Ethics in the Profession

Ethics in the Content of Home Economics

Editor's Corner

This issue of *Home Economics FORUM* completes the first five volumes. The following guest editors have made important contributions to the content and quality of *Home Economics FORUM*: **C. Jayne Ozier**--Developing People, **Ruth Mears & Connie Martin**--Technology, **Ardis Armstrong Young**--Public Policy Involvement, **David R. Imig & James D. Moran, III**--Systemic Models for Home Economics Research and Application, **Norma S. Bobbitt**--Undergraduate Writing, **L. Gertrude Nygren**--Human Needs, **Norma S. Bobbitt**--Complementary Uses of Quantitative and Qualitative Methodologies and Paradigms in Home Economics, **Anne MacCleave, Joan Quilling, John Warren**--Ethics in the Profession and Content of Home Economics.

Kappa Omicron Nu has a responsibility as an honor society to promote the qualities of a scholar, and so it is with much pride that *FORUM* offers this second issue related to ethics--a fundamental attribute of scholars. We hope these additions to the literature will be useful within the field and have application for other disciplines.

The Board of Directors has determined that programming and research dollars will be targeted to priorities that achieve the mission of Kappa Omicron Nu and contribute to the general welfare of the field and its responsibility for the public good. The ethics theme of *Home Economics FORUM* has fulfilled these goals, and the upcoming themes of empowerment and collaborative relationships were selected for these same reasons. Your manuscripts are invited.

DM

1992-93 Grants & Fellowships

Master's Fellowship
Eileen C. Maddex Fellowship, $2,000 - awarded annually from an endowment in the Omicron Nu Fellowship Fund in honor of her contributions as Omicron Nu Executive Director.

Doctoral Fellowships
Hettie M. Anthony Fellowship, $2,000 - awarded annually from an endowment in the Kappa Omicron Phi Fellowship Fund in honor of her as founder of Kappa Omicron Phi at Northwest Missouri State University.
Alice Koenecke Fellowship, $2,000 awarded from the Named Fellowship endowment in the Kappa Omicron Phi Fellowship Fund in honor of her service as President and for her contributions at Murray State University.
Omicron Nu Research Fellowship, $2,000 - awarded annually from the Omicron Nu Fellowship Fund.

Adviser's Fellowship
Dorothy I. Mitstifer Fellowship, $2,000 - awarded from the Named Fellowship endowment in the Kappa Omicron Phi Fellowship Fund in honor of her service as Executive Director of Kappa Omicron Phi and targeted primarily to chapter advisers for graduate or postgraduate study.

Research/Project Grants
Alumni Chapter-at-Large Grant, $500 - awarded annually as a project of the Alumni Chapter-at-Large.
Kappa Omicron Phi Grant, $500 - awarded annually from the Kappa Omicron Phi Fellowship Fund.
New Initiatives Grant, $2,000 - awarded annually from the Kappa Omicron Nu New Initiatives Fund.

Omicron Nu Grant, $1,000 - awarded annually from the Omicron Nu Fellowship Fund.

Applications for:
Research/project grants shall be postmarked by December 15.
Doctoral and adviser's fellowships shall be postmarked by January 15.
Master's fellowship shall be postmarked by April 1.

Further information and applications can be secured from the Kappa Omicron Nu National Office in Haslett, Michigan.

1991-92 Awards

Master's Fellowships
Heidi K. Oberrieder - Kansas State University
Wendy Maupin - University of Nebraska, Lincoln

Doctoral Fellowships
Mary E. Cannon - University of Delaware
Raga M. Bakhit - University of Illinois
Jackie L. Coon - Washington State University

Adviser's Fellowship
Shirley Hymon-Hendricks - University of Maryland

Research/Project Grants
Cheryl L. Jordan and Leslie Davis - Oregon State University
Carolyn K. Manning and Elizabeth M. Lieux - University of Delaware
Patricia Kain Knaub and Margaret J. Weber - Oklahoma State University
Diane K. Frey - Bowling Green State University

Postdoctoral Fellowship
Virginia B. Vincenti - University of Massachusetts

Ethics: The Heart of Home Economics

Karen E. Craig

Home economics practice requires that ethics be an integral part of professional action. Increasingly it is essential that professionals and students understand the ethical dimensions of each of the specializations within home economics. Understanding ethical principles as they apply to emerging concerns in home economics can enhance the translation of knowledge into services which benefit society.

Throughout contemporary society there is a general bemoaning of the fact that today's employees are not the same as employees from other eras. There is a concern that they do not always have a commitment to their jobs, profession, students, clientele, or customers. Many are viewed as self-serving. For all of these reasons they are perceived as "not caring about the right things."

Unethical behavior in business, government, and education is apparent in the media--newspapers, news magazines, television, and radio; all highlight the breaches of ethical standards on a regular, almost daily basis.

If we want different ethical standards in the profession and society, we must choose to examine and teach about the unique need for ethics in home economics and ethics as a significant factor in humane and orderly relationships in our society.

Understanding of morally relevant issues in professional practice will best be accomplished by including such discussions throughout the curricula. This article discusses societal changes that underlie the present need for ethics education and proposes principles for ethical behavior that could serve as criteria for assessing professional practice.

Dr. Craig is Dean, College of Home Economics, University of Nebraska, Lincoln.

Definition

Shea defines ethics as the "discipline dealing with what is right and wrong or moral duty and obligation . . . a group of moral principles . . . a particular theory or system of moral values . . . the principles of conduct governing an individual or profession . . . standards of behavior . . . or the character or ideals of character manifested by a group of people" (1988, p. 17).

Being "ethical implies more than just conforming to external controls. . . . It is also self-position" (Shea, 1988, p. 20) and requires clarification of one's role in specific situations. Self-positioning may include synthesis and integration of codes of ethics of a company or employer, a professional practice group, and/or a personal code of behavior. Integration of personal and approved standards of behavior within the society and profession requires significant reflection and self-examination.

When discussions of ethics remain general or occur in a vacuum, they do not prepare professionals for activities where multiple values or ideals are in conflict, a situation which precludes easy solutions (Metcalf, 1986). General discussion of terms such as morals, values, and ideals seldom moves professionals to commitment to ethical professional practice (Metcalf, 1986; Arcus, 1980). To assure ethical behavior, we must go beyond examining issues and delve into the significance and consequences of actions that occur in professional practice.

Clearly, no one set out in 1945, or 1960, or 1985 to create a world where unethical behavior was omnipresent in society. However, it happened. Development of a code of ethics in accord with approved standards of behavior is difficult today. There are many examples of confusion about and lack of conformity to appropriate standards in professional practice. In contemporary society, activities which are illegal, as well as unethical, may be explained away or excused because of personal need or extenuating circumstances. There are at least three rather specific shifts in society that contribute to the problem of ethical behavior: the shift in values and rules, more general acceptance and perceived tolerance of unethical behavior, and specialization in professional roles.

Shifts in Values and Rules

Devotion to self and personal needs became a dominant force in personal and professional roles in the middle part of the twentieth century. The resultant shift in values and rules has affected the choices people make (Yankelovich, 1981). Individuals make decisions which affect their personal goals, their resources, their upward mobility, and their satisfaction. Many times there is little or no consideration of secondary

outcomes or the consequences for others. Although American culture has always focused on the right of individuals, it has become more obviously self-serving in recent years. Yankelovich (1981) found that 63 percent of Americans have lives and values that are conventional in most respects; however, in one or another corner of their lives, they have permitted values associated with the search for personal fulfillment to take precedence over traditional goals of familial success. Although traditional family values are not necessarily more desirable than contemporary family values, traditional values have often shown a commitment to others with less emphasis on self-satisfaction. Concurrently, the traditional value of development of material resources has been detrimental to family life, the environment, and other people. Unfortunately, actions which are based on the need to serve self are often insensitive to the needs of others. What seems an obvious choice of action for one person may cause discomfort and pain to another.

Henriot (1984) identified three inadequate ethical stances prevalent in our society: (a) individual, not societal values or ethics are dominant; (b) nationalistic, not global values and ethics are dominant; and (c) partial, not holistic values are dominant. These three behavior patterns show us how the shifts above are "acted out" in decision situations. When decisions are made and actions taken from an individualistic, narrow, nationalistic perspective they may result in negative consequences for segments of the society or the society as a whole. Although they may not be deliberately unethical, they are likely to be insensitive to human feelings and needs and to hurt others in the short or long term.

The shift in values and rules pose these questions for the profession: Do

we help students see the values which guide their choices? Should we attempt to change them? How do we help them internalize the conflict inherent in the values held by individuals and groups? Where can they go for help? How does the code of ethics for the profession provide guidance? How could it be improved?

General Acceptance of Unethical Behavior

Media reports of unethical behavior send messages that no significant negative consequences are associated with unethical behavior. A significant number of people now believe that it is unethical only if it is illegal. The locus of responsibility appears to have shifted from the individual to the law. With this shift, self-positioning in terms of choices has deteriorated to a mentality that says

. . . it is a problem if I get caught. . . . Furthermore, the daily pounding in the newspapers, magazines, and newscasts exposing us to each new scandal or report of ethical misconduct tends to harden us to the current crisis in ethics. . . . Although there have always been cheats and crooked wheeler-dealers, the uniqueness of the factors in crooked conduct today is its very pervasiveness (Shea, 1988, p. 9).

A much higher proportion of the population engages in questionable ethics as more people strive to get their piece of the action. Drug habits that encourage average Americans to take bribes or betray information to support their habit, manipulation of the stock market, insider trading or other white-collar illegalities, uncaring businesses, the decline in commitment to others as seen in divorce statistics, abandoned children, and drastic increases in the

homeless--all represent a morally more flexible average citizen than was present in previous generations. Unethical conduct at all levels and in all segments of our society--business, sports, law enforcement, government, and education--is apparent (Shea, 1988).

