TEXAS TECH UNIVERSITY
Ethics Center™

Annual Report IV

2013-2014

ANNUAL REPORT IV

2013-2014

Contents

Our History

During the 2005-2010 Quality Enhancement Plan (QEP), Texas Tech faculty volunteers proposed a university ethics center to provide the campus with ethics education resources. Since its establishment in 2009, the Texas Tech University Ethics Center has developed ethics programs to support student and campus learning in ethics, academic integrity, and the responsible conduct of research.

Today, the Ethics Center shares its offices with the Office of Planning and Assessment (OPA) in the university Administration Building. At this location, Center staff members have direct access to core campus services and administrators, faculty, staff, and students from all academic departments. The staff of the Ethics Center takes seriously the university's 2010 commitment to student success, to the University's Core Values (see Appendix), and to "preparing learners to be ethical leaders for a diverse and global competitive workforce" (University Mission Statement).

Each fall semester we prepare an annual report of our ethics education accomplishments, activities, and outcomes. This reporting is required by the bylaws of the Texas Tech University Ethics Center Advisory Committee (see Appendix).

Acknowledgements

Advisory Committee Members (2013-2014)

The following faculty and staff served on the TTU Ethics Center Advisory Committee for the year 2013-2014.

Dr. Catherine Parsoneault (Office of the Provost)

Dr. Justin Louder (Ethics Center)

Mr. Alex Alston (SGA Undergraduate)

Mr. Florencio Aranda III (SGA Graduate)

Dr. Kathy Austin (CIO/IT)

Dr. Jennifer Bard (Law)

Dr. Howard Curzer (Arts and Sciences)

Mr. James Decker (Faculty Senate)

Dr. Sara Dodd (Human Sciences)

Dr. Cathy Duran (Undergraduate Ed & Student Affairs)

Dr. Ralph Ferguson (Graduate School)

Mr. Jeff Hays (Staff Senate)

Dr. Judi Henry (Athletics)

Dr. Joann Klinker (Education)

Dr. Tom Knight (CASNR)

Dr. Bill Lawson (Engineering)

Dr. Jonathan Marks (VPA)

Ms. Jobi Martinez (Institutional Diversity)

Dr. Daniel Nathan (Arts and Sciences)

Dr. Jason Rinaldo (Business)

Dr. Gary Smith (Architecture)

Mr. Phillip Smith (Faculty Senate)

Dr. Kevin Stoker (Mass Communications)

Ms. Kim Turner (TTUS Audit)

Dr. Alice Young (Research)

Other Supportive Faculty, Staff, and Sectors

The following faculty, staff, and sectors have participated in assessments, opened their classes to the Ethics Center presentations, or facilitated workshops and conferences during the 2013-2014 academic year. We recognize their special contributions to the TTU Ethics Center's programming and the ongoing moral maturity of the university community.

Dr. Duane Nellis

Dr. Lawrence Schovanec

Dr. Rob Stewart

Dr. John Barkdull

Dr. Dominick Casadonte and the staff of Graduate School

Ms. Elizabeth Cosgrove and the staff of ELS/Lubbock

Ms. Jennifer Hughes and the staff of the Office of Planning and Assessment (OPA)

Center for Active Learning and Undergraduate Engagement

Center for Campus Life

Dr. Michael San Francisco and Honors College

Ms. Suzanne Tapp and the staff of the Teaching, Learning, & Professional Development Center (TLPDC)

Dr. Marianne Evola

Dr. Tommie Farrell

Mr. Kirby Hocutt, Athletics Director

Dr. Eileen Johnson and the staff of the Museum of Texas Tech University

Dr. Juan Muñoz

Dr. Sofia Rodriguez-Chapman and Student Judicial Services

Coach Marsha Sharp

Mr. Tome Stone, Head Women's Soccer Coach

Ms. Kimberly Vardeman, Library

Ms. Candi Whitaker, Head Women's Basketball Coach

Top Tier Catering

A Note from the Director

Justin R. Louder, EdD

This fourth annual report highlights the TTU Ethics Center's activities for the 2013-2014 academic year and as you will see in the following pages the center has once again been an active contributor to the overall ethical culture at Texas Tech University. As we have in previous years, the Center focused our work around two main themes: Academic Integrity and Responsible Conduct of Research.

As a result of the Center's work, Texas Tech University was named as a Campus of Integrity by the International Center for Academic Integrity (ICAI). This honor, bestowed on the campus in February at the 22nd Annual International Conference on Academic Integrity, showcases Tech's commitment to academic integrity on the international stage.

Over the past year, the TTU Ethics Center staff has been busy with initiatives that are expanding the Center's influence at the regional and national level. The Fourth Annual Responsible Conduct of Research once again had an increase in attendees and is becoming more of a regional conference and not just a Texas Tech University System Conference.

On a more personal level, my role at Texas Tech University was changed at the end of the Spring 2014 semester and I moved from having direct day-to-day oversight in the Center to being in a more advisory capacity. Dr. Ralph Ferguson was named the new director of the Ethics Center and I know under his leadership the Center will continue to provide a foundation of ethical awareness and engagement at Texas Tech University.

As I close out my fourth and final letter as the inaugural director of the TTU Ethics Center I know that the Center is positioned to lead great things at Texas Tech and make a difference in the overall ethical culture of our university.

Strive for Honor Evermore!

Ethics Center Staff

During the 2013-2014 academic year, the Ethics Center operated with seven full and part-time staff members:

Justin R. Louder is an Assistant Vice Provost at Texas Tech University and oversees the Texas Tech University Ethics Center and the Office of Online Compliance and Regulation. He came to Texas Tech in 2010 from Angelo State University where he had worked since 2005. Justin earned a B.A. in Communication and Psychology from Angelo State University, a M.A. in Communication from Angelo State University, and his Ed.D. in Instructional Technology with a minor in Higher Education Administration from Texas Tech University.

In his role overseeing the TTU Ethics Center, Justin has developed a yearly responsible conduct of research conference that looks at all aspects of research ethics including informed consent and risk, replication of data, human subjects research, and research with vulnerable populations. Justin has also developed campus wide events that inform students, faculty, and staff about Tech's Core Values and the University's Statement of Ethical Principles. Justin works with the Office of Student Conduct to promote academic integrity throughout campus these activities have recently led to Texas Tech being recognized as a Campus of Integrity by the International Center for Academic Integrity. An accomplished grant writer, Justin has secured funding for programs and scholarships at Angelo State University and is working with a diverse group of scholars at Texas Tech to secure external funding for the TTU Ethics Center.

Yi-hui Lee, a native of Taiwan, became the administrator for the TTU Ethics Center in 2013. She holds an M.F.A. in Theatre Lighting Design from University of Maryland, College Park, where she had been an assistant lighting designer at various venues, including Kennedy Center and Arena Stage. She holds a Ph.D. in Theatre Arts (arts administration) from Texas Tech University and based her dissertation on a graduate internship at the J. Paul Getty Museum in Los Angeles, CA.

Until summer 2011, Yi-hui worked as a graduate assistant in the TTU Ethics Center, managed the annual Matador Ethics Video Challenge program, and supported assessment efforts. Since she became a full-time staff member, she has completed the ethics online learning modules with her colleagues, has been sharing ethics programming experiences at the Association for Practical and Professional Ethics annual meetings, and has been creating new programs to continue ethics conversation on campus, such as Coffee Break Ethics and Moving Ethical Picture series. While continuing to work on annual Arbor Day ethics activities and involve administrators, faculty, and staff from a diverse background (Athletics, Library, TTUHSC, ELS, etc.), she is also planning to implement several new programs in the upcoming academic year.

Yi-hui was selected to be a participant at the inaugural President's Leadership Institute, 2013-14, and she is also a TTU Staff Senator, 2013-16.

Lisa James serves as Section Coordinator for both the TTU Ethics Center and the Office of Planning and Assessment. Lisa came from Southern California to work for TTU's Division of Outreach and Distance Education in 2003, and transferred to the Office of Planning and Assessment/Quality Enhancement Plan in 2008. She was a 2005 recipient of the President's Quality Service Award for her work with the Texas State Science and Engineering Fair hosted by TTU. In her role as section coordinator for the TTU Ethics Center she coordinates the Annual Responsible Conduct of Research Conference and the Southwest Regional Consortium for Academic Integrity, a regional consortium affiliated with the International Center for Academic Integrity (ICAI), Clemson University's Robert J. Rutland Institute for Ethics.

Lisa has made in-class presentations on Academic Integrity to undergraduate students and co-presented with her TTU Ethics Center colleagues at the 2014 Association for Practical and Professional Ethics conference held in Jacksonville,

Florida on the TTU Ethics Center's Arbor Day Academic Integrity survey. Their presentation was titled, *"Ethics…Speak Up!" How do students finish the sentence?"*

Caleb Cox serves as the Administrative Planner for the TTU Ethics Center and is a Business Administration student studying marketing in the Rawls College of Business. Starting as a student assistant, he has been employed by the TTU Ethics Center since 2011. Caleb assists in organizing TTU Ethics Center events; such as the annual Responsible Conduct of Research conference and the TTU Ethics Center and the Teaching, Learning, and Professional Development Center's collaborative ethics lunch series. Caleb is a graduate of Red Oak High School and is from Red Oak, Texas.

Angela Alejandro is a research assistant for the Texas Tech University Ethics Center. She is a doctoral student in Educational Psychology at Texas Tech University. Angela received her B.A. in Sociology from the University of the Incarnate Word in San Antonio, TX, and her M.S.Ed. in Educational Psychology from Baylor University.

