GENERAL ISSUES

Eaton, S.E. (2024). Comprehensive Academic Integrity (CAI): An Ethical Framework for Educational Contexts. In: Eaton, S.E. (eds) Second Handbook of Academic Integrity. Springer International Handbooks of Education. Springer, Cham. https://doi.org/10.1007/978-3-031-54144-5_194

For notes:

Academic integrity

Integrity in the educational process

Research Integrity

Managerial integrity

For notes:

Research Integrity

Research integrity refers to high-quality and robust practice across the full research process, i.e., the planning and conduct of research, the recording and reporting of results, and the dissemination, application, and exploitation of findings.

https://www.york.ac.uk/staff/research/governance/research-integrity-and-ethics/

For notes:

Research Ethics

Research ethics is a subset of research integrity, focusing on the principle of avoidance of harm, within a statutory and regulatory framework.

https://www.york.ac.uk/staff/research/governance/research-integrity-and-ethics/

For notes:

Research Ethics: objectivity

Strive to avoid bias in experimental design, data analysis, data interpretation, peer review, personnel decisions, grant writing, expert testimony, and other aspects of research where objectivity is expected or required.

Avoid or minimize bias or self-deception.

Disclose personal or financial interests that may affect research.

https://www.niehs.nih.gov/research/resources/bioethics/whatis

For notes:

Research Ethics: integrity

Keep your promises and agreements;
act with sincerity;
strive for consistency of thought and
action.

https://www.niehs.nih.gov/research/resources/bioethics/whatis

For notes:

Research Ethics: carefulness

Avoid careless errors and negligence;
carefully and critically examine your own work and the work of your peers.
Keep good records of research activities, such as data collection, research design, and correspondence with agencies or journals.

https://www.niehs.nih.gov/research/resources/bioethics/whatis

For notes:

Research Ethics: openness

Share data, results, ideas, tools, resources. Be open to criticism and new ideas.

https://www.niehs.nih.gov/research/resources/bioethics/whatis

For notes:

Research Ethics: transparency

Disclose methods, materials, assumptions, analyses, and other information needed to evaluate your research.

https://www.niehs.nih.gov/research/resources/bioethics/whatis

For notes:

Research Ethics: accountability

Take responsibility for your part in research and be prepared to give an account (i.e., an explanation or justification) of what you did on a research project and why.

https://www.niehs.nih.gov/research/resources/bioethics/whatis

For notes:

Research Ethics: intellectual property

Honor patents, copyrights, and other forms of intellectual property.
Do not use unpublished data, methods, or results without permission.
Give proper acknowledgement or credit for all contributions to research.
Never plagiarize.

https://www.niehs.nih.gov/research/resources/bioethics/whatis

For notes:

Research Ethics: confidentiality

Protect confidential communications, such as papers or grants submitted for publication, personnel records, trade or military secrets, and patient records.

https://www.niehs.nih.gov/research/resources/bioethics/whatis

For notes:

Research Ethics: responsible publication

Publish in order to advance research and scholarship, not to advance just your own career.
Avoid wasteful and duplicative publication.

https://www.niehs.nih.gov/research/resources/bioethics/whatis

For notes:

Research Ethics: responsible mentoring

Help to educate, mentor, and advise researchers.
Promote their welfare and allow them to make their own decisions.

https://www.niehs.nih.gov/research/resources/bioethics/whatis

For notes:

Research Ethics: respect for colleagues

Respect your colleagues and treat them fairly.

https://www.niehs.nih.gov/research/resources/bioethics/whatis

For notes:

Research Ethics: social responsibility

Strive to promote social good and prevent or mitigate social harms through research, public education, and advocacy.

https://www.niehs.nih.gov/research/resources/bioethics/whatis

For notes:

Research Ethics: non-discrimination

Avoid discrimination against colleagues on the basis of sex, race, ethnicity, or other factors not related to scientific competence and integrity.

https://www.niehs.nih.gov/research/resources/bioethics/whatis

For notes:

Research Ethics: competence

Maintain and improve your own professional competence and expertise through lifelong education and learning; take steps to promote competence in science as a whole.

https://www.niehs.nih.gov/research/resources/bioethics/whatis

For notes:

Research Ethics: legality

Know and obey relevant laws and institutional and governmental policies.

https://www.niehs.nih.gov/research/resources/bioethics/whatis

For notes:

Research Ethics: animal care

Show proper respect and care for animals when using them in research.
Do not conduct unnecessary or poorly designed animal experiments.

https://www.niehs.nih.gov/research/resources/bioethics/whatis

For notes:

Research Ethics: human subjects protection

When conducting research on human subjects, minimize harms and risks and maximize benefits;
respect human dignity, privacy, and autonomy;
take special precautions with vulnerable populations;
strive to distribute the benefits and burdens of research fairly.

https://www.niehs.nih.gov/research/resources/bioethics/whatis

For notes:

Guiding principles for ethical research from the National Institutes of Health: social and clinical value

Every research study is designed to answer a specific question. The answer should be important enough to justify asking people to accept some risk or inconvenience for others. In other words, answers to the research question should contribute to scientific understanding of health or improve our ways of preventing, treating, or caring for people with a given disease to justify exposing participants to the risk and burden of research.

https://www.nih.gov/health-information/nih-clinical-research-trials-you/guiding-principles-ethical-research

For notes:

Guiding principles for ethical research from the National Institutes of Health: scientific validity

A study should be designed in a way that will get an understandable answer to the important research question. This includes considering whether the question asked is answerable, whether the research methods are valid and feasible, and whether the study is designed with accepted principles, clear methods, and reliable practices. Invalid research is unethical because it is a waste of resources and exposes people to risk for no purpose.

https://www.nih.gov/health-information/nih-clinical-research-trials-you/guiding-principles-ethical-research

For notes:

Guiding principles for ethical research from the National Institutes of Health: fair subject selection

The primary basis for recruiting participants should be the scientific goals of the study – not vulnerability, privilege, or other unrelated factors. Participants who accept the risks of research should be in a position to enjoy its benefits. Specific groups of participants (for example, women or children) should not be excluded from the research opportunities without a good scientific reason or a particular susceptibility to risk.

https://www.nih.gov/health-information/nih-clinical-research-trials-you/guiding-principles-ethical-research

For notes:

Guiding principles for ethical research from the National Institutes of Health: favorable risk-benefit ratio

Uncertainty about the degree of risks and benefits associated with a clinical research study is inherent. Research risks may be trivial or serious, transient or long-term. Risks can be physical, psychological, economic, or social. Everything should be done to minimize the risks and inconvenience to research participants to maximize the potential benefits, and to determine that the potential benefits are proportionate to, or outweigh, the risks.

https://www.nih.gov/health-information/nih-clinical-research-trials-you/guiding-principles-ethical-research

For notes:

Guiding principles for ethical research from the National Institutes of Health: independent review

To minimize potential conflicts of interest and make sure a study is ethically acceptable before it starts, an independent review panel should review the proposal and ask important questions, including: Are those conducting the trial sufficiently free of bias? Is the study doing all it can to protect research participants? Has the trial been ethically designed and is the risk–benefit ratio favorable? The panel also monitors a study while it is ongoing.

https://www.nih.gov/health-information/nih-clinical-research-trials-you/guiding-principles-ethical-research

For notes:

Guiding principles for ethical research from the National Institutes of Health: informed consent

Potential participants should make their own decision about whether they want to participate or continue participating in research. This is done through a process of informed consent in which individuals (1) are accurately informed of the purpose, methods, risks, benefits, and alternatives to the research, (2) understand this information and how it relates to their own clinical situation or interests, and (3) make a voluntary decision about whether to participate.

https://www.nih.gov/health-information/nih-clinical-research-trials-you/guiding-principles-ethical-research

For notes:

Guiding principles for ethical research from the National Institutes of Health: respect for potential and enrolled participants

Individuals should be treated with respect from the time they are approached for possible participation – even if they refuse enrollment in a study – throughout their participation and after their participation ends.

https://www.nih.gov/health-information/nih-clinical-research-trials-you/guiding-principles-ethical-research

For notes:

Myths about research integrity

- research integrity is only a general culture, and it has no normative basics and background
- research misconduct = plagiarism
- the percentages obtained by the "anti-plagiarism" program can determine the presence or absence of plagiarism
- violation of research integrity is a student's and postgraduate's "matter"
- academic dishonesty = low level of scientific novelty and practical significance
- the use of generative artificial intelligence is a violation of academic integrity
- open scientific practices will reduce the number of academic integrity violations

For notes:

The "reasons" of Research Integrity violations

1. Laziness.
2. Lack of time / planning.
3. Fear of failure.
4. Competition.
5. Lack of knowledge.
6. Pressure to publish (for promotion, dissertation work)
8. The desire to receive recognition.
9. To influence others.

