

2012

[Fall 2012 TLPDC Ethics Series Report]

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

Fall 2012 TLPDC Ethics Series Report

Introduction

The Texas Tech University Ethics Center (TTU Ethics Center) in collaboration with the Teaching, Learning, and Professional Development Center (TLPDC) hosted three luncheons during the Fall 2012 semester. These collaborative sessions were conceived in the Fall of 2009 as part of the SACS-COC Quality Enhancement Plan. The TLPDC Ethics Series lunch sessions address different aspects of professional codes of ethics, academic integrity, and ethical issues in personal, professional, and civic life. The following report summarizes three sessions which took place in the Fall semester of 2012.

Session I

Name: Diverting Data Disasters - Best Practices

Date: 9/19/2012

Time: 12:00 - 1:00 PM

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

Speaker: Drs. Alice Young and Kathy Austin

Summary: "Diverting Data Disasters - Best Practices. Data disasters come in many forms: computers fail, portable drives are lost/stolen, secure or confidential information is compromised, data is poorly managed and/or disorganized beyond comprehension, and Internet criminals never rest. We have all experienced at least one data disaster, and needed technical assistance to administer first aid. Join us as a panel of IT and Research areas share and discuss best practices for data management. The goal of this session will be to provide a data management "blue print" to research personnel, so that we can keep our critical information organized and secure. Learn how to divert data disasters with practical tips and processes."¹

Attendees and Feedback

The 50 attendees came from 17 different colleges/units. A majority were from the College of Arts and Sciences. See table 1 for a more detailed description of participants' affiliations.

¹ <https://www.tltc.ttu.edu/WebApps/EMSEventEnrollmentPro/View/RSS/RSS.aspx/GetEvents> (accessed 08/27/2012)

Table 1

Affiliations and Rank of Participants at *Diverting Data Disasters - Best Practices* session.

	Faculty	Staff	Graduate	Undergraduate	N/A	SUM
High Performance Computing Center		1				1
Business				1		1
CASNR		1				1
Office of the Provost	1					1
Education			1			1
SOAR-TSI					1	1
Management	1		1			2
Engineering			2			2
Planning and Assessment, Office of		1	1			2
Library	2					2
Ethics Center		2				2
Graduate School		1	1			2
Office of the Vice President for Research	1		1			2
Office of the CIO					2	2
TLPDC		3				3
IT		4			2	6
Arts & Science		1	12		4	17
N/A		1			1	2
TOTAL	5	15	19	1	10	50

Event Questionnaire: 32 questionnaires were collected. Attendees answered the following five questions/statements:

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

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

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

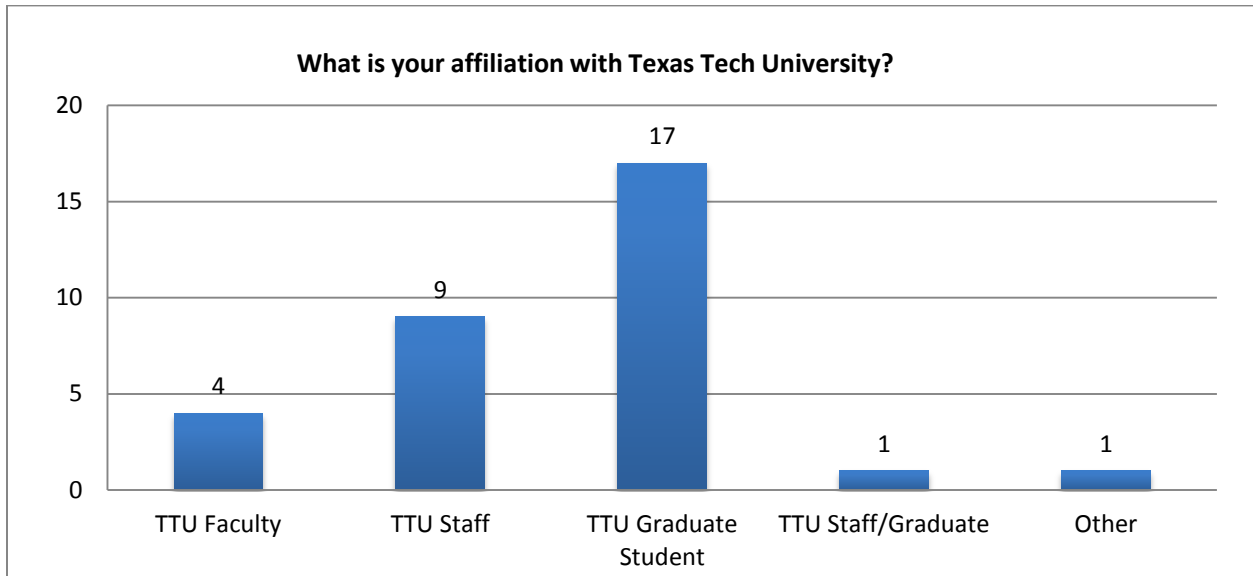


Figure 1. Number of Session I Respondents, by Rank

2. Almost all respondents (96.9%) *strongly agreed* or *agreed* that this workshop met their expectations based on the workshop title and description (Figure 2).

