

Sierra College

ADMINISTRATIVE PROCEDURE

AP 3050

Institutional Code of Ethics

Date Adopted:	6/11/2007
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References:	ACCJC Accreditation Standard 3

The Sierra Joint Community College District's Academic Senate, Classified Senate and Management Senate prescribe to the following professional ethics, each adopted by their respective senates:

Academic Senate Ethics Policy:

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. Professors may also follow interests that seem, at the time, to be subsidiary to their field of expertise. In such instances their freedom of inquiry shall follow them in their pursuit of these inquiries for the higher purpose of the advancement of knowledge.
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 respect student freedom of belief while assessing student mastery of course content.
3. As colleagues, professors have obligations that derive from common membership in the community of scholars. Professors do not discriminate against or harass colleagues whether classified, management or fellow faculty. 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 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.

Classified Senate Ethics Policy:

A. Preamble

Sierra College Classified staff is comprised of professionals who are dedicated to promoting a climate which enhances the worth, dignity, potential, and uniqueness of each individual within the college community. Although we work in various settings and positions, we are committed to protecting human rights and pursuing academic excellence. While demanding for ourselves freedom of inquiry and communication, we accept the responsibility these freedoms require: competency; objectivity in the application of skills; concern for the best interest of students, colleagues, and the college community; and avoidance of conflicts of interest and the appearance of impropriety.

B. Definition of Ethics

Ethical behavior is often defined as “right” or “good” behavior as measured against commonly accepted rules of conduct for a society or professions. The ethical person is often described as one who is fair, honest, straightforward, trustworthy, objective, moral, and unprejudiced. The consistent exercise of integrity is the cornerstone of ethical behavior.

C. Rationale

The specifications of ethical standards enable us to clarify the nature of common ethical responsibilities not only for present and future employees, but also for those we serve. As a means of supporting these commitments and responsibilities, members of the Sierra College Classified staff subscribe to the following standards of ethical and professional behavior. For

purposes of this policy, “employees” refers to all classified staff members, full or part-time, temporary or permanent.

D. Limitations

The following policy is not an attempt to provide comprehensive guidelines regarding ethical issues in education. Nor does it supersede more specific board policies affecting ethical considerations. It is intended to provide general guidelines and expectations for the conduct of the employees of Sierra College as we work toward maintaining ethical standards. Employees are also guided by ethical standards established by professional organizations in their fields, for example: California Community Colleges Classified Senate (4CS), Laborers International Union of North American (LiUNA Local 792), and so on.

E. General Responsibilities to the College Community

Recognizing their responsibility to Sierra College, employees:

- Model ethically responsible behavior for students and colleagues and expect ethical behavior from others at all times. When the employee and the College encounter disagreements or conflicts concerning ethical behavior, personal values, performance or conduct, both the employee and the College have the responsibility directly and constructively to seek resolution of the conflicts. Possible actions include (a) confronting the individual in question, (b) utilizing institutional channels and procedures, such as the District Grievance Procedure, and/or (c) using available mechanisms of professional associations.
- Have responsibilities to the institution and to individuals they serve. Therefore, employees support the philosophy and the mission of the College.
- Address issues and work with people without prejudice and therefore do not discriminate unjustly against or in favor of any student or employee.
- Avoid relationships that seek to meet employee personal needs at the expense of a student or another staff member. They avoid conflicts of interest which may result from dual relationships, such as those of a sexual nature.
- Recognize that personal problems and conflicts may interfere with employee effectiveness. Accordingly, employees monitor their personal and professional effectiveness and seek assistance when needed (e.g., psychological, medical, legal).
- Ensure that accurate representation of college goals, services, programs, and policies are made to the public, students, and colleagues.
- Avoid conflicts of interest between their contractual obligations to the District and private business or personal commitments. For example, they avoid soliciting clients and selling services or products during the course of their regular work at Sierra College and they refuse remuneration for services rendered to persons for whom they perform the same services as an employee of the College.
- Avoid forcing personal values, beliefs, and behaviors on others.
- Recognize that the shift to an information society gives us access to increasing amounts of data, much of it automated. They exercise the privilege of using such data with care and integrity, and actively guard the privacy of individuals.
- Who engage in research are knowledgeable and skilled in research techniques and use sound and defensible methodology. They conduct and report investigations in a

manner that minimizes the possibility that results will be misleading, inaccurate, and/or deceptively incomplete.

- Adhere to copyright law and established guidelines which seek an appropriate balance between the property rights of copyright owners and the instructional needs of educational institutions.