Miguel Dobbs is from Leon, Mexico and is a Master's student in Architecture focusing in Urban and Community Design and Development. Miguel received his Bachelors in Architecture from Texas Tech University. He is currently a Graduate Assistant for the TTU Ethics Center and his primary role in the office is as its Graphic Designer.

Dillon Quinn began his position of Student Assistant at the Ethics Center in 2013. He is from Big Spring, Texas and is currently a junior pursuing a Bachelor in Nutrition and Exercise Sports Science. Dillon graduated from Coahoma High and currently serves as the Vice President of External Affairs and National Communications Coordinator for the Texas Tech Residence Halls Association.

Ethics Center Transition

Ralph Ferguson is the Managing Director of the Texas Tech University Ethics Center. As a businessman and former executive associate dean with extensive knowledge about the global community, Dr. Ferguson brings vital insights and a heighten sensitivity to benefit the TTU ethics initiative in research, ecology, and human rights. Dr. Ferguson speaks to groups about ethical analytics related to the impact of the rising cost of education, management, business development, values, personal financial planning, debt, emerging markets, inclusiveness, and disenfranchisement.

A management generalist and futurist with more than twenty years of experience in the public and private sector, he consults with businesses and public officials about global human capital issues. Dancing Fibers LLC, under his leadership, partnered in Bolivia with Los Alamos de la Andes to create opportunities for Aymara and Quechua Indian women. Dr. Ferguson was a principal owner in DancingFibers.com, a limited liability corporation, which distributed imported knitting yarns from China, Bolivia, Peru, and Japan to more than three hundred retail stores in the United States, Canada, and Mexico. Dr. Ferguson at TTU served as an adjunct professor in the Department of Management teaching Negotiations, Organizational Behavior and Management. As a consulting member of REF Management LLC, Dr. Ferguson addresses complex problems related to business, science, engineering, ecology, and organizational structure with professional peers. He is a leading analyst on the economics and ecological benefits of tire derived fuel. A leader in education and business, his words and deeds focus on human rights, economics, ecology, education disparity, employment, and agriculture.

Dr. Ferguson brings a wealth of knowledge to his work and research from careers as a successful entrepreneur, corporate executive, Court Administrator, Magistrate, and Municipal Court Judge. Dr. Ferguson holds a Masters in Public Administration from the University of Southern California and a doctorate from Texas Tech University in Personal Financial Planning (CEED).

Core Programs

The Ethics Center's accomplishments each year are dependent on its collaborations with other teaching and research centers and the consistent support of university faculty, staff, and administrators.

I. TLPDC/TTU Ethics Center: Ethics Lunch Series

Through the 2013-2014 year, we continued our collaboration with the Teaching, Learning, and Professional Development Center (TLPDC). The Center hosted five sessions at the TLPDC over the Fall and Spring terms for students, staff, and faculty members. All events attracted a good mix of attendees from different disciplines and all academic classifications.

During the Fall 2013 semester, sessions included:

1. Ethics and Safety in Research Leadership
2. Academic Integrity and Online Classes
3. Publishing101: Avoiding Predatory Journals and Finding the Best Home for Your Article

Session evaluations showed that participants found the Fall Ethics Lunch Series interesting, insightful, and informative. Almost 90.0% respondents were satisfied with the match between session descriptions and session content, and 85.0 % indicated that they would recommend the session to others. 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 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. 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.

The following charts show the percentages of Fall 2013 semester evaluation respondents who ***strongly agreed*** or ***agreed*** that the session matched their expectations and that they would recommend it to peers.
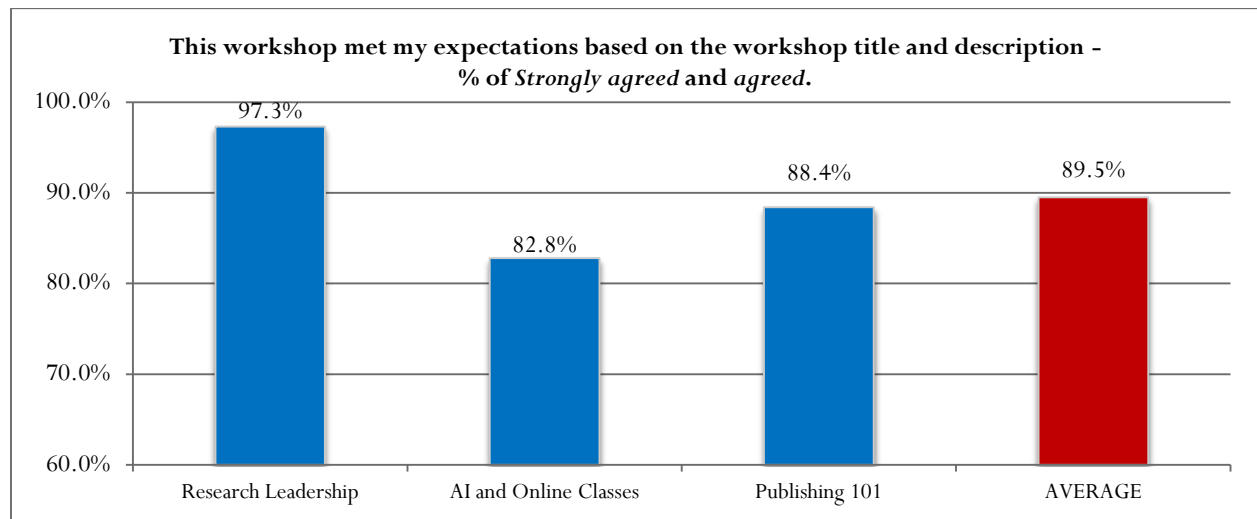

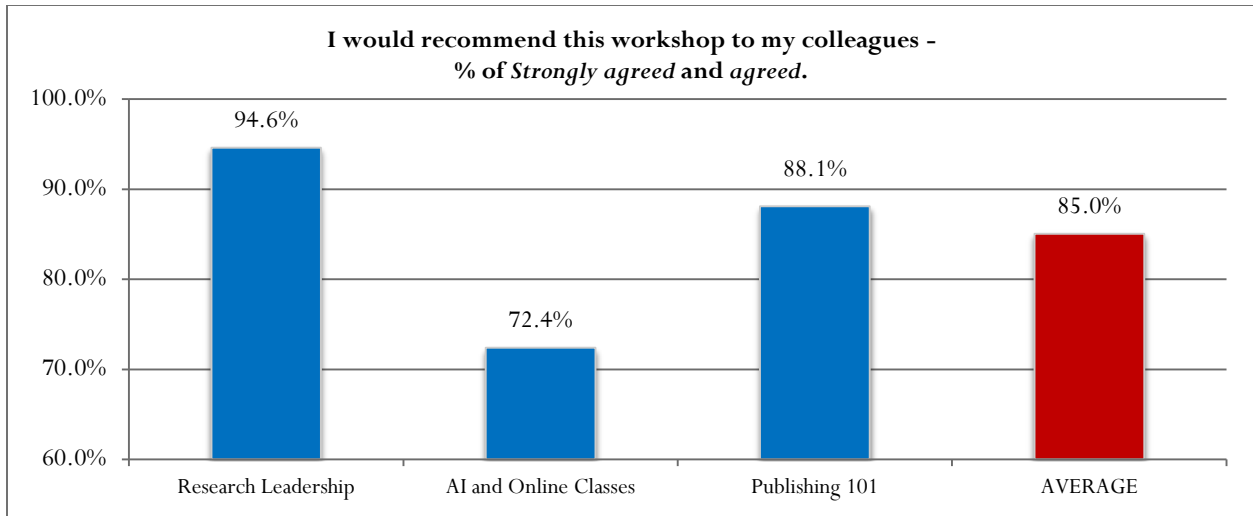*Figure 1a: Fall Series Evaluation 1 - Met Expectations*

Figure 1b: Fall Series Evaluation 2 - Plan to Recommend

During the Spring 2014 semester, sessions included:

1. Science and Environmental Illiteracy: A Role for Ethics?
2. Diversity Matters: The Ethics of Educating the Many (fig. 2)

Figure 2: Spring Series "Diversity Matters"

Evaluations showed that attendees found these workshops informative, helpful, and thought-provoking; both sessions were well-received and benefitted the attendees in several ways. The majority of the respondents *strongly agreed* or *agreed* that these workshops met (some felt 'exceeded') their expectations based on the workshop title and description. Attendees enjoyed the interactions, and many suggested adding more seats, as well as longer time for questions and answers. Some suggested hosting more workshops similar to these two sessions and bringing the same speakers back. Respondents also suggested handouts for distribution and video-recording/web streaming for those unable to attend the sessions. In addition, some respondents wished for suggestions, such as more tangible recommendations, how to conserve and utilize its resources (*Environmental ethics* session), and how to teach diversity to TTU students coming from all backgrounds.

The following charts show the percentages of Spring 2014 semester evaluation respondents who ***strongly agreed*** or ***agreed*** that the session met their expectations and that they would recommend it to peers.

This workshop met my expectations based on the workshop title and description --
% of *Strongly agreed* or *agreed*.

