

2013

[Fall 2013 TLPDC Ethics Lunch Series Report]

Series sponsored by the Texas Tech University Ethics Center and the Teaching, Learning, and Professional Development Center.

Fall 2013 TLPDC Ethics Lunch Series Report

Introduction

The Texas Tech University Ethics Center (TTU Ethics Center) in collaboration with the Teaching, Learning, and Professional Development Center (TLPDC) hosted three luncheons during the Fall 2013 semester. These collaborative sessions were conceived in the Fall of 2009 as part of the SACS-COC Quality Enhancement Plan. The TLPDC Ethics Lunch Series sessions address different aspects of professional codes of ethics, academic integrity, and ethical issues in personal, professional, and civic life. The following report summarizes three sessions which took place in the Fall semester of 2013.

Session I

Name: Ethics and Safety in Research Leadership

Date: 9/19/2012

Time: 12:30 - 1:30 PM

Location: Room 151 - Audio/Video Instructional Lab (AVI)

Speaker: Dr. Dimitri Pappas and Ms. Anna Gibson

Summary: “Please join Dr. Steve Presley (The Institute of Environmental and Human Health), Dr. Dimitri Pappas (Department of Chemistry and Biochemistry), and Ms. Anna Gibson (The Institute of Environmental and Human Health) for a discussion on lab safety. The panelists will present audience members with case studies in lab safety and allow for a discussion over the incidents. The panelists will also discuss how these case studies might be integrated into the classroom lectures over lab safety.”¹

Attendees and Feedback

The 50 attendees came from 14 different colleges/units. A majority were from the College of Arts and Sciences. See table 1 for a more detailed description of participants’ affiliations.

Table 1

Affiliations and Rank of Participants at *Ethics and Safety in Research Leadership* session.

¹ <https://www.tltc.ttu.edu/WebApps/EMSEventEnrollmentPro/View/RSS/RSS.aspx/GetEvents> (accessed 09/19/2013)

	Faculty	Staff	Graduate	Undergraduate	Guest	SUM
Natural Science Research Laboratory		1				1
Office of Planning & Assessment		1				1
Operations Division Engineering Services		1				1
Agricultural Sciences & Natural Resources	1	1				2
Environmental Health & Safety		2				2
Office of the Vice President for Research	1	1				2
Human Sciences		1	2			3
Library		3				3
Engineering		1	3			4
Ethics Center		3	1			4
TLPDC		4				4
Texas Tech Museum		2		3		5
The Institute of Environmental and Human Health		3	3			6
Arts & Sciences	4	1	4	1	2	12
TOTAL	6	25	13	4	2	50

Event Questionnaire: 37 questionnaires were collected. Respondents answered the following six questions/statements:

1. What is your affiliation with Texas Tech University?
2. How did you hear about this event?
3. This workshop met my expectations based on the workshop title and description.
4. I would recommend this workshop to my colleagues.
5. What comments or suggestions do you have regarding this workshop?
6. What suggestions do you have for *future* ethics workshops?

The following charts summarize the answers to the first four questions.

