

# Academic Integrity Guide

## “Staff Members

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

## Academic integrity values of the program

### Definitions:

The program adopts the definition of The International Center for Academic Integrity as a ‘a commitment, even in the face of adversity, to six fundamental values: honesty, trust, fairness, respect, responsibility, and courage. Without them, everything that we do in our capacities as teachers, learners, and researchers loses value and becomes suspect.

Courage is the responsibility for upholding the values of integrity is simultaneously an individual duty and a shared concern. Every member of an academic community – each student, faculty member, and administrator – is responsible for safeguarding the integrity of its scholarship, teaching and research.

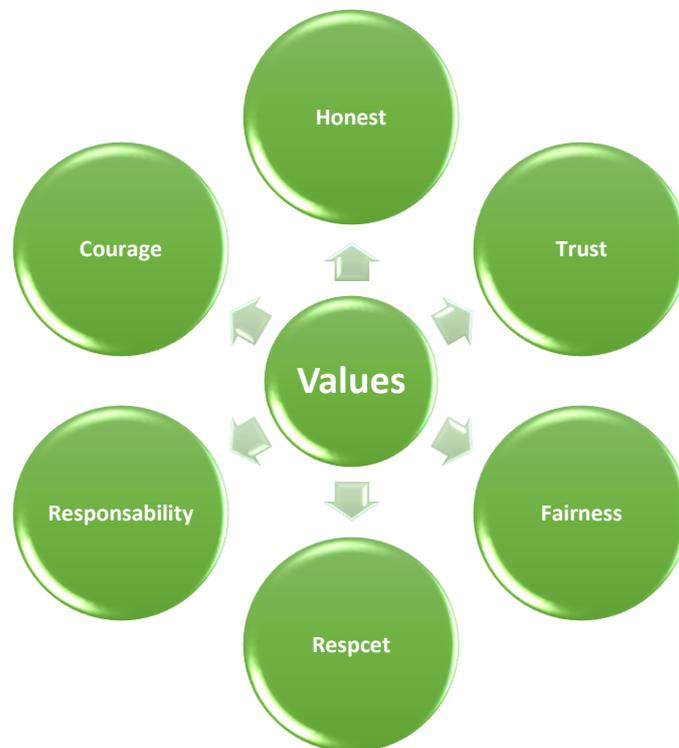


Figure1. Program academic integrity values

Research integrity can also be defined in terms of the credibility of its findings as ‘the trustworthiness of research due to the soundness of its methods and the honesty and accuracy of its presentation.

Academic misconduct or research misconduct generally refers to a breach of academic integrity. Cheating, plagiarism, and fabrication or falsification of data are examples of such breaches.

### **Faculty staff members ethical Code of conduct.**

The Ethical Code of conduct aims to provide all staff members with precise standards. Everyone acknowledges their knowledge and understanding of the ethical Code of conduct and its procedures and the consequences of academic and non-academic violations of any of these standards. The faculty expects students to follow the highest standards of behavior and adhere to them in their dealings with their professors, colleagues, faculty, and staff of the University and the community in general and vice versa. The University also expects its staff members to act maturely and responsibly in their relationships.

Violators of this guide will be held accountable for their actions and face disciplinary actions that could result in the termination or dismissal from Northern Border University.

#### **Article 1 - The objectives of the Code of ethics:**

The existence of an ethical charter for the university student brings several benefits, such as arousing his interest and thinking about the nature of his role, and feeling responsible towards his faculty, and can be taken as a criterion for comparing the actual work with idealism, explains the level of improvement in his performance, a comprehensive review of his goals, and the promotion of the spirit of honest competition between him and his colleagues, so that it is essential to emphasize the role of the faculty in the development of the personality of its staff members as the central pillar in academic life and to be able to achieve scientific and professional development on an ongoing basis.

#### **Article 2- Charter mechanisms:**

It requires the University to inform the staff members in recruitment that it has an important message and that it views it as necessary as that of a faculty member. Contemporary trends in the university staff members have emphasized the need to involve him in most faculty interactions, as he is a member of the educational process and an essential partner in the planning, implementation, and evaluation of staff members' activities. An active element in the

assessment of the performance of the students, and even modern trends in university education, he decided to other contributions, ultimately contributing to the upgrading of the reputation of his faculty and making it in the ranks of distinguished faculty at the level of local and national, regional and international medical schools. To set him an ethic that helps him get it right in all his college interactions.

