

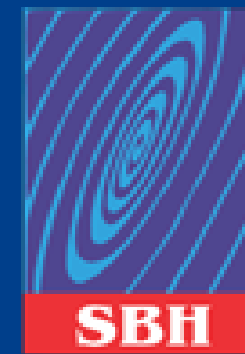
# Scientific Societies as Institutions for Promoting Research Integrity/ Responsible Conduct of Research

## III BRISPE Conference on Research Integrity, Science and Publication Ethics

São Paulo, Brazil, August 14-15, 2014

Mark S. Frankel, Ph.D.  
Director, Program on Scientific Responsibility, Human Rights  
& Law  
American Association for the Advancement of Science  
(AAAS)





SOCIEDADE  
BRASILEIRA DE  
HIPERTENSÃO

Journal of the Brazilian Society of

**Mechanical Sciences  
and Engineering**



## Why focus on societies?

- \*Disciplinary culture/Community of practice
- \*Norms/Standards
- \*Scope
- \*Membership
- \*Enduring
- \*Publishers
- \*Professional resource

Scientific societies are not intended to replace the roles that universities and governments play, but can augment what they do.

Should be viewed as partners with unique experiences and resources they can bring to the table.

## American Mathematical Society

### 2004 Statement

## The Culture of Research and Scholarship in Mathematics: Joint Research and Its Publication

The culture of joint research and its publication differs among disciplines, and this essay is meant to explain that culture for mathematics....mathematicians traditionally list authors on joint papers in alphabetical order. An analysis of journal articles with at least one U.S. based author shows that nearly half were jointly authored. Of these, more than 75% listed the authors in alphabetical order. In pure mathematics, nearly all joint papers (over 90%) list authors alphabetically.

Historically biologists tended to place a PI, or supervisor or lab head last in an author list, whereas organic chemists might have put him or her first.

“Credit where credit's due,” *Nature* 440: 591–708, 2006

In computer science,...the person who heads up the lab is always listed first and the person who wrote the paper is listed last.

*Conventions, Authorship, and Fields of Study*  
Sandra Porter, July 28, 2007

## Washington University in St. Louis

### Policy for Authorship on Scientific and Scholarly Publications, 2009

**Authorship Order:** The order of authors is a collective decision of the authors or study group. This policy does not address questions or disputes regarding the order of authorship on publications. It is not possible for the University to define the order of authorship.



A report recommending that scientific organizations

“develop educational and training activities and materials to improve the integrity of research...assist universities in identifying substandard research and training practices that compromise the integrity or quality of research...develop policies to promote responsible authorship practices, including procedures for responding to allegations or indications of misconduct in published research or reports submitted for publication.”

Institute of Medicine, *The Responsible Conduct of Research in the Health Sciences*, National Academy Press, Washington, DC., 1989.

Throughout its history, AAAS has addressed issues at the intersection of science and society, searching for common ground between the values of science and those of the larger society.

SPECIAL ISSUE CONTAINING REPORTS OF THE THIRD INDIANAPOLIS MEETING OF  
THE AMERICAN ASSOCIATION FOR THE ADVANCEMENT OF SCIENCE  
AND ASSOCIATED SOCIETIES

# SCIENCE

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No. 2348

<i>The Third Indianapolis Meeting of the American Association for the Advancement of Science and Associated Societies: F. R. Moulton</i> .....	95	<i>Zoology (W)</i> .....	111
<i>The Spirit of It</i> .....	95	<i>Psychology (Y)</i> .....	113
<i>A Few Statistics</i> .....	96	<i>Social and Economic Sciences (X)</i> .....	115
<i>Some Problems</i> .....	97	<i>Historical and Philological Sciences (Z)</i> .....	118
<i>General Session</i> .....	97	<i>Engineering (M)</i> .....	123
<i>Wesley Clair Mitchell, President elect</i> .....	98	<i>Medical Sciences (N)</i> .....	125
<i>The Association Prize Award</i> .....	99	<i>Agriculture (O)</i> .....	125
<i>Resolutions of Public Interest</i> .....	99	<i>Education (Q)</i> .....	126
<i>Press Service</i> .....	100	<i>Organizations Related to the Association as a Whole</i> .....	126
<i>Radio Programs</i> .....	100	<i>Report of the Committee on Grants</i> .....	127
<i>Financial Reports</i> .....	101	<i>Science for Humanity's Sake</i> .....	128
<i>The Teaching and Societies' Conference</i> .....	102	<i>Science News</i> .....	45
<i>The Annual Science Exhibition</i> .....	102		
<i>Scientific Reviews:</i>			
<i>Mathematics (A)</i> .....	102		
<i>Physics (B)</i> .....	102		
<i>Chemistry (C)</i> .....	103		
<i>Astronomy (D)</i> .....	104		
<i>Geology and Geography (E)</i> .....	104		
<i>Zoological Sciences (F)</i> .....	105		
<i>Botanical Sciences (G)</i> .....	106		
<i>Articles Related to the Section on Ecological and Behavioral Sciences</i> .....	110		

