



TEXAS TECH UNIVERSITY
Ethics Center™

4th Annual Responsible Conduct of Research Conference Report

2014

TEXAS TECH UNIVERSITY

May 1, 2014

Prepared by the Texas Tech University Ethics Center

4th Annual Responsible Conduct of Research Conference Report

2014

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A Message from the Director

When we started the Responsible Conduct of Research Conference at TTU we had one speaker and 100 participants. Our goal was simply to provide an opportunity for researchers, professors, and students to talk about responsible research and research ethics. In four years our conference has grown. This year we had approximately 170 people pre-register for the conference and we had 12 presenters. Each session was very well received. The growth of the conference shows me that there is a need for conversations on research ethics in academia and I am glad the TTU Ethics Center along with the Office of the VP for Research at Texas Tech University, and our Teaching, Learning, and Professional Development Center (TLPDC) partner together to do this conference each year. We are already planning for our fifth conference and we hope to see you there.



Strive for Honor Evermore!

Justin R. Louder, EdD
Assistant Vice Provost & Director
Texas Tech University Ethics Center

The RCR Planning Committee

The 4th Annual Responsible Conduct of Research Conference Planning Committee was comprised of a diverse group of TTU faculty and staff. The Office of the Vice President for Research was represented by Dr. Alice Young and Dr. Marianne Evola, Suzanne Tapp represented the TTU Teaching, Learning, and Professional Development Center, and Dr. Justin Louder, Dr. Yi-hui Lee, Lisa James, and Caleb Cox represented the TTU Ethics Center on the RCR Planning Committee.

Ethics Center Staff

The Ethics Center currently operates 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 a lighting design assistant 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 the 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 MS.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.

About the Responsible Conduct of Research 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 Tuesday, April 8, 2014 at the McKenzie Merket Alumni Center on the Texas Tech University campus. The conference hosted more than 130 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.

4th Annual Responsible Conduct of Research Conference



FIGURE 1: DR. DR. C.K. GUNSALUS,
KEYNOTE SPEAKER AT THE 4TH ANNUAL
RESPONSIBLE CONDUCT OF RESEARCH
CONFERENCE.

The Ethics Center planned and hosted the 4th Annual Responsible Conduct of Research Conference in the McKenzie Merket Alumni Center at Texas Tech University on Tuesday, April 8, 2014. Dr. C. K. Gunsalus, 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 (fig.1).

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.

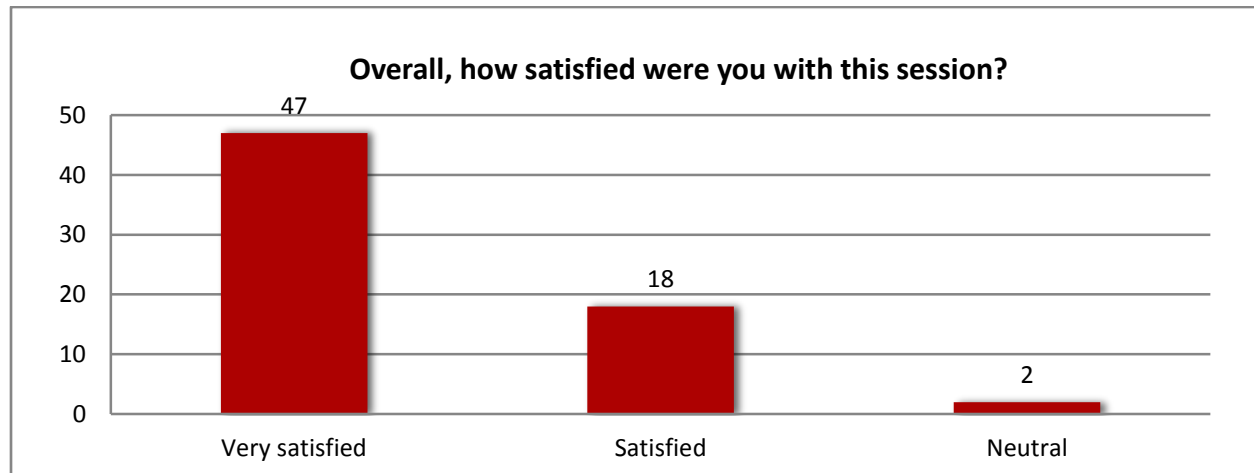


FIGURE 2: KEYNOTE SPEAKER SESSION SATISFACTION

Of the session attendees, 97% were “very satisfied or satisfied” with the keynote speaker’s presentation, while 2% reported feeling “neutral” about the presentation (fig. 2).

