

**Utah Valley University**

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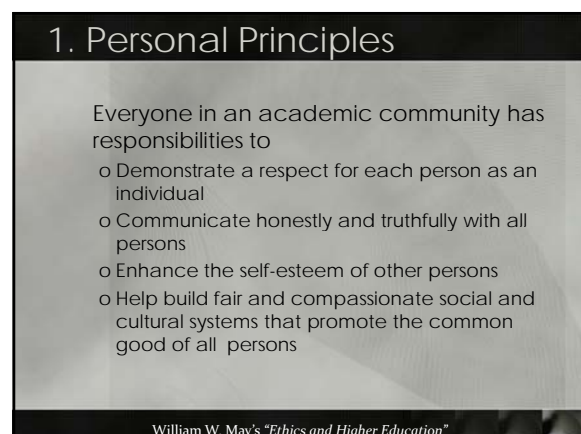
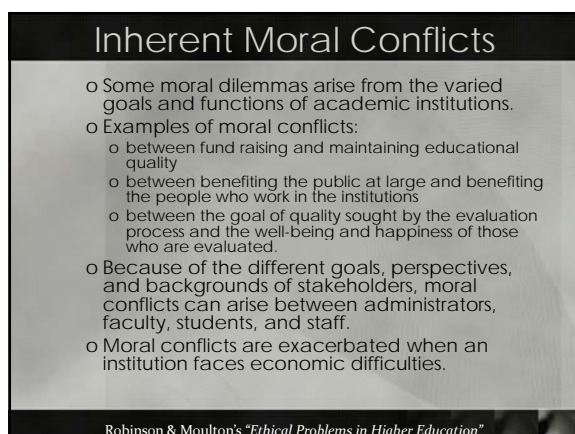
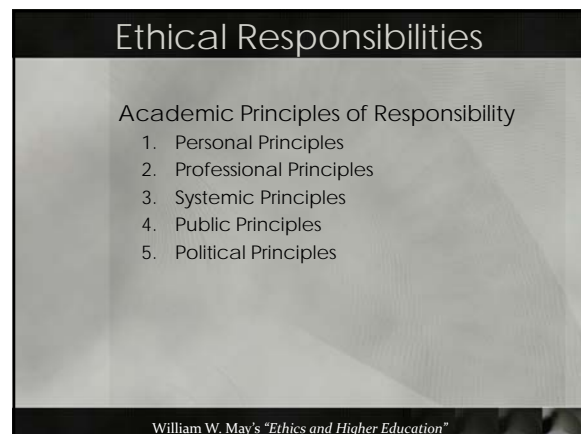
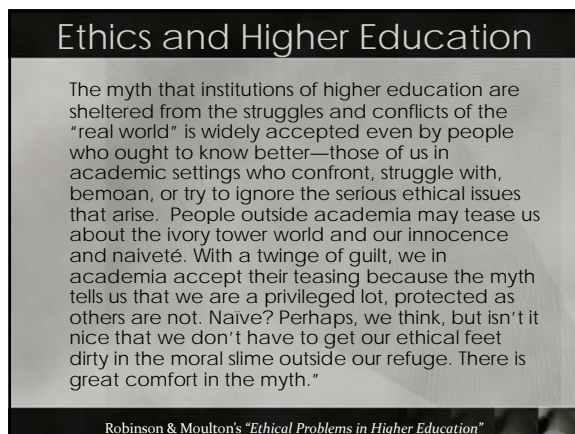
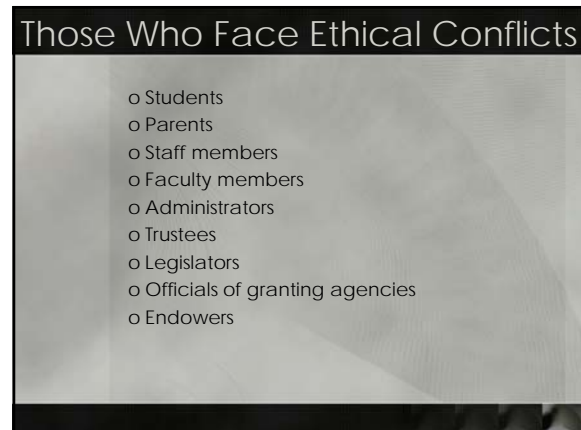
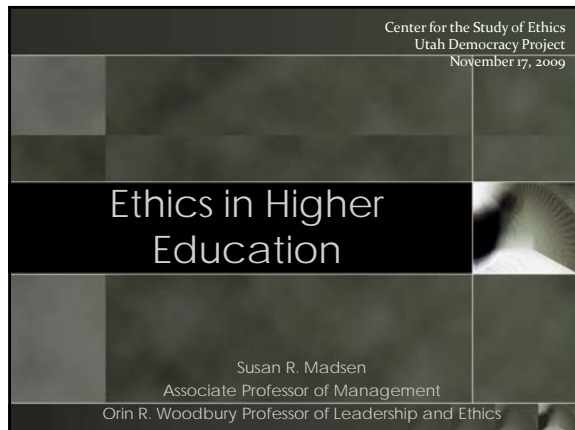
November 17, 2009

