

Faculty Statement of Professional Ethicsⁱ

We, the Faculty of Collin College, affirm our dedication to the core values of learning, service and involvement, creativity and innovation, academic excellence, dignity and respect, and integrity. Therefore, we, the Faculty of Collin College, do adopt, and hold ourselves subject to, the following Faculty Statement of Professional Ethics.ⁱⁱ

1. The Faculty should treat all persons with respect, dignity, and justice, discriminating against no one.
2. The Faculty should make every reasonable effort to foster honest academic conduct and to ensure that their assessments are fair, consistent, and objective.
3. The Faculty should model and impart knowledge and understanding of a field of study to develop in students appropriate and relevant skills, and do so in accordance with the best standards of scholarship and pedagogy in their discipline.
4. The Faculty should observe the stated policies and procedures of the College, reserving the right to seek revision in a judicious and appropriate manner.
5. The Faculty should refrain from personal vilification; threatening, intimidating, or abusive language; or conduct that creates a hostile work environment. Moreover, Faculty members should strive to be objective, and amidst the healthy exchange of criticisms and ideas, show due respect for the rights of others to express differing opinions.
6. The Faculty should maintain appropriate confidentiality in all student, departmental, and College matters.
7. The Faculty should not misappropriate the College's resources, or resources belonging to others which are entrusted to our care, nor do we condone any such misappropriation.
8. The Faculty retain their rights as private citizens. Therefore, they are as free as all other citizens to participate in political and social movements and any other lawful activity.
9. The Faculty should actively participate in professional development, College service, and student support.

ⁱ Originally drafted on 04/26/2017. Adopted by the Faculty Council on 11/17/2017

ⁱⁱ This statement rests upon the foundation provided in the following Collin College Board Policies: AD (Legal), AD (Local), BBF (Local), DBD (Local), DBF (Local), and DGC (Local). The full text of each of these policies, current as of 03/30/2017, is provided in Appendix A. Additional information about the Collin College Board Policies, and the full text of other Board Policies not referenced here, can be found at <http://pol.tasb.org/Home/Index/304>. Information about changes under consideration to specific Collin College Board Policies can be found at: http://www.collin.edu/hr/Board_Policy_Updates.aspx.

In addition to specific relevant Collin College Board Policies, the following documents were used as reference points in the process of writing this document: Texas Community College Teachers Association: <http://www.tccta.org/wp-content/uploads/2016/01/TCCTA-Ethics.pdf>; University of Texas at San Antonio: <http://provost.utsa.edu/home/faculty-code-of-ethics.asp>; American Association of University Professors: <https://www.aaup.org/report/statement-professional-ethics>; Lassen Community College: <http://www.lassencollege.edu/Assets/planning-&-governance/Governance-Documents/2013-2014%20Code%20of%20Ethics-Faculty.pdf>; Kent State University: <https://www.kent.edu/policyreg/university-policy-regarding-faculty-code-professional-ethics>; University of Southern California: https://about.usc.edu/files/2011/07/USC_Code_of_Ethics_2004.pdf; University of South Florida College of Business: <http://www.usf.edu/business/documents/about/faculty-ethics.pdf>. The full text of each of these policies can be found in Appendix B.

Recognizing the institutional history of Collin College is also important in this process. No document is created in a vacuum, and we have necessarily built upon the work done by previous faculty members. In this spirit, we are also including prior institutional documents concerning statements of ethics for faculty members. These documents, to the extent available, can be found in Appendix C.

Appendix A: Relevant Collin College Board Policies

AD (Legal):	Educational Role, Mission, Purpose, and Responsibility
AD (Local):	Educational Role, Mission, Purpose, and Responsibility
BBF (Local):	Board Member Ethics
DBD (Local):	Employment Requirements and Restrictions – Conflict of Interest
DBF (Local):	Employment Requirements and Restrictions – Nonschool Employment
DGC (Local):	Employee Rights and Privileges – Academic Freedom and Responsibilities

EDUCATIONAL ROLE, MISSION, PURPOSE, AND RESPONSIBILITY

AD
(LEGAL)

ROLE AND MISSION Texas public junior colleges shall be two-year institutions primarily serving their local taxing districts and service areas in Texas and offering vocational, technical, and academic courses for certification or associate degrees. Continuing education, remedial and compensatory education consistent with open-admission policies, and programs of counseling and guidance shall be provided. Each institution shall insist on excellence in all academic areas— instruction, research, and public service. Faculty research, using the facilities provided for and consistent with the primary function of each institution is encouraged. Funding for research should be from private sources, competitively acquired sources, local taxes, and other local revenue. *Education Code 130.0011*

PURPOSE The purpose of each public community college shall be to provide:

1. Technical programs up to two years in length leading to associate degrees or certificates.
2. Vocational programs leading directly to employment in semi-skilled and skilled occupations.
3. Freshman and sophomore courses in arts and sciences.
4. Continuing adult education programs for occupational or cultural upgrading.
5. Compensatory education programs designed to fulfill the commitment of an admissions policy allowing the enrollment of disadvantaged students.
6. A continuing program of counseling and guidance designed to assist students in achieving their individual educational goals.
7. Work force development programs designed to meet local and statewide needs.
8. Adult literacy and other basic skills programs for adults.
9. Such other purposes as may be prescribed by the Coordinating Board or local governing boards in the best interest of post-secondary education in Texas.

Education Code 130.003(e)

Each public two-year college must develop a statement regarding the purpose, role, and mission of the institution reflecting the three missions of higher education: teaching, research, and public service.

Each public community college shall include in its role and mission statement the purpose of the community college as prescribed under Education Code 130.003(e), that it shall primarily serve its local

EDUCATIONAL ROLE, MISSION, PURPOSE, AND RESPONSIBILITY

AD
(LEGAL)

taxing district and service area, offering career technical/workforce, and academic courses for certificates or associate degrees. Continuing education, remedial and compensatory education consistent with open admission policies, and a program of counseling and guidance shall also be provided.

