



## MIU Code of Ethics

# Misr International University Code of Ethics

### Preamble

#### **Misr International University staff,**

**Realizing** that the university is an institution that is responsible for the sublime and most significant mission of preparing distinguished youth who can promote development in the country's various sectors, and that well educated youth guarantees a bright future, because the future of any nation is linked to the quality of education, especially at university level,

**Recognizing** that graduating students with a high level of knowledge is not enough, and that with both knowledge and morals academic institutions can achieve progress,

**Aiming to** open news horizons for the future generations, and facilitate their task of looking for university traditions and conventions that can push them forward to progress, following the examples of their predecessors,

**Believing** that having an ethical and legal framework that can guide both the staff and the students is necessary to support the university physical framework,

**Desiring** an academic environment where the university traditions and conventions, just like other laws and regulations, are observed and respected,

**Acknowledging** the urgent need for codifying the university traditions and conventions in light of the growing number of faculty members, teaching assistants and students,

**Adopt** this Code of Ethics, which stipulates university rules of over 100 years, to be followed by Misr International University academic and administrative staff and students. It is hoped that this effort can promote undergraduate education system to an advanced rank both nationally and internationally.



## MIU Code of Ethics

### **Definition:**

The word “Ethics” means: "a document outlining the desired ethical and behavioral criteria to be followed by members of a professional community. It states the ideal criteria for a given profession adopted by a group or an institution to direct its members to assume their professional responsibilities." Each profession has its own ethics and morals set by its own laws and regulations. Professional ethics refer to a set of ethical rules that govern the moral obligations of a particular profession.

Thus, a Code of Ethics is a set of moral standards adhered to by academic and administrative staff, and students to govern the university work practices, but are not regular provisions and terms forced by law.

### **Objectives:**

This Code of Ethics aims to define the key rules that MIU community members should follow to respect each other’s rights, privacy, and trust in order to create a healthy working environment that allows better performance to promote the academic, research and community service levels in a manner consistent with the objective standards.

### **Characteristics:**

A Code of Ethics should be:

- Brief
- Easy and clear
- Logical and reasonable
- Inclusive
- Positive
- Indicative of all professional commitments towards colleagues, the profession itself, institutions, beneficiaries, the country and community.



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### Ethics of Academic Staff

#	Ethics	Indicators
1)	Honesty in words and deeds	<ul style="list-style-type: none"> <li>✓ Being punctual</li> <li>✓ Providing correct information about the student</li> <li>✓ Doing what they say</li> </ul>
2)	Dedication to work	<ul style="list-style-type: none"> <li>✓ Performing assigned tasks</li> <li>✓ Avoiding wasting student time</li> <li>✓ Planning</li> <li>✓ Giving priority to the university</li> </ul>
3)	Patience and endurance	<ul style="list-style-type: none"> <li>✓ Helping students solve their problems</li> <li>✓ Being patient with people with special needs</li> <li>✓ Thinking wisely before making judgments</li> </ul>
4)	Forgiveness and toleration	<ul style="list-style-type: none"> <li>✓ Overlooking some lapses</li> <li>✓ Managing anger</li> <li>✓ Staying calm in anger-inducing situations</li> </ul>
5)	Modesty	<ul style="list-style-type: none"> <li>✓ Accepting constructive criticism</li> <li>✓ Admitting mistakes</li> <li>✓ Changing wrong opinions</li> </ul>
6)	Fairness and objectivity	<ul style="list-style-type: none"> <li>✓ Being impartial</li> <li>✓ Being neutral</li> </ul>

Ethics of faculty members and teaching assistants are reflected on three levels: education tasks, research tasks, and community service. Each of these tasks include the following relations:

#### **I. Education Tasks**

##### **First: Relationships to oneself (educational tasks)**

- Having a clear vision of one's duties and rights
- Setting academic and community goals
- Recognizing the role of one's specialization in the academic system
- Going beyond one's own interests to serve the public (humanity)
- Showing reasonable care about one's appearance (moderation)
- Abiding by the ethics and etiquette of the profession
- Enjoying the academic work as a source of happiness



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- Developing oneself through staying updated with the latest of the profession, and participating in various scientific activities: conferences, seminars, workshops, visits... etc.
- Developing one's technical and language skills
- Rising above the pettiness and observing intellectual property rights
- Staying neutral in words and deeds
- Rising above all negative practices such as all forms of threats and exploitation
- Accepting and seeking positive criticism

### **Second: Relationships with students (educational tasks)**

- Being punctual
- Mastering time management skills, both in planning lectures or the whole course
- Informing students about course specifications (objectives - content - classwork – assessment)
- Mastering effective communication skills: listening - inquiring - understanding - consolidation
- Taking into account individual differences among students through using multiple ways of teaching and assessment
- Interacting with students in the class
- Considering the evaluation and assessment process a means of learning and not just an indicator of success/failure through giving feedback
- Accepting criticism as a means to modify methods of teaching
- Evaluating the teaching method used and the course content
- Participating in students' activities e.g. trips
- Being available during office hours
- Allowing discussions with students and giving them the freedom to hold fruitful dialogue
- Maintaining professional integrity while explaining the subject
- Assessing students' performance fairly and objectively
- Educating, guiding, and advising students about ways and means of self-development, and its benefits to the individual, family and community
- Allowing students to take part in setting rules for interaction inside and outside the classroom



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- Respecting the rights of students and raising their awareness of these rights
- Avoiding conflict of interest between himself/herself and students
- Discussing with students the community issues related to their specialization
- Motivating students to seek knowledge and adhere to morals
- Encouraging students to read about their field of study
- Passing on to students the global scientific expertise
- Going beyond the transmission of information to develop the student personality
- Giving priority to students' rights
- Abiding by the rules set out to write exams
- Encouraging students to do research papers
- Training students on how to get information from a variety of sources

### **Third: Relationships with colleagues (educational tasks)**

- Having enough wisdom and knowledge to be a source for the development of others academically and personally
- Abiding by clear and declared values
- Respecting colleagues and their opinions
- Exchanging opinions and experiences with colleagues
- Cooperating with colleagues in various fields (academically, administratively, and personally)
- Working within a system that integrates the performance of everyone
- Discussing with colleagues various teaching methods to achieve integration
- Briefing colleagues on course content to avoid overlap and to achieve integration
- Showing ethical and professional commitment when dealing with colleagues
- Maintaining objectivity and avoiding positive or negative bias
- Avoiding insulting colleagues in front of students
- Respecting others' specialties



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### **Fourth: Relationships with academic and administrative councils and committees (educational tasks)**

- Cooperating with academic and administrative councils and committees by objectively stating opinions
- Mastering management skills
- Viewing meetings as an opportunity for professional growth and discussion of various issues
- Expressing opinions and vision bravely

### **Fifth: Relationships with the university and faculty (educational tasks)**

- Implementing the laws and decisions of the university and faculty
- Showing awareness of the mission, vision and objectives of the university and faculty
- Maintaining the confidentiality of the university and faculty
- Participating actively in the university and faculty activities
- Educating students and staff to preserve and maintain the facilities of the university and faculty
- Performing one's tasks faithfully

### **Sixth: Relationships with the local academic community (educational tasks)**

- Participating in the academic exchange between the university faculties and other universities
- Communicating with the industry and investors to contribute to the development of education
- Recognizing the labor market requirements to develop the courses accordingly
- Demonstrating distinguished teaching skills to pass on his/her experience in the specialty

### **Seventh: Relationships with the global academic community (educational tasks)**

- Participating in the academic exchanges with universities in other countries in accordance with the policies of the university
- Participating in international conferences and exchanging experiences with other professors
- Applying the latest global teaching experiences worldwide



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### **II. Research Tasks**

#### **First: Relationships to oneself (research tasks)**

- Having a future vision for academic planning
- Seeking knowledge in the specialty and in other related disciplines
- Staying updated with the latest in the field of his/her specialty
- Taking pride in his/her profession
- Maintaining objectivity and academic integrity in all phases of research
- Showing keenness on presenting the latest in his/ her field of specialty
- Following new research approaches and documentation styles
- Showing proficiency in using print and electronic libraries and utilizing multimedia options
- Communicating academically with credible people and authorities
- Representing positive values
- Controlling one's verbal and non-verbal behavior in and outside the faculty

#### **Second: Relationships with students (research tasks)**

- Enhancing students' scientific thinking and problem solving skills
- Training students on accepting constructive criticism as well as error detection and correction
- Setting a good example for students in academic honesty and commitment to seek and disseminate knowledge
- Showing respect to students when instructing and interacting with them
- Training students on doing research and adhering to the ethics of academic research



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### **Third: Relationships with colleagues (research tasks)**

