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TITLE: Faculty Code of Conduct
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Preamble

Ethical principles refer to general judgments that function as a basic justification for ethical prescriptions and evaluations of human actions. Old Dominion University employs the widely accepted Belmont Report (Belmont, 1979) as its Code to guide researchers in the protection of individuals who participate in research as human subjects. We extend Belmont's three principles protecting human research subjects to frame the Old Dominion University Faculty Code of Conduct intended to guide faculty and administrators in their mutual protection and in their duty to the community in the course of their activities at Old Dominion University: (1) Respect for persons, (2) Beneficence, and (3) Justice.

Part I of this Code sets forth the responsibility of the University to maintain conditions and rights supportive of the faculty's pursuit of the University's central functions.

Part II of this Code elaborates standards of professional conduct, derived from general professional consensus about the existence of certain precepts as basic to acceptable faculty behavior. Conduct which departs from these precepts is viewed by faculty as unacceptable because it is inconsistent with the mission of the University. The articulation of types of unacceptable faculty conduct is appropriate both to verify that a consensus about minimally acceptable standards in fact does exist and to give fair notice to all that departures from these minimal standards may give rise to disciplinary proceedings. This code outlines principles that require interpretation by faculty members who have relevant experience and expertise in areas close to the behavior in question. As such, it lays out principles that require interpretation and application by a faculty member's peers. This Code, and any process for its enforcement, emphasizes faculty members' judgment as preferable to specific rules that are applied more mechanically.

In Part II a clear distinction is made between statements of (1) ethical principles, (2) expected behaviors and (3) types of unacceptable behavior.

The scope of this Code is inclusive of all faculty: full-time, adjunct, administrators with faculty

Examples of how faculty members enact these rights include, but are not limited to:

- A. Free inquiry and exchange of ideas;
- B. Presenting controversial material relevant to a course of instruction and the faculty member's expertise;
- C. Addressing any matter of institutional policy or action when acting as a member of the faculty;
- D. Participation in the governance of the University, as provided in the Bylaws and Policies and Procedures of the Board of Visitors and the regulations of the University, including:
 - 1. approval of course content and manner of instruction;
 - 2. establishment of requirements for matriculation and for degrees;
 - 3. appointment, reappointment, tenure and promotion of faculty;
 - 4. selection of chairs of departments and certain academic administrators;
 - 5. discipline of members of the faculty, and the formulation of rules and procedures for discipline of students;
 - 6. establishment of norms for teaching responsibilities and for evaluation of both faculty and student achievement; and
 - 7. determination of the forms of departmental governance.
- E. When appropriate, being evaluated or judged by one's colleagues, in accordance with fair procedures and due process, in matters of promotion, reappointment, tenure, and discipline, solely on the basis of the faculty members' professional qualifications and professional conduct.

II. Responsibilities of the Faculty

This listing of faculty responsibilities, ethical principles, and types of expected and unacceptable behavior is organized around the individual faculty member's relation to teaching and students, to scholarship, to the University, to colleagues, and to the community. Since University discipline, as distinguished from other forms of administrative actions, should be reserved for faculty misconduct that is either serious in itself or is made serious through its repetition, or its consequences, the following general principle is intended to govern all instances of its application.

University discipline under this Code may be imposed on a faculty member only for conduct which

basis for disciplinary action if they also violate ethical standards of conduct³ or professional ethics⁴.

Faculty's Responsibilities for Teaching and Students

- H. Avoid or appropriately manage dual relationships with students in a manner that respects their autonomy and the rights of other students;
- I. Where relevant, disclose conflicts of interest;
- J. Meet the responsibilities of instruction and refrain from:
 - 1. arbitrary denial of access to instruction;
 - 2. significant intrusion of material unrelated to the course;
 - 3. evaluation of student work by criteria not directly reflective of course performance;
 - 4. delay in evaluating student work that is excessive and beyond course and departmental standards.
- K. Abide by university policies governing discrimination⁵;
 - 1. sexual violence and sexual harassment;
 - 2. nondiscrimination against students on the basis of disability;
 - 3. participating in, tolerating, or abetting disruption, interference, or intimidation in the classroom;
 - 4. verbal abuse or harassment of a student.
- L. Refrain from entering into a romantic or sexual relationship with any student for whom a faculty member has, or should reasonably expect to have in the future, academic responsibility (instructional, evaluative, or supervisory);
- M. Refrain from exercising academic responsibility (instructional, evaluative, or supervisory) for any student with whom a faculty member currently has or has previously had a romantic or sexual relationship. Note: A faculty member should reasonably anticipate future academic responsibility of this nature (instructional, evaluative, or supervisory) for (1) students whose academic program will require them to enroll in a course taught by the faculty member, (2) students known to the faculty member to have an interest in an academic area within the faculty member's academic experience, or (3) any student for whom a faculty member must have academic responsibility (instructional, evaluative, or supervisory) in the pursuit of a degree.

Faculty's Responsibilities for 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, 2009)

⁵ University Policy 1005: Discrimination

Faculty are expected to:

- A. Practice intellectual and academic honesty in all interactions with students, colleagues, and academic communities, observe the canons of intellectual honesty and avoid research misconduct and/or intentional misappropriation of the writings, research, and findings of others;
- B. Accurately acknowledge the scholarly contributions of colleagues, students, other trainees, and relevant institutions and affiliations in work that is shared with the larger community;
- C. Practice scholarly activities within their bounds of expertise, making the distinction between public statements of expertise and non-expert personal opinion;
- D.

F. Observe or abide by university policies and rules governing:

1. intentional disruption of functions or activities sponsored or authorized by the University;
2. incitement of others to disobey or disrupt functions or activities sponsored or authorized by the University;
3. unauthorized use of University resources or facilities

- J. Abide by established rules governing confidentiality in personnel procedures;
- K. Act without misrepresentation of faculty affiliations;
- L. Refrain from behavior that is disruptive to another faculty member's exercise of their academic freedom, freedom of expression, teaching, scholarship, professional service, or other pertinent academic duties.

Faculty's Responsibilities in the Community

Ethical Principles: "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."

Faculty are expected to:

- A. In their professional roles, participate in their communities in a manner that represents their discipline and which upholds their responsibilities to their students, colleagues, and the institution;
- B. Communicate their credentials accurately;
- C. In public actions, fulfill the obligation to promote free inquiry and the public's understanding of their subject and the practice of scholarship in their discipline;
- D. Clarify in any communication or correspondence when they are speaking or acting as private persons to avoid the impression that they are speaking for the university or in a capacity of expertise represented in their role as professor;g fo(c)4 (a)4 ((s)-1 (e)-1 25 ao)-1 (hs.-i)-2 (va