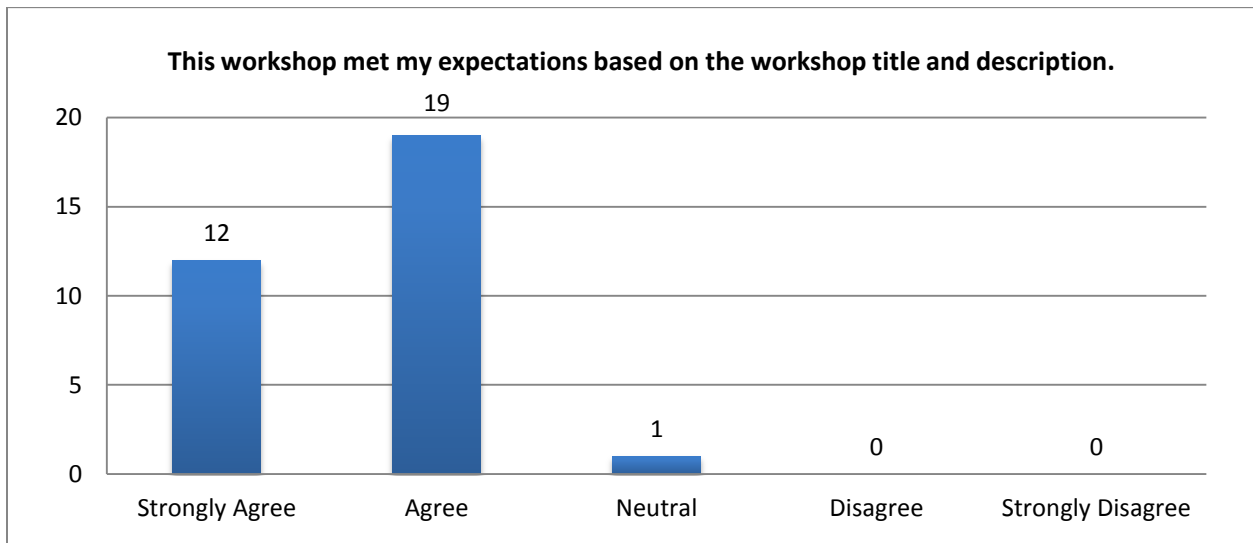


Figure 2. Session I Respondents' Expectations

3. The majority of the respondents (93.8%) also *strongly agreed* or *agreed* that they would recommend this workshop to their colleagues (Figure 3).

