Agenda
ACADEMIC SENATE
Tuesday, May 8, 2001
UU220, 3:00 to 5:00pm

I. Minutes: Approval of Academic Senate minutes for meetings of April 10 and April 17, 2001 (pp. 2-5).

II. Communications and Announcements:

III. Reports:
   A. Academic Senate Chair:
   B. President's Office:
   C. Provost's Office:
   D. Statewide Senators:
   E. CFA Campus President:
   F. ASI Representatives:
   G. Other:
   H. Other:

IV. Consent Agenda:

V. Business Item(s):
   A. Resolution on the Budgetary Impact of Enrollment on Instruction: second reading, Kann, Director of Writing Program (p. 6).
   B. Resolution on Commencement: second reading, Breitenbach, chair of Instruction Committee (to be distributed).
   C. Resolution on Incomplete “I” Agreements: second reading, Breitenbach, chair of Instruction Committee (pp. 7-8).
   D. Resolution on Name Change for the Academic Senate Faculty Ethics Committee: first reading, Labhard, chair of Faculty Ethics Committee (pp. 9-16).

VI. Discussion Item(s):

VII. Adjournment:
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, California 93407
ACADEMIC SENATE

MINUTES OF
The Academic Senate
Tuesday, April 10, 2001
UU220, 3:00-5:00 p.m.

[Continuation of the March 13, 2001 Academic Senate meeting]

I. Minutes: none.

II. Communication(s) and Announcement(s): Trustee Debra Farar will attend next week’s Academic Senate meeting.

III. Reports:
   A. Academic Senate Chair: none.
   B. President’s Office: none.
   C. Provost Office: none.
   D. Statewide Senators: none.
   E. CFA campus president: none.
   F. ASI Representative: none.
   G. Other: none.

IV. Consent Agenda: none.

V. Business Items:
   A. Resolution to Update the Campus Administrative Manual Senior Project Section:
      second reading. M/S/P to accept friendly amendment presented by Evnine to modify the definition of Senior Project as follows:

      211.41 Definition
      The senior project is a capstone experience required for all Cal Poly students receiving a baccalaureate degree. It integrates theory and application from across the student’s undergraduate educational experiences. The senior project consists of written documentation (LENGTH TO BE DETERMINED BY DEPARTMENT) based on the execution of one or more of the following: 1) a design OR CONSTRUCTION or experience, 2) an experiment, 3) a self-guided study or research project, 4) a presentation, 5) a report based on internship, co-op, OR SERVICE LEARNING experience, 6) a public portfolio display or performance. The senior project consist of one or more of the following: 1) a design, or construction experience, 2) an experiment, 3) a self-guided study or research project, 4) a presentation, 5) a report based on internship co-op, or service learning experience, 6) a public portfolio display or performance. Where the senior project does not consist primarily of a written document, departments may, where they deem appropriate, require some written documentation (length to be determined by the department) to accompany the senior project. The precise nature or form of a senior project is to be determined by the department or program of the student’s major. The senior project is normally related to the student’s field of study, future employment and/or scholastic goals, and is carried out under direct faculty supervision.
M/S/P to approve the resolution with one editorial change regarding payment of a library processing fee ONLY if senior project is submitted to the library.

B. Resolution on Incomplete “I” Contracts: second reading. M/S/P to accept amendment presented by Jelinek deleting the following wording from section V of the “I Grade Contract”:

PART V:

I agree to complete the above requirements as outlined above. I realize that this form should be signed and processed no later than the third week of the following quarter the “I” was received. I realize that a registration hold may be placed by the Dean’s Office or Advising Center of the College that offers the course if this form is not processed and returned to the Department Office (offering the course) by the stated deadline. I realize this contract expires one year from the date the “I” grade was given (“I” grade will convert to an “F” grade) or the date stated in part IV.

M/S/P to delete Part II of the “I Grade Contract”.

M/S/P to table resolution until the first Academic Senate meeting in May.

C. Resolution on Commencement: first reading. This resolution was discussed and will return as a second reading item at the next Senate meeting.

D. Resolution on Calendars: first reading. M/S/P to move to a second reading item.

M/S/P to approve resolution.

VI. Discussion Item(s): none.

VII. Adjournment: meeting was adjourned at 4:45pm.

Submitted by:

Gladys Gregory
Academic Senate
I. Minutes: The minutes for the Academic Senate meeting of March 6 and March 13, 2001 were approved without change.

