

NYU-UG Fogarty Programs in Research Ethics

Evaluation Report

May 31, 2022

Evaluator: Henry Silverman

A. EXECUTIVE SUMMARY

During April 20 and May 20, Henry Silverman (University of Maryland) conducted an evaluation of the NYU-UG Fogarty programs. The focus of this evaluation were the following programs: a) the NYU-UG Fellowship Program in Research Integrity, 2) the M.A. in Bioethics Program, Center for Bioethics, NYU School of Global Public Health, and 3) the recently developed M.Sc. in Bioethics Program, University of Ghana School of Public Health.

This report is based on the following information:

1. The “Self-Study 2022” document prepared by Kyle Ferguson, Program Coordinator (Appendix I).
2. Zoom interviews conducted by Henry Silverman with the following students and their respective programs:

Name	Programs Attended
Yvonne Amenuvor	M.Sc. in Bioethics Program, University of Ghana School of Public Health
Isaac Gyamfi	M.Sc. in Bioethics Program, University of Ghana School of Public Health
Samuel Asiedu Owusu	NYU-UTG Fellowship Program in Research Integrity (Cohort 1) and M.A. in Bioethics Program, Center for Bioethics, NYU School of Global Public Health
Charles Hayfron-Benjamin	NYU-UTG Fellowship Program in Research Integrity (Cohort 2) and M.A. in Bioethics Program, Center for Bioethics, NYU School of Global Public Health
Evans Ansu-Yeboah	NYU-UTG Fellowship Program in Research Integrity (Cohort 3) started in March 2021 and will complete in Sept 2022

3. Results of a questionnaire requesting feedback on the programs from the present and past trainees. This questionnaire was developed by Henry Silverman and consisted of closed-ended and open-ended questions (Appendix II).
4. Review of the online courses of the NYU-UG Fellowship Program in Research Integrity hosted on the Sakai Learning Management System.

Program elements evaluated included:

- 1) The general strengths and weakness of the program
- 2) The extent to which the program is providing training that will prepare its graduates to be educators, conduct and publish significant research, and be leaders in research and research ethics at their institutions and country.
- 3) The extent to which the present programs can adequately support the program's plans for the future

Preliminary Assessment:

After the above information were reviewed and analyzed, my assessment, confidently, is that the NYU-Ghana Fogarty Program is quite strong and meets a unique need for training individuals in research and research ethics in Ghana. The Program provides ample training opportunities to all its students to equip them to be meaningful contributors to the field of research and research ethics and to conduct, review, and monitor research in the field of research ethics. The Program has also advanced the scholarly development of at least five trainees who will serve as faculty in the recently developed M.Sc. in Bioethics Program, University of Ghana School of Public Health, thus enhancing the prospects of the sustainability of this program. These trainees had received training in the NYU-UG Fellowship Program in Research Integrity and the M.A. in Bioethics Program, Center for Bioethics, NYU School of Global Public Health, both of which played prominent roles in the present Fogarty Program.

ANALYSIS OF OBTAINED DATA

1. FEEDBACK SURVEY

The feedback questionnaire on surveymonkey.com was sent to the 30 individuals from cohorts 1, 2, and 3 of the NYU-UG Fellowship Program in Research Integrity. Responses were obtained from 28 respondents. All 28 attended the NYU-UG Fellowship Program in Research Integrity and four of these students also participated in the M.A. in Bioethics Program, Center for Bioethics, NYU School of Global Public Health. Results are shown in Appendix II.

For the closed-ended questions, participants were asked to respond to a five-point Likert Scale consisting of "strongly agree, agree, not sure, disagree, and strongly disagree."

Regarding the feedback on the training received from the programs, 100% "strongly agreed or agreed" that the NYU-UG Fellowship Program in Research Integrity "Provided me with the knowledge and skills I need to be more successful in my field"; "The program challenged me to think in new and more complex ways," and "Collaboration with the faculty was encouraged."

Regarding the faculty, 100% "strongly agreed or agreed" that "The faculty was well prepared,"; "The faculty gave me important feedback on my work,"; "The faculty was timely with grading,"; "The faculty used active learning techniques in their teaching,"; and "The faculty was accessible and approachable."

Regarding achieving program objectives, more than 75% “strongly agreed or agreed” that the program objectives were met.

Other closed-ended questions:

More than 90% would “most definitely recommend this program to others.”

The trainees rated their overall satisfaction with the program as 8.8, maximum score of 10 where 0 is poor satisfaction and 10 represent excellent satisfaction.

Open-ended questions

When asked to state their post-program activities, more than 60% indicated they have given presentations at conferences and about one-third indicated they have taken on new teaching responsibilities in bioethics programs.

Regarding publications, of the 21 who responded to the open-ended question requesting publications and “the types, e.g., journal articles, letters to the editors, books, etc.”, five indicated they have published papers while many said their papers were in progress.

When asked to give “comments about the faculty, the organization of the program, presentation of the curriculum or any other aspects”, the following quotes are emblematic of the responses:

“The faculty, organization and program structure were well planned and executed. But I hope future content and examples used would consider some more local situations or examples to make them more relatable.”

“The faculty was very supported and displayed real coaching and mentorship.”

“The online version of the program was phenomenal - very well organized and delivered.”

“All lectures took place online and I think apart from the occasional interruption of power supply, I was very much satisfied with the online mode of instruction because teaching and learning were very flexible and engaging.”

“I am highly satisfied with the NYU/UG Fellowship. It has provided me with a unique breadth of understanding of research ethics that has improved my contributions to all the research teams that I participate in. I basically represent the go-to person for advice on research integrity and ethics issues in my team.”

“The best aspect of the program was the weekly online aspects of the program coupled with feedback from our readings where faculty discussed various aspects of papers assigned to us to read for the week. Also, the workshop by the grouped members to

give presentations on their proposed topics of their collaborative research was very exciting.”

Improvements

When asked to suggest how the program can be improved, examples of responses are as follows:

“Substantial funding support should be given to students on internship at other institutions. The funding for my cohort was meagre. You should understand that almost everyone on the programmes is working and has a family to cater for. So if one decides to move from his/her location to another institution for the internship without good remuneration, it’s very likely the candidate wouldn’t do it.”

“The collaborative writing phase, for publication in a peer reviewed journal, should be optional for those who have the time and desire to commit to it. The compulsory coursework and practicum is already very good training.”

“I am highly satisfied with the program, except that the research support grant was nothing to write home about.”

“Sometimes the weekly readings and meetings could be overwhelming, considering that most Fellows are working adults with families. Also, the program seems to drag and there seems to be no end in sight. The collaborative research aspect should be revised; more individualised research by fellows should be encouraged, in some cases.”

“The research or field work component of the project should receive appreciable funding.”

2. INTERVIEWS

The individuals who were interviewed related the following best aspects of the programs:

- “Very engaging, lectures with breakout rooms with debates and then presentations”
- “Group assignments, readings and assignments.”
- “Plethora of professors who are accessible”
- “Interactivity – assignments together/group presentations”
- “Good engagement with colleagues – discuss via chat/breakout rooms
- Every lecture had reading assignments and engagement with reading materials”
- “Course has been ‘fantastic’. Strong expertise of faculty”

Improvements:

Students gave the following comments regarding how the programs could be improved:

From a student who is taking the MSc. in bioethics at Ghana and who is a full-time worker:

“Masters is full time. Would not recommend the program to anyone who is fulltime.”

“A lot of reading.”

“Tuition costs are higher, had to take out a loan. Suggest scholarships.”

“Textbooks are expensive, open access articles are fine.”

From a student taking the MSc in bioethics at Ghana:

“more conferences where individuals present similar to the Fogarty”

“Need scholarships – fee is very high, becomes a ‘pressure’”

Several students gave comments regarding their Research Projects:

“The concept was to pair individuals with similar projects. Criteria: pair should discuss among themselves and if possible, agree, but difficult to get a paired project – left it among themselves”

“Research: little funding, I needed to self-fund”

Finally, several students suggested that the program should organize workshops for others outside of the program. For example:

“Faculty should provide training not only to the fellows in the program but to others in the institution.”

“I wanted to organize a workshop for the senior residents.”

“Training could be taken beyond that of the trainees – e.g., one-day training.”

3. ONLINE PLATFORM

I evaluated the different aspects of the online components of the “Research Integrity Program”.

The instructors included Amos Laar, Barbara Redman, and Art Caplan

Strengths:

The platform was well organized with a consistent format throughout all of the courses. It appears that navigation would be intuitive. Every module incorporated a virtual live session every week. There were assignments throughout the courses and in several courses, there were online discussion forums

Area of Improvements:

Due to network instability, it might be difficult to have virtual live sessions every week in the masters program in Ghana, especially if the intent is to recruit individuals from other African countries. This could be a target to decrease the work load.

Although the instructor was responsive to the students’ posts, it appears that the discussions were not interactive between the students.

Finally, in many modules, the number of readings were greater than five, which many might find to be overwhelming.

B. CONCLUSIONS

In expanding on my preliminary assessment, I respectfully offer the following Program strengths and weaknesses and areas of potential improvement to further elevate the program's national and international stature.

Strengths

Overall, the trainees gave overwhelming strong appraisals of all of the programs. They emphasized the excellent faculty who are largely accessible and demonstrates their expertise in their fields. All of the faculty are held in high regard by peers in research ethics.

The courses and content were highly rated in its scope and are highly relevant to their careers. The fellows very much liked the online programs that were very engaging. The program completes outcomes assessments, and student/faculty/teaching evaluations with proper frequency, depth, confidentiality, and respect.

The programs represent a "value added" aspect for mid-career professionals, as demonstrated by its success of contributing to promotions or new careers for several of the students, assumption of teaching responsibilities, and presentations at conferences. Several have been able to publish their research.

The NYU-UG Fellowship Program in Research Integrity and the Masters in Bioethics Program at NYU have prepared at least five students to contribute in the developed and developing MSc Bioethics program at UG.

The NYU-UG Fogarty program have achieved its goals and in doing so, have built an impressive foundation to work towards addressing and achieving the specific aims of their renewal grant. Specifically, to strengthen the current MSc in Ghana, provide training to individuals in other countries in the West African Region, and to establish a regional network of research ethics committees.

Weaknesses

There are no perceived weaknesses in any of the Programs.

Recommendations Regarding Areas of Improvement:

1. Research Projects: Several trainees raised several concerns with the research projects regarding the process of choosing and funding.

Regarding process, while the trainees appreciate the concept of knowing how to collaborate in research, many were disappointed at the process at which it was determined which project would be conducted among the paired individuals. Another approach would be to have all

trainees develop a preliminary research project and have these protocols evaluated by using the FINER criteria. Subsequently, the trainees could choose among the best four projects. Also, there could be more than two trainees working on the same protocol.

Regarding funding, several mentioned they received little funding for their research projects and few mentioned they had to self-fund. Several said that considering the amount of work they had to do that took away family time, some stipends would have been appreciated. Although the Fogarty program had stressed that the research projects represent “pilot” studies, it appears that the students put much effort into this activity. As such, the program should expand this activity coupled with an appropriate increase in funding so that it could lead to published manuscripts. Presently, about 15% have completed their “pilot” studies within the anticipated year of study, although several are working towards completion.

To expand this activity, one might need to consider making this fellowship program a two-year program. This would be worthwhile as it would reduce the workload on participants who are full-time in the workforce and it would lead to scholarly outputs.

2. Workload:

Several trainees expressed the excessive amount of work that they are doing. Many mentioned “a lot of readings” and in one of the courses in the UG SPH’s MSc program it was difficult to access the required textbook. It does appear that for several weekly modules, the number of readings seemed to be excessive, especially for individuals who are members of the full-time workforce. I suggest choosing the most relevant two or three readings for each module.

Also, the number of formal courses in the Fellowship Program coupled with a practicum and a “pilot” program to be completed in one year could be overwhelming for some trainees. Maybe have the students choose between the practicum and the research project and for those choosing a research project, permit an additional year to conduct, analyze, and publish it.

I greatly appreciate the privilege and confidence placed in me to conduct this confidential and candid evaluation of this outstanding Fogarty program. Please do not hesitate to reach out to me if you would like clarification or further details regarding the process of evaluation and the content of this report.

Respectfully submitted,

A handwritten signature in black ink, appearing to read "Henry Silverman". The signature is fluid and cursive, with the first name "Henry" being more prominent than the last name "Silverman".

Henry Silverman, MD, MA

Appendix I

Self-Study Report

SELF-STUDY

Prepared for Henry Silverman, External Evaluator
27 May 2022

The New York University–University of Ghana Research Integrity Training Program (NYU-UG RITP) is supported by an R25 award from the Fogarty International Center, National Institutes of Health (FIC, NIH: 5R25TW010886). The project/grant period is 08/05/2018–02/28/2023. This self-study, a component of the formal program evaluation being conducted by Henry Silverman in his capacity as External Evaluator, comprises the following:

1. Specific Aims
2. Fellowship Program
 1. Fellowship Program: Recruitment and Selection
 2. Fellowship Program: Curriculum
 3. Fellowship Program: Faculty & Mentors
 4. Fellowship Program: Financial Support for Trainees
3. MA in Bioethics Program, NYU GPH
4. MSc in Bioethics Program, UG SPH
5. Overall Evaluation of the Program
 - 5.1 Successes
 - 5.1 Challenges
6. Future Directions
7. Appendices

1. SPECIFIC AIMS

Specific Aim #1. To produce a core group of expert researchers who have a mastery of research ethics and integrity who will go on to lead and mentor international research teams, teach bioethics, review research protocols, and develop institutional and national research ethics policies. This aim will be accomplished through the development of a year-long Fellowship Program in Research Integrity that will be offered at University of Ghana (UG) in Years 2–4. This fellowship will train 30 individuals who have completed master's or doctoral degrees in medicine, public health, the social sciences, or other relevant disciplines to conduct their own independent research in issues related to research ethics and integrity in Ghana. Fellows will attain documented skills in responsible conduct of research, teaching, ethical review of research, research ethics consultation, scholarship and empirical research, mediation and negotiation, research design and statistics, case study, grant writing, and regulation and policy analysis. Faculty will be drawn from both NYU and UG, who will develop and teach culturally relevant course materials, including local case studies, in collaboration with each other.

Specific Aim #2. To establish a master's program in bioethics with a specialization in research ethics at the UG School of Public Health (SPH). The curriculum that will form the basis of the research ethics specialization will be directly based on the materials developed for the fellowship in research integrity. Six exceptional graduates of the Fellowship Program in Research Integrity will be offered the opportunity to pursue a master's degree in bioethics at the Center for Bioethics, NYU School of Global Public Health, with the intention of later securing a faculty position in the newly established MSc. in Bioethics program at UG SPH. UG is already taking the necessary steps to establish this

program, which will begin to offer instruction in year 4 and is expected to be largely self-sufficient by year 5.

