



TEXAS TECH UNIVERSITY
Ethics Center™

Annual Report V

2014-2015

TEXAS TECH UNIVERSITY

Prepared by the TTU Ethics Center

ANNUAL REPORT V

2014-2015

Contents

BENCHMARK ACHIEVEMENTS (2014-2015).....	2
OUR HISTORY.....	3
TEXAS TECH UNIVERSITY MISSION STATEMENT.....	3
TEXAS TECH UNIVERSITY ETHICS CENTER MISSION STATEMENT.....	3
ORNAMENTAL TTU ETHICS SYMBOL.....	3
ACKNOWLEDGEMENTS.....	4
A NOTE FROM THE MANAGING DIRECTOR.....	5
ETHICS CENTER STAFF.....	6
2015 ACADEMIC INTEGRITY SURVEY BY CLASSIFICATIONS.....	9
STUDENT OUTREACH.....	10
GLOBAL INSTITUTIONAL PARTNERS.....	11
US ACADEMIC AND INSTITUTIONAL PARTNERS.....	12
FULBRIGHT GLOBAL SPECIALIST VIETNAM PROGRAM.....	13
NARRATIVE BY RALPH FERGUSON, PH.D.....	13
CORE PROGRAMS.....	18
I. GLOBAL ETHICS DAY.....	18
II. TLPDC/TTU ETHICS CENTER: ETHICS LUNCH SERIES.....	18
III. 5TH ANNUAL RESPONSIBLE CONDUCT OF RESEARCH (RCR) CONFERENCE AND SUMMIT.....	20
IV. SPECIAL ACKNOWLEDGEMENTS.....	22
V. ARBOR DAY ETHICS PROMPT “ETHICS IS IMPORTANT BECAUSE...”.....	23
VI. ARBOR DAY ACADEMIC INTEGRITY SURVEY.....	23
VII. COFFEE BREAK ETHICS SERIES.....	26
VIII. RED RAIDER ORIENTATION (RRO) ACADEMIC INTEGRITY SURVEY.....	26
IX. ETHICS FORUMS AND INTERVIEWS.....	28
X. PRESENTATIONS AND GUEST SPEAKERS.....	28
XI. ETHICS CENTER FACULTY AND STAFF RESEARCH SUPPORT PROGRAM.....	29
FINANCIAL REVIEW.....	30
ADAPTIVE STRATEGIC ANALYSIS 2016.....	30
APPENDIX.....	31
STATEMENT OF ETHICAL PRINCIPLES.....	31
BYLAWS OF THE TEXAS TECH UNIVERSITY ETHICS CENTER ADVISORY COMMITTEE.....	32
TEXAS TECH UNIVERSITY ETHICS CENTER CONTACT INFORMATION (2014-2015).....	34

Benchmark Achievements (2014-2015)

1. Carnegie Council for Ethics in International Affairs Partnership
2. Fulbright Global Specialist Project in Vietnam
3. National Science Foundation Proposal with TTU Faculty Partners
4. Focus Groups: Undergraduate and Graduate Input for Ethical Best Practices
5. Marsh Sharp Center for Student Athletics: TTU Ethical Principles Instructional Programs
6. Undergraduate and Graduate Student Organizations Outreach
7. Development of Tutoring Program with International Student Organizations
8. Compassionate Service Volunteerism Program
9. PoliTech: Cops and Race Debate Participation by TTU Ethics Center
10. Development of Peer-to-Peer Student Outreach Program to Discuss Best Practices
11. TTU System's Development Office Seeking Endowment for the TTU Ethics Center
12. Approval by Student Focus Group of the Ornamental Ethics Lapel Pin



Figure 1: TTU students participate in Prayers for Nepal event.



Figure 2: TTU Students enjoy Arbor Day planting.



Figures 3: Strive for Honor Week/Arbor Day photo op.



Figure 4: "Everyone is Welcome at TTU/TTUHSC" gathering.

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.

The Ethics Center under the direction of Dr. Ralph Ferguson reports to the Senior Vice President for Institutional Diversity, Equity, and Community Engagement and Vice Provost for Undergraduate Education and Student Affairs, Dr. Juan Muñoz. In its new location, Ethics Center staff 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 summer 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](#)).

Texas Tech University Mission Statement

As a public research university, Texas Tech advances knowledge through innovative and creative teaching, research and scholarship. The university is dedicated to student success by preparing learners to be ethical leaders for a diverse and globally competitive workforce. The university is committed to enhancing the cultural and economic development of the state, nation and world. *Approved by the Texas Tech University Board of Regents on May 14, 2010.*

Texas Tech University Ethics Center Mission Statement

The Texas Tech University Ethics Center enhances the overall ethical culture of the University by promoting ethics education; facilitating ethics research; providing outreach; and fostering discourse on ethical issues among students, faculty, staff, alumni, and others with interest in ethics. *Approved by the Advisory Committee of the Texas Tech University Ethics Center, January 2011.*

Ornamental TTU Ethics Symbol



Figure 5: TTU Ethics Ornamental Symbol.

Acknowledgements

Advisory Committee Members (2014-2015)

The following faculty and staff serve on the TTU Ethics Center Advisory Committee for the year 2014-2015.

Justin Louder, EdD	Office of the Provost (Chair)
Ralph Ferguson, PhD	TTU Ethics Center (ex-officio)
Steve Frazee, PhD	College of Agricultural Sciences and Natural Resources
Joseph Aranha, PhD	College of Architecture
Dennis Patterson, PhD	College of Arts and Sciences
Mario Beruvides, PhD	Edward E. Whitacre Jr. College of Engineering
Hansel Burley, PhD	College of Education
Earnstein Dukes, PhD	TTU Libraries
Weiwu Zhang, PhD	College of Media and Communications
Bill Gelber, PhD	College of Visual and Performing Arts
Claudia Cogliser, PhD	Graduate School
Jarod Gonzalez, JD	School of Law
David Birney, PhD	Department of Chemistry
Tim Dallas, PhD	Faculty Senate
Anna Young	Staff Senate
Hayden Hatch	Student Government Associate (Undergraduate)
Surya Yadav, PhD	Rawls College of Business Administration
Darrell Bateman	Information Technology and CIO
Kathleen Harris, PhD	Research Services
Justin Noble	Texas Tech University System, Office of Audit Services
Felicia Martin	Texas Tech Athletics
Paul Frazier, PhD	Division of Institutional Diversity
Sandra Huston, PhD	Department of Personal Finance Planning
Pamela Johnson	Graduate School of Bio-med Sciences
Beverly Bowen	Department of Public Health
Catherine Duran, PhD	Undergraduate Education and Student Affairs (ex-officio)
Catherine Parsonault, PhD	Office of the Provost (ex-officio)

A Note from the Managing Director

Ralph Ferguson, Managing Director and Fulbright Global Specialist



The TTU Ethics Center launches programs to encourage ethical conduct, academic integrity, and responsible conduct of research. The world in transition requires thinking more wisely about what students will need to address future challenges. The Ethics Center serves as an agency to galvanize ethical principles in the learning community that students may use the guiding standards as foundation through the development of their careers. The TTU Ethics Center communicates the importance of personal accountability across academic disciplines.

Our affiliation with an extensive number of domestic and international institutions and agencies benefits the TTU learning community, because the TTU Ethics Center through its social network brings the challenges of the world to the campus. Students in fraternities, sororities, and social organizations signal as survey respondents that they appreciate the TTU Ethics Center delivery of programs promoting ethical conduct, academic integrity, and responsible conduct of research through engagement in social media, seminars, classrooms, and compassionate service activities. The variety of program delivery provides students the convenience of using their e-mobile devices to view the TTU Ethics Center social media presentations at their leisure.

The TTU Ethics Center continues to research, identify affiliations here and around the world that may benefit the TTU learning community, and develop stellar curriculum to enrich the ethical well-being of TTU students. The next consideration for the TTU Ethics Center is greater participation as a hemispheric organization to connect TTU students to the ethical challenges of security, food, water, and gender in this region of the world. The resources develop by the TTU Ethics Center to support strengthening the fortitude of TTU students' ethical quotient may make graduates well-rounded and enhance opportunities with their Texas Tech University credential. The TTU Ethics Center achieves its benchmarks due to the effective partnerships with faculty, staff, student organizations, and administrators across disciplines on campus that value the importance of our mission.

Ethics Center Staff

During the 2014-2015 academic year, the Ethics Center operated with seven full and part-time staff members:

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, he brings vital insights and a heightened 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. Under his leadership, Dancing Fibers, LLC partnered with Los Alamos de la Andes to create opportunities for Aymara and Quechua Indian women in Bolivia. 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. At TTU Dr. Ferguson 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 Master's in Public Administration from the University of Southern California and a doctorate from Texas Tech University in Personal Financial Planning (CEED).

Lisa James serves as Unit Manager for the Texas Tech University Ethics Center. Lisa holds a BA in University Studies with concentrations in English, Psychology, and Studio Arts from Texas Tech University and is currently pursuing a Master's degree in Higher Education. Lisa moved 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. In 2005, Lisa was the 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 Unit Manager for the TTU Ethics Center, Lisa coordinates the Annual Responsible Conduct of Research Conference and Summit, in addition to other Center events. Lisa also oversees the Southwest Regional Consortium for Academic Integrity (SWRCIAI), a regional consortium affiliated with the International Center for Academic Integrity (ICAI), Clemson University's Robert J. Rutland Institute for Ethics.

