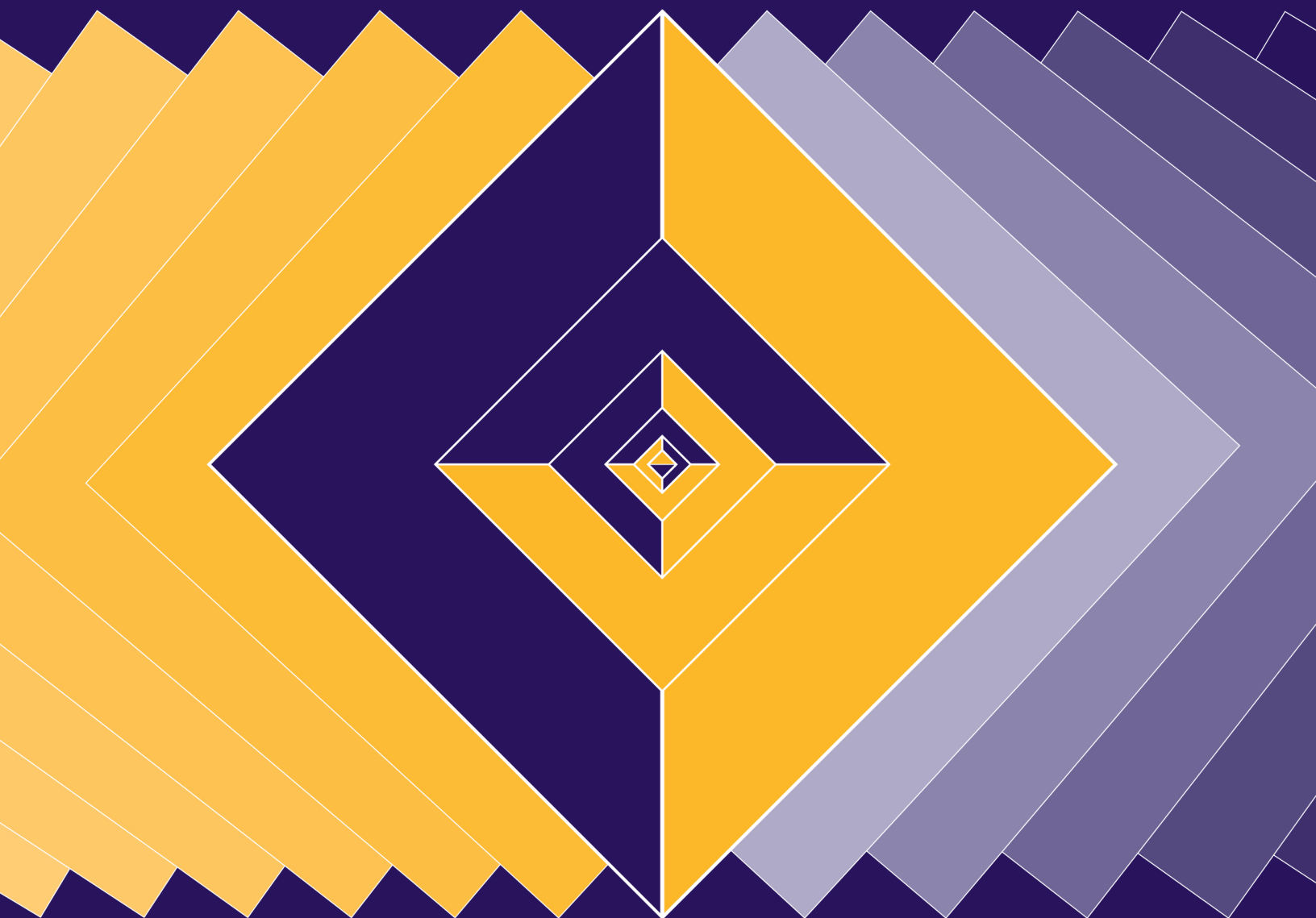




Kit 336

Responsible Conduct of Research Training
September 2013



ASSOCIATION OF RESEARCH LIBRARIES

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September 2013

Michelle Leonard and Denise Beaubien Bennett

University of Florida



ASSOCIATION OF RESEARCH LIBRARIES

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SURVEY RESULTS

EXECUTIVE SUMMARY

Introduction

Stories of research misconduct in every discipline are posted almost daily on websites such as RetractionWatch,¹ casting a pall over the academic community. Journal publishers are not only redacting papers for reasons of fraud and misconduct, but some are tracking updates as misbehaviors are uncovered. To help reduce these incidents, federal granting agencies are requiring academic institutions to develop some type of formal training to promote ethical and responsible conduct of research (RCR). As universities attempt to identify the training needed to fulfill such requirements, librarians have an opportunity to enhance their roles and maintain their relevance to the university by developing innovative instructional design techniques to enhance both the education and training aspects of RCR issues in the gap areas uncovered at each institution.

The purpose of this survey was to assess research libraries' participation in institutional efforts to train faculty, staff, students, and other researchers in the principles of responsible conduct of research and ethical research practices. It includes questions on the institution's training activities, on training roles currently undertaken by librarians, and on librarians' willingness to expand instruction into the arena of responsible conduct of research. The survey was distributed to the 125 ARL member libraries in May 2013. These results are based on data submitted by 48 university libraries at 47 of the 125 ARL member libraries (38%) by the deadline of June 9, 2013.

Granting Agency Impact

Federal granting agencies in the United States, such as the National Science Foundation (NSF), are required to

implement the Federal Research Misconduct Policy,² which mandates that all participants receive appropriate training as defined by the institution. In Canada, the Tri-Council framework³ comprising the three primary granting agencies, Social Sciences and Humanities Research Council (SSHRC), Canadian Institutes of Health Research (CIHR), and the Natural Sciences and Engineering Research Council (NSERC), goes a step further and includes fiscal responsibilities as part of the RCR components. To meet these requirements, many universities are developing programs, tutorials, and guides to inform and ensure that their faculty, staff, and students are complying with granting agencies' requirements for responsible conduct of research. The Collaborative Institutional Training Initiative (CITI) Program⁴ is becoming a de facto standard for institutional training; in many cases used primarily for the biomedical (treatment of human subjects) component, but also an option for other disciplines. The US Office of Research Integrity⁵ maintains links to resources developed by the Office and by universities for RCR training. Complementary to ethics training is the use of case studies in applied ethics education, such as those available from EthicsCore,⁶ Online Ethics Center,⁷ and the National Post-Doc Association.⁸ These policies and resources help define the minimum training requirements, but faculty and students may request additional clarification or assistance from their information professionals on campus.

Institution-Level Activities

All of the survey respondents report that there are institution-wide initiatives to address academic honesty or RCR. Activities range from online tutorials to for-credit, face-to-face courses. Most of the institutions

(41, or 85%) offer workshops that cover a wide range of RCR topics. These typically are open to all interested attendees, though most university-level activities are aimed at graduate students and post-docs, or anyone participating on a grant-funded project, categories that overlap highly. These workshops tend to be coordinated by campus departments such as the office of research or the graduate school. The respondents identified units with names that include buzzwords such as academic honesty, research integrity, research assurance, research ethics, and compliance. Two-thirds of the responding institutions offer RCR certification.

Medical sciences have a greater emphasis on RCR training, since they are driven by Institutional Review Board (IRB) regulations for research on human subjects and the Institutional Animal Care and Use Committee (IACUC) for treatment of animal subjects. Researchers in these disciplines have had to develop and enforce training for these programs long before the recent requirements mandated by other granting agencies. A search of institutional websites indicates that twenty-nine of the US (74%) and two of the Canadian responding institutions (25%) use components of the CITI Program, many aimed primarily at those participating in human subject research. Not surprisingly, librarians who are hunting for discipline-specific case studies have noted that bioethics is one of the better-developed discipline specialties within research ethics.

Respondents were not asked about the availability, range, or type of college- or department-specific activities. The survey authors assumed those activities are too numerous and too localized to be counted successfully. Many respondents offered comments similar to, "Individual programs vary by school and department," illustrating a library awareness of such activities and their diversity.

Library-Level Activities

Librarians are finding a niche in promoting the responsible conduct of research through a variety of supplemental guides and training, such as offering traditional face-to-face workshops for students, partnering with faculty to design plagiarism-proof assignments, developing seminars and symposia, and creating online guides.

Twenty-five respondents (53%) include information about RCR on the library website. Their comments imply that much of this information is limited to the traditional areas of library involvement: plagiarism, citation, and bibliography management software. Most respondents (36, or 77%) offer training sessions on some aspect of RCR. Course-based instruction sessions and face-to-face workshops are the most common training method (89% and 83% respectively), followed by online guides (78%). Half of the libraries offer online tutorials. The majority of respondents have been providing this training for more than three years.

As with website information, the most frequently covered topics in library sessions include citing and citation management software, and avoiding plagiarism. Ethics, data management, and responsible authorship comprise the second tier of topics covered. Other topics mentioned include intellectual property, specifically patents and copyright. Data management sessions are being held at some libraries, and are expected to increase as grant agency requirements are codified. These sessions will be opportunities to include the "why" and "responsible" aspects as well as "how to" manage and share data.

Most sessions are initiated by course instructors, or are general sessions devised by librarians. Librarians are collaborating most frequently with specific departments or colleges, the graduate school, undergraduate centers, and centers for research. The largest group of initiators of these sessions is instructors requesting course-specific training, followed by librarians, labs, and administration. Comments reveal that many sessions are requested during orientations, and one library reports that, "We are frequently contacted by graduate students because they are not receiving sufficient support ... on how to teach academic integrity, detect cheating and plagiarism, and document such breaches..." Two-thirds of the respondents prefer to tailor RCR training sessions to audience or discipline type; one-third find general-audience sessions adequate.

Comments in response to several questions include "it depends" and demonstrate flexibility through a typical assortment of offerings, such as orientation for one group, seminars for another, course-based

for some, and open sessions. The randomness is best expressed in the comment, “Given that RCR incorporates many areas, there isn’t really any single or simple answer for who it initiates sessions, what the topics are, or when they happen.”

The most frequent activities among libraries currently offering some level of RCR training include: incorporating plagiarism prevention in citation management workshops; developing guides; and pointing to university-level requirements, activities, and sources. No unusual marketing and publicity techniques were uncovered, but collaborative publicity, such as blasts from both the library and from the graduate school, seems to boost attendance.

Evaluation Results

Few libraries are conducting pre- or post-tests with RCR activities, though quizzing or pre/post tests are perceived as valuable aids to priming attendees to the learning objectives. Assessment exercises are more likely to be conducted when attendees receive certification or other formal credit.

Those who use quizzes have learned that attendees appear to be less knowledgeable than expected in the areas of when and how to cite resources, how to paraphrase properly, plagiarism, data management and data sharing, ethics of authorship, copyright and fair use, and how to search effectively & efficiently.

Further workshops/topics most frequently requested by attendees are avoiding plagiarism, data management/sharing/ownership, and responsible authorship and publication practices. Graduate students who serve as teaching assistants are requesting support in teaching academic integrity.

About one third of the respondents are planning to add workshops, either on subtopics such as data management, or tailored to specific audience groups such as international students.

Models

Successful models include a multi-faceted approach, in which RCR elements are offered as distinct activities, incorporated in small bits into established instruction sessions, included in or linked from guides, offered through individual appointments, and delivered through online tutorials. Subject guides can include

links to relevant university policies and websites. Libraries may provide individual consultations to faculty and students as well as general workshops. Some libraries have succeeded in obtaining time during orientations and seminars, which can be altered to discipline-specific examples and which may be marketed by the academic departments as required activities for graduate students.

Why Libraries Are Not Conducting RCR Training

The responding libraries that are not conducting RCR training gave a number of reasons why not. Some do not consider RCR a library responsibility since training is handled at the university level. Others are not yet experiencing a demand for training, have insufficient staffing or expertise, or acknowledged that they are conducting plagiarism/citation training but hadn’t considered these topics as part of RCR. One hadn’t considered RCR as a route for librarians before receiving the survey.

Conclusion: How Can Libraries Help

“We see our role as filling in any gaps in the institutional RCR training, which primarily occur in the area of plagiarism and proper citations/citation management systems.”

The goal of this project was twofold: to assess and communicate the depth and variety of RCR sessions provided by ARL libraries; and to enable librarians who perceive gaps in university-based training to successfully initiate RCR training sessions or to incorporate RCR aspects into existing events.

The survey responses demonstrate that librarians have been involved in plagiarism awareness education for years, providing standalone training via workshops or tutorials and incorporating segments into course-based instruction. But librarians may not perceive plagiarism awareness as a component of the larger topic of Responsible Conduct of Research, which is largely relevant to researchers and the graduate student level or higher. Typically, librarians’ services have focused on the how-to or instructional aspects of academic and research integrity, rather than the conceptual and educational aspects. As such, librarians may not have been asked to play a larger role in the past. But the need to meet funding agency

requirements, lack of self-expertise identified by faculty, and a growing realization of the gaps in both the practical and conceptual aspects of RCR have opened the door for librarians to expand their service offerings from plagiarism awareness and citation management to also include ethics case study selection, data management and sharing, and responsible authorship practices.

As libraries strive to remain relevant to the university, the area of RCR offers opportunities to support the research community in helping meet the expectations of training that are now required by granting agencies. Although CITI and IRB/IACUC online training sessions are becoming the de facto requirement for ethics training, gaps remain in the thoroughness of training provided. Research indicates that conversations need to be held more than once, e.g., at the discipline/department/lab levels.⁹ Faculty are unequipped or don't have time for engaging discussions with their post-docs and graduate students.

Tips for librarians to help fill in gaps in RCR training include:

- Continue training in librarians' traditional strengths in the how-tos and practical aspects, such as citing and citation management.
- Include high concepts and critical thinking skills within training workshops.
- Coordinate training in plagiarism awareness with course instructors, writing centers, graduate schools.
- Link citing/plagiarism training activities to university-level RCR training advertisements and events.
- Provide or raise RCR awareness at undergraduate and early graduate levels in ethics education, including identification of relevant case studies for courses or departments; include both academic integrity and research integrity.
- Embed RCR aspects within course-integrated instruction.
- Offer RCR awareness geared toward international students, whose cultural differences in topics such as plagiarism imply a deeper level of training is needed.

- Brace for increased training in the data management component, because librarians have the skill sets for the tasks, the need will increase, and librarians are likely to be asked for assistance.

Librarians may be surprised to learn that many aspects of RCR training fall within their comfort level, and the Selected Documents section illustrates several guides that are being used successfully by other librarians. One strategy is to market the traditional workshops of plagiarism and citing under the broader banner of RCR and thus to open the door to expanding into other RCR facets as appropriate. Another strategy is to expand our activities from the task-oriented content of avoiding plagiarism and how to cite to the educational scope of establishing the context and importance of why we cite and its value in academic integrity and research integrity, as has been proposed elsewhere.¹⁰

Training in RCR can be incorporated into several levels of campus activities. From identifying case studies to leading discussions to conducting workshops that create awareness, librarians can increase their comfort levels as they progress through activities in applied ethics education and demonstrate a relevant role within the research university.

Endnotes

- 1 Retraction Watch <http://www.retractionwatch.com>
- 2 Federal Research Misconduct Policy <http://ori.dhhs.gov/federal-research-misconduct-policy>
- 3 The Interagency Advisory Panel on Research Ethics (PRE), 2013, <http://ethics.gc.ca/eng/index/> and the Tri-Council Policy Statement (TCPS-2) <http://ethics.gc.ca/eng/policy-politique/initiatives/tcps2-eptc2/Default/>
- 4 CITI: Collaborative Institutional Training Initiative <http://www.citiprogram.org>
- 5 ORI: the Office of Research Integrity <http://ori.dhhs.gov/>

- 6 Ethics CORE (Collaborative Online Resource Environment) <http://nationalethicscenter.org/>
- 7 OEC: Online Ethics Center for Engineering and Research <http://www.onlineethics.org/>
- 8 National Postdoctoral Association. 2010. "Responsible Conduct of Research (RCR) Toolkit." <http://nationalpostdoc.org/rcr-toolkit>
- 9 Council of Graduate Schools. 2008. "Best Practices in Graduate Education for the Responsible Conduct of Research." <http://www.cgsnet.org/publication/1246/c16fd57bafc3eb0d42a3d7b9f5779cea>
- 10 Caravello, Patti Schifter. "The Literature on Academic Integrity and Graduate Students: Issues, Solutions, and the Case for a Librarian Role." *Public Services Quarterly* 3, no. 3–4 (October 2008): 141–71.

SURVEY QUESTIONS AND RESPONSES

The SPEC Survey on Responsible Conduct of Research Training was designed by **Michelle Leonard**, Science & Technology Librarian, and **Denise Bennett**, Engineering Librarian, at the University of Florida. These results are based on data submitted by 48 libraries at 47 of the 125 ARL member libraries (38%) by the deadline of June 9, 2013. The survey's introductory text and questions are reproduced below, followed by the response data and selected comments from the respondents.

News reports from the research community routinely include stories of plagiarism, falsification, and fabrication of data, as well as journal publishers' updates on redacted papers due to research misconduct. To counter such activity, federal granting agencies in the US and Canada are requiring that institutions receiving grants must ensure that participants have received appropriate training as defined by the institution. In response, universities and other research institutions are developing programs, tutorials, and guides to inform and to assure that their faculty, staff, students, and researchers are complying with granting agencies' requirements for responsible conduct of research (RCR), which now includes data management practices.

A scan of academic websites indicates that most RCR training is being conducted outside of libraries. Often it is centralized through the graduate school or the office of research, though libraries may be tapped to identify resources and have been conducting workshops on avoiding plagiarism and proper citation practices for a long time. The next leap from plagiarism prevention training is to request that librarians conduct responsible conduct of research training. Librarians can promote RCR through a variety of educational efforts including traditional face-to-face workshops for students, partnering with faculty to design plagiarism proof assignments, developing research ethics symposia, and creating online resources.

The purpose of this survey is to assess research libraries' participation in institutional efforts to train faculty, staff, students, and other researchers in the principles of responsible conduct of research and ethical research practices. It includes questions on the institution's training activities, on training roles currently undertaken by librarians, and on librarians' willingness to expand instruction into the arena of responsible conduct of research. Data and documentation will serve to inform librarians of their peers' activities and to provide links and templates for reuse.

Some institutions may have multiple libraries that provide RCR instruction, for example science and medicine. Because they may handle the material differently, we will accept separate responses from as many libraries as wish to complete this survey so that we may get as complete an understanding of current policy and practice as possible. But, a response from each library that provides RCR instruction at your institution is not required. If more than one library is responding, please submit separate surveys.

Definitions

For the purposes of the survey, **Responsible Conduct of Research** can be broadly defined as the ethical and responsible practice of research in the following areas:

- Data management, sharing, and ownership
- Conflict of interest and commitment

- Research on human subjects
- Research on animal subjects
- Avoidance of research misconduct
- Responsible authorship and publication practices (such as avoiding plagiarism, citing sources, acknowledging contributors, obtaining permission for reuse, etc.)
- Mentor/trainee responsibilities
- Peer review
- Collaborative science

Research Misconduct is typically defined as fabrication, falsification, or plagiarism in proposing, performing, or reviewing research, or in reporting research results. Research misconduct may also include mismanaging grant funds and providing false information in grant applications.

INSTITUTION-LEVEL RCR INFORMATION

1. Are there institution-wide initiatives regarding academic honesty or responsible conduct of research? N=47

Yes	47	100%
No	0	0%

If yes, please indicate the type of initiative. Check all that apply. N=47

Student code of conduct	39	83%
Certification in RCR (e.g., from Office of Research)	31	66%
Honor code	16	34%
Other initiative	20	43%

Please briefly describe the other initiative. N=20

College Board on Academic Honesty

Data management, sharing, and ownership. Conflict of interest and commitment. Research on human subjects.
Research on animal subjects. Avoidance of research misconduct. Responsible authorship and publication practices.

Human subjects certification

In compliance with Canada's Tri-Council framework, the university has recently implemented a new procedure "Investigating a Breach of Research Integrity" effective March 28, 2013. The new procedure creates a mechanism for ensuring that university researchers are held accountable to Responsible Conduct of Research standards. [Tri-Council refers to the three primary granting agencies: Social Sciences and Humanities Research Council (SSHRC), Canadian Institutes of Health Research (CIHR), and Natural Sciences and Engineering Research Council (NSERC).]

Information on academic integrity and avoiding plagiarism and related topics is available at the NuWrite/Northwestern's Online Writing Resources. Other areas within the university host sites on academic integrity, for example, the Office of the Provost and The Graduate School, among others.

Institutional Review Board – Certification

Lectures and website

Mandatory online ethics training, mandatory online IRB certification

Office of Research Assurance is primarily responsible for RCR.

PHIL 6000: Responsible Conduct of Research: a for-credit course is available to all graduate students (and some post docs). There are also some departmental training programs. As of March 4, 2013, the following academic programs have an approved in-house RCR training approach for their doctoral students (completing one of these approaches replaces the need for taking PHIL 6000).

- Applied Physiology—PHIL 6010: Biotechnology and Research Ethics
- Biology—BIOL 8106: Tools of Science
- Biomedical Engineering—PHIL 6010: Biotechnology and Research Ethics
- Building Construction—BC 8100: Research Methodology
- Chemical & Biomolecular Engineering—ChBE 6003: Chemical Process Safety and ChBE 8801: Introduction to Research (both courses are required)
- Chemistry—CHEM 8902: Information Resources for Chemists and Biochemists
- Earth and Atmospheric Sciences—EAS 6000: Introduction to Research and Responsible Conduct
- Psychology—PSYC 8900: Special Problems in Experimental Psychology-RCR
- Public Policy—PUBP 8801: Dissertation Starter Course (2 semesters)

Plagiarism School

Research Ethics Office within the Office of Research Services, VP Research and Innovation; Institute of Social Research; Senate Policies. Academic Integrity through the Teaching Commons. (There are web resources and online tutorials.)

Research Misconduct Policy, Conflict of Interest Policy, Financial Conflict of Interest on Federal Grants Policy, Responsible Conduct of Research Training Requirement for Students/Post-Docs.

Researchers wishing to receive ethics approval for their project need to complete the Government of Canada's Tri-Council Policy Statement 2 Course on Research Ethics (TCPS 2 CORE). This is an online course administered by the government of Canada. Once successfully completed, the candidate will get a certificate that must be attached to any ethics approval request. All researchers involved in a project must complete the course. The university also recently introduced an online Research Integrity Course that is delivered through Desire2Learn. The university also participates in the Network of Networks (N2): Clinical Research Resources through collaboration with the Collaborative Institutional Training Initiative (CITI) Program with the University of Miami. N2 makes a variety of educational resources available to Canadian Clinical Researchers/Investigators, REB members, clinical research coordinators, research assistants, and other research support staff and students. CITI training includes Good Clinical Practice (GCP), Biomedical Human Subjects Research, Responsible Conduct of Research. Researchers are also required to adhere to the RCR framework set out by Canada's research granting agencies—Canadian Institutes of Health Research (CIHR), Natural Sciences and Engineering Research Council of Canada (NSERC), and Social Sciences and Humanities Research Council of Canada (SSHRC). This new framework is an umbrella document that describes agency policies and requirements related to applying for and managing agency funds, performing research, and disseminating results. It also outlines the process that institutions and agencies follow in the event of an allegation of a breach of agency policy. The university is in the middle of revising and approving a new policy on Responsible Conduct of Research and Responsible Conduct of Research—Code of Research Ethics. There is a policy on academic fraud as well.

The university has RCR training available in various ways, but no certification that I could find.

The university Office of Research & Economic Development offers occasional workshops but the majority of training is through a free online course.

There is an institutional mandate that individuals involved in federally funded research projects receive training (if required by the funding agency). Sponsored Programs maintains a list of courses that satisfy the requirement, and they also maintain a list of self-directed training opportunities.

University-wide policy on Scholarly Integrity; training program through a research ethics office with campus-wide scope

Websites on those issues; policies and guidelines

Workshops

2. Does your institution (besides the library) offer workshops on RCR topics to its faculty, staff, students, and/or researchers? N=48

Yes	41	85%
No	7	15%

If you answered Yes, you will skip to the section **Institution RCR Workshops**.

If you answered No, you will skip to the section **Library-level RCR Information**.

INSTITUTION RCR WORKSHOPS

3. Please indicate which topics are addressed in RCR workshops offered by your institution. Check all that apply. N=40

Ethics/academic integrity	35	88%
Avoiding research misconduct	33	83%
Responsible conduct of research overview	32	80%
Responsible conduct of research complete	26	65%
Avoiding plagiarism	25	63%
Responsible authorship	22	55%
Data management	21	53%
"How to cite" and citation styles	17	43%
How to use bibliography management software such as Endnote, Refworks, Zotero, etc.	15	38%
Other related topic	13	33%

Please briefly describe the other related topic. N=12

Annual symposium, ethics of animal research/animal care and compliance

Collaborative research, conflicts of interest, environmental and laboratory safety, human subjects research, humane use and care of vertebrate animals in research, peer review, responsibilities of mentors and trainees, science and engineering in society

Conflict of interest, peer review, collaborative research

Copyright, fair dealing and moral rights in a university context; Scientific misconduct

Data security; copyright/publication agreements

Departments and colleges sponsor programs specific to their disciplines.

Diverse workplace, grant management, conflict of interest, intellectual property

Human subjects, intellectual property and patenting, copyright, conflict of interest, peer review

I don't know all the topics covered. There is required training for all principal investigators.

I know there are initiatives in many faculties and departments but since we are not part of them I cannot describe adequately their content (what is included and what is not).

Our institution includes the library, and the library offers bibliography management software training. Other sessions are offered by the university's Office for Research. There is a website devoted to RCR, and it is hosted by the Office for Research Integrity. Groups of training include: animal subjects research; grants management & research administration; grantsmanship; human subjects research; research safety; responsible conduct of research. The latter covers collaborative institutional training initiative; integrity in biomedical research; ethics in biological sciences; public health: ethical issues in clinical research; responsible conduct in neuroscience; taking responsibility for responsible conduct of research; teaching research ethics. Individual areas may also list related training. The above may not be comprehensive.

There are online modules or other voluntary online tools offered to help meet NSF and NIH requirements.

4. Are these workshops available to all departments/programs/groups or directed only to specific groups? N=40

Available to all	28	70%
Directed to specific groups	12	30%

If directed to specific groups, please identify them. N=9

Graduate and postdoctoral students

Graduate students, although others may attend if there is room.

It is actually a mix. There are programs available to all, and there are programs targeted to specific departments and groups.

Mainly for graduate students, but also available to some post-docs and some undergraduates doing research.

Participants must be affiliated with the university.

Principal investigators on grant-funded projects

Required for post-docs and grad students funded by NSF, but open to all post-docs and grad students.

Some offerings are directed to graduate students.

Tends to be ad-hoc workshops directed at teaching assistants, graduate students, new faculty, and then any groups that may require specific instruction so that they might in turn teach academic integrity and citation methods to their students (i.e., teaching assistants related to a specific discipline, course with chronic problems related to academic integrity).

Additional Comments N=6

Available to all though targeted to medical personnel, animal & human research, and related.

Both exist: some initiatives are general seminars offered by the School of Graduate Studies and some initiatives are directed to specific groups (organized by and for faculties, departments).

Ethics, avoiding research misconduct, RCR, and data management offered to clinical research faculty and staff.

Individual programs vary by school and department.

Primarily for faculty and graduate students.

The answer to this question is "both available to all" and "directed to specific groups." Specific groups include, for example, Driskill Graduate Program in the Life Sciences; IBiS graduate students & Evanston campus post-docs; Public Health; Neuroscience. Sessions are available to all and, in some cases, directed to specific groups.

5. Is there an institution-wide committee or unit that coordinates these workshops? N=39

Yes	28	72%
No	11	28%

If yes, please identify the committee and briefly describe its members. N=28

Coordinated by the Office of the Vice President for Research.

Dean of Graduate Studies

Graduate and Postdoctoral Studies in conjunction with Teaching and Learning Services

Graduate Research Ethics Programs Director

Human Studies Program has a director and several IRB coordinators.