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## THE THIRD INDIANAPOLIS MEETING OF THE AMERICAN ASSOCIATION FOR THE ADVANCEMENT OF SCIENCE AND ITS ASSOCIATED SOCIETIES

Edited by F. R. MOULTON

PERMANENT SECRETARY

### THE SPIRIT OF IT

It is quite possible that the one hundred and first meeting of the association, held in Indianapolis from December 27, 1917, to January 1, 1928, will be remembered as the beginning of a new era in the association. As large as was this meeting and as fine as were its programs, its most notable characteristics were the fine spirit of cooperation among scientists in different fields and the increasing sense of responsibility of scientists to society. As an editorial in the *Washington Post* expressed it, "the current movement might be described as an effort to shift from science for science's

The most concrete expression of cooperation among scientists with various interests was the many symposia that were organized. They ranged freely and widely across the usual boundaries of the sciences, embracing all that were included. Many of the leading scientists in the United States participated in these broad symposia of science, several of them leaving meetings of their own special societies for the purpose. The opinion was frequently expressed that in integrating the sciences—physical, biological and social—and in extending the relations of all of them with society, the association is performing its greatest service to

After World War II, AAAS affirmed a commitment to bridging science and society by revising its Constitution in 1946 to include objectives “to improve the effectiveness of science in the promotion of human welfare, and increase public understanding and appreciation of the importance and promise of the methods of science in human progress” (AAAS Constitution, 1946).

The Association created a new standing Committee on Scientific Freedom and Responsibility in 1976 to “encourage and assist the AAAS ... and other scientific groups to develop statements of principles governing professional conduct, and to...encourage scientists to accept their professional responsibilities both with regard to safeguarding the integrity of science and with regard to the application of science in the promotion of human rights and general welfare.”

AAAS amended its Constitution in 1977 to include “to foster scientific freedom and responsibility” in its mission.

In 2002, under new executive leadership, AAAS revisited its historic mission and stressed the Association's commitment to “advance science and innovation throughout the world for the benefit of all people,” and the priority to be accorded to the “responsible conduct and use of science and technology” (AAAS Mission, 2002).

As members of the professional research community, we should strive to develop and uphold standards that are broader than those addressed by the governmental regulatory framework for dealing with misconduct in science.”

National Academy of Engineering  
Institute of Medicine  
February 2, 1994

There needs to be a long-term approach that will inform and enable researchers to act properly, not because the law mandates, but because responsible science requires it.



The public's trust of individual scientists rests, in part, on its expectation that their conduct is governed by norms and standards prescribed by the professional community

Scientific societies are well positioned to function as custodians of the professional values and ethical standards that have been articulated by members over time, and to help transmit them to subsequent generations of scientists.

“Members of a scientific discipline,...are bound together by similar aspirations, values, and training....a scientist is defined [in part] by his or her relationship to the discipline....The scientific and engineering societies are distinct...institutions, and as visible, stable, and enduring entities, they act as the custodian of the discipline’s core values and distinctive traditions. Hence,...over time the behavior of individual members can be (and is) explained by references to [their society].”

Mark S. Frankel, “Professional Societies and Responsible Conduct,” in *Responsible Science: Ensuring the Integrity of the Research Process*, Vol. II, National Academy of Sciences, 1993.