1. The majority of respondents were staff members (Figure 1).

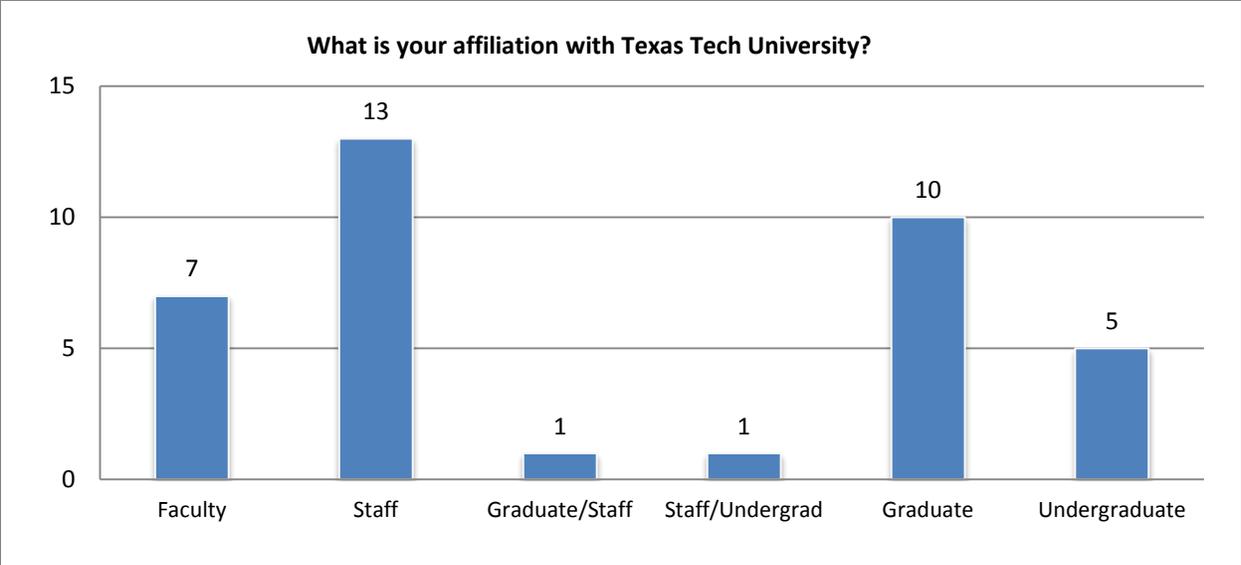


Figure 1. Number of Session I Respondents, by Rank

2. Most respondents learned about this event through word-of-mouth (42.9%) and TechAnnounce (33.3%) (Figure 2).

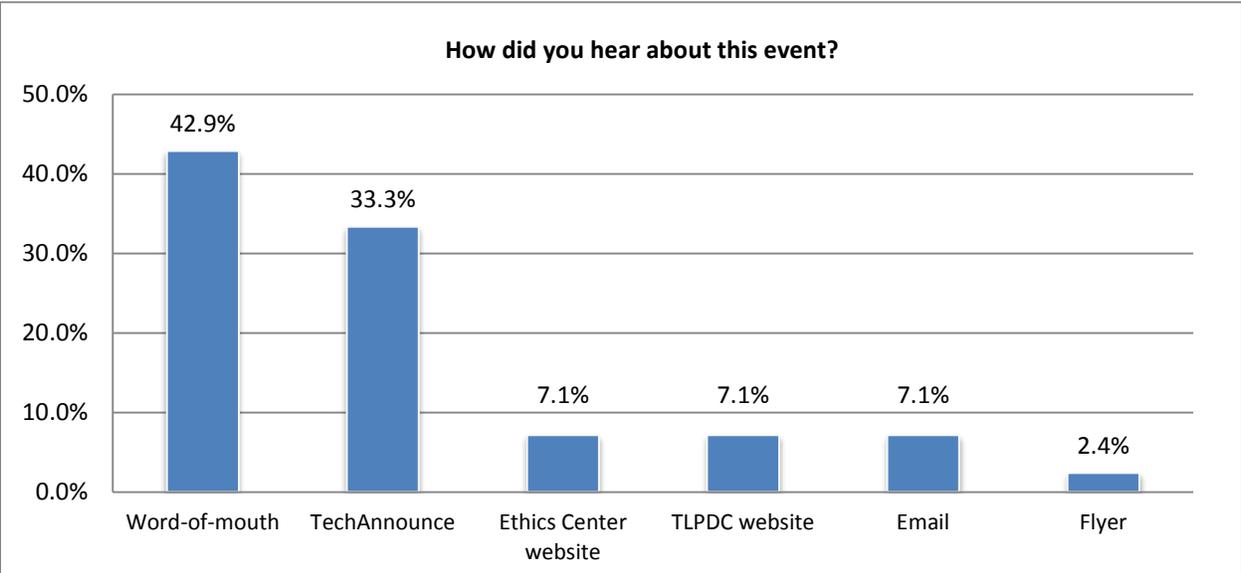


Figure 2. Session I Marketing Results

3. Almost all respondents (97.3%) *strongly agreed* or *agreed* that this workshop met their expectations based on the workshop title and description (Figure 3).

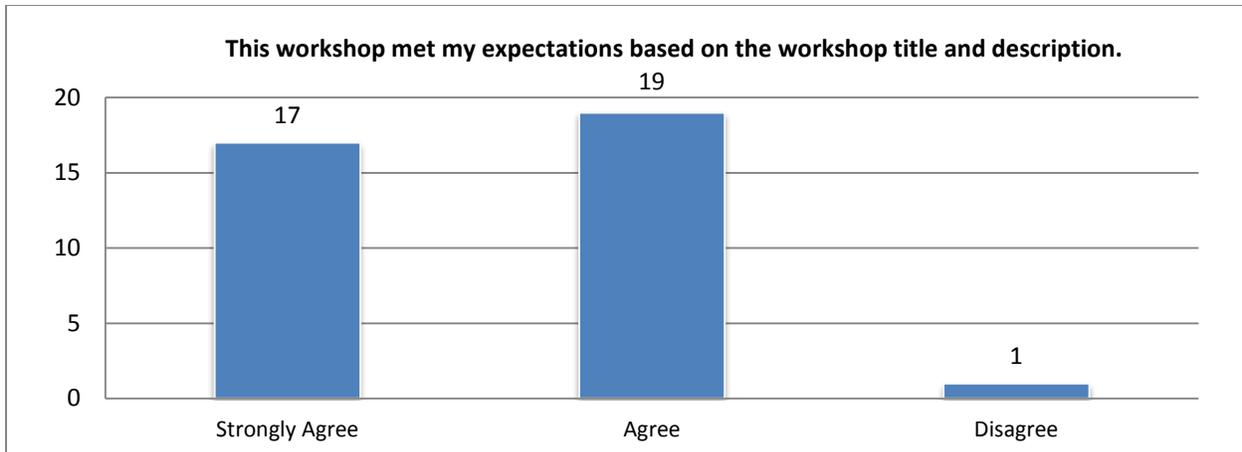


Figure 3. Session I Respondents' Expectations

4. The majority of the respondents (94.6%) also *strongly agreed* or *agreed* that they would recommend this workshop to their colleagues (Figure 4).

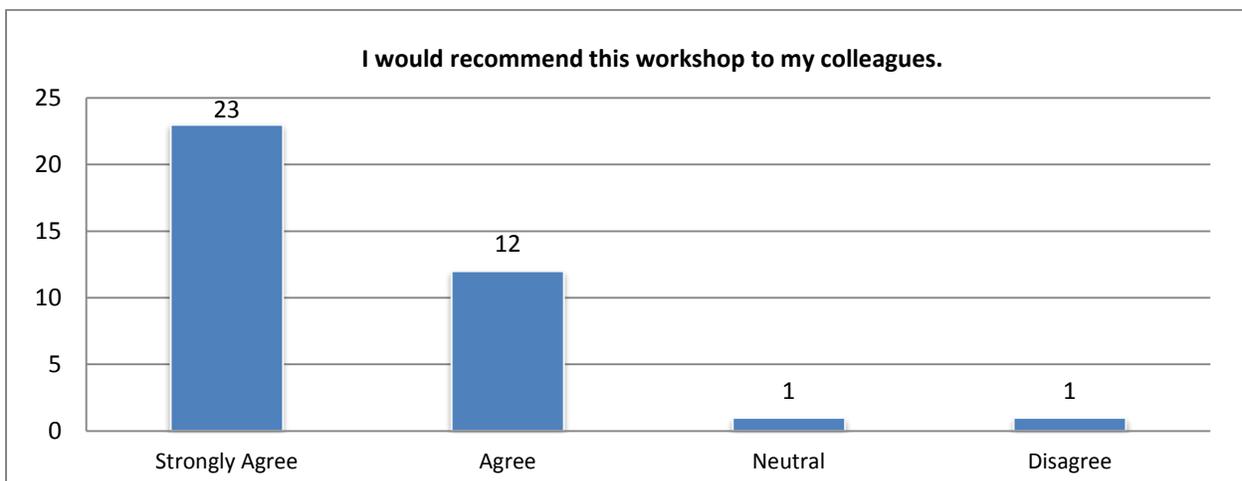


Figure 4. Session I Respondents' Plans to Recommend Session

Substantive Comments

5. Twenty-three respondents gave comments/suggestions regarding this workshop.²
- More time needed. One hour limits time for presentation and comments.
 - Great experience to learn from the real cases happened in the lab.
 - Very insightful! Gave me a greater understanding of lab safety.
 - Send notice to all PI's of NIFI & NSF grants. I did not hear of this directly from Research Services.

² See appendix A for a comprehensive list of comments/suggestions regarding this workshop.