### **Article 3 - The staff members' ethics towards Allah:**

- The sincerity of the intention of Allah.
- Patience.
- Apply science: they must apply its meaning when seeking knowledge and the required efforts. This foundation is an essential educational principle in Islamic education.
- One of the educational implications of the university student's ethics towards his Lord is the formation of a patient believer who works to discipline himself, control motives, guide desires, refine his personality, and straighten his creation.
- One of the effects is the love for goodness and the multiplication of works of righteousness so that the Muslim is permanently attached to God in all his works without the intention of being greedy, and one of the effects is the unity of the goal of winning the patients of God in all circumstances and conditions.

### **Article 4 – staff member's Ethics towards himself:**

- Extraordinary in arduous knowledge.
- Taking care of his profile and reputation.
- A good vision for his future.
- Personal strength with a high ability to distinguish between acceptable and unacceptable behavior in his society and University, distinguishing him from others in his skills and interests, needs, and habits.
- Respect for his constructive role in life.

- Social in nature
- Appearance care: The staff member's interest in cleanliness and respect for his integrity and aroma reflects his personality.
- Verbal fluency: the staff member should be able to express their opinions without fear or hesitation
- Language mastery
- A good model for the ideal student in his personality, where they are balanced in personality, and the ability to play his roles properly in the light of a strong will to enable him to act acceptable.

#### **Article 5- The ethics toward the student:**

It is summarized in the necessity of his eagerness to perform his teaching duties, be well prepared, implement them, be good in dealing with the students, be active in guiding them and paying attention to their academic conditions, and be in his behavior and actions a model to be emulated, such as:

1. Teaching within the prescribed assessment.
2. Additional instruction above the prescribed evaluation if necessary.
3. Preparing the exams for his subjects.
4. The faculty members should adhere to authentic faculty traditions and values and work to spread them in the students' hearts. They should establish and support direct contact with the student and care for their social, cultural, and sports affairs.
5. Transferring to his student the latest scientific findings in his field of specialization and recommending to the department council to amend the curriculum vocabulary and to propose advanced courses that achieve the overall quality.
6. A faculty member is responsible for observing the student's examination controls and the conditions related to him, as stipulated in the undergraduate study and examination regulations and the executive rules.

7. A faculty member sets exam questions for the course he is teaching, and it is permissible, based on the department head's proposal, to be placed by whoever chooses the department council.
8. The faculty member corrects the final examination papers, and the head of the department may, when needed, associate one or more specialists with him in the correction. The college council may assign the penalty to whomever he deems appropriate.
9. The faculty member who corrects the final exam monitors the grades obtained by the student on the transcript for grades prepared for this and signs them. Then the head of the department approves it and enters it into the academic system of the Deanship of Admission and Registration.
10. Participating with his department members in preparing study plans and developing programs for the department.
11. Supervising the practical or field side in the requirements of the subjects he studies.
12. Supervising postgraduate student research and dissertation.

#### **Article 6- The Ethics of Teaching and Learning**

The set of high values and ethical rules of conduct that the University seeks to establish in the field of learning and education is determined by the need for the commitment of both faculty members and students to the following items:

#### **Programs and Courses:**

1. Working to achieve the objectives of higher education in the Kingdom of Saudi Arabia and ways to achieve them following the possibilities of the curriculum being taught and access to sufficient information to reach the vision and mission of the University.
2. Attention to the Saudi framework and rules accepted in the field of specialization, including the requirements of the professions that the students are prepared to practice.
3. Planning programs in the form of integrated packages of options, with plans to deliver and evaluate programs in the light of their knowledge, skills, teaching strategies, and continuous development processes, and take any necessary action to ensure that necessary adjustments

