



Guide to Ethical Practices and University Work Etiquette for Faculty Members Quality Assurance and University Performance Division

Warith Al Anbia University - Faculty of Law



Content

Page number	Contents	M
3	Introduction	1
4	Definition of the Code of Ethics	2
4	Benefits of Ethical Commitment at University	3
5	in university work for Document of ethics and professional conduct faculty members	4
5	: Qualities of a university professor	5
8	First: Professional ethics in teaching	6
10	Second: Professional ethics in evaluating students and organizing exams	7
11	Third: Professional ethics in research, writing and supervising scientific theses	8
13	Fourth: Professional ethics in accepting gifts and donations	9
14	Fifth: The professional responsibility of the university professor for the .moral development of his students	10
15	Sixth: Responsibility Ethics of the university professor In participating in student activities as a pioneer	11
15	Seventh: Professional ethics in serving the university and society	12
17	Ethical Responsibilities of the Dean of the College	13

Ethical Practices and Business Etiquette Guide

for faculty members University

:Introduction

Ethics are a necessity of civilized life and a basic requirement for the organization and stability of society. Their absence means the prevalence of the law of the jungle, where might is right” and not “right is might.” The university in particular, as an institution with “an educational, enlightening and pedagogical role, is responsible for spreading ethics not only in its practices but also in its policies and in everything it calls for. The university is responsible for moral commitment in performance, and is also responsible for developing .moral commitment among students

any academic institution to have a set of ethical It would be very useful for the college or standards that it adheres to and obligates its employees to adhere to in a written charter that includes those standards and serves as a reference and guide for all of them and a basis for .evaluating their behavior or holding them accountable

Since the university is primarily concerned with building people and improving human conditions, it is Primarily an ethical organization, concerned with scientific construction. And the moral of the student, and it must therefore be keen to develop an ethical environment in the organization, otherwise it will fail to advance its mission, there is no separation between achieving the university’s mission and its commitment to ethics, and it is not logically conceivable to claim that the university has succeeded in graduating cadres and conducting research while its behaviors and the behaviors of its members are not consistent with ethics, so it is also necessary to know the specifications of the ethical environment in the university, and among these specifications is awareness Moral and teachers' bearing of .their moral responsibilities

It is necessary to first agree on a simple definition of what ethics is and the role of the university as an ethical organization. Based on that, it is possible to define ethics as knowing .what is right and what is wrong and then doing what is right

of Law seeks To establish ethical values to control the behavior of its employees through the preparation of this guide, which is considered an ethical charter that achieves an ethical reference to control the workflow in the college. This guide is of a special nature, because it does not only relate to the technical aspects of the work of the university professor, but also to the ethical basis of this work. It does not only address the mind, but also the conscience and the feelings. This guide is not a list of obligatory ethical rules or a list of what is permitted and prohibited in university behavior, nor is it intended to restrict the freedom of academic thought in evaluation and communication to the appropriate ethical judgment, but it is a

reference framework through which we aim to reach the principles and rules that must be followed, and it is a tool for developing the ability to issue ethical judgments in the face of various practical situations in the college

:Definition of the Code of Ethics

It is a set of supreme values that the university or its employees seek to adhere to while practicing work, and it is formulated in the style of “must” or “we will adhere to” or “prohibits” or the like, and the charter specifies the obligatory rules in expected behavior “and in prohibited behavior as well

Higher values refer to the special organization of human experience that works to form the social conscience and guide behavior in different situations according to the prevailing standards in society. An example of this is the values of honesty in speech, sincerity in work, and not stealing. There is a difference between spiritual values and social values. The former are derived from religion, while the latter are derived from the prevailing culture, the stages of a person’s growth, and the upbringing he receives

Is it a code of professional ethics or a code of scientific research ethics? Which constitutes the basic feature of academic work . Almost all expressions lead to one result, although the word ethics suggests limited commitment and punishment, and the opposite in the word morals. However, the use of both words together or one of them is common in describing the content of the professional charter

