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The perceptions of Brazilian IS researchers about scientific journals, academic reviewing and ethical issues concerning publication

Alexandre Reis Graeml
Universidade Tecnológica Federal do Paraná / Universidade Positivo, agraeml@up.edu.br

Fábio Vizeu
Universidade Positivo, fabio.vizeu@gmail.com

Marie Anne Macadar
Pontifícia Universidade Católica do Rio Grande do Sul, macadar@via-rs.net

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Alexandre Reis Graeml
Universidade Tecnológica Federal do Paraná /
Universidade Positivo
alexandre.graeml@fulbrightweb.org

Fábio Vizeu
Universidade Positivo
fabio.vizeu@gmail.com

Marie Anne Macadar
Pontifícia Universidade Católica do Rio Grande do Sul
macadar@via-rs.net

ABSTRACT

This paper presents preliminary results of a survey with Brazilian Information Systems researchers with respect to their experience as writers and reviewers of academic papers for scientific journals. Operational and ethical issues were addressed with the purpose of collecting material that could lead to debate among researchers on how to improve scientific reviewing and publication strategies in the country's journals. At this stage, very preliminary results are analyzed, considering that data collection is still under way. However, a few concerns could already be raised and trends depicted. In order to guide the analysis, the perspectives of a few authors that distinguish the pragmatic behavior, the ethical behavior and the moral behavior were taken into account, as it is believed that they help understand the pressures to which researchers are submitted these days. In that sense, the problem of ethics in research was included in the discussion, based on the reflection of certain contemporary philosophers about the reasons for a modernity ethics crisis, related to the rule of instrumental rationality.

Keywords

Scientific journals, peer review, ethics, journal publication.

INTRODUCTION

Brazilian academy is maturing and so are the means used by researchers to report the results of their studies. Up to recently, most Brazilian Information Systems researchers considered that presenting their findings in conferences or symposia was enough. Many did not go to the trouble of preparing improved versions of their work to submit to academic journals. In fact, they considered the publication of their manuscripts in the proceedings of a good scientific event as the final stage of their research projects.

Due to that kind of behavior, a few of the most prestigious Brazilian academic events became very popular, but, at the same time, very restrictive with respect to the papers they accepted for presentation. At the same time they refused 70% or more of the papers received for evaluation, they were not able to give the same kind of detailed feedback that good journals provide their authors with. The main reason for that was that congress paper reviewers receive many papers at a time to review, which prevents them from spending enough time analyzing each single submission. In addition to the lack of careful and detailed feedback to the authors, which could help them improve the quality of their work, conference proceedings have other disadvantages as a means for final publication of research results. Some pitfalls have long been acknowledged by the Brazilian academic community: it is impossible to have several rounds of manuscript improvement, with a debate with reviewers and editors, and the publication only reaches the event's participants, who have access to the proceedings (although this may be less true in Internet times).

Taking that into account, the Brazilian academic agency that supports research and graduate studies in the country started emphasizing the importance of journal publication, a few years ago, providing incentive to those that changed their publication behavior and prioritized journals when publishing the final results of their research.

This, of course, stressed the system, as there were not enough journals capable of reviewing, editing and publishing the rapidly increasing number of papers that started being sent to them for evaluation, after appearing in the proceedings of academic events or in replacement to them.

Considering this scenario of increasing demand for space for the publication of research results in journals and the alleged lack of infrastructure and capacity of qualified available journals to absorb them, this paper has the objective of understanding what the Information Systems researchers experience is, with the scientific journals they send their papers to, and what their perceptions are about several ethical issues concerning publication and academic peer review.

The next sections present the literature review on the lack of ethics in modern societies and science's contribution to it, ethics in the academia's praxis, the methodological procedures adopted in data collection and analysis, the actual analysis and the conclusion, which summarizes the results of the study and presents an agenda for future research.