More tolerance of unethical behavior presents the profession with the following questions: Because a behavior is prevalent, should it continue? Do we have a responsibility to change such behavior? What do we do to help students recognize unethical organizational practice? What are issues in product quality? What is an appropriate profit margin? How should judgments be made in weighing consumer or client needs against those of the employer? What is honesty in selling in today's market? What is the right kind of help for teenagers in trouble? Who and how should decisions be made relative to policy development for a business or agency?

Specialization

Specialization in roles individuals perform has changed our understanding and acceptance of responsibility for the impact of the specialized segment on the outcome-- whether it be the customer, product, society, family, government, or other entities. When each employee is responsible only for a part of the specialized service, the holistic impact of the business or agency on customers, clients, and the general public may not be considered. Drucker (1989) indicates that social responsibility includes doing the job and accepting responsibility for the impacts of the role on the community and on society in general. In any single perspective, there is little understanding of the broad spectrum of positive and negative consequences of actions. Where there are many

specializations that act to create a product or program, no one may feel responsible. Concurrently, everyone is responsible. An example might be chemical warfare products, where none of the participants--the inventor, the distributor, the applicator, or the policy makers--feel responsible for the death and destruction associated with the product (Drucker, 1989).

Criticism of education today, and higher education in particular, suggests that we have not helped students understand the nature of ethical dilemmas and their importance to society as a whole. In our efforts to develop depth in perspective for students and practicing professionals, some have emerged who do not see the connections of their action with the larger picture for the client, the employer, the customer or other user of the service or product. The cumulative effects of inappropriate actions have been very costly to society. For example, agricultural production methods that increase volume of production with little consideration of the environment, or the cumulative effect of pesticides in food products, show lack of concern for the big picture. An investment counselor who causes a client to invest in a way that increases the commission and decreases net value of assets is another example. Counselors who guide clients to solutions viewed as desirable, but which reduce the power of the individual or family to handle the next situation, may be eroding the capacity of people to serve themselves. All of these can be described as questionable professional practices. When do they become unethical?

Reflecting on the factors which contribute to a shift in social norms provides insight into how thoughtless or careless actions contribute to unethical behavior. Curricular discussions must more rigorously

examine ways to balance the development of specialized skills within a general education framework. Professionals need an education that develops understanding and appreciation for a holistic and human perspective associated with their professional roles. The issue for the profession is inherent in the question: What can we do to improve the sensitivity of home economics professionals to the broad ethical issues they face as they perform specialized roles which serve individuals, families, and institutions.

The Role of Education

Improving the ethics of the professional home economist can be facilitated by adopting the goals for ethical education espoused by Kitchener (1986): (a) stimulate ethical sensitivity, (b) improve ethical reasoning, (c) develop moral responsibility, and (d) develop attitudes and skills for coping with ethical ambiguity. To attain these goals, it is essential that mental or verbal evaluation and discussion of ethical dilemmas occur throughout the curricula.

To change the dynamic of ethical decision making in the profession, it is important to provide students and peers with tools and strategies for evaluating and determining acceptable behavior. Recognizing the ethical principles underlying ethical decision making may be a necessary first step.

Principles of Ethical Behavior

Krager (1985) identified five principles consistent with development of ethical behavior:

1. Ensure autonomy. At issue is protection of clients' freedom to choose a course of action and act in ways consistent with their needs and values as long as choices do not

interfere with the lives of others.

2. Do no harm. This principle focuses on the avoidance of harm and an admonition to refrain from actions that risk harm to others.

3. Benefit others. Associated with the need to help others, this principle assumes that efforts are pointed toward the improvement of both the individual and the whole of society.

4. Support fairness and justice. This principle is concerned with the need to provide services to persons of different racial, sexual, or economic characteristics.

5. Maintain fidelity or faithfulness. Fidelity is related to keeping promises, loyalty, and commitment, all of which may be associated with people or organizations. It is obvious that dishonesty and capricious behavior are counter-productive to this principle.

These principles can also be used as criteria for evaluating alternatives for action on the part of individuals in personal and professional roles. A relatively easy way for less experienced persons to assess the consequences of alternatives is to convert the principles to a set of questions:

1. How does this professional role help others to make their own choices?

2. Is this professional activity likely to do harm to another?

3. Does this service benefit others as well as me?

4. Is this service fair to everyone? or Does it serve some better than others?

5. Does this action show commitment to another?

Although the principles or criteria are not absolute, they provide morally relevant starting points for determining a course of action. More experienced and reflective

professionals see inherent conflicts among the principles because it is unlikely that all the principles or criteria can be used at one time. Recognition of potential conflict emphasizes the fact that ethical choices are dilemmas: choices among alternatives that are equally unsatisfactory. Learning to live with that ambiguity is part of professional development.

Summary

The principles identified above provide one approach to exploration of ethical decisions and the consequences of actions. Stage theory (Lande & Slade, 1979) is another approach. But as Achterberg and Trenkner (1990) indicate, there is no one theory or approach that can be used on a unilateral basis. Every professional must examine alternative approaches and adopt one that is consistent with the self-position or personal code that is most meaningful and realistic. Recognition of the dilemmas one could face helps to facilitate the personal and professional development necessary to be in accord with standards of the profession. The greatest possible

danger may come from unquestioning acceptance of any code, standard, or set of practices.

Home economics professionals will be called upon to determine the ethical thing to do--for the poor, for children, for older persons. How will we design and implement policies to deal with food, safety, taxes, housing, health care, consumer issues, conservation, education, and other public programs in order to support the family and empower individuals? In conclusion, if we really are a profession that has as its goal the improvement of quality of living for individuals and families, ethics must be at the heart of our education, training, and performance. To truly serve the needs of people, we must know and understand the profession's code of ethics and develop a self-position for professional practice that is in accord with personal and professional needs.

References

Achterberg, C., & Trenkner, L. L. (1990). Developing a working philosophy of nutrition education. *Journal of Nutrition Education*, 22(4), 189-193.

Arcus, M. E. (1980). Home economics and ethics. *Canadian Home Economics Journal*, 30(3), 178-182.

Drucker, P. F. (1989). *The new realities: In government and politics/in economics and business/in society and world view*. New York: Harper and Row.

Henriot, P. (1984). *Thinking about values: Are ethics adequate? In Making it happen: A positive guide to the future* (pp. 37-42). Washington, DC: Club of Rome.

Kitchener, K. S. (1986). Teaching applied ethics in counselor education: An integration of psychological process and philosophical analyses. *The Journal of Counseling and Development*, 64, 306-310.

Krager, L. (1985). A new model for defining ethical behavior. In H. J. Canon & R. D. Brown (eds.), *Applied ethics in student services:* New directions for student services, No. 30. San Francisco: Jossey-Bass, pp. 32-34.

Lande, N., & Slade, A. (1979). *Stages: Understanding how you make your moral decisions*. New York: Harper & Row.

Metcalf, L. E. (1986). Ethics and home economics in an age of transition. *Illinois Teacher*, 2-6.

Shea, G. (1988). *Practical ethics*. New York: American Management Association.

Yankelovich, D. (1981). *New rules: Searching for self-fulfillment in a world turned upside down*. New York: Random House.

References

Aristotle. (1962). *Nichomachean ethics.* (M. Ostwald, Trans.). New York: Bobbs-Merrill.

Committee on the Conduct of Science. (1989).

On being a scientist. Washington, DC: National Academy Press.

Gibaldi, J., & Achtert, W. A. (1988). *MLA handbook for writers of research papers*. New York: The Modern Language Association of America.

Kidder, R. (1990, March). *Ethics for the 21st century*. Speech presented at the Legislative Horizons meeting, University of Nebraska-

Lincoln.

McShane, J. A. (1988). *Academic integrity*. Unpublished manuscript, University of Nebraska-Lincoln, University Foundations Program, Lincoln.

Miller, A. (1970). *The crucible*. New York: Bantam Books.

Academic Integrity: A Shared Responsibility

Coby Bunch Simerly

Students and faculty alike are expected to adhere to high ethical standards as members of the academic community. This paper describes the norms of responsible scholarly conduct and discusses how ethical behavior among scholars is a shared responsibility and essential to the existence and integrity of academic institutions. Its purpose is to promote critical discussion among home economics students and faculty.

Each man speaks and acts and lives in accordance with his charac-ter. . . . The man who loves truth, and is truthful where nothing is at stake, will be even more truthful when something is at stake.

> *Aristotle, Nicomachean Ethics, IV,7.*

"The gap between law and free will is where you find ethics" (Kidder, 1990). Ethics refers to written or unwritten codes of conduct which govern societies and communities and give direction to our behavior. Codes contain precepts of morality, precepts of right and wrong. What are the ethics of scholarship, and how are they transmitted to students? Who is responsible for developing and maintaining the academic integrity of an institution?

In institutions of higher education we expect students and faculty alike to behave ethically in the pursuit of knowledge through study and research. Although we expect those in academic institutions to adhere to those norms considered by scholars as professional codes of responsible conduct, it is difficult to find discussion in the literature of what constitutes ethical scholarly behavior and why it is essential to the existence and integrity of an academic institution.

Dr. Simerly is Associate Professor of Consumer Science and Education and Associate Dean for Undergraduate Studies, University of Nebraska, Lincoln.

The purpose of this paper is to (a) delineate standards of ethical scholarly conduct, (b) discuss the role of faculty, students, and others in establishing and maintaining academic standards, (c) consider the impact of academic dishonesty on students, faculty, academic institutions, and society, and (d) consider how one can handle the conditions which frequently make it difficult to behave ethically in an academic setting. In addition, it is hoped that this paper will promote discussion of the topic among home economics students and faculty. Because the standards of academic conduct discussed cut across all disciplines and because both home economics students and faculty participate in the larger academic community, the following discussion is presented within that framework.