II. Communication(s) and Announcement(s):

III. Reports:
A. Academic Senate Chair: none.
B. President's Office: none.
C. Provost Office: none.
D. Statewide Senators: none.
E. CFA campus president: (Fetzer) There is a significant problem in San Luis Obispo County created by HMOs dropping health care coverage in rural areas. Faculty members are encouraged to contact state legislators and voice their concerns in regards to health care services available in this county.
F. ASI Representative: (Love) ASI Resource: A Guide to the Programs and Services of Associated Students, Inc., ASI’s new publication is now available. The faculty is encouraged to become acquainted with this resource guide.
G. Other:
   Poly Reps: A student representative of the Poly Reps gave a presentation on the role of Poly Reps at Cal Poly (including their involvement with alumni and campus tours). Darlene Lee can be contacted at dale00@calpoly.edu for tour or other information.
   Public Safety: Tony Aeilts, Director of Public Safety, invited everyone who has any concerns regarding safety, parking, etc., to contact the University Police. Aeilts also mentioned how the University Police is becoming a community-oriented department.
   CSU Trustee: Board of Trustees member, Debra Farar, attended the Academic Senate meeting and responded to questions regarding the following issues:
   Calendar – Funding is available for campuses on quarter systems to change over to a semester system, but this is optional, and campuses will not be forced to make the change. Quotes from Trustee Farar relating to the issue of the calendar included: “It will be your choice” and “It will not be forced on anyone.”
   Chancellor Reed – Chancellor Reed has a great deal of support from the Board of Trustees, legislators, and some faculty members. An independent third party is handling Chancellor Reed’s evaluation. Several Cal Poly Academic Senate members made it clear to Trustee Farar that Chancellor Reed did not have much support on this campus.
   Faculty morale – The Board of Trustees is very concerned about faculty morale on many campuses as well as recruiting difficulties and faculty shortages.

IV. Consent Agenda: none.
V. Business Items:

A. **Resolution on the Budgetary Impact of Enrollment on Instruction:** first reading Kann (Writing Program). This resolution addresses the problem of teaching writing-intensive courses when class size is larger than 25-35 students. Resolution will return as a second reading at the next Senate meeting.

B. **Resolution on Publication of Change of Major Criteria:** first reading, Breitenbach, Chair of Instruction Committee. This resolution calls on all departments to publish the criteria which would allow students to transfer into the department's major before the end of Summer 2001. **M/S/P to move resolution to a second reading.**

C. **Resolution of Commendation for Dean Joseph J. Jen:** first reading by Menon, CENG caucus chair. This resolution commends College of Agriculture Dean Jen on his pending nomination as Assistant Secretary of Agriculture. **M/S/P to move resolution to a second reading.**

VI. Discussion Item (s): none.

VII. Adjournment: meeting was adjourned at 4:45pm.

Submitted by:

Gladys Gregory
Academic Senate
WHEREAS, The enrollment at Cal Poly is expected to increase by approximately 800 students for the
Fall of 2001, thereby creating significant financial challenges for Cal Poly; and
WHEREAS, One proposed solution to this budgetary problem involves teaching in large lecture
format a number of classes originally proposed as writing-intensive General Education
classes without a writing-intensive component; and
WHEREAS, Offering large lecture classes as a result of a substantial enrollment increase undertaken
without adequate funding and resources weakens the principles stated in section 2, 4, and
7 of The California Polytechnic State University Strategic Plan as well as in the mission
statement of the Cal Poly Plan and the CSUS Trustees’ Cornerstones document; and
WHEREAS, Offering sections of these General Education courses as large lecture sections therefore
eliminates their writing-intensive component, thereby leaving the students who take
these sections less prepared to succeed in more advanced classes, to fulfill General
Education goals, to fulfill the Visionary Pragmatism goals, as well as to be less prepared
to meet the Graduate Writing Assessment Requirement; therefore, be it

RESOLVED: That Cal Poly redirect funds to meet the budgetary shortfall resulting from the increased
enrollment expected for the Fall of 2001 so as to support the fundamental writing-intensive general education of its students at enrollments consistent with the
recommendations and goals of the new General Education program. These redirected
funds shall not affect the base funding for any college or for UCTE; and be it further

RESOLVED: That while many administrators teach regularly, every administrator with academic
retreat rights be encouraged to teach one lower division class with enrollment of at least
30 students during the 2001-2002 academic year; and be it further

RESOLVED: That should added large lecture sections be necessary to meet an unavoidable budget
shortfall, the burden of teaching additional sections of classes in large lecture format be
placed on courses originally intended to have no writing-intensive component.

