

1 **Pages 1-2 – Recommended by Bloomington Faculty Council Student Affairs Committee 2-**
2 **14-08**

3 **Indiana University Code of Student Rights,** 4 **Responsibilities, and Conduct**

5 **Preamble**

6 The purposes of Indiana University include the advancement of knowledge, the pursuit of truth,
7 the development of students, and the promotion of the general well-being of society. As a
8 community, we share a dedication to maintaining an environment that supports trust, respect,
9 honesty, civility, free inquiry, creativity, and an open exchange of ideas.

10 Individual rights are best protected by a collective commitment to mutual respect. A student who
11 accepts admission to Indiana University agrees to:

- 12 • be ethical in his or her participation in the academic community,
- 13 • take responsibility for what he or she says and does,
- 14 • behave in a manner that is respectful of the dignity of others, treating others with civility
15 and understanding,
- 16 • use university resources and facilities in appropriate ways consistent with their purpose
17 and in accordance with applicable polices,
- 18 • **take appropriate advantage of the educational**
19 **opportunities to participate in the learning process in a**
20 **serious and conscientious manner.**

21 Every Indiana University student is responsible for reading and understanding this Statement, as
22 well as other expectations identified by individual schools or organizations relevant to an
23 academic major, professional field, or on-campus residence. This Code of Student Rights,
24 Responsibilities, and Conduct is intended to identify the basic rights, responsibilities, and
25 expectations of all students and student groups to serve as a guide for the overall student
26 experience at Indiana University.

27 **Part I: Student Rights**

28 Indiana University recognizes its responsibility to support and uphold the basic freedoms and
29 citizenship rights of all students. Within that context, students have the following rights.

30 **A. Rights in the Pursuit of Education**

31 The classrooms, laboratories, libraries, and studios are the essential learning environments of the
32 university, and the freedom to learn in these environments should be promoted and encouraged
33 by instructors. The following statements have been developed in support of a student's right in
34 the classroom or other learning environment. Students shall have the right to:

- 35 • Have access to faculty, academic technology, classrooms, libraries, presentations, and
36 other resources necessary for the learning process.
- 37 • Have access to academic advising and clear expectations for degree and graduation
38 requirements.
- 39 • Have decisions related to the pursuit of their education made in a clear manner.

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- Learn in an environment that supports the freedom of self-expression and association.
 - Participate in an exchange of ideas, pursuant with his or her constitutional rights and the Preamble of this Code, free of conduct that impedes either an instructor's ability to teach or the student's ability to learn. (See Guidelines for Dealing with Disruptive Students in Academic Settings, University Faculty Council, April 12, 2005)
 - Receive either a paper or an electronic class syllabus in a timely manner. **The syllabus should provide clear expectations for class performance and evaluation.**
 - ~~Expect to interact with faculty who act professionally; provide clearly stated class goals; provide clear expectations for class performance and evaluation; meet classes as scheduled; are accessible for office hours, appointments or consultation; and maintain a clear connection between course content and the most recently approved course description.~~
 - Expect a faculty member will be sensitive to the student's religious beliefs and observances, including an expectation that instructors will make reasonable arrangements upon notice that the student must miss an exam or other academic exercise resulting from the observance of a religious holiday. (See Policy on Accommodations for Religious Observances, University Faculty Council, March 28, 2000)
 - Have the freedom to raise relevant issues pertaining to classroom discussion (including personal and political beliefs), offer reasonable doubts about data presented, and express alternative opinions without concern for any academic penalty. Students have the right to expect that their work will be evaluated by academic standards alone.
 - Study, work, and interact in an environment of professionalism and of mutual trust and respect that is free of amorous or sexual advances by a faculty member. All amorous or sexual relationships between faculty members and students are unacceptable when the faculty member has any professional responsibility for the student, even when both parties have consented or appear to have consented to the relationship. Such professional responsibility encompasses both instructional and noninstructional contexts. A faculty member shall not have an amorous or sexual relationship, consensual or otherwise, with a student who is enrolled in a course being taught by the faculty member or whose performance is being supervised or evaluated by the faculty member. A faculty member should be careful to distance himself or herself from any decisions that may reward or penalize a student with whom he or she has or has had an amorous or sexual relationship, even outside the instructional context, especially when the faculty member and student are in the same academic unit or in units that are allied academically. (From the University Code of Academic Ethics, Part A.1, Relations with students). See definition of "faculty member" in Part IV of the Code.
 - **A student has the right to have university classes conducted in accordance with the following provisions of the Indiana University non-discrimination policy and the University Code of Academic Ethics (§§ A.II. 1 - 7):**
 - a. **A teacher will maintain a clear connection between the advance description and the conduct and content of each course presented to ensure efficient subject selection by students.**
 - b. **A teacher will clearly state the course goals and will inform students of testing and grading systems; moreover, these systems should be intellectually**

- 88 **justifiable and consistent with the rules and regulations**
89 **of the academic division.**
- 90 **c. A teacher will plan and regulate class time with an**
91 **awareness of its value for every student and will meet**
92 **classes regularly.**
- 93 **d. A teacher will remain available to students and will**
94 **announce and keep liberal office hours at hours**
95 **convenient to students.**
- 96 **e. A teacher will strive to develop among students respect**
97 **for others and their opinions by demonstrating his or**
98 **her own respect for each student as an individual,**
99 **regardless of race, color, ethnicity, sex, gender identity,**
100 **marital status, national origin, religion, age, veteran**
101 **status, disability, or sexual orientation.**
- 102 **f. A teacher will strive to generate a proper respect for an**
103 **understanding of academic freedom by students. At the**
104 **same time, a teacher will emphasize high standards and**
105 **strive to protect students from irrelevant and trivial**
106 **interruptions or diversions.**
- 107 **g. Since letters of evaluation written by a teacher may be**
108 **uniquely important documents in both the academic and**
109 **post-university life of a student, each teacher will strive**
110 **to make such letters both candid and fair.**

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