- Regarding safety: While the stories are helpful to have researchers be more careful, they most likely will not apply to a wide variety of settings.
- There were a few things that didn't seem generalizable across fields, but other than that it was good.
- Very good workshop. My concern is that people in high management are not attending. I believe if the President, Provost, CFO do not attend, the campus community gets the idea they don't care about safety and health of employees, students. [...].

6. Nine respondents provided suggestions for future ethics workshop.³

- How other fields address ethics.
- Would like someone to speak in regards to psychology or the "soft" science.
- I would suggest a different room. The computers are very distracting. The spinning screen savers diverted from the PowerPoint presentations.
- Regarding safety: Have people who specialize in safety (e.g. human factors researchers in either IE or PSY). Such researchers can educate people on general safety principles & practices; which they can use in a variety of settings.

Session II

Name: Academic Integrity and Online Classes

Date: 10/24/2013

Time: 12:30 - 1:30 PM

Location: Room 151 - Audio/Video Instructional Lab (AVI)

Panelists: Drs. Stephanie Jones, Jon Ulmer, and Marcus Tanner

Summary: “As more and more students participate in online classes or in hybrid or web supported classes, it is important that faculty keep in mind ways in which online classroom settings impact academic integrity. In this panel discussion, you will hear from three faculty members who teach predominantly online. The panelists will discuss their experiences, how they confront academic dishonesty in the online environment, and tips to help you encourage integrity in your own online or hybrid classes. The panelists for this discussion include Dr. Stephanie Jones (College of Education), Dr.

³ See appendix B for a comprehensive list of suggestions for future workshops.

Jon Ulmer (College of Agricultural Sciences and Natural Resources), and Dr. Marcus Tanner (Director, Integrated Studies Program, Division of Undergraduate Education and Student Affairs).”⁴

Attendees and Feedback

The 40 participants came from 17 different colleges/units. Several participants were from the College of Education and College of Arts and Sciences and more than half of the participants were staff. See table 2 for a more detailed description of participants’ affiliations.

Table 2

Affiliations and Rank of Participants at *Academic Integrity and Online Classes* session.

	Faculty	Staff	Graduate	Undergraduate	SUM
Academic Testing		1			1
Agricultural Sciences & Natural Resources	1				1
Office of Planning & Assessment		1			1
Office of the Chief Information Officer		1			1
Operations Division		1			1
Serial Maintenance		1			1
TTU Museum		1			1
Architecture			2		2
Engineering		1	1		2
Media & Communication	1		1		2
Office of the Vice President for Research		2			2
Texas Tech Independent School District		2			2
Texas Tech Athletics		3			3
Ethics Center		3			3
TLPDC		4			4
Education	4		1		5
Arts & Sciences	4	1	1	1	7
N/A			1		1
TOTAL	10	22	7	1	40

Event Questionnaire: 29 questionnaires were collected. The questionnaire included the following six questions/statements:

1. What is your affiliation with Texas Tech University?
2. How did you hear about this event?
3. This workshop met my expectations based on the workshop title and description.
4. I would recommend this workshop to my colleagues.

⁴ <https://www.tlct.ttu.edu/WebApps/EMSEventEnrollmentPro/View/RSS/RSS.aspx/GetEvents> (accessed 10/24/2013)

5. What comments or suggestions do you have regarding this workshop?
6. What suggestions do you have for *future* ethics workshops?

The following charts summarize the answers to the first four questions.