:Benefits of ethical commitment At university

- 1. Caring for ethics contributes to improving society as a whole, as unjust practices decline, equal opportunities are provided to people, work is carried out by the most efficient, limited resources are used for what is most beneficial, the path of parasites and profiteers is gradually cut off , and the path of hard-working people is gradually expanded. All this and more is achieved if everyone adheres to ethics**
- 2. Commitment to work ethics contributes to the spread of social satisfaction** among the majority of people as a result of fair dealings, transactions, contracts, assigning work, distributing wealth, linking income to effort, etc
- 3. Work ethics support an environment conducive to team spirit and increased productivity,** which benefits the individual, the organization, and society
- 4. Managing work ethics efficiently makes employees and teachers feel self-confident,** confident in their work, and that they are standing on solid, honest, and honorable ground. All of this reduces anxiety, tension, and pressure and achieves more stability and psychological comfort
- 5. Moral commitment In the organization, it secures it against risks to a great extent,** as there is a commitment to legitimacy, avoiding violations or crimes, and adhering to the law, as the law before and after is nothing but a moral value
- 6. Commitment to work ethics supports a number of other important programs** such as human development programs, comprehensive quality programs, and strategic

planning programs . All of this contributes to supporting the organization, its .development, and its success

7. Commitment to strict ethical codes prompts customers to resort in their dealings **to ethically committed parties, and** thus good or correct practice succeeds in expelling .bad practice from the business arena
8. The existence of an ethical code that the profession or organization adheres to serves as a guide or reference that guides everyone, not only in their actions, but also when .disputes arise or controversy arises about what is the behavior that must be followed

This document is divided into two parts, the first of which is a document for professional work. In all academic and administrative work practices at the university, and the second is a document for research practices and activities. Both documents define the elements of the ethical charter. Which will form an intellectual and material framework for the work of the .various parties in the university

in university work for faculty Document of ethics and professional conduct :First :members

:The importance of ethics in university

that the university professor deals with represents a real The nature of the group difficulty in the work of the university professor. Indeed, controversy may arise about who the professor's clients are: is it only the student, or the family, or the entities in which he will work after graduation, or the wider society that will receive this graduate? Or who ?specifically

Who really decides the future of the student? And who has the natural right to do so? We are aware of the possibilities and extent of conflicting visions between the various parties, and consequently the conflicting expectations of the various parties from you as a professor in what you do with the student. As mentioned earlier, the university is distinguished by its function to spread good morals and its mission to build the moral character of the youth; at least this is part of its mission. Therefore, our dealing with .professional ethics acquires, firstly, a special flavor and, secondly, double importance

❖: Qualities of a university professor

1- :Honesty and trustworthiness

should be characterised by honesty and truthfulness with A university professor himself, honesty in his dealings with others, scientific and educational honesty, and .truthfulness in word and deed

2- .Commitment and positivity

Commitment in all the various tasks he performs (training, research, supervisory , service) Positive interaction in all the tasks assigned to him, sincerity, enthusiasm and dedication .At work with a friendly and loving spirit

3- :Objectivity

Address issues impartially and objectively, putting the public interest above personal .interests

4- :Mutual respect

Self-respect, respect and reverence of the young for the old, and respect and compassion of the old for the young, which extends to all members of the university community. In his relationships and dealings

5- :The opinion is Shura

Not to make decisions alone, and to commit to implementing the decision and opinion of the majority in a manner that does not conflict with university laws, regulations, values, and customs

6- :Disagreements in Opinion does not spoil friendship

Accepting other opinions with respect and tolerance, not crossing differences regardless of the university's boundaries and customs.. Not resorting to other parties outside the department, then the college, then the university to decide on Any disputes shall not be resolved except after exhausting all avenues at the previous university levels

7- :Good role model

A faculty member must be a role model for all those with whom he deals in all his behaviors, actions and dealings, and this applies primarily to those who are entrusted with the responsibility of leading university work

This means that the teacher's behavior will be the model by which students measure their behavior, and thus the teacher bears an additional responsibility in society in the matter of ethical commitment . An accountant, engineer, or worker acts as he sees fit and his behavior does not leave a significant impact on others, but when the teacher acts, the students will look at him as if this is the appropriate behavior (and the same observation applies to the teacher in pre- university education , and perhaps it is more severe there

8- :Justice

A faculty member is an educator, researcher, and judge, and he must adhere to the logic of justice in all the work assigned to him, and the best source of justice is the self-analogy