Lisa provides in-class presentations focusing on academic integrity and other ethical issues for TTU's undergraduate students and student organization members. Additionally, Lisa presents and co-presents with her TTU Ethics Center colleagues at regional, national, and international conferences sharing valuable information and insight gained through TTU Ethics Center lead and supported campus activities and initiatives.

Yi-hui Lee, a native of Taiwan, became an Administrator for the TTU Ethics Center in 2013. She holds an MFA 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 PhD 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, California.

Before 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 becoming a full-time staff member, she has completed the ethics online learning modules with her colleagues, has shared ethics programming experiences at the Association for Practical and Professional Ethics annual meetings, and has created new programs to continue the 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 various departments (Athletics, Libraries, TTUHSC, ELS, etc.).

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 for 2013-16.

Lora L. Lopez began serving as Administrator for the TTU Ethics Center in 2014. She holds a Master's Degree in Interdisciplinary Studies with concentrations in Higher Education, Management, and Personal Financial Planning from Texas Tech University. Prior to joining the Ethics Center, Lora served as the Senior Advisor for the Texas Tech University Graduate School for 14 years. Lora created benchmark programs such as the Graduate Student Research Poster Competition, Travel Grant Program, Family Night Out, and the Graduate Student Awards Ceremony that honors future professors and poster competition winners. As a member of the Banner Implementation Core Team, Lora participated in pivotal functions of pre- and post-tests essential to the system’s safe conversion. On the core team, Lora used her operation knowledge to confirm Banner and DegreeWorks software sufficiently met rigorous record management standards to manage an avalanche of student data. Due to her advisement, many features in the technical application of Banner, DegreeWorks, and SharePoint were modified to enhance user efficiencies for the Enrollment Management Team in her charge. The Texas State Library and Archives Commission solicited Lora to serve on their University Records Retention Schedule Subcommittee to benefit from her administrative and technical expertise.

As a professional, Lora has demonstrated high interest in compassionate service. She has served in organizations on campus and in the community such as Mentor Tech, Multicultural Faculty and Staff Association, Hispanic Association of Women, Fiestas Del Llano, Inc., Ronald McDonald House Charities of the Southwest, and the South Plains Food Bank.

Lora offers in-class presentations on Academic Integrity to graduate students and student athletes. With colleagues, Lora plans events on campus such as the Coffee Ethics Series, Global Ethics Day, TLPDC Ethics Series Luncheons, and TTU Ethic Center Workshops. As a member of the Ethics Center research team, Lora presented research at two international conferences. She has also collaborated with the Office of Academic Enrichment to create a new peer-to-peer mentoring program.

Hai Nguyen serves as Research Assistant for the TTU Ethics Center. Hai is completing his PhD in History from the College of Arts and Sciences. In his role as Research Assistant for the Center, Hai’s duties include video recording the Center’s events and activities, peer-to-peer academic integrity program presentations, providing support at TTU Ethics Center functions that engage students, staff, faculty, and administration, and performs other duties as required.

Terrell DeLeon serves as Student Assistant for the TTU Ethics Center. Terrell is completing his BBA in Energy Commerce from the Rawls College of Business Administration. His main duties include managing data collection for TTU Ethics Center research projects, peer-to-peer academic integrity program presentations, providing support at TTU Ethics Center functions that engage students, staff, faculty, and administration, and performing other duties as required.

Terrell is a former Boy Scouts of America Eagle Scout, who served the nation as a Sergeant in the United States Marine Corps. Terrell teaches Jiu Jitsu through the TTU Club he established to serve individuals interested in the

self-defense art. Local law enforcement officers seek self-defense training from Terrell to enrich their arsenal of skills to protect and serve the public.

Roain Saunders, serves as Student Assistant for the TTU Ethics Center, his main duties include providing support at TTU Ethics Center functions that engage students, staff, faculty, and administration, and performing other duties as required.

2015 Academic Integrity Survey by Classifications

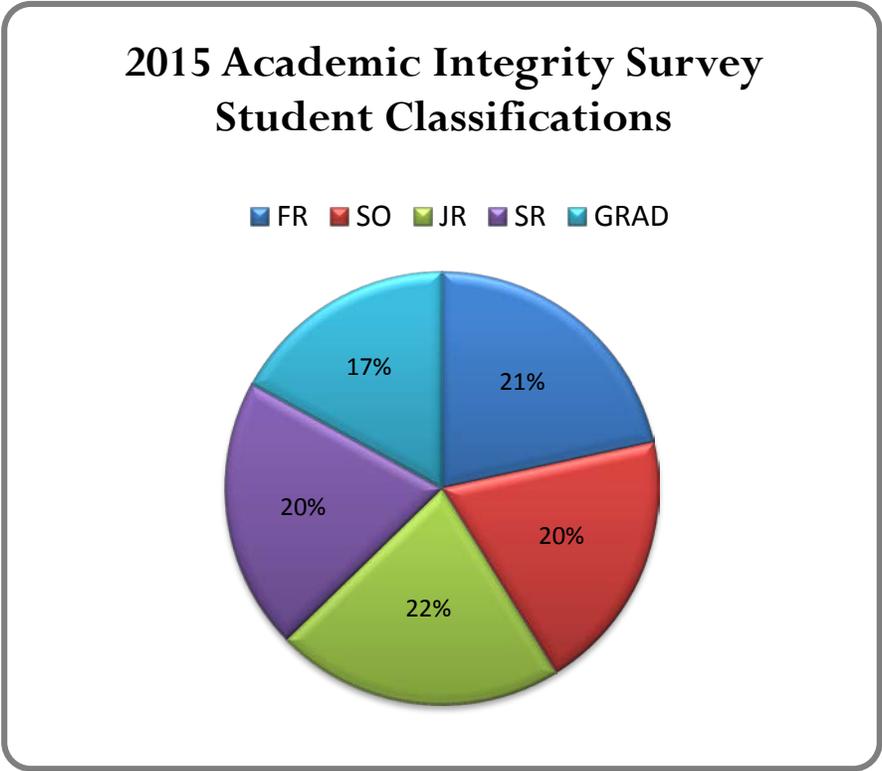
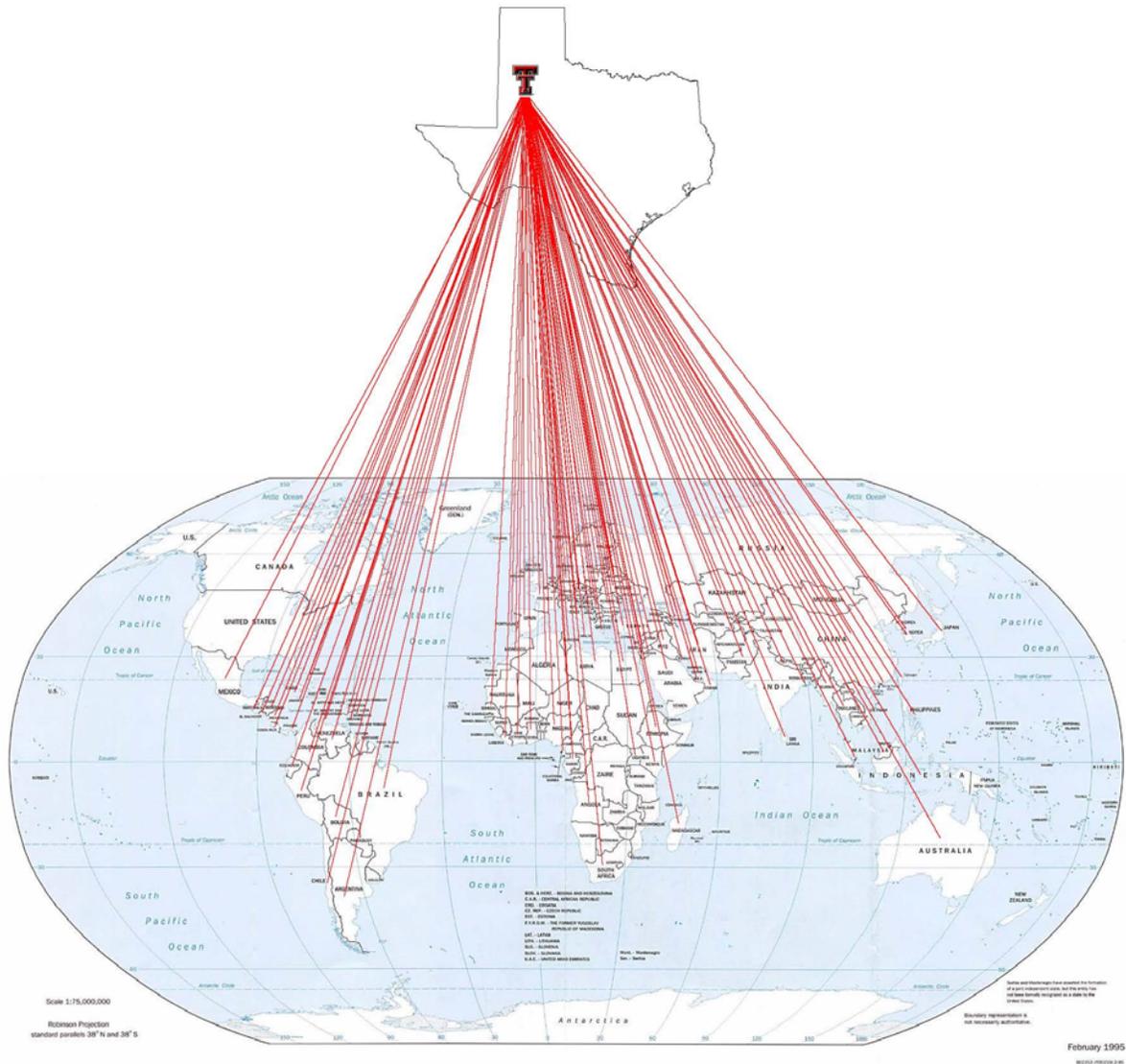


Figure 6: 2015 Academic Integrity Survey by student classifications.