## SOCIETY ACTIVITIES

Programs at Annual/Regional Meetings

Ethics Committees

Columns/Articles in Professional  
Journals/Newsletters

Publications on Research Ethics

Workshops

Resource Materials

Discussion Groups

Special Activities for Students/Trainees

Mentorship Programs

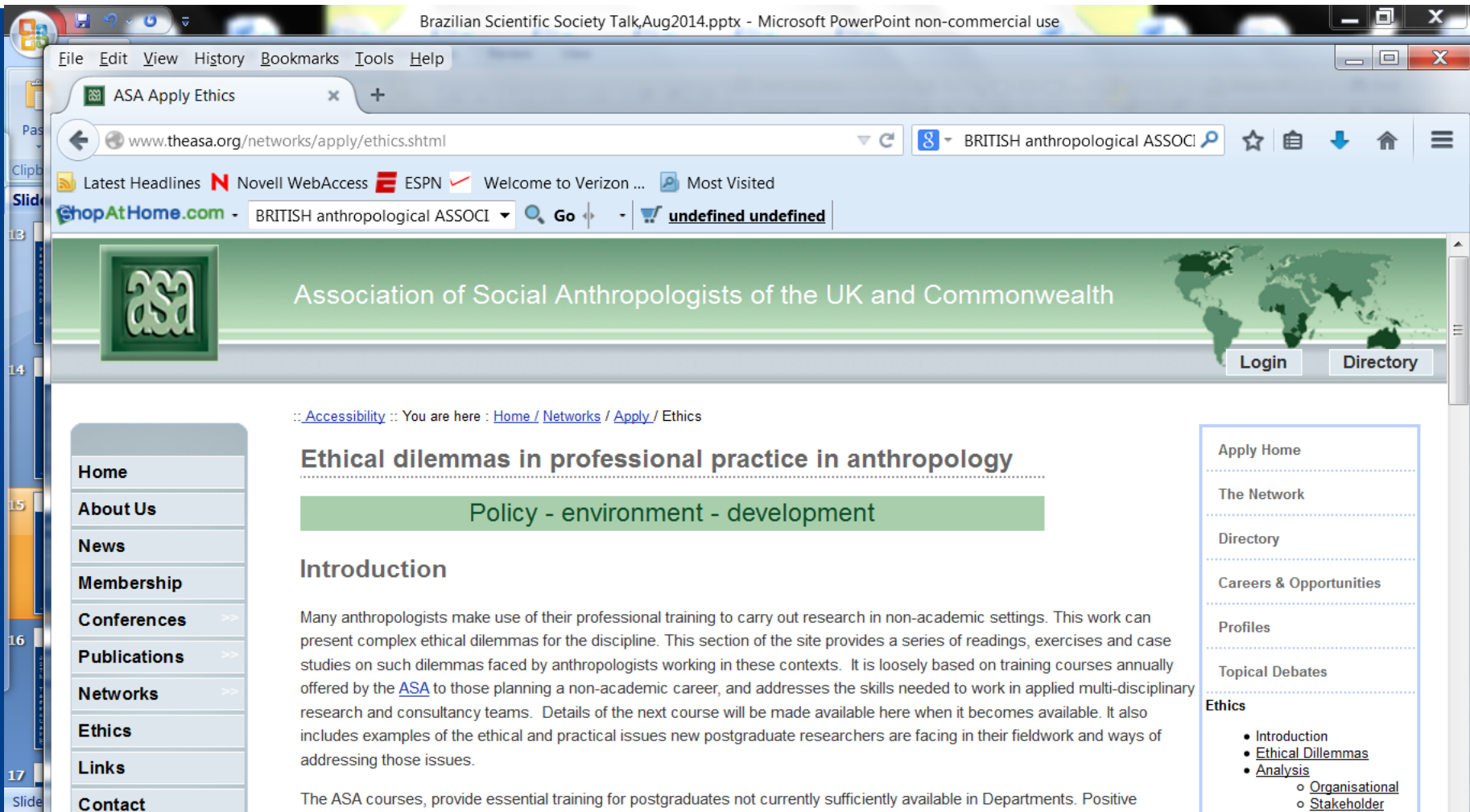
Awards to Members Exemplifying Integrity in  
Research

In-service Training

Hotlines

## American Psychological Association

APA's Ethics Office promotes ethics throughout the field of psychology. The Office supports the Ethics Committee in adjudicating ethics complaints, offers educational workshops and seminars, provides ethics consultations, and serves as a resource to members and the Association in addressing new ethical dilemmas as psychology grows and evolves as a discipline.