- are made to the content and references to ensure continuity of quality and consistency.
4. Description for any course or program to include teaching and assessment methods that fit different learning types.
  5. Designing and implementing the components of the course and its objectives, scientific content, activities, and educational media that help in teaching and help evaluate the performance of students, including the preparation of integrated scientific content and sources of learning that enable access to knowledge in the most accessible ways, with the choice of methods and teaching strategies appropriate to the nature of the content And calendar plans.
  6. Benefit from educational programs or courses offered by international organizations, including e-learning or other distance learning programs or courses, unless approved or shown to be quality assured and approved by a relevant educational quality assurance agency authorized by the government in the country of origin.
  7. Submit a report on the course that has been taught. The student may express his opinion on what he learned after being exposed to the scientific content of the course.
  8. Maintained records of student completion rates in all courses. They are used under performance indicators.
  9. Make appropriate modifications to the plans of teaching courses after studying the course reports and considering what is contained in them.
  10. Prepare regular reports (at least annually) on each course's teaching.
  11. The use of appropriate mechanisms (honest and consistent) and programs to verify the levels (standard) of student achievement compared to the relevant benchmarks (levels or levels), both internally and externally.
  12. Monitor the quality of the program and courses regularly through appropriate evaluation mechanisms, with regular adjustments and comprehensive reviews.

13. Retain in the course file and program file details of changes made. This was when these changes were made as a result of periodic evaluations.

**Approach Used:**

1. Clarify students' responsibilities and codes of conduct and ensure that they are fully aware of them at the start of their studies.
2. Identify the developmental characteristics of students with the development of appropriate mechanisms to achieve and evaluate and report to develop.
3. Encouraging students to respect their right to express their personal views, not to impose any decision or opinion deliberately, and to provide a scientific environment based on trust, mutual respect, and fair treatment while avoiding humiliation or degradation of their abilities. Providing a scientific climate based on trust, mutual respect and proper treatment while avoiding humiliation or degradation of their abilities.
4. Social interaction between students and faculty members creates an atmosphere of good relations while being patient about mistakes.
5. Develop disciplinary systems against the right of the student who exceeds the limits of literature in dealing with his teacher as a way to preserve the dignity of the professor and educate the generation on morality virtuous.
6. Informing students of the requirements of assignments and student assessments (this information can be obtained in detail from the course description forms).
7. Helping students develop their information, skills, and positive attitudes towards religion, science, and society through acquiring mental and scientific skills that develop scientific thinking and criticism and love of continuous self-learning and practice.
8. - The right of the faculty member to listen to the professor during the lecture.
9. Informing the students of the course objectives, vocabulary, content, and evaluation methods in the course of accomplishment through the Internet and the university website, e-

- mail, or personal account of each student or by other means.
10. Discipline in the presence of lecturers and commitment to the place.
  11. And dates of the beginning and end are finalized following the general schedule, and any schedule change must be based on the formal procedures governing it, and in case of approval of the change is placed in the room allocated then to inform the students of the change, and the student must adhere to it.
  12. Attentiveness to office hours to guide students and guide them on how to deal with and solve their personal and social study problems privately, and the student to appraise the faculty members regularly.
  13. Maintaining coordination within the classrooms and lectures allow students to achieve the highest achievement permissible by their abilities.
  14. To inculcate balanced Islamic concepts and values in students' minds, as well as to help them to attain needed knowledge and information and develop their abilities to apply them.
  15. Providing a list of reference books for their courses from the department's resources available and facilitating the students' access to them when directing them to the various sources of knowledge, information vessels, and study references in terms of their place and time of publication.
  16. Inform students in advance and explain thoroughly about course requirements through course descriptions that should include knowledge and skills targeted for their development.
  17. Avoid giving private lessons completely under any name, pay or without pay, and whoever commits this offense, whether a teaching staff member or student, will be subjected to punishment based on the results of investigations.
  18. Urging students to maintain scientific integrity and, in the event of a breach, whether in the exam or the preparation of research, is to face the penal laws in force at the University.
  19. Prepare a list of students' names, use them in monitoring attendance and their absence, and