THE LACK OF ETHICS IN MODERN SOCIETIES AND SCIENCE'S CONTRIBUTION TO IT

According to a few authors that criticize the instrumental rationality that characterizes contemporary societies (e.g. RAMOS, 1981; ADORNO AND HORKHEIMER, 1985; HABERMAS, 1985; ENRIQUEZ, 1997b; GODBOUT, 1999), the main issue concerning its hegemony is the lack of ethical orientation of those societies. According to them, the predominance of this rational-instrumental orientation for modern life is a result of the centrality of a market economic logic in this historical period. That means that pragmatism is also a result of this market logic, in our society, which influences social life beyond the boundaries of its economic scope (RAMOS, 1981). In spite of the market logic having been historically universalized by the continuous development of the capitalist economy, and as a result of its status in comparison to other modern institutions, another important force to condition modern pragmatism is *science* and its influencing role in society. In fact, science became an important institution in modern era due to its utilitarian pragmatism. Scientists were proud of an alleged value neutrality (WEBER, 1970), but science has gained the society's attention primarily due to the utilitarian interest for its technical nature (HABERMAS, 1987). Thus, in this historic context, political issues concerning the choice of values or objectives are not considered so important any longer; people are interested in technical issues (ENRIQUEZ, 1997a).

Scientists that preached the value neutrality of knowledge and the market logic were two important factors generating most of the good in our society, when compared to previous times in history. However, they were essential causes for some of the hazards related to pragmatic thinking and instrumental rationality. The capitalist ethos was probably a little more important in this process, considering that it leveraged modern science making it to be considered a superior form of knowledge, when compared to philosophy, religion and common sense (SANTOS, 1988; HABERMAS, 1987). That does not mean that science was kept hostage of the market economy, but, in many ways, it is one of its products, not being immune to the utilitarian economic pressure, that often makes it dependent.

Habermas (1987) considers that the behavior that is guided by the pragmatic perspective – which, according to his action theory corresponds to the strategic type of action – prevails in modern society. Not differently to those who mentored him in the Frankfurt school (ADORNO and HORKHEIMER, 1985), Habermas argues that, in modern times, human reasoning was biased by the hegemony of instrumental rationality. According to what was said before, this rationality, in addition to being focusing on a single pragmatic perspective, is incompatible with the existence of ethical concerns.

ETHICS IN ACADEMIA's PRAXIS

Academicians of the modern world are professionals that are subject to the same competitive rules as any other member of our society. In spite of their vocation for the truth of facts and the ideal of emancipation through science, which was preached by positivism, the truth is tougher than it seems. Professional researchers compete for resources to survive and are also exposed to the belief that modern individualism and the utilitarian pragmatism are good things. That is the reason why ethics is also missing in academic activities.

The discussion about ethics in scientific activities has become particularly relevant after the unbelievable experiments conducted by Nazi medical doctors during World War II became known to the world. After that moment and also taking into account other events that happened during the war, mankind became very distrustful about the scientific community's ability to perform its activities without imposed ethical limits (SANTOS, 1988), even under the justification that scientific investigation requires knowledge freedom which should not be limited by any sort of constraints. This debate is far from being over, but one could say that, prior to the Second World War, it was absolutely inexistent.

An important way to create boundaries to the ethical behavior of the scientific community is by issuing ethic codes that need to be followed by all its members. Almost always being prepared following the initiative of the community's own members, such codes try to become an ally to prevent the legitimacy crises concerning scientific practices, in those cases where science could harm society (specially with respect to harm that could be imposed on research subjects). However, ethic codes developed by scientific communities attempt, at certain extent, to reflect existential values to its members, as they wish to draw virtuous requirements for good living and well being. As scientific researcher is a modern profession, it also reflects the existential values of modernity, preserving equality, justice and freedom for all.

To what extent is the scientific community influenced by a pragmatic orientation or an ethical orientation when it performs its activities? Is the ethical-moral sense of the researchers fully compatible with, or do his/her impressions with respect to ethical issues match, the practices of the community? The fact of these questions not having an answer indicates that, even given the intense debate about ethics in scientific research, in general, little is known about the ethics dimension within specific scientific communities. Getting to know where ethics stands in those communities, even if only based on the perception of its members about the issue, is relevant because it can be used as a guiding reference for the community, itself. This was the intention of the empirical effort developed for the preparation of this paper.

CODES OF RESEARCH AND PROFESSIONAL CONDUCT

Some professional associations have issued codes of ethics and professional conduct which contain guidelines to be followed by professionals in their areas with respect to ethical behavior. Association for Information Systems (AIS) and Association for Computing Machinery (ACM) are two such associations. AIS' code focuses specially on academicians and is divided on two major categories:

- Category one involves guidelines that must *always* be adhered to, such as "do not plagiarize" and "do not fabricate or falsify" elements of the research.
- Category two involves recommended ethical behaviors, such as respect to research subjects, only send original papers for evaluation, declare conflict of interest that might interfere with reviewing, acknowledge contributions of all research participants, etc.