	Environment	Diversity	AVERAGE
	93.3%	91.4%	92.4%
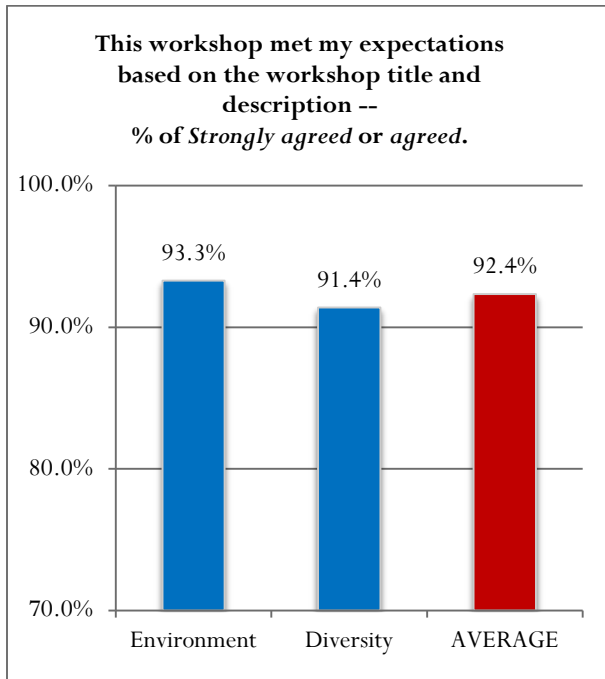
Figure 3a: Spring Series Evaluation 1

I would recommend this workshop to my colleagues -
% of *Strongly agreed* or *agreed*.

	Environment	Diversity	AVERAGE
	90.0%	94.3%	92.2%
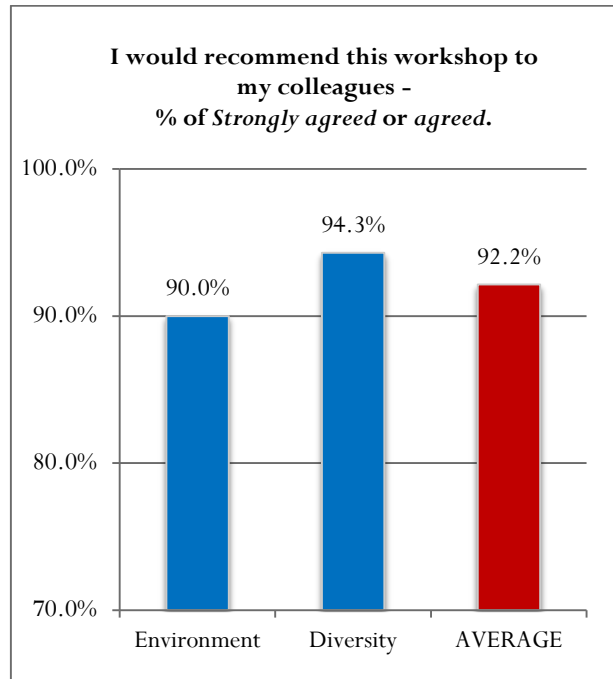
Figure 3b: Spring Series Evaluation 2

The chart below compares Fall 2013 and Spring 2014 Ethics Series evaluation outcomes.

Comparison of workshops meeting expectations and willingness to recommend workshops to colleagues

	Met expectations	Recommend to others
Fall 2013	89.5%	85.0%
Spring 2014	92.4%	92.2%

Figure 4: TLPDC Ethics Lunch Series Fall and Spring Comparison

Note: Click <u>Fall 2013</u> and <u>Spring 2014</u> for detailed lunch series reports.

II. 4th Annual Responsible Conduct of Research (RCR) Conference

The Responsible Conduct of Research Conference began in 2010 under the direction of Dr. Justin Louder. The 4th Annual Responsible Conduct of Research Conference was held on Tuesday, April 8, 2014 at the McKenzie Merket Alumni Center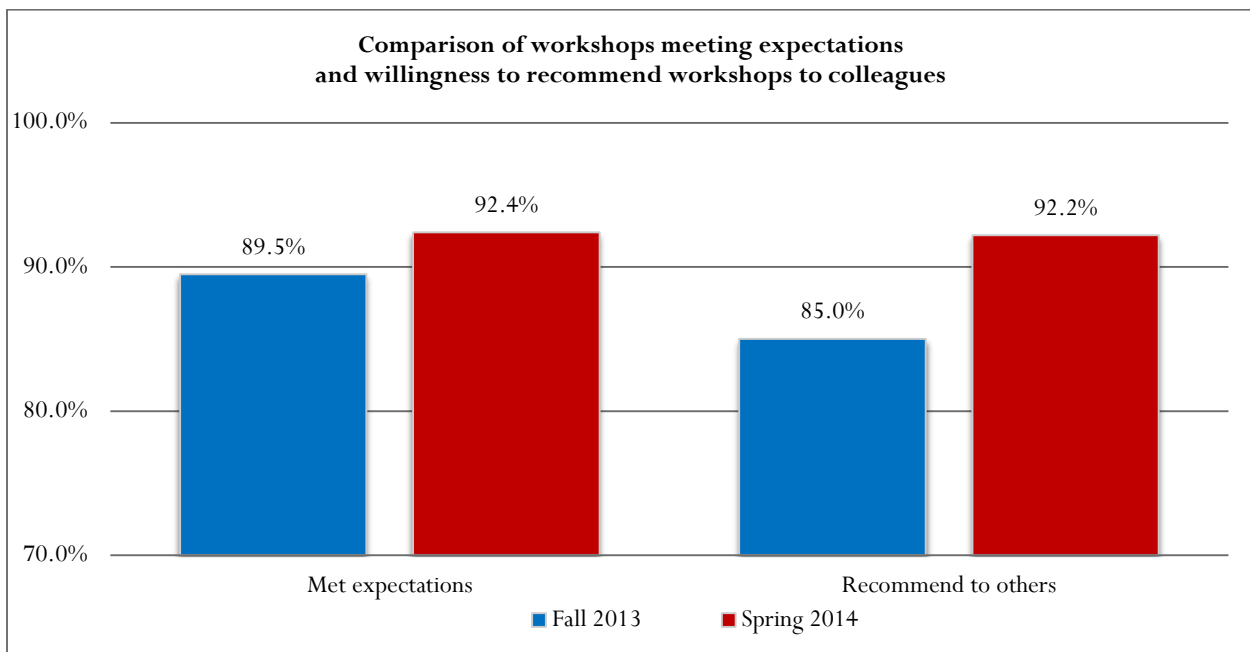 on the Texas Tech University campus. The conference hosted 148 participants from Texas Tech University, Texas Tech University Health Sciences Center, and attendees from Texas Christian University, New Mexico State, Lubbock Christian University, and University Medical Center of El Paso. Conference attendees represented faculty, staff, and students from these institutions.

Figure 5: Keynote Speaker Dr. C.K. Gunsalus

Dr. C. K. Gunsalus (fig.5), director of the National Center for Professional and Research Ethics (NCPRE), Professor Emerita of Business, and Research Professor at the Coordinated Sciences Laboratory. Gunsalus was the primary investigator for the centerpiece project of NCPRE, Ethics CORE, and a national online ethics resource center initiated with $1.5 million from the National Science Foundation.

She has been on the faculty of the colleges of Business, Law, and Medicine at the University of Illinois at Urbana-Champaign and served as Special Counsel in the Office of University Counsel. In the College of Business, she taught Leadership and Ethics in the MBA program and was the director of the required Professional Responsibility course for all undergraduates in the college. In Law, she taught Negotiation and Client Counseling; she was a member of the faculty of the Medical Humanities and Social Science program in the College of Medicine, where she taught communication, conflict resolution and ethics. In 2013, Gunsalus was selected as one of 15 from a long list of finalists out of 222 nominations for the Economist Intelligence Unit's Best Business Professors of the Year Award.

Of the session attendees, 97.0% were either *very satisfied* or *satisfied* with the keynote speaker's presentation, while 3.0% reported feeling *neutral* about the presentation (fig. 6).

Overall, how satisfied were you with this session?

Very satisfied	Satisfied	Neutral
47	18	2

Figure 6: Keynote Speaker Session Satisfaction

Presentations and Guest Speakers

This year's conference covered a diverse selection of topics and presenters. The year 2014 was the inaugural year for the *Graduate Student Ethics Paper Award* competition. Graduate students were asked to submit paper written on an ethic-related topic. There were 12 submissions and the top three were selected by a panel of judges.

In first place was **Tianlan Wei's** paper titled *University Students' Perceptions of Academic Cheating: Triangulating Quantitative and Qualitative Findings.* The Second Place award went to **Michael S. McLeod**, whose paper was titled *Organizational Ethics and Virtues Research: A Systematic Review of Methods and Analytical Techniques.* The Third Place award went to **Robert Evert** for his paper titled *Influence of Top Management Team Composition on the Virtues of IPO Firms.* Each of the winning papers was awarded cash prizes ranging in amounts from $500 to $200, respectively.

Breakout Sessions

1. *Protecting Human Subjects: Data Due Diligence* was presented by **Barbara Pence, Ph.D.** and **Kathy Austin, Ph.D.** both of Texas Tech University.

A majority of the participants of this session (78.6%) reported they were either *very satisfied or satisfied* when asked "overall, how satisfied were you with this session?" while 21.4% reported being *neutral* or *dissatisfied* with the session (fig. 7).
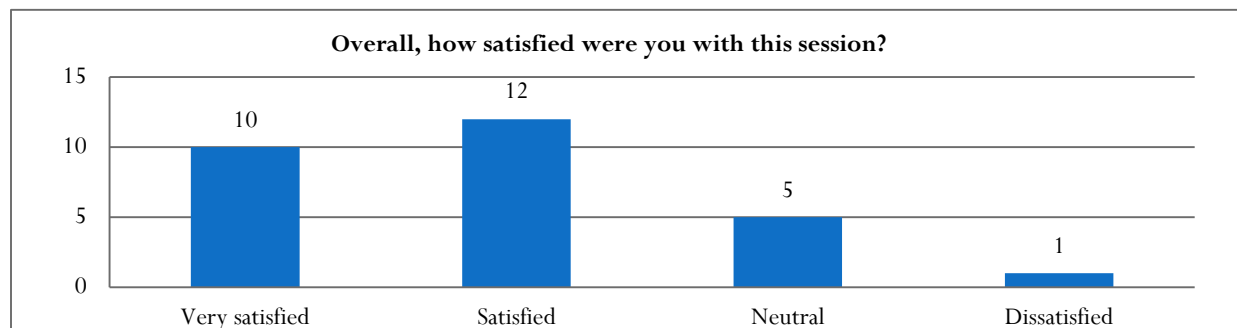
Figure 7: Protecting Human Subjects… Session Satisfaction

2. *Graduate RCR Education: Building a Shared Resource* was presented by, **Craig Hanks, Ph.D.** of Texas State University.

