2010

[Summer 2010 TLTC Ethics Series]

Summer 2010 TLTC Ethics Series Report

Introduction

In the spring 2009 semester, the Quality Enhancement Plan sent out a survey to all of Texas Tech University's faculty and staff to (1) assist in the development of online teaching modules about ethics for the TTU community, and (2) help in the creation of resources for TTU faculty that relate to teaching ethics. Many participants indicated that they were interested in workshops concerning ethics. Based on this feedback, the Ethics in the Curriculum Task Force in cooperation with the Office of Planning and Assessment and the TLTC developed the TLTC Ethics Series. Three workshops were offered in fall 2009 (see *Fall 2009 TLTC Ethics Series Report* for details) and three workshops were offered in spring 2010 (see *Spring 2009 TLTC Ethics Series Report* for details). The Ethics Center offered two workshops in summer 2010. Please see further below for details of the workshops.

The Quality Enhancement Plan has the following nine student learning outcomes: Students should be able to…

1. identify the importance of professional codes of ethics related to their specific academic disciplines as appropriate.

2. interpret the importance of professional codes of ethics related to their specific academic disciplines as appropriate.

3. explain the importance of professional codes of ethics related to their specific academic disciplines as appropriate.

4. identify key components of the institution's policy on academic integrity.

5. recognize acts of academic integrity and of academic dishonesty.

6. use their knowledge of academic integrity to make ethical academic decisions.

7. identify ethical issues in personal, professional, and civic life from their own perspective as well as that of others.

8. articulate ethical issues in personal, professional, and civic life from their own perspective as well as that of others.

9. reflect critically on ethical issues in personal, professional, and civic life from their own perspective as well as that of others.

The workshops of the TLTC Ethics Series touch on different aspects of professional codes of ethics, academic integrity, as well as ethical issues in personal, professional, and civic life. A survey sent out to all of Texas Tech University's students during spring 2009 showed that many students prefer to learn about ethics and academic integrity in the classroom. By offering workshops about ethics and academic integrity to those who teach students about it, it is expected that the students will indirectly benefit from the TLTC Ethics Series on all nine student learning outcomes.

TLTC Ethics Series Summer 2010 – Session 1

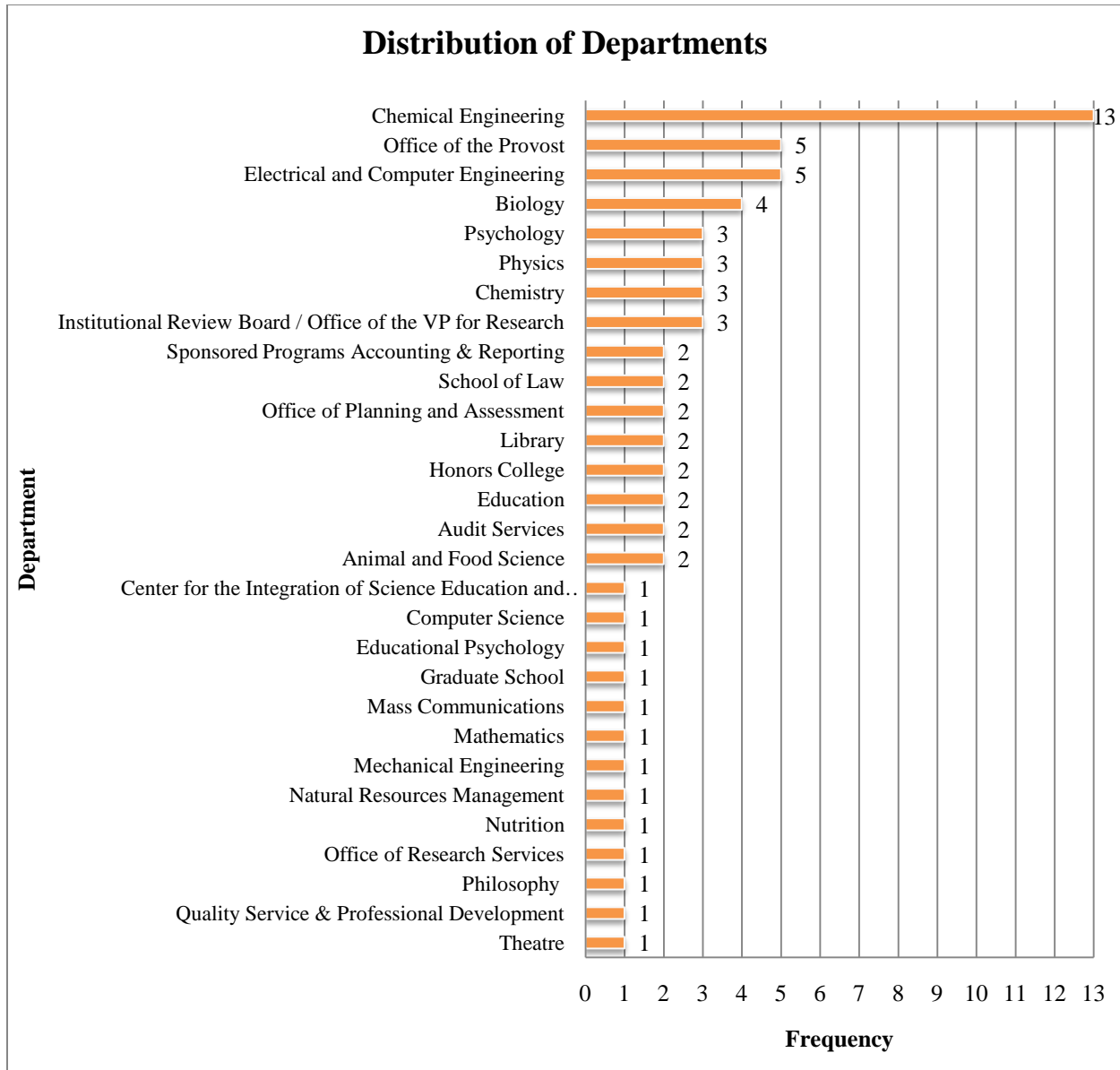**Event Name:** Everyday Practices for Responsible Conduct of Research