METHODOLOGICAL PROCEDURES

A questionnaire was created based on issues that appeared as concerns in the literature and also based on the authors' own experience with academic ethics and other issues involving the publication and reviewing processes. A very straight forward empirical paper by Resnik, Guitierrez-Ford and Peddada (2008), discussing problems related to peer review in scientific journals, was also very important in determining some of the questions, which allowed for comparisons, regardless of the population of that study comprising researchers from a completely different field.

After the questionnaire was ready, it was fed into Survey Monkey, a web based survey application tool. The survey was then pre-tested by two researchers that were invited by the authors to answer the questionnaire but focusing on finding out problems with the text, that could eventually mislead the actual respondents. They provided important feedback which resulted in a few little adjustments to the questionnaire, prior to its use with the target population of respondents.

The invitation to participate in the survey was sent to 121 researchers whose data was included in a database prepared by one of the authors for the review of papers sent to a major Brazilian conference on Information Systems for which he was one of the organizers, in 2007/2008. The reason to choose such group of researchers as the universe for this study was the fact that they are active and experienced researchers, whose opinions deserve to be considered, with respect to paper reviewing and other ethical and operational issues related to academic research. Even not being all necessarily senior, they were well acquainted with the academic praxis and competent to answer the questions they were posed with. Five e-mails were returned due to wrong address and four automatic messages revealed that their mailboxes' owners were not available during the period of data collection. So, only 112 researchers probably received the message with the invitation to take part in the survey. Fifteen of them (13.4%) responded to the request to participate in the survey after the first invitation e-mail. A few days latter a reinforcement e-mail was sent and then other 14 contributed with their impressions, adding up to 25.9% of the population.

RESULTS

Before getting into the analysis of the actual data, it is good to have some notion of who the respondents actually were. The average age was 45.8 years (ranging from 32 to 65). About 62.1% were male and 37.9% female. 93.1% were doctors and the remaining were doctoral candidates. The average time since getting the last degree was 7.2 years, which also attests the good experience the respondents in general have with academia. Table 1 shows the distribution of the participants according to

their role in academia. Ca. 67.9% are graduate professors. Most also teach at other educational levels. 75.9% have IS as their primary research interest. There were some, however, that claimed their main academic interest to be something else: product development, knowledge management and innovation, decision analysis, strategy or government studies areas that were mentioned. All respondents review papers in a peer review process, at least for conferences, as seen in Table 2. This means that they all have reasonable idea of how the process works.

Participant's role in academia		
Answer options	**Response percent**	**Response count**
Graduate professor (*stricto sensu*)	67.9%	19
Extension professor (*lato sensu*)	48.3%	14
Undergraduate professor	71.4%	20
Doctoral candidate	10.7%	3
Master's student	0.0%	0
Other	0.0%	0
answered question		28
skipped question		1

Table 1. Participants' role in academia

Acts as a reviewer…		
Answer options	**Response percent**	**Response count**
for national conferences	100,0%	29
for international conferences	72.4%	21
for national journals	79.3%	23
for international journals	34.5%	10
answered question		29
skipped question		0

Table 2. Participants' experience as paper reviewers

The average number of papers published in the proceedings of conferences and symposia is 28.3, ranging from 3 to 76 (there was one respondent that claimed not to have any publications in proceedings, who was not included in the calculation of the average above). All respondents have papers published in academic journals. The average number of papers published in journals is 7.6, varying from 1 to 27. This also provides evidence that the respondents have good experience with the academic research praxis.

Reviewing process

Rockwell (2006, p. 9) states that "reviewing manuscripts does take time" and "even very short reviews require time, reflection, and thought". She suggests that in case the reviewer does not feel s/he is in condition of doing a good job, he/she should decline to review. And, in spite of AIS code of research suggesting that "editors and reviewers should work together to ensure a prompt review cycle ideally not exceeding three months from the date of receipt of the manuscript to the date a decision has been communicated to the author(s)", that was not what the participants in this study reported as happening. When asked about the time it took to receive feedback for a paper sent to a journal for possible publication, responses varied from 2 months to 24 months, with an average of 13,3 months. However, 17.9% of the respondents "strongly disagree" with a statement saying that the evaluation process is becoming more agile, other 35.7% just "disagree" (see item 1 in Figure 1). Only two respondents (7.1%) "strongly agree" with the statement. One of the respondents gave his opinion about why the process seems to be taking longer, using a comment box in the survey: "reviewers have been overloaded and that affects the time one has to wait for the result of the reviewing process. This also affects the quality of the contribution reviews give. Many journals (including the ones that are very well positioned in Qualis[1])