F. Responsibility to the Profession

Recognizing a responsibility to their professions, employees:

- Contribute to the development of their respective professions through sharing skills and ideas; serving professional organizations; and serving as mentors to emerging professionals.
- Maintain and enhance individual professional effectiveness and competence through continuing education to improve skills and acquire new knowledge.
- Accurately represent their experience and credentials, competencies and limitations to all concerned and are responsible for correcting any misrepresentations of their qualifications by others.

G. Responsibilities to Faculty and Management

In the interest of maintaining effective working relationships with faculty and management and promoting an environment of collegiality, employees:

- Facilitate a climate of trust and mutual support through relationships focused on respect for reason, freedom of expression, and the right to dissent.
- Avoid disclosing information obtained in the course of their regular work unless disclosure serves a compelling professional purpose or is required by law.
- Avoid knowingly making false or malicious statements.
- Foster openness by encouraging and maintaining two-way communication, characterized by honesty and integrity.

H. Responsibility to the Student

In fulfillment of their obligation to the student, employees:

- Promote freedom of inquiry and expression in the pursuit of learning.
- Avoid intentionally suppressing or distorting subject matter relevant to the student's progress.
- Ensure that the student has access to varying points of view.
- Make reasonable effort to protect the student from conditions harmful to learning or to health and safety.
- Avoid intentionally embarrassing or disparaging the student.
- Avoid disclosing information about students obtained in the course of professional service, unless disclosure serves a compelling professional purpose or is required by law.
- Are sensitive to ethics issues in measurement and evaluation both in and out of the classroom and including but not limited to these factors: (a) orientation of students to the purposes and results of testing; (b) insurance against risks of stereotyping due to possible instrument limitations with regard to socioeconomic, ethnic and cultural factors; (c) the insurance of adequate qualification of employees responsible for the administration, scoring, and interpretation of instruments; (d) maintenance of test

security; (e) insurance against risk of over reliance on test data and over interpretation of results. (Employees are referred to the references listed for further guidance on ethical issues and technical information relating to measurement and evaluation.)

I. References

Each of the following professional organizations has developed ethical standards from which this Code of Ethics has been drawn. Copies of the Codes of Ethics of most of the below listed organizations have been placed in the Learning Resources Center. This is not an exhaustive list of organizations that have developed ethical standards; employees are urged to refer to their own professional organizations for additional codes of ethics.

- California Community Colleges Classified Senate (4CS)
- Laborers International Union of North American (LiUNA Local 792)
- American College Personnel Association (ACPA)
- American Association of University Professors (AAUP)
- Association of California Community College Administrators (ACCCA)
- National Education Association (NEA)
- American Association for Counseling and Development (AACD)
- National Education Association (NEA)
- American Psychological Association (APA)

Management and Confidential Senate (MACS) Code of Ethics:

Statement of Purpose

This code of ethics is intended to reflect the ethical values of the Sierra College Management and Confidential Senate, and guide its members in the individual exercise of professional judgment.

Principle I (Service to Students)

All managers are educators. We acknowledge our responsibility to help all students whom we have the ability to help. That is why we work in an educational institution. As educators, we will endeavor to create a learning environment that is welcoming to students, and which facilitates the attainment of their academic goals. Our decisions will be based first and foremost by what is best for students, and what is best for the college.

Principle II (Stewardship)

Because we are entrusted with public resources, we acknowledge an obligation of fiscal and environmental stewardship. We will be frugal and seek to make the most of our modest budgets. We will try to conserve energy and avoid wasteful practices whenever we can. We will be conscious of the environmental consequences of our actions, and seek to minimize our carbon footprint individually and collectively.

Principle III (Respect)

We will treat all people, including students, faculty, and staff, with respect, regardless of position. We will treat all staff and each other with courtesy and common decency. We will welcome viewpoints and backgrounds which differ from our own. If we have criticism of

another, we will share it directly with them, and not speak derogatorily of them behind their backs.

Principle IV (Integrity)

We will tell the truth, even when it is not welcome or popular. We will keep our word. Our behavior will be consistent with our words. Our decisions, to the extent possible, will be made and communicated in a transparent manner.

Principle V (Pursuit of Excellence)

We will seek to improve ourselves and our performance continuously. We will give our best effort to our duties each day, and will relinquish our jobs if we reach a point when we lose our dedication to excel at them. We will set new goals periodically that exceed our immediate grasp. We will regularly seek opportunities for professional development, and we will encourage our staff to do the same.