Proposed by: David Kann, Director of Writing
(English Department)
Date: April 3, 2001
Revised: April 9, 2001
Revised: April 13, 2001
Adopted:

ACADEMIC SENATE
Of
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, CA

AS-____-01/IC
RESOLUTION ON
INCOMPLETE “I” CONTRACT-AGREEMENTS

WHEREAS, The Cal Poly catalog indicates that an incomplete “I” grade signifies that a portion of the required coursework has not been completed and evaluated in the prescribed time period due to fully justified reasons and there is still a possibility of earning credit; and

WHEREAS, In order to complete the coursework in an agreed-upon time period, it is the student’s responsibility to meet with the instructor to determine how the unfulfilled course requirements will be satisfied; and

WHEREAS, Some students and instructors find the process of converting an “I” grade to a letter grade confusing; and

WHEREAS, An “I” contract agreement between the student and instructor would outline what work the student needs to complete and the date by which it is to be completed in order to have a grade assigned; therefore, be it

RESOLVED: That the Academic Senate strongly encourages the use of the attached "I" Agreement form. Cal Poly adopts the attached “I” contract agreement form and strongly encourages its use; and be it further.

RESOLVED: Copies of the “I” contract form be made readily available on the Cal Poly website, in the Office of Academic Records, and at the College Advising Centers.

Proposed by: Academic Senate Instruction Committee
Date: January 24, 2001
Revised: January 30, 2001
Revised: April 24, 2001
**California Polytechnic State University, San Luis Obispo**

**“I” GRADE CONTRACT AGREEMENT**

Instructions: The faculty member or the student can initiate the "I" contract. This form should be completed by the instructor and submitted to his/her Department Office with the department's copy of the grade roster. Prior to the submission of the "I" grade or no later than the third week of the following quarter. Once the form is completed with the required signatures, the student returns the form to the Department Office that offers the course.

<table>
<thead>
<tr>
<th>PART I: BASIC INFORMATION</th>
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<tbody>
<tr>
<td>STUDENT NAME:</td>
<td>STUDENT I.D:</td>
</tr>
<tr>
<td>STUDENT'S ADDRESS:</td>
<td>COURSE/SECTION:</td>
</tr>
<tr>
<td>INSTRUCTOR:</td>
<td>QUARTER/YEAR:</td>
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</tbody>
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<tr>
<th>PART II: STUDENT'S CURRENT GRADE, WITHOUT COMPLETION OF THE ADDITIONAL COURSEWORK OUTLINED IN PART III—ANTICIPATED GRADE UPON COMPLETION BASED ON WORK ALREADY COMPLETED: (optional):</th>
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<tr>
<td>Grade: __________</td>
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<tr>
<th>PART III: DESCRIBE WHAT THE STUDENT MUST DO TO HAVE THE &quot;I&quot; GRADE CHANGED TO A LETTER GRADE:</th>
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<tbody>
<tr>
<td>Comments:</td>
</tr>
<tr>
<td>☐ Final</td>
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<tr>
<td>☐ Paper/Project</td>
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<td>☐ Mid-term</td>
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<td>☐ Lab</td>
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<td>☐ Quiz</td>
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<tr>
<td>☐ Homework</td>
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<tr>
<td>☐ Other (explain in comments area)</td>
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<tr>
<th>PART IV: BY WHAT DATE MUST THE WORK DESCRIBED IN PART III BE COMPLETED? (MAXIMUM TIME ALLOWED: ONE YEAR FROM LAST DAY OF QUARTER IN WHICH &quot;I&quot; WAS GIVEN)</th>
</tr>
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<tr>
<th>PART IV: I agree to complete the above requirements as outlined above. I realize that this form must be signed and processed no later than the third week of the following quarter the &quot;I&quot; was received. I realize that a registration hold may be placed by the Dean's Office or Advising Center of the College that offers the course if this form is not processed and returned to the Department Office (offering the course) by the stated deadline. I realize this contract expires one year from the date the &quot;I&quot; grade was given (&quot;I&quot; grade will convert to an &quot;F&quot; grade) or the date stated in Part IV. I acknowledge this agreement and fully understand that my &quot;I&quot; grade expires one year from the date it was given (&quot;I&quot; grade converts to an &quot;F&quot; grade) or the date stated in Part III above (whichever occurs first).</th>
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<tr>
<th>STUDENT'S SIGNATURE:</th>
<th>Date</th>
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Part VI: Once the student has met the above terms, I agree to replace the "I" grade with a letter grade.

