

# **TEXAS TECH UNIVERSITY**

## **QUALITY ENHANCEMENT PLAN**

### ***DO THE RIGHT THING: A CAMPUS CONVERSATION ON ETHICS***

**SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS**

**COMMISSION ON COLLEGES**

**REAFFIRMATION OF ACCREDITATION**

**February 1, 2005**

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# **DO THE RIGHT THING: A CAMPUS CONVERSATION ON ETHICS**

## **EXECUTIVE SUMMARY**

One of the requirements for reaffirmation of accreditation by the Southern Association of Colleges and Schools (SACS) is the development of a Quality Enhancement Plan (QEP), a long-range plan designed to improve teaching and learning. Texas Tech chose to use a collaborative approach to develop the QEP. The QEP Committee, composed of representatives from each college, was charged with involving various stakeholder groups, including faculty, students, administrators, staff, and alumni, in the development process. The following criteria guided the selection of a QEP theme:

- ***Mission.*** Is consistent with the mission of Texas Tech University, e.g., improvement of student learning.
- ***Quality enhancement.*** Has potential to better equip students to function as scholars and citizens within the university community and beyond.
- ***Scope.*** Reflects the interests of the entire university community, e.g. involves as many academic programs and support units as possible.
- ***Support.*** Has broad support from faculty, students, administrators, staff, and other stakeholder groups.
- ***Pragmatism.*** Is feasible in terms of implementation and consistent with available resources.
- ***Accountability.*** Outcomes can be measured.

Members of the university community as well as alumni and interested citizens were invited to participate in the selection of a QEP theme through a web-based survey. The theme of ethics that ultimately was selected as the focus of the QEP was one of several high priority issues supported by the survey results. A second survey provided

information about the ethical issues that are important to the campus community and ways to address them.

To learn about “best practices” that might serve as models for the QEP, the Committee reviewed published literature on ethics; examined web sites of leading ethics centers; sought information about ethics initiatives at peer institutions; and utilized the expertise of Texas Tech faculty in departments that teach ethics, members of the Academic Integrity Task Force, staff in the Office of Student Affairs, members of the Strategic Planning Council, and other campus constituents.

QEP goals, desired outcomes, and implementation and assessment strategies were developed in response to several areas of concern revealed in the ethics survey results.

Four goals are addressed:

***Goal 1: An Ethical Institution.*** Strengthen commitment to ethical behavior at the institutional level, providing a model and inspiration for students.

***Goal 2: Academic Integrity.*** Strengthen the campus culture of academic integrity.

***Goal 3: Ethics in the Curriculum.*** Raise the level of ethical reasoning employed by students and faculty.

***Goal 4: Diversity and Equity.*** Foster an ethical climate that values diversity in its various forms.

The QEP will be implemented during a five-year period. Overall leadership for implementation will be provided by the Provost’s Office through a QEP Implementation Committee. The Board of Regents, Chancellor David Smith, President Jon Whitmore, Provost Bill Marcy, and other members of the central administration will provide leadership for institutional initiatives. Academic and academic support units will choose to be involved in ways that meet the needs of the unit, with leadership from academic

deans, department chairs, vice president, and administrators of academic-support units, and individual faculty, staff, and students, as appropriate.

The comprehensive evaluation plan is designed in four distinct phases that provide for a continuous cycle of data collection, analysis and synthesis of the results, and utilization of assessment data to redirect and strengthen the Implementation Plan. Both strategic local assessments targeted toward specific QEP goals and global assessments to evaluate progress toward the ethics initiative as a whole will be used.

The QEP ethics initiative reflects the interests and has the strong support of the university community, including both academic and academic-support units. The principal target is the improvement of student learning, described by SACS as "changes in students' knowledge, skills, behaviors, and/or values that may be attributable to the collegiate experience" (SACS Handbook for Reaffirmation of Accreditation, 2003, p. 19). A "campus conversation on ethics" will address the University's mission by helping students develop a personal set of ethical standards to provide guidance for life-long decision-making. It will give students the opportunity to develop the knowledge and skills they need to apply ethical principles to real world concerns, and produce graduates who are capable of ethical leadership and responsible citizenship.

Students will learn to "do the right thing" only within the context of an institution that models ethical behavior. A conversation that starts at the top will foster a climate of concern for ethical behavior throughout the university and serve to inform faculty, staff, and administrators on ethical issues with respect to their relationships with students and each other. It also will help to define the public image of Texas Tech as institution that teaches and practices integrity within the university community and beyond.

## **DO THE RIGHT THING: A CAMPUS CONVERSATION ON ETHICS**

Texas Tech chose to use a collaborative approach to develop the Quality Enhancement Plan (QEP). The QEP Committee, composed of representatives from each college, was charged with involving various stakeholder groups, including faculty, students, administrators, staff, and alumni, in developing the QEP. Members of the QEP Committee are listed in Appendix A. The Committee established the following criteria to use in the selection of a QEP theme:

- ***Mission.*** Is consistent with the mission of Texas Tech University, e.g., advancement of knowledge, intellectual and personal development of students.
- ***Quality enhancement.*** Has potential to better equip students to function as scholars and citizens within the university community and beyond.
- ***Scope.*** Reflects the interests of the entire university community, e.g. involves as many academic programs and support units as possible.
- ***Support.*** Has broad support from faculty, students, administrators, staff, and other stakeholder groups.
- ***Pragmatism.*** Is feasible in terms of implementation and consistent with available resources.
- ***Accountability.*** Outcomes can be measured.

Six potential QEP themes were identified: experiential learning, undergraduate and graduate instruction, research, undergraduate research, diversity and access, and ethics. All members of the university community as well as alumni and interested citizens were invited to respond to a web-based survey (Appendix B). Respondents were asked to rate each potential theme according to its priority for the university, suggest ways specific issues might be addressed, and identify additional themes for consideration.

The survey results identified ethics as one of several high priority issues; however, no single theme emerged. After considering the previously established selection criteria, the survey results, and information from a variety of other sources, the Committee voted unanimously to select ethics as the QEP theme.

### **Engagement of Campus Constituencies**

Faculty in each of the colleges and schools were involved in the process of developing the QEP through representation on the QEP Committee. In addition, Committee liaisons were established with the Department of Philosophy which teaches ethics courses; the Murdough Center for Engineering Professionalism in the College of Engineering; the Academic Integrity Task Force, which recently completed a report to the Provost regarding academic integrity issues on campus; the Division of Student Affairs; and other appropriate campus units.

As described previously, faculty, staff, students, administrators, alumni, and others were given the opportunity to provide input on the selection of a QEP theme by responding to a web-based survey. Information about accessing the survey was distributed through a press release and by posting on Tech Announce, the campus electronic bulletin board. In addition, Committee members made personal contacts to encourage response from members of the Faculty Senate, Staff Senate, Student Senate, Graduate Council, Alumni Association, and other key groups. Of the 500 responses to the survey, 197 were received from faculty and 206 from students. The theme of ethics that ultimately was selected as the focus of the QEP was one of several high priority issues supported by the survey results.

Following the selection of the QEP theme, the Committee sought additional information to assist in identifying important ethical issues and developing a plan to address them. A survey designed for this purpose was sent to deans, department chairs, and administrators of academic-support units; a shorter survey was made available to individual members of the campus community (Appendix C). Responses to the ethics survey represented eight of the eleven colleges and schools, twenty academic departments, and fourteen academic support units. The survey results, summarized in a later section of this document, were used to develop the QEP goals and implementation plan.

In an August 2004 report to the Board of Regents on the status of reaffirmation, Provost William Marcy described the QEP ethics initiative as one that will engage every discipline and office on campus (Appendix D). Board members indicated their support for the plan (Board Minutes, August 17, 2004).

Throughout the QEP development process, progress reports were posted on the university SACS web site, along with contact information for members of the QEP Committee. Faculty, staff, students, administrators, and others were invited to provide input by contacting a member of the Committee. During the 2004 Fall Semester, the entire university community had the opportunity to review a draft of the QEP and offer comments and suggestions for revision.

### **Definition of Student Learning**

The principal target for the QEP is the improvement of teaching and learning. Student learning, as suggested in the SACS Handbook for Reaffirmation of Accreditation (2003), is defined broadly to include “changes in students’ knowledge, skills, behaviors,

and/or values that may be attributable to the collegiate experience” (p. 19). The campus conversation on ethics will improve the climate for student learning by:

- Providing ethical learning environments that are transparent, inclusive, and free from harassment and coercion
- Strengthening commitment to academic integrity on the part of both faculty and students
- Creating a level playing field in which students are evaluated fairly on the basis of their own academic accomplishments
- Encouraging ethical pedagogies that accommodate students’ different learning styles, enhance critical thinking skills, and nurture a classroom climate of mutual respect and tolerance.
- Promoting student engagement in the learning process through experiential activities and other relevant and practical learning opportunities

### **Importance/Institutional Context**

The QEP is consistent with the Texas Tech University mission statement:

Committed to teaching and the advancement of knowledge, Texas Tech University, a comprehensive public research university, provides the highest standards of excellence in higher education, fosters intellectual and personal development, and stimulates meaningful research and service to humankind (*Regents’ Rules*, 2004).

A “campus conversation on ethics” will address the University’s mission by helping students develop a personal set of ethical standards to provide guidance for life-long decision-making. It will give students the opportunity to develop the knowledge and skills they need to apply ethical principles to real-world concerns, and produce graduates who are capable of ethical leadership and responsible citizenship.