Institutional Review Board (IRB), comprised of faculty members and IRB staff members.

More than one group, but shared responsibility among Undergraduate Studies, Vice Chancellor for Research, Sponsored Research Departments.

No single committee. There are committees for various parts of the topics.

Office for Research/Office for Research Integrity

Office of Research

Office of Research Administration, a university-level administrative unit

Office of Research and Creative Activities (ORCA). Composed of a director, assistant director, and the associate academic vice president for research.

Office of Research and Sponsored Programs

Office of Research Services; also some faculties have research offices that offer sessions.

Office of the Vice Chancellor for Research

Office of the Vice President for Research

Office of the Vice-President of Research & International, Office of Research Ethics & Compliance, and Student Affairs-Student Advocacy.

Rackham Graduate School and our IRB

Research Compliance and Biosafety, Writing Center, Thesis Office

The Graduate School, headed by the Assistant Dean for Academic Affairs

The Homewood Institutional Review Board, in conjunction with the Graduate Affairs Office, offers the training. According to the HIRB website, "the members of the HIRB include faculty with expertise in various academic disciplines and a member from the community that is unaffiliated with the university. The primary concerns of at least one member are nonscientific. The diversity of HIRB members' expertise and experience enables them to represent the academic disciplines in the divisions served by HIRB, community views and attitudes, and nonscientific perspectives when evaluating the acceptability of proposed research."

The Office of Research Ethics

The RCR Education Advisory Committee (RCREAC) is composed of representatives from schools and colleges of the university with students participating in RCR instruction programs.

The Research Ethics Advisory Committee is led by an RCR Officer and consists of 11 faculty members from the main campus and the health sciences campus. Three offices take care of ethical issues on campus. For main campus faculty and graduate students: Responsible and Ethical Conduct of Research. For main campus graduate students: Office of Graduate Studies. For Health Sciences Center: Institute for Ethics. We also have an IRB office.

The Scholarship and Research Integrity office in the Office of the Vice President for Research coordinates the SARI@PSU program. The development of specific RCR programs for graduate students is left to individual departments and colleges, but SARI requires that the programs be created. SARI also *lightly* monitors a requirement that faculty take a certain number of SARI/RCR classes and workshops every two years. This is independent of the required ISB certification and training for all researchers. SARI coordinates general RCR-programming through contacts in each college.

There is a campus office for "Research Education and Oversight," with five staff members.

There is a Research Integrity Unit within the campus Office of Research and Innovation.

Vice Provost for Research Office

6. Please enter any additional comments about institution RCR workshops you would like to share.
N=8

Most of the "workshops" are online tutorials or courses.

Much of this is managed through either the library or the Office of the Vice President for Research.

ORCA trains campus deans and department chairs on responsible conduct of research on a yearly basis. Faculty who wish to conduct research must complete three online modules (Online Ethics Tutorials) created by the Center on Materials and Devices for Information Technology Research with support from the National Science Foundation.

The institution offers courses, online resources, and seminars.

The Office of the Vice Provost for Research is the central agency on campus regarding RCR but individual schools, departments, and centers also provide their own workshops, training sessions, classes, etc.

The training can be done either online via Collaborative Institutional Training Initiative (CITI), or in-person in an 8.5 hour, discussion-based course offered 4 times/year.

Training is provided through the Collaborative Institutional Training Initiative (CITI).

We have a program for bioethics, Office of Research Integrity, and Office of Legal Counsel that all provide varying levels of support.

LIBRARY-LEVEL RCR INFORMATION

7. Is information about RCR available on your library's website? (Such information could range from how-tos to case studies to guidelines for reporting observed problems.) N=47

Yes	25	53%
No	22	47%

Comments N=12

As part of a LibGuide.

Citation management, copyright information, plagiarism prevention

Consists of info about Endnote.

Finding it can be a challenge.

Health Sciences Library reports "not directly." University Library offers training in bibliographic tools (e.g., EndNote) and, during graduate student orientation, copyright session. These latter are on our website. Library guides provide links to writing resources noted in previous question.

Our subject guides include links to the appropriate university policies and websites on those topics. We also offer a lot of information about bibliographic software and citing sources but not from the angle of ethical conduct.

Piecemeal, as it comes up in a variety of areas in which the Libraries provide services.

The Libraries has a LibGuide that addresses plagiarism and copyright issues.

The library mainly focuses on citing and plagiarism.

Very general information on avoiding plagiarism in some subject guides. No formal web pages or guides specifically on the responsible conduct of research.

Very little is available, primarily about plagiarism and not recently updated.

We have information on how to use citation tools and links to sources for citation examples. We also have information on how to avoid plagiarism, which links to a required plagiarism tutorial for undergraduates offered by the university. There is information on data management, basics of copyright, and links to library staff who can help navigate questions or refer to other sources.

8. Does your library offer training on RCR topics to faculty, staff, students, and/or researchers? N=47

Yes	36	77%
No, but we plan to	1	2%
No	10	21%

If you answered Yes, you will skip to the section **Library RCR Training: Methods**.

If you answered No, but we plan to, you will skip to the section **Library RCR Training Plans**.

If you answered No, you will skip to the section **No Library RCR Training**.

LIBRARY RCR TRAINING PLANS

9. Please indicate the methods your library plans to use to deliver RCR training. Check all that apply.
N=1

Incorporate RCR topics into course-based library instruction sessions

Face-to-face RCR-specific workshops

Online tutorial

Online guides

When you click the Next>> button below, you will skip to the section **Additional Comments**.

LIBRARY RCR TRAINING: METHODS

10. Please indicate the methods your library uses to deliver RCR training. Check all that apply. N=36

Incorporate RCR topics into course-based library instruction sessions	32	89%
Face-to-face RCR-specific workshops	30	83%
Online guides	28	78%
Online tutorial	18	50%
Printed handouts/guides	14	39%
On demand video	6	17%
Other training method	6	17%

Please briefly describe the other training method. N=6

Detecting Plagiarism Workshops for faculty

Live, online workshops

Plagiarism and research ethics are incorporated into the Library 110 course offered each semester.

The Libraries provides individual consultation to faculty and students on RCR topics (legal issues, copyright, patent searching, etc.)

We offer an elective 1-credit seminar to graduate students on searching and using information sources. This seminar addresses in part ethical use of information.

Webinar

11. Please indicate how long your library has used each applicable RCR training method. N=36

Training Method	More than 3 years	1–3 years	In planning stage	N
Incorporate RCR topics into course-based library instruction sessions	29	3	—	32
Face-to-face RCR-specific workshops	22	7	1	30
Online guides	23	6	1	30
Online tutorial	10	8	4	22
Printed handouts/guides	11	2	1	14
On demand video	2	3	6	11
Other training method	5	2	—	7
Total Responses	33	21	8	36

12. Please enter any additional library RCR training methods information you would like to share. N=3

At the library, we currently offer EndNote/Zotero/Mendeley workshops but not necessarily in the context of RCR. In the past, sessions on copyright and fair use have been offered. In terms of training plans, we plan to offer Data Management Tips & Tricks. Regarding the training method, the above is an estimate; not clear on the exact length of time these methods have been offered. Online tutorial is something we hope to plan/offer.

The online tutorials are subject or class-based and they include information on plagiarism and citation practices as well as information on IL skills, e.g., searching skills, appropriate subject resources, etc.

The science librarians' expanding involvement in plagiarism prevention led to a National Science Foundation grant to develop an online game, GAP (Gaming Against Plagiarism) focusing on plagiarism, falsification of data, fabrication of data in the STEM disciplines. Work on this game brought us in contact with other units on campus, and we suddenly found ourselves conducting the Avoiding Plagiarism Seminars managed by the Dean of Students Office for Student Conduct and Conflict Resolution. We were also invited to work with the I-Cubed grant serving on the Ethics and Mentoring Subcommittees and co-sponsoring programming such as an Ethics Symposium. Science librarians developed an Introduction to RCR workshop and a guide to sources, focusing on aspects such as case studies. The Intro to RCR workshops taught us that discipline- and audience-based sessions are likely to be more effective than general workshops open to anyone. For example, beginning graduate students appear intimidated and reserved in general workshops, while experienced graduate students have many questions and opinions to offer. Faculty who attend the general workshops are likely to request department-level sessions on the spot or to inform their colleagues that librarians are willing to lead RCR sessions, leading to future invitations. Getting invited to present on one or more RCR topics at graduate student seminars has frequently led to subsequent invitations—to discuss other RCR topics, to repeat each semester, or to present on traditional library services such as database selection and searching techniques. Through being willing to tackling topics that are unfamiliar to faculty, we seem to have established credibility in traditional as well as untraditional areas of strength.

LIBRARY RCR TRAINING: WORKSHOP CONTENT AND AUDIENCE

13. When designing RCR workshop content, does your library focus on a general or a targeted audience? N=31

We prefer to tailor to either audience type or discipline	12	39%
Content designed for a general audience works well for all	10	32%
We prefer to tailor to an audience type	5	16%
We prefer to tailor to a discipline (department, lab, course, etc.)	4	13%

Comments N=11

We prefer to tailor to either audience type or discipline

We do both general and targeted, for different purposes.

We offer both general and tailored instruction on RCR topics.

We provide general sessions, but we prefer to tailor to audience.

Content designed for a general audience works well for all

Really depends on the topic.

We prefer to tailor to an audience type

Tailored to graduate students.

We've tried to offer a variety of workshops where the same content gets delivered but for student assistants/faculty, we present the material as a "mock workshop" that they can copy, adapt to their needs, and intersperse the slides/quizzes with discussion about trouble-shooting, particular issues or challenges, and alternative approaches.

Workshops aimed at faculty/graduate students.

We prefer to tailor to a discipline (department, lab, course, etc.)

We do a mixture of workshops for general audiences as well as for specific disciplines.

Additional Comments

At this point, we do not offer specific workshops.

Depending on which RCR topic, we provide general audience, demographic-specific, and discipline-specific content.

We do not offer specific workshops on RCR but as mentioned under previous questions, some of our instruction workshops (general workshops or course related workshops) include some elements of RCR (mainly ethical use of information).

14. Are workshops open to all interested attendees, or are they limited to specific groups? N=30

Open to all interested attendees	23	77%
Limited to specific groups	7	23%

Comments N=18

Open to all interested attendees

Again, we offer both.

Both actually apply, depending on group targeted.

Both, depending on the workshop. Some are drop-in on a topic of interest to a general audience. Others are for a specific course.

Health Sciences Library notes that workshops are open to all, except when a workshop is developed/tailored to a specific medical audience.

The answer is actually both, for different purposes.

The answer is actually both. We offer training to both general audiences and specific groups. We have some general workshops on citation management that are open to general audiences; other times topics are customized to be included in specific course-related instruction or RCR-specific training. The only consistent RCR-specific training we offer is for the required RCR training for art history graduate students.

The plagiarism sessions are required of all students.

The workshops for most workshops given by the University Libraries are open to all interested students; however those given by the Law Library are limited to specific groups.

Unless invited by a specific group!

We offer both open sessions and sessions limited to specific groups.

We've tried to tailor it to specific groups but lately the attendance has been low (for students that is), therefore we make it an open, drop-in set up.

Limited to specific groups

Any RCR training is part of more general bibliographic instruction and would be limited to class.

I.e., the class for whom the session was prepared.

The RCR workshops offered through the graduate school are intended for PhD candidates, but they are open to others attending as space is available.

We offer workshops to graduate students in partnership with the Office of Graduate Studies. Faculty are welcome to attend and have shown up to our workshops.

While the workshops were originally intended to be open to all interested attendees, their branding as graduate workshops limited attendance to a specific group. Thus, in 2013, the Libraries has re-branded the workshops as Research Workshops and begun to promote them to all attendees.

Additional Comments

Both, depending on the workshop.

Sometimes open; sometimes specific.

15. Please indicate which topics are covered in RCR workshops for each applicable audience. Check all that apply. N=34

Topics	General audience	U-grad students	Graduate students	Post docs	Faculty	Researchers	Support staff	N
How to use bibliography management software such as Endnote, Refworks, Zotero, etc.	22	25	33	26	27	26	19	34
"How to cite" and citation styles	17	27	27	14	13	13	8	33
Avoiding plagiarism	14	24	20	9	9	8	5	29
Ethics, academic integrity	10	18	20	10	7	7	4	21
Responsible authorship	9	6	16	11	10	8	6	17
Data management	6	1	13	13	13	13	6	15
Responsible conduct of research overview	4	6	10	7	4	5	1	10
Avoiding research misconduct	3	3	8	6	4	6	2	8
Responsible conduct of research complete	2	2	5	3	2	2	1	5
Other related topic	1	1	2	2	2	2	2	3
Total Responses	24	29	34	28	30	28	21	34

If you selected Other related topic above, please specify the topic and the applicable audience.
N=3

Copyright and rights management for images is the specific topic of an RCR workshop for art history graduate students. Please note that the citation/bibliography are addressed in general workshops that are not necessarily branded as RCR related. Those topics and plagiarism are addressed upon request in course-related instruction.

NIH's Public Access Policy: post docs, faculty, researchers, support staff.

We have copyright-specific workshops open to the public, aimed at faculty and researchers, on a variety of topics. We also provide copyright-specific workshops to departments, research groups, and courses as requested.

Additional Comments N=2

The above depends on the faculty/department. Some faculties/departments have a required information literacy component in which RCR is covered more extensively by the library/librarian.

To date, our data management services have been offered to faculty one-on-one, with the exception of an annual summer data management institute.

16. Please indicate which topics are covered in RCR workshops for each applicable discipline. Check all that apply. N=32

Topics	Humanities	Social sciences	Sciences	Medical sciences	Other discipline	N
How to use bibliography management software such as Endnote, Refworks, Zotero, etc.	30	30	30	21	4	32
"How to cite" and citation styles	29	29	27	19	4	31
Avoiding plagiarism	25	25	23	14	4	26
Ethics/academic integrity	18	19	19	14	3	21
Data management	12	14	15	8	2	17
Responsible authorship	11	12	13	11	3	16
Avoiding research misconduct	6	7	9	6	1	11
Responsible conduct of research overview	6	7	9	5	1	11
Responsible conduct of research complete	3	3	5	4	1	6
Other related topic	1	—	1	—	—	2
Total Responses	30	30	30	21	4	32

If you selected Other discipline above, please specify the discipline. N=4

Engineering (2 responses)

Engineering, if not considered part of science; Fine arts, if not considered part of humanities; Library science.

Law

If you selected Other related topic above, please specify the topic and the applicable discipline. N=1

Humanities: copyright and rights management.

17. Please enter any additional RCR workshop content and audience information you would like to share. N=6

Also do some patent searching instruction, which incorporates concepts of intellectual property and intellectual property ownership.

The above depends on the faculty/department. Some faculties/departments have a required information literacy component in which RCR is covered more extensively.

The Libraries may be doing RCR workshops in the future for the medical sciences and sciences by subject librarians on an "as requested" basis.

We rarely have these topics and audiences cleanly separated out like this. Often, training incorporates speakers from beyond the Library, or references materials beyond the library. The library is one channel, but not necessarily the exclusive channel on most of these topics and to most of these audiences. We do have an entire group dedicated to

data management support services, and while it lives within and is staffed by the library, it works closely with many other units to be effective in RCR.

We're assuming that "workshops for each applicable discipline," above, means workshops specifically aimed at particular disciplines. Almost all of our instruction sessions with students in discipline-specific environments at least briefly address citation and bibliographic software. The copyright workshops that we offer (targeted for faculty & researchers, open to all) are pre-approved for credit in the responsible conduct of research from the Research Education and Oversight office. One focuses on using third-party materials, the other on managing one's own ownership rights. We also occasionally (zero-to-two times a year) run public sessions open to the entire campus community on issues related to scholarly publishing, or new frontiers in research. These are also usually pre-approved for continuing education credit (required of all PIs) in the responsible conduct of research via the Research Education and Oversight office. We offered a wide slate of data management sessions when the NSF first instituted its requirement of having a data management plan. We don't currently offer those as regularly scheduled sessions, but some subject librarians offer them from time to time for their departments. We anticipate ramping up that training again as regulations to implement the OSTP memo are put into place.

While we have not couched our workshops in terms of RCR, we have for many years conducted workshops on the topics noted above and incorporated them into course-related instruction.

LIBRARY RCR TRAINING: COLLABORATION

18. Does your library collaborate with other individuals or groups in your institution, such as faculty or administration, to offer these workshops? N=35

Yes	24	67%
No	11	31%

If yes, with which agencies do you collaborate? Check all that apply. N=24

Specific colleges/departments	19	79%
Graduate school	14	58%
Undergraduate center (e.g., honors, research, summer program, etc.)	14	58%
Sponsored Research	9	38%
International Student Center	9	38%
Dean of Students	7	29%
Other agency	12	50%

Please specify the other agency. N=12

Academic Learning Centre, Graduate Students Association

Assistant Vice Chancellor for Research Compliance in the Office of the Vice Chancellor for Research and Graduate Education

Campus Center for Excellence in Writing and Research, Division of Undergraduate Education

Foreign Programs Office

Graduate Student Government Association

ITS, Information Technology Services, e.g., the central computing division.

Office of Post-doctoral Affairs, Residential Life (housing), Distance Education and Learning Technologies Applications (DELTA)

Office of Vice President for Research (separate of Office of Sponsored Research at our institution), also Institutional Review Boards (which fall under Office of Vice President for Research).

Teaching and Learning Services

The Law School Library collaborates with Law School administrators when devising training for the L.L.Ms in American Law.

University Writing Center

We collaborate primarily with the Office of Graduate Studies to offer workshops. Other collaborations tend to be course integrated.

19. Who initiates these sessions? Check all that apply. N=31

Requested by faculty for courses	27	87%
Topics and dates are chosen by librarians	24	77%
Requested for departments or labs	17	55%
Requested by institution administration	13	42%

Comments N=7

Answers apply to the Health Sciences Library. For University Library, sessions for bibliographic tools can be initiated by a class, or offered as part of an orientation program.

Classes are offered every few months on the main & health sciences campuses.

Really varies a lot by topic.

Requested by other campus partners (Housing, Graduate School, DELTA, and others from time to time).

These differ from department to department and library to library.

We are frequently contacted by graduate students because they are not receiving sufficient support from faculty/ departments on how to teach academic integrity, detect cheating and plagiarism, and document such breaches to ensure a productive case before the Appeals Committee.

We work with the Office of Graduate Studies to set dates for workshops. We work with individual faculty to schedule instruction for their classes.

20. Are these sessions tied to specific events, such as orientation sessions or required classes/seminars? N=30

Yes	21	70%
No	9	30%

If yes, please briefly describe the type of event(s). N=20

Answer is yes and no for both University Library and Health Sciences Library. Yes for orientation classes and, for Health Sciences, also for lab meetings.

As mentioned, often orientation sessions, major theses courses, etc. But, they are also offered outright for those who are seeking support without being tied to a specific curricular point.

As noted in previous responses, the only consistently offered RCR-specific/required training is copyright/rights management for art history graduates.

For the JDs, the plagiarism sessions are connected with orientation. For the foreign students, they are connected with seminars. Other sessions are offered on a voluntary basis.

General (open) workshops, orientation sessions, classes, seminars

Graduate student orientation, first year undergraduate writing course

In general, orientation sessions at the beginning of academic years or semesters. Also, in the School of Public Health, the required class, Introduction to Biomedical information. This class is required for all Masters in Medical Science students.

In some faculties/departments there are required courses, others may be orientation sessions.

Most of the time, but can be open.

New student orientation; TA training; individual class sessions by request or as part of the curriculum. Also provide general sessions.

Orientations

Orientations, classes, & seminars

SKILLSETS workshops from Graduate and Postdoctoral Studies and Teaching and Learning; Undergraduate research programs (Arts/Science/Engineering)

Some tutorials and sessions are embedded in the orientations for students and the first year student curriculum.

Sometimes. The Authorship class is offered during the RCR/PHIL 6000 course. Citation management software is offered at graduate orientations for some departments.

Sometimes, such as orientations, Open Access Week

Sometimes. We often discuss citation and bibliographic management software at department orientations, if a Libraries representative is included (that varies widely). Sometimes we offer sessions during overall graduate orientation, or orientations via the international student center, and undergraduates get information from the Libraries (including brief mention of bibliographic software, etc.) during undergraduate orientation.

The library workshops are part of a larger set of workshops offered by the Office of Graduate Studies. We work with individual faculty to schedule instruction for their classes, some of which are required.

Yes, some are linked to required classes.

Yes, we have done some workshops during a "TA Day" a few years ago but nothing systematic since. We also try to schedule workshops during reading week mid-term to attract struggling students.

21. Please enter any additional RCR training collaboration information you would like to share. N=3

Collaboration with the Office of Research is in the planning stages for the library's research data services program.

Given that RCR incorporates many areas, there isn't really any single or simple answer for who initiates sessions, what the topics are, or when they happen. Some may be tied to curriculum, some are tied to research policy, while some are ad hoc for process improvement.

The Research Education and Oversight office does not offer any regularly scheduled continuing education sessions, but all PIs are required to obtain a continuing education credit in the responsible conduct of research every three years. The Libraries Data Management workshops (when offered) and copyright workshops are the only regularly scheduled RCR-credit sessions on campus, though other groups and departments offer their own one-off sessions.

LIBRARY RCR TRAINING: PUBLICITY

22. How does your library publicize RCR training opportunities? Check all that apply. N=35

Library website	34	97%
Institutional administrative channels	19	54%
Departmental/college/academic unit websites	16	46%
Campus newspaper	3	9%
Other publicity channel	18	51%

Please specify the other publicity channel. N=18

Advertised as part of Office of Graduate Studies workshops directly to all graduate students.

As mentioned above, we do not have specific RCR workshops. We do not offer specific workshops on RCR as mentioned before but some of our instruction workshops (general workshops or course related workshops) include some elements of RCR. Our general workshops are publicized on our website.

Departmental newsletters

Depending on the training session, email to specific constituent groups, posters & digital signage (in libraries and in department locations), advertisement in the campus newsletter, Twitter (any one of a number of accounts), Facebook, and word of mouth. Workshops pre-approved for RCR credit are listed on the Research Education and Oversight website, and get a lot of registrations that way.

Facebook, Twitter, blog

Graduate student and departmental listservs, on plasma displays in library

Health Sciences Library also uses email communication to registered library users, and School of Medicine faculty and students. At University Library, website and special contact with classes is used to advertise bibliographic tools sessions.

Listservs

Multiple email lists, electronic billboards, bulletin boards, library outreach channels, orientation presentations and flyers

RCR website

Social media, including Facebook and Twitter

Twitter

Twitter, Blog

Twitter, Facebook, student associations, e-mail newsletters

University news (not the campus paper, but online daily news)

University-wide email announcement, posters in various areas of the library

Website and email messages from Graduate and Postdoctoral Studies and Teaching and Learning Services

Word of mouth or via various other networking methods (i.e., courses, labs, etc.)

WORKSHOP EVALUATION

23. Has your library used either pre- or post-tests to measure workshop participants' KSA (knowledge, skills, attitudes) about RCR topics? N=34

Yes	11	32%
No	23	68%

If yes, please indicate the type of test. N=11

Pre-test or questionnaire	3	27%
Post-test or questionnaire	1	9%
Both pre- and post-session test or questionnaire	7	64%

Please briefly describe what you have learned from the test results. N=6

Attendees appear to be more knowledgeable than we expected in the areas of:

Attendees think they know how to search well.

Attendees appear to be less knowledgeable than we expected in the areas of:

Authorship, data management, sharing data, plagiarism

Copyright, fair use, ethics of authorship, plagiarism. International students, in particular, are surprised at how much needs to be cited.

Using the library, how to cite properly, how to search effectively & efficiently

When and how to cite

When and how to cite resources, how to paraphrase properly, the responsible use of copyrighted materials

Attendees appear to have learned:

Attendees become aware of the pitfalls of plagiarism and take much greater care when writing subsequent papers.

Authorship, sharing data, plagiarism

Graduate students seem to pick up much about open licensing and open access.

How to cite, that there are databases & how to search them.

That plagiarism has a wide definition.

Additional Comments N=7

All of the answers above only refer to the Medical School Library. Only the Medical School Library uses pre- or post-tests to measure workshop participants KSA.

Much confusion about copyright and plagiarism, particularly with regard to music and adaptation vs. academic materials.

Not all libraries conduct pre- and post-session evaluations.

Some of the undergraduate sessions, especially during orientation, have done informal pre- and post- quizzing. Some of the copyright sessions do informal pre-quizzing. Most of the time this is less a data-collection tool than a pedagogical device. People are better at retaining information when they are primed with a quiz, and/or when they have specific points reinforced afterwards. As such, we don't really have data to report out. Most people appear to be about as knowledgeable about library services or copyright issues as we expect, which is to say, not very.

The Office of Graduate Studies administers a questionnaire after the workshop. Students are typically satisfied and have learned the skills they came to learn.

This is very difficult to answer given that it is not done systematically across all RCR areas. Library workshops are less rigorously assessed, and often either voluntary or tied to a course. These are typically assessed with questionnaires afterwards, some evaluating what was learned, and some asking participants to rate what they felt they knew before against what they feel they know after. Many of the RCR sessions run by the Office of the Vice President for Research are tightly tracked for compliance and audit purposes. Those incorporate more of this type of assessment.

We are implementing this next year.

24. Have workshop attendees requested more information or further RCR training? N=26

Yes	20	77%
No	6	23%

If yes, please indicate the type of information or training they have requested. Check all that apply.
N=20

Type of Information	U-grad students	Graduate students	Post docs	Faculty	Researchers	Support staff	General audience	N
Avoiding plagiarism	8	8	6	9	3	3	2	14
Data management	1	11	10	8	9	4	3	13
Data sharing	2	9	8	8	8	3	2	11
Data ownership	1	10	8	7	8	4	2	11

Type of Information	U-grad students	Graduate students	Post docs	Faculty	Researchers	Support staff	General audience	N
Responsible authorship and publication practices	3	8	5	6	3	2	2	10
Peer review	—	3	1	2	2	1	—	4
Collaborative science	—	1	1	2	2	—	—	3
Conflict of interest	—	2	1	2	1	1	—	2
Avoiding research misconduct: fabrication, falsification	2	1	1	1	1	1	—	2
Mentoring	—	2	1	1	—	—	—	2
Research on human subjects	—	1	1	1	1	1	—	1
Research on animal subjects	—	—	—	—	—	—	—	—
Other topic	—	3	3	3	2	1	—	5
Total Responses	8	19	15	16	14	6	4	20

If you selected Other topic above, please specify the topic and applicable audience. N=5

Graduate students: EndNote, R

Post-docs & grad students: intellectual property. Faculty: avoiding plagiarism for their undergrads and grads.

Graduate students, post-docs, and faculty: Overview of the appeals committee process, including instructions on documentation and evidence gathering re. plagiarism/academic misconduct.

Graduate students, post-docs, faculty, and researchers: citation management.

Faculty, researcher, and support staff: Occasionally, copyright workshop attendees request, in follow up survey responses, for more information on specific topics (quite often, topics covered in one of the other copyright workshops.) We don't have any other data of workshop attendees requesting specific training, but we do receive requests via email or in-person conversations for trainings on bibliographic software, data management/sharing/ownership, or more publishing issues, from time to time.

Additional Comments N=3

More bibliographic management training.

People do ask for the other subjects, but not of the library. For example, the peer review piece and the collaborative science education would be supplied by the faculty or the research team, not the library.

I answered based on library areas, which are mostly focused on data management, sharing, and ownership, and which there is growing demand for at this time. Faculty also request training often for students in the areas of avoiding plagiarism and responsible authorship and publication practices. The other areas are largely covered by the Office of the Vice President for Research, and it is unclear if they have demand for more training.

25. Are attendees at library RCR workshops/seminars awarded any certification? N=31

Yes	8	26%
No	23	74%

If yes, does the certification come from the institution or the library? N=8

The institution	4	50%
The library	4	50%

Comments N=7

The Institution

Pls who attend workshops pre-approved by the Research Education and Oversight office receive a continuing education credit in the responsible conduct of research.

The Preparing Future Leaders "Season Pass" certification is awarded by the Graduate School.