Each public two-year college must publish its purpose, role, and mission statement in its official publication for students, generally the college district catalog.

19 TAC 9.53-.54

INSTITUTIONAL
RESPONSIBILITY

In addition to specific responsibilities imposed by the Education Code or other law, each institution of higher education, including each college district, has the general responsibility to serve the public and, within the institution's role and mission, to:

1. Transmit culture through general education.
2. Extend knowledge.
3. Teach and train students for professions.
4. Provide for scientific, engineering, medical, and other academic research.
5. Protect intellectual exploration and academic freedom.
6. Strive for intellectual excellence.
7. Provide educational opportunity for all who can benefit from postsecondary education and training.
8. Provide continuing education opportunities.

Education Code 51.354

EDUCATIONAL ROLE, MISSION, PURPOSE, AND RESPONSIBILITY

AD
(LOCAL)

PURPOSE STATEMENT Through its campuses, centers, and programs, the College District fulfills its statutory charge to provide:

1. Academic courses in the arts and sciences to transfer to senior institutions.
2. Technical programs, leading to associate degrees or certificates, designed to develop marketable skills and promote economic development.
3. Continuing adult education programs for academic, professional, occupational, and cultural enhancement.
4. Developmental education and literacy programs designed to improve the basic skills of students.
5. A program of student support services, including counseling and learning resources, designed to assist individuals in achieving their educational and career goals.
6. Workforce, economic, and community development initiatives designed to meet local and state needs.
7. Other purposes as may be directed by the Board and/or the laws of the State of Texas.

MISSION STATEMENT The College District is a student- and community-centered institution committed to developing skills, strengthening character, and challenging the intellect.

STATEMENT OF ETHICS AND PHILOSOPHY It is the policy of the College District to apply the highest ethical standards to all members of the College District community including the Board, administration, staff, and faculty in achieving its mission and in managing its resources efficiently and effectively to reach its goals and objectives. The College District shall include a code of ethics for Board members, administration, staff, and faculty in its policy manual.

The College District accepts its responsibilities to its students, to its employees, and to the members of the community; the College District is committed to meet these responsibilities with balance, fairness, accountability, and ethical integrity.

CORE VALUES The College District's philosophy and ethics are based on the following statement of core values:

We have a passion for:

1. Learning;
2. Service and Involvement;

EDUCATIONAL ROLE, MISSION, PURPOSE, AND RESPONSIBILITY

AD
(LOCAL)

3. Creativity and Innovation;
4. Academic Excellence;
5. Dignity and Respect; and
6. Integrity.

BOARD MEMBERS
ETHICS

BBF
(LOCAL)

STATEMENT OF
ETHICS

As a member of the Board, I will strive to improve community college education, and to that end I shall adhere to the following ethical standards:

1. Attend all regularly scheduled Board meetings insofar as possible and become informed concerning issues to be considered at those meetings.
2. Bring about desired changes through legal and ethical procedures, upholding and enforcing all applicable statutes, regulations, and court decisions pertaining to community colleges.
3. Work with other Board members to establish effective Board policies and to delegate authority for the administration of the College District to the chief executive officer and the College President.
4. Work with other Board members to establish effective policies and practices prohibiting unlawful discrimination, including conduct that constitutes sexual harassment.
5. Recognize that I should endeavor to make policy decisions only after full discussion at publicly held Board meetings.
6. Render all decisions based on the available facts and my independent judgment, while avoiding undue influence from political, religious, or other special interest groups, and thus protecting the institution from such influence.
7. Encourage the free expression of opinion by all Board members and seek systematic communications between the Board and students, staff, and all elements of the community.
8. Communicate to other Board members and the College President expressions of public reaction to Board policies and college programs.
9. Inform myself about current educational issues by individual study and through participation in programs providing needed information, such as those sponsored by the Texas Association of Community Colleges, the American Association of Community Colleges, and the Association of Community College Trustees.
10. Support the employment of those persons best qualified to serve as College District staff and insist on a regular and impartial evaluation of all staff.
11. Avoid being placed in a position of conflict of interest and refrain from using my Board position for personal or partisan gain.

12. Take no private action that will compromise the Board or administration and respect the confidentiality of information that is privileged under applicable law.
13. Remember always that my first and greatest concern must be the educational welfare of the students attending the College District.

REFERENCES: National School Boards Association and Southern Association of Colleges and Schools Commission on Colleges

EMPLOYMENT REQUIREMENTS AND RESTRICTIONS
CONFLICT OF INTEREST

DBD
(LOCAL)

DISCLOSURE GENERAL STANDARD	An employee shall disclose to his or her immediate supervisor a personal financial interest, a business interest, or any other obligation or relationship that in any way creates a potential conflict of interest with the proper discharge of assigned duties and responsibilities or with the best interest of the College District.
SPECIFIC DISCLOSURES SUBSTANTIAL INTEREST	<p>The College President shall file an affidavit with the Board Chair disclosing a substantial interest, as defined by Local Government Code 171.002, in any business or real property that the College President or any of his or her relatives in the first degree may have.</p> <p>Any other employee who is in a position to affect a financial decision involving any business entity or real property in which the employee has a substantial interest as defined by Local Government Code 171.002 shall file an affidavit with the College President; however, the employee shall not be required to file an affidavit for the substantial interest of a relative.</p>
INTEREST IN PROPERTY	The College President shall be required to file an affidavit disclosing interest in property in accordance with Government Code 553.002.
CONFLICTS DISCLOSURE STATEMENT	<p>No employee other than the College President shall be required to file the conflicts disclosure statement, as promulgated by the Texas Ethics Commission and as specified by Local Government Code 176.003-.004.</p> <p>[See BBFA]</p>
GIFTS	An employee shall not accept or solicit any gift, favor, service, or other benefit that could reasonably be construed to influence the employee's discharge of assigned duties and responsibilities.
ENDORSEMENTS	<p>An employee shall not recommend, endorse, or require students to purchase any product, material, or service in which the employee has a financial interest or that is sold by a company that employs or retains the employee during nonschool hours, unless the product, material, or service is recommended, endorsed, or required for a course the employee teaches and is reasonably related to the subject matter of the course and the course syllabus.</p> <p>No employee shall require students to purchase a specific brand of supplies if other brands are equal and suitable for the intended instructional purpose.</p>
SALES	An employee shall not use his or her position with the College District to attempt to sell products or services, unless the product or service is recommended, endorsed, or required for a course the employee teaches and is reasonably related to the subject matter of the course and the course syllabus.

