

2010

[Fall 2010 TLTC Ethics Series Report]

Sponsored by the Texas Tech University Ethics Center and the Teaching, Learning and Technology Center (TLTC)

Fall 2010 TLTC Ethics Series Report

Introduction

In collaboration with the Teaching, Learning, and Technology Center (TLTC) the Texas Tech Ethics Center (TTU Ethics Center) hosted three luncheons during the Fall 2010 semester. These luncheons were originally developed as part of the SACS-COC Quality Enhancement Plan and were instituted during the Fall 2009 semester.

The TLTC/TTU Ethics Center ethics luncheons touch on different aspects of professional codes of ethics, academic integrity, as well as ethical issues in personal, professional, and civic life. The following sections will summarize the three sessions of Fall 2010 in detail.

TLTC Ethics Series Fall 2010

Session I

Event Name: The Gulf Oil Spill: Some Questions to be Asked and Initial Lessons to be Learned

Date: 9/16/2010

Time: 12:00 - 1:00 PM

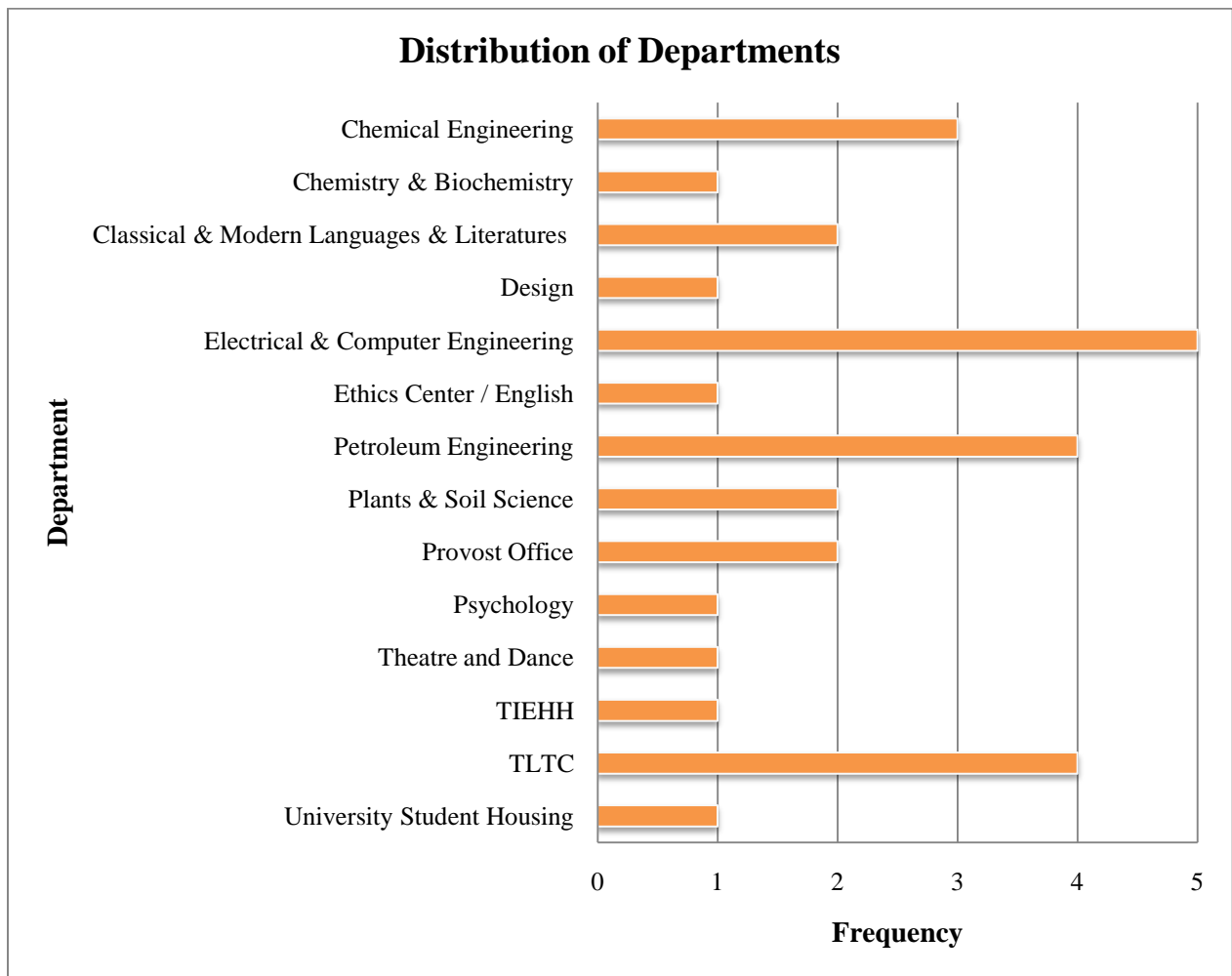
Location: Room 151 - Audio/Video Instructional Lab (AVI)

Speaker: Rich Burgess

Event Summary: “The Gulf Oil Spill: Some Questions to be Asked and Initial Lessons to be Learned” with Rich Burgess, Deputy Director for Distance Learning, Murdough Center for Engineering Professionalism. The recent Gulf oil spill has highlighted the importance of ethics in the practice of engineering and will be a source of critical lessons for engineers of all disciplines. In the direct aftermath of the explosion and spill, emphasis has been placed on 1) stopping the

leak/containing the spill and 2) determining responsibility for the disaster. While this emphasis is appropriate, it is incomplete. Little of substance has been said about what we, the general public, should learn from this disaster. Which questions ought to be asked? What, if anything, should we do differently as a result of this disaster? This presentation will explore some of these questions and lessons.”¹

Number of Participants: The 29 participants came from 14 different departments. The majority (12) was from the Whitacre College of Engineering. See the following chart for a more detailed description of the composition of participants.