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<tr>
<th>INSTRUCTOR'S SIGNATURE:</th>
<th>Date</th>
</tr>
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CC: Office of Academic Records, Student's Department Office, Department Office Offering The Course, Student, Instructor
WHEREAS, The Academic Senate adopted AS-501-98/ETF, Resolution on Faculty Dispute Process, on June 2, 1998; and

WHEREAS, The Resolution on Faculty Dispute Process charged the Faculty Ethics Committee with creating procedures to implement a faculty dispute review process; and

WHEREAS, The Faculty Ethics Committee has completed its procedural document titled “Faculty Dispute Review Committee Procedures” (attached); and

WHEREAS, The Faculty Ethics Committee’s charge is more accurately reflected in the name Faculty Dispute Review Committee; therefore, be it

RESOLVED: That the Academic Senate adopt the attached “Faculty Dispute Review Committee Procedures”, and be it further

RESOLVED: That the Academic Senate Bylaws be modified to reflect the name change from Faculty Ethics Committee to Faculty Dispute Review Committee.

Proposed by: Faculty Ethics Committee
Date: April 11, 2001
FACULTY DISPUTE REVIEW COMMITTEE PROCEDURES

Background

The resolution to form this Committee was proposed by the Faculty Affairs Committee and the Ethics Task Force and was passed by the Academic Senate on June 2, 1998 (AS-501-98/ETF). The Committee was charged with developing and implementing a faculty dispute process consistent with the AAUP Statement on Professional Ethics.

Introduction

The American Association of University Professors has recognized that membership in the academic profession carries with it special responsibilities and has affirmed these responsibilities in major policy statements. ‘In the academic profession, the individual institution of higher learning provides assurance and so should normally handle questions concerning propriety of conduct within its own framework by reference to faculty groups... Civility between faculty members is a matter of faculty responsibility...' As colleagues, professors have obligations as members 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 opinion of others. Professors should accept their share of faculty responsibilities for the governance of their institution.

Preamble/Charge

The Committee represents a resource where faculty can have disputes reviewed by peers for a resolution recommendation. Faculty includes full-time and part-time “teaching” faculty. The Committee was formed to address disputes between faculty members which can not be resolved by other means, deals with disputes between/among faculty members only, and attempts to reach equitable resolution. Faculty should make every attempt at informal resolution prior to appealing to this Committee. Appearance before the Committee is voluntary, and proceedings are kept confidential by Committee members. The Committee recognizes the obligation to report any illegal activity. The authority of this Academic Senate Committee is limited as a recommending body to the Provost. The Committee does not deal with decisions or questions of professional review such as RPT and FMI. (See sections which follow that detail jurisdiction and procedures.)
Membership/Terms/Chair/Quorum

The Faculty Dispute Review Committee shall consist of six (6) tenured faculty members
representing each of the Colleges and one representative from Professional Consultative
Services, appointed by the Executive Committee of the Academic Senate for staggered two-year
terms. The University Ombudsman will be a non-voting ex-officio member of the Committee.
The members of the Committee shall elect the Committee chair. A quorum shall consist of 5
voting Committee members. The Committee may invite various consultants to attend to provide
advice on university policies and procedures.

Jurisdiction

Matters within the Committee’s jurisdiction
A. Violations of AAUP Statement on Professional Ethics (Appendix A)
B. Disputes that may arise between faculty members that seriously impair their ability to
   function effectively as member(s) of the university.

Matters excluded from the Committee’s jurisdiction
A. Disputes in which the relief requested is beyond the power of the University to grant.
B. Disputes being considered by another dispute resolution entity or under another
   procedure within the University (e.g. sexual harassment, amorous relationships, etc.).
C. Matters that fall under Collective Bargaining Agreements.
D. Disputes being heard or litigated before agencies or courts outside the University.

Informal Resolution of A Dispute

Faculty should make every effort at informal resolution prior to appealing to the Faculty Dispute
Review Committee. Faculty might converse with other faculty, department heads/chairs, deans,
staff in the Employee Assistance Program, and/or the University Ombudsman.

Procedures for Requesting A Dispute Resolution

Where informal resolution is found to be unsuccessful, faculty may request dispute resolution by
the Committee.

To initiate the process, the faculty member (hereafter, the applicant) shall submit the written
request (8 copies) to the chair of the Committee. The request shall contain:
A. A concise statement of the conduct which is the subject of the request,
B. The person(s) involved,
C. The person(s) recommended as witness(es) (if needed by the Committee),
D. The resolution sought,
E. The efforts already made by the applicant to resolve the dispute, and
F. An affirmation that the dispute is not pending in some other forum in or outside
   the University.
A request may contain more than one claim of wrongful action and seek more than one form of relief; separate claims must be specifically identified. A request should be presented in a timely fashion and should be raised within 12 months of the perceived dispute. If special circumstances exist, the Committee may choose to review a dispute older than 12 months. The request may not exceed five, double-spaced, typed pages. Along with the request, supporting or clarifying documentation, not exceeding 10 additional pages, may be included. The Committee may also request further documentation.

