Ethics in Teaching
FGSR GTL Teaching & Learning Week

Bryan Hogeveen
Vice Dean (FGSR)

&

Chris Hackett
Student Conduct Officer, Student Services-Student Conduct & Accountability
Objectives

- Identify and discuss ways that people may interpret situations and how, as teachers, you may want to handle these situations (based on Ethical Principles)

- Build strategies to help resolve potential conflicts regarding instructor-student relationships
  - Identify resources to assist you in working through situations that may arise
Ice Breaker

• Talk with the person sitting next to you about your answer to the following questions:
  • What are ethics in teaching?
  • Why do ethics matter in teaching?
Ethics in a university classroom

- Academic ethics
- Workplace ethics
  - Instructors need to be aware of all of their responsibilities, know when and when not to use their discretion, and when to consult with or refer a matter to others.
Academic ethics

- Expectations for both students and instructors have to have in terms of the content of the course
- Society for Teaching and Learning in Higher Education (STLHE) and various University policies on grading, academic integrity, etc.
- Disciplinary expectations, including professional codes of ethics
Ethical Principles in University of Teaching

- Society for Teaching and Learning in Higher Education (STLHE)
  - https://www.stlhe.ca/awards/3m-national-teaching-fellowships/initiatives/ethical-principles-in-university-teaching/
STLHE Principles

Principle 1: Content Competence
Principle 2: Pedagogical Competence
Principle 3: Dealing With Sensitive Topics
Principle 4: Student Development
Principle 5: Dual Relationships With Students
Principle 6: Confidentiality
Principle 7: Respect for Colleagues
Principle 8: Valid Assessment of Students
Principle 9: Respect for Institution
Workplace ethics

- Expectations established by law and University policy that determine every member of the community has a right to a safe workplace in which they have the opportunity for full participation.
- Some examples: Discrimination, Harassment and Duty to Accommodate Policy, Sexual Violence Policy, Code of Student Behaviour, Ethical Conduct Policy
Searching UAPPOL

Keyword Search

The keyword search box is located in the upper right corner of this page. You might find that it is all you need.

A-Z Index

The A-Z index sorts the policies alphabetically and includes their associated procedures and appendices.

Subject Areas

You can also search policies by subject area. There are nine subject areas in UAPPOL: Academic Policies; Research Policies; Human Resources Policies; Finance Policies; Administrative and Operations Policies; University Relations Policies; Health & Safety Policies; Information Management and Information Technology Policies; and, Facilities, Properties and Equipment Policies.
Sources of support and authority

- Academic ethics
  - Instructor in the course (primary responsibility)
  - Department
  - Faculty
Sources of support and authority

- Workplace ethics
  - Instructor in the course
  - Department
  - Dean of Students Office
  - Faculty of Graduate Studies and Research
  - Office of Safe Disclosure and Human Rights
  - Human Resource Services
  - Helping Individuals at Risk
  - Accessibility Resources
  - Sexual Assault Centre
  - University of Alberta Protective Services
  - Student Conduct and Accountability
Cases (Videos)

• Purpose
  • Reflect on different scenarios you may experience
  • Discuss your thoughts with others in this cohort
  • Identify potential resources you may need

• Process
  • Watch videos
  • Discuss prompt questions in small groups (neighbours)
  • Group sharing of thoughts, comments, and questions
Prompt Questions

- What is the underlying problem in the video?
- What problems, if any, do you see with the position taken by the student? By the instructor?
- What’s the role of the instructor in this situation? Should they address the issue or refer it to another responsible authority?
- What actions could have prevented this problem?
- What additional information would you need to come up with an appropriate resolution?
- What might be an appropriate resolution?
Suggested Videos

- University of Victoria’s Critical Incidents Series
- Section II: Close Encounters of the Academic Kind
  - #4 Harassment and Cultural Differences (~2:10 mins)
  - #9 Proof Perfect (~3:10 mins)
  - #3 Voices of Women (~2:43 mins)
  - #7 Trust and Fairness (~2:44 mins)
  - #8 Group Assignment (~3:24 mins)
  - #6 Academic Standards (~2:56 mins)
  - #1 Missing Paper (~1:44 mins)
  - #5 Diversity and Expectations (~2:30 mins)

https://www.uvic.ca/learningandteaching/faculty/resources/instructional/criticalincidents/index.php