¹ <https://www.tlct.ttu.edu/WebApps/EMSEventEnrollmentDev/View/RSS/RSS.aspx/GetEvents> (accessed, 09/15/2010)

Event Questionnaire: 23 questionnaires were collected.

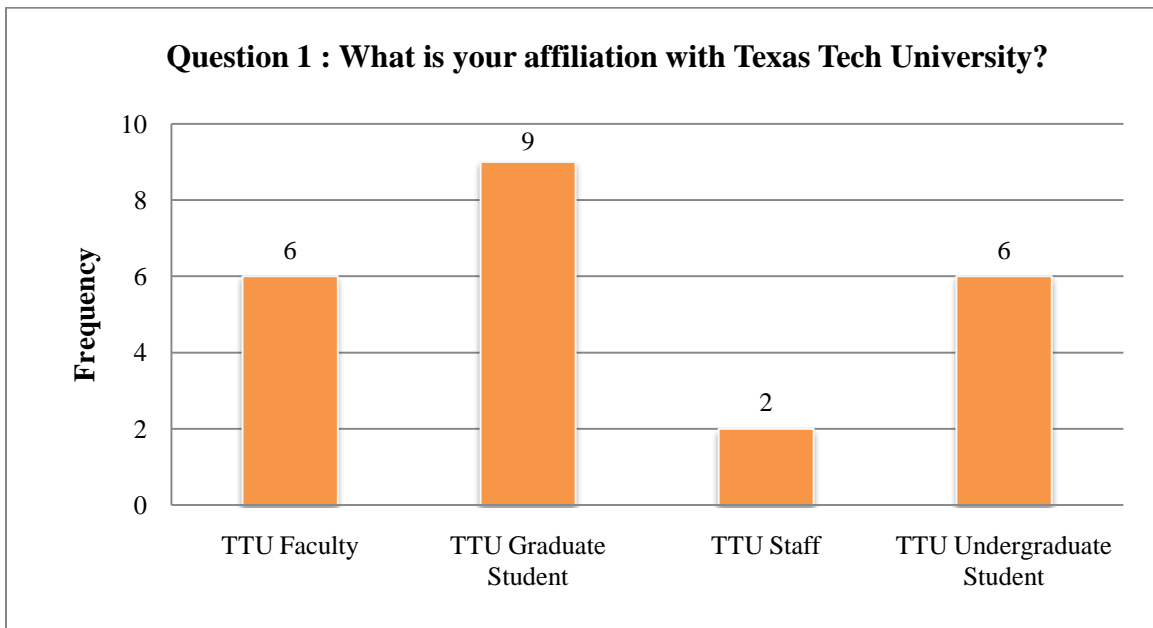
The following five questions/statements were asked on the questionnaire:

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

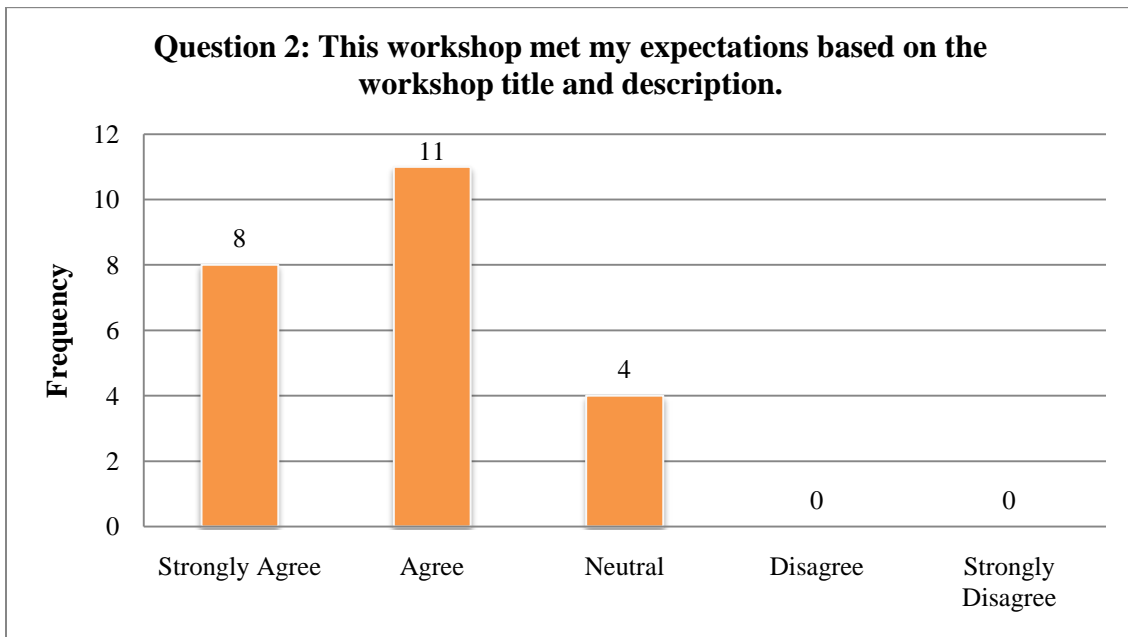
The following charts summarize the answers to first three questions/statements.

