



Ethical & Credible Senate Leaders

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Introductions

~ What brings you to this breakout?

~ What do you hope to learn?

Ethics

- ❖ **Moral principles governing the behavior of a group or person**
- ❖ **Bodies of knowledge or disciplines that deal with morality**
- ❖ **Religious and spiritual codes of conduct**

Ten Commandments

- ❖ **Divinely revealed & inscribed on stone tablets**
- ❖ **Judaism: Old Testament**
- ❖ **Christianity: Exodus, Deuteronomy**
- ❖ **Islam: Quran, sura Al-An'am: 6:151**
 - ❖ **1-3: about God**
 - ❖ **4: Sabbath day is holy**
 - ❖ **5: honor your father & mother**
 - ❖ **6: do not kill**
 - ❖ **7: do not commit adultery**
 - ❖ **8: do not steal**
 - ❖ **9: do not bear false witness against your neighbor**
 - ❖ **10: do not covet**

Yamas

- ❖ **The Yoga Sūtra of Patañjali: chapter II.35-II.39**
- ❖ **universal morality: suggestions for how to deal with people & things around us, outside of ourselves**
 - ❖ **Ahimsa: (non-harm) compassion for all living things**
 - ❖ **Satya: commitment to truthfulness**
 - ❖ **Asteya: non-stealing**
 - ❖ **Brahmacharya: sense control, responsible behavior**
 - ❖ **Aparigraha: neutralizing the desire to acquire and hoard wealth**

ASCCC History: Ethical Leadership

- ❖ **Resolutions 19.08 (Fall 1998) & 13.02 (Spring 2004): approved by the body**
- ❖ **Senate paper: “Faculty as Professionals: Responsibilities, Standards and Ethics” (2002)**
- ❖ **Senate Executive Committee policy 10.00: Code of ethics for the Executive Committee (approved 2006, revised 2011)**

- ❖ **1998: Resolution 19.08**
 - ❖ **Senate adopted the AAUP (American Association of University Professors) Ethics Statement**
 - ❖ **Body directed the Senate to develop a model for an ethics and professional standards process to help local senates**

- ❖ **2002: Senate paper**
 - ❖ **Body adopted the paper, “Faculty as Professionals: Responsibilities, Standards and Ethics”**

- ❖ **2004: Resolution 13.02**
 - ❖ **Body directed Senate to: offer session at 2005 Leadership institute & urge administrators to support local senate integrity procedures**

Senate Paper: “Faculty as Professionals: Responsibilities, Standards and Ethics” (2002)

- ❖ **Strategies to address perceived transgressions of professional codes of ethical conduct**
- ❖ **Strategies to assist local senates seeking to formulate, draft, and implement a code of professional and ethical conduct**
- ❖ **The Senate doesn’t endorse a particular model.**
- ❖ **Recommends that local senates consider adopting the AAUP statement of ethics as their local position**

Senate Paper Introduction

- ❖ **From its beginning, the Senate has valued ideals of equity, inclusion, openness, diversity, accountability, integrity, and honor.**
- ❖ **Teaching & modeling such ideals is central to our educational mission**
- ❖ **Moral standards only have merit when they are taught & promoted**
- ❖ **An institution should seek those willing to model “the values, rights, duties, and virtues that pertain to people as moral beings...” (Heslep, 1995; p. 2)**

AAUP Statement of Ethics

- ❖ **Faculty are responsible to their:**

- ❖ **Disciplines**

- ❖ **Students**

- ❖ **Colleagues**

- ❖ **Institutions**

- ❖ **Communities**

The Senate Added Principles in 1994

- ❖ **Faculty are responsible in these additional areas:**
 - ❖ **Scholarly competence**
 - ❖ **Honest academic conduct**
 - ❖ **Cultural and gender sensitivity**
 - ❖ **Free pursuit of learning**
 - ❖ **Trusting and sensitive learning environment**
 - ❖ **Academic standards**
 - ❖ **Academic freedom**