are not well structured enough to cope with the avalanche of papers they now receive. I know of situations where papers were lost in the middle of the reviewing process. In another case, it took the journal four months only to tell the author of an approved manuscript if his paper would be published that year or the following year". And he complements: "the feeling is that the researcher is alone, that he depends on the mood of the editor and his/her team, when the opposite should happen. The editor should be honored to receive papers to review and should retribute the author handling the paper diligently". Another respondent, when answering another question about the ethical issue involved in sending the same paper to be reviewed by two different journals at the same time grizzled: "Now I do not think it is anti-ethical to send the same paper to two journals at the same time, anymore (although I still do not do it). At least, it is not any more anti-ethical then the time it usually takes our journals to review a paper!". This also contradicts AIS code of research's suggestion:

> *"You should not submit a manuscript for review which is identical or very similar to work you have published previously or which has been accepted elsewhere for publication; or have essentially the same paper before reviewers of multiple journals at the same time, or multiple conferences at the same time" (p. 3).*

Another issue that deserves attention is the fact that the respondents are not happy with the level of detail in the feedback they receive for the papers they submit to Brazilian academic journals, neither with the knowledge reviewers demonstrate about the papers' subject (46.4% "disagree" or "strongly disagree" with a favorable statement, as shown in item 3 in Figure 1). One of the respondents noted that "many times the feedback one gets from reviewers of an international conference such as ECIS[2] is more helpful than the assessment made by an A journal[3] in Brazil". They also complain that the reviewers many times are not able to free themselves from preconceived ideas, ideologies or epistemological frameworks, in order to fairly evaluate papers that were written under a different perspective. 85.2% of the respondents either "agreed" or "strongly agreed" with the statement about reviewers being biased (see item 7 in Figure 1). Thus, Rockwell (2006, p.13) warns that "reviewers must also be aware of some subtle biases that can influence their judgment and recommendations". As also highlighted in the findings of the study carried out by Resnik, Gutierrez-Ford and Peddada (2008) - reviewer was incompetent and biased - Rockwell (2006, p.16) reminds that:

> *"…the reviewer should remember that the review will be sent to the authors and that it should be written in a constructive and collegial tone. The content should be constructive and informative. Comments and recommendations should be clear and should be supported with citations to specific figures, tables, or sections of text. When the reviewer's criticisms rely on or are supported by data in the literature, the reviewer should provide citations to the relevant papers. A good review should help the authors to think more clearly about their work and its design, execution, presentation and significance."*

In that sense, the findings of this study show that the respondents also dislike the fact that many reviewers demand fixes and adjustments to be performed with which the authors do not agree (see item 13 in Figure 1). 10.7% "strongly agree" with a statement saying that authors are forced to change their papers even with respect to things they do not agree. 46.4% agree with it to a lesser extent.

At the good side of the spectrum, respondents in general do not think that reviewers steal their ideas, data and methods (see item 10 in Figure 1). They also tend to trust the confidentiality of the reviewing process more than put it in doubt (see item 9 in Figure 1).

The responses to other statements presented in Figure 1 were less conclusive, as most respondents chose alternatives closer to the center of the scale ("agree", "neutral" or "disagree"), avoiding extreme opinions ("strongly agree" or "strongly disagree"). In most cases, there was even some balance between those who were pending to either direction.

Ethical issues

The respondents were also surveyed about their perceptions concerning academic ethics in the reviewing process. Thirteen situations were first presented to them, so they had to say if they were "Extremely anti-ethical", "Very anti-ethical", "Anti-ethical", "Slightly anti-ethical" or "Did not represent an ethical issue". After that, they were asked to say how often those situations happened in the academic routine, according to their perception.