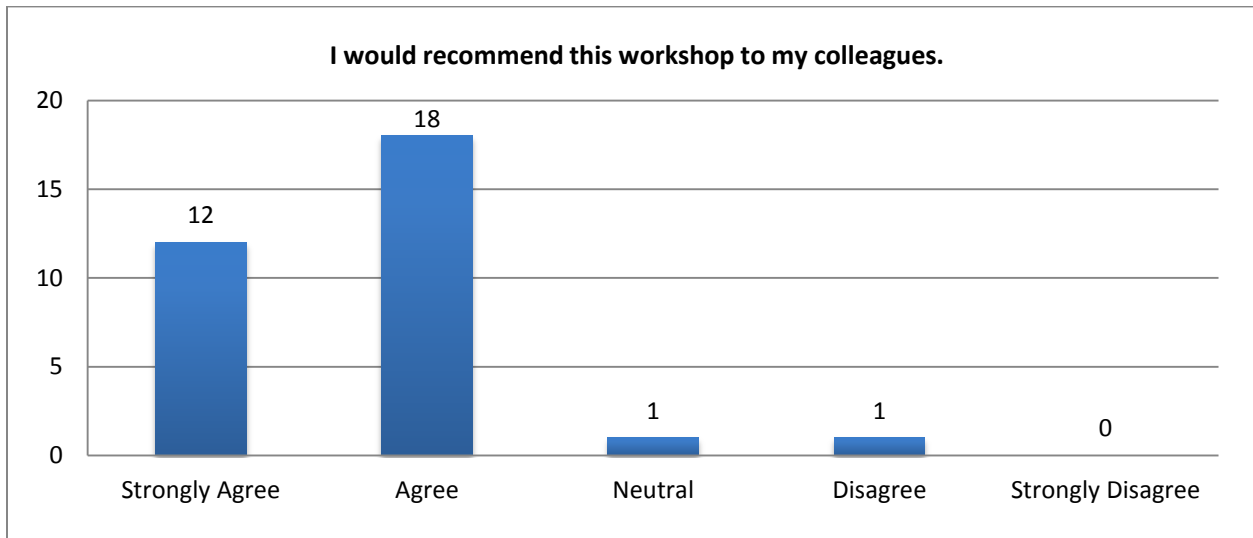


Figure 3. Session I Respondents' Plans to Recommend Session

Substantive Comments

4. Seven respondents gave comments/suggestions regarding this workshop.
- Very good.
 - Great. Thanks.
 - Lots of good information.
 - I was hoping to hear info on storage (electronic).
 - Have future sessions set up so participants can go ahead and schedule them.
 - Because the theme was data disaster, it took time to figure out some terminology.
 - Going to apply Dr. Young's project notebook suggestions for my son's science fair project. Liked the salads.
5. Three respondents provided suggestions for future ethics workshop.
- How to secure data on thumb/mobile drives.
 - Use similar format . . . Short and to the point.
 - Discussion about how to handle the missing data. E.g. real time, how student that experience it right now to handle it.

Session II

Name: Dealing with Controversial Topics

Date: 09/27/2012

Time: 12:30 - 1:30 PM

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

Panelists: Dr. Craig Nelson, Emeritus Professor of Biology, Indiana University

Summary: Dr. Nelson received the *Outstanding Research and Doctoral University Professor of the Year* award from the Carnegie Foundation for the Advancement of Teaching/Council for the Advancement and Support of Education in 2000, and also served as a Carnegie Scholar from 2000-2001. He served as the first president of the International Society for the Scholarship of Teaching and Learning. His areas of expertise include critical thinking, achievement, equity, the scholarship of teaching and learning, and Biology. He graduated with honors from the University of Kansas (BA) and received both his MA and PhD from the University of Texas.

Attendees and Feedback

The 57 participants came from 13 different colleges/units. The majority was from the College of Arts and Sciences. See table 2 for a more detailed description of participants' affiliations.

Table 2

Affiliations and Rank of Participants at *Dealing with Controversial Topics* session.

	Faculty	Staff	Graduate	Undergraduate	SUM
Education			1		1
Engineering	1				1
Honors College	1				1
CASNR	1				1
CISER		1			1
Business	1			1	2
Human Sciences			2		2
Mass Com	1	1			2
Library	2	1			3
Ethics Center		3			3
OPA		3			3
University Housing	1	4			5
Arts and Sciences	4	3	16	2	25
N/A					7
TOTAL	12	16	19	3	57

Event Questionnaire: 49 questionnaires were collected. The session questionnaire included the following five questions/statements:

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

The following charts summarize responses to the first three questions.

1. Most respondents were graduate students (Figure 4).

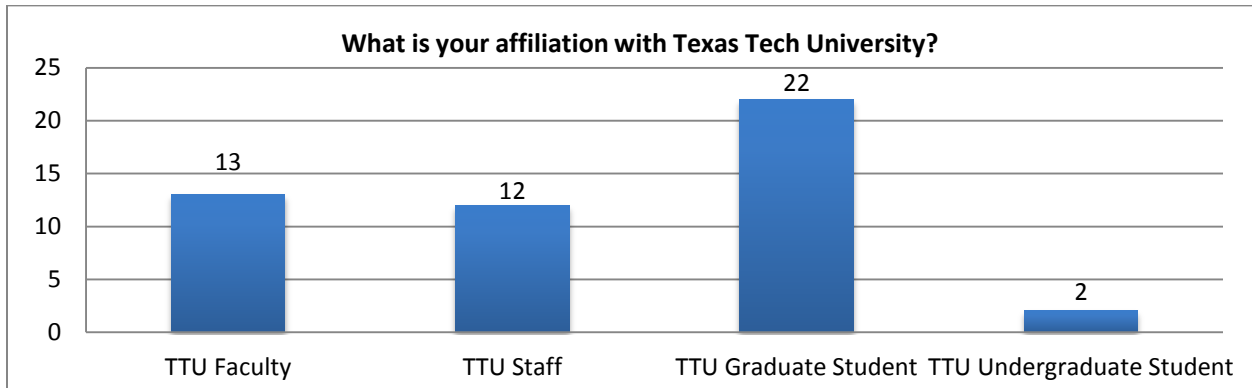


Figure 4. Number of Session II Respondents, By Rank

2. A majority of respondents (87.8%) *strongly agreed* or *agreed* that this workshop met their expectations based on the workshop title and description (Figure 5).