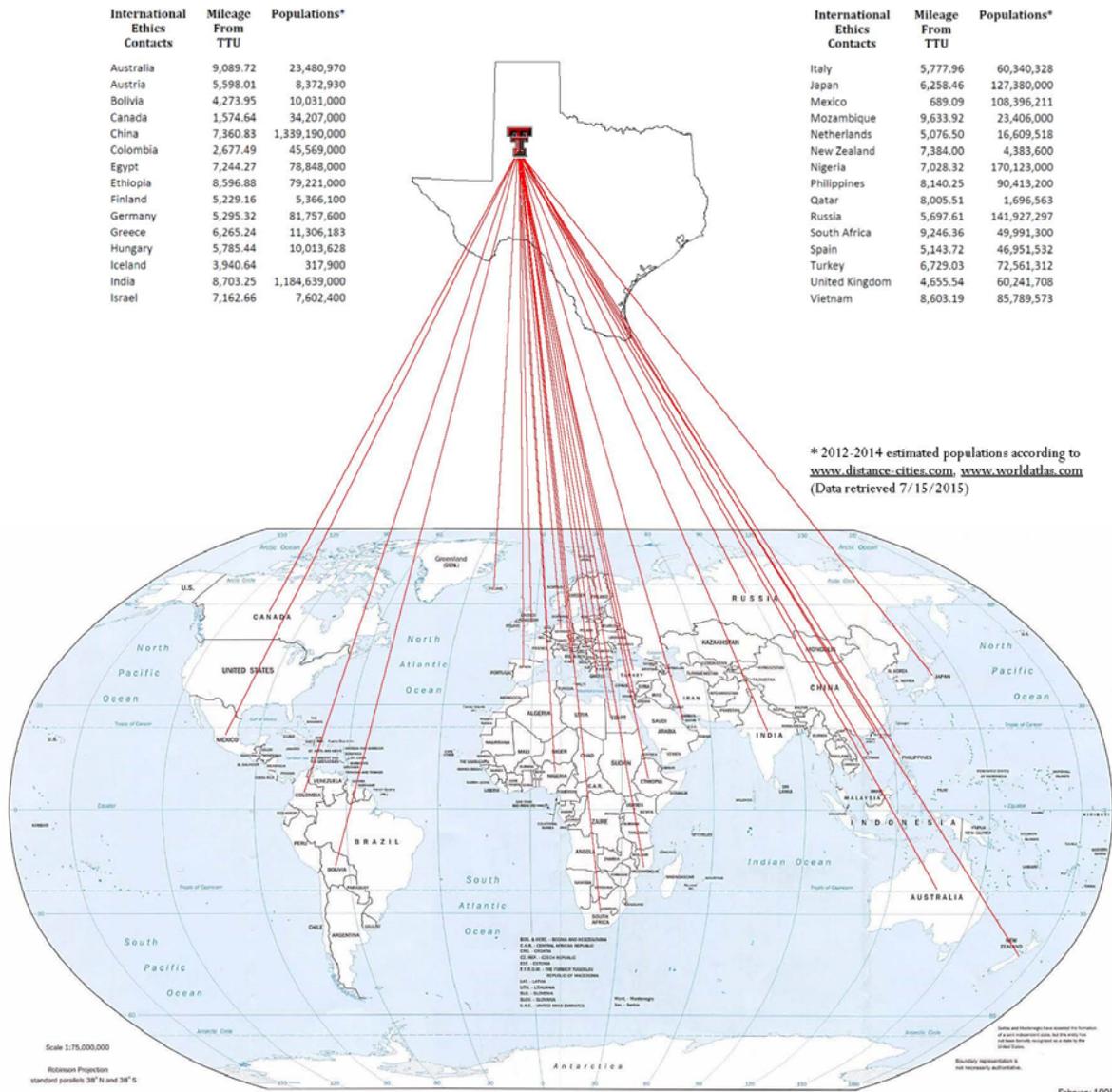
Student Outreach



Students from across the globe attend Texas Tech University. Through the students that have been active in various TTU Ethics Center functions, ethics participants show how small the world has become. Using social media, seminars and outreach functions, the TTU Ethics Center introduces domestic and international students to the importance of the Texas Tech University Ethical Principles. The catharsis of the guiding ethical principles serve to influence affirmative professional stewardship upon completion of their academic program. The design of the Ethics Center is to address the challenges today with values that may sustain graduates in the future. With each entering and graduating class, TTU as an ethical institution stresses the importance of ethical conduct through the center's activities.

Figure 7: Fall 2014 TTU Student Enrollments by home country.

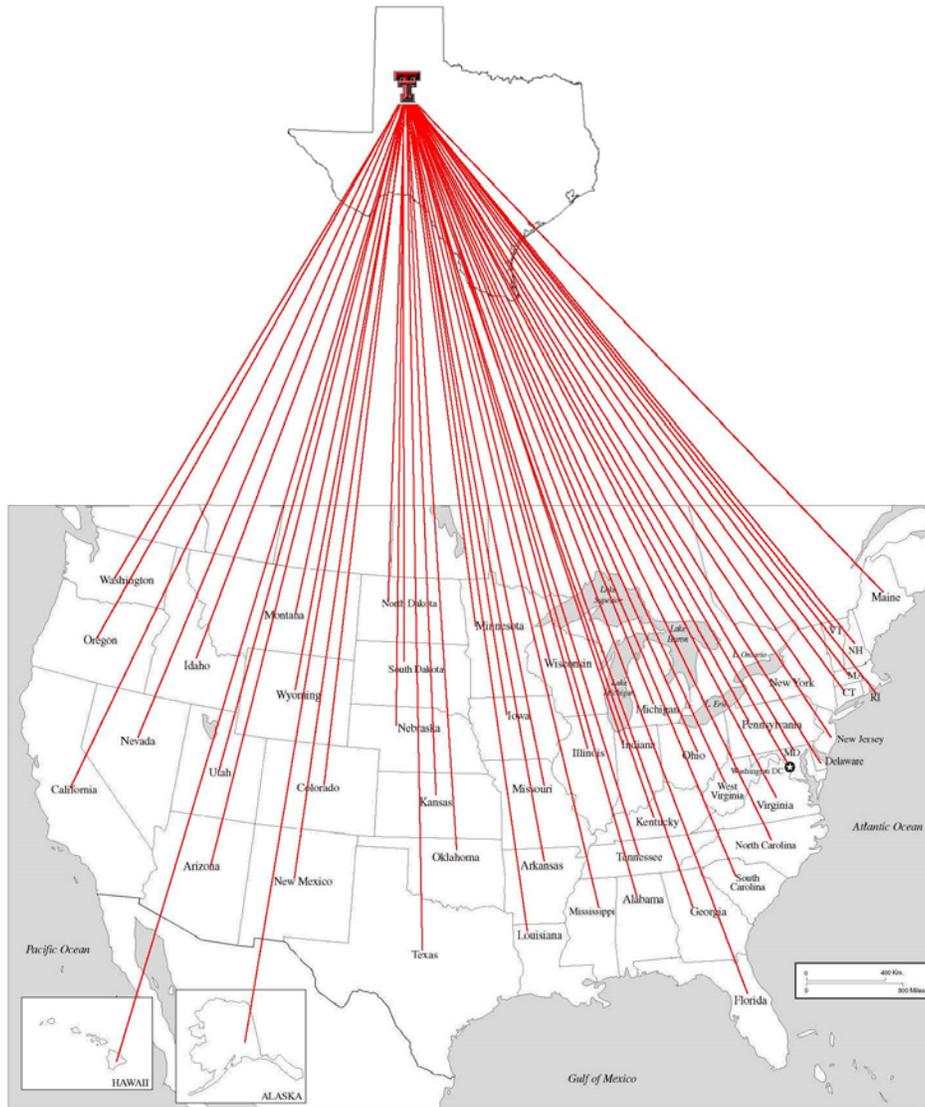
Global Institutional Partners



The Carnegie Council for Ethics in International Affairs is a primary partner of the Texas Tech University Ethics Center. This partnership lifts the TTU Ethics Center message to higher heights among institutions, universities, and centers committed to the well-being of people around the world. The TTU Ethics Center is part of an international collaborative of students, staff, faculty, and administrators that are expanding the ethical dialog to influence present and future leaders. TTU students through this partnership may view the Ethics Center social network to connect that their student organizations may get involve with compassionate outreach to support earthquake, starvation, and civil strife victims. Global Ethics Day provides the TTU Ethics Center an opportunity to engage students in a real-time discussion about food, ecology, health, and gender. The TTU Ethics Center is an active autonomous agency that launches programs to fortify the ethical compass students have.