Clearly, students will learn to “do the right thing” only within the context of an institution that models ethical behavior. A conversation that starts at the top will foster a climate of concern for ethical behavior throughout the university and serve to inform

faculty, staff, and administrators on ethical issues with respect to their relationships with students, as well as each other. It also will help to define the public image of Texas Tech as an institution that strives to practice and teach integrity within the university community and beyond. As one department chair stated in his response to the ethics survey:

A strong ethical climate enhances the opportunities for learning...When an institution can project an image of excellence, and instill in its students a sense of excellence, ethics must follow because unethical behavior does not lead to excellence. It may lead to short-term gain, but it does not lead to excellence...

Several university operating policies address standards of conduct for university officers and employees, including a policy on ethics that is required by the State Legislature. The Ethics Policy was adopted by the Board of Regents in 1995 and revised by Vice Chancellor and General Counsel in 2004 (OP 10.11, Texas Tech University Operating Policies and Procedures, 2004). The Policy reinforces laws, government regulations, and other University policies that either require or prohibit certain activities (e.g., affirmative action, nepotism, sexual harassment, use of institutional funds for political purposes, accepting gifts and honoraria, and private use of university facilities and equipment).

Additional examples of ethics-related institutional policies include Conduct of University Faculty (OP 32.04), Allegations of Misconduct in Research or Scholarly Activity (OP 74.08), and Protection of Human Subjects in Research (OP 74.09) (Texas Tech University Operating Policies and Procedures, 2004). These and other formal policies articulate important ethical guidelines for employee behavior and help to ensure that the university functions within the law. However, because they focus primarily on

compliance with laws and regulations, they provide limited guidance for “doing the right thing” in the broader sense.

The ethics initiative reflects the interests of the entire university community; has the potential to involve all academic and academic-support units; and has strong support from faculty, students, staff, administrators, and other stakeholder groups. It represents an effective use of resources by building on initiatives already underway or planned, including the following:

- Texas Tech is a member of the Center for Academic Integrity (CAI), headquartered at the Kenan Institute of Ethics at Duke University. CAI offers a variety of services to member institutions, including assistance in assessing academic integrity policies and practices, and professional development for faculty ([www.academicintegrity.org](http://www.academicintegrity.org)).
- The Academic Integrity Task Force, appointed by Provost William Marcy, recently submitted a report on ways to strengthen the university’s culture of academic integrity. (See Appendix E for Executive Summary.) Subsequently, an Academic Integrity Implementation Committee was appointed to take action on the recommendations of the Task Force. One of the major recommendations, implemented at the beginning of the 2004-2005 academic year, was the adoption of an expanded definition of academic dishonesty (Texas Tech University Catalog, 2004-2005, p. 53). In addition, the Office of Student Judicial Programs conducted an initial assessment of the campus academic integrity climate during the Fall 2004 Semester.

- A number of academic departments require courses in ethics for undergraduate and/or graduate students. For example, the Texas State Board of Public Accountancy recently instituted a rule requiring Accounting students to take a course in ethics in order to sit for the CPA exam. The Rawls College of Business Administration is considering expanding this requirement to other majors.
- The Murdough Center for Engineering Professionalism in the College of Engineering provides education and supports research on engineering ethics and professionalism. The Center sponsors the Annual Murdough Symposium on Engineering Ethics and involves students in an annual Engineering Ethics Day. Other activities include seminars and workshops to promote ethics within the engineering profession. The National Institute for Engineering Ethics (NIEE) became part of the Murdough Center in 2001 ([www.murdough.ttu.edu](http://www.murdough.ttu.edu)).
- The Service Learning Strategic Plan encourages the development of service learning courses in all academic programs ([www.tlsc.ttu.edu/servicelearning/sites/sl.pdf](http://www.tlsc.ttu.edu/servicelearning/sites/sl.pdf)). Currently, eleven of the twelve colleges and schools have service learning course offerings, with fifteen to twenty such courses offered every semester. Service learning can provide opportunities for students to confront ethical issues in the real world. For example, landscape architecture students in the College of Agricultural Sciences and Natural Resources travel to the Yucatan peninsula to work with indigenous communities to create eco-tourism venues that will be beneficial to both the environment and their unique way of life. Students are confronted with ethical issues concerning

cross-cultural exchange, environmental stewardship, globalization, and consumerism.

- The Report of the Gender Issues Committee (2004) includes fourteen specific recommendations for improving the status of women faculty, staff, and students, and ensuring that the University is gender and family friendly. Provost William Marcy has established a Gender Issues Committee to implement the recommendations and monitor progress toward equity in climate, salary, and hiring for all members of the university community.
- One of the goals of the current University Strategic Plan ([www.ttu.edu/stratplan/goals/1.php](http://www.ttu.edu/stratplan/goals/1.php)) is to increase student diversity to more closely reflect Texas population demographics. Increasing the higher education participation rate of the state's minority populations also is a major thrust of "Closing the Gaps: The Texas Higher Education Plan" (2000). It is projected that nearly 80% of the 500,000 additional students expected to enter Texas colleges by the year 2015 will be Black or Hispanic.
- A recent study conducted by the Diversity Strategic Planning Committee (Cannon, 2003) revealed several areas of concern with regard to the perceived campus climate for members of racial minority groups. (See Appendix F for Executive Summary.) President Jon Whitmore recently appointed a Special Assistant for Diversity to assist in efforts to increase diversity and equity on campus.

## Best Practices

In the aftermath of recent ethical lapses in corporate America, many colleges and universities have focused new attention on their unique ethical responsibilities. Candace de Russey noted, in a 2003 article in the *Chronicle of Higher Education*, “professional ethics begin on the college campus” (p. B20). Colleges and universities must accept some of the responsibility for corporate scandals, de Russey asserted, for it is in college that many future accountants, lawyers, and other professionals receive their first exposure to the ethical standards and traditions of their professions.

Davis (2004) challenged those who control the academies to correct the “faulty organizational structures that enable irresponsible actions” (p. 8). According to Davis, governing boards should establish clear standards for ethical behavior and ensure compliance with those standards, put systems in place to encourage honest scholarship and academic integrity, implement safeguards to ensure that faculty do not exploit their power relationships with students, and provide funding for ethics education.

The call for universities to take ethics seriously is not new. More than two decades ago, Harvard President Derek Bok urged institutions of higher education to recommit to earlier academic traditions when students’ moral development was considered an integral part of their mission (Bok, 1982). Bok suggested that, when a university refuses to take this responsibility seriously, it “violates its basic obligations to society...and gives an impression of moral indifference...” (p. 79).

The QEP Committee sought information about ethics initiatives in higher education by reviewing published literature, communicating with peer institutions, and

examining web sites of leading ethics centers. Some of the following examples of best practices served as models for developing the QEP implementation plan.

### *Codes of Ethics*

A number of universities have addressed their unique ethical responsibilities in an institutional code of ethics. The Code of Ethics recently adopted by the University of Southern California (USC, 2004) is a good example. The USC Code states: “We try to do what is right even when no one is watching us or compelling us to do the right thing” (p. 1). The Code identifies specific ethical responsibilities such as nurturing an environment of mutual respect and tolerance, attending to the well-being of students and others who are vulnerable, and distinguishing between behavior that is ethical and that which is merely legal. It holds all members of the “Trojan Family,” students to trustees, responsible both for the ethics of their own behavior and for building an ethical institution.

Codes of ethics used to promote ethical teaching practices reflect the unique nature of the student-teacher relationship and recognize that teaching, essentially, is an ethical undertaking. A number of universities in Canada and some in the U.S. have adopted “Ethical Principles in University Teaching,” developed in 1996 by Canada’s Society for Teaching and Learning in Higher Education (STLHE). The nine principles of ethical teaching, outlined in the STLHE document, include content competence, pedagogical competence, confidentiality, intellectual development of students, valid student assessment, dealing with sensitive topics, dual-role relationships with students, respect for colleagues, and respect for the institution (Ethical Principles, 1996.)

Universities also have adopted codes of ethics to deal with other ethical issues. For example, Duke was the first American university to develop a code of conduct for the companies it licenses to manufacture Duke apparel. More than 100 universities have followed Duke's lead (Colby, Ehrlich, Beaumont, & Stephens, 2003).

### ***Academic Integrity Initiatives***

Technology-enhanced plagiarism and other forms of academic dishonesty are growing concerns on most campuses. Studies have shown that cheating is common among college students and that some forms, such as cheating on exams and collaboration on assignments without permission, have increased dramatically over the last three decades (McCabe, Trevino, & Butterfield, 2001).

Similar results have been reported for high school students. A recent study published by *Who's Who Among High School Students* indicated that 80% of college-bound students had cheated in high school. Most said they had never been caught and more than half did not consider cheating a serious transgression (cited in *Fundamental Values*, 1999). Michael Josephson, President of the Josephson Institute on Ethics:

The scary thing is that so many kids are entering the workforce to become corporate executives, politicians, airplane mechanics, and nuclear inspectors with the dispositions and skills of cheaters and thieves.  
(*Ethics of American Youth*, 2002, p. 1)

The Center for Academic Integrity (CAI), affiliated with the Duke University's Kenan Institute for Ethics, provides a forum to affirm and promote the values of academic integrity. Academic integrity is defined by CAI as "a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility..." (*Fundamental Values*, 1999, p. 4). CAI supports research and disseminates information about academic integrity, assists institutions in assessing the

campus climate of academic integrity, provides professional development for faculty on academic integrity issues, and sponsors an annual conference. The Center has more than 300 institutional members.