Attendee Comments: “Awesome!”, “Great session”, “Very useful”, and “This was a great presentation. Thought provoking, well organized”.

Presentations and Guest Speakers

This year’s conference covered a diverse selection of topics and presenters. 2014 was the inaugural year for the **Graduate Student Ethics Paper Award** competition. Graduate students were asked to submit paper written on an ethical topic of their choosing. There were 12 papers submitted and the top three were selected by a panel of judges.

In first place was **Tianlan Wei’s** paper was titled, *University Students’ Perceptions of Academic Cheating: Triangulating Quantitative and Qualitative Findings*. The Second Place award went to, **Michael S. McLeod**, his 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, respectfully.

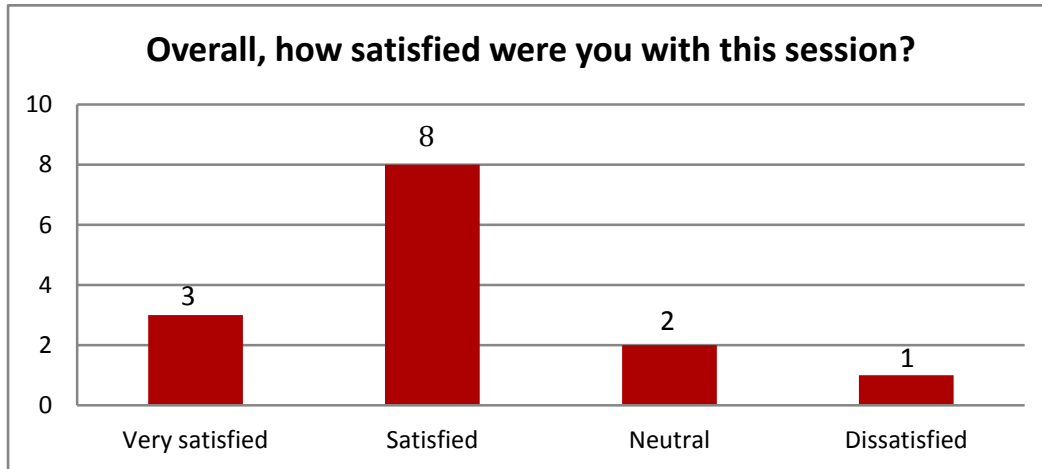


FIGURE 3: GRADUATE STUDENT ETHICS PAPER AWARD SATISFACTION

Of the conference attendees who responded to the session evaluation, 78% reported being, “*very satisfied or satisfied*” with the Graduate Students Ethics Paper Award, while 3% reported feeling “*neutral*” or “*dissatisfied*” with the session (fig. 3).

Attendee Comments: “The young man did a very good job”, “Expand on the request explaining that all “ethics” based papers are requested”, “Very interesting”, and “Continue the student paper competition”.

Breakout Sessions

Protecting Human Subjects: Data Due Diligence was presented by **Barbara Pence, Ph.D.** and **Kathy Austin, Ph.D.** both of Texas Tech University. Their presentation summary: “In the complex world of large multi-purpose academic institutions, the research role is often intertwined with various other organization duties, appointments, and responsibilities. Faculties, as well as staff, often wear many institutional “hats” and the protection of confidential and sensitive data becomes blurred amidst a myriad of organizational activities. This practical application session will address subject data, using examples from Texas Tech University and Texas Tech University Health Sciences Center. Throughout the discussion, Dr. Austin and Dr. Pence will provide guiding principles, as well as suggestions, in an attempt to raise awareness and foster a deeper understanding of the responsible and ethical protection of confidential data”.

Seventy nine percent of the participants of this session reported they were “*very satisfied or satisfied*” when asked. “Overall, how satisfied were you with this session?” And when asked, “*Would you recommend this session to others?*” 82% of respondents reported they were, “*very satisfied or satisfied*” while 6% reported being “*neutral*” or “*dissatisfied*” by the session (fig. 4).