1. Answers to the first question show that more respondents were TTU graduate students.

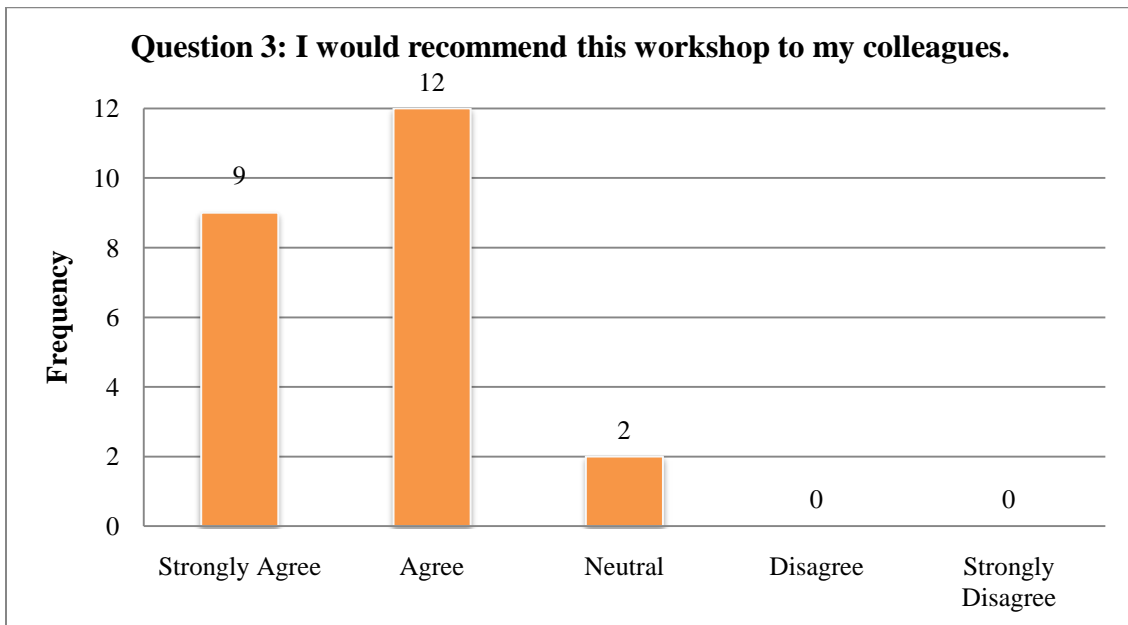
Please see the chart below for more details.



2. Almost all of the respondents strongly agreed or agreed that this workshop met their expectations based on the workshop title and description (see the chart below).



3. Almost all of the respondents strongly agreed or agreed that they would recommend this workshop to their colleagues (see the chart below).



4. The following comments and suggestions were provided by three faculty members, five graduate students, and six undergraduate students.

- Comments and suggestions from faculty:
 - Good melding of specific questions and principles.
 - Good forum.
 - Interesting - raised many good points
- Comments and suggestions from graduate students:
 - Some technical issues, and economical impacts have to be involved in the presentation.
 - Panel discussion followed by questions from audience.
 - Be longer. It's very interesting and we need more time to discuss about this complicated topic.
 - Add more facts about where we are at.
 - Good information.
- Comments and suggestions from undergraduate students:
 - This was a great presentation; I benefitted.
 - This workshop was very informative and giving the information I needed for my project.
 - I really enjoyed attending it. I learned many things that I can apply in everyday life.
 - The 1 hour time limit prohibits lengthy discussion but allows the topics to be discussed.
 - Good workshop.

- Thank you for hosting it.
5. The following suggestions for future ethics workshop were provided by three faculty members, two graduate students, and one undergraduate student.
- Suggestions from faculty:
 - Bring outside expert in next subject of the workshop.
 - Consumer responsibility with respect to carbon footprint.
 - Yes, make it BIGGER! (As big as Jones AT&T Stadium as a venue, for ALL to participate & for several hours).
 - Suggestions from graduate students:
 - It was fun and excellent! Do it again! Not the same but like this.
 - More discussion time will be better.
 - Suggestions from undergraduate students:
 - To give more time for presentation and questions.

Session II

Event Name: Professional Responsibility for Educators and the Texas Code of Ethics