2. FELLOWSHIP PROGRAM

1. Fellowship Program: Recruitment and Selection

We began recruitment for Cohort 1 in October 2018, Cohort 2 in October 2019, and Cohort 3 in October 2020. Recruitment efforts included the following: 1) announcing the opportunity to Ghanaian graduates of the CaRT program (PI: Ogedegbe); 2) announcing a Call for Applications each October and on a monthly basis until the January deadline via a mailing list that included 2a) all registrants and presenters at the 2018 Ghanaian Research Integrity Development conference (funded by ORI) and 2b) relevant contacts and listservs at all of Ghana's public universities; and 3) targeting specific disciplines that hadn't received representation in previous cohorts (e.g., Law).

Thus, the application cycles were approximately as follows:

<u>Cohort</u>	<u>CFA</u>	<u>Application Deadline</u>	<u>Selection Interview</u>	<u>Admission</u>
1	Oct 2018	Jan. 2019	Feb. 2019	Mar. 2019
2	Oct 2019	Jan. 2020	Feb. 2020	Mar. 2019
3	Oct 2020	Jan. 2021	Feb. 2021	Mar. 2021

Applicants were instructed to provide the following:

1. Completed application form
2. CV
3. Personal statement
4. 1 letter of institutional support
5. 2 letters of recommendation
6. Commitment statement

Applicants were also informed of the following eligibility criteria:

1. *Prerequisite education:* Applicants must, by fellowship start date be: CaRT graduates; graduates of master's or doctoral programs in public health, nursing, or within the social sciences, or enrolled in such programs; physicians in residency training or clinicians engaged in health sciences research; or graduates of law schools.
2. *Research experience:* Applicants must demonstrate a track record of excellent and potential to exhibit leadership in research ethics.
3. Attendance at Selection Workshop.

For Cohorts 1 and 2, the Selection Workshops were held in person at UG SPH. Participating in the workshop included individual interviews by the Selection Committee and a workshop in which applicants discussed in small groups pre-assigned readings and cases.

Selection Committee members (Laar, Ferguson, Ganle, Tindana, Okyerefo, Adongo) evaluated applicants and ultimately decided their fates by the use of rubrics for the in-person components (small group activity, interviews) and on-paper components of each application. Combined scores

determined admission to the program. In some cases, strong applicants were admitted to the subsequent year's cohort or encouraged to reapply.

See Appendix 1 for a visualization of each application cycle and the selection process and outputs. See Appendix 2 for a complete roster of those admitted to the program.

2.2 Fellowship Program: Curriculum

The Fellowship Program begins by providing Fellows with **RCR training via 10 modules in the CITI Program**. Fellows are provided free access to CITI Program's modules through their affiliation with NYU. They are allotted one month to complete these modules, typically between mid-March (when accepted) and mid-April (when their course work begins). The ten RCR modules are as follows:

- Animal Subjects in Research (13301)
- Research Involving Human Subjects (13566)
- Plagiarism (15156)
- Authorship (16597)
- Collaborative Research (16603)
- Conflicts of Interest (16599)
- Data Management (16600)
- Mentoring (16602)
- Peer Review (16603)
- Research Misconduct (16604)

Fellows then take **three intensive courses**. All of these courses are delivered online using Zoom for class sessions and UG's Sakai portal as an online learning platform for readings, syllabi, assignments, and asynchronous learning activities, including online discussions and submission of writing assignments. The three intensive courses are:

- IC1. History and Philosophy of Research Ethics (Course Leader: Arthur L. Caplan)
- IC2. Research Integrity (Course Leader: Barbara K. Redman)
- IC3. Developing a Collaborative Research Output (Course Leader: Amos K. Laar)

IC1 is a 10-week course, with one module per week and one hour-long meeting per module. Its modules are as follows:

- Module 1: Introduction to Bioethics (Ferguson & Caplan)
- Module 2: Privacy and Confidentiality
- Module 3: Research Ethics: The Emergence of Subjects Rights
- Module 4: Research Ethics: Nonclinical Research
- Module 5: Updating Research Protections and Emerging Challenges
- Module 6: Philosophical Arguments and Writing in Bioethics (Ferguson & Caplan)
- Module 7: Informed Consent and Challenges to Obtaining It (Adongo)
- Module 8: Research in the Context of Infectious Disease Outbreaks & Public Health Emergencies: Design, Ethical Issues, and Politics (Ganle)
- Module 9: Genomics and Biobanking in Africa: Ethics Policies and Frameworks (Tindana)
- Module 10: Equity and Data Sharing in Global Health (Atuire)

Learning is assessed by evaluating trainees' contributions to a weekly online discussion forum. Trainees receive feedback and the responses facilitate discussion at the start of the weekly meeting. 3

Learning is also assessed by evaluating the argumentative essays trainees submit at the end of the course, in which they argue for a thesis or position on an ethics issue related to health research in Ghana. The aim of this writing assignment is to develop trainees' ability to construct and present a philosophical argument on a bioethics topic of their choice. Trainees must maintain a satisfactory participation rate of 80% (participation includes attendance, forum posts, and completion of the essay) and satisfactorily complete the essay to remain in the program

IC2 is also a 10-week course, with one module per week and one hour-long meeting per module. Its modules are as follows:

- Module 1: Supporting Research Integrity; Preventing, Detecting Research Misconduct; Conflict of Interest; Ethical Concept of Deception
- Module 2: Quality of Research Methods: Group and Individual Accountability; Equipoise, Risk–Benefit Ratio; Ethics of Trial Designs; Ethics of Openness and Transparency; Standards for Acceptable Replication Practice; COVID-19 Research as a Prime Example
- Module 3: Why Human Subjects (Participants) Protection and Collaboration Depend on Research Integrity; Vulnerability; Trial Access Including Issues of Justice; Safety Oversight
- Module 4: Research Governance: Institutional Research Integrity; Authority of International Standards in Research Ethics; Community Engagement; Control and Privacy of Biomaterials
- Module 5: Research Governance: Ethics of Meta-science, Regulatory Science, Translational Science and Implementation Science
- Module 6: Kinds of Research Bias and Their Effects
- Module 7: Incentives
- Module 8: Data Acquisition, Management and Sharing: Privacy, Fairness; Ethics of Real-World Data; Artificial Intelligence/Machine Learning in Research
- Module 9: Research Integrity Issues in International Projects and Teams
- Module 10: Peer Review and Publication Ethics: Reviewer and Editor Coercion; Fair and Transparent

Learning is assessed by evaluating trainees' responses to discussion questions prepared in advance, the answers to which are posted on an online forum. The course leader reviews and provides written feedback to these posts. Learning is also assessed by evaluating the research project proposals trainees submit at the end of the course. In these proposals, trainees propose ways of studying research ethics and integrity issues of central importance in Ghana. Fellows receive feedback from course leaders of IC2, IC3, the Program Coordinator, and these proposals form the basis of pairing fellows to projects they develop in IC3. As with IC1, in IC2 trainees must maintain a satisfactory participation rate of 80% (participation includes attendance, forum posts, and completion of the essay) and satisfactorily complete the assigned proposal to remain in the program

IC3 is a 12-week course, with one module per week and one hourly meeting per module. Its modules are as follows:

- Module 1: Course Introduction
- Module 2: Analyzing Publications
- Module 3: Getting Started, Literature Review
- Module 4: Systematic Reviews (Vieira)
- Module 5: The Title/Abstract/Introduction/Background/Literature/Mandate Statement (Ganle)

Module 6: Writing the Methods (Ganle)
Module 7: Writing the Results and Discussion
Module 8: Writing the Conclusion and Referencing
Module 9: Manuscript Submission and Peer Review
Module 10: Mentoring in Academia (Ogedegbe)
Module 11: Grant Submission (Zezulinski)
Module 12: Overview of Grantsmanship (Adanu)

During IC3, trainees work in pairs to complete multiple scaffolding assignments, receiving feedback from the course leader, which culminates in a complete draft proposal for a **collaborative research project**, which they implement upon completion of the course. The end of course work (in February) is also a pivot towards conducting these collaborative research projects under the guidance of **project mentors**.

Collaborative research projects may culminate in a publication in a peer-reviewed journal, a proposal for seeking funding to support the proposed project, a presentation at an academic conference, or an interim report. Fellows are told in IC2 and reminded throughout IC3 that these projects are pilot studies and that they have small budgets.

In addition to developing these projects and the scholarship-related skills of research and writing articles, trainees receive explicit instruction on grants submission and grantsmanship, which we think is important for the long-term success of our trainees and the sustainability of institutions

Also, in advance of their module on Mentoring and Leadership in Academia, fellows create an **Individual Development Plan (IDP)** using a tool modeled on the NIH's myIDP tool and complete a **self-assessment survey** developed by Henry Silverman. Fellows use these as a foundation for discussions with mentors about how to fold their ethics training into their future careers.

After launching their proposals and while completing their collaborative research projects, trainees also complete a **practicum experience**. The practicum is a culminating experience that broadens Fellows' exposure to research integrity, research ethics, or bioethics. Designed as a three-month in-person field residency (but may be done virtually due to the COVID-19 pandemic), the practicum offers Fellows the opportunity to participate in experiential learning activities in a relevant institution. Due to the challenges imposed by COVID-19, the following modalities were deployed in the Fellows' placements:

1. Fellows who are currently working in an establishment deemed relevant (e.g. Health Research Institution, Academic/Research Institution, IRB/ERC) may elect to do their practicum at their institutions.
2. Fellows who do not currently work in relevant institutions may propose institutions they wish to spend their practicum time with, and have the Program Coordinator confirm suitability and provide the needed placement facilitation
3. Fellows who have neither of the above opportunities would be placed by the Program Coordinator as per the Fellowship Guidelines.

The objectives of the practicum are:

1. To acquire relevant competencies for improving research integrity, research ethics or public health practice

2. To apply theoretical concepts and knowledge acquired during the Fellowship training to field situations

The practicum is complete upon writing and submitting submit a **5- to 10-page report** on their experience. The report shall include (but not be limited to) the following:

1. Introduction
2. Practicum site
3. Practicum duration
4. Summary of activities Fellow was involved in or contributed to
5. Key ethics issues/problems identified and how they were addressed or should be addressed.
6. Key lessons and recommendations

All fellows from Cohort 1 have completed their practicum experiences and reports. Cohort 2 fellows have completed their practicum experiences but not their reports. Cohort 3 fellows will be assigned practicum sites in Summer 2022.

2.3 Fellowship Program: Faculty & Mentors

The **primary faculty** for the Fellowship are:

Arthur Caplan (NYU), Intensive Course #1 Leader
 Barbara Redman (NYU), Intensive Court #2 Leader
 Amos Laar (UG), Intensive Course #3 Leader

In addition, **collaborating faculty** lead certain modules in ICs 1–3. See §2.2 for specific modules. They are:

Richard Adanu (UG)
 Philip Adongo (UG)
 Caesar Atuire (UG)
 Kyle Ferguson (NYU)
 John Ganle (UG)
 Olugbenga Ogedegbe (NYU)
 Paulina Tindana
 Dorice Vieira (NYU)
 Kerri Zezulinski (NYU)

See **Appendix 3** for Faculty Biosketches.

In to delivering curriculum, most of these faculty members serve as **mentors** on fellows' collaborative research projects. Project mentors include Adanu, Adongo, Atuire, Ferguson, Ganle, Ogedegbe, Tindana, and Vieira, from above. They are also joined by faculty listed as mentors in the trainee table. See **Appendix 4** for trainees' collaborative research projects and mentors.

2.4 Financial Support for Trainees

Fellows receive funds for data and device support, enough to purchase MiFi or dongle to permit joining Zoom meetings and use of Sakai. They also receive funds for data used during the course of their training. The total is roughly \$100 per fellow.

Fellows also receive small research funds (approx. \$1,000) to cover costs of their collaborative research projects.

Fellows who matriculate into the M.A. in Bioethics Program at NYU GPH receive full tuition and fees.

Finally, fellows will receive financial support for travel and accommodation to attend the upcoming Ghana Research Ethics Network conference, which brings together all fellows from all cohorts in November 2022..

3. M.A. IN BIOETHICS PROGRAM, NYU GPH

Three fellows from Cohort 1 were selected for admission into the M.A. in Bioethics program at NYU School of Global Public Health, matriculating in May 2020. All three have completed their degrees as of May 2022. They are:

Samuel Owusu
Adolf Awua
Kwame Adjei

Two fellows from Cohort 2 were admitted into the program in May 2021. They are:

Charles Hayfron-Benjamin
Janice Lovi

Charles will complete the degree in Summer 2022. Janice has withdrawn from the program to pursue an MPP at Oxford's Blavatnik School of Government.

Two fellows from Cohort 3 were admitted into the program in May 2022. They are:

Akua Konadu
Fred Yao Gbagbo

We anticipate their completion in Summer 2023.

The purpose of this additional training is to prepare fellows for teaching roles in the new MSc in Bioethics program at UG SPH. Owusu, Awua, and Adjei are playing such roles in the MSc program's first year.

4. M.SC. IN BIOETHICS PROGRAM, UG SPH

The first such program in Ghana, the M.Sc. in Bioethics Program at UG SPH was approved in 2021 and began teaching its inaugural class in January 2022. 17 students are enrolled and the first semester just ended.

Two students are from The Gambia and will play faculty roles in a soon-to-be-launched Fogarty R25 program there, where UTG partners with University of Maryland. This suggests that the UG SPH program will not only serve Ghana, but the West Africa region.

NYU-based personnel from our project continue to play a supporting role in the MSc program, co-teaching some of the courses.

See **Appendix 5** for the M.Sc. in Bioethics program document.

5. OVERALL EVALUATION OF THE PROGRAM

1. Overall Evaluation of the Program: Successes

Chief among our successes is the recruitment of excellent trainees. See Appendix 2 and Appendix 5.

We have had very high retention in the fellowship program. Only one trainee (out of 31 admitted) was dismissed from the program for unsatisfactory participation.

We have cultivated strong relationships between NYU and UG personnel and the institutions.

Six of fellows have completed all aspects of the fellowship. We expect that number to triple this summer. And the remaining fellows (Cohort 3) should complete their research projects by the end of 2022.

Three fellows have completed all requirements for the M.A. in bioethics at NYU. One more will finish this summer. Two more by next summer.

We successfully created, won the approval of, and launched the UG SPH MSc in Bioethics program, the first such program in the country.

Five fellows are now playing faculty roles in the MSc program.

In addition, about five fellows will play significant roles in the renewal of our project should we succeed.