- Cooperating with colleagues in doing joint research
- Working in a team with colleagues to achieve research objectives
- Showing respect to colleagues, and benefiting from their specialties and opinions
- Maintaining professional trust with colleagues
- Allowing colleagues to share sources and experiences
- Assessing others' works fairly and objectively
- Encouraging academic interaction among teaching assistants
- Showing the courage to accept constructive criticism
- Showing the courage to give constructive criticism
- Staying focused on the value of the academic work itself and not on those who do it

### **Fourth: Relationships with academic and administrative councils and committees (research tasks)**

- Participating actively in the academic and administrative councils and committees
- Abiding by the decisions of the academic and administrative councils and committees
- Carrying out the decisions of the academic and administrative councils and committees
- Expressing his/her opinion objectively in the academic and administrative councils and committees

### **Fifth: Relationships with the faculty (research tasks)**

- Respecting the vision, mission and objectives of the faculty
- Abiding by the policies, regulations, and laws of the faculty
- Showing keenness on developing the environmental and aesthetic aspects of the faculty
- Maintaining confidentiality
- Shaping opinions that are based on evidence and not impressions



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- Directing discussions and opinions to serve the public interest
- Avoiding being biased to an idea, an individual or a group
- Showing the courage to express opinions
- Having a clear vision of the faculty's points of strength and weakness
- Maintaining objectivity in making judgments
- Employing one's potentialities to address the problems and challenges faced by the faculty

#### **Sixth: Relationships with the university (research tasks)**

- Showing respect to the university
- Participating actively in the activities of the university and its institutions
- Implementing the instructions and decisions that enhance the reputation of the university

#### **Seventh: Relationships with the local academic community (research tasks)**

- Participating in local academic journals
- Having opinions and attitudes towards social issues and problems and solving them through conducting scientific research and staying updated with the economic, social and political changes
- Expressing opinion regarding ways to develop local academic journals

#### **Eighth: Relationships with the global academic community (research tasks)**

- Publishing research papers in international academic journals
- Participating in international conferences
- Participating in cultural and scientific agreements between Egyptian, Arab and international universities
- Maintaining strong relationships with some figures and international bodies in his/her specialty
- Sharing sources and international relationships and experiences with colleagues
- Communicating via the Internet



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### **III. Community Service**

#### **First: Relationship to oneself (community service)**

- Setting clear and defined priorities towards the community
- Balancing between the different fields of life to serve individual and community interests
- Maintaining ethical standards that govern his/her thoughts and actions towards the community
- Rejecting the ideas that contradict with the conventional values of the community in private and public life
- Recognizing one's role in building a healthy community
- Developing oneself constantly by strengthening points of weakness, and utilizing the points of strengths

#### **Second: Relationship with students (community service)**

- Avoiding discrimination and treating everyone fairly and equally regardless of sex, religion or any personal consideration
- Maintaining mutual respect with students
- Avoiding using inappropriate words in front of students
- Playing the role of both a mentor and a teacher
- Setting a good example for students in morals, knowledge and punctuality
- Engaging students in activities that develop their awareness of good citizenship and instill patriotism
- Maintaining justice in all one's decisions
- Exploring and developing students' abilities and skills to meet the needs of the community
- Urging students to discuss community issues by assigning them to examine and solve the community problems relevant to the course one is teaching
- Making students aware of the faculty's activities and urging them to participate in them to serve the community
- Providing academic, professional, and ethical guidance to students



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### **Third: Relationships with colleagues (community service)**

- Spreading optimism and hope among the people around
- Showing ability to justify one's conduct by evidence
- Showing ability to put himself/herself in the shoes of others whether he/she agrees or disagrees with them
- Respecting and understanding colleagues

### **Fourth: Relationships with academic administrative councils and committees (community service)**

- Showing the courage to apologize or change one's opinion
- Referring to objective standards (laws - regulations - conventions) in cases of disagreement or conflict of interest
- Participating positively and effectively in councils and committees to be aware of the updates and problems of the faculty and university

### **Fifth: Relationships with the faculty (community service)**

- Showing concern about preserving the faculty's resources
- Adhering to the regulations and policies of the faculty
- Translating one's sense of belonging into action
- Submitting proposals to add new courses to meet the needs of the labor market and keep pace with economic, social and political changes
- Providing diverse and inclusive course specifications that allow for modifications according to the development and change of the community
- Participating effectively in the faculty's various activities
- Developing students' awareness of the importance of maintaining the faculty's facilities and services
- Showing the courage to go against the tide to defend an opinion, a position or a person
- Staying objective and avoiding subjectivity



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### **Sixth: Relationships with the university (community service)**

- Participating in various community service activities and conferences arranged by the university for the development of the community
- Submitting proposals that contribute to the advancement and development of the university in order to serve the community
- Adhering to the regulations and laws governing the conduct of the university community

### **Seventh: Relationships with the local academic community (community service)**

- Organizing training sessions to raise awareness of the environmental issues such as lack of food and climate change
- Providing education and moral support for the disadvantaged communities
- Participating in convoys organized to serve disadvantaged communities
- Setting a good example for students in cleanliness and preservation of the environment
- Conducting applied as well as theoretical research in order to contribute to the advancement of the community
- Showing awareness of the community problems and coming up with applicable solutions
- Participating in community educational programs in one's specialty
- Spreading environmental, health and cultural awareness through educational seminars

### **Eighth: Relationships with the global academic community (community service)**

- Following global scientific excellence criteria and standards of research
- Conducting joint research and benefiting from the experience of others through opening channels of communication with prominent scholars and researchers
- Publishing research in international journals to contribute to the development of the community
- Passing on to the experiences learned from the global community to his/her local community
- Keeping pace with discoveries and achievements in developed communities to benefit from them and apply them in solving community issues.



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### **Ethics of Students**

Students' ethics are reflected in four main tasks: educational tasks, social relations, activities, and the environment:

#### **First: Educational tasks**

- Interacting with the teacher during the lecture, keeping silence and showing mutual respect
- Recognizing and protecting his/her rights
- Abiding by the rules and laws of the faculty, and showing keenness on maintaining learning facilities
- Showing punctuality and arriving to classes and laboratories on time
- Inquiring about the parts of the lesson that seem unclear or incomprehensible
- Working independently while doing research, preparing, and using up-to-date references
- Doing one's best, developing one's skills and knowledge to contribute to promoting the community, keeping pace with modern developments, and using the following necessary means and methods to achieve independence and academic excellence, and to overcome life problems:
  - Attending and participating in cultural seminars and debates
  - Taking courses in languages and computers
  - Reading cultural books to develop one's knowledge and skills
  - Developing and refining scientific and sports talents and skills

#### **Second: Social relationships**

- Collaborating with and respecting others
- Respecting and accepting economic, cultural or religious differences
- Dressing properly and speaking politely
- Holding fast to one's opinion and apologizing for mistakes
- Maintaining good and friendly relations with students of other departments



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- Providing guidance to colleagues, listening to advice and giving priority to public interest
- Maintaining good manners in speaking
- Showing mutual respect to faculty members and teaching assistants
- Showing respect to administrative staff
- Abiding by the regulations to get his/her rights and fulfill his/her duties
- Cooperating and participating in various activities with teaching assistants
- Assisting colleagues with special needs

### **Third: Activities**

- Showing motivation to participate in cultural, artistic and sports competitions
- Working out regularly
- Abiding by deadlines and instructions of various activities
- Wearing the appropriate clothes for each activity
- Cooperating with and showing respect to coaches during training
- Participating in seminars and cultural, artistic and athletic competitions
- Participating in festivals and celebrations

### **Fourth: The environment**

#### • **Classrooms**

- Maintaining classroom computers, benches, walls etc. .. clean and safe out of respect for the rights of others

#### • **Faculty facilities**

- Preserving the faculty facilities
- Maintaining the corridors clean and well-decorated
- Avoiding sitting in the halls, waiting for lectures to begin



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- Turning off water taps

- **The library**

### **Books**

- Returning borrowed books on time
- Keeping books without any markings
- Avoiding ripping pages or parts out of books
- Keeping books in a good condition
- Keeping books in their proper place
- Using library catalog to look for books
- Abiding by the laws of photography
- Documenting references accurately, and observing copyrights

### **Place**

- Keeping the library clean and not throwing papers or litter
- Switching off mobile phones before entering the library
- Refraining from eating or drinking inside the library
- Keeping silence inside the library
- Visiting the library during opening hours
- Abiding by the rules and regulations inside the library

### **Staff**

- Respecting the instructions of the staff
- Requesting the help of the staff when needed
- Speaking in an appropriate manner with the staff
- Objecting in an appropriate manner



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- Fulfilling one's duties to get his/her rights