Honesty is essential to the existence and integrity of a higher education institution. The responsibility for establishing, maintaining, and fostering an understanding and appreciation for academic standards and values is shared by all members of the community--faculty, staff, and students. Students and faculty are expected to be forthright in their academic endeavors. To falsify the results of one's research, to steal the words or ideas of another, or to cheat on an examination or project corrupt the essential process by which knowledge is advanced. Such acts destroy the integrity of individuals as well as that of the institution. To lose

one's integrity or moral soundness is to lose one's self and good reputation.

While academic codes of conduct may differ somewhat from campus to campus, and sometimes from nation to nation, there are several universal standards. Members of academic communities are expected to:

1. submit their own work for evaluation, critique, review, or publication.

2. acknowledge the ideas, words, statements, and works of another person when they are being incorporated into one's own work.

3. report data and research findings as they are, not as we would like for them to be. Those adhering to high standards of conduct will not falsify or destroy data and research findings to suit their own purposes.

4. report research findings regardless of the outcome. They report findings even when the findings do not support their own hypotheses, and/or personal beliefs and opinions. They do not withhold information.

5. follow accepted research protocols and scientific procedures appropriate to their discipline. For example, when recording the results of laboratory experiments, all experiment results are recorded in indelible ink in a bound daily log so

pages cannot be removed or content altered at a later date.

Academic dishonesty is cheating. It is lying about what is one's own work or about its relative value (McShane, 1988). For example, in the university community it is wrong to intentionally use or to attempt to use unauthorized materials and information in any endeavor. It is wrong to intentionally falsify or invent information, data, or citations for use in a paper, report, or research project. It is a violation of academic codes of conduct to intentionally or knowingly help another engage in cheating, fabrication, or plagiarism. Deliberately or accidentally failing to cite a source is plagiarism. The *Modern Language Association Handbook* (1988), states:

The most blatant form of plagiarism is to repeat as your own someone else's sentences, more or less verbatim. . . . Other forms of plagiarism include repeating someone else's particularly apt phrase without appropriate acknowledgement, paraphrasing another's argument as your own, and presenting another's line of thinking as if it were one's own (pp. 22-23).

Assuring that an institution of higher education is academically sound and creditable is a shared responsibility of faculty, staff, and students and to some extent that of parents and employers.

Faculty play an important role in helping to establish, maintain, and foster an understanding and appreciation for standards and values by setting academic standards, helping students understand how academic dishonesty is defined, and teaching students ways to avoid unintentional infractions. Faculty have the responsibility to identify and

confront those who violate standards and to serve as models of integrity. And with the increasing emphasis on undergraduate research, it is imperative that undergraduates be taught acceptable research protocols and standards. Frank Press, President of the National Academy of Sciences (Committee on the Conduct of Science, 1989), states that experienced researchers have a special responsibility to pass on to younger scientists a sense of the methods and norms of science and that a failure to do so significantly diminishes the senior researcher's contribution to the progress of the field.

Both graduate and undergraduate students must learn what is acceptable and unacceptable in the realm of scholarship. They should inquire about standards, institutional codes of conduct, and protocols which apply to their chosen professional field. They should raise questions and discuss the ethics of scholarship with their professors. As responsible members of the academic community, students are obligated not to violate the basic standards of integrity. They should also assume an active role in encouraging other members to respect those standards.

Faculty can assist students in developing ethical standards by teaching them to think critically and to make sound judgments which consider the needs of society as well as their own. Faculty, parents, employers, and others can assist in maintaining ethical standards by emphasizing the value of integrity within the context of other competing values such as financial security, status, and competition. They should, for example, let young people know that winning at any cost is not valued. Parents, faculty, and employers can model appropriate ethical behavior and establish realistic expectations for student achievement. Ideally, the responsibility to protect and promote

integrity rests with all members of the academic community and its constituents.

Why should we be concerned with dishonesty? The academic community deals harshly with those who breech the academic codes of conduct. Penalties for students range from receiving a failing grade on an assignment; to failing the course; to probation, suspension, or expulsion from the university. Doctoral candidates risk being terminated from their degree programs, and faculty risk being fired, being held up to public and peer ridicule, and the loss of professional reputation.

There are good reasons for these stern measures. Cheating has serious effects on the cheater, the cheater's colleagues or classmates, the instructor, and the whole institution. It denies the cheaters of knowing whether or not they could do the work on their own. It denies them of the pride of personal accomplishment and/or the opportunity to learn from failure. It can destroy one's self-respect. If caught, the cheater's reputation is severely damaged. Dishonesty undermines other students' confidence in the integrity, effectiveness, and competence of the academic enterprise. It undercuts students' willingness to fully participate in the educational activities for which they came to the university. Thus, they do not make the most of their educational opportunities (McShane, 1989).

Academic dishonesty on the part of students or faculty ". . . betrays the fundamental purposes of the university and the confidence in which it is held by the entire community on which it depends for support" (McShane, 1988, p. 3). It undermines the very foundation of that to which it is dedicated--the pursuit of truth. "To the extent that the community outside the university depends upon the certified

competence of those it graduates, what the university has to offer is cheapened by cheating" (McShane, 1988, p. 3). Academic dishonesty deceives those who may eventually depend upon our knowledge and integrity, even to the point of jeopardizing their lives or property. For example, the teacher (doctor, lawyer, dietitian, social worker, day care center operator, or interior designer) who by fraud, cheating, and other forms of dishonesty has managed to graduate and to begin practice may bring serious physical, psychological, or financial harm to a client. Or consider the lives potentially lost and the millions of dollars wasted because researchers, looking for a cure for a disease, base their work on previously reported falsified data.

Academic dishonesty results in a loss of personal integrity. And in one sense this may be its most serious consequence, for if one loses one's moral character, one's good name, what does one have left? This dilemma is poignantly expressed in Arthur Miller's (1970) *The Crucible* when the protagonist under great duress confesses to acts he did not commit. The authorities insist that he sign his name to the confession. When asked why he will not do so, he responds in agony, "Because it is my name! Because I cannot have another in my life! . . . How may I live without my name? I have given you my soul; leave me my name" (p. 137).

The reasons people violate academic codes of conduct are numerous. For example, they say that the system is unfair. Everyone does it. No one could do all of this work. I must have an A in this course. I have to cheat; otherwise, I'll flunk. I must have this research data now--you know, publish or perish. These reasons for cheating represent either misperceptions of the problem or they

represent problems that could be better addressed in a different manner. For example, everyone doesn't do it. If the instructor is unfair, students can consult the department head, the dean, or the ombudsman. Most institutions have procedures whereby students can appeal grades which they believe to be unfair, arbitrary, or capricious. The excuse that no one could do all of this work suggests the need for better time management and/or better study skills. The excuse that one has to cheat because the grade is essential tends to be a panic response to pressure when time is running out. Time management, setting priorities, and good study skills can ease or eliminate that pressure. The pressure to alter, manufacture, or falsify research data suggests the need to gain perspective on what one is about as a scientist/scholar and to reevaluate how to accomplish those goals. For most people the problem is not one of ability but one of applying ability through setting priorities, time management, self discipline, and the attainment and use of good study and/or research skills.

It is not always easy to behave ethically in an academic setting. The pressures to do otherwise are often great. To function ethically, one needs the ability to think critically, to make reasoned judgments, to have access to the facts, and to think not only of oneself but of the community at large. To function ethically one needs independence, for a personal judgment is often an individual and lonely decision. To function ethically one needs charity, for the process and product of thought and research are often shared as scholars extend and build upon the ideas and research of others. One needs to be generous in acknowledging the contributions of others to one's own work. Contrary to what some seem to believe, it is ethical to incorporate the work of

others into one's own as long as their contributions are acknowledged. The ability to use and synthesize the ideas of others into a new work is an important characteristic of a scholar. To function ethically one needs courage, for to do what is morally right is not always easy. It can slow one's academic or professional advancement.

To behave ethically in an academic setting requires great courage. The pressures for high grades, academic standing, peer recognition, and publications are great. If we do not consciously choose and work to maintain high standards of integrity, we can drift into practices which will jeopardize our personal integrity and reputation as well as that of our academic institutions.

Flawless ethical behavior on the part of students and faculty represents the highest level of choice capable of humankind. It is the conscious choice of taking the high road in thought, action, and deed. And when we make this choice of the high road for ourselves, we choose for all humankind. This is our existential moment of choice. We look into our hearts and minds and hear the whispered thoughts of all those who have come before us and all those who will be in the future. We hear the slow, measured cadence of truth and justice. This cadence increases as it swells into the marching of humankind making its choice for that which is right. And this collective, heroic march, with the clamoring of the greatest ideas capable of all humanity, occurs because each of us makes that one choice, commits to that one moment of moral victory. And when we do, we choose for all humankind. Can there be any greater victory than that simple moment of choice leading to the collective vision of excellence and professionalism?

Ethics: Clarity for Home Economics Professionals

Sammie G. Garner and Deborah J. Smith

Home economics educators face a challenge of integrating ethics education more explicitly into the undergraduate curriculum. Theory and research indicate that assuring an ethical learning environment with effective role models, using appropriate instructional methods, and infusing moral reasoning process throughout the curriculum offer excellent opportunities for producing graduates with a greater sense of clarity in dealing with ethical issues and conflicts in professional practice.

Although ethics education, by that name, is primarily a product of mid-twentieth century America, it is at least as old as written history. Ethics instruction has a past which is alive with varied theoretical orientations that provide the framework for diverse teaching methods which prevail across disciplines today. Thus ethics education has a transdisciplinary quality that makes it everyone's concern and no one's exclusive domain (Taper, 1989).

As home economics professionals reconsider the challenges associated with our role in ethics education, we have reason to look forward with optimism. Home economics is a discipline already actively involved with the task of integrating professional attitudes, values, behaviors, and commitments into the curriculum (Brown & Paolucci, 1978; East, 1980; Gentzler, 1987; Nickols & Nickols, 1980; & Quilling, 1988). With a mission to promote the well-being of individuals and families, home economics is well positioned to rethink curriculum objectives for the purpose of identifying ways to further integrate ethics education. This article

Dr. Garner is Chair and Associate Professor of Family Economics and Dr. Smith is Assistant Professor of Child Development and Graduate Program Coordinator, Department of Home Economics, Appalachian State University, Boone, North Carolina.

will examine the rationale and theoretical perspectives necessary for the incorporation of ethics education into the home economics curriculum in higher education.

Rationale

Among the reasons that home economics professionals have been and ought to be involved in ethical discourse are professional credibility, consistency with the field's mission, practice considerations, licensure laws, and professional membership requirements which identify codes of ethical conduct. These categories have profound consequences for the preprofessional and the profession. Educators must assume responsibility for providing students with the opportunity to explore these dimensions of the profession and for assisting them to learn the intellectual processes necessary for making ethical decisions both professionally and personally.

The consequence of accepting the premise that ethical thinking is an intellectual process which can be taught also denotes an acceptance that instruction should be developed explicitly. The goal is not to indoctrinate, but rather to enhance the opportunities for the undergraduate home economics student to think independently and to develop critical thinking skills based on inquiry and objectivity. Lack of agreement affords the opportunity of sharpening

the focus and critically rethinking points of contention. Morally sensitive people do not agree on every issue, and students must learn how to respect differing positions. Neat preconceived solutions are usually inadequate for complex situations.

Although home economics educators may perceive that preprofessional education requires more emphasis on ethical reasoning and behavior, uncertainties or differences about rights, rules, and responsibilities often curtail efforts to intentionally include ethics in the curriculum. Thus, faculty must wrestle with ethics curriculum issues --what, how much, where, when--in order to prepare undergraduate students for coping with the challenges of the profession today and in the future. The needs of developing home economics professionals demand the attention of those responsible for their education. A focus on ethics related to professional practice can be carefully integrated into the content of coursework related to career readiness in each major.

Theoretical Perspectives

Recent research examining various ethics education models indicates that it is difficult to achieve substantial and worthwhile results by introducing a single curricular program or educational technique into the classroom (Pritchard, 1988). The best

style of presentation requires a theoretical understanding of the learner's developmental attributes and a teaching strategy which builds on the capabilities of the individual.

Included among the most widely accepted theoretical perspectives which address ethical issues are Kohlberg's cognitive theory of moral development, Chickering's theory of identity development, and Bandura's contribution to social learning theory (Terenzini, 1987). These theorists have had a significant impact on the interpretation of moral development by providing insight into the link between theory and developmentally appropriate practice.

Kohlberg's (1978) stage theory of moral reasoning is developmentally universal whereby all pass through each stage in an invariant sequence. Differences are delineated in terms of how quickly individuals pass through the stages and whether they reach a higher level of moral development. Kohlberg maintains that advanced cognitive development is a prerequisite for advanced moral development; however, advanced cognition does not guarantee that a higher level of moral reasoning will be attained. Each stage of moral development is accompanied by a level of reasoning which denotes a reorganized and more complex examination of the self in relation to a pluralistic society. Although Kohlberg's theory is highly respected, critics question the empirical validity of his theory, particularly the relationship between thought and consequent action (Kurtines & Grief, 1974). Gilligan (1982) claimed that Kohlberg's theory was gender biased and criticized it for overemphasizing objective and rational thought at the expense of human compassion and care.

Chickering (1969) directs his attention toward the development of self in relation to the social world.

His theory describes a sequence of steps or vectors which advances the undergraduate toward personal identity, the foundation for developing moral integrity. The growth patterns described in the theoretical model are not confined to biological maturation alone, but rather unfold as the result of both development and experience. Chickering states that optimal development occurs in a stimulating environment whereby various opportunities trigger unidirectional, advanced levels of functioning. However, critics charge that Chickering and other stage theorists overemphasize the sequential and irreversible progression of development (Terenzini, 1987).

The examination of moral development in relation to environmental structure is the focus of Bandura's (1977) contribution to social learning theory. The processes of reinforcement and imitation are used to explain an individual's moral behavior. When people are rewarded for behaviors that are consistent with laws and social conventions, they are likely to repeat those responses. Models have the potential to be a powerful force because individuals are likely to adopt their actions. Individuals are more often influenced by models whom they admire and respect, such as family, teachers, peers, and others, rather than models with whom they have no positive association. Although Bandura's interpretation of moral behavior is useful, critics contend that too great a focus is placed on environmental factors with less consideration for age and developmental changes (Kaplan, 1986).

Undergraduate ethics education may justifiably incorporate a variety of teaching strategies which emerge from these theoretical perspectives. In selecting methods to facilitate the development of ethical concepts

among undergraduate students, home economics educators must remember that moral reasoning is not guaranteed as a result of advanced levels of cognitive development; that self-identity is under transformation for the undergraduate student; and that environmental structure, including teachers, teaching strategies, and peer and family interactions, all contribute to the process of moral development. Theory-based teaching strategies are means to valued ends: professional thought and behavior which are intellectually and morally justified.

Ethics Education

All who teach are involved in ethics education either by design or by default. Our implicit ethical perspective is shown in countless everyday behaviors and decisions involving students, colleagues, and others with whom we interact. Ethics is taught by example and by other interactions within the environment.

Learning Environment - Ethics or "right reasons and behavior" is shown by teachers through class organization, test administration practices, response to academic honor code violations, class discussions of issues, evaluation of student work, impartial treatment of students, as well as numerous other examples. Appropriate mentoring of ethical behaviors occurs when faculty are scrupulous about using student assistants, keeping office hours, delivering well-prepared lectures, being prompt in returning student work, preserving confidentiality, and protecting the student's and parent's right to know. Home economics faculty have the responsibility to facilitate optimal learning through ethical teaching strategies and through being an exemplary role model, thereby enhancing the development of a preprofessional who behaves in a

competent and ethical manner (Nygren, 1986).

Many factors influence the process of ethical development including the student's parents and other family and community influences, religious affiliations, peers, and the educational environment. The development of ethics may be described as a moral craft in which students learn by example within an ethical learning environment (Lipman, 1987). However, the connotation of craft signifies more than learning by admonition and example: students also must have the opportunity to gain skills through experience. Lipman suggests that thinking for oneself is not something which one person can directly teach to another person. It is something one must do for oneself; however, specific skill development can assist in the process.

Skill Development - Ethics analysis may be viewed as an intellectual skill. Discernment in problem definition and the gathering of information are preliminary steps in the process of deciding among ethical alternatives and the consequences of each. This process implies certain presuppositions: impartiality, freedom, truthfulness, the consideration of interests, and respect for persons (Royce, 1983), as well as fairness, due process, and equity. As Kohlberg (1978) suggests, moral reasoning and ethical behavior occur within and beyond the undergraduate years. Consequently, a major focus of undergraduate education must be the development of the tools of analysis and a growing commitment to lifelong learning, professional competence, and ethical behavior.

Application - In consonance with Chickering's (Chickering & Gamson, 1987) theory of identity development, principles of ethical practice in home economics undergraduate education

would include the encouragement of faculty and student contacts; reciprocity among students; teacher communication of high expectations; encouragement of effective time management skills; a respect for student diversity; and a variety of active learning techniques such as challenging discussions, team projects, and community involvement experiences. The active learning techniques suggested by Kohlberg (1978) involve the use of case studies and scenarios which contain a moral dilemma for students to discuss and resolve. To encourage moral development, Kohlberg further suggests the involvement of students in each others' real life moral dilemmas as a part of the educational experience.

Bandura's (1977) social learning approach involves positive reinforcement and example which are readily incorporated into instruction through class organization and on-going interaction with students. An application of these three theories enables the instructor to introduce varied learning experiences which will promote a triadic reciprocity between the student behavior, cognition, and personal attributes.

Suggestions for Active Learning - The initial emphasis on ethics education in the home economics curriculum could be a part of a freshman seminar course, and content area courses could further develop ethical concepts by focusing on specific issues. As theorized earlier, a senior seminar and/or field experience in each major could be targeted for integration of ethics analysis through case studies using small interactive groups. All strategies designed to stimulate the student's progress toward personal identity and the enhancement of ethical concepts can be highly effective.

In addition to seminars, discussion

of issues in content areas, and case study analysis, other researchers report positive results from ethics education experiences such as role playing and empathy training (Page & Bode, 1982). To this list we could add internship experiences, field experiences, practicums, activities in student organizations, study trips, and course assignments such as field interviews. All of these experiences have the potential to provide rich opportunities for discussion and analysis of ethical issues. Though beyond the scope of this paper, it must be understood that the active learning experiences described here will not automatically produce a positive ethics education outcome. The discussion, the process of analysis, and the individual reflection must be based upon sound ethical reasoning processes.

These efforts to facilitate moral reasoning and ethical behavior both in and out of class, in formal as well as informal settings, assist the student in developing a vested interest in the educational process. This in turn begins a cycle of success whereby students develop a stronger commitment to and involvement in their profession. Successful, committed individuals are more likely to seek ways of consistently promoting their profession.

The nature of the profession of home economics is particularly amenable to the ethics learning process because of the mission of fostering the well-being of individuals and families whether dealing with relationships, housing, nutrition, food, economic resources, clothing, or child development. This mission promotes a three-dimensional benefit: (a) a positive relationship between faculty and students, (b) the enhancement of the students' intellectual commitment to their profession, and (c) the opportunity to assist the student in gaining the

necessary skills for the growth of ethical reasoning.

Conclusions

Growing concern about the role of ethics education within home economics academic programs gives evidence of a need for clarity in determining appropriate behavior and for examining previously unchallenged assumptions. This process involves providing a relevant, focused curriculum which integrates critical thinking adequate for dealing with conflicts of interest at many levels. The highest order in the process is the public expectation that a professional will put the social good or the client's good above self-interest. This behavior is manifest along a continuum from simple to complex and is under development throughout and beyond the years of formal education. The goal of producing an accountable and ethical professional, able to function in a pluralistic society, requires our attention and engenders academic and

professional credibility for home economics. Problems of such importance require assessment of current practices and refinement and testing of theoretical frameworks.