We just sign their "passport" so they have a record that they attended.

The Library

Graduate and postdoctoral students who take the MyResearch library seminar series offered as part of SKILLSETS receive a certificate signed by the Dean/Director of Libraries and the Dean of Graduate and Postdoctoral Studies.

Only the medical library provides certification. The other libraries do not.

The library is certified to give Royal College of Physicians and Surgeons of Canada continuing education credits.

We only offer certification for our annual summer data management institute.

NO LIBRARY RCR TRAINING

26. Please briefly explain why your library does not offer RCR-related training. (For example, it is not in your institutional mission, library can't add another assignment to staff workload, don't think library staff have the expertise/don't know how to get started, perceived lack of interest by institution, etc.) N=11

At University Library, we currently offer EndNote/Zotero/Mendeley workshops but not necessarily in the context of RCR. In the past, sessions on copyright and fair use have been offered. In terms of training plans, we plan to offer Data Management Tips & Tricks/data management training. The methods above refer to the bibliographic training sessions that we currently offer. We plan to continue to use these methods for those sessions. Most RCR training is done via the university's Office for Research.

Have always relied on IRB to provide this, have not conceptualized instruction on plagiarism, etc., as part of this effort.

It is already covered under a different umbrella of the university.

Lack of expertise

Lack of sufficient staff; other avenues exist on campus that provide this training.

No demand, no staffing

RCR-related training is mandated by the institution as part of the Canada Tri-Council framework.

The library has not considered responsible conduct of research training as a library responsibility before receiving this SPEC survey.

The Office of Research Administration offers the expertise and breadth of information necessary for all researchers' RCR needs.

This is more of a very recent university-wide initiative and the library has not taken the lead on this as yet.

We do cover plagiarism lightly when requested in our information literacy sessions. We also have an old LibGuide. We also teach tools such as EndNote which the university has a site license.

FUTURE LIBRARY RCR TRAINING PLANS

27. Please indicate the library's plans for developing RCR training workshops and supporting materials in the near future. N=43

Workshops N=42

We're planning to add workshops	13	31%
We expect to hold steady with current workshops	8	19%
We're planning to develop workshops	3	7%
We're planning to incorporate RCR topics into other instruction activities	3	7%
No workshops planned at this time	15	36%

Comments N=13

We're planning to develop workshops

Expanding workshops to support undergraduate research; new workshops for international students.

We're planning to add workshops

Currently planning to develop data management workshops for graduate students in engineering.

Planning sessions on rights management, copyright, and publishing agreements for graduate students expecting to defend within a year. These would be offered through the graduate school as an optional offering. We are also developing some online training—either videos or tutorials—related to data management for the sciences.

Plans are under way to develop a "personal data archiving" workshop.

The answer is actually "we are planning to develop..." and "we are planning to add..." Health Sciences Library plans to add, and University Library plans to develop workshops.

We are working to make our plagiarism training more robust.

We expect to increase data management workshops for certain, and will likely continue increasing attention to avoiding of plagiarism as well. Other areas are less certain, and less in the scope for the library.

Workshops targeting plagiarism education for international students.

We expect to hold steady with current workshops

We have a suite of workshops/seminars that we offer periodically as demand arises.

We will probably ramp up data-related training as the OSTP memo is implemented; we may ramp up publishing/author rights trainings for that, as well. But we'll also maintain existing efforts where subject librarians provide training to students and faculty in their departments (especially on citation, bibliographic software, and basic research ethics) as they choose to (or are requested to) do so.

No workshops planned at this time

No specific workshops planned at this time other than what we are doing. That said, the School of Graduate Studies is preoccupied with plagiarism issues and we will probably be collaborating on developing training material for the prevention of plagiarism and other academic fraud.

We do offer copyright workshops, but that is only a small part of the whole.

Other

A group is doing a needs assessment of grad students.

Supporting Guides N=41

We're planning to grow our supporting guides	15	37%
We expect to hold steady with current guides	8	20%
We're planning to develop supporting guides	5	12%
No supporting guides planned at this time	13	32%

Comments N=7

We're planning to develop supporting guides

We will likely develop guides as part of the new online curriculum we are developing.

We're planning to grow our supporting guides

Data management pages

Plans are to grow guides and to develop guides. For University Library, note that some LibGuides link to the institution's documents on avoiding plagiarism.

We hope to develop more expertise in this area in the near future.

We're planning to create a "data management planning" video tutorial.

We expect to hold steady with current guides

Of course, updated/revised/expanded/deleted as needed.

No supporting guides planned at this time

While we have no RCR guides planned at this time. I expect both the current plagiarism LibGuide and the animal research one are likely to be updated in the coming year.

ADDITIONAL COMMENTS

28. Please enter any additional information that may assist the authors' understanding of RCR training activities at your library and/or parent institution. N=16

Endnote workshops are held almost monthly at the main and health sciences campuses.

IRB provides ethics of research training through CITI tutorial and data management center offers consultations on data issues.

Most of this is done at the university level and not the library level, and even there the program is in its infancy.

Most RCR content covered by our libraries occurs in course-related instructional sessions, or through self-paced online tutorials.

Principal investigators on NSF projects have to certify that their students and post-docs met the RCR requirements.

RCR training could possibly come out of the strategic planning that we are doing now but as yet it is not planned.

RCR training is adequately covered by the institution's Office of Research and within academic departments for ethics and research methods training. The library collaborates on training when appropriate (particularly for citation methods, use of bibliographic management tools, and academic integrity), as part of its instruction program.

RCR training is largely the carried out by the Office for Research/Office for Research Integrity. The libraries offer the workshops referred to elsewhere in this document, and there are plans to add workshops in the near future.

The Libraries assumed responsibility for these workshops when there was a shift in university administration (the committee that first developed the senate policy of academic integrity has lapsed and there is no administrative access to the online materials). As well, the "teaching" department for the university has also restructured and they're only now starting to relaunch the academic integrity component. The Libraries received university funding to develop an online learning module for academic integrity. As well, the two librarians deliver library workshops. There is no additional administrative support or leave time given to develop/deliver/evaluate these workshops. It is part of normal workload and it contributes to our "service" component of our tenure process.

The responses to this survey encompass several discipline specific libraries within our library system. Not all libraries offer all types of RCR training indicated in the responses.

The university is now offering RCR training through CITI. The GAP Avoiding Plagiarism online game is available to students, and offers a certificate of completion.

Training and communication about these topics will be developed and offered jointly with other campus offices, including Research Administration, Human Subjects, and Undergraduate and Graduate Studies.

Training materials and related resources for the university research community include an introduction to the Tri-Agency Framework (slides or recorded presentation), the university's policies and procedures related to RCR, the Tri-Council Policy Statement Online Tutorial, and procedures specific to financial disclosure.

We do have a librarian serving as a non-scientific, alternate member on the Institutional Animal Care and Use Committee. She does assist with literature searches where ethics might be involved but does not interpret them.

We see our role as filling in any gaps in the institutional RCR training, which primarily occur in the area of plagiarism and proper citations/citation management systems.

We would like to do more with RCR, but lack staff with expertise to provide assistance and training.

RESPONDING INSTITUTIONS

University of Alberta
Boston University
Brigham Young University
University of British Columbia
University of Calgary
University of California, Irvine
University of California, Los Angeles
University of Chicago
University of Colorado at Boulder
Duke University
University of Florida
Georgia Institute of Technology
University of Hawaii at Manoa
Indiana University Bloomington
University of Iowa
Iowa State University
Johns Hopkins University
Kent State University
University of Kentucky
University of Louisville
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McMaster University
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North Carolina State University
Northwestern University
Ohio University
University of Oklahoma
University of Pennsylvania
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REPRESENTATIVE DOCUMENTS

Responsible Conduct of Research Overview



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IRISS

Animal Care

Biosafety

CFREB

CHREB

Radiation Safety

TCPS2 Core Tutorial

Responsible Conduct of Research

As the University of Calgary turns its [Eyes High](#) through [sharpening our focus on research](#) and the quality and breadth of learning, we remain committed to the foundations of scholarly activity.

A pillar of our research enterprise is our relationship with Tri-Council. Recently, the guidelines for how we work with Tri-Council have changed. Tri-Council's [new framework](#) outlines the responsibilities and necessary policies for researchers, institutions, and the Agencies that help to support and promote a positive research environment.

Effective March 31, 2013 researchers are responsible for adhering to the standards outlined in the [framework](#) for all research activity at the U of C regardless of the funding source.

What's Changed?

The **central change is an administrative one**: now, instead of reporting a creditable allegation to the faculty, **there will be an institutional lead to oversee each specific situation**. Protected Disclosure Officer will work with the individual to assess and determine the next steps with each claim.

The University of Calgary's Investigating a Breach of Research Integrity procedure [<hyperlink>](#) outlines the administrative infrastructure to support this new framework. It includes a central office for receiving and processing allegations that breach the requirements for responsible conduct of research and outlines the process to both make and investigate allegations.

Conducting Research at the University of Calgary

It is the responsibility of all researchers to follow the best research practices honestly, accountably, openly and fairly as they ensure they meet the requirements of applicable University policies and all while abiding by applicable laws and regulations. It is imperative faculty are aware of and meet their responsibilities as researchers [<hyperlink>](#) as set out by institutional policy. Further, it is important the entire research community is aware of how to report an allegation of a breach of research integrity.

The [Responsible Conduct of Research](#) framework and the university's policies and procedures work in tandem to provide training and resources for the research community. The University of Calgary is committed to ensuring that research and scholarly activities are carried out under the highest standards of ethical conduct and adhere to applicable laws and the requirements of funding partners accreditation authorities.

Training Materials and Information Resources for the Research Community

1. An Introduction to the Tri-Agency Framework: Responsible Conduct of Research ([Slides Only](#)) or ([Recorded Presentation](#))
Presenter: Karen Wallace, Policy Analyst, Secretariat on Responsible Conduct of Research (presented on October 25, 2012)
2. The [Tri-Council agreement](#) identifies the roles and responsibilities in the management of federal grants and awards and includes an outline of all compliance certification requirements.
3. University of Calgary: [Policies and Procedures](#)
 - Investigating a Breach of Research Integrity [<hyperlink>](#)
 - Researcher Responsibilities [<hyperlink>](#)
 - Breach of Research Integrity [<hyperlink>](#)
 - [Integrity in Scholarly Activity Policy](#)
 - [Code of Professional Ethics](#)
 - [Conflict of Interest Policy](#)
4. Course on Research Ethics: [Tri-Council Policy Statement \(TCPS2\) Online Tutorial](#)

Working with Tri-Council, the University of Calgary is committed to providing graduate students a strong foundation of knowledge when it comes to ethical conduct for research activities. With the release of the updated Tri-Council Policy Statement 2, a new training tool has been launched: the **Course on Research Ethics (CORE)** Tutorial.

Quick Links

- [Faculty of Medicine Research Office](#)
- [CFREB](#)
- [Graduate Student Funding](#)
- [Innovate Calgary](#)
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- [Research Accounting](#)
- [University Policy & Procedures](#)
- [Vice-President \(Research\)](#)

Research In Action



Search this site

Site Map

Accessible online, the [CORE Tutorial](#) is a straightforward, concise and efficient eight (8) module course. Faculty and students need only [register](#) and proceed to the tutorial. Once the tutorial is complete a certificate is issued. When you register, please use your institution email address (name@ucalgary.ca).

5. Financial Conflict of Interest: [An Overview](#)

The University of Calgary has updated the [procedures specific to financial disclosure](#) as it relates to the [existing conflict of interest policy](#) ensuring the institution is aligned with the National Institute of Health (NIH). These changes are effective immediately and require investigators with NIH funding to [routinely disclose financial interests](#) which may have an impact on all institutional responsibilities, including research, teaching, professional practice, institutional committee memberships, service on panels and consulting activities.

For more information on Investigating a Breach of Research Integrity at the University of Calgary

Contact:

Shirley Voyna Wilson, Protected Disclosure Coordinator
Telephone: 403 220-4086 E-mail: wsvoyna@ucalgary.ca

For questions about the Responsible Conduct of Research Framework
Mariska Span-Smeelen, Contracts & Compliance Officer
Telephone: 403 210-7841 E-mail: mspanisme@ucalgary.ca

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Tags: [ethics](#), [research](#), [research_data](#)

Tips and sources to help you conduct sci-tech research in an ethical and responsible manner.

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Responsible Conduct of Research

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Responsible Conduct of Research

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RCR Training at UF

- [\(RCR\) Responsible Conduct of Research Training](#)
Instructions for navigating to online RCR training through myUFL and CITI
- [RCR Training for NSF Grants, FAQs](#)

Comments (0)

UF Honor Code

Preamble: In adopting this Honor Code, the students of the University of Florida recognize that **academic honesty and integrity are fundamental values of the University community.**

Students who enroll at the University commit to holding themselves and their peers to the high standard of honor required by the Honor Code. Any individual who becomes aware of a violation of the Honor Code is bound by honor to take corrective action.

Student and faculty support are crucial to the success of the Honor Code. The quality of a University of Florida education is dependent upon the community acceptance and enforcement of the Honor Code.

The Honor Pledge:

We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity by abiding by the Honor Code.

On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied:

"On my honor, I have neither given nor received unauthorized aid in doing this assignment."

- [UF Student Conduct & Honor Code](#)

Best Practices for Maintaining Research Integrity

Follow general practices of Responsible Conduct of Research (RCR) [[in html](#) or [pdf](#) or [video](#)]. Info for [postdocs](#).

Develop professional relationships with [mentors/advisors](#). Communicate your expectations and ask questions. Respect the [differences in cultural backgrounds](#) among your colleagues.

Follow the practices and cultures of [collaborative research](#) in your discipline, department, and lab.

[Search](#) your discipline's literature early and often. Know how your work fits with other research in your area, and learn the key players.

Establish roles and authorship at the beginning of a project, and create [partnering agreements](#). Follow [responsible publication](#) practices.

Respect the rights and treatment protocols of [research subjects](#), human or animal.

Maintain accuracy in measuring, recording, interpreting, and reporting [data](#). Negotiate data sharing and ownership [issues](#).

Avoid the [research misconduct](#) deeds: falsification, fabrication, plagiarism.

Respect the [intellectual property](#) rights and copyrights of other researchers and authors.

Give proper credit ([and cite your sources](#)) to those whose work forms a base for your research.


Follow [Guidelines for Best Practices in Image Processing](#).

Respect the [peer review](#) process and its responsibilities.

Avoid or disclose any [conflicts of interest](#).

Learn the [policies and procedures](#) for reporting suspected problems (whistleblowing).

Avoiding Misconduct



The Lab. An Interactive Video on Avoiding Misconduct from the Office of Research Integrity (ORI)

- [Watch the video](#)

On Being a Scientist



- [View brief video \(7:13\)](#)
- [Read the e-book \(3rd ed., 2009\)](#)
[download the PDF](#)

Comments (0)

Reporting Compliance Concerns

- [UF Compliance Hotline](#)
call or submit a form online
- [Compliance Hotline how-to's](#)

Comments (0)

Contact us

To ask questions or request a seminar, contact [Denise Bennett](#) 273-2864 or [Michelle Leonard](#) 273-2866 at the Marston Science Library.

Scholarly Integrity Practices

- [Project for Scholarly Integrity \(PSI\) dashboard](#)
from the Council of Graduate Schools, results of surveys "to assist graduate schools in identifying needs and evaluating policies, practices, and resources relevant to the responsible and ethical conduct of research."

Comments (0)

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Responsible Conduct of Research

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Topic Areas

Responsible Conduct of Research

The purpose of this website is to provide faculty, students, postdoctoral researchers, and other members of the Georgia Tech community with information about **Responsible Conduct of Research (RCR)** policies, training options, and educational resources.

RCR is a collection of [topic areas](#) at the intersection of ethics and research. Conducting research responsibly not only involves avoiding misconduct, it also entails recognizing and upholding one's ethical obligations to others including colleagues, the institution, the academic field, and the public.


For more information about RCR at the Georgia Institute of Technology, refer to [RCR Policies and Resources](#).

GT LINKS

- Georgia Institute of Technology
- Office of Research Integrity Assurance: Responsible Conduct of Research
- RCR Academic Policy for Graduate Students
- RCR Academic Policy for Graduate Students – FAQs
- RCR Compliance Policy

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- Collaborative Research
- Conflicts of Interest
- Data Management
- Environmental and Laboratory Safety
- Human Subjects Research
- Humane Use and Care of Vertebrate Animals in Research
- Peer Review
- Research Misconduct
- Responsibilities of Mentors and Trainees
- Science and Engineering in Society

Topic Areas

Broadly defined, RCR includes the following topic areas:

- [Authorship and Publication](#)
- [Collaborative Research](#)
- [Conflicts of Interest](#)
- [Data Management](#)
- [Environmental and Laboratory Safety](#)
- [Human Subjects Research](#)
- [Humane Use and Care of Vertebrate Animals in Research](#)
- [Peer Review](#)
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- [Responsibilities of Mentors and Trainees](#)
- [Science and Engineering in Society](#)

To learn more about the RCR topic areas, click on any of the terms listed above.

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Conflicts of Interest in Research Program

Research Integrity

Responsible Conduct of Research

Collaborative Institutional Training Initiative

Other Research Related Training

Related Policies

Dawn Bonnell Appointed Vice Provost for Research
Effective July 1, 2013Postdoctoral Fellowships for Academic Diversity
Application deadline: August 30, 2013New Research-Related
Conflict of Interest Policy,
effective August 24, 2012

Financial Interest Disclosure Electronic System (FIDES)

New PHS Financial Interest and Travel Statement (PHS-FITS)

Receive highly customized email alerts regarding funding opportunities

Research at Penn

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SERVICES FOR RESEARCHERS

Highlights

DATA AND FIGURES

Responsible Conduct of Research

INSTRUCTIONAL COMPONENTS OF AN RCR TRAINING PROGRAM

RESEARCH MISCONDUCT	DATA ACQUISITION, SHARING, AND OWNERSHIP
PROTECTION OF HUMAN SUBJECTS	PEER REVIEW
ANIMAL WELFARE	COLLABORATIVE RESEARCH
CONTEMPORARY ETHICAL ISSUES IN SCIENCE	PUBLICATIONS PRACTICE AND RESPONSIBLE AUTHORSHIP
MENTOR AND TRAINEE RELATIONSHIPS	CONFLICTS OF INTEREST AND COMMITMENT

Penn is committed to upholding the highest ethical and professional standards in research endeavors and ensures investigators are educated in "best practices." The Senior Vice Provost for Research encourages all Penn constituents to take advantage of the University's RCR training opportunities. *See, [Research Related Training](#).*

RCR training is mandated for undergraduates, graduate students and postdoctoral fellows and faculty funded by National Institutes of Health (NIH RCR Notice) training grants and career awards. RCR training is also required for undergraduates, graduate students, and postdoctoral fellows funded by the National Science Foundation (NSF RCR Notice).

Depending on your school affiliation, career stage and type of funding, you may be required to complete an on-line RCR course offered by Collaborative Institutional Training Initiative (CITI), as well as participate in other program-specific types of training. You should always consult your mentor for specific training requirements.

For additional guidance:

Biomedical Graduate Students (BGS) – Contact Colleen Dunn, Curriculum Coordinator at dunncoll@mail.med.upenn.edu

Biomedical Postdoctoral Program Affiliates (BPP) and Faculty on K Awards not affiliated with BPP – Contact Mary Anne Timmins, Administrative Director at timmins@mail.med.upenn.edu. You may also visit the [BPP website](#).

SEAS Graduate Students – Contact Sonya Gwak, Associate Director for Student Affairs and Graduate Admissions at sgwak@seas.upenn.edu

SAS Graduate Students – Contact Kathleen M. Clawson, Coordinator of Faculty Affairs at kclawson@sas.upenn.edu



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Resources, tips and advice for writing, publishing, presenting and organizing your research. Also, information on Open Access, copyright, and author's rights.

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RELATED E-BOOKS

On Being a Scientist - National Academy of Sciences
ISBN: 0309119707
Publication Date: 2009-03-27

Research Ethics for Scientists - C. Neal (Jr) Stewart
ISBN: 9780470745649
Publication Date: 2011-09-26

Ethics in Science and Engineering - Russell Foote; James G. Speight
ISBN: 9780470626023
Publication Date: 2011-04-26

Ensuring the Integrity, Accessibility, and Stewardship of Research Data in the Digital Age - National Academy of Engineering

ETHICS AT PURDUE UNIVERSITY

- [Academic Integrity: A Guide for Students](#)
Defines academic dishonesty, has tips on avoiding claims of dishonesty, includes what to do if you suspect academic dishonesty and describes some of the consequences for academic dishonesty.
- [Office of Student Rights & Responsibilities](#)
- [University Regulations - Student Conduct](#)
- [Office of the Vice President for Ethics and Compliance](#)
- [Purdue Policies on Ethics and Compliance](#)
Includes policies related to research misconduct and conflicts of interest.
- [Research Integrity and Regulatory Affairs from the Office of the Vice President for Research](#)

RESOURCES FROM THE AMERICAN CHEMICAL SOCIETY

- [ACS Committee on Ethics](#)
- [Chemical Professional's Code of Conduct](#)
- [Academic Professional Guidelines](#)
- [ACS Publications Ethical Guidelines \(PDF\)](#)
- [Scientific Insight and Integrity in Public Policy](#)

RESOURCES FROM NSF

- [NSF Part 689 Research Misconduct](#)
Includes definitions, policies and responsibilities as well as actions and investigations of misconduct
- [NSF Office of the Inspector General](#)
Contact information for and general overview of NSF's Office of the Inspector General

54 · Representative Documents: Responsible Conduct of Research Overview

Patient Care	Medical Center	Physicians Group	UVA HEALTH SYSTEM	Claude Moore Library	School of Nursing	School of Medicine
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Compliance and Training

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Compliance

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[Responsible conduct of research](#)

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[Current SOM requirements for the disclosure of external financial interests](#)

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[Publication of clinical trials to web sites](#)

[Record retention and disposition](#)

[Terms and conditions of your award](#)

[Federal acts, circulars, and regulations pertaining to grants and contracts](#)

NIH public access policy: [School of Medicine site/Health Sciences Library site](#)

Training

Office of Environmental Health and Safety: [EHS home page](#) / [EHS training programs](#)

[Institutional Biosafety Committee](#)

[Animal Care and Use Committee](#)

[Institutional Review Boards](#)

[Other required training](#)

[SOM overview of safety issues associated with research areas](#) (a "best practices" document)

Compliance

Human subjects research. The University has two [Institutional Review Boards](#) (IRBs). The [IRB for the Social and Behavioral Sciences](#) (IRB-SBS) reviews and oversees non-medical, behavioral research studies. The [IRB for Health Sciences Research](#) (IRB-HSR) oversees all other studies involving human subjects, representing the majority of human use protocols performed by the School of Medicine. Investigators who are new to clinical research or who wish to perform unfamiliar studies should contact the IRB-HSR prior to submitting a protocol. The [Clinical Trials Office](#) can facilitate the conduct of clinical studies by assisting with budget and proposal preparation, study coordination and management, and regulatory functions such as quality assurance/quality control.

Animals in research. The [Institutional Animal Care and Use Committee](#) (IACUC) reviews and oversees the use of animals in research and teaching at the University. The IACUC provides [training in handling research animals](#), insures that individuals using research animals participate in the [occupational health and safety](#) program, and conducts inspections of animal use facilities. The IACUC has specific [protocol submission deadlines](#). The [Center for Comparative Medicine](#) operates UVA vivaria and provides veterinary support. [Current per diem rates](#) are listed on the CCM web site.

Recombinant DNA and pathogens. The [Institutional Biosafety Committee](#) (IBC) oversees the use of recombinant DNA, organisms requiring at least Biosafety Level 2 conditions, and of human specimens. The IBC also inspects laboratories that have registered for one or more of these activities.

Biohazardous materials (bloodborne pathogens, radiation, hazardous chemicals, shipping biological materials, etc.). The [Office of Environmental Health and Safety](#) maintains comprehensive programs for the management of potential hazards that may be encountered during research activities. Their web site includes current health and safety policies and information on ordering radioactive materials. Click here for [UVA training requirements, programs, and on-line training](#).


Responsible conduct of research (RCR). UVA expects the highest standards of teaching, research, and public service from its faculty and staff. Biomedical research requires both personal integrity and public trust to continue to flourish. UVA investigators should: openly exchange their findings via scientific publications; provide unique research materials to qualified academic investigators; maintain detailed records of research procedures and results; fairly assign authorship or acknowledgment in research publications to the originators of ideas, methods, and findings. These areas are of special concern for investigators:

- **Authorship.** Refer to [SOM](#), [JAMA](#) ("Authorship Criteria and Contributions") and [International Committee of Medical Journal Editors](#) policies on authorship. *Recommended best practices:*
 - Initiate discussions concerning authorship when first planning a project: agree on authors and individuals to be acknowledged, including the order of authors and each author's responsibility on the project and in preparing resulting manuscript(s).
 - Since authors assume responsibility for the integrity of the entire publication, each author should read and approve the final manuscript and agree to take public or legal responsibility for its content.
 - [SOM Authorship policy](#) prohibits the use of ghost authors on scholarly publications and prohibits faculty from serving as ghost authors on other authors' publications.
- **Conflict of Interest.** Refer to the [section below](#).
- **Financial sources/billing for clinical research activities.** Costs of investigational procedures or subject visits on clinical studies should not be borne by patients or third party payers, unless allowed by policy. Similarly, public funds (e.g., external awards, University facilities/staff) may not be used to support industry-funded studies without prior institutional approval. The [Clinical Trials Office](#) can help investigators and clinical study personnel determine which charges to insurers are allowable.
- **Data integrity.** Investigators should establish an analytic plan and agree on methodologies (e.g., laboratory SOPs, exclusion of outlier data) at the start of their project. Once the data are collected, verified, and locked, any changes in analytic methodology should be reported as *post hoc* and exploratory.
- **Plagiarism.** Funding agencies and journals routinely compare submitted proposals and manuscripts to libraries of prior proposals or publications. Submissions considered similar or identical to previously-published documents are being rejected and their authors are at risk for corrective actions under applicable regulations. For further guidance, consult "[Guidelines for Avoiding Plagiarism, Self-Plagiarism, and Questionable Writing Practices](#)" (DHHS Office of Research Integrity).
- **Images.** Steer clear of inappropriate computer manipulation of images when preparing them for publication or presentations. See [Rossner and Yamada, J. Cell Biol, 2004, 166:11-15](#). Consider developing a simple policy for your research group along these lines (adapted from the [Southwest Environmental Health Science Center](#)):
 - Scientific content may not be knowingly altered in any image.
 - Limited enhancements are permitted for clarity, aesthetic reasons, or to eliminate physical artifacts.
 - Any manipulations must be described in resulting publications and presentations.
- **Training in RCR.** Graduate students in the [Biomedical Sciences Graduate Programs](#) (BIMS) and individuals supported by NIH training grants or career development awards are required to be trained in RCR, by completing [BIMS 7100, "Research Ethics."](#) Additional sources on RCR:
 - "[On Being a Scientist: Responsible Conduct in Research](#)" (National Academy Press; free download)
 - **DHHS Office of Research Integrity materials:**
 - "[ORI Introduction to the Responsible Conduct of Research](#)" (Office of Research Integrity, DHHS)
 - [Educational resources](#) (select "RCR Resources")
 - "[The Lab: Avoiding Research Misconduct](#)" (video simulation allowing users to assume the role of a graduate student, postdoc, research administrator, or PI and make decisions that affect the integrity of research)
 - NIH "[Update on the Requirement for Instruction in the Responsible Conduct of Research](#)," providing recommendations on RCR training required for NIH training, career development awards, research education grants, and dissertation research grants.

Reporting misconduct. If you suspect misconduct in research, [UVA policy](#) requires that you report it to the [Vice President for Research](#). Informal discussions with the Research Integrity Officer (RIO, Dr. David Hudson; 924-3606) may help clarify whether the suspected behavior meets the definition of research misconduct. If it does, the RIO will refer you to other officials with responsibility for resolving the problem. It is difficult to report misconduct by a superior or supervisor; however, the [Research Misconduct Policy](#) states that individuals who report allegations of misconduct or of inadequate institutional response thereto must be protected in terms of the terms and conditions of their employment or other status at the University of Virginia and requires that UVA protect the privacy of those who report misconduct in good faith, to the maximum extent possible.

