



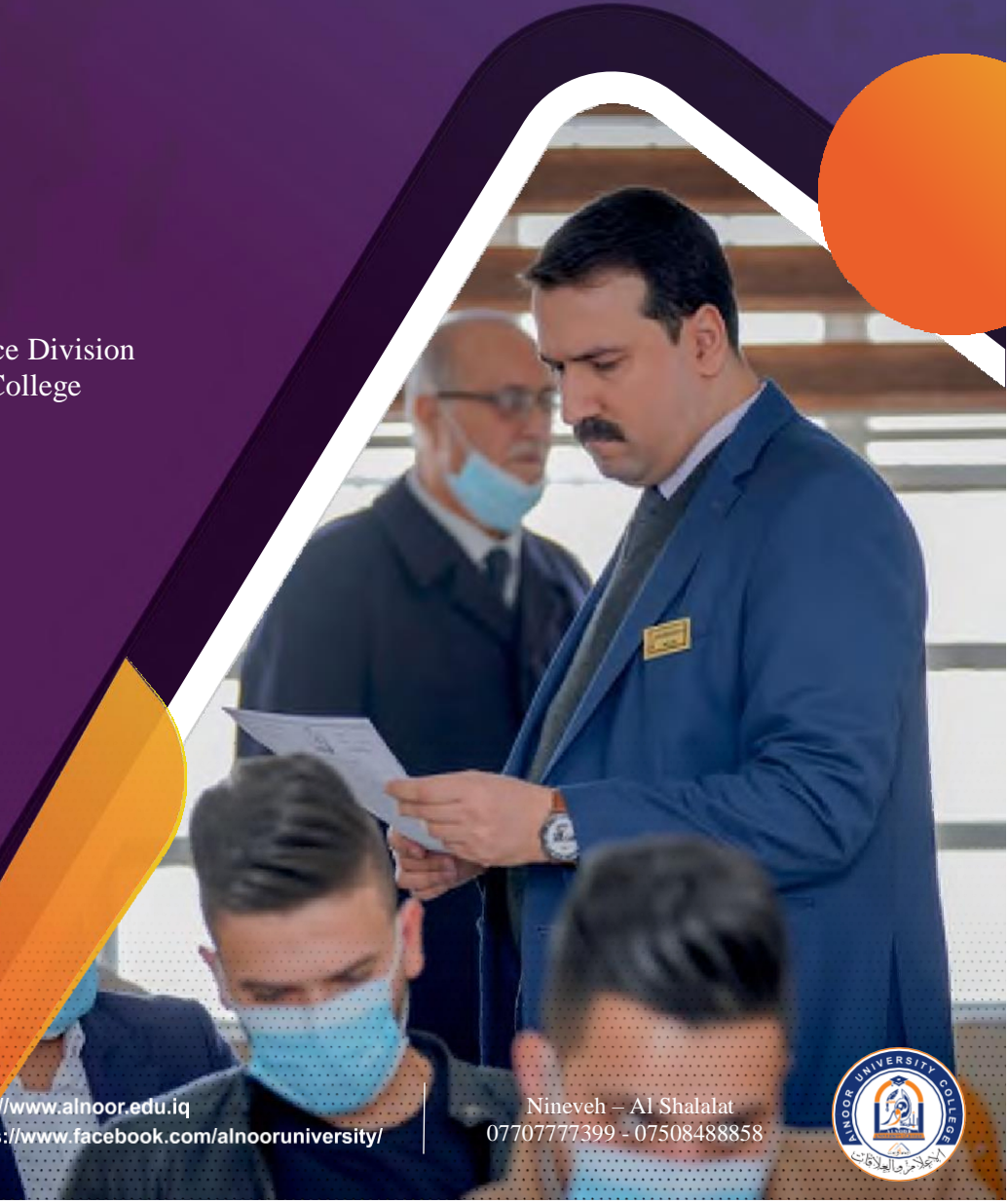
كلية النور الجامعة
AINOOR UNIVERSITY COLLEGE



Code of Professional Conduct for Teaching and Administrative Staff

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Preparatory:
The Quality Assurance Division
Al-Noor University College



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Introduction

The university institution is primarily responsible for promoting and applying ethical principles, as it is not merely an educational entity but a pioneering institution that encompasses the scholarly elite of society. At the same time, it prepares the youthful energies that will lead the community. Therefore, it is expected that the teaching staff will pay particular attention to this matter, as they are the elite and have a significant impact on students. The behavior of university faculty largely determines the exemplary conduct of students, whether positively or negatively. The goal of the university is not only to focus on academic aspects but also to build the character of the student and instill in them ethics, values, and high ideals.