Fellows' collaborative research projects have led to publication in peer-reviewed journals and presentations at academic conferences. Samuel Asiedu Owusu and Grace Addison and mentors Barbara Redman, Lisa Kearns, Paul Amuna, and Amos Laar, published "Assessment of the Operational Characteristics of Research Ethics Committees in Ghana," in *Journal of Empirical Research on Human Research Ethics*, Epub ahead of print 19 October 2021. doi: 10.1177/15562646211051189. PMID: 34665074. NIHMSID 1741794. Kwame Adjei and Kingsley Pereko had their project, "Conflicts of Interest in Public Health and Nutrition: A Content Analysis of Ghanaian Policy Documents and Newspapers," accepted for presentation at the World Conference on Research Integrity, which will be held in Cape Town, South Africa, and at the International Association of Bioethics' World Congress of Bioethics, which will be held in Basel, Switzerland, in July 2022. In addition, Samuel Owusu recently published a paper on the ethics of mHealth in Ghana, derived from his M.A. thesis, in the *Journal of Medical Ethics*, and presented the paper at a recent webinar for Fogarty trainees across programs.

Our fellows continue to receive promotions and secure new positions of leadership. For example, Adolf Awua is serving as a consultant on the new FIC program in the Gambia. Another example: David Nana Adjei was appointed Chairman of the Ethics and Protocol Review Committee at his institution.

In addition, fellows are taking initiative to create and lead training in research ethics and integrity at their institutions: Evans Ansu-Yeboah at his teaching hospital's R&D Division; Mercy Abbey at the GHS. And Yaw Asamoah has been charged with creating his school's first IRB at the University of Education, Winneba.

5.2 Overall Evaluation of the Program: Challenges

The biggest challenge seems to be ensuring that fellows complete their collaborative research projects in a timely manner. Some launched in 2020 remain unfinished. Besides reminding fellows that these are pilot studies and that they must “cut according to their cloth,” we will in the future make sure to provide funding for stipends to incentivize fellows and ensure completion is prioritized. Still, we expect completion of many projects in the near future: all outstanding Cohort 1 projects by summer 2022, most Cohort 2 projects by September 2022, and all Cohort 3 projects by the end of 2022.

Another challenge has been securing a higher rate of publication from fellows. This challenge relates to the above challenge, of course. We have encouraged fellows to distinguish between (1) completing the project for the sake of completing the fellowship and (2) developing it further so that it is suitable for publication. Project mentors will assist with (2) as something in addition to what the fellowship requires.

Another challenge has been limited to the fellows in the M.A. program at NYU GPH. Due to COVID-19, all of their courses had to be attended virtually since an in-residence semester was no longer an option. The time differences mean that fellows take courses very late. And their needing to stay in Ghana means that they must continue their full-time work. As a result, progress towards degree was slower than anticipated.

In the future, we believe we can address both challenges. As mentioned above, we will budget for stipends and greater research support to ensure timely completion of collaborative research projects in the future. Regarding post-fellowship graduate training, we will make use of the new M.Sc. in Bioethics program at UG SPH rather than NYU's M.A. program. Not only is this more cost-effective, but it is also a sign of our belief in the strength of the new program and will create even greater ownership of training efforts among our Ghanaian collaborators. Rather than import M.A.s from NYU, the graduate training will be for Ghanaians and by Ghanaians.

6. FUTURE DIRECTIONS

We are submitting a proposal for a competitive renewal of our program in June 2022. If successful, the aims of that renewal will shape the future direction of our program. Those aims are as follows:

Aim 1: To strengthen the M.Sc. in Bioethics program at UG SPH, continue supporting its transition to self-sufficiency, and ensure its long-term sustainability. The proposed project will provide multiple pathways for faculty development, curriculum development, and institution-level capacity building. First, UG and NYU Grossman School of Medicine (GSOM) will co-organize periodic

workshops, including an executive program and faculty exchange with NYU GSOM's Division of Medical Ethics, guest lectures from world-class scholars in bioethics, and a series of short courses on topical issues on the frontiers of bioethics. These activities will provide faculty with advanced study aimed at deepening and expanding the program's curriculum. Second, n select graduates of our Fellowship Program will develop their expertise by completing master's degrees at UG's new M.Sc. in Bioethics program, preparing them for future roles as faculty members in that program. n UG SPH faculty members will also complete the program and UG capability and policy allow. Third, NYU GSOM faculty will continue serving as co-instructors for select courses each semester, reviewing and recommending improvements in the curriculum, and facilitating evaluation of course and program outcomes. Together, these activities will add to UG SPH faculty's bioethics expertise and ensure that its Bioethics program becomes an autonomous, productive, and sustainable program whose research output and teaching meet the country's and the region's needs.

Aim 2: To develop and implement a capacity development program serving key institutions in Ghana's research landscape. NYU GSOM and UG SPH faculty will design and implement short courses and workshops targeting the specific needs of individuals employed at the Ghana Health Service (GHS), the Food and Drugs Authority (FDA), and Ghanaian universities' R&D divisions and IRBs. We will partner with the Ghana Association of Administrators of Research Ethics Committees (GHAAREC) to establish a capacity-building network of IRBs in Ghana. The network will identify the most pressing training needs of R&D and IRB staff using the assessment model developed by JHU-FIC (Deutsch-Feldman et al. 2020), which will inform design of the capacity development program. The capacity development program will provide targeted and demand-driven training to individuals who are already embedded in the relevant institutions with whom prior relationships exist and who occupy vital roles in ensuring that research is conducted ethically and with integrity. It will also build capacity at the host institutions. Thus, Ghana's research institutions and communities will benefit from our project in practical ways.

Aim 3: To refine the curriculum of the NYU-UG Fellowship Program in Research Integrity and expand eligibility to allow enrollment of trainees from other Anglophone countries in the region (viz., Liberia and Sierra Leone). First, we will revise the Fellowship Program's curriculum to reflect our improved understanding of the research ethics training needs in Ghana and the West African subregion, to better reflect the region's health research agenda, and to address recent developments in health research, especially those in response to COVID-19 and the worsening climate crisis. Second, we will broaden the Fellowship Program's impact by expanding eligibility to allow enrollment of trainees from outside Ghana, specifically from anglophone West African countries with whom we have already formed relationships: We will train two cohorts of twelve fellows, each comprising six Ghanaian fellows and three trainees each from Liberia and Sierra Leone.

Sub-Aim 3.1 Finally, in addition to this geographic broadening, we will expand the Fellowship's impact by creating additional career development opportunities and support structures to graduates. This sub-aim will involve facilitating the emergence of the West African Research Ethics Network (WAREN). Partly modeled on Middle East Research Ethics Training Initiative (MERETI) Research Network, WAREN will comprise our program's current and future graduates as well as collaborating faculty and graduates of neighboring FIC programs (e.g., Nigeria, The Gambia). WAREN will nurture the growth and professional development of its members by supporting research collaborations, facilitating grant-writing workshops and mock reviews of proposals, and providing opportunities for mentorship so that graduates effectively incorporate their new capacities into their individual development plans and career goals. In this way, WAREN will create a sustainable program of high-

quality research aimed at improving the research ethics and integrity landscape in Ghana and the subregion.

7. APPENDICES

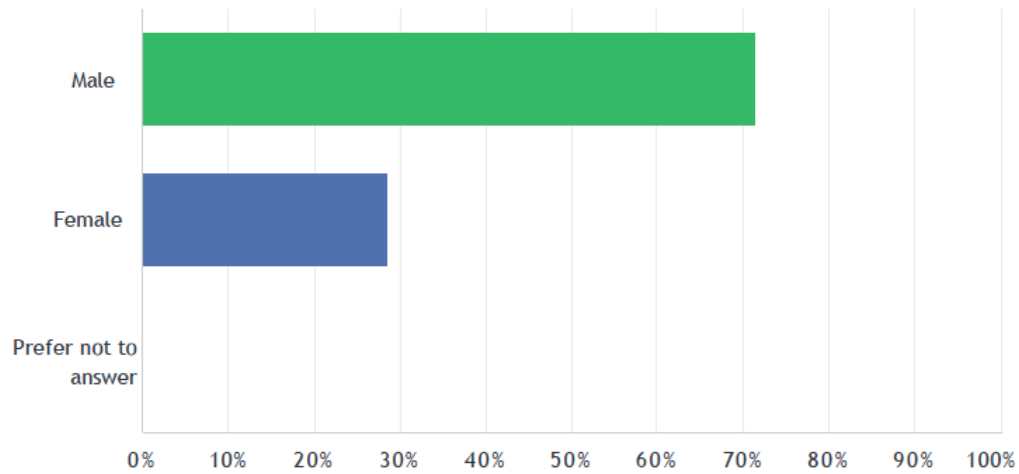
1. Application Cycle and Selection Process
2. Fellowship Roster
3. Faculty Biosketches
4. Trainee Table
5. UG SPH MSc in Bioethics Program Document
6. RPPRs from 2022 and 2021

Appendix II

Results of Feedback Survey

Q1 Gender

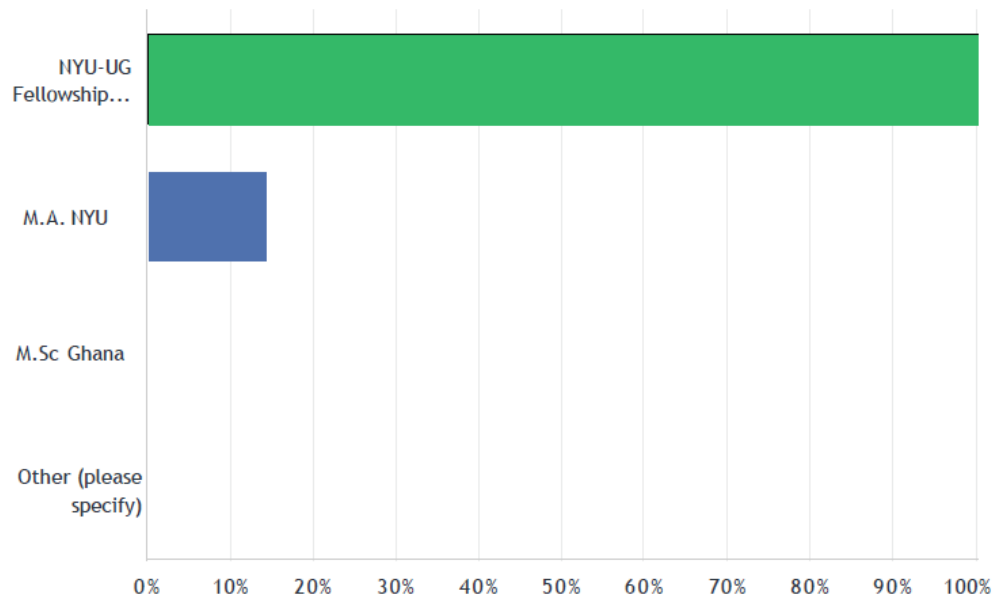
Answered: 28 Skipped: 0



ANSWER CHOICES	RESPONSES	NUMBER OF RESPONSES
Male	71.43%	20
Female	28.57%	8
Prefer not to answer	0.00%	0
Total Respondents: 28		

Q2 Which program did you attend? Choose all you have attended

Answered: 28 Skipped: 0



ANSWER CHOICES	RESPONSES	NUMBER OF RESPONSES
NYU-UG Fellowship Program in Research Integrity	100.00%	28
M.A. NYU	14.29%	4
M.Sc Ghana	0.00%	0
Other (please specify)	0.00%	0
Total Respondents: 28		

#	OTHER (PLEASE SPECIFY)	DATE
	There are no responses.	

Q3 Age (in years)

Answered: 28 Skipped: 0

#	RESPONSES	DATE
1	40	5/25/2022 12:20 PM
2	36	5/25/2022 5:51 AM
3	30	5/24/2022 10:34 AM
4	39	5/24/2022 10:03 AM
5	34	5/24/2022 8:16 AM
6	35	5/24/2022 7:26 AM
7	Mid 40	5/24/2022 6:24 AM
8	46	5/23/2022 3:17 PM
9	38	5/23/2022 12:53 PM
10	30	5/23/2022 9:56 AM
11	59	5/23/2022 8:29 AM
12	53	5/22/2022 10:31 PM
13	43	5/22/2022 6:47 PM
14	54	5/22/2022 6:38 PM
15	39	5/22/2022 4:44 PM
16	52	5/22/2022 1:06 PM
17	47	5/22/2022 12:41 PM
18	36	5/22/2022 12:03 PM
19	39	5/22/2022 11:56 AM
20	40	5/22/2022 11:54 AM
21	46	5/22/2022 11:46 AM
22	46	5/22/2022 11:45 AM
23	43	5/22/2022 11:35 AM
24	45	5/22/2022 10:43 AM
25	32	5/22/2022 10:41 AM
26	42	5/22/2022 10:23 AM
27	42	5/22/2022 10:20 AM
28	36	5/22/2022 10:17 AM

Q4 Country of birth

Answered: 27 Skipped: 1

#	RESPONSES	DATE
1	Ghana	5/25/2022 12:20 PM
2	Ghana	5/25/2022 5:51 AM
3	Ghana	5/24/2022 10:34 AM
4	Ghana	5/24/2022 10:03 AM
5	Ghana	5/24/2022 8:16 AM
6	Ghana	5/24/2022 6:24 AM
7	Ghana	5/23/2022 3:17 PM
8	Ghana	5/23/2022 12:53 PM
9	Ghana	5/23/2022 9:56 AM
10	Ghana	5/23/2022 8:29 AM
11	Ghana	5/22/2022 10:31 PM
12	Ghana	5/22/2022 6:47 PM
13	Ghana	5/22/2022 6:38 PM
14	Ghana	5/22/2022 4:44 PM
15	Ghana	5/22/2022 1:06 PM
16	Ghana	5/22/2022 12:41 PM
17	Ghana	5/22/2022 12:03 PM
18	Ghana	5/22/2022 11:56 AM
19	Ghana	5/22/2022 11:54 AM
20	Ghana	5/22/2022 11:46 AM
21	Ghana	5/22/2022 11:45 AM
22	Ghana	5/22/2022 11:35 AM
23	Ghana	5/22/2022 10:43 AM
24	Ghana	5/22/2022 10:41 AM
25	Ghana	5/22/2022 10:23 AM
26	Ghana	5/22/2022 10:20 AM
27	Ghana	5/22/2022 10:17 AM