# Ethics in Higher Education

Susan R. Madsen, *Utah Valley University*



Available at: [https://works.bepress.com/susan\\_madsen/110/](https://works.bepress.com/susan_madsen/110/)



## 2. Professional Principles

Professionals associated with a college or university have responsibilities to

- o Assist their institution to fulfill its educational mission
- o Strive to enhance the personal and intellectual development of other persons
- o Be compassionate, thorough, and fair in assessing the performance of students and professional associates
- o Exercise the authority of their office in ways that respect persons and avoid the abuse of power
- o Conduct their professional activities in ways that uphold or surpass the ideals of virtue and competence

William W. May's "Ethics and Higher Education"

## 5. Political Principles

Colleges and universities have political responsibilities to

- o Promote forms of polity based on an equal respect for persons
- o Foster policies that increase access to higher education for the poor, minorities, and other underserved populations
- o Help develop fair and compassionate means of resolving conflict between persons, group, and nations
- o Nurture a community of responsibility that is sensitive to the needs of future generations
- o Be good corporate citizens in all external relations

William W. May's "Ethics and Higher Education"

## 3. Systemic Principles

Colleges and universities have systemic responsibilities to

- o Be fair, keep agreements and promises, operate within the framework of the law, and extend due process to all persons
- o Strive for an efficient and effective management that enables the institution to adapt to new opportunities
- o Be compassionate and humane in all relationships while protecting the safety of person and property
- o Articulate their missions in ways that reflect their actual strengths and aspirations
- o Foster policies that build a community of racial and socioeconomic diversity
- o Assist members in their professional development while requiring competent performance from everyone
- o Support an internal policy that fosters and protects academic freedom

William W. May's "Ethics and Higher Education"

## The Multidimensional Ethic at Work in an Educational Setting

1. The Ethic of Justice (participation):  
[equal access, due process, policy formation and implementation, assessment rights, responsibilities in resource allocation]
2. The Ethic of Caring (quality of life):  
[Cultural enrichment, individuality, loyalty, human potential, human dignity, empowerment, environment]
3. The Ethic of Critique (Definitions of Value):  
[Hierarchy, privilege, class distinctions and distortions, power definitions, culture of silence and domination]

Starratt (1994, p. 56)

## 4. Public Principles

Colleges and universities have public responsibilities to

- o Serve as examples in our public life of open institutions where truthful communications are required
- o Preserve human wisdom while conducting research to create new forms of knowledge
- o Serve the public interest in ways compatible with being an academic institution
- o Enhance the development of international understanding, and support the world community of scholars
- o Promote a critical appreciation of the creative activity of the human imagination
- o Interpret academic values to their constituencies

William W. May's "Ethics and Higher Education"

## The Multidimensional Ethic at Work in an Educational Setting

1. The Ethic of Justice  
How shall we govern ourselves?
2. The Ethic of Caring  
What do our relationships ask of us?
3. The Ethic of Critique  
Who controls? What legitimates? Who defines?