Date: 10/07/2010

Time: 12:00 - 1:00 PM

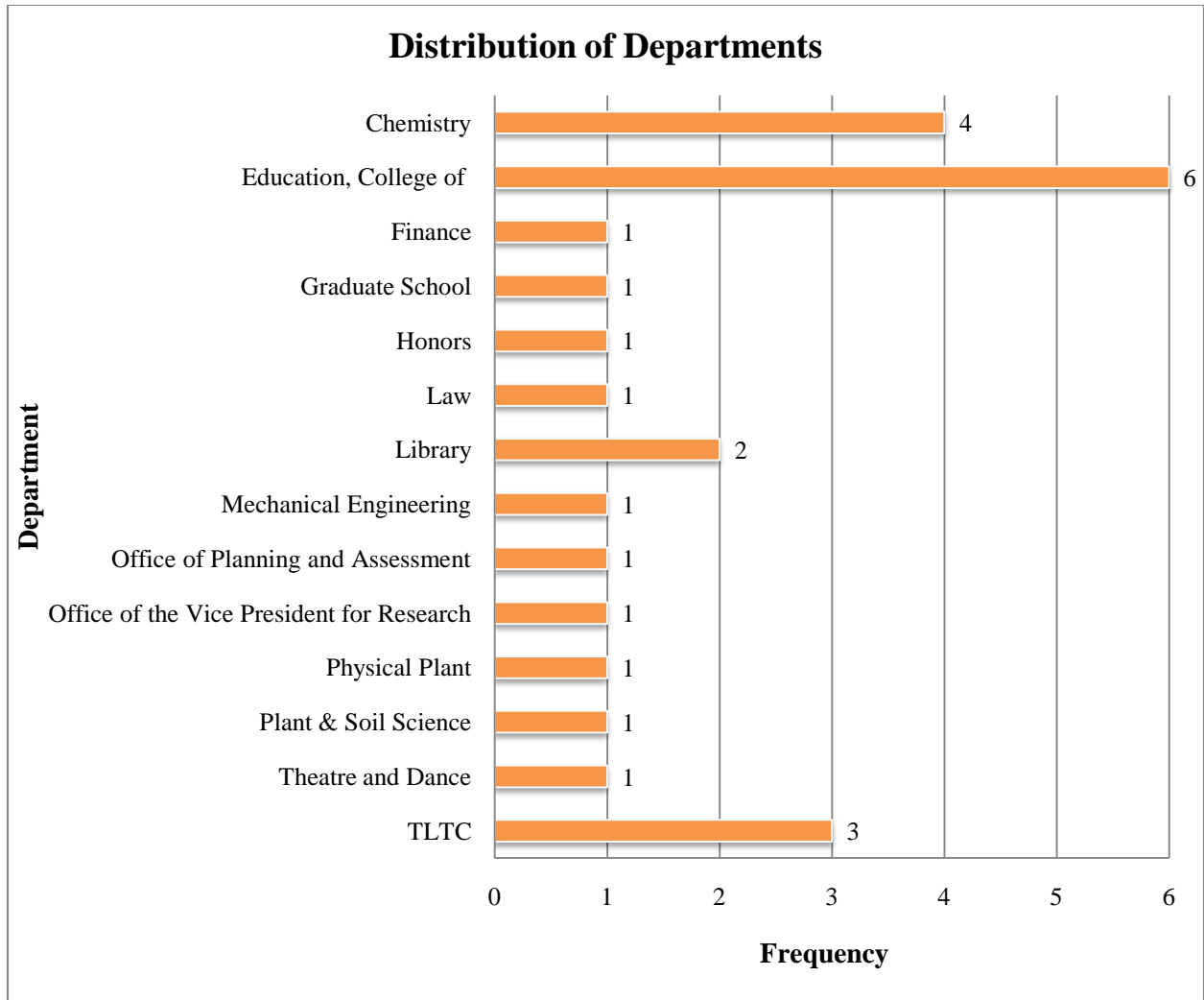
Location: Room 151 - Audio/Video Instructional Lab (AVI)

Panelists: Dr. JoAnn Klinker

Event Summary: “The TLTC and Ethics Center Fall Series: Professional Responsibility for Educators and the Texas Code of Ethics. Please join Dr. JoAnn Klinker, coauthor of the Professional Responsibility for Educators and the Texas Code of Ethics, in a discussion of her book, co-sponsored by the TLTC and the Texas Tech Ethics Center. Dr. Klinker will provide the theoretical base for state codes of ethics including the Texas Educators’ Code of Ethics and the tension between autonomy and accountability. This discussion will include conversation specific to the Texas Educators’ Code of Ethics, its history, complaint process, and state agency responsibilities regarding the Educators’ Code of Ethics and cases that fall under each standard. Some of these cases will illustrate that while teachers and administrators are held to a higher standard of conduct, mistakes happen and these cases best illustrate the interpretation of law and ethical perspectives for a better understanding of humanity. The authors point out that given the fact that hundreds of thousands of educators are employed in the State of Texas, the small number of cases in this book is overwhelming evidence that Texas educators are an ethical group! To belong to this profession is to live one’s life with high moral purpose and to enjoy the professional autonomy and accountability to do so. Please join Dr. Klinker in this discussion.”²

Number of Participants: The 26 participants came from 14 different departments/units. See the following chart for a more detailed description of the composition of participants.

² <https://www.tlhc.ttu.edu/WebApps/EMSEventEnrollmentDev/View/RSS/RSS.aspx/GetEvents> (accessed, 09/17/2010)



Event Questionnaire: 25 questionnaires were collected.

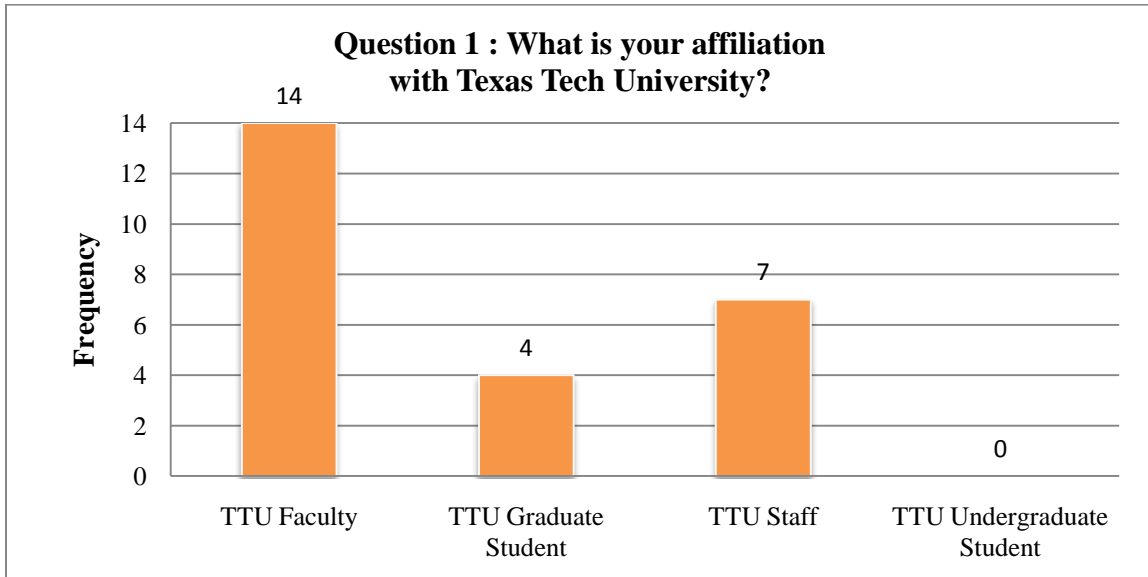
The following five questions/statements were asked on the questionnaire:

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

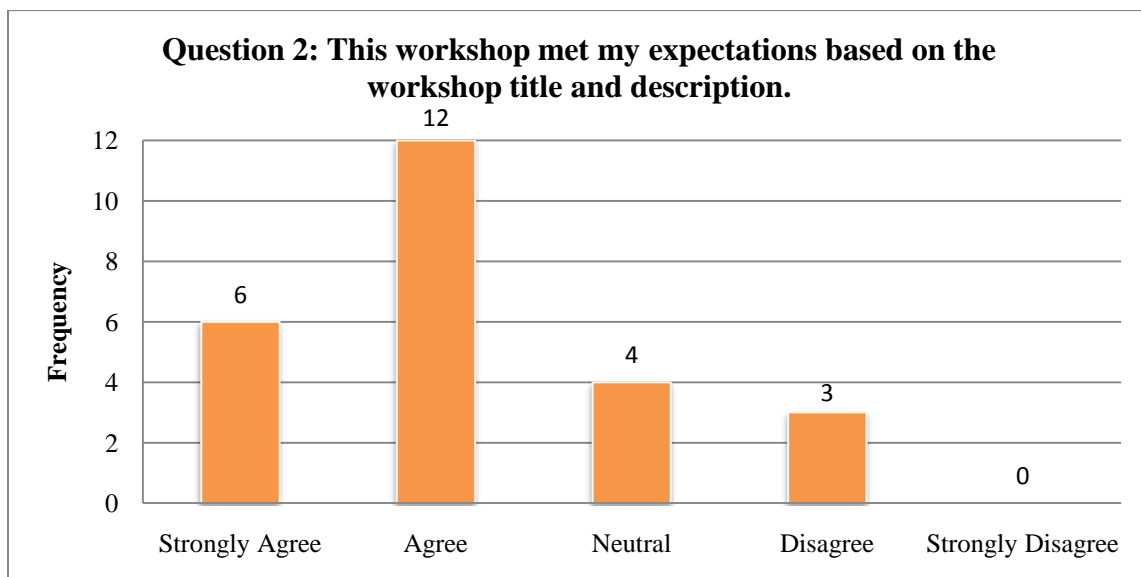
The following charts summarize the answers to first three questions/statements.

1. Answers to the first question show that most respondents were TTU faculty and staff.

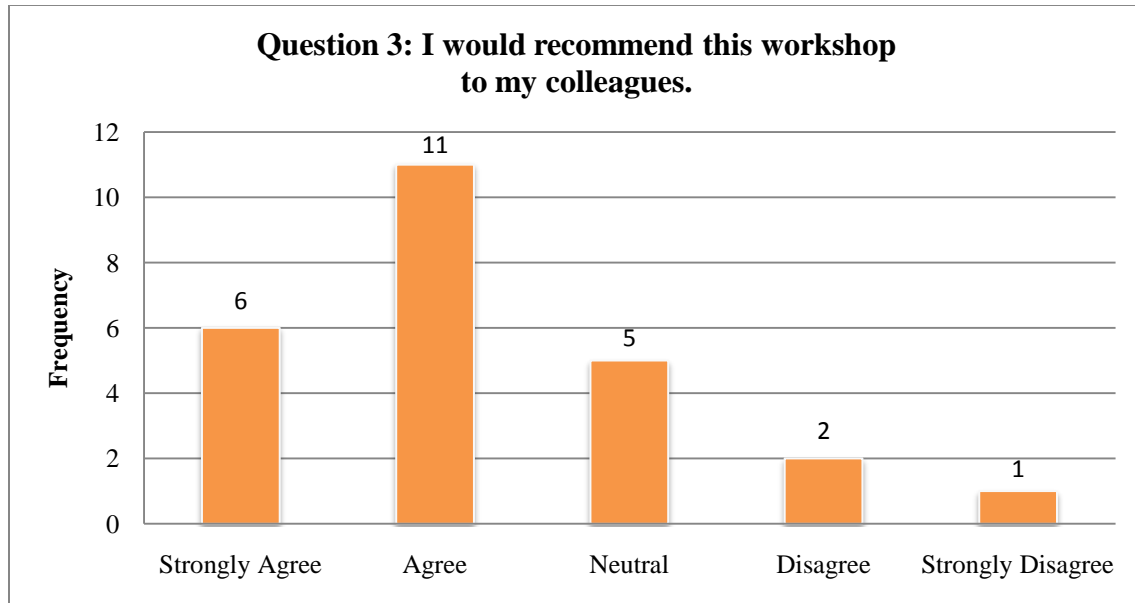
Please see the chart below for more details.



2. The majority of the respondents strongly agreed or agreed that this workshop met their expectations based on the workshop title and description (see the chart below).



3. Most respondents strongly agreed or agreed that they would recommend this workshop to their colleagues (see the chart below).



4. The following comments and suggestions were provided by eight faculty members, one staff member, and four graduate students.