The ethical charter can be defined as a set of behaviors and high values that members of the teaching and administrative staff are required to adhere to. It includes positive behaviors to commit to and negative behaviors to avoid. In this concise guide, we aim to outline the most important ethical commitments and duties that fall upon those working in higher education. We have also included some sections from the annual performance evaluation forms for teaching and administrative staff.

One of the benefits of having a code of professional conduct within any institution is that it serves as a reference for employees, delineating correct behaviors from incorrect ones, and contributing to the creation of a healthy and ideal environment. Furthermore, this guide aims to be a pioneering step taken by Al-Noor University College, sharing this modest experience with our colleagues in Iraqi universities and colleges to build upon and develop it for a more advanced and flourishing higher education system.



First:

Code of Conduct and Duties for Faculty at Al-Noor University College

A. Teaching and Relationship with Students:

- **Prepare and publish the course syllabus for students prior to the start of the semester.**
- **Continuously update lectures and academic resources.**
- **Distribute lecture materials to students well in advance of the class to allow them time to review and prepare.**
- **Maintain a positive attitude toward the teaching profession.**
- **Prepare and be well-acquainted with all aspects of the lecture in advance.**
- **Organize the lecture in the form of slides (PowerPoint).**



- **Manage time effectively by adhering to the scheduled class time and ensuring that it concludes as planned to avoid overlap with student breaks or subsequent lectures.**
- **Skillfully manage the classroom environment, addressing and resolving any issues that arise.**
- **Commit to completing the prescribed curriculum and adhere to its contents as per the directives of the Ministry of Higher Education and Scientific Research.**
- **Diversify teaching methods and divide the lecture into several activities.**
- **Consider individual differences among students and cater to all levels.**
- **Allocate time to address student questions and inquiries.**

- Pose questions to students to engage their attention and encourage participation.
- Protect the confidentiality of student grades and their privacy.
- In the event of a student misbehaving during a lecture, address the issue calmly yet firmly. If necessary, refer the student to the department head without engaging in an argument.
- Treat all students fairly and avoid discrimination based on religion, gender, ethnicity, or any other factor.
- Encourage students to participate in both classroom and extracurricular activities and foster positive habits and ethics among them.
- If questions about a particular topic are repeated, it is preferable to re-explain the topic or that specific part.
- Avoid excessive repetition of certain phrases (verbal fillers) such as "you know," "yes," and "okay."
- Conduct ongoing and periodic evaluations of students, providing them with feedback to enhance their performance.
- Refrain from discussing political or sectarian topics during lectures.
- Handle incorrect answers intelligently and avoid embarrassing the student.
- When assigning homework or a study task, monitor students' work and provide them with precise feedback to improve their performance.
- Allow students to engage in discussions and express objections respectfully, adhering to the principles of dialogue etiquette.
- Instill ethical research practices in students, such as citing sources when quoting.
- Communicate with students through official channels, particularly the university email for faculty.
- Guide and mentor students in their academic journey.
- Strive to avoid assigning low grades, especially in annual assessments, in order to support and encourage students to study and instill hope for further effort toward learning and success.
- Ensure that faculty serve as positive role models for students and the community through their behavior and knowledge.
- Focus on developing skills and emotional intelligence alongside imparting information.
- Foster students' critical thinking, logical reasoning, problem-solving abilities, and research skills.
- Support and guide high-achieving students and those with special talents.
- Monitor students and attempt to address any challenges they may encounter.

