

ANNOTATED BIBLIOGRAPHY: ETHICAL ISSUES IN TEACHING AND ACADEMIC LIFE

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Publications and research on ethical dilemmas facing the teaching faculty at the university level is scanty. Many believe that the reason for this is a vested interest by faculty in scholarly discussion of the ethical problems of every profession and societal segment except one's own. Our reference list is not long enough to reveal the effort that went into finding its contents. Still, we may well have missed items that should be brought to our attention for future revisions.

Some relevant ethics areas were purposely neglected in our literature search because they have been more widely presented and publicized. These include sexual harassment on college and university campuses, research ethics (including ethical issues associated with psychology department "subject pools"), the teaching of ethics and values, reporting fraudulent data, and disputes between faculties and administrations. We are focusing on the ethics of teaching and of the role of the professor in maintaining an ethical learning environment.

American Association of University Professors (1984). Policy documents and reports. Washington, DC: American Association of University Professors. This convenient handbook of AAUP policy contains a collection of policies determined by committees and the annual meetings, as well as additional documents and reports as published in Academe: Bulletin of the AAUP. There are four statements on professional ethics concerning academic freedom and responsibility and the recruiting of and resignation of faculty members. Although the book has a wide scope, it does not claim to be the soul source of policy.

American Association of University Professors (1987). Statement on professional ethics. Academe, July-August, 49.

The revision from the 1966 statement by Committee B on Professional Ethics stresses six major themes: to seek and state the truth as they know it; to encourage free pursuit of learning in students; to treat their colleagues with respect and to contribute to the functioning of the academic community; to accept as paramount their teaching duties and to be sensitive to the effects that outside work or withdrawal of services would cause; to affirm the rights and obligations of professors have as the same as any other citizen, but to avoid speaking as a private person as if they were representing their institution; and to promote conditions of free inquiry and to further the public understanding of academic freedom.

Baumgarten, E. Ethics in the academic profession. (1982). Journal of Higher Education, 53(3), 283-295. The author argues that college teaching is a distinct profession with its own obligations, the most important of which is the Socratic dictum which states, "No craft or profession should seek its own advantage but should benefit those who are subject." The author explores how students should benefit from college teachers. For example, the conduct of teachers should be guided by what will be most conducive to the student's learning and,

although neutrality is not a necessary feature of scholarship, neutrality is recommended in teaching.

Blevens-Knabe, B. (1992). The ethics of dual relationships in higher education. *Ethics and Behavior*, 2, 151-163. Dual role relations in higher education have not been fully explored in terms of their ethical risks. Decision criteria for use in assessing the risk of dual relationships are presented. The author concludes that consensual sexual relationships should be avoided, but other dual role relationships, although they may raise ethical issues, may be managed with special safeguards. Self-examination for the motives behind risking a dual role relationship is encouraged. Seven questions are presented that should be answered to assure that the teacher role is not being compromised.

Brown, R. D., & Krager, L. (1985). Ethical issues in graduate education: Faculty and student responsibilities. *Journal of Higher Education*, 56 (4) 403-418. Using a scheme to analyze professional ethical issues (autonomy, nonmaleficence, beneficence, justice, and fidelity), the authors list specific ethical responsibilities of five faculty roles (advisor, instructor, curriculum planner, researcher, and mentor) and five student roles (advisee, classroom student, departmental member, researcher, and mentee).

Buchmann, M. (1987). Role over person: Justifying teacher action and decisions. *Scandinavian Journal of Educational Research*, 31, 1-21. Though not directed at the university teaching level, this interesting philosophical piece proposed that a personal orientation (focusing on personal practice, feeling, or beliefs) in teaching cuts teaching off from its moral roots and adversely affects both teacher and student learning.

Cahn, S. M. (Ed.) (1990). *Morality, responsibility, and the university*. Philadelphia: Temple University Press. This collection of essays written by 14 distinguished philosophers focuses on the ethical conduct of university professors and attempts to illuminate the "gray areas" of moral decision making they face today. Interesting reading includes timeless issues such as human rights and free speech on campus, as well as more recently uncovered topics such as professor-student friendships, student privacy in housing and residence hall life, and business-university partnerships. An article on ethics in graduate teaching addresses competence, modeling, advising, and befriending.

