

SECTION: ACADEMIC

SUBJECT: FACULTY PROFESSIONAL ETHICS

Background: This policy is based on the 1966 statement of the American Association of University Professors (AAUP).

Point of Contact: Provost/Vice President for Academic Affairs

Other LCSC offices directly involved with implementation of this policy, or significantly affected by the policy: Provost/Vice President for Academic Affairs, Deans, Division Chairs, Faculty.

Date of approval by LCSC authority: May 13, 1980

Date of State Board Approval: N/A

Date of Most Recent Review: May 2019

Summary of Major Changes incorporated in this revision to the policy: No new revisions.

The following policy is based on the essential elements of the 1966 statement of the American Association of University Professors. The word "teacher" refers to all professional employees who are engaged in teaching, research, or extension activities. The policy applies to both tenured and non-tenured faculty.

Policy:

1. College teachers, 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 discipline is to seek and state the truth as they see it. To this end they 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 they may follow subsidiary interests, these interests must never seriously hamper or compromise their freedom of inquiry.
2. Teachers encourage the free pursuit of learning by their students. They hold before the student the best scholarly standards of their discipline. They demonstrate respect for the student as a person and adhere to their proper role as intellectual guide and counselor. They make every reasonable effort to foster honest academic conduct and to ensure that their evaluations of students reflect the student's true merit. They respect the confidential nature of the relationship between teacher and student. They avoid any exploitation of a student for their private advantage and acknowledge significant assistance from student. They protect the student's academic freedom.

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3. As colleagues, teachers have obligations that derive from common membership in the community of scholars. They respect and defend the free inquiry of their associates. In the exchange of criticism and ideas, they show due respect for the opinions of others. They acknowledge their academic debts and strive to be objective in their professional judgment of colleagues. They accept their share of faculty responsibilities for the governance of their institution.
4. As members of their institution, teachers seek above all to be effective instructors and scholars. Though they observe the stated regulations of the institution (provided they do not contravene academic freedom), they maintain their right to criticize and seek revision. They determine the amount and character of the work they do outside their institution with due regard to their paramount responsibilities within it. When considering the interruption or termination of their service, they recognize the effect of their decisions upon the programs of the institution and give due notice of their intentions.
5. As members of their community, teachers have the rights and obligations of all citizens. They measure the urgency of these obligations in the light of their responsibilities to their discipline, to their students, to their profession, and to their institution. When they speak or act as private persons, they avoid creating the impression that they speak or act for their college or university. As citizens engaged in a profession that depends upon freedom for its health and integrity, teachers have a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom.