



**INT D 720: Advanced Ethics and Academic Citizenship | Teaching and Research Integrity**  
Faculty of Graduate & Postdoctoral Studies | Ethics and Academic Citizenship Requirement

**April 2024**



## **Treaty Acknowledgement**

The University of Alberta respectfully acknowledges that we are located on Treaty 6 territory, a traditional gathering place for diverse Indigenous peoples, including the Cree, Blackfoot, Métis, Nakota Sioux, Iroquois, Dene, Ojibway/ Sauteaux/Anishinaabe, Inuit, and many others whose histories, languages, and cultures continue to influence our vibrant community.

([Learn more](#) about territorial acknowledgments at the University of Alberta).

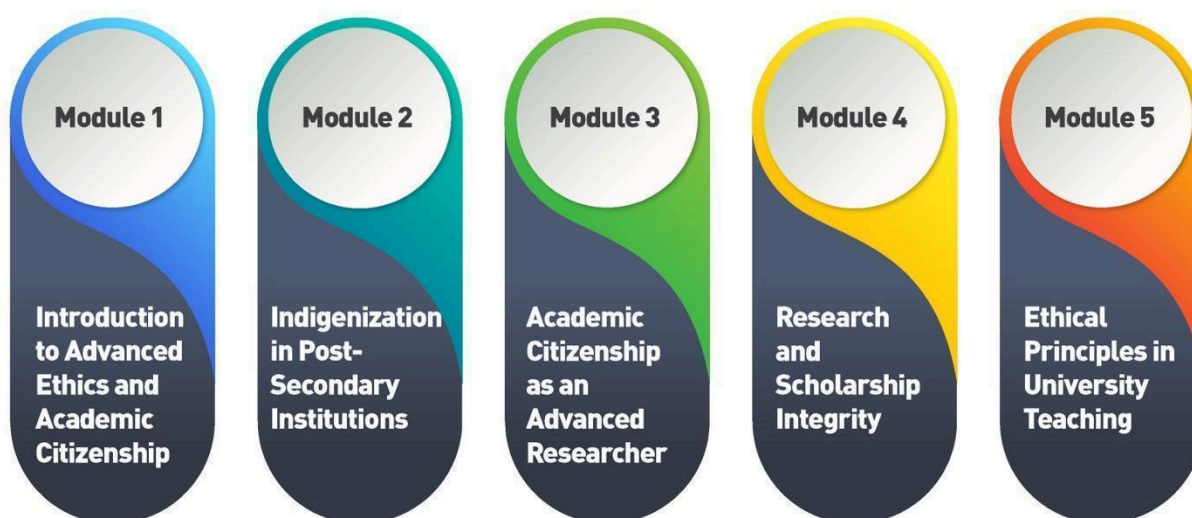
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## Course Description

INT D 720: Advanced Ethics and Academic Citizenship provide advanced treatment of ethical principles, including research and scholarship, intellectual property, academic citizenship, and ethical principles in university teaching.

The course is grounded in principles of Academic Citizenship which encompass the benefits and responsibilities of belonging to the academic community, including as they relate to research, teaching and learning, and all interactions with and within the academic community. These principles extend to community engagement, research activities, university-affiliated activities, or other activities where you represent the University of Alberta.



### How does INT D 720 count towards the Academic Integrity and Ethics Training Requirement?

Doctoral students who began their program before OR in Fall 2021: INT D 720 counts as 2 hours towards the 8-hour requirement with departmental approval

Important Note: The Ethics and Academic Citizenship Requirement provides foundational ethics education. Depending on your program of study, these foundational courses may need to be supplemented by other specialized training, such as animal user training, human research ethics training, safety courses related to field research, or professional ethics training. Please visit the Research Ethics Office and consult your department for more information.

The Faculty of Graduate and Postdoctoral Studies is grateful to the campus community members who provided valuable feedback in the development of this course and to our many campus partners who have created content for the course.

### Introduction: Additional Resources and Links

- [Faculty of Graduate & Postdoctoral Studies Website](#)
- [Academic and Personal Support for Students](#)
  - The University of Alberta recognizes the interconnectedness between well-being and academic and personal success. The Office of the Dean of Students offers a diverse portfolio of student services designed to support you in your program.

# Module 1: Introduction to Advanced Ethics and Academic Citizenship

## Introduction to the Course

Welcome to our Ethics and Academic Citizenship course. This course emphasizes academic accountability and shared responsibilities for U of A scholars. As a graduate student, you play a crucial role in our academic ecosystem, contributing significantly to our classrooms, research, and community engagement from a local to global perspective. We are all responsible for ensuring the safety, dignity, and inclusion of the individuals who make up our academic community. Academic citizenship requires acknowledging our attitudes and behaviours impact others and engaging in personal growth and reflection to meet this responsibility.

In 2004, the U of A became the first Canadian university to formally require an ethics credit for graduate students. The current course, introduced in September 2021, was developed with extensive campus-wide consultation and oversight. The result is a course that fosters academic integrity, equity, and citizenship in line with our commitment to reconciliation with Indigenous peoples and advancing institutional priorities around equity, diversity, inclusion, and Indigenization.

Embedded as part of the student experience, you are equipping yourself with the tools for the highest standards of personal conduct in research, teaching, and all academic interactions, ensuring a positive impact on the academic community and beyond. Welcome to the U of A academic community.

## Introduction from Dr. Tracy Raivio, Vice-Provost and Dean

The University of Alberta is home to over 8500 graduate students. They are found in more than 500 graduate programs in 300 research areas. They come from almost every corner of the world; they bring with them a wide range of life experiences and ways of learning and knowing and contribute to the richness of a global university.

- One of the things that our graduate students have in common, however, is this course. It is intended as a shared foundation for Ethics and Academic Citizenship. It is based on the premise that, for all of our specialized interests, we are also members of a single academic community – one that is committed to research and scholarly integrity, rigour, collegial governance, and equity, diversity, and inclusion. Together, we aspire to build “one of the world’s great universities for the public good.”

As a University, we also acknowledge with respect and gratitude that we are located on Treaty Six territory, a traditional gathering place for diverse Indigenous Peoples, including the Cree, Blackfoot, Nakota Sioux, and Dene, as well as a homeland of the Metis people. We appreciate that their histories, languages, and cultures continue to shape our community. We are committed to implementing what the Truth and Reconciliation Commission calls “a new way of living together” in our teaching and research.

In all of these dimensions, the ethics and academic citizenship course will equip you to be a successful graduate researcher at the University of Alberta. Over the next five modules, you will learn from experienced scholars who offer personal reflections on academic citizenship. You will build practical skills and knowledge on topics ranging from academic integrity and effective citation to navigating scholarly relationships and maintaining work-life balance. Not least, I hope, you will come to a clearer understanding of the responsibilities that come with making sense of a complex world.

Tracy Raivio, PhD



Vice-Provost and Dean, Faculty of Graduate & Postdoctoral Studies

## 1.1: Materials

- [Read | Seven Critical Tips About Starting the INT D 720](#)
- [Course Outline INT D 720: Advanced Ethics and Academic Citizenship](#)



## Module 2: Land Acknowledgement and Indigenization

This Module looks at the TRC Calls to Action and the strategies post-secondary institutions are taking to Indigenize and decolonize the academy.