***Student honor codes.*** Some universities have implemented student honor codes as one way to stem the rising tide of academic dishonesty. The Code of Academic Integrity at the University of Maryland is one good example. The Maryland Code is described as a “modified honor code governed by an all-student honor council” (Faculty Commitment, 2003, p. 4). It provides strict penalties for dishonesty, but also has a strong educational component. Maryland faculty members are encouraged to implement a voluntary honor pledge in all classes.

Studies suggest that honor codes can reduce academic dishonesty by conveying a consistent message to students that ethical behavior is expected. They also promote student involvement in broader ethical issues and help to create ethical campus communities (Colby, et al., 2003; McCabe, et al., 2001). In addition, there is some evidence that collegiate honor codes may have an enduring effect that extends beyond the educational environment (McCabe, Trevino, & Butterfield, 1996).

However, honor codes alone cannot solve the problem of academic dishonesty. According to McCabe, et al. (2001), we should not assume that students will commit themselves to honor codes and other academic integrity policies on their own. Faculty members are considered one key to effective implementation. As a recent report to the faculty from Maryland’s Student Honor Council states: “It isn’t possible to maintain high academic integrity standards if significant numbers of faculty lack commitment...” (Cited in Faculty Commitment, 2003, p. 2).

### ***Experiential Learning***

Scholars have argued that service learning and other experiential pedagogies are more effective for teaching ethics than traditional modes of instruction (Boss, 1994; Colby, et al., 2003, Fleckenstein, 1997; Saltmarsh, 1997). Some researchers (cited in Fleckenstein) have reported that traditional methods of teaching ethics may actually produce a decline in students' moral reasoning skills. Experiential learning, on the other hand, can personalize and legitimize traditional classroom teaching by giving students opportunities to consider the broader social dimensions of ethical issues.

As Saltmarsh (1997) notes, traditional classroom methods can teach students to think about ethics, but it is only through the process of reflective inquiry and dialogue that they learn to recognize real-life ethical issues and develop the commitment to make ethical choices. Saltmarsh recommends this process which he calls "connected knowing," not only as a tool to teach ethics, but also as an ethical way to teach.

### ***Encouraging Student Involvement***

We found a variety of national initiatives that encourage student involvement in ethics projects. Following are several examples.

Campus Compact is a national coalition of college and university presidents who have expressed a commitment to educating students for responsible community and civic engagement ([www.campuscompact.org](http://www.campuscompact.org)). Texas Tech is one of more than 900 member institutions. The 2003 annual survey of Campus Compact campuses shows dramatic increases in institutional support for, and involvement of faculty and students in, community service activities. The average number of service learning courses doubled from 1998 to 2003, and the number of students involved in service learning courses

and/or volunteer community service increased from 274,000 (10%) to 1.7 million (36%).

Elizabeth Hollander, Executive Director of Campus Compact:

The fact that a third of college and university students are engaged in community service belies the common image of students as cynical and self-involved. Campuses are increasingly providing the space and opportunity for students to act on their sense of social responsibility. (Campus Compact Survey Reveals, 2003).

The John Templeton Foundation's College and Character Initiative encourages colleges and universities to do as much as they can to reinforce the ethical values taught by parents ([www.collegeandcharacter.org](http://www.collegeandcharacter.org)). The Foundation provides both support and recognition for exemplary programs, including first-year programs designed to help students develop the critical thinking skills they need to address the character challenges associated with contemporary college life. More than 350 colleges and universities have been named to Templeton's "Honor Roll for Character-Building Colleges," in recognition of excellence in contributing to the character development of undergraduate students. The list includes both public and private institutions and at least two Big 12 universities, Baylor and the University of Oklahoma (*Colleges that Encourage Character Development*, 1999).

The Association for Practical and Professional Ethics (APPE) offers a variety of activities for students in conjunction with the Association's Annual Meeting. These include a paper competition for undergraduates, a seminar for graduate students, and a National Intercollegiate Ethics Bowl, inspired by TV's College Bowl. Ethics Bowl teams prepare for debate on case studies representing ethical dilemmas on a wide range of issues, from academic integrity to professional ethics to social/political issues such as

free speech. Forty teams competed in Ethics Bowl 2004, with Indiana University winning the championship.

“A Matter of Ethics” is a national project spearheaded by the Association of College Honor Societies (ACHS). Launched at the 2004 Annual Meeting, the project encourages members of campus honor societies to work together to provide leadership for ethics programs and activities. Project objectives include increasing campus awareness of ethical standards, promoting dialogue among student groups regarding ethical issues, strengthening commitment to ethical behavior among peers, providing opportunities for ethical leadership, and increasing understanding of professional codes of ethics within the various academic disciplines (“A Matter of Ethics,” 2004).

### ***Ethics Centers***

Both public and private universities have established ethics centers to provide leadership for programs and activities that support the study and teaching of ethics and contribute to an ethical campus community. The QEP Committee identified several university-based ethics centers that provide models (Appendix G).

An examination of web sites for these ethics centers indicate that, although mission statements and goals vary, most appear to be broadly conceived to serve as a resource for the entire campus community and beyond. The web site for the Rutland Center at Clemson, for example, states that it “provides the campus and the community with a forum for exploration and discussion of ethical issues.... and serves as a resource for the people and institutions of the state and region...” Cornell’s Program on Ethics and Public Life is described on its web site as serving the entire Cornell community and seeking to influence national and international debates by encouraging connections to the

world beyond. The Kenan Institute web site identifies four foci: ethics across the curriculum; ethics in campus life; ethics in education, K-12 through university; and ethics within and across communities.

## **Implementation Plan**

Responses to the campus-wide ethics survey designed to identify important ethical issues revealed four general areas of concern:

- ***Issues related to institutional policies and practices***, including ethical consequences of university policies, ethical considerations in the conduct of university business (e.g., investment practices, environmental issues), confidentiality and privacy issues, responsible use of financial resources, meeting the challenges of the “democratization” of higher education, and ensuring that institutional integrity is not compromised by self-interest (e.g., financial gain, public approval, government favor).
- ***Curricular issues***, including incorporation of ethics into the undergraduate program, teaching students to think critically about ethical issues, increasing student access to ethics courses by making additional resources available, ensuring ethical behavior in conducting research and disseminating research results, and addressing issues specific to academic disciplines (e.g., environmental issues, use of natural resources, genetic manipulation, engineering ethics).
- ***Academic integrity issues***, including internet-enhanced plagiarism, cheating on tests and assignments, student ignorance regarding plagiarism and other forms of academic dishonesty, student apathy toward academic dishonesty and its

consequences, and unclear and ineffective policies and procedures for responding to academic misconduct.

- ***Diversity and equity issues***, including serving marginalized groups (e.g., underrepresented, economically disadvantaged) in the face of increasing tuition rates; ensuring freedom of expression; eliminating discrimination based on gender and race/ethnicity; preventing sexual harassment; providing adequate assistive technology for students with disabilities; addressing the lack of appropriate role models for students caused by failure to achieve and sustain a diverse faculty; overcoming resistance among faculty, staff, and students and their parents to diverse perspectives and experiences; and achieving equity in the classroom (e.g., maintaining fair and reasonable standards for all students).

Goals, desired outcomes, and implementation and assessment strategies were developed for each area of concern, as follows.

**GOAL 1: AN ETHICAL INSTITUTION. Strengthen commitment to ethical behavior at the institutional level, thereby providing a model and inspiration for students.**

***Desired Outcomes:***

- The university, at every level, will demonstrate a commitment to high ethical standards.
- Students, faculty, staff, and administrators will adhere to the spirit as well as the letter of all published institutional policies regarding ethics.

***Implementation Strategies:***

- 1.1 Create a unified, institution-wide code of ethics – a task that will require participation at every level, from students to Regents.
- 1.2 Develop programs that disseminate and foster understanding, at all institutional levels, of the code of ethics and the responsibility to adhere to it.

- 1.3 Review and discuss current statements of policy on ethics and revise, as needed.
- 1.4 Develop a training program for faculty, staff, and administrators to ensure that university policies are implemented in an ethical manner, which respects the dignity of each individual, within and outside the university.
- 1.5 Review public pronouncements of the university (e.g. website, marketing materials, Operating Procedures, Regents' Rules, Strategic Plan) for accuracy, currency, and compliance with ethical standards.

***Assessment:***

- 1.6 Confirm creation and endorsement of a unified, institution-wide code of ethics.
- 1.7 Determine currency of Operating Procedures (number reviewed and revised in a timely fashion).
- 1.8 Assess effectiveness of university policies in contributing to an ethical campus environment.
- 1.9 Collect data on participation in ethics training at all levels of the institution.
- 1.10 Assess participant perceptions of the effectiveness of ethics training.

**GOAL 2: ETHICS IN THE CURRICULUM. Raise the level of ethical reasoning employed by students and faculty.**

***Desired Outcomes:***

- The institution will establish and maintain an ethical learning environment.
- Students and faculty will identify and analyze ethical problems.
- Students and faculty will demonstrate higher levels of ethical reasoning.
- Students will have greater access to ethics courses.