Figure 8: TTU Ethics Center Global Institutional Partners by country.

US Academic and Institutional Partners



To build quality of programs, there must be an open exchange of ideas to assess complex initiatives. The TTU Ethics Center morphs its approach to ethics, academic integrity, and responsible conduct of research. At annual meetings where the TTU Ethics Center staff presents papers on successful programs preferred by students, other institutional leaders from centers across the country share their analysis and opinions about what encourages ethical behavior, academic integrity, and responsible conduct of research. The TTU Ethics Center do not operate in a vacuum. To better serve students, staff, faculty, and administration, the TTU Ethics Center listens to many voices prior to the formation of a program to benefit the TTU learning community. The extensive preparation gives greater assurance that the TTU Ethics Center sustainable effort to strengthen ethical core characteristics has benefits. National and campus partners help the TTU Ethics Center remain true to the pivotal mission to serve students, staff, faculty, and administration through promoting ethical conduct, academic integrity, and responsible conduct of research.

Figure 9: TTU Ethics Center Academic and Institutional Partners by state.

Fulbright Global Specialist Vietnam Program

Fulbright Specialist Program
Host Institution: National University of Engineering
Hanoi, Vietnam
Narrative by Ralph Ferguson, Ph.D.



Figure 10: Dr. Ralph Ferguson, Fulbright Global Specialist with Vietnamese delegation.



Figure 11: Dr. Ralph Ferguson, Fulbright Global Specialist Vietnam Program.



Figure 12: Dr. Ralph Ferguson with Vietnamese faculty and students.

Preface

The Texas Tech University Ethical Principles open the discussion that engages the university leadership. The National University of Civil Engineering (NUCE) institutional leaders (Rector, Deans, External Advisory Council & faculty) have clear vision how to lift their research apparatus to the highest standard and engage in the competitive market for private resources as well as research opportunities. The program assists the crystallization of their model and design of a framework that limits vertical and lateral obstruction to prevent dampening of progress. The stimulations of their paradigm shift are a reaction to the Trans-Pacific Pact, less revenue being distributed to education and believe their program is ready to be globally competitive. The initiative advances the research mission to achieve certification from international accrediting agencies that may make their institution attractive to students across the globe. To enhance the concept of attractiveness, the National University of Civil Engineering (NUCE) plans to establish English engineering tracks in their post-graduate program through completion and to actively solicit university research partners to support the objective in the U.S. and Europe. The program serves as a beneficial catalyst to frame immediately the values of academic integrity and responsible conduct for research that partners recognize NUCE effectively trains students, faculty, and administrators in best practices.

Team Principles

The NUCE team appreciates that there are a thousand paths to success but one to failure, do nothing. The primary discussion on ethical principles engages students, faculty, and administrators about the expectations among themselves necessary to produce higher quality research that international researchers may trust. An extensive amount of time to discuss the relevance of ethical principles provides insight so the NUCE team can visualize the depth of each characteristic to embed across the instructional curriculum. The Texas Tech University Ethical Principles serve as a model to explore best practice concepts for introduction into the NUCE research plan. The core values for encouraging a provocative dialog in the presentation are as follows:

1. Mutual Respect
2. Cooperation and Communication
3. Creativity and Innovation
4. Community Services and Leadership
5. Pursuit of Excellence
6. Public Accountability
7. Diversity

Adapting guiding principles in terms suitable to NUCE may promote external confidence among peer organizations as the institution transitions toward the goal of a research university.

The introduction of ethical principles across the curriculum signals to current and future peer institutions that NUCE has a high interest in training to do quality research any researcher may replicate. More importantly, NUCE wants institutions, like Texas Tech University, to see collaboration potential in Civil, Construction, Wind, and Petroleum engineering. In conclusion, this visionary team at the helm of NUCE embraces the fundamental importance of the inclusion of ethical principles in building global recognition.

Leadership

Ethics singularly is not about doing right but how to prevent doing harm. The question to nudge examination is to stand before two doors side by side, one on the left other on the right, everyone enters the left door and returns through the right door, so why does no one enter the right door? The novelty of this riddle requires leadership to think of a design that helps student researchers analyze reportable data. It resonates with the NUCE team that to achieve the essential need; faculty must get more refine research training to navigate students in the complex research environment. More expansive use is necessary of the Fulbright program that faculty may travel to Texas Tech University or other institutions to invigorate their analytical skills through research partnerships. Also,

thought leadership of faculty is subject to enrichment through engaging seminars that encourage and promote the value of undergraduate and post-graduate research. NUCE interest, which assures students, faculty, and administrators in the adaptive research model, will be inclusive overtime necessary to affirm their reputation as a worthy research competitor.

The NUCE leadership has a basic concern about intense research and program oversight that may conflict with their initiative. The balance of oversight intensity concerns must be measured to insure autonomy for agencies and programs under the umbrella of leadership. The greater input from leadership establishes an environment of uncertainty that absorbs creativity and innovation from researchers and programs. The affirmative discussions how to engage and manage in such complex environment provides several organizational tools to assist. Without restating the entire discussion, there are two vital guiding principles to abide by as NUCE advances the research apparatus:

1. Do not set organizational disruption in motion; projects must have measurable value to lift the recognition of the institution.
2. Where there is 100% control of activities within an agency, success requires a frequent critique to see if the data may indicate evolvement or identify an additional program path.

The guiding principles assure leadership across disciplines that service in process benefits the interest of the institution, and is always subject to review.

Committee

Resulting from formal and informal talks, the indicators are that the consensus function associated with committees promotes mediocrity to the detriment of creative and innovative thinking. As thought leaders for NUCE, this concept must be damp-down to identify affirmative paths that capture the essence of the research enrichment initiative. The program harnesses that committees work in three stratified meaningful ways.

1. Executive committee
2. Management committee
3. Degree committee function

The range of assets determines frequency of engagement from the executive level. The charge from this committee is due to an unplanned event and or request for more information to clarify a report. Because this group has broad oversight of multiple divisions, there is reason to believe requests through the Executive committee are beneficial. As NUCE continues to transition with their increase latitude to set objectives, best practices must advance to respect need to know for the executive level. Collaboration needs to gain more space in practice than notion of indictment. The NUCE team is ready to update guidelines, enhance curriculum with an English track, and move expeditiously to framing an undergraduate and post-graduate initiative to encourage journal publication. This transition moves forward with their leadership over a three to five year period.

The Management committee that oversees day-to-day operations will be in charge of what matters for students and programs. This team will be the ethical pulse as the research apparatus improves and expands to keep the plan on track. They embed in their conduct the following: 1) manage relationships with executive committee; 2) establish an alumna committee to fundraise for NUCE; 3) assist faculty with grants to participate in other learning communities to build skills and research; 4) refine best ethical policies that the institution becomes globally respected for its effort; and 5) curriculum and program transformation is a pivotal function for this group. Progressive discussions that interface the points into the strategic objectives of the thought leadership team affirm their readiness to move at NUCE with a step-by-step effort to internationalize academics on the campus.

Systemically, the degree committee function relies only on numerical scores to measure the academic success of students. As the team looks more closely at understanding knowledge-based thinking, the notion of a single score fails to meet the standard to determine how well students manage their knowledge in an applied environment. Also,

interdisciplinary and professional science master degrees introduce successful credentials to the group that did not require the theoretical thesis research document. To focus on the use of over-all comprehensive knowledge, the critical thinking analysis becomes part of the evaluation for their consideration in the transition:

1. Integration of fields
2. Knowledge of fields
3. Writing ability
4. Oral communication
5. Critical analytical skills

To broaden the evaluation model to support the changing initiative for students, this signals to the campus that NUCE is on the rise with a fresh strategy to participate in the global research community. The commitment of the thought leadership team is to advance NUCE over a three to five year time frame into a progressive institution with research partners in the U.S. and Europe. Through the refreshed model, they trust NUCE will be attractive for government and foundation research revenue to invest in transportation, ecological, and wind engineering studies.

Academic Integrity and Research Conduct

As part of the program, a complete review of academic integrity shapes the discussion about its relevance. Students, faculty, and administrators make contributions to the dialog about integrity as a value in research. NUCE leadership want to publish their research in top scientific journals. Researchers must train students moving forward in APA, MLA, and Chicago style methodologies to cite sources correctly that papers from NUCE are not tainted with omissions. The presentation spends an extensive time on four key pillars associated with academic integrity:

1. Honesty
2. Responsibility
3. Your work: Scholarship and Research
4. Report the Data Analysis

Clarity of the outcome from data findings is essential for researchers to report. The primary notion is to report the data without skewing the interpretation of the data. Researchers may suggest alternative significance speculating on what is or is not in the analysis. This rich dialog brings the group fully into understanding that the transition into the global research model brings great responsibility to the institutional research team. No question from exchanges with their leadership, NUCE is ready to prime its programs for a higher level research standard.