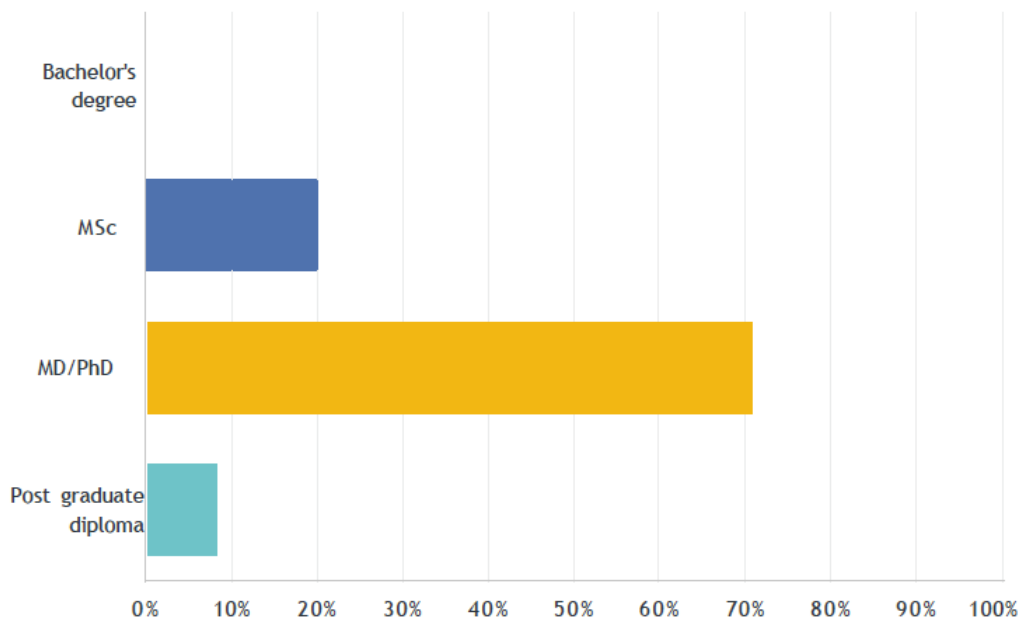
Q5 Country where you work now

Answered: 28 Skipped: 0

#	RESPONSES	DATE
1	Winneba, Central Region	5/25/2022 12:20 PM
2	Ghana	5/25/2022 5:51 AM
3	Germany	5/24/2022 10:34 AM
4	Ghana	5/24/2022 10:03 AM
5	Ghana	5/24/2022 8:16 AM
6	Ghana	5/24/2022 7:26 AM
7	Ghana	5/24/2022 6:24 AM
8	Ghana	5/23/2022 3:17 PM
9	Ghana	5/23/2022 12:53 PM
10	Germany	5/23/2022 9:56 AM
11	Ghana	5/23/2022 8:29 AM
12	Ghana	5/22/2022 10:31 PM
13	Ghana	5/22/2022 6:47 PM
14	Ghana	5/22/2022 6:38 PM
15	Ghana	5/22/2022 4:44 PM
16	Ghana	5/22/2022 1:06 PM
17	Ghana	5/22/2022 12:41 PM
18	Ghana	5/22/2022 12:03 PM
19	Ghana	5/22/2022 11:56 AM
20	Ghana	5/22/2022 11:54 AM
21	Ghana	5/22/2022 11:46 AM
22	Ghana	5/22/2022 11:45 AM
23	Ghana	5/22/2022 11:35 AM
24	Ghana	5/22/2022 10:43 AM
25	Ghana	5/22/2022 10:41 AM
26	Ghana	5/22/2022 10:23 AM
27	Ghana	5/22/2022 10:20 AM
28	Ghana	5/22/2022 10:17 AM

Q6 Highest academic degree

Answered: 24 Skipped: 4

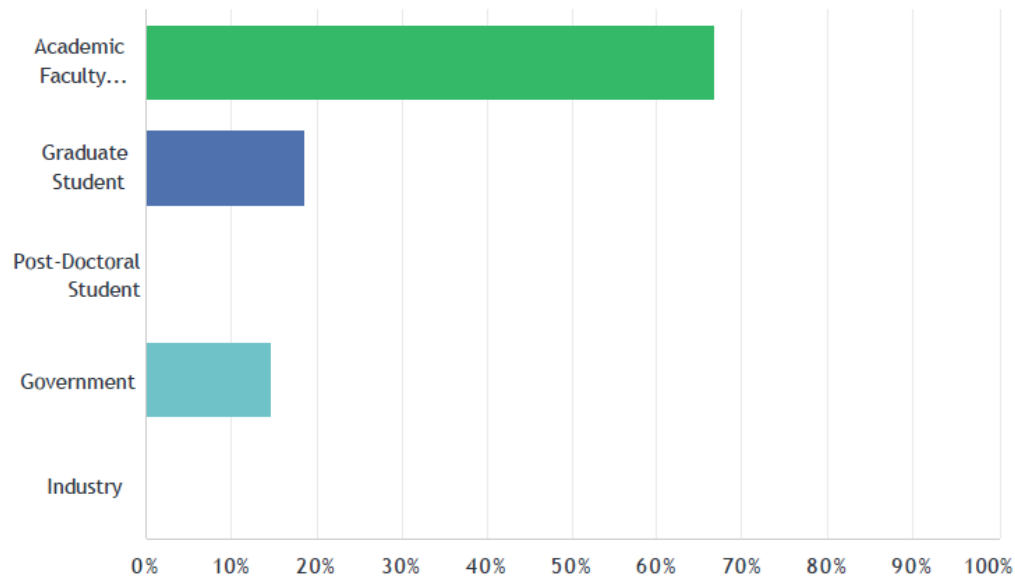


ANSWER CHOICES	RESPONSES	NUMBER OF RESPONSES
Bachelor's degree	0.00%	0
MSc	20.83%	5
MD/PhD	70.83%	17
Post graduate diploma	8.33%	2
TOTAL		24

#	OTHER (PLEASE SPECIFY)	DATE
1	MPhil	5/24/2022 8:16 AM
2	BDS	5/22/2022 12:03 PM
3	MBCHB	5/22/2022 10:41 AM
4	Fellowship (FGCS)	5/22/2022 10:23 AM

Q7 Current Position

Answered: 27 Skipped: 1

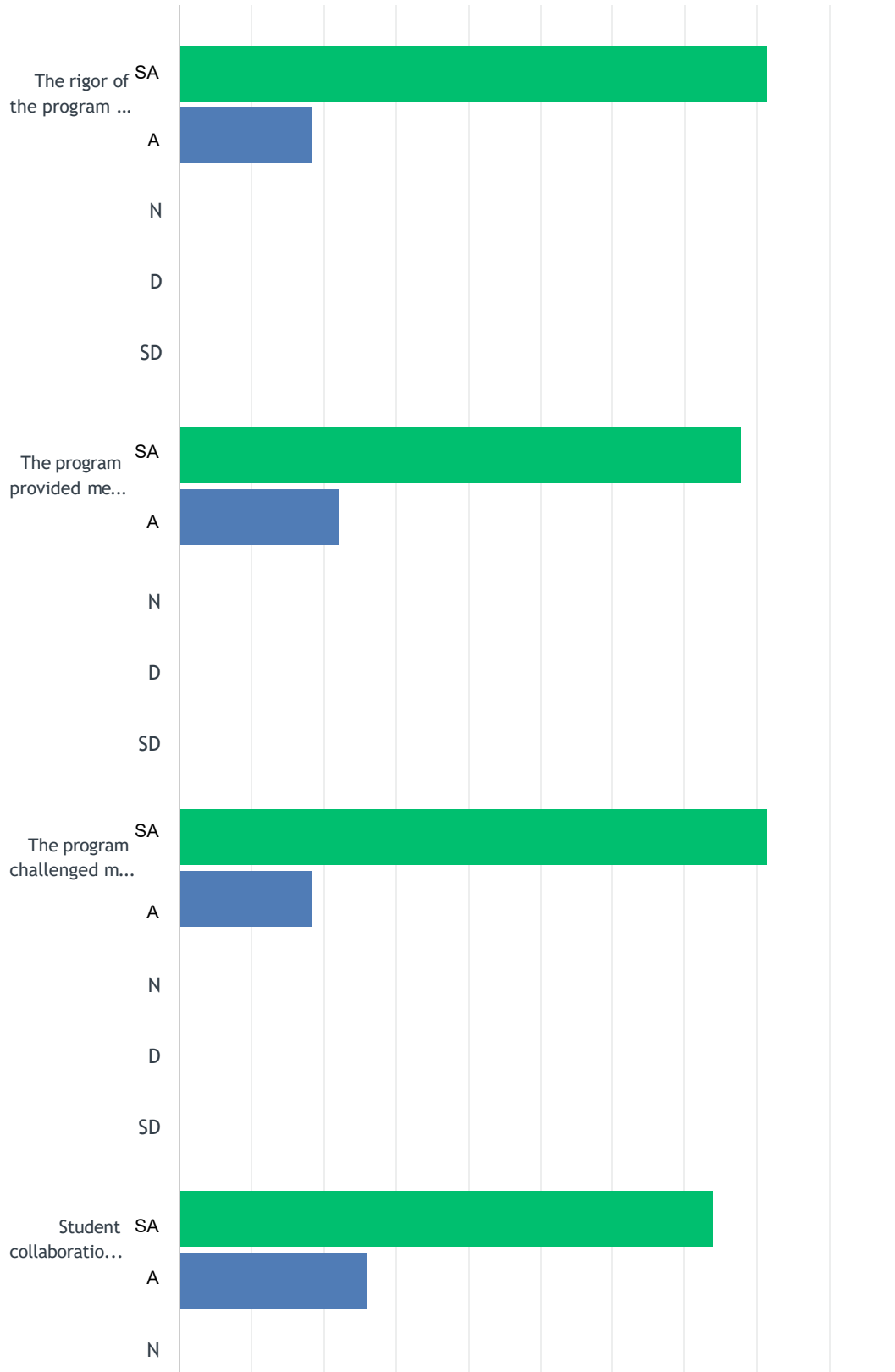


ANSWER CHOICES	RESPONSES	NUMBER OF RESPONSES
Academic Faculty (University)	66.67%	18
Graduate Student	18.52%	5
Post-Doctoral Student	0.00%	0
Government	14.81%	4
Industry	0.00%	0
TOTAL		27

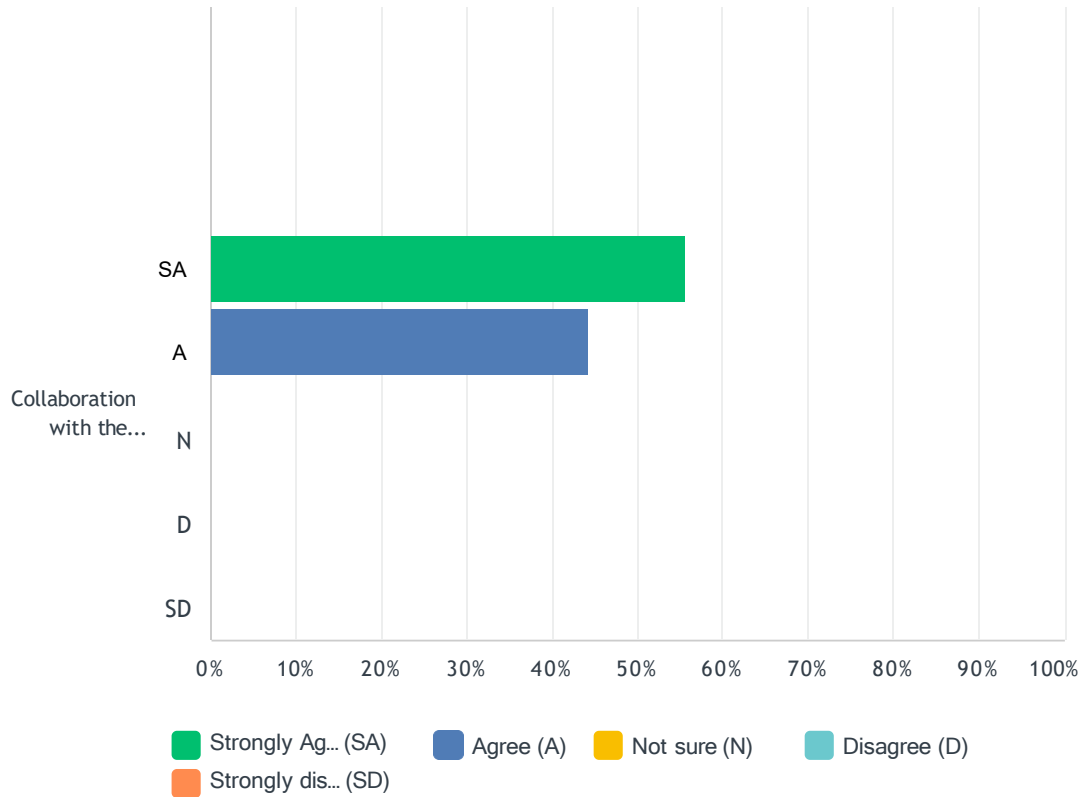
#	OTHER (PLEASE SPECIFY)	DATE
1	Research Scientist	5/22/2022 10:43 AM
2	Medical Doctor	5/22/2022 10:41 AM

Q8 Please indicate the degree to which you agree or disagree with the following statements about the program(s) you attended.