The situations were as shown in Table 3. Except for situations 2 and 5, which many respondents did not consider to pose ethical problems, all other situations were considered "extremely anti-ethical" by at least 50% of the respondents, as shown in the left side of the table. Situations 2 and 5 are marked in yellow, because they may represent situations where the ethics has already changed, as a result of the community's behavior, eventually due to objective rationality pressures. Fortunately, when contrasted with the data in the right side, which shows the perceived frequency in which such situations occur, one notices that situations 1, 3, 4, 6, 8, 9, 11, 12 and 13 are unusual ("Not frequent" and "Never happens" represent the majority of the responses). They are marked in green because they do not represent conflicting situations between ethical beliefs and behavior. However, situations 7 and 10 are concerning, as most researchers consider them very anti-ethical and they often happen (these were marked in red in Table 3).
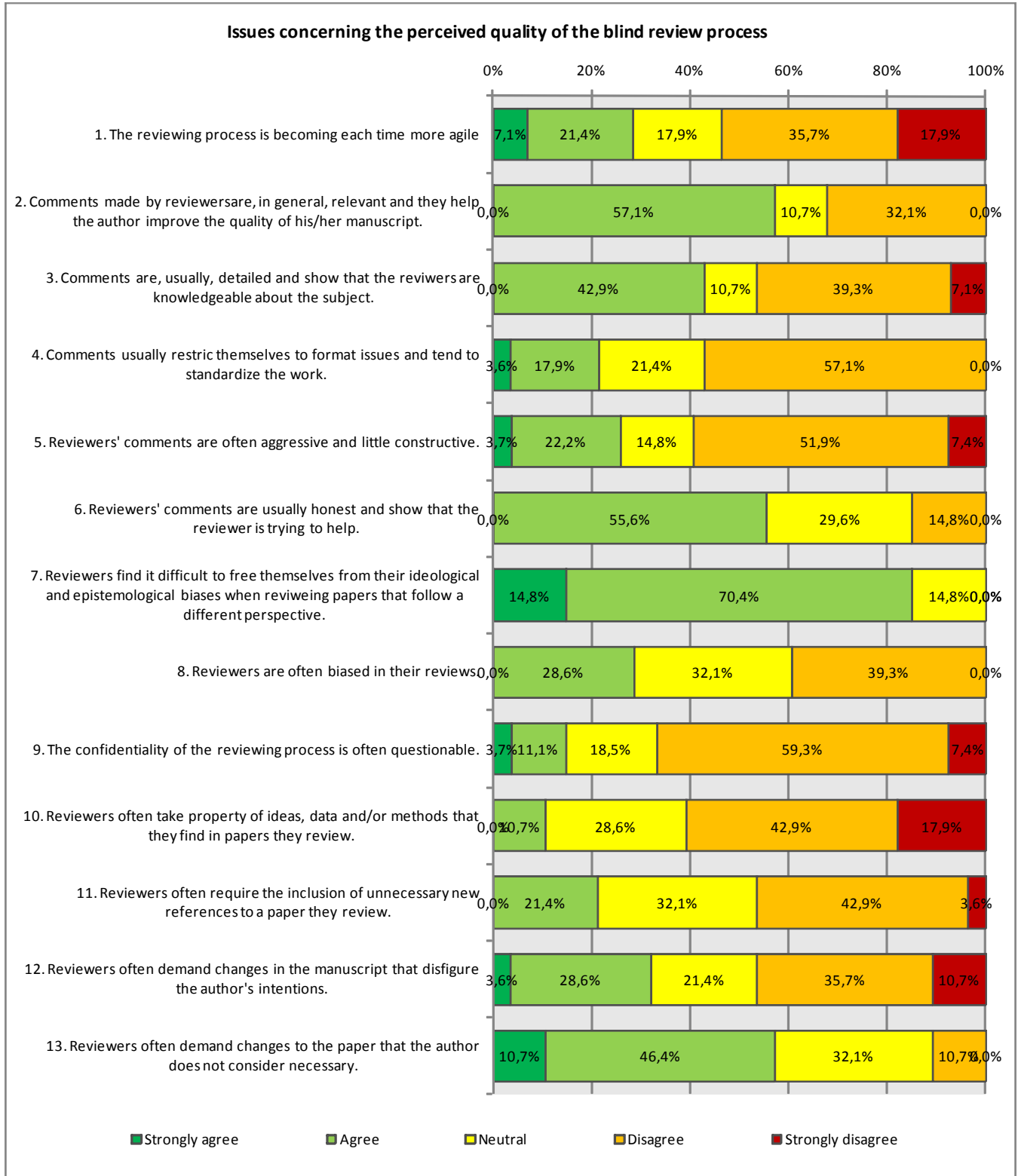
Issues concerning the perceived quality of the blind review process

Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. The reviewing process is becoming each time more agile	7,1%	21,4%	17,9%	35,7%	17,9%
2. Comments made by reviewersare, in general, relevant and they help the author improve the quality of his/her manuscript.	0,0%	57,1%	10,7%	32,1%	0,0%
3. Comments are, usually, detailed and show that the reviwers are knowledgeable about the subject.	0,0%	42,9%	10,7%	39,3%	7,1%
4. Comments usually restric themselves to format issues and tend to standardize the work.	3,6%	17,9%	21,4%	57,1%	0,0%
5. Reviewers' comments are often aggressive and little constructive.	3,7%	22,2%	14,8%	51,9%	7,4%
6. Reviewers' comments are usually honest and show that the reviewer is trying to help.	0,0%	55,6%	29,6%	14,8%	0,0%
7. Reviewers find it difficult to free themselves from their ideological and epistemological biases when reviweing papers that follow a different perspective.	14,8%	70,4%	14,8%	0,0%	
8. Reviewers are often biased in their reviews	0,0%	28,6%	32,1%	39,3%	0,0%
9. The confidentiality of the reviewing process is often questionable.	3,7%	11,1%	18,5%	59,3%	7,4%
10. Reviewers often take property of ideas, data and/or methods that they find in papers they review.	0,0%	10,7%	28,6%	42,9%	17,9%
11. Reviewers often require the inclusion of unnecessary new references to a paper they review.	0,0%	21,4%	32,1%	42,9%	3,6%
12. Reviewers often demand changes in the manuscript that disfigure the author's intentions.	3,6%	28,6%	21,4%	35,7%	10,7%
13. Reviewers often demand changes to the paper that the author does not consider necessary.	10,7%	46,4%	32,1%	10,7%	0,0%

Legend: ■ Strongly agree ■ Agree □ Neutral □ Disagree ■ Strongly disagree

Figure 1. Issues concerning the perceived value of Brazilian academic journals' blind review processes

Note: Note that statements 1, 2, 3 and 6 have inversed scales, when compared to the others, which means that agreement, in those cases would mean a good thing, while for all the others, disagreement is good.

Answer options	Extremely anti-ethical	Very anti-ethical	Anti-ethical	Slightly anti-ethical	No ethical problem	Always happens	Very frequent	Frequent	Little frequent	Never happens
1. A researcher receives a paper to review for a journal or a conference, finds out that it has results that are equivalent to those of an unpublished research of his/hers and puts id down to assure he/she publishes his/her own findings first.	79.2% (19)	8.3% (2)	12.5% (3)	0.0% (0)	0.0% (0)	0.0% (0)	4.3% (1)	8.7% (2)	60.9% (14)	26.1% (6)
2. A researcher is invited to blind review a paper and, having identified the author of the paper, still decides to review it.	16.7% (4)	37.5% (9)	25.0% (6)	12.5% (3)	8.3% (2)	4.3% (1)	13.0% (3)	30.4% (7)	30.4% (7)	21.7% (5)
3. A researcher receives a paper to review for a congress and puts it down to increase the chances of his/her own work being accepted.	75.0% (18)	12.5% (3)	12.5% (3)	0.0% (0)	0.0% (0)	0.0% (0)	4.3% (1)	17.4% (4)	52.2% (12)	26.1% (6)
4. A researcher asks someone else to review papers that were sent to him/her to review, without informing the editor/chair.	50.0% (12)	29.2% (7)	12.5% (3)	8.3% (2)	0.0% (0)	0.0% (0)	8.7% (2)	30.4% (7)	30.4% (7)	30.4% (7)
5. A researcher accepts to review an academic paper even when he/she does not consider him/herself competent for that.	33.3% (8)	12.5% (3)	29.2% (7)	20.8% (5)	4.2% (1)	8.7% (2)	0.0% (0)	60.9% (14)	13.0% (3)	17.4% (4)
6. A researcher is expected to review the complete paper but only reads the title and abstract to issue his/her opinion.	70.8% (17)	16.7% (4)	12.5% (3)	0.0% (0)	0.0% (0)	4.3% (1)	4.3% (1)	30.4% (7)	39.1% (9)	21.7% (5)
7. A researcher participates in a dissertation committee without having properly read the work.	50.0% (12)	20.8% (5)	25.0% (6)	4.2% (1)	0.0% (0)	8.7% (2)	17.4% (4)	30.4% (7)	26.1% (6)	17.4% (4)
8. A researcher notices that the work of a friend consists on plagiarism and/or has been previously published elsewhere, but decides not to inform the journal's editor.	50.0% (12)	20.8% (5)	25.0% (6)	4.2% (1)	0.0% (0)	4.5% (1)	13.6% (3)	18.2% (4)	40.9% (9)	22.7% (5)
9. A journal editor prioritizes the work of friends and research partners in the reviewing and editing process.	66.7% (16)	12.5% (3)	16.7% (4)	4.2% (1)	0.0% (0)	4.3% (1)	13.0% (3)	21.7% (5)	39.1% (9)	21.7% (5)
10. A journal editor accepts to include the paper of a friend on an informal fast track.	54.2% (13)	12.5% (3)	16.7% (4)	16.7% (4)	0.0% (0)	4.3% (1)	13.0% (3)	34.8% (8)	26.1% (6)	21.7% (5)
11. A journal editor decides to speed the reviewing process of a paper written by another journal's editor, expecting to get the same sort of privilege treatment.	54.2% (13)	20.8% (5)	16.7% (4)	8.3% (2)	0.0% (0)	4.3% (1)	4.3% (1)	17.4% (4)	52.2% (12)	21.7% (5)
12. A journal editor changes the records of a reviewer's opinion on a specific paper to benefit or impair its author.	87.5% (21)	12.5% (3)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	8.7% (2)	52.2% (12)	39.1% (9)
13. A journal editor demands something in exchange to approve or facilitate the process of publication of a paper.	87.5% (21)	12.5% (3)	0.0% (0)	0.0% (0)	0.0% (0)	4.3% (1)	0.0% (0)	8.7% (2)	43.5% (10)	43.5% (10)