Of the 52 attendees that completed the session evaluation, 96.2% reported they were either *very satisfied or satisfied* with the presentation. Additionally, 3.8% reported being either *neutral* or *dissatisfied* with the session (fig. 8).

Figure 8: Graduate RCR Education… Session Satisfaction

3. *Mercenaries and Academic Research* was presented by **Micah Green, Ph.D.** of Texas Tech University. Of the 86 people that attended this session and completed the evaluation, 98.8% reported being *very satisfied or satisfied* with the session, while 1.2% reported being *neutral* toward the presentation (fig. 9).
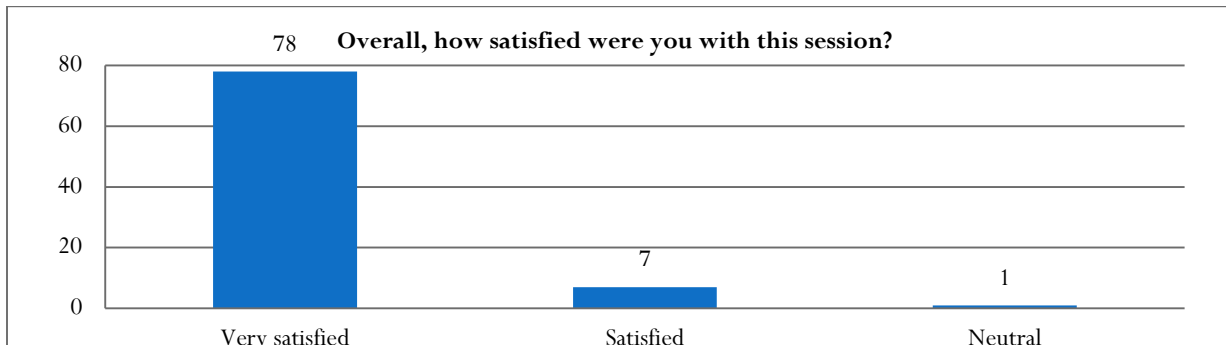
Figure 9: Mercenaries and Academic Research Session Satisfaction
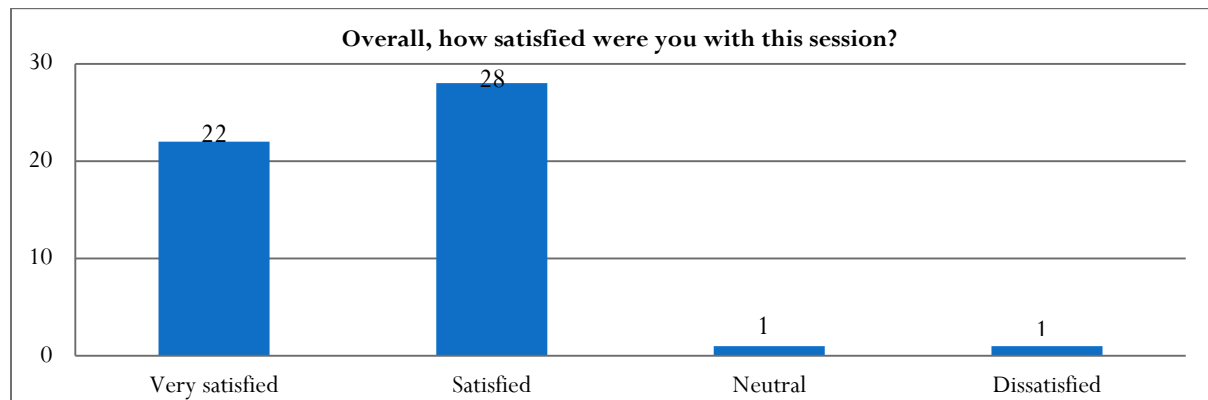
4. *The Ethics of Authorship: A Guide to Ethical Authorship Practices for New Researchers* was presented by, Whit Whitley, doctoral student of Texas Tech University.

Of the 17 people who attended this session and completed the evaluations, 100% reported being *very satisfied* or *satisfied* with the presentation (fig. 10).
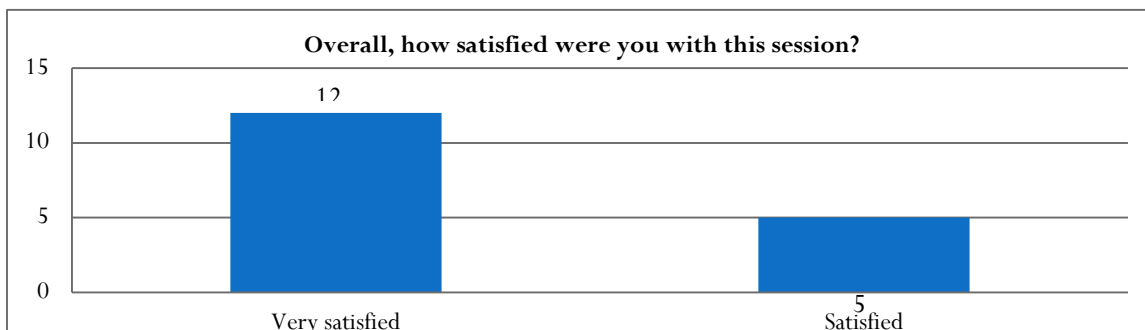
Figure 10: The Ethics of Authorship…Session Satisfaction

5. *It Can't Possibly Happen to Me…or What to do When You Know the Worst is Coming* was presented by Dimitri Pappas, Ph.D. and Michelle Pantoya, Ph.D. both of Texas Tech University.

Of the attendees who completed the session evaluation, 100% reported being *very satisfied* or *satisfied* with this presentation (fig. 11).
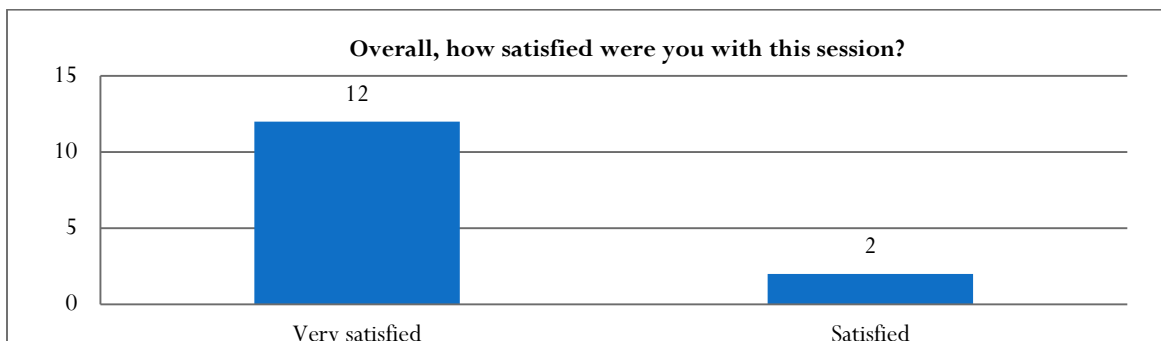
Figure 11: It Can't Possibly Happen to Me… Session Satisfaction

6. A special session on ***Dual Use…International and National Approaches to Implementation*** was presented by **Vickie Sutton, Hors Professor of Law and Director of the Center of Biodefense, Law and Public Policy** of Texas Tech University.

Forty-four people completed evaluations for this session and 88.6% reported feeling *very satisfied* or *satisfied* with the presentation while, 11.4% reported they were either *neutral* or *dissatisfied* with the session (fig. 12).
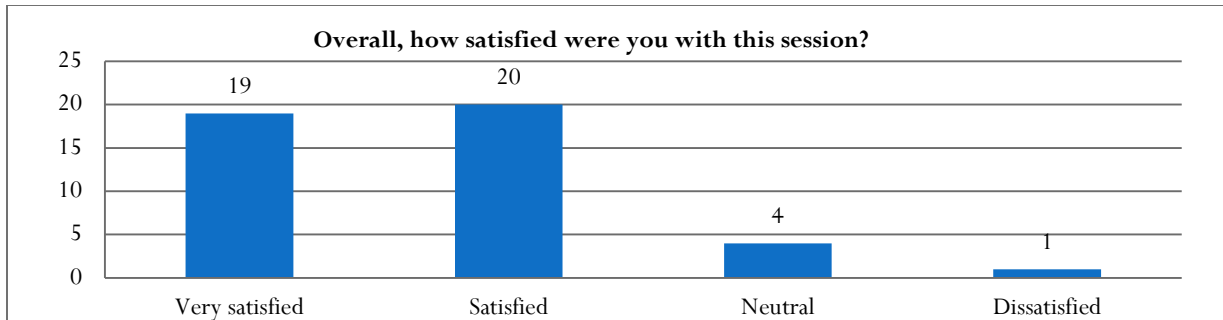
Overall, how satisfied were you with this session?

Category	Value
Very satisfied	19
Satisfied	20
Neutral	4
Dissatisfied	1

Figure 12: Dual Use… Special Session Satisfaction

Responsible Conduct of Research Conference Participant Satisfaction

The attendees of the 4th Annual Responsible Conduct of Research Conference were sent an email invitation to complete a satisfaction survey. The results of that survey show that 100% of those responding to the conference satisfaction survey reported being either *very satisfied* or s*atisfied* with the conference over all. The respondents were asked, *"How satisfied were you with the speakers?"* and 100% of those who responded were *very satisfied* or s*atisfied*. When asked, *"Would you recommend this conference to others?"* 100% of respondents selected *definitely recommend* or *recommend* as their response.