B. Scientific Aspects:

- Participate in field visits and practical assessments, conducting tests or laboratory analyses.
- Contribute to the service of scientific institutions, other ministries, and the community at large.
- Engage in volunteer activities and supervise student initiatives.
- Wear appropriate safety gear while conducting practical lectures in laboratories and adhere to occupational safety standards.
- Participate in continuous education activities by delivering lectures, workshops, seminars, and discussion sessions.
- Engage in various scientific activities and initiatives.
- Participate in research activities by conducting at least one annual research project.
- Continuously update knowledge and stay informed about the latest information and resources in the field of specialization through reading and involvement in scientific and academic events.

C. Ethics of Scientific Research:

- Research should be directed toward serving the community and humanity as a whole.
- Accurately cite all references utilized, ensuring that no source is included that was not actually used.
- Practice prudence in the use of resources, materials, and tools when conducting research, avoiding unnecessary waste.
- Adhere to objectivity, steering clear of bias and subjectivity, and refrain from using scientific research to achieve non-scientific objectives.
- Do not include the name of a researcher who did not participate in the research for any reason.
- Avoid taking a specific text out of context, which may lead to conveying a meaning different from that intended by the author.
- Maintain the confidentiality of data, especially when it pertains to personal and sensitive matters.
- Ensure accuracy and scientific integrity in the collection and analysis of data, numbers, and statistics.
- Refrain from engaging with dubious agencies that buy and sell research and attribute it to individuals who did not conduct it.
- Acknowledge the contributions of others and specify those who assisted the researcher during the study, as well as the libraries utilized.



D. E-Learning:

- Organize and coordinate the electronic classroom, dividing it into main topics that include lectures, assignments, announcements, and other materials before the academic year begins.
- Take precautions and prepare alternative procedures in case of power outages or internet disruptions.
- Prepare lectures in the form of PowerPoint slides.
- Maintain a neat and formal appearance while delivering lectures.
- Adhere to the scheduled lecture time and ensure it concludes as planned, without infringing on student breaks or subsequent lectures.



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- **Avoid noise and select a quiet, stable location with good lighting for the lecture.**
- **At the start of the lecture, ensure that students' microphones are muted.**
- **Turn on the camera and avoid relying solely on audio whenever possible.**
- **Inform students if the lecture is being recorded.**
- **Write messages, instructions, and any content in clear, formal, and precise language, avoiding harsh or colloquial language to prevent misunderstandings, as the recipient is dealing solely with the text.**
- **Use respectful language and expressions of gratitude, such as: "Thank you," "Well done," "God bless you," "Please," etc.**
- **Record the lecture and make it available to students on the same day, allowing those who were unable to attend to access it.**
- **Pose questions at the end of the lecture or conduct a short quiz to ensure students remain engaged and attentive throughout the session.**
- **Handle incorrect answers intelligently and avoid embarrassing the student.**
- **Communicate with students through electronic classrooms, institutional email, or group chats after informing the department head.**
- **Avoid sending announcements or posting lectures at a late hour.**

E. Examination Process:

1. Examination Questions:

- Review the questions multiple times to correct any errors found, and it is preferable to print them as a draft for better readability, ensuring the draft is securely disposed of afterward.
- Use clear language and simple words, avoiding ambiguity to prevent confusion or misunderstandings among students.
- It is advisable to start with the easier questions and gradually progress to more challenging ones, taking into account the students' psychological state and boosting their morale.
- Formulate questions in a way that prevents or minimizes the possibility of cheating, especially if the number of students is large or in circumstances that might enable some to cheat.
- Ensure that the questions align with the allotted exam time, avoiding questions that are too short, which may lead students to finish quickly and request to leave, causing disruption in the examination room. Conversely, questions should not be overly lengthy, causing students to run out of time without completing their answers.
- Avoid overlap and repetition, ensuring that answers are not embedded within other questions.
- Consider individual differences among students, including some challenging questions to distinguish high-achieving students.
- It is essential that the questions are comprehensive and cover the majority of the exam topics.
- Whenever possible, vary the types of questions, including essay and objective formats (multiple choice, true/false, matching, etc.), and diversify the difficulty levels among easy, medium, and difficult questions, as well as varying cognitive levels (according to Bloom's Taxonomy).
- Ensure that the questions assess various learning outcomes, including knowledge and skills, according to the nature of the subject matter.
- The question paper should include all necessary information regarding the exam, including the department, year, subject, type of exam, date, duration, and the marks allocated for each question.
- Write the name of the instructor(s) for the subject at the end of the questions and sign it alongside the signature of the department head.
- Avoid any grammatical, spelling, or punctuation errors, ensuring that the questions are clearly formatted and presented neatly.
- Place each exam version in an envelope and label it with all relevant information as per the instructions (e.g., version number, name, college, department, year, study type, theoretical or practical, phone number, etc.).
- Prepare two or three versions of the exam questions (as per instructions) along with model answers and submit them to the examination committee on time after reviewing and presenting them to the department head.
- Refrain from hinting at any details concerning the questions in private conversations with students, colleagues, friends, or even family members, regardless of how trivial the information may seem, such as the number of questions, their nature, type, difficulty level, etc.