References

Bandura, A. (1977). *Social learning theory*. Englewood Cliffs, NJ: Prentice-Hall.

Brown, M., & Paolucci, B. (1978). *Home Economics: A definition*. Washington, DC: American Home Economics Association.

Chickering, A. (1969). *Education and identity*. San Francisco: Jossey-Bass.

Chickering, A. W., & Gamson, Z. F. (1987). *Seven principles for good practice in undergraduate education*. Washington, DC: American Association for Higher Education.

East, M. (1980). *Home Economics: Past, present, and future*. Boston: Allyn & Bacon.

Gentzler, Y. S. (1987). A conceptualization of competence: Constructs for professional development. *Journal of Home Economics*, 79(4), 39-44, 64.

Gilligan, C. (1982). *In a different voice*, Cambridge, MA: Harvard University Press.

Kaplan, P. J. (1986). *A child's odyssey: Child and adolescent development*. St. Paul, MN: West.

Kurtines, K. W., & Grief, E. B. (1974). The development of moral thought: Review and evaluation of Kohlberg's approach.

Psychological Bulletin, 81, 453-470.

Kohlberg, L. (1978). Revisions in the theory and practice of moral development. *New Directions for Child Development*, 2, 83-88.

Lipman, M. (1987). Ethical reasoning and the craft of moral practice. *Journal of Moral Education*, 16(2), 139-147.

Nichols, S. Y., & Nichols, S. A. (1980) Ethical issues in changing lifestyles. *Journal of Home Economics*, 72(2), 24-27.

Nygren, M. (1987). Professional ethics in the field of education. *Illinois Teacher*, 30, 139-142.

Page, R. A., & Bode, J. R. (1982). Inducing changes in moral reasoning. *Journal of Psychology*, 112, 113-119.

Pritchard, I. (1988). *Moral education and character*. Washington, DC: Office of Educational Research and Improvement.

Quilling, J. (1988). Ethics: The hidden dimension of home economics. *Journal of Home Economics*, 80(4), 33-36.

Royce, R. J. (1983). R. S. Peters and moral education, 1: The justification of procedural principles. *Journal of Moral Education*, 12(3), 174-181.

Taper, L. J. (1989). Technology, ethics and home economics. *Journal of Home Economics*, 81(1), 53-55.

Terenzini, P. T. (1987, November). *A review of selected theoretical models of student development and collegiate impact*. Paper presented at the Annual Meeting of the Association for the Study of Higher Education, Baltimore.

Dubinsky, A. J., & Loken, B. (1989). Analyzing ethical decision making in marketing. *Journal of Business Research*, 19, 83-107.

Dubinsky, A. J., & Rudelius, W. (1980). Ethical beliefs: How students compare with industrial salespeople. In R.P. Bagozzi (Ed.), *AMA Educators Conference Proceedings*, 73-76.

Gilman, H. (1985, April 1). Bribery of retail buyers is called pervasive. *The Wall Street Journal*, 6.

Hunt, S. D., Wood, V. R., & Chonko, L. B. (1989, July). Corporate ethical values and

organizational commitment in marketing. *Journal of Marketing*, 53, 79-90.

Lantos, G. P. (1986). Ethics has its roots in Judeo-Christian morality. *Marketing News*, 22, 41, 50.

Madden, C. S. (1989, Winter). Scenarios jog students' ethical sensitivities. *Marketing Education*, 4.

Mason, J. B., Mayer, M. L., & Ezell, H. (1988). *Retailing*. Plano, TX: Business Publications, Inc.

Miesling, P., & Preble, J. F. (1985). A comparison of five business philosophies. *Journal of Business Ethics*, 4, 465-76.

Norris, D. G., & Gifford, J. B. (1988). Retail store managers' and students' perceptions of

ethical retail practices: A comparative and longitudinal analysis (1976-1986). *Journal of Business Ethics*, 7, 515-24.

Reeck, D. (1982). *Ethics for the professions*. Minneapolis: Augsburg Publishing.

Taylor, P. W. (1975). *Principles of ethics: An introduction*. Encino, CA: Dickenson Publishing Company, Inc.

Touche Ross & Co. (1987). *Ethics in American Business*. New York: Touche Ross.

Young, J. R., & Mondy, R. W. (1978). *Personal selling: Function, theory and practice*. Hinsdale, IL: Dryden Press.

Ethical Dilemmas Experienced by Family Scientists: Implications for Ethics Education

Patricia Kain Knaub and William Meredith

This paper describes the findings of a survey of ethical dilemmas experienced by practicing family professionals. Implications for ethics education in the preparation of family scientists are discussed.

Many professions are expressing a growing interest in improving ethics education in the preparation of future professionals. Family science is no exception (Leigh, Loewen, & Lester, 1986; Piercy & Sprenkle, 1983).

Historically, character development was considered an integral part of formal education. For instance, by the eighteenth century, Harvard College had added moral philosophy to Bible study with the primary aim of developing "good men" with principles of piety and justice, sacred regard of truth, love of country, humanity and universal benevolence, sobriety, industry and frugality, chastity, moderation, and temperance. Codes of conduct were the natural outgrowth of this larger effort to stress the importance of self-control and self-discipline in developing character (Bok, 1988).

Over time, the study of ethics

Dr. Knaub is Professor of Family Relations and Child Development and Dean of the College of Home Economics, Oklahoma State University, Stillwater.

Dr. William Meredith is Associate Professor and Chair of Human Development and the Family, University of Nebraska, Lincoln.

became departmentalized and, if studied at all, was approached as a part of the student's liberal or general education. As reported by Bok, "For the first time, the training of mind and character was separated and placed in different hands" (1988, p. 41). The secular, non-prescriptive approach to imparting professional standards drew criticism in the modern research university.

A concern for practical ethics emerged during the 1960s. Professional and personal ethical concerns were discussed openly as a response to student demands that colleges and universities deal with "relevant" issues. Such ethical dilemmas as euthanasia, sanctity of the nuclear family unit, minority and women's rights, test tube babies, war, and medical experiments on humans and animals were all debated. Enthusiasm for applied ethics emerged in the late 1970s and 1980s with the increasing examples of misguided conduct in government, business, and the professions. Of major concern to applied ethics are the dilemmas encountered in everyday practice of future professionals. Likewise, a renewed interest in the development of "codes of ethics" for professions appeared in presentations and publications (Sinclair, Poizner, Gilmour-Barrett, & Randall, 1987).

Today, "a reaction has set in, born of a recognition that the public needs common standards to hold a diverse society together, to prevent ecological disaster, to maintain confidence in

government, to conserve scarce resources, to escape disease, to avoid the inhumane applications of technology" (Bok, 1988, p. 39). This reaction has turned attention among those preparing tomorrow's professionals to a concern for the development of ethical values which will keep human conduct within acceptable bounds.

Ethics as a science is understood to deal with the study of those values which in practice would lead to what is best for human life collectively. Ethics education involves conscious attention to raising a level of awareness about ethical issues and to facilitating the respectful examination of different points of view (University of Alberta Task Force on Ethics, 1985). Further, ethics education for professionals must address the dilemmas most often experienced by those in their occupational speciality (Lawrence & Helm, 1987; Leigh, Lowen, & Lester, 1986).

The experience of analogous professions suggests that the case study approach is an effective method for helping students develop critical/analytical skills by using cases directly relevant to the profession--in this situation, family science (i.e., research, instruction, and therapy) (Lipman, 1987). Ethics education built on such a model would assist family professionals in framing ethical questions within a theoretical model, in discussing questions of responsibility, and in analyzing

alternate modes of response as well as the potential consequences. The discussion that follows describes research that identified ethical dilemmas for family scientists. From an analysis of the conclusions, recommendations are made for this specialization that have implications for the profession as a whole.

Methods

What are the ethical dilemmas most often encountered by family scientists? To answer this question a survey instrument was developed to solicit descriptive information from practicing professionals in family life education, research, and therapy. The instrument was pilot tested, and appropriate revisions were made. The National Council on Family Relations, the association to which a cross-section of family professionals belong, was contacted to obtain membership lists from the Family Discipline, Family Therapy, and Education and Enrichment Sections. Further, all section chairs gave their approval for conducting the survey.

In all, 1022 questionnaires were mailed to randomly selected members with 357 (35%) usable instruments being returned. For the purposes of this research, ethical dilemma was defined as a situation which caused an internal conflict in considering what was the "right" thing to do. In an open-ended format, respondents were asked: "In your experience as a family scientist or therapist, have you ever faced an ethical dilemma relative to your professional role(s)?" For those who had experienced such a dilemma, the following questions were posed:

In which role(s) have you faced an ethical dilemma?

If you have experienced an ethical dilemma in more than one professional role, which role presented the most frequent and

Table 1. Perception of Influential Factors in Resolving Ethical Dilemmas (Means)

Factor	Therapist	Professor	Graduate	Other	Total
Religious exp.	3.56	3.50	3.40	3.91	3.59
Past experiences	4.31	4.19	4.45	4.44	4.31
College courses	3.20	2.80	3.93	3.15	3.12
Social context	3.76	3.76	3.93	3.94	3.82
Media	2.17	1.85	1.97	2.23	2.04
Emotional bias	3.56	3.63	3.83	3.70	3.64
Literature	3.48	3.21	3.55	3.36	3.36
Colleagues	3.59	3.46	3.41	3.69	3.58
Workshops	3.27	3.87	3.72	3.26	3.14
Professors	2.80	2.92	3.52	2.61	2.89
Code of ethics	4.36	4.21	4.17	4.09	4.23
Parental influence	3.00	3.20	3.07	3.25	3.13

difficult dilemma?

As a family scientist and/or therapist, what are the three most common ethical dilemmas you have encountered?

Can you describe an ethical problem illustrating the kind of ethical dilemma you found particularly troubling in your professional role(s)?

