



**Red Deer College Faculty Association**

# **Guidelines for Ethical Practice**

**April 2011**

# Red Deer College Faculty Association Guidelines for Ethical Practice

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## Acknowledgements

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Members of the 2009-2010 Ethics Committee:

Dale Gust, Trades  
Mark Kenney, Legal Assistant  
Robert Nellis, Education  
Elaine Spencer, Social Work  
Lorraine Way (Chair), Nursing

Members of the 2007-2008 Ethics Committee:

Lynda Adams, Theatre Studies  
Guillermo Barron (Co-Chair), Humanities and Social Sciences  
Alan Blacker, Trades  
Tera Dahl-Lang, Social Work  
Sara Daniels, Nursing  
Dale Gust, Trades  
Mark Kenney, Legal Assistant  
Deena Martin, Disability and Community Studies  
Wendy Motley, Nursing  
Shawna Schnick, Education Assistant  
Elaine Spencer, Social Work  
Lorraine Way, (Co-Chair), Nursing

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## **Background**

In 2007-2008, a large group from a cross-section of the faculty considered whether FARDC should revisit a document called “Standards of Professional Conduct” which appeared as Section C of the FARDC Members Manual. After reviewing similar documents from other institutions, the group worked with a consultant to design a process for developing a revised or new document. A faculty survey conducted in the spring of 2008 indicated that there was strong support for a review of the document (87.3%) and for the process that was proposed (84.1%, plus 7.2% with slight revisions).

After a break of about a year, a smaller committee was asked to move the project forward. The suggestions collected in the 2008 survey, along with data collected during the winter of 2010 (in focus group discussions and a web-based survey) offered initial direction in the development of a draft document which was shared with the faculty community during the fall of 2010 with an invitation to provide feedback. At the same time, the committee asked for input from other Red Deer College groups who interact with faculty. Based on the feedback collected in the fall of 2010, the draft document was revised. The document was taken to FARDC members at a General Meeting in January 2011.

Members voted electronically on the acceptance of the document in the winter of 2011 and the document was approved in April of 2011. It is available to members on the FARDC website.

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## Part One: Preamble

The Faculty Association of Red Deer College's **Guidelines for Ethical Practice** outlines values that FARDC members have indicated they support and offers guidance in addressing ethical challenges. This document has been developed by faculty for faculty\*, and as such has the following intended uses:

1. As a declaration of key values that underlie faculty's working relationships with each other, with members of the RDC community, and with the community-at-large.
2. As a resource which can guide professional behaviour when faced with ethical challenges.
3. As a resource to be used in orienting new FARDC members to some of their professional expectations.
4. As a resource that may assist in identifying/framing/discussing ethical issues.
5. As a resource for self-reflection.

The **Guidelines for Ethical Practice** document **may NOT be used** in the following ways:

1. This document is NOT intended to offer an interpretation of the Collective Agreement or the published policies of the College.
2. It is NOT to be used as a substitute for the due processes that have been established for dealing with issues related to discipline of faculty members.
3. It is NOT intended as a code of personal conduct.
4. It is NOT intended as a limitation on academic freedom.
5. It is NOT a substitute for other professional codes that faculty members may be obliged to follow.
6. It may NOT be used as a standard, basis, or guideline to support allegations of misconduct on the part of a member.

This document is aspirational. It explores and articulates ideals that we hope will flourish in an environment that supports ethical behaviour. It is important to note that, depending on the circumstances, faculty may not always be able to fully realize every one of these ideals in every single situation. In any given set of circumstances, interaction, behaviours, and decisions may be affected by a number of variables. Thus, any

reference to this document as a guideline for professional and ethical behaviour must fully recognize the particular circumstances of the situation.

This preamble forms part of the document and is binding as to the limitations, use, and purpose of the document.

\* Faculty is an inclusive term which includes all members of FARDC, including those who do not have instructional responsibilities.

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## Part Two: Values

Members of FARDC aspire, wherever possible, to act in a manner that is consistent with the values that we believe are important to our role within the institution:

### Respect for Others

Members of FARDC value respect for others. It is an important foundation of effective communication and healthy debate -- essential components of the post-secondary educational experience.

There are many ways to foster and demonstrate respect. For example, the following behaviours support this value:

- interacting with students, faculty, other RDC staff, and the public in ways that protect their dignity.
- following College policies and procedures, while actively and constructively pursuing changes which we believe would improve the College.
- protecting individuals' right to confidentiality and privacy.
- encouraging individuals (in and outside the classroom) to treat one another with respect.
- recognizing and upholding individuals' rights (without limiting other individuals' rights).
- recognizing and upholding individuals' rights to follow a variety of personal beliefs and traditions.