Table 3. Ethical issues concerning the reviewing process of academic papers

The respondents claim that situations they consider very anti-ethical, such as participating in a dissertation committee without having properly read the candidate's work, not warning an editor about detected plagiarism or self-plagiarism, or benefiting friends in the reviewing process (when acting as journal editors) happen with certain degree of frequency.

CONCLUSION

During the reviewing process of academic papers several ethical issues arise for the reviewer, the editor and the authors, when they receive feedback. This paper discussed the perceptions of IS researchers about a process that is perceived as painful by many, unfair by others and even anti-ethical by others still. However, the reviewing process can also be a good opportunity for mutual learning, from which authors, reviewers and editors can benefit, if ethical guidelines are followed by all parties involved.

By means of this study, in spite of its preliminary and exploratory character – considering that research ethics studies are inexistent or extremely rare in IS – it is possible to find evidence of the presence of a pragmatic orientation but also of an ethic orientation of researchers. It was also possible to depict the tension between the attempt of being ethical and of being successful in a context of competition and pragmatism. This becomes especially clear when one realizes that most situations in the survey were considered extremely anti-ethical (more than 50% of responses in that sense) and that does not mean that they do not happen in practice. There is conflict between what the IS academic community considers ethically acceptable and the way its members behave, in many situations.

Future studies could investigate the reasons for such conflicts, which was beyond the scope of this paper. It was also noticeable here that there are a few issues that reveal tension between being ethical and being pragmatic. For example, questions 2 and 5 in Table 3 provide good examples of situations that many respondents do not consider as anti-ethical and claim to be very frequent. They could already be the result of a disruption of the ethical consciousness of the community about the behavior of its members. Disruption may be the case when there is a perception of a behavior not being anti-ethical and, at the same time, happening often, particularly when that behavior is not considered ethical by other communities. Future studies could, therefore, also focus on comparing the perceptions of members of different scientific communities. In addition to that, it is also important to carry out studies to understand the influence of cultural issues on the ethic sense of the community under investigation. This does not mean assuming a relativistic ethical perspective, such as the one adopted by those who defend an utilitarian ethics, as criticized by Habermas (1989). In only assumes that the ethical consciousness of a group is built over time, demanding careful analysis, particularly in the case of a scientific community that aims to be global.

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Notes

[1] Qualis is the ranking of Brazilian academic journals issued by Capes, the Brazilian Graduate Studies and Academic Research Agency.

[2] European Conference on Information Systems.

[3] Up to recently, Brazilian academic journals were ranked as A journals, B journals or C journals, depending on a set of criteria defined by Capes. Of course, researchers were expected to get at least part of their work published in A journals (allegedly top journals), which makes them usually more competitive than others.