### • Laboratories

#### **Tools or materials**

- Economizing the use of materials used in experiments
- Informing teaching staff or lab technicians/assistants in cases of danger, accidents, or equipment breakdown
- Using lab equipment and tools properly, and leaving them as they were received at the beginning of the lab

#### **Place**

- Keeping the lab clean
- Refraining from eating or drinking inside the lab
- Bringing tools and devices back to their place after finishing experiments
- Keeping silence inside the lab
- Switching off mobile phones before entering the lab

#### **Supervisors and staff**

- Abiding by the instructions of the teaching staff as well as lab technicians/assistants
- Requesting the help of the staff when needed
- Speaking in an appropriate manner
- Objecting in an appropriate manner



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### **Ethics of the Administrative Staff**

The credibility and ethics of the administrative staff are reflected in the following:

#### **First: Professional tasks**

The administrative body is an essential part of the university community system, as it facilitates educational, research, and community service tasks. Thus, the performance of the administrative staff integrates with the performance of faculty members and students. Therefore, the administrative staff should perform their tasks efficiently while demonstrating commitment to academic values.

#### **Second: The administrative staff relationships with colleagues and seniors**

- Cooperating and maintaining friendly relations and mutual respect with colleagues, seniors and subordinates
- Improving the performance and the quality of services provided, and maintaining professional values
- Performing tasks quickly and efficiently
- Distributing tasks and avoiding overlapping in responsibilities
- Following defined and announced procedures
- Requesting the help of experienced people without feeling embarrassed
- Maintaining confidentiality
- Following an accountability system that treats everyone equally
- Following a declared series of procedures that define the responsibility of all parties involved
- Separating between personal relationships and professional duties
- Reviewing the administrative work constantly for updates in line with any new emerging tasks
- Exchanging experiences among all groups within the same department and between different departments



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### **Third: The administrative staff relationships with faculty members and teaching assistants:**

The faculty administrative staff are the mediators between the faculty members and the university, and local, Arab and international academic authorities; therefore, the administrative staff have the following tasks:

- Ensuring quick movement of correspondences so as not to miss opportunities to attend/participate in conferences and other important events
- Ensuring clarity and accuracy of correspondences
- Supervising subordinates closely
- Abiding by the regulations of using the faculty facilities (garage - lab - classrooms)
- Communicating clearly the necessary administrative procedures for sick leaves, travelling and the like
- Communicating constantly with the faculty members and teaching assistants
- Developing declared chart for each department that explains the most important terms and regulations for faculty members and teaching assistants, and sending them via the internet
- Maintaining fairness and transparency with faculty members and teaching assistants
- Maintaining mutual respect with faculty members and teaching assistants

### **Fourth: The administrative staff relationships with students**

- Observing the rights of students
- Respecting students and their rights regardless of the age difference
- Performing the tasks related to students smoothly and efficiently
- Refraining from bullying students
- Balancing between students' rights and duties
- Maintaining students' confidentiality
- Paying due attention to people with special needs without hurting their self-esteem



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### **Fifth: The administrative staff relationship with workers**

- Balancing between discipline and respect while observing the rights of workers
- Distributing tasks according to declared rules
- Following a fair and objective accountability system to ensure a smooth workflow
- Showing mutual respect with workers, taking into account their health and social problems

### **Sixth: The administrative staff should balance between flexibility and adherence to laws and regulations**

- Activating procedures between departments and employees and top management
- Achieving integration between departments without hindering the workflow
- Having administrative experiences to balance between flexibility and adherence to laws and regulations
- Reducing unnecessary administrative procedures that hinder the work progress
- Following closely what is going on in order to provide assistance in a timely manner without interfering in the work of others

### **Seventh: The administrative staff relationships with outsiders**

- Staying updated with new regulations to speed up the completion of the university work
- Developing a comprehensive system via the Internet to speed up the completion of the work and save time
- Speeding up the process of supplying the faculty with the necessary tools and materials to facilitate the educational process
- Following the maintenance work and protecting the faculty's rights in this regard
- Demonstrating efficiency in protecting the university rights



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### **Eighth: The administrative staff response to new situations**

- Believing that teamwork maximizes efficiency and does not downgrade individual efforts
- Scheduling a monthly meeting for all department to reorganize and evaluate performance
- Viewing disagreements as a point of strength
- Believing that new situations require new measures
- Maintaining justice in dealing with new situations
- Benefiting from the past experience in dealing with new situations

### **References**

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