Answered: 27 Skipped: 1



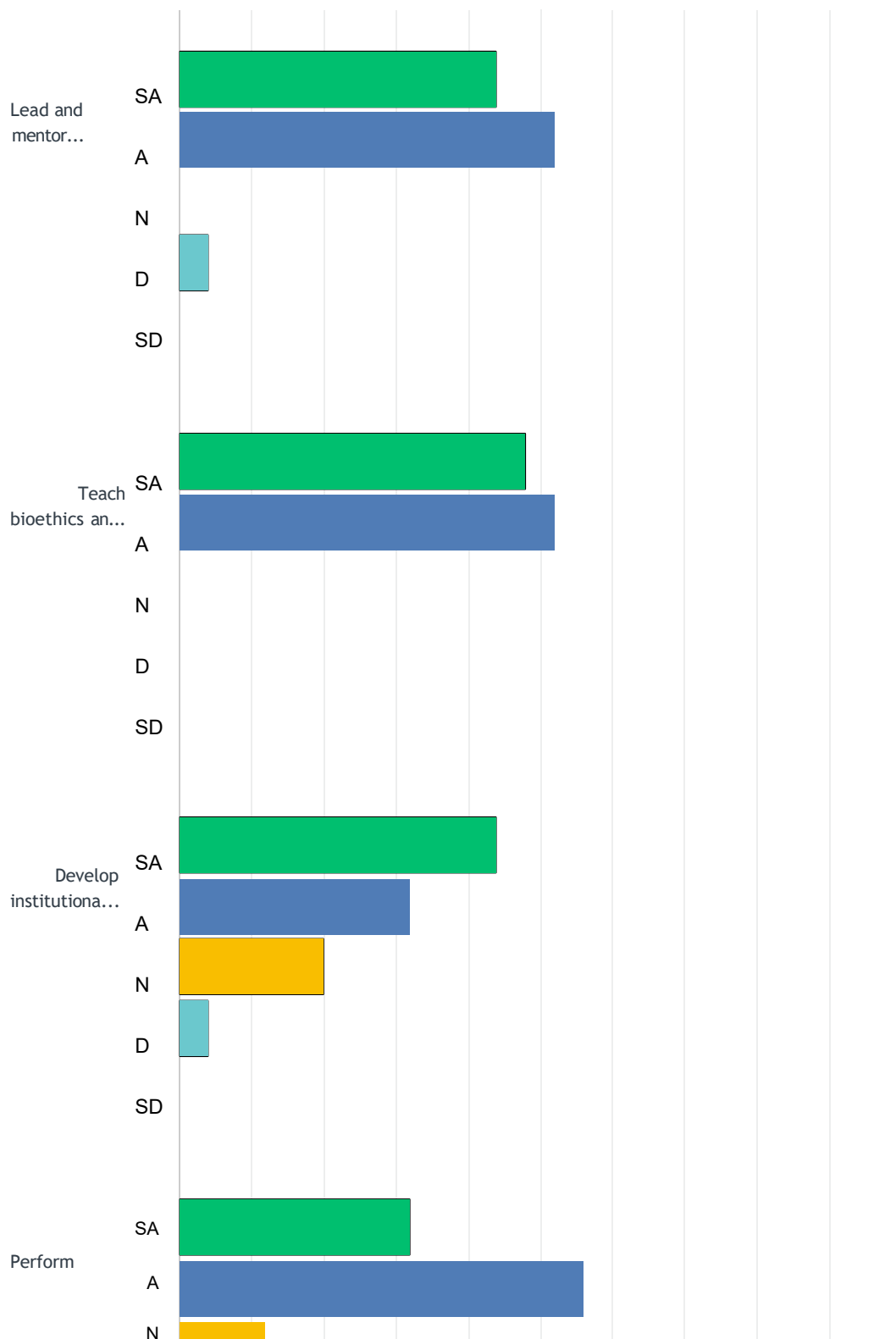
Assessment of the NYU-Ghana programs



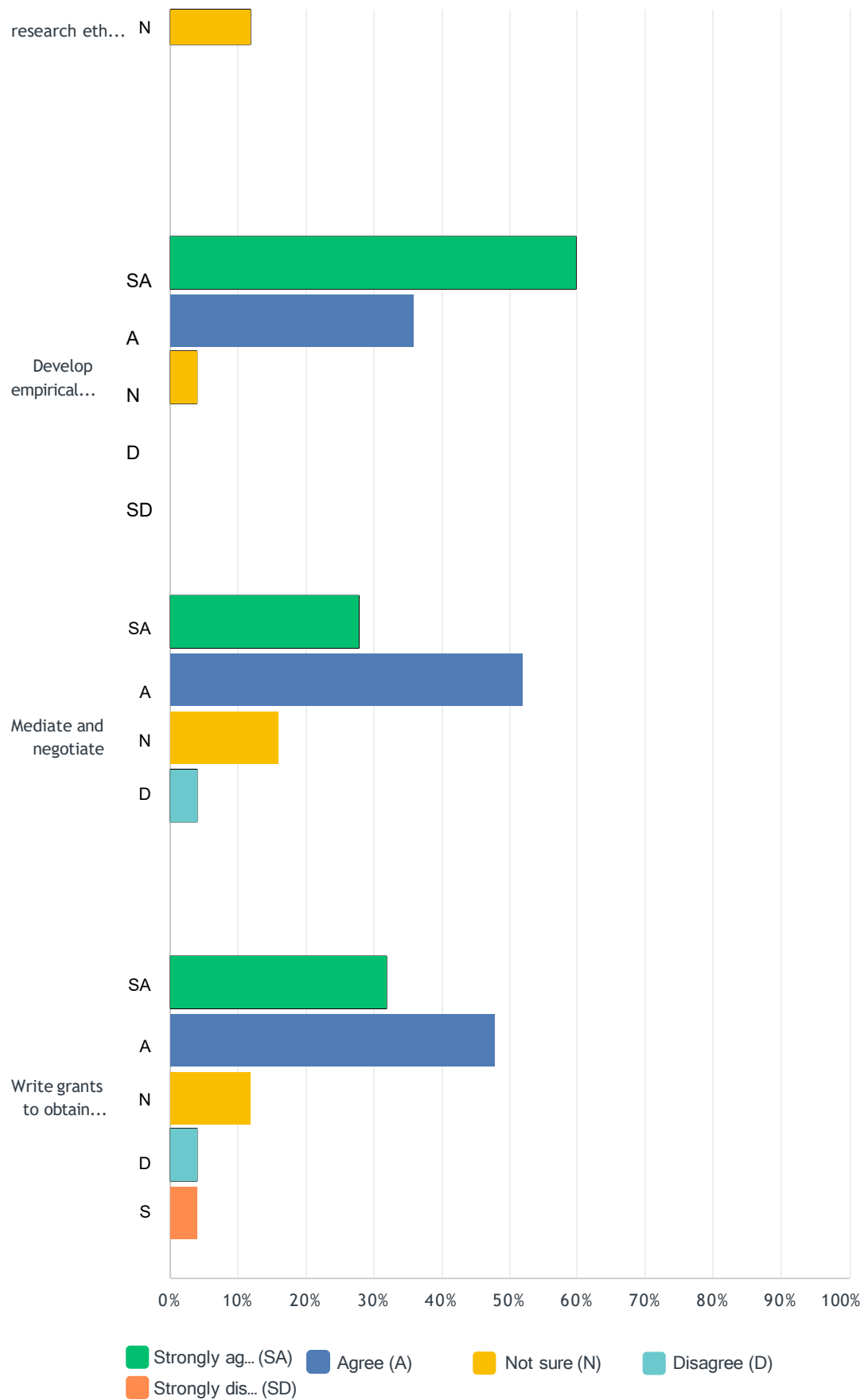
	STRONGLY AGREE	AGREE	NOT SURE	DISAGREE	STRONGLY DISAGREE	TOTAL
The rigor of the program was appropriate	81.48% 22	18.52% 5	0.00% 0	0.00% 0	0.00% 0	27
The program provided me with the knowledge and skills i need to be more successful in my field	77.78% 21	22.22% 6	0.00% 0	0.00% 0	0.00% 0	27
The program challenged me to think in new and more complex ways	81.48% 22	18.52% 5	0.00% 0	0.00% 0	0.00% 0	27
Student collaboration was encouraged	74.07% 20	25.93% 7	0.00% 0	0.00% 0	0.00% 0	27
Collaboration with the faculty was encouraged	55.56% 15	44.44% 12	0.00% 0	0.00% 0	0.00% 0	27

Q9 Please indicate the degree with which you agree or disagree that each the Learning Objectives of the NYU-UG Fellowship Program in Research Integrity.

Answered: 25 Skipped: 3



Assessment of the NYU-Ghana programs

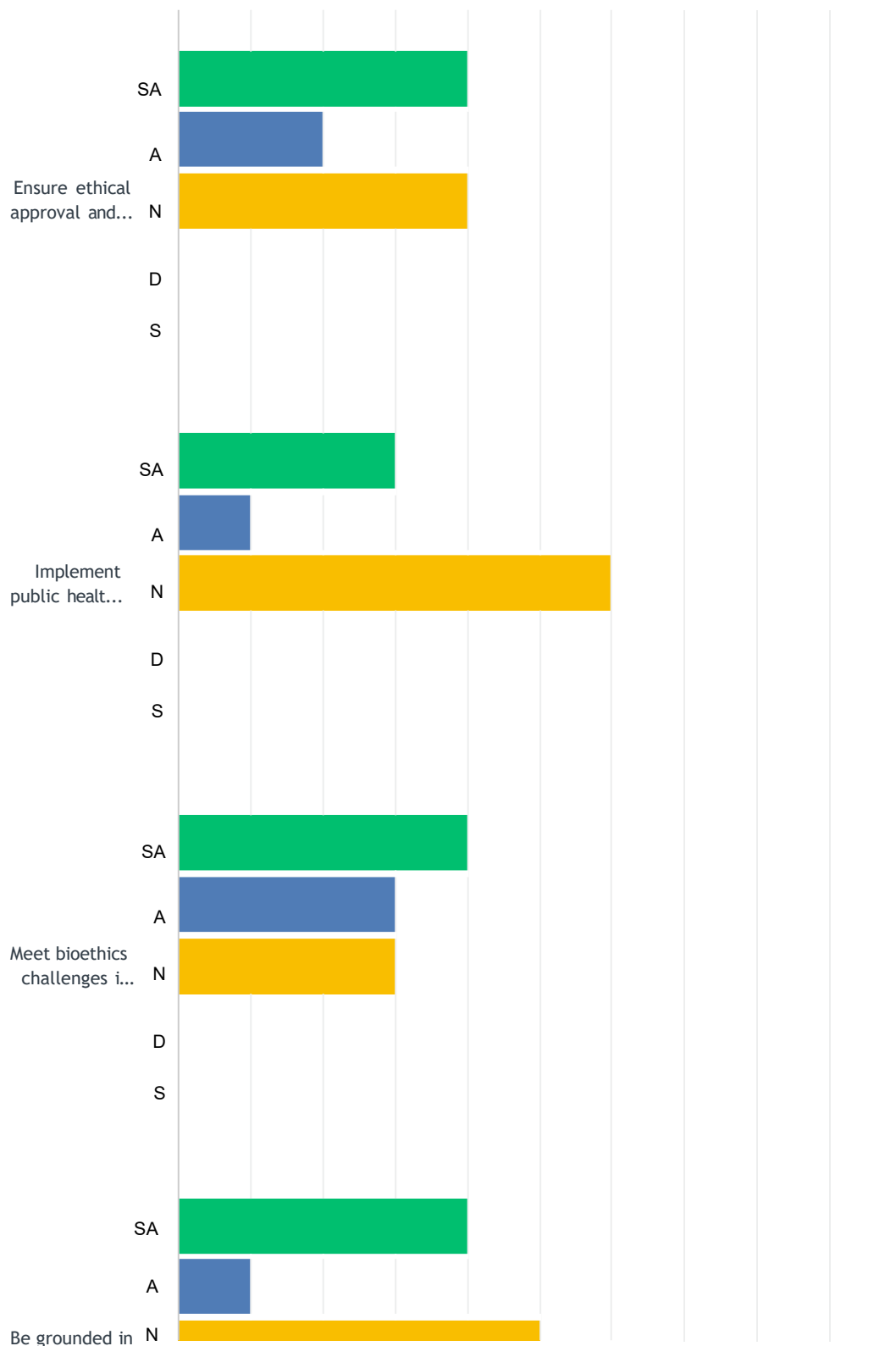


Assessment of the NYU-Ghana programs

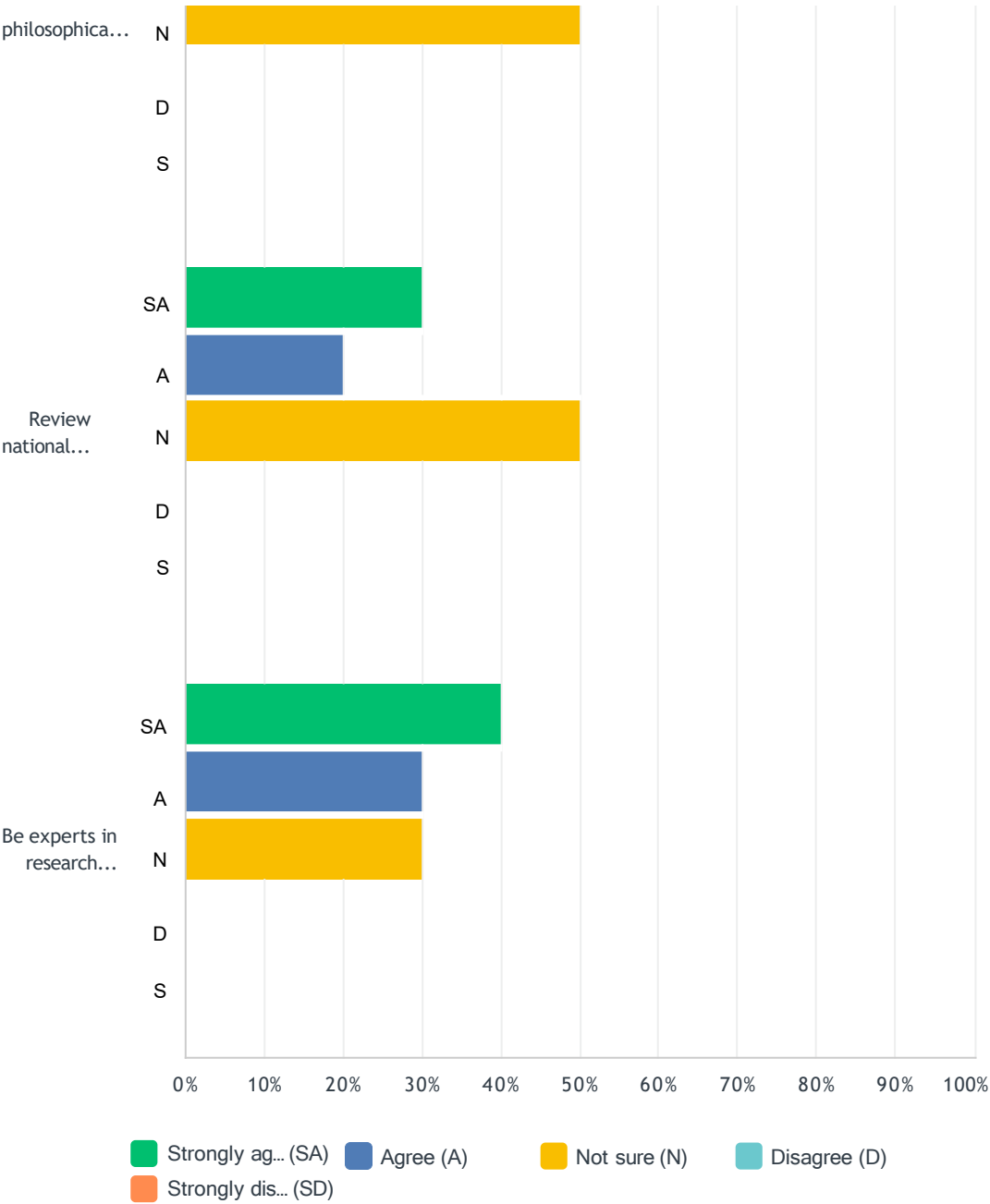
	STRONGLY AGREE	AGREE	NOT SURE	DISAGREE	STRONGLY DISAGREE	TOTAL
Lead and mentor international research teams,	44.00% 11	52.00% 13	0.00% 0	4.00% 1	0.00% 0	25
Teach bioethics and review research protocols	48.00% 12	52.00% 13	0.00% 0	0.00% 0	0.00% 0	25
Develop institutional and national research ethics policies	44.00% 11	32.00% 8	20.00% 5	4.00% 1	0.00% 0	25
Perform research ethics consultation	32.00% 8	56.00% 14	12.00% 3	0.00% 0	0.00% 0	25
Develop empirical research	60.00% 15	36.00% 9	4.00% 1	0.00% 0	0.00% 0	25
Mediate and negotiate	28.00% 7	52.00% 13	16.00% 4	4.00% 1	0.00% 0	25
Write grants to obtain funding	32.00% 8	48.00% 12	12.00% 3	4.00% 1	4.00% 1	25

Q10 Please indicate the degree with which you agree or disagree that each of the Learning Objectives of the M.Sc. in Bioethics Program, University of Ghana School of Public Health was achieved.