EMPLOYMENT REQUIREMENTS AND RESTRICTIONS
CONFLICT OF INTEREST

DBD
(LOCAL)

SOLICITATION OF
RESOURCES

The College District recognizes that appropriate gifts and grants of cash, equipment, real property, and other goods and effects are vital to the College District's growth and development and that seeking support from external sources is fully consistent with the College District's mission and purpose.

Through a letter of understanding between the College District and the Collin County Community College District Foundation, Inc., dated November 21, 1989, the Foundation has been charged with the rights and responsibilities of assisting the College District with the solicitation of external resources. The executive director of foundation or designee shall serve as the official liaison with the Foundation to ensure coordination of all College District fund-raising activities and objectives.

The Foundation has been designated as the official repository for gifts from the private sector that are donated to advance the College District's mission and purpose. Assets administered by the Foundation shall be used exclusively for the benefit of the College District to include support for programs, employees, and students pursuing stated goals of the College District.

GRANTS AND
OTHER SOURCES
OF FUNDING

The College District's foundation office staff is responsible for soliciting and administering external funds for the College District. The foundation office staff also identifies, cultivates, and solicits grants and/or gifts from public and private agencies, individuals, corporations, and foundations. While each College District employee may, and should, play an important role in the process of expanding external support, such activities must be approved by the College District's Leadership Team and be in compliance with College District procedures and guidelines. Foundation office staff shall work with employees to create scholarship and excellence funds or to acquire other appropriate gifts.

FUND-RAISING

Fund-raising shall mean any solicitation of any donation of anything of value from an external source by any officer, employee, agent, or volunteer acting on behalf of and for the benefit of the College District or any of its units or authorized affiliated organizations.

This policy shall not apply to an employee(s) participating in duly authorized student activities, programs, or other approved College District activities. Duly authorized student activities are those activities approved in advance by the director of student activities. Approved College District activities are those activities approved in writing in advance by the appropriate vice president, provost, or the College President.

EMPLOYMENT REQUIREMENTS AND RESTRICTIONS
NONSCHOOL EMPLOYMENT

DBF
(LOCAL)

NONSCHOOL
EMPLOYMENT

An employee shall disclose in writing to his or her immediate supervisor any outside employment that in any way creates a conflict of interest with the proper discharge of assigned duties and responsibilities or with the best interest of the College District.

Nonschool employment that would be considered as detracting from the efficiency of the employee includes, but is not limited to, situations that:

1. Result in an employee's absence from work;
2. Adversely affect an employee's physical or mental well-being;
3. Interfere with an employee's duties during regular work hours;
4. Cause an employee to be unprepared for duties with the College District; and
5. Involve the use of College District materials or resources.

EMPLOYEE RIGHTS AND PRIVILEGES
ACADEMIC FREEDOM AND RESPONSIBILITIES

DGC
(LOCAL)

ACADEMIC FREEDOM

All faculty members (full-time and associate) shall be entitled to academic freedom and bear a concomitant dedication to academic responsibility. (The faculty subscribes to the principles expressed in the Statement of Academic Freedom and Responsibility adopted February 19, 1982, by the Texas Junior College Teachers' Association, the text of which is appended to and made an integral part of this document.) [See STATEMENT OF PURPOSE below]

All faculty members enjoy the constitutional freedoms guaranteed to all citizens by the United States' Constitution and the Constitution of the State of Texas. In the classroom, teaching faculty members have the freedom to discuss any controversial matter and to voice opinions within areas of their professional competence. At the same time, they have an obligation to acquaint students with other scholarly opinions on the subject. Outside the classroom, faculty members are free from institutional censorship or discipline for exercising their rights as private citizens to express themselves freely on matters of public concern, to associate with persons or groups as they so choose and to participate in political or other kinds of activities. When faculty and support staff speak or write as private citizens, however, they must bear in mind that their actions will inevitably be judged by the public and reflect upon their profession and institution. Thus, faculty and support staff shall strive for accuracy, exercise appropriate restraint, exhibit tolerance for differing opinions, and indicate clearly that they are not an official spokesperson for the College District.

The College District accepts the responsibility to foster and to encourage faculty and support staff to exercise their freedoms and to protect against acts which deny freedom of speech and the related freedoms to be heard, to study, to teach, to administer and to pursue scholarly activity.

Faculty members acknowledge their responsibility to maintain professional competence in their fields of specialization and to be committed to effective teaching and student service.

STATEMENT OF
PURPOSE ON
ACADEMIC FREEDOM
AND RESPONSIBILITY

The Board believes that it is essential that the faculty have freedom in teaching, research, and publication. Faculty members shall be free from the fear that others might threaten their professional careers because of differences of opinion regarding such scholarly matters. To this end, the College District has adopted the following statement of purpose on academic freedom and responsibility.

The College District, like all other institutions of higher education, serves the common good, which depends upon uninhibited search for truth and its open expression. The points enumerated below constitute its position on academic freedom:

EMPLOYEE RIGHTS AND PRIVILEGES
ACADEMIC FREEDOM AND RESPONSIBILITIES

DGC
(LOCAL)

1. Faculty members are appointed to impart to their students and to their communities the truth as they see it in their respective disciplines. The teacher's right to teach preserves the student's right to learn.
2. The mastery of a subject makes a faculty member a qualified authority in that discipline and competent to choose how to present its information and conclusions to students. The following are among the freedoms and responsibilities that should reside primarily with the faculty, with the advice and consent of the appropriate dean of instruction: planning and revising curricula, selecting textbooks and readings, selecting classroom films and other teaching materials, choosing instructional methodologies, assigning grades, and maintaining classroom discipline.
3. Faculty members are citizens, and, therefore, possess the rights of citizens to speak freely outside the classroom on matters of public concern and to participate in lawful political activities.
4. Prior restraint or sanctions shall not be imposed upon faculty members in the exercise of their rights as citizens or duties as teachers. Nor shall faculty members fear reprisals for exercising their civic rights and academic freedom.
5. Faculty members have a right to expect the Board and the College District's administrators to uphold vigorously the principles of academic freedom and to protect the faculty from harassment, censorship, or interference from outside groups and individuals.

The academic freedom of the College District faculty members shall be accompanied by equally compelling obligations and responsibilities to their profession, their students, the College District, and their community. Faculty members shall defend the rights of academic freedom while accepting willingly the responsibilities enumerated below:

1. Faculty members shall be judicious in the introduction of material in the classroom without forfeiting the instructional benefits of controversy.
2. Faculty members are entitled to all rights and privileges of academic freedom in the classroom while discussing the subjects they teach. No faculty member, however, shall attempt to force on his or her students a personal viewpoint intolerant of the rights of others to hold or express diverse opinions. Faculty members shall not act in a manner that is perceived

as being abusive, either physically or verbally, by his or her students.

3. Faculty members shall recognize their responsibility to maintain competence in their disciplines through continued professional development and to demonstrate that competence through consistently adequate preparation and performance.
4. Faculty members shall recognize that the public will judge their institution and their profession by their public conduct. Therefore, faculty members shall always make clear that the views they express are their own and shall avoid creating the impression that they speak or act on behalf of the College District or of their profession.
5. Faculty members shall recognize their responsibility to adhere to the policies and procedures of the institution. Therefore, faculty members who have differences of opinion with existing or proposed policy or procedures shall express these views through the standing committee structure of the College District or their supervising administrators.

Appendix B: Other Reference Documents

Texas Community College Teachers Association: “Code of Professional Ethics”
<http://www.tccta.org/wp-content/uploads/2016/01/TCCTA-Ethics.pdf>

University of Texas at San Antonio “Faculty Code of Ethics”
<http://provost.utsa.edu/home/faculty-code-of-ethics.asp>

American Association of University Professors “Statement on Professional Ethics”
<https://www.aaup.org/report/statement-professional-ethics>

Lassen Community College “Faculty Code of Ethics”
<http://www.lassencollege.edu/Assets/planning-&-governance/Governance-Documents/2013-2014%20Code%20of%20Ethics-Faculty.pdf>

Kent State University “University Policy Regarding Faculty Code of Professional Ethics”
<https://www.kent.edu/policyreg/university-policy-regarding-faculty-code-professional-ethics>

University of Southern California “Code of Ethics”
https://about.usc.edu/files/2011/07/USC_Code_of_Ethics_2004.pdf

University of South Florida College of Business “Faculty Statement on Ethics”
<http://www.usf.edu/business/documents/about/faculty-ethics.pdf>



TEXAS COMMUNITY COLLEGE TEACHERS ASSOCIATION
CODE OF PROFESSIONAL ETHICS
(Revised February 20, 1997)

Professional Educators affirm the inherent worth and dignity of all persons and the right of all persons to learn. Learning best occurs in an environment devoted to the pursuit of truth, excellence, and liberty. These flourish where both freedom and responsibility are esteemed.

In order to express more adequately the affirmation of our professional responsibilities, we, the members of the Texas Community College Teachers Association, do adopt, and hold ourselves and each other subject to, the following Code of Professional Ethics:

The Professional Educator shall treat all persons with respect, dignity, and justice, discriminating against no one on any arbitrary basis such as ethnicity, creed, gender, disability, or age.

The Professional Educator shall strive to help each student realize his or her full potential as a learner and as a human being.

The Professional Educator shall by example and action encourage and defend the unfettered pursuit of truth by both colleagues* and students, supporting the free exchange of ideas, observing the highest standards of academic honesty and integrity, and seeking always an attitude of scholarly objectivity and tolerance of other viewpoints.

The Professional Educator shall work to enhance cooperation and collegiality among students, faculty, administrators, and other personnel.

The Professional Educator shall recognize and preserve the confidential nature of professional relationships, neither disclosing nor encouraging the disclosure of information or rumor which might damage or embarrass or violate the privacy of any other person.

The Professional Educator shall maintain competence through continued professional development, shall demonstrate that competence through consistently adequate preparation and performance, and shall seek to enhance that competence by accepting and appropriating constructive criticism and evaluation.

The Professional Educator shall make the most judicious and effective use of the college's time and resources.

The Professional Educator shall fulfill the employment agreement both in spirit and in fact, shall give reasonable notice upon resignation, and shall neither accept tasks for which he or she is not qualified nor assign tasks to unqualified persons.

The Professional Educator shall support the goals and ideals of the college and shall act in public and private affairs in such a manner as to bring credit to the college.

The Professional Educator shall not engage in sexual harassment of students or colleagues and shall adhere to the college's policy on sexual conduct.

The Professional Educator shall observe the stated policies and procedures of the college, reserving the right to seek revision in a judicious and appropriate manner.

The Professional Educator shall participate in the governance of the college by accepting a fair share of committee and institutional responsibilities.

The Professional Educator shall support the right of all colleagues to academic freedom and due process and defend and assist a professional colleague accused of wrongdoing, incompetence, or other serious offense so long as the colleague's innocence may reasonably be maintained.

The Professional Educator shall not support a colleague whose persistently unethical conduct or professional incompetence has been demonstrated through due process.

The Professional Educator shall accept all rights and responsibilities of citizenship, always avoiding use of the privileges of his or her public position for private or partisan advantage.