Callahan, D. (1982). Should there be an academic code of ethics? *Journal of Higher Education*, 53(3), 335-346.

After arguing that ethical dilemmas in academia are more pressing and stressful than ever before, caused by pressures on professors from within and without the academic community, the author concludes that a code of ethics is not the answer. First, such codes have not proven themselves adequate to deal with ethical problems in other organizations. Second, it is difficult to imagine how such a code could be developed and by whom. An alternative solution is to encourage every college, university, and professional organization concerned with academic life to devote a significant period of time every couple of years to providing forums for examining academic ethical issues.

Callis, R. (Ed.) (1976). *Ethical standards casebook*. Washington, DC: American Personnel and Guidance Association. Compiled from case material submitted by members of the APGA, this book includes 56 ethical statements, each illustrated with accounts of practice both in line and out of line with ethical standards. The incidents covered fall into various categories including counselor-counselee relationship, consulting and private practice, personnel administration, and research and publication.

Cole, D. L. (1981). Teaching tomorrow's psychology students: Who pays the piper? American Psychologist, *36*(2), 514-519. Concerned about the rapid changes in psychology and related fields and the tight job market facing doctoral students, the author discusses a number of ramifications for undergraduate teachers including the ethical implications of encouraging students to aspire to careers in overcrowded fields.

Dalton, J. C. (1986). The student press: The case for moral and ethical development. New Directions for Student Services, *33*, 69-78. The impact of student-generated press material on campus life as well as the values implicit in its operation are discussed with attention to such topics as freedom of speech, promotion of moral awareness, community standards, and values education on campus.

Deutsch, M. (1979). Education and distributive justice: Some reflections on grading systems. American Psychologist, *34* (5), 391-401. This profound and thought-provoking discussion of the question, "Who merits an increase in merit?," suggests that high grades are artificially set at scarce quantities, are of uncertain quality and unspecific meaning, and yet considered important because of their evaluative importance. The author analyzes the social significance of the assumptions underlying our "competitive, meritocratic ideologies" and argues that these assumptions must be challenged.

Dill, D. D. (1982). The structure of the academic profession: Toward a definition of ethical issues. Journal of Higher Education, *53* (3), 255-267. The author lays out and defends the position that there is such a role as "an academic profession" that encounters comparable value and ethical dilemmas. The various components of this role are discussed. Potential sources of value and other conflicts are identified in an initial attempt to provide a framework from which ethical dilemmas or "value strains" can be described.

Goodstein, L. D. (1981). Ethics are for academics too! Professional Psychology, *12*, 191-193. Goodstein seeks to dispel the belief that most of the complaints brought before the APA Ethics Committee would be lodged against clinical and industrial psychologists. Case examples from the 1980 Ethics Committee case files, 36% of which involved academic psychologists, illustrate the types of ethical dilemmas faced by those working in teaching institutions.

Haemmerlie, F. M., & Matthews, J. R. (1988). Preparing undergraduates for paraprofessional positions: What, where, when, and how are the ethical issues taught? Teaching of Psychology, *15*, 192-194. The authors discuss the responsibilities of undergraduate psychology instructors to help assure that those students who perform human services right after graduation, without further education at the graduate level, function effectively, legally, and ethically.

Hering, M. Y. (1988). Ethics and the professor: An annotated bibliography, 1970-1985. New York: Garland. This bibliography consists of nearly 2000 books compiled to address the editor's concern with "learned ignorance" about ethical decision-making. The bibliography is divided into six broad areas. The area of professional ethics contains the largest number of titles, covering topics such as academic freedom, private values and public learning, and the need for basic value models in education. This work also reveals the paucity of material on the more narrow topic of the ethics of teaching.