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www.theasa.org/networks/apply/ethics.shtml

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**asa** Association of Social Anthropologists of the UK and Commonwealth

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## Ethical dilemmas in professional practice in anthropology

### Policy - environment - development

### Introduction

Many anthropologists make use of their professional training to carry out research in non-academic settings. This work can present complex ethical dilemmas for the discipline. This section of the site provides a series of readings, exercises and case studies on such dilemmas faced by anthropologists working in these contexts. It is loosely based on training courses annually offered by the [ASA](#) to those planning a non-academic career, and addresses the skills needed to work in applied multi-disciplinary research and consultancy teams. Details of the next course will be made available here when it becomes available. It also includes examples of the ethical and practical issues new postgraduate researchers are facing in their fieldwork and ways of addressing those issues.

The ASA courses, provide essential training for postgraduates not currently sufficiently available in Departments. Positive

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# Integrity in Scientific Research



Challenging scientists - students, fellows, technicians, and administrators - to define ethical problems, identify options for responding, and to assess those options in light of their own experiences

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A project sponsored by American Association for the Advancement of Science - Directorate for Science and Policy Programs in Collaboration with Amram Nowak Associates, Inc. and the Medical College of Georgia - Division of Health Communication

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AAA Ethics Grant


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## Ethics Committee

AAANET Home > AAA Committees > Ethics Committee > AAA Ethics Grant





### AAA Ethics Grant

**American Anthropological Association  
Request for Proposals – Ethics Small Grant Program**

*Small Grants For Developing Ethics Curricular Materials*

#### Goals of the Program

The goal of the AAA Small Grants Program is to foster the development and use of curricular materials for the teaching and communication of ethics and ethical practice across the discipline of anthropology. Administered by the AAA Committee on Ethics, this small grant program encourages the awareness of and innovation in ethics curricular materials used in introductory, undergraduate, and graduate classes. Proposals for the development of curricular materials in a variety of forms are welcome, including texts, films, blogs, websites, exhibits, and other innovative media forms. The grant recipient(s) will have ten months to complete these new curricular materials, the results of which will be featured in the “Ethical Currents” column of the December issue of *Anthropology News (AN)* as well as on the AAA ethics blog, and highlighted at the Annual Meeting.

#### Eligibility

All members of the American Anthropological Association are eligible to apply. Please visit [www.aaanet.org](http://www.aaanet.org) for



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ori.hhs.gov/program-academic-societies