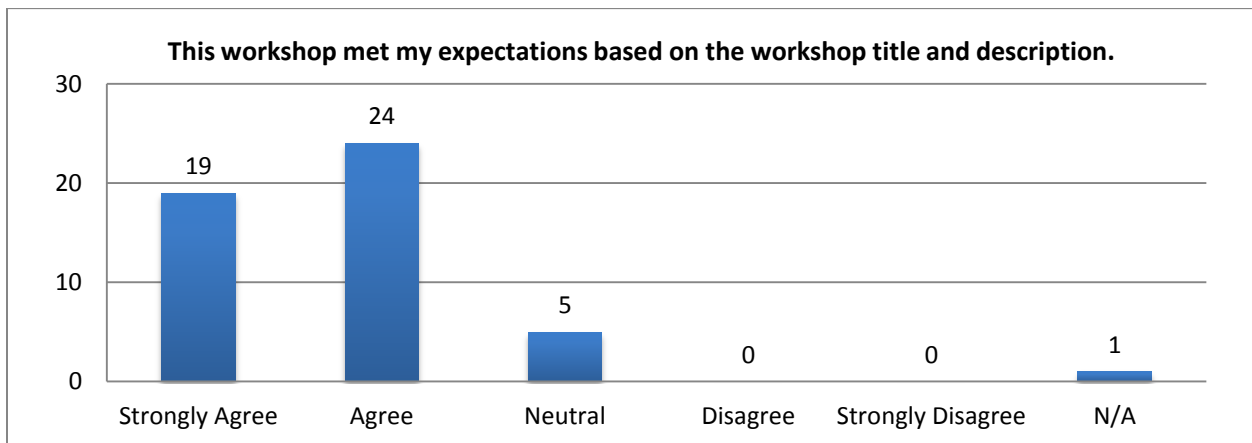


Figure 5. Session II Respondents' Expectations

3. Most respondents (91.8%) *strongly agreed* or *agreed* that they would recommend this workshop to their colleagues (Figure 6).

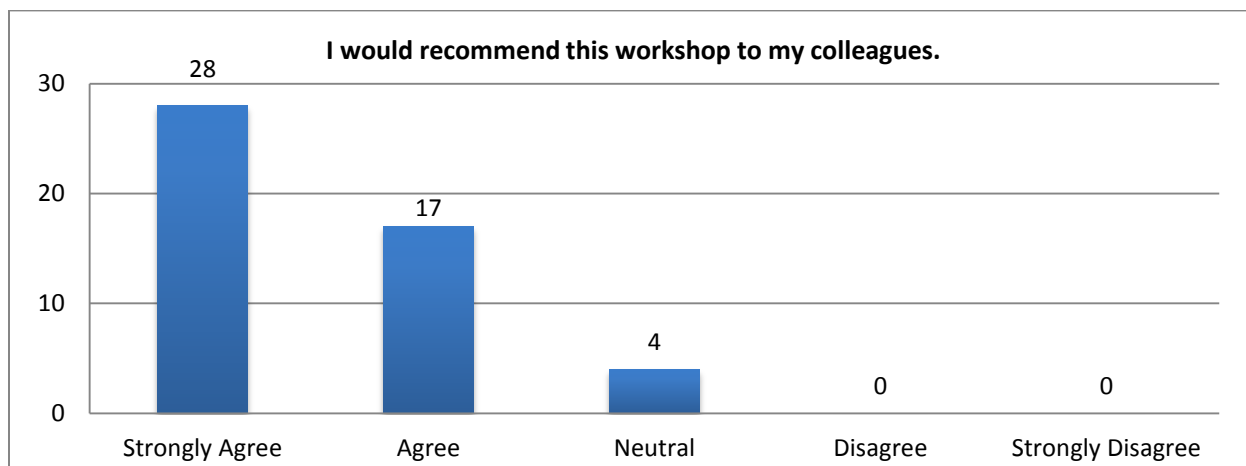


Figure 6. Session II Respondents' Plans to Recommend Session

Substantive Comments

4. Thirty-two respondents gave comments/suggestions regarding this workshop. Selected responses include:²

- This was one of the best I've ever attended.
- Record for distribution.
- Very effective methods and caused lots of thought.
- It is very much helpful for developing and improving my research, teaching and personal life.
- Maybe 30 more minutes to talk about the information (even though started late). Seemed like there was a lot more to be said/explained that wasn't due to time - more interaction.
- Helpful pedagogical strategies and provocative comments. Some ideas a bit hard to follow. Would enjoy seeing appreciation in non-scientific contexts.
- Although I really enjoy basing the discussion on evolution, I think alternative topics as examples would greatly improve it.
- Good active learning approach. Lots of good results to follow-up. Provided good path to understand with breaks for discussion.

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

- When it comes to controversial issues, it's not only the religion. We need to address more issues, like the contradictions between teacher and students belief.
- I appreciated the respectful and professional way the speaker dealt with both sides of the arguments.
- I really enjoyed this seminar. I like the fact that the speaker gave plenty examples of how to foster ethics in the classroom.
- The content was solid and expertly presented. The use of active learning during the presentation was great.
- This was a very interesting workshop. I know that Dr. Nelson has a science background, but it would have been nice if some of the examples of controversial issues came from other disciplines. I still learned a great deal.

