

Faculty Ethics Statement

Faculty Academic Senate

"Ethics Statement"

Educators believe in the worth and dignity of each student and value the contribution of diversity to the academic process. They recognize the supreme importance of the pursuit of truth, devotion to excellence, and the nature of democratic citizenship. They regard as essential to these goals the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. Educators recognize the magnitude of the responsibility they have accepted in choosing a career in education. They accept the responsibility to practice the profession according to the highest ethical standards.

I. Community college faculty members, guided by a deep conviction of the worth and dignity of the advancement of knowledge, recognize the special responsibilities placed upon them. Their primary responsibility to their subjects is to seek and to state the truth as they see it. To this end faculty members devote their energies to developing and improving their scholarly competence. They accept the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge. They practice intellectual honesty. They adhere to the curriculum established by course outlines and syllabi as implicit contractual agreements with students. Although the faculty members may follow subsidiary interests, these interests must never seriously hamper or compromise their freedom of inquiry.

II. As teachers, faculty members encourage the free pursuit of learning in their students. They hold before them the best scholarly standards of their discipline. Faculty members demonstrate respect for the student as an individual, and adhere to their proper role as intellectual guides and counselors. They accept the obligation to provide students with clearly stated expectations. Faculty members make every reasonable effort to foster honest academic conduct, to uphold and promote appropriate academic standards, to apply consistent grading criteria, and to assure that evaluation of students reflects their true merit. They respect the confidential nature of the relationship between faculty member and student. They avoid any exploitation of student for private advantage and acknowledge significant assistance from them. They protect the academic freedom of students.

III. As colleagues, faculty members have obligations that derive from common membership in the community of scholars. Faculty members do not discriminate against or harass colleagues. They respect and defend the free inquiry of associates. In the exchange of criticism and ideas faculty members show due respect for the opinions of others. Faculty members acknowledge their academic debts and strive to be objective in their professional judgment of colleagues. Faculty members accept their share of faculty responsibilities for the governance of their institution.

IV. As members of an academic institution, faculty members seek above all to be effective teachers and scholars. Although faculty members observe the stated regulations of their institutions, provided the regulations do not contravene academic freedom, they maintain their

right to criticize and seek revision. Faculty members give due regard to their paramount responsibilities within their institution in determining the amount and character of work done outside it. When considering the interruption or termination of their service, faculty members recognize the effect of their decisions upon the program of the institution and give due notice of their intentions.

V. As members of their community, faculty members have the rights and obligations of all citizens. Faculty members measure the urgency of these obligations in the light of their responsibilities to their subject areas, to their students, to their profession, and to their institutions. When they speak or act as private persons, they avoid creating the impression that they speak or act for the college or universities. As citizens engaged in a profession that depends upon freedom for its health and integrity, faculty members have a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom.

Adapted from the AAUP Statement on Professional Ethics (1987) and from the CTA Code of Ethics of the Education Profession (1968).