### Intended Learning Outcomes

- Explain the TRC Calls to Action (2015)
- Describe three approaches to Indigenization within post-secondary institutions that attempt to respond to the TRC Calls to Action

### 2.1: Materials

- [View | Truth & Reconciliation | Dr. Glanfield \(1m40s\)](#)
  - Vice-Provost (Indigenous Programming and Research) Dr. Florence Glanfield explains the Truth and Reconciliation Commission.
- [View | Indigenization & Decolonization | Dr. Dempsey \(1m40s\)](#)
  - Dr. L. James Dempsey (Faculty of Native Studies) explains what Indigenization and decolonization mean to him.
- [View | Indigenizing and Decolonizing the Academy | Dr. Adam Gaudry & Danielle Lorenz PhDc \(12m40s\)](#)

### 2.2: Supporting Resources

- [Indigenization as inclusion, reconciliation, and decolonization](#)
  - Adam Gaudry and Danielle Lorenz (2018) “Indigenization as inclusion, reconciliation, and decolonization: navigating the different visions for indigenizing the Canadian Academy,” *AlterNative*, 14(3) 218-227. [To retrieve this article, log in to UAlberta Libraries using your CCID and password.]
- [View | What is Reconciliation | Senator Murray Sinclair](#)
- [View | Canadians have been breaking their promises to Indigenous people](#)
  - CBC Documentary: Filmmaker Tasha Hubbard narrates a history of Indigenous peoples in the prairies and their relationship with the government, focusing on the events of the late nineteenth century.
- [Truth and Reconciliation Commission of Canada: Calls to Action](#)
  - A list of the 94 Calls to Action to redress the legacy of residential schools and advance the Canadian reconciliation process. (2015 Report from the Truth and Reconciliations Commission of Canada)
- [Office of the Treaty Commissioner](#)

- [As Long as The Sun Shines, The Grass Grows and The River Flow](#)
  - Team ReconciliAction YEG (2018) “As Long as The Sun Shines, The Grass Grows and The River Flow,” Faculty Blog, Faculty of Law, University of Alberta (9 January 2018), Accessed 5 February 2021.
- [What do people really mean when they say ‘Indigenization’](#)
  - Mae Cook, Jordan (2019) “What do people really mean when they say ‘indigenization’? Folio (21 February 2019), Accessed 5 February 2021.
- [MOOC | Indigenous Canada](#)
  - **Indigenous Canada** is a Massive Open Online Course (MOOC) from the [Faculty of Native Studies](#) that explores Indigenous histories and contemporary issues in Canada. From an Indigenous perspective, this course explores key issues facing Indigenous peoples today from a historical and critical perspective highlighting national and local Indigenous-settler relations. Indigenous Canada is for students from faculties outside the Faculty of Native Studies interested in acquiring a basic familiarity with Indigenous/non-Indigenous relationships.
- [Truth and Reconciliation Commission | UAlberta Library Guide](#)
  - Established on June 1, 2008, the goals of the Truth and Reconciliation Commission (TRC) include documenting and promoting the extent and impact of residential school experiences; providing a safe setting for former students to share their stories; and producing a report to the federal government on the legacy of the residential school system. This library guide provides information and resources associated with the TRC.

### 2.3: Campus Support

- [First People's House](#)
  - The First People's House empowers First Nations, Métis, and Inuit learners to achieve personal and academic growth.
- [Supporting Aboriginal Graduate Enhancement \(SAGE\)](#)
  - Supporting Aboriginal Graduate Enhancement (SAGE) is an Indigenous-led peer and faculty mentoring program headed by the Faculty of Graduate and Postdoctoral Studies (GPS) and the Vice-Provost Office (Indigenous Programming and Research). SAGE offers the opportunity for graduate students to engage with their fellow Indigenous peers, faculty, and researchers and facilitates their development both on- and off-campus.

This initiative is dedicated to supporting Indigenous scholarship and academic excellence through community-oriented approaches, research, and Indigenous knowledge to incite social and educational change. SAGE operates on the principles of respect, reciprocity, relationships, and responsibility.

- [Aboriginal/Indigenous Resources](#)
  - This site serves the public by providing a directory of links to University of Alberta initiatives.

## Module 3: Academic Citizenship

This module builds on information and concepts covered in INT D 710 by offering a more sophisticated examination of academic citizenship as it relates to doctoral scholars and researchers.



### Intended Learning Outcome

Identify the duties, behaviours, attitudes, and values that characterize academic citizenship.