Though there is an active commitment to promote best practices in the research core, academic dishonesty does not disappear. NUCE must become more vigilant in managing their research operation as it seeks to build a global reputation across their disciplines. The open presentation about dishonesty follows two paths about the damage that may be done to an individual and institutional reputation due to fabrication and falsification of data. The pivotal points on academic dishonesty are as follows:

1. Tarnish reputation
2. Loss of institutional credibility
3. Risk of sanctions
4. Forfeiture of credential and or program
5. Conflict of interest
6. Fabrication and falsification

The conclusion is monitoring serves to reduce academic dishonesty risk.

Conclusion

In summary, NUCE is an excellent institution with fine leadership. Following a review of the economic development plan for Ha Tinh Province, a sizable post-graduate population is critical for the nation to advance infrastructure programs to attract global investors. NUCE is taking the first step to set the nation on the right course to benefit from the pending Trans-Pacific Pact.

Given they include in the discussion acceptance of the premise, non-thesis degrees may be beneficial to their strategy. It appears that Interdisciplinary and Professional Science Masters degrees may expedite getting more professionals into the market with the proper technical and management skills. There is an ample supply of young men and women that can support research projects with applied skills. NUCE realizes that expansion of its degree repertoire creates opportunity and indirectly supports the research initiative.

NUCE leadership and I believe that the broad exchange about ethical principles and best practices establishes an affirmative research value system that may be revisited in the classroom to guide students. The transition is not an easy process but the program better prepares students, faculty, and administrators to understand what is on the horizon as a research institution.

I am especially grateful to the Fulbright Specialist Program for providing me the opportunity to work with the students, faculty, and administrators at NUCE. The trust I have in NUCE as a research university to get to the next level is complete. Not only do they ask the right questions, they frame an adaptive strategy as the pro and cons of the initiative sharpen the point of actions to realize the transformation.



Figure 13: Students at the National University of Civil Engineering (NUCE) attend presentation by Dr. Ralph Ferguson, Fulbright Global Specialist.

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, students, and administrators.

I. Global Ethics Day

The TTU Ethics Center's partnership with the Carnegie Council for Ethics in International Affairs broadens the scope of service to benefit TTU students. The world is now a global neighborhood. Students must complete their education with a greater awareness of impending ethical challenges. The Global Ethics Day program reached over 3,000 institutional partners as a live real-time stream that students may view on their e-devices at their leisure.

The TTU panelists engaged the global community through tweets examining gender equity, food production, water, and human deprivation. The students and faculty participating in the Global Ethics Day real-time live stream signaled to the world TTU's affirmative interest in preparing business and service leaders to serve in the global neighborhood.



Figure 14: Dr. Ralph Ferguson and Ambassador Tibor Nagy.

Morning Session

Ambassador Tibor Nagy
Mr. Martin Aguirre
Dr. Michael Farmer
Dr. Charlotte Dunham
Dr. Mukeddes Darwish
Mr. Ravi Gottipati

Afternoon Session

Dr. Dennis Patterson
Dr. Catherine Parsonault
Ms. Gloria Park
Mr. Hayden Hatch
Dr. Mark Webb



Figure 15: 2014 Global Ethics Day panelists: Dr. Dennis Patterson, Dr. Catherine Parsonault, Ms. Gloria Park, Mr. Hayden Hatch, and Dr. Mark Webb with Dr. Ralph Ferguson officiating.

II. TLPDC/TTU Ethics Center: Ethics Lunch Series

The Ethics Center monitors trends that may influence the conduct of students, faculty, staff, and administrators. The advent of the twenty-hour media cycle delivers a wealth of information and data for members of the learning community to digest. The workshops are vehicles to introduce a variety of changing and best practices that can serve participants in the TTU Ethics Center network. Attendees at all levels find TTU Ethics Center functions return a high

value for the allocation of time to enrich their ethical behaviors and gain insight into adapting best practices that support ethical conduct, academic integrity, and responsible conduct of research. Participants in TTU Ethics Center workshops 2014-2015 found the programs beneficial:

1. Two-Minute Challenge: Talking about Ethics with an Egg-Timer
2. All the World's a Stage: Acting Training as a Secret Weapon for Effective Communication
3. Secure Survey Data Collection: A New "Cap" for Researchers
4. Nuts and Bolts of iThenticate

Surveys from attendees indicated that the TTU Ethics Center with this series responded well to the needs of the learning community. Consistent with its mission, the TTU Ethics Center presented face-to-face discussions where word-of-mouth moves the information into the classroom, e-mobile devices and other viable networks. Learning through a series of focus groups with students, the TTU Ethics Center post segments of beneficial programs that students may use on their e-mobile devices with links to follow selected programs in their entirety.

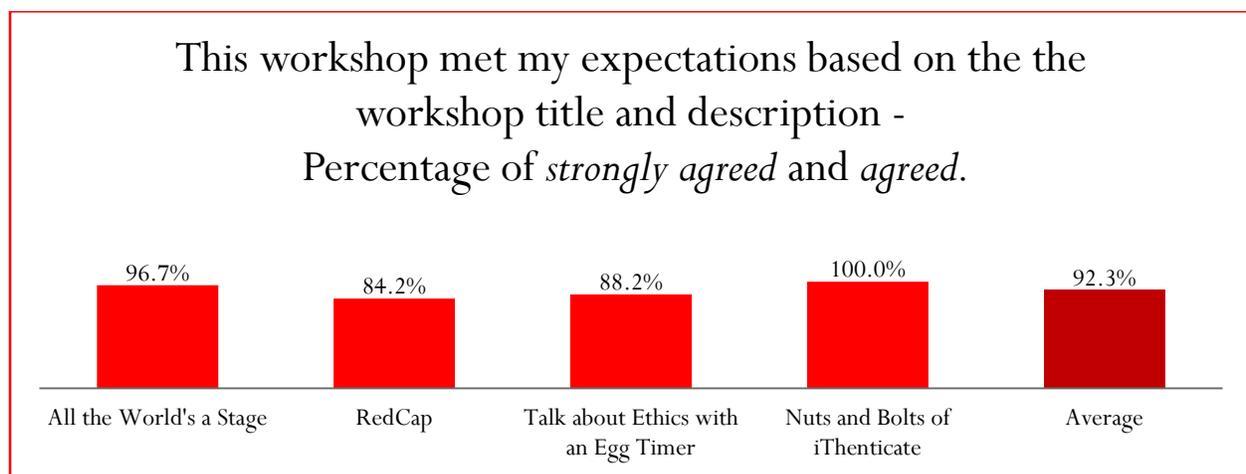


Figure 16: 2014-2015 TLPDC/TTU Ethics Center: Ethics Lunch Series survey results.

From the surveys, the TTU Ethics Center refines program development for undergraduates and graduate students as well as designs more inclusive functions to better serve international students. Through multiple forms of outreach, the Center influences TTU students' core characteristics related to ethical conduct, academic integrity, and responsible conduct of research.



Figure 17: Ethics Lunch Series attendees enjoy Dr. Aliza Wong's presentation.

III. 5th Annual Responsible Conduct of Research (RCR) Conference and Summit

The TTU Ethics Center presentation examined the curriculum audit of courses with ethics in the titles and or in the context of the description. Knowing where ethical best practices are being taught across disciplines assists in defining the outreach of centers responsible for ethics, academic integrity, and responsible conduct of research programs to enrich students' knowledge. Students at TTU may not have active discussions of ethics in their curriculum until the junior, senior, and graduate academic years. The survey data indicate freshmen and sophomore students have positive ethical characteristics - the question is whether the general education courses sufficiently reinforce their values before students reach the upper-division classes.

The topics of discussion among the attendees:

1. Overview of the TTU Ethics Center
2. Academic Integrity
3. Responsible Conduct of Research
4. Global Ethics Day
5. Academic Journal
6. Southwest Regional Consortium for Academic Integrity



Figure 18: Dr. Ralph Ferguson discusses Academic Integrity issues with RCR Conference and Summit attendees.



Figure 19: RCR Summit participants network with representatives from peer institutions.

Spring 2015 TTU Ethics Courses with/without "Ethics" in the title (unofficial estimates)

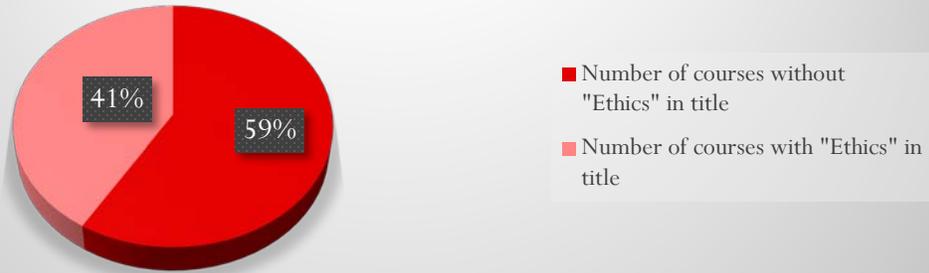


Figure 20: Spring 2015 TTU courses offered with/without "Ethics" in the title. Data collected by TTU Ethics Center staff (unofficial estimates).