5. Fourteen respondents also gave suggestions for future ethics workshops. Selected responses include:³

- Explanations by giving more examples.
- Make sure you begin on time so that question time is not cut off.
- Keep bringing people like Dr. Nelson to Tech!
- Have ethics workshops tailored to specific courses.
- Ethical frameworks. Decision-making theories. Best practices/strategies in classroom.
- Ethics series which targets business administration, finance, and economics subject teaching particularly.
- I would love to see a workshop combining the "Public or Perish" phenomena with ethics. People get desperate when they don't have enough publications for tenure and promotion.
- The topic is comprehensive enough to go on for at least 1 and half hour or 2 hours. Time constraint should be managed well.

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

Session III

Event Name: Academic Integrity Updates

Date: 10/23/2012

Time: 12:30 - 1:30 PM

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

Speaker: Drs. Cathy Duran and Sofia Rodriguez-Chapman

Summary: “Academic Integrity Policy Updates with Drs. Cathy Duran and Sofia Rodriguez-Chapman. TTU is committed to an open discussion on academic integrity in the classroom. This presentation will include best practices, examples, and discussion questions that can be used in a traditional classroom or in distance courses (online, hybrid, or ITV) and will focus on how instructors can use discuss Academic Integrity in their classroom.”⁴

Attendees and Feedback

The 36 participants came from 13 different colleges/units. The majority was from the College of Arts and Sciences. See table 3 for a more detailed description of participants’ affiliations.

Table 3

Affiliations and Rank of Participants at *Academic Integrity Updates* session.

	Faculty	Staff	Graduate	Undergraduate	SUM
Academic Testing Service		1			1
Education			1		1
Library		1			1
OPA		1			1
Visual and Performing Arts		1			1
Human Sciences	1		1		2
Business			1	1	2
OVPR	1	1			2
Arts and Sciences	1	1	2	1	5
Engineering			5		5
Ethics Center		4	1		5
TLPDC		7			7
Undergraduate Education & Student Affairs		1			1
N/A		2			2
TOTAL	3	20	11	2	36

⁴ <https://www.tltc.ttu.edu/WebApps/EMSEventEnrollmentPro/View/RSS/RSS.aspx/GetEvents> (accessed 10/05/2012)

Event Questionnaire: 24 questionnaires were collected. The following five questions/statements were asked on the questionnaire:

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

The following charts summarize responses to the first three questions.

1. Most respondents were graduate students (Figure 7).

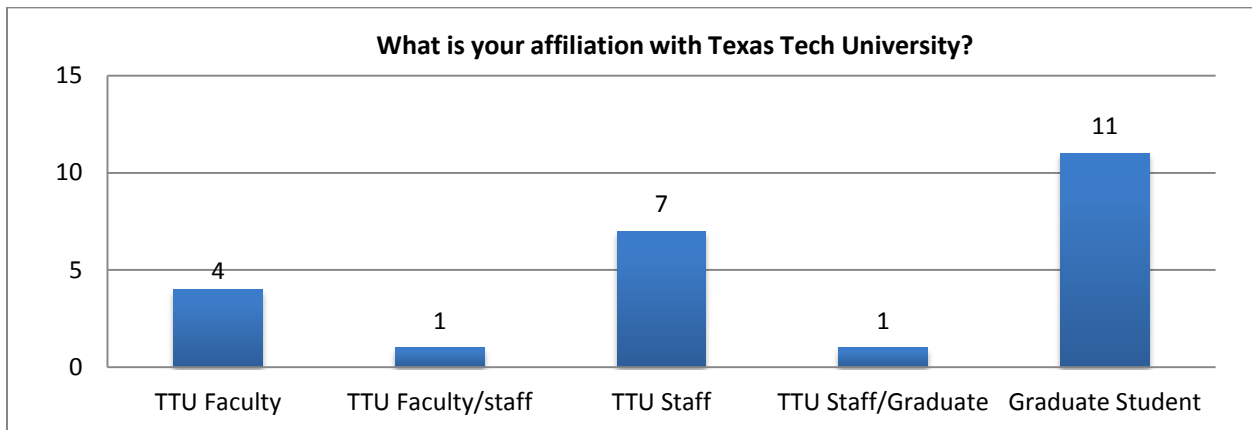


Figure 7. Session III Respondents, By Rank or Class

2. Almost all of the respondents (95.8%) *strongly agreed* or *agreed* that this workshop met their expectations based on the workshop title and description (Figure 8).