All respondents were asked to rate the degree of influence of selected factors in their resolution of ethical dilemmas on a five point, Likert-type scale which ranged from "very influential" to "not at all influential." Factors included religious background, college courses, media, literature, code of ethics, and parental influence. Further questions were posed concerning family professionals' perceived need for both ethics coursework and a professional code of ethics. Demographic data of academic rank, sex, and primary professional role were also gathered.

Frequencies were calculated on items to yield a numerical response, and open-ended questions were content analyzed. All responses were noted and grouped by category and occupational role.

Results

Of the 357 family professional respondents, 128 were male and 219 female. Ninety listed their present position as therapist, 134 stated they were professors (professors who also listed a therapist role were placed in the therapist category); 46 were graduate students, and 67 represented a variety of occupations including ministers, high school teachers, and cooperative extension service personnel.

A review of Table 1 indicates that past experiences and personal or professional codes of ethics were rated as the most influential. Graduate students, perhaps as a result of their current presence in graduate programs, rated college courses, professors, and workshops higher than other groupings. There were no apparent differences between males and females.

Of family professionals who stated a serious ethical dilemma, 47 percent responded that educational preparation had helped in the resolution of the dilemma. Fifty-three percent of males compared to 44 percent of females reported that

education had helped. Therapists, who for certification are required to have coursework in ethics, felt best prepared, and 71 percent stated that education helped to resolve ethical dilemmas. Professors and graduate students indicated that they felt poorly prepared to deal with ethical questions.

Respondents were also asked if they believed that family life educators should have a code of ethics. Ninety-six percent answered in the affirmative.

When the respondents were asked whether they had ever faced a serious ethical dilemma relative to their position, 76 percent stated that they had. The sex and professional role of respondents did not seem to influence whether they had ever faced a serious ethical dilemma.

An initial content analysis of the open-ended questions revealed eight major areas of ethical dilemmas for family professionals. Representative illustrations of dilemmas in each of the eight major areas are presented.

1. Confidentiality

Of those who stated they had an ethical dilemma, 81 percent listed confidentiality. The biggest concern was whether or not to report abuse or neglect. This held true for each group. Other major concerns included whether or not to share information about extra-marital affairs; to report threats of suicide, homicide, or other dangerous situations (AIDS, severe depression); to share information about children with their parents/guardians; to report unethical or illegal behaviors of clients or of colleagues.

Dilemmas regarding confidentiality

"One rather curious dilemma I found myself in was when I was seeing a couple for marital counseling and at the same time was dealing with

Table 2. Major Areas of Ethical Dilemmas

Factor	Therapist	Professor	Graduate	Other
Confidentiality	45% (92)	29% (59)	11% (22)	15% (32)
Lack of Professionalism in Colleagues	37% (15)	37% (15)	5% (02)	21% (09)
Lack of Professionalism in Students	11% (02)	72% (13)	6% (01)	11% (02)
Sexual Misconduct	44% (14)	44% (14)	0% (00)	12% (04)
Therapy Issues	43% (58)	17% (24)	14% (19)	26% (35)
Research Issues	11% (03)	71% (22)	18% (05)	0% (00)
Academic Issues	9% (04)	72% (33)	4% (00)	15% (07)
Social Issues	17% (12)	39% (27)	10% (07)	34% (24)

a young woman engaged in an unhappy marriage, but happy affair. It wasn't until after several sessions that I realized the husband in the first couple (who claimed he wanted to save the marriage) was also the lover of the second young woman, to whom he said he wanted to marry."

"In working with AIDS patients it is really difficult to keep a secret you know could harm people close to the patient--there are lives in danger."

"A client told me she fantasized about killing herself and her son. Although I assessed that she was not prepared to act on the fantasy now, there was no guarantee she would not change her mind. The client did make a verbal contract to prevent murder/suicide. I was concerned about (my) duty to warn her son."

"When doing research, the discovery of 'marginal' child abuse or other illegal activity. . . ."

2. Lack of Professionalism in Colleagues

This category included three areas: unethical practices, falsification of records or misuse of funds, and incompetence, ineptitude, or irresponsibility of actions. Lack of professionalism appeared to be a bigger issue for male respondents

than females. Twenty-one percent of the male therapists stated such a dilemma as opposed to 12 percent of the female therapists. For male professors, 14 percent reported a dilemma with professionalism of their colleagues compared to 7 percent of the female professors.

Dilemmas regarding lack of professionalism in colleges

"I filed a complaint brought to me by a friend against her therapist who had at one time been my therapist and mentor. The dilemma was not whether to file, but how to resolve all the surrounding personal issues. I suspect that many professionals find themselves in a similar situation with an admired and respected colleague. Very aggravating to me are colleagues who treat students with disrespect, gossip about each other, or fail to do their share of extra teaching duties such as peer evaluation, keeping office hours, committee work, and report writing. Exploitation and disrespect for the secretarial staff make me angry. What can I do about these problems?"

"Sometimes my supervisor requests that I behave in a certain way which I believe is not in the best interest of the problem, e.g., I am asked to

overlook a colleague's malfunctioning, even though this is having a negative impact upon my own work and the work of the Center which I administer."

3. Lack of Professionalism in Students

Ethical dilemmas concerning professionalism in students were primarily related to cheating and misconduct.

Dilemmas regarding lack of professionalism in students

"Last fall I had a grad student and an undergraduate who did sub-par work on a course project (two different courses) after I had talked to and tutored them intensively on how to do the job. In the first case, the job was good enough (counting other assignments) to allow passing the course. In the second case, in spite of training to avoid plagiarism, the paper was virtually lifted from original sources (which were turned in with the assignment!). The student felt that she should have had an opportunity to rewrite."

"Two students handed in papers that contained the same material, even word for word (the report was to reflect field experience). My problem was in deciding who produced the original and who cheated by copying."

4. Sexual Misconduct

The family professionals listed five types of dilemmas concerning sexual misconduct: transference between client and staff; staff involvement with client, staff attraction to client; harassment; and staff involvement with students. This area seemed to be a greater problem for males than females. Fifteen percent of the male professionals listed sexual misconduct

as a dilemma compared to 6 percent of the females.

Dilemma regarding sexual misconduct

"Having an attractive, intelligent, and personable client sexually proposition me as a therapist is a dilemma. The reason why this dilemma is difficult is that a sexual experience would probably be very enticing and rewarding for me as a man. However, this is also an easy dilemma to resolve because of my perception of how detrimental this would be to the client as a therapy recipient."

5. Therapy Issues

Those involved in the practice of therapy or the preparation of therapists described dilemmas which appeared to be unique to the therapy role. The major categories included: conflicts with others and within oneself over what is the best treatment for the client, regulations concerning fees charged (i.e., discontinue therapy if client cannot pay), therapist/client relationship boundaries (interacting socially), individual vs. family therapy, and conflict over supporting clients in court or telling the truth and possibly losing their trust.

Dilemmas regarding therapy issues

"As a professor/supervisor I supervised an MFT student on a case where the couple came in for marital counseling. The wife was presented as depressed, and the husband said he wanted her to "feel better." As the case progressed it seemed clear that enhancing her self-esteem would probably take her out of the marriage. When they ended she was working outside the home, and he was participating more with the home and

the children. Two years later they returned to our clinic. The husband was depressed and suicidal. The wife's career had taken off; she felt he had not been willing to support her and share equally with her, and she wanted a divorce."

"Dual relationships with clients-- AAMFT ethical guidelines are written to apply to male therapists having sexual relationships with female clients. Female therapists think about and experience therapeutic relationships much differently. The ethical guidelines do not address the attendant issues we deal with."

6. Research Issues

Research dilemmas included the improper use of research data (i.e., misused, misrepresented, manipulated, incomplete); dilemmas concerning whether or not to act on information learned through research (suicide/homicide threats, AIDS); and use of humans in research. This was an issue of greater concern to professors and graduate students as would be expected. The issue was a bigger one to female professors. Nineteen percent of the females reported research issues as a dilemma as opposed to only 9 percent of their male colleagues.

Dilemmas regarding research issues

"As a grad student I found a computer error in someone's three-year-old observational study of families. The error made part of the results inaccurate. I reported it. . . . [The researcher] went ahead and published the study as it was."

"Statistics were changed in an article to show significant findings. This was done by professors in a university. I was a student with only an observational role and given no chance for input."

7. Academic Issues

As expected, academic issues were mainly the concern of professors. Major issues mentioned were concerns with fair grading and evaluation policies, curriculum issues (what to teach), and tenure.

Dilemmas regarding academic issues

"Family courses contain information and content which involve ethical considerations: sex education, infanticide, abortion. . . . It is difficult to discuss such issues when there is so much emotion and bias regarding the topics. Inclusion of topics, methods of presentation, etc., all contain ethical dilemmas and decision making."

"After being admitted to a teacher education program, a student develops emotional problems which may get in the way of her teaching. This is a dilemma in that it is very subjective. If she does well in class and performs adequately as a student teacher, it is difficult to block her from graduating and becoming a teacher."

"I was on the personnel committee and opposed the promotion of a colleague. . . . Due to a leak, it became known as to which members had voted for and which had voted against the promotion. The department was divided into factions. I could not defend why X did not deserve promotion because I am bound by rules of confidentiality not to disclose personnel matters."

"I find it tempting in my dual role as a teacher and a counselor to share personal histories (anonymously) because personal application of theoretical concepts is such an excellent teaching method. It seems to validate my authority as a teacher."

"It is important in the classroom to be open and supportive of each student's expressed values or rejection of certain values. There are values and behaviors which contribute to the well-being of society and specifically to the well-being of families. How does one teach supportive values and behaviors without rejecting the student's views?"

8. Social Issues

Social issues included personal and moral dilemmas concerning advising students or clients in the following areas: abortion, homosexuality, premarital/extramarital sex, and divorce. Those professionals categorized as "other" (i.e., ministers, high school teachers) were more likely to cite these areas as dilemmas.