- record the grades of the year's work and the results to allow quick recall and abstraction if needed.
20. Allow the student to review their answer papers in all cases.
  21. Deal with disciplinary, penalty procedures, academic or personal problems of students in strict confidentiality, respect the confidentiality of information relating to students, and do not leak information or give it except to only those directly concerned with their affairs.
  22. Design an integrated and comprehensive program to guide and direct new students; ensure a complete understanding of the services provided by the institution and the duties and responsibilities placed on them.
  23. Implementing electronic guidance and making available the prerequisites for its execution on the university website and its human resources needs.
  24. Create effective systems to help students learn through academic guidance and follow-up on students' progress, encourage high-performance students, and assist students in need.
  25. To be present at appropriate and specific times in a schedule to provide appropriate counseling and guidance to partially regular students and to solely organized groups.
  26. Evaluate the effectiveness of academic guidance through electronic means and data available, such as analysis of response time and the results of the assessment of students, in case of measures for the guidance and academic direction of the student through electronic communications, including email and others.
  27. Provide adequate (private/extra) lessons to students to ensure their understanding and ability to apply what they are learning.
  28. Maintain documentary files (Portfolio) containing evidence and witnesses of regular practices and improvement strategies.

### **Teaching Process:**

1. Work on self-growth and develop academic, technical, and professional performance through continuous follow-up of scientific developments and developments in the field of specialization and evaluation of scientific material, then set them according to these improvements.
2. Good preparation keeping in account the duration of the lecture contents to reach the target level and take into account not to deviate from the lecture proceeds not related to the topic while adhering to the duration of the lecture from the beginning to the end.
3. Mastering the teaching process and making it more exciting and fun, using appropriate teaching strategies to develop students' scientific thinking skills, criticism, and creativity.
4. Giving the students equal opportunities in dialogue and discussion and helping them in expressing their ideas in a sequential, logical manner related to the subject matter while committing to a discreet discussion restrained away from distractions.
5. Self-emotional awareness in terms of self-knowledge and acceptance and management of emotions and anger and keeping away from verbal insults or quarrels and maintaining appropriate emotional control that does not allow the opportunity of anger to dominate and also does not give hasty judgments of different outlooks and thus set an example.
6. The textbooks include recent references and the latest developments in the field of study.
7. The right to educational rehabilitation can allow the performance of the scholastic quest in the best way through the provision of innovations contained in programs to advance the capabilities of faculty members.
8. The right to teach in the field of specific and qualitative specialization and not assigned to other disciplines or given administrative work, which is not under the competence of his expertise, with the justice done in the distribution of lectures and tasks within the college,

- and to have complete sovereignty in the lectures received, and to be criticized or taken from a qualified person and are satisfactory according to controls known.
9. The right to attend the necessary training opportunities before and during service and to facilitate access.
  10. Providing the appropriate study environment that enables them to work comfortably and helps students to accommodate such an environment with good specifications and all the work required is done by the means and tools of modern educational help to achieve the goals and objectives of education.
  11. Benefit from the educational techniques and media that facilitate the teaching and learning processes and pay attention to the system of external scholarship to acquire and train in one or more skills.
  12. Commitment by faculty to teaching and evaluation strategies is explicitly stated in the descriptions of courses and programs and the use of appropriate strategies for different categories of educational outputs (outputs).
  13. Developing appropriate strategies to improve teaching performance.
  14. Application of modern technology in distance education, such as using computers, video, and communications via satellite.
  15. Review the program report and the course report, and then develop the study plan for the period, including all the items stipulated in the description of the course of the vocabulary and requirements, duties, activities and periods of the study plan, the dates of delivery of assignments and research, and the method of distributing grades and names of references and primary and secondary sources of information, and determination of the office hours, etc., and students are notified of the content of the plan at the beginning of each semester.