:Sources of ethical principles

:Ethical standards are derived from three main sources

1- :The first source: Sharia and human values

The basic human values emanating from the heavenly religions stem from the fact that God Almighty has distinguished scholars when He said: "Are those who know equal to those who do not know?" And He also said: "Only those fear God, from among His servants, who have knowledge." God Almighty is Truth. And the fear of God Almighty is comprehensive and broad, encompassing within its folds every noble characteristic and upright principle. The Messenger of God, may God bless him and grant him peace, said: "I was only sent to perfect good morals." The most appropriate place for good morals is where knowledge and scholars are. Examples of these values derived from the heavenly laws include honesty, truthfulness, and not harming others

2- :The second source: Laws and regulations

: Article 96 of Universities Law 49/1972 states the following

Faculty members must adhere to authentic university traditions and values and work to instill them in the students. They must establish and support direct contact with students and care for their social, cultural and sporting affairs

texts for this state that it is clear that the texts stipulated for duties, no matter how many they are, have no value in themselves unless the faculty members adhere to them in letter and spirit

university community is governed by values and traditions that have the force of law, and are recognized by scholars in our society and other societies. Perhaps it would be appropriate to mention below, as an example and not limited to, some of the values and traditions by which universities live and develop. The university is a professor and a student of knowledge, and it was necessary to establish these traditions in order to create the ideal environment and appropriate climate for the university's work, and they are

3- :The third source: The prevailing culture in society

The prevailing culture in the society and what others do. What the professor sees in the behavior of others will inevitably leave an impact on him sometimes. In fact, the behavior of the university president, for example, can become a standard by which we measure the choice between two behaviors that are put forward for discussion and behavior

:Scope of the teacher's ethical responsibility

We have already explained that everything a person does contains a moral message, whether intentionally or unintentionally, and the university professor (and the school professor as well) is in a very special position in relation to his students and to society, where he is expected to help in the sound moral upbringing of the students, in addition to being himself characterized by good morals in his behavior, not only because this is his duty, but also because he is the model that influences the behavior of those around him

:The teacher's responsibility in ethics therefore lies in two dimensions

✓:The first dimension

- His duty is to be committed in his behavior to the formal and informal moral standards emanating from religions, the prevailing culture, and society

✓:The second dimension

- His duty is to contribute seriously to the education of his students and to create the conditions for their correct cognitive and moral growth

It goes without saying that the teacher's behavior is reflected in both dimensions at the same time. Everything the teacher does is a moral commitment and a model that contributes to the moral formation of his students

:First: Professional ethics in teaching

:Primary responsibilities -

:The university professor must adhere to the following when performing teaching duties

- Ensure that he has mastered the subject he is assigned to teach or qualifies himself in .before accepting to teach it
- Good preparation for his subject with full knowledge of its latest developments and innovations so that he is able to master the subject to the extent that qualifies him to .teach it in the best way
- Adherence to official or unofficial quality standards in determining the academic level of the subject being taught, so that it is not higher than required, creating unjustified difficulties, or easier than required, negatively affecting the subsequent learning process, .the level of the graduate, and the level of professional performance in society in the end
- Committed to creating opportunities for students to achieve the highest level of .achievement their abilities allow
- To announce to his students the framework of the course, its objectives, contents, methods of evaluation, references, and its connection to the study programme as a .whole, and to accept discussion with the students about all of this
- To commit to using teaching time well and in a way that serves the interests of students, .the university and society
- To develop the student's logical thinking skills and accept his reaching independent .conclusions based on this thinking
- To respect the student's ability to think, encourage him to think independently, and .respect his opinion based on specific evidence
- To allow discussion and objection in accordance with the principles of constructive dialogue and in accordance with the accepted etiquette of conversation, and in a way .that provides better opportunities for learning
- To master the skill of teaching, and to use the methods and means that help him master .teaching and make it interesting, enjoyable and useful at the same time
- To perform his work in the lecture, laboratory, or studio, etc., with honesty and sincerity, .keen on the cognitive and moral development of his students and assistants
- To follow up on the performance of his students to the greatest extent possible, and to make the results of the follow-up available to his students and those concerned to act .upon them
- To be a model of democratic values in freedom of thought, freedom of opinion, freedom .of expression and equality, and to seek to develop these values in his students
- To provide his students with sound guidance regarding sources of knowledge, .information containers and study references
- Wherever possible, an increasing burden of learning responsibility should be shifted to .the student through appropriate teaching methods
- .To refrain from giving private lessons under any name, with or without pay

:Second: Professional ethics in evaluating students and organizing exams

:A university professor must adhere to a number of basic responsibilities and behaviors

- Continuous or periodic evaluation of students, with feedback on the evaluation results to .be used to correct or support the path, depending on the case
- Notifying the guardian of the evaluation results in cases that require it, such as (placing the student on the warning list) or (giving the student a last chance from outside) or other .cases according to the policy followed in the educational institution
- Ensure fairness and quality in designing the exam so that it is consistent with what is being taught and what is being achieved, and is able to sort students' levels according to their .excellence
- .Be accurate, fair, orderly and disciplined in examination sessions
- .Cheating is strictly prohibited and cheating and attempted cheating are punished
- Organizing exams in a way that provides the opportunity to apply firmness and justice at .the same time
- .not participate in their relatives' exams Relatives may
- . Correction of notebooks shall only be assigned to qualified and trustworthy persons
- is observed in correcting the answer booklets, while maintaining the The utmost accuracy .confidentiality of names, unless the system permits otherwise
- Organizing the process of monitoring results to ensure complete accuracy and .confidentiality
- are presented to the examination committee without revealing the names to make The results .their decisions
- .are announced simultaneously from a single source Results
- Allowing the results to be reviewed in the event of any grievance, and examining the .grievance very seriously
- .Cumulative evaluation is applied whenever possible to achieve a greater degree of fairness

:Third: Professional ethics in research, writing and supervising scientific theses

The university professor must adhere to a number of main responsibilities regarding :research, scientific writing, and supervision of scientific theses

: Researcher ethics -1

- Directing his research to what benefits knowledge, society and humanity as a basic .ethical obligation by virtue of his job
- Academic integrity in implementing his research and writings, so he does not attribute to himself anything but his thoughts and work, and the amount of benefit from others .must be known and specified

- In summarizing the scientific views of others, one must be accurate and not biased in presentation according to whims or inclinations
- In collaborative research, the roles of participants must be clearly defined and names must not be used for the sake of courtesy or assistance
- Not to truncate the quoted texts in a way that violates the intent of the author, whether intentionally or unintentionally
- In the quotation, the source must be specific and clear, and the extent of the quotation must be understood without any ambiguity or vagueness
- When citing references, cite references with complete honesty and accuracy that enables reference to be made, and do not cite references that were not used except as an additional reading list
- When collecting field data, accuracy, honesty and integrity are taken into account, while completely avoiding suggesting to the respondents the answer
- In data analysis, the researcher himself does the analysis and does not assign to others more than the numerical calculations and analyses that machines can perform in all cases. As for interpretation, evaluation, comparison, conclusion, and theorizing, these are all the responsibility of the researcher
- When collecting or analyzing data, it is not permissible to fabricate data or results. The researcher should always remember that he is not required to prove the validity of the hypothesis, but rather that the hypothesis may be proven wrong and the value of the research to humanity and knowledge will be greater
- Maintaining data confidentiality is a must, especially when it concerns personal, financial or behavioural matters
- It is important to attribute the works to their author, and it is not ethically appropriate to exchange names in references for the purpose of financial gain or scientific prestige
- It is important to update the data in the books assigned to students so that students do not imagine false facts as a result of the data not being updated, or at least they are not aware of modern conditions, and this is a grave moral responsibility

Ethics of supervising scientific theses. The university professor is required to do -2 :the following

- Directing his research to what benefits knowledge, society and humanity
- Sincere and faithful guidance in selecting and approving the research topic
- Ensure that the researcher is able to conduct his research under the supervision of the professor
- Providing the student with standardized scientific assistance that is neither more than necessary, lest the student bear responsibility for it, nor less than necessary, lest the student benefit from his teacher