**In this Code the term "colleague" refers to all persons employed by colleges in the educational enterprise.*

UTSA Faculty Code of Ethics



The University seeks to provide, promote, and sustain a landscape that is conducive to sharing, extending, and critically examining knowledge and values, and to furthering intellectual discourse. The success of these central functions requires that faculty members be free within their respective fields of competence to pursue and teach the critical examination of knowledge and values in accord with appropriate standards of scholarly inquiry. The faculty's privileges and protections, including that of tenure, rest on the mutually supportive relationships between the faculty's particular professional expertise, its academic freedom, and the central functions of the University. These relationships are also the source of the professional responsibilities of faculty members. It is the intent of the Faculty Code of Ethics to protect academic freedom, to preserve the highest standards of teaching and scholarship, and to advance the mission of the University as an institution of higher learning.¹

Scholarship

Ethical Principles. "Professors, 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 subject is to seek and to state the truth as they see it. To this end professors 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. Although professors may follow subsidiary interests, these interests must never seriously hamper or compromise their freedom of inquiry." (AAUP Statement, 1966; Revised, 1987)

UTSA faculty members are guided by a deep conviction of the worth and dignity of the advancement of knowledge, and recognize the unique responsibilities that derive from their position. The primary responsibility to their discipline is to seek and to state the truth as they see it. To this end professors devote their energies to developing and improving their scholarly competence. The pursuit of free inquiry respects variety in the modes and objects of investigation, whether traditional or innovative, and judgments of whether a line of inquiry is ultimately useful to students, colleagues, or society should not be used to limit the freedom of scholars to pursue their research. Faculty accept the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge. They practice intellectual honesty. Although professors may follow subsidiary interests, these interests must never seriously hamper or compromise their freedom of inquiry.

Teaching and Students

Ethical Principles. "As teachers, the professors encourage the free pursuit of learning of their students. They hold before them the best scholarly standards of their discipline. Professors demonstrate respect for students as individuals and adhere to their proper roles as intellectual guides and counselors. Professors make every reasonable effort to foster honest academic conduct and to assure that their evaluations of students reflect each student's true merit. They respect the confidential nature of the relationship between professor and student. They avoid any exploitation, harassment, or discriminatory treatment of students. They acknowledge significant academic or scholarly assistance from them. They protect their academic freedom." (AAUP Statement, 1966; Revised, 1987)

As teachers, UTSA professors encourage the free pursuit of learning in their students, and model for them the best scholarly and ethical standards of their discipline. At the outset of each course, faculty members provide students with a statement on the goals and objectives of the course, and on the standards by which students will be evaluated. When teaching, professors offer constructive and timely evaluation of students' work and specify the times and places when teachers are available to consult with students. Professors demonstrate respect for students as individuals, and respect the confidential nature of the relationship between professor and student. Faculty members adhere to their proper roles as intellectual guides and counselors, treat students with respect and fairness, and avoid any exploitative, harassing, or discriminatory treatment of students. Professors make every reasonable effort to foster honest academic conduct and to ensure that their assessments of students fairly reflect the true merit of each student's work. They acknowledge significant academic or scholarly assistance from their students, and they protect their academic freedom. UTSA professors do not expect students to perform unremunerated or uncredited teaching, research, or personal duties.

The University

Ethical Principles. "As a member of an academic institution, professors seek above all to be effective teachers and scholars. Although professors observe the stated regulations of the institution, provided the regulations do not contravene academic freedom, they maintain their right to criticize and seek revision. Professors give due regard to their paramount responsibilities within their institution in determining the amount and character of the work done outside it. When considering the interruption or termination of their service, professors recognize the effect of their decision upon the program of the institution and give due notice of their intentions." (AAUP Statement, 1966; Revised, 1987)

As integral constituents of UTSA, faculty members seek above all to be effective teachers and scholars. Professors observe the stated regulations of the institution, and maintain their right to criticize and seek revision in accordance with academic freedom. They give due regard to their paramount responsibilities to UTSA in determining the amount and character of work done outside it. Scholars in positions of leadership at UTSA should assist in devising and implementing policies and procedures that promote a positive working and learning environment. When considering the interruption or termination of their service, professors recognize the effect of their decision upon their departments at UTSA and provide timely, written notice of this intention in accordance with the UTSA Handbook of Operating Procedures. Faculty members who plan to resign an appointment should not accept another appointment that involves concurrent obligations until the contract ends, without the permission of the appropriate administrator.

Colleagues

Ethical Principles. "As colleagues, professors have obligations that derive from common membership in the community of scholars. Professors do not discriminate against or harass colleagues. They respect and defend the free inquiry of associates. In the exchange of criticism and ideas professors show due respect for the opinions of others. Professors acknowledge academic debts and strive to be objective in their professional judgment of colleagues. Professors accept their share of faculty responsibilities for the governance of their institution." (AAUP Statement, 1966; Revised, 1987)

UTSA faculty members have obligations that derive from common membership in the community of scholars. Faculty respect and defend the free inquiry of their colleagues and avoid interference with their work. As colleagues, professors refrain from personal vilification; threatening, intimidating, or abusive language; or conduct that creates a hostile work environment. As a community of scholars and teachers, faculty members have an obligation and affirmative duty to encourage the success of their colleagues. Professors do not discriminate against or harass colleagues. When asked to evaluate the professional performance of another, faculty members strive to be objective, and amidst the healthy exchange of criticisms and ideas, they show due respect for the rights of others to express differing opinions. They respect and defend the free inquiry of associates, even when it leads to findings and conclusions that differ from their own. Professors acknowledge academic debt and strive to be objective in their professional judgment of colleagues. Faculty members accept their share of faculty responsibilities for the governance of their departments, colleges, and UTSA.