### Fairness

Members of FARDC value fairness. It is essential to their role in providing feedback, making instructional/resource/curriculum decisions, and grading students.

There are many ways to promote and support fairness. Fairness is not necessarily treating everyone the same, but addressing the needs of the individuals involved with the same degree of concern. For example, the following behaviours support this value:

- being open to the diverse individuals with whom we interact who may also hold diverse perspectives.
- offering professional judgements, including feedback and grades, in a fair and equitable manner.
- striving for inclusion by creating working and learning environments that respect and uphold the human rights of individuals without prejudice.
- making appropriate accommodations based on documented student needs, while also maintaining the standards of the profession or discipline.
- respecting student rights while also encouraging students to honour their responsibilities.

## **Integrity**

Members of FARDC value honest and ethical behaviour as vitally important in an academic setting.

There are many ways to demonstrate and encourage integrity. For example, the following behaviours support this value:

- maintaining appropriate professionalism in situations where a vested interest or relationship (personal, business, or family) might jeopardize or be seen to jeopardize academic objectivity.
- dealing with and communicating about potential conflicts of interest in a transparent way.
- honouring and upholding verbal and written commitments.
- fulfilling professional responsibilities and obligations.
- encouraging and promoting student success.
- communicating in an honest and forthright manner.
- acting in a timely manner once one is made aware of a problem that should be addressed.

## **Exploration and Advancement of Knowledge**

Members of FARDC value one of their key responsibilities within the institution -- exploring and advancing knowledge. To do this, they must safeguard academic freedom and rigorously uphold academic honesty.

### ***a. Academic Freedom \****

Definition: The freedom to teach, pursue, explore, and discuss knowledge related to academic study without fear of arbitrary interference.

Background: The College's Academic Freedom policy states that "The existence of academic freedom creates and maintains protected arenas for critical thought and open discussion vital to the social health of the nation. Accordingly, Red Deer College recognizes the need to ensure that its students and faculty are guaranteed this right to academic freedom." (April 7, 2003)

There are many ways to safeguard academic freedom. For example, the following behaviours support this value:

- upholding the values and aims of a post-secondary institution as a place of learning and inquiry.
- promoting the ethical use of information from all sources.
- promoting the right to explore and debate ideas, while ensuring that these explorations are grounded in the principles of sound academic discourse.

\* This value relates to a variety of roles of FARDC members including teaching, researching, ordering instructional and other materials, developing curriculum materials, supporting research, and so on.

### ***b. Academic Honesty \*\****

Definition: Engaging in truthful and honest conduct that leads to confidence in the knowledge or information being shared and to clarity about the source of that knowledge. Those engaged in academic honesty refrain from practices such as plagiarism, cheating, misrepresenting effort, and unacknowledged collaboration.

There are many ways to foster academic honesty. For example, we believe that the following behaviours support this value:

- practicing academic honesty in what we say, write, and produce by acknowledging the origin of the ideas, practices, and contributions of others (including student work).
- expecting and requiring academic honesty from students.
- acknowledging institutional and other support for our academic efforts.

\*\* Academic honesty relates to a range of items including the publication and/or public presentation of research, classroom documents, articles, curriculum materials, and creative material.

### **Professional Competence and Growth**

Members of FARDC value their responsibility to develop and maintain high standards of competence in their field or discipline, as well as in their instructional role within the institution.

There are many ways to develop and maintain high standards of professional and instructional competence. For example, the following behaviours support this value:

- remaining as current as possible in the discipline or field.
- improving professional knowledge and practice through professional development activities, research, study, scholarship, and/or involvement in professional organizations.
- working to improve the educational experience of students through reflection, study, and discussions with others.

### **Healthy and Just Working Relationships**

Members of FARDC value healthy and just working relationships which foster academic freedom and contribute to a climate that encourages meaningful academic and educational discourse.

There are many ways to develop and maintain healthy working relationships. For example, the following behaviours support this value:

- working in a spirit of cooperation with faculty and others with whom we work in the college community and beyond.
- offering support and encouragement to faculty and others.
- maintaining appropriate boundaries.
- assessing how we use our own power, influence, or authority with others.
- responding appropriately to the power, influence, and authority of others.
- striving to resolve conflicts in constructive ways.
- contributing to the life of the College and FARDC.

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## **Appendix One: Tools for Ethical Decision-Making**

Part Two outlined FARDC members' values. This is an important first step in addressing the ethical and professional challenges that faculty regularly face. However, two or more values may sometimes be (or at least initially seem to be) conflicting or competing. Most particularly in an academic setting, it may be difficult to decide how best to balance larger institutional or discipline values with values related to individuals. With time and effort, a solution may be found that addresses all values satisfactorily; at other times, one or more values will need to take precedence.