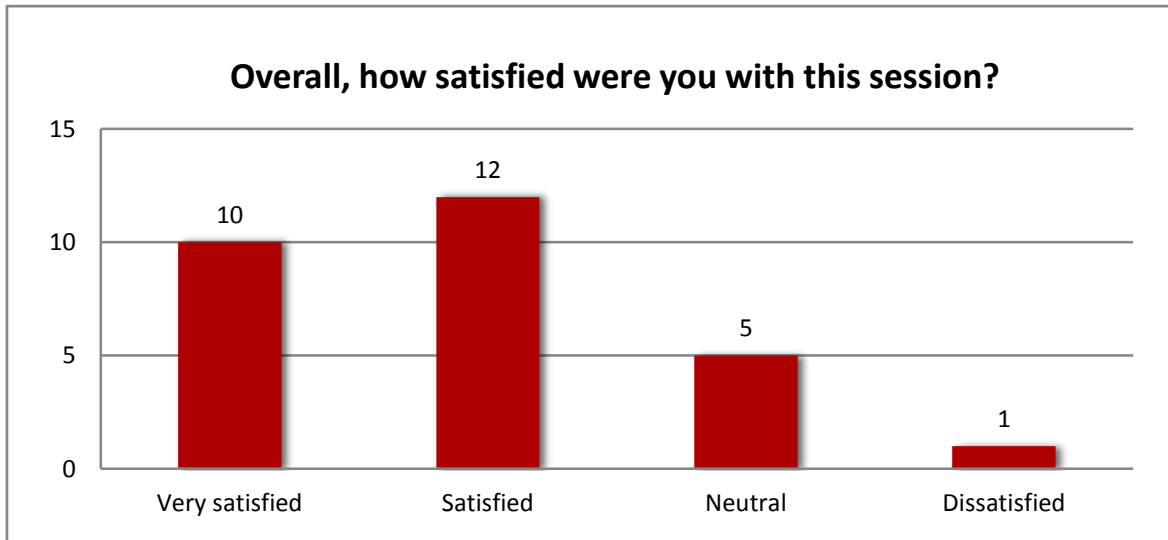


FIGURE 4: PROTECTING HUMAN SUBJECTS... SATISFACTION

Graduate RCR Education: Building a Shared Resource was presented by, **Craig Hanks, Ph.D.** of Texas State University. Dr. Hanks’ presentation summary: “As an emerging research university, Texas State faces challenges in research ethics education and meeting NSF and NIH requirements for RCR education. In a new 1-hour RCR course, the Ph.D. program in Materials Science, Engineering, and Communalization is answering that challenge by collaboratively developing a shared interdisciplinary RCR resource”.

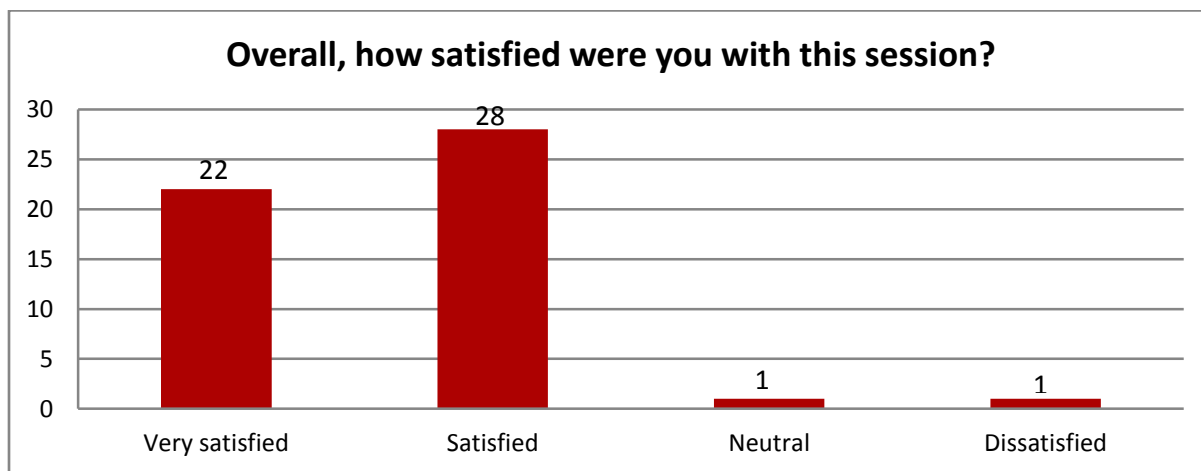


FIGURE 5: GRADUATE RCR EDUCATION... SATISFACTION

Of the 52 attendees that completed the session evaluation, 96% reported they were “*very satisfied or satisfied*” with the presentation. Additional, 2% reported being either “*neutral*” or “*dissatisfied*” with the session.

Attendee Comments: “Great session and very interesting topic”, “Excellent”, “I appreciate the willingness to share the slideshow. Good information”, “Very informative; interesting idea with flipped classroom”, “Increase time of session from 1 to 1.5 hours”, and “Great example on how an RCR program can work. As a PhD student wanting to go to a tenure year position, this model could be used!”

Mercenaries and Academic Research was presented by **Micah Green, Ph.D.** of Texas Tech University. Dr. Green’s session summary: “We will examine recent cases of academic misconduct with an emphasis on the researchers’ intentions. Data manipulation often correlates with a shift from 1) an external focus on scientific contribution to 2) an internal focus on personal sense of worth as measured by career advancement, community perception, and supervisors’ expectations”.