***Implementation Strategies:***

- 2.1 Review and consider ways to strengthen ethics instruction in core curriculum/general education requirements.
- 2.2 Perform departmental reviews of ethics instruction in individual disciplines and revise as needed to ensure that ethics is taught effectively.
- 2.3 Incorporate ethics education in the freshman summer reading program, fall convocation, IS 1100, and other "First Year Experience" programs.

- 2.4 Provide opportunities for faculty development in the teaching of ethics, such as Teaching, Learning and Technology Center development grants and workshops, support for travel to conferences, and faculty development leaves.
- 2.5 Emphasize ethical reasoning and critical thinking in the teaching of professional codes of conduct, rather than mere memorization of rules and regulations.
- 2.6 Enable students to engage with ethical dilemmas in the "real world" through opportunities for experiential and service learning and interactions with alumni.
- 2.7 Expand the College of Engineering/Murdough Center "Ethics Engineering Day" to involve students in other colleges.
- 2.8 Identify and share effective strategies for teaching ethical reasoning and decision-making.
- 2.9 Hire new faculty with expertise in the teaching of ethics.
- 2.10 Involve the Graduate Council, Faculty Senate, and other faculty groups in developing, promoting, and implementing a statement of ethical principles of university teaching.
- 2.11 Encourage and support faculty and graduate student research on ethics.

***Assessment:***

- 2.12 Track increases in ethics course offerings and enrollment.
- 2.13 Assess ethical reasoning skills prior to, and upon completion of, ethics courses in the academic discipline.
- 2.14 Document and evaluate instructor data on student performance in analyzing ethical problems and professional conflicts.
- 2.15 Document and evaluate effectiveness of ethics components in experiential and service learning opportunities.
- 2.16 Document and evaluate faculty involvement in conferences, research, and other professional activities that emphasize ethics.
- 2.17 Document student and faculty perceptions of the learning environment.

**GOAL 3: ACADEMIC INTEGRITY. Strengthen the campus culture of academic integrity.**

*Desired Outcomes:*

- Students and faculty will demonstrate commitment to the fundamental values of academic integrity.
- The institution will ensure an appropriate and consistent response to academic dishonesty on the part of students and faculty.

*Implementation Strategies:*

- 3.1 Develop a consistent definition of academic integrity to be displayed prominently on the university web site and in major university publications.
- 3.2 Define clearly the policies and procedures that are to be followed in cases of academic dishonesty.
- 3.3 Emphasize academic integrity and other ethical issues in freshman orientation, Red Raider Camp, and other “First Year Experience” activities.
- 3.4 Educate students and faculty about internet-enhanced plagiarism and other forms of academic dishonesty.
- 3.5 Address academic integrity issues in all classes, including institutional policies and procedures regarding academic dishonesty.
- 3.6 Engage student honor societies and other student organizations in activities that promote academic integrity.
- 3.7 Provide academic integrity orientation for new faculty.
- 3.8 Provide faculty development in pedagogies that promote academic integrity.
- 3.9 Utilize the resources available through institutional membership in the Center for Academic Integrity more effectively (e.g., faculty development, annual conference, individual faculty memberships, and assessing campus academic integrity climate).
- 3.10 Create a new position, Academic Integrity Officer, to provide support to the academic community on academic integrity issues and oversight of policies and procedures for handling academic misconduct.
- 3.11 Offer professional development for faculty and graduate students on academic integrity in the conduct of research.

***Assessment:***

- 3.12 Assess effectiveness of new academic integrity policies as they are implemented.
- 3.13 Document the outcomes of reports of academic dishonesty.
- 3.14 Utilize guidelines developed by the Center for Academic Integrity to conduct regular assessments of the campus academic integrity climate.
- 3.15 Track participation in faculty development programs on academic integrity.
- 3.16 Document utilization of Center for Academic Integrity resources.

**GOAL 4: DIVERSITY AND EQUITY. Foster an ethical climate that values diversity in its various forms.**

***Desired Outcomes:***

- Students, faculty, staff, and administrators will have opportunities to interact with people from a variety of backgrounds.
- Students, faculty, staff, and administrators will analyze the ethical implications associated with issues of equity and diversity.
- Students, faculty, staff, and administrators will demonstrate commitment to diversity and equity.
- The institution will ensure a welcoming, supportive environment for students, faculty, staff, and administrators of varying backgrounds (e.g., age, culture, disability, ethnicity, gender, political ideology, sexual-orientation, socio-economic status).

***Implementation Strategies:***

- 4.1 Implement strategies described in the University Strategic Plan for recruiting, retaining, and graduating a more diverse student body.
- 4.2 Expand the definition of diversity in the University Strategic Plan to include developing a campus climate that supports the success of all community members.
- 4.3 Provide professional development and training for faculty, staff and administrators on ways to meet the needs of a diverse student population and Texas Tech community.

- 4.4 Provide professional development for faculty on ways to address issues of diversity within the academic disciplines and pedagogies for teaching diverse populations.
- 4.5 Involve student groups and organizations in diversity awareness activities.
- 4.6 Provide enhanced learning opportunities for all students by hiring a more diverse faculty, staff, and administration.
- 4.7 Review and consider ways to strengthen the multicultural requirement in the core curriculum.
- 4.8 Address the concerns identified in the 2003 study conducted by the Diversity Strategic Planning Committee, relative to the perceived campus climate for members of minority groups.
- 4.9 Implement the recommendations for improving the status of women faculty, staff, and students, identified in the 2004 “Report of the Gender Issues Committee.”
- 4.10 Revise the University’s anti-discrimination policy to include sexual orientation.
- 4.11 Enhance assistive technologies and other support services for students with disabilities.
- 4.12 Collaborate with various alumni groups (e.g., Raiders Rojos, Black Alumni Association) to identify ways to improve the campus climate for diversity.

***Assessment:***

- 4.13 Assess Texas Tech community members’ commitment to diversity and perceptions of campus climate.
- 4.14 Determine the impact of the implementation of recommendations to improve campus climate for diversity and increase equity for all.
- 4.15 Document faculty participation in professional development activities related to diversity.
- 4.16 Assess progress toward improving the status of women faculty, staff, and students.
- 4.17 Evaluate progress in improving support services for students with disabilities.
- 4.18 Assess the impact of the multicultural requirement in the core curriculum.
- 4.19 Evaluate progress toward development of a campus climate that supports the success of all.

- 4.20 Document involvement of alumni groups in improving the campus climate for diversity.

### ***Establishing an Ethics Center***

In addition to the specific strategies identified for each of the stated goals, the University will seek funding to institutionalize the QEP initiative by establishing an interdisciplinary ethics center. A draft proposal for an ethics center is included in Appendix H. The center will have as its fundamental aim to enhance the overall ethical culture within the University community and beyond. Ethics centers based at other universities, including those described earlier in this document, will be used as models to design a center that will provide leadership for a wide variety of ethics initiatives, including, but not necessarily limited to, the following:

- Provide leadership for campus-wide ethics programming
- Promote the teaching of ethics, including professional development for faculty
- Support research into both normative ethical theory and applied ethics, including interdisciplinary research
- Arrange for campus visits by nationally renowned scholars in ethics
- Sponsor conferences and symposia focusing on ethical issues within and across disciplines

### **Evaluation Plan**

Kathy Stalcup, assessment specialist and Director of Technology Support in Information Technology, designed the comprehensive evaluation plan. The plan includes both strategic local assessments targeted toward specific QEP goals and global assessments to evaluate progress toward the ethics initiative as a whole. A variety of assessment tools, including surveys, interviews, and focus groups, will be utilized to

collect both quantitative and qualitative data from students, faculty, and other stakeholder groups.

The evaluation plan is designed in four distinct phases that provide for a continuous cycle of data collection, analysis and synthesis of the results, and utilization of assessment data to redirect and strengthen the QEP Implementation Plan.

**Phase One** will establish a global baseline. Historical data related to the four QEP goals (results of initial academic integrity survey, reports of the Diversity Strategic Planning Committee and the Gender Issues Committee, relevant Institutional Research data) will be supplemented with a campus-wide institutional ethics survey. The global baseline data will be gathered during year one and updated annually.

**Phase Two** will gather local data relative to the each of the QEP goals. These assessments are linked to specific implementation strategies and are outlined in the Implementation Plan. (See pp. 16-23.)

**Phase Three** evaluation will involve synthesis of data from global and local assessments to produce annual progress reports for each of the four goals and a “State of the Institution Ethics Report.” As the QEP initiative is integrated into the University Strategic Plan, information on ethics-related activities reported by academic and academic-support units in annual Strategic Plan reports will be incorporated into Phase Three.

**Phase Four**, intervention, will utilize assessment data to modify and strengthen the Implementation Plan, address deficiencies that may be identified, establish new goals, and plan new initiatives, as indicated. The evaluation cycle will be repeated annually. (See Timeline and Assessment Schedule.)

## **Leadership**

Overall leadership for implementation of the QEP will be provided by the Provost's Office through a QEP Implementation Committee. The Committee will be appointed by the Provost to represent appropriate academic and academic-support units, and will include faculty, staff, and students. A member of the faculty will be given release time to serve as QEP Director and Chair of the Implementation Committee.

The Board of Regents, Chancellor David Smith, President Jon Whitmore, Provost William Marcy, and other members of the central administration will provide leadership for institutional initiatives. Additional leadership will be provided at the institutional level by Dr. Juan Munoz, Special Assistant to the President for Diversity; faculty interns assigned to the Provost's Office during the summer; and the Faculty, Staff, and Student Senates.