In situations where values appear to be in conflict, decision-making models and/or guiding questions can offer guidance and direction. These tools can help expand the possibilities for resolution of challenging issues. When considering the situations described in the case studies in Appendix Two and when making complicated and difficult decisions, one or both of the following tools may be helpful.

### **A. Tool One: An Ethical Decision-Making Model**

When confronted by an ethical challenge, faculty may wish to use the following model to help shape their approach to the particular situation. Please note **that not all steps** will be relevant in every situation.

- 1. Clarify the situation.**
- 2. Clarify the values and principles involved.**
- 3. Clarify what I bring to the situation.**
- 4. Gather the information I need.**
- 5. Identify possible solutions.**
- 6. Assess the relative merits of the solutions.**
- 7. Make a decision.**
- 8. Assess the outcome and reflect for the future.**

For each step, a number of questions may be asked. Please note that **not all questions** will be relevant in every situation.

### **1. Clarify the situation.**

Questions that may help do this:

What is the situation?

Who are the people involved (and what are their relationships)?

What issues of power and influence may be affecting the situation?

What is the context – personal, departmental, and organizational?

What is at stake?

Who or what may be affected in the short term and the long term?

What legal documents, principles, regulations, policies or procedures exist to provide guidance on this circumstance?

What are the practical issues, including relevant policies and procedures?

Do I have the authority to make a decision and/or take direct action? (And if not, do I have an obligation to offer suggestions about other possible routes to resolution?)

Do I believe I should deal with this independently or with the assistance of someone else?

### **2. Clarify the values and principles involved.**

Questions that may help do this:

What underlying principles are relevant to this situation? (*See the Guiding Questions outlined below.*)

What FARDC values are relevant?

What discipline-related values and/or ethical considerations are relevant?

What values and principles are (or seem to be) in conflict?

### **3. Clarify what I bring to the situation.**

Questions that may help do this:

What are my present thoughts about the situation?

What are my present feelings? What is my “gut” telling me?

What makes me most uncomfortable about this situation?

Am I aware of any biases that I hold that might interfere with my ability to address the situation?

What related personal values and ethical obligations do I bring to the situation?

Do I feel able to be sufficiently objective or do I need assistance with the situation?

#### **4. Gather the information I need.**

Questions that may help do this:

How can I ensure that all voices are heard in this situation?  
What are the facts?  
What are people thinking and feeling?  
What resources are available?  
What information is missing – that I or others involved don't have?  
Can I discover that missing information ethically and legally?

#### **5. Identify possible solutions.**

Questions that may help do this:

What actions might help resolve the situation?  
What sets of actions might offer a solution?  
Is there a way to combine two or more possible solutions to create an even better one?

#### **6. Assess the relative merits of the solutions.**

Questions that may help do this:

What criteria would help assess these solutions?  
What consequences do I foresee for each of these solutions (to me, others, the discipline, the College)?  
What might be the "side effects" or unintended outcomes?  
What might happen if no action is taken?  
What do those involved think/feel/believe is the best solution?  
Have the interests of all parties been addressed, regardless of their power, authority, or influence?

#### **7. Make a decision.**

Questions that may help do this:

What will I/we choose to do?  
How will I/we communicate this and to whom?

## **8. Assess the outcome and reflect for the future.**

Questions that may help do this:

What happened?

What did I learn from this experience?

Am I and the others involved satisfied with the outcome?

What, if anything, could I or the College do that would address the challenges of a situation like this in the future?

Notes:

1. Although this model is presented in a linear format, this is not necessarily an entirely linear process. The answer to any given question may move the process back to a previous set of questions or ahead to a later set.
2. This model has been designed for use by individual faculty members, but it can of course be used collectively if two or more individuals face an ethical challenge.
3. The committee reviewed a number of models that have been developed by professional associations and/or individual disciplines. The way each one is presented is unique, but there is a fair degree of overlap among the models. References and/or links to a variety of these models can be found in the Reference List at the end of this document.

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## B. Tool Two: Guiding Questions

When confronted with a complex situation, individuals often find that simple, clear-cut solutions are elusive. At times like this, it can be helpful to identify a few underlying principles that could guide the decision-making process. Identifying the principles that are particularly relevant in this situation may help shape your thinking about possible solutions. For example, an instructor might choose to consider a difficult decision about how to address a student request within the context of deciding *what is fair* (for the student, the other students in the class, and the instructor). Or when making a difficult decision about how to address a conflict with a colleague, the faculty member might focus most especially on *the importance of maintaining a civil working relationship* and/or *the common good of the college community*.