2. Supervision:

- The instructor should monitor the daily schedule for examination supervision assignments.
- Arrive at the examination room 15 minutes before the exam starts to prepare the space and ensure it is ready for the timely distribution of questions.
- Consider the psychological state and anxiety of students before the examination, addressing them with calmness and wisdom, especially at the beginning of the exam, to diffuse any immediate reactions while maintaining firmness without being overly lenient.
- In the event that a candidate arrives late to the exam due to an emergency, and within the allowed time frame, make an effort to reassure them and alleviate their fear and confusion.
- Do not permit cheating in any form and take appropriate legal action against violators.



- If a candidate has a question regarding the answering method or how to fill out the exam booklet, and multiple supervisors are present in the room, it is advisable to approach the candidate directly to address their inquiry. This helps avoid disrupting others and prevents some students from taking the opportunity to cheat.
- Move as quietly as possible, refraining from unnecessary conversations with supervisors and students, and lowering your voice as needed, using minimal words. Non-verbal cues and facial expressions can sometimes replace verbal communication.
- Do not pressure remaining students in the room to leave in any manner until the last minute of the examination time has elapsed, especially when all other students have exited, leaving one or two behind.
- Seek permission from the exam room supervisor before making any decisions, and ensure that no action is taken by the monitor without consulting them first.
- The exam room supervisor should exhibit firmness and wisdom to maintain authority with both students and monitors, performing their role effectively.
- In the event of observing any cheating, report it to the exam room supervisor, who is responsible for documenting the incident and forwarding it to the examination committee along with evidence.
- The exam room supervisor should delegate responsibilities among monitors to ensure effective control of the room, particularly during the collection of exam booklets when multiple monitors may be preoccupied.
- Students should not be allowed to submit their answers and exit the room until the designated time has elapsed. If the time has expired and several students wish to submit their answers, collect them gradually to minimize noise within the room.
- Verify the personal information of the student recorded on the front cover of the exam booklet and match it with the student's ID.
- Collect the question paper from the student before they leave.

3. Grading Procedures:

- Attend on the exam day to address any potential issues with the questions and to collect the exam booklets from the examination committee on the same day.
- Store the booklets in a secure location, preferably locked.
- Complete the grading of the booklets as quickly as possible and return them to the examination committee within the specified timeframe.
- It is preferable to grade each question separately for all booklets instead of grading one booklet at a time, ensuring the grading process is objective and fair.
- Read each response thoroughly, as the answer you are looking for may be hidden within the details.
- Consider noting common recurring mistakes made by students to help them avoid these in the future, and retain these notes to remind them before upcoming exams.