### 3.1: Materials

- [View | What is Academic Citizenship | Chris Hackett \(2m\)](#)
- [Read | Defining Academic Citizenship](#)
  - INT D 720: Advanced Ethics and Academic Citizenship are grounded in the concept of academic citizenship. Read an explanation of academic citizenship developed by the Faculty of Graduate Studies and partners.

### 3.2: Supporting Resources

- [The Fundamental Values of Academic Integrity, International Center for Academic Integrity](#)
  - Outlines fundamental values associated with academic integrity.

### 3.2.1: University of Alberta Mission and Values

- [University of Alberta: Our Vision, Mission, and Values](#)
- [For the Public Good: Institutional Strategic Plan, University of Alberta](#)
- [Strategic Plan for Equity, Diversity, and Inclusivity, University of Alberta](#)
- [Article 3: Academic Freedom,” Collective Agreement between The Governors of the University of Alberta and The Association of the Academic Staff of the University of Alberta](#)

### 3.2.2: Policies and Procedures to Set Expectations and Address Misconduct

- [Code of Student Behaviour](#)
- [Discrimination, Harassment and Duty to Accommodate Policy](#)
- [Health, Safety, and Environment Policy](#)
- [Ethical Conduct and Safe Disclosure Policy](#)
- [Duty to Accommodate Procedure](#)
- [Sexual Violence Policy](#)

### 3.2.3: Policies to Support Personal Conduct and Accountability

- [Conflict Policy: Conflict of Interest and Commitment and Institutional Conflict](#)
- [Intellectual Property Guidelines for Graduate Students and Supervisors](#)
- [Guidelines for Authorship](#)
- [Guidelines for Ownership of Research Materials](#)

## Module 4: Research and Scholarship Integrity

Coving the following topics, this module:

- Examines the Research and Scholarship Integrity Policy, including roles and responsibilities, and misconduct in research scholarship.
- Outlines ethical responsibilities related to data management, including data management connected to Indigenous research
- Explains intellectual property as it relates to doctoral students' various research roles by building upon concepts introduced in INT D 710: Ethics and Academic Citizenship
- Provides more sophisticated treatment of copyright by building upon concepts introduced in INT D 710: Ethics and Academic Citizenship

### Intended Learning Outcomes

- Research and Scholarship Integrity
  - Explain how excellence in research is critical to the field of study, the university, and society
  - Explain the purpose of the Research and Scholarship Integrity Policy
  - Outline the responsibilities of researchers and scholars
  - Identify ways to expand principles of research and scholarship integrity beyond your program of study
- Research and Data Management
  - Explain the key components of the Tri-Agency research data management (RDM) policy
  - Describe researchers' ethical responsibilities as it relates to RDM
  - Outline notable RDM best practices, including data management plans and data deposit
- Data Management and Indigenous Research
  - Explain researchers' ethical responsibilities as they relate to data management and Indigenous research
- Intellectual Property and Your Graduate Research
  - Identify supervisors' rights to a student's discovery/invention
  - Explain who owns data produced in a student's thesis
  - Explain how authorship is determined for publication
  - Identify resources to support students should a dispute arise concerning intellectual property and/or co-authorship

- Copyright and Your Academic Career
  - Explain how copyright intersects with scholarly communications and open-access publishing
  - Describe your rights and responsibilities as an academic author related to copyright
  - Identify resources to support graduate students in interpreting publisher policies and negotiating publication agreements

#### 4.1: Materials

- [View \(Optional\) | Academic Citizenship Perspective \(2m30s\) | Dr. Ali Shiri](#)
  - Vice-Dean (Faculty of Graduate and Postdoctoral Studies) Dr. Ali Shiri offers his thoughts on academic citizenship and research.
- [View | Research and Scholarship Integrity | Susan Babcock \(14m10s\)](#)
- [View | Integrity & Research Data \(2m30s\)](#)
  - Vice Dean (Faculty of Graduate and Postdoctoral Studies), Dr. Ali Shiri, shares his thoughts on how data management fits into research ethics.
- [View | Research Data Management | James Doiron \(13m05s\)](#)
- [View | Data Management and Indigenous Research | Dr. Kisha Supernant \(5m40s\)](#)
- [View | Patents and Your Graduate Research | Quang Tran \(9m28s\)](#)
- [View | Copyright and Your Academic Career | Amanda Wakaruk \(13m45s\)](#)