The following questions (certainly not exhaustive) may offer a variety of possibilities when considering how to frame thoughts and discussions about an issue that contains ethical challenges. An individual or group might decide that *one or two* of the following questions are most relevant and could help guide the decision making process:

- How can I/we act in ways that maximize **the greatest good for the greatest number of people**?
- How can I/we value the **individual's right to choose for her/himself without limiting other individuals' rights to choose**?
- How can I/we ensure that **people are treated with fairness** -- not necessarily treating everyone the same, but addressing the needs of the individuals involved with the same degree of concern?
- How can I/we ensure that people are treated with **fairness -- regardless of the power, authority, or influence of the individuals involved**?
- How can I/we build consensus toward and act in ways that support the shared **common good of a community**?
- How can I/we act in ways that are **consistent with our community's understanding of "a person of good character"**?
- How can I/we **act as I/we would want everyone to act** in the same situation?
- How can I/we ensure that we act in ways that are **caring of one another and that honour the relationships involved**?
- How can I/we ensure that we **follow College policies and other professional obligations and obey the law**?

- How can I/we behave in ways that honour individuals' rights to follow a variety of personal beliefs and traditions?
- How can I/we strive for moderation between extremes?
- How can I/we be open to others as they are – welcoming and respecting the diverse individuals with whom we interact?

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## **Appendix Two: Case Studies: An Invitation for Discussion**

These case studies and the questions that follow can be used to:

- prompt discussion about issues related to ethical practice and professional conduct.
- assist with orientation of faculty new to FARDC.
- assist in the exploration of the values identified in Part Two.
- try out the ethical decision-making model outlined in Appendix One.

We recognize that these cases present situations that are not easy or simple. Discussions about them are unlikely to result in a single “right answer”.

## Case Study One:

Last term, two students were engaged in a debate in class that became suddenly heated. Inappropriate “words” were exchanged, including a shockingly homophobic comment. The instructor dealt with it well in class, using it as a “teachable moment”. You heard about this at the time from a couple of your students, although you don’t know any of the details. And since you don’t know the instructor, you also haven’t heard the instructor’s version of what happened.

Several months later, the instructor addressed the issue of homophobia in the classroom in a blog entry that’s part of an educational web site that teachers can subscribe to. In the blog entry, the instructor indicated that the examples being used were fictional. This blog is growing in popularity among instructors at the college and beyond. The postings are always thoughtful and raise important educational issues. You read the entry about homophobia just last week with interest.

Yesterday the student who made the homophobic comment in the instructor’s class (and who is genuinely remorseful) happened to see her instructor’s blog posting on a bulletin board in a faculty office area. Although her instructor didn’t refer to the exact situation, the student believes that one of the examples in the blog entry was about her. She feels that the way it was presented made her sound like a horrible person. She feels ashamed. The student is now reluctant to say anything in the classroom, but she’s worried because there’s a class participation mark. The student and the instructor have had some challenges in the past. As a result, she doesn’t want to address her concerns directly with the instructor.

Today, the student is talking to her friend in the hallway just outside your office, trying to figure out how she should handle this situation. The friend, who is one of your favourite students, admits that he doesn’t have a clue what she should do. Next thing you know, they’re at your door asking if they can talk to you about something that’s troubling them.

Questions:

1. Which FARDC values relate to this situation?
2. How might you address this situation – with the student and/or with the instructor and/or elsewhere? What are your options?
3. As you examine these options, think about them in relation to the values. Are there any that are in potential conflict? What might you do about this?

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## Case Study Two:

A corridor near one of the art classrooms regularly features student art. This month, the instructor asked each student to pick his or her best painting of the term. The class used these pieces to create an exhibit in the corridor. Several pieces come from an assignment which asked them to explore a social justice issue. One of the most powerful pieces addresses the theme of violence against women, and includes collaged headlines from newspapers. There is a thoughtful artist statement beside the painting that clearly explains why she chose to create this piece and that discusses the role of art in promoting the discussion of difficult societal issues.

Several students from another program have approached the college asking that the piece be removed. Their friend, who recently experienced domestic violence herself, is very disturbed by the painting. The students say they don't feel it's right that she has to see this painful image every day on the way to class or go well out of her way (in the ten minutes between classes) to avoid seeing it.

Questions:

As you answer these questions, you may find it helpful to imagine that you are the art instructor... An instructor who teaches the distressed student... Each of the students...

1. Which FARDC values relate to this situation?
2. How might you address this situation – with the student and/or with the art instructor and/or elsewhere? What are your options?
3. As you examine these options, think about them in relation to the values. Are there any that are in potential conflict? What might you do about this?