Conflict of interest (COI). COI regulations govern situations in which financial considerations may compromise an individual's conduct or reporting of research, or his/her procurement decisions on behalf of the University. This section specifically refers to conflicts of interest that relate to research activities. Federal regulations and UVA

Citation Management


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How to Cite

Whenever you use **someone else's words or ideas** in your paper or presentation, you must indicate that this information is borrowed by citing your source. This applies to written sources you've used, such as **books, articles and web pages**, as well as other formats, such as **images, sounds, TV/film clips, and DVDs**. Failure to cite such sources may be considered plagiarism. Avoid distress and embarrassment by following a few simple rules.

The most common citation styles are **APA, MLA, and Chicago/Turabian**, but there are many others, some of which are included under the **Other Styles** tab below. Different disciplines use different citation styles, so confirm with your instructor which style you should use.

For more information on how to avoid plagiarism, visit UBC Library's [Academic Integrity Resource Centre](#).

[Tools](#)
[APA](#)
[MLA](#)
[Chicago/Turabian](#)
[Other Styles](#)
[Special Formats](#)

Tools

Lose the headache and take advantage of these great citation tools. As [Zotero](#) (below) claims "research, not re-search."

[Refworks](#)

Use [Refworks](#) to:

- Keep track of your references/citations from the UBC Library catalogue and online article indexes and databases
- Format your citations and bibliographies automatically, in any of hundreds of formats
- Free to UBC students, staff, faculty, and alumni

Need help learning how to use Refworks? Attend a [Refworks workshop](#) at UBC Library.

Watch [this video](#) hosted by UBC Biology students to learn more about Refworks.

[Zotero](#)

[Zotero](#) [zoh-TAIR-oh] describes itself as "a free, easy-to-use Firefox extension to help you collect, manage, cite, and share your research sources. It lives right where you do your work—in the web browser itself."

Benefits? Collect all reference data on books, articles and more **from your location bar**; quickly and efficiently organize your references with **drag and drop** ease; it already works with **Microsoft Word** and **OpenOffice**, saving you time; and you can access your references anywhere by **syncing between computers**.

The real question is, why are you not using it already?


[Mendeley](#) is a free tool with web-based and desktop components. Mendeley works especially well with PDFs. If you've already saved several PDFs to your computer and want to organize them, Mendeley can automatically extract citation elements such as author, title, and journal name from those PDFs.

[EndNote](#) is another popular citation management tool. The full version of EndNote costs money, but there is a free, web-based version within the [Web of Science](#) database, called My EndNote Web. My EndNote Web has fewer features than EndNote.

[EasyBib](#) Another favored citation tool [EasyBib](#) allows you to create bibliographies in a variety of different citation styles, including MLA and APA. Visitors can just type in the item they need to cite, and EasyBib will provide the correct citation for each entry. It is too easy!

[Citation Builder](#) Citation Builder allows you to build citations for a variety of information sources in MLA, APA, or CBE/CSE format. A tool from NCSU Libraries.

source: http://wiki.ubc.ca/Library/How_to_Cite_Sources



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When to Cite

When do you cite?

Did you think of it?

yes

Do not cite it

no

Is it common knowledge?

yes

Do not cite it

no




Cite it

from UC San Diego's Social Sciences and Humanities Library

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ASK A LIBRARIAN!

Comments (0)

Overview

Citations document source information used in research. They add credibility to your work by showing where your information came from and give proper credit to the source material.

Knowing where to find and how to read citations will also help you significantly with your own research by pointing you towards ready sources of relevant information.

When to document a source

As you gather information to use in your research paper, it is important to keep track of where you found it. Your work should include a **bibliography** of all the sources you used, which you will also reference whenever you use information from them.

You do not need to cite your own ideas or any information that is considered **common knowledge**.

Everything else must be properly credited, using a commonly accepted **citation style**.

Comments (0)

Documenting Your Sources

Research and Documentation Online

A guide to documenting your sources in four different citation styles:

- MLA (Humanities)
- APA (Social Sciences)
- Chicago (History)
- CSE (Sciences)

Citing Images

A Libguide on visual literacy.

Comments (0)

Helpful Links

Make Citations - Visit our tutorial on citations to help you understand why it is important to document your sources.

Bibliographic Management Software - Try this LibGuide for information about different software programs that will help you to create a bibliography and keep track of citations.

BMS Comparison - Which one should you use? This chart compares the different bibliographic management software programs to help you decide which will work best for you.

Comments (0)

What does a Book citation include?

Book citations should include the following information, regardless of style:

- Author(s)
- Title
- Publisher
- Location of Publisher
- Year of Publication

This information will help other readers to locate the book.

Comments (0)

What does an Article citation include?

Article citations should include the following information, regardless of style:


- Author(s)
- Title
- Periodical Title
- Periodical Volume and issue numbers
- Publisher
- Year of Publication
- Page numbers

This information will help other readers to locate the article.

Comments (0)

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Citation tracking software using EndNote, Endnote Web, and Zotero. Examples of citation styles and how to track scholarly article citations.




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Definition and Use of BMS

What is it ?

Bibliographic management software allows you to create and track references (aka citations) and to create bibliographies or reference lists formatted in the appropriate style, such as APA, MLA, Chicago or Turabian. You can simultaneously import records from databases such as PubMed, PsycINFO and Web of Science in addition to many others. You can add abstracts, keywords and other functions that enhance and improve the efficiency of your project.

How does bibliographic management software save time and how might I use it?

- Create bibliographies and references almost instantaneously.
- Reduce the likelihood of duplicate citations by removing them
- Create your own critical abstracts, which is part of the production of your work.
- Re-use or repurpose your own content over time.
- Search and organize your own database of references according to how you would use them.
- Embed footnotes, endnotes and within text citations.


What it won't do

- It will not create a **perfect** bibliography or reference list according to your favorite style. For example, you will still have to know APA, MLA, Chicago or Turabian.
- It will not correct errors or omissions that were in the database from which you retrieved references.
- It will not always know what type of material you are putting into it from a database (e.g. it cannot always distinguish a proceeding from a book).
- At this time, no bibliographic management software handles legal citation formats.

Other BMS Software

- **Connotea**
Web-based link sharing service from Nature Publishing Group. Requires personal registration.
- **iCyle**
This Web 2.0 tool will let you save and annotate entire websites. It doesn't just bookmark, but lets you annotate parts of websites for your citations.
- **EasyBib**
EasyBib is an automatic bibliography composer. Search or enter bibliographic data of a particular source and EasyBib formats the citation, alphabetizes the works cited list and exports it to word-processing software.
- **Papers**
Research management software from Memento.com. Software for Macintosh OS, iPhone, iPad. Two week trial version; €34 / \$42 purchase cost.

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About Plagiarism

How to Read a Citation

APA Style

Chicago/Turabian

MLA Style

Other Citation Styles

EndNote Guide


Citation Tools for Undergrads

Citation/Research Mgmt. Tools for Grads/Faculty

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Tools for Graduate Students and Faculty

These tools have a variety of features useful for the kind of in-depth and sustained research done by faculty and graduate students. For productivity tools that aid in such research see the [Productivity Tools guide](#). For an overview of tools that help manage the research process from idea to publication see the blog post on [Research Management Tools from the Academic PKM blog](#). For a directory of academic research tools, see [Bamboo DiRT](#). See also the list of [Graduate Library User Education \(GLUE\)](#) classes taught each semester.

- BibTeX**
 Wikipedia article on BibTeX, which is a reference formatting tool usually used with LaTeX, a popular typesetting tool often used at GT for formatting theses, dissertations, and other scholarly articles. The article mentions, under "Uses", a number of reference management tools that support BibTeX, including Qiqqa, Mendeley, Zotero, Citavi, CiteULike, and more.
- colwiz** 
 colwiz is short for "collective wisdom". Free to use, designed by researchers at Oxford University, it is designed to help at every stage of the research process from beginning research through publication. Became available March 2011. Click the "i" button for more.
- Docear**
 "Docear ("dog-ear") is an academic literature suite. It integrates everything you need to search, organize and create academic literature into a single application: digital library with support for pdf documents, reference manager, note taking and with mind maps taking a central role. What's more, Docear works seamlessly with many existing tools like Mendeley, Microsoft Word, and Foxit Reader. Docear is free and open source..."
- EndNote**
 Full-featured citation manager. Available for free through the campus site license. See the EndNote Guide for downloading instructions.
- EndNote Web**
 a web-based EndNote tool - available via ISI Web of Science - that allows you to collect and organize your references and create bibliographies within your word




Directory of Research Tools

- Bamboo DiRT**
 "Bamboo DiRT is a registry of digital research tools for scholarly use. Developed by Project Bamboo, Bamboo DiRT makes it easy for digital humanists and others conducting digital research to find and compare resources ranging from content management systems to music OCR, statistical analysis packages to mindmapping software."

[Comments \(0\)](#)

Tutorials and Guides on Research and Citation Tools

- [How to Make Prudent Choices about Your Tools](#)
 ProffHacker post from August 2013 on how to think about choosing the tools you use for research.
- [Research Management: One Ring to Rule Them All](#)
 July 2013 post written by a GT librarian on research and reference management tools. From the Academic PKM blog. Discusses the current state of research tools.
- [Choosing a Citation Manager](#)
 Gives some good advice on choosing a citation management software and compares Zotero, Mendeley, EndNote, and EndNote Web.
- [Citation and Research Management Tools](#)
 Guide from the Metropolitan New York Library Council. Guide has comparisons and pages for Zotero, Mendeley, Qiqqa, Refworks, EndNote, BibMe, and EasyBib.
- [Citation Management Tools](#)
 guide from the University of Findlay with a table suggesting a citation tool based on what user wants to do. Suggestions include BibMe, EasyBib, EndNote Web, Mendeley, Qiqqa, and Zotero. Below the table is a list of comparison charts of citation management tools from other research guides.
- [Colwiz - Review](#)
 One of the few reviews so far of Colwiz.
- [colwiz Video Tutorials](#)

Last Updated: Aug 14, 2013 URL: <http://libguides.gatech.edu/citationtools>
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- WISKEY**
 Social bookmarking/research management tool, one of the most popular.
- Qiqqa**
 Qiqqa (pronounced quicker) is another software program with a robust set of tools that handles reference management, storage and annotation of PDFs, optical character recognition of PDFs which allows searching across one's library, organizing papers by theme, and other features designed to allow maximum automation of research tasks. It promotes connecting ideas across papers and discovering similar papers, and also has some collaboration features.
- ReadCube**
 Free web based device with no downloads. Stores PDFs, allows highlighting and in-line notes, creates citations that can be sent directly to EndNote, it allows quick download and internal searches of Google Scholar and PubMed and has a recommender service based on other articles you have stored.
- Zotero - The Next-Generation Research Tool**
 *Zotero [zoh-TAIR-oh] is a free, easy-to-use Firefox extension to help you collect,

- [Comparison of Reference Management Software](#)
 Wikipedia article that compares approximately 30 software programs, and compares a large set of features.
- [EndNote Guide](#)
 Guide by the GT librarian who teaches classes on EndNote. Includes information on both EndNote and EndNote Web.
- [EndNote Tutorials](#)
 Tutorials created by the company that produces EndNote.
- [Managing Your References](#)
 guide from Oxford University Library. This page has comparison tables for Refworks, EndNote, EndNote Web, Zotero, Mendeley, ColWiz, and Papers.
- [Mendeley Resource Center](#)
 In the "For Researchers" section includes guides on how to use Mendeley to find and manage references and share with colleagues.

manage, and cite your research sources. It lives right where you do your work — in the web browser itself.”

[Comments \(0\)](#)

Blogs to Consult

- [Academic PKM Blog](#)

Blog written by librarians at Georgia Tech and Kennesaw on personal knowledge management concepts & tools, academic workflow, and collaborative learning. Intended audience is librarians and academic researchers. During 2013 the blog is offering a free course (26 sessions) on productivity. Sessions are archived and can be looked at in order.

- [GradHacker](#)

Blog about graduate school with an emphasis on technology and tools for the academic workflow.

- [Profhacker](#)

Blog from The Chronicle of Higher Education. Focus started on technology and the classroom but has broadened somewhat.

[Comments \(0\)](#)

- [Productivity Tools Guide](#)

Guide that accompanies class taught by Crystal Renfro of the GT library. Includes links to many tools in various categories, such as digital workflow tools, time management, project planning, and more.

- [Qiqqa Reference Management System: A Mini-Review](#)

2013 article that, despite the name, has a lot of information on Qiqqa's features and usability. Warning: the top of the page has a lot of irrelevant stuff, scroll down to see the review.

- [Qiqqa Screencast Tutorials](#)

Tutorials from the creators of Qiqqa.

- [Readcube Customer Support](#)

Includes a number of explanatory documents on Readcube features.

- [Zotero Documentation](#)

Page of tutorials with screenshots by the creators of Zotero.


- [Zotero Research Guide: Georgia State](#)

Highly-regarded guide to using Zotero, by the librarian who literally wrote the book on Zotero.

[Comments \(0\)](#)



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Citing Sources


A guide to frequently used citation styles and related tools that can help you.

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 [Cite Your Sources](#)

EasyBib: the bibliography maker.


[Comments \(0\)](#)


ADDITIONAL RESOURCES


- [Research and Documentation Online](#) by Diana Hacker with research sources by Barbara Fister, Bedford St. Martin's Press.
- [How to Prepare an Annotated Bibliography](#) From Cornell University. Includes guidelines and example citations and annotations.

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THE "BIG THREE" STYLES

**MLA Handbook for Writers of Research Papers**
Call Number: Eisenhower Library A Level General Reference; LB2369.G53 2009
The style and publication guidelines of the Modern Language Association of America can be found in several locations throughout the libraries at Johns Hopkins.
[Comments \(0\)](#)

**Publication Manual of the American Psychological Association**
Call Number: Eisenhower Library A Level General Reference; BF76.7.P83 2010
APA's style rules and guidelines are set out in this book, which you can find in several locations throughout the libraries at Johns Hopkins.

**The Chicago Manual of Style**
Call Number: Eisenhower Library M Level Reference; Z253 .C48 2010
Access the online version of this guide by clicking the title above, or consult one of the print versions at several locations throughout the libraries at Johns Hopkins.
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CITATION TOOLS

- [RefWorks](#)
Web-based personal database for storing and organizing citations and creating easy bibliographies.
- [Zotero](#)
Firefox extension to help you collect, manage, and cite your research sources from your computer's browser.

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RefWorks

Tips and tricks for using RefWorks to manage citations, create bibliographies, and share citations.

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Getting Started | [Comments\(0\)](#) | [Print Page](#)

WHAT IS REFWORKS?



RefWorks is an online citation manager that helps you keep track of citations to books, articles and other documents. **It is free to all JHU users**, web-based, and requires no special download.

Using RefWorks, you can also create properly formatted bibliographies, and import citations from databases and the JHU Libraries Catalog.

GROUP CODE

If you are ever prompted for a group code...

JHU's group code is **RWJHMI**

OFF-CAMPUS?

All you need:

- Internet Connection
- Your JHED login

[Don't know your JHED?](#)


(No VPN required)

REFWORKS ACCESS

There are many ways to access your [RefWorks account](#):

- The RefWorks links and logo (at left) in this guide.
- [My.jhu.edu](#) - look for the **RefWorks link** under the **Library tab**.
- [The JHU Libraries Catalog](#). Use the 'Export to RefWorks' link you see when viewing a single record or a list of selected records. It will take you to a [login screen](#).
- From many databases, once you've searched and marked desired records, you'll find an "export" option.

LEARN REFWORKS ONLINE



Try one of the below tutorials or guides, or look for **Help** under **Tools** in RefWorks.

If you have a specific question, you can [contact your librarian](#) or email: refworks@jhmi.edu

- [RefWorks 2.0 Overview](#)
- [RefWorks 2.0 Fundamentals Tutorial](#)
- [RefWorks Webinars](#)
- [RefWorks YouTube channel](#)
- [RefWorks Community](#)

HELP


Questions? E-mail the JHU staff who help with RefWorks at refworks@jhmi.edu.

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Zotero

Zotero is a Firefox addon that collects, manages, and cites research sources. It's free and easy to use.

Last Updated: Apr 16, 2013 | URL: <http://guides.library.jhu.edu/zotero> | [Print Guide](#) | [RSS Updates](#) | [SHARE](#) [f](#) [t](#) [e](#) [m](#)

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ZOTERO 4.0 AVAILABLE

Zotero 4.0 has been released. New features include:

- colored tags
- automatic journal abbreviations
- file syncing
- automotive style updating

[Comments \(0\)](#)

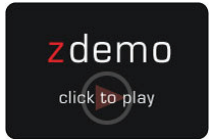
RELATED GUIDES

- [RefWorks Guide](#)
Don't like Zotero? RefWorks is a web-based citation management system free to JHU users.
- [Other Citation Tools](#)
Lots of other citation tools exist. See a short list of popular tools on our Citing Sources guide.

[Comments \(0\)](#)

ZOTERO TUTORIALS

Zotero has produced several great [how-to videos](#) on their site that demonstrate step by step how to use Zotero's features.



click to play

This is a quick overview of how to save citations from the web.

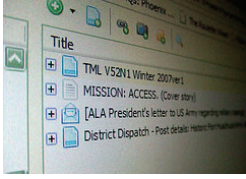
[More Zotero Screencast Tutorials](#)

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ABOUT ZOTERO

What Zotero Does

Zotero (pronounced "zoh-TAIR-oh") is a Firefox addon that collects, manages, and cites research sources. It's easy to use, lives in your web browser where you do your work, and best of all it's free. Zotero allows you to attach PDFs, notes and images to your citations, organize them into collections for different projects, and create bibliographies using Word or OpenOffice.



Since it's a Firefox plugin, it automatically updates itself periodically to work with new online sources and new bibliographic styles.


Zotero Quick Start Guide

See also [this great guide](#) published by the Zotero developers themselves. Also available as a PDF.

[Comments \(0\)](#)

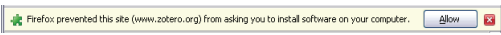
GETTING AND INSTALLING ZOTERO

Zotero will run on any operating system. It requires [Mozilla Firefox 3.0](#) or greater. Installation only takes a few seconds.



To install, go to <http://www.zotero.org/> and click the red "Download" button. Click "Install Now" and follow the instructions.

If you see the message "Firefox prevented this site from asking you to install software on your computer," click "Allow".



Restart Firefox and you're all set! You'll see a small Zotero button at the bottom of your Firefox window.

If you have any problems, check the Zotero [installation page](#).

You'll probably also want to download and install the [Microsoft Word citation plugin](#) (or the [OpenOffice plugin](#) if you're using OpenOffice). These allow you to easily cite items from your Zotero library in your papers.

[Comments \(0\)](#)


ZOTERO BLOG

News from the official [Zotero blog](#).

- [Summer Zotero Workshops](#)
- [Zotero 4.0 Launches](#)
- [Zotero Storage Subscriptions Upgraded](#)

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How useful is this page?
(1 = Not Useful, 5 = Very Useful!)

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

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Ekstrom Library Workshops (Belknap)

EndNote workshops are available to UofL students, faculty, & staff. Workshops are limited to 10 people. Registration is required.

Click the link below to register for a session.

Ekstrom Library EndNote Workshop Registration

- Introduction to EndNote: Wed., August 21st, 10:30–noon, rm. w102

*For 1-on-1 or small group sessions outside of the workshops contact [Toccara Porter](#), 852-8744.

[Comments \(0\)](#)

What is EndNote?

EndNote is a citation management software that makes it easier to format and organize bibliographies. Here are some things you can do:

- Format citations in a preferred citation style (e.g. APA 6th, MLA)
- Export citations from databases (e.g., EBSCO, PUBMED)
- Insert citations and compile bibliography in Microsoft Word

[Comments \(0\)](#)

Kornhauser Library EndNote Workshops

Monthly EndNote Workshops are provided for UofL students, staff, & faculty at the Kornhauser Library. Workshop enrollment is limited to 15 people.

Registration is required. Sessions are ninety (90) minutes in length.

All classes are held in the History Room (Room 301) in the Kornhauser Library.

Summer Semester 2013 Class Schedule

Introduction to EndNote: Thursday, June 20, 10:00 am – 11:30 am

Introduction to EndNote: Tuesday, July 16, 10:00 am – 11:30 am

Introduction to EndNote: Thursday, August 22, 3:00 pm – 4:30 pm

To register contact John Chenault by [email](#) or, call 852-3901.

[Comments \(0\)](#)

Attaching Files in EndNote

Click [here](#) to download EndNote for free from iTech Xpress.



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[Citing & Writing](#)
[Avoiding Plagiarism](#)
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Citing & Writing

Tutorials|Handouts

- Demystifying Citing and Referencing (Monash University Library)

What is a DOI?

Some citation styles ask for a DOI or digital object identifier. Information on finding DOIs is available in the handout listed below.

 [What's a DOI?](#)

Handouts on Academic Writing

- Academic Learning Centre handouts
Includes several useful handouts on different aspects of academic writing, paraphrasing, grammar, notetaking and presentations.
- Suggestions for Writing Book Reviews (U of M Libraries)
- Suggestions for Writing Critical Reviews of Journal Articles (U of M Libraries)
- Suggestions for Writing Research Papers (U of M Libraries)
- Writing an Annotated Bibliography (U of M Libraries)

Tools for Managing References

Recommended tools and software for storing articles and citations/references and for creating bibliographies or reference lists.

- RefWorks
- Mendeley
- EndNote
- Zotero
- Papers (Mac only)
- Reference Manager (Win only)

Books on Academic Writing

- Books on writing essays
- Books on English grammar
- Books on academic writing
- Books on scientific/technical writing

Help with Specific Styles

- AAA (American Anthropological Society)
- ACS (American Chemical Society)
- AMA Style (American Medical Association)
- APA
- CBE (Council of Biology Editors) Style Guide
- Chicago/Turabian
- Harvard
- IEEE
- MLA
- Vancouver

Citing Government Documents

- Brief Guide to Citing Canadian Government Documents and Statistics (Queen's University Library)
This guide provides general overview of how to cite Canadian government publications. Prepared by Sharon Musgrave and maintained by Government Documents, Stauffer Library, Queen's University.
- Citing Government Publications: Detailed Guide (Canada)
A guide to citing Canadian government publications prepared by the D.B. Weldon Library, the University of Western Ontario.
- Guide: Citing U.S. Government Publications (Indiana University)
- How to Cite Government Publications (McMaster University Library)

Writing Guides for Theses/Dissertations

Suggestions for Writing Theses and Dissertations (University of Manitoba Libraries)


The Libraries also has several books on how to write a thesis and dissertation.

Click on the links below to find books in the library catalogue.

Dissertations, Academic - Handbooks, Manuals



askalibrarian
Online

Writing Tutors








Need help with writing papers? Visit the **Academic Learning Centre** located in 201 Tier Building, book your appointment online, or call 480-1481.


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- Copyright Fair Dealing Guidelines 
- Intellectual Property/Patents 

Academic Fraud/Plagiarism

- Plagiarism Tutorials
- Academic Fraud policy 
- Cheating, Plagiarism and Fraud (U of M Student Affairs) 

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Write and cite

This page provides tips and examples of writing book reviews, essays, dissertation and compiling bibliographies using specific style manuals.

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Writing & Citing

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Elements of Article Citations:

Articles are in Journals
 Journals are in Databases
 Databases are sometimes provided by larger database vendors

Example:


Misri, S., Kostaras, X., Fox, D., & Kostaras, D. (2000). The impact of partner support in the treatment of postpartum depression. *Canadian Journal of Psychiatry*, (45)6, 554-558. Retrieved from EBSCOhost Academic Search Complete database.

- Authors**
Misri, S., Kostaras, X., Fox, D., & Kostaras, D.
- Publication Date**
(2000)
- Article Title**
The impact of partner...
- Journal Title, Vol.#, Iss.#, Pg.#**
Canadian Journal of ..., (45)6, 554-558.
- Database Info**
Retrieved from EBSCOhost Academic...

Tips and examples

Click on links below for guides to writing book reviews, essays, theses and more.

For some of these links you will require Adobe Acrobat. This software is available, at no charge, from the Adobe web site <http://www.adobe.com/>.




- [Annotated bibliography](#)
- [APA style of documentation](#)
- [Avoiding plagiarism](#)
- [Book reviews](#)
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- [Critical reviews of journal articles](#)
- [Essays](#)
- [Evaluate information](#)
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- [MLA style of documentation](#)
- [RefWorks](#)
- [Research papers](#)
- [Theses and dissertations](#)
- [Theses and dissertations: list of selected resources](#)

Writing Tutors

Need help with writing papers?

Visit the **Learning Assistance Centre** located in 201 Tier Building, book your appointment online, or call 480-1481.

For more information please see the **Learning Assistance Centre Web Page**.



Style manuals in the Dafoe Library

American Psychological Association. (2010). **Publication Manual of the American Psychological Association**. 6th ed. Washington, D.C.: American Psychological Association. (Location: Elizabeth Dafoe Library; Call number BF 76.7 P83 2010 Quick Reference)

Gibaldi, Joseph, ed. (2009). **MLA Handbook for Writers of Research Papers**. 7th ed. New York: Modern Language Association of America. (Location: Elizabeth Dafoe Library; Call number LB 2369 G53 2009 Quick Reference)

Turabian, Kate L. (2007). **A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for students and Researchers**. 7th ed. Chicago: University of Chicago Press. (Location: Elizabeth Dafoe Library; Call number LB 2369 T8 2007 Quick Reference)

The Chicago Manual of Style. (2010). 16th ed. Chicago: University of Chicago Press. (Location: Elizabeth Dafoe Library; Call number Z 253 U69 2010 Quick Reference)

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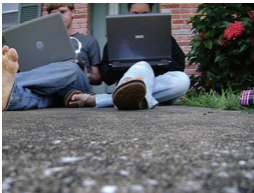
A web guide for students who have questions about citing sources correctly.

Last Updated: Dec 3, 2012 | URL: <http://guides.lib.umich.edu/citationhelp> | [Print Guide](#)

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Your Bibliography is Due in 90 minutes. Don't Panic!




You have a paper due for English 125, and you were up until 4am writing the paper. It's now 8:30am, your class starts at 10, and you still have to do your bibliography! Don't panic.

Here are some resources that can help you cite your sources correctly. Click on the tabs above for information. The tabs for APA and MLA style have a number of examples. Under Bibliography help, there are links to citation generators that will format your citations for you. There is also a resource called Refworks that can help you organize and format citations.

Still confused? Need more help? [Ask a Librarian!](#)

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Help From A Person



Amanda Peters

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Why Cite?

- Webpages expire, books and articles get lost, photographs and films degrade. Citations are necessary in order to assure that the next person would be able to access the same information through different means.
- Citing is also important for credibility and building on research. You may have a good idea, but simply stating it does not make it true or believable. Give your ideas validity and support by citing established authors.
- To avoid plagiarism - nothing is worse to an author than discovering their hard work has been stolen and claimed as original by someone else. Citations give authors their due credit.

[Comments \(0\)](#)


Additional Help




Hopefully the information in this guide will help you with citing sources correctly, but if you feel you need additional help, the Writing Center at Purdue has an extensive tutorial on APA and MLA citation styles. Check out their [Online Writing Lab](#) (OWL).

[Comments \(0\)](#)

Subject Guide



Emily Hamstra



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Handouts

 [Citation Management Software Comparison \(PDF\)](#)

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What is a Citation Management Tool?


Citation management tools enable researchers to capture information about research materials, create bibliographies, add footnotes, and manage research collections. Some citation management tools also make it easy to share references with other researchers.

This guide only covers four of the citations managers available: Zotero, Mendeley, RefWorks, and EndNote. When deciding which one to use consider your research habits, word processing, and collaboration/sharing needs. These programs can work with each other and some people may need to use more than one throughout their academic career.