Note: Click here for detailed RCR conference report.

III. Arbor Day "Ethics … Speak Up!"

On April 25, 2014, Texas Tech University hosted the annual Arbor Day Celebration at Memorial Circle. As part of the celebration, the TTU Ethics Center hosted an activity called "Ethics . . . Speak Up!" which first took place in April 2010. Blank paper tablets are set up between 11 a.m. and 1 p.m. at Memorial Circle; this year, these tablets were accompanied by the question "Ethics is …" and the Arbor Day participants were asked to complete the sentence in their own words.

Upon conclusion of the Celebration, the paper tablets, filled with responses, were sent to the TTU Ethics Center for analysis.
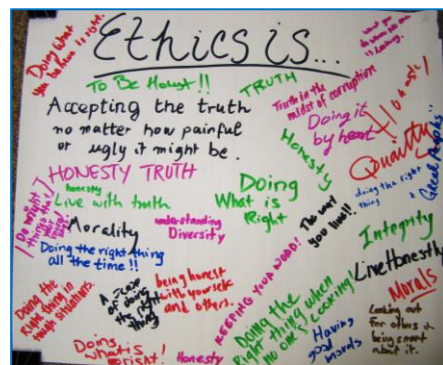
Figure 13: Photo of a Paper Tablet

A total of 791 Arbor Day participants responded to the question "Ethics is …" Of the 791 responses, 21 responses were removed because of illegible writing, while 20 responses included two distinct ideas. The removal and addition mounted to a total of 790 valid answers, which were coded into 17 different themes.

The following chart provides the percentages of the response in each theme.
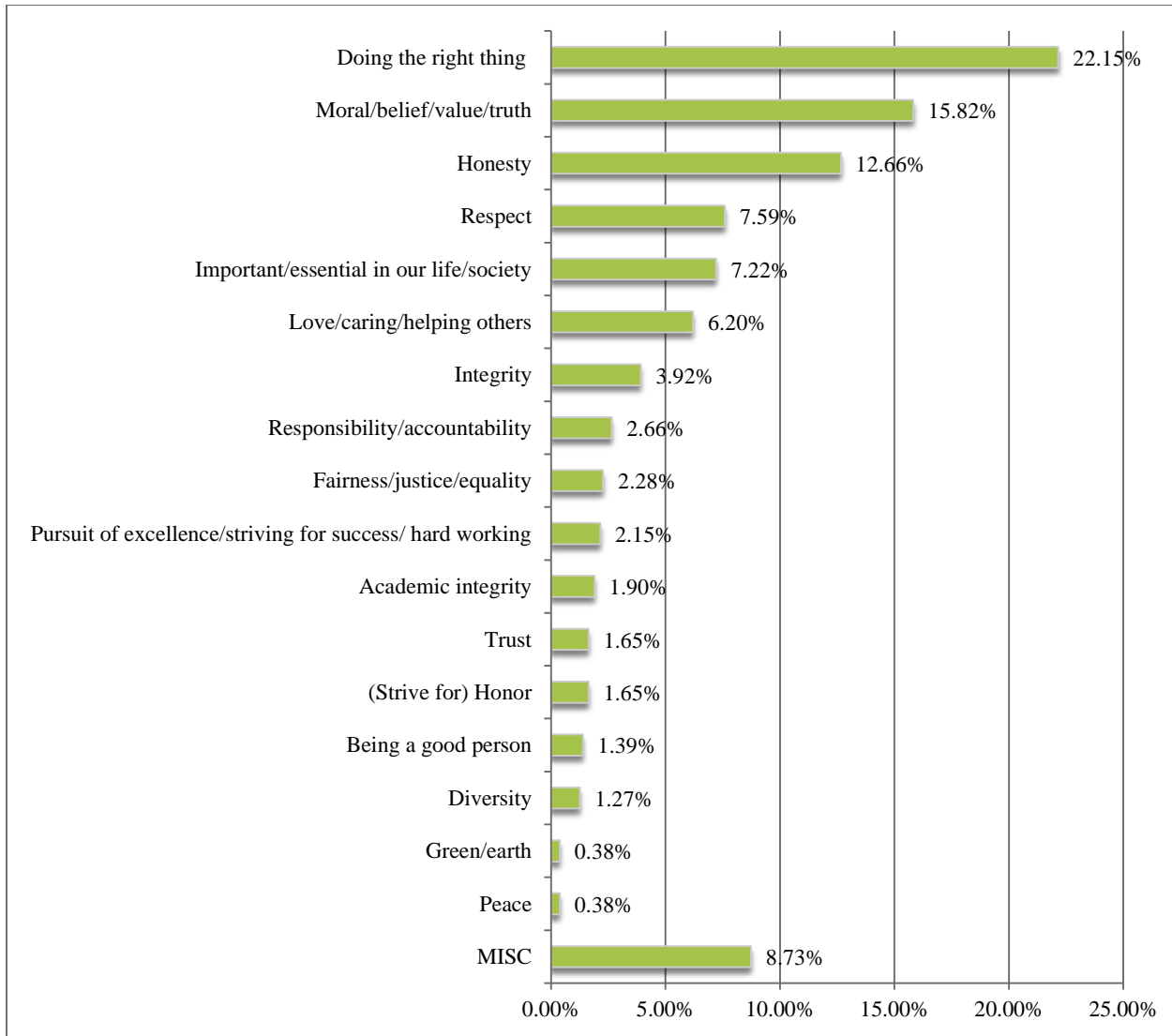
Figure 14: "Ethics . . . Speak Up!" Theme Percentages

The 2014 results suggest that half of the responses defined ethics as doing the right thing, moral/value/belief/truth, and honesty. Even though the small sample size may not represent the entire TTU body, this initiative shows that the Statement of Ethical Principles and the slogan "Do the Right Thing" help integrate ethics into their thoughts and behaviors. The high incidence of "doing the right thing" responses in 2014 could be an indication that the slogan is engrained in the student body years after the previous QEP ended in 2010; it has a lasting influence on the TTU community.

Note: Click here for detailed Arbor Day "Ethics … Speak Up!" report.

IV. Arbor Day Academic Integrity Survey

The TTU Ethics Center in collaboration with the Division of Undergraduate Education and Student Affairs hosted several events during the joint celebration of Arbor Day and Strive for Honor week at Texas Tech University. Central to these events was the administration of the TTU Academic Integrity Survey, a 10-question survey designed to capture students' perceptions of values and behaviors relative to academic integrity. A total of 1,500 valid student responses were collected. Descriptive findings from the survey suggest that a majority of current students consider academic integrity values to be very important. More variance was observed on the academic integrity behaviors portion of the survey. Such findings are helpful in implementing interventions and educational efforts at Texas Tech University as well as guiding future research by the TTU Ethics Center.

The following table provides the percentages of the response in each of the five items of the *Academic Integrity Values Scale (AIVS)*.

Academic Integrity Values Statement	Not at all important	Somewhat important	Important	Very important	Not answered
Academic Integrity means that you are accountable for your own work	0.8%	3.4%	24.0%	71.6%	0.2%
Making a personal decision to adhere to the standards of ethical behavior	0.7%	3.0%	28.5%	67.1%	0.7%
Ethical behavior and independent thought are important for achieving academic success	0.5%	4.1%	26.9%	68.0%	0.5%
Trust and respect among students, faculty, and staff are essential components of education	0.8%	3.7%	20.7%	74.5%	0.3%
Academic Integrity is the foundation of professional and educational careers	0.7%	3.3%	25.0%	70.7%	0.3%

The following table provides the percentages of the response in each of the five items of the *Academic Integrity Behaviors Scale (AIBS)*.

Academic Integrity Behaviors Statement	Not at all bad	Somewhat bad	Bad	Very bad	Not answered
Copying from another student or source during a test	1.7%	6.6%	23.3%	68.3%	0.1%
Obtaining questions or solutions for a test before taking it	5.3%	13.8%	26.6%	54.0%	0.3%
Not citing materials or ideas from other sources in your work	3.5%	15.5%	30.6%	48.6%	1.8%
Collaborating with other students on academic assignments without having permission from your professor	10.3%	24.7%	28.4%	36.1%	0.5%
Submitting false information in order to get an extension on an assignment or to take a quiz/test	2.6%	10.5%	26.7%	60.1%	0.2%

The TTU Academic Integrity Survey included two questions for which students provided brief narrative responses.

1. Would you report another student if you knew he/she was cheating?

The majority of students, 820 (54.6%), indicated that they would report a fellow student for academic integrity violations. A total of 529 (35.2%) students indicated that they would not do so. Of the 1500 participating students, 151 (10.2%) students refrained from answering this question.

2. If yes, why? If no, why?

Of the students who explained their willingness to report a fellow student for cheating, 34.5% indicated that they would do so because of the unfair advantage gained by those who cheat (fig. 15). For those students that indicated that they would not report peers engaged in academic misconduct, the most frequently cited reason was their unwillingness to get involved (49.5%); this was often stated as "it's none of my business" (fig. 16). Additionally, a group of 10.0% students indicated that they would not report a peer in fear of consequences, such as getting in trouble, being revenged, or losing friendship.

