

Good Academic Practice

(27 & 28 Jan 2017)



Thomas Reydon
Institute of Philosophy & Centre for
Ethics and Law in the Life Sciences
Leibniz Universität Hannover
www.reydon.info
reydon@ww.uni-hannover.de

The plan for today & tomorrow

- | | |
|------------|---|
| Lecture 1 | What is / could be good academic practice? |
| Group work | Developing a set of guidelines (Presentations) |
| Lecture 2 | Issues in publication ethics |
| Group work | Dealing with issues in publication ethics (Presentations) |
| Lecture 3 | Responsibility in research and teaching in the humanities (and social sciences) |
| Group work | The philosopher in the world (Presentations) |
| Lecture 4 | Philosophy engaging with the world (outreach, advocacy, etc.) |
| Group work | Developing a set of guidelines, closing discussion |
- Good scientific practice – there is a lot for the natural sciences, but very little for the humanities
 - If you want guidance, you'll need to think about what you need & develop the guidelines yourselves

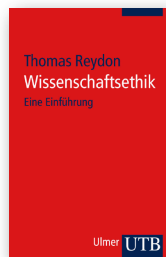
Reydon – Good Acad. Practice – Hannover – Jan 2017 – 01

Course contents (roughly)

Topics:

- Regulations for safeguarding good scientific practice (obligatory)
- Issues in publishing ethics
- Questions of responsibility & the public role of academics
- The humanities in the "real world" (experimental philosophy, interviews, empirical research, outreach, ...)
- Developing guidelines that you think might help you to be a "good academic"

Some knowledge transfer, but the emphasis is on your own engagement with the issues



Reydon – Good Acad. Practice – Hannover – Jan 2017 – 02

Relevance (1)

Society provides the context to your work:

- Public funding of research
- Scientific knowledge affects society by opening up new possibilities
- Scientific expertise may be required when dealing with societal problems
- Scientists have a responsibility to "serve mankind", to improve the lives of people:



"I would address one general admonition to all; that they consider what are the true ends of knowledge, and that they seek it not either for pleasure of the mind, or for contention, or for superiority to others, or for profit, or fame, or power, or any of these inferior things; but for the **benefit and use of life**; and that they perfect and **govern it in charity**."

(Francis Bacon, 1620)

Reydon – Good Acad. Practice – Hannover – Jan 2017 – 03

Relevance (2)

Why would this only hold for the sciences?

- The humanities don't provide (empirical) knowledge, but they do provide understanding, contextualization, etc.
- Society provides the context to your work too
- Society usually funds your work and therefore might expect something of value in return
- As for the sciences, this implies a responsibility to think about where to put your own efforts (Philip Kitcher, 2001, 2011)
- Your expertise may be requested! (So, what is your expertise?)

For all of academia:

- Certain (sometimes codified, often unwritten) rules and regulations need to be respected
 - Such unwritten rules emerge as part of everyday work
- Acquisition of competences w.r.t. dealing with such issues

Reydon – Good Acad. Practice – Hannover – Jan 2017 – 04

Relevance (3)

"If we do not produce a generation of scientists who can think in ethical terms and lead public ethical discussions of science, we may lose countless real benefits of scientific advances, as well as public support of science."

(Bernard Rollin, 2006: 10)

"Some ethical norms, such as openness, fair credit allocation, respect for colleagues, and respect for intellectual property, help to promote trust among scientists, which is vital to achieving the community's goals. [I.e., seeking truth, avoiding error, explaining phenomena, and controlling nature.] ... Unethical behavior in science can erode the public's confidence in science and lead to declining public support, and increased regulation and oversight."

(David Resnik, 2010: 149-150)

Reydon – Good Acad. Practice – Hannover – Jan 2017 – 05

Lecture 1:

*What is good academic practice?
What could it be?*

Ethics of science

- Acting rightly and wrongly **as an academic**, i.e., in the context of a particular professional role
- Consequences of research (such as nanoethics, genetic tests, genetic modification of plants and animals, etc.)
- What could be comparable consequences of research in the humanities and the social sciences? (Hacking's "looping effects" for social categories, perhaps?)
- Conditions for research (use of embryos for stem cell research, use of animals, risks of GM field trials, research on humans in psychology and in clinical trials, etc.)
- What could be relevant conditions for research in the humanities and social sciences?
- Ethics of science as applied ethics? Usefulness of ethical theories?

Reydon – Good Acad. Practice – Hannover – Jan 2017 – 06

Good scientific practice

Good scientific practice at a very general level consists in:

- Being aware that science / academic work has consequences for society, and is embedded within society
- Being aware of the variety of possible aims of your work
- Ongoing reflection about this & determining your position

Good scientific practice has less to do with ethics than with

- The way in which academia works
- Accepted methodologies & **ways of practice**
- Cultural differences in different fields
- The (social, etc.) responsibilities that someone assumes when taking up **the role of scientist / academic**

Perhaps it's better to speak about the professional ethos of science (cf. Merton) than about ethics of science (much isn't to do with morality)

Reydon – Good Acad. Practice – Hannover – Jan 2017 – 07

This is part of the philosophical enterprise (1)

THE VALUE OF PHILOSOPHY 248
The man who has no tincture of philosophy goes through life imprisoned in the prejudices derived from common sense, from the habitual beliefs of his age or his nation, and from convictions which have grown up in his mind without the co-operation or consent of his deliberate reason. To such a man the world

(Bertrand Russell, *The Problems of Philosophy*, 1912: 242-243)

Reydon – Good Acad. Practice – Hannover – Jan 2017 – 08

This is part of the philosophical enterprise (2)

very incomplete answers can be given. Philosophy, though unable to tell us with certainty what is the true answer to the doubts which it raises, is able to suggest many possibilities which enlarge our thoughts and free them from the tyranny of custom. Thus, while diminishing our feeling of certainty as to what things are, it greatly increases our knowledge as to what they may be ; it removes the some-

(Bertrand Russell, *The Problems of Philosophy*, 1912: 243)

Reydon – Good Acad. Practice – Hannover – Jan 2017 – 09

Bad scientific practices – some examples (1)

- 1908: "Piltdown man" – chemically aged bones & skull of multiple species presented as "missing link" (*Eoanthropus dawsoni*)
- 1984: Robert Gallo (HIV research), accused of **appropriation** of a virus strain & inflation of his own contribution
- 2002: Jan Hendrik Schön (Bell Labs), accused of **faked data** in at least 17 publications (*Science*, *Nature*, *Phys. Rev. Lett.*)
- 2004: Hwang Woo-Suk (cloning research in humans), accused of having **faked data** & put **pressure** on female lab members
- 2010: Marc Hauser (cognitive science, Harvard), accused of **faking data** in behavioral research ("*Hineininterpretation*")
- 2011: Diederik Stapel (social psychology), **faked data** accusations
- 2014: Jens Förster (social psychology), accusations of **data manipulation** (statistically unlikely good fit)

Reydon – Good Acad. Practice – Hannover – Jan 2017 – 10

Bad scientific practices – some examples (2)

2010: Cancer research, Uni. Michigan, Ann Arbor; postdoc **sabotaged experiments** of a PhD student out of fear of competition (*Nature* 467 (2010): 516)

2011: **Plagiarism** in dissertations (in Germany: Guttenberg, Schavan, Koch-Mehrin, ...)