The Community

Ethical Principles. "The community may properly expect of its teachers a standard of personal conduct comparable to that required of other responsible professional members of the community and a standard of public conduct harmonious with the teacher's position. The teacher must not be deemed to have sacrificed any of (their) rights as private citizens. (They) should be as free as any other person to participate in (their) private capacities in political and social movements and in any other lawful activity and to hold and to express publicly (their) political, economic, religious, and other views." (AAUP Bulletin, 523, 1956)

UTSA is a community that values free inquiry, and so relies upon the integrity and the good judgment of its members. For this reason, faculty members do not make capricious or arbitrary decisions that affect work conditions, professional status, or academic freedom. We repudiate the sexual harassment of our fellow community members, including students, colleagues, and staff. Faculty respect the standards of professional responsibility for teaching and scholarship, and so do not misuse confidential information, plagiarize the work of others, or practice deceit or fraud on the academic community or the public. As equal citizens of the community, professors share in the same rights and obligations given to others. Professors weigh the urgency of these obligations in light of their responsibilities to their discipline, to their students, to their profession, and to UTSA. When they speak or act as private persons, they avoid creating the impression of speaking or acting for on behalf of their college or UTSA. As citizens engaged in a profession that depends upon freedom for its health and integrity, professors have a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom.

The Faculty Code of Ethics was approved by the UTSA Faculty Senate in spring 2015.

¹Sources:

- ["Faculty Code of Conduct for the Berkeley Campus"](#)
- [University of California, Office of the President University Policy on Faculty Conduct](#)
- [AAUP Statement of Professional Ethics](#)
- [MLA Statement of Professional Ethics](#)
- [University of Iowa Professional Ethics and Responsibility](#)



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Statement on Professional Ethics

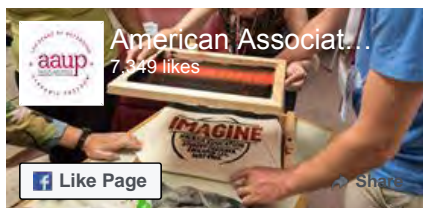
The statement that follows was originally adopted in 1966. Revisions were made and approved by the Association's Council in 1987 and 2009.

Introduction

From its inception, the American Association of University Professors has recognized that membership in the academic profession carries with it special responsibilities. The Association has consistently affirmed these responsibilities in major policy statements, providing guidance to professors in such matters as their utterances as citizens, the exercise of their responsibilities to students and colleagues, and their conduct when resigning from an institution or when undertaking sponsored research. The *Statement on Professional Ethics* that follows sets forth those general standards that serve as a reminder of the variety of responsibilities assumed by all members of the profession.

In the enforcement of ethical standards, the academic profession differs from those of law and medicine, whose associations act to ensure the integrity of members engaged in private practice. In the academic profession the individual institution of higher learning provides this assurance and so should normally handle questions concerning propriety of conduct within its own framework by reference to a faculty group. The Association supports such local action and stands ready, through the general secretary and the Committee on Professional Ethics, to counsel with members of the academic community concerning questions of professional ethics and to inquire into complaints when local consideration is impossible or inappropriate. If the alleged offense is deemed sufficiently serious to raise the possibility of adverse action, the procedures should be in accordance with the [1940 *Statement of Principles on Academic Freedom and Tenure*](#), the 1958

Not in the US?



Statement on Procedural Standards in Faculty Dismissal Proceedings, or the applicable provisions of the Association's *Recommended Institutional Regulations on Academic Freedom and Tenure*.²

The Statement

1. Professors, 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 subject is to seek and to state the truth as they see it. To this end professors 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. Although professors may follow subsidiary interests, these interests must never seriously hamper or compromise their freedom of inquiry.
2. As teachers, professors encourage the free pursuit of learning in their students. They hold before them the best scholarly and ethical standards of their discipline. Professors demonstrate respect for students as individuals and adhere to their proper roles as intellectual guides and counselors. Professors make every reasonable effort to foster honest academic conduct and to ensure that their evaluations of students reflect each student's true merit. They respect the confidential nature of the relationship between professor and student. They avoid any exploitation, harassment, or discriminatory treatment of students. They acknowledge significant academic or scholarly assistance from them. They protect their academic freedom.
3. As colleagues, professors have obligations that derive from common membership in the community of scholars. Professors do not discriminate against or harass colleagues. They respect and defend the free inquiry of associates, even when it leads to findings and conclusions that differ from their own. Professors acknowledge academic debt and strive to be objective in their professional judgment of colleagues. Professors accept their share of faculty responsibilities for the governance of their institution.
4. As members of an academic institution, professors seek above all to be effective teachers and scholars. Although professors observe the stated regulations of the institution, provided the regulations do not contravene academic freedom, they maintain their right to criticize and seek revision. Professors 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, professors recognize the effect of their decision upon the program of the institution and give due notice of their intentions.
5. As members of their community, professors have the rights and obligations of other citizens. Professors measure the urgency of these obligations in the light of their responsibilities to their subject, to their students, to their profession, and to their institution. When they speak or act as private persons, they avoid creating the impression of speaking or acting for their college or university. As citizens engaged

in a profession that depends upon freedom for its health and integrity, professors have a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom.

Notes

1. AAUP, *Policy Documents and Reports*, 11th ed. (Baltimore: Johns Hopkins University Press, 2015), 91–93. [Back to text](#)
2. *Ibid.*, 79–90. [Back to text](#)

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**LASSEN COMMUNITY COLLEGE
FACULTY CODE OF ETHICS
Academic Year 2013/2014**