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### Case Study Three:

You are the liaison librarian for the Education program. A course called “Issues in Education” includes a case study about the disciplinary process for a high school social studies teacher who moved far beyond the curriculum, suggesting in class that the white race is superior. The (very old) book that was used to support this view contains now completely discredited “brain research”.

The instructor of the College course has asked the Library to order the old book which was recently reprinted. The students are having difficulty understanding how the high school teacher could have “bought” what was written in the text. The instructor wants the students to read the book themselves to understand the authoritative tone with which the book was written.

While the rationale for ordering this text is clear and has been clearly communicated, a vocal group from the community has come forward and asked the Library to rescind the order. They argue that the book is offensive; they believe its presence in an academic setting could give credence to a long-discredited theory. If the instructor insists on ordering the book, they want a special note appended to the book explaining why it was ordered and how it is being used. As it happens, at least one member of the group is a regular and very generous donor to the College. There is some concern that this issue may affect the individual’s interest in supporting the College in the future.

Questions:

1. Which FARDC values relate to this situation?
2. How might you address this situation? What are your options?
3. As you examine these options, think about them in relation to the values. Are there any that are in potential conflict? What might you do about this?

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## Case Study Four:

You're a part-time instructor working in a shared office area. Everyone has an office that opens onto a central waiting space that also contains the desk of the department's administrative assistant. Over time, it's become a kind of gathering place for the department. While most people are reasonably discrete about what they say in this open area, one person regularly talks about other colleagues. This person always seems to be the first to know about what's happening in the College. "Just harmless gossip" is how the instructor describes these little "tidbits", and sometimes that's true. But periodically you feel that they sound mean-spirited, showing colleagues in a less than favourable light. Most especially given that students use the waiting area, this makes you uncomfortable. Some people listen and laugh, then seem to shrug it off. Some change the subject when the person starts talking in this way. Sometimes people go back to their offices.

You're not sure what to do. As a very part-time faculty member, you are particularly appreciative of the few opportunities you have to socialize with your colleagues. But you're feeling increasingly challenged by this situation.

Questions:

1. Which FARDC values relate to this situation?
2. If you choose to address this situation, what are your options?
3. As you examine these options, think about them in relation to the values. Are there any that are in potential conflict? What might you do about this?

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## Case Study Five:

Two of your students have a work placement at an agency in town that works with at-risk and vulnerable youth. Shelley and Vi are excellent students and are getting great feedback from the agency staff. Shelley arrives at your office looking visibly upset on Monday morning. At a party over the weekend, she overheard Vi talking to others. She's pretty sure that Vi was talking about one of the clients she's been working with at the agency. However, because Shelley only overheard parts of the conversation and feels there's a chance she misinterpreted what she heard, she isn't sure how to proceed. She asks you what, if anything, she should do with this information. Meanwhile, as her practicum placement supervisor, you also need to sort out what to do.

Questions:

1. Which FARDC values relate to this situation?
2. If you choose to address this situation, what are your options?
3. As you examine these options, think about them in relation to the values. Are there any that are in potential conflict? What might you do about this?

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## Case Study Six:

You teach in a field that uses social media tools like Facebook and Twitter extensively. In order to prepare students for work in the field, the curriculum includes a unit on the effective use of social media as marketing, promotion, and networking tools. You spent quite some time in class talking about the ethical uses of information on the Internet and exploring what constitutes credible information. At that time, you declined the suggestion that everyone in the class become “friends” on “Facebook”, and used this as a jumping off point for a good discussion about the appropriate use of social media in various professional settings.

After this unit, one student began regularly “mining” the internet to find out as much as possible about everyone in the class (including you). The student regularly mentions this information in informal conversations outside class. The student is clearly proud of the information that has been unearthed (and the skill necessary to unearth it), but doesn’t seem to be aware that people (including you) are uncomfortable with some of what is being shared.

Questions:

1. Which FARDC values relate to this situation?
2. If you choose to address this situation, what are your options?
3. As you examine these options, think about them in relation to the values. Are there any that are in potential conflict? What might you do about this?

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## Case Study Seven:

A student approaches you several weeks into the fall term. He's received "C"s and "B"s on work done to date; and although he hasn't missed any classes, he certainly hasn't seemed very engaged either. The student says he wants to explain why he's not been doing well in your course. Just over a month before the term began, his fiancée was killed in an auto accident. He tried to postpone his college entrance until the winter, but discovered he would lose funding and a whole year of studies if he did so. He's been seeing a counsellor, but is still struggling with grief and is having difficulty focussing and concentrating. When you gently suggest it might have been helpful to know this sooner, he says he was afraid that if you seemed at all sympathetic he might have started crying in your office.

