://www.heacademy.ac.uk/academyexchange.htm

SLU's Academic Integrity Interest Group Web Site
 http://academicintegrity.slu.edu/

ORSA Workshops

Budgets and Indirect Costs, Thursday, March 30, 2006, 3:00-5:00 pm (HSC SN 117)
Presented by Office of Research Services Administration

Most researchers dread the thought of developing a budget for their projects, but all funding agencies need to know that their money will be spent wisely and efficiently. This workshop will help ease budget anxiety. Indirect costs are also a mystery at times, but you'll learn when and how to apply them to your proposal budget.

Grant Administration, Thursday, April 6, 2006
3:00-5:00 pm (Verhaegen Hall 324)
Presented by Sponsored Programs and Office of Research Services Administration

This workshop will provide information regarding post-award procedures. Find out "how to" when it comes to grant administration: how to be and remain in compliance with federal grant and contract regulations; how to use the University's processes for expenditures; and how to appropriately spend your newly acquired grant funds.

Grants.gov, Wednesday, April 19, 2006
 12:00-1:30 pm (Verhaegen Hall 324)
and Thursday, April 27, 2006, 3:00-5:00 pm
(HSC AH 0028)
Presented by Office of Research Services Administration

This workshop will cover the ins and outs of the new electronic proposal and award system for federal granting agencies that will be phased in through 2006 and 2007.

CTE Effective Teaching Seminars

All seminars held in VH 212 @ 1:30 p.m. unless otherwise posted

Incorporating Technology into Student Assignments, April 4 & April 7, 2006
Presented by Sandy Gambill, Reinert CTE

"Its it ok the say that?" Teaching Students With Disabilities, April 18 & April 21, 2006
Presented by Adam Meyer, Affirmative Action Office and Karen Myer, Leadership & Higher Education

Creating a Positive Learning Environment: Goals & Potential Conflicts in Clinical , Leadership & Staff

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