1. Most respondents were staff and faculty members (Figure 5).

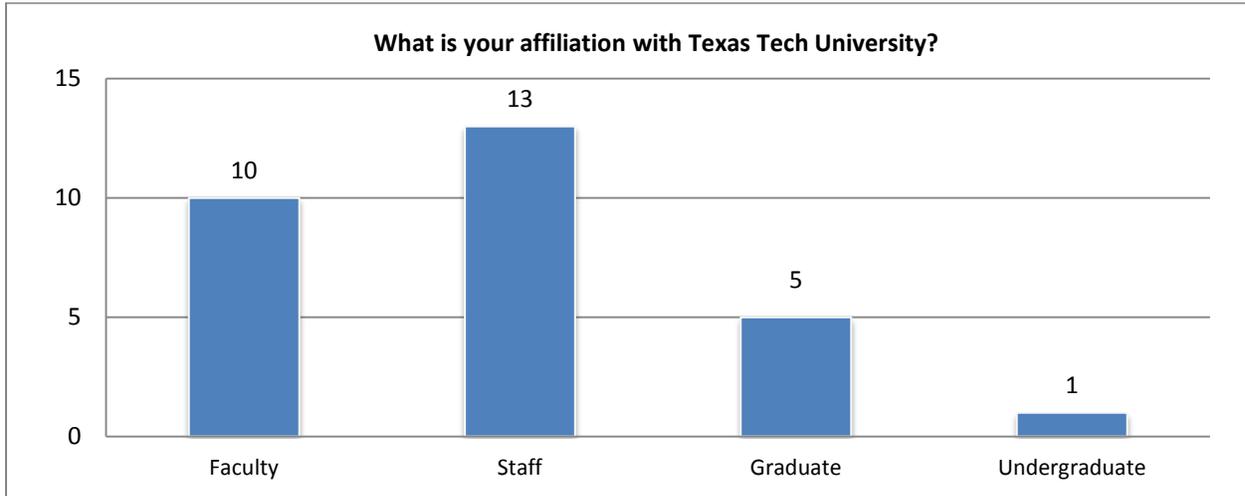


Figure 5. Number of Session II Respondents, By Rank

2. Most respondents learned about this event through TechAnnounce (43.8%) and the TLPDC website (25.0%) (Figure 6).

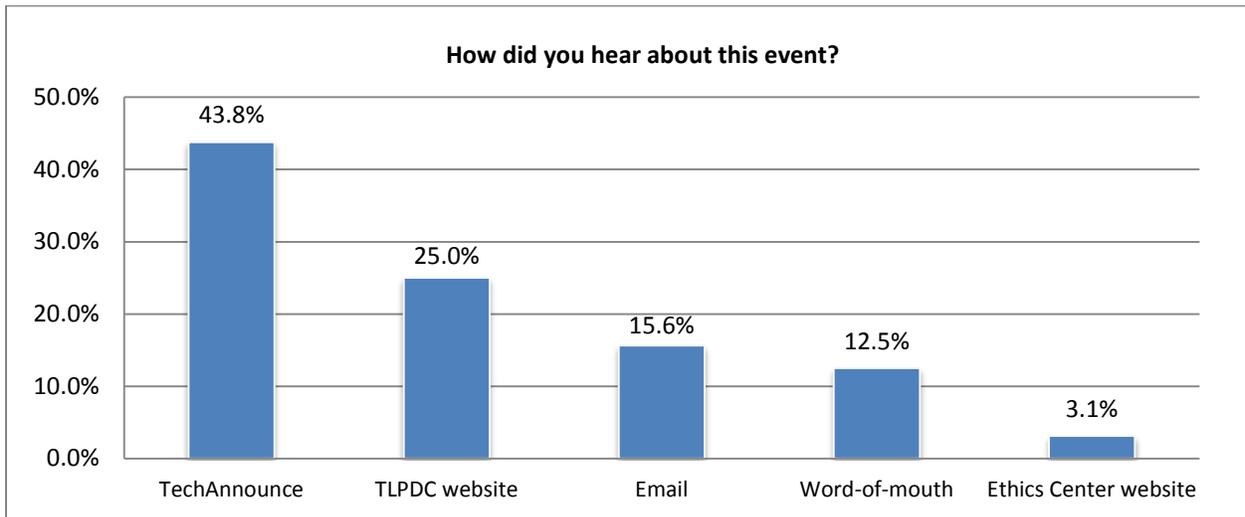


Figure 6. Session II Marketing Results

3. A majority of respondents (82.8%) *strongly agreed* or *agreed* that this workshop met their expectations based on the workshop title and description (Figure 5).

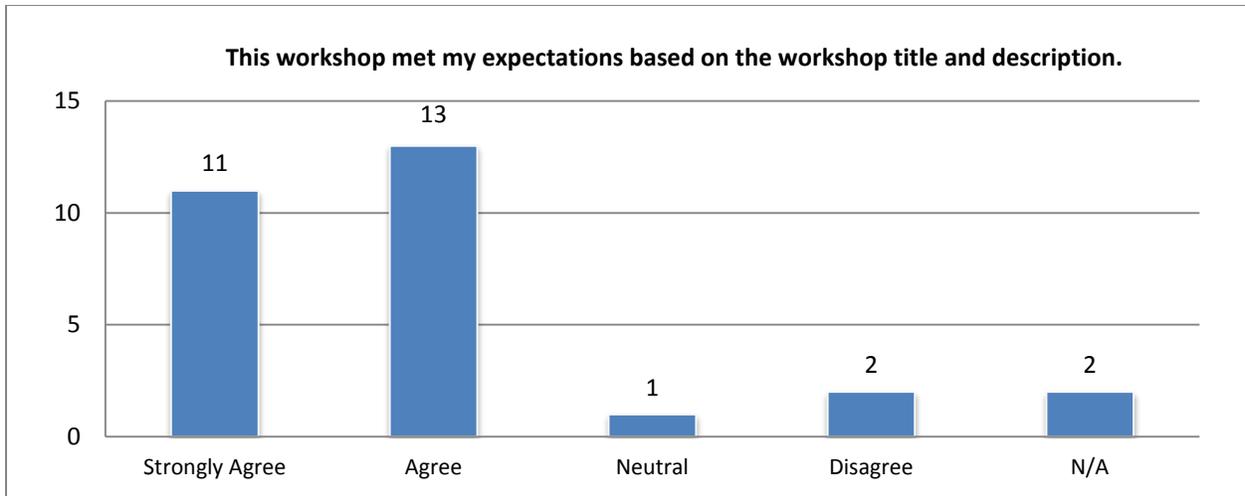


Figure 7. Session II Respondents' Expectations

4. A great number of respondents (72.4%) *strongly agreed* or *agreed* that they would recommend this workshop to their colleagues (Figure 8).

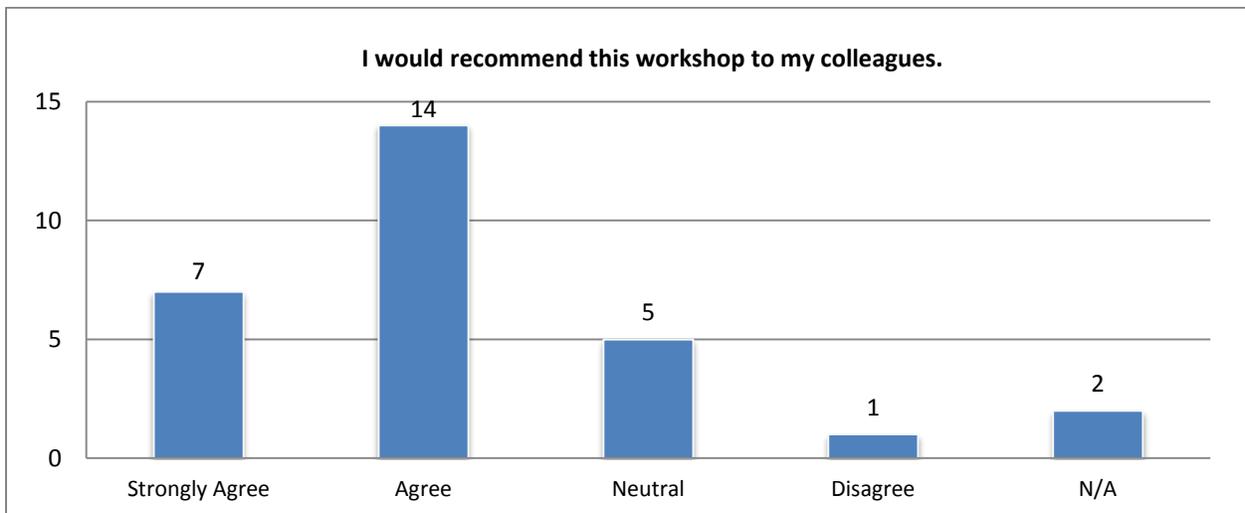


Figure 8. Session II Respondents' Plans to Recommend Session

Substantive Comments

5. Thirteen respondents gave comments/suggestions regarding this workshop.⁵
- To show actual examples of online interface and situations online.
 - Great lunch! Very informative and gave me a good sense of insight on what online instructors go through to create a learning environment for online classes. Great job!

⁵ See appendix C for a comprehensive list of comments/suggestions regarding this workshop.