Research shows that (Faneli, 2009):

- 2% of the interviewed admit at least once having faked or modified data to make results look better
- 1/3 admits at least once having committed (slightly) questionable research practices
- 14% and 72%, respectively, say this about colleagues

Reydon – Good Acad. Practice – Hannover – Jan 2017 – 11

Bad scientific practices – some examples (3)



- Re-use of an illustration that had been published before
- Re-publication of 6 illustrations in slightly modified form & with different figure captions
- Retraction of publications by journals

Reydon – Good Acad. Practice – Hannover – Jan 2017 – 12

The response: formulating “scientific misconduct”

Response in the USA:

- 12 cases of research misconduct between 1974 and 1981 (see: <https://ori.hhs.gov/historical-background>)
- 1980s: US Office of Scientific Integrity (OSI) & National Science Foundation (NSF)

Response in Germany:

- DFG Memorandum *Safeguarding Good Scientific Practice* (1st ed. 1998, 2nd ed. 2013)
- Contains 17 **recommendations**
- Universities and research institutes must implement **regulations** based on the DFG recommendations
- Every institution does its own thing!



Reydon – Good Acad. Practice – Hannover – Jan 2017 – 13

Good scientific practice

Interdisciplinary area:

- Ethics: fraud, deceit, etc.
- Methodology: what does it mean to do a good job?
- Regulation:



Reydon – Good Acad. Practice – Hannover – Jan 2017 – 14

Regulatory aspect

Academia is to some extent self-regulatory (Art. 5 GG):

Self-imposed regulations are needed because

- Fraud and other bad practices are not rare
- Recall: „Unethical behavior in science can erode the public's confidence in science and lead to **declining public support**, increased regulation and oversight.“ (Resnik, 2010)

What should be regulated?

- Processual aspect: how to **deal with concrete cases**
- Content aspect: **what scientific misconduct consists in**

§ 8 Procedures for Dealing with Scientific Misconduct

(1) Leibniz Universität Hannover will follow up each definite suspicion of scientific misconduct. If an examination of the situation confirms the suspicion of misconduct, appropriate measures using all available resources will be taken.

Reydon – Good Acad. Practice – Hannover – Jan 2017 – 15

Regulatory aspect

Academia is to some extent self-regulatory (Art. 5 GG):

Self-imposed regulations are needed because

- Fraud and other bad practices are not rare
- Recall: „Unethical behavior in science can erode the public's confidence in science and lead to declining public support, increased regulation and oversight.“ (Resnik, 2010)

What should be regulated?

- Processual aspect: how to **deal with concrete cases**
- Content aspect: **what scientific misconduct consists in**

§ 8 Procedures for Dealing with Scientific Misconduct

(1) Leibniz Universität Hannover will follow up each definite suspicion of scientific misconduct. If an examination of the situation confirms the suspicion of misconduct, appropriate measures using all available resources will be taken.

Reydon – Good Acad. Practice – Hannover – Jan 2017 – 16

Earlier formulations: Charles Babbage

- Hoaxing, forging; difference: intention – the hoaxer wants to be found out: “be discovered to the ridicule of those who have credited it”
- Trimming: “clipping off little bits here and there from those observations which differ most in excess from the mean”
- Cooking: data manipulation, selective reporting, “to give ordinary observations the appearance and character of those of the highest degree of accuracy [...] to gain a reputation”

(Charles Babbage, *Reflections on the Decline of Science in England and on Some of Its Causes*, 1830, Chap. V, Sec. 3)

Reydon – Good Acad. Practice – Hannover – Jan 2017 – 17

SECTION 3.

On the Frauds of Observers.

Scientific inquiries are more exposed than most others to the inroads of pretenders; and I feel that I shall deserve the thanks of all who really value truth, by stating some of the methods of deceiving practised by unworthy claimants for its honours, whilst the mere circumstance of their arts being known may deter future offenders.

Research misconduct defined (1)

The “FFP definition”:

Scientific misconduct consists in „**fabrication, falsification, or plagiarism** in **proposing, performing, or reviewing** research, or in **reporting** research results”

- Fabrication: making up data or results and recording or reporting them.
- Falsification: manipulating research materials, equipment, or processes, or changing or omitting data or results such that the research is not accurately represented in the research record.
- Plagiarism: the appropriation of another person’s ideas, processes, results, or words without giving appropriate credit.

(ORI – U.S. Office of Research Integrity)

Reydon – Good Acad. Practice – Hannover – Jan 2017 – 18

Research misconduct defined (2)

Any thoughts about this definition?

Reydon – Good Acad. Practice – Hannover – Jan 2017 – 19

Research misconduct defined (2)

Any thoughts about this definition?

Some things you might have noticed:

- If being a good scientist (in a moral sense) is nothing more than not committing fabrication, falsification and plagiarism, that’s really easy!
- Falsification is “manipulating research materials, equipment, or processes, or changing or omitting data or results such that the research is not accurately represented in the research record”:
 - Experimenting and reporting always involves manipulating!
 - Grey area between acceptable and unacceptable manip.
- What does “accurately represented” mean? (We never simply give raw data, we always use graphs, tables, etc.)

Reydon – Good Acad. Practice – Hannover – Jan 2017 – 19

Research misconduct defined (3)

Moreover:

- „Research misconduct does not include honest error or differences of opinion.”
- „there be a **significant departure from accepted practices**”
- & „be committed **intentionally, or knowingly, or recklessly**”
- & „be **proven** by a preponderance of the evidence.”

(ORI – U.S. Office of Research Integrity)

Erster Abschnitt:

Regeln guter wissenschaftlicher Praxis
für die Mitglieder und Angehörigen der Gottfried Wilhelm Leibniz Universität Hannover

§ 1 Regeln guter wissenschaftlicher Praxis
Von den Mitgliedern und Angehörigen der Gottfried Wilhelm Leibniz Universität Hannover ist die gute wissenschaftliche Praxis zu beachten. Sie umfasst:

- lege artis zu arbeiten,
- Resultate zu dokumentieren,

§ 1 Rules of Good Scientific Practice
Members and associates of Gottfried Wilhelm Leibniz University of Hannover should observe the Rules of Good Scientific Practice. These include in particular:

- observing professional standards,
- documenting results,
- consistently questioning one's own findings,
- practising strict honesty with regard to the predecessors, and
- observing the rules described below.

Reydon – Good Acad. Practice – Hannover – Jan 2017 – 20

Research misconduct defined (4)

Some questions for discussion:

- Working “*lege artis*”: What are the accepted practices of which cannot be significant departures? Do you know this for your field?
- When is a departure significant? When insignificant?
- When do we speak of intent, knowing departure, recklessness?
- How do you actually prove these things?
- What else should be identified besides “FFP”?
- When is something merely sloppy work, when scientific misconduct?
- Is good scientific practice merely the avoidance of scientific misconduct?