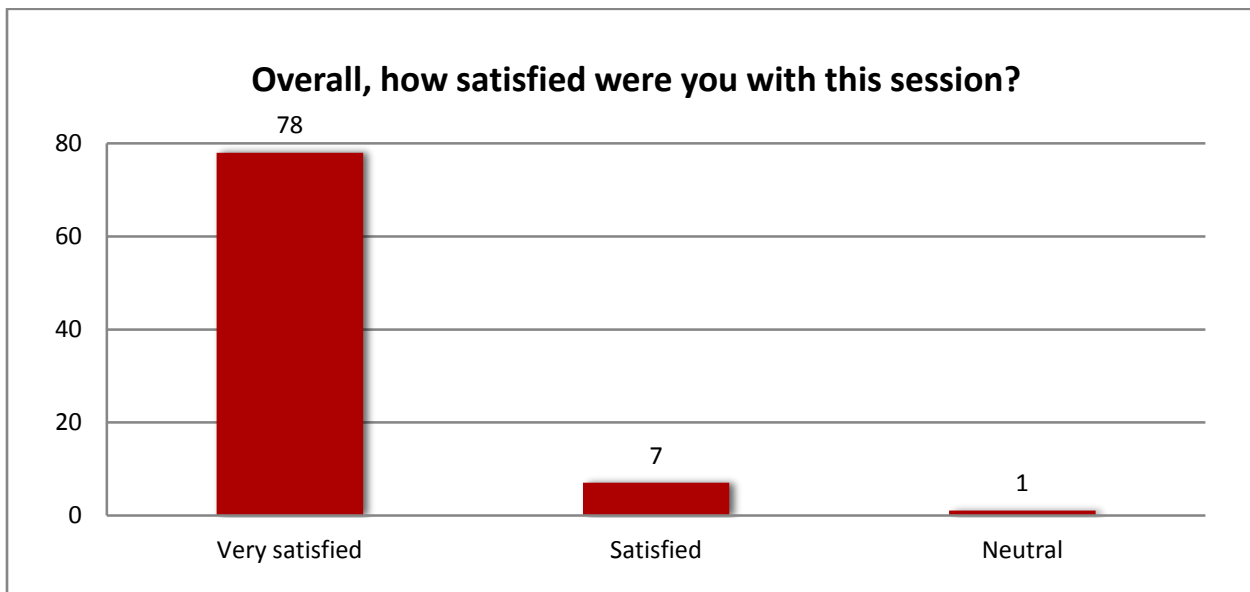


FIGURE 6: MERCENARIES AND ACADEMIC RESEARCH SATISFACTION

Of the 86 people that attended this session and completed the evaluation, 98% reported being “*very satisfied or satisfied*” with the session, while 1% reported being “*neutral*” toward the presentation.

Attendee Comments: “Great presentation and very interesting and insightful”, “Excellent!”, “Excellent! Great frame for presentation, clear relevant cases, and suggestions for avoiding temptation to misconduct”, “Wonderful talk. It should be shared with all TTU students”, “Please continue running this conference on a regular basis”, “Clear, concise, interesting”, “Included humor and himself into the topic”, “Amazing session! Will definitely use in classes I teach if made available”, “Really an eye opener!!!”, and “This session really helps you think back about why you a researcher and be true to yourself”.

The Ethics of Authorship: A Guide to Ethical Authorship Practices for New Researchers was presented by, Whit Whitley, doctoral student of Texas Tech University. Whit’s session summary: “It is important for undergraduate and graduate students who are new to research to understand the basic principles of ethical authorship practices. This workshop will provide a guide to ethical authorship practices and offer resources on learning about disciplinary conventions of authorship”.

