University Handbook for Appointed Professionals 7.01 Professional Conduct

7.01.01 Statement on Professional Conduct
As members of the University of Arizona community, we are committed to sustaining an academic community that advances learning and innovation. We recognize our responsibilities and obligations as representatives of the University, and we hold ourselves and each other accountable for the following:

We are inclusive and respectful
We are committed to freedom of expression, academic freedom, and collaborative inquiry. We support creativity and innovation by valuing all voices and engaging in respectful discourse. While we may not always agree with the ideas and opinions of others, we honor their right to express them.

We demonstrate integrity and follow established standards
We follow established standards and strive to maintain the highest level of quality as recognized in our various fields. We honor our commitments and demonstrate fairness and honesty in all of our professional duties. We follow laws and University and Arizona Board of Regents policies, and avoid real and perceived conflicts of interest. We ask questions when we are unsure about the appropriate course of action.

We protect University assets
We are good stewards of the University resources entrusted to us and do not use these resources for personal gain or benefit. As University ambassadors and advocates, we recognize our obligation to represent the University well inside and outside the University.

We provide a safe environment for those who work, learn, and visit with us
We do not tolerate discrimination, harassment, or behavior that intimidates, threatens, demeans, or harms another person. We work to resolve differences constructively, look out for each other and promptly address or report issues of concern. We recognize our individual obligations to make the University a safe and inclusive environment by abiding by the University’s Disruptive Behavior policy (insert link).

7.01.02 Academic Freedom and Freedom of Speech
Learning requires concentrated attention and happens best in environments where a wide range of perspectives are welcome and encouraged. Allowing space for opposing views is central to academic inquiry, and that responsibility rests with all of us. Academic freedom, which is essential to the advancement of knowledge, is rooted in and regulated by the norms of the disciplinary communities within which the faculty are credentialed. In research, this means we are free to pursue areas of inquiry, wherever they may lead. In education, it means the freedom to teach from our disciplines, and the freedom of our students to engage within the parameters of the discipline openly and fully. Academic freedom also allows us to comment on University or unit governance without fear of retribution. ARS §15-1601(B) and our Guidelines.
for Shared Governance: Memorandum of Understanding entered into by the Faculty and the Administration of the University of Arizona describe the statutory and mutually agreed upon role of faculty in the governance of the University.

While academic freedom governs the pursuit of knowledge in the classroom and in our individual fields of study, freedom of speech applies elsewhere on campus and throughout the public sphere, as guaranteed by the First Amendment to the Constitution. As private citizens, faculty, students, and staff may invoke their freedom of speech, subject to UHAP 2.10, ABOR 6-905 Political Activity, and ARS § 15-1633. On December 3, 2018, the Faculty Senate endorsed the Chicago Statement of Freedom of Expression to underscore our commitment to freedom of expression at the University of Arizona.

As faculty and academic professionals, we bear special responsibilities to contribute to informed deliberations on academic issues. Our primary responsibility to our academic discipline and to our society is to seek and state the truth based on available evidence. Guided by recognition of the value of evidence-based inquiry to our community and an informed citizenry, we recognize our shared obligation to exercise critical judgment and self-discipline in using, extending, and transmitting knowledge. To this end, we devote our energies to developing and improving critical thinking and scholarly rigor through teaching, research, and engagement with the University’s broader constituencies.

7.01.03 Teaching Responsibilities
Quality teaching inspires student curiosity and reinforces students’ belief in their ability to make a difference in a diverse world. Quality teaching and effective learning require commitments by faculty and students alike, creating and sustaining inquisitive and inclusive learning environments. As faculty and academic professionals, we are expected to contribute to quality teaching and learning in our classrooms as well as in our laboratories, seminar rooms, offices, and other settings outside the University. The University has an obligation to support and encourage high-quality teaching and to assess it rigorously.

To accomplish these goals, we assume specific responsibilities as faculty members. We commit to:
1. Conduct our classes in general conformity with the content, format, and official description as established by the faculty and approved by the President and Board of Regents;
2. Conduct classes and office hours at all regularly scheduled times and places as set out in the syllabus, and to promptly notify students and the head of the department whenever emergencies prevent meeting a scheduled class. We notify duly appointed supervisors to authorize our absence from classes or reschedule work for reasons of health or compelling University needs;
3. Establish individual mentoring relationships with our undergraduate, graduate, and professional students, as appropriate to the mission of each College and/or unit;
4. Reflect on and make use of feedback about our teaching from our students and peers, using it to improve how we approach teaching and learning;
5. Share our teaching experiences and serve as mentors for other members of the University community; and

6. Be present and committed to discharging our duties and responsibilities primarily on the campus of the University and at other such sites as appropriate to the mission of each College and/or unit.

In addition to fulfilling these responsibilities, we recognize that we are expected to support students in other ways that include:

- Responding to in-person and/or online student inquiries and comments in a timely manner;
- Providing timely feedback and assessment on our projects, assignments, quizzes, and exams;
- Adopting textbooks or other required course materials in a timely fashion to minimize costs to students;
- Disclosing and minimizing conflicts of interest when we assign course materials for which we might receive royalties.
- Attending commencement exercises (in academic dress), when possible

**7.01.04 Responsibilities with Research, Scholarship and Creative Activities**
High-quality scholarship changes how we think, act, and view our diverse world. As scholars, artists, and researchers, we create new knowledge that challenges others to reconsider what they think and how they think. Our academic work provides critical building blocks for shaping our relationship with the environment around us, forging connections with people and communities, and making this world a better place. The University community recognizes that high quality scholarly and creative work takes many forms, including theoretical and applied research and creative expression in various modalities, public performances, and original design.

**7.01.05 Service and Outreach Responsibilities**
In addition to pursuing the highest quality of scholarship and providing students with opportunities to engage in scholarship in a fair and ethical manner, we have a special obligation as faculty and academic professionals to engage in activities that benefit the local, regional, and global community. Engagement with these various communities is vital to the University’s land-grant mission.