Use the tabs above to get more information about **Zotero**, **Mendeley**, **RefWorks** and **EndNote**.

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Comparison Chart

Citation Management Software Comparison

	EndNote	Zotero	RefWorks	Mendeley
Cost	\$105 students \$195 faculty/staff available at computer showcase	Free	Free to UM students, faculty, staff and alumni	Free
Access	EndNote desktop software. Collections can be accessed online.	Must be installed through the Firefox browser. Collections can be accessed online.	Must be accessed online.	Must be installed on the computer. Collections can be accessed online.
Sharing references	Sharing EndNote Library files	Sharing a public collection	Creating a group account, or using RefShare	Sharing references online
Linking to PDFs and other attachments	Yes	Yes	Yes	Yes
Learning Curve	Steep	Easy-Moderate	Easy-Moderate	Easy-Moderate
Compatibility with Word Processing Programs	MS Word, OpenOffice, Mathematica, Pages, LaTeX through BibTex	MS Word, OpenOffice, Google Docs,	MS Word, OpenOffice, LaTeX through BibTex	MS Word, OpenOffice, BibTex
Citation Style Modification	Can add new styles, modify existing styles.	Most popular styles available, difficult to modify styles	Most popular styles available, cannot add styles, but can modify existing styles	Most popular styles available, difficult to modify styles.
Store and cite images	Attach images and charts with captions and add to bibliographies	Can attach images, but cannot cite them in a bibliography	No image storing abilities	Can store and cite images.
Support for devices	EndNote Web mobile	Firefox Mobile is in development. Some Zotero apps are available.	RefMobile	Mendeley for iPhone, iPod Touch, iPad

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Citation Tools

The library supports a variety of tools that help you keep track of information sources, and cite them correctly.

- [Citation Builder](#)
- [RefWorks](#)
- [Zotero](#)
- [Mendeley](#)
- [EndNote](#)

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EndNote Support

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What is EndNote?


EndNote is a software program designed to store and manipulate bibliographic information. With EndNote you can:

- store references in one place
- keep reading notes linked to sources (no more index cards!)
- download citations directly from databases
- automatically format bibliographies and citations in MLA, APA, Chicago Manual of Style, or over 1000 other styles

EndNote X6 for Macs

UPDATE: EndNote X6 for Mac is now available for download through the [NUIIT Software](#) page.


EndNote Support



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Citation Management Tools

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Overview RefWorks Zotero Mendeley EndNote

Print Page

About citation managers

A citation manager helps you keep track of articles and books as you find them, tag and annotate them, and easily create citations and bibliographies in Microsoft Word. Using any citation manager will be more efficient for most scholars than not using one at all. Each manager has its own plug-in for Microsoft Word and some also have browser plug-ins for easy capture of web links. Each manager also has built-in connections to Google Scholar and common library reference databases. Each manager has options for group-based collaborative research.

We offer four main choices to you in this guide: [Refworks](#), [Zotero](#), [Mendeley](#) and [Endnote](#).

Refworks, the most popular choice on campus, is provided by Penn Libraries for the Penn community (including alumnae). It is a stable, well-established platform, but has limitations in terms of working with PDF files.

Endnote, the oldest of the four, works well for the health sciences and for large collections of articles, despite some technical and installation issues.

Zotero is an open-source software program that is notable for its ease of use, its ability to grab screenshots, and its capabilities for archiving website content for local storage.

Mendeley, the newest option of the four, is a cloud-based proprietary system that includes Facebook-style social networking, PDF annotation, a platform for self-promotion and crowd-sourcing of citations and annotations. Mendeley has a wide range of functionality but suffers from performance and accuracy issues.

We recommend that you explore a variety of citation managers, consulting with library staff as needed, before choosing one. We can provide guidance on best practices and share our experiences.

Upcoming workshops

No entries found.

Full Comparison of Citation Software

Thanks to [Mat Willmott](#) at MIT Libraries for creating the template for this chart.

	RefWorks	Zotero	Mendeley	EndNote
Link to web guides	Quick-Start Guides	Documentation	Support	Technical Support & Services
Type	Web-based	Desktop software and browser add-on for Firefox, Chrome, and Safari	Desktop software and web-based. Works with IE, Firefox, Chrome and Safari	Desktop client software; also has web interface, EndNote Web
Cost	Free via Penn license. Sign up for an individual account on the RefWorks website . (Penn only)	Free with 100 MB of back-up storage. Storage upgrades available for a monthly fee. Open source. Download Zotero	Free with 1GB of web space (500 MB personal & 500 MB shared.) Storage upgrades available for a monthly fee. Download Mendeley	Must purchase client software, available at Penn Computer Connection.
Learning curve	Fairly quick to learn; many online user guides and demos	Quick to learn; simple design, many online user guides and demos	Quick to learn. Pretty simple interface	Takes longer to learn, but not difficult with training
Strengths?	<ul style="list-style-type: none"> Allows users to share citations Good for organizing citations for papers Web-based Since Penn has a site license, there's no cost Available to Penn alumni as long as Penn maintains its subscription 	<ul style="list-style-type: none"> Simple download of records Good for managing a variety of formats, including webpages Offers most functionality in a free, open-source product Downloads records from with several databases that don't work with 	<ul style="list-style-type: none"> Great for managing PDFs Has a social aspect. Can see what other users are reading and citing. Find other members with common research interests. Does an excellent job of pulling citation metadata from PDFs 	<ul style="list-style-type: none"> Excellent for organizing citations for papers and theses Best option for major research projects, because it offers the most options for customization and formatting Most output styles for formatting

		EndNote and RefWorks, such as Factiva and USPTO	Can share citations and documents with others	Most customizable ■ Can handle a large amount of references
How does it work?	You export references from compatible databases into RefWorks	Zotero can tell when you are looking at an item and shows an icon for it in the Firefox URL bar. Click the icon to add the item to your Zotero references	You export references from compatible databases. Mendeley will also retrieve metadata for pdfs that are brought in	You export references from compatible databases into EndNote
Does it have many output styles and bibliographic formats?	Yes, many popular styles and formats	Yes, many popular styles and formats	Yes, many popular styles and formats	Yes, many popular styles and formats
How simple is it to import records?	Simple to import records from most research databases	Very simple, as long as the resource is compatible with Zotero, but you will want to verify that the records are complete after import	Very simple using the Mendeley browser plugin. However, the import doesn't work with as many databases as other products.	Simple to import records from most research databases
What kinds of records can you import and organize (PDFs, images, etc.)?	Records for articles and books	Books, articles, patents, and webpages; Can also store PDFs, web screenshots, files, and images in records. You can make PDFs searchable by choosing to index them in the preferences menu.	You can import bibliographic citations and PDFs. Can also manually add citations	Can organize records for articles and books; PDFs and other file types can also be stored in the records. Can download PDFs in batches. PDFs aren't searchable.
Are records in your library viewable by others?	Yes; Users can share references in library with other RefWorks users	Yes. Users can set up individual and group profiles and share records	Yes. Users can set up groups to share references. Users can decide whether or not to make their library viewable by others	No.
Can you export records to other citation software?	Yes	Yes	Yes. Export to EndNote XML, RIS and BibTeX	Yes
Is managing and maintaining a big library (1000 records) complicated?	Not complex, but it can be cumbersome to manage large libraries	More difficult; takes time to sort out duplicates and verify that records are complete	No known problems. May need to purchase extra space.	Not complex; EndNote is best option for maintaining large libraries
Does it work with word processing software?	Works with Word through "Write-N-Cite" feature and LaTeX through BibTeX	Works with Word and Open Office; also works with LaTeX through BibTeX. You can create a list of Works Cited for Google Docs	Works with Word and OpenOffice.	Clean integration with Word and powerful formatting and customization features; also works with Open Office and LaTeX through BibTeX
Does it back up your records?	Yes	Yes, if you choose to back up or sync your Zotero library. A small amount of storage is free.	Yes	No
Other important features	■ Since it's web-based, you're not limited to a single machine	■ If you back up records, you can sync multiple computers ■ Integrated with work on web that you do ■ Fastest download of records ■ Saves snapshot of web pages ■ Allows users to highlight text and take notes on page ■ Allows users to tag records	■ Very good for collaborative work ■ Has a good PDF reader that enables highlighting and comments	■ PDF file management and organization features

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CITATION AND WRITING GUIDES

Citation Styles (APA, MLA, etc.)

Citation Tools

Plagiarism Prevention

Writing Guides

Whenever you use sources such as books, journals, or Web sites in your research papers you must give credit to the original author by properly citing the sources. Citations also help your reader find the sources again. There are a number of different citation styles, depending on the discipline in which you are working. The following links provide guidelines to using a variety of citation styles.

Quick Style Guides

Use these quick guides for examples of how to cite common types of sources in APA, MLA, CSE, and Chicago styles.

- [APA Style Quick Citation Guide \(Social Sciences\)](#)
- [CSE Style Quick Citation Guide \(Sciences\)](#)
- [MLA Style Quick Citation Guide \(Humanities\)](#)
- [Chicago Style Quick Citation Guide \(History\)](#)

Comprehensive Style Guides

These guides provide detailed information on formatting papers and citing sources.

- [Research and Documentation Online](#)
- [OWL at Purdue Research and Citation Resources](#)
- [Chicago Manual of Style Online](#)

Other Citation Style Guides

- [American Chemical Society \(ACS\) Style](#)
- [American Institute of Physics \(AIP\) Style](#)
- [American Medical Association \(AMA\) Style](#)
- [American Political Science Association \(APSA\) Style](#)
- [Associated Press 2010 Stylebook and Briefing on Media Law \(print resource\)](#)
- [Basic Legal Citation \(2010\) -- Harvard Bluebook Style](#)
- [Cartographic Citations: A Style Guide \(print resource\)](#)
- [Citing Government Information](#)
- [Harvard Style](#)
- [IEEE Style \(Institute of Electrical and Electronics Engineers\)](#)
- [Turabian](#)

[Writing Guides](#) | [Citation Tools](#)

CONTACT

[Library Learning Services](#)
814.865.9257

Questions about citation tools? [E-mail us](#).

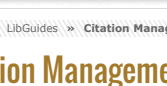
Don't know where to start? See the [Citation Questions Flowchart](#)

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Libraries » LibGuides » Citation Management at Purdue

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Citation Management at Purdue

Tags: [citation management](#), [endnote](#), [endnote web](#), [zotero](#)

This guide highlights the unique features of citation management software, also known as citation managers.

Last Updated: Mar 25, 2011 | URL: <http://guides.lib.purdue.edu/citation> | [Print Guide](#) | [RSS Updates](#) | [Email Alerts](#) | [SHRE](#) [f](#) [t](#) [e](#)

Citation Management Basics

EndNote Web vs. Zotero

Guides to Using EndNote, EndNote Web, and Zotero

Citation Management Basics

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Judy Nixon	CDPS, Education
Hal Kirkwood	Management, Economics, Ag Econ, HTML, CSR
Amy Van Epps	Math, Engineering, Technology
Michael Witt	Discovery Park

ZOTERO CONTACT LIBRARIANS

Michael Witt	All Purdue Departments
Amy Van Epps	All Purdue Departments

INTRODUCTION TO CITATION MANAGERS

Citation management software, also known as bibliographic management software or citation managers, can help you manage and organize your citations and format bibliographies and footnotes in your papers.

Many different citation management tools are available - some are available for free while others are not. EndNote is a leading product in a group of desktop, fee-based, citation managers. Competing with the desktop products are web-based programs. Popular names in this second group are Refworks, EndNote Web, Zotero, and many more. All citation managers carry out the same basic functions but specific features may vary from program to program.

Most citation management tools can help you to:

- import citation information from databases and library catalogs
- collect, organize, and annotate citations
- generate bibliographies and format footnotes or endnotes in a variety of styles



Purdue University Libraries currently supports [EndNote](#), [EndNote Web](#), and [Zotero](#). The latter two are web-based and available free to Purdue users. See [this comparison chart](#) to learn more about these free programs so you can decide which one can better meet your research needs.

CITATION MANAGERS BASIC FUNCTIONS

- Providing a search interface.** For databases (such as PubMed, Biological Abstracts or PsycINFO), search by one of two modes:
 - through "connection" or "config" files. Searching databases directly from **within** the citation manager
 - through a combination of export-import "filters". Searching databases is performed as usual using vendor interfaces. Citations are selected and downloaded (**exported**) to your hard drive. The exported results are then **imported** into the citation manager using a special filter
- Creating a database of references.** Once citations are captured, they can be stored, organized and manipulated in personal mini-databases called "libraries" or groups. Many different "libraries" can be created and they can be constantly re-organized to meet changing needs.
- Inserting citations into word processing documents.** Using a "cite-while-you-write" feature, citations and **footnotes** can be inserted into their proper place as you write a paper or manuscript. As they are inserted, a **bibliography** is automatically generated and updated as you change the citations. The newest software versions can permit tables and figures to be inserted as "citations".
- Linking between citations to image or PDF files.** Recent versions of citation managers permit **links to image or PDF files** stored on the hard drive of your computer. Legends to images, figures and tables can be created. Linked images and PDF files can also be inserted into word processing documents as if they were citations.
- Creating a stand-alone bibliography (reference list).** Using criteria you determine, you can create stand-alone **bibliographies** that can be saved in common word processing program formats.

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RefWorks Tags: [refworks](#)

This libguide contains a collection of handouts and resources related to using RefWorks with our library resources at Rutgers University

Last Updated: Jun 3, 2013 | URL: <http://libguides.rutgers.edu/refworks> | [Print Guide](#) | [RSS Updates](#) | [Email Alerts](#) | [SHARE](#)

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[RefWorks & Zotero: Comparison](#) | [Manual entry](#)

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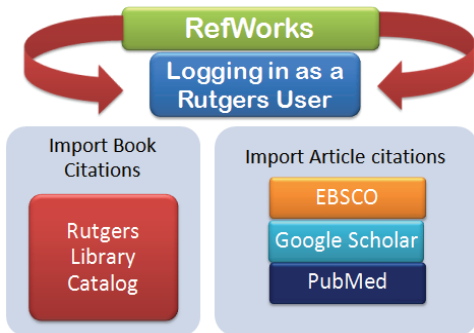
What is RefWorks?

RefWorks is a citation management software that is freely available to Rutgers faculty and students. Once you have created an account while you are at Rutgers, you will have life-long access to RefWorks, even after you leave Rutgers.

This guide is a collection of handouts, videos, and any useful materials related to using RefWorks.

Other than RefWorks, there are other software such as Zotero and Mendeley that may also help you manage your citations and create a bibliography (cited reference page). Visit www.zotero.org and www.mendeley.com for more information.

Getting help with RefWorks



```
graph TD; RW[RefWorks] --> LU[Logging in as a Rutgers User]; LU --> IBC[Import Book Citations]; LU --> IAC[Import Article citations]; IBC --> RLC[Rutgers Library Catalog]; IAC --> EBSCO[EBSCO]; IAC --> GS[Google Scholar]; IAC --> PubMed[PubMed];
```

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Citation Management Tools
For information on citation management tools such as RefWorks and EndNote Web, see the [Citation Management page](#).

Comments (0)

Need Help Citing Sources?
This guide provides quick access to examples and guidelines for some of the more frequently used citation styles.


Select from the above tabs for assistance with **APA, MLA, Chicago, or CSE** style. More style options can be found with the "Additional Styles" tab.

Always check first with your professor or editor to see if a particular style is required.

For information about preferred citation style for specific disciplines, refer to the following sites from Bedford St. Martins:

▶ [Research and Documentation Online: Overview](#)
▶ [List of Preferred Style Manuals](#)

Use an Online Citation Formatter
Try an online citation formatter like [KnightCite](#) to help you format your APA, MLA, and Chicago style citations. Just choose the type of reference you have and fill in the details. Always remember to double-check the formatted citation against your style guide just to be sure!



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York University Libraries > Refworks

Refworks**Log in to RefWorks (get the group code)**

- [About Refworks](#)
- [Creating a RefWorks Account](#)
- [Using RefWorks & Write-N-Cite](#)
- [Getting Help](#)

For information on footnotes, bibliographies, and writing manuals, see the [Footnotes and Bibliographies](#) guide.

About RefWorks**What is RefWorks?**

RefWorks is a web-based bibliographic management tool (citation manager) that allows you to create a database of citations or references to resources (books, journal articles, web sites, etc.). It facilitates the insertion of citations within a research paper as in-text references, footnotes, or endnotes, and the creation of a formatted bibliography using a citation style of choice. All major citation styles are supported (e.g., APA, MLA, Chicago, etc.).

Who can use Refworks?

York University Libraries have purchased a campus-wide license for RefWorks. Any current York student, staff or faculty member can access and use this software without individual charge.

Creating a RefWorks Account

To use RefWorks you must first create an account. To create an account:

1. Note the [group code](#).
2. [Sign up](#) for an Individual Account.
3. Fill out the form provided. You will receive an email with the Log-in Name and Password you created.
4. Use your Log-in Name and Password to [log in to RefWorks](#).

Can I use RefWorks when I am not on campus?

RefWorks is available to users wherever there is internet access. Off-campus RefWorks users may be asked for the York University group code. The [group code is available here](#) (Passport York login required).

Using Refworks and Write-N-Cite**Do I need to download software?**

Use of RefWorks requires no software to be downloaded. You only require a [compatible browser](#) and an Internet connection. To automatically insert citations into an MS Word document, you need to download a small utility called [Write-N-Cite](#). To install Write-N-Cite, [log in to RefWorks](#) and follow the instructions under "Write-N-Cite" on the Tools menu. Make note of the available [information about using Write-N-Cite and related compatibility issues](#). Please note that Write-N-Cite is available on all library computers where the MS Office Suite is installed. Write-N-Cite 2.5 is not currently supported by OS X Lion, but there is a [workaround](#). Scholars Portal has also posted [solutions with some screen shots](#). Also, [Write-N-Cite 4](#) is now available.

How do I use RefWorks and Write-N-Cite?

We have RefWorks [drop-in workshops](#) throughout the year.

There are several online tutorials and guides available for RefWorks:

- [RefWorks 2.0 Library Guide](#). This guide was developed for Ontario university students by Scholars Portal, a services of the Ontario Council of University Libraries (OCUL).
- [RefWorks' Quick Start Guide](#) provides access to written instructions on using RefWorks and an online tutorial.
- RefWorks Tutorial provides both an [English](#) and [French](#) tutorial on the basics of using RefWorks.
- [Online Help](#) provides assistance on almost all issues related to the use of RefWorks.



Last modified:
August 19, 2013

[Privacy and Legal](#)

- [RefWorks FAQ](#) provides answers to some common questions about using RefWorks at York.
- [RefWorks 2.0 web tutorial](#) introduces the new user interface.
 - [RefWorks 2.0 Fundamentals](#) is a collection of tutorials in PDF and streaming video formats.
 - The RefWorks 2.0 [Fact Sheet](#) and [Poster](#) are marketing materials that describe the benefits of the new interface.
 - [Webinars](#) are also available for both the classic and 2.0 interfaces.

How do I import/export from RefWorks?

It is possible to use RefWorks to search and directly import citation information from a number of web-based catalogues and other publicly available databases. In addition, many of York University Libraries' online databases and indexes support the exporting of data to RefWorks. For more information on importing citations from specific databases, look at the [RefWorks Library Guide](#) ("Working with references" tab -> Importing references) and [Additional databases](#).

Can I share my references with someone else?

RefShare is an add-on module for RefWorks that York University Libraries have licensed. It allows any RefWorks user to share a folder of references/citations or an entire database. Shared references/citations are stored on a newly-created web page and any individual can access this page if they have been given its URL. Further information is available on the "Other Features->RefShare" tab in the [RefWorks guide](#).

RefWorks/RefShare users also have the option of placing a link to shared folders on the York University Libraries' [Shared Area Page](#). For access to this added feature, please contact [RefWorks Help](#).

Getting Help

Upcoming RefWorks Workshops are listed on the [Library Workshops](#) page.



- No items in list

There are a few other ways for you to get help with your RefWorks account:

- Email York University Libraries for RefWorks Help: refworks@yorku.ca
- Questions may be directed to RefWorks technical support: refworks@scholarsportal.info

York University Libraries, 4700 Keele Street, Toronto, Ontario, M3J 1P3
Phone: 416-736-5150

Academic Integrity & Plagiarism


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Academic Integrity & Plagiarism

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[Tips for Avoiding Plagiarism](#)
[Interactive Tutorials](#)
[Resources](#)

FAQs

What is academic integrity?

Academic integrity is honest and responsible scholarship. As a university student, you are expected to submit original work and give credit to other peoples' ideas. Maintaining your academic integrity involves:

- Creating and expressing your own ideas in course work
- Acknowledging all sources of information
- Completing assignments independently or acknowledging collaboration
- Accurately reporting results when conducting your own research or with respect to labs
- Honesty during examinations

Learn more with our [Interactive Online Tutorial!](#)

How does it impact me?

Academic integrity is the foundation of university success. Learning how to express original ideas, cite sources, work independently, and report results accurately and honestly are skills that carry you beyond university to serve you in the workforce. Academic dishonesty not only cheats you of valuable learning experiences, but can result in a failing grade on assignments, a mark on your transcripts, or even expulsion from the university. For 'real life' examples of this, check out the [Annual Report on Student Discipline!](#)

What is plagiarism?

Plagiarism is using another person's ideas without giving credit and is considered intellectual theft. If you submit or present the oral or written work of someone else you are guilty of plagiarism. Plagiarism may be:

Accidental or Unintentional

You may not even know that you're plagiarizing. Make sure you understand the difference between quoting and paraphrasing, as well as the [proper way to cite material](#).

Blatant

This time you're well aware of what you're doing. Purposefully using someone else's ideas or work without proper acknowledgment is plagiarism. This includes turning in borrowed or bought research papers as your own.

Self

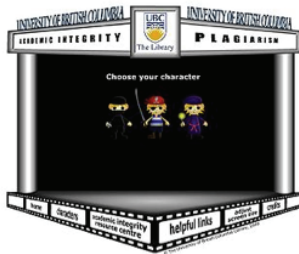
It's your own work so you should be able to do what you want with it, right? Wrong. Handing in the same term paper (or substantially the same term paper) for two courses without getting permission from your instructor is plagiarism.

Do professors really check for plagiarism?

YES! Instructors often keep copies of previous assignments for reference. In addition, UBC subscribes to [Turnitin.com](#), an online service that scans essay and term papers to check for material copied from web sites or purchased from paper mills (such as cheater.com), published works, or previously submitted essays.

For more information see [Turnitin.com@UBC](#).

source: http://wiki.ubc.ca/Library/Academic_Integrity



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Academic OneFile
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WorldCat

Duke Libraries > Research & Reference > Avoiding Plagiarism

Avoiding Plagiarism

Plagiarism occurs when a student, with intent to deceive or with reckless disregard for proper scholarly procedures, presents any information, ideas or phrasing of another as if they were his/her own and/or does not give appropriate credit to the original source. Proper scholarly procedures require that all quoted material be identified by quotation marks or indentation on the page, and the source of information and ideas, if from another, must be identified and be attributed to that source. Students are responsible for learning proper scholarly procedures (from Duke University's [The Duke Community Standard in Practice: A Guide for Undergraduates](#)).

Plagiarism charges can be brought against you for the following offenses:

- Copying, quoting, paraphrasing, or summarizing from any source without adequate documentation
- Purchasing a pre-written paper (either by mail or electronically)
- Letting someone else write a paper for you
- Paying someone else to write a paper for you
- Submitting as your own someone else's unpublished work, either with or without permission

Learn more about the importance of citing sources in [Whose idea was that?](#), a short video created by Simone Watson (Trinity '13).

Avoiding Plagiarism

Plagiarism Awareness
[Duke's Plagiarism Tutorial](#)
[Warning Signs](#)
[Citing Sources](#)
[Duke Policies & Standards](#)
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Guidelines for Avoiding Plagiarism, Self-Plagiarism, and Questionable Writing Practices

The following guidelines are taken directly from "Avoiding plagiarism, self-plagiarism, and other questionable writing practices: A guide to ethical writing" by Miquel Roig

Guideline 1: An ethical writer ALWAYS acknowledges the contributions of others and the source of his/her ideas.

Guideline 2: Any verbatim text taken from another author must be enclosed in quotation marks.

Guideline 3: We must always acknowledge every source that we use in our writing; whether we paraphrase it, summarize it, or enclose it quotations.

Guideline 4: When we summarize, we condense, in our own words, a substantial amount of material into a short paragraph or perhaps even into a sentence.

Guideline 5: Whether we are paraphrasing or summarizing we must always identify the source of your information.

Guideline 6: When paraphrasing and/or summarizing others' work we must reproduce the exact meaning of the other author's ideas or facts using our words and sentence structure.

Guideline 7: In order to make substantial modifications to the original text that result in a proper paraphrase, the author must have a thorough understanding of the ideas and terminology being used.

Guideline 8: A responsible writer has an ethical responsibility to readers, and to the author/s from whom s/he is borrowing, to respect others' ideas and words, to credit those from whom we borrow, and whenever possible, to use one's own words when paraphrasing.

Guideline 9: When in doubt as to whether a concept or fact is common knowledge, provide a citation.

Guideline 10: Authors who submit a manuscript for publication containing data, reviews, conclusions, etc., that have already been

disseminated in some significant manner (e.g., published as an article in another journal, presented at a conference, posted on the internet) must clearly indicate to the editors and readers the nature of the previous dissemination.

Guideline 11: Authors of complex studies should heed the advice previously put forth by Angell & Relman (1989). If the results of a single complex study are best presented as a 'cohesive' single whole, they should not be partitioned into individual papers. Furthermore, if there is any doubt as to whether a paper submitted for publication represents fragmented data, authors should enclose other papers (published or unpublished) that might be part of the paper under consideration (Kassirer & Angell, 1995). Similarly, old data that have been merely augmented with additional data points and that are subsequently presented as a new study can be an equally serious ethical breach.

Guideline 12: Because some instances of plagiarism, self-plagiarism, and even some writing practices that might otherwise be acceptable (e.g., extensive paraphrasing or quoting of key elements of a book) can constitute copyright infringement, authors are strongly encouraged to become familiar with basic elements of copyright law.

Guideline 13: While there are some situations where text recycling is an acceptable practice, it may not be so in other situations. Authors are urged to adhere to the spirit of ethical writing and avoid reusing their own previously published text, unless it is done in a manner consistent with standard scholarly conventions (e.g., by using of quotations and proper paraphrasing).

Guideline 14: Authors are strongly urged to double-check their citations. Specifically, authors should always ensure that each reference notation appearing in the body of the manuscript corresponds to the correct citation listed in the reference section and vice versa and that each source listed in the reference section has been

cited at some point in the manuscript. In addition, authors should also ensure that all elements of a citation (e.g., spelling of authors' names, volume number of journal, pagination) are derived directly from the original paper, rather than from a citation that appears on a secondary source. Finally, authors should ensure that credit is given to those authors who first reported the phenomenon being studied.

Guideline 15: The references used in a paper should only be those that are directly related to its contents. The intentional inclusion of references of questionable relevance for purposes of manipulating a journal's or a paper's impact factor or a paper's chances of acceptance is an unacceptable practice.

Guideline 16: Authors should follow a simple rule: Strive to obtain the actual published paper. When the published paper cannot be obtained, cite the specific version of the material being used, whether it is conference presentation, abstract, or an unpublished manuscript.

Guideline 17: Generally, when describing others' work, do not rely on a secondary summary of that work. It is a deceptive practice, reflects poor scholarly standards, and can lead to a flawed description of the work described. Always consult the primary literature.

Guideline 18: If an author must rely on a secondary source (e.g., textbook) to describe the contents of a primary source (e.g., an empirical journal article), s/he should consult writing manuals used in her discipline to follow the proper convention to do so. Above all, always indicate the actual source of the information being reported.

Guideline 19: When borrowing heavily from a source, authors should always craft their writing in a way that makes clear to readers, which ideas are their own and which are derived from the source being consulted.

Guideline 20: When appropriate, authors have an ethical responsibility to report evidence that runs contrary to their point of view. In addition, evidence that we use in support of our position must be methodologically sound. When citing supporting studies that suffer from methodological, statistical, or other types of shortcomings, such flaws must be pointed out to the reader.