Reydon – Good Acad. Practice – Hannover – Jan 2017 – 21

Research misconduct defined (5)

"FFP" is serious research misconduct

(Smith, Proc. Roy. Coll. Physicians Edinb. 30, 2006: 6)

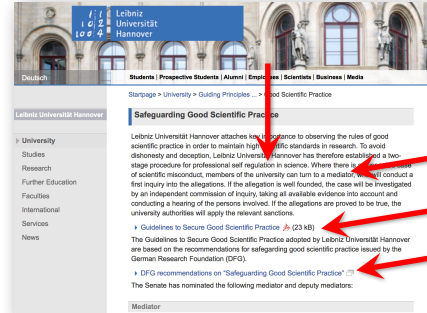
Reydon – Good Acad.

TABLE 2
A preliminary taxonomy of research misconduct.

Serious research misconduct
<ul style="list-style-type: none"> • Fabrication: invention of data or cases. • Falsification: wilful distortion of data. • Plagiarism: copying of ideas, data, or words without attribution. • Failing to get consent from an ethics committee for research. • Not admitting that some data are missing. • Ignoring outliers without declaring it. • Not including data on side effects in a clinical trial. • Conducting research in humans without informed consent or without justifying why consent was not obtained to an ethics committee. • Publication of post hoc analyses without declaration that they were post hoc. • Gift authorship. • Not attributing other authors. • Redundant publication. • Not disclosing a conflict of interest. • Not attempting to publish completed research. • Failure to do an adequate search of existing research before beginning new research.
Minor research misconduct

GSP @ LUH (1)

<http://www.uni-hannover.de/en/universitaet/ziele/wissen-praxis/>



Reydon – Good Acad. Practice – Hannover – Jan 2017 – 23

GSP @ LUH (2)

Mediator
Prof. Insa Neuweiler (university teacher) Institute of Fluid Mechanics and Environmental Physics in Civil Engineering (Institut für Strömungsmechanik und Umweltp Physik im Bauwesen) Appelstraße 9a D - 30167 Hannover Tel. +49 511 762 - 3567 E-mail neuweiler@hydromech.uni-hannover.de
Deputy Mediators
Prof. Dietmar Hübner Institute of Philosophy (Institut für Philosophie) Im Moore 21 D - 30167 Hannover Tel. +49 511 762 - 3438 E-mail dietmar.huebner@philos.uni-hannover.de
Dr. Jens-Uwe Grabow Institute of Physical Chemistry and Electrochemistry (Institut für Physikalische Chemie und Elektrochemie)

Reydon – Good Acad. Practice – Hannover – Jan 2017 – 24

GSP @ LUH (3)

Commission of Inquiry
Member
Prof. Jan Eichelberger Institute of Legal Informatics (Institut für Rechtsinformatik) university teacher Dr. Hartmut Lehne Dean's office, Faculty of Economics and Management (Dekanat der Wirtschaftswissenschaftlichen Fakultät) academic / research staff
Deputy
Prof. Markus Kalesse Institute of Organic Chemistry (Institut für Organische Chemie) university teacher Dr. Torsten Heidenblut Institute of Materials Science (Institut für Werkstoffkunde) academic / research staff
Prof. Christine Bessenrodt Institute of Algebra, number theory and discrete mathematics (Institut für Algebra, Zahlentheorie und Diskrete Mathematik) university teacher Prof. Thomas Reydon Institute of Philosophy (Institut für Philosophie) university teacher
Prof. Anika Reitz Institute of Assembly Technology (Institut für Montage-technik) university teacher Prof. Dr. Claas Friedrich Gernelmann Institute of International Law (Institut für Internationales Recht) university teacher

Reydon – Good Acad. Practice – Hannover – Jan 2017 – 25

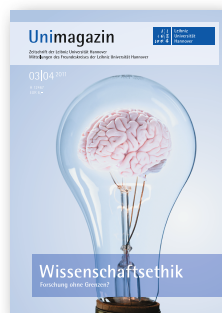
GSP @ LUH (3)

Regulations:

<http://www.uni-hannover.de/de/universitaet/ziele/wissen-praxis/index.php>

UniMagazin 3/4 2011:

<http://www.uni-hannover.de/de/universitaet/veroeffentlichungen/unimagazin/ausgaben/ausgabe-3-4-2011>



Reydon – Good Acad. Practice – Hannover – Jan 2017 – 26

GSP @ LUH (4)

§ 7 Wissenschaftliches Fehlverhalten

Als wissenschaftliches Fehlverhalten kommt vorsätzliches oder grob fahrlässiges Verhalten, insbesondere in folgenden Fällen in Betracht:

1. Erstellen und Verwenden falscher Angaben

- durch Erfinden von Daten, **"FF"**
- durch Verfälschen von Daten, z.B. durch unvollständige Verwendung von Daten und Nichtberücksichtigung unerwünschter Ergebnisse, ohne dies offen zulegen, sowie durch Manipulation von Darstellungen oder Abbildungen,
- durch unrichtige Angaben in einem Bewerbungsschreiben, einem Förderantrag oder einer Veröffentlichung (einschl. Falschangaben zum Publikationsorgan und zu in Druck befindlichen Veröffentlichungen, Kooperationen etc.).

2. Verletzung geistigen Eigentums in Bezug auf ein von einer anderen Person geschaffenes urheberrechtlich geschütztes Werk oder von anderen stammende wesentliche wissenschaftliche Erkenntnisse, Interpretationen, Hypothesen, Lehren oder Forschungsansätze durch

- die unbefugte Verwertung unter Anmaßung der Autorenschaft (Plagiat), **"P"**
- Ausbeutung von Forschungsansätzen und Ideen anderer, insbesondere als Gutachterin oder Gutachter (Ideendiebstahl),
- die Anmaßung wissenschaftlicher Autoren- oder Mitautorenschaft oder unbegründete Annahme von wissenschaftlicher Mitautorenschaft,
- die unbefugte Veröffentlichung und das unbefugte Zugänglichmachen gegenüber Dritten, solange das Werk, die Erkenntnis, die Interpretation, die Hypothese, die Lehre oder der Forschungsansatz noch nicht veröffentlicht ist,
- durch die Inanspruchnahme der (Mit-)Autorenschaft einer Person ohne deren Einverständnis.