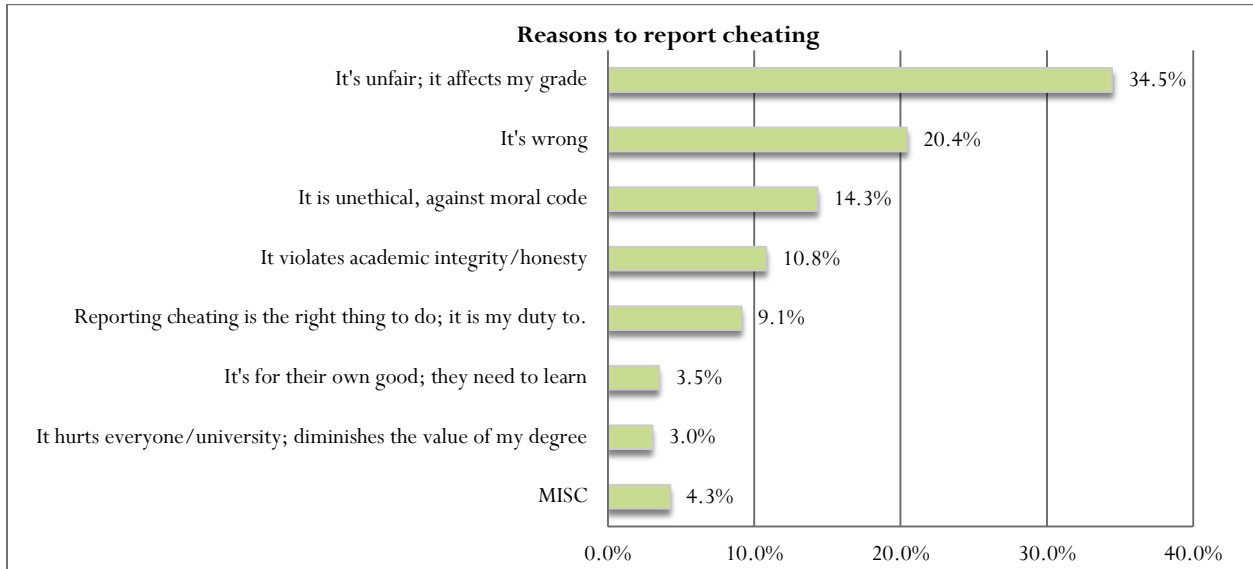The following graphs show the various reasons included in the analysis.

Reasons to report cheating

Reason	Percentage
It's unfair; it affects my grade	34.5%
It's wrong	20.4%
It is unethical, against moral code	14.3%
It violates academic integrity/honesty	10.8%
Reporting cheating is the right thing to do; it is my duty to.	9.1%
It's for their own good; they need to learn	3.5%
It hurts everyone/university; diminishes the value of my degree	3.0%
MISC	4.3%

Figure 15: Reasons to Report a Cheating Peer

Reasons not to report cheating

Reason	Percentage
None of my business; does not affect my grade	49.5%
I'm no snitch, no rat; no tattletaling	11.3%
Afraid of consequences: getting in trouble, revenged, loss of friendship, against social norms	10.0%
They will get caught eventually; karma	5.9%
Don't want to ruin someone's life; feel bad for them	4.9%
Cheating is not that bad; everyone does it	3.2%
MISC	15.2%

Figure 16: Reasons Not to Report a Cheating Peer

2014 TTU Academic Integrity survey included a fairly representative sample of the TTU student population with a few minor exceptions. The overall scores for the AIVS were quite high (91.7%) yet the scores for the AIBS were moderately high (82.9%). Female students had higher scores than male students in each of the two Academic Integrity subscales. It is interesting to note that there were no differences in scores in neither the AIVS nor the AIBS by student classification.

In addition, more than half of the students at TTU were willing to report peers engaged in academic misconduct. The findings from the TTU Academic Integrity survey elucidate the general state of TTU's student academic integrity culture. The findings should serve to develop and implement new initiatives that will further enhance the climate of academic integrity on our campus and to guide students on a perpetual quest to "Strive for Honor".

Note: Click here for detailed Arbor Day Academic Integrity Survey report.

V. Coffee Break Ethics Series

In Fall 2012, the TTU Ethics Center launched a new series called *Coffee Break Ethics*. The Coffee Break Ethics Series engages faculty, staff, and students in discussions and practices on daily ethical issues and shares tips and ideas regarding ethics and academic integrity. During the academic years 2012-2014, there were five Coffee Break Ethics sessions:

1. Time Management (Fall 2012)
2. Managing the "Currency" of Research and Scholarship – References, Images, Numbers, Figures, Data… (Spring 2013)
3. Paraphrasing, Quoting, and Plagiarism: the DOs and DON'Ts (Fall 2013)
4. Paraphrasing, Quoting, and Plagiarism: the DOs and DON'Ts (Spring 2014)
5. Ethics on Coaching (Spring 2014) (fig. 17a and b)

Figure 17a: Ethics on Coaching *photo 1*

Figure 17b: Ethics on Coaching *photo 2*

Evaluations showed that attendees found the Coffee Break Ethics Series helpful, interesting, and informative. An average of 90.6% of the respondents (fig. 18a) *strongly agreed* or *agreed* that these workshops met their expectations based on the workshop title and description. In addition, 93.1% of respondents (fig. 18b) *strongly agreed* or *agreed* that they would recommend the session to their friends/colleagues. Participants suggested scheduling more time for paraphrasing practices or Q&A, giving more case studies and student-related examples, such as group project, thesis, or research paper, comparing different types of calendar for time management, recording sessions for later viewing, and repeating and continuing workshops like these.
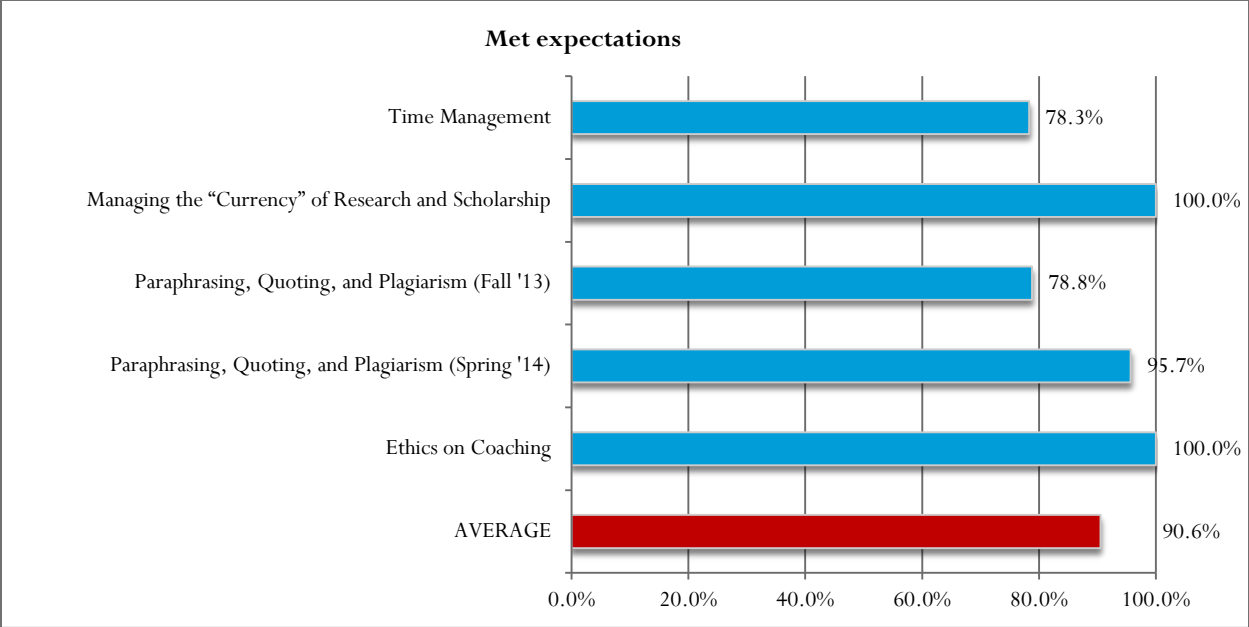
Figure 18a: Coffee Break Ethics Series Evaluation 1 - Met Expectations
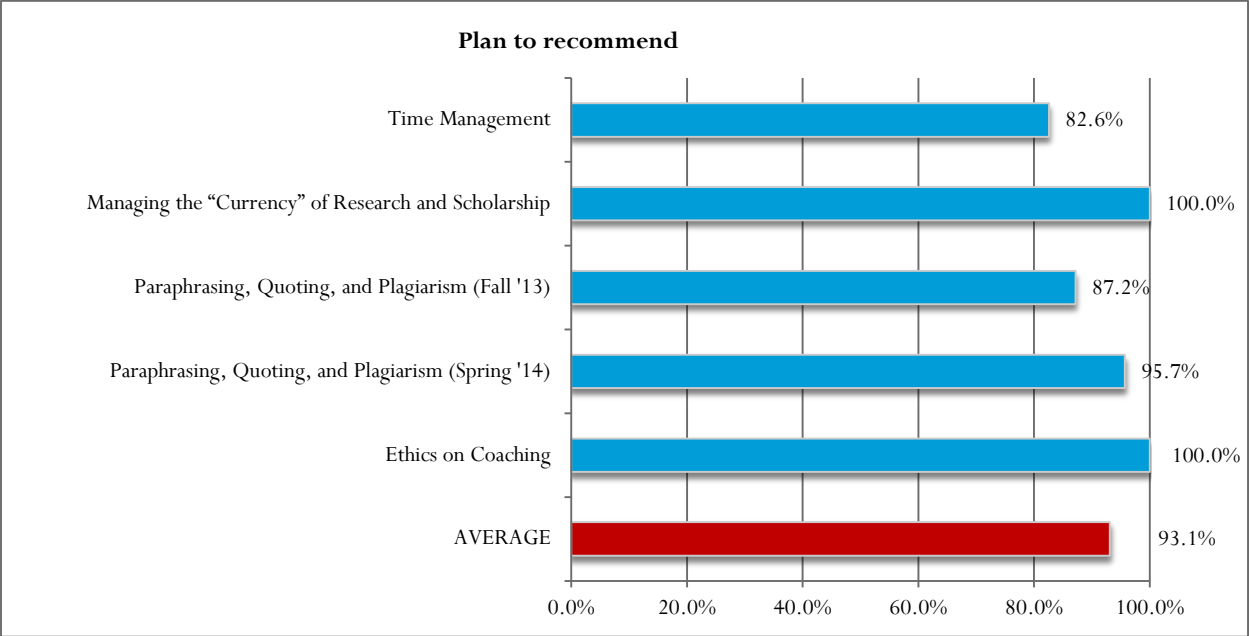
Figure 18b: Coffee Break Ethics Series Evaluation 2 - Plans to Recommend

Overall, the inaugural years (2012-2014) of the Coffee Break Ethics Series had a positive outcome. Topics of interest suggested for future workshops included stress management, tutor ethics, conflict of interest, how to balance job, social, and school, and how to avoid procrastination. For the upcoming academic year, more emphases could be on expanding the array of topics, collaborating with various units/disciplines, and reaching out to more TTU members.