Spring 2015 TTU Ethics Courses by Classification (unofficial estimates)

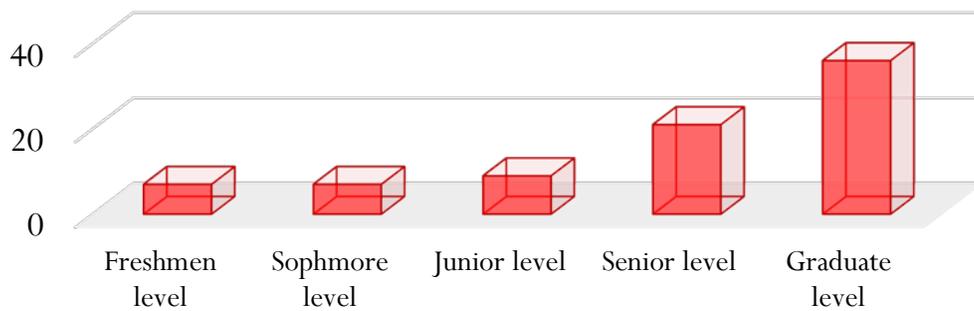


Figure 21: Spring 2015 TTU Ethics courses offered by classification. Data collected by TTU Ethics Center staff (unofficial estimates).

Spring 2015 TTU Ethics Course Enrollments Available Seats vs. Enrolled Students (unofficial estimates)

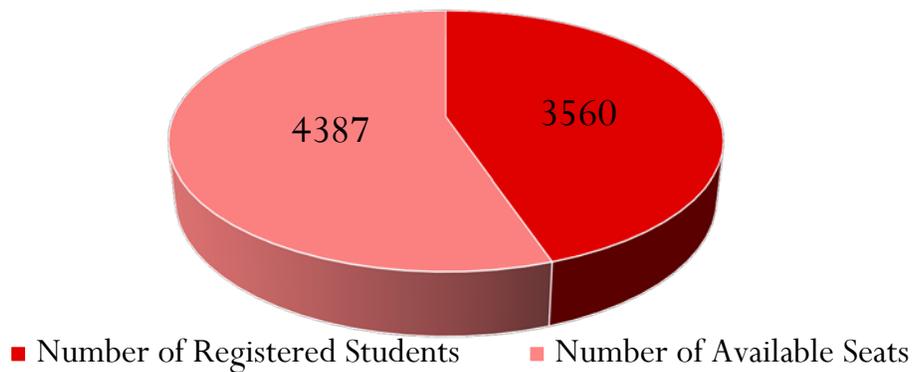


Figure 22: Spring 2015 TTU Ethics course enrollment compared to available seats. Data collected by TTU Ethics Center staff (unofficial estimates).

RCR Conference and Summit Outcomes

The attendees advocated that future conferences merge academic integrity and Responsible Conduct of Research. Following the 2016 conference, the preference is for the RCR Conference & Summit to rotate between different academic sites. In advance discussions about revamping this initiative, the members expressed a need for three things: 1) conference remain fee-based; 2) establishment of a journal for applied and theoretical researchers; 3) invite large research institutions to be part of the conference rotation.

IV. Special Acknowledgements

The TTU Graduate School acknowledges the key roles Dr. Ralph Ferguson and Ms. Lora L. Lopez played in developing the following signature programs that benefit graduate students:



Figure 23: Dr. Ralph Ferguson and Ms. Lora L. Lopez honored at TTU Graduate School celebration.

1. Graduate Poster Competition
2. Graduate Humanities Conference
3. Graduate Students Family Night Out
4. Research travel awards for graduate students to present papers
5. Community engagement partnerships with businesses
6. Research award ceremony for students and faculty

For more than fifteen years, student participants have identified these activities as an added value to their educational experience. Because the poster competition is judged by lay judges from the community, graduate students cultivate the skill of being able to explain their research with clarity to individuals outside of their

disciplines. Family Night Out provides an opportunity for domestic and international students to bring their children and spouses for an evening of social comradery with refreshments, pizza and a movie. Programs that demonstrate TTU’s commitment to students are a prudent long-term human capital investment.

The TTU/TTUHSC Black Faculty and Staff Association honored the leadership, creativity, and service of Dr. Ralph Ferguson at the 14th Annual Black History Month Celebration. To highlight the honoree’s successes, Dr. Schovanec expressed his views that Dr. Ferguson is a valued leader who has made significant contributions to TTU and the city of Lubbock as a thoughtful public servant. The organization acknowledged how his technique of engaging with students and faculty have influenced growth and degree completions.



Figure 24: Dr. Ralph Ferguson, Managing Director of the TTU Ethics Center and Fulbright Global Specialist.



Figure 25: TTU Provost, Dr. Lawrence Schovanec, speaks at celebration honoring Dr. Ralph Ferguson.

V. Arbor Day Ethics Prompt “Ethics is important because...”

Texas Tech University hosts the annual Arbor Day Celebration at Memorial Circle and as part of the celebration the TTU Ethics Center provides an activity involving TTU students, called “Ethics prompt”. Ethics Center staff make available tablets of paper at the Center’s table. This year, the tablets begin with a statement, “Ethics is important because...” and students are invited to complete the prompt in their own words.



Figures 26-28: TTU students participating in Strive for Honor Week/Arbor Day activities.

VI. Arbor Day Academic Integrity Survey

The role of the TTU Ethics Center extends across disciplines and student classifications. When surveys are available for students to complete at traditional campus events such as Arbor Day, the cross-section of student attendees that volunteer to do the survey increase the TTU Ethics Center knowledge about students core ethical characteristics. An estimated 1,500 students self-select to participate in the completion of the TTU Ethics Center survey. These students benefit from the array of programs that have a balance approach to disseminating information representing the ethics initiative across disciplines. Moreover, students’ volunteer participation in the survey affirms their institutional interest in making a statement that contributes to defining TTU as value driven.

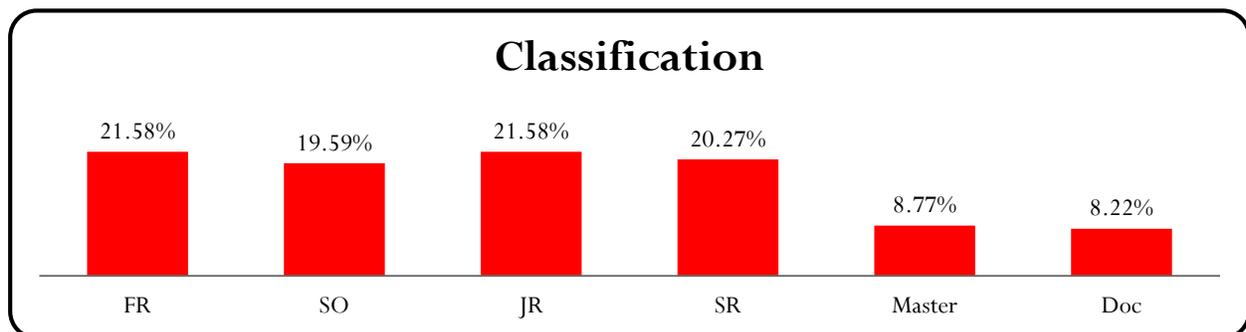


Figure 29: Arbor Day Academic Integrity survey results by student classification.

This survey shares insight about the caliber of students that may select TTU. It indicates that the parents of the survey participants did well orienting their children’s core ethical characteristics. The majority (82.80%) of the completers of the survey are between the ages 18-24 years old, which represents a sample population that spans from the freshman to senior class. The response to *very important* and *important* to the following four statements signal the ethical quotient of the self-identified sample is consistent with the TTU Ethics Center effort:

1. Academic integrity means you are accountable for your own work.
2. Making a personal decision to adhere to the standards of ethical behavior.
3. Ethical behavior and independent thoughts are important for achieving academic success.
4. Trust and respect among students, faculty, and staff are essential components of education.