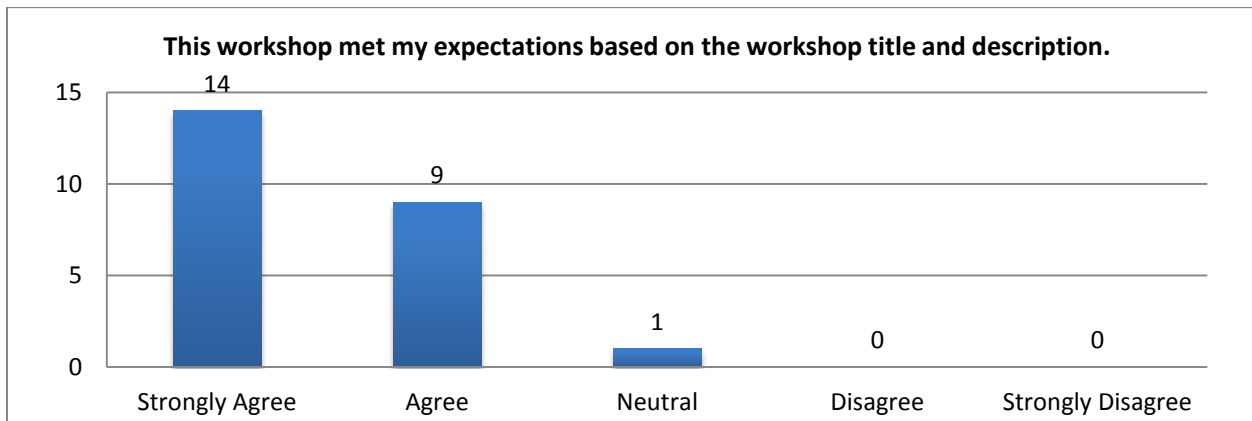


Figure 8. Session III Respondents' Expectations

3. The majority of the respondents (91.7%) strongly agreed or agreed that they would recommend this workshop to their colleagues (Figure 9).

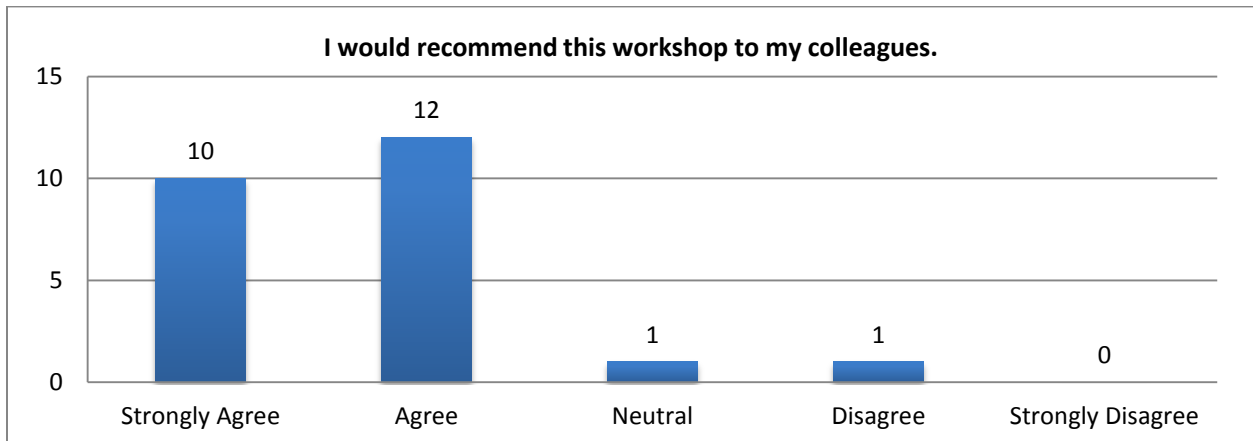


Figure 9. Session III Respondents' Plan to Recommend Workshop

Substantive Comments

4. Ten respondents gave comments/suggestions regarding this workshop.
- Thank you for the seminar.
 - More time for questions and answers. Very well done!
 - Nice summary of current Issues and resources.
 - Thank you for your time. This information is very helpful.
 - Allow more time for questions. Very good topic.
 - It is great for entry faculties. Not designed for students.
 - More examples will be more helpful.
 - Great workshop! I learned a lot and the resources that were provided were excellent!
 - Great “nuts and bolts” suggestions for how to protect yourself while creating an educational experience for the student. Full disclosure and clear expectations help manage an academic integrity issue.
 - 1st visual to briefly describe history of integrity/code of conduct - it seemed kind of scattered and hard to follow; also visual would be helpful to follow chain of what 'level' misconduct falls under and the process to resolve the issue. 2nd Specific examples of misconduct/misdemeanors and how they are handled would be helpful. 3rd Good pp visual

and examples. If going to give us your email, write it down so we know how to spell it (if complicated spelling).