Reydon – Good Acad. Practice – Hannover – Jan 2017 – 27

GSP @ LUH (5)

3. Beseitigung von Primärdaten, sofern damit gegen gesetzliche Bestimmungen oder disziplinbezogene anerkannte Grundsätze wissenschaftlicher Arbeit verstoßen wird.
4. Beeinträchtigung der Forschungstätigkeit anderer, zum Beispiel durch die **sabotage** von Forschungstätigkeit (einschl. des Beschädigens, Zerstörens oder Manipulierens von Literatur, Archiv- und Quellenmaterial, Versuchsanordnungen, Geräten, Unterlagen, Hardware, Software, Chemikalien oder sonstiger Sachen, die eine andere oder ein anderer zur Durchführung eines Forschungsvorhabens benötigt).
5. Beendigung der Mitarbeit in Forschungsprojekten ohne hinreichenden Grund oder Verhinderung der Publikation von Forschungsergebnissen als Mitautorin bzw. Mitautor ohne dringenden Grund.
6. Vorsätzliche Erhebung falscher bzw. nicht geprüfter Vorwürfe angeblichen wissenschaftlichen Fehlverhaltens entgegen dem Grundsatz, dass die Anzeige wissenschaftlichen Fehlverhaltens in „gutem Glauben“ zu erfolgen hat.

libel

failure to cooperate

sabotage

destruction of
raw data

Reydon – Good Acad. Practice – Hannover – Jan 2017 – 28

GSP @ LUH (6)

Some concluding remarks

- Good scientific practice is defined with respect to research – what about **teaching, consultancy, outreach?**
- Good scientific practice is much more than not doing what is prohibited by the applicable regulations!
- The guidelines are not particularly concrete – they don't tell you how to do your work in a way that can be considered "good scientific practice"
- A crucial aspect of research misconduct is significant departure from accepted practices, i.e., from working *lege artis*
- What are the accepted practices in your field? How do you know? Where do you get the information you need?
- The accepted practices in your field may be different from those in other fields (**interdisciplinary projects!**)

Reydon – Good Acad. Practice – Hannover – Jan 2017 – 29

Lecture 2:

*Issues in publishing ethics – authoring,
refereeing, editing*

A somewhat boring example: plagiarism

Why is plagiarism in science wrong?

- Intellectual property: theft of ideas is theft (outside academia too)
- Fraud w.r.t. obtaining a degree or a qualification
- The **reward system of science**: credit for new ideas & results is essential for advancing one's career; plagiarism hinders fair competition
- Authorship implies **responsibility for ideas & results**: a scientist's good name stands for the quality of his "products"
- Contextualization: authorship allows others to place results in the **context of the rest of the author's work**, his research program, etc. (Which theories & hypotheses does the author usually accept? How does he usually argue?)

Authorship makes the human factor in the knowledge production process transparent – science isn't done by machines, after all

Reydon – Good Acad. Practice – Hannover – Jan 2017 – 30

Another example: self-plagiarism (1)

"A case of **duplicate publishing** of a paper has recently come to our attention. The degree of scientific similarity and duplication of text (...) amounts to fraud in our opinion. (...) In our opinion, **using a template paper and modifying it to suit closely related experiments is a form of fraud.**"

(Editorial, Int. J. Biochem. Cell Biol. 36, 2004, 2097)

"There are (...) limited circumstances (e.g., describing the details of an instrument or an analytic approach) under which authors may wish to duplicate without attribution (citation) their previously used words, feeling that extensive self-referencing is undesirable or awkward. (...) only the amount of previously published material necessary to understand that contribution should be included, primarily in the discussion of theory and methodology"

(Amer. Psychol. Assoc., Publication Manual, Vol 44, No. 7, 2013)

Reydon – Good Acad. Practice – Hannover – Jan 2017 – 31

Another example: self-plagiarism (2)

"Self-plagiarism is not possible since "plagiarism" refers to claiming the words or ideas of another as one's own. However, violation of copyright is both possible and problematic since it is a legal concept." (Bird, p. 543)

Science and Engineering Ethics (2002) 8, 543-544

Multiple publication can be desirable for the wider dissemination of knowledge (e.g., to different audiences, in different languages, etc.)

Self-plagiarism and Dual and Redundant Publications: What Is the Problem?
Commentary on "Seven Ways to Plagiarize: Handling Real Allegations of Research Misconduct" (M. C. Losh)

Stephanie J. Bird, Massachusetts Institute of Technology, USA

A matter for regulation at the level of the relevant community (not at the level of science, a national level, at university level)

Professional profile of a discipline or field (but: where do disciplinary boundaries lie, how to deal with interdisciplinarity?)

Reydon – Good Acad. Practice – Hannover – Jan 2017 – 32

Self-censoring (1)

Possible abuse („dual use“):

- Enhancement of H5N1 virulence for research purposes
- Advantageous applications (better treatment of viral diseases, increased understanding of how viruses work, epidemiology, etc.)
- Harmful applications (e.g., bioterrorism military use)
- Risk of accidents in the lab
- Issues: Publish or not? Publish in a censored form (without method section)?
- Who is to decide?
- How far does the responsibility of researchers extend?

REPORT
Airborne Transmission of Influenza A/H5N1 Virus Between Ferrets

Sander Herfst,¹ Eefje J. A. Schrauwen,² Martin Linder,³ Salim Charimkhani,⁴ Ermine de Wit,^{1,4} Vincent J. Munster,² Erin M. Sorrell,⁵ Theo M. Bestebroer,⁶ David F. Burke,⁷ Derek J. Smith,^{2,3} Gou F. Rimmelzwaan,² Albert D. M. E. Osterhaus,² Ron A. M. Fraaije¹



Reydon – Good Acad. Practice – Hannover – Jan 2017 – 33

Self-censoring (2)

Precautionary Principle:

- German Ethics Council recommends deciding on the basis of the PP
- The PP can be invoked in cases of insufficient knowledge about risks
 - Epistemic uncertainty (lack of sufficient knowledge to ground concrete actions)
 - Scientifically founded plausibility (to avoid having to act on the basis of mere suspicions and fears)
- Possible measures on the side of researchers
 - Stop research project, or don't start in the first place
 - Don't publish results
 - Publish only the harmless parts, e.g., without details about the materials used and the methodology that could be applied by others



Reydon – Good Acad. Practice – Hannover – Jan 2017 – 34

Self-censoring (3)

Box 2. Precautionary Principle, a working definition

When human activities may lead to morally unacceptable harm that is scientifically plausible but uncertain, actions shall be taken to avoid or diminish that harm.

Morally unacceptable harm refers to harm to humans or the environment that is

- ◆ threatening to human life or health, or
- ◆ serious and effectively irreversible, or
- ◆ inequitable to present or future generations, or
- ◆ imposed without adequate consideration of the human rights of those affected.

The judgement of plausibility should be grounded in scientific analysis. Analysis should be ongoing so that chosen actions are subject to review.

Uncertainty may apply to, but need not be limited to, causality or the bounds of the possible harm.

Actions are interventions that are undertaken before harm occurs that seek to avoid or diminish the harm. Actions should be chosen that are proportional to the seriousness of the potential harm, with consideration of their positive and negative consequences, and with an assessment of the moral implications of both action and inaction. The choice of action should be the result of a participatory process.

(COMEST, UNESCO, 2005, 14)

Reydon – Good Acad. Practice – Hannover – Jan 2017 – 35

Self-censoring (4)

Precautionary Principle:

- Multiple formulations (strong, moderate, weak)
- No formulation implies concrete measures, at most the desirability or mere possibility of measures
- „the Precautionary Principle still has neither a commonly accepted definition nor a set of criteria to guide its implementation. [...] While it is applauded as a 'good thing,' no one is quite sure about what it really means or how it might be implemented.“ (Jordan & O'Riordan, 1999: 22)
- „it remains ill-defined, and its philosophical reputation is low“ (Gardiner, 2006: 33)

How would you deal with such cases?

- There is an implicit imperative to publish (see GSP)
- Responsibility w.r.t. mankind: think of Bacon's *New Atlantis*

Reydon – Good Acad. Practice – Hannover – Jan 2017 – 36

Authorship (1)

3 Authorship

Definition

There is no universally agreed definition of authorship, although attempts have been made (see Appendix). As a minimum, authors should take responsibility for a particular section of the study.

Action

- (1) The award of authorship should balance intellectual contributions to the conception, design, analysis and writing of the study against the collection of data and other routine work. If there is no task that can reasonably be attributed to a particular individual, then that individual should not be credited with authorship.
- (2) To avoid disputes over attribution of academic credit, it is helpful to decide early on in the planning of a research project who will be credited as authors, as contributors, and who will be acknowledged.

COPE Report, 2003)

Authorship (2)

- (4) All authors must take public responsibility for the content of their paper. The multidisciplinary nature of much research can make this difficult, but this can be resolved by the disclosure of individual contributions.

Guarantor: Should we expect a radiographer to explain the statistical methods or the statistician to interpret the x-rays? To take increasing specialisation into account, the latest version of the ICMJE guidelines acknowledges that it may be unreasonable to ask individuals to take responsibility for every aspect of the research. However, the editors felt that it was important that one person should guarantee the integrity of the entire project. 'All persons designated as authors should qualify for authorship, and all those who qualify should be listed. Each author should have participated sufficiently in the work to take public responsibility for appropriate portions of the content. One or more authors should take responsibility for the integrity of the work as a whole, from inception to published article.'

COPE Report, 2003)

Reydon – Good Acad. Practice – Hannover – Jan 2017 – 38

Reviewing / refereeing

5 Peer review

Definition

Peer reviewers are external experts chosen by editors to provide written opinions, with the aim of improving the study.

Working methods vary from journal to journal, but some use open procedures in which the name of the reviewer is disclosed, together with the full or "edited" report.

Action

- (1) Suggestions from authors as to who might act as reviewers are often useful, but there should be no obligation on editors to use those suggested.
- (2) The duty of confidentiality in the assessment of a manuscript must be maintained by expert reviewers, and this extends to reviewers' colleagues who may be asked (with the editor's permission) to give opinions on specific sections.
- (3) The submitted manuscript should not be retained or copied.
- (4) Reviewers and editors should not make any use of the data, arguments, or interpretations, unless they have the authors' permission.
- (5) Reviewers should provide speedy, accurate, courteous, unbiased and justifiable reports.
- (6) If reviewers suspect misconduct, they should write in confidence to the editor.

(COPE Report, 2003)

Editing (1)

8 Duties of editors

Definition

Editors are the stewards of journals. They usually take over their journal from the previous editor(s) and always want to hand over the journal in good shape.

Most editors provide direction for the journal and build a strong management team.

They must consider and balance the interests of many constituents, including readers, authors, staff, owners, editorial board members, advertisers and the media.

Actions

- (1) Editors' decisions to accept or reject a paper for publication should be based only on the paper's importance, originality, and clarity, and the study's relevance to the remit of the journal.
- (2) Studies that challenge previous work published in the journal should be given an especially sympathetic hearing.
- (3) Studies reporting negative results should not be excluded.

(COPE Report, 2003)

Reydon – Good Acad. Practice – Hannover – Jan 2017 – 40

Editing (2)

- (4) All original studies should be peer reviewed before publication, taking into full account possible bias due to related or conflicting interests.
- (5) Editors must treat all submitted papers as confidential.
- (6) When a published paper is subsequently found to contain major flaws, editors must accept responsibility for correcting the record prominently and promptly.
- (7) Where misconduct is suspected, the editor must write to the authors first before contacting the head of the institution concerned.
- (8) Editors should ensure that the Instructions to Authors specify the need for authors to obtain informed consent from patients included in their research.

(COPE Report, 2003)

- What would apply for authors, referees and editors (of journals, books, conference proceedings) in the humanities?

Reydon – Good Acad. Practice – Hannover – Jan 2017 – 41

Lecture 3:

Responsibility in research and teaching in the humanities and the social sciences

Responsibility: science in society (1)

Science / academia is self-regulating – one aspect of self-regulation is responsibility:

Science is expected to enlarge mankind's knowledge base, provide answers to global challenges, and guide decisions that shape our societies. Yet when science is compromised by fraudulent activities, not only the research enterprise stumbles, but also society's trust in it. Thus, researchers and leaders throughout the world should ensure that science is trustworthy to our best knowledge. This can be

Science as the process of knowledge augmentation is embedded in a wider socio-ethical context, and scientists must be aware of their specific responsibility towards society and the welfare of mankind. They bear responsibility for the choice of subjects to be investigated and its consequences, for proper care and treatment concerning the objects of research, and attention and concern with respect to practical applications and use of their research results. In this

(ESF/ALLEA, 2001: 5)

Reydon – Good Acad. Practice – Hannover – Jan 2017 – 42

Responsibility: science in society (2)

2.1.1 Preamble

This Code of Conduct is not a body of law, but rather a canon for self regulation. It is a basic responsibility of the scientific community to formulate the principles and virtues of scientific and scholarly research, to define its criteria for proper research behaviour,

1 The Code

Researchers, public and private research organisations, universities and funding organisations must observe and promote the principles of integrity in scientific and scholarly research.

These principles include:

- honesty in communication;
- reliability in performing research;
- objectivity;
- impartiality and independence;
- openness and accessibility;
- duty of care;
- fairness in providing references and giving credit; and
- responsibility for the scientists and researchers of the future.

(ESF/ALLEA, 2001: 5)

Reydon – Good Acad. Practice – Hannover – Jan 2017 – 43

Brief connection to day 1

Scientists have a responsibility to “serve mankind”, to improve the lives of people:

“I would address one general admonition to all; that they consider what are the **true ends of knowledge**, and that they seek it not either for pleasure of the mind, or for contention, or for superiority to others, or for profit, or fame, or power, or any of these inferior things; but for **the benefit and use of life**; and that they perfect and govern it in charity.”