Date: 7/14/2010

Time: 12:00 PM - 1:00 PM

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

Speaker: Dr. Alice Young

Event Summary: How do we model effective responsible conduct of research practices for our students? What have we learned about integrating research ethics into our research training? Please join Dr. Alice Young, Faculty Fellow for Research Integrity, Professor of Psychology, and Professor of Pharmacology & Neuroscience, as we consider these questions and responsible conduct of research.

Number of Participants: The 68 attendees came from 29 departments. A detailed description of the composition is shown in the following chart.

Distribution of Departments

Department	Frequency
Chemical Engineering	13
Office of the Provost	5
Electrical and Computer Engineering	5
Biology	4
Psychology	3
Physics	3
Chemistry	3
Institutional Review Board / Office of the VP for Research	3
Sponsored Programs Accounting & Reporting	2
School of Law	2
Office of Planning and Assessment	2
Library	2
Honors College	2
Education	2
Audit Services	2
Animal and Food Science	2
Center for the Integration of Science Education and…	1
Computer Science	1
Educational Psychology	1
Graduate School	1
Mass Communications	1
Mathematics	1
Mechanical Engineering	1
Natural Resources Management	1
Nutrition	1
Office of Research Services	1
Philosophy	1
Quality Service & Professional Development	1
Theatre	1

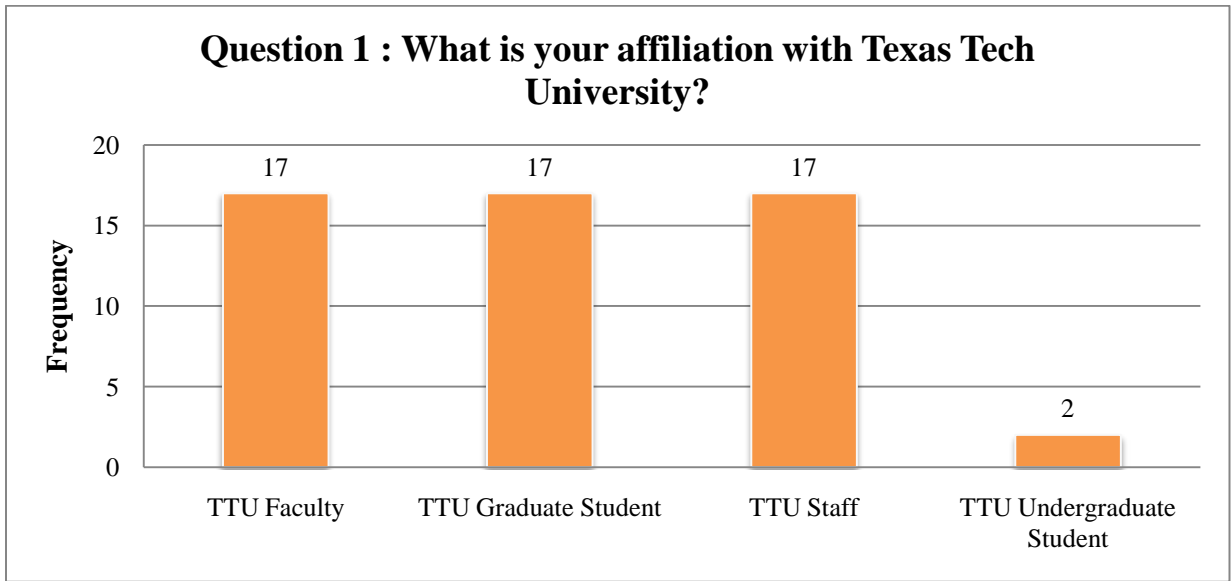**Event Questionnaire:** 52 questionnaires were collected.