Hill, W. G., Palladino, J. J., & Eison, J. A. (1993). Blood, sweat, and trivia: Faculty ratings of extra credit opportunities. Teaching of Psychology, 20, 209-213. Faculty rated each of 39 extra-credit options on use, educational value, and access. Most professors use some form of extra credit. The ethical issues involved in using extra credit are discussed, such as its availability to undeserving students or the trivial nature of the extra-credit option.

Hogan, P. M., & Kimmel, A. J. (1992). Ethical teaching of psychology: One department's attempts at self-regulation. Teaching of Psychology, 19, 205-210. The authors present issues with which psychology educators should concern themselves. These include course content, vulnerable students, trust, professional role models, trust, and powerlessness. The development of a departmental ethics code and an ethical review committee is described. A general discussion covers important topics such as the necessity of keeping personnel matters and ethical deliberations completely separate and the few incentives and many barriers to reporting ethical violations. The authors rightly assert that ethicality is more than having a positive attitude toward those we teach: It also involves the development of a range of competencies.

Hook, S., Kurtz, P. & Todorovich, M. (Eds.). (1977). The ethics of teaching and scientific research. Buffalo, NY: Prometheus Books. An uneven collection of original presentations from the Third National Conference of University Centers for Rational Alternatives (1975) stresses three themes of interest to teaching faculty: indoctrination and objectivity in teaching; standards of teaching; and academic freedom and attendant responsibilities.

Keith-Spiegel, P., & Koocher, G. P. (1985). Ethics in psychology: Standards and Cases. New York: Random House. Chapter 13 presents dilemmas faced by teaching psychologists including competence, teaching skills, course preparation, lecturing on sensitive or controversial issues, questionable teaching techniques and assignments, evaluations of student performance, and textbook adoption practices.

Keith-Spiegel, P., Tabachnick, B. G., & Allen, M. (1993). Ethics in academia: Students' views of professors' actions. Ethics and Behavior, 3(2), 149-162. Students from West coast urban and rural Midwestern areas rated behaviors of professors according to their ethical propriety. There were very few differences between "city" and "country" students, men and women, or lower-division and upper-division students. Professors' ratings (see Tabachnick, Keith-Spiegel, & Pope) and students' ratings were also similar. Students rate professors' behavior as most unethical if they involve giving selected students unearned advantages (e.g., playing favorites among students) or embarrassing students (e.g., putting students down in front of their peers).

Keith-Spiegel, P., Wittig, A., Perkins, D. V., Balogh, D. W., & Whitley, B., Jr. (1994). Ethics in teaching: A casebook. Muncie, IN: Ball State University and the Office of Teaching Resources in Psychology. The Casebook presents 166 incidents that deal primarily with the interactions of professors and undergraduate students. Case presentations are divided into 21 categories including classroom policies and decorum, lecture style, learning activities and assignments, assessment of students, letters of recommendation, academic dishonesty, dual role relationships, interprofessional relationships, competency, confidentiality, political and public statements, and uses of university resources. All cases are analyzed with the authors' ideas for resolution. Prevention and peer-monitoring suggestions are also included.

Kitchener, K. S. (1985). Ethical principles and ethical decisions in student affairs. New Directions for Student Services, 30, 17-29. A model of ethical decision-making for use by student affairs professionals is proposed.

Lundenberg, M. & Svien, K. (1988). Developing faculty understanding of college students with learning disabilities. Journal of Learning Disabilities, 21, 299-300. Ethical and pedagogical issues relevant to college-level faculty working with learning disabled students are among the topics discussed in this more general article on in-service training for faculty.

Matthews, J. R. (1989). The teaching of ethics and the ethics of teaching. Paper delivered at the American Psychological Association meetings, New Orleans, August 13. The 1989 Presidential Address of Division Two of the American Psychological Association draws together a full array of ethical issues faced by academics and uses examples to illustrate various facets of the ethics code of APA.

May, W. (Ed.). (1991). Ethics and higher education. Now York: Macmillan. The editor has collected essays that address contemporary moral problems facing colleges and universities. These include academic planning, cheating and plagiarism, ethics in graduate education, and faculty evaluation. Additional timely issues covered include racism on campus, sexual harassment, the challenge of diversity, and student social concerns. This book features many tables and figures that help to illustrate the problem as well as possible solutions.

