Creating a Culture of Compliance with Integrity: It Takes More Than Solid Procedures and a Snazzy Submission System

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Future Uses and Utility for Other Organizations

These program activities can be brought into effect at any IRB or Human Research Protection Program. There are multiple reasonably priced vendors with easy-to-use infographic tools (e.g., Piktochart, InfoActive, Easel.ly). There is no doubt that resources may be limited here and elsewhere; however, we know these approaches have built rapport and reputation over the last few years. With the ability to do mass communications in a delivery format that is appealing to our users, we have seen an increasing impact on the positive responses the IRB receives. Furthermore, the ongoing in-class support has really been advantageous not only for the IRB reputation but for the student experience. Students are regularly thanking IRB staff for their customer service and assistance during the process. This improvement in reputation has been a driving force in the culture of compliance.

Utilizing Multiple Modalities for Outreach and Education

We have implemented multiple modalities. Some of the outreach examples below are novel while others are modified best practices.

• Creating unique infographics to visually communicate our policies. Our office uses an infographic software to elevate clacklist emails with copious text into visually pleasing, eye-catching educational material. See Figure 1.
• Offering your community IRB swag in a cost effective way. Our office creates magnets in-house that have become ubiquitous on filing cabinets. For example, one magnet states “I Support Research at Montclair State University,” and magnets include important URLs. They are extremely popular, and several hundred have been distributed at events. See Figure 2.
• Attending students’ research events and making the faculty advisors feel appreciated. We set up a table and create a large poster congratulating students and their faculty mentors for obtaining IRB approval. Many of our student researchers are new researchers, and that extra appreciation is well received. We also host an annual Student Research Panel with students invited to speak about their experience in being new researchers on campus. See Figure 3.
• Attending all New Faculty Orientations with a smile. This is where you capture the new faculty at a time when they are most willing to learn about how to best go about their research. Many new faculty contact us immediately after the event. See Figure 3.
• Offering workshops (N=19 for FY16) and guest lecturing as often as possible. See Figure 3. When we guest lecture (N=20 for FY16) not only do our students learn about compliance, but our faculty can be reminded of existing and new policies. Recent post workshop surveys show 95% of participants felt better prepared to submit on our electronic system after our “Cayuse IRB for Beginners” workshop.
  • Total number of Cayuse IRB Workshop attendees: 41
  • % of survey respondents that feel they will use what they learned: 91%
• Offering a welcoming space where students with poor application submissions are regularly invited to meet with the staff and go over submissions before they are sent out to reviewers.
• Offering online learning modules that can be integrated into a faculty member’s course. Nearly every discipline at our University offers a Research Methods course. We built recorded lectures of Cayuse, and a quiz that can be imported into our Learning Management System. See Figure 4.

Figure 1. Infographics

Figure 2. IRB or Compliance SWAG

Figure 3. Outreach and Engagement with Faculty, Students and Staff

<table>
<thead>
<tr>
<th>Workshops &amp; Events Offered in FY16</th>
<th>Frequency</th>
<th>Attendees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cayuse IRB for Beginners</td>
<td>14</td>
<td>41</td>
</tr>
<tr>
<td>IRB 101</td>
<td>3</td>
<td>25</td>
</tr>
<tr>
<td>Student Research Panel</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>Up Close &amp; Personal with the IRB</td>
<td>1</td>
<td>13</td>
</tr>
<tr>
<td>In-Person consultations</td>
<td>48</td>
<td>48+</td>
</tr>
<tr>
<td>In-class lectures</td>
<td>20</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>87</td>
<td>147+</td>
</tr>
</tbody>
</table>

Figure 4. CANVAS learning modules

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