Answered: 10 Skipped: 18



Assessment of the NYU-Ghana programs

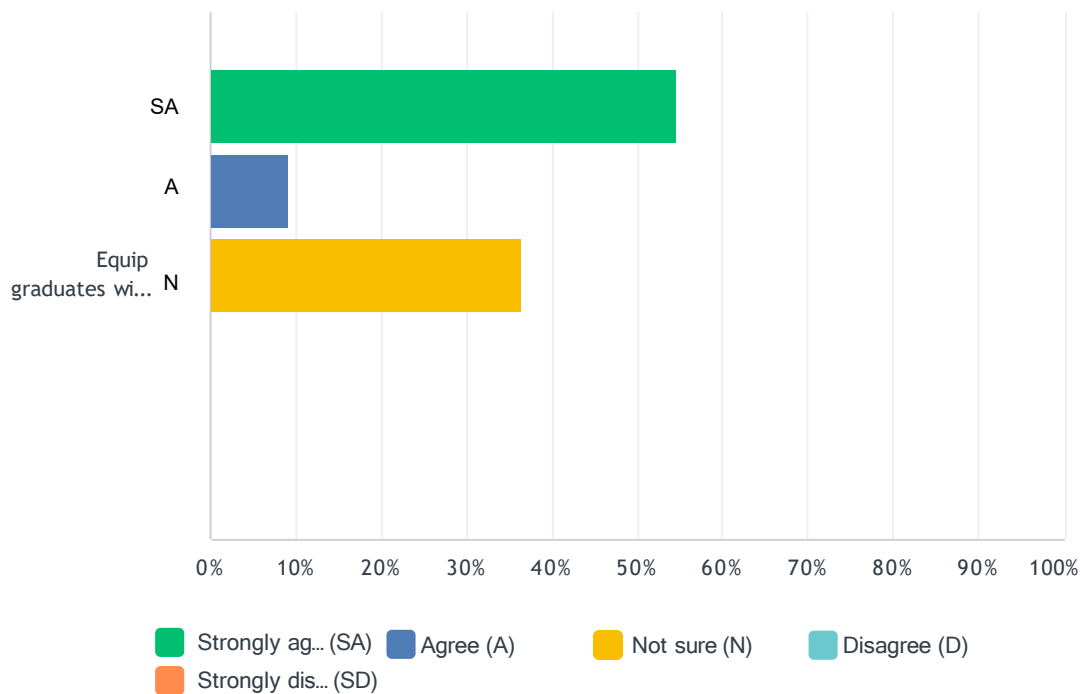


Assessment of the NYU-Ghana programs

	STRONGLY AGREE	AGREE	NOT SURE	DISAGREE	STRONGLY DISAGREE	TOTAL
Ensure ethical approval and compliance in the conduct of research	40.00% 4	20.00% 2	40.00% 4	0.00% 0	0.00% 0	10
Implement public health interventions	30.00% 3	10.00% 1	60.00% 6	0.00% 0	0.00% 0	10
Meet bioethics challenges in research	40.00% 4	30.00% 3	30.00% 3	0.00% 0	0.00% 0	10
Be grounded in philosophical, legal, and social-scientific approaches to bioethics	40.00% 4	10.00% 1	50.00% 5	0.00% 0	0.00% 0	10
Review national policies and regulations to health research	30.00% 3	20.00% 2	50.00% 5	0.00% 0	0.00% 0	10
Be experts in research integrity	40.00% 4	30.00% 3	30.00% 3	0.00% 0	0.00% 0	10

Q11 Please indicate the degree with which you agree or disagree that the Learning Objective of the M.A. in Bioethics Program, Center for Bioethics, NYU School of Global Public Health was achieved.

Answered: 11 Skipped: 17



	STRONGLY AGREE	AGREE	NOT SURE	DISAGREE	STRONGLY DISAGREE	TOTAL
Equip graduates with the competencies to inform innovative research and generate practical responses to complex issues in the life sciences and public health.	54.55% 6	9.09% 1	36.36% 4	0.00% 0	0.00% 0	11

Q12 Publications in the field. Please indicate how many publications and the types, e.g., journal articles, letters to the editors, books, etc.

Answered: 21 Skipped: 7

#	RESPONSES	DATE
1	N/A	5/25/2022 1:55 PM
2	I have publications in other fields but not in bioethics. The manuscript in bioethics isn't ready yet.	5/25/2022 5:57 AM
3	N/A (Currently working on our research, course not yet completed)	5/25/2022 1:31 AM
4	One journal article (in press)	5/24/2022 10:41 AM
5	Two (2) Journal Articles	5/24/2022 8:26 AM
6	Published two (2) journal articles	5/24/2022 6:29 AM
7	Not completed yet, still working on a manuscript	5/23/2022 10:41 PM
8	None	5/23/2022 3:28 PM
9	1	5/22/2022 10:35 PM
10	We have drafted a couple of papers yet to be published	5/22/2022 6:58 PM
11	None at the moment but a co-authored manuscript is being prepared.	5/22/2022 6:47 PM
12	Yet to complete collaborative research	5/22/2022 4:48 PM
13	None	5/22/2022 1:18 PM
14	In progress	5/22/2022 12:46 PM
15	Ongoing	5/22/2022 12:08 PM
16	Not yet graduated but a research proposal has submitted for ethical approval to conduct a study on research integrity	5/22/2022 12:01 PM
17	1	5/22/2022 11:49 AM
18	Appointed Chair of my school's ethics committee	5/22/2022 11:40 AM
19	Not yet	5/22/2022 10:55 AM
20	0	5/22/2022 10:26 AM
21	In progress	5/22/2022 10:22 AM

Q13 Please describe briefly any new teaching responsibilities, e.g., a new course or program, and provide the titles of any new courses/programs.

Answered: 19 Skipped: 9

#	RESPONSES	DATE
1	Ethical Issues in Social Science Research is now engrained in the undergraduate and postgraduate course structure, Research Methods.	5/25/2022 1:55 PM
2	I am now the Head of my department.	5/25/2022 5:57 AM
3	N/A	5/25/2022 1:31 AM
4	Facilitating the MSc in Bioethics programme at UG	5/24/2022 6:29 AM
5	Not yet, but I have gained personal improvement in my understanding of ethics and research integrity	5/23/2022 10:41 PM
6	I teach bioethics and research misconduct in Research Method courses at both the undergraduate and graduate levels at my department at the University of Cape Coast. These are existing courses that I introduced these components (Bioethics and Research Misconduct) to bring to bear the need for Ghanaian students to understand and appreciate the importance of research integrity in their scientific careers.	5/23/2022 3:28 PM
7	I have been tasked to develop a capacity building program for research and ethics (Responsible Conduct of Research) for my organisation.	5/23/2022 8:51 AM
8	n/a	5/22/2022 10:35 PM
9	I am currently stepping in to teach the ethics course in the absence of our ethics faculty in my school who is currently on leave of absence. I have also been added to reviewers of my school institutional review board.	5/22/2022 6:58 PM
10	None	5/22/2022 6:47 PM
11	None yet	5/22/2022 4:48 PM
12	Teaching Assistant for Msc Bioethics program	5/22/2022 1:18 PM
13	Teaching a Master's degree class that Prof Amos LAAR requested to.	5/22/2022 1:16 PM
14	Research rigor in Epidemiological designs	5/22/2022 12:46 PM
15	Not yet	5/22/2022 12:01 PM
16	None	5/22/2022 11:49 AM
17	None	5/22/2022 11:40 AM
18	Teaching Research Ethics	5/22/2022 10:55 AM
19	0	5/22/2022 10:26 AM

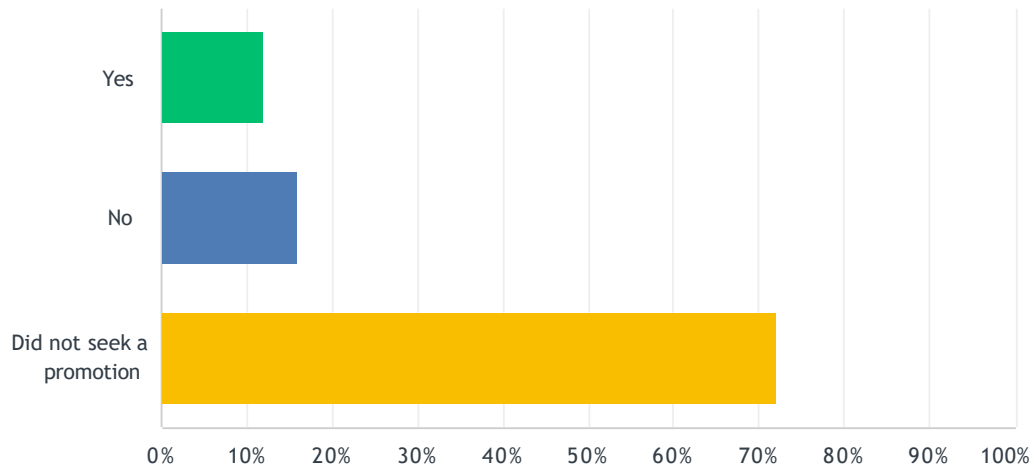
Q14 Please describe any grant applications you submitted and also success in obtaining grants.

Answered: 20 Skipped: 8

#	RESPONSES	DATE
1	N/A	5/25/2022 1:55 PM
2	1. January, 2020: Won a DKK 11,998,970 (US\$1.78 Million) grant from DANIDA to work on edible insects. Window 1 project "HEALTYNSECT", DFC File No. 19-08-KU. From April 01, 2020 to May 31, 2024. 2. August, 2017: Won a Euro 54,990.00 grant from the Alexander von Humboldt Foundation to establish a biocontrol centre in Ghana for the control of major stored product pest. 3. November, 2016: Won a US\$16,000.00 Post-doctoral fellowship at the Uni. of Michigan, USA. 4. 2014-2016: Facilitated a US\$1M project to the Kwame Nkrumah University for Science and Technology for the establishment of an edible insect rearing facility.	5/25/2022 5:57 AM
3	N/A	5/25/2022 1:31 AM
4	Not yet	5/24/2022 6:29 AM
5	Not yet	5/23/2022 10:41 PM
6	None	5/23/2022 3:28 PM
7	1. Submitted a won research grant for the project "Stigma, Violent Experience and Mental Wellbeing among COVID-19 Survivors in Ghana: A Prospective Longitudinal Cohort Study" from the National Research Foundation of South Africa. 2. Submitted grant application on Ghana Longitudinal Psychosis Prodrome Study with Dr. Mamah from Washington University to NIH. Awaiting funding decisions in June 2022. 3. Submitted research grant proposal on "Promoting Youth Mental Health Resilience: A Systemic Approach (PROTEA)" to European Commission for funding. Awaiting funding decision.	5/23/2022 1:05 PM
8	1	5/22/2022 10:35 PM
9	I worked on 3 grants after the programme although not directly in ethics and have been successful with two.	5/22/2022 6:58 PM
10	None	5/22/2022 6:47 PM
11	None yet	5/22/2022 4:48 PM
12	Submission CIFAR program but not successful	5/22/2022 1:18 PM
13	None yet but considering applying for NIH R19 grant	5/22/2022 1:16 PM
14	None on this subject	5/22/2022 12:46 PM
15	Not yet	5/22/2022 12:01 PM
16	None	5/22/2022 11:49 AM
17	Co PI for SPARCO	5/22/2022 11:40 AM
18	Not yet	5/22/2022 10:55 AM
19	1	5/22/2022 10:26 AM
20	none yet	5/22/2022 10:22 AM

Q15 Promotions. Please indicate whether you were able to gain a promotion with your employer

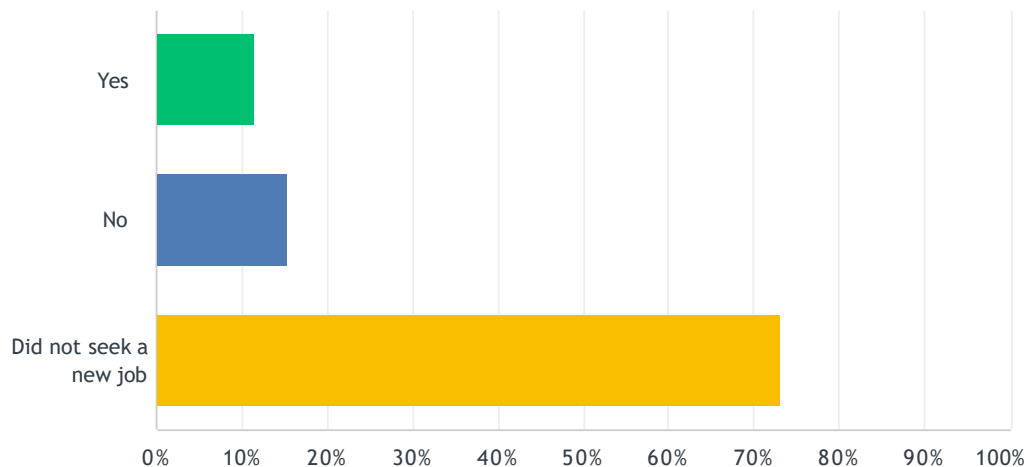
Answered: 25 Skipped: 3



ANSWER CHOICES	RESPONSES	
Yes	12.00%	3
No	16.00%	4
Did not seek a promotion	72.00%	18
Total Respondents: 25		

Q16 Please indicate whether you were able to obtain a better position in another organization

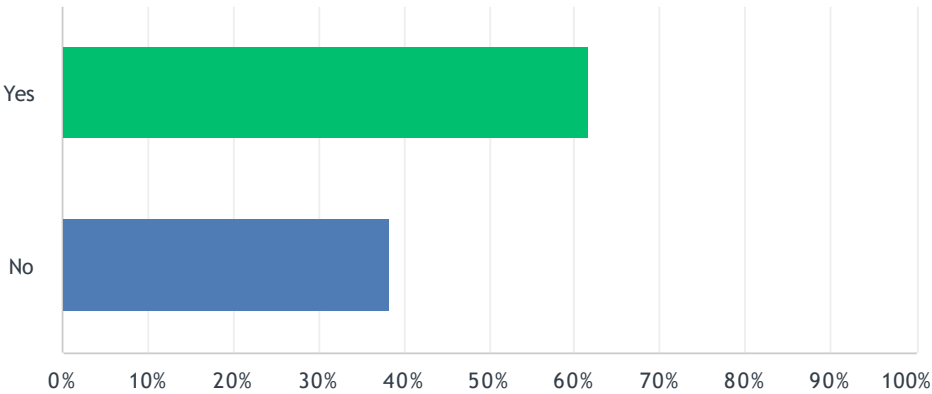
Answered: 26 Skipped: 2



ANSWER CHOICES	RESPONSES	
Yes	11.54%	3
No	15.38%	4
Did not seek a new job	73.08%	19
Total Respondents: 26		