The following five questions/statements were asked on the questionnaire:

1. What is your affiliation with Texas Tech University?

2. This workshop met my expectations based on the workshop title and description.

3. I would recommend this workshop to my colleagues.

4. Do you have any comments or suggestions you would like to share regarding this

workshop?

5. Do you have any suggestions for future ethics workshops?

The following charts summarize the answers to first three questions/statements:
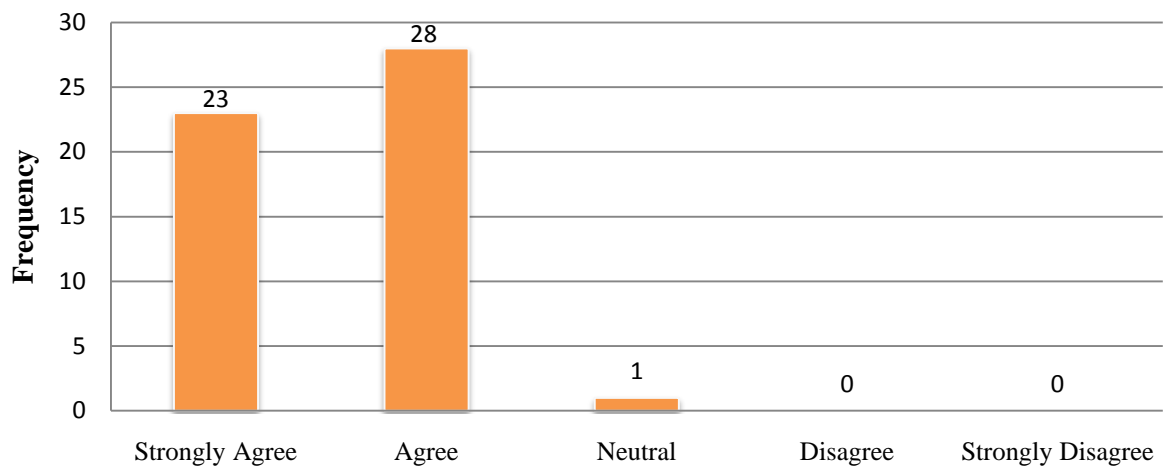
1. The distributions of the answers to the first question show that there were equal numbers of TTU faculty, TTU graduate students, and TTU staff in attendance. Please see the chart below for more details.

Question 1 : What is your affiliation with Texas Tech University?

Affiliation	Frequency
TTU Faculty	17
TTU Graduate Student	17
TTU Staff	17
TTU Undergraduate Student	2

Note: While we received 52 questionnaires, 53 respondents are shown in the chart above because one respondent indicated that he/she an undergraduate student as well as a staff member.
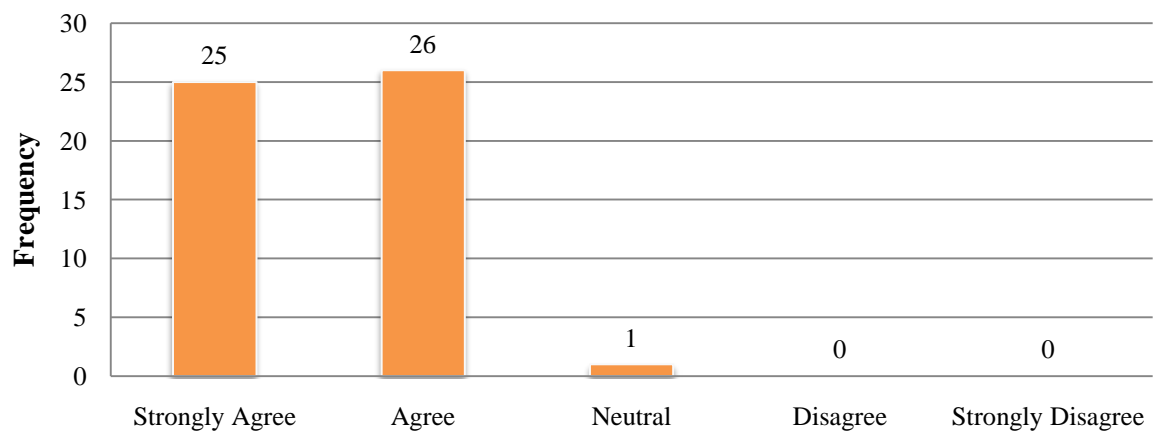
2. More than 98% of the respondents strongly agreed or agreed that this workshop met their expectations based on the workshop title and description. See the distribution in the chart below.