F. Administrative Responsibilities and Other Duties:

- Adhere to the dress code and professional appearance expected of university faculty.
- Avoid absences except in emergencies, providing prior notification and documentation to the direct supervisor according to established protocols.
- In case of any issues, communicate with the direct supervisor in the department, college, or university, and avoid bypassing administrative channels unless all available options have been exhausted.
- Do not offer private tutoring to students in any form.
- Refrain from attending invitations or gatherings hosted by students, except in special circumstances after notifying the department.
- Avoid public disputes or misconduct; if faced with injustice, resort to official and legal channels in accordance with ethical standards and established practices.
- Follow the instructions and directives issued by the college administration and comply with them.
- Do not engage in any political or commercial activities within the college in any form.
- Participate in temporary and permanent committees as per administrative directives and orders.
- Maintain student confidentiality and safeguard work-related secrets.
- Perform duties diligently, prioritizing the interests of students and contributing to the advancement and development of the college.
- Notify the college before traveling, even during the summer break.
- Do not exploit the work relationship with students for personal gain and refrain from accepting gifts or services from students.
- Commit to fulfilling all recognized university duties, including serving on various committees, supervising exams, preparing questions, grading exam booklets, and submitting student grades until the academic year is complete and results are announced.
- Wear an identification badge at all times.
- Adhere to the regulations and instructions in effect at the college, as well as decisions made by the college council, to comply with all laws of the Ministry of Higher Education and Scientific Research / Directorate of Private Higher Education and other official governmental bodies, and refrain from engaging in any activities that contradict these regulations both inside and outside the college.
- Respect others and accept differing viewpoints.

Second:

Code of Conduct and Duties for Heads of Administrative and Academic Departments

- Educate faculty and staff about the rules of professional and academic conduct.
- Create safe, fair, and healthy working conditions.
- Ensure that actions concerning teaching and administrative staff are taken transparently and objectively.
- Distribute tasks equitably to prevent any grounds for resentment.
- Encourage teamwork and emphasize the necessity of collaboration.
- Foster a spirit of healthy competition among employees to motivate them to achieve their work objectives, highlighting its impact on career advancement.
- Provide opportunities for employees to advance based on work competency rather than tenure.



- Prioritize the implementation of training programs for faculty and staff to keep them informed of contemporary developments.
- Learn from both unsuccessful and successful experiences and derive lessons from them.
- Listen to employee feedback regarding challenges they face and strive to resolve their issues.
- Plan and organize work according to a strategic perspective.
- Supervise the execution of tasks through on-site presence.
- Ensure that required actions are carried out in accordance with decisions and regulations issued by higher authorities.
- Adhere to guidelines and procedures for prudent spending and minimizing waste within the scope of granted authorities.
- Activate the role of faculty members in both permanent and temporary committees within the educational institution and the community.

- Conduct regular periodic meetings.
- Exhibit modern leadership and skillful decision-making abilities.
- Actively contribute to achieving the goals outlined in the educational institution's mission.
- Demonstrate tactfulness in managing problems and finding solutions.
- Possess communication skills, including dialogue management, persuading others, and problem-solving.
- Analyze data and utilize results through various procedures.
- Have proficiency in information technology and apply it effectively in the workplace.
- Ensure that results are achieved within the specified time frame for official administrative communications through effective communication and consultation.
- Maintain emotional control while also demonstrating decisiveness and courage in decision-making.

Third:

Professional Conduct of Administrative Employees

- Adhere to appropriate appearance and modest clothing.
- Fulfill assigned tasks willingly according to established official timelines.
- Maintain accurate records and organize the workspace effectively.



- Safeguard confidential information related to the job.
- Wear an identification badge at all times.
- Comply with official working hours and be prepared to work additional hours when absolutely necessary.
- Stay informed about developments in the workplace and improve performance through participation in training and development courses.
- Utilize technology and computer programs efficiently.
- Demonstrate a desire to enhance work processes and leverage the experiences of others.
- Exhibit initiative by presenting ideas and suggestions.
- Adapt to changes and new circumstances effectively.
- Follow directives from supervisors and be ready to implement them.



- Collaborate with colleagues and engage positively with others.
- Refrain from using the position for personal gain.
- Respect the institution's laws and regulations.
- Monitor tasks and distribute work appropriately.
- Possess knowledge and experience in work systems and how to address any challenges.
- Provide support services and participate in various committees as needed.
- Demonstrate strong communication skills.
- Show respect for others and engage in courteous interactions, fostering positive relationships with everyone.

References

- Etiquette and Ethics of University Faculty. Quality Assurance Unit - Faculty of Medicine - Mansoura University.
- Guide to Ethical Practices and Work Etiquette for Faculty Members. Faculty of Nursing - Zagazig University.
- Performance Evaluation Forms for Members of the Ministry of Higher Education and Scientific Research.





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