

Utah Valley University

From the Selected Works of Susan R. Madsen

Winter December, 2012

Innovative Resources for Teaching Professional Ethics

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Innovative Resources for Teaching Professional Ethics

AAOM Symposium

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This engaging symposium will focus on introducing innovative materials and resources that faculty members can use to teach professional ethics to students who are learning to research, publish, and teach. Resources will include videos, case studies, interactive blog postings, online resources, and other teaching strategies. The discussion will also include introducing current norms and practices that Academy of Management journal editors are now using to guide their work. The last 20 minutes of the session will be allotted for Q & A, so bring your questions and comments!

Abstract

With the fairly recent and highly publicized breaches of ethics among members of the business community, there is a need to re-examine specific strategies employed in all kinds of organizations. Many business faculty members are comfortable teaching ethics in the classroom, but are we (as scholars and educators) appropriately challenging our own ethical practices? To assist in raising awareness of ethical concerns within the AAOM, we believe it is important to focus discussions on challenging our own ethics, particularly as faculty members in our various roles. Although there are professional ethical codes, there have been few venues for dialogue. This session can heighten members' ethical awareness and focus by bringing to light the importance of ethics in one critical area within the Academy—ethics in research and publishing.

This topic is one that many Academy members discuss and question informally. This session would be designed so that participants can ask the tough questions that need to be asked in an organized forum. This will help them “dig deep” and challenge themselves at a personal and professional level. Through this reflective progress we can become better researchers and scholars, which will in turn directly and indirectly influence others (e.g., students, colleagues, readers). Through the years we have observed that the best scholars and educators are those who persistently ask questions that help them continuously improve their practices. It is through this type of constant inquiry that awareness is raised, excellence can be attained, and ethics can be maintained. Ethics in research and publishing is one of the areas that many disciplines have recently been addressing. This panel will provide faculty, administrators, and doctoral students the forum to listen to panelists (journal editors) and then discuss current issues and challenges related to ethical decision-making and behavior of researchers and scholars. It will also provide the attendees the opportunity to challenge behaviors and practices commonly seen and held.

This ethics event will be divided into three segments. First, facilitators will briefly highlight reasons for their interest in organizing this session and then introduce the five or six panelists. Each panelists will then take five minutes to outline and discuss some of the

current issues and trends related to ethics in publishing. Second, participants will be asked to meet in small groups to discuss some brief scenarios or other issues that surfaced from the panelists' presentations. Groups will be encouraged to identify their top three issues or questions to ask to the panelists. Finally, the remaining time will be devoted to a highly interactive Q&A session with engaging dialogue between panelists and attendees.

Session Purpose

This panel will provide faculty, administrators, and doctoral students the forum to listen to panelists and then discuss current issues and challenges related to the ethical decision-making and behavior of researchers and scholars as it relates to research and publishing. It will provide the attendees the opportunity to challenge behaviors and practices commonly seen and held.

Format and Structure

We are proposing a 90 minute symposium that will be divided into three primary segments:

- a. Segment 1 (20 minutes): Facilitators will briefly highlight reasons for their interest in organizing this session and then introduce the five to six panelists. Each of the panelists will be asked to discuss some of the current issues and trends they have seen related to ethics in publishing (five minutes each). They may also address some commonly asked ethical questions from authors. Topics and issues that may emerge include, but are not limited to, the following:

Authors:

- Authorship
- Conflicts of interest
- Plagiarism/citing
- Ethical approval
- Research design
- Redundant publications
- Misconduct
- Accuracy
- Personal criticism of others

Reviewers and Editors:

- Unbiased
- Speed/timeliness
- Accuracy
- Responsibility
- Objectivity
- Confidentiality
- Conflicts of interest

For example, a few of the related questions that have surfaced through the years in previous sessions or conversations with colleagues are as follows:

- Why is Jim Collins the only author on the book “Good to Great” when an entire research team did the research behind it? He does give the team credit in the book, but when is it okay to do it this way?
 - When is it ethical for professors to use their students’ research data and then write about it without including the student as a co-author? When is it ethical to “acknowledge” versus “co-author”? When is it ethical for committee chairs to publish with doctoral students?
 - What are the ethical issues surrounding the use of ghostwriters?
 - As misrepresentation and plagiarism are critical issues for professorial research, what standard is appropriate for the citation of the work of others?
 - What is intellectual property in terms of scholarship?
 - Is a faculty member held responsible for plagiarism in a student’s piece if it is published?
 - When there is a breach of ethics—who is ultimately the judge and jury? Is it the Academy or the institution?
 - Is it ethical of an institution to look the other way when a famous scholar plagiarizes (e.g., Doris Kearns Goodwin at Harvard)?
- b. Segment 2 (15 minutes): Participants will be asked to gather in small groups (4-8 attendees) to discuss scenarios that will be distributed. They will be encouraged to identify ethical issues from the cases or questions their group has for the panelists.
- c. Segment 3 (55 minutes): During the final segment, groups and individuals will be invited to ask questions to the panelists for a highly interactive Q&A session. Panelists will also be encouraged to ask questions to participants as well so the session can remain interactive and interesting. During the last few minutes each presenter will be asked to offer their final advice to participants (one-minute each). We will then thank the panelists and conclude with a few suggestions for next steps.

Conclusion

This session will be an interesting, interactive, and enjoyable session for conference participants to attend. By providing forums for scholarly discussion on academic ethics, we can assist the AAOM’s membership in challenging their own choices and behaviors. This type of self-reflection can often lead to a deeper commitment toward personal and professional integrity.