STATEMENT ON THE PERSONAL AND PROFESSIONAL QUALITIES
OF FACULTY, STAFF AND ADMINISTRATION AT
CHRISTIAN BROTHERS UNIVERSITY

The Mission Statement of Christian Brothers University begins by stating that CBU derives its philosophy from that of the Christian Brothers. This philosophy, as can be seen from the official documents of the Brothers of the Christian Schools, as well as from the practice of the Brothers and their associates over the past 300 years worldwide, can be most simply reduced to three elements:

1. quality education
2. religious impact
3. service to the disadvantaged

The key insight of St. John Baptist De La Salle, in founding the Institute of the Brothers of the Christian Schools, was that these basic goals could only be achieved by a group of very special people, i.e. educators who in their person as well as in their qualifications, are fitted to work effectively for these lofty purposes. In doing so, they contribute mightily to the benefit of individuals, of society, and of the Church.

Thus, basic to the philosophy of the Christian Brothers is the importance of the person of the educator. The Christian Brothers were founded for the purpose of providing a high quality of personnel for schools, by giving them the inspiration and the support of a career based upon religious motivation and practice. It is generally agreed that this was the basic contribution of St. De La Salle to education, although he added much practical organization and educational wisdom to the task of carrying it out.

The Christian Brothers welcome the collaboration of people of varying backgrounds in carrying out their educational mission in today's world. These colleagues --lay and clerical, and of varying religious backgrounds--provide richness and diversity to the Brothers' schools. They bring a necessary insight into the contemporary world, the Church, and ecumenical concerns, as well as in practical political, economic, and family matters.

The Christian Brothers, however, strive to maintain in all their institutions the unique educational philosophy which is the core of their mission. Educators who become associates of the Brothers do so freely, with the understanding that their professional and personal services will contribute to the accomplishment of the Brothers' philosophy of educational excellence and personal influence in the schools and colleges in which they serve. For example, the CBU Faculty Handbook (p. 35) states that:

"Each faculty member should endorse and adhere to the Statement of Mission and Goals of the University."

This means that a level of academic and/or professional service is expected, along with a striving for the personal influence and example which is implied in the notion of the ideal educator as contained in the Christian Brothers' philosophy.
It is rather easy to examine academic or professional credentials and to consult references or other sources to gain an idea of the pedagogical or professional competency of applicants. It is more difficult to try to indicate the dimensions of the person of the educators who come to CBU, and how they contribute to the mission of the University. While not imposing unreasonable or arbitrary conditions for employment in this academic setting, the Christian Brothers have the right to expect that their mission will be furthered by associates who strive to model the qualities called forth by their philosophy. Universities with distinctive religious mission like that of CBU try to indicate the type of personal witness and behavior expected of their personnel, while respecting to the fullest extent possible the freedom of conscience of all who are employed.

Because of the primary role of the faculty in the University and because of the extent and depth of the influence they wield upon the students, it is especially imperative that there be evident unity among the faculty in working toward the goal of the University and in implementing its basic philosophy. The rich diversity of background, training, and personality which exists among the members of our faculty is necessarily complemented by a common sense of mission and purpose, as well as a conviction of the importance of every individual—faculty member's sustaining role in his or her person as a prophetic witness to that common end.

The proposed statement will reflect the growing awareness among the leadership and personnel of institutions of higher education in America, that private and church-related universities must state clearly and explicitly the unique mission which they serve. This understanding was articulated at the two national conferences of church-related universities of all denominations, held at Notre Dame in 1979 and 1980 as well as in the 1980 Pastoral Letter of the Catholic Bishops of America on higher education. Numerous court cases have vindicated the essential freedom of these universities to state and pursue unique purposes—even religious purposes—even though they receive substantial government aid. Thus, clarity has developed both in law and in the self-understanding of collegiate leaders, of the fact that private and religious universities are different—that they have both the right and duty to be different—and that their differences should be clearly stated and well understood by everyone actually or potentially connected with each institution.

Balancing the special mission and unique nature of an institution like CBU, with academic freedom as understood in the American higher education community and explicated for us in the Faculty Handbook (p. 41) is a delicate and ambiguous problem to be ever faced and patiently resolved in understanding and collaboration among faculty, administration and trustees. The provisions for due process provide additional protection against arbitrary administrative actions (Handbook, pp. 43, 44, A-41-43).

This statement, while taking for granted the Catholic sponsorship of the University, in no way seeks to impose Catholic beliefs or regulations on those persons on campus who are of other faiths, nor does it allow anyone to intrude into the private lives of Catholic and Non-Catholic alike. It assumes that the faculty in their activities on campus or in their capacity as CBU teachers will be professionally respectful of Catholic teachings.
The statement as presented can serve as a real force of unity, as all members of the campus community jointly pursue the implementation of the mission which is the reason for the existence of Christian Brothers University. The mission itself, as well as this statement, represents an expression of ideals to which we are ever ascending. This goal will never be perfectly attained.

CBU affirms that:

1. Faculty/staff/administrators act in accord with high standards of professional integrity and personal responsibility, advancing their own reputations, those of their colleagues and students, the institution, and their profession.

2. Faculty/staff/administrators appreciate and respect the influence that rests with them in an academic setting. In the light of this influence they seek to avoid any form of harassment and will seek to maintain relationships at all levels which promote the dignity, self-worth, personal growth, and professional functioning of all persons.

3. In the performance of their professional activities, faculty/staff/administrators support their employing institution in its mission and goals and commit themselves to direct and constructive resolution of problems that may arise.

4. Though faculty/staff/administrators support the public stance of the University, each individual member of the university community should continue to exercise his/her judgments of conscience, of enlightened opinion, and of prophetic calling in light of the Christian gospel.

5. The faculty, in particular, participates in university life in a special manner and exercises its role and conduct within the accepted tradition of academic freedom.

APPROVED BY THE BOARD OF TRUSTEES

JUNE 6, 1983