The sample population that is greater than 25 years old (17.20%) responses indicate an ethical quotient consistent with the objectives of ethical conduct, academic integrity, and responsible conduct of research. The TTU Ethics Center uses the findings from the survey to identify pathways to strengthen outreach among students, faculty, staff, and administrators to refine programs. The following charts are self-explanatory from the survey:

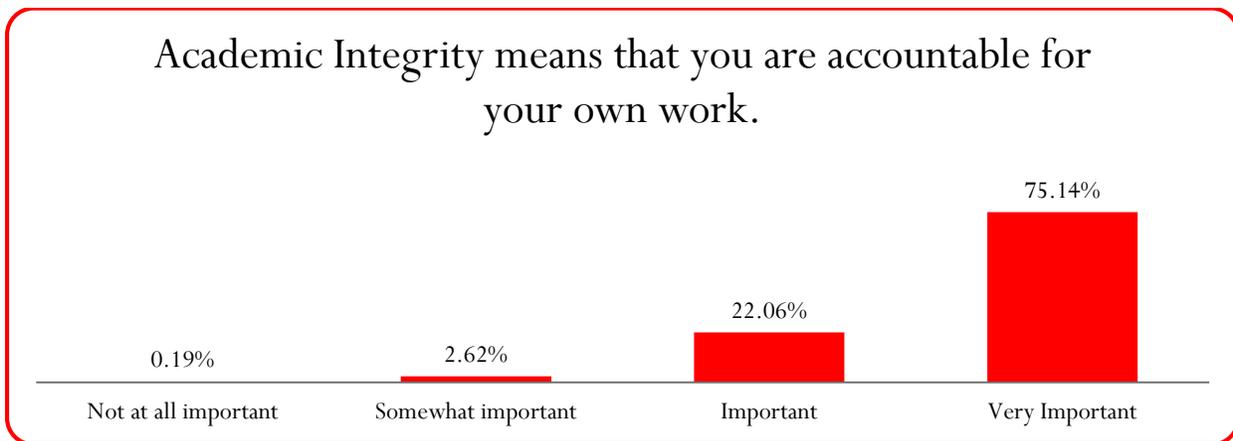


Figure 30: Arbor Day Academic Integrity survey results.

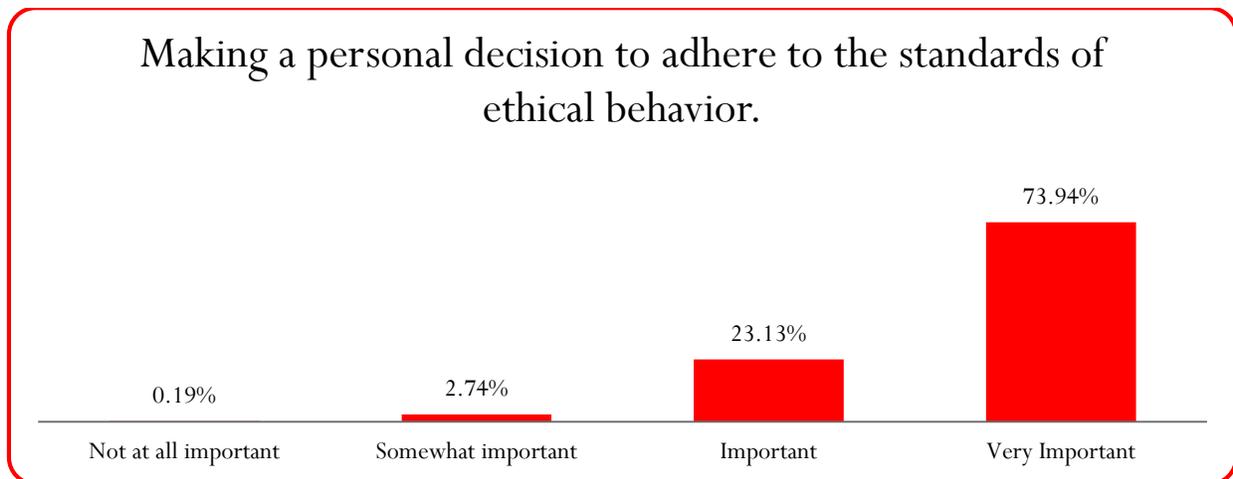


Figure 31: Arbor Day Academic Integrity survey results.

Ethical behavior and independent thought are important for achieving academic success.

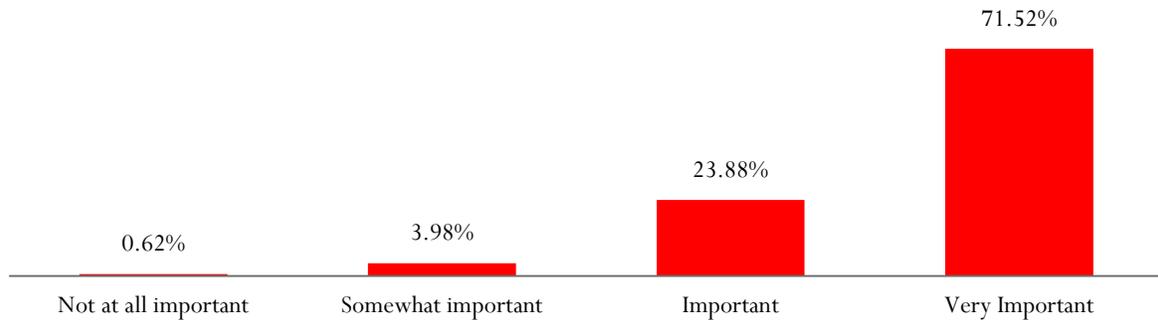


Figure 32: Arbor Day Academic Integrity survey results.

Trust and respect among students, faculty and staff are essential components of education.

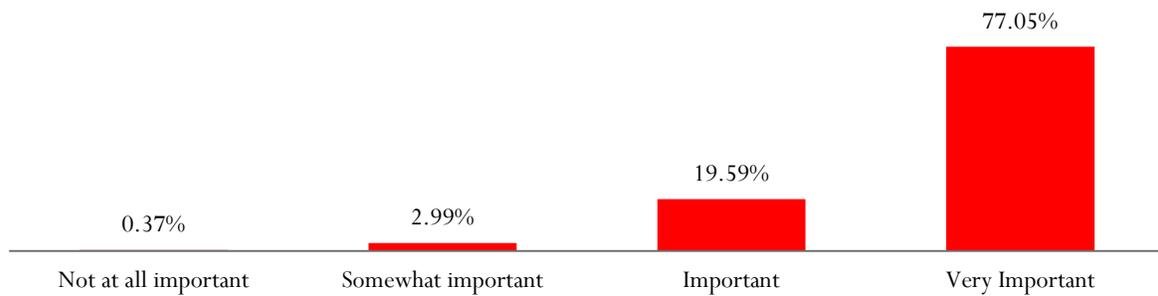


Figure 33: Arbor Day Academic Integrity survey results.

The appraisal of core ethical characteristics of respondents in the survey indicates that the faculty and administration is training well-rounded students in the TTU learning community. The TTU Ethics Center continues to message across disciplines to reinforce characteristics that affirm ethical conduct, academic integrity, and responsible conduct of research.



Figure 34: TTU Ethics Center staff, Terrell DeLeon, conducts "Man on the Street" interviews with TTU student at Arbor Day event.

VII. Coffee Break Ethics Series

This is a meaningful applied series that provide students, faculty, staff, and administrators with ideas and concepts that may enhance performance. The commitment of this program promotes improvement of technical writing ability, effective stress management practices, and comprehension of the use of time through a cultural lens. In hosting this series, the TTU Ethics Center present uniform practices that may serve participants with issues beyond the context of their academic discipline.

1. Paraphrasing, Quoting, and Plagiarism: the DOs and DON'Ts
2. Stress Management
3. The Global Concept of Time and Best Practices



Figures 35-36: Attendees practice paraphrasing skills at TTU Library / Ethics Paraphrasing Workshop.

VIII. Red Raider Orientation (RRO) Academic Integrity Survey

The TTU Ethics Center is active with the Red Raider Orientation (RRO) programs. The students participating in this activity believe TTU is the right academic institution for them. Part of the survey students complete for the TTU Ethics Center that interest the data management team are as follows:

1. Academic Integrity
2. Trust and Respect
3. Gender

The data indicates that the sample population self-select have values consistent with current enroll students. The survey reflects challenges that the TTU Ethics Center, faculty, staff, and administrators must continuously work with students to elevate ethics, academic integrity, and responsible conduct of research.

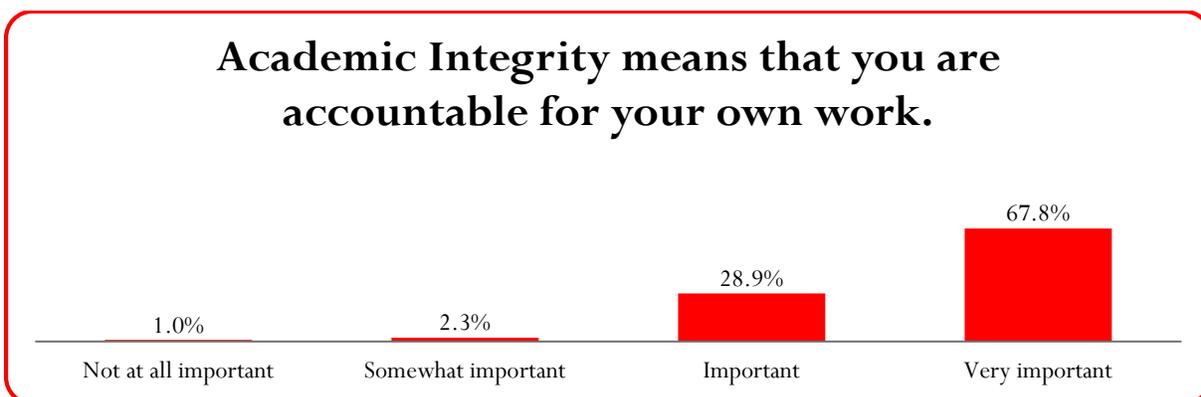


Figure 37: RRO Academic Integrity survey results.

