

6-year review

AP 3050 Institutional Code of Ethics and Professional Responsibility

Reference: ***ACCJC Accreditation Standard I.C.10, III.A.13; Education Code 70902; and 34 Code of Federal Regulations, Section 668***

Date Issued: April 9, 2012

Reviewed:

[Board Date]

The District is committed to maintaining a positive, healthy and mutually respectful environment for all.

To guide all District employees in setting and practicing high standards of ethical and professional conduct, the following are the expectations for professional and ethical behavior:

Accountability—Comply with current rules and regulations of federal, state and local governments, and other appropriate private and public regulatory agencies.

Accuracy—Provide information that is accurate, complete, objective, relevant, timely, and understandable.

Appropriate Use of Resources—Achieve responsible use of and control over all assets and resources employed or entrusted.

Confidentiality—Respect the confidentiality of information acquired in the course of one's work, except when authorized or otherwise legally obligated to disclose. Confidential information acquired in the course of one's work shall not be shared inappropriately or used for personal advantage.

Diversity—Value and invite multiple perspectives in discussions and decision-making; create space for historically excluded and marginalized voices to be amplified.

Equity—Ensure students who have historically been marginalized and excluded have the opportunity to succeed in higher education by calling attention to patterns of inequity in student outcomes and actively working to eliminate equity gaps in student access and success.

Ensure employees who have historically been marginalized and excluded have the opportunity to succeed in their profession by calling attention to patterns of inequities. This includes actively working to eliminate these gaps and combat unconscious biases in hiring, retention, and promotion of employees.

Central to equity mindedness is the concept of race consciousness, which

embraces an awareness of one's own race and the race of others. Our race-conscious approach acknowledges the social and historical context of race in higher education and the impact of race on students' and employees' opportunities.

Inclusivity—Be inclusive, welcoming, nurturing, and validating to individuals of diverse cultures, identities, backgrounds, and perspectives.

Individual Responsibility—Act in good faith; act responsibly; and exercise due care, competence, and diligence, without misrepresenting material facts.

Integrity—Act with fairness, honesty and integrity, avoid actual or apparent conflicts of interest between personal and professional relationships, respect differences of opinion and make best efforts to resolve those differences in an ethical and professional manner.

Knowledge—Share knowledge and **acquire**/maintain skills important and relevant to the needs of those we serve.

Modeling Professional Behavior—Proactively promote professional standards of conduct as a responsible partner among peers, in the work environment, and in the community.

Mutual Respect—Model collaboration; tolerance; acceptance; inclusiveness; kindness; compassion; empathy; courtesy; perception; accountability and learning; and patience in all of our interactions. Carefully select the words and actions we choose. Honor the right of expression as a hallmark of learning. Value intellectual freedom, tempered with respect for the rights of others, even when individual or group points of view are controversial or out of favor with prevailing perspectives. Ensure individuals, especially those from groups who have been historically marginalized or excluded, are free to voice their concerns and participate in governance or policy making without feeling intimidated or being subject to reprisal.

Student-Centeredness—Develop programs, services, processes, and policies with the student experience at the forefront of our decision-making; carry out our work with students in mind by meeting students where they are and creating opportunities and clear pathways for students to reach their educational goals. Ensure students' voices and perspectives contribute to and are reflected in all decision-making processes.

Employees who do not adhere to the above responsibilities and ethics may be subject to disciplinary or other appropriate action in accordance with established policies and procedures.