5. Five respondents also gave suggestions regarding future ethics workshop.
 - Academic Integrity part II. Plagiarism checkers. Plagiarism prevention.
 - I would refer this to my colleagues.
 - Have special events for students.
 - Events like this one relevant (interesting) to students.
 - Separate some of the topics and/or add time to session - very rushed. More hands on/examples/interactive would help.

Conclusion

Evaluations from the Fall 2012 TLPDC Ethics Series showed that attendees found these workshops interesting, informative, and thought-provoking; all sessions were well-received and benefitted attendees in several ways. The majority of the respondents (93.5%) *strongly agreed or agreed* that these workshops met their expectations based on the workshop title and description. Respondents also believed the workshops were resourceful and that the examples were helpful; 92.4% of respondents *strongly agreed or agreed* that they would recommend these workshops to their colleagues (Figure 10 and 11).

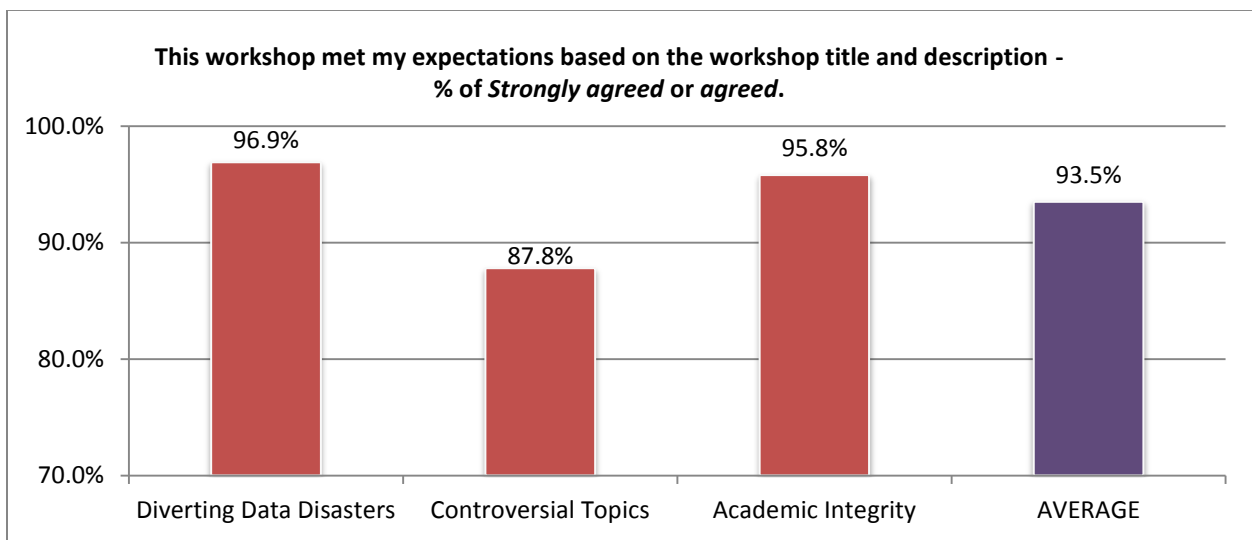


Figure 10. Fall 2012 Series Respondents' Expectations

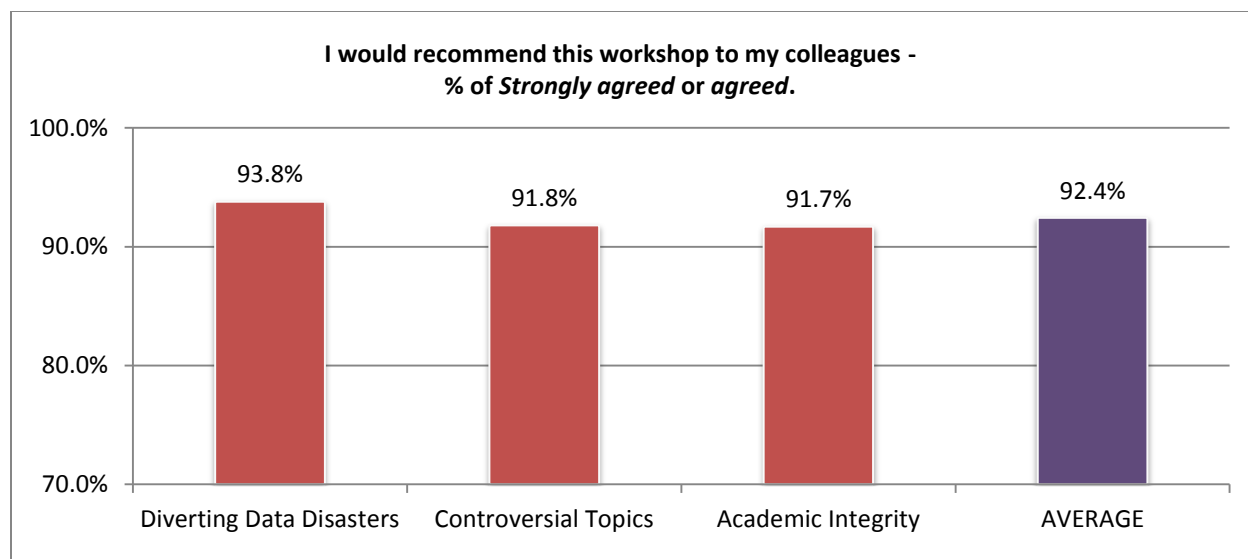


Figure 11. Fall 2012 Series Respondents' Plan to Recommend Workshop

Attendees suggested allowing more time for presentation, Q and A, and audience interaction. In general, attendees considered the one-hour sessions as being too rushed. Respondents also suggested video-recording the sessions for distribution. Many participants found the presenters' approaches interactive and useful and would apply the methods and suggestions to their projects, practices, teaching, and personal life.

Also, a few participants requested that sessions begin on time so that the question and answer time would not be cut off. Some people suggested broadening topics and adding examples from other disciplines (not limited to sciences), offering classroom ethics to engage both teacher and students, and having ethics workshops tailored to specific courses.

Overall, the Fall 2012 TLPDC/Ethics series had very positive reviews. Both presenters and attendees encouraged the Ethics Center to continue providing such workshops and inviting similar speakers. For future workshops, many respondents suggested topics of interest relevant to students to engage more undergraduate participation. Proposed topics include business administration, plagiarism check and prevention, and securing and storing data on mobile devices. In addition, some respondents wished to receive more thorough information and discussions on pressing issues, such as handling lost or data (i.e., what are viable solutions for recovering data).

Appendix A

Comments/suggestions regarding the workshop “Dealing with Controversial Topics”

1. Helpful pedagogical strategies and provocative comments. Some ideas a bit hard to follow.
Would enjoy seeing appreciation in non-scientific contexts.
2. Very deep thinking workshop. Needed more time.
3. Talk a bit faster.
4. Although I really enjoy basing the discussion on evolution, I think alternative topics as examples would greatly improve it.
5. Nicely done!