- Comments and suggestions from faculty:
 - Be more excited to be doing the presentation.
 - Speaker shouldn't read their slides.
 - Make the course description clear that it is about ethics for K-12 teachers.
 - Perhaps I didn't read the workshop description carefully enough.
 - The book will soon be in the Library.
 - Specific parts could be picked out for practices so that the audience can participate more.
 - Fit the lunch schedule. Direct to the point. Nice work!

- I thought the program would discuss university instructor code of ethics. This would have been a nice addition. Speaker was too quite - need to speak louder.
- Comment and suggestion from staff:
 - Very informative.
- Comments and suggestions from graduate students:
 - Not sure about the purpose of this session. Don't appreciate the presentation style - impossible to read slides - very difficult to apply.
 - Cases were helpful.
 - Enjoyed talking about situations.
 - I thought this workshop would focus on ethics at the college level rather than focusing on K-12.

5. The following suggestions for future ethics workshop were provided by two faculty members, one staff member, and three graduate students.

- Suggestions from faculty:
 - Invite her again to do the more practical one I suggested in Q4.
 - Ethical code training for new university faculty and graduate students.
- Suggestion from staff:
 - Ethics in the university.
- Suggestions from graduate students:
 - Propose situations to participants about their decision in certain cases would benefit.
 - Have a portion of the presentation extend beyond K-12.
 - Ethics in Science.

Session III

Event Name: Academic Integrity in the Classroom: Using Case Studies and other Tips to Facilitate Understanding

Date: 10/28/2010

Time: 12:00 - 1:00 PM

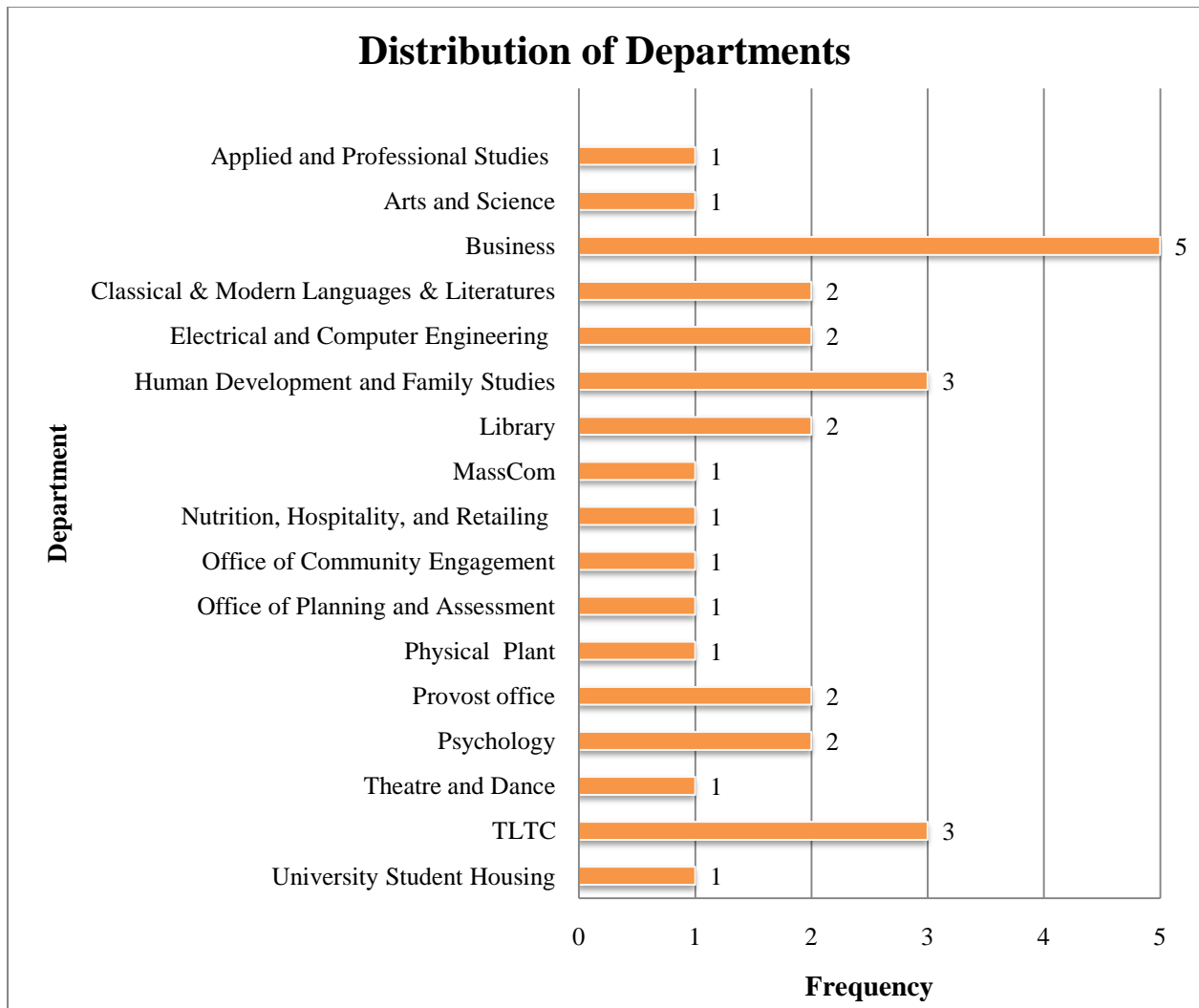
Location: Room 151 - Audio/Video Instructional Lab (AVI)