### **Activities and Evaluation:**

1. Participate in diverse student activities.
2. Diversify the activities assigned to students to meet individual differences.
3. Follow up on duties and activities and make them have an adequate emphasis on the schedule.
4. Following up on the plan to organize, encourage, promote and diversify the participation of students in cultural, sports, artistic, social, educational, recreational, and development activities and other activities that suit their interests and meet their needs.
5. Finding the appropriate mechanism to follow up and evaluate the number of student participation in extra-curricular activities, compared with the extent of student participation in other similar institutional activities, and developing policies to improve participation levels.
6. The evaluation process is based on objective evidence and is linked to appropriate criteria and predefined performance indicators. Independent experts are also involved in the interpretation of evidence.
7. Evaluation is based on inputs, processes, and outputs, emphasizing the quality of results.
8. Evaluations for quality improvement include routine work and activities and strategic priorities for improvements.
9. Use appropriate evaluation tools for programs and courses, such as student questionnaires, graduate employment output data, employer views, and post-graduate performance.
10. Take all necessary precautions to protect exam questions from leakage and loss.
11. Participating in the work related to the examinations, preparing periodic tests, correcting the exams, distributing the results of periodic assessments, reviewing the answers with students, if necessary, and monitoring the results and submitting them to the responsible authorities of the University for Implementation.

12. Avoid participation in the development of the exam questions or the correction process in the case of having a relative of the faculty member up to the fourth degree.
13. Commitment to the practice and regulation in the examination sessions and make efforts to strictly prevent fraud and punish anyone who cheats or attempts to cheat.
14. Correcting the answer sheets according to key answers and organizing the data entry process of the exam marks in a way that achieves accuracy and objectivity.
15. Based on the grievances and processes of academic grievances, rules are announced to students and are applied fairly.
16. Be objective when preparing for achievement exams and ensure that the exams are consistent with what has been taught and that they can distinguish between different levels of students.
17. Encourage innovation, creativity, and modernization.
18. Investigate accuracy and fairness in correcting the students' answer sheets.
19. Use effective procedures to verify that the work submitted by students is the work of the students themselves.
20. Criticize students constructively whenever discussing with them.
21. Distribute activities and duties regularly throughout the semester.
22. Ask questions and encourage students to think and seek answers.
23. To announce the results of periodic tests and written work promptly.
24. Provide decisive answers to the questions of the periodic tests.
25. Make student assessments appropriate to the targeted learning outcomes, and then apply student assessments effectively and fairly.
26. Make the tools used to evaluate students' performance appropriate to the expected learning patterns.
27. Avoid breaching any of the above clauses.

**Article 7- Ethics towards the Faculty:**

1. Staying away from academic or professional behavior that harms the faculty's reputation or losing its funds, and to give appropriate support for the work and activities of the faculty and the committees that intend to form it, and that the faculty's name is not used to serve its interests, and that it does not work outside the faculty except with their knowledge and after obtaining their consent.
2. Participating in the sessions of the councils of departments, committees, and various associations in the college and the faculty.
3. Commitment to office hours.
4. Submitting to the concerned authorities proposals that help develop the scientific and administrative work at the faculty and determine the tools for their implementation and methods of activating them.
5. Actively participate in the activities held by the department, college, and faculty in community service and recommend what is needed by the faculty vice-president for academic development and community service.
6. Contributing to proposing seminars and conferences within cultural programs and to be counted for them within the points allocated for community service upon promotion.
7. Following up on new developments in his field of specialization, contributing to the development of his profession, raising it to the competent authorities, and presenting to the department council what is required.
8. The faculty member spends hours teaching, researching, academic advising, office hours, scientific committees, community service, and other work assigned to him by the relevant authorities at the faculty.
9. The faculty member is responsible for teaching the courses assigned to them by the department head, and he is committed to attending and teaching on the dates specified for these courses, and they are committed not to changing the dates and locations of lectures or joining students' groups except after coordination with the head of the department and the students.

10. The faculty member adheres to the faculty academic calendar, especially concerning final exam dates, and does not change the exam date for any course except after accepting students' requests by the academic affair committee.
11. Continuous communication with the head of the department, as he is responsible for managing the scientific, financial and administrative affairs within the department, and he submits an annual report to the dean of the faculty on the progress of work in the department and on the scientific activity of its members according to his previously mentioned powers.
12. The faculty members should devote time to conducting lessons, lectures, and practical exercises and contribute to the advancement of science, literature, and arts by conducting innovative research and studies, supervising what the student prepares them, supervising laboratories and libraries, and providing them with references.

