Panel Discussion 1: Ethics training in science and research

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15th ALLEA General Assembly
Global Young Academy

• An academy of 200 early career researchers (meaning roughly within 10 years of PhD) representing all major regions around the world
• Selection criteria:
  – Research excellence
  – Commitment to service/outreach
• Promotes interdisciplinary, international and intergenerational dialogue on scientific issues and supports YS in career development and independence
Survey to GYA members (n=32)

Received ethics training as a PhD student

- Yes: 10 respondents
- No: 15 respondents
- Don't remember: 7 respondents

Has given ethics training as supervisor

- Yes: 20 respondents
- No: 1 respondent
- Don't know: 1 respondent
Those advising and training on ethics in science and research

- Help and advice in acquiring ethics certificates
- Discuss issues of ethics and acceptability in research, e.g.
  - Regarding animal care
  - Regarding human subjects
  - Regarding plagiarism and citing
  - Regarding publications and authorship
  - Regarding the consent and anonymity of informants
- Only one use a manual and scientific articles on ethics
Challenging identified regarding ethics

- Rigid formalised ethics process vs. issues requiring reflection
- Cultural differences
- Craze for impact factors and numbers of publications
- Lack of professionals in research ethics
- Ignorance and/or apathy of scientists
- Plagiarisms
- Falsification of research findings
- Career impacts of discrimination, e.g. biased editorial processes
ALLEA Panel debate

Göran Hermerén
Chair, ALLEA PWG Science and Ethics
EES: Aims and methods

Knowledge  Awareness  Ability

Literature: regulations
Discussion of cases

Role play
Group work
Particularly hot areas

• Publication ethics (authorship, publication, peer review)
• Fraud and misconduct (definitions, methods of investigation, sanctions)
• Commercialization (transparency, trust)