Starratt (1994, p. 56)

## General Ethical Principles

1. The Principle of Fairness
2. The Principle of Maximizing Benefits
3. The Principle of Universalization
4. The Principle of Treating Others as Ends in Themselves, Not Merely as Means

Robinson & Moulton's "Ethical Problems in Higher Education"

## Faculty: Teaching

7. Inflated or retaliation letters of recommendation
8. Racial discrimination: Inadvertent neglect, overt hostility, excessive attention
9. Self-promotion; taking advantage of students
10. Sexual harassment
11. Negativism and tyrannical conduct toward students

Neil W. Hamilton's (2002) "Academic Ethics"

## Student Ethics

- o Tests and exams (e.g., learning what is on a test from someone who took it already; using false excuses; copying; helping someone else cheat; using unauthorized cheat notes or electronic/digital devices)
- o Written assignments (e.g., working with others when asked for individual work; plagiarism, receiving unpermitted help; fabrication/falsification; turning in work copied from another; turning in work from another)
- o Other assignments (e.g., fabricating or falsifying lab data, copying someone else's program in a computer course; fabrication or falsifying research data)

Donald L. McCabe (2005)

## Faculty: Scholarship

1. Plagiarism; authorship attribution
2. Preparing lectures using the work of students and colleagues without attribution; using student input without attribution to write conference papers
3. Errors in scholarship; lack of productivity in scholarship; manipulation of data
4. Conflicting evidence; conflict of interest
5. Falsifying credentials

Neil W. Hamilton's (2002) "Academic Ethics"

## Faculty: Teaching

1. Lateness for class, office hours, and submission of grades
2. Problems with new course; completion of only one-half of syllabus; testing material not covered in class
3. Disorganization: Teaching irrelevant material that is important to political agenda
4. Student evaluation problems
5. Dead wood: ineffective teacher
6. Grade inflation; favoritism toward some students

Neil W. Hamilton's (2002) "Academic Ethics"

## Faculty: Scholarship

6. Conflicts with outside consulting work; use of university resources
7. Correction of previously reported results
8. Response to fraud of a colleague
9. Conflict of interest with a corporate funding source

Neil W. Hamilton's (2002) "Academic Ethics"

## Faculty: Internal Governance

1. False allegations of misconduct against colleagues
2. Poor department service
3. Hiring decisions and contradicting schools of thought in a discipline
4. Confidentiality
5. Condescending and tyrannical conduct toward colleagues

Neil W. Hamilton's (2002) "Academic Ethics"

## Idea

### Idea Generation and Ownership

- o Appropriate citations
- o Authorship attribution
- o Duplicative articles
- o False claims of new work
- o Order of authorship
- o Over-publishing
- o Plagiarism
- o Self-Plagiarism
- o Serial publications
- o Slicing/salami science/L.P.U.

Davis & Madsen (2009)

## Faculty: Extramural Utterance and Conduct

1. Criminal conduct
2. Testimony inside and outside the discipline
3. Failure to perform disciplinary commitments
4. Careless scholarship; plagiarism; inflation of credentials

Neil W. Hamilton's (2002) "Academic Ethics"

## Research Process

- o Access to business organizations
- o Boundaries in professional relationships
- o Confidentiality
- o Conflicts of interest with funding
- o Data tampering and falsification
- o Failing to report study results that do not support hypotheses
- o False accounting of observation
- o Fraud
- o IRB/Human Subjects
- o Splitting up data to publish more
- o Writing mechanics and publication