Guideline 21: Authors have an ethical obligation to report all aspects of the study that may impact the independent replicability of their research.

Guideline 22: Researchers have an ethical responsibility to report the results of their studies according to their a priori plans. Any post hoc manipulations that may alter the results initially obtained, such as the elimination of outliers or the use of alternative statistical techniques, must be clearly described along with an acceptable rationale for using such techniques.

Guideline 23: Authorship determination should be discussed prior to commencing a research collaboration and should be based on established guidelines, such as those of the International Committee of Medical Journal Editors.

Guideline 24: Only those individuals who have made substantive contributions to a project merit authorship in a paper.

Guideline 25: Faculty-student collaborations should follow the same criteria to establish authorship. Mentors must exercise great care to neither award authorship to students whose contributions do not merit it, nor to deny authorship and due credit to the work of students.

Guideline 26: Academic or professional ghost authorship in the sciences is ethically unacceptable.

Guidelines and complete module are available at:

<http://ori.hhs.gov/education/products/plagiarism/>

and linked from the **Research Misconduct / Plagiarism** tab at: <http://guides.uflib.ufl.edu/stemrcr/>

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Academic Honesty & Plagiarism

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Resources

Purpose of this guide



Hi, welcome to the Academic Honesty & Plagiarism Libguide. This guide is designed to provide information on academic honesty and plagiarism. Across the top of the page you will notice the different tabs. Each tab contains information on specific areas of academic honesty and plagiarism.

Academic Honesty: This tab contains information on what academic honesty is and why it is important.

Plagiarism @ KSU: This tab contains information on the student cheating and plagiarism policy at KSU.

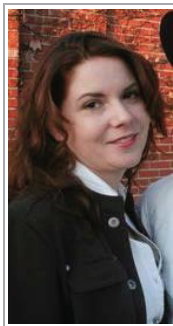
Plagiarism School Info for Faculty: This tab provides information for instructors who are interested in sending a student to plagiarism school.

Plagiarism School Info for Students: This tab provides information for students who have been referred to plagiarism school.

Resources: This tab provides information for further reading and help.

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Plagiarism

This guide will help you learn about plagiarism and how you can avoid it in your writing.

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Plagiarism @ UK

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Introduction

The legal and ethical issues surrounding the use of information go beyond properly [citing sources](#) and avoiding plagiarism. Researchers should be knowledgeable about issues related to privacy and security and censorship and freedom of speech, as well as have an understanding of intellectual property, [copyright](#), and fair use.

Ask-a-Librarian

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Ask a Librarian

Plagiarism @ UK

"Plagiarism means taking the words and thoughts of others (their ideas, concepts, images, sentences, and so forth) and using them as if they were your own, without crediting the author or citing the source" (from [Plagiarism, What is It?](#), published by the UK Office of Academic Ombud Services). [Plagiarism: What is It?](#) explains plagiarism, provides examples of both good and bad paraphrasing, and tips on how to avoid plagiarism.

Plagiarism is a serious offense with consequences ranging from receiving a zero on an assignment all the way to expulsion from the University. The [Student Code of Conduct, Part II--Selected Rules of the Senate, 6.3.0--Academic Offenses and Procedures](#) further defines plagiarism and consequences.

View this tutorial for more information on plagiarism: [Understanding Plagiarism](#). The quizzes under each topic will reinforce your understanding.

Comments (0)


Avoid Plagiarism

To avoid plagiarizing someone else words or ideas, make sure you:

- [Paraphrase](#) the original text in your own words. Be sure you are not just rearranging phrases or replacing a couple of words.
- Use quotation marks around text that has been taken directly from the original source.
- [Cite](#) every source of information you use to write your paper unless it is common knowledge or the results of your own research. This includes facts, figures, and statistics as well as opinions and arguments.

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U of M Policy

- [U of M Cheating, Plagiarism and Fraud Info](#)
 A link to the Student Advocacy page that describes what constitutes cheating, plagiarism, and fraud at the University of Manitoba.

Videos

- [Video on why you need to cite.](#)
 A video by the Cooperative Library Instruction Project on why you need to cite your research.

Copyright

- [U of M Copyright Office](#)
 Information on the fair use of copyright material for students and faculty

Avoid Plagiarism

How to avoid plagiarism

To avoid plagiarism you must give credit whenever you use someone else's ideas. Keep the following suggestions in mind when using material from other sources:

- Know [how to cite](#) properly
- Put everything that comes directly from the text in quotation marks.
- If you are using material cited by an author and you do not have the original source, introduce the quotation with a phrase such as "as quoted in...."
- Paraphrase. Instead of just rearranging or replacing a few words, read over what you want to paraphrase, cover up or close the text so you cannot see any of it and write out the idea in your own words. Check your paraphrase against the original text to be sure you have not accidentally used the same phrases or words, and that the information is accurate. Still be sure to credit the source.
- Give credit for any facts, statistics, graphs, drawings.
- Common knowledge facts that can be found in numerous places and are likely to be known by many people do not have to be documented, e.g. Pierre Trudeau was first elected Canada's prime minister in 1968.


Check out the University of Manitoba's [Virtual Learning Commons](#) page on how avoiding plagiarism and the [Learning Assistance Centre](#) list of tutorials regarding plagiarism

Paraphrasing

Great resources on how to paraphrase properly:

- U of M Virtual Learning Commons: "Paraphrasing"
- Purdue Online Writing Lab: "Paraphrase: Writing it in Your Own Words"
- Plagiarism dot Org: "How to Paraphrase Properly"

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Plagiarism & Citation

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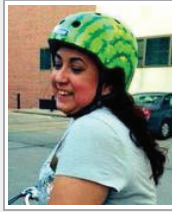
Encore is a keyword search for books, images, journal articles and more. See also [Classic Catalog](#).

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[ILLiad](#) Use Interlibrary Loan and document delivery

[Refworks](#) Set up citation tracking and formatting

UNL Faculty: Request custom Subject and Course Guides; link Guides to Blackboard; arrange instruction. [Contact your Subject Librarian](#)

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Read the UNL Statement on Plagiarism

This introduction to plagiarism from the UNL Graduate Office is for all UNL students. It defines plagiarism, explains why it is a violation of academic integrity and the Student Code of Conduct, and shows you how to avoid it.

<http://www.unl.edu/gradstudies/current/plagiarism.shtml>

Ask a Question

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Your Question/Message


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Take a Tutorial

Citing sources properly will help you avoid plagiarism and allow others to follow up on your work. To learn more, see the tutorials below.

Goblin Threat Game 
 This entertaining game on plagiarism, developed by Snowden Library for Lycoming College students, is recommended for everyone.
<http://www.lycoming.edu/library/instruction/tutorials/plagiarismGame.aspx>

You Quote it, You Note It 
 Playful, interactive, and to the point, this program on plagiarism is from Vaughan Memorial Library at Acadia University.
<http://library.acadiau.ca/tutorials/plagiarism/>

Virtual Academic Integrity Laboratory 
 VAILTutor includes four text-based modules on understanding academic integrity, plagiarism and cheating; tips on avoiding plagiarism; documentation styles; and academic policies. It ends with a quiz. <http://www-apps.umuc.edu/vailtutor/>

Test Your Knowledge

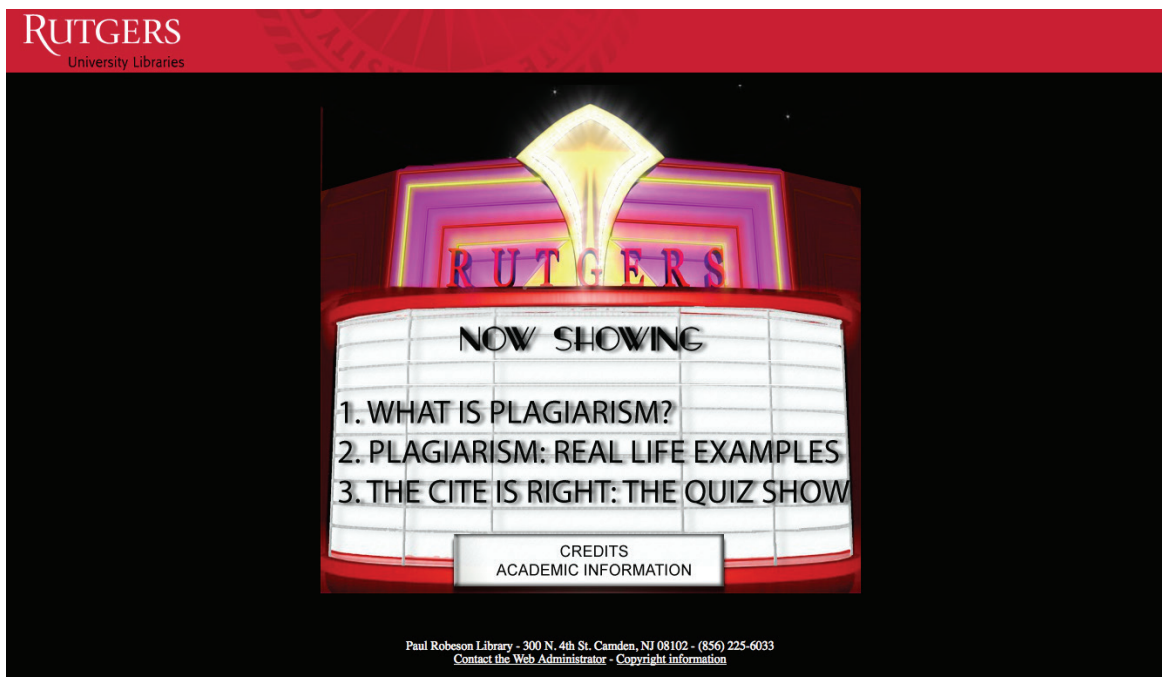
I didn't use the author's words, so I don't need to cite the source.

[True](#)
[False](#)

When you cite a web resource, what must you include in addition to author, title, URL?

[Copyright Information](#)
[Date You Accessed The Resource](#)
[Institution With Which the Author is Affiliated](#)

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Cast of Characters



KIM - A traditional age first-year student, fresh out of high school.



Yoko - A student in her mid-40s, married, with a grown son.



RICKY - Kim's older brother, a graduate student.

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- Guide on Plagiarism & Copyright Issues**
Aimed at Education students. Nicely organized, with useful information for other academic fields as well. From Rice University Library.
- Principles of Paraphrasing - How to Avoid Plagiarism**
From the Harvard Graduate School of Education
- Understanding Plagiarism and Paraphrasing**
A short summary document distributed by the University of Virginia Honor Committee.
- UVA Professor Louis Bloomfield's Plagiarism Site**
U.Va. Physics Professor Louis Bloomfield's web pages devoted to resources for detecting and combating plagiarism.

Comments (0)

Plagiarism Resources

Plagiarize - to steal and pass off (the ideas or words of another) as one's own : use (another's production) without crediting the source¹

Plagiarism is the act of taking another person's words or ideas and using them as your own. This includes:

- Buying a paper online or re-using a paper written by you or another person for another class
- Paraphrasing without acknowledgement
- Using information from any source and not citing it, including *cutting and pasting from the web*²

¹Merriam-Webster Dictionary & Thesaurus. 2008. 21 Oct. 2008 <http://search.eb.com/>

²"How to Avoid Plagiarism: An Information Tutorial." Paul Robeson Library Reference Department, Rutgers University Libraries. 21 Oct. 2008. <http://library.camden.rutgers.edu/EducationalModule/Plagiarism/whatisplagiarism.html>

- How Not to Plagiarize - University of Toronto**
Good examples of what to footnote and how to attribute in a paper.
- NCSU (North Carolina State University) Resources & Tutorial on Plagiarism**
Although aimed at NCSU students and staff, the brief tutorial presents a good overview of what plagiarism is and how to avoid it.
- Plagiarism: What Is It? Real Life Examples, Quiz - Rutgers University**
Examples of plagiarism are all applicable to UVA. Sections 2 and 3 give practical examples of what constitutes plagiarism and how to avoid it. Informative AND fun!
- Understanding Plagiarism and Paraphrasing**
Good explanation from the U.Va. Honor Committee of plagiarism and how to avoid it.

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Academic Integrity in Courses at York University

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Academic Integrity is a cornerstone of University life



Last modified:
September 07, 2012

[For Faculty](#) » Librarians and Academic Integrity

What Type of Support Do Librarians Provide to Faculty in Detecting or Preventing Plagiarism?

Librarians work in partnership with faculty to support student learning and teach proper research skills. The librarians at York work with faculty to avoid plagiarism but do not have a formal system for detecting plagiarism. If requested they can assist help identify specific instances of plagiarism.

Faculty are encouraged to consult with a [librarian subject specialist](#) when creating student assignments. Librarians will work with faculty to review the resources available in their subject discipline, and can suggest ways these resources can be incorporated in to course assignments.

[For more information and suggested assignments please see the following webpage created by librarians Jody Warner and Kalina Grewal](#)

Librarians also teach students advanced research skills and the importance of academic integrity through the reference desk and [library instruction sessions](#). While these methods have not ended plagiarism, they help minimize academic dishonesty. Concrete research skills and education about the importance of sound research to academic work help empower students to engage in their own research and writing. Student stress and anxiety is minimized, and the temptation to plagiarize diminishes.

Copyright and Intellectual Property

Research Guides

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University of Michigan Library » Research & Technology Guides » Copyright Basics

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Copyright Basics

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The following guide provides answers to common copyright questions.


Last Updated: Jul 19, 2013 | URL: <http://guides.lib.umich.edu/copyrightbasics> | [Print Guide](#)

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Copyright Guide



Welcome to the University of Michigan's Guide to Copyright.

Copyright law is complicated, and for good or for ill, increasingly important in scholarship and academia. The following guide seeks to provide answers to frequently asked questions, help authors learn effectively to use and enforce their rights, and to demystify copyright law as much as possible.

Table of Contents for this Guide

[Using Copyright](#) -- Answers questions about how to use copyrighted materials.

[Copyright Components](#) -- Offers an overview about copyright by responding to basic copyright questions.

[CTOOLS](#) -- Addresses the questions about using copyrighted material in CTOOLS.

[Fair Use and Other Exceptions](#) -- Explains the exceptions to copyright rules which might grant use to copyrighted materials.

[Requesting Permission](#) -- Defines what permissions are and how you can get them if necessary.


[Resource Links](#) -- Offers additional links and information pertaining to copyright.

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Citation Guides

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- Include a chart, graph or text excerpt in your student paper, thesis or dissertation
- Add a quote or cartoon to your PowerPoint slide
- Screen a movie at your club's next meeting
- Rip movie scenes from a DVD, mix and mash them up, and repost your new video to YouTube
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A COPYRIGHTED WORK?

As a busy, hard-workin' Aggie, you no doubt prepare papers, projects, and other assignments that require you to consult and draw on works created by others. These works contain valuable information that is necessary for your studies, research, creative pursuits, and service activities on campus. And these works may also be protected by copyright, the federal law that governs how original works may be copied, modified, distributed and shared.

If you are using any sort of material that you yourself did not create, you need to think carefully about copyright. Using someone else's copyrighted material without permission could constitute copyright infringement, an illegal and unethical act that violates not only US law but also the Aggie Honor Code, as well as other professional and research standards of conduct.

To comply with copyright law and with standards for ethical conduct, you need to do one of three things:


- Determine that your use qualifies for one of the limitations to the copyright holder's rights, such as Fair Use OR
- Use materials that are free of copyright restrictions because they are in the public domain, or they are published with an open license for use OR
- Obtain permission for your use from the copyright holder.

How do you know what approach to take in your particular situation? That's what this Guide is designed to help with. Here you will find some brief explanations of key copyright concepts as well as resources for learning more.

Ultimately, each Aggie makes his or her own decision as to whether, or how, to use copyrighted works in a legal and ethical way. The information and resources are offered here to provide helpful and reliable information you can use to make that decision.

Please click on the tabs above to learn more.

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Data Management

Data Management Guide

DATA & GIS HOME

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Writing a data plan

Why do I need a data management plan?

- Duke policies related to data management, sharing, and retention
- Funding agency policies related to data management, sharing, and retention
- [Details on the NSF data management plan requirements](#)

Sample plans/templates

- [Duke-specific guidance on writing a data plan for NSF](#) (PDF document)
- DMPTool - data management planning toolkit from the California Digital Library
- ICPSR Sample Data Management Plan

Managing your data

- The data management process - thinking it through from beginning to end of your project life-cycle
- Storage and backup - please ask your IT provider to contact askdata@duke.edu to discuss how to include appropriate data management practices into planning for data storage and backup.
- Metadata - describing your data to facilitate later use
- Data archiving and preservation - making sure your data is around for a long time

Sharing your data

- Data repositories - places to deposit and share your data
- Licensing and intellectual property - how may others use your data?
- Data citation - getting credit for what you've shared, and giving credit to others for what you've used

Get help at Duke

This web site will help get you started with information on effective management of data you are creating through your research, including developing a data management plan for your grant or project proposal, archiving data at the end of your project, and sharing data with other researchers as appropriate.

If you're a member of the Duke community, [Library Data and GIS Services](#) is available to help you with your data management planning. Contact askdata@duke.edu or see our [walk-in consulting schedule](#). We can advise you and connect you with others who may be able to provide the support you need to execute your data management plans.

[Other sources of help at Duke](#) related to data management are also available.



Data management guidance elsewhere

Some sources of guidance on data management from other universities:

- University of Wisconsin-Madison Research Data Services
- University of Virginia Scientific Data Consulting Group
- MIT Data Management and Publishing
- ICPSR Guidelines for Effective Data Management Plans
- Online course on data management from the EDINA National Academic Data Centre in the UK

Why manage and share your data?

Funding Agency Requirements

Many funding agencies require data management plans for different reasons. Tailor your plan to the goals and requirements of the funding agency. Funders typically ask how you will:

- Protect confidentiality, consent, and safety of research subjects
- Promote data sharing and transparency
- Supports efforts to verify and replicate research findings

Transparency and Replication of Research Findings

- Replication relies on clear documentation of data and changes used in analyses
- Reuse of data for new applications is common in most disciplines
- Requests for data may follow from publication of results, and advance preparation simplifies the response process

Data Preservation and Annotation


- Documentation of data items and structure **at the time of compilation** reduces the time needed to understand data organization and contents should the data be needed in future
- **Duke requires** the retention of research data and pertinent notes for at least 5 years after **completion** of a project
- Early attention to data documentation and preservation plans reduces the effort required to transition to permanent storage
- Changes in research staff impact the progression of a research project to a lesser extent with clear documentation and planning
- Preservation in a data repository provides an additional backup for your research data

Citations and Recognition

- Data repositories provide another route to the discovery of your research and can increase the visibility of your work, especially when used widely



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Data Management Planning Workshop

Please check back for upcoming workshops.

The slides from the last class can be found [here](#).

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Manage Your Research Data

Reasons to Manage and Publish Your Data:


- Increase the visibility of your research:** Making your data available to other researchers through widely-searched [repositories](#) (such as Georgia Tech's [SMARTech](#)) can increase your prominence and demonstrate continued use of the data and relevance of your research.
- Meet grant requirements:** Many funding agencies, such as the [National Science Foundation](#), now require that researchers include data management or data sharing plans in their proposals. They may also require deposit of research data in a data archive.
- Save time:** Planning for your data management needs ahead of time will save you time and resources in the long run.
- Increase your research efficiency:** Have you ever had a hard time understanding the data you or your colleagues have collected? Documenting your data throughout its life cycle saves time by ensuring that in the future you and others will be able to understand and use your data.
- Maintain data integrity & reliability:** Responsible data management protects data from falsification and preserves confidential information. It can also clarify the ownership of property rights.
- Preserve your data:** Depositing your data in a trusted repository can ensure that they will be available to you and other researchers in the long-term. Doing so safeguards your investment of time and resources and preserves your unique contribution to research.
- Facilitate new discoveries:** Enabling other researchers to use your data reinforces open scientific inquiry and can lead to new and unanticipated discoveries. And doing so prevents duplication of effort by enabling others to use your data rather than try to recreate the data themselves.
- Support Open Access:** Researchers are becoming increasingly advocates for researchers to share their data in order to foster the development of knowledge.

"...[A] major benefit for contributors [to a data archive is that they] will always be able to find and copy their previously submitted files from the long-term archive." -- [Big opportunities in access to "small science" data](#), Onsrud, Harlan and James Campbell. Data Science Journal, Volume 6, Open Data Issue, 17 June 2007 p.7

Thanks to MIT Libraries for sharing [their content](#).

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Research Data Librarian



Lizzy Rolando

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Contact Information

Contact the Research Data Project Team at data@library.gatech.edu

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by [Mary Axford](#) - Last Updated Jun 20, 2013
Guide to resources for finding data and statistics to accompany the workshop on that topic.
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Data Management Plans

Creating a data management plan for access, sharing, and preservation

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What Data?

Writing the Plan

Data Preservation

Citing Data

Best Practices

DMP Examples from Manoa

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Data Life Cycle

Planning the Research

- What data will be collected?
- What format will the data be in?
- How long should the data be stored?
- Is there potential for the data to be re-used in other inquiries?
- How large will the datasets be?
- Who owns the data?

Create a Data Management Plan

- What metadata or standardized tags will you use?
- How will you share the data while your research is in progress?
- What documentation is needed to keep the data accessible throughout the project and after?

Collect Data and Documentation

Back up data and documentation in at least three places, e.g. hard drive, thumb drive, and web space

Analyze data

- Back up data and documentation
- Leave your original data intact using copies to perform analyses
- Include algorithms, formulae, methods in your documentation (use a scripting software such as R to document your analyses)

Prepare Data For Sharing

- Datasets should be in file formats compatible with repository support
- Metadata (tags) added to enable discovery

Archiving and Preservation

- Add to metadata, include published research associated with data

Deposit Data

- Complete forms for depositing data in repository

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Open Access to Data

[Panton Principles](#) [launched February 2010 at the Panton Arms on Panton Street in Cambridge, UK]
"Science is based on building on, reusing and openly criticising the published body of scientific knowledge. For science to effectively function, and for society to reap the full benefits from scientific endeavours, it is crucial that science data be made open."

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Defining Research Data

- [United States Circular No. A-110](#)
The U.S. Federal Government's Office of Management and Budget Circular A-110 (36.d.2.i Property Standards; Intangible property; definition) states:

Research data is defined as the recorded factual material commonly accepted in the scientific community as necessary to validate research findings, but not any of the following: preliminary analyses, drafts of scientific papers, plans for future research, peer reviews, or communications with colleagues. This "recorded" material excludes physical objects (e.g., laboratory samples). Research data also do not include:
 - Trade secrets, commercial information, materials necessary to be held confidential by a researcher until they are published, or similar information which is protected under law; and
 - Personnel and medical information and similar information the disclosure of which would constitute a clearly unwarranted invasion of personal privacy, such as information that could be used to identify a particular person in a research study.
- [National Institutes of Health \(NIH\) Data Sharing Policy](#)

Definition of **Final Research Data**
Recorded factual material commonly accepted in the scientific community as necessary to document and support research findings. This does not mean summary statistics or tables; rather, it means the data on which summary statistics and tables are based. For the purposes of this policy, final research data do not include laboratory notebooks, partial datasets, preliminary analyses, drafts of scientific papers, plans for future research, peer review reports, communications with colleagues, or physical objects, such as gels or laboratory specimens. NIH has separate guidance on the sharing of research resources, which can be found at [NIHGPS](#)
- [National Science Foundation \(NSF\) Sharing Data 38.a](#)
NSF expects significant findings from research and education activities it supports to be promptly submitted for publication, with authorship that accurately reflects the contributions of those involved. It expects investigators to share with other researchers, at no more than incremental cost and within a reasonable time, the data, samples, physical collections and other supporting materials created or gathered in the course of the work. It also encourages grantees to share software and inventions or otherwise act to make the innovations they embody widely useful and usable.

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TED Talk by Tim Berners-Lee

[Tim Berners-Lee on the Next Web](#)
A 16 minute talk by Berners-Lee, the father of hypertext markup language, about open linked datasets on the web.


Questions?

If you have questions about data curation and preservation at UH Manoa email:

- [Sara Rutter](#), science librarian, srutter@hawaii.edu
- [Beth Tillinghast](#), ScholarSpace librarian, bethth@hawaii.edu

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About this guide

 This work by Sara Rutter is licensed under a [Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License](#).

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Feedback -- Data Management Plans

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DMPTool

Elements of a Data Management Plan

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Data Repositories

Dataverse Repository Pilot

Citing Data

Sharing Data

Workshops & Training

Contacts

Data Management Planning for Researchers at NC State

- What is a Data Management Plan (DMP)?
- How do you write a DMP?
- Who can you contact if you need help or have questions?

What is a Data Management Plan (DMP)?

A data management plan is a formal document that outlines what you will do with your data during and after you complete your research. It describes the data that will be created, the standards used to describe the data (metadata), who owns the data, who can access the data, how long the data will be preserved (and/or made accessible), and what facilities and equipment will be necessary to disseminate, share, and/or preserve the data. Several funding agencies require or encourage the development of data management plans for research.

- Specific guidelines for data management planning from *NSF, NIH, DOE, NASA, NEH*

How do you write a DMP?

A Data Management Plan consists of many elements describing the preservation, sharing, and access for your data. For a breakdown of the primary elements to include in your data management plan, see:

- Elements of a Data Management Plan
- Examples of Data Management Plans

Who can you contact if you need help or have questions?

NCSU's Sponsored Programs and Regulatory Compliance Services (SPARCS), working with the NCSU Libraries and NCSU's Office of Information Technology (OIT) Shared Services group, is providing consultation for data management and discovery for research data associated with requirements of grant funding agencies.

For questions or support with writing data management plans or implementing data management practices, contact:

- NCSU Libraries Research Data Services**
library_datamanagement@ncsu.edu

For more information about complying with grant funding requirements, contact:

- John Chaffee**
Director, Sponsored Programs and Regulatory Compliance Services (SPARCS)
john_chaffee@ncsu.edu

For more information about data storage options at NCSU contact:


- Eric Sills**
Director of Shared Services, NCSU Office of Information Technology
eric_sills@ncsu.edu


For more information about copyright and intellectual property regarding your data and publications, contact:

- Will Cross**
Director, Copyright & Digital Scholarship Center, NCSU Libraries
william_cross@ncsu.edu

Content on this page is adapted from the [NSF Data Sharing Policy](#), [Data Management & Sharing FAQ](#), University of Virginia.






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Research Data Management

This guide covers principles of data management and data management planning, along with summaries of various agency requirements, links to example data management plans, and pointers to the best tools and resources around.

Last Updated: Jul 24, 2013 : URL: <http://guides.library.tamu.edu/DataManagement> : [Print Guide](#) : [RSS Updates](#) : [SHARE](#) [f](#) [t](#) [e](#) [m](#)

Data Management Defined

Data Management Planning

DMP Tool

Metadata

Data Repositories

Additional Resources

Texas A&M University Research Data Taskforce

Data Management Defined

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This Guide is for you....

if you've ever

- Wanted to store your research data safely and securely on a trusted server
- Needed to comply with a funding agency's requirements for a Data Management Plan
- Wished to link your research data to your research articles
- Wondered how to make sure your research data can be reused over time
- Looked for available data on a given topic, time period or geographic location


What Is Data Management?

In the context of research and scholarship, "Data Management" refers to the storage, access and preservation of data produced from a given investigation. Data management is practices through the entire lifecycle of the data, from planning the investigation to conducting it, and from backing up data as it is created and used to long term preservation of data deliverables after the research investigation has concluded.

Specific activities and issues that fall within the category of Data Management include:

- File naming: the proper way to name computer files
- Data quality control and quality assurance
- Data access
- Data documentation (including levels of uncertainty)
- Metadata creation and controlled vocabularies
- Data storage
- Data archiving & preservation
- Data sharing and re-use
- Data integrity
- Data security
- Data privacy
- Data rights
- Notebook protocols (lab or field)

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Data Management Support at the Texas A&M Libraries

The University Libraries offer a variety of services to support data management efforts by Texas A&M researchers:

- Raising awareness of best practices in data management and data management planning
- Collecting examples of "successful" data management plans submitted with funded proposals
- Consulting with researchers on existing metadata formats and controlled vocabularies that can be used to document data for a particular project
- Assisting in finding data repositories where Texas A&M researchers may submit, share and preserve their data
- Raising awareness of data preservation issues

We invite you to explore the pages of this LibGuide and let us

Why Bother with Data Management?

