This workshop will focus on best practices for graduate students to manage, archive and share the data underlying their dissertations. We will cover standards in many academic disciplines to make research transparent and replicable, and engage students in discussion about issues and challenges that arise regarding data, with a particular focus on how to comply with regulations and policies when archiving and publishing dissertation research data. First, a brief overview of the current trends and developments, emphasizing researchers’ responsibilities to manage, archive and share research data, and the established and emerging resources to address data management. Next, students will be presented with a variety of scenarios for small group discussion, based on real-life examples from students preparing to archive and share the data collected or generated in the course of dissertation research. A large group discussion will follow for students to share the salient points and issues they identified in each scenario, along with possible solutions to address the challenges in archiving and sharing the data underlying the published dissertation. We will finish with an overview of the new data archiving service being provided in conjunction with depositing into the Emory Electronic Theses & Dissertations (ETD) Repository.

Learning Objectives:
1. Students will be able to explain the perceived need for managing/sharing research data supporting their dissertations, and identify relevant policies from institutions, funding agencies and journal editors/publishers to make the data underlying research open and accessible.
2. Students will be able to describe regularly encountered challenges when archiving and publishing data (issues related to human subject research, or other sensitive, confidential or proprietary data; ownership and rights permission/licensing of data), and present possible solutions to address those issues.
3. Students will be able to identify 1-2 resources at Emory to assist in preparing their dissertation research data for long-term archiving and publishing.

Relevant to the Following Core JPE Objectives:
Data Management
Authorship
Collaboration
Human Subjects
Scholarly Misconduct
Public Scholarship
Access as Ethical Path to Diversity
Rosemarie Garland-Thompson (WGSS/English) & Rebecca Spurrier (Theological Studies)
TBD (Early February)

What we commonly think of as diversity is most productively understood as being composed of three interrelated elements: access, inclusion, diversity. Access is the environment through which diversity can be realized; inclusion is the process(es) that access makes possible, and diversity is the outcome created when access is developed through inclusion. In other words, diversity is the end goal in an ethical process that begins with creating an accessible environment that facilitates inclusion. The goal of diversity itself is to embody the principle of social equity that is fundamental to democratic societies, but diversity must be realized through a process.

Learning Objectives:
1. Clearly articulate and recognize what constitutes diversity and then make a plan for inclusion
2. Understand what access is and what constitutes an accessible learning environment
3. Explore ways to develop comprehensive and capacious equity, affordability, and access programs.

Relevant to the Following Core JPE Objectives:
Collaboration
Human Subjects
Scholarly Misconduct
Conflicts of Interest

Ethics Across Borders: Engaging in International Human Subjects Research
Melissa Creary (Doctoral Candidate, ILA), Jennifer C. Sarrett (Visiting Assistant Professor, Center for the Study of Human Health)
Wednesday, February 25th, 2014
1-2:30
Center for Ethics 102

We aim to provoke discussion and critical thinking on ethical issues in international research, especially as they relate to the researchers positionality. To do so, the facilitators will present the challenges encountered as they navigated health-related research in Brazil and South India. Following this discussion, attendees will get into groups and be given real-life vignette from Emory researchers, including the facilitators, to discuss and report back. Groups will focus on the scope of the ethical challenge, options for solution, and implications for future work. The workshop will conclude with a
question and answer session. A handout covering the days topics and some additional resources will be provided.

Learning Objectives:
1. To critically examine international research projects involving human subjects in order to predict and correct possible ethical challenges.
2. To discuss vignettes of ethical challenges in an interdisciplinary setting to broaden one’s purview of the source of research-related ethical issues.
3. To understand the vast implications of ethics in international human subjects research has on the researcher, the research subject, the researched community, and the research process.

Relevant to the Following Core JPE Objectives:
Collaboration
Human Subjects
Scholarly Misconduct
Conflict of Interests

Virtual Research Ethics
John Trimper (Psychology), Kathleen Casto (Psychology), & Maria Davila (IRB)
Wednesday, March 18th, 2014
3-4:30
White Hall Rm. 101

The workshop will focus on the ethics of research conducted in virtual environments, but also surveying internet research more broadly. We will begin with a presentation discussing internet research and some general Federal guidelines from OHRP. We will then discuss a few prominent examples of high profile ethical dilemmas related to recent internet research projects, and introduce students to SecondLife, a virtual world free and open to the public that is currently being used in academic research. We will break into groups to consider ethical issues from various perspectives, then come together to review our group discussions.

Learning Objectives:
1. To expose students to ways in which internet research is currently being implemented
2. To encourage students to think critically and ethically about research being conducted online
3. To make students aware of their rights as users of digital interaction platforms such as Facebook and SecondLife
Forced Codeswitching: How Teachers Unintentionally ‘Ghost’ Students
E. Michelle Ledder (Religion) & Christine Ristiano (Italian)
Friday, April 17\textsuperscript{th}, 2014
10-11:30
Rita Anne Rollins Building Rm. 252

What do teachers have in common with computer programmers and spies? From preparation to classroom ethos to assessment, every teacher engages in coding. We telegraph expectations, assumptions, and prescriptions into every aspect of our teaching. Ethical teachers want to create “codes” that include the multiple diversities of our students. However, when students live diversities estranged from our codes, they are forced to code-switch. When students are consistently forced to code-switch, they are “ghosted.” After learning terminology and analyzing ethical challenges associated with code-switching, each participant will leave the workshop with tangible, discipline-specific, teaching strategies to avoid “ghosting” their future students.

Learning Objectives:
1. Define “code-switching” and “ghosting” as it relates to pedagogical ethics, method, and methodology.
2. Identify and analyze ethical challenges for both professors and students that arise from teaching strategies that lead to “forced code-switching.”
3. In interdisciplinary teams, co-create teaching strategies which promote learning in the classroom without “ghosting” students.

Relevant to the Following Core JPE Objectives:
Ethics of Teaching