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[1] [Challenging the "Minimal Due Process" Prescription](#)

KEY QUOTATION:

"We believe the expressive function of the law encompasses *how the law is administered*. In the college context, if students do not respect the fairness of the process, they will not accept the legitimacy of the rule."

[2] [The Ethical and Educational Imperative of Due Process](#) (historical perspective)

KEY QUOTATION:

"There was no 'pre-due process' golden age of student good conduct. More evident is a pattern where rigid, 'top-down' student conduct policies enforced with minimal due process created a poisonous 'us vs them' (students vs. faculty) atmosphere, usually corresponding with widespread incidents of student misconduct and violence. Ignorance of this pattern--and the value of engaging multiple internal constituencies in shaping college disciplinary procedures -- can do incalculable harm to the future of American higher education."

[3] [Friendship, Fidelity, and Academic Integrity](#)

KEY QUOTATION:

"The idea that teachers and students can be friends in the pursuit of truth goes back to the time of Plato's academy. Socrates was the teacher of Plato and Plato was the teacher of Aristotle. Friendship was at the core of their relationships, even when Plato and Aristotle disagreed about philosophical issues. Between them was no conflict between fidelity to truth and fidelity to each other, because the mutual pursuit of truth was the core of the friendship."