#### 4.2: Supporting Materials

- [Research and Scholarship Integrity Policy](#)
- [Research Administration Roles and Responsibilities](#)
- [Intellectual Property Guidelines for Students and Supervisors](#)
- [Copyright for Graduate Students](#)
  - This guide provides an overview of issues related to copyright, including preparing your thesis, determining copyright ownership, acceptable uses, and permissions.
- [Identifying Appropriate Journals for Publication: Your Rights as an Author](#)

##### 4.2.1: Dive Deeper: Resources for Further Investigation

- [Human Research Ethics](#)
- [Animal Research Ethics](#)
- [Tri-Agency Frameworks: Responsible Conduct of Research](#)
- [Tri-Agency Statement of Principles on Digital Data Management](#)
- [Research Involving First Nations, Inuit and Metis Peoples of Canada](#)

- [Guidelines for Ownership of Research Materials](#)
- [Graduate Students Supported by Research Contracts or Affiliated Institutions](#)

#### 4.2.2: Courses

- [TCPS 2 Tutorial Course on Research Ethics \(CORE\)](#)
  - CORE consists of eight interactive modules ranging from Core Principles to REB Review. It is designed primarily for the use of researchers and Research Ethics Board members – though anyone may take this course and print their own certificate of completion free of charge.
- [Responsible Conduct of Research \(Collaborative Institutional Training Initiative--CITI\)](#)
  - This course provides an in-depth review of the core responsible conduct of research topics, including authorship, collaborative research, conflicts of interest, human subjects, and research misconduct. Register through the University of Alberta Affiliation
- [Good Clinical Practice: Social and Behavioural Research Best Practices for Clinical Research](#)
  - Good Clinical Practice: Social and Behavioral Research Best Practices for Clinical Research course introduces GCP principles and discusses how they apply to clinical trials using behavioural interventions and social science research. Register through the University of Alberta Affiliation
- [Good Laboratory Practice](#)
  - Good Laboratory Practice course introduces GCP principles and discusses how they apply to clinical trials using behavioural interventions and social science research. This course is presented in a dynamic, nine-module format with narration, interactive features, and downloadable resources. Register through the University of Alberta Affiliation
- [Biomedical \(Biomed\) Comprehensive](#)
  - This biomedical-focused comprehensive course provides expanded training covering not only major topical areas but also many concepts that are specific to types of research, roles in the protection of human subjects, and advanced modules on informed consent topics, vulnerable populations, stem cell research, phase I research, data and safety monitoring, big data research, mobile apps research, and disaster and conflict research. It offers historical and current information on regulatory and ethical issues important to research involving human subjects. Register through the University of Alberta Affiliation



## 4.4: Campus Support

- [Research Ethics Office](#)
  - The Research Ethics Office (REO) provides practical, integrated support for and administration of all aspects of the ethics review and approval process for research involving human participants and research, teaching and testing involving animals.
- [Campus Research Support](#)
  - Need research support but need help figuring out where to go? This website lists the many services offered on campus in support of researchers, including graduate students.
- [Indigenous Research Guide | UAlberta Libraries](#)
  - This guide's purpose is to provide Indigenous and non-Indigenous researchers with the tools, information, and support they need to conduct ethical and reciprocal research with Indigenous communities.
- [Data Services | UAlberta Libraries](#)
  - The University of Alberta Libraries provides access to computer-readable research data from various social, humanities, health, physical, and life sciences disciplines. Library staff assist with the location, retrieval, and use of data files in the Library collection, as well as the acquisition of data files held elsewhere.
- [Research Data Management | UAlberta Library Guide](#)
  - Access resources and information to help you manage and preserve your research data.
- [Copyright Office, UAlberta](#)
  - The Copyright Office is a source of information and guidance for the University of Alberta community on issues related to copyright. Staff can assist graduate students with copyright questions related to their thesis, publication, teaching, and more.