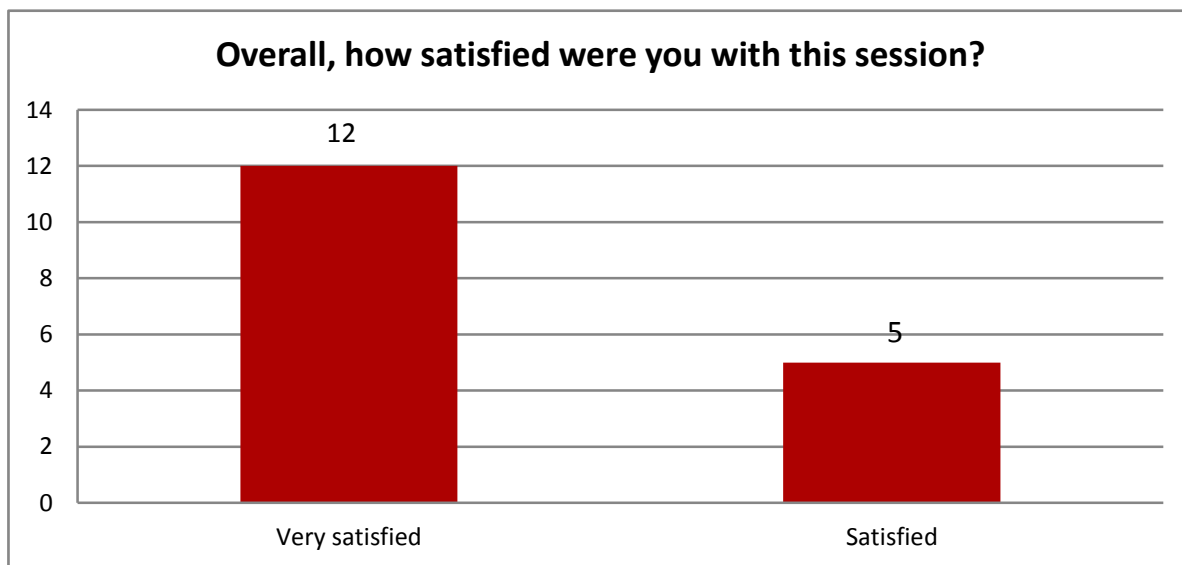


FIGURE 7: THE ETHICS OF AUTHORSHIP...SATISFACTION

Of the 17 people who attended this session and completed the evaluations, 100% reported being “*very satisfied*” or “*satisfied*” with the presentation (fig. 3).

Attendee Comments: “The presenter did a great job engaging the room and actual audience, Very Energetic and encouraging in presenting not only information on issues but tools”, “Very good collaborative lecture / discussion”, “Very good discussion and interaction with audience”, “Well done”, and “Slides difficult to read; very good audience participation”.

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. This joint presentation summary: “This session will focus on the importance of a lab safety plan both for complying with TTU rules and also for preparing for accidents in the lab. Dr. Pappas will interject some humor and his experience as he lays out a case for articulating emergency preparedness. Teaching materials safety to students is like teaching the engineering design process. Ask-Imagine-Plan-Create-Improve. This talk will take you through the five scaffolded lessons that are quick and easy to learn to keep everyone safe”.

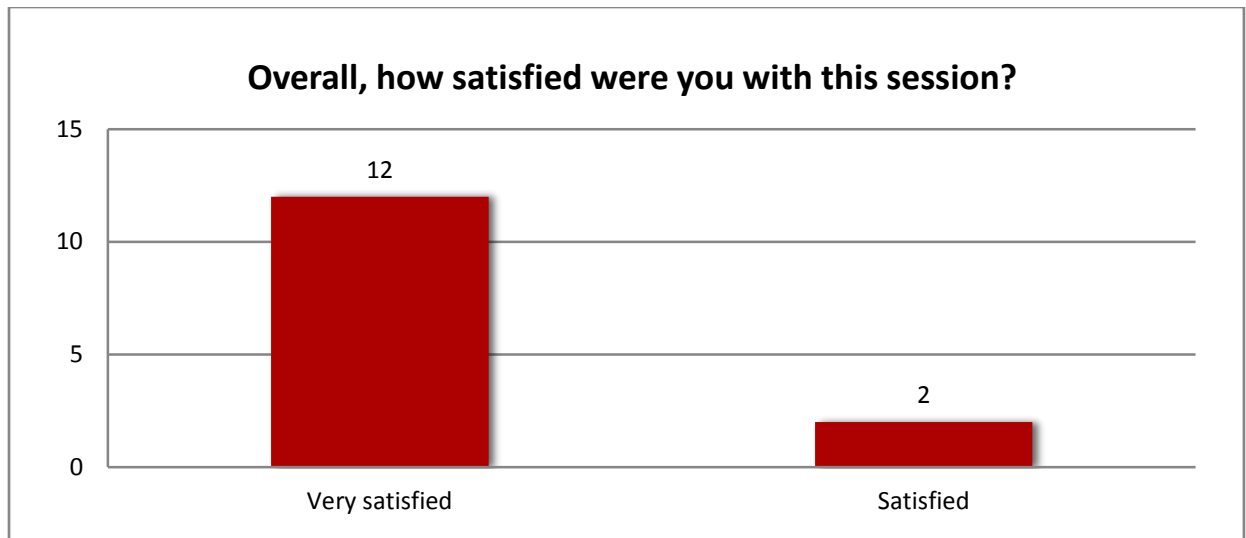


FIGURE 8: IT CAN'T POSSIBLY HAPPEN TO ME... SATISFACTION

Of the attendees who completed the session evaluation, 100% reported being “*very satisfied*” or “*satisfied*” with this presentation (fig. 4).