Academic and academic-support units will choose to be involved in the QEP in ways that meet the needs of the unit, with leadership from academic deans, department chairs, vice presidents and administrators of academic-support units, and individual faculty and staff, as appropriate. An Academic Integrity Officer, in consultation with the Academic Integrity Committee, academic unit administrators, and the Office of Student Judicial Programs, will provide leadership for academic integrity initiatives.

The Vice President for Student Affairs and unit administrators in Student Affairs will provide leadership for the implementation of student programs and activities, including new student orientation, Red Raider Camp, and other "First Year Experience" programs; Greek and residence hall programs; and student publications.

Kathy Stalcup, assessment specialist, and Director of Technology Support in Information Technology, will provide leadership for comprehensive evaluation.

Additional members of the leadership team will provide leadership for specific QEP implementation and assessment strategies. These include, but will not be limited to, the following groups and individuals:

Dr. David Roach, Chair, and members of the General Education Committee

Dr. Debbie Laverie, Associate Director, Teaching, Learning, and Technology Center

Dr. Dominick Casadonte, Chair, and members of the Teaching Academy Executive Committee

Dr. Gilmour Reeve, Director of Strategic Planning and members of the Strategic Planning Council

Members of the Gender Issues Committee

Members of the Service Learning Advisory Council

Members of the Academic Council

Murdough Center for Engineering Professionalism and the National Institute for Engineering Ethics

Members of department curriculum committees

Faculty who teach ethics courses and courses with significant ethics components

### ***Resources***

The proposed budget (see p. 29) to support the QEP consists of existing resources and new resources that will be allocated during the five-year period. Existing resources include, but are not necessarily limited to:

- ***Faculty Development Leaves.*** Tenured faculty members may utilize development leaves to pursue ethics-related research or teaching initiatives. Thirty-six leaves, either one semester at full salary or two semesters at half salary, are awarded annually.

- ***Competitive grants programs.*** The Teaching, Learning and Technology Center (TLTC) annually awards ten teaching development grants of up to \$10,000 each. Other competitive grants programs include the biennial multi-disciplinary seed grants program to promote inter/multidisciplinary research, and seed grants programs to support research in individual colleges. Any of these grants might be utilized for ethics-related projects.
- ***John M. Burns Annual Conference on Teaching.*** This annual conference, sponsored by the Teaching Academy, can be used to emphasize ethical learning environments and ethical teaching practices. The 2005 Conference will feature Dr. Pat Hutchings, Vice President of the Carnegie Foundation for the Advancement of Teaching, on the topic, “Ethics and the Scholarship of Teaching and Learning.”
- ***Lecture series.*** The campus hosts a number of lecture series that might incorporate an ethics theme. The Parents Association sponsors the endowed Distinguished Visiting Professorship that brings a Nobel Laureate or a person of similar stature to campus annually. Other examples include the annual Murdough Symposium hosted by the Murdough Center for Engineering Professionalism, the Helen DeVitt Jones Program Lectures in the College of Education, and the Lokey Lecture Series in the Department of Range and Wildlife.
- ***Murdough Center for Engineering Professionalism.*** The University contributes \$50,000 annually to support the Murdough Center and the National Institute for Engineering Ethics.

New resources identified in the proposed budget will support .50 appointments for the Director of QEP Implementation and an Academic Integrity Officer, summer faculty internships, and new faculty positions for the teaching of ethics, including a faculty member who will serve as Director of an Ethics Center. External resources will be sought to provide additional support for an ethics center, new endowed lecture series, ethics research, and other initiatives.

In addition to the estimated expenditures itemized in the proposed budget, the Division of Student Affairs anticipates an annual investment of approximately \$500,000 in new and existing funds for student programming that will include significant ethics components. These activities include, but are not limited to, Red Raider Camp, freshman summer reading program and convocation, and other First Year Experience programs; student organization and Greek life programming; ethics training for Student Media staff; activities of Student Judicial Programs and the Student Mediation Center; and other programs focusing on academic integrity, spirit and traditions, leadership, and civic engagement.

## Proposed Budget

Item	2005-06	2006-07	2007-08	2008-09	2009-10
Salaries					
Director of QEP Implementation (.50, 12 mo.)	\$60,000	\$60,000	\$60,000	\$60,000	\$60,000
Academic Integrity Officer (.50, 12 mo.)	60,000	60,000	60,000	60,000	60,000
Administrative Intern (summer, fulltime)	25,000	25,000	25,000	25,000	25,000
New faculty position (Director of Ethics Center. 12 mo.)	--	120,000	120,000	120,000	120,000
New faculty position (9 mo.)	--	--	75,000	75,000	75,000
New faculty position (9 mo.)	--	--	--	75,000	75,000
New faculty position (9 mo.)	--	--	--	--	75,000
Support staff	25,000	25,000	25,000	25,000	25,000
Office/operating expenses	10,000	10,000	10,000	10,000	10,000
Faculty development (grants, conferences, travel)	40,000	40,000	40,000	40,000	40,000
Speaker honoraria/expenses	25,000	25,000	25,000	25,000	25,000
Murdough Center/NIEE	50,000	50,000	50,000	50,000	50,000
<b>Estimated annual totals</b>	<b>\$295,000</b>	<b>\$415,000</b>	<b>\$490,000</b>	<b>\$565,000</b>	<b>\$640,000</b>

## Timeline and Assessment Schedule

**GOAL 1: AN ETHICAL INSTITUTION. Strengthen commitment to ethical behavior at the institutional level, thereby providing a model and inspiration for students.**

***Desired Outcomes:***

- The university, at every level, will demonstrate a commitment to high ethical standards.
- Students, faculty, staff, and administrators will adhere to the spirit as well as the letter of all published institutional policies regarding ethics.

	2005	2006	2006	2007	2007	2008	2008	2009	2009	2010
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
<b><i>Implementation Strategies:</i></b>										
1.1 Create unified, institution-wide code of ethics	→									
1.2 Develop programs to foster responsibility for code of ethics			→							
1.3 Review/discuss/revise current ethics policies	→									
1.4 Develop training program to ensure ethical implementation of policies		→								
1.5 Review public pronouncements for compliance with ethics policies	→									
<b><i>Assessment Strategies:</i></b>										
1.6 Confirm creation of unified code of ethics		X								
1.7 Determine currency of Operating procedures	X		X		X		X		X	
1.8 Assess effectiveness of policies	→									
1.9 Collect data on participation in ethics training		→								
1.10 Assess perceived effectiveness of ethics training	→									





## Timeline and Assessment Schedule

**GOAL 2: ETHICS IN THE CURRICULUM: Raise the level of ethical reasoning employed by students and faculty.**

*Desired Outcomes:*

- The institution will establish and maintain an ethical learning environment.
- Students and faculty will identify and analyze ethical problems.
- Students and faculty will demonstrate higher levels of ethical reasoning.
- Students will have greater access to ethics courses.

	2005	2006	2006	2007	2007	2008	2008	2009	2009	2010
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
<b>Implementation Strategies:</b>										
2.1 Review and consider ways to strengthen ethics instruction in core curriculum	→									
2.2 Perform departmental reviews of ethics instruction	→									
2.3. Incorporate ethics education in First Year Experience	→									
2.4 Provide opportunities for faculty development	→									
2.5 Emphasize ethical reasoning and critical thinking	→									
2.6 Enable students to engage in real-world ethical dilemmas	→									
2.7 Expand Ethics Engineering Day	→									
2.8 Identify and share effective strategies for teaching ethics	→									
2.9 Hire new faculty with expertise in ethics			→							
2.10 Develop/promote/implement statement of ethical principles of teaching	→									
2.11 Support ethics research	→									

	2005	2006	2006	2007	2007	2008	2008	2009	2009	2010
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
<i>Assessment Strategies:</i>										
2.12 Track increases in ethics course offerings and enrollment		X		X		X		X		X
2.13 Assess students' ethical reasoning skills before and after completion of ethics courses										
2.14 Document and evaluate instructor data on student performance in analyzing ethical problems										
2.15 Document and evaluate ethics components in experiential and service learning activities										
2.16 Document and evaluate faculty involvement in professional development										
2.17 Document student and faculty perceptions of the learning environment		X		X		X		X		X


## Timeline and Assessment Schedule

### **GOAL 3: ACADEMIC INTEGRITY: Strengthen the campus culture of academic integrity.**

***Desired Outcomes:***

- Students and faculty will demonstrate commitment to the fundamental values of academic integrity.
- The institution will ensure a consistent and appropriate response to academic dishonesty on the part of students and faculty.

