

Lehigh University: Faculty Code of Ethics¹

2.1. Preamble

The central functions of an academic community are learning, teaching, research, scholarship, and service. By accepting membership in the University, an individual joins a community ideally characterized by free expression, free inquiry, intellectual honesty, respect for the dignity of others, openness to constructive change, and commitment to diversity and inclusion. The rights and responsibilities exercised within the community must be compatible with these qualities.

2.2. Commitment to Core Values

It is the intent of the Faculty Code of Ethics to uphold The [Principles of Our Equitable Community](#), to protect academic freedom (R&P 2.1.1), to help preserve the highest standards of teaching and scholarship, and to advance the mission of the University as an institution of higher learning.

Moreover, it is the intent of the Faculty Code of Ethics to promote inclusive and equitable practices regarding diversity of age, color, disability, gender identity or expression, genetic information, marital or familial status, national or ethnic origin, race, religion, politics, sex, sexual orientation, socioeconomic status, or veteran status. Diverse, inclusive, and equitable environments are drivers of innovation, creativity, and empathy.

Lehigh faculty are committed to excellence in all facets of university life—high quality educational programs, cutting-edge research, and dissemination of new knowledge—to benefit our students, the nation, and the world. To achieve excellence, faculty affirm that the following core values and conditions of campus life are essential to a functional, productive, and vibrant University.

2.2.1. Shared Governance. Faculty are committed to participating fully in the shared governance of Lehigh University, and will work together with its administration and staff to govern the University in a transparent, communicative, and responsible manner.

2.2.2. Academic Freedom. Faculty are committed to academic freedom, which enables us to freely teach our students and pursue academic knowledge within our disciplines; to conduct both basic and applied research; to develop technology; to expand the horizons of the understanding of our world; and to contribute to a greater appreciation of humanity. As part of this academic freedom, we are committed to the principle that the granting of tenure to faculty is essential for unobstructed freedom of thought, generating new ideas, and enabling unbiased discourse in our pursuit of knowledge.

2.2.3. Ethical Conduct of Research. Faculty are committed to conducting all research at Lehigh University with the highest ethical standards and acknowledge our responsibility

¹ This document drew liberally from similar documents in the following academic institutions: Harvard University, Iowa State University, Sterling College (UK), Tulane University, University of California at Berkeley as well as the statement of Professional Ethics by the AAUP.

to ethically pursue our scholarly endeavors, to be accountable for our fiscal operations, and to present our scholarly and research products in a manner beyond reproach.

2.2.4. Academic Integrity. Faculty are committed to maintaining our professional integrity as educators and researchers. Faculty denounce any form of plagiarism, falsification of data, misrepresentation, or other acts which compromise the reputation of our collective work Lehigh University.

2.2.5. Respect for All Members of the Community. Faculty are committed to fostering an environment of mutual respect for all members of the campus community—students, staff, faculty, and administrators. We are committed to collegiality, mutual support, and respect for cultural and disciplinary diversity, which are essential for a functional, responsive, and thriving campus climate. We are committed to the free exchange of ideas, civil discourse, and respect for differing opinions and perspectives in the pursuit of knowledge.

2.2.6. Diversity and Inclusion. Faculty are committed to a diverse and inclusive campus community, which brings together people of different academic disciplines, cultures, intellectual perspectives, and beliefs. We welcome students, faculty, and scholars from around the world regardless of race, color, age, ethnicity, religion, national origin, pregnancy, sexual orientation, gender identity, genetic information, sex, marital status, disability, or status as a U.S. veteran. It is critical to the success of Lehigh University that we open our campus to the very best faculty, staff, students, and scholars from around the world.

2.2.7. Safe and Welcoming Campus Environment. Faculty are committed to maintaining a campus environment that is free of dangers, threats, or other unacceptable behaviors, so that everyone is safe as they pursue their studies, conduct research, teach, or provide service. We expect that all members of the campus community will be respectful and civil.

2.2.8. Responsibility to Manage the Curriculum. Faculty are committed to our role at the university, in which the faculty assume the sole responsibility to continuously manage, review, and improve the academic curricula offered at Lehigh University, ensuring relevance and high quality.

2.2.9. Responsibility to Mentor Students. Faculty are committed to our role as mentors to the students participating in our academic programs. We strive to instill in our students the values of academic integrity and professionalism throughout their studies at Lehigh University.

2.3. The Faculty Members' Rights and Responsibilities

The rights and responsibilities of the University are not fundamentally different from those of other members of society. In support of the University's central functions as an institution of higher learning, a major responsibility of the administration is to protect and encourage the

faculty in its teaching, research, creative development, and public service. The authority to discipline faculty members in appropriate cases derives from the shared commitment by the faculty and the administration to preserve conditions hospitable to these pursuits.