Q17 Please indicate if you have given presentations at conferences

Answered: 26 Skipped: 2



ANSWER CHOICES	RESPONSES	
Yes	61.54%	16
No	38.46%	10
Total Respondents: 26		

Q18 Please describe any other accomplishments regardless whether you think it was due to your experience in the certificate program

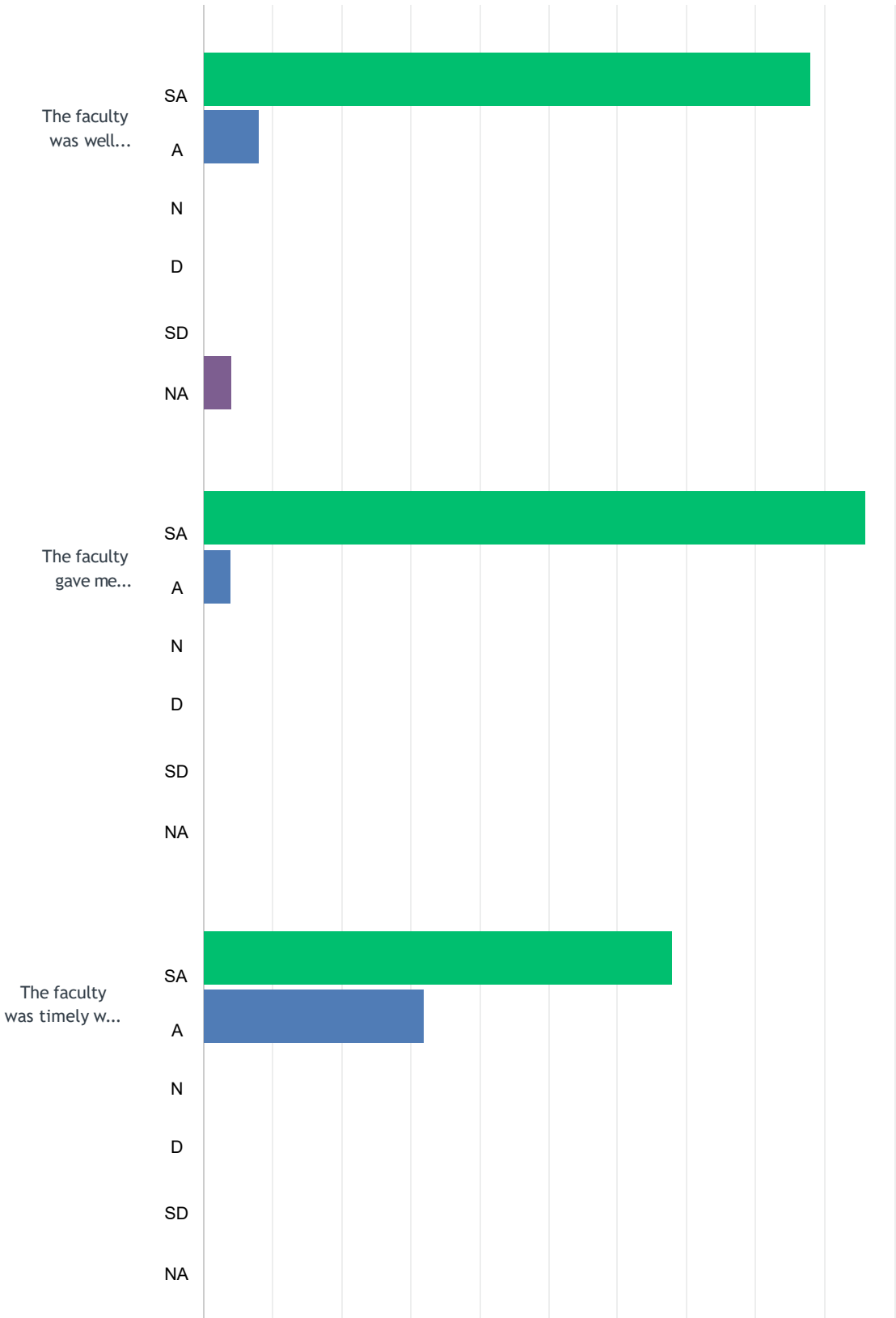
Answered: 19 Skipped: 9

#	RESPONSES	DATE
1	1. I have worked on annual Faculty seminar on Research Ethics. 2. I was a member of a two-member committee to draft and review a proposal for an establishment of an IRB. 3. I have arranged for GHAREC to meet the UEW management to establish an IRB. 4. I have been pushing forward for the establishment of an IRB office at UEW. University management and academic board have okayed it. We (UEW) are about 70% away from establishing an IRB office.	5/25/2022 1:55 PM
2	EXPERIENCES April, 2022 to date: Head, Department of Horticulture and Crop Production, UENR April to May 2019: Consultant for Neat Eco-Feeds Ltd. Trained, empowered and built a sustainable Black Soldier fly rearing system for the company. My consultancy services for one complete cycle was US\$5,000.00. 2018 to date: Consultant for the University of Michigan food security interventions in Liberia. July, 2018 to date: Youth Advisory Board Member, African Leadership Institute, Johannesburg, South Africa. June, 2018 to date: Member of the Projects and Programmes Committee of the Mandela-Washington Fellowship. May, 2018: Consultant for Don Bosco Vocational Institute. I trained farmers on sustainable insect rearing for production of animal protein. My consultancy services for five (5) days was US\$3,778.00. January, 2018 to 2021: Postgraduate coordinator; Department of Horticulture and Crop Production, UENR September, 2017 to date: Lecturer at the Department of Horticulture and Crop Production, University of Energy and Natural Resources, Sunyani-Brong-Ahafo Region. June, 2016 to date: Founder and CEO, AnePaare Farms; Entomophagy and cocoa farming. March, 2016: Co-Founder and Member of the Constitution draft committee of the Entomological Society of Ghana (ESG). March, 2015 to date: Member of the Entomological Society of America (ESA). September, 2014 to September, 2016: Ghana Country Director, Aspire Food Group Int'l; insect farming for food, feed and nutrition.	5/25/2022 5:57 AM
3	Got into a PhD program in Philosophy of Science	5/24/2022 10:41 AM
4	Together with a colleague we won an equipment grant for my department.	5/24/2022 10:11 AM
5	Awarded an Argelander Scholarship for Doctoral Students from the Global south & a DAAD scholarship	5/24/2022 8:26 AM
6	I obtained a full scholarship for postgraduate studies	5/24/2022 7:28 AM
7	I am able to lead in drafting concept notes on research ethics, and receive and mentor Fellows on IRB administration. I also facilitate IRB meetings and Seminars.	5/24/2022 6:29 AM
8	I have been appointed as a Protocol Reviewer by the University of Cape Coast Institutional Review Board and it's because of my experience in the certificate program.	5/23/2022 3:28 PM
9	1. I have been mentoring junior researchers and providing support to health care practitioners in the field of research and ethics 2.I have been asked to develop a program to train Research Assistants and also for a continuous Professional Development programs	5/23/2022 8:51 AM
10	none	5/22/2022 10:35 PM
11	Well its been a good experience persuing the fellowship. My colleague and I got our abstracts accepted in two of the world conferences on Bioethics as oral presenters.	5/22/2022 6:58 PM
12	More confident discussing research integrity .	5/22/2022 6:47 PM
13	Start of PhD in public health program. Internship at University of Sheffield	5/22/2022 1:18 PM
14	Contributing writing of protocols for ethics review approval.	5/22/2022 1:16 PM
15	Completed Fellowship of the West African College of Surgeons (Oral and Maxillofacial Surgery)	5/22/2022 12:08 PM

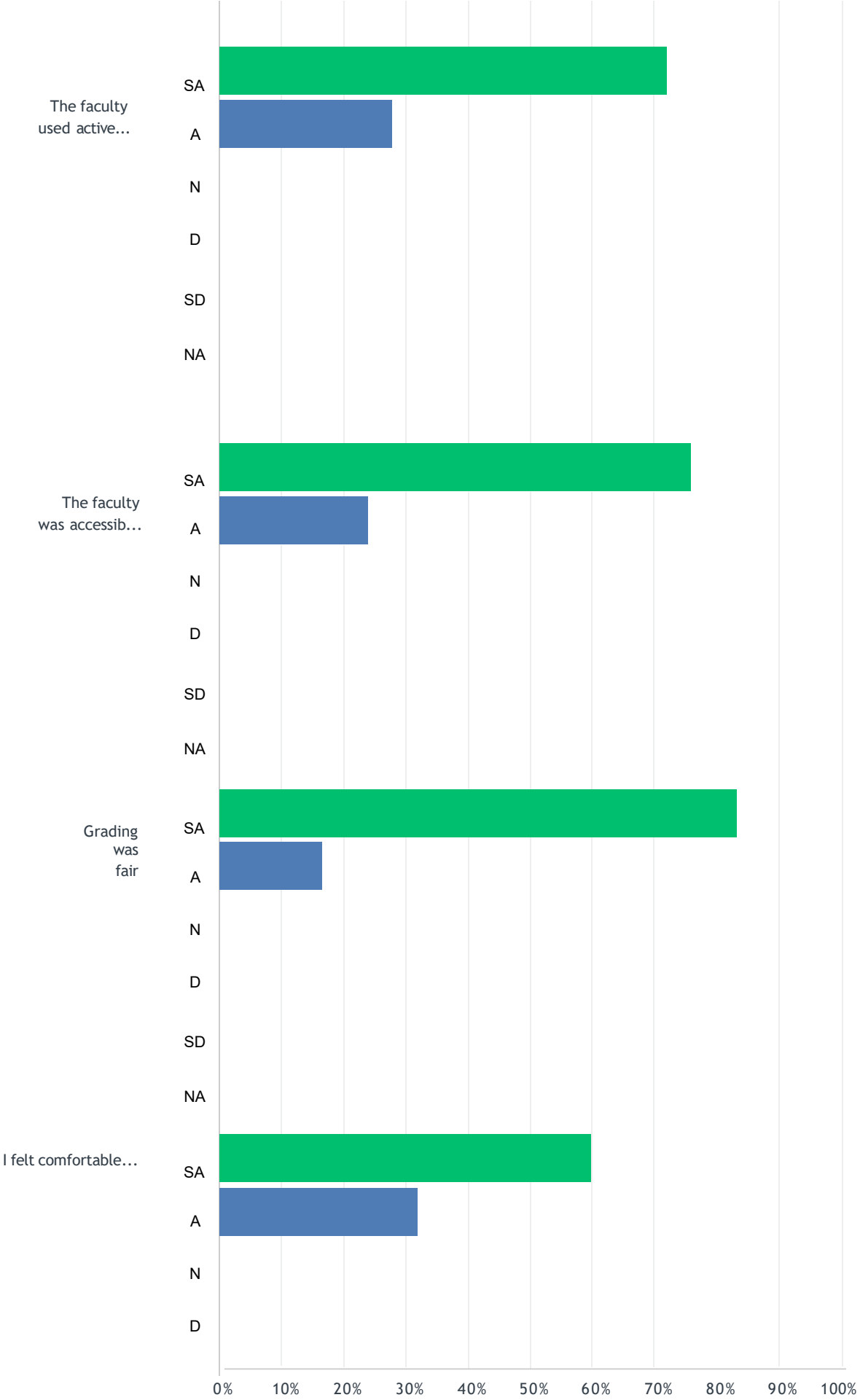
#	RESPONSES	DATE
16	Published two papers based on new skills. Acquired from the program.	5/22/2022 12:01 PM
17	Team leadership	5/22/2022 11:49 AM
18	I made the Chair of the Codes Ethics and Conduct Committee of my Organisation	5/22/2022 10:55 AM
19	Giving advise to colleague on ethical issues in my hospital. This is an informal role	5/22/2022 10:26 AM

Q19 Please indicate the degree with which you agree or disagree with each of the following statements.

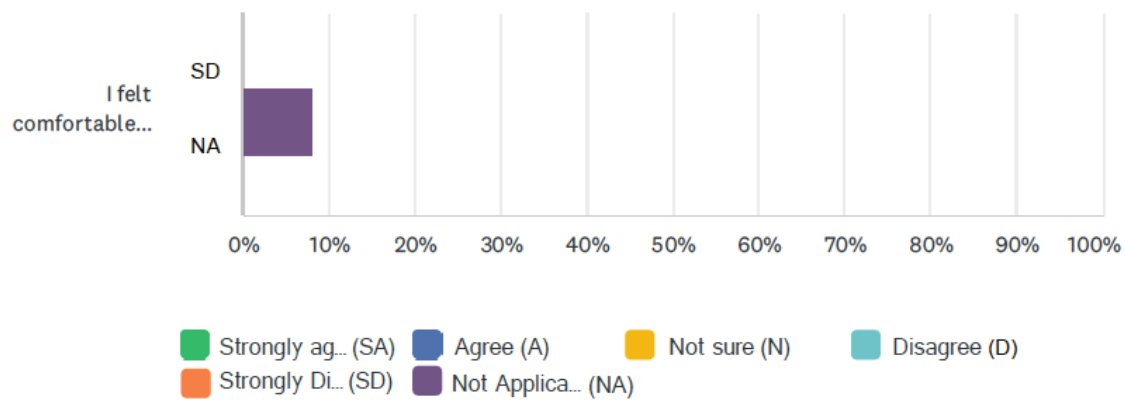
Answered: 25 Skipped: 3



Assessment of the NYU-Ghana programs



Assessment of the NYU-Ghana programs



	STRONGLY AGREE	AGREE	NOT SURE	DISAGREE	STRONGLY DISAGREE	NOT APPLICABLE	TOTAL
The faculty was well prepared	88.00% 22	8.00% 2	0.00% 0	0.00% 0	0.00% 0	4.00% 1	25
The faculty gave me important feedback on my work	96.00% 24	4.00% 1	0.00% 0	0.00% 0	0.00% 0	0.00% 0	25
The faculty was timely with grading	68.00% 17	32.00% 8	0.00% 0	0.00% 0	0.00% 0	0.00% 0	25
The faculty used active learning techniques in their teaching	72.00% 18	28.00% 7	0.00% 0	0.00% 0	0.00% 0	0.00% 0	25
The faculty was accessible and approachable	76.00% 19	24.00% 6	0.00% 0	0.00% 0	0.00% 0	0.00% 0	25
Grading was fair	83.33% 20	16.67% 4	0.00% 0	0.00% 0	0.00% 0	0.00% 0	24
I felt comfortable discussing with my faculty about my grades	60.00% 15	32.00% 8	0.00% 0	0.00% 0	0.00% 0	8.00% 2	25

Q20 Please add any comments about the faculty, the organization of the program, presentation of the curriculum or any other aspects.