	2005	2006	2006	2007	2007	2008	2008	2009	2009	2010
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
<b><i>Implementation Strategies:</i></b>										
3.1 Develop consistent definition of academic integrity		→								
3.2 Define policies and procedures for handling academic dishonesty	→									
3.3 Emphasize academic integrity in programs for incoming freshman								→		
3.4 Educate students and faculty about forms of academic dishonesty								→		
3.5 Address academic integrity issues in all classes								→		
3.6 Engage student organizations and honor societies								→		
3.7 Provide academic integrity orientation for new faculty								→		
3.8 Provide faculty development in pedagogies that promote academic integrity								→		
3.9 Utilize CAI resources more effectively								→		
3.10 Create new position: Academic Integrity Officer	→									
3.11 Provide professional development on academic integrity in conducting research								→		

	2005	2006	2006	2007	2007	2008	2008	2009	2009	2010
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
<b><i>Assessment Strategies</i></b>										
3.12 Assess effectiveness of new academic integrity policies		X		X		X		X		X
3.13 Document the outcomes of reported cases of academic dishonesty		X		X		X		X		X
3.14 Assess campus climate of academic integrity	X		X		X		X		X	
3.15 Track participation in faculty development programs on academic integrity										
3.16 Document utilization of CAI resources		X		X		X		X		X

## Timeline and Assessment Schedule

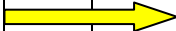

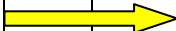
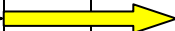



### **GOAL 4: DIVERSITY AND EQUITY: Foster an ethical climate that values diversity in its various forms.**

*Desired Outcomes:*

- Students, faculty, staff, and administrators will have opportunities to interact with people from a variety of backgrounds.
- Students, faculty, staff, and administrators will analyze the ethical implications associated with issues of diversity.
- Students, faculty, staff, and administrators will demonstrate commitment to diversity and equity.
- The institution will ensure a welcoming, supportive environment for all students, faculty, staff, and administrators of varying backgrounds (e.g., age, culture, disability, ethnicity, gender, political ideology, sexual-orientation, socio-economic status).

	2005	2006	2006	2007	2007	2008	2008	2009	2009	2010
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
<b>Implementation Strategies:</b>										
4.1 Implement diversity strategies in Strategic Plan	▶									
4.2 Expand the Strategic Plan definition of diversity	▶									
4.3 Provide faculty development on meeting the needs of a diverse student population	▶									
4.4 Provide faculty development on addressing diversity issues in academic disciplines			▶							
4.5 Involve student groups and organizations in diversity awareness activities		▶								
4.6 Provide opportunities for enhanced learning by hiring a more diverse faculty and staff	▶									

	2005	2006	2006	2007	2007	2008	2008	2009	2009	2010
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
4.7 Review and consider ways to strengthen the multicultural requirement in the core curriculum										
4.8 Address concerns about the perceived campus climate for members of minority groups										
4.9 Implement recommendations for improving the status of women faculty, staff, students										
4.10 Revise anti-discrimination policy to include sexual orientation										
4.11 Enhance assistive technologies and other support services for students with disabilities										
4.12 Collaborate with alumni groups to improve campus climate for diversity										
<b>Assessment Strategies:</b>										
4.13 Assess commitment to diversity and perceptions of campus climate		X		X		X		X		X
4.14 Determine impact of efforts to improve campus climate for diversity and equity				X				X		
4.15 Document faculty participation in professional development related to diversity										
4.16 Assess progress toward improving the status of women faculty, staff, and students				X				X		
4.17 Evaluate progress in improving support services for students with disabilities		X		X		X		X		X
4.18 Assess the impact of the multicultural requirement in the core curriculum				X				X		
4.19 Evaluate progress toward development of a campus climate that supports the success of all		X		X		X		X		X
4.20 Document involvement of alumni groups in improving the campus climate for diversity										

	2005	2006	2006	2007	2007	2008	2008	2009	2009	2010
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
<b>Overall Strategies:</b>										
5.1 Integrate QEP into Strategic Plan										
5.2 Establish ethics center										
5.3 Execute evaluation plan										
- Global assessment										
- Strategic local assessment										
- Synthesis										
- Intervention										

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## *Appendices*

*Appendix A*

*Members of the QEP Committee*

## *Members of the QEP Committee*

Dr. Sue Couch, College of Human Sciences, Committee Chair

Dr. Bryce Conrad, College of Arts and Sciences, Department of English and Graduate School Representative

Dr. Kenneth Davis, Honors College

Dr. Jorge Iber, College of Arts and Sciences, Department of History

Dr. Peggy Johnson, College of Education

Dr. Debbie Laverie, Rawls College of Business Administration

Dr. Jonathan Marks, College of Visual and Performing Arts

Professor Alison Myhra, School of Law

Dr. Scott Phelan, College of Engineering

Dr. Michael San Francisco, College of Arts and Sciences, Department of Biological Sciences

Professor Gary Smith, College of Architecture

Dr. Leslie Thompson, College of Agricultural Sciences and Natural Resources

Dr. Ralph Viator, Rawls College of Business Administration

### Ex-officio members:

Dr. Gary Elbow, Faculty Representative to the SACS Leadership Team

Dr. Jim Brink, Senior Vice Provost

***Appendix B***

***Survey on Selection of QEP Theme***

## *Survey on Selection of QEP Theme*

Texas Tech is preparing for the reaffirmation of accreditation by the Southern Association of Colleges and Schools (SACS). One of the requirements of reaffirmation is the development of a Quality Enhancement Plan (QEP). SACS describes the QEP as a plan to increase the effectiveness of some aspect of the educational program and improve teaching and learning. If you would like more information about the SACS reaffirmation process, visit the SACS web site at <http://www.irim.ttu.edu/SACS/index.asp>.

The QEP Committee invites input from faculty, staff, students, and others on the selection of a QEP theme. As you complete the survey, keep in mind that the QEP theme must meet the following criteria:

- **Mission.** Is consistent with the mission of Texas Tech University, e.g., improvement of student learning.
- **Quality enhancement.** Has potential to better equip students to function as scholars and citizens within the university community and beyond.
- **Scope.** Reflects the interests of the entire university community, e.g. involves as many academic programs and support units as possible.
- **Support.** Has broad support from faculty, students, administrators, staff, and other stakeholder groups.
- **Pragmatic.** Is feasible in terms of implementation, e.g., consistent with available resources.
- **Accountability.** Outcomes can be measured.

**Directions:** Please rate each of the following issues using the scale of 1 (low priority for Texas Tech University) to 5 (high priority for Texas Tech University).

1. **Diversity and Access.** Change the composition of the faculty and student body to be more representative of the population from which the University draws.

1 (low priority)                      2                      3                      4                      5 (high priority)

Your suggestions for ways to address this issue:

2. **Ethics.** Ensure that every student has the opportunity to develop a code of personal and professional ethics based on such qualities as civility, tolerance, integrity, and citizenship.

1 (low priority)                      2                      3                      4                      5 (high priority)

Your suggestions for ways to address this issue:

3. **Experiential learning.** Give students opportunities for relevant and practical learning activities to help them develop cognitive, interpersonal, and creative thinking skills that are valuable in life and work. Examples of experiential learning include cases, internships, and service learning.

1 (low priority)                      2                      3                      4                      5 (high priority)

Your suggestions for ways to address this issue:

4. **Graduate and undergraduate instruction.** Ensure the highest quality of teaching and learning in all academic programs.

1 (low priority)            2                            3                            4                            5 (high priority)

Your suggestions for ways to address this issue:

5. **Research.** Advance knowledge and benefit society by increasing the involvement of faculty and students in sponsored and unsponsored research.

1 (low priority)            2                            3                            4                            5 (high priority)

Your suggestions for ways to address this issue:

6. **Undergraduate research.** Provide opportunities for undergraduate students in all disciplines to participate in research activities.

1 (low priority)            2                            3                            4                            5 (high priority)

Your suggestions for ways to address this issue:

Suggest other issues that you think the QEP Committee should consider. For each issue you suggest, include a brief explanation of why you think it is a priority issue and give some suggestions for how it might be addressed.

1.

2.

Indicate your primary relationship to Texas Tech University.

\_\_\_ Faculty

\_\_\_ Undergraduate Student

\_\_\_ Graduate Student/Law Student

\_\_\_ Staff

\_\_\_ Administrator

\_\_\_ Alumni

\_\_\_ Other, please specify \_\_\_\_\_

*Thank you for your response.*

*Appendix C*  
*Ethics Survey*

## Ethics Survey Questions for Deans, Chairs, and Administrators:

Texas Tech currently is preparing for reaffirmation of accreditation by the Southern Association of Colleges and Schools (SACS). One of the requirements for reaffirmation is the development of a Quality Enhancement Plan (QEP) to improve teaching and learning on our campus. After considering the results of a campus-wide survey conducted during the fall semester and information from a variety of other sources, the QEP Committee recently announced that ethics has been selected as the QEP theme. We need your help. Your responses to the following questions will help us identify ethical issues that are important to the university community and develop a plan to address those issues. ***Please use the NA response for any question that is not relevant for your department or unit.***

1. What important ethical issues face your department/unit?
2. Describe briefly any programs or efforts in your department that address ethical issues.
3. Are there ethical standards *specific to your profession or discipline* that are required of faculty, staff, or students? Yes/No/NA

If yes, please describe briefly or attach a copy, if available.

4. Does your department/unit provide training that addresses those requirements for faculty and/or staff? Yes/No/NA

Do degree programs in your department include an ethical component that addresses those requirements for students? Yes/No/NA

5. What are the most important ethical issues facing Texas Tech as an institution?
6. What do you believe should be done to address these issues?
7. In what ways could an increased awareness of ethical issues enhance the academic climate for student learning in your department and/or the university as a whole?

Name:

Title:

Department/Unit:

## **Ethics Survey Questions for Individual Faculty, Staff, and Students:**

Texas Tech currently is preparing for reaffirmation of accreditation by the Southern Association of Colleges and Schools (SACS). One of the requirements for reaffirmation is the development of a Quality Enhancement Plan (QEP) to improve teaching and learning on our campus. After considering the results of a campus-wide survey conducted during the fall semester and information from a variety of other sources, the QEP Committee recently announced that ethics has been selected as the QEP theme. We need your help. Your responses to the following questions will help us identify ethical issues that are important to the university community and develop a plan to address those issues.