Davis & Madsen (2009)

## IPRP Model

### Model for Faculty Ethics of Scholarship

- o Idea (idea generation and ownership)
- o Process (research process)
- o Relationship (research and scholarship relationships)
- o Professional (professional behavior in scholarships)

Davis & Madsen (2009)

## Relationships

### Research and Scholarship Relationships

- o Collaboration authorships
- o Contribution requirements
- o Exaggerating collaboration of prestigious partner
- o Exploitative relationships
- o Honorary authorship
- o Multi-author publications
- o Student-faculty authorship

Davis & Madsen (2009)

## Professional

### Professional Behavior in Scholarship

- o Blurring borderlines
- o Contractual obligations
- o Editor ethics
- o False allegations
- o Falsifying credentials
- o Reviewer ethics
- o Tenure and academic freedom limits
- o Whistleblowing

Davis & Madsen (2009)

## Vignette #3

When informed that his star student will be taking a job outside of academia, an unhappy adviser tells the student that he cannot write him a very strong recommendation.

Artino & Brown (2009)

## Vignette #1

A professor and his student stretch the truth in a conference manuscript by describing their most complete data set as "a typical data set."

Artino & Brown (2009)

## Vignette #4

Two professors decide to survey their class without IRB approval, with the idea that if they find something interesting and want to publish it, they can always get IRB after the fact.

Artino & Brown (2009)

## Vignette #2

A graduate student decides that if she finds any outliers in her survey data, she will simply delete them from her data set.

Artino & Brown (2009)

## Vignette #5

An accomplished professor ensures that all of her students are included in lab publications; even those whose only contribution to a given project amounts to data collection or data entry.

Artino & Brown (2009)



### Vignette #6

A graduate research assistant strongly encourages a study participant to stay in an experiment by informing her that the professor gets very annoyed when students drop from his studies.

Artino & Brown (2009)

### Possible Reasons for Misconduct

- o Increased cost of research
- o Cost makes any unsatisfactory result a threat to the researcher's ability
- o Grants can attract researchers with "wrong motives" who want to make money
- o Non-tenure faculty and increase pressures
- o Increased expense of certain kinds of research makes replication less likely
- o Increased tendency of researchers to deny others access to notes and raw data
- o Increased tendency to list authors who should not be listed

Michael Davis "Ethics and the University"

### Vignette #7

An advisor suggests to her student that she be added to the byline of his abridged dissertation manuscript since she knows the journal editor very well and is confident this will improve his chances of publication.

Artino & Brown (2009)

### Scenarios (Small Groups)

1. The Data Sleuth
2. Too Much of a Good Thing? Multiplying Your Productivity
3. It's Good to be King: Authorship Dilemmas
4. Creative Problem Solving in Scholarship Research: Desperately Seeking Significance

### Vignette #8

A young assistant professor and his graduate student—both single and looking for companionship—begin an intimate relationship. What is the ethical nature of the student's behavior? The professor's behavior?

Artino & Brown (2009)

### Shaping Students

- o "Education alters the way people understand the world, shapes character and therefore has an imprint on the self."
- o "When we really teach, we affect character."
- o "Responsibility for the training of students carries moral responsibilities for shaping character."
- o "The activity of the university requires the development of a morality that includes honesty, candor, justice, even love or compassion within the community."

David H. Smith (2003)

## Integrity Within the University

- o "Integrity relates to wholeness. It requires the integration of one's personal life with his or her public life, and it is sustained through the ethical relationships within both in ways that are mutually beneficial."
- o "We argue that personal, institutional, and program integrity is at the heart of the ethical relationship that the professor and university have toward the community and each other. Without personal integrity, trust is absent. Without institutional integrity, we cannot rely on the organization. Without program integrity, the university cannot deliver what it promises. In essence, integrity makes ethics authentic by establishing a climate of trust."

Calabrese & Barton (2000)

## Questions

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