1. We faculty members of Lassen Community College, guided by a deep conviction of the worth and dignity of the advancement of knowledge, recognize the special responsibilities placed upon us. Our primary responsibility to our subjects is to seek and to state the truth as we see it. To this end, we devote our energies to developing and improving our scholarly competence. We accept the obligation to exercise critical self-discipline and judgment in using, extending and transmitting knowledge. We practice intellectual honesty. Although we may follow subsidiary interests, these interests must never seriously hamper or compromise our freedom of inquiry.
2. As teachers, Lassen Community College faculty members encourage the free pursuit of learning in our students regardless of ethnic identity, religion, gender, politics, or lifestyle. We hold before them the best scholarly standards of our discipline. We demonstrate respect for the students as an individual, and adhere to our proper role as intellectual guides and counselors. We make every reasonable effort to foster honest academic conduct and to assure that evaluation of students reflects their true merit. We respect the confidential nature of the relationship between faculty member and student. We avoid any exploitation of students for private advantage and acknowledge significant assistance from them. We protect the academic freedom of students. We treat all students with respect. We do not discriminate against or harass any student. We respect and defend the free inquiry of students.
3. As colleagues, Lassen Community College faculty members have obligations that derive from common membership in the community of scholars. We do not discriminate against or harass colleagues. We respect and defend the free inquiry of associates. In the exchange of criticism and ideas we show due respect for the opinions of others. We acknowledge our academic debts and strive to be objective in our professional judgment of colleagues. We accept our share of faculty responsibilities for the governance of Lassen Community College.
4. As members of an academic institution, Lassen Community College faculty members seek above all to be effective teachers and scholars. Although faculty members observe the stated regulations of Lassen Community College, provided the regulations do not contravene academic freedom, we maintain and exercise our right to criticize and seek revision. We give due regard to our paramount responsibilities within Lassen Community College in determining the amount and character of work done outside it. When considering the interruption or termination our service, we recognize the effects of our decisions upon the program of the college and give due notice of our intentions.
5. As members of our community, Lassen Community College faculty members have the rights and obligations of all citizens. We measure the urgency of the obligations in the light of our responsibilities to our subject areas, to our students, to our profession, and to our institution. When we speak or act as private persons we avoid creating the impression that we speak or act for our college. As citizens engaged in a profession that depends upon freedom for its health and integrity, we have particular obligations to promote conditions of free inquiry and to further public understanding of academic freedom.

Adopted: September 26, 1996
Reaffirmed Fall 2003
Reaffirmed October 9, 2012
Reaffirmed July 23, 2013



Policy Register



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UNIVERSITY POLICY REGARDING FACULTY CODE OF PROFESSIONAL ETHICS

(A) The faculty of the university subscribes to the principle of the 1940 "Statement of Principles on Academic Freedom and Tenure" adopted by the American association of university professors. Within the rationale in the AAUP statement, it is emphasized that academic freedom is necessary to the mission of the faculty of a university, since it is eminently in the interest of society that, without fear of retribution, the professor should be free to conduct research and make public its results and to teach his/her subject in the classroom. Professional responsibility is a logical correlative of this freedom.

(B) This code of ethics sets forth those responsibilities which as the correlatives of academic freedom are incumbent every facet of university life, but attempts to treat those that

are most important and common, The spirit of this document as a whole should be easily applied to any specific situation not considered.

(C) Responsibility to students.

- (1) The faculty members' central responsibility to their students is to attempt to impart a knowledge and understanding of a field of study to develop in students appropriate and relevant skills, and to do so in accordance with the best standards of scholarship and pedagogy in the discipline.
- (2) Faculty members have a responsibility to their students to entertain all questions relevant to the subject matter being taught and to discuss such questions, even if controversial, objectively.
- (3) Faculty members are responsible for providing instruction in the announced subject matter of the course, although they are free to interrelate the subject matter of the course to those contemporary issues that are relevant to the purposes and the subject matter of the course.
- (4) Faculty members should guard the classroom against external pressures, including the student's fear that what they do or say in the honest pursuit of intellectual inquiries will affect rating within a course, future chances of employment, or later standing in the community.
- (5) Faculty members shall not exploit students for personal purposes either in or out of the classroom.

- (6) Faculty members should deal with students justly and impartially, regardless of their physical, mental, emotional, political, economic, social, racial, or religious characteristics or participation in extracurricular activities.
- (7) Faculty members should not do, with or without pay, such academic work as is properly to be done by the student.
- (8) Faculty members are expected to accept and carry out faithfully those duties central to the instructional commitment they have with their students including prompt and regular meeting of classes and student advising and consultation.
- (9) Faculty members should strive for a timely, just, and unprejudiced appraisal of all student work. Faculty members owe students the right of review of their work and grades given, and in case of serious grievance or dispute, the right of appeal.
- (10) Faculty members should secure permission and give credit for the use of original student contributions in their lectures or publications, in the same manner and degree as for materials from other sources.
- (11) Faculty members should encourage and protect honest performance by the student. They should pursue suspected cases of cheating and plagiarism by students.
- (12) Faculty members should not disclose confidential information about their students except as required by law or

provided for by university regulations and procedures.

(D) Responsibility to university.

- (1) In activities in which faculty members engage outside the university, it is plainly their responsibility to make it clear, when circumstances require, that they are acting as individuals and not as representatives of the university.
- (2) Faculty members should maintain in strict confidence all departmental or university matters agreed to be confidential. If any issue or matter is of such a nature that a faculty member, as a matter of conscience must speak out, this intention should be stated beforehand to all concerned.
- (3) Faculty members who seek modification or alteration of policy shall make every reasonable effort to carry their cases through governance channels.

(E) Responsibility to profession.

- (1) Faculty members should seek and state the truth in their discipline as they see it. To this end they shall continue such studies and research as are necessary to remain current in their field.
- (2) It is the faculty members' responsibility to guard their freedom to inquire and to state the results of inquiry in lectures, publications, or other appropriate modes of expression.
- (3) Faculty members shall comment in candor and fairness on the work of colleagues

when properly requested through duly constituted academic and faculty agencies and when in accordance with established policy.

(4) Faculty members shall avoid personal attacks on colleagues and disparagement of other disciplines or programs, although reasoned criticism is recognized as legitimate.

(5) Faculty members shall neither practice nor condone plagiarism in lectures, publications, or other public presentations, nor attach their name for credit to a paper or publication toward which they have made no professional contribution.

Policy Effective Date: Mar. 01, 2015

Policy Prior Effective Dates: 11/4/1977, 10/5/1979, 6/3/1981, 6/1/2007

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CODE OF ETHICS OF THE UNIVERSITY OF SOUTHERN CALIFORNIA

At the University of Southern California, ethical behavior is predicated on two main pillars: a commitment to discharging our obligations to others in a fair and honest manner, and a commitment to respecting the rights and dignity of all persons. As faculty, staff, students, and trustees, we each bear responsibility not only for the ethics of our own behavior, but also for building USC's stature as an ethical institution.