1. What are the most important ethical issues facing Texas Tech?
2. What do you believe should be done to address these issues?
3. In what ways could an increased awareness of ethical issues enhance the academic climate for student learning in your department and/or the university as a whole?

*Appendix D*

*Presentation to the Board of Regents  
August 17, 2004*

**Presentation to the Board of Regents  
August 17, 2004**

**SACS Reaffirmation of Accreditation**

History

Texas Tech has been continuously accredited by the Southern Association of Colleges and Schools (SACS), Commission on Colleges, since, 1928. This accreditation of the university is crucial, for without it, we are not eligible to receive federal monies, including student financial aid. We undergo a reaffirmation of that accreditation every ten years.

Personnel

The Reaffirmation is being coordinated from the Office of the Provost; the direction and committee work are being conducted by faculty. Dr. Gary Elbow of Economics and Geography is the director; Peter Westfall of ISQS in the Business School is the chair of the Compliance Committee and Sue Couch of Applied Professional Service in Human Sciences is chair of the Quality Enhancement Plan Committee. Vicki West and Tess Barlow of Institutional Research and Information Management have been invaluable in creating and compiling the electronic reports. And there are numerous faculty and staff who gather and report on the many pieces of this complex undertaking.

Time Line

In anticipation of the SACS on-site visit of March 21-23, 2005, we began our responses to the requirements for reaffirmation in the spring of 2003. There are two written reports to file prior to the on-site visit:

- a) The Compliance Report. This is due to SACS on September 10, 2004. This report will address Core Requirements and Comprehensive Standards. We respond to some seventy major points, affirming our compliance or partial compliance and providing a wealth of supporting documentation links which an off-site SACS committee will review in November of 2004. This major undertaking touches every corner of the university from the academic programs to the physical plant to the Board of Regents. The report is nearing completion and we are confident we have provided a thorough and honest appraisal of the university.

- b) The Quality Enhancement Plan (QEP). This is a new aspect of SACS accreditation and one we are quite frankly excited about. After a campus-wide poll, the QEP Committee chose *ethics* as Texas Tech's focus. SACS expects us to provide a plan, due in January 2005, to cover the next five years, which will result in a major beneficial change to our students, faculty and staff. In the course of eighteen meetings so far, the QEP committee is presently in the draft stage of their report, entitled, "Do the Right Thing: A Campus Conversation on Ethics." Centered on an outcome of proven student learning, the topic will be discussed and form a part of every discipline and office on campus. The Committee intends that students and others realize a higher adherence to ethics than following the codes which many businesses and professions have emblazoned on their walls. In other words, the Committee plans to instill a sense of the greater value of an ethical foundation in everyone. So, we hope to move beyond the "thou shalt nots" of codes to the "thou shalt" of right ethical behavior.
- c) This three year effort to reaffirm our accreditation will culminate in a vote by the entire Commission on Colleges of SACS at the annual meeting in December 2005.

*Appendix E*

*Report and Recommendations of the Academic Integrity Task Force  
Executive Summary*

## ***Report and Recommendations of the Academic Integrity Task Force Executive Summary***

The Academic Integrity Task Force convened pursuant to Provost Bill Marcy's appointment and consisted of Kambra Bolch (chair), Rashid Al-Hmoud, Todd Brashears, Jeremy Brown, Greg Elkins, Brandi Grissom, Sindee Simon, and Ben Trotter.

The Task Force has examined the items with which it was charged and recommends that:

1. The definition of "academic dishonesty" should be modified for the following reasons:
  - a. There are several definitions of academic dishonesty in various university documents, all of which differ to some degree and thus potentially create problems with notice and resolution of allegations.
  - b. The current definition of academic dishonesty as outlined in OP 34.12 is very narrow, and some cases have not been pursued, or were not able to be pursued, because of the narrow definition.
  - c. Faculty are uncertain about whether their efforts to address suspected academic dishonesty through official channels will end up "for naught."
  - d. Students are uncertain about whether certain actions constitute academic dishonesty. Many technological changes, as well as pedagogical changes (e.g., the increased use of work in groups) have occurred in the last decade, and the definition of "academic dishonesty" has not kept pace with these changes.

Specific recommendations regarding changes in the definition are

***That the definition of academic dishonesty be made consistent among the variety of documents in which it might appear, and that the definition be publicized prominently;***

***That the university begin the process to modify its definition of academic dishonesty by consulting several of the excellent definitions of academic dishonesty at other institutions; and***

***That a general definition of academic dishonesty be included as an element in the revised university definition. The task force specifically recommends that the phrase "any act designed to gain an unfair academic advantage" be included so that situations not envisioned at the writing of the policy can be addressed.***

2. The procedures that are to be followed when academic dishonesty is suspected by a faculty member should be more clearly defined for the following reasons:
  - a. Faculty members do not always follow the procedures (sometimes because of lack of awareness, sometimes because of confusion, and sometimes for other reasons), and this leaves them potentially vulnerable; while relatively few cases of alleged academic dishonesty end in court, it is important for faculty to follow the stated procedures so that legal counsel can be effected through the attorney general's office. In addition to leaving faculty vulnerable, failure to follow procedures may send unintended messages to students, including the message that academic dishonesty is not taken seriously.
  - b. Students are placed in a difficult situation if they are not granted a clearly defined process, which includes the basic elements of notice and an opportunity to be heard. Students should be afforded a just and appropriate process to ensure that the alleged actions indeed constitute academic dishonesty.
  - c. The university is placed in a potentially vulnerable legal situation if basic due process is not granted to students suspected of academic dishonesty.

The task force specifically recommends

*That the procedures employed by the University of Texas at Austin be used as a template for the revision of TTU's procedures, as it provides a model that allows faculty members to retain primary authority for handling suspected academic dishonesty matters, it is clear and concise, as well as sufficiently broad, in its language to enable both students and faculty to understand the policy, and it is well orchestrated in its efforts to provide eight critical elements (guidance and support for faculty, clear procedural protections for students, a more certain mechanism for catching repeated academic dishonesty, a clear burden of proof, an appropriate level for the burden of proof, appropriately non-legal language, and appeal rights that conform to court decisions). The task force's specific recommendations regarding each of these eight items are detailed in the full report.*

The task force also makes the following additional recommendations:

*Since the needs of the School of Law differ dramatically from those of the institution at large as seen by their unique policies currently in place, the task force recommends that the School of Law continue to promulgate its own policies as appropriate to that particular enterprise.*

*The university should provide an academic integrity orientation for all new students during their first semester at the university.*

*The university should provide an academic integrity orientation, including information about resources for faculty, for all new faculty during their first semester at the university.*

*The university should provide additional resources to faculty regarding prevention of academic dishonesty. (See pp. 12-16, “Issues and Perspectives on Academic Integrity” in Appendix A.)*

*The university should develop a brochure regarding the faculty’s role in suspected academic dishonesty matters. (See Appendix B for a sample brochure.)*

*Information about the university’s academic integrity policy, and information about all resources available to faculty, staff, and students, should be prominently displayed and easily available on the university’s website.*

*The university should consider using the resources available through the Center for Academic Integrity to mobilize the faculty regarding this issue. (See Appendix C for the Center’s document The Fundamental Values of Academic Integrity.)*

*The university should ensure that the Teaching Academy and the Teaching-Learning Technology Center be included in the development of resources for faculty.*

*The university should take more deliberate action to stall the actions of unscrupulous “tutoring” centers which foster actions detrimental to integrity, such as unauthorized removal of exams by students. Since these centers may trespass or post items in violation of university policies, the task force recommends that these avenues be explored as the bases upon which their activities may be curtailed. Furthermore, the task force recommends that the academic orientation students receive upon arrival at the university include information about prohibited actions so that students would be aware whether their actions in aiding such a center would be violations of the university’s academic dishonesty policy.*

*Because the time available to this task force was limited and the recommendations are comprehensive, the task force recommends that the university appoint an additional committee or task force to develop a new definition of academic dishonesty and the procedures for handling suspected cases of academic dishonesty.*

If the university follows these recommendations, the following should be accomplished:

1. Students will be placed “on notice” regarding what acts constitute academic dishonesty. If the definition of academic dishonesty is broadened, students will know more readily what actions are to be avoided. This should strengthen the university’s culture of academic integrity and should allow students to avoid situations which may be “gray” under the current policies.
2. Faculty will feel more secure about pursuing suspected cases of academic dishonesty since more clarity will exist. As faculty are able to see appropriate outcomes for cases of academic dishonesty, their confidence in the process should be increased. And, as more cases are pursued to resolution with an appropriate penalty, the university’s culture of academic integrity should be strengthened.
3. Clarity in the policy should yield more consistent outcomes—that is, similarly situated students should be treated in similar ways. This should enhance the perception of fairness, which should also strengthen the university’s culture of academic integrity.
4. Any liability the university has at present should be lessened. Students afforded a just and appropriate process have less impetus to sue, and, even if suit is brought following the outcome of such a process, the university should prevail.