- Accustoming the student to taking responsibility for his research, analyses and results .and being prepared to defend them
- Academic integrity in the implementation of his research and writings and the .continuous emphasis on academic integrity and confidentiality to his students
- Training the student on independent evaluation and free choice during the .implementation of the research, so that he bears the consequences of his decision
- Ensuring the researcher's ability to conduct his research under the supervision of the .and developing the qualities of a scientific researcher in the student professor
- Accurate and fair evaluation of research, whether supervised or invited to participate .in judging
- Not to slip into behaviors of blackmail, humiliation, or insulting the student and belittling his abilities, whether during research or in public discussion sessions for the thesis. This behavior is, firstly, a bad model for the student, and secondly, it may harm the student's personality. Thus, the professor has neglected his moral responsibility .towards contributing to the student's sound cognitive and moral development
- It is important to update the data in the books assigned to students
- The roles of participants in joint research must be clearly defined and avoid flattery
- When quoting, the source must be specific and clear, and the quoted texts must not be truncated in a way that would compromise the intent of the author, whether intentionally .or unintentionally
- References must be cited with complete honesty and accuracy to enable reference. References that have not been used should not be cited except as an additional reading .list
- Accuracy, honesty and integrity are taken into account when collecting and analyzing .field data
- Maintain confidentiality, especially regarding personal, financial or behavioral matters

:Fourth: Professional ethics in accepting gifts and donations

The responsibility of the university and the professor can be limited to the :following

- Gifts or donations may not be accepted from suspicious parties or from persons of ill repute or who are subject to ethical debates or who affect honor and integrity. It is better .for the university to avoid this than any benefit that may be gained from the donation
- Gifts and donations received by the university must be declared with complete transparency, their recipients at the university must be declared, and their uses must be .declared
- Grants and donations that are not from foreign governments should be subject to the .same rules

- Any entity or person recently proven to be involved in matters affecting integrity or .honour must be stopped from dealing with it
- Gifts and donations should not be tied to any influence on the University's policies or .activities
- Individual professors are prohibited from accepting personal gifts or donations, .especially from people who are related to the professor's work
- The University must issue an official policy on accepting gifts and donations and strictly implement it, and this policy may be incorporated into the University's Code of .Professional Ethics, if it exists

Fifth: The professional responsibility of the university professor for the moral :development of his students

The professor is a role model and an example. The professor sends influential moral messages in everything he says and does inside and outside the university. His professional responsibility for the moral development of his students may be more serious than his responsibility for their scientific or cognitive development. In fact, the shortest path to his students' excellence is their responsible moral development. The university professor is therefore professionally and morally responsible for the sound moral development of his students. What is mentioned about his professional responsibility in other aspects of his work undoubtedly has an indirect impact on the moral development of his students. However, I preferred to devote a separate space to this matter in order to further define and clarify the .ethics of the university professor in this regard

As previously mentioned, the university professor is the role model that others look up - to, especially his students and assistants, and his behavior is considered the most important influence on their behavior. People almost forget that the university professor is a human being like them, and they always imagine him without mistakes or faults. It is true that this is a great exaggeration, but it is an exaggeration that also imposes a great responsibility on the professor. This responsibility is represented in the professor trying hard to present in his words and actions a good model that his students will emulate and emulate. What we mean by a model is not limited to academic diligence and academic commitment, but rather extends to include all aspects of the professor's personality, .even his clothing, gait, speech, and interests

is responsible for striving, by all direct and indirect means, to instill in his professor students sound values and good morals, especially the values of progress such as the value of time, mastery of work, acceptance of others and pluralism, constructive .dialogue, self-criticism, and following the scientific method

be aware of his multiple roles in relation to the students, and must qualify himself to must perform these roles efficiently and effectively, and actually practice them with sincerity .in fulfilling his grave responsibility in the moral upbringing of his students

:Examples of these roles include

- The role of the teacher

- .The role of the guide
- .The role of a friend
- .The role of the colleague
- .The role of the father
- .The role of the corrector
- .The role of the pioneer

The university professor is all of this and more for his students. He does not neglect any of them, nor does his behavior contradict them. He takes the form of different situations to suit the role required in each situation. The situation may require the professor to be a friend to the student, so he performs the role with respect, and the next day the professor is a .corrector, guide, and perhaps punisher of the same student because the situation requires it

It is noted that some university professors do not take the issue of student leadership seriously, and do not give it the time or effort it deserves. In fact, some professors do not know leadership except as a name for one of the salary items at the end of the month. Some professors do not see a role for themselves in the moral development of their students, and .do not practice student leadership in reality

It is sometimes funny that a professor who refuses to participate in any student entrepreneurial activity does not refuse to pay entrepreneurship bonuses, as the majority of professors consider this to be just a trick to increase the professor's meager salary in a .devious way for fear of objection from other groups in society if we raise salaries explicitly

Sixth: Responsibility Ethics of the university professor In participating in :student activities as a pioneer

The university professor is also required to participate in various student activities not only for enjoyment or to encourage talents, but also to employ them creatively in building the sound moral character of the students. This is a professional ethical responsibility of the .professor that he should not shirk from fulfilling

:Seventh: Professional ethics in serving the university and society

The professor's role in serving the university and society is inseparable from his role in serving knowledge and serving students. In fact, his service to his knowledge and students is the most important service he can provide to the university and society. However, I would like to mention here some additional notes regarding the professor's moral responsibility :before the university and society

- To perform his academic and student work with honesty and sincerity, to contribute firstly to the development of human knowledge, and secondly to the graduation of .citizens who are more capable of effective and positive participation in society
- Linking what he teaches or researches to the needs of society, especially with the limited resources of society in general. Therefore, we are concerned with employing the greater part of the teacher's effort, thought, and knowledge for the direct issues that society .needs

- Accept the tasks assigned to him in the advancement of the university's affairs with an open heart and carry them out with sincerity and mastery, and not allow difficulties or .problems to prevent him from carrying out the tasks assigned to him
- Doing everything in his power to assist and develop the supporting staff of assistant professors, teaching assistants, or lower-ranking faculty members. The professor's responsibility here is a sacred responsibility before God, the country, and the university. A professor who does not take care of the teaching assistants, teaching assistants, or .researchers in his department is neglecting his duty and abandoning his responsibility
- Do not exaggerate the financial return of his work without justification. Fair estimation is what is expected of a university professor, whether he is an engineer, doctor or accountant. This is related to estimating the prices of books, which is a thorny issue that .may require the courage of the official before the professor
- The professor must preserve public money by any means he deems appropriate, whether in the equipment and supplies he uses, or in the use of his time, or in expressing an opinion and participating in committees (such as the committee examining the bids submitted to equip the physics lab). When he is asked to describe a work that will be .offered, he does so in a way that achieves the preservation of public money
- Adherence to regulations, laws, systems and all rules that are enacted, and if he does not .like a system or rule, he takes legal action to object or attempt to amend it
- To serve the community whenever possible
- Addressing issues of opinion whenever possible
- To establish his relationships with his colleagues, superiors and subordinates on mutual respect and concern for the public good, and to avoid compliments that threaten the .public good
- If he takes on a management position, he trains himself or welcomes the training .available to do his job to the best of his ability

:Ethical responsibilities of the Dean of the College

Some may think that the dean's dealings are mostly with professors and employees, and therefore he is not responsible for the moral development of students. The reality is that he is responsible to a greater degree than any other professor. He is morally responsible as a professor, and morally responsible as a dean. I will explain his responsibility as a dean as :follows

1. :Determine the leadership style he follows in managing the college

The dean of the college is the one who largely decides the leadership style he follows in managing the college, and this leadership style is directly reflected in the general climate of the college and its organizational environment. It is not reasonable for this style to be authoritarian and based on silencing opponents and encouraging those who agree, and then

we talk about democracy and dialogue, and we expect professors to be models of democratic behavior and acceptance of other opinions in their dealings with their students and assistants

It is inconceivable to claim that we sanctify freedom of opinion and then close the doors to dialogue. Developing the values of democracy and dialogue among teachers and students requires, from the outset, an appropriate climate and actual practice, so that everyone learns from the beginning the importance of forming an independent opinion, the necessity of listening to this opinion, and the free expression of opinion through legitimate channels. As for oppression and repression, they will only create a herd of followers

2. :Developing the values of discipline, commitment and respect for time

The dean of the college is responsible for developing the values of discipline, commitment and respect for time by organizing the college, controlling behavior, controlling study schedules, controlling appointments in general, obligating everyone to their duties, holding accountable for negligence, taking corrective measures, punishing those who make mistakes, and rewarding those who work hard. All of this behavior is to spread and consolidate the values of discipline, commitment, justice, time, accountability and responsibility. The dean therefore plays an ethical role with everyone, professors, students and employees. However, if study schedules are disrupted, lectures overlap, application times are confused, and the reality of commitment or non-commitment to performing duties is lost in the crowd, and accountability and punishment are lost, if this happens, it will be difficult to talk to students about the importance of discipline and commitment. Rather, the disciplined may retreat from their discipline, and the committed may neglect to perform their duties

3. :Developing the values of justice, equality and equal opportunities

The dean of the college who deals fairly and justly with professors, students and employees, - equality and equal opportunities. While the dean who is complimentary at the expense of the right, and overlooks the mistakes of the privileged, and tips his scales towards those of status, this dean spreads a culture hostile to justice and equality, and raises his students to accept injustice and the squandering of rights, and in reality commits a serious professional error no matter how much he talks about justice and brags about equality

4. :Developing a culture of fair competition

The Dean is also responsible for developing a culture of fair competition that provides equal opportunities for everyone to demonstrate excellence, develop talent, or prove merit. In doing so, he contributes to creating and supporting a society of equal opportunities within the university and outside it as well! He must also monitor, encourage, sponsor, and honor excellence, thus instilling the value of appreciating excellence, accepting the precedence of others, and the legitimate pursuit of catching up with them without rancor or hatred

5. :Creating a team environment

The dean contributes to moral development and moral education in the college by creating a work environment in teams and groups so that everyone gets used to working in

a team, and that the success of teamwork is possible, and its chances of achievement are .greater

The absence of team spirit among employees, students and professors has a negative impact on all their achievements. Rather, it is an introduction to conflicts and arguments that consume effort and thought and spoil the atmosphere . Spreading team spirit is one of the professional responsibilities of the dean, not only in the academic and administrative aspects, .but also in student interactions and student activities

The dean is also professionally responsible for directing his assistants, professors, specialists, and youth care employees to understand the educational and moral objectives of all student activities. The student party, the trip, the basketball match, the scout camp, etc., all of these activities have a moral message, and the dean must be well aware of this and .spread this awareness and the commitment that follows among all employees and students

6. :Disseminating ethical culture and emphasizing commitment to professional ethics

The dean's relationship with parents is a fertile field for achieving the goals of spreading moral culture and confirming commitment to professional ethics. Through this relationship, the dean's concern for the public interest of the students is confirmed, which is a basic professional commitment. The concept of shared responsibility with the guardian for the sound moral upbringing of students is deepened, and the importance of the values of dialogue and cooperation in order to solve educational and non-educational problems is also confirmed. A number of other values are also confirmed, such as the importance of scientific study, scientific methodology, systematic diagnosis, decisive decision, effective follow-up, justice, equality and love. The truth is that the list is long and it is difficult to limit its items. In short, the dean is professionally responsible for developing all these positive values in society, and his relationship with parents is a very easy and automatic channel for fulfilling .this responsibility, at least partially

7. :Controlling evaluation processes and combating corruption factors

The Dean is responsible for controlling exams and student evaluations to combat any cheating or attempted cheating and to combat any unjustified leniency or stubbornness. In doing so, he fulfills his professional responsibility and also contributes to spreading the culture of justice, honesty and diligence among students and professors alike. He also directly and indirectly supports the academic standing and reputation of the college and .university

8. :Creating a scientific and psychological climate

The dean is responsible for creating a scientific and psychological climate in which professors feel safe and secure, and are expected to be creative, innovative, free of opinion and free of thought. He must therefore encourage professors (and students) in their excellence and distinction, provide them with respect and reverence, and meet their legitimate requests without delay. Here, I would like to point out in particular the importance of dealing with young professors with love and care, and also the importance of dealing with senior professors with respect and reverence. The dean is responsible for creating an environment in which full-time professors after retirement age feel that they are performing

a noble mission and carrying out important duties, and that he actually benefits from their contributions and contributions. There are dozens of areas for this benefit

9. :Public order and public morals in the college

The dean is responsible for protecting public order and public morals in the college, and this is a first axiom given that we live in a state of law. However, I would like to emphasize that the dean will have a great influence in application, as the concept of public order is a broad concept, and the interpretation that the dean adopts will be important in determining the identity of the climate in his college, and consequently the type of culture prevailing in it

10. :Efficient use of available resources

The Dean is professionally responsible for the efficient use of the resources available to him, especially public money. He must therefore exercise caution and accuracy in spending, in delegating the authority to decide on purchasing or awarding, and in forming practice committees, envelope opening committees, adjudication committees, and receiving committees, as all of these committees have a role in preserving public money

The dean must also exercise complete integrity in disposing of any resources made available to the college through special units, grants, research funding, or other sources. What is important is that the dean be honest in his disposition. The impact of this integrity (or lack thereof) goes far beyond the case at hand to the general impact on the college climate, and the subsequent multiplier effects on professors, administrators, and students, and then the ultimate effects on society as a whole. I am talking about these effects whether they are positive or negative

11. :Implementing a human resources policy consistent with values and ethics

The Dean is responsible for implementing the human resources policy in line with general professional values and ethics. For example

When it comes to appointment, apply the law, adhere to public policies, and always try -
.to choose the best

When it comes to professional development, try hard to provide professional -
development opportunities for everyone according to their capabilities and what is
expected of them, and accordingly take professional development activity seriously and
.responsibly

When it comes to motivation, he uses all his financial or moral incentives to achieve -
sufficient motivation to maintain the momentum of the scientific, educational and
.activity movement in the college

When it comes to follow-up and performance evaluation, he was honest in follow-up, -
.honest in reports, and honest in evaluation

(This is a general rule) If it is related to forming selection committees, evaluation -
committees, research review committees, scientific committees, sector committees, or
other committees that influence individuals and at the same time influence the
.university, if it is related to that, then the selection must be scrutinized and objective

If it comes to imposing corrective penalties on the dean, he should not forget that the goal is correction, not revenge or “settling scores”.

When it comes to promotions, the dean must take into account his professional and humanitarian obligations together. He must not proceed with promotion procedures without professional merit, nor delay a promotion for personal reasons, provided that his guiding principle is always the public good and the interest of the professor being promoted.

12. :Developing the second row and providing opportunities for young leaders

The Dean of the College is responsible for developing the second row and providing opportunities for young leaders (here we are talking about the Dean, but I remind you that the discussion in this section is about all university leaders, and the comments on everyone are similar)

The dean must direct professors and employees to the fact that community service is an essential part of the university’s responsibility, and to direct university activities in a way that leads to fulfilling this responsibility in the most complete manner possible

Developing and preparing new leaders, or the second and third generations of leaders, is a primary professional responsibility of university leaders. It is true that some university leaders prefer the status quo to remain the same, although this is impossible. However, the vast majority realize their responsibility in this regard, as the continuity of generations expresses the continuity of the university institution itself and the stability of its structure, systems, and policies

The academic leadership of the college should do its utmost to establish a set of formal and informal standards that guide the behavior of professors and employees, meaning that they should develop a set of principles and rules that express the ethics and morals of the profession to be a reference and guide at the same time that everyone adheres to. In general, the dean should develop and apply ethical policies in his work in application of general ethical principles. If there is no text regarding it, he should apply what is known of general ethical standards and principles

:University Values and Traditions Document

Professorship is not a profession. It is a method that is trained on until it becomes part of the professor’s being and a path that he chooses and adheres to, based on free logic and its means are experience and choice. Professors are the elders of their profession and the people who hold opinions in it and are responsible for its development and progress. A university professor did not reach professorship except after a long period of practice in scientific work related to his field of activity until he occupied a prominent position in it. If he is consulted, he indicates what is correct, and if he is referred to, it is with knowledge and experience that he decides the matter. The professor works in scientific research, believing

in it and detaching himself from it, and he is indifferent to other professions. He usually lives by logic, whether in his research or his behavior with people or with himself . What logic does not accept, he rejects. He does not accept an idea that is not supported by logical evidence , whether deductive or experimental . His acceptance of any idea does not mean that he surrenders it absolutely. Rather, he works to consider it, engages in dialogue, and discusses its matter. In doing so, he distances himself from impulsiveness and stubbornness. He looks at all matters with the eye of a critic, not searching for faults and shortcomings, but looking forward. To what is better and more complete, bearing in mind that the facts of today are the dreams of the recent past . He is not biased towards a discovery or an idea, for there is no bias in science. While welcoming new ideas and innovations, he looks at the same time .towards more serious horizons