Last week, he told another instructor about his situation and was given extended time to complete a test in the Test Centre. He's always been prey to exam anxiety and this difficult time has just made it worse. He noticed a significant improvement in his mark when he was given this accommodation. The student is working with student services staff, hoping to arrange for extended time for tests in all his subjects for the remainder of the term.

The student would like to retake an important test from earlier in the term. He believes that the mark he received doesn't genuinely reflect his knowledge of course material. He knows that the one mark will pull his grade down significantly. He's in a competitive pre-professional program where every mark counts.

Originally, it took you and other department staff several hours to set up and invigilate the test as it was conducted in the lab with numerous real specimens that take time to prepare.

Questions:

1. Which FARDC values relate to this situation?
2. How might you address this situation? What are your options?
3. As you examine these options, think about them in relation to the values. Are there any that are in potential conflict? What might you do about this?

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## Case Study Eight:

You live with and are engaged to Chris who entered Red Deer College in September after five years in the work world. Chris wasn't a student when you became engaged, and you don't know the instructors in Chris' program who are from another division.

In March, students from Chris's class collaborated with students in your division on a large and highly successful community project which has won an important provincial award. The students decided to celebrate at the Students Association bar (the Far Side) on a Saturday evening. Because the project had a family focus, they invited their loved ones (including, it turns out, two students from your program) to attend the celebration.

At the party, one of your students and a couple of others have a little too much to drink. Their behaviour isn't offensive or embarrassing, but their uninhibited and joyful dancing begins to attract cell phone photographers. "Good one for Facebook!" someone calls – which encourages the dancers and others to start posing outrageously. Suddenly you're aware that you could very well appear in the background of the photos of these students, that the images may find themselves into the social networking world, and that you would have no way of clarifying the context.

At this point in the evening, you believe it would be prudent to leave, but Chris is having a wonderful time and isn't prepared to go home. You agreed to be the designated driver. You know if you go back to your office to wait, Chris will feel reluctantly obligated to leave soon afterward which seems unfair given how hard they worked on the project and how happy they all are to be celebrating their success.

You don't want to a) spoil what has been a lovely evening so far or b) abandon your designated driver role. And yet... you're not sure what, if anything, you should do.

Questions:

1. Which FARDC values relate to this situation?
2. How might you address this situation? What are your options?
3. As you examine these options, think about them in relation to the values. Are there any that are in potential conflict? What might you do about this?

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## Case Study Nine:

Last fall, while discussing his unexpectedly low grade on a test, one of your students informed you that he had been recently diagnosed with a fairly serious mental illness. While his medication was being adjusted, the student's energy had been low and he had missed some classes. The student asked you not to share this information with anyone because he was concerned that in the field he had chosen, there could be a stigma attached to having a mental illness. Although you recognize that this is unfair, you suspect that, depending on the workplace he chooses, this could very well be true.

You assured the student of your concern and support. You said that many medications can compromise safety in workplace situations – especially as he would likely be operating heavy machinery in any job he took after his time at the college. He said he would keep you informed. After several months of tinkering, the doctor finally found a medication level that worked. Your student reported that his symptoms were now completely under control, and the doctor said that there were no side effects that would put him in jeopardy when operating any kind of vehicle or equipment.

A week ago you came across an article in an industry magazine about a horrific workplace accident. One of the suspected factors was a medication which in extremely rare circumstances (less than .05% of the population) seems to cause seizures. The article indicated that the experts disagree about this and the drug is undergoing close monitoring as a result. You noted with concern that it's the same medication your student told you he was taking. You drew your student's attention to the article and he agreed to speak to his doctor. This morning, the student told you that the doctor assured him he doesn't need to worry. The student seemed a little uncomfortable during this conversation, but there could be lots of reasons for that. You feel just a little uneasy yourself, but given his openness up to now, you feel you have no reason to doubt his word.

A month ago you agreed to act as a reference for this student for a summer job. By coincidence you got a call from a potential employer right after your conversation with the student. You recommended the student highly because he's an excellent worker with a great attitude. Then came the final question: "Do you know of anything that might give you pause in hiring this person yourself?"

Questions:

1. Which FARDC values relate to this situation?
2. How might you address this situation? What are your options?
3. As you examine these options, think about them in relation to the values. Are there any that are in potential conflict? What might you do about this?

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## **Appendix Three: Related Documents**

FARDC's "Guidelines for Ethical Practice" document is in no way meant to supersede or replace existing College policies and procedures. And some of these policies may offer assistance as faculty members consider what to do when faced with ethical dilemmas. As a result, the following documents are included. They may contain information that relates to the material in this document.