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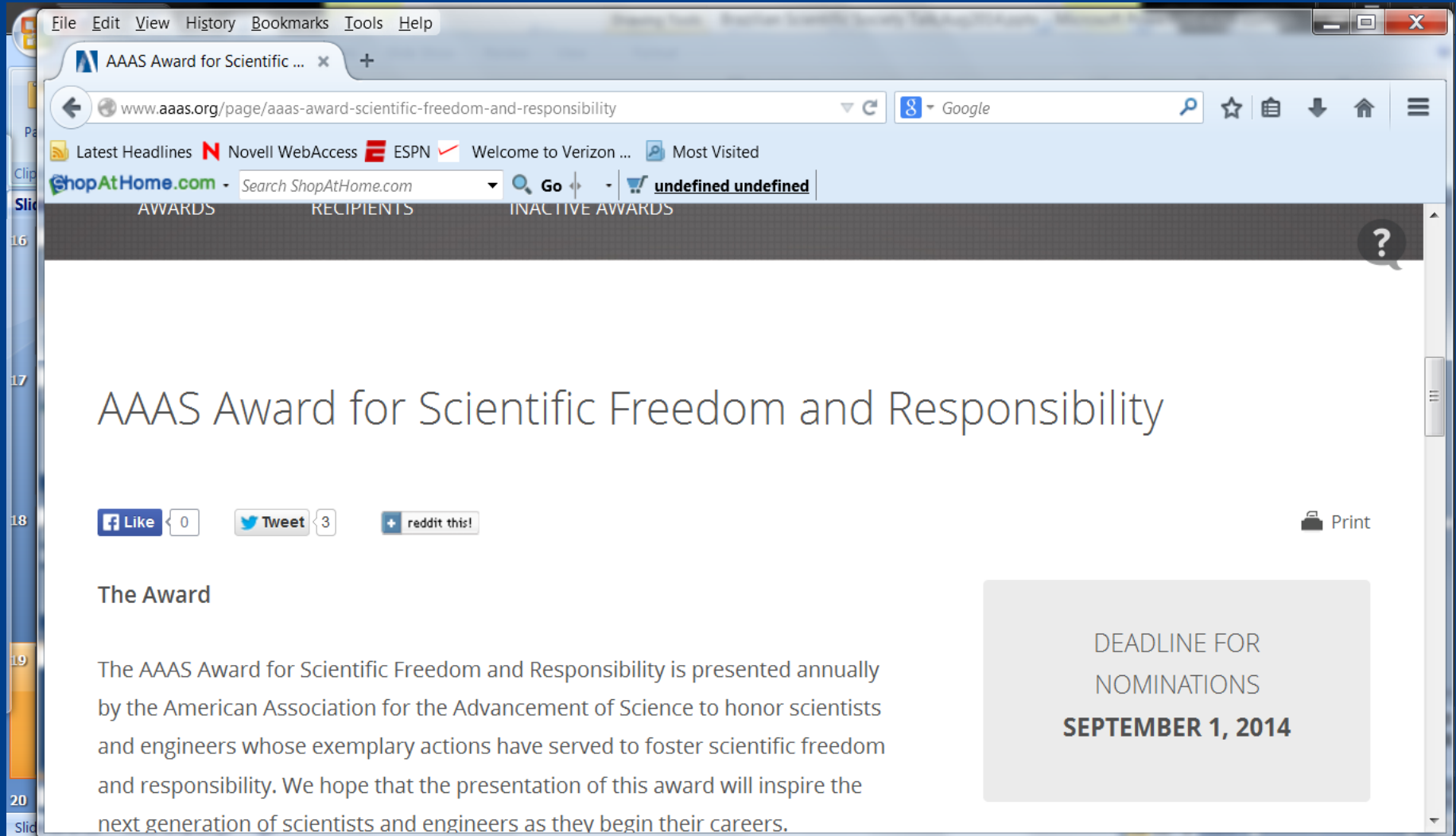
Home >> Program for Academic Societies

Printer Friendly

## Program for Academic Societies

Recognizing the instrumental role that societies play in establishing and upholding normative standards of research professionalism, the Association of American Medical Colleges (AAMC) and ORI entered into a cooperative agreement in 2002 to encourage academic societies to provide leadership to the research community through initiatives designed to promote the responsible conduct of research. The overarching goal of the program is to assist academic societies to develop, and mainstream or institutionalize RCR infrastructure, activities, and educational programs into the culture of the societies and disciplines. All academic societies with headquarters in the U.S., whose mission includes advancing biomedical and behavioral research, or medical education are eligible for this program.

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AWARDS RECIPIENTS INACTIVE AWARDS

# AAAS Award for Scientific Freedom and Responsibility

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## The Award

The AAAS Award for Scientific Freedom and Responsibility is presented annually by the American Association for the Advancement of Science to honor scientists and engineers whose exemplary actions have served to foster scientific freedom and responsibility. We hope that the presentation of this award will inspire the next generation of scientists and engineers as they begin their careers.

DEADLINE FOR NOMINATIONS  
**SEPTEMBER 1, 2014**

## Responsibilities of Scientists

Two Types:

Internal responsibility for upholding standards agreed upon by scientific community—  
scientists' professional responsibilities

External responsibilities toward the larger  
community—scientists' social responsibilities

“Experts must respond to issues and questions that are never merely scientific and technical, and must address audiences that never consist only of other experts....science must now be sensitive to a much wider range of social implications.”