2.3.1. Faculty Rights

- free inquiry, exchange of ideas, and setting research agendas;
- the right to present controversial material relevant to a course of instruction;
- enjoyment of academic freedom of expression (see R&P 2.2.1)
- participation in the governance of the University, as provided by R&P, including
 - approval of course content and manner of instruction,
 - establishment of requirements for matriculation and for degrees,
 - appointment and promotion of faculty,
 - input for the selection of chairs of departments and certain academic administrators,
 - discipline of members of the faculty, and the formulation of rules and procedures for discipline of students,
 - establishment of norms for teaching responsibilities and for evaluation of both faculty and student achievement, and
 - determination of the forms of departmental governance;
- the right to be judged by one's colleagues, in matters of promotion, tenure, and discipline, solely on the basis of the faculty members' professional qualifications and professional conduct in accordance with fair procedures and due process.

The following sections identify key faculty responsibilities but are not meant to be exhaustive. It is expected that case adjudication, the lessons of experience, and evolving standards of the profession will promote reasoned adaptation and change of this Code.

2.3.2. Responsibilities to the Profession

Faculty members, guided by a deep conviction of the worth and dignity of their advancement of knowledge, recognize the special responsibilities placed upon them.

2.3.2.1. Their primary responsibility to their subject is to seek and state the truth as they see it. To this end, faculty devote their energies to developing and improving their scholarly competence in terms of research and teaching.

2.3.2.2. They accept the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge.

2.3.2.3. They practice intellectual honesty and adhere to the [Ethical Conduct in Academic Research, Scholarship and Creative Activities](#).

2.3.3. Responsibilities to Undergraduate and Graduate Students

2.3.3.1. The faculty members' central responsibility to all students is to impart a knowledge and understanding of a field of study, to develop in students appropriate and relevant skills,

and to do so in accordance with the best standards of scholarship, pedagogy, and ethical standards in the discipline.

2.3.3.2. Faculty members demonstrate respect for students as individuals and adhere to their proper roles as intellectual guides and counselors.

2.3.3.3. Faculty members establish and maintain an inclusive learning environment in the classroom, laboratory, and field.

2.3.3.4. Faculty members avoid any exploitation of students for personal purposes either in or out of the classroom.

2.3.3.5. Faculty members deal with students justly and impartially, regardless of their physical, mental, emotional, political, economic, social, racial, or religious characteristics or participation in extracurricular activities.

2.3.3.6. Faculty members accept and carry out faithfully those duties central to the instructional commitment they have with their students including prompt and regular meeting of classes and student advising and consultation.

2.3.3.7. Faculty members strive for a timely, just, and unprejudiced appraisal of all student work. Faculty members owe students the right of review of their work and grades given, and in case of serious grievance or dispute, the right of appeal.

2.3.3.8. Faculty members secure permission and give credit for the use of original student contributions in their lectures or publications, in the same manner and degree as for materials from other sources.

2.3.3.9. Faculty members encourage and protect honest performance by the student. They should pursue suspected cases of cheating and plagiarism by students.

2.3.3.10. Faculty members do not disclose confidential information about their students except as required by law or provided for by university regulations and procedures.

2.3.4. Responsibility to Other Faculty, Staff, and Administration

2.3.4.1. Faculty members strive to treat faculty, staff and administration with respect. Our coworkers are colleagues and as such must be afforded the dignity, we claim for ourselves. Allegations of unprofessional conduct either to other colleagues or to the students are themselves unprofessional (see R&P 2.4 for the proper vehicle for complaints against faculty members). Moreover, faculty members should consider an honest discussion with the allegedly erring colleague as a possible first step in resolution.

2.3.4.2. Faculty members should acknowledge indebtedness to colleagues and other scholars by proper citation.

2.3.4.3. Faculty members should strive to be objective in professional judgment of colleagues.

2.3.4.4. Faculty members should accept a fair share of faculty responsibility for the governance of the institution. Those new to leadership roles should seek out and adopt best practices for their positions and routinely seek feedback on their performance from both subordinates and superiors.

2.3.5. Responsibility to the University

2.3.5.1. When faculty members engage in activities outside the university, it is their responsibility to make it clear, when circumstances require, that they are acting as individuals and not as representatives of the university.

2.3.5.2. Faculty members maintain in strict confidence all departmental or university matters agreed to be confidential through departmental and university policy. If any issue or matter is of such a nature that a faculty member, as a matter of conscience, must speak out, this intention should be stated beforehand to all concerned.

2.3.5.3. Faculty shall not use University resources or facilities on a significant scale for personal or commercial purposes.