### **1. Academic Freedom Policy**

[www.rdc.ab.ca/about\\_rdc/policies\\_and\\_publications/policies/Documents/policy\\_academic\\_freedom.pdf](http://www.rdc.ab.ca/about_rdc/policies_and_publications/policies/Documents/policy_academic_freedom.pdf)

This policy offers students and faculty guidelines related to the College's commitment to academic freedom.

### **2. Intellectual Property Documents**

#### a. Copyright

[rdc.libguides.com/copyright](http://rdc.libguides.com/copyright)

This material offers information related to copyright, fair dealing, educational exceptions, and some information about present and potential copyright law.

#### b. Intellectual Property Policy

[www.rdc.ab.ca/about\\_rdc/policies\\_and\\_publications/policies/Documents/policy\\_intellectual\\_property.pdf](http://www.rdc.ab.ca/about_rdc/policies_and_publications/policies/Documents/policy_intellectual_property.pdf)

This policy outlines the intellectual and ethical obligations of college employees and administration related to the creation of new material.

### **3. Research**

#### a. Integrity in Research and Scholarship

[www.rdc.ab.ca/about\\_rdc/policies\\_and\\_publications/policies/Documents/policy\\_integrity\\_in\\_research\\_and\\_scholarship.pdf](http://www.rdc.ab.ca/about_rdc/policies_and_publications/policies/Documents/policy_integrity_in_research_and_scholarship.pdf)

This policy outlines principles and responsibilities related to integrity in research and scholarship. The policy also explains the College's expectations regarding authorship, publication, and the collection and retention of data. It focuses on promoting integrity and preventing misconduct.

#### b. Ethical Conduct for Research Involving Human Participants

[www.rdc.ab.ca/about\\_rdc/policies\\_and\\_publications/policies/Documents/policy\\_ethical\\_conduct\\_hum\\_an\\_participants.pdf](http://www.rdc.ab.ca/about_rdc/policies_and_publications/policies/Documents/policy_ethical_conduct_hum_an_participants.pdf)

This policy outlines issues and procedures related to ethical conduct for those doing research involving human participants.

#### 4. Human Resources and Other Documents

a. FARDC Collective Agreement

[www.rdc.ab.ca/about\\_rdc/research\\_and\\_innovation/research\\_ethics/Documents/fardc\\_agreement\\_2008-2010.pdf](http://www.rdc.ab.ca/about_rdc/research_and_innovation/research_ethics/Documents/fardc_agreement_2008-2010.pdf)

Material contained in the collective agreement may offer assistance to faculty in some decision-making situations.

b. Conflicts of Interest and Mandatory Disclosure

[www.rdc.ab.ca/about\\_rdc/policies\\_and\\_publications/policies/documents/policy\\_conflicts\\_of\\_interest\\_and\\_mandatory\\_disclosure.pdf](http://www.rdc.ab.ca/about_rdc/policies_and_publications/policies/documents/policy_conflicts_of_interest_and_mandatory_disclosure.pdf)

This policy may be helpful in determining conflict of interest and responsibilities related to disclosure.

c. Faculty Performance Policy

[www.rdc.ab.ca/about\\_rdc/policies\\_and\\_publications/policies/Documents/Faculty%20Performance%20Policy%20FINAL.pdf](http://www.rdc.ab.ca/about_rdc/policies_and_publications/policies/Documents/Faculty%20Performance%20Policy%20FINAL.pdf)

This policy outlines responsibilities and procedures regarding faculty performance.

d. Supplements to Faculty Performance Policy (inc. professional responsibilities for faculty at RDC)

[www.rdc.ab.ca/about\\_rdc/policies\\_and\\_publications/policies/Documents/Feb%202011%20Supplements%20to%20Faculty%20Perf%20%20Policy.pdf](http://www.rdc.ab.ca/about_rdc/policies_and_publications/policies/Documents/Feb%202011%20Supplements%20to%20Faculty%20Perf%20%20Policy.pdf)

The supplements contain reference material that may assist in the understanding and application of the Faculty Performance Policy.

e. Reporting of Fraudulent or Unethical Conduct

[www.rdc.ab.ca/about\\_rdc/policies\\_and\\_publications/policies/documents/reporting\\_fraudulent\\_unethical\\_conduct\\_policy.pdf](http://www.rdc.ab.ca/about_rdc/policies_and_publications/policies/documents/reporting_fraudulent_unethical_conduct_policy.pdf)

This policy outlines issues and procedures for reporting the possibility of fraudulent or unethical conduct in the workplace. It also outlines protection for informants.

f. Acceptable Use of Computers and Networks

[www.rdc.ab.ca/about\\_rdc/policies\\_and\\_publications/policies/Documents/Acceptable%20use%20of%20computers.pdf](http://www.rdc.ab.ca/about_rdc/policies_and_publications/policies/Documents/Acceptable%20use%20of%20computers.pdf)

This material outlines the acceptable use of College computers and networks.

