**Day 1**

**What's wrong with student plagiarism?**

Daniel Cohen

People say that student plagiarism is morally wrong for various reasons, for instance: because it involves theft, deception, or manipulation, because it is a form of cheating, because it is insulting, because it harms an institution or fellow students, or because it undermines the value of education. In this paper, I will consider each of these claims on its merits, with the ultimate aim of critically assessing the assumption that student plagiarism is, in fact, morally wrong. I will also consider who plagiarism might wrong, if it is in fact morally wrong. I will consider the possibility that plagiarism is a form of ‘personal’ wrongdoing which universities have no business in prosecuting.

**Economic impact of information professions: A look at the Libraries ACT kids programs**

Waseem Afzal

A profession represents a community of people bound together with a common set of knowledge, standards of conduct, and a dedication to make meaningful contributions to a society. Historically professions such as law, medicine, and divinity were acknowledged as highly important. However, with the industrial revolution societies started to become more complex giving rise to increased division of labour and to a large number of professions. The importance of professions, historically, was understood in terms of their contributions to humanity. But with the rise of capitalism and more recently post-modernism, the questions about economic contribution as well as accountability have become very real especially for professions that make highly nebulous contributions and are also publicly funded. Information professions including librarians, archivists, curators, knowledge managers undertake work which often times is very subtle and hence can be difficult to assess in terms of traditional economic measures. There are, however, approaches that have been developed and used internationally and in Australia to measure the economic contributions of information professions. Our research uses one such approach to estimate the economic contributions made by Libraries ACT kids programs to communities across Canberra.

**Evaluating Cultural Load in the Cultural Sectors**

Holly Randall-Moon

A key strategic aim of the Group’s research agenda is to build workforce capability in key ethical issues. Cultural load is a significant obstacle to First Nations workforce retention and workplace cultural responsivity. My proposal is to develop a large-scale research project to map and evaluate cultural load in key industry sectors where cultural work is most prominent. There is also a need to connect individual sectoral responses and identification of cultural load into a larger industry perspective.

The project will demonstrate how:

·       The exclusion of First Nations from planning and policy has resulted in an increase in cultural load for First Nations in professions such as Library and Information Services

·       First Nations bear the burden of cultural load in remembering history and reminding non-Indigenous peoples of this history

·       Using the theoretical framework of repair and maintenance, First Nations are increasingly called on to repair existing policy and professional practice frameworks for First Nations inclusion

·      There is a need for non-Indigenous peoples to have racial literacies as part of professional practice in order to understand how the history of their professions is related to settler colonisation and racial science

**Social Work and Disaster Practice**

Karen Bell, Heather Boetto, Peta Jeffries and Bernadette Moorhead

At a global level, the United Nations promotes localised, multidimensional approaches to disaster practice to mitigate the disproportionate impacts of disasters on people and communities experiencing socio-cultural, political and economic disadvantage. Likewise, the International Federation of Social Workers encourages the profession to embed disaster practice as a core ethical concern within the professional domain. While there is a growing body of literature on post-disaster social work practice, models for pre-disaster practice are scarce.

In response to these global challenges and gaps in knowledge, our program of research into social work and disaster practice addresses the following research questions:

How is contemporary social work practice conceptualised in the context of preparedness?

In what ways can community engagement and curriculum co-creation enhance education for the professions?

Our presentation outlines the program of research, which involves a range of initiatives including action-based participatory research, decolonial practices, community engagement, international research partnerships, field education innovations, and co-creation activities. Implications for contemporary social work practice and professional identity in the context of disaster practice are also presented.

**Day 2**

**Professionals and the Ethics of Workplace Surveillance**

Steve Clarke, Morgan Luck, William Tuckwell.

This paper is about the workplace surveillance of a particular class of employees; professionals. Professionals are members of professional associations, and as such are bound by professional obligations derived from their association’s standards and codes of ethics. We identify four different ways in which employers' use of workplace surveillance can make it difficult for professionals to fulfil their professional obligations. We argue that this amounts to employers violating the principle of *unhindered professionalism* which states that employers ought not to hinder the ability of their professional employees to meet their professional obligations. We finish up by identifying several constraints on the morally permissible use of workplace surveillance of professionals that follow from unhindered professionalism.

**Te Tiriti o Waitangi and making professional practice work for everybody: a case study from the New Zealand pharmacy profession**

Dominic O’Sullivan

Critical Tiriti Analysis (CTA) is an original policy development methodology I published with Came and McCreanor. It refers to the articles of Te Tiriti o Waitangi as foundational to substantive Maori voice in policy-making. It has been widely used across the public sector and has been adapted by the Nursing and Midwifery and Pharmacy Councils to inform the revisions of their professional registration standards. This paper introduces CTA. It examines CTAs potential contribution to the future of the professions with reference to my experience as a member of a Pharmacy Council expert advisory group on professional competence for registration. Finally, it considers CTAs adaptability to other jurisdictions.

**Social Work in Libraries – An Ecology of Research**

Karen Bell, Sabine Wardle, Monique Shepard, Jane Garner, and Kasey Garrison

In response to communities' complex needs and social justice issues, libraries worldwide are increasingly drawing on social work expertise to provide direct psychosocial and crisis support to library users and systemic support to library staff. However, this form of inter-professional collaboration is still an emerging practice field in Australia, and further research is needed to assess its impacts and effectiveness. This presentation explores the Social Work in Libraries (SWiL) program as an ecosystem of research and community engagement designed to address the central research question – *How can public libraries in Australia extend their services through inter-professional collaboration with social work*? We outline the findings from several SWiL research projects and publications, research engagement, pedagogy, dissemination strategies, and our developing local, national and international partnerships. Opportunities for sustaining the SWiL ecosystem of research are also considered.

**On the Nature and Extent of the Professional Obligation of Occupants of Epistemic Institutions to Tell the Truth**

Seumas Miller

The focus of this article is on the nature and extent of the professional obligation of occupants of epistemic institutions (e.g. universities, news/media companies and/or intelligence agencies) to tell the truth. Naturally, there is general obligation on the part of everyone to tell the truth and, therefore, on the part of the occupants of epistemic institutions and non-epistemic institutions alike to tell the truth. But is there a difference in respect of the nature and extent of the obligation of tell the truth between the occupants of epistemic institutions and others? And, if so, what is this difference? For instance, do academics have a specific obligation to tell the truth in relation to certain matters that others might not? What of intelligence officers? Do they have a specific obligation *not* to tell the truth in relation to certain matters?