- Would be interesting to hear ideas about how to manage the large online class (while not ideal, maybe necessary!)
- Did not address the different types of academic integrity that may occur with an online/distance course versus face-face course.
- I think I was hoping to learn more about the actual online class layout. I did hear great information about academic integrity, but I would have loved to see an online class on Blackboard.

6. Five respondents also gave suggestions for future ethics workshops.

- Clarification of Academic Integrity and syllabi.
- Please design a workshop to discuss online teaching based on subject (ex: Math, Physics, etc)
- Show and tell: "show" us a real life example of an ethical issue and how it was handled.
- Most of these workshops are for faculty members. I hope I can see more for graduate students (something like the next one).
- Allow time for students to see more details of an online class. You mentioned discussion board, but I don't know anything about this board. I would recommend having me attend an online class training course before attending this course.

Session III

Event Name: Publishing 101: Avoiding Predatory Journals and Finding the Best Home for your Article

Date: 11/18/2013

Time: 12:00 - 1:00 PM

Location: Room 151 - Audio/Video Instructional Lab (AVI)

Speaker: Sheila Hoover, Associate Dean of Libraries

Summary: “Don’t fall victim to predatory online journals that promise to publish your research and then charge you for the publications. There are many options for publishing the results of your research. Some prefer to use the standard publishing outlets in their discipline, others are choosing open source options and open repositories. Learn how to choose the best channels for your research that will get

your research noticed and cited and avoid the predatory open access publishers. Lunch will be served for all registered attendees.”⁶

Attendees and Feedback

The 62 participants came from 18 different colleges/units. A majority were graduate students.. See table 3 for a detailed description of participants’ affiliations.

Table 3

Affiliations and Rank of Participants at *Publishing 101* session.

	Faculty	Staff	Graduate	Undergraduate	N/A	SUM
Architecture			1			1
Business	1					1
Deans Office		1				1
High Performance Computing Center		1				1
Mentor Tech		1				1
Office of Planning & Assessment		1				1
Operations Division Engineering Services		1				1
Office of the Vice President for Research	1	1				2
Visual & Performing Arts	1		1			2
Agricultural Sciences & Natural Resources			3			3
Media & Communication			3			3
Human Sciences	2		1	1		4
TLPDC		3	1			4
Library	2	3				5
Engineering			5	1		6
Ethics Center		6				6
Education	5		2		1	8
Arts & Sciences	2	1	7			10
N/A			1		1	2
TOTAL	14	19	25	2	2	62

Event Questionnaire: 43 questionnaires were collected. The following six questions/statements were asked on the questionnaire:

1. What is your affiliation with Texas Tech University?
2. How did you hear about this event?

⁶ <https://www.tlct.ttu.edu/WebApps/EMSEventEnrollmentPro/View/RSS/RSS.aspx/GetEvents> (accesse1d 10/05/2012)1

3. This workshop met my expectations based on the workshop title and description.
4. I would recommend this workshop to my colleagues.
5. What comments or suggestions do you have regarding this workshop?
6. What suggestions do you have for *future* ethics workshops?

The following charts summarize the answers to the first four questions.