#### **Article 8- The Ethics towards Developing Professional Capabilities:**

1. Due to the importance of a faculty member and the high academic reputation that appears through his earnest attempt to develop himself professionally, one of his first duties in this regard is to remain in touch with all new developments in his field of specialization through direct access to specialized literature and periodicals, participation in scientific societies, and attending seminars and relevant scientific conferences. The technical and cognitive development witnessed in this era of information flow in the means of communication and knowledge technology and a diversification of education methods obliges the faculty member to have continuous responsibility in this field.
2. Conducting research, studies, and workshops and participating in collaborative research in his field of specialization.
3. Creative writing and targeted analyses contribute to providing knowledge and community service.
4. It is not permissible for teaching staff members to give lessons other than their faculty or supervise the tasks given to them except with permission from the faculty president based on the approval of the college or institute council after consulting the relevant department council. In this regard, it is

required that teaching or supervision be at the faculty level.

5. Faculty members may not give private lessons for or without charge.
6. It is not permissible for faculty members to get involved in trade, to participate in running a commercial, financial or industrial business, or to combine their job with any work that is not consistent with the dignity of this job.

#### **Article 9- The Ethics of Relations with Colleagues**

Relationships with colleagues play an essential role in achieving the University's objectives, provided that the faculty member is committed to a set of desired behaviors when establishing this relationship which is specified in the following items:

1. To show a high ethical Islamic behavior in dealing with colleagues and employees of the university staff and workers.
2. Maintaining social relations with colleagues based on cooperation, both on a personal and scientific level.
3. Respect colleagues' right to freedom of expression and academic freedom guaranteed by the higher education system on the rights and duties of faculty members.
4. Be fair and objective when issuing any specialist judgment, consultative evaluation, or public discussion of the work of the teaching staff.
5. Respect the confidentiality of the personal information of faculty members who submit their scientific production for promotion.
6. Attending seminars, discussions, and circulation of thoughts between him and his colleagues and those with previous experience in scientific research.
7. Refraining from accepting gifts or donations from suspicious parties or notorious persons, raising moral controversies, or affecting honor and integrity.
8. Announce gifts, donations, grants, gifts and recipients, their uses and documentation in official records at the department, college, or University.

9. Building bridges of communication and scientific cooperation and doing research with colleagues
10. Spreading the spirit of cooperation and fraternity between faculty members, students, and staff.
11. Settling any dispute that may arise between a faculty member and one of his colleagues because of the profession by friendly means within the department and deanship, in the process of an attempt to resolve the dispute before resorting to higher bodies inside or outside the University.
12. Avoid interfering or competing with the work of any colleague indecently related to the teaching profession.
13. Avoid diminishing colleagues' capabilities, and if there is a need to criticize a colleague professionally, it has to be done professionally.
14. The oldest faculty members shall supervise the taught courses and prepare their tests in coordination with the participants in the teaching of the course if more than one member participates in teaching the same course.
15. Use the University's expert people in situations requiring advice in solving specific problems that need experience.
16. Commitment to the principles and ethics associated with the various schools, such as medical schools and others.
17. Avoid breach of any of the preceding specifications.
18. Carry out academic work and discussion between colleagues in a way that does not lead to any intellectual conflict between them.

## **Article 10- Ethics toward the University**

The faculty member who is concerned with serving the University should fulfill the following details:

1. Go over the employment booklet that contains all the regulations, policies, and rules governing the recruitment process of faculty and staff at the University, as well as the rights and responsibilities of faculty and staff, and methods of recruitment, supervision, performance evaluation, promotion, guidance, support operations, career promotion, and complaints, disciplinary, and appeal procedures.
2. The right to see the functional and penalty systems makes the faculty aware of their rights and duties.
3. Ensuring that an effective strategy is in place to ensure that regulations are understood and complied with.
4. A delight to contribute to creating a positive organizational environment (i.e., an atmosphere in which individuals feel involved in decision-making, their ability to initiate and achieve their career aspirations, and faculty and management believe that their contributions are valuable).
5. Giving the faculty member a suitable scholastic level on the condition that their appointment was made somewhat following the rules and regulations of the University. The laws of promotion also have to be clear and announced.
6. To be given the right of promotion in the institution and to ensure fairness when necessary.
7. The right to incentives, rewards, and necessary allowances in the light of objective criteria.
8. Enjoy the health and security benefits and housing and consumer price discounts, with the establishment of special social clubs to give them the opportunity of educational meetings outside the walls of the University and develop social relations between them.