Code of Ethics: ASCCC Executive Committee

- ❖ **Values:**
 - ❖ **Commitment to the public good**
 - ❖ **Accountability to the public**
 - ❖ **Commitment beyond the minimum requirements of the law**
- ❖ **Broad Ethical Principles in these areas:**
 - ❖ **Personal & professional integrity**
 - ❖ **Mission**
 - ❖ **Governance**
 - ❖ **Legal compliance**
 - ❖ **Responsible stewardship**
 - ❖ **Openness & disclosure**
 - ❖ **Program evaluation & improvement**
 - ❖ **Inclusiveness & diversity**

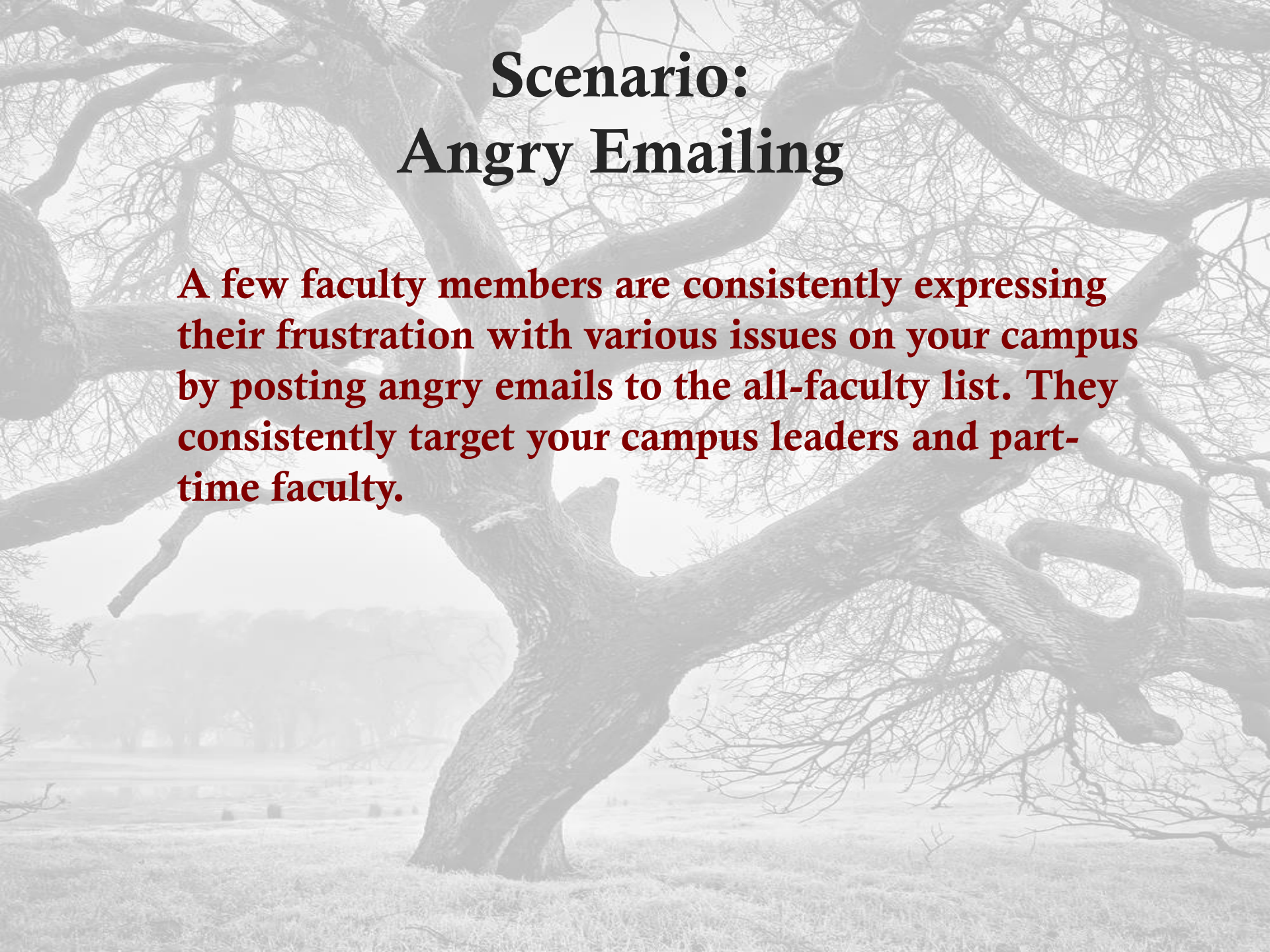
Principles of Community

Gavilan College (local example)

- ❖ We value the worth and dignity of every person, the pursuit of truth, devotion to excellence, acquisition of knowledge, and the nurture of democratic citizenship.
- ❖ We strive to maintain these ideals in an environment of inclusiveness and mutual respect.
- ❖ The Principles of Community provide the foundation which creates this environment.
- ❖ We maintain the highest ethical standards in order to establish an atmosphere of civility, honesty, cooperation, professionalism and fairness.
- ❖ Gavilan College aspires to be:
 - ❖ **Diverse:** We embrace and celebrate diversity in all its forms (the heritage, achievements, uniqueness, and contributions of all our members) and seek to uphold an inclusive, open and enlightened community.
 - ❖ **Purposeful:** We are a community that maintains a shared commitment to service to society and advancement of knowledge through innovative teaching and learning.
 - ❖ **Open:** We believe free exchange of ideas requires mutual respect, trust and consideration for our differences.
 - ❖ **Just:** We are committed to respect for individual dignity and equitable access to resources, recognition, and security.

Ethical Leadership: Your Thoughts & Experiences

- ❖ **What are the principles for ethical leadership at your college?**
- ❖ **What ethical dilemmas have you faced & how were they resolved?**
- ❖ **What can you do to promote ethical leadership at your college?**