Attendee Comments: “Both speakers were excellent and doing interesting work”, “Good ideas, very informative”, “Sorry that more of my lab did not attend. Next year I will do better to get the word out”, and “Awesome talk!”

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. Dr. Sutton’s session summary: “The term “dual use” internationally, or DURC in the United States has become the required process for considering whether your work can be used for malevolent purposes as well as good, and whether the good purposes outweigh the bad. A process of thinking about these issues strikes a new approach to regulation, but we should not put all of our confidence in one approach. What does DURC mean and how has the NSABB addressed publication issues?”

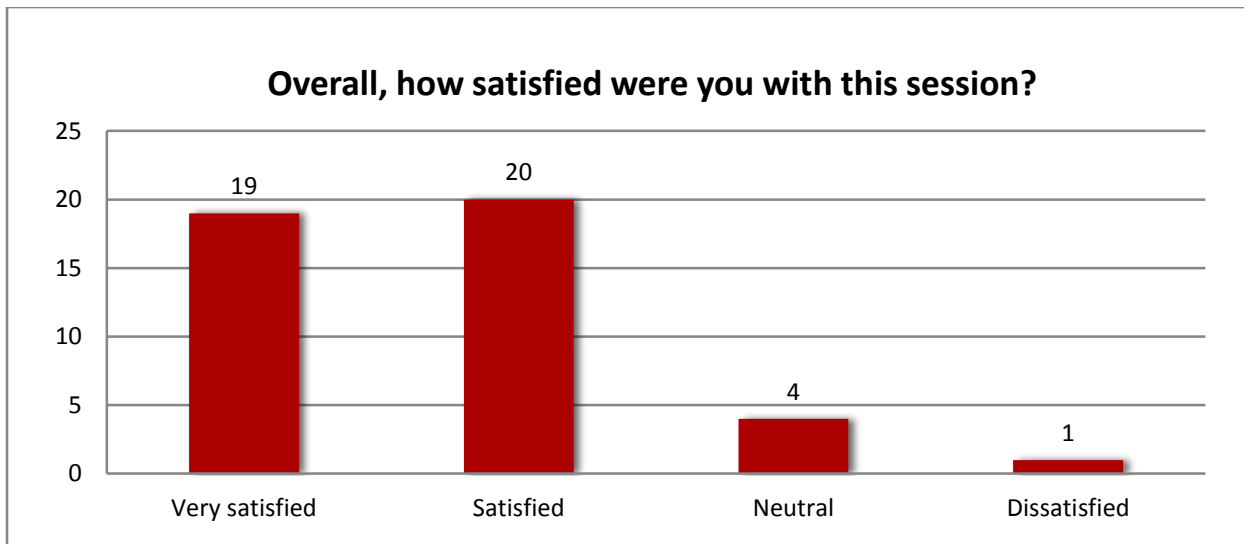


FIGURE 9: DUAL USE... SPECIAL SESSION SATISFACTION

Forty-four people completed evaluations for this session and 88% reported feeling “very satisfied” or “satisfied” with the presentation while, 11% reported they were either “neutral” or “dissatisfied” with the session.

Attendee Comments: “Interesting topic – good presentation”, “Excellent”, “Very informative”, “Very interesting”, and “Never really thought about these issues”.

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 satisfaction survey reported either “Very Satisfied” or “Satisfied” with the conference over all. The respondents were asked, “How satisfied were you with the speakers?” and the replies were that 100% responded, “Very satisfied” or “Satisfied”. When asked, “Would you recommend this conference to others?” 100% of respondents selected, “Definitely recommend” or “Recommend” as their reply.

Attendee Comments: “To get more students to attend, maybe a topic on how to discuss paper authorship with your advisor BEFORE you start a manuscript would be a good one. This is also important for post-docs. Of course this should include all of the other aspects of publishing. Doing the same for patentable ideas is also a good topic”; “I loved the fact that we had lots of choices of sessions to attend. And the food Was great!”, “Data storage and disposal”, “Ethical perspectives on use of placebo in human subjects research. Research involving tribes, religious sects, communal groups”, “Predatory Publishers”, “more on lab animal use please”, “Conflicts of interest and research (both financial coi and conflicts of commitment) ; Authorship (again/more); Ethics vs. compliance--just some ideas”, “The schedule was a bit confusing with

last minute changes but I recognize that it was out of the organizers' control”, “thought the Dual Use topic was excellent and I would probably like more time spent on the cases that were brought up towards the end of the lecture. Dr. Green's lecture was interesting as well. And the keynote speaker was probably the best in terms of relevance and delivery. I would have liked some time spent in her 2-minute scenarios discussed in small groups, if there were time”, and “Post signs outside each entrance to the session rooms with the schedule for the day Hygiene issues with meal set in the same open area between rooms/sessions up during break time”.