For notes:

Six Pillars of Academic Integrity

- HONESTY
- TRUST
- FAIRNESS
- RESPECT
- RESPONSIBILITY
- COURAGE

https://hotpot.ai/art-generator

https://academicintegrity.org/resources/fundamental-values

For notes:

HONESTY

Begins with individuals and extends out into the larger community. As students and faculty seek knowledge, they must be honest with themselves and with each other. Cultivating and practicing honesty lays a foundation for lifelong integrity.

- Being truthful
- Giving credit to the owner of the work (i.e., musician, author, artist, speaker etc.)
- Keeping promises
- Providing factual evidence
- Aspiring to objectivity, consider all sides and one's own potential preconceptions

For notes:

TRUST

Enables collaboration, shared information, and the circulation of new ideas freely, without fear. Trust is reciprocal: being worthy of others' trust and allowing oneself to trust others go hand-in-hand. Students promote trust by preparing work that is honest, thoughtful, and genuine. Faculty promote trust by setting clear guidelines for assignments and for evaluating student work in an equitable, timely, and forthright manner

- Clearly stating expectations and follow through
- Promoting transparency in values, processes, and outcomes
- Trusting others
- Giving credence
- Encouraging mutual understanding
- Acting with genuineness

For notes:

FAIRNESS

Stakeholders engage in fairness by doing their own original work, acknowledging borrowed work appropriately, respecting and upholding academic integrity policies, and by maintaining the good reputation of the institution.

- Engaging with others equitably
- Keeping an open-mind
- Being objective
- Taking responsibility for your own actions

For notes:

RESPECT

Is reciprocal and requires showing respect for oneself as well as others. Respect means tackling challenges without compromising your own values. Respect for others means valuing the diversity of opinions and appreciating the need to challenge, test, and refine ideas. Students show respect when they value and take advantage of opportunities to gain new knowledge by taking an active role in their own education, contributing to discussions, actively listening to other points of view, and performing to the best of their ability.

- Practicing active listening
- Receiving feedback willingly
- Accepting that others' thoughts and ideas have validity
- Showing empathy
- Seeking open communication
- Affirming others and accept differences
- Recognizing the consequences of our word and actions on others

For notes:

RESPONSIBILITY

Being responsible means standing up against wrongdoing, resisting negative peer pressure, and serving as a positive example. Responsible individuals hold themselves accountable for their own actions and work to discourage and prevent misconduct by others.

- Holding yourself accountable for your actions
- Engaging with others in difficult conversations, even when silence might be easier
- Knowing and following institutional rules and conduct codes
- Creating, understanding, and respectin personal boundaries
- Following through with tasks and expectations
- Modeling good behavior

For notes:

COURAGE

Is the capacity to act in accordance with one's values despite fear. Being courageous means acting in accordance with one's convictions. Students who exhibit courage hold themselves and their fellow learners to the highest standards of academic integrity even when doing so involves risk of negative consequences, such as a bad grade, or reprisal from their peers or others.

- Being brave even when others might not
- Taking a stand to address a wrongdoing and support others doing the same
- Enduring discomfort for something you believe in
- Being undaunted in defending integrity
- Being willing to take risk and risk failure

For notes:

European Code of Conduct for Research Integrity

Principles

- Reliability
- Honesty
- Respect
- Accountability

> It is of crucial importance that researchers master the knowledge, methodologies and ethical practices associated with their field. Failing to follow good research practices violates professional responsibilities. It damages the research processes, degrades relationships among researchers, undermines trust in and the credibility of research, wastes resources and may expose research subjects, users, society or the environment to unnecessary harm.

https://allea.org/code-of-conduct/

For notes:

Sarajevo Declaration on Integrity and Visibility of Scholarly Publications

Croat Med J. 2016 Dec; 57(6): 527–529.
doi: 10.3325/cmj.2016.57.527
PMCID: PMC5209927
PMID: 28051276

Journal Article

Sarajevo Declaration on Integrity and Visibility of Scholarly Publications

Izet Mašić,[1,2,*] Edin Begić,[3,4] Doncho M. Donev,[5] Srećko Gajović,[6] Armen Yuri Gasparyan,[7] Miro Jakovljević,[8] Dejan B. Milošević,[9,10] Osman Sinanović,[2,11] Šekib Sokolović,[12] Selma Uzunović,[13] and Enver Zerem[14,15]

Preamble

Go to: ▸

Non-mainstream scholarly journals are struggling to maintain a healthy flow of the best submissions, influence science growth locally and internationally, and become indexed in prestigious bibliographic databases. There are financial and non-financial factors confounding editing and publishing practices across low-resource countries. Publishers in these countries often

https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5209927/

For notes:

EUROPEAN SCIENCE FOUNDATION
SETTING SCIENCE AGENDAS FOR EUROPE

https://oeawi.at/wp-content/uploads/2018/09/ESF-research-integrity-report.pdf

For notes:

snitch
vs
informer/ whistleblower

For notes:

List of scientific misconduct incidents

From Wikipedia, the free encyclopedia

Scientific misconduct is the violation of the standard codes of scholarly conduct and ethical behavior in the publication of professional scientific research. A *Lancet* review on *Handling of Scientific Misconduct in Scandinavian countries* gave examples of policy definitions. In Denmark, scientific misconduct is defined as "intention[al] or gross negligence leading to fabrication of the scientific message or a false credit or emphasis given to a scientist", and in Sweden as "intention[al] distortion of the research process by fabrication of data, text, hypothesis, or methods from another researcher's manuscript form or publication; or distortion of the research process in other ways."[1][2]

A 2009 systematic review and meta-analysis of survey data found that about 2% of scientists admitted to falsifying, fabricating, or modifying data at least once.[3]

This is a dynamic list and may never be able to satisfy particular standards for completeness. You can help by expanding it with reliably sourced entries.

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https://en.wikipedia.org/wiki/List_of_scientific_misconduct_incidents

For notes:

THE UNITED STATES DEPARTMENT of JUSTICE

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Home » Office of Public Affairs » News

JUSTICE NEWS

Department of Justice

Office of Public Affairs

FOR IMMEDIATE RELEASE Thursday, July 9, 2020

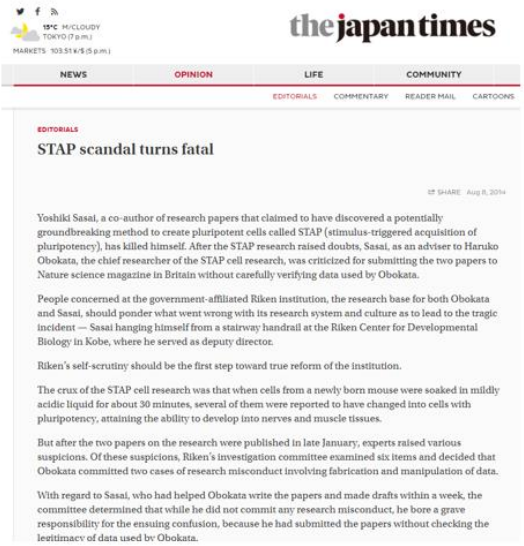
Researcher Charged with Illegally Using U.S. Grant Funds to Develop Scientific Expertise for China

A rheumatology professor and researcher with strong ties to China has been ordered held without bond to face a charge of grant fraud for not disclosing that he was engaged in a sophisticated scheme to use approximately $4.1 million in grants from the National Institutes of Health (NIH) to develop China's expertise in the areas of rheumatology and immunology. He is also charged with making false statements about maintaining employment in China at the same time he was employed at universities in the United States, including The Ohio State University.