We recognize that the fundamental relationships upon which our university is based are those between individual students and individual professors; thus, such relationships are especially sacred and deserve special care that they not be prostituted or exploited for base motives or personal gain.

When we make promises as an institution, or as individuals who are authorized to speak on behalf of USC, we keep those promises, including especially the promises expressed and implied in our Role and Mission Statement. We try to do what is right even if no one is watching us or compelling us to do the right thing.

We promptly and openly identify and disclose conflicts of interest on the part of faculty, staff, students, trustees, and the institution as a whole, and we take appropriate steps to either eliminate such conflicts or insure that they do not compromise the integrity of the individuals involved or that of the university.

We nurture an environment of mutual respect and tolerance. As members of the USC community, we treat everyone with respect and dignity, even when the values, beliefs, behavior, or background of a person or group is repugnant to us. This last is one of the bedrocks of ethical behavior at USC and the basis of civil discourse within our academic community. Because we are responsible not only for ourselves but also

for others, we speak out against hatred and bigotry whenever and wherever we find them.

We do not harass, mistreat, belittle, harm, or take unfair advantage of anyone. We do not tolerate plagiarism, lying, deliberate misrepresentation, theft, scientific fraud, cheating, invidious discrimination, or ill use of our fellow human beings – whether such persons be volunteer subjects of scientific research, peers, patients, superiors, subordinates, students, professors, trustees, parents, alumni, donors, or members of the public.

We do not misappropriate the university's resources, or resources belonging to others which are entrusted to our care, nor do we permit any such misappropriation to go unchallenged.

We are careful to distinguish between legal behavior on the one hand and ethical behavior on the other, knowing that, while the two overlap in many areas, they are at bottom quite distinct from each other. While we follow legal requirements, we must never lose sight of ethical considerations.

Because of the special bonds that bind us together as members of the Trojan Family, we have a familial duty as well as a fiduciary duty to one another. Our faculty and staff are attentive to the well-being of students and others who are entrusted to our care or who are especially vulnerable, including patients, volunteer subjects of research, and the children in our daycare and community outreach programs.

By respecting the rights and dignity of others, and by striving for fairness and honesty in our dealings with others, we create an ethical university of which we can all be proud, and which will serve as a bright beacon for all peoples in our day and in the centuries to come.

College of Business
University of South Florida
Faculty Statement on Ethics

1. Faculty in the College of Business at University of South Florida, guided by their commitment to the advancement of knowledge, 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. Although faculty members may follow subsidiary interests, these interests must never materially hamper or compromise their freedom of inquiry.
2. As teachers, faculty encourage the free pursuit of learning in their students. They hold before them the best scholarly and ethical standards of their discipline. Faculty demonstrate respect for students as individuals and adhere to their proper roles as intellectual guides and counselors. Faculty make every reasonable effort to foster academic honesty and to insure that their evaluations of students reflect each student's true merit. They respect the confidential nature of the relationship between faculty and student. They avoid any exploitations, harassment, or discriminatory treatment of students. They protect the student's academic freedom.
3. Faculty do not discriminate against or harass colleagues. They respect and defend the free inquiry of associates. In the exchange of criticism and ideas, faculty show due respect for the opinions of others. Faculty strive to be objective in their professional judgment of colleagues. Faculty accept their share of responsibilities for the governance of the college and university.
4. Faculty seek above all to be effective teachers and scholars. Although faculty observe University policies and procedures and those of the State University System, provided they do not contravene academic freedom, they maintain their right to criticize and seek revision. Faculty give due regard to their paramount responsibilities within the University in determining the amount and character of work done outside it. When considering the interruption or termination of their service, faculty recognize the effect of their decisions upon the programs of the University and give due notice of their intentions.
5. As members of the broader community, faculty have the rights and obligations of other citizens. When they speak or act as private persons, they avoid creating the impression of speaking or acting for the College of Business or the University of South Florida.
6. As employees of the University of South Florida, faculty have obligations to adhere to University of South Florida Policies and Procedures (<http://generalcounsel.usf.edu/policies-and-procedures/policy-procedures2.asp>)
7. As employees of the State University System, faculty have the obligation to adhere to the Code of Ethics for Public Officers and Employees (Title X Chapter 112:112:311-112:326.)

Appendix C: Prior Institutional Documents

1995-1997 Collin County Community College Faculty and Staff Handbook, Section 4.2: “Code of Ethics”

4.2 Code of Ethics

Professional educators affirm the inherent worth and dignity of all persons to learn. Learning best occurs in an environment devoted to the pursuit of truth, excellence and liberty. These traits flourish where both freedom and responsibility are esteemed.

In order to more adequately express the affirmation of our professional responsibilities, we the faculty and staff of CCCC do adopt the following Code of Professional Ethics:

- Treat all persons with respect, dignity and justice, discriminating against no one on any arbitrary basis such as race, national origin, religion, sex, age, color, disability or veteran status.
- Strive to help each student realize his or her full potential as a scholar and as a human being.
- Exercise good judgment so as not to abuse his or her position of authority.
- Encourage and defend, by example and action, the unfettered pursuit of truth by both colleagues and students, supporting the free exchange of ideas, observing the highest standard of academic honesty and integrity, and seeking always an attitude of scholarly objectivity and tolerance of other view points.
- Maintain competence through continued professional development, demonstrate that competence through consistently adequate preparation and performance, and seek to enhance that competence by accepting and appropriating constructive criticism and evaluation.
- Exercise the highest professional standards in the use of time and resources and use neither professional time, professional facilities, nor privilege of professional position for personal profit.
- Support the right of all colleagues to academic freedom and due process.

4.3 Conflict of Interest

Purpose

The purpose of this policy statement of Collin County Community College District is to establish standards and rules which acknowledge the