Payne, S., & Charnov, B. (Eds.). (1987). Ethical dilemmas for academic professionals. Springfield, IL: Thomas Books. The many and varied roles of college faculty members are the basis for this informative book. Each chapter focuses on a particular role played or group served by academicians and is followed by cases presenting ethical dilemmas. Special attention is given to the fundamentals of ethical teaching and the faculty-administrative relationship. Questions for thought and discussion are featured following each case account, further expanding the book's possible uses.

Redlich, F., & Pope, K. (1980). Ethics of mental health training. Journal of Nervous and Mental Disease, 168 (12), 709-714. After expressing surprise that a search for earlier publications on the ethics of mental health teaching yielded nothing, the authors organize their discussion around the application to the teaching situation of seven principles of medical practice. These include: above all, do no harm; practice only with competence; do not exploit; treat people with respect for their dignity as human beings; protect confidentiality; act, except in the most extreme instances, only after obtaining informed consent; and practice, insofar as possible, within the framework of social equity and justice.

Robertson, E., & Grant, G. (1982). Teaching and ethics: An epilogue. Journal of Higher Education, 53 (3), 345-357.

The concluding article in the special edition of the Journal of Higher Education gathers together a number of the themes presented, focusing on the ethical conflicts faced by the contemporary college professor. Among those considered are support and encouragement of students vs. deflecting the unfit, friendship with students vs. professional objectivity, pursuit of truth vs. the university-as-educational-conglomerate, teaching duties vs. research requirements, and institutional service vs. opportunity for outside-based personal gain. The authors offer suggestions to help defuse problems.

Scriven, M. (1982). Professorial ethics. Journal of Higher Education, 53 (3), 307-317. The role of ethics in the context of the academy as a whole is analyzed. The author traces, with concern, the lack of interest in professorial ethics, perhaps because such matters elicit anxiety. This is

compared to professional ethics which has advanced markedly in recent years. An analysis of the complex roles of the professor, such as teaching, research, and service, are described as they relate to ethical considerations. Testing students--"the largest area of ethical malfeasance in postsecondary instruction"--is discussed and hints are offered for avoiding ethical pitfalls. Other specific discussions include faculty evaluation and student cheating.

Schurr, G. M. (1982). Toward a code of ethics for academics. Journal of Higher Education, 53 (3), 318-134.

This difficult essay traces the need for and requirements of a code of ethics for professors. Complicated roles, the relationship of the professor and society, and the potential for conflict of interest are major difficulties to be overcome. Problems of evaluation and enforcement are discussed.

Tabachnick, B., Keith-Spiegel, P. & Pope, K. S. (1991). The ethics of teaching: The beliefs and behaviors of psychologists as educators. American Psychologist, 46, 506-515. The results of a survey of 483 teaching psychologist members of APA are presented, in which 63 behaviors are rated in terms of the frequency with which the respondent actually engaged in the acts and a rating of the ethical acceptability of the acts. The behaviors fell into such areas as competency in the classroom, student evaluation factors, social and sexual relationships with students, and course content. Although the results are interpreted with caution, this paper provides the first data-based exploration of the subject.

Turner, R. H. (1972). Dithering devices in the classroom: How to succeed in shaking up a campus by really trying. American Psychologist, 21, 957-963. A potentially controversial classroom technique is demonstrated based on a philosophy that shaking up students is an effective way of getting them involved and thinking. Using two of his classroom exercises as examples, neither of which pose any ethical problems although they do challenge students to ponder popular values, Turner illustrates how the technique can be implemented.

Wilson, E. K. (1982). Power, pretense, and piggybacking: Some ethical issues in teaching. Journal of Higher Education, 53(3), 268-281. Ethical issues in academia were sorted into three headings: "Power" differentials; "Pretense" (the gap between profession and practice), and "Piggybacking" (the tendency in academia to introduce peripheral activities which erode or supersede commitment to the central mission). Examples of these issues are presented and discussed in this exceptionally well-written and well-reasoned essay.