Note: Click here for detailed Coffee Break Ethics Series report.

VI. Moving Ethical Pictures Series

For the Moving Ethical Pictures Series, the TTU Ethics Center screened *Million Dollar Baby* on November 14, 2013 and invited two panelists from Texas Tech University and Texas Tech University Health Science Center: Drs. John Barkdull and Tommie Farrell. The screening was well-attended; participants enjoyed the film and had a good discussion. In Spring 2014 semester, the Ethics Center collaborated with Rawl's College of Business and screened *Too Big to Fail* on April 23 and 24, 2014. In addition, two experts, Drs. Linda Ferrell and O.C. Ferrell, were invited to give a special talk "The Role of Ethics & Compliance in Preventing Corporate Failures" on April 24; the talk was attended by approximately 125 students (fig. 19a and b).

Figure 19a: Drs. Linda Ferrell and O.C. Ferrell

Figure 19b: Too Big to Fail *session*

VII. Red Raider Orientation (RRO) Survey

During the summer of 2013, the TTU Ethics Center became a visible and active presence at Red Raider Orientation. In 2014, the Center participated again over the course of 17 Red Raider Orientation sessions; the Center was able to directly impart its mission and objectives with thousands of students and their parents. Also, with the purpose of emphasizing the value of academic integrity at Texas Tech University, freshman students were invited to participate in a survey that encouraged them to reflect upon their high school experience and think about their future intentions relative to academic integrity at Texas Tech University. A great number of incoming freshman (47.2%) perceived their high school academic integrity climate to be only "somewhat strict" and 10.5% felt the rules on cheating were

"not strict." Such information allows the Ethics Center to guide future plans, target interventions and to pursue empirically driven scholarship (fig. 20).
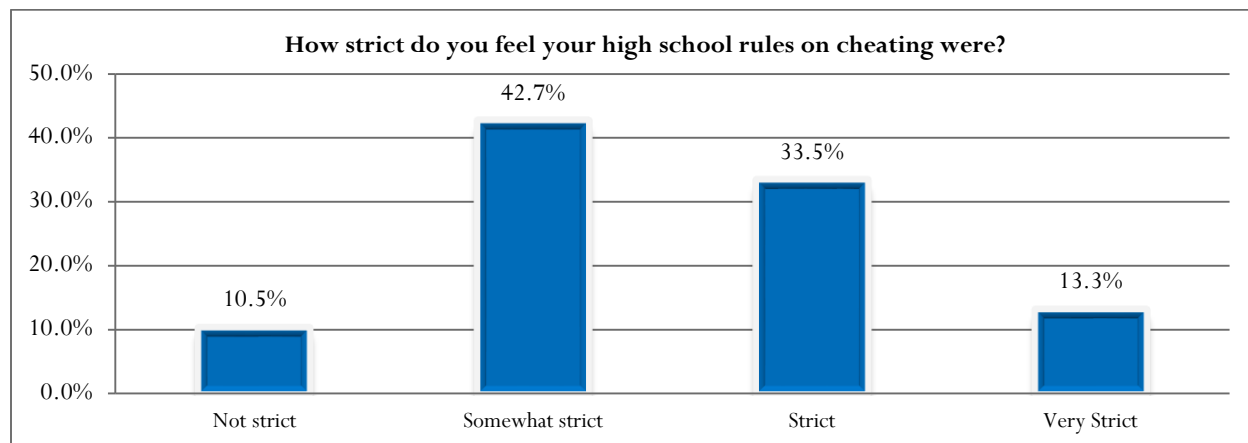
How strict do you feel your high school rules on cheating were?

Category	Percentage
Not strict	10.5%
Somewhat strict	42.7%
Strict	33.5%
Very Strict	13.3%

Figure 20: Freshman perception of high school Cheating Rules

Note: Click here for detailed RRO survey report.

VIII. Presentations and Guest Speakers

Through the year 2013-2014, Ethics Center staff and Advisory Committee members presented on ethics research and concepts around campus and across the country.

In February 2014, Dr. Justin Louder, Dr. Yi-hui Lee, and Ms. Lisa James presented at the Association for Practical and Professional Ethics (APPE) Twenty-third Annual Meeting in Jacksonville, FL. Their presentation "Ethics … Speak Up!" used the TTU QEP experience to illustrate how universities could continue ethics conversation and engage students through an annual, campus-wide Arbor Day celebration.

IX. Ethics Center Faculty and Staff Research Support Program

We saw unprecedented interest in the Ethics Center Faculty and Staff Research Support Program this year. In addition to supporting numerous faculty and staff researchers the Research Support Program helped fund some graduate students traveling to present and/or attend international or national conferences discussing theoretical or applied ethics.

All recipients were asked to acknowledge that the presentation/trip was done with financial support from the TTU Ethics Center.

	Name	Award	Meeting Attendee or Presenter: Title	Location and Date
1	Dr. Loretta Bradley, College of Education	$1,000	Present Paper: Association for Counselor Education and Supervision Conference	Denver, CO Oct. 17-20, 2013
2	Dr. Steven Chestnut, College of Education	$1,000	Present: 2014 Annual Conference American Educational Research Association (AERA)	Philadelphia, PA April 3-7, 2014

	Name	Award	Meeting Attendee or Presenter: Title	Location and Date
3	Dr. Howard Curzer, Department of Philosophy	$1,000	Present: Workshop on Aristotle's Nicomachean Ethics	Maria, FL Feb. 27-March 2, 2014
4	Dr. Jacki Fitzpatrick, Human Development & Family Studies	$1,000	Present: Conference of the First-Year Experience (of Freshman/Entry Students)	San Diego, CA Feb. 14-18, 2014
5	Dr. Aretha Marbley, Educational Psychology & Leadership	$1,000	Present: American Association of Colleges for Teacher Education	Indianapolis, IN March 1-3, 2014
6	Michael McLeod, Rawls College of Business	$1,000	Present: Southern Management Association Conference	New Orleans, LA Nov. 6-9, 2013
7	Robert Ricketts, Rawls College of Business	$1,000	Attendee: Collegiate Ethics Case Competition	Tucson, AZ Oct. 23-27, 2013
8	Amanda Rogers, Human Sciences	$1,000	Attendee: International Association for Education in Ethics	Ankara, Turkey May 21-23, 2014
9	Andrea Romi, Rawls College of Business	$1,000	Present Paper: Congress on Social and Environmental Accounting	Quebec, Canada July 1-4, 2014
10	Norma Sanchez, College of Human Sciences	$1,000	Attendee: 18th International Symposium on Ethics, Business, and Society	Barcelona, Spain June 29- July 2, 2014
11	Alexandria Schmidt, Addiction Services	$1,000	Present: American Family Therapy Academy (AFTA) Annual Conference	Athens, GA June 4-7, 2014
12	Dr. Marcelo Schmidt, Office of Planning and Assessment	$1,000	Present: American Public Health Association Meeting	Boston, MS Nov. 3, 2013
13	Matthew Taylor, Philosophy	$1,000	Present: 2014 Pacific Division of the American Philosophical Association	San Diego, CA April 16-20, 2014
14	Tianlan Wei, College of Education	$1,000	Present Paper: 2014 Annual Conference American Educational Research Association (AERA)	Philadelphia, PA April 3-7, 2014
15	Dr. Kevin Stoker, Media and Communication	$ 1,000	Attend: APPE Ethics Bowl Workshop	Clearwater Beach, FL July 12-13, 2014
Total Provided Funding: $15,000				

X. Other Activities: Highlights

- The Ethics Center also provided on-campus research support to Dr. Howard Curzer who has been developing a new ethics instrument for undergraduate subjects. Dr. Curzer's scenario-based survey assesses respondents' moral models.
- At invited in-class presentations and campus orientations, the Ethics Center staff distributed information sheets and white papers to students and faculty on academic integrity. The sheet, "Tips to Prevent Cheating," will be distributed again fall 2014.
- The TTU Ethics Center co-sponsored the keynote address at the Association for Practical and Professional Ethics (APPE) annual conference held in Jacksonville, FL in February 2014.

- The TTU Ethics Center co-sponsored a portion of the International Center for Academic Integrity (ICAI) annual conference held in Jacksonville, FL in February 2014.
- The TTU Ethics Center and the Division of Intuitional Diversity, Equity, and Community Engagement co-sponsored a thirty-second video that was shown at all home football and basketball games on the importance of diversity and ethics at Texas Tech University.
- The TTU Ethics Center once again provided copies of the Statement of Ethical Principals to Residence Life to be hung on each floor in every residence hall at Texas Tech University.