6. Good active learning approach. Lots of good results to follow-up. Provided good path to understand with breaks for discussion.
7. Great!
8. Enjoyed his perspective and clues for better teaching.
9. I enjoyed his use of examples.
10. I really enjoyed the speaker today.
11. Too short.
12. This was a wonderful presentation.
13. Record for distribution.
14. Very intriguing, great food.
15. More practitioner approaches.
16. When it comes to controversial issues, its' not only the religion. We need to address more issues, like the contradictions between teacher and students belief.
17. Fabulous speaker, fabulous. Thank you for sharing.
18. Maybe 30 more minutes to talk about the information (even though started late). Seemed like there was a lot more to be said/explained that wasn't due to time - more interaction.
19. Very useful to my research, teaching and life. I don't have any religion but my girlfriend is a Christian. Dr. Nelson's class definitely can help me to talk with her in this respect.
20. It was wonderful, definitely makes you reconsider how you teach in general, not just controversial issues.
21. Well done. It was brief, but all points were completely made.

22. I really enjoyed this seminar. I like the fact that the speaker gave plenty examples of how to foster ethics in the classroom.
23. The content was solid and expertly presented. The use of active learning during the presentation was great.
24. It is very much helpful for developing and improving my research, teaching and personal life.
25. This was a very interesting workshop. I know that Dr. Nelson has a science background, but it would have been nice if some of the examples of controversial issues came from other disciplines. I still learned a great deal.
26. Very effective methods and caused lots of thought.
27. I appreciated the respectful and professional way the speaker dealt with both sides of the arguments.
28. Enjoyed!
29. This was one of the best I've ever attended.
30. Great speaker and topics.
31. Learned really good and effective teaching techniques.
32. More Q & A.

Appendix B

Suggestions for future ethics workshops provided by attendees at “Dealing with Controversial Topics”

1. More sessions.
2. Great food and perfect topics.
3. Ethical frameworks. Decision-making theories. Best practices/strategies in classroom.
4. 1) Ethics series which targets business administration, finance, and economics subject teaching particularly. 2) Finish it by time.
5. So far so good.
6. Keep bringing people like Dr. Nelson to Tech!
7. Similar speakers.
8. The topic is comprehensive enough to go on for at least 1 and half hour or 2 hours. Time constraint should be managed well - suggestion. With the amount of information on the topic.
9. Have ethics workshops tailored to specific courses.
10. Explanations by giving more examples.

11. I would love to see a workshop combining the "Public or Perish" phenomena with ethics. People get desperate when they don't have enough publications for tenure and promotion.
12. Make sure you begin on time so that question time is not cut off.
13. Class room ethics of teacher and students.
14. Same kind of material.