External Funding and Recognition

The 4th Annual Responsible Conduct of Research conference received much appreciated help this year. Suzanne Tapp and the staff of the TTU Teaching, Learning, and Professional Development Center and Drs. Alice Young and Marianne Evola and the staff of the Office of the Vice President of Research staff assisted with the conference arrangements and other conference related tasks. The Texas Tech University Health Sciences Center of Excellence for Ethics, Humanities, & Spirituality offer support by donating \$1,000 toward the conference’s expenses.

Financial Review

<i>Budget Item</i>	<i>Expenditure</i>
RCR Conference Keynote Speaker expenses (lodging, airfare and meals)	\$3,300.00
RCR Conference Venue (alumni center, catering, and flowers)	\$5,280.00
RCR Conference (bags, promotional items, and handouts)	\$4,800.00
RCR Conference Advertising (programs, posters, print and radio)	\$1,600.00
RCR Conference Supplies (folders, certificates, and misc. items)	\$ 500.00
4th Annual Responsible Conduct of Research Conference Expense Total	\$15,480.00

5th Annual Responsible Conduct of Research Conference

Planning is underway for the 5th Annual Responsible Conduct of Research Conference. The conference will be once again held at the McKenzie Market Alumni Center on the Texas Tech campus and is tentatively scheduled for April 14 & 15, 2015.

Appendix

Texas Tech University Ethics Center Strategic Plan (2009)

Vision Statement

It is the vision of the Texas Tech University Ethics Center to be recognized as the best of its kind in the nation: a source of and support for excellence in ethics scholarship and teaching, and the cultivator of ethical awareness both inside and outside academia.

Mission Statement

The Ethics Center at Texas Tech University supports the institutional mission and enhances the overall ethical culture of the University, its surrounding community, and beyond. It does this by promoting ethics education; conducting and facilitating ethics research; developing and supporting institutional education on the responsible conduct of research; providing outreach; and fostering discourse on ethical issues among students, faculty, and staff in all its colleges and schools, as well as individuals and groups in industry, government, and private practice.

The Texas Tech University Ethics Center will:

- Contribute to the preparation of students, faculty and staff to be ethical leaders and decision makers – principled, articulate, innovative, confident, and able to think critically with sound reasoning ability;
- Foster a campus culture that reflects a positive attitude toward ethical reflection, discussion and decision-making;
- Create and maintain an environment where students, faculty and staff are confident in raising ethical issues without fear of retribution;
- Conduct and assist others in the University to conduct research that enhances knowledge in the field of ethics. This research can be broadly defined as both research about specific ethical issues throughout the curriculum and research about the best methods of providing ethics education;
- Assist the Office of Research to meet new NSF funding requirements by supporting the development of training in the responsible conduct of research;
- Engage in local, regional, state, national, and international activities promoting ethics in academic, community, government and corporate circles; and
- Earn recognition as the leading public education and research center for the study, communication and application of ethics.

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 public 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.

Goals, objectives, and implementation strategies

The Texas Tech University Ethics Center is designed to provide leadership, resources, and financial support for a wide variety of activities as part of the University’s ethics initiative, *A Campus Conversation on Ethics: Do the Right Thing*, including, but not necessarily limited to, the following:

- 1. Goal 1: Provide leadership for campus-wide ethics programs, professional development, and events for students, faculty, and staff.**

Objectives:

- 1.1. *Facilitate discussion of ethics and ethical issues through activities such as hosting or co-sponsoring conferences and supporting attendance at national and international conferences.*

Implementation strategy

- 1.1.1. Host periodic major ethics conferences or symposia.
- 1.1.2. Co-sponsor periodic conferences at other institutions.
- 1.1.3. Arrange for campus visits by nationally renowned scholars in ethics.