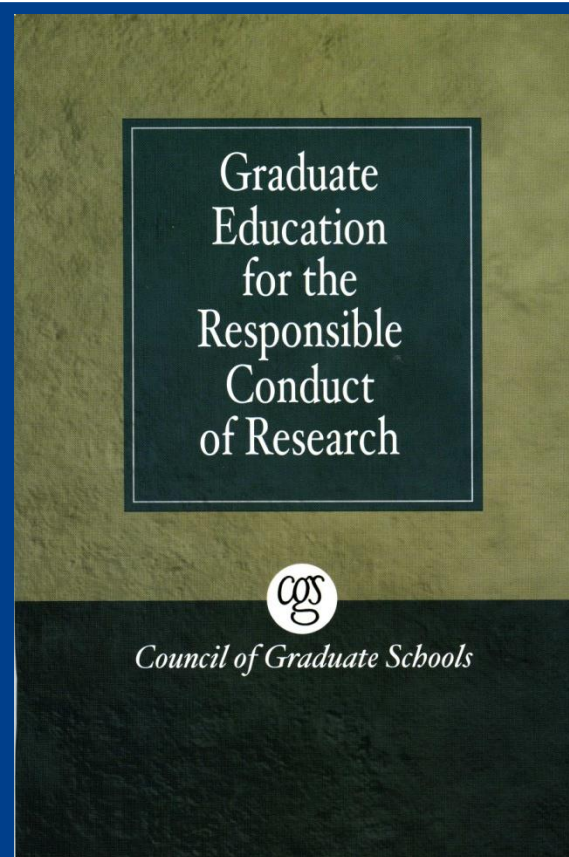
Michael Gibbons

*“Science’s New Social Contract with Society,” Nature,*  
December 2, 1999

Science is a global enterprise and scientists are, socially and professionally, citizens of a global community.

No society can afford to educate its future scientists to engage in research without ever understanding how the methods and techniques they use or the knowledge they generate can benefit or harm others.

Role for both societies and universities.

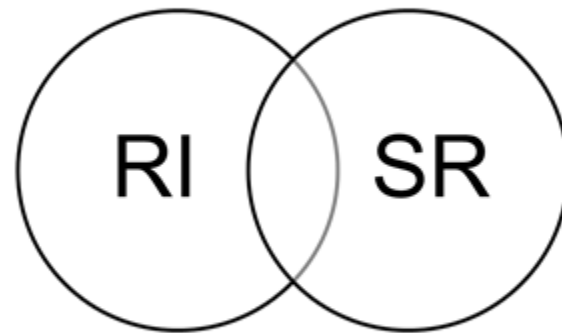


“Graduate programs...have a responsibility to prepare future scientists for the social responsibility that goes with being a scientist.” (2006)

Every field of study, no matter how “technical,” is a community of practice. For this reason, no field is “value-free.” Every community of practice is framed by communal values and ethical responsibilities; these expectations need to be made explicit and fully explored among students and faculty.

Similarly, every field is rife with contested questions whose resolution may have far-reaching human consequences....When students choose a field of study, they need and deserve the opportunity to explore openly all of the issues basic to their community with their fellow students and with guidance from mentors. They should have many occasions to clarify and apply their own sense of ethical, professional, and civic responsibilities as they move forward in their chosen course of study.

Association of American Colleges and Universities  
*College Learning for the New Global Century, 2007*





# Singapore Statement on Research Integrity, 2010

## Preamble

*“The value and benefits of research are vitally dependent on the integrity of research.”*

## Empower young scientists to act on their social responsibilities

- \*to be clear about their own values and that of their profession/discipline

- \*to be sensitive to the values held by others (to listen)

- \*to understand the social complexity of the issues they will face

- \*to cultivate the confidence, insights, and tools/skills needed to fulfill their professional and social responsibilities

The integrity of the scientific method and its findings has always been central to what scientists do and how others perceive science. That is one feature of science not likely to change. Neither are calls for greater public accountability on the part of scientists likely to change, not when science is increasingly interconnected with major social, economic, and political issues.

What is likely to change, however, is how we handle the threats to the integrity of science from within and externally, and how we demonstrate both to ourselves and to the larger society that, as scientists, we accept responsibility for what we do, and expect others to hold us accountable.



Science

You can't start young enough