RECENT PROFESSOR/SCHOLAR "BASHING" LITERATURE

The semi-popular writing genre, criticizing academia and those who tend to hang around it, provides interesting reading to those who study ethical issues as they impinge on academic life. Although most of these books are inflammatory without benefit of any data base, they do serve to keep us in touch with some disturbing trends and/or types of characters that most of us have run into along the way. The primary theme is "fitness to teach others" and the dangers of incompetence, arrogance, and alienation from the "average citizen." Below is a selection rather than an exhaustive list of such books.

Anderson, M. (1992). Impostor in the temple. New York: Simon and Schuster (253 pp.). Anderson plays mean ball by describing the "great pretenders" who disdain teaching, misrepresent their scholarly work as more important than it really is, sell liberal politics, and cheat students out of an education in the process. Anderson's view of higher education is bleak and unsettling.

Bloom, A. (1987). The closing of the American mind. New York: Simon & Shuster (392 pp.). In an unexpected best seller, Bloom takes apart what he believes to be an intellectual crisis in the United States caused, in large measure, by unfocused and "lost purpose" universities whose students are not learning.

Cahn, S. M. (1986). Saints and scamps: Ethics in academia. Totowa, NJ: Rowman & Littlefield (112 pp.). This little, challenging, and well-written book seeks to contribute to the scant literature of the obligations of professors rather than to the huge literature on the rights of professors. The author makes the case that students are dependent on professors which creates an ethical dimension because of the harm that the profession can inflict on dependent people. Among the ethical issues discussed are grading systems, teaching competence, departmental obligations, tenure and other personnel decisions and special issues arising at the graduate school level.

Cheney, L. J. (1992). Telling the truth. Washington, DC: National Endowment for the Humanities. (41 pp.). This lively tome asserts that the aim of education on many campuses is not the truth but "political transformation." The author clearly comes down on the side of free speech, even if it is offensive. She is gravely concerned, however, that professors are misusing their freedom of speech and indoctrinating students into their own political biases.

D'Sousa, D. (1991). Illiberal education: The politics of race and sex on campus. New York: Free Press. (319 pp.). In this controversial volume, the politically conservative author asserts that universities' policies designed to foster enlightenment are, instead, promoting ignorance, intolerance, and racism. He takes on political correctness, affirmative action, and multicultural study programs.

Getman, J. (1992). In the company of scholars. Austin: University of Texas Press. (294 pp.). The author traces how the bright idealism of budding professors, seeking a life of meaning, prestige, community, and time to devote to scholarly activity, clashes with realities. The author expands on how and why the ideal goals are difficult or impossible to achieve, and how they become distorted and sullied, sometimes without conscious awareness. Often jarring, frequently darkly brilliant, the book is recommended for anyone not fearful of critical self-reflection.

Hirsch, E. D. (1987). Cultural Literacy: What every American needs to know. Boston: Houghton Mifflin. (251 pp.). Of possible interest to the teaching psychologist interested in ethical issues, this unexpected best seller argues, among other things, that higher education has failed students by losing a sense of common references. Hirsch's much publicized list of dates and words that any "culturally literate" person should be familiar. The list easily generates controversy, both over what is included as well as what is excluded and who should make such decisions.

Johnson, P. (1989). Intellectuals. New York: Harper & Row (385 pp.). A critique of the moral and judgmental dimensions of the 18th century and current "intellectual." Out of touch with the very citizenry for whom they often profess to advocate, they purport to be rebels but are, in fact, very conformist among themselves. They fail to seek or consider data that disconfirm their own position. They are often dangerous because of their power and influence and access to the media.

Sykes, C. J. (1988). ProfScam: Professors and the Demise of Higher Education. NJ: Regnery Gateway, Inc. (304 pp.). This entry into the genre of stinging indictments of the professor includes charges of neglecting students; turning classes over to incompetent teaching

assistants; distorting curriculum to pursue narrow and selfish interests; and the use of academic freedom and tenure to protect behavior that would be inexcusable anywhere else.