1.1.4. Support travel to ethics related activities.

1.2. *Support the development of university and college ethics events for faculty, staff and students*

Implementation strategy

1.2.1. Host ethics events for all students based on "A Campus Conversation on Ethics."

1.2.2. Encourage and fund occasional department ethics events for students in various departments.

1.3. *Support professional development on ethics and ethical issues including hosting scholars and speakers, ethics forums, and leadership training in theoretical and applied ethics.*

Implementation strategy

1.3.1. Sponsor monthly ethics forums that address specific ethical issues as they arise.

2. Goal 2: Promote the teaching of ethics for faculty and staff.

Objectives:

2.1. *Support the development of ethics course materials.*

Implementation strategy

2.1.1. Develop ethics teaching materials.

2.1.2. Provide support in the form of instructional consultation and teaching materials for Colleges and Schools and undergraduate and graduate programs to develop an ethics course related to their discipline or to encourage research on ethical issues related to their discipline.

2.2. *Provide guidance to faculty, staff and students on introducing ethics theories and concepts in applied ethics.*

Implementation strategy

2.2.1. Create special ethics events for faculty, staff and students.

2.2.2. Develop ethical leadership training for interested faculty, staff, and students.

2.2.3. Conduct ethics workshops for faculty, staff, and students, including theoretical and applied ethics.

2.2.4. Provide guidance to faculty in on introducing ethical theories and applied ethics to students.

2.3. *Provide ethics modules, including films and other media, to faculty in all disciplines for use in classes to encourage development of independent ethical decision-making.*

Implementation strategy

2.3.1. Prepare case studies for teaching students about applied ethics in various disciplines.

- 2.3.2. Develop a series of short (15-minute) ethics films that encourage development of moral courage and independent ethical decision-making.

3. Goal 3: Support research in ethical theory and applied ethics, including interdisciplinary research.

Objectives:

- 3.1. *Develop and seek funding for Ethics Faculty Fellowships, including visiting scholars, as well as for dedicated leaves for faculty studying ethics in any discipline*

Implementation strategy

- 3.1.1. Create Ethics Fellows positions for faculty, post-doctoral scholars, and/or visiting scholars who are engaged in significant ethics research
- 3.1.2. Support leaves for faculty to pursue scholarly research in ethical theory and applied ethics

- 3.2. *Seek funding for faculty ethics research including grants to develop proposals for outside funding, challenge grants for matching funds, and institutional grants*

Implementation strategy

- 3.2.1. Provide grants for faculty to conduct ethics research and/or develop proposals for outside funding
 - 3.2.2. Seek challenge grants to match sponsors' funds
 - 3.2.3. Encourage interdisciplinary research by providing special grants to faculty research groups
 - 3.2.4. Encourage students to be involved in ethics research by providing graduate assistantships
- 3.3. *Provide resources to identify research funding opportunities and assist with proposal preparation*

Implementation strategy

- 3.3.1. Work with office of Vice President for Research to identify funding opportunities
 - 3.3.2. Work with offices of Research Services and the Research Grant Editor to develop proposal preparation training sessions for faculty and graduate students
 - 3.3.3. Provide staff for proposal preparation
- 3.4. *Create rewards and incentives for outstanding ethics research and publication*

Implementation strategy

- 3.4.1. Create annual "Ethics Research Award(s)"

4. Goal 4: Provide comprehensive outreach activities

Objectives:

4.1. Improve public awareness of ethical issues in business, engineering, health care, education, politics, civic engagement, public safety, and other professional areas

Implementation strategy

- 4.1.1. Hold periodic workshops and information events for the public that highlight specific ethical issues
- 4.1.2. Develop and distribute an “ethics newsletter” that analyzes ethical aspects of current news stories or public events for distribution to selected community leaders
- 4.1.3. Develop and offer professional ethics instruction for academic credit and professional development hours via on-line, web-assisted and other distance learning technology to individuals and groups throughout the world
- 4.1.4. Develop and present ethics workshops, seminars, and presentations for companies, societies, alumni and other groups

4.2. Promote public awareness of ethics-related activities on the Texas Tech University campus

Implementation strategy

- 4.2.1. Newsletter cited in 4.1 above
- 4.2.2. Work with KTXT-TV and KOHM-FM to develop programming that highlights ethics activities and research on the TTU campus
- 4.2.3. Develop a website and e-mail newsletter to inform the TTU community and the public about ethics events and activities on campus

4.3. Encourage student, staff and faculty outreach to the community, such as promotion of service-learning, recognition of special service to the community, and identification of community service opportunities

Implementation strategy

- 4.3.1. Create an “Ethics Faculty Fellows” program to promote ethics outreach activities in courses for students
- 4.3.2. Create a faculty “Service to Ethics” award for exceptional outreach into the community related to ethics or ethics-related issues or activities
- 4.3.3. Create an ethics outreach clearing house to publicize ethics outreach opportunities