1. Most respondents were graduate students (Figure 9).

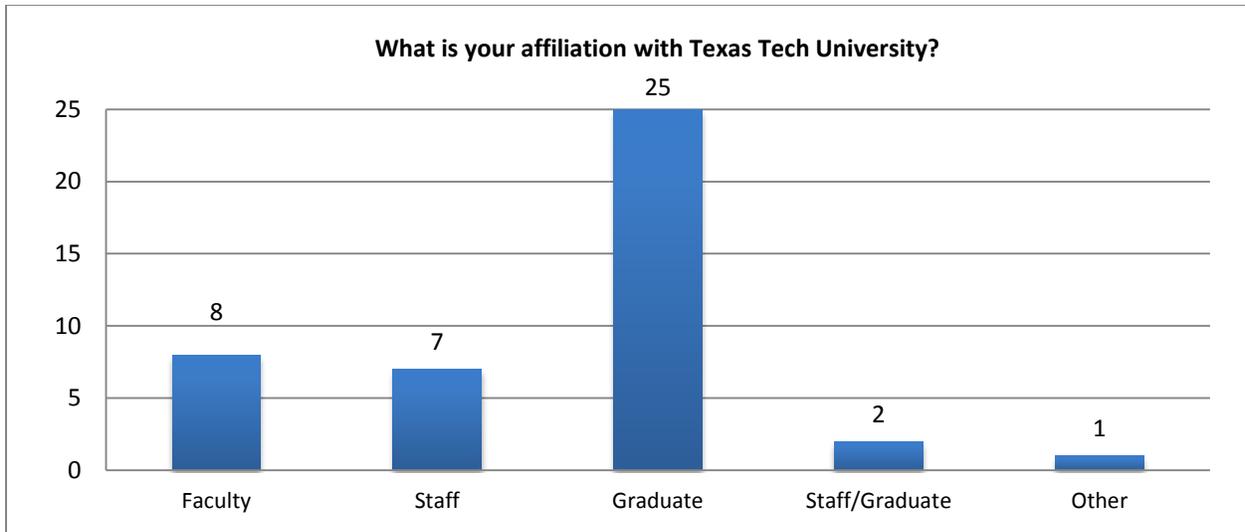


Figure 9. Session III Respondents, By Rank or Class

2. Most respondents learned about this event through TechAnnounce (37.3%) and the TLPDC website (21.6%) (Figure 10).

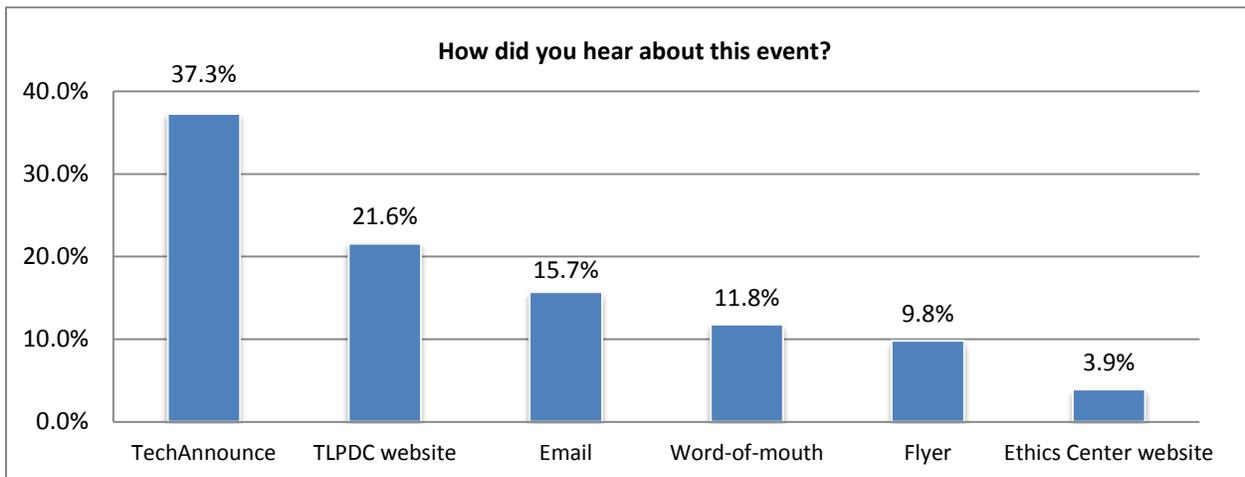


Figure 10. Session III Marketing Results

3. A majority of the respondents (88.4%) *strongly agreed* or *agreed* that this workshop met their expectations based on the workshop title and description (Figure 11).

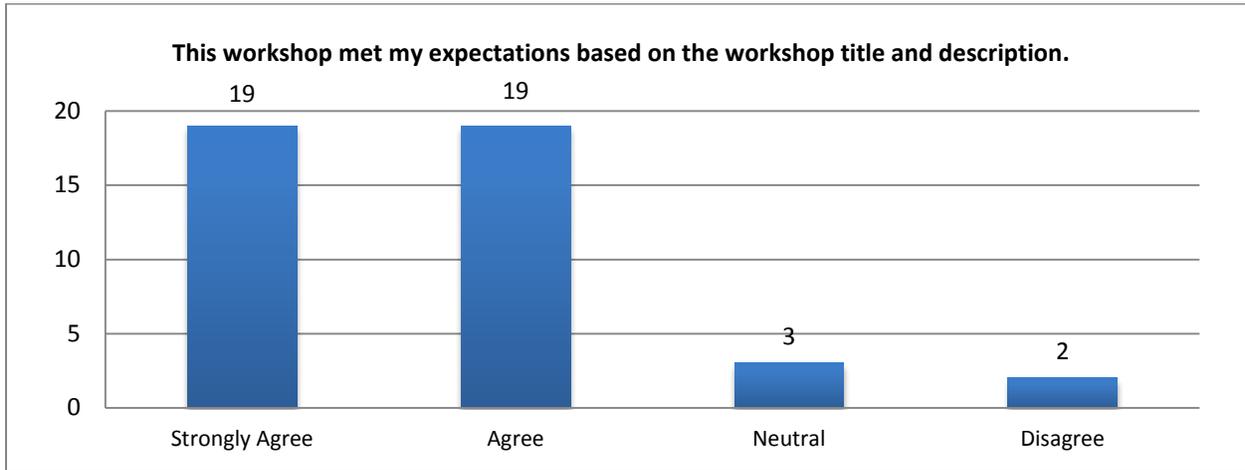


Figure 11. Session III Respondents' Expectations

4. The majority of the respondents (88.1%) *strongly agreed* or *agreed* that they would recommend this workshop to their colleagues (Figure 12).

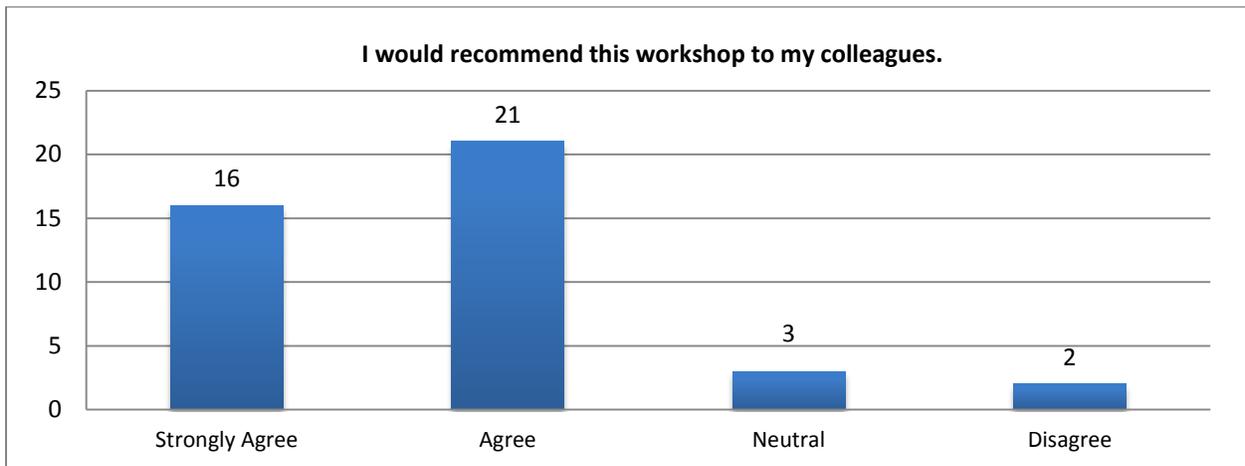


Figure 12. Session III Respondents' Plan to Recommend Workshop

Substantive Comments

5. Twenty-four respondents gave comments/suggestions regarding this workshop.⁷
- Repeat each year.
 - Excellent presentation - will share information with my graduate students.
 - Thank you for focusing on the library website resources.

⁷ See appendix D for a comprehensive list of comments/suggestions regarding this workshop.

- Very well prepared and presented. Main suggestion would be to include a few examples in other areas (eg: behavioral sciences/chemistry). Thanks!
 - Maybe an actual hand copy of the presentation so it will be easier to keep up.
 - This was more on how to decide on the Journal than publishing.
 - I didn't find it as helpful for publishing, it was helpful for citations.
 - The given information was suitable for naïve researchers. Please offer more specific information.
 - Seemed pretty specific to engineering or science, maybe make it more interdisciplinary.
6. Sixteen respondents also gave suggestions regarding future ethics workshop.⁸
- 1 hour is not enough.
 - Have outside/non-academic speakers.
 - How to position your article for the accept decision.
 - Continue to do the plagiarism and publishing workshops!
 - Most of the workshops I participated are lectured by engineering or science departments. I am in Architecture and I need information in the areas of human science/history/philosophy and art.