Data Management is useful to investigators because it helps to

- Organize data
- Store and backup data
- Take care of data so it is readily available for ongoing use
- Preserve data for future re-use
- Share data with colleagues
- Comply with university rules and protocols for research integrity
- Comply with funder requirements

Who Is Responsible for Data Management?

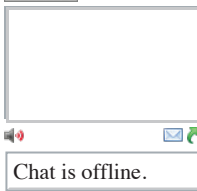
Data management is commonly a shared responsibility

- Researchers generally have a high level of expertise in handling and manipulating datasets
- Data scientists may work closely with dataset creators to manipulate, visualize and analyze the data
- Data managers steward the dataset through its life cycle to ensure its usefulness and fitness for re-use both *during* and *after* a given research project is concluded.

Data managers may be investigators, research assistants, graduate students, information technology specialists, informaticists, research librarians, or some

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Are you responsible for reviewing data management plans?

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<http://guides.library.tamu.edu/DataManagement>

know how we can help you with your data management needs. For additional information, consultation, or referrals, please contact us at digital@library.tamu.edu.

combination of these professionals.

For information and news about Research Data Management at Texas &M, consult the tab "Research Data Taskforce" above.

Data Sharing Snafu in Three Short Acts (or, Why Data Management Matters)



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if you are responsible for reviewing grant proposals and their data management plans, you may find the following guide very helpful. It was created by the Data Management Services at Johns Hopkins University.

[illegible]

<http://dmp.data.jhu.edu/assistance/grant-reviewers-worksheet-for-data-management-plans/>

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Data Management Consulting Group



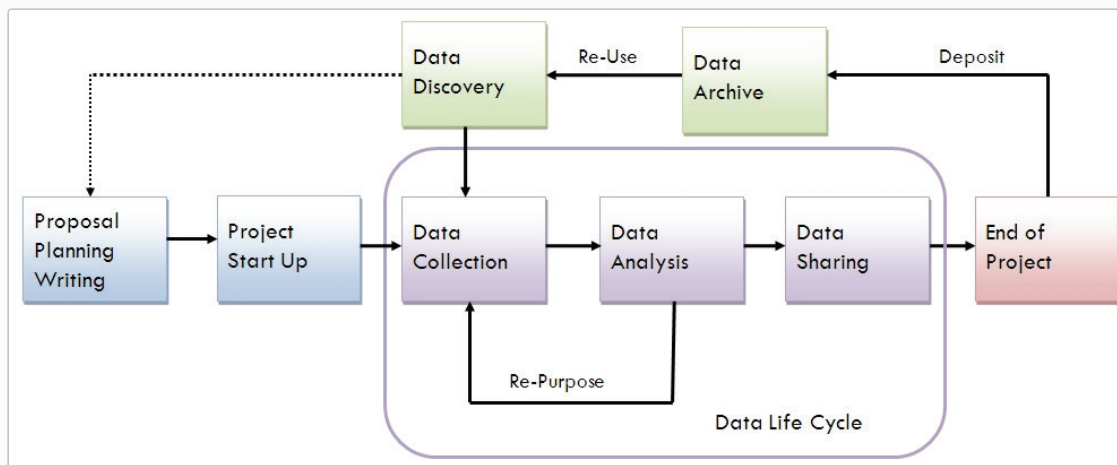
Making Data Management Easier

Libraries have been managing information for 4,000 years. Today, your libraries are evolving and building expertise to continue this tradition so that they can help you preserve research data of the past, present, and future.

The Data Management Consulting Group is ready to consult with you on your entire data life cycle, helping you to make the right decisions, so that your scientific research data will continue to be available when you and others need it in the future.

[Contact us](#) now to start a conversation about your research.

Research Life Cycle



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For more information:

Contact us:

[Andrew Sallans](#), Head of Strategic Data Initiatives

[Sherry Lake](#), Senior Data Consultant

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The 3Rs

REDUCTION: minimize how many animals are used.

REFINEMENT: use techniques and procedures that minimize pain and distress.

REPLACEMENT: substitute animal models with non-animal techniques or lower organisms.

Adapted from: Russel, WMS and RL Burch (1959). *The Principles of Humane Experimental Technique*. Universities Federation of Animal Welfare: England, 238 p.

For further information, please consult:

- USDA Animal Care Policy Manual
- AWIC 3Rs
- CACC 3Rs Microsite
- NC3Rs: What are the 3Rs?

Need Help?

If you have any questions, please feel free to contact any of the following:

Valerie Perry
Head, Agricultural Information Center
Phone: (859) 257-2758
Email: vperry@uky.edu

Rick Brewer
Assistant Director, Medical Center Research & Education
Phone: (859) 323-5296
Email: rabrew02@email.uky.edu

Frank Davis
Head, Medical Center Reference Commons
Phone: (859) 323-3983
Email: fdavi2@email.uky.edu

Gracie Hale
Equine Librarian, John A. Morris Library
Phone: (859) 218-1147
Email: ghale@email.uky.edu

Mark Ingram
Medical Center Reference Commons
Phone: (859) 323-6568
Email: mingram@email.uky.edu

Welcome!

Welcome to the Animal Welfare Research Guide. Our goal is to help with literature searches for IACUC protocols.

Here are some links to relevant organizations to get started:

- ORH-IACUC: Committee developed to help ensure that researchers and the university are meeting the requirements of the Animal Welfare Act.
- eSirius: UK's online IACUC protocol management and animal ordering system.
- AWIC: Animal Welfare Information Center.
- OLAW: Office of Laboratory Animal Welfare website.

Popular Databases

These databases are among the most frequently used in literature searches involving animal research. Click on the Databases tab at the top of the page for a more complete list of databases with descriptions.

- Agricola
- BIOSIS Previews and Biological Abstracts/RRM
- CAB Abstracts (CABI)
- ERIC (Educational Resources Information Center) [ProQuest]
- MedLine (EBSCOhost)
- PsycINFO (EBSCOhost)
- PubMed (University of Kentucky)
- Web of Science

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Valerie Perry

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How do articles get peer reviewed? What role does peer review play in research?



Credits

- **Kim Duckett:** Project supervisor
- **Hyun-Duck Chung:** Project lead, script and narration
- **Jason Walsh:** Web development
- **Andreas Orphanides:** Web development
- **Susan Baker:** Graphics, animation and web design
- **Chris Hill:** Music






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GPS/ORE Event: Human Research Ethics for Behavioural and Social Sciences

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Location: Graduate Student Centre, 6371 Crescent Road, Point Grey Campus

Offered by: Graduate Pathways to Success and the UBC Office of Research Ethics

Date: Thursday, December 6, 2012 - 9:00am - 12:00pm

This workshop, which is jointly offered by GPS and the Office of Research Ethics (ORE), is designed to introduce graduate students to the ethical issues surrounding social science and behavioural research involving human participants. Through an overview of the evolution of international and national ethics codes and guidelines, ethical principles and hands-on case studies, participants will have the opportunity to discuss the distinctive ethical issues raised by social science and behavioural research and how to navigate them.

For graduate students planning to submit an application to the Behavioural Research Ethics Board (BREB) this session will also cover UBC policies and processes relating to behavioural human research ethics and what the BREB looks for when reviewing applications. It will provide helpful advice concerning some of the typical errors made by graduate students on their ethics applications and how to avoid them.

Who should attend? Graduate students interested in reflecting on the ethical issues surrounding social science and behavioural research as well as those in the process of developing a research proposal who are preparing to submit an ethics application in the next year. The session may be of particular interest to students who have started (or completed) data collection and would like a forum to reflect on the ethical issues raised in their research.

Presenter: **Dr. Kirsten Bell**, a part-time Research Ethics Analyst in the UBC Office of Research Ethics and a Research Associate in the Department of Anthropology. Dr. Bell's research interests include medical anthropology and sociology, anthropology of biomedicine, cancer, tobacco, addiction, gender and new religious movements. She is the Principal Investigator of a SSHRC-funded project: Between Life and Death: the Cultural Contradictions of Cancer Survivorship.

Refreshments: Beverages will be provided. Please bring your own mug.

Registration: Priority will be given to current UBC graduate students. To register, please visit: <https://www.surveymethods.com/surveys/wsb.dll/s/1g2056>

Applicants will receive confirmation within two working days of the receipt of their e-mail. If you have difficulty with registration, please [email](#).

For further information on the GPS program, please visit the [Faculty of Graduate Studies-Graduate Pathways to Success Program](#).

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UBC Named Canada's First Fair Trade Campus

UBC has been named Canada's first "Fair Trade Campus" – and will get its very own blend of ethically sourced coffee in September of 2011 – as a result of its national leadership on Fair Trade purchasing.

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SPEC Kit 336: Responsible Conduct of Research Training • 119

Sarah Rudrum's doctoral research is an institutional ethnography of maternity care and childbirth in a rural northern Uganda community. This talk examines ethical dimensions of research in difficult settings, and addresses the following questions: (How) Does working in a difficult setting influence research design? What is your responsibility to participants who are experiencing pressing needs?

Knowing Your Audience: Acculturation of Speech Genres as a Method of Support for Disseminating Knowledge

By: Matthew Waugh

Bakhtin (1986) conceptualized speech genres as our utterances and chains of utterances in our formal and informal language as having typical kinds of function and expression arising out of situated, social interactions. These interactions occur within classroom dialogue between teachers and students, among community members during round table discussions or brief exchanges between colleagues at the office. Speech genres are not only embedded in our oral communication but our literary work as well, including essays and journal articles and even the quick email. Within daily discourse there are speakers and listeners, writers and readers with various speech genres being utilized in purposeful and dynamic social interactions embedded in particular contexts and spheres of activity. This brief presentation will discuss why dissemination of research and mobilizing knowledge within communities our research is geared towards necessitates researchers to undergo an acculturation process of the speech genres our audience reads, writes, listens, and speaks.

A New Model for Scientific Communication Based on Open Access and Crowdsourcing

By: Sina Shahandeh

Why present?

- Practice presenting your research to an interdisciplinary audience
- Network with graduate students from across campus
- Receive feedback on your research in a low stakes setting

Useful Information

Date: 21 March 2013

Time: 2:00 pm - 4:00 pm

Location: Koerner Library, Room 216

Submission Deadline: 18 March 2013

source: [http://wiki.ubc.ca/Documentation:Research_Commons/FIRE_Talks/\(Research\)_Ethics](http://wiki.ubc.ca/Documentation:Research_Commons/FIRE_Talks/(Research)_Ethics)

Last updated on March 4, 2013 @2:40 pm



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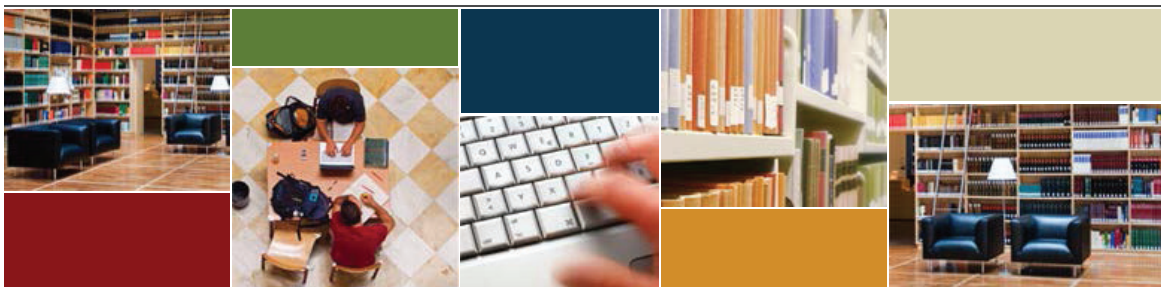
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Plagiarism Tutorial

Duke University



114 Allen Building
Box 90042
Durham, North Carolina
27708

Phone: (919) 684-3465
Fax: (919) 681-6280

[By Definition](#) | [Intentional](#) | [Unintentional](#) | [Scholarly Procedures](#) | [Avoiding Plagiarism](#) | [Useful Links](#)

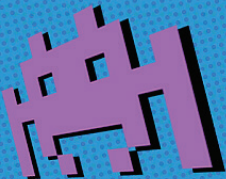
As a member of the Duke community, you will be contributing to the scholarly achievements of our university through your work both in and outside of the classroom. In high school you probably learned about documenting sources properly and avoiding plagiarism. Plagiarism, broadly speaking, is claiming someone else's work as your own. At the college level, plagiarism is considered to be a serious violation of academic integrity, even if it is not intentional. In the following pages you will find information on the different forms of plagiarism, proper scholarly procedure and links to helpful web sites. Following this information is an interactive exercise that you must complete to be cleared for course registration later this semester.

[GET STARTED >>](#)

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[Play the Game!](#)
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[Associated Publications](#)
[Program Code & Release Notes](#)
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GAMING AGAINST PLAGIARISM

Project Background

Grant Information

From our grant proposal:

GAP project objectives are:

1. Develop a culturally-sensitive tool reflective of the future ethical considerations faced by U.S. global researchers publishing in a multi-cultural research environment;
2. Incorporate game design strengths identified at the NSF co-sponsored National Summit on Educational Games: higher order skills, practical skills, practice for high performance situations, and developing expertise;
3. Create a transferable training environment that aids U.S. institutions in complying with Sec. 7009 of the America COMPETES Act;
4. Assure scalability and robustness of design to permit future content enhancements to cover additional aspects of responsible research conduct, such as the falsification and fabrication of data.

Specific Learning Objectives for GAP
STEM graduate students successfully completing the game will be able to:

1. Identify major types of research misconduct: falsification of data, fabrication of data, plagiarism (FFP)
2. List the basic rules to avoid FFP in research activities.
3. Demonstrate ability to apply the rules in increasingly complex scenarios.
4. Explain the potential consequences of FFP academically and professionally.
5. Recognize and acknowledge differences in cultural approaches to FFP.

View our [NSF project description](#)

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Send suggestions and comments to [the library web manager](#).
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Responsible Conduct of Research
Preliminary questionnaire – suitable for clicker response system

What is your rank?

- A. Undergrad
- B. Graduate student
- C. Post doc
- D. Faculty
- E. Staff

How would you rate your understanding of *falsification* of data?

- A. Low
- B. Average
- C. High
- D. Very High

How would you rate your understanding of *fabrication* of data?

- A. Low
- B. Average
- C. High
- D. Very High

How would you rate your understanding of *plagiarism*?

- A. Low
- B. Average
- C. High
- D. Very High

Do you think you or your colleagues would know what to do if confronted with an incident of research misconduct?

- A. Yes
- B. No

How confident are you in finding research articles in your field at this university?

- A. Not at all
- B. Low
- C. Average
- D. High
- E. Very High

How well do you follow best practices for keeping a *lab notebook*?

- A. Low
- B. Average
- C. High
- D. Very High

Is it research misconduct to *omit data points* when presenting results?

University of Florida, Marston Science Library, Spring 2013

- A. Never
- B. It Depends
- C. Always

Who has the final approval of what will be done with your data (research notebooks, detail of methods, raw data)?

- A. You
- B. PI / research team leader
- C. Funding agency
- D. University
- E. Not sure

How far would you be willing to share your data prior to its publication?

- A. A colleague (in your lab)
- B. Someone in another lab/department at this university
- C. A friend at another university
- D. A competitor at another university

When should research data be made available to anyone who asks?

- A. While data are being collected
- B. While data are being analyzed
- C. After the paper is written
- D. After the paper is accepted
- E. After the paper is published

How would you rate your knowledge of options if you faced problems with **data ownership** or **sharing of data**?

- A. Low
- B. Average
- C. High
- D. Very High

How would you rate your knowledge of options if you faced problems with **confidentiality of data**?

- A. Low
- B. Average
- C. High
- D. Very High

How would you rate your knowledge of options if you faced problems with **intellectual property, including patent, software creator rights, obtaining a copyright**?

- A. Low
- B. Average
- C. High
- D. Very High

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Graduate Students: A Guide to Library Resources

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Finding Standards, Patents, and more

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GLUE Class Sign-Up

G.L.U.E. Workshops: Summer 2013

'Graduate Library User Education' Workshop Series

Research skills that stick with you ...

(All workshops will be in the Homer Rice Library Classroom – 2 East)

Most GLUE workshops are offered 2-4 times in the Fall and Spring semesters, fewer in the Summer.

Groups of five or more may contact Mary Axford (mary.axford@library.gatech.edu) or Crystal Renfro (crystal.renfro@library.gatech.edu) to request any of these sessions at another time.

Check out other library class offerings on the [Library Calendar](#).

The [Graduate Communications Certificate site](#) has listings for additional classes in that program.

Note: To get credit for attending a class, you must be there no later than **ten minutes** after the start of class!

[Basic Web Page Design: Wordpress](#)

Sept. 24: 4:00 pm – 5:30 pm

Oct. 22: 9 am – 10:30 am

Nov. 22: 3:00 pm – 4:30 pm

This hands-on class will cover the basics of launching a WordPress.org site. The WordPress Dashboard will be introduced as well as using themes, plug-ins and widgets. Research Guide for the class: <http://libguides.gatech.edu/wordpressintroduction>

[Citation Searching: Using Articles You Know to Find Ones You Don't](#)

Sept. 16: 2:00 pm – 3:30 pm

Nov. 5: 11:00 am – 12:30 pm

Have you ever found a great article and wondered if someone else has used it in their research? Citation searching is the tool you need. It allows you to find articles that reference (or cite) a specific article. This can be a very useful tool, especially if regular searching isn't finding all you need.

[Communication Ethics: Avoiding Plagiarism](#)

Sept. 20: 3:00 pm – 4:30 pm

Oct. 17: 4:00 pm – 5:30 pm

Join us for this session, with hands-on exercises, to see how to avoid plagiarism, provide adequate credit notations indicating authorship, and how to locate your citation style and the supporting resources needed to properly cite your work.

Last Updated: Aug 19, 2013 | URL: <http://libguides.gatech.edu/grads> | [Print Guide](#) | [RSS Updates](#) | [SHARE](#) [f](#) [t](#) [e](#) [m](#)

Nov. 15: 11:00 am – 12:30 pm

EndNote X7 Training Session: Citation Management

Sept. 13: 1:00 pm – 2:30 pm

Oct. 11: 1:00 pm – 2:30 pm

Oct. 31: 11:00 am – 12:30 pm

Nov. 25: 3:00 pm – 4:30 pm

Are you frustrated with the time and effort required to prepare bibliographies and manage reference lists? Instead of spending hours typing bibliographies, or using index cards to organize your references, do it the easy way -- by using EndNote! Research Guide for the class: <http://libguides.gatech.edu/dataviz>.

Essential Databases and Research Resources

Sept. 11: 3 – 4 pm

Sept. 18: 9 – 10 am

Oct. 8: 11 am – 12 noon

Oct. 24: 11 am – 12 noon

This workshop is intended as the first of a series to introduce resources for doing research at the graduate level. Learn about essential databases for research in all disciplines Research guide for the class: <http://libguides.gatech.edu/onmark>.

Finding Data

Oct. 17: 11 am – 12 noon

Nov. 13: 3 pm – 4 pm

Finding data is becoming an essential research skill. This workshop will introduce the basics in finding data in your academic discipline. Sources covered include the LexisNexis Statistical databases, science and engineering databases, government agencies, and intergovernmental (IGO) and nongovernmental (NGO) agencies. Research Guide for the class: <http://libguides.gatech.edu/finddata>.

LaTeX Training Seminar for Science & Engineering

Aug 30: 3 – 5 pm

Others session TBD

Have you ever asked: Why won't Word format my paper the way I need it to? Is there a better way? Then this class is for you! LaTeX is a high-quality typesetting system, with features designed for the production of technical and scientific documentation. The Introduction to LaTeX sessions are hands-on classes covering the basics of using LaTeX, including the use of graphics and creating bibliographies. LaTeX Classes are sponsored by the Georgia Tech Library & Information Center and Graduate Student Government.

MATLAB: Data Analysis and Visualization for Scientists & Engineers

Sept. 4: 11:00 am – 12:30 pm

Sept. 17: 10:00 am – 11:30 am

Oct. 24: 3:00 pm – 4:30 pm

Nov. 22: 11:00 am – 12:30 pm

This workshop will introduce MATLAB's interactive tools and command-line functions. Topics to be discussed include assigning variables from the command-line, importing data from files, generating plots, basic curve fitting, using the curve fitting toolbox, and writing simple scripts and functions. While everyone is welcome to join us for this hands-on training, it is intended for those with little to no prior experience with MATLAB. Research Guide for the class: <http://libguides.gatech.edu/matlab>

Productivity Tools for Graduate Students

Sept. 19: 11:00 am – 12:30 pm

Oct. 29: 9:00 am – 10:30 am

Graduate students and researchers are bombarded every day with an overwhelming collection of information that they need to be able to synthesize and retrieve on demand. This class will introduce tools to improve the planning, organizing, leading, and managing of information. Research Guide for the class: <http://libguides.gatech.edu/getresearchdone>.

Using Poster Creation Software: (InDesign)

Sept. 10: 10:00 am – 11:30 am

Oct. 3: 3:00 pm – 4:30 pm

Oct. 30: 10:00 am – 11:30 am

Nov. 20: 3:00 pm – 4:30 pm

This class covers the basics of preparing to visually represent your research at a conference. The class will cover layout, headings, working with text and graphics, preparing for large format printing, and getting familiar with software packages that could aid you in creating your poster, such as Adobe InDesign CS5. Research Guide for the class: <http://libguides.gatech.edu/posterpresentation>.

Where to Get Your Article Published

Oct. 2: 3 pm – 4 pm

Nov. 7: 11 am – 12 noon

This session covers finding journals in your research area, determining how to select the best one to submit your article to, and examining how to find that journal's author guidelines. Research Guide for the class: <http://libguides.gatech.edu/publish>.

Writing a Literature Review: Where Research Starts

Aug. 29: 3:00 pm – 4:30 pm

Sept. 24: 11:00 am – 12:30 pm

Oct. 23: 2:00 pm – 3:30 pm

Nov. 12: 3:00 pm – 4:30 pm

Dec. 6: 10:00 am – 11:30 am

Whether writing a research paper for a class, preparing a conference presentation, or beginning a thesis or dissertation, a literature review plays a crucial part in the end product. So what is a literature review? This class answers that question and then demystifies the literature review process. Research Guide for the class: <http://libguides.gatech.edu/litreviews>.




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Research Data Services at the Library

 Posted on [February 12, 2013](#) by [Heather Jeffcoat](#)

Are you interested in managing, sharing, or preserving your research data? Are you required by a funding agency, such as NSF or NIH, to include a data management or sharing plan in your grant proposal? The Georgia Tech Library is here to help!

The following resources are available to the Georgia Tech community:

■ [DMPTool](#)

Log in with your Georgia Tech credentials to get customized support for data management planning. Whether you need a data management plan for a grant application or for your own personal use, this web application simplifies the process of crafting a data management plan into easy-to-follow steps.

■ [Data Archiving](#)

For some types of research, the Library may be able to support the sharing and re-use of your data by offering permanent storage in a campus repository. In some cases, you may be able to list this repository in your data management plan. Please contact Lizzy Rolando (lizzy.rolando@library.gatech.edu, 404-385-3706) for more information if you are interested in this service.

■ [Research Guide](#)

Refer to the [guide](#) for information on data management best practices, data archiving, and funding agency requirements for data management and sharing.

■ [Data Management Planning Workshops](#)

Classes are periodically offered through the Library that will discuss the requirements of various funding agencies for data management plans and provide guidance on how to use the DMPTool. The next workshop will be February 21, 2013, from 3:30-4:30 in the Homer Rice Room. If you are interested in attending, please register at: <http://www.eventbrite.com/event/5386968568>

■ [Data Management Consultation](#)

Have questions about your data management plan, where to archive your data, or how to best care for your research data? Contact Lizzy (lizzy.rolando@library.gatech.edu, 404-385-3706) with any questions you have or to set up a consultation.

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DATA MANAGEMENT PLANNING

FEBRUARY 21, 2013

Lizzy Rolando, Research Data Librarian

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Data Management Planning - 02/21/13
 by [Lizzy_Rolando](#) on Feb 22, 2013

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These are the slides from the Data Management Planning Class, taught 2/21/13 at the Georgia Tech Library.

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Data Management Planning - 02/21/13
 Presentation Transcript

1. DATA MANAGEMENT PLANNING FEBRUARY 21, 2013 Lizzy Rolando, Research Data Librarian

2. Objectives Understand the current climate around data management and data sharing Learn about the basic elements of a data management

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Objectives

- Understand the current climate around data management and data sharing
- Learn about the basic elements of a data management plan
- Explore some of the best practices for data documentation, long-term preservation, and data sharing
- Work with the DMPTool to create a data management plan

2

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Data Management Planning - 02/21/13
 by [Lizzy_Rolando](#) on Feb 22, 2013
 These are the slides from the Data Management Planning Class, taught 2/21/13 at the Georgia Tech Library.

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1. DATA MANAGEMENTPLANNINGFEBRUARY 21, 2013 Lizzy Rolando, Research Data Librarian

2. Objectives2 Understand the current climate around data management and data sharing 2 Learn about the basic elements of a data management

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Introduction to EndNote Citation Management Software (HSC)

HSC- Kornhauser 301

Description. This workshop introduces students, staff, and faculty to EndNote Citation Management software for Windows and Apple computers. Attendees will learn how to download and install the free version of EndNote from the iTech Xpress online store; configure it to work with the University Libraries; search and retrieve citations using EndNote's search engine; import citations from Internet databases and library catalogs; organize references, PDFs, images, and other files; create custom groups, including smart groups that update automatically as references are added; create instant bibliographies in Microsoft Word, Apple Pages, and OpenOffice.org Writer; find and attach full-text articles automatically; and create a limitless number of reference libraries of any size. Citation management software has emerged in recent years as an essential tool for students, scholars and researchers, and EndNote has become the industry standard software tool worldwide for publishing and managing bibliographies.

Learning Outcomes. Upon completion of the basic EndNote training workshop, attendees will be able to create their own electronic libraries; organize and customize their libraries to fit their work and research practices; retrieve bibliographic citations from various electronic databases; connect to the University Libraries to find and attach full-text articles in PDFs to their libraries; and cite references and generate bibliographies automatically in any style while composing a manuscript.

Presenter. John Chenault is an Assistant Professor and medical librarian in the Kornhauser Health Sciences Library on the U of L medical campus. He has provided EndNote training and instructional workshops in the use of electronic databases for hundreds of students, faculty and staff at U of L. He also teaches part-time in the distance education program of the Pan African Studies Department in the College of Arts and Sciences. In his spare time he is a writer, poet, composer, and playwright.

what	
when	Oct 17, 2012 from 02:00 pm to 03:30 pm
where	HSC- Kornhauser 301
contact name	 Jackie Fryer
contact phone	502-852-5882
add event to calendar	 iCal  vCal

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Issues in Academic Integrity workshop

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Welcome

Issues in Academic Integrity workshop

“The integrity of University academic life and of the degrees the University confers is dependent upon the honesty and soundness of the teacher-student learning relationship and, as well, that of the evaluation process. Conduct by any member of the University community that adversely affects this relationship or this process must, therefore, be considered a serious offence.”

The Office of the Dean of Students and the University Secretariat. “Chapter Six: Code of Student Conduct and Disciplinary Procedures.” *A Handbook on Student Rights and Responsibilities*. Montréal, Québec: McGill University, May 2009: 23.



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MyResearch - Module 4: Getting Your Research Out

LEARNING OUTCOMES: At the conclusion of this session, you will be able to:

- Find professional associations, other networking opportunities, workshops and conferences related to your area of research
- Identify core journals in which to publish
- Understand peer review
- Appreciate the discourse surrounding academic integrity

Find out how to enter the scholarly conversation with practical tips on finding professional associations...

