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World Changers
Shaped Here

SMU

April 23, 2020, 2:00-4:00pm, Zoom Meeting

- Approval of the minutes of the March 4 meeting
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NIH Requirements

- “NIH requires that all trainees, fellows, participants, and scholars receiving support through any NIH training, career development award (individual or institutional), research education grant, and dissertation research grant must receive instruction in responsible conduct of research.”
- Training must include in-person component.
- Training must be for at least 8 hours. It is recommended that this be spread out.
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NSF Requirements

- Requires that institutions “have a plan in place to provide appropriate training and oversight in the responsible and ethical conduct of research to undergraduates, graduate students, and postdoctoral researchers who will be supported by NSF to conduct research.”
- Requires that institutions certify this on each proposal.
- Does not prescribe any form that RCR training must take.
- Source: Proposal and Award Policies and Procedures Guide: https://www.nsf.gov/pubs/policydocs/pappg19_1/index.jsp

Duke University

- Only does in-person training
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Vanderbilt University

- All Ph.D. and Master’s Students (in programs requiring a thesis) do CITI online AND in-person RCR training in their first year
- Science and engineering students do a full-day (8-hour) class including elective sections
- Humanities students do a half-day class
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Notre Dame

- Offers an in-person 8-hour RCR training course in January every year
- All STEM

Northwestern

- McCormick School of Engineering: All Ph.D.s complete CITI training and a five-week, 10-hour total “Responsible Conduct of Research for Engineers” course in their first year; master’s students funded on federal grants do both kinds of training too
- Weinberg College of Arts and Sciences: Graduate students funded on federal grants do CITI training plus four hours of in-person training offered by their home department

Key Takeaways

- SMU is not currently following NIH requirements and recommendations– in particular on faculty participation, training for scholars at all levels (including postdocs), and in spreading training out over multiple sessions.
- We are behind our aspirational peers in only making NSF-funded students do the training and in not following the NIH requirements and recommendations.
- We don’t have accurate records of students who have done the training or students who need it, according to our current procedure.
- SMU’s current training is “one size fits all”– all students get the same training, regardless of discipline.

Proposal:

- Require that all Ph.D. students and postdocs do 8 hours of in-person training in their first year
- Have Ph.D. students and postdocs do a four-hour core course (led by ORGS) plus two two-hour faculty-led electives spread across their first year
- Require master's students funded on federal grants to do the same
- Require other master's students in programs that require theses to complete CITI training in their first year
- Recruit and compensate faculty in different disciplines to develop electives relevant to research in their disciplines
- Add RCR as a course on students' transcripts

Rationale for annual evaluations

- Early/prompt identification and remediation of problems
- Identify and document problems that commonly derail students, but which often fly ”under the radar” longer than they should
- Efficient use of institutional resources (stipends)
- Best practices
  - Annual performance review
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Informing students

- Students should be
  - informed beforehand (e.g., student handbook) about evaluations
  - Provided with forms and instructions regarding materials to be submitted
    - Snapshot of progress toward degree, CV, etc.
- One faculty member should provide program feedback to the student
  - Note successes
  - Address problems/deficiencies
    - Remediation plan w/clear definition of success
    - Timeline for remediation
    - What will happen if problems recur or are not resolved

GPRS Student Evaluation Report

Student Name:

Academic Year:

	Academics	Research	Professional Development
Courses (if taken)			
CORE Course:			
Classroom Courses:			
Directed Studies:			
Independent Studies:			
Dissertation Research/Writing: (if relevant)			

Marks of evaluation: S = Satisfactory; U = Unsatisfactory

Additional Notes:

If an "Unsatisfactory" is present, remediation plan for improvement, including dates of completion:

Evaluation Data

- The data used for the evaluation will consist of the student's academic record, which is kept up to date in the Program Coordinator's office, and personal evaluations by all faculty members who are involved in any aspect of a student's education and training during the current academic year.
- Academic Record
- Every March, the Program Coordinator will send each student her or his Academic Record and will ask him or her to provide any corrections or additions to the record and return it to her office. Students will also be asked to evaluate their own progress in the program. Students should reflect on what they have done that year and where they see their work moving over the next two years. Students beyond their second year may also prepare and provide a CV of their work.
- Personal Evaluations
- In April, the Director will ask various individuals for their overall evaluation of the progress that a student is making in their studies.
- For students in their first and second years these may include: Coursework advisor, CORE professors, professors for other courses the student is taking, professors for courses in which the student is a TA, professors for whom the student is an RA, and the Program Coordinator.
- For students in their third year and beyond, these may include: dissertation advisor, dissertation committee members (if relevant), professors for courses in which the student is a TA, professors for whom the student is an RA, professors who serve as a resource for the practice teaching requirement, and the Program Coordinator.