Conclusion

Evaluations from the Fall semester of 2013 TLPDC Ethics Lunch Series showed that attendees found these workshops interesting, insightful, and informative; all sessions were well-received and benefitted the attendees in several ways. The majority of the respondents (89.5%) *strongly agreed* or *agreed* that these workshops met their expectations based on the workshop title and description (Figure 13).

Respondents also believed the workshops created awareness and the use of examples and cases facilitated understanding; 85.0% of respondents *strongly agreed* or *agreed* that they would recommend these workshops to their colleagues (Figure 14).

⁸ See appendix E for a comprehensive list of suggestions for future workshops.

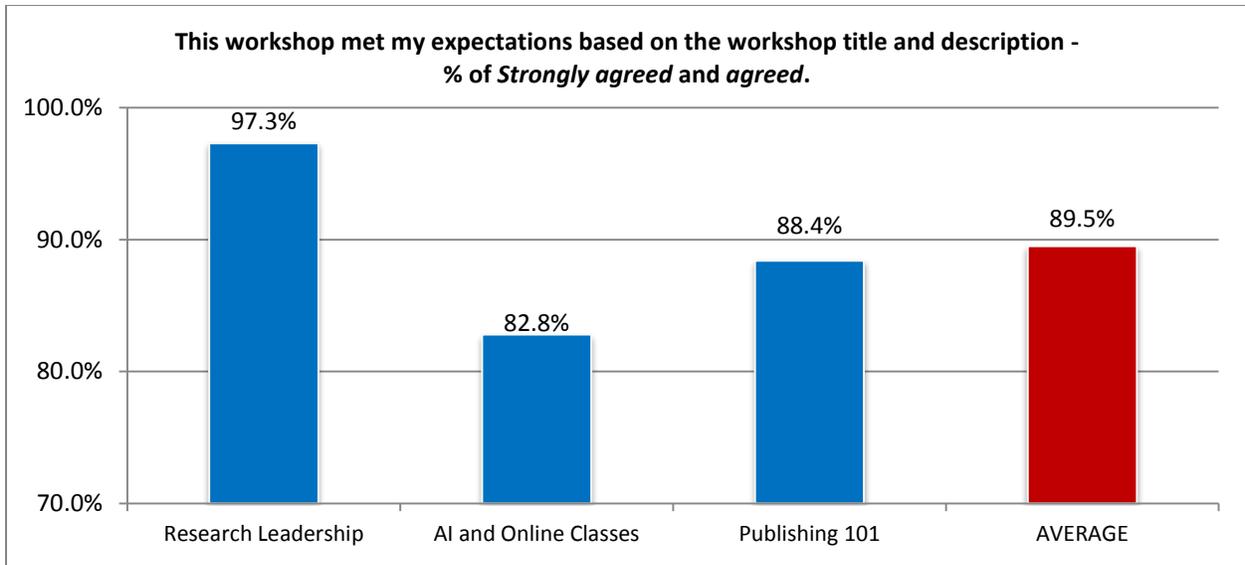


Figure 13. Fall 2013 Series Respondents' Expectations

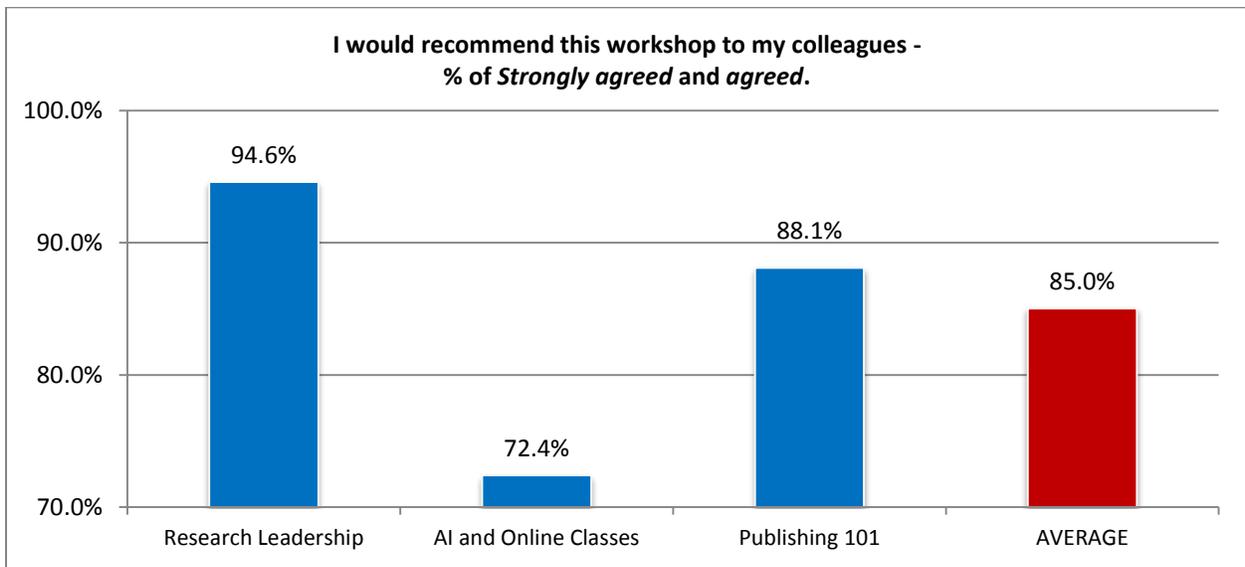


Figure 14. Fall 2013 Series Respondents' Plan to Recommend Workshop

Attendees suggested allowing more time for presentations and question and answer (Q&A), as well as more interaction with the audience. Respondents also suggested handouts for distribution and video-recording for those who could not attend the sessions.

In addition, some respondents felt they learned a lot from cases and examples, while others suggested diversifying topic selections and adding more relevant and real life examples. Some respondents suggested having more general safety principles and practices that could be applied in a variety of

settings, and some asked for workshops addressing issues such as plagiarism, citation, publishing, data entry, and management ethics for various disciplines (in addition to engineering and sciences). For future workshops, suggested fields included History, Arts, Architecture, Education, Philosophy, and “soft” sciences.

Marketing question (how did you hear about this event?) was newly added to assess the effectiveness of marketing approaches. The results showed TechAnnounce and the TLPDC website seemed to be the most effective means for promoting the Ethics Lunch Series. Respondents also suggested reaching out to undergraduate population, notifying PIs and grant recipients, targeting campus units whose work might benefit from such workshop, and broadening email distribution.