9. Receive financial dues when assigning faculty members to work more than the official hours or the rewards of training courses they attend.
10. Review job descriptions, working conditions, mission, programs, and detailed information on the nature of work, performance indicators, and performance appraisals. As well as ensuring that the University contacts the referees that the applicant mentioned in his application to secure his education, qualifications, and experience.
11. The right to participate in a program of reception and guidance for new faculty members to ensure that they learn about the institution and its services, programs, strategies for the development of students, and the priorities to achieve and support the University in achieving its mission.
12. Respect the university system in terms of regulations, laws, and instructions in every work the faculty member does.
13. Demonstrate a high level of ethics consistent with the University's work ethics.
14. Contribute effectively to serving the University.
15. Developing academic capabilities to ensure the continuity in scientific, research, and service tasks, and seeking to disseminate knowledge best based on being up to date.
16. Avoid using the academic or administrative office for personal gains or unfair benefits incompatible with a university professor's status.
17. Participate in the membership of committees formed by the University, colleges, and departments when requested to do so.
18. Benefiting from the abilities and experiences of the faculty members, documenting their outstanding achievements and activities such as studies and research, etc., and introducing others to them and involving them.
19. Avoid practicing any work outside the University that is contrary to the responsibilities and duties of the faculty member at the University.

20. Avoid the provision of scientific consultations using the University's name without getting first the approval of the University.
21. A commitment to not representing the University and officially speaking in its name in forums unless someone is authorized to do so.
22. Protecting public funds by any means he deems appropriate, whether in equipment, tools, raw materials, his time, expressing his opinion, and participating in financial committees.
23. Avoid the purchase of equipment, devices, or services from any sources with which the faculty member has any relationship, whether family or person, unless there is a committee formed for this purpose and has approved the purchase by a majority of its members according to the required specifications and is subject to the terms of tenders applicable in such circumstances.
24. Avoid hiring a family member as an employee or consultant in any project supervised by the University without the approval of a competent committee.
25. Avoid using the University's computer and network services for the following purposes:
26. Obtain or use other users' passwords without their consent.
- ✓ Trying to access unauthorized files and information.
27. Attempting to disable or slow down the University's network or computer system.
28. Misuse of email or other means of communication within the University.
29. Ensure contact with officials who perform similar work in the male and female sections.
30. Planning programs, facilities, and services ensure the achievement of similar standards in the sections of male and female students, considering the diversity between the two sides due to different needs.
31. Participate in self-evaluation processes, cooperate with quality improvement processes, and report on them in their respective fields.

32. Recognize mistakes and weaknesses in an understanding spirit, and work to help to overcome weaknesses.
33. Avoid refusal of senior faculty responsibility for quality management and be given the necessary time and guidance to support the educational institution's quality processes.
34. Avoid refusing the task of forming a quality committee that represents all the significant units/departments in the institution.
35. Recognize that the quality assurance system in the educational institution is an integral part of routine planning and development strategies in a specific series starting with planning, implementation, evaluation, and external review.
36. Paying attention to the provision of standard models, questionnaires and tools to conduct various surveys on the various tasks and activities of the educational institution in a framework that defines the processes and timetable for evaluation, review, and reports.
37. Being keen to provide standard models, questionnaires, and tools to conduct various surveys on the various tasks and activities of the institution within the framework of determining the processes and schedule of evaluation, review, and reports.
38. Verify the self-evaluation results by comparing them with the evidence obtained from the surveys, and the stakeholders' opinions, such as students, faculty, graduates, and employers employed by the graduates.
39. Verify the validity of the interpretation of the evidence or proof of the quality of performance by consulting people aware of the activity being examined and using impartial mechanisms to eliminate the conflict between the different opinions.
40. Provide regulations and procedures to verify the level of student achievement compared to other educational institutions following the requirements of the National Qualifications Framework.