**Basis for Rejection of A Request**

**Failure to Meet Criteria**
The Committee may reject a request that does not meet stated criteria; defects may be corrected, and a new request may be submitted.

**Jurisdiction**
The Committee may initially reject a request if adequate effort to pursue available avenues of informal resolution has not been made.

**Insubstantial**
The Committee may reject the request if it is insubstantial or the dispute is not sufficiently related to the concerns of the academic community.

**Committee’s Response to A Request**

**Notification to Applicant**
If the request falls within the Committee’s jurisdiction, the Committee shall notify the applicant who then shall be required to send to the person(s) whose alleged conduct is the basis for the request (hereafter, the responder) a copy of all materials submitted earlier to the Committee.

**Notification to Responder**
The Committee shall request a written response from the responder. The response must meet the same standards specified for requests: the position stated concisely in no more than 5 pages with a limit of up to 10 pages of supporting or clarifying documentation, suggested witnesses, etc.

**Time Limits**
The Committee may set reasonable time requirements for the submission of materials. If no response is made, the Committee may take such inaction into consideration in its resolution of the dispute.
Scope and Conduct of A Dispute Review

The nature and means employed in pursuing the review (review of submitted materials, interviewing of relevant parties, and gathering of relevant information) shall be at the discretion of the Committee. A review shall be as extensive as necessary to resolve the dispute fairly. The Committee may conduct its own interviews, request additional evidence from the parties, interview individuals it considers potentially helpful, and review the written materials before it. At any stage of a review, the Committee may exercise its ability and discretion to resolve the dispute through mediation and reconciliation between the parties or refer the matter to an appropriate dispute resolution resource available within the University.

Voluntary Process
The process is voluntary, and any witness can choose not to participate.

Burden of Proof
The burden of proof by a preponderance of evidence lies with the applicant.

Quorum
A quorum of the Committee will be available during a review; a Committee member may be excused if s/he feels a conflict of interest or inability to be fair and impartial in reviewing a case.

Substitute(s)
The Committee may request the Executive Committee of the Academic Senate to appoint substitutes.

Use of Attorneys
Attorneys may not be used by either party during any part of a Committee review.

New Evidence
Any new evidence made available to the Committee must be provided to all parties with the chance of rebuttal.

Witnesses
The Committee may meet with any witnesses deemed appropriate to reach a resolution.

Privacy/Confidentiality
Each review will be held in private. Content of the review will be confidential for Committee members except for the need to interview witnesses to reach a resolution or when illegal activity is discovered and which must be reported.

Timing
If hearings are deemed appropriate, the Committee may impose time restrictions for the submission of materials and/or length of presentations. Every effort will be made to expedite review and reach timely resolutions.
Concluding the Investigation

A review shall be concluded when any of the following occur (no report will be made to the Provost for A, B, or C):

A. The Committee rejects the request,
B. The dispute is resolved with the consent of the parties,
C. The Committee makes a recommendation which both parties accept, or
D. The Committee issues its report to the Provost.

Report to the Provost

If there is a report to the Provost, the Committee shall indicate in writing the results of its review. The form of the report to the Provost may be:

A. A statement that the Committee could not resolve the dispute.
B. A recommendation for further investigation by the Provost.
C. A recommendation for action.

The report should be signed by those who concur with the findings. Abstentions will be recorded, and minority reports may be included with the report by those who desire.

Further Action

Within 30 days after receipt of the Committee report, the Provost may accept the report, affirm the recommendation, meet with the committee to discuss objections, take further action, and/or reject the recommendation.

The Provost’s decision shall be final and conclusive, and the matter in question shall be deemed closed.

Use of Committee Review for Subsequent Dispute Resolution Intervention

Should either party seek to utilize any subsequent internal or external dispute resolution intervention, only the final report of the Faculty Dispute Review Committee will be made available.
Appendix A

Statement on Professional Ethics

The statement which follows, a revision of a statement originally adopted in 1966, was approved by Committee B on Professional Ethics, adopted by the Council, and endorsed by the Seventy-third Annual Meeting in June 1987.

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

THE STATEMENT

I. 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.

II. 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.

III 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 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.

IV 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.

V 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.