Question 2: This workshop met my expectations based on the workshop title and description.

(Bar chart — Frequency vs. response category)

- Strongly Agree: 23
- Agree: 28
- Neutral: 1
- Disagree: 0
- Strongly Disagree: 0

3. 98% of the respondents strongly agreed or agreed that they would recommend this workshop to their colleagues. See the distribution in the chart below.

Question 3: I would recommend this workshop to my colleagues.

(Bar chart — Frequency vs. response category)

- Strongly Agree: 25
- Agree: 26
- Neutral: 1
- Disagree: 0
- Strongly Disagree: 0

4. The following comments and suggestions regarding this workshop were provided by eleven faculty members, eight graduate students, six staffs and one undergraduate student.

- Comments and suggestions from TTU faculty:

- She presented an understandable set of thought is an interesting point of view.

- Fabulous, including dialogue with audience.

- I really like the notion about talking about the process of our work and then how we re-package that process for readers in our scholarship, i.e. product. Transparency about process/products dynamics is absolutely vital for undergraduates. I'm interested in pursuing case studies discussions.

- I would like more details on each topic. For example: define plagiarism, how to detect, what to do when found, difference between accidental and intentional plagiarism. Cases where plagiarism might be appreciate (ex, methods sections of papers).

- Very relevant!

- I believe that "Wildlife Research Ethics" and "Field Research Ethics" are different names for the same course.

- Need micro-phone to help all audience to hear discussion.

- Dr. Young did a great job! Really found this informative.

- Really good, but more of a history review than discussing everyday practices; still very interesting, good handouts.

- Would like to have access to the PowerPoint (there were lots of useful links).

- Not necessary. Perhaps more interaction with participation.

- Comments and suggestions from TTU graduate students:

  - Great presentation. I like the slides which are well-organized and informative. Could we obtain an electronic copy or PDF copy of the slides?

- ➢ Good and organized presentation.

- ➢ Could share ideas from different background researchers?

- ➢ I like the materials that were included. I think, such information is necessary to research students and helps a lot if students get to hear such information when they join research group.

- ➢ It's better to have either PowerPoint handout or presentation materials.

- ➢ Very informative, I found a lot of Dr. Young's advice on practices within a research group helpful, and will discuss this with my groups.

- ➢ In different areas of research, the framework of papers maybe different. Maybe it is better to give some details of how to edit the papers for graduate students in different majors.

- ➢ Participations of faculties/PI's are necessary along with graduate students.

- Comments and suggestions from TTU staff:

- ➢ Would like to have a copy of PowerPoint.

- ➢ More time is needed. Presentation and discussion were helpful.

- ➢ Does admitting that your hypotheses were found to be incorrect due to your evidence make you "weak" (judgmentally) so that you must hide this for your final paper?

- ➢ Needs to be longer-eat 30 minutes, have the workshop/discussion for 1 hour.

- ➢ Keep doing this! Good information for our campus community.

- ➢ Great talk that was open to all discipline. Examples were great because they were personal. Open discussion and thought. Enjoyed the humor.

- Comments and suggestions from TTU undergraduate student:

> ➢ A sister workshop for undergraduates to give them correct guidance.

5. The following suggestions for future ethics workshop were provided by ten faculty members, six graduate students, four staff members, and one undergraduate student.

- Comments and suggestions from TTU faculty:

  ➢ Need to have more ways of getting smaller discussions.

  ➢ Round table discussion on specific issues. (eg., authorship, self-plagiarism)

  ➢ Plagiarism issues seem especially important.

  ➢ Let's include some workshops that address ethics and responsible conduct in research in the Humanities and the Arts. We do research too, and our needs are similar but different in terms of our best practices, ethical standards of the profession, and processes.

  ➢ Pick one topic and drill down on it. Can we use our own words in multiple documents? Respect the time; if 1 hour, end at 50 minutes.

  ➢ Issues involving electronic media.

  ➢ Focus groups aimed at students-both graduates and undergraduates.

  ➢ How to report problems, yet still protect yourself.

  ➢ Great workshop!

  ➢ "How do we develop a culture of safety in the laboratory." I think it was a good intro to research ethics.

- Comments and suggestions from TTU graduate students:

  ➢ Examples/case studies would add more gravity!

  ➢ Hear ideas from experienced professors/scientists.

- ➢ Each research group should hold its own ethics workshop which I believe will be more effective in terms of application in real world.

- ➢ How to report problems, yet still protect yourself.

- ➢ Great workshop!

- ➢ "How do we develop a culture of safety in the laboratory?" I think it was a good intro to research ethics

- Comments and suggestions from TTU staff:

  - ➢ Specific to undergraduates. Specific to those who teach undergraduates.

  - ➢ "Crafting a multidisciplinary community for the creation of a university-wide integrated RCR-Training Program".

  - ➢ Post your slides shows on the website.

  - ➢ Financial responsibility.

- Comments and suggestions from TTU undergraduate student:

  - ➢ More specific concentration in every field with laboratory "No No's" to get everyone on the same pace and the right track.

TLTC Ethics Series Summer 2010 – Session 2

Event Name: You Took the Words Right Out of My Manuscript: Detecting and Preventing Plagiarism

Date: 8/18/2010

Time: 12:00 - 1:00 PM

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

Speaker: Brian Quinn and Arlene Paschel

Event Summary[1]: The focus of this session will be on understanding why, how, and where students obtain plagiarized material and what you as a faculty member can do about it. Although the emphasis will be on detecting plagiarism, the topic of prevention will also be addressed. Attendees will learn the sources of plagiarism, how to recognize it, and how to determine if the material is not original. Particular attention will be paid to the role of technology in both facilitating and exposing plagiarism. Learn practical strategies and techniques for uncovering plagiarism and discover ways in which you can make plagiarism less likely to occur among your students. By understanding the root causes of plagiarism, you can transform it from a witch hunt into a teachable moment and rekindle student respect for you as a teacher and for the value of higher education.

Brian Quinn is social sciences librarian and liaison to the departments of Psychology and Sociology, Anthropology, and Social Work. He is the author of numerous publications on the psychosocial aspects of libraries and information seeking, and teaches online courses for the American Library Association. Brian is the recipient of the American Psychological Association's Excellence in Librarianship Award for 2010.

Arlene Paschel is a liaison to Computer Science, Physics, Mathematics & Statistics, Geosciences and Environmental Toxicology. She teaches the distance section of LIBR 1100, Introduction to Library Research, a one hour credit course where she had a student plagiarize most of his Final Project. Arlene is

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[1] http://techannounce.ttu.edu/Client/ViewMessage.aspx?MsgId=113925, 11/17/10

also serving a two year term as the Ethics Ambassador for the Texas chapter of the Special Libraries Association.

Number of Participants: 68

Event Evaluation: The TLTC hosted its 6th Annual Jumpstart Program on August 18th and 19th, 2010. The lunch on the first day was hosted by the Ethic Center and the featured speakers focused their talk on plagiarism. Since this event was part of Jumpstart, the Ethics Center did not conduct its own evaluation. However, the session was very well received and the program overall was a big success.

Comments from the attendants:

- Hard to hear in the back, maybe a lapel mic would help.

- Could use a microphone

- Speakers voices were so soft it was very difficult to hear or concentrate on what was being said.

- Difficulty hearing Brian. Mic could help.

- Difficulty seeing characters on screen, too small.

- Couldn't hear presenters. Presentation seemed choppy.

- Way too soft spoken for after lunch. Information good, delivery not so good.

- Basic info – some excellent – could have had more discussion questions and been more dynamic – more specific on TTU processes for dealing with plagiarism.

- Interesting topic- the tips for detecting plagiarism were especially useful. The aspect to incorporate for this session may be to include university policy for catching plagiarism.

- More about what is plagiarism, especially in science writing. Some gray area of plagiarism needs to be discussed.

- Thanks for all the info on websites and library catalogs!

- Some good info given.

- Useful session for faculty. Great resources shared.

- Would have liked a handout of websites or an e-mail for help.

- Very insightful. Wish there was a handout of all the websites mentioned.

Conclusion

The first session held during summer 2010 was very well attended and received 98% positive feedback. More comments and suggestions were provided by the attendees compared to the six sessions during fall 2009 and spring 2010. The attendance numbers as well as the comments and suggestions show that the campus community appreciates sessions on the topic of research ethics and that there is a need for more sessions in the future. The second session was also well-received, and judging by the attendance numbers there is a lot of interest in the topic of plagiarism from across campus.