41. Participation of the University in the social, cultural, intellectual, sports, and scientific societies.
42. Consideration of attending various events held by the University.
43. Seeking the official channels in the presentation of personal matters and commitment to the confidentiality of sessions.
44. Avoid breaching any of the previous clauses.

**Article 11- Ethics towards the community:**

1. Scientific participation in developing the faculty community through specialized courses to train graduates and raise their efficiency in line with the labor market, as well as convoys that serve the community in various disciplines.
2. The faculty member is a trustee of the nation's being, its unity, and the cooperation of its children. He strives for fruitful love and sincere respect to prevail among all citizens, and the first of them is to achieve the security of the homeland, stability, and empowerment of the motherland and prosperity, and in the interest of its reputation and position among the high-class human societies.
3. A faculty member is appreciated by society, respected, and trusted, and he is, therefore, keen to be at the level of this trust, that appreciation, and respect, and is willing to not affect him except by what confirms the community's faith in him and his concern for him.
4. A faculty member is an influential member of his community to whom hopes for cognitive advancement, scientific advancement, intellectual creativity, and civilized contribution are attached to the spread of these benign attributes among students.
5. A faculty member is an accurate picture of the intellectual belonging to his religion and country, which is necessary to expand the scope of his culture and diversify its sources; mature and based on knowledge and extensive experience, he helps his student with the broad horizon and the vision of divergent views as cultural components that integrate and cooperate in building human civilization.

6. Consolidating the bonds of trust between the college and the community.
7. Preserving the environment and not harming it at all times, especially while dealing with harmful chemical and biological materials.
8. Taking the surrounding community's opinion of the college's programs as the beneficiary.
9. Working to find appropriate scientific and practical solutions to the surrounding community's problems.
10. Exerting his efforts in providing services to individuals, institutions, and society whenever required, traditionally and legitimately.
11. The staff member seeks, during their work, to contribute to the development and advancement of society and direct students for that through an interest in participating in community service, product, and progress programs.
12. Links what it offers to the society's culture and aspirations.
13. Interact with societal changes and social mobility and participate in public opinion issues that benefit education and benefit society.
14. Linking faculty research to the needs of society according to results drawn from questionnaires and severe and objective studies.
15. Contributing to seminars/conferences within cultural programs is to be counted within the points allocated for community service upon promotion.

### **Ethics of Community Service**

Concerning community service, the faculty member shall abide by the following items:

1. A sense of responsibility towards the community to which the faculty member belongs.
2. Publicly disclose that the views adopted by a teaching staff member express his own opinion and do not necessarily reflect the views of the University.
3. The University faculty member can provide external consultations that do not affect the duties and academic performance of the member to be consulted.

4. Participating in all matters that raise society's awareness, such as participation in public lectures and the press and audio-visual media.
5. Taking into account the balance and moderation in presenting social and intellectual problems, with the responsibility to maintain the constants of Saudi Arabian society.
6. Contribute to the development of human knowledge associated with community service in a way that enables the graduation of citizens more able to participate in society effectively.
7. Indulge in the affairs of society in all its intellectual, political, and economic issues.
8. Interact positively with the data and issues of the surrounding environment.
9. Guiding and directing students to serve the community and the environment through work projects.
10. Acting in public and private life in a manner appropriate to social and academic status without vulgarity or come.
11. Respect regulations, rules, and decisions to achieve society's safety, security, stability, progress, and prosperity.
12. The contractor's commitment from outside the State to the laws, customs of society, and traditions and not to prejudice.
13. Enhance the student's sense of belonging to his religion and his country.
14. Promoting positive interaction between the student and other cultures.
15. Work for the sovereignty of love and sincere respect among students and others to achieve the homeland's security and stability, enable its development and prosperity, and ensure its reputation and status among high-end human societies.
16. Taking into account his status as a moral and social role model in his dealings and relations with various institutions of society.
17. Avoid breach of any of the above clauses.

**References:**

<https://www.youtube.com/watch?v=mdUKK0bfncw>

<https://www.youtube.com/watch?v=z9w-Cu6h1e0>

<https://www.youtube.com/watch?v=s8Sy2rOyloU&list=RDLVz9w-Cu6h1e0&index=11>

<https://www.youtube.com/watch?v=IMDWLr9ILyA>

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