Financial Review

BUDGET ITEM	EXPENDITURE
Salaries & Benefits (full-time & part-time staff, research assistants, graduate assistants, and student workers)	217,000
Ethics programming, including Arbor Day	30,000
Responsible Conduct of Research staff support (graduate assistants)	13,000
Responsible Conduct of Research Activities (conference, course development, guest speakers, & materials)	30,000
Faculty and staff travel funds	39,000
Supplies, Postage, and Office Equipment	8,000
Budget Total	$337,000

With this budget, the Ethics Center supports campus ethics initiatives, Responsible Conduct of Research (RCR) training and educational events, student competitions, and regional, national, and international travel stipends for faculty, staff, and students. The Chair of the Advisory Committee provides the Ethics Center with ongoing financial monitoring.

Future Plans

Sustaining New Priorities: The Ethics Center adopted Responsible Conduct of Research and Academic Integrity as its core strategic emphases, and will sustain and extend programming, policy reviews, and training related to these areas through the 2014-2015 academic year.

Scholar in Residence: The TTU Ethics Center has conducted preliminary research and has been active in drafting a proposal for the establishment of an Academic-Scholar-in-Residence program. This program would host and support a scholar with the intent of increasing the body of knowledge relative to ethics and educational issues.

Future Studies: The TTU Ethics Center is actively pursuing research that enhances the body of knowledge related to academic integrity and ethical values and behaviors of collegiate students. Ongoing research includes freshman student perceptions of academic integrity, the development of an academic integrity screener, academic misconduct among traditionally vulnerable populations such as students involved in extracurricular activities. Data collection by the TTU Ethics Center is leading to emerging areas of scholarship elucidating on the influence of prior academic environments on cheating behaviors, online disinhibition effect and collusion.

2014-15 Calendar

The following table highlights some of our scheduled activities:

DATE	EVENT
Aug 21, 2014	Academic Integrity materials provided at new faculty orientation
Aug 21, 2014	Academic Integrity presentation at international undergraduate student orientation
September 30, 2014	TLPDC Ethics Lunch Series: Two-Minute Challenge: Talking about Ethics with an Egg-Timer
October 7, 2014	Coffee Break Ethics Series: Paraphrasing, Quoting, and Plagiarism: the Dos and DON'Ts
October 16, 2014	Global Ethics Day with Carnegie Council for Ethics in International Affairs
October 23, 2014	Coffee Break Ethics Series: Stress Management
October 29, 2014	TLPDC Ethics Lunch Series: All the World's a Stage: Acting Training as a Secret Weapon for Effective Communication
November 13, 2014	TLPDC Ethics Lunch Series: Secure Survey Data Collection: A New "Cap" for Researchers
April, 14-15, 2015	The 5th Annual Responsible Conduct of Research Conference (RCR)

Appendix

Statement of Ethical Principles

The Texas Tech University Ethics Center is committed to the University's *Statement of Ethical Principles*:

- **Mutual Respect**

  Texas Tech University is committed to an open and diverse society. Each member of the Texas Tech community has the right to be treated with **respect** and dignity. This right imposes a duty not to infringe upon the rights or personal values of others. Professional relationships among all members of the Texas Tech community deserve attention so that they are not exploited for base motives or personal gain.

- **Cooperation and Communication**

  Texas Tech University is committed to the promotion of professional relationships and open channels of **communication** among all individuals. The university will publish and disseminate in a timely manner its values, policies, procedures, and regulations, as well as any other information that is necessary to protect and educate all members of our community. We encourage and provide opportunities for the free and open exchange of ideas both inside and outside the classroom. While the free expression of views in orderly ways is encouraged, personal vilification of individuals has no place in the university environment.

- **Creativity and Innovation**

  Texas Tech University is committed to ethical institutional programs that meet the teaching, research, and service objectives of each discipline and department; to policies that are consistent with those objectives; and to a working and learning environment that encourages active participation. Such exemplary environments often challenge existing worldviews, requiring trust in the process of discovery and the acceptance of uncertainty and ambiguity within ethical parameters. The university supports all its members in life-long learning—a process that is both challenging and rewarding—and encourages **creative** and **innovative** means to achieve this goal through both opportunities and incentives.

- **Community Service and Leadership**

  Texas Tech University is committed to ethical **leadership** practices at all levels and to our tradition of **community service**, both within the university community and in our relationships with the greater community. We strive for exemplary professional and **community service** through research, creative works, and service programs that extend beyond the university environment. We strive to provide excellent service in a caring and friendly environment, and encourage such involvement in the community by all faculty, students, staff, and administration.

- **Pursuit of Excellence**

  Texas Tech University is committed to achieving **excellence** in all aspects of our community. We expect this in the expertise and performance of our faculty, staff, and administration, as well as the continuing education of our students. A high standard of professionalism, including opportunities for professional contact and continuous growth, is expected of our faculty, students, staff, and administrators. The university is committed to academic integrity and to the effective and just implementation of a system designed to preserve and protect it. The university intends to be a

model of **excellence**, following best practices in its professional work, displaying the highest standards in its scholarly work, and offering venues to showcase national and international examples of achievement.

- **Public Accountability**

  Texas Tech University is committed to transparency in governance, personal responsibility, and both individual and organizational integrity. Being responsible requires us to be thoughtful stewards of our resources—**accountable** and respectful to ourselves, to each other, and to the publics we serve. A sense of institutional and public responsibility requires careful reflection on one's ethical obligations and the duty to respect commitments and expectations by acknowledging the context and considering the consequences, both intended and unintended, of any course of action. We promptly and openly identify and disclose conflicts of interest on the part of faculty, staff, students, administration, and the institution as a whole, and we take appropriate steps to either eliminate such conflicts or ensure that they do not compromise our procedures and values. When we make promises, we must keep those promises. We strive to do what is honest and ethical even if no one is watching us or compelling us to "do the right thing".

- **Diversity**

  Texas Tech University is committed to the inherent dignity of all individuals and the celebration of **diversity**. We foster an environment of mutual respect, appreciation, and tolerance for differing values, beliefs, and backgrounds. We encourage the application of ethical practices and policies that ensure that all are welcome on the campus and are extended all of the privileges of academic life. We value the cultural and intellectual **diversity** of our university because it enriches our lives and the community as a whole, promoting access, equity, and excellence.

Bylaws of the Texas Tech University Ethics Center Advisory Committee

ARTICLE I: Charge

The Advisory Committee for the Texas Tech University Ethics Center (Committee) advises the TTU Ethics Center in the development, supervision, and assessment of the University's ethics activities.

1. The Committee will consider matters pertaining to ethics education, research, opportunities, and engagement that will continue the Campus Conversation on Ethics.
2. The Committee shall provide an annual report to the Provost summarizing the University's ethics efforts. The report will be submitted by August 1.

ARTICLE II: Membership

Section 1: The Committee shall be comprised of the following voting members:

1. Each College and School including the University Libraries will appoint a member to the Committee.
2. One member shall be from the Office of the Vice President for Research.
3. One member shall be from the Texas Tech University System Office of Audit Services.
4. One member shall be from the Division of Information Technology.
5. The Faculty Senate and the Staff Senate shall appoint two members each.
6. Texas Tech Athletics shall appoint one member of the Committee.
7. The Student Government Association shall appoint two student members: one undergraduate and one graduate student.

8. One member shall be appointed from the Office of the Provost to serve as the Chairperson of the Committee.
9. A staff member or the director from the Texas Tech University Ethics Center.

Section 2: The Provost or designee, in consultation with the TTU Ethics Center, will make all appointments. The Provost or designee shall consider all nominations; however, appointments are not limited to those nominated. Members will serve at the Provost or designee's discretion until they are unable or unwilling to continue their service.

ARTICLE III: Chairperson
The representative from the Office of the Provost will serve as the Chairperson of the Committee and will be appointed by the Provost to serve an indefinite term. The Chairperson may appoint a vice-chairperson or designate an individual to convene meetings during periods of the Chairperson's absence.

ARTICLE IV: Actions of the Committee
Formal actions and recommendations of the Committee require majority vote from all members of the Committee. Normally, votes will be taken during Committee meetings. However, the Chairperson may request a vote via e-mail or other means. The results from any vote must be reported to all members.

ARTICLE V: Meetings
Section 1: Meetings of the Committee will be held at least quarterly.

Section 2: Minutes of all meetings will be distributed to Committee members for approval at the next meeting of the Committee. Minutes of the meetings are to be approved by voting members of the Committee. Approved minutes will be distributed to all members of the Committee and the Provost.

ARTICLE VI: Sub-Committees
The Chairperson of the Committee may appoint sub-committees to address specific issues related to ethics at the University. Sub-Committee reports will be submitted to the Committee for review and discussion. Sub-Committee recommendations receiving majority support from the Committee will be forwarded to the Provost.

ARTICLE VII: Reports
An annual report describing the work of the Committee and summarizing the University's ethics efforts will be submitted to the Provost by August 1 of each year. Other reports may be submitted by the Committee as appropriate.

ARTICLE VIII: Amending the Bylaws
Amendment or revision of the Bylaws may be made following a majority vote of the members of the Committee.

Texas Tech University Ethics Center Staff (2013-2014)

Catherine Parsoneault, PhD – Vice Provost for Planning and Assessment

Justin R. Louder, EdD – Assistant Vice Provost & Director

Yi-hui Lee, PhD – Administrator

Lisa James – Section Coordinator

Caleb Cox – Planner

Angela Alejandro – Research Assistant

Miguel Dobbs – Graduate Assistant

Dillon Quinn – Student Assistant

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