Trust and respect among students, faculty, and staff are essential components of education.

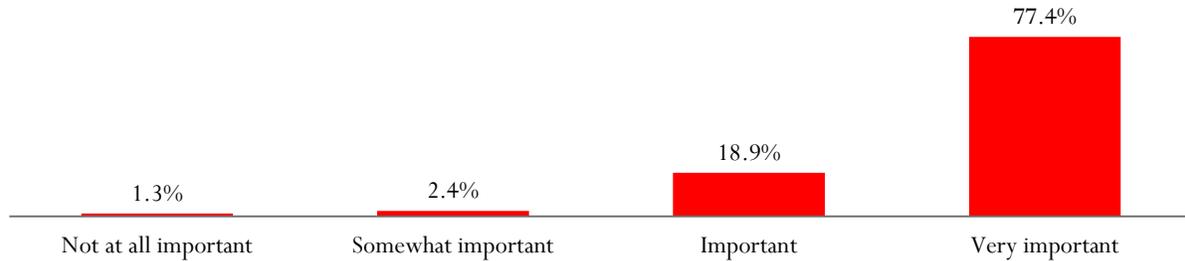


Figure 38: RRO Academic Integrity survey results.

Gender / As a student at Texas Tech University, would you report another student if you knew he or she was cheating?

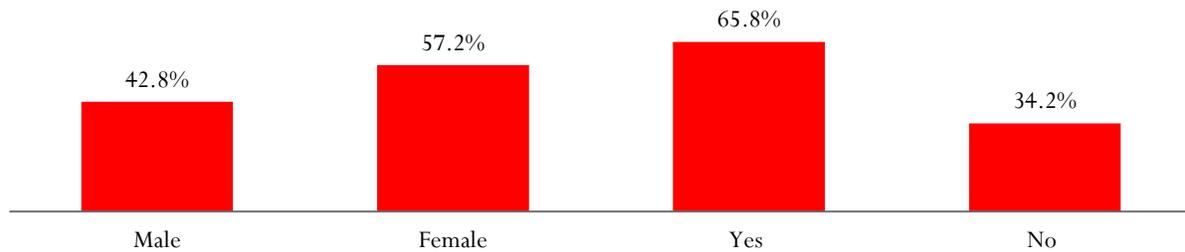


Figure 39: RRO Academic Integrity survey results.

The Red Raider Orientations (RRO) serve in-coming freshmen, transfer, and graduate students. Through the programs, the TTU Ethics Center have the opportunity to acquaint students with the Texas Tech University *Statement of Ethical Principles*. The survey sample shows that RRO students are prime to grow their values consistent with the best practices of TTU guiding principles.



Figures 40-42: Red Raider Orientation – students completing Academic Integrity surveys and Raider Red posing for photos.

IX. Ethics Forums and Interviews

1. Mr. Darrell Bateman: Computer Safety
2. Dr. Spencer Bradshaw and Mr. George Comiskey: Addiction and Recovery
3. Dr. Dennis Covington: Sex and Personal Privacy
4. Dr. Marianne Evola: Responsible Conduct of Research
5. Ms. Felisha Martin: Student Athlete Education
6. Ambassador Ronald Neumann: US Troops in Afghanistan
7. Mr. Sam Oswald: Global Education
8. Dr. Alice Young: Lab Safety



Figure 43: George Comiskey presenting forum on Addiction and Recovery.

X. Presentations and Guest Speakers

Throughout the year, Ethics Center staff members present topics including ethics research and academic concepts around the TTU campus, regionally, nationally, and internationally.

James, L., Ferguson, R., Lee, Y., Lopez, L., Association for Professional and Practical Ethics Twenty-fourth Annual International Conference (APPE), *“Encouraging Advocacy through Focus Groups with Students, Staff, and Faculty”* Costa Mesa, California. (February 2015)

Lee, Y., James, L., Ferguson, R., Lopez, L., The 22nd Annual International Conference on Academic Integrity: Confronting the Issues (ICAI), *“Texas Tech University Ethics Center’s Coffee Break Series: “Paraphrasing, Quoting, and Plagiarism”* Vancouver, British Columbia. (February 2015)

Ferguson, R., Idemudia, E., Society for Advancement of Management, *“Trans-relational Ethics: Emergency Loan Need May Influence the Availability of Graduate Students in Global Research and Business”*, Las Vegas, Nevada. (March 2015)

Nguyen, H., Association for Asia Studies Conference, *“Vietnam War: Why the Vietnamese Fought”*, Chicago, Illinois. (May 2015)

The TTU Ethics Center supports Texas Tech University’s Philosophy Department’s invited speakers; Professors Sharon Lloyd and Pamela Hieronymi.

XI. 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 graduate students traveling to present and/or attend international or national conferences discussing theoretical or applied ethics.

Rola Aamar PhD Student Marriage and Family Therapy Program College of Human Sciences	Association for Death Education and Counseling (ADEC) Annual Conference San Antonio, Texas	April 2015	This presentation provides clinically applicable information about the influence of cultural factors on the experience and expression of grief for couples mourning a reproductive loss.
Loretta Bradley, PhD Horn Professor College of Education	Northampton Institute England, United Kingdom	May 2015	This conference provides an opportunity to present a session focusing on ethics, attend sessions on the most current ethical information that will be integrated and implemented in classes at Texas Tech University.
Dara Brown Research Assistant Education Administration College of Education	Texas Counseling Association Conference Dallas, Texas	November 2014	Presented newly released American Counseling Association Code of Ethics (2014). A part of the presentation involved highlighting the major changes between the 2005 Code of Ethics and the 2014 Code of Ethics.
Steven Chestnut Graduate Research Assistant College of Education	The American Educational Research Association Chicago, Illinois	April 2015	Presented the effects of worry on academic cheating. In this study the linear relationship between worry and cheating were examined.
Howard Curzer, PhD Professor of Philosophy College of Arts and Sciences	Jubilee Centre for Character and Virtues 3rd Annual Conference Oriol College Oxford, United Kingdom	January 2015	Present three commonly-espoused doctrines dependent upon idealizations: (1) the doctrine that virtues are correctives, (2) the doctrine that an act is right if and only if it is what a virtuous agent would characteristically do in the circumstances, and (3) the doctrine that people who have one virtue also have all of the other virtues.
William Lan, PhD Educational Psychology College of Education	Moral Education for College Students Beijing Forestry University Beijing, China	May 2015	Provide opportunities to exchange opinions and practice of moral/ethics education of college students, which will enrich understanding of the ethical environment in higher education institutions in both countries and possibly initiate a cross-cultural research project with Chinese collaborators.
Aretha Marbley, PhD Professor College of Education	American Education Research Association Conference Chicago, Illinois	April 2015	Provide opportunity to integrate ethics in all the courses taught; using the data and information on ethics to inform both research and teaching; share data with colleagues and student in the classroom; and conduct professional workshops on ethics, counseling ethics, multicultural ethics nationally, regionally, and locally.
Alex Schmidt PhD Student Marriage and Family Therapy Program College of Human Sciences	Association for Death Education and Counseling (ADEC) Annual Conference San Antonio, Texas	April 2015	The influence of cultural factors on the experience and expression of grief for couples mourning a reproductive loss. The presentation will close with an experiential activity using a case study so that participants may practice implementing culturally sensitive interventions in their clinical work.

Financial Review

BUDGET ITEM	EXPENDITURE
Salaries and Benefits (full-time staff, research assistant, and student workers)	301,300
Ethics Programming, including Arbor Day	24,500
Responsible Conduct of Research staff support (graduate and undergraduate assistants)	8,500
Responsible Conduct of Research Activities (conference, course development, guest speakers, and materials)	15,000
Faculty and Staff Travel Funds	25,700
Supplies, Postage, and Office Equipment	17,000
Budget Total	\$ 392,000

With this budget, the Ethics Center supports campus ethics initiatives, Responsible Conduct of Research (RCR) training and educational events, student organization compassionate volunteerism, and regional, national, and international travel stipends for faculty, staff, and students.

Adaptive Strategic Analysis 2016

1. Continue current programs
2. Target expansion of partnerships for student exposure to Organization of American States (OAS) and Family Health International (FHI)
3. Increase research practices with partners
4. Consider Jayson Blair story for students
5. Ethical CEO George Murphy, retired Scott Paper Products
6. Develop an Ethics Field activity to include campus student organizations
7. Increase and expand social media activities
8. Texas Ethics Commission

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 Contact Information (2014-2015)

Office Location: Texas Tech University Doak Hall, Room 120

Mailing Address: Box 41004 | Lubbock, Texas 79409-1004

Texas Tech Mail Stop: 1004

Office Phone: 806.742.1506

Office Fax: 806.742.0718

Email: ethics.center@ttu.edu

Web: www.ethics.ttu.edu

Twitter: [@ttuethics](https://twitter.com/ttuethics)

Facebook: www.facebook.com/TTUEthics