Speakers: Dr. Debbie Laverie, Dr. Cathy Duran, and Dr. Alan Reifman

Event Summary: “The TLTC and TTU Ethics Center Fall Series: Academic Integrity in the Classroom: Using Case Studies and other Tips to Facilitate understanding. Presenters: Dr. Debbie Laverie and Dr. Cathy Duran, Rawls College of Business and Dr. Alan Reifman, College of Human Sciences. Please join Dr. Debbie Laverie, Dr. Cathy Duran, and Dr. Alan Reifman in a discussion on utilizing case studies and other tips to avoid plagiarism in the classroom as part of your discussion about academic integrity. Drs. Laverie, Duran, and Reifman will provide practical information on how to integrate case studies and provide tips on avoiding plagiarism and other problematic occurrences in your classroom discussion of academic integrity. The 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 specifically focus on how instructors can use the different tools as a teaching methodology. Please join Dr. Laverie, Dr. Duran, and Dr. Reifman in this discussion.”³

Number of Participants: The 30 participants came from 17 different departments/colleges. See the following chart for a more detailed description of the composition of participants.

³ <https://www.tltc.ttu.edu/WebApps/EMSEventEnrollmentDev/View/RSS/RSS.aspx/GetEvents> (accessed, 09/17/2010)



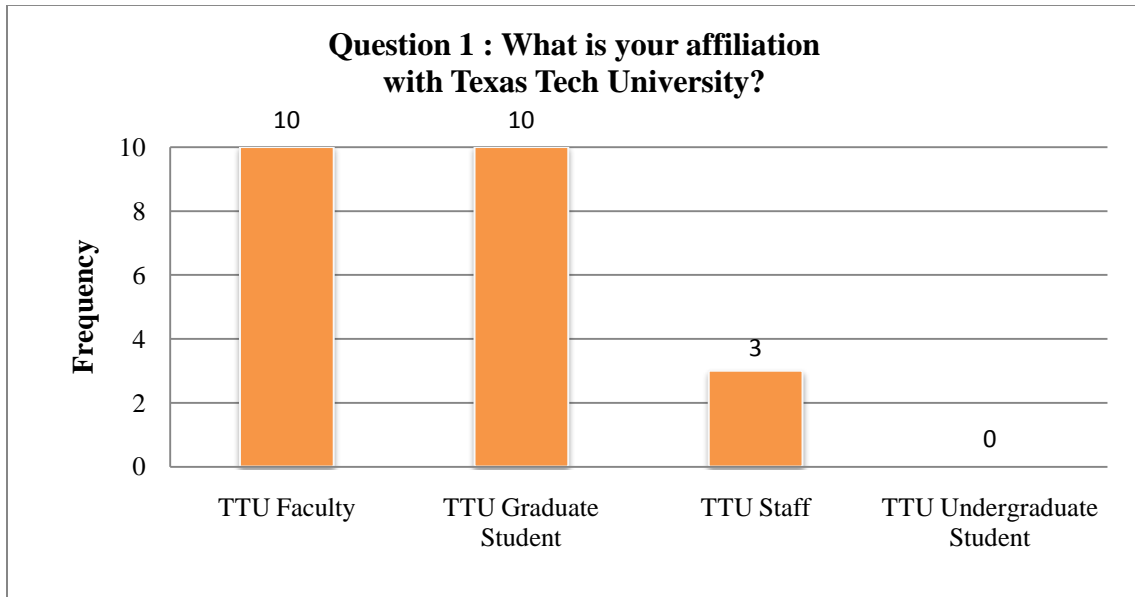
Event Questionnaire: 23 questionnaires were collected.

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

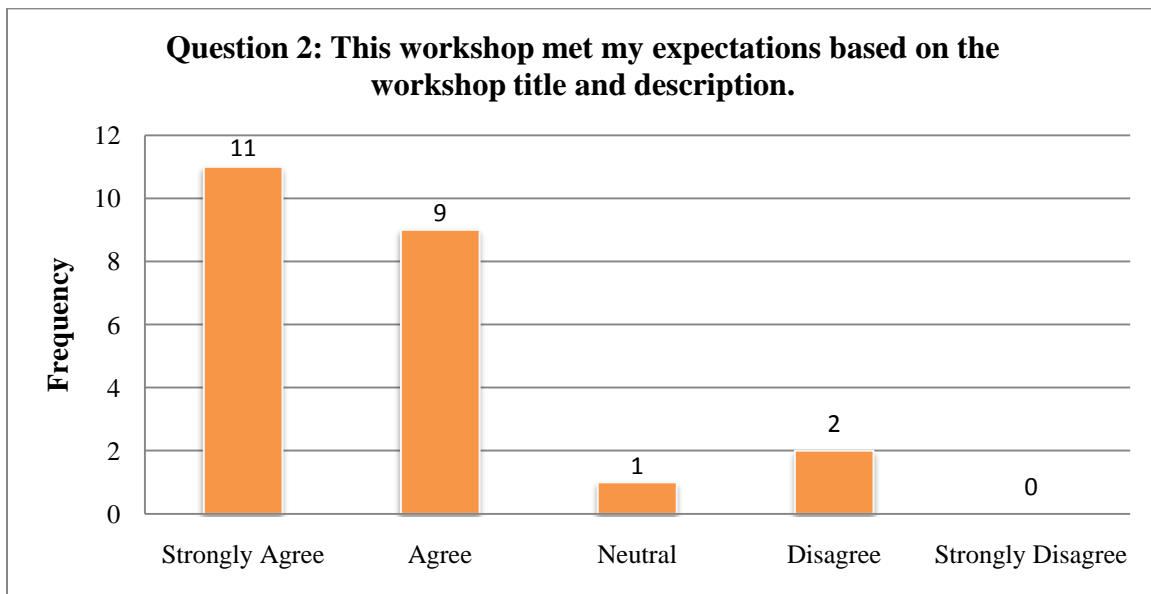
1. What is your affiliation with Texas Tech University?
2. This workshop met my expectations based on the workshop title and description.
3. I would recommend this workshop to my colleagues.
4. Do you have any comments or suggestions you would like to share regarding this workshop?
5. Do you have any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