## **5. College-Wide Documents**

### a. RDC Leadership Principles

[www.rdc.ab.ca/about\\_rdc/leadership/Pages/default.aspx](http://www.rdc.ab.ca/about_rdc/leadership/Pages/default.aspx)

This material outlines college-wide principles related to formal and informal leadership.

### b. RDC Mission, Vision and Values

[www.rdc.ab.ca/about\\_rdc/leadership/Pages/vision\\_mission.aspx](http://www.rdc.ab.ca/about_rdc/leadership/Pages/vision_mission.aspx)

This material outlines the college's commitment to six key values. It also identifies the vision and mission.

### c. Treatment of Staff

[www.rdc.ab.ca/about\\_rdc/board\\_of\\_governors/Documents/bp\\_ela1\\_oct\\_19\\_2006.pdf](http://www.rdc.ab.ca/about_rdc/board_of_governors/Documents/bp_ela1_oct_19_2006.pdf)

This policy outlines working conditions that may relate to ethical decision-making issues.

## **6. Information Resources Policy**

[www.rdc.ab.ca/library/in\\_the\\_library/collections/Pages/policy.aspx](http://www.rdc.ab.ca/library/in_the_library/collections/Pages/policy.aspx)

This Library policy covers the purchase, access, and withdrawal of Library resources. Section 5.2 in particular relates to Academic Freedom.

## **7. Student Policies**

### a. Rights and Responsibilities

[www.rdc.ab.ca/about\\_rdc/policies\\_and\\_publications/policies/Documents/Student%20Rights%20and%20Responsibilities%20Final%20April%202008.pdf](http://www.rdc.ab.ca/about_rdc/policies_and_publications/policies/Documents/Student%20Rights%20and%20Responsibilities%20Final%20April%202008.pdf)

This policy outlines student rights and responsibilities.

### b. Student Misconduct Policy – Academic and Non-Academic

[www.rdc.ab.ca/about\\_rdc/policies\\_and\\_publications/policies/Documents/Student%20Misconduct%20-%20Academic%20Non-Academic%2018-Feb-2011.pdf](http://www.rdc.ab.ca/about_rdc/policies_and_publications/policies/Documents/Student%20Misconduct%20-%20Academic%20Non-Academic%2018-Feb-2011.pdf)

This policy offers definitions and outlines issues and processes in response to potential student misconduct. Faculty members may find this material helpful when dealing with some situations involving students.

## **8. Alberta Human Rights Act**

[www.albertahumanrights.ab.ca](http://www.albertahumanrights.ab.ca)

This resource overviews the history, and provides information on the human rights commission, the complaint process, human rights in the workplace, and grounds under which individuals are protected.

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## Appendix Four: Resource List

In developing this document, the Committee found the following materials particularly helpful:

Antle, B. (n.d.). *Guidelines for ethical deliberation*. Unpublished. Handouts developed for a Canadian Association of Social Workers hosted provincial training.

CARNA . (2010). *Ethical decision-making for registered nurses in Alberta: Guidelines and recommendations*. Retrieved from:  
[www.nurses.ab.ca/Carna-Admin/Uploads/Ethical\\_Decision\\_Making\\_for\\_RNs.pdf](http://www.nurses.ab.ca/Carna-Admin/Uploads/Ethical_Decision_Making_for_RNs.pdf)

Colero, L. (2010). *A framework for universal principles of ethics*. Retrieved from:  
[www.ethics.ubc.ca/papers/invited/colero.html](http://www.ethics.ubc.ca/papers/invited/colero.html)

Massing, D. (2004). *Ethical decision-making cycle*. Unpublished. Presented at training for registered social workers in the Alberta College of Social Workers.

McDonald, M., Rodney P., and Starzomski, R. (2001). *Framework for ethical decision-making: Version 6.0*. Retrieved from:  
[www.ethics.ubc.ca/upload/A%20Framework%20for%20Ethical%20Decision-Making.pdf](http://www.ethics.ubc.ca/upload/A%20Framework%20for%20Ethical%20Decision-Making.pdf)

In developing this document, the committee examined a large number of codes and statements developed by faculty associations at other post-secondary educational institutions. The following were particularly helpful:

Grant MacEwan College Faculty Association's "Code of Ethics" (Approved Fall 1999).

Mount Royal Faculty Association's "DRAFT Code of Ethics" (n.d.).

Alberta College of Art and Design Faculty Association's "Statement of Ethics" (n.d.)

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