Answered: 11 Skipped: 17

#	RESPONSES	DATE
1	The faculty, organization and program structure were well planned and executed. But I hope future content and examples used would consider some more local situations or examples to make them more relatable.	5/24/2022 8:34 AM
2	The coordinator was efficient and well organised	5/24/2022 7:29 AM
3	The inability of the students to attend classes in person at NYU took a little shine out of the project. It has adversely limited networking opportunities among the students.	5/24/2022 6:32 AM
4	Provides guides and support anytime	5/23/2022 10:42 PM
5	The faculty are world class experts in the field and they impacted to us the knowledge we need in the field of bioethics and research integrity to be successful in our various fields of research. The program is excellently organised. The curriculum is also well presented.	5/23/2022 3:32 PM
6	They were a good team with great knowledge and experience	5/22/2022 7:00 PM
7	The MA program in Bioethics at NYU was remarkable to say the least. I thoroughly enjoyed the lectures from faculty members and interactions with my colleagues. Unfortunately, the program could not be carried out in person because of Covid-19. I was hoping for an in person experience of the graduation ceremony but that did not come on as well. Hopefully, the next RITP conference would be held at NYU and that should provide the opportunity to meet with faculty members in person.	5/22/2022 1:30 PM
8	The faculty was very supported and displayed real coaching and mentorship.	5/22/2022 1:18 PM
9	The faculty was practical oriented.	5/22/2022 12:02 PM
10	Commitment of mentors needs to fully documented	5/22/2022 11:51 AM
11	It was interesting and encouraging to read.further	5/22/2022 10:59 AM

Q21 Please explain the degree of satisfaction with the online portion of any of the NYU-Ghana programs

Answered: 26 Skipped: 2

#	RESPONSES	DATE
1	The online version of the program was phenomenal - very well organized and delivered.	5/25/2022 2:01 PM
2	I am very satisfied with the online portion. I give 99% satisfaction.	5/25/2022 5:58 AM
3	Accessible and easy to navigate. Convenient.	5/25/2022 1:33 AM
4	I would have preferred an in class lecture. The online class does not foster networking and largely dependent on good internet service which is not guaranteed. Sometimes the class felt rushed because one hour was too short to discuss content and also get views from everyone in the class. This did not allow for a good discussion of views.	5/24/2022 12:14 PM
5	Very satisfied with the NYU-UG Research Integrity Training Program	5/24/2022 10:43 AM
6	All lectures took place online and I think apart from the occasional interruption of power supply, I was very much satisfied with the online mode of instruction because teaching and learning were very flexible and engaging.	5/24/2022 8:38 AM
7	Very satisfied	5/24/2022 7:29 AM
8	The platforms were user-friendly and responsive to the needs of students.	5/24/2022 6:33 AM
9	I am satisfied to a greater extent, however, the poor network connectivity hampers the smooth usage of the online classes	5/23/2022 10:44 PM
10	I'm greatly satisfied with online portion of the NYU-Ghana Research Integrity Program. It was well planned and it touched on all the important aspects of Bioethics and Research Integrity. The faculty were superb in their delivery. All of them were knowledgeable and excellent with delivery of subject content	5/23/2022 3:36 PM
11	I am highly satisfied with the program, except that the research support grant was nothing to write home about.	5/23/2022 1:06 PM
12	The coordinator ensured that the timing was suitable for majority of the Fellows. He did this through a poll system. Audio/video recordings of the sessions were promptly available	5/23/2022 8:54 AM
13	sataisfied	5/22/2022 10:36 PM
14	The online was good but quiet stressful. A blend of physical meetings would have improved learning and networking	5/22/2022 7:01 PM
15	Very satisfied	5/22/2022 6:49 PM
16	Very satisfied	5/22/2022 4:49 PM
17	The online program with NYU was great. The main challenge however was with the time difference and Internet connectivity. As a result of the time difference, some of the lectures were carried out late into the night. The faculty members were very helpful but the late night classes eventually took its toll.	5/22/2022 1:36 PM
18	Very satisfied	5/22/2022 1:18 PM
19	Apart from local internet challenges it was great	5/22/2022 12:48 PM
20	Very satisfied	5/22/2022 12:09 PM
21	Good despite occasional internet connection challenges during lectures	5/22/2022 12:03 PM
22	It was good	5/22/2022 11:51 AM
23	They were well organized and engaged me most of the time	5/22/2022 11:41 AM

Assessment of the NYU-Ghana programs

#	RESPONSES	DATE
24	The purely delivered NYU online courses were well structured amd very easy to follow. Lectures delivered by zoom were excellent. I always felt like I was in an in-person lecture. The only challenge was the time difference. Often, we stayed past midnight in Ghana	5/22/2022 11:13 AM
25	Although the time for sessions where difficult there was the opportunity to discuss and modify. Additionally, support for the fellows, if any, was discouraging	5/22/2022 11:04 AM
26	I am highly satisfied with the NYU/UG Fellowship. It has provided me with a unique breath of understanding of research ethics that has improved my contributions to all the research teams that I participate in. I basically represent the go-to person for advice on research integrity and ethics issues in my team.	5/22/2022 10:27 AM

Q22 Please describe the best aspects of the program

Answered: 25 Skipped: 3

#	RESPONSES	DATE
1	I was satisfied with every department of the program.	5/25/2022 2:06 PM
2	The online discussions was my favourite.	5/25/2022 6:01 AM
3	Weekly group discussions	5/25/2022 1:34 AM
4	the various topics discussed and the case studies	5/24/2022 12:16 PM
5	The various coursework and the practicum with an IRB	5/24/2022 10:50 AM
6	The production of a collaborative papers and the practicum	5/24/2022 8:43 AM
7	The teaching	5/24/2022 7:30 AM
8	The opportunity to acquire detailed and useful knowledge, experiences and skills in bioethics.	5/24/2022 6:41 AM
9	The program fosters teamwork and collaboration between students, mentors, and lecturers	5/23/2022 10:48 PM
10	The best aspect of the program was the weekly online aspects of the program coupled with feedback form our readings where faculty discussed various aspects of papers assigned to us to read for the week. Also, the workshop by the grouped members to give presentations on their proposed topics of their collaborative research was very exciting.	5/23/2022 3:43 PM
11	The engagement with program facilitators. I was privilege. I was exposed to things I do not know. Most of the pressing issues I had concerning research and ethics have been addressed. I feel confident and competent.	5/23/2022 1:09 PM
12	The online sessions where we had the opportunity to discuss presentations made either by faculty or fellows	5/23/2022 8:59 AM
13	writing the thesis	5/22/2022 10:37 PM
14	The workshop on bioethics where fellows were engaged in various aspects of the programme was a good experience for me	5/22/2022 7:04 PM
15	Course 1 and the blended teaching methods used.	5/22/2022 6:53 PM
16	The use of online platforms, the experience and guidance of the faculty, the collaborative research	5/22/2022 4:51 PM
17	Best aspects: The lectures, the class discussions and the feedback from faculty	5/22/2022 1:40 PM
18	The lectures and discussion sessions	5/22/2022 1:25 PM
19	Research work	5/22/2022 12:10 PM
20	Writing Bibliography	5/22/2022 12:04 PM
21	Research Ethics	5/22/2022 11:52 AM
22	Assignment LD and practical examples	5/22/2022 11:42 AM
23	The lectures were delivered by experts in the field	5/22/2022 11:18 AM
24	The reading and writing assignments made learning extensive and fascinated class participation.	5/22/2022 11:08 AM
25	The weekly online discussions were truly worthwhile. It added depth to the conversations that reading the course material alone did not provide.	5/22/2022 10:32 AM

Q23 Please suggest how the program can be improved

Answered: 23 Skipped: 5

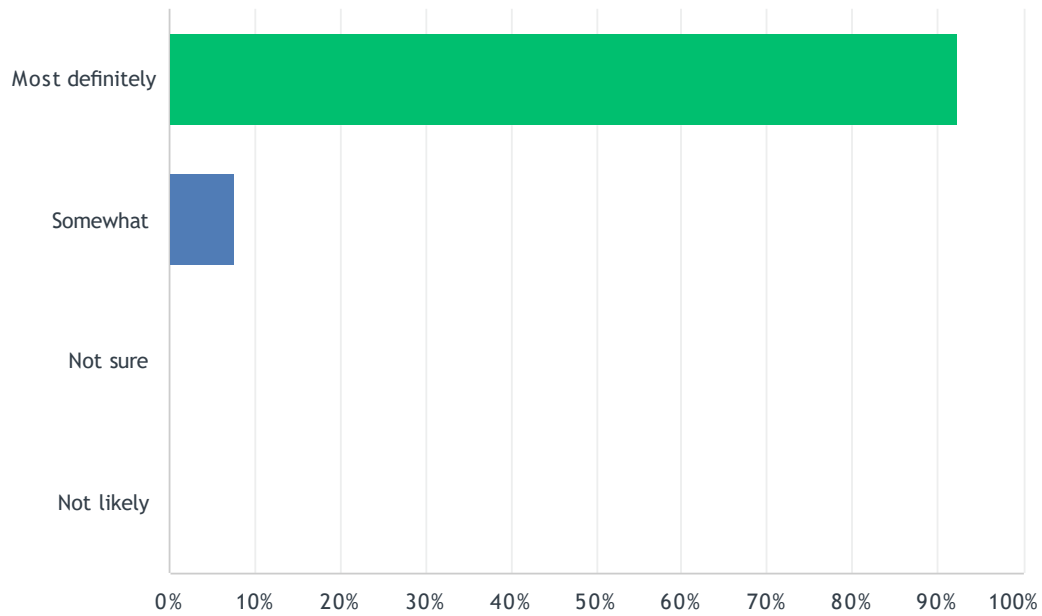
#	RESPONSES	DATE
1	Substantial funding support should be given to students on internship at other institutions. The funding for my cohort was meagre. You should understand that almost everyone on the programmes is working and has a family to cater for. So if one decides to move from his/her location to another institution for the internship without good remuneration, its very likely the candidate wouldn't do it.	5/25/2022 6:01 AM
2	Practical training (peculiar to 2021/222)	5/25/2022 1:34 AM
3	A good mix of in-class and online classes. Increasing the time for discussions on some topics.	5/24/2022 12:16 PM
4	The collaborative writing phase, for publication in a peer reviewed journal, should be optional for those who have the time and desire to commit to it. The compulsory coursework and practicum is already very good training.	5/24/2022 10:50 AM
5	Addition of more local examples and content to the curriculum. The duration for the practicum should also be extended to give trainees more room to engage with practical cases.	5/24/2022 8:43 AM
6	More funding for the research bit	5/24/2022 7:30 AM
7	I think an allowance should have been provided to the Master's students to compensate for their one year of sleepless nights while attending the virtual lectures. At least, arrangements should have been made for the students to attend their graduation ceremony at NYU.	5/24/2022 6:41 AM
8	Now that cOVID-19 pandemic measures have been loose, lectures should be a combination of face-to-face and online to foster class interaction and participation.	5/23/2022 10:48 PM
9	Sometimes the weekly readings and meetings could be overwhelming, considering the fact that most Fellows are working adults with families. Also, the program seems to drag and there seems to be no end in sight. The collaborative research aspect should be revised; more individualised research by fellows should be encouraged, in some cases.	5/23/2022 3:43 PM
10	The research or field work component of the project should receive appreciable funding	5/23/2022 1:09 PM
11	pay monthly allowance to fellows	5/22/2022 10:37 PM
12	More physical engagement would enhance learning. Even if it is a week or two block lectures.	5/22/2022 7:04 PM
13	Program design is fine	5/22/2022 6:53 PM
14	Increase funding for the research.	5/22/2022 4:51 PM
15	Having the lectures in person would have been great. However in the event that it has to be online due to reasons such as Covid, then the classes should be held earlier (2 or 3 pm EST)	5/22/2022 1:40 PM
16	An intensive, month-long face-to-face programme or a hybrid (face-to-face and virtual & distance) be considered to make it shorter and more engaging.	5/22/2022 1:25 PM
17	Examples from local research would be great	5/22/2022 12:49 PM
18	Add Field trips	5/22/2022 12:04 PM
19	None	5/22/2022 11:52 AM
20	Materials were packed	5/22/2022 11:42 AM
21	For the NYU MA component, taking the course in person at the NYU would make things easier for the students	5/22/2022 11:18 AM
22	The program should separate clearly the philosophical, conceptual and applied Bioethics courses in the program.	5/22/2022 11:08 AM

Assessment of the NYU-Ghana programs

#	RESPONSES	DATE
23	I think the flexibility of the program is a strong plus that ought to be strengthened. Also, I think the forum discussions may be gamified (if possible) to potentially improve the overall participation.	5/22/2022 10:32 AM

Q24 Would you recommend this program to others

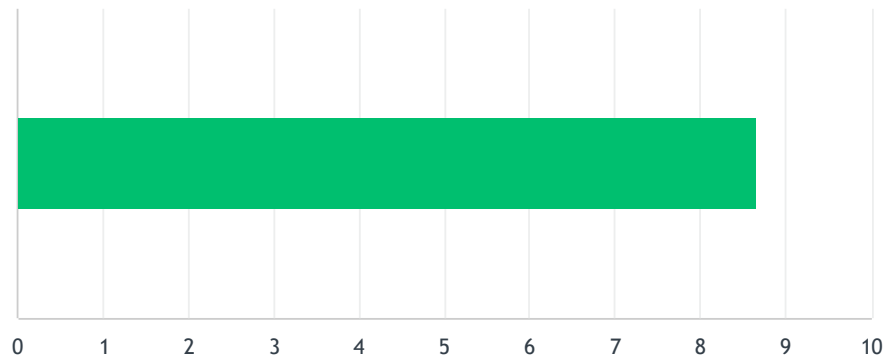
Answered: 26 Skipped: 2



ANSWER CHOICES	RESPONSES	
Most definitely	92.31%	24
Somewhat	7.69%	2
Not sure	0.00%	0
Not likely	0.00%	0
Total Respondents: 26		

Q25 Please indicate your overall satisfaction with the program

Answered: 26 Skipped: 2



ANSWER CHOICES	AVERAGE NUMBER	TOTAL NUMBER	RESPONSES
		9	225
Total Respondents: 26			

#	DATE
1	5/25/2022 2:06 PM
2	5/25/2022 6:01 AM
3	5/25/2022 1:34 AM
4	5/24/2022 12:16 PM
5	5/24/2022 10:50 AM
6	5/24/2022 8:43 AM
7	5/24/2022 7:30 AM
8	5/24/2022 6:41 AM
9	5/23/2022 10:48 PM
10	5/23/2022 3:43 PM
11	5/23/2022 1:09 PM
12	5/23/2022 8:59 AM
13	5/22/2022 10:37 PM
14	5/22/2022 7:04 PM
15	5/22/2022 6:53 PM
16	5/22/2022 4:51 PM
17	5/22/2022 1:40 PM
18	5/22/2022 1:25 PM
19	5/22/2022 12:49 PM
20	5/22/2022 12:10 PM

Assessment of the NYU-Ghana programs

#		DATE
21	7	5/22/2022 12:04 PM
22	10	5/22/2022 11:52 AM
23	9	5/22/2022 11:42 AM
24	9	5/22/2022 11:18 AM
25	6	5/22/2022 11:08 AM
26	9	5/22/2022 10:32 AM