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

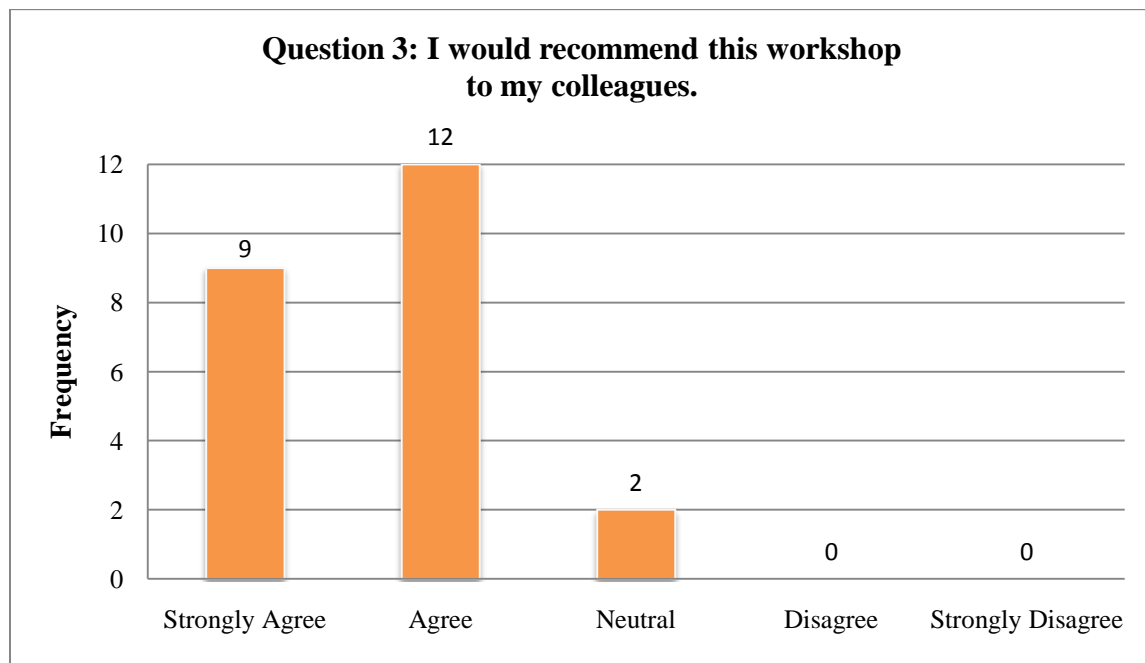
1. Answers to the first question show that most respondents were TTU faculty and graduate students. Please see the chart below for more details.



2. Almost all of the respondents strongly agreed or agreed that this workshop met their expectations based on the workshop title and description (see the chart below).



3. Almost all of the respondents strongly agreed or agreed that they would recommend this workshop to their colleagues (see the chart below).



4. The following comments and suggestions were provided by three faculty members, two staff members, and four graduate students.

- Comments and suggestions from faculty:
 - Don't waste audience's time with mechanics of technology (eg. Finding right article on internet, etc.). I also thought this was going to tie using case analysis to plagiarism. I didn't get that connection. (I may have misunderstood the intent of the workshop.).
 - The topic/presentation talked about using case studies. It would have been interesting to read these case studies and analyze.
 - Presenters had great experience and brought much to the table for us to consider.
- Comments and suggestions from the staff member:

- Thanks for sharing.
 - Thank you!
 - Comments and suggestions from graduate students:
 - This was very beneficial. Thanks!
 - Sources to get access to the cases that speaker talked about.
 - I thought it would be more about case studies, but I did enjoy the lecture.
 - I would like to hear more about SWOT, possibly an example of how the activity works.
5. The following suggestions for future ethics workshop were provided by three faculty members and four graduate students.
- Suggestions from faculty:
 - Please keep having them.
 - Have many more within the semester.
 - These are great! Keep them going!
 - Suggestions from graduate students:
 - Please continue. It is definitely a paramount issue today.
 - Do a practical case among the participants. Show sources to get access to the material.
 - Maybe using turnitin or other software as a workshop topic.
 - Information on plagiarism programs and how to use them when examining student work.

Conclusion

The evaluations from the Fall 2010 TLTC Ethics Series showed that these workshops were informative and well-received, benefiting the participants in several ways. The evaluations show that a great number of the respondents (80.3%) agreed or strongly agreed that these workshops met their expectations based on the workshop title and description. Many participants believed the workshops were insightful and brought up some interesting topics. Also, the majority of the respondents (83.1%) agreed or strongly agreed that they would recommend these workshops to their colleagues.

Some people suggested allowing more time for presentation, case study, and audience participation; the “one-hour” limit seemed to prevent some in-depth discussions. For future workshops, the respondents suggested inviting outside experts or hosting more workshops each semester. Topics of interest included ethics in science, use of software to prevent plagiarism, and ethical code training for faculty and graduate students.

On the other hand, a few participants voiced their confusion because some information, although useful, was not relevant to the university setting; their comments suggested that the workshop intent and description could be clearer. A couple of technical issues were also addressed, such as the visual aspect of the slides. Some respondents also wished the presentations could tie in more with current situations in TTU and its policy on plagiarism.

Overall, the results were positive. Many participants suggested additional time for each session and expressed interest for more workshops on various topics of ethics.