Dilemmas regarding social issues

"Whether to provide contraceptive counseling to teens and not requiring parental consent is a dilemma. The public may see this as contrary to the goal of supporting parents' role as sexuality educators."

"The trauma of homosexual students results from practicing same-sex sex and hurting over the wrong of it as perceived by their parents. . . . The same situation has occurred as related to premarital sex and pregnancy."

Conclusions

The majority of family professional respondents reported that they had experienced a serious ethical dilemma. Regardless of professional role, issues related to confidentiality were most often cited as dilemmas. Males more often than females cited dilemmas concerning professionalism of colleagues and dilemmas related to sexual misconduct. Interestingly, graduate students did not report sexual misconduct dilemmas. It would appear that, based on this survey, the role of therapist presents circumstances with additional and unique dilemmas. Dilemmas related to various social issues such as abortion, contraception, sexual preference, and divorce may be experienced as a result of conflict between personal belief and social reality. Such dilemmas were most often cited by professionals in social service or education roles.

All categories of family professionals reported that past experiences were influential in resolving ethical dilemmas. Likewise codes of ethics were considered important, but from the survey it is not apparent whether respondents were considering formal professional codes of ethics or personal codes of ethics developed from their own past experiences. Given the total response pattern, it seems likely that it is the latter.

The majority underscored the need for professional codes of ethics, and those who had received ethics education in their professional preparation felt that it had contributed positively to their ability to make ethical choices. Those who had not studied ethics believed that coursework during their preparation would have been useful.

Recommendations

Future family scientists enter our institutions and remain there during their formative years. The professional schools are charged with the obligation of providing the best preparatory education possible. Likewise, it is important for students to become aware of the ethical dilemmas they are likely to face as they assume professional roles. More important, future professionals must be provided with ways of considering the dilemmas and the consequences of alternative responses.

A shopping list of do's and don'ts is not what is being described here. Rather, the needed coursework in practical ethics must be grounded in ethical theory which includes an understanding that there are competing ones. Real dilemmas, such as those reported earlier and presented in case study form, are complex and there is seldom just "one right answer" (MacCleave, 1990). However, active reasoning will allow students to rigorously analyze the moral issues involved and realize that often such problems do have reasonably clear solutions, given basic ethical premises. Moreover, a precondition for budding academics (be they therapists, scientists, or educators) is an appreciation that to acquire professional expertise is to acquire power and that it is dangerous to wield such power without learning to use it responsibly.

The need for competent instruction may cause the profession difficulty.

As revealed in this study, professors feel ill-prepared to deal with ethical dilemmas; yet, it is professors who must design and teach practical ethics to upcoming family scientists. How will this lack (or perceived lack) of education be corrected?

If the profession is serious about the need for practical ethics in its preparation of family scientists, perhaps associations such as the National Council on Family Relations or the American Home Economics Association or media such as the *Home Economics FORUM* can provide guidance and in-service education experiences for the existing professorate. This study revealed strong support for the development of codes of ethics at the national association level. However, if such codes are developed, institutions preparing professionals must offer coursework and continuing education to support the experiences which a code, if taken seriously, demands.

References

Bok, D. (1988, May-June). Ethics, the university, and society. *Harvard Magazine*, 39-50.

Lawrence, J. A., & Helm, A. (1987). Consistencies and inconsistencies in nurses' ethical reasoning. *Journal of Moral Education*, 16(3), 167-176.

Leigh, G. K., Lowen, I. R., & Lester, M. E. (1986). Caveat emptor: Values and ethics in family life education and enrichment. *Family Relations*, 35, 573-580.

Lipman, M. (1987). Ethical reasoning and the craft of moral practice. *Journal of Moral Education*, 16(2), 159-161.

MacCleave, A. (1990). Living with professional codes of ethics. *Home Economics FORUM*, 5(1), 2-8.

Piercy, F. P., & Sprenkle, D. H. (1983). Ethical, legal and professional issues in family therapy: A graduate level course. *Journal of Marital and Family Therapy*, 9(4), 393-401.

Sinclair, C., Poizner, S., Gilmour-Barrett, K., & Randall, D. (1987). The development of a code of ethics for Canadian psychologists. *Canadian Psychology*, 23(1), 1-8.

The University of Alberta. (1985). *Task force on ethics*. Edmonton, Canada, 75pp.

Call for Papers

for publishing in *Home Economics FORUM*—Deadline for manuscripts is **October 15, 1991**.

Collaborative Relationships-
Gladys Gary Vaughn, Guest Editor

The objectives of this theme are to generate new insights about collaborative relationships and to stimulate collaboration by (a) developing a rationale for collaboration in and through home economics including the theoretical basis as well as the practical consequences of collaboration or the lack of it, (b) sharing examples of success or failure and analyzing factors that inhibited or facilitated collaboration, (c) expanding the theoretical base, and (d) proposing coalitions or teams and the accompanying structures and procedures for collaborative action for selected issues.

Empowerment -
Eleanore Vaines, Guest Editor

Power is central to everyday life. Therefore, an empowerment perspective transforms the meaning of power. This perspective is also intimately related to the mission of home economics. The purposes of this theme are to (a) gain an historical view of empowerment, (b) synthesize contemporary literature related to empowerment, (c) explore the language of empowerment and disempowerment, (d) present case studies and narratives which document different ways in which empowerment is expressed in home economics, (e) expand the theoretical and methodological base related to this perspective, (f) propose appropriate curricula for empowering preprofessionals and home economics professionals, and (g) present positions on the future of an empowerment perspective for the field.

For further information, to obtain a copy of "Guidelines for Authors," and to submit manuscripts, contact:
Kappa Omicron Nu
1257 Haslett Road, P. O. Box 247
Haslett, MI 48840-0247
Telephone: (517) 339-3324
FAX: (517) 339-4375

Ethics and Home Economics: Perceptions of Apparel Merchandising Students

Ann E. Fairhurst

The overall goal of this paper is to study the ethical perceptions of apparel merchandising students and their responses to actual ethical situations that exist in the retail environment. Students completed a questionnaire that included ethical scenarios encountered in a retail setting. The student responses presented some differences when compared to the actual action taken by a retail employee in each ethical scenario. These differences along with recommendations for future research are discussed.

The attention given to the ethical conduct of business organizations has increased in the past decade, due in part to the increased awareness of questionable business conduct. This observation also has been supported in a recent study (Touche Ross & Co., 1987) which revealed that 94 percent of the respondents believed that many ethical problems exist in the business community.

Interest in ethics in academia has increased over the past decade. Although separate ethics courses may not exist in all home economics curricula, it is imperative that unique ethical issues be explored in depth (Reeck, 1982). Students, as developing professionals, should be exposed to potential moral dilemmas they may face in their future careers. Apparel merchandising is one of the curricular areas in home economics that attracts many majors, and the retail sector of the business community employs many of the graduates. Therefore, the issue of student and business ethics is highly relevant to apparel merchandizing majors.

An exploration of current issues involving ethics in the retail environment is necessary to identify the ethical situations that students may face in the retail sector. Triggered by competition among vendors, bribery of retail buyers is pervasive (Gilman, 1985). Other unethical practices that occur in the retail environment include unfair credit practices, overaggressive selling, and cheating of customers (Mason, Mayer, & Ezell, 1988). Because these questionable practices affect the image of retailing and reflect badly on ethical retailers as well, the issue of business ethics is now being addressed by most retailers.

Although ethics may be defined in several ways, a general definition used for this study is an "inquiry into the nature and grounds of morality where the term morality is taken to mean moral judgments, standards, and rules of conduct" (Taylor, 1975, p. 1). Even though there is no universally accepted definition for business or corporate ethics, the one used for this study that correlates with the general definition considers business ethics to be a composite of an individual's moral values and the rules of conduct in the organization (Hunt, Wood, & Chonko, 1989). Sales personnel, managers, and buyers within the retail environment are likely to encounter situations that are ethically troublesome because they perform boundary-spanning roles

in interacting with customers, vendors, and management (Dubinsky & Levy, 1989). These people with whom retail sales personnel, managers, and buyers interact are likely to have dissimilar problems and needs that have to be resolved or satisfied by the retail employee. In addition, the job pressures as well as the stress to "produce" on a consistent basis lead to situations that might be easily resolved using questionable behavior (Young & Mondy, 1978). Furthermore, little training in decision making is provided relative to ethically troublesome situations.

Although there has been an increase of research in ethics, study of ethical situations within the retail environment has been limited. Research on ethical decision making in marketing (Dubinsky & Loken, 1989) and on corporate values (Hunt, Wood, & Chonko, 1989) have examined the overall ethical climate in business. Dornoff and Tankersley (1975) investigated the perceptual differences relative to ethics for managers in department, specialty, and discount stores. Ethical situations faced by retail salespeople were examined by Dubinsky and Levy (1985). Fewer studies have been reported involving retail and student ethics. One study (Dubinsky & Rudelius, 1980) compared ethical beliefs of students with industrial salespeople. Norris and Gifford

Dr. Fairhurst is Assistant Professor, Department of Apparel Merchandising and Interior Design, Indiana University, Bloomington.

(1988) conducted a longitudinal analysis of retail store managers and student perceptions of ethical retail practices. This area of limited research represents a void that needs to be filled in order for students to understand the ethical dimensions of professional practice.

Therefore, the purpose of this study was to examine apparel merchandising students' perceptions and responses to ethical situations that exist in retail organizations. Their responses were compared to the actual actions of retail managers, executive trainees, or apparel buyers relative to the ethical situation.

Procedure

The sample consisted of 53 senior students enrolled in an apparel merchandising course at a major midwestern university. Most of the students, upon graduation, will be employed in some sector of the retail industry.

The salient demographic characteristics of the sample include the following: 92 percent of the sample were female and 8 percent were male; of the 51 percent employed in retail oriented positions, 81 percent held sales positions. The sample response rate was 100 percent.