*Appendix F*

*Student, Staff, and Faculty Perceptions of Campus Climate at  
Texas Tech University, Executive Summary*

## ***Student, Staff, and Faculty Perceptions of Campus Climate at Texas Tech University, Executive Summary***

During Spring 2003, survey data were collected from students, staff, and faculty on the Lubbock campuses of Texas Tech and the Health Sciences Center. The content of the surveys was unique to each population, but all centered on the overarching concept of campus climate, with particular emphasis on racial climate. While the overall results of each survey suggest a relatively high level of satisfaction with the campus climate, several notable findings emerged.

### **Student survey key findings**

- Students overall rate the campus climate in positive terms as well as their global evaluation of faculty.
- Students identifying themselves as Black or Other/Multi-racial report participating in campus organizations at a statistically significantly higher rate than students from other racial/ethnic groups.
- White and Hispanic students perceive the University as more supportive than Black, Asian, and Other/Multi-racial students.
- Students identifying themselves as Other/Multi-racial report higher levels of personal interactions with students and faculty than students from the other racial/ethnic categories.
- In a global evaluation of campus climate, White students give the highest rating, followed by Asian, Hispanic, Other/Multi-racial, and Black students, respectively. However, all groups give positive ratings to the University.
- Nearly one in four (22.3%) Black students felt the campus was not a welcoming community upon their arrival, compared to fewer than one in twenty (3.7%) White students. Similar results emerge when the question refers to Lubbock as opposed to the campus.
- While over ninety percent of White, Hispanic, and Asian students indicate they would recommend the University to a friend, the same is true of fewer than eighty percent of Black and Other/Multi-racial students.

### **Staff survey key findings**

- Staff overall rate the general atmosphere of the University in positive terms and express a relatively high level of job satisfaction.
- White staff members report experiencing prejudicial remarks, either as a witness or victim, at statistically significantly lower levels than staff identifying themselves as Black, Hispanic, or Other.
- While staff as a whole rate their department in positive terms, Hispanic staff provide lower ratings than staff of other racial/ethnic groups.
- The staff are in general agreement with regard to their perception of the campus climate, with few differences across racial/ethnic groups.

### **Faculty survey key findings**

- Non-White faculty report exposure to prejudicial remarks at statistically significantly higher levels than White faculty, with the largest gap between the two groups related to experiencing such remarks based on national origin.
- Non-White faculty are less inclined to believe their department has made serious efforts to hire racial/ethnic minority faculty compared to White faculty.
- Non-White faculty and female faculty are less inclined to believe their department has made serious efforts to hire female faculty compared to White and male faculty.
- Non-White faculty and female faculty are less inclined to believe faculty are treated equally regardless of race/ethnicity at the departmental level compared to White and male faculty.
- Female faculty are less inclined to believe faculty are treated equally regardless of gender at the departmental level compared to male faculty.
- Non-White faculty are more likely to believe the tenure process at TTU/TTUHSC is unfair compared to White faculty.
- Non-White faculty are less likely to indicate they have received adequate guidance or mentoring from colleagues compared to White faculty.

**Source:** Cannon, B. (2003). Student, staff, and faculty perceptions of campus climate at Texas Tech University. Lubbock, TX: Texas Tech University, Diversity Strategic Planning Committee and StudentFIRST Committee.

*Appendix G*

*University-based Ethics Centers*

## *University-based Ethics Centers*

Center for Ethics and Social Justice, Loyola of Chicago (<http://www.luc.edu/depts/ethics>)

Center for the Study of Ethics in the Professions at the Illinois Institute of Technology  
(<http://www.iit.edu/departments/csep>)

Institute for Applied and Professional Ethics at Ohio University  
(<http://www.ohiou.edu/ethics/welcome.html>)

Kenan Institute on Ethics at Duke University (<http://kenan.ethics.duke.edu>)

Lincoln Center for Applied Ethics at Arizona State University  
(<http://www.asu.edu/clas/lincolncenter>)

Center for Applied Ethics at Santa Clara University (<http://www.scu.edu/ethics>)

Program on Ethics and Public Life at Cornell University (<http://www.arts.cornell.edu/epl>)

Robert J. Rutland Center for Ethics at Clemson University  
(<http://www.clemson.edu/caah/rutland/index.html>)

*Appendix H*

*Draft Proposal for an Ethics Center*

*Draft*

*Proposal for an Ethics Center*

An Ethics Center at Texas Tech University would take as its fundamental aim to enhance the overall ethical culture within the University and its surrounding community. It would seek to accomplish that goal by initiating programs on several different fronts. A first and central task would be the promotion and coordination of programs that seek to raise the level of awareness and understanding of moral issues in every area of human life. Such programs might include regular monthly forums that address specific problems as they arise within particular disciplinary or college-based contexts. Thus, one month's forum might focus on moral issues surrounding whistle-blowing in a business setting; another might focus on an ethical issue in the arts (such as the public support of controversial art events); a third might address ethical questions raised by advances in biomedical technology. Such monthly programs would draw primarily on local expertise, and would be arranged in consultation with (and with the support and involvement of) the administration of the relevant college, school, or department.

On an annual basis, the Center could organize larger scale events, bringing nationally visible authorities in ethics from various disciplines to Texas Tech's campus for several days of focused discussion. Such a major annual event, which would combine keynote addresses with panel discussions that bring outside scholars together with local Texas Tech and community participants, would take on the project of illuminating a broad range of moral issues specific to some particular discipline or a general question as it arises in many different disciplines alike. Thus, one year the focus might be a consideration of a variety of ethical questions in the arts, and range from censorship in the public arena, to questions of one culture's appropriation of the artistic or ritual objects of another, to the matter of the social responsibility of artists, the social value of art, and whether works of art can and should be judged by moral standards. Another year the symposium could take on the general issue of role-responsibility across the disciplines. How can and when do role-responsibilities conflict with one's responsibilities as a moral agent in general? When conflicts arise, how are they to be understood and responded to? For example, is one ever obliged to lie as part of one's role as a statesman, or teacher, administrator, CEO, accountant, or physician, when lying would not otherwise be justifiable? Is it right to provide a legal justification for the use of torture (as, say, a member of the Justice Department) if torture ought never be justified? How should we think about participating in research toward the development of a weapons system that may do enormous human harm in the long run?

A second thrust of an Ethics Center would be to promote the teaching of ethics within the University curriculum. One strategy for achieving this would be to sponsor regular faculty workshops on ethics content and instruction. Properly funded, such an initiative would support faculty from across the University in the development of new course materials and content designed to bring an informed understanding of moral issues to the attention of students at all levels and across the disciplines. Such workshops might begin by exposing interested faculty to a range of ethical theories, but go on to focus on developing skills in applying rigorous ethical analyses to the sorts of issues confronted in

their particular disciplines. Participating faculty would contribute by sharing their disciplinary sensibilities and their awareness of the nature and complexity of the issues in their own fields. The result for all concerned would be a far deeper and more vivid understanding of ethical problems as they arise in their specific contexts.

Finally, the Ethics Center would provide a base of support for academic research into both normative ethical theory and applied ethics. While much research in the humanities is not grant-related, the Center would also be able to contribute to the acquisition of humanities and social science-based grants that directly address ethical topics. Such grants might be privately funded or be associated with government agencies such as the National Endowment for the Humanities or the National Science Foundation. Further, the Ethics Center would provide the appropriate institutional structure for the support of other types of grants that call for an ethical component but arise within more disparate disciplines. For example, certain national granting agencies (including the NSF) now require serious attention to ethical issues raised within scientific research and training programs in order to qualify for material support. As things currently stand at Texas Tech, the coordination required to connect ethics experts with other disciplinary-specific research is haphazard; sometimes it never happens at all or else it occurs, at best, late in the grant application process, reducing the overall opportunity for success in gaining funding. The Ethics Center could play a central role in facilitating such interdisciplinary projects.

In addition to the aforementioned activities, the Center ought to arrange for extended campus visits by nationally renowned scholars in ethics. This could be done in the format of intensive visits of one to two weeks, or as semester long residencies in specific academic or administrative areas. The object would be the presentation of current research on topics within the scholar's special area of expertise, and the visitor would be expected to deliver his research in individual lectures or in a series of lecture-discussions to the campus community at large.

There are several outstanding models for such visiting scholar programs, as well as for the other Center projects listed above. In fact, there are a number of university-based centers around the country (though none to my knowledge in the Big 12) that have other elements of the present proposal already in place. Those programs could be used as models for the development of a successful, broadly conceived Center here at Texas Tech. As a consequence, provided the availability of proper support, the details of setting up the programs outlined above seems a good deal easier than would be the case were we the first academic institution to attempt such a project. Hence, the key at Texas Tech seems to be acquisition of appropriate support and motivated leadership.

There remains the question of what, in more concrete terms, might the University expect an Ethics Center to achieve by means of its various initiatives. What, after all, does "enhancing the ethical culture" really amount to? First of all, it needs to be made clear that one of the things that such a Center will not attempt to accomplish is to turn bad people into good ones. If persons are not already motivated toward moral behavior, no aspect of this project is likely to change that. However, in their best incarnation, what programs like those proposed above can aim to accomplish is to raise the general level of

awareness of moral issues, and to increase the appreciation of the complexity of moral reasoning with respect to those moral issues. Furthermore, such a Center would provide members of the university community with significant resources and training in ethical thinking. For those persons who are already motivated to think hard and deeply about morality, to consider with some sensitivity the perspective and reasoning of others, and to aspire to moral improvement in their own character and action, such awareness and understanding might provide exactly the kinds of tools they seek to accomplish their goals. Such a project is not at all insignificant, and it seems well within the scope of the mission of this university.

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