Overall, the Fall 2013 TLPDC/Ethics Center Ethics Lunch Series had a positive feedback. Attendees encouraged the TTU Ethics Center to continue providing/repeating workshops, as well as create new and diverse workshops.

Appendix A

Comments/suggestions regarding the workshop “Ethics and Safety in Research Leadership”

1. More time needed. One hour limits time for presentation and comments.
2. Good examples.
3. More interactive.
4. Good for raising awareness of identifying laboratory hazards.
5. Great experience to learn from the real cases happened in the lab.
6. The first half of the lecture was very engaging; the second part felt like it lost steam.
7. Excellent speakers and great information.
8. Make it a class. Solves: funding - class fees; PI time dedication; communicates the central importance.
9. Dr. Pappas and Anna Gibson did great.
10. Very good workshop. My concern is that people in high management are not attending. I believe if the President, Provost, CFO do not attend, the campus community gets the idea they don't care about safety and health of employees, students. If the high ranking people cannot find 1-2 hours in their schedule to attend workshops like this, maybe they need to get priorities straight.
11. More interactive.
12. Encourage more undergrad participation!
13. Thank you for your time and candor in the safety and ethics training.
14. Send notice to all PI's of NIFI & NSF grants. I did not hear of this directly from Research Services.
15. Thank you for the food.
16. Regarding safety: While the stories are helpful to have researchers be more careful, they most likely will not apply to a wide variety of settings.
17. Not a biologist or chemist, so hard to understand or relate. Thanks for vegetarian options for lunch.
18. Very good, made me think about sops that I use.
19. Very informative workshop. Very good at creating awareness.
20. Real life experience.
21. The second talk was very area specific and difficult to fathom for non-biologists.
22. There were a few things that didn't seem generalizable across fields, but other than that it was good.
23. Very insightful! Gave me a greater understanding of lab safety.

Appendix B

Suggestions for future ethics workshops provided by attendees at “Ethics and Safety in Research Leadership”

1. Data entry and management ethics.
2. More case study in future.
3. I would suggest a different room. The computers are very distracting. The spinning screen savers diverted from the PowerPoint presentations.
4. More time for Q&A at the end. Thanks.
5. Regarding safety: Have people who specialize in safety (e.g. human factors researchers in either IE or PSY). Such researchers can educate people on general safety principles & practices; which they can use in a variety of settings.
6. Continue to be diverse on the subjects and people that present. People from disciplines other than biology and chemistry.
7. Diversify topics. Speakers' topic seemed to overlap.
8. Would like someone to speak in regards to psychology or the "soft" science.
9. Examples help understanding.
10. Need to be sent to more people (I didn't get the email).
11. How other fields address ethics.

Appendix C

Comments/suggestions regarding the workshop “Academic Integrity and Online Classes”

1. Helpful "Building a community" and designing an online course according [...] academic integrity.
2. I think I was hoping to learn more about the actual online class layout. I did hear great information about academic integrity, but I would have loved to see an online class on Blackboard.
3. Would be interesting to hear ideas about how to manage the large online class (while not ideal, maybe necessary!)
4. Hoping more for tools to prevent academic dishonesty.
5. I am unsure how "onpoint" the second speaker was. I was disappointed in lack of "Academic Integrity" emphasis.
6. Great session!

7. Did not address the different types of academic integrity that may occur with an online/distance course versus face-face course.
8. Very good and informative session.
9. Thank you for allowing us to utilize learning opportunities to do our job better.
10. Good points.
11. This is a topic that will continue to be a [...] forefront.
12. To show actual examples of online interface and situations online.
13. Great lunch! Very informative and gave me a good sense of insight on what online instructors go through to create a learning environment for online classes. Great job!

Appendix D

Comments/suggestions regarding the workshop “Publishing 101: Avoiding Predatory Journals and Finding the Best Home for your Article”

1. Most needed.
2. Very well prepared and presented. Main suggestion would be to include a few examples in other areas (eg: behavioral sciences/chemistry). Thanks!
3. Repeat each year.
4. This was more on how to decide on the Journal than publishing.
5. Please provide a handout.
6. Make it more engaging.
7. The given information was suitable for naïve researchers. Please offer more specific information.
8. Very educational.
9. This might have been useful at the beginning of the semester.
10. As someone in the Arts it would have been nice to hear something about arts publications.
11. Thank you for focusing on the library website resources.
12. None - very straight forward and practical as a grad student and part time instructor I receive many emails discussed today.
13. I didn't find it as helpful for publishing, it was helpful for citations.
14. Make it more exciting.
15. Seemed pretty specific to engineering or science, maybe make it more interdisciplinary.
16. I would have like to have seen relevant information regarding publishing for more than just "chemistry." Many students in attendance are from Human Sciences, Education, etc.

17. Really appreciated the fresh look into the databases that I knew of, and the ones I had never used. Very useful in deciding where to direct my research for my future papers. And I'm glad to hear I'm not alone in being "tished" for publication by "tiany" publishers.
18. Thank you for recording this session. So much info!
19. Maybe an actual hand copy of the presentation so it will be easier to keep up.
20. Couple of examples showing graduate students who have completed PhD.
21. Suggest that it's okay to come early if possible so the lecture can begin and end on time.
22. Excellent presentation - will share information with my graduate students.
23. Good.
24. Thank you! I learn something new every time I come to these workshops.

Appendix E

Suggestions for future ethics workshops provided by attendees at "Publishing 101: Avoiding Predatory Journals and Finding the Best Home for your Article"

1. How to be good co-author.
2. How to position your article for the accept decision.
3. More on this subject.
4. Same as above.
5. Most of the workshops I participated are lectured by engineering or science departments. I am in Architecture and I need information in the areas of human science/history/philosophy and art.
6. Have outside/non-academic speakers.
7. This was great! I would do a detail 2 workshops and get into topics presented further.
8. Thank you for the lunch as well! And the veggie option.
9. Talk more about publishing!
10. More discussion about publishing.
11. Writing and literacy review. APA citing (correct use of online cite machines). Non-thesis grad. Students.
12. Continue to do the plagiarism and publishing workshops!
13. This would a good repeat.
14. What to do with (after) a PhD? Applying for jobs and post-doc opportunities.
15. Specific publishing for an area, for example, education - just for education students.
16. 1 hour is not enough.