A questionnaire was developed by the researcher to gather information concerning student responses to a number of ethical scenarios in professional practice. Former apparel merchandising majors currently employed in retailing positions, who graduated in the last two years from a major midwestern university, were contacted through a mail survey to generate ethical dilemmas encountered in the retailing environment. The positions held by these former majors were apparel buyers, executive trainees, and retail managers. From the responses to the survey, the following nine scenarios

involving ethical decisions were developed.

1. "A sales associate is purchasing merchandise for other people, using the discount allowed as an employee." Action: The department manager confronted the sales associate restating store policy regarding discounts.

2. "You have accepted a management training position with a well-known, reputable department store retailer. When you report for the training program, you are told to change into jeans because for the next three weeks you will be spending your time working on the loading docks. Since this is not what you've been hired for, you discuss the matter with the store's personnel director and are told that you have to learn the business from the ground up." Action: The executive trainee sought assistance from legal aid and again confronted the personnel director with the letter detailing the management training position for which the company hired her.

3. "As part of a management training position, you are asked to complete a selling assignment which includes fulfilling a sales quota on the sales floor. To help complete the assignment, other trainees have family and friends come in and buy merchandise to fulfill the goal." Action: The executive trainee indicated to upper management what was going on because store policy doesn't allow sales to be gathered in this way.

4. "A new person is hired as your department manager. The individual is a well-respected black woman. Another department manager is very prejudiced and tries to turn her/his fellow co-workers against the new department head." Action: The

assistant department manager supplied visible support for the new department manager and insisted that she be given a fair chance.

5. "A manufacturer's representative of a children's line offers to give the assistant buyer in children's wear sample merchandise for her children." Action: The assistant buyer refused the offer because it is unethical to accept free merchandise.

6. "A co-worker has been falsifying reports which increases the amount of commission earned." Action: The executive trainee reported discrepancies to supervisor.

7. "You are a new management trainee for a reputable, well-known specialty store retailer. The first day you receive your pay check, the amount is much less than discussed when you accepted the position. When confronting the personnel director about the discrepancy you are told that changes have been made and if you want to keep the job you would have to take the salary as given." Action: The executive trainee sought assistance from a lawyer and showed the personnel director the original letter.

8. "A manufacturer's representative says you, the buyer, can keep the samples of merchandise that you were given when the new line was presented." Action: The buyer paid for the samples at the wholesale price.

9. "At the end of a season, a buyer insists that the manufacturer supply money to make up for the loss taken when the goods had to be marked down." Action: The manufacturer's representative explained that there is a certain amount of risk that has to be taken and responsibility assumed by the retailer and that it has never been

the policy of the manufacturer to offer markdown money. The buyer accepted this explanation.

Each student in the sample was given these nine ethical scenarios to read. For each situation, students were asked to respond to the following question: Do you consider this scenario to be an issue of ethics? The students were then given a series of responses to the ethical scenario including the actual action taken and asked to identify the action that they would take.

Analysis

The classroom setting was used to administer the questionnaires to the sample. The students' perceptions of ethical situations in retailing were analyzed in two ways. First, students' opinions were examined to determine whether or not they believed that each scenario was an issue of ethics. Second, the action that the students chose in response to each ethical situation was compared with the action taken by the retail manager, executive trainee, or buyer. Whether or not the action taken was most appropriate or ethical was not determined.

Results and Discussion

The results of the first part of the questionnaire are summarized in Table 1. Of the nine situations evaluated, the majority of respondents believed that seven involved issues of ethics. Of these seven, three of the situations are sales-related situations, two are management concerns, and two are related to issues encountered in a buying position. The remaining situations were not considered to be ethical issues by over 60 percent of the respondents. These situations involved working in a position during training that was not communicated

Table 1. Percentage of Respondents Who Believe the Scenario:

Ethical Scenario	Is an ethics issue	Is not an ethics issue
1. Sales associate using employee discount to purchase merchandise for other people	91%	09%
2. Although this was not communicated to you before accepting the position, you have to work on the loading docks before you can begin your executive training program	38%	62%
3. Sales quota goals are filled by asking family and friends to purchase merchandise from you, then return it	57%	43%
4. Co-worker tries to provoke conflict between you and the new department manager	96%	04%
5. Manufacturer's representative of a children's line offers to give the assistant buyer sample merchandise for her children	55%	45%
6. Co-worker falsifies reports which increases the amount of commission earned.	99%	01%
7. New executive trainee's pay check is lower than amount discussed prior to accepting the position; personnel director said changes had been made and that's the salary that will have to be accepted	87%	13%
8. Manufacturer's rep say you, the buyer, can keep the samples of merchandise you were given when the new line was presented	38%	62%
9. Buyer insists the manufacturer supply markdown money at end of the season although this is not policy of manufacturer	60%	40%

before the training and keeping samples from a manufacturer's representative.

Table 2 shows the percentage of respondents who selected the response corresponding to the actual action taken by the retail manager, executive trainee, or buyer. In six out of the nine situations the majority of students selected the action taken by the retailer. Two of the discrepancies corresponded to the changes made to contractual agreements of executive training positions after the individual had started working for the retail company. The other discrepancy involved accepting merchandise samples from a manufacturer's representative.

By examining apparel merchandising students' responses toward situations involving ethical

beliefs, this study has presented some differences relative to the retail environment. When compared to practicing managers, the students appear somewhat sensitive to the ethical aspects of specific practice situations. This supports, although not conclusively, the research of Miesling and Preble (1985), whose findings indicated that prospective managers were generally less ethical than practicing managers. The differences may be attributed to inexperience and lack of ethical orientation that may change once the student is placed in an actual retail environment.

In the second stage of the analysis, the students did not always select the action taken by the retailer in each ethical scenario. Again, the discrepancies may occur because the

student is not in an actual work environment and is not aware of retail store policies regarding potentially ethical situations. In Lantos' (1986) research, the current student body was found to be generally "less-ethically minded" than students from previous decades. In a study by Norris and Gifford (1988) on differences in ethical perceptions between students and retail managers, the results also suggested that retailers' perceptions were more ethical than those of students.

Recommendations

The scenarios used in this study could be incorporated into executive training programs as well as apparel merchandising courses. The scenario technique emphasizes an awareness of ethical issues as well as possible options to take in resolving the issues. The students rely on their existing values to help select the appropriate action to be taken in response to the ethical issues raised (Madden, 1989). The scenario approach sensitizes students to situations that require ethical decisions. When faced with the problem in the retail environment, they will have a greater understanding of ethical aspects of professional practices and be able to identify and solve problems from an ethical perspective.

This research also suggests that retailers, in their corporate mission statements, should include objectives related to the ethical standards or rules of business conduct. These standards could then be discussed in an executive training program and thus provide all new retail employees with information enabling them to deal with ethically questionable situations.

Future research should focus on variables that might affect the

differences in ethical attitudes that exist between apparel merchandising students and the retail employee. Also, it would be beneficial to assess the reasons for student choices regarding the action that would be taken in an ethical situation since ethics relates to reasons underlying actions. In addition, students could be asked to critically evaluate each course of action in terms of consequences for all participants in the situation. More attention should also be devoted to ethical aspects of professional practices in the classroom, if, as the results in this study suggest, current retail managers, buyers, and executive trainees are more ethical in their

perceptions than today's students who are the future retail managers, buyers, and executive trainees. Not only might this kind of research affect the apparel merchandising major's present and future image in the business world, but it may also benefit the retail employer and the larger society.

References

Dornoff, J., & Tankersley, B. (1975-76). *Do retailers practice social responsibility? Journal of Retailing*, 51, 33-42.

Dubinsky, A. J., & Levy, M. (1985). Ethics in retailing: Perceptions of retail salespeople. *Journal of the Academy of Marketing Science*, 13(1), 1-16.

Table 2. Student Response v. Retailer Response on Action Taken for Ethical Scenarios

Percent of Students Who Chose Retailer Response

Retailer Response	1	2	3	4	5	6	7	8	9
1. As a department manager, confront sales associate restating store policy regarding discount	83								
2. Seek legal assistance about breach in contract		21							
3. As an executive trainee, indicate to upper management that sales are being compiled erroneously			62						
4. Stand up for new department manager				66					
5. Refuse offer from manufacturer's rep because you cannot accept free merchandise					51				
6. Report discrepancies to supervisor						79			
7. Seek assistance from a lawyer and show personnel director original salary letter							23		
8. As a buyer you would pay for the samples at wholesale price								28	
9. As a buyer you would accept the explanation that there is a certain amount of risk involved and manufacturer's policies do not allow markdown money									72

President's Message

Your Board of Directors believes that if a goal can be envisioned, it can become reality. The goal of examining the ethical dimensions of the scholar has been achieved through program materials, through chapter programming, through research, and through scholarship in *Home Economics FORUM*.

The Fall 1990 issue focused on ethics in the profession, in the content of home economics, and in our research. This issue continues those themes. We hope you are stimulated and challenged to additional critical thought and analysis and that you use the articles in helping students and other professionals consider the role of ethics in the profession. As you probably know, this topic is also a current concern for our professional associations.

The Editor and Editorial Committee have established a "Speaking Out" section in which you can share your ideas and thoughts as well as discuss, dialogue, or debate issues presented. Please take the opportunity to do so on the important topic of ethics.

Home Economics FORUM has become the premier scholarly publication for the profession. The Editorial Committee identifies themes which are important to the profession, and the scholarship of our members creates the reality of the publication. You, too, can make an important contribution by submitting articles, by speaking out, and by using *FORUM* in your professional work.

A special "thank you" to the Editorial Committee and the authors, and to our Editor for coordinating the focus on ethics--a job well done.

Another "thank you" is in order; the visionary leadership of your Board of Directors deserves your accolades.

Best wishes for a relaxing summer. I hope to see many of you at our AHEA Luncheon and at Conclave.

Most sincerely,

Sharon A. Wallace

Sharon A. Wallace, President