(Francis Bacon, *Instauratio Magna*, 1620)

New Atlantis (1627):

- Science as a well-structured organization
- Science as an institution installed by & integrated in society
- Knowledge with the explicit aim of application
- Freedom, self-governance & self-censorship

Reydon – Good Acad. Practice – Hannover – Jan 2017 – 44

Responsibility in general (1)

Scientific Freedom and Responsibility

A Report of the
AAAS Committee
Freedom and Responsibility
Presented to the
AAAS (1975)

The Committee concluded, early in its deliberations, that the issues of scientific freedom and responsibility are basically inseparable. Scientific freedom, like academic freedom, is an acquired right, generally approved by society as necessary for the advancement of knowledge from which society may benefit (3). The responsibilities are primary; scientists can claim no special rights, other than those possessed by every citizen, except those necessary to fulfill the responsibilities that arise from the possession of special knowledge and of the insight arising from that knowledge.

(AAAS, 1975: 5)

Reydon – Good Acad. Practice – Hannover – Jan 2017 – 45

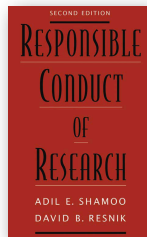
Responsibility in general (2)

“Scientists have an obligation to **benefit society** and **avoid causing harm** to people, communities, and the environment.

Scientists must also be **accountable to the public**. Scientists can fulfill their social responsibilities in many different ways, such as **conducting useful research**, **educating the public** about science and its social implications, providing **expert testimony** and advice on scientific issues, or **engaging in policy debates** concerning issues related to the applications or implications of science and technology ...”

(Shamoo & Resnik, 2009: 6)

And how could this be unpacked for the humanities and social sciences?



Reydon – Good Acad. Practice – Hannover – Jan 2017 – 46

Aspects of responsibility (1)

‘Responsibility’ is not an unequivocal notion:

- Responsibility for part of a project or stage in a workflow
- Legal responsibility: the court can hold you responsible for your actions
- **Moral responsibility**: simply acting in the right way
- **Social responsibility**: considering societal aspects in your actions
- **Professional responsibility / role responsibility**: some professions come with special responsibilities (medical doctors, police officers, ..., and scientists / academics?)

Some conceptual and practical problems:

- No agreed upon taxonomy of kinds of responsibility
- Different aspects of responsibility may complement each other, or partly overlap, or **conflict** with one another (e.g., role and legal responsibilities, the soldier's conscience)

Reydon – Good Acad. Practice – Hannover – Jan 2017 – 47

Aspects of responsibility (2)

Responsibility is a three-valued relation (Hoyningen-Huene, 1990):

Someone is responsible for **something** with respect to **someone** else within a particular **context**

Moral responsibility arises with respect to

- one's consciousness?
- God?
- the members of one's society? (cf. evolutionary ethics)
- no one (the analysis of responsibility as a three-valued relation may fail to hold in some cases)



https://www.uu.nl/sites/default/files/images/gw_hum_evolutionary-ethics_385x257.jpg

How is social responsibility different from moral responsibility? With respect to whom can scientists / academics have a responsibility?

Reydon – Good Acad. Practice – Hannover – Jan 2017 – 48

Aspects of responsibility (3)

Responsibility is a three-valued relation (Hoyningen-Huene, 1990):

Someone is responsible for **something** with respect to **someone** else within a particular **context**

The scientific community may be held responsible for, among other things, delivering a **good product** (knowledge), **adverse consequences** of science as well as for **organizing science** well

As a scientist, one may be held responsible for among other things

- doing one's job well (measuring carefully, not interpreting results too hastily, reporting honestly, ...)
- serving society & informing the public about what you've found (since often the public is paying for it)
- serving the interests of the state (if you're a civil servant)
- how results are applied by others
- to reflect on possible consequences of your work

Reydon – Good Acad. Practice – Hannover – Jan 2017 – 49

Aspects of responsibility (4)

Responsibility is a three-valued relation (Hoyningen-Huene, 1990):

Someone is responsible for something with respect to someone else within a particular context

With respect to which parties can scientists carry a responsibility?

Internal responsibility:

- Work environment (direct colleagues, graduate students, undergraduates, one's institution, university, ...)
- Community (one's own relevant community, e.g., of evolutionary biologists, & the scientific community at large)

External responsibility:

- Specific groups (funding agencies, the government, private foundations, industry)
- Society (the general public, one's society, humanity at large)

Reydon – Good Acad. Practice – Hannover – Jan 2017 – 50

Responsibility for consequences? (1)

Freedom of responsibility as a prerequisite for doing science (scientists don't have either time or capabilities to reflect on the moral and social aspects of their work):

pretty close to this ideal. From the point of view of society, the justification for the favored position of the scientist is that the scientist cannot make his contribution unless he is free, and that the value of his contribution is worth the price society pays for it. The demand that the individual scientist be responsible for the uses made by society of his discoveries would constitute

(Bridgman, *Sci. Monthly* 65, 1947)

How is this for academics in general? In the humanities?

Reydon – Good Acad. Practice – Hannover – Jan 2017 – 51

Responsibility for consequences? (2)

The Medawar Lecture 1998 Is science dangerous?

Lewis Wolpert*

Anatomy and Developmental Biology, University College, London WC1E 6BT, UK

The idea that science is dangerous is deeply embedded in our culture, particularly in literature, yet science provides the best way of understanding the world. Science is not the same as technology. In contrast to technology, reliable scientific knowledge is value-free and has no moral or ethical value. Scientists are not responsible for the technological applications of science; the very nature of science is that it is not possible to predict what will be discovered or how these discoveries could be applied. The obligation of scientists is to make public both any social implications of their work and its technological applications. A rare case of immoral science was eugenics. The image of Frankenstein (Wolpert, *Phil. Trans. Roy. Soc. B* 360, 2005)

How is this for academics in general? In the humanities?

Reydon – Good Acad. Practice – Hannover – Jan 2017 – 52

Responsibility for consequences? (3)

The social obligations that scientists have as distinct from those responsibilities they share with all citizens, such as supporting a democratic society and taking due care of the rights of others, comes from them having access to specialized knowledge of how the world works that is not easily accessible to others. Their obligation is to both make public any social implications of their work and its technological applications and to give some assessment of its reliability. In most areas of science, it matters little to the public whether a particular theory is right or wrong, but in some areas, such as human and plant genetics, it matters a great deal. Whatever new technology is introduced, it is not for the scientists to make the moral or ethical decisions. They have neither special rights nor skills in areas involving moral or ethical issues. There is, in fact, a grave danger in asking

(Wolpert, *Phil. Trans. Roy. Soc. B* 360, 2005)

Reydon – Good Acad. Practice – Hannover – Jan 2017 – 53

Responsibility for consequences? (4)

The scientist as expert consultant in public debates:

to make such decisions? No! Scientists have an obligation to make the reliability of their ideas in such sensitive areas clear to the point of overcautiousness, and the public should be in a position to demand and critically evaluate the evidence. That is why programmes for the public understanding of science are so important.

for themselves? How do we ensure that scientists take on the social obligation of making the implications of their work public? We have to rely on the many institutions of a democratic society: parliament, a free and vigorous press, affected groups and the scientists themselves. That is why programmes for the public understanding of science are so important. Alas, we still

(Wolpert, *Phil. Trans. Roy. Soc. B* 360, 2005)

Reydon – Good Acad. Practice – Hannover – Jan 2017 – 54

Responsibility for consequences? (5)

Risks:

- Field trials (outcrossing, increasing resistances, ...)
- Testing of nuclear reactors (Ulrich Beck: "the world as a laboratory")
- Applications of genetic technology in humans

Don't edit the human germ line

Human genetic modifications pose serious risks, and the risks are tenuous, warn Edward Lanphier, Fyodor Urnov and colleagues

(*Nature* 519 (2015): 410-411)

In our view, genome editing in human embryos using current technologies could have unpredictable effects on future generations. This makes it dangerous and ethically unacceptable. Such research could be exploited for non-therapeutic modifications. We are concerned that a public outcry about such an ethical breach could hinder a promising area of therapeutic development, namely making genetic changes that cannot be inherited.

At this early stage, scientists should agree not to modify the DNA of human reproductive cells. Should a truly compelling

Reydon – Good Acad. Practice – Hannover – Jan 2017 – 55

Responsibility for consequences? (6)

Are scientists responsible for possible adverse consequences / applications of their research?

- No, because they didn't intend them
- No, because they couldn't have foreseen them
- No, they have to be relieved of any such responsibility (because otherwise they won't be able to do their job)
- Yes, because they contributed to making them possible in the first place (but: causal responsibility)
- Yes, because such a responsibility is part and parcel of their task to serve mankind
- Yes, because they have moral responsibility for their actions
- Which position would you take?
- What adverse consequences / applications of research in the humanities can you think of?

Reydon – Good Acad. Practice – Hannover – Jan 2017 – 56

Conflicts of interest (1)

Conflicts of interest

- constitute one of the main causes of research misconduct
- are situations in which one may find oneself (conflicts of interest simply happen to you)
- are not morally problematic per se, but can cause problems

External conflicts of interest occur because scientists (academic personnel) have personal interests

- in building a career, making money,
- in being recognized by their peers,
- in exploring topics they find interesting, ...

which may collide with their role responsibilities to their university, their institute, their colleagues, funding agencies, politics, society, ...

Reydon – Good Acad. Practice – Hannover – Jan 2017 – 57

Conflicts of interest (2)

"A conflict of interest occurs when there is a divergence between an individual's private interests and his or her professional obligations to the University such that an independent observer might reasonably question whether the individual's professional actions or decisions are determined by considerations of personal gain, financial or otherwise. ... Conflicts of interest are common and practically unavoidable in a modern research university."

(Stanford University, Faculty Policy on Conflict of Commitment and Interest (Research Policy Handbook 4.1), 2004)

- Minimal solution: disclosure
- In addition: codes of conduct & fixed procedures for well-defined cases (e.g., research conducted with corporate funding, biases in search committee contexts ("Befangenheit"))

Reydon – Good Acad. Practice – Hannover – Jan 2017 – 58

Conflicts of commitment

Internal conflicts of interest ("conflicts of commitment") occur because scientists (academics) have various responsibilities:

- Conflicts between various aspects of one's job
- What do I invest my time and energy in? (writing an article, doing an experiment, writing a grant proposal, refereeing a paper, sitting on a committee, developing a new course, accepting another PhD student)

These may lead to moral conflicts, because other people are involved (toward which one might have a role responsibility):

- Interests of cooperation partners, PhD students, students in classes, colleagues, the university as a community of scholars, ...
- Freedom of choice implies the responsibility to choose well
- Connection to external conflicts of interest (personal interests)

Reydon – Good Acad. Practice – Hannover – Jan 2017 – 59

Lecture 4:

Philosophy engaging with the world – X-Phi, outreach, advocacy, the philosopher as expert (but for what?)

Sarewitz on accountability (1)

But much of this supposed knowledge is turning out to be contestable, unreliable, unusable, or flat-out wrong. From metastatic cancer to climate change to growth economics to dietary standards, science that is supposed to yield clarity and solutions is in many instances leading instead to contradiction, controversy, and confusion. Along the way it is also

of hype, myth, and denial. But much of the problem can be traced back to a bald-faced but beautiful lie upon which rests the political and cultural power of science. This lie received its most compelling articulation just as America was about to embark on an extended period of extraordinary scientific, technological, and economic growth. It goes like this:

Scientific progress on a broad front results from the free play of free intellects, working on subjects of their own choice, in the manner dictated by their curiosity for exploration of the unknown.

(Sarewitz, *The New Atlantis* Spring/Summer 2016, 5)

Reydon – Good Acad. Practice – Hannover – Jan 2017 – 60

Sarewitz on accountability (2)

To go along with all that money, the beautiful lie provided a politically brilliant rationale for public spending with little public accountability. Politicians delivered taxpayer funding to scientists, but only scientists could evaluate the research they were doing. Outside efforts to guide the course of science would only interfere with its free and unpredictable advance.

(Sarewitz, *The New Atlantis* Spring/Summer 2016, 7)

Vannevar Bush's beautiful lie makes it easy to believe that scientific imagination gives birth to technological progress, when in reality technology sets the agenda for science, guiding it in its most productive directions and providing continual tests of its validity, progress, and value. Absent their real-world validation through technology, scientific truths would be mere abstractions. Here is where the lie exercises its most cor-

(Sarewitz, *The New Atlantis* Spring/Summer 2016, 16)

Reydon – Good Acad. Practice – Hannover – Jan 2017 – 61

Sarewitz on accountability (3)

Scientists can never escape the influence of human bias. But human bias doesn't have much room to get a foothold when research is tightly linked to the performance of a particular technology—through, say, the desire for lighter, stronger automobile engines, or for faster, more efficient web search engines.

Technology keeps science honest. But for subjects that are incredibly

(Sarewitz, *The New Atlantis* Spring/Summer 2016, 24)

In the absence of a technological application that can select for useful truths that work in the real world of light switches, vaccines, and aircraft, there is often no "right" way to discriminate among or organize the mass of truths scientists create. This is why, to take another endlessly contested

(Sarewitz, *The New Atlantis* Spring/Summer 2016, 28)

- Successful application validates scientific results
- Research should be goal-directed
- Goals are set by the problems that exist out there

Reydon – Good Acad. Practice – Hannover – Jan 2017 – 62

Sarewitz on accountability (4)

tial by itself to be particularly earth-shattering. If people expect scientific research—even basic, long-term research—to contribute to a larger goal, there must be some mechanism of accountability for driving it toward that goal. Like Visco and Fitzpatrick, Marqusee thinks that the absence

When Marqusee talks about the need to "manage research" he doesn't mean telling scientists how they should do their work, or even what they should work on; he means making sure that the science that's being done makes sense in terms of the goal to which it is supposed to contribute.