## Module 5: Ethical Principles in University Teaching

Coving the following topics, this module:

- Examines the twin pillars of ethical principles in university teaching
- Explores strategies to Indigenize and decolonize the classroom and the ways instructors can best support Indigenous students
- Outlines the ethics of assessment in teaching and learning, including an examination of the Assessment and Grading Policy

### Intended Learning Outcomes

- Describe the ethical areas of responsibility when teaching in the university setting
- Explain what it means to Indigenize and decolonize the classroom
- Identify strategies that support inclusion
- Explain ethical principles in assessment and grading
- Outline the key features of the assessment and grading policy

### 5.1: Materials

- [View | Twin Pillars of Ethical Principles in University Teaching | Dr. Chris Hackett \(12m10s\)](#)
- [View | Decolonizing the Academy | Dr. Dempsey \(3m50s\)](#)
  - Dr. L. James Dempsey (Faculty of Native Studies) shares some thoughts on decolonization in teaching and learning.
- [View | Indigenizing and Decolonizing the Academy: Teaching and Learning | Dr. Jen Ward \(9m50s\)](#)
- [View | Ethics of Assessment | Dr. ElAtia \(1m45s\)](#)
  - Associate Dean (Faculty St. Jean), Dr. Samira ElAtia, shares her thoughts on the ethics of assessment
- [View | Ethics of Assessment & Grading | Dr. Ellen Watson \(13m40s\)](#)

### 5.2: Supporting Resource

- [Assessment and Grading Policy](#)

#### 5.2.1: Dive Deeper: Resources for Further Investigation

- [Access to Evaluative Course Material Procedure](#)
- [Grading Procedure](#)
- [Evaluation Procedures and Grading System](#)

- [Seven Principles for Effective Teaching](#)
  - Teaching is a complex, multifaceted activity, often requiring us as instructors to juggle multiple tasks and goals simultaneously and flexibly. The Seven Principles can make teaching more effective and efficient by helping us create the conditions that support student learning and minimize the need for revising materials, content, and policies.
- [Teaching for Quality Learning at University](#)
  - Biggs, John B. Teaching for Quality Learning at University, Buckingham: Open University Press/McGraw Hill, 2011. [To retrieve this article, log in to UAlberta Libraries using your CCID and password.]
- [What the Best College Teachers Do](#)
  - Ken Bain. 2004. What the Best College Teachers Do. Professional Development Collection. Cambridge, Mass: Harvard University Press. [To retrieve this article, log in to UAlberta Libraries using your CCID and password.]

### 5.2.2: Campus Support

- [Graduate Teaching and Learning Program | Faculty of Graduate and Postdoctoral Studies](#)
  - The Graduate Teaching and Learning Program (GTLP) is a multi-tier program designed to assist you in becoming an effective educator by helping you to excel in your role as a teaching assistant and beyond. It takes you on a journey from the foundations of teaching and learning in higher education to engage with the [Scholarship of Teaching and Learning](#) (SoTL) research and practices.  
The program offers high-quality teaching and learning workshops, courses presented by dedicated, inspiring and award-winning instructors, and opportunities to engage with faculty working on SoTL research projects. The Graduate Teaching and Learning Program is open to all University of Alberta graduate students and postdoctoral fellows. The workshops are free, and the courses are free, pass-fail, and not-for-credit.
- [Centre for Teaching and Learning](#)
  - The Centre for Teaching and Learning at the University of Alberta supports instructors and programs to develop engaging and meaningful learning experiences for students by inspiring, empowering, modelling, and connecting excellent teaching.