Monday, October 21, 2013

10:00 [MyResearch - Module 4: Getting Your Research Out](#)
 room 511, Burnside Hall, 5th floor
 For graduate students in the physical sciences & engineering
 Schulich Library of Science and Engineering

[Register](#)

Wednesday, October 23, 2013

15:00 [MyResearch - Module 4: Getting Your Research Out](#)
 room 409, McIntyre Medical building
 For graduate students in the health and biological sciences
 Schulich Library of Science and Engineering

[Register](#)

Thursday, October 24, 2013

12:00 [MyResearch - Module 4: Getting Your Research Out](#)
 Macdonald Campus Library eZone, Barton Building
 For graduate students in agriculture, environmental sciences, and nutrition
 Macdonald Campus Library

[Register](#)

14:30 [MyResearch - Module 4: Getting Your Research Out](#)
 Redpath RM-23, McLennan-Redpath Library Building
 For graduate students in the social sciences
 Humanities and Social Sciences Library

[Register](#)

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Data Management Course

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3. Organization and Documentation
4. Data Access and Ownership
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6. Preservation Techniques
7. Complete Your DMP

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Engineering Section



This short course on data management is designed for graduate students in the engineering disciplines who seek to prepare themselves as "data information literate" scientists in the digital research environment. Detailed videos and writing

activities will help you prepare for the specific and long-term needs of managing your research data.

Experts in digital curation will describe current sharing expectations of federal funding agencies (like NSF, NIH) and give advice on how to ethically share and preserve research data for long-term access and reuse.

Students will get out of this course:

- Seven web-based lessons that you can watch anytime online or download to your device.
- A Data Management Plan (DMP) template with tips on how to complete each section. Your completed DMP can be used in grant applications or put into practice as a protocol for handling data individually or within your research group or lab.
- Feedback and consultation on your completed DMP by research data curators in your field.

Participants may join at anytime. Upon registering, you will receive a time-table and reminder emails for completing the course. If you have any questions please [contact the instructors](#).

Photo: The Juscelino Kubitschek Bridge in Brasilia, Brazil. Credit: JK_Bridge_2 by chris.diewald on Flickr

Data Management Course Enrollment

The Spring Data Management Course has ended. Please feel free to participate in the self-paced modules on your own. The Data management Plan template is available on the [Syllabus page](#) for you to download and use.

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In-person Workshops

[View a list and register](#) for a free face-to-face workshop on topics such as citation managers (RefWorks, EndNote, Zotero), research strategies, Google, and more.

[View Upcoming Workshops](#)

Tutorials and Recorded Workshops

We have a number of tutorials or recorded workshops which offer convenient ways to learn more about the Libraries and academic research strategies.

- [Introduction to the Libraries & First Year Writing](#)
- [Finding and Evaluating Information](#)
- [Research Tools](#)
- [Reading Scholarly Articles](#)
- [Organizing and Citing Research](#)
- [Communicating Research](#)
- [Plagiarism](#)
- [Searching for Grant Funding](#)
- [Using the Libraries in Your Teaching & Moodle](#)

Introduction to the Libraries & First Year Writing

- [Intro to Library Research \[mobile\]](#)
- Guide to University Libraries for International Students:
[English](#) (PDF) or [Chinese](#) (PDF) or [Korean](#) (PDF)

Finding and Evaluating Information


- [Engineering: Find Better Information Faster](#) (video: 47 min) [Apple device](#)
- [Google: Advanced Searching for Researchers](#) (video: 53 min) [Apple device](#) [[Handouts in Moodle](#)]
- [Google Scholar and Web of Science](#) (video: 39 min) [Apple device](#)
- [How to Find Chemical and Physical Property Information](#) (video: 4:30 min) [Apple device](#)
- [Patents and Patentability](#) and [Patent Searching](#)
- [Researching & Writing the Literature Review](#) (video: 1:44 min) [Apple device](#)
- [Scholarly vs. Popular Periodicals](#) (from Vanderbilt University)
- [Searching for Empirical Primary Source Journals in PsycINFO](#) (video: 8:14 min) [Apple device](#)
- [Searching MNCAT Plus for Books and More](#) (PDF)
- [Using Citations to Find Journal Articles and Books](#) (video: 4:13 min) [Apple device](#)
- [Web of Science: Research Made Easy](#) (video: 48 min) [Apple device](#)

Research Tools

- [Assignment Calculator](#)
- [Dissertation Calculator](#)
- [Google: Increasing Productivity and Collaboration](#) (video: 50 min) [Apple device](#)
- [Tricks of the Trade: Conducting Efficient Library and Web Research](#) (video: 1:26 min) [Apple device](#)
- [Web Tools for Working Collaboratively](#) (video: 53 min) [Apple device](#)

Reading Scholarly Articles

- [Anatomy of a Scholarly Article from North Carolina State University](#)
- [How to Read and Comprehend Scientific Research Articles](#) (video: 4:23 min) [Apple device](#)
- [Quick Tutorial on Reading Scientific Papers from Purdue University](#)
- [What is a primary empirical research article for psychological research?](#) (video: 6:00 min) [Apple](#)



[device](#)

Organizing & Citing Research

- [EndNote: Basics](#) (video: 64 min) [Apple device](#) [[EndNote: Introduction to EndNote in Moodle](#)]
- [Introduction to Citation Managers](#) (video: 48 min) [Apple device](#)
- [Introduction to Data Management for Scientists and Engineers](#) (video: 40 min)
- [Mendeley: Get Organized](#) (video: 72 min) [Apple device](#)
- [Refworks Basics](#) (video: 53 min) [Apple device](#) [[Handouts in Moodle](#)]
- [What are Citations?](#)
- [Zotero: Basics](#) (video: 57 min) [Apple device](#) [[Handouts in Moodle](#)]

Communicating Research

- [Create, Edit and Publish your Ebook](#)
- [Creating Posters in PowerPoint tutorial](#)
- [Designing Posters in PowerPoint](#) (video: 15:19) [Apple device](#)
- [Practice Creating Posters in PowerPoint](#) (video: 12:51) [Apple device](#)
- [Effective Poster Design Elements](#)
- [Effective Poster Design Judging Exercise](#)
- [eFolio Tutorials](#) (4 videos: signing up, settings and structure, adding content, organizing content)
- [Formatting Your Dissertation in Microsoft Word](#) (video: 98 minutes in 14 sections)
- [Getting Published: How to Publish Your Science Research Article](#) (video: 1:40 min) [Apple device](#)
- [Open Access Publishing: Making Your Work Available to the World](#) (video: 17 min) [Apple device](#)
- [Intro to Data Management for Graduate Students](#) (video: 50 minutes) [Apple device](#)

Plagiarism

- [How to Recognize Plagiarism: A Tutorial](#) (Indiana University)
- [Preventing Plagiarism](#) (from University of Minnesota Center for Writing)

Tutorials for Grant Funding

- [Creating a Data Management Plan for your Grant Application](#) (video: 75 min)
- [Grant Funding for Graduate Students](#) (video: 45 min) [Apple device](#)
- [Grants Resources Workshop Part 1: Internal Funding Resources at the University of Minnesota](#) (video: 1:35 min) [Apple device](#)
- [Grants Resources Workshop Part 2: Pivot from Community of Science](#) (video: 8:35 min) [Apple device](#)
- [Grants Resources Workshop Part 3: SciVal Funding](#) (video: 5:38 min) [Apple device](#)
- [Grants Resources Workshop Part 4: Foundation Directory](#) (video: 4:36 min) [Apple device](#)

Using the Libraries in Your Teaching

- [How to Create links to articles for Moodle or other course sites](#) (video: 2 min) [Apple device](#)
- [Leveraging Archival Materials into your Course](#) (video: 50 min) [Apple device](#)
- [Medium as Message: Virtual Exhibit](#) on exploring documentary materials in our Archives and Special Collections.
- [Moodle: Integrating Library Resources](#) (PDF)

If you have any questions about workshops, please contact Kate Peterson (katep@umn.edu).

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WALTER E. DEAN

Environmental Information Management Institute

library.unm.edu/services/instruction/eimi.php

June 3 – June 21, 2013

Register for these courses if you are a student or professional with a BS in biology, geology, ecology, or other environmental sciences, environmental engineering, geography or science librarianship. Non-UNM students are also welcome but need to register.

Scientists, engineers, and data librarians are working in an increasingly data-intensive research environment. The Environmental Information Management (EIM) Institute provides MS and PhD students and professionals with the conceptual and practical hands-on training that allows them to effectively design, manage, analyze, visualize, and preserve data and information.

Participants will:

- work with nationally known experts in the field
- gain a significant competitive advantage in the job market
- become familiar with all aspects of the data life cycle
- learn how to manage data files, create databases and design web portals
- explore state-of-the-art analysis and visualization techniques
- learn techniques for managing, analyzing, and visualizing geospatial data

REGISTRATION INFORMATION:

- **Space is limited.**
- **Registration opens April 22.**
- **The Institute is comprised of three one-week courses for two credits each.**
- **Open to non-UNM students.**
- **For more information email Teresa Neely at (neely@unm.edu).**

The Institute is made possible by generous funding from Walter E. Dean. Dr. Dean, a UNM alumnus, has worked for the U.S. Geological Survey since 1975 on a variety of projects and is currently a research geologist in the Geology and Environmental Change Science Center in Colorado.

Week 1

INFO 530 Environmental Information Management

Lectures and exercises focus on data and metadata acquisition and management, quality assurance/quality control, data preservation, and database creation and management.

Week 2

INFO 532 Environmental Data Analysis and Visualization

Lectures and exercises cover techniques for data exploration, data analysis and scientific workflows, and creation of effective visual representations of analytical results.

Week 3

INFO 533 Spatial Data Management in Environmental Science

This hands-on course focuses on how geospatial data are effectively managed, analyzed, visualized and preserved in Geographic Information Systems.



library.unm.edu/services/instruction/eimi.php



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Initiatives

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- [Latino/o Fellowship](#)
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- [Writing Support Groups](#)

Graduate Resource Center

Mesa Vista Hall, Suite 1057
 Mon-Fri, 8 am to 5 pm
 Extended hours on Wed, 5 to 7 pm
 Albuquerque, NM 87131

Phone: (505) 277-1407

Fax: (505) 277-1498

unmgrc@unm.edu[UNM](#) > [Home](#) > [Workshops](#) > Fall 2013 Schedule

Fall 2013 Workshop Schedule


[Printer Friendly Version \(PDF\)](#)

DATE	TIME	SUBJECT	PRESENTER	LOCATION
08/27/13	12-1 PM	Literature Reviews	Lora Leligdon	Zimmerman Library, 254
09/10/13	12-1 PM	Building a Bibliography with Endnote Web	Todd Quinn	Zimmerman Library, 254
09/17/13	12-1 PM	Bringing Balance to Life as a Graduate Student	Don Trahan, Jr.	Zimmerman Library, 254
09/24/13	12-1 PM	Theses/Dissertations from Start to Finish Panel	Student Panel	Zimmerman Library, 254
10/01/13	12-1 PM	Create and Design an Academic Poster	Talal Saint-Lôt	Zimmerman Library, 254
10/08/13	12-1 PM	Building a Bibliography with Zotero	Paulita Aguilar	Zimmerman Library, 254
10/15/13	12-1 PM	Plagiarism: Avoiding the Pitfalls	Carlyn Pinkins	Zimmerman Library, 254
10/22/13	12-1 PM	Enhancing Reading Skills	Daniel Shattuck	Zimmerman Library, 254
10/29/13	12-1 PM	Funding Opportunities	Kelly Monteleone	Zimmerman Library, 254
11/05/13	12-1 PM	Quantitative Analysis	Jee Hwang	Zimmerman Library, 254
11/12/13	12-1 PM	Enhancing Presentations Through Technology	Kevin Comerford	Zimmerman Library, 254
11/19/13	12-1 PM	Qualitative Analysis	Claudia Isaac	Zimmerman Library, 254
11/26/13	12-1 PM	Software Programs for Data Analysis	Kevin Comerford	Zimmerman Library, 254
12/03/13	12-1 PM	Nuts & Bolts of Publishing	William Gannon	Zimmerman Library, 254

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Research Workshops

See also:

- Services for Graduate Students / PostDocs
- Faculty / Instructor Support

Register for Workshops


Research Workshops

TodayMonday, August 19

PrintWeekMonthAgenda

Monday, August 19
12:00pm Literature Searching and Refworks Workshop
Tuesday, August 20
10:00am Literature Review Workshop
1:00pm Literature Searching and Refworks Workshop
Friday, August 23
9:00am Literature Review Workshop
10:00am Literature Searching and Refworks Workshop
Tuesday, September 3
10:00am Finding Information While You Sleep
Wednesday, September 4
3:00pm Literature Searching and Refworks Workshop
Friday, September 13
10:00am Finding Information While You Sleep
12:00pm Writing research introductions in the sciences
Friday, September 20
1:00pm Workshop: Introduction to GIS
Friday, September 27
10:00am Publishing Smartly: Choosing journals and managing your intellectual property
1:00pm Literature Searching and Refworks Workshop
Friday, October 4
10:00am Writing research introductions in the sciences
1:00pm Finding Information While You Sleep
Wednesday, October 16
10:00am Effective Patents Searching Workshop

Events shown in time zone: Eastern Time








Librarian Contact Information

- Mohan Ramaswamy, Librarian for the Life Sciences and Graduate Services
- (919) 513-3157
- mohan_ramaswamy@ncsu.edu

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Giving to the Libraries

SPEC Kit 336: Responsible Conduct of Research Training • 141




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PORT: Penn Online Research Tutorial

Anywhere
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PORT - Contents

- Introduction
- Working with topics
- Types of Information
- Sources of Information
- Locating Information
- Evaluating Information
- Documentation
- Help

Introduction

The University of Pennsylvania is committed to giving its students a well-rounded education. As the mission statement of the College of Arts and Sciences emphasizes, the goal of the University of Pennsylvania "is to help students to become knowledgeable about the world and the complexities of today's society, aware of moral, ethical, and social issues, prepared to exercise intellectual leadership, and enlivened by the use of their minds." Developing critical and analytical skills by engaging in serious research activities is a primary means of achieving this mission.

Whatever types of research you engage in, you will need to use scholarly resources. At the Penn Libraries you have access to millions of books, articles, and other materials. Making effective use of these resources can be a challenge! You need a clear idea of the question you are asking, the information required to address it, and how to locate, evaluate and use that information. Indeed, these needs make the research process appear an impenetrable labyrinth.

Contents

• **Working with topics**
The first step: Develop a research question that is appropriate for your assignment - interesting and neither too broad nor too narrow.

• **Types of information**
Determine which types of information (primary or secondary resources, scholarly or popular, etc.) are relevant to answering your question.

• **Sources of information**
Identify the information resources that are most likely to have the types of information that you need: would you be best served by using books, scholarly articles, magazines, newspapers, the Web, or something else?

• **Locating Information**
Locate the information you need by using the Library's navigational tools.


• **Evaluating information**
Use criteria such as credibility, accuracy, relevance, and currency to evaluate the information you locate.


• **Documentation**
Document your research using standard scholarly methods and styles.

• **Help**
Contact a librarian for further assistance.

Did you know...?

...that the Library offers dozens of workshops each semester? Workshops cover a variety of topics, from web searching techniques to Power Point & RefWorks, to discipline- & subject-based topics. [Browse the current offerings and register online.](#)

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Washington State University
Libraries - Guides

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WSU Libraries » LibGuides @ WSU Libraries » Library Instruction » Instructional Material By Topic

Instructional Material By TopicTags: censorship, decades, humanities, plagiarism


This guides provides links and information for researching Pullman and WSU, as well as contemporary controversial topics, censorship, plagiarism, and anarchy.

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WSU Plagiarism Tutorial



The link below takes you to the WSU Plagiarism Tutorial, where you can review issues related to intellectual property, citations, academic honesty, how to paraphrase and quote.

- [WSU Plagiarism Tutorial](#)

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WSU Libraries, PO Box 645610, Washington State University, Pullman WA 99164-5610, 509-335-9671, [Contact Us](#)



Academic Integrity Tutorial

« [Online Tutorials](#)



1. What is the Academic Integrity Tutorial? (HOME)

> [How to Use this Site](#)

> [Technical Requirements](#)

2. Academic Integrity

> [Forms of Academic Dishonesty](#)

> [York's Policy](#)

3. What is Plagiarism?

> [Why Document your sources?](#)

4. Demonstrating Academic Integrity

> [Referencing Styles](#)

> [How to Cite Right](#)

5. Academic Integrity Checklist

6. Case Studies

7. Test Yourself

[Acknowledgements](#)

[Ideas & Notes for Faculty Members](#)

[York's Academic Integrity website](#)

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August 26, 2012

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What is the Academic Integrity Tutorial?

Page 1 of 18

What is the Academic Integrity Tutorial?

The *Academic Integrity Tutorial* is designed to help you learn about academic integrity. The information in this tutorial is applicable for all subject and research areas and any level of study.

After completing this tutorial you will be able to:

1. Explain the concept of 'academic integrity' and identify five different kinds of academic dishonesty.
2. Identify the key points of York's Senate Policy on Academic Honesty and the procedures and penalties associated with violating York's Policy.
3. Differentiate between what is acceptable use of another's ideas/words and what is plagiarism.
4. Identify several reasons why it is essential to document/reference sources of information/ideas.
5. Recognize three strategies you can use to incorporate another person's ideas/words into your own work.
6. Identify the elements that are required for a complete reference to a source of information and be familiar with referencing styles.
7. Identify the usefulness of tools such as RefWorks and where you can get help at York from an expert if you have questions about whether you are using or referencing material appropriately.
8. Understand the importance of seeking help if you have questions regarding any issue associated with academic integrity.

➡ Before we start the tutorial, let's review [How to use this site](#).



SELECTED RESOURCES

Journal Articles on Academic Integrity and Libraries

- Amsberry, Dawn. "Deconstructing Plagiarism: International Students and Textual Borrowing Practices." *Reference Librarian* 51, no. 1 (December 2009): 31–44.
- Caravello, Patti Schifter. "The Literature on Academic Integrity and Graduate Students: Issues, Solutions, and the Case for a Librarian Role." *Public Services Quarterly* 3, no. 3–4 (October 2008): 141–71.
- Chen, Yu-Hui, and Mary K. Van Ullen. "Helping International Students Succeed Academically through Research Process and Plagiarism Workshops." *College & Research Libraries* 72, no. 3 (May 2011): 209–35. <http://crl.acrl.org/content/72/3/209.full.pdf+html>
- Drinan, Patrick M., and Tricia Bertram Gallant. "Plagiarism and Academic Integrity Systems." *Journal of Library Administration* 47, no. 3–4 (October 2008): 125–40.
- Greer, Katie, Stephanie Swanberg, Mariela Hristova, Anne T. Switzer, Dominique Daniel, and Sherry Wynn Perdue. "Beyond the Web Tutorial: Development and Implementation of an Online, Self-Directed Academic Integrity Course at Oakland University." *Journal of Academic Librarianship* 38, no. 5 (September 2012): 251–58. <http://www.editlib.org/p/88782/>

Websites

United States Government Policies

US Department of Health and Human Services

ORI The Office of Research Integrity

<http://ori.dhhs.gov/>

ORI. Federal Research Misconduct Policy

<http://ori.dhhs.gov/federal-research-misconduct-policy>

White House. Office of Science and Technology Policy

Scientific Integrity

<http://www.whitehouse.gov/administration/eop/ostp/library/scientificintegrity>

Canadian Government Policies

Panel on Research Ethics

Navigating the Ethics of Human Research

<http://ethics.gc.ca/eng/index/>

TCPS 2—2nd edition of Tri-Council Policy Statement
<http://ethics.gc.ca/eng/policy-politique/initiatives/tcps2-eptc2/Default/>

Training and Educational Resources

CITI Program. Collaborative Institutional Training Initiative at the University of Miami
<http://www.citiprogram.org>

Council of Graduate Schools
Best Practices in Graduate Education for the Responsible Conduct of Research
<http://www.cgsnet.org/publication/1246/c16fd57bafc3eb0d42a3d7b9f5779cea>

Epigeum Inc.
Research Integrity online courses
<http://www.epigeum.com/component/programmes/?view=programme&programme=55>

Ethics CORE (Collaborative Online Resource Environment)
Ethics and Responsible Conduct of Research (RCR) Resources
<http://nationalethicscenter.org/>

The National Academies
On Being a Scientist: A Guide to Responsible Conduct in Research: Third Edition (2009)
http://www.youtube.com/watch_popup?v=wIBjGV3OB0o#t=47

National Postdoctoral Association
Responsible Conduct of Research (RCR) Toolkit
<http://nationalpostdoc.org/rcr-toolkit>

Online Ethics Center for Engineering and Research
Welcome to the Online Ethics Center (OEC)
<http://www.onlineethics.org/>

RetractionWatch
<http://www.retractionwatch.com>

University-level Websites

Responsible Conduct of Research or Research Integrity

Brigham Young University
Responsible Conduct of Research: Interactive Tutorials for Educational Institutions, brought to you by Center for Materials and Devices for Information Technology Research (CMDITR)
<http://www.responsibleresearch.org/toc.cfm>

University of British Columbia
Office of Research Ethics
<http://www.research.ubc.ca/ore/human-ethical-review>

Policy No.: 85. Scholarly Integrity
<http://www.universitycounsel.ubc.ca/files/2013/04/policy85.pdf>

Contact Us (list of ethics boards at UBC)
<http://www.research.ubc.c/ore/contact-us>

University of California, Irvine
Research Administration. Integrity in Research
http://www.research.uci.edu/ora/research_integrity.htm

University of California, Los Angeles
Office of Research Administration. Responsible Conduct of Research
<http://ora.research.ucla.edu/RPC/Pages/ResearchConduct.aspx>

University of Chicago
University Research Administration. Responsible Conduct of Research
http://researchadmin.uchicago.edu/policies_compliance/conduct_research.shtml

University of Colorado at Boulder
Research Administration & Support. Responsible Research
<http://www.colorado.edu/vcr/rcr>

Duke University
Graduate School. Responsible Conduct of Research (Master's and PhD Requirement). See especially subcategories for "Topics & Resources" and "Forums."
http://gradschool.duke.edu/academics/degree_reqs/rcr/

University of Florida
Office of Research. Responsible Conduct in Research (RCR) Training
<http://research.ufl.edu/compliance/responsible-conduct-in-research.html>

Indiana University Bloomington
Office of Research Administration. Research Ethics, Education & Policy (REEP)
<http://researchadmin.iu.edu/reep.html>

University of Kentucky
Office of Research Integrity. Responsible Conduct of Research (RCR): Training Resources
<http://www.research.uky.edu/ori/RCR.htm>

Office of Legal Counsel: Report Ethical Issues
<http://www.uky.edu/Legal/ethicsreporting.htm>

UK Program for Bioethics
<http://ukhealthcare.uky.edu/bioethics/home/>

University of Louisville
Research Integrity
<http://louisville.edu/research/researchintegrity/>

McGill University
Student Rights and Responsibilities. FairPlay: A Guide to Academic Integrity
<http://www.mcgill.ca/students/srr/honest/students/>

University of Manitoba

Office of Research Ethics and Compliance

http://umanitoba.ca/research/orec/orec_home.html

University of Massachusetts, Amherst

Office of Research and Engagement. Responsible Conduct of Research (RCR)

<http://www.umass.edu/research/responsible-conduct-research>

University of Michigan

Office of the Vice President for Research. Compliance Training and Related Resources

<http://research.umich.edu/policies/compliance-resources/>

University of Minnesota

Office of the Vice President for Research. Research Education & Oversight

<http://www.research.umn.edu/reo/education/index.html>

University of Nebraska-Lincoln

Office of Research Responsibility. Responsible Conduct of Research

<http://research.unl.edu/researchresponsibility/responsible-conduct-of-research/>

University of New Mexico

Responsible and Ethical Conduct of Research

<http://research.unm.edu/researchethics/>

North Carolina State University

Sponsored Programs & Regulatory Compliance. RCR courses

<http://research.ncsu.edu/sparcs/training/training-rcr-courses/>

Policies, Regulations and Rules. RUL 10.15.01-Training in Responsible Conduct of Research

<http://policies.ncsu.edu/rule/rul-10-15-01>

Graduate School. Responsible Conduct of Research

<http://www.ncsu.edu/grad/rcr/index.html>

Graduate School. Preparing Future Leaders (PFL) professional development initiative

<http://www.ncsu.edu/grad/preparing-future-leaders/>

Northwestern University

Office for Research Integrity. Responsible Conduct of Research (RCR)

<http://www.research.northwestern.edu/ori/responsibleresearch/responsibleconduct.html>

Pennsylvania State University

Office of the Vice President for Research. SARI@PSU Program Portal

<http://www.research.psu.edu/training/sari>

Purdue University

Office of the Vice President for Research. Responsible Conduct of Research Education Plan

<http://www.purdue.edu/research/vpr/rschadmin/rcr/index.php>

Graduate School. Responsible Conduct of Research (RCR)

<http://www.gradschool.purdue.edu/RCR/>

Rochester University

Office of Research and Project Administration. Responsible Conduct of Research

<http://www.rochester.edu/ORPA/resource/print.htm>

Rutgers University

Project AGER: Advancing Graduate Education at Rutgers. Scholarly Integrity in Graduate Education

<http://ager.rutgers.edu/respresearch.php>

Southern Illinois University Carbondale

Office of Sponsored Projects Administration. Responsible Conduct of Research

<http://ospa.siu.edu/compliance/responsible-conduct-of-research/index.html>

Syracuse University

Office of Sponsored Programs. Responsible Conduct of Research: NSF Training Requirements

<http://osp.syr.edu/Award-Management/compliance---post-award1/responsible-conduct-of-research-rcr.html>

Texas A&M University

Research Compliance & Biosafety

<http://rcb.tamu.edu/>

University of Virginia

What you need to know about Research Compliance at UVA

<http://www.virginia.edu/vpr/Research%20Brochure%20Narrative.pdf>

Washington State University

Office of Research Assurances. Responsible Conduct of Research

<http://www.research-compliance.wsu.edu/rcr/>

Research Compliance Office. RCR Overview

<http://www.research-compliance.wsu.edu/rcr/documents/RCROverview.ppt>

York University

Academic Integrity in Courses at York University

<http://www.yorku.ca/academicintegrity/>

IRB & Human Subjects

University of Chicago

IRB. Training

<http://bsd.irdb.bsd.uchicago.edu/training.html>

University of Colorado at Boulder

Human Research & IRB

<http://www.colorado.edu/vcr/irb>

University of Hawaii at Manoa

IRB. Forms & Documents

<http://www.hawaii.edu/irb/html/forms.php>

Johns Hopkins University

Homewood Institutional Review Board

<http://web.jhu.edu/Homewood-IRB/index.html>

Kent State University

Office of Research Safety and Compliance. Required Training

<http://www.kent.edu/research/researchsafetyandcompliance/irb/training.cfm>

University of Montreal

Éthique de la recherche. L'éthique de la recherche en bref

<http://www.recherche.umontreal.ca/ethique-de-la-recherche/lethique-de-la-recherche-en-bref/>

Oklahoma University

OU Norman Campus Institutional Review Board (IRB)

<http://irb.ou.edu>

Rutgers University

Human Subjects Certification Program

<http://orsp.rutgers.edu/index.php?q=content/human-subjects-certification-program>

Virginia Tech

Institutional Review Board

<http://www.irb.vt.edu/>

VT Human Subject Protections Tutorial

http://www.irb.vt.edu/pages/tutorial_intro.htm

Writing Centers

NuWrite: Northwestern's Online Writing Resources (includes plagiarism, academic integrity, etc.)

<http://nuwrite.northwestern.edu/index.html>

Texas A&M University

University Writing Center. Graduate Student Services

<http://writingcenter.tamu.edu/for-students/>

Student Conduct Codes

University of Florida

Student Conduct & Honor Code

<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code>

Rutgers University

University Code of Student Conduct (includes academic integrity)

<http://studentconduct.rutgers.edu/university-code-of-student-conduct>

Note: All URLs accessed August 14, 2013.