(Sarewitz, *The New Atlantis* Spring/Summer 2016, 33)

In the future, the most valuable science institutions will be closely linked to the people and places whose urgent problems need to be solved; they will cultivate strong lines of accountability to those for whom solutions are important; they will incentivize scientists to care about the problems more than the production of knowledge. They will link research agendas to the quest for improved solutions—often technological ones—rather than to understanding for its own sake. The science they

(Sarewitz, *The New Atlantis* Spring/Summer 2016, 37)

Reydon – Good Acad. Practice – Hannover – Jan 2017 – 63

Sarewitz on accountability (5)

Advancing according to its own logic, much of science has lost sight of the better world it is supposed to help create. Shielded from accountability to anything outside of itself, the "free play of free intellects" begins to seem like little more than a cover for indifference and irresponsibility. The tragic irony here is that the stunted imagination of mainstream science is a consequence of the very autonomy that scientists insist is the key to their success. Only through direct engagement with the real world can science free itself to rediscover the path toward truth.

(Sarewitz, *The New Atlantis* Spring/Summer 2016, 40)

- Orientation of research onto real world problems
 - Accountability of researchers, projects, etc. to society
 - Not unlike Kitcher's well-ordered science
 - Is this desirable? In what form could it be put?
 - How about the humanities? How about philosophy?
- Are the humanities still the "free playground for free intellects"?

Reydon – Good Acad. Practice – Hannover – Jan 2017 – 64

Outreach as an aspect of taking responsibility (1)

The social obligations that scientists have as distinct from those responsibilities they share with all citizens, such as supporting a democratic society and taking due care of the rights of others, comes from them having access to specialized knowledge of how the world works that is not easily accessible to others. Their obligation is to both make public any social implications of their work and its technological applications and to give some assessment of its reliability. In most areas of science, it matters little to the public whether a particular theory is right or wrong, but in some areas, such as human and plant genetics, it matters a great deal. Whatever new technology is introduced, it is not for the scientists to make the moral or ethical decisions. They have neither special rights nor skills in areas involving moral or ethical issues. There is, in fact, a grave danger in asking

(Wolpert, *Phil. Trans. Roy. Soc. B* 360, 2005)

Reydon – Good Acad. Practice – Hannover – Jan 2017 – 65

Outreach as an aspect of taking responsibility (2)

Is there a duty to participate in communication?

- Rollin's (2006) "Gresham's Law": bad arguments will drive out good arguments given half a chance
- new technologies. According to Rollin, there is a "need for the scientific community to educate the public on scientific advances and to lead the public discussion of ethical issues" [40]. To be
- Scientists can help to dispel misunderstandings
- Scientists can better estimate possible consequences and applications than politicians or the general public

Is there a duty to proactively participate in communication? Or just when called upon? And how about philosophers (of science)?

Reydon – Good Acad. Practice – Hannover – Jan 2017 – 66

Philosophy in the real world (1)

Sci Eng Ethics
DOI 10.1007/s10648-016-9630-2

ORIGINAL PAPER

New Issues for New Methods: Ethical and Editorial Challenges for an Experimental Philosophy

Andrea Polonioli¹ goal of contributing to philosophical debates.³ As it is argued in this paper, by importing the methods of psychology and social sciences the philosophical community has also imported a number of ethical and editorial issues that the philosophical community needs to address. These issues encompass concerns over responsible authorship, fair treatment of human subjects, ethicality of experimental procedures, unselective reporting, publishability of research findings and availability of data.

human specimens, or human data must then follow strict protocols. Experimenters should protect the privacy and confidentiality of research subjects. Further, human subjects can participate in research only if they give their voluntary, informed consent, and during the course of the experiment the subject may stop participation for any reason and the experimenters must be prepared to stop the experiment if continuation of the experiment is likely to result in injury or distress (cf. WMA (Polonioli, 2016, online first, 2, 5)

Reydon – Good Acad. Practice – Hannover – Jan 2017 – 67

Philosophy in the real world (2)

Importantly, it turns out that several stimuli used in experiments on moral judgment might actually result in participants' distress. Consider, for instance, incest scenarios, which are a paradigmatic example of situations that evoke strong emotional reactions (e.g. Haidt 2001). Asking questions about the permissibility of

(Polonioli, 2016, online first, 6)

- Could experiments in ethics and social philosophy affect the moral convictions or social attitudes of test persons?

Reydon – Good Acad. Practice – Hannover – Jan 2017 – 68

Philosophy in the real world (2)

Importantly, it turns out that several stimuli used in experiments on moral judgment might actually result in participants' distress. Consider, for instance, incest scenarios, which are a paradigmatic example of situations that evoke strong emotional reactions (e.g. Haidt 2001). Asking questions about the permissibility of

(Polonioli, 2016, online first, 6)

- Could experiments in ethics and social philosophy affect the moral convictions or social attitudes of test persons?
 - Might be perceived as "moral training"
 - Communication of percentages of the population who make a particular choice (majority attraction)
 - Risk of feeding into widespread prejudices
- Could results be received by the public with adverse effects?

Reydon – Good Acad. Practice – Hannover – Jan 2017 – 68

Philosophy in the real world (2)

Importantly, it turns out that several stimuli used in experiments on moral judgment might actually result in participants' distress. Consider, for instance, incest scenarios, which are a paradigmatic example of situations that evoke strong emotional reactions (e.g. Haidt 2001). Asking questions about the permissibility of

(Polonioli, 2016, online first, 6)

- Could experiments in ethics and social philosophy affect the moral convictions or social attitudes of test persons?
 - Might be perceived as "moral training"
 - Communication of percentages of the population who make a particular choice (majority attraction)
 - Risk of feeding into widespread prejudices
- Could results be received by the public with adverse effects?
 - Again, majority attraction
 - Risk of "Hineininterpretation"

Reydon – Good Acad. Practice – Hannover – Jan 2017 – 68

Philosophy in the real world (3)

Which outreach activities / outputs should be seen as integral parts of the academic tasks of professional philosophers? Why?

- Public lectures
- Magazine and newspaper pieces ("Feuilleton")
- Books for a broad audience
- Personal homepages
- Twitter
- Blogs
- Consultancy and coaching
- Advocacy
- Political engagement
- ...?

You are here: Home > Key Concepts > Philosophical Consultancy

Philosophical Consultancy

Philosophical consultants use philosophical skills and insights to help clients resolve conceptual issues in their personal and professional lives. Potential clients for philosophical consultations must be prepared to examine and challenge their own ideas and reasoning processes, and seek to establish an adequate justification for their beliefs. The philosophical consultant is trained to assist the process with patience and respect.

The primary aim in philosophical consultations is to ensure clear and effective reasoning. This typically entails mapping out the logical structure of an argument, identifying unknowns and correcting fallacies. Appeals to intuition are allowed, but they must be examined and assessed for evidence of reliability.

If the ultimate goal of the consultation is to enhance the client's performance in some non-philosophical domain, then the enterprise is better classified as *philosophical coaching* (which has different protocols and standards).

<http://www.society-for-philosophy-in-practice.org>

Reydon – Good Acad. Practice – Hannover – Jan 2017 – 69