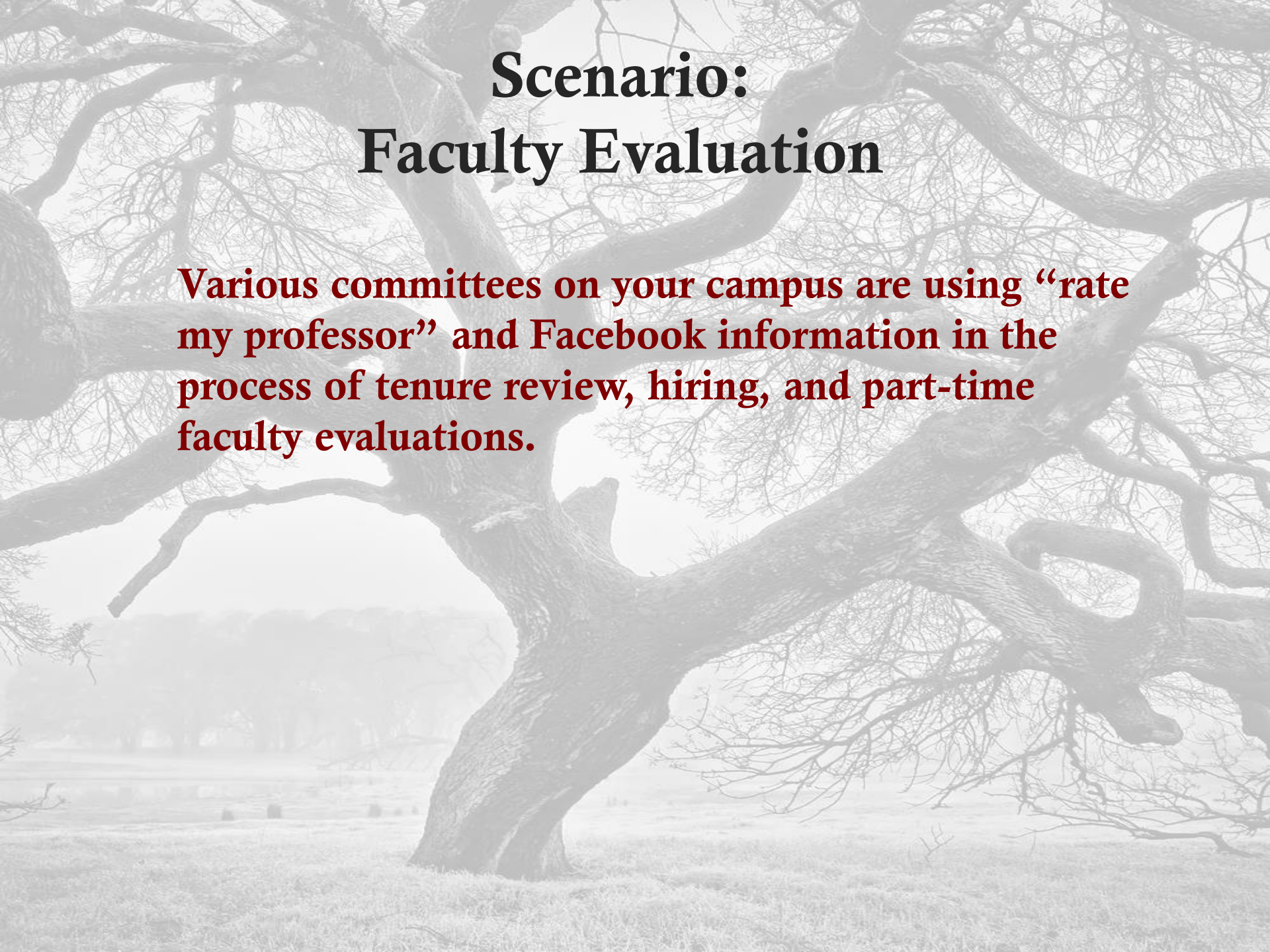
A large, gnarled tree with thick, twisted branches dominates the foreground. The tree is set in a grassy field with a white fence visible in the background. The overall scene is in a muted, greyish tone, giving it a somber or serious atmosphere. The text is overlaid on this background.

Scenario: Angry Emailing

A few faculty members are consistently expressing their frustration with various issues on your campus by posting angry emails to the all-faculty list. They consistently target your campus leaders and part-time faculty.

Scenario: Equity

Your campus is doing its best to adopt new policies to comply with Student Success Initiative legislation. In the process, your colleagues are proposing curriculum changes that might limit access to students who have historically had access to more options.

A large, gnarled tree with bare branches dominates the foreground, its trunk thick and twisted. The background is a misty, open field with a line of trees in the distance. The overall tone is muted and atmospheric.

Scenario: Faculty Evaluation

Various committees on your campus are using “rate my professor” and Facebook information in the process of tenure review, hiring, and part-time faculty evaluations.

A large, gnarled tree with thick, twisted branches dominates the foreground. The tree is set in a grassy field with a wooden fence visible in the background. The overall scene is in a muted, greyish tone, giving it a somber or historical feel. The text is overlaid on this background.

Scenario: Faculty & Trustees

A faculty member calls a member of your Board of Trustees and claims to represent the voice of the faculty.

A large, gnarled tree with thick, twisted branches dominates the foreground. The tree is set in a grassy field with a line of trees in the background. The overall scene is in grayscale, with the text overlaid in a dark red color.

Scenario: Final Exam

A faculty member gives her or his final exam two weeks early.

Resources

American Association of University Professors:
www.aaup.org/issues/professional-ethics

Academic Senate for California Community Colleges (ASCCC): [10.00 Code of Ethics \(Executive Committee Policy\)](#) [Faculty Ethics: Expanding the AAUP Ethics Statement \(1994 Senate Paper\)](#) [Faculty As Professionals: Responsibilities, Standards and Ethics \(2002 Senate paper\)](#)



Thank you!