Song Guo Zheng, 57, was arrested Friday, May 22, 2020, after he arrived in Anchorage, Alaska, aboard a charter flight and as he prepared to board another charter flight to China. When he was arrested, he was carrying three large bags, one small suitcase and a briefcase containing two laptops, three cellular telephones, several USB drives, several silver bars, expired Chinese passports for his family, deeds for property in China and other items.

https://www.justice.gov/opa/pr/researcher-charged-illegally-using-us-grant-funds-develop-scientific-expertise-china

For notes:



the japan times

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EDITORIALS

STAP scandal turns fatal

Yoshiki Sasai, a co-author of research papers that claimed to have discovered a potentially groundbreaking method to create pluripotent cells called STAP (stimulus-triggered acquisition of pluripotency), has killed himself. After the STAP research raised doubts, Sasai, as an adviser to Haruko Obokata, the chief researcher of the STAP cell research, was criticized for submitting the two papers to Nature science magazine in Britain without carefully verifying data used by Obokata.

People concerned at the government-affiliated Riken institution, the research base for both Obokata and Sasai, should ponder what went wrong with its research system and culture as to lead to the tragic incident — Sasai hanging himself from a stairway handrail at the Riken Center for Developmental Biology in Kobe, where he served as deputy director.

Riken's self-scrutiny should be the first step toward true reform of the institution.

The crux of the STAP cell research was that when cells from a newly born mouse were soaked in mildly acidic liquid for about 30 minutes, several of them were reported to have changed into cells with pluripotency, attaining the ability to develop into nerves and muscle tissues.

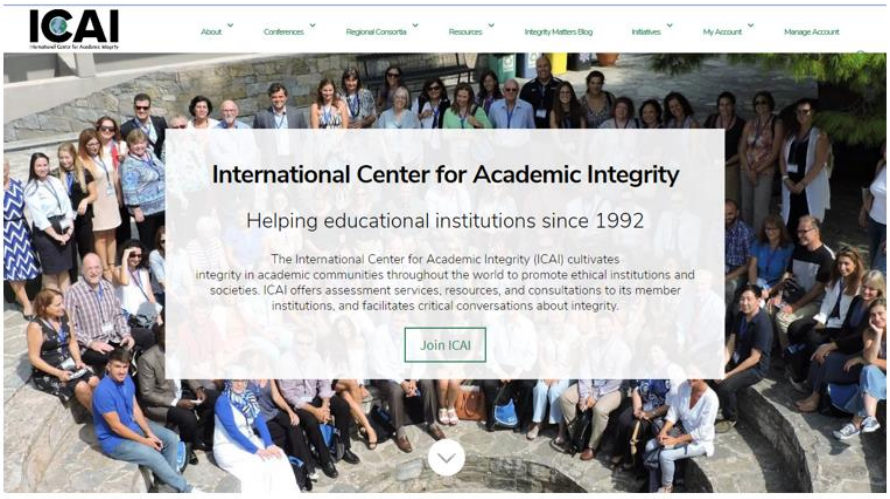
But after the two papers on the research were published in late January, experts raised various suspicions. Of these suspicions, Riken's investigation committee examined six items and decided that Obokata committed two cases of research misconduct involving fabrication and manipulation of data.

With regard to Sasai, who had helped Obokata write the papers and made drafts within a week, the committee determined that while he did not commit any research misconduct, he bore a grave responsibility for the ensuing confusion, because he had submitted the papers without checking the legitimacy of data used by Obokata.

https://www.japantimes.co.jp/opinion/2014/08/08/editorials/stap-scandal-turns-fatal/

For notes:

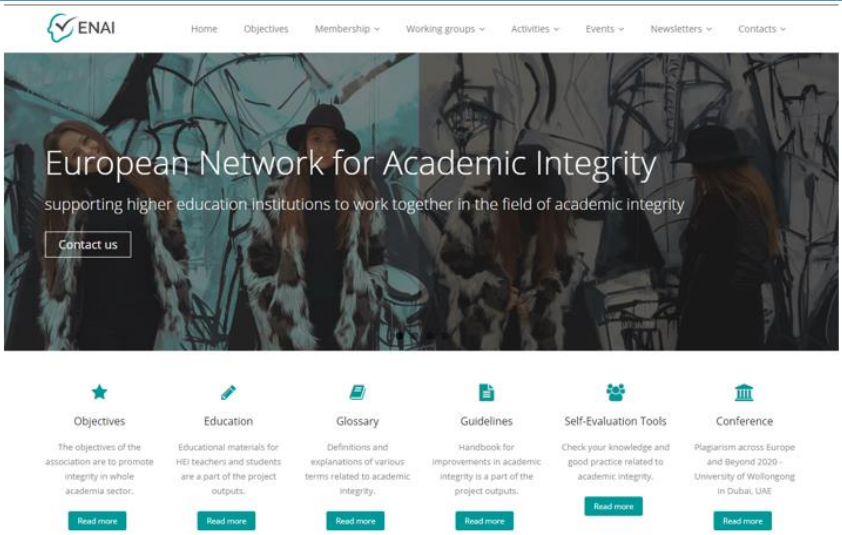
Providers of Research Integrity



https://www.academicintegrity.org/

For notes:

Providers of Research Integrity



http://www.academicintegrity.eu/wp/

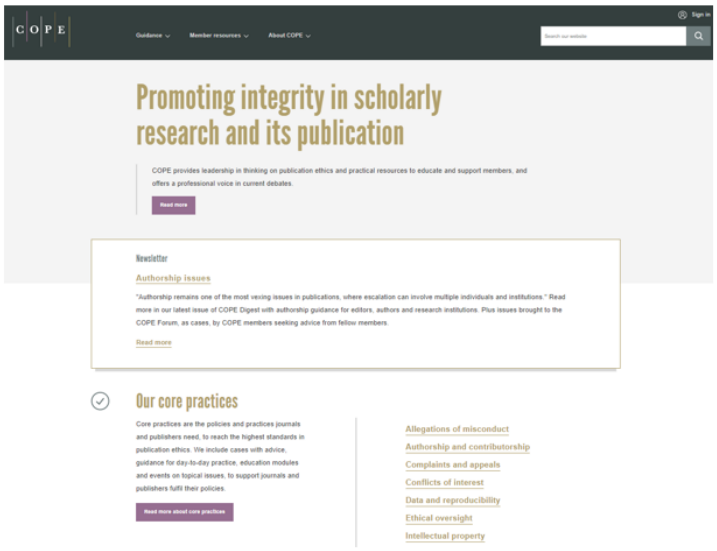
For notes:

Providers of Research Integrity

https://www.coe.int/en/web/ethics-transparency-integrity-in-education

For notes:

Providers of Research Integrity



https://publicationethics.org/

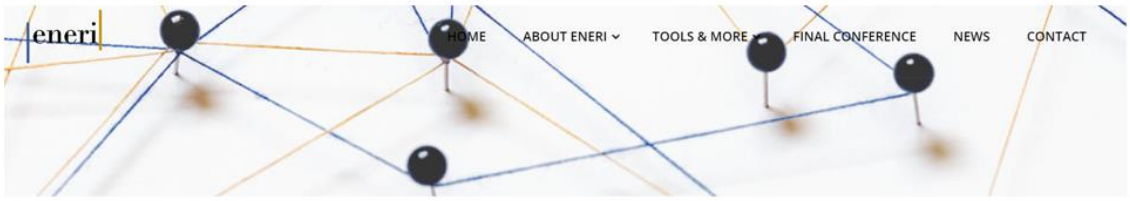
For notes:

Providers of Research Integrity

https://www.enrio.eu/

For notes:

Providers of Research Integrity



WELCOME TO ENERI, THE "EUROPEAN NETWORK FOR RESEARCH ETHICS AND INTEGRITY"

As a network of networks, ENERI brings together researchers and other relevant stakeholders from two important fields: Research Ethics (RE) and Research Integrity (RI). ENERI started in 2016 as a three-year Horizon 2020 project. The project ended in 2019, but the network of networks is still alive and is a great support for the RE and RI community in exchanging, collaborating, and joining forces. For the latest information from the RE and RI community, please check out our News section.

What is here for me?

The ENERI e-Community has been set up as a permanent platform to facilitate better communication and collaboration. You will also find practical recommendations and tools for researchers, research ethics committees and research integrity offices developed during the project, in particular the RI Handbook,

https://eneri.eu/

For notes:

Providers of Research Integrity

https://apri2023.org/apri-network/

For notes:

Providers of Research Integrity

https://earma.org/erion/

For notes: