

Code of Academic Ethics

Ben-Gurion University of the Negev

## **A. Abstract: Basic Values**

1. The University, as the name implies, is a free research community, established on a foundation of universal values. These values are the values of truth and liberty, and their derivative values of impartiality: honesty, justice, equality, and respect for all human beings.

There are deep links between these values: we cannot ensure truth without freedom of research, while freedom of research in turn requires all the values of impartiality. The reverse of these values, in its various forms of arbitrariness, inequality or lack of respect for human autonomy, also affects the ability of truth to stand up to the relevant critical tests that are required.

2. The following ethical code provides a practical interpretation of these values in the daily life of a modern academic institution, and constitutes what can be seen as an ideal set of rules for the University in the fields of research, teaching and management, and in its daily life.

Implementation of these values finds expression at institutional level in the principles of academic freedom, in scrupulously guarding civil rights and human dignity, in the prevention of any kind of irrelevant discrimination, in an internal regimen of tolerance with respect to differences and diversities, uncompromising integrity in research, teaching and the publication of professional work, strict maintenance of truth in research, teaching and administrative conduct, in the prevention of any kind of academic fraud or dishonesty, and in respect for the theoretical and administrative independence of the academic community as a free research community.

### Chapters of the code

Purposes

Basic Ends

Academic ethics in research

Academic ethics in teaching

Academic ethics in the publication of professional work

Academic ethics in issues of management and conduct within the University

## **B. Purposes**

1. **The purpose of this document is (a) to clarify the fundamental values of academic ethics, which provide the basis for the activities of the University and the members of its academic faculty<sup>\*</sup>; (b) to elaborate the values prevailing at Ben-Gurion University of the Negev as derived from these fundamental values; (c) to describe the specific practices and procedures, which are based on these values and which are employed at Ben-Gurion University.**

The function of the ethical code is to provide an explicit definition of the ethical principles practiced by the University, so that they can guide the members of the faculty in their daily work, to clarify what is expected of them in research, teaching and publishing activity and in the management of the University, and to help to settle the conflicts and differences that are to be expected in a complex system.

The ethical code is also intended to clarify to the general public and to various external parties – governmental, commercial and others – the nature of the University's activity with respect to its objectives and the values on which it is based, so that they are fully understood by anyone requiring the University's services as a consumer, or anyone seeking to influence the work of the University as an interested party.

The importance of the ethical code lies in presenting signals that indicate what is permitted and what is forbidden, and what is acceptable and what is unacceptable, for faculty members to study and use. The code assumes that members of the University faculty are law-abiding people, who care about ethical and appropriate conduct, and its role is to clarify what is required of the faculty, in accordance with the basic values underlying the University community.

2. The various values in this ethical code are not all of the same type. Some of them express **academic virtues** that are essential if the University community is to exist and to thrive. Some values are designed to establish the **ethical obligations** of academic faculty members and are expressed as positive and negative commandments. Other values are intended to define the **basic rights** of members of the academic faculty, and by their nature they impose obligations on the University and on the academic community in general. There are also values that stipulate **requirements beyond duty**, or **ideals** to which the University aspires as a free research community.

An ethical code is not a legal document, and does not provide the basis for legal proceedings. At the same time, a systematic and significant deviation from the spirit of the code and its rules could provide grounds for disciplinary measures. The following ethical code does not replace any existing statutes or regulations, but is additional to them.

3. The implementation of the ethical code will be monitored by the University Ethics Committee, whose members will be elected by the University Senate. The chairman of the Committee will be a retired faculty member, and members will be chosen from the academic staff (a representative of each Faculty or Higher Academic unit), plus a representative of the public. The tasks of the Committee are: (1) to examine requests and questions referred to it on various ethical matters, and to provide responses to these questions based on the ethical code; (2) to examine ethical complaints brought before it by parties in the University, and to provide recommendations for action on these complaints, to be submitted to the University Rector; (3) to submit recommendations for approval by the Senate to amend, add to or revise the ethical code, as required; (4) to give advice on ethical matters to the University's disciplinary committees. For the purpose of preparing its recommendations, committee members will meet with the parties involved in the subjects on its agenda, and will study any relevant documents, as required. If necessary, the Committee may refer specific cases for handling by authorized parties within the University.

---

<sup>\*</sup> Wherever the masculine form is used in this document, it should be construed as referring equally to men and women.

## C. Basic Ends

1. **The fundamental aim of the University is to seek, investigate and teach the truth, to promote all fields of knowledge and scholarship, to develop cultural, intellectual, creative and critical activity within the University and in the wider society that it serves.**

In every case, truth will be studied from the professional perspective of the researcher, but the publicity of research and its subjection to constant testing and review serve in the long run to ensure its objectivity, and to draw it closer to the truth.

University researchers and teachers are employed for the purpose of promoting these ends, and they are committed to implementing them.

In their research, the University's researchers are committed to originality and professionalism, according to the criteria that are acceptable in their particular field, while making use of proven methods that are considered the most appropriate by experts in that field. If researchers introduce innovative methods that they have developed themselves, these methods must also meet the tests of research benefit and of theoretical and logical suitability. University researchers are also committed to publishing their work in the designated publications in their field, making the results of their work available for continual review by their colleagues.

In their teaching, the University's lecturers are committed to teaching the principles of their respective disciplines and the theories and methods generally used in those disciplines. The lecturers are also committed to imparting the results of their research to their students, and the advanced methods and theories which find expression in these results. University teaching, as distinct from teaching in other institutions, is largely research driven, and must lay the foundations for future generations of researchers. Therefore, students must comply with strict criteria for entry to the University and for advancing from stage to stage in their studies. It is the duty of the university lecturers to ensure that these professional criteria are met.

2. **To promote these aims, the University operates on a non-profit basis and independently of any immediate social benefit.**

A University serves society by promoting education and knowledge. University research often has commercial applications and benefits for society. However, these benefits are consequences of research and do not constitute a university purpose in themselves. This is also true for the fields of applied research, which occupy a respected position in the University. Even in these fields, the University's purpose is to promote social benefits through the applied research, and not separately from it.

The University does not exist to serve commercial or political objectives, however good and beneficial. The University serves inquiry, scholarship and culture, and any other benefit derived from it is a result of promoting these values. Therefore, any attempt to run the University according to criteria of profit making institutions would undermine its ability to achieve its main objectives.

3. **In order to implement these basic aims, the University is committed to ensuring the academic freedom of its researchers, teachers and students. It is the right and even the duty of every researcher and lecturer to inquire whatever he takes to merit inquiry, to publish his findings and make them available for review, and to express his opinions on the inquiries and findings of his colleagues.**

Academic freedom is an essential condition for realizing the University's fundamental values.

The study and teaching of truth is always carried out from the unique perspective of one researcher or another. This is the perspective acquired by that researcher in the course of his studies, and which is embodied in the methods he uses and in the "paradigm" within which he operates. This subjective dimension of theoretical research requires amendment in a public and free framework of professional review, in which each method, theory or "paradigm" is made available for strict professional criticism. It is only the existence of this type of review system

that can ensure, in the long run and in spite of the human weaknesses of each researcher, the objectivity necessary for research into truth.

The existence of the necessary review system is impossible without full academic freedom for every researcher, lecturer or research-student, since, without this freedom, it is impossible to ensure that each theory, method, opinion or research, is exposed to the exposing light of the severest criticism. Only constant exposure to criticism can ensure that the best theories rise to the top, while the weaker ones are discarded.

The limits of academic freedom are the limits of professional expression. Academic freedom is limited to the fields of research and is not intended for non-professional uses. A lecturer who insults his students or colleagues, or offends their dignity, cannot claim academic freedom as his defense; a lecturer who exploits his lessons for non-professional purposes (party-politics or religious exhortation, incitement to violence, slander) cannot benefit from the defense of academic freedom against disciplinary or even criminal complaints. A researcher who distorts his data with the aim of adjusting them to his preconceived opinions is not entitled to plead academic freedom.

Government and social systems may sometimes define clearly academic topics as political. Thus for example, many issues linked to the theory of evolution have been defined as political, as well as issues pertaining to theories in psychology, sociology, history, philosophy, and political theory. A lecturer's academic freedom includes the right to inquire into such issues and discuss them, and often it is his professional duty to do so.

An internal academic body – the Institutional Ethics Committee – is the forum for discussing disputed cases and for considering whether or not specific statements are professional, and therefore eligible to be defended on the grounds of academic freedom, or not. Any restriction of academic freedom must be discussed by the Ethics Committee, in order to avoid external involvement and to ensure the long term survival of academic freedom.

4. **In addition to their academic freedom, the University's researchers and teachers enjoy all the civil freedoms enjoyed by every citizen of the state, including freedom of expression and freedom of association. The University does not restrict these freedoms, even if it sometimes has an interest in regulating them (for example, regulating demonstrations on the University campus). Researchers are permitted to express their political or religious opinions without interference, and may act to realize them in legal ways, but without exploiting for that purpose the resources that the University puts at their disposal for the purposes of teaching and research.**

Members of the University faculty bear the responsibility for separating their professional and civilian activities. Expressing a party-political or religious opinion in an academic lesson is unacceptable, since such opinions could have an unfair influence on, or intimidation of students taking part in that class. The University is entitled to regulate the political and religious expression of its lecturers, even though these are part of their civil freedoms, to prevent the exploitation of teaching and research for party-political or religious purposes.

5. **In order to implement these basic ends, the University, as well as all its staff members, are committed to respecting the dignity and rights of all people, irrespective of religion, nationality, race, gender, sexual preference or ethnic origin.**

An internal regime of equality, prevention of discrimination, and respect for human rights is a fundamental condition for implementing the University's basic values. Any kind of discrimination within the University, affecting admissions, employment, promotion, and so on, undermines the need to ensure that every opinion, world-view or theory can find proper expression in the University and be exposed to criticism in a fair manner. Human dignity and rights are, of course, central values outside the University as well, but the University has a special duty to preserve and foster them, since without them it cannot fulfill its central defining function – the critical striving for truth while maintaining freedom and diversity of views.

6. **In order to implement these basic aims, the University, as well as all its staff members and students, is committed to an internal regime of tolerance. The University cannot exclude or give preference to cultures, world-views or value-systems, or impose them on those that enter its gates.**

The limit of tolerance is tolerance itself. Those who do not exhibit tolerance towards others cannot claim it for themselves, and they can expect rejection by the University as well. However, within these boundaries, the University is committed to respecting the equal rights of all opinions and cultures to free expression.

The principle of tolerance requires all University departments to maintain a proper measure of professional pluralism within them and to avoid establishing orthodoxies that stifle academic and professional exchanges of views, and that prevent those with unusual or unorthodox views from gaining appointments, influential positions, promotion, etc.

7. **The values of the University impose special ethical and professional duties on its researchers and teachers; their professional conduct must embody the values on which the University is based. They must be scrupulous about truth and integrity in their research, teaching, administrative conduct, reports and publications. They must demonstrate openness to criticism and willingness to subject themselves to such criticism. They must show proper respect for others and tolerance of different cultures and origins, as required in order to conduct daily life in the University. They must respect the law. They must guard the rights of their students, research subjects, patients and assistants. They must demonstrate a proper work ethic and optimal utilization of the University resources with which they are provided. They must be loyal to the institution and its values.**

## **D. Academic ethics in research**

1. **Research is one of the University's fundamental aims.**
2. **Research means advancing human knowledge, at any given time, from the place where it currently stands towards new horizons.**

The purpose of research is not to recycle existing knowledge, or to add "epicycles" to protect outworn paradigms. The researcher must assume the risks associated with innovation and originality.

New horizons in research mean the creation of new theories or even new paradigms, putting forward new experimental findings to reinforce or refute existing theories, discoveries, the uncovering of evidence (geological, archaeological, archival, etc.), methodological and conceptual breakthroughs, innovative textual interpretation, development of various methods of intervention (social, medical or educational) and assessment of their effectiveness, reviews, clinical observations, case studies, reflections on existing research, secondary analysis of existing databases, and so on.

The advancement of human knowledge is not limited to any field of discussion and it exists in the natural sciences, the social sciences, the humanities and the applied sciences. In each of these fields, different methods are employed, and the methods of one field are not to be preferred over those of another field.

3. **An important aspect of research is that its results are independent of the researcher's previous views, the method he used, or the theory in which he believes.**

Research is not a pure "thought experiment" (even if experiments of this kind have a place in the researcher's thinking). Unlike thought experiments, in research the researcher only controls his questions, not his results, only the conditions of the experiment, not the findings, only the questionnaires or other research aids, not what they reveal. The role of the researcher is to ensure the independence of his findings and results, by means of a careful choice of methodology, and by being scrupulous about integrity in carrying out the research. Research seeks to discover the truth and is carried out for this purpose, and not for more particular purposes and benefits of any interested parties.

The researcher's first loyalty is to the independence of his research and the independence of its findings from any arbitrary factors.

In order to ensure this independence, the researcher must expose not only his findings, but also his data and any other relevant material to public criticism. Research must be made available for replication by other researchers, and this requires full publicity. A researcher who hides his data prevents others from replicating his findings, and raises questions regarding the validity of his research and its integrity.

The duty of publication applies to all research findings; a researcher must not publish or present his research findings in a selective way intended to serve his prejudices.

The duty of publicity applies from the date of the scientific and professional publication of the research in question in a recognized journal or in a book by a recognized publisher, stating the intellectual copyright over the published material.

The duty of publicity may be suspended in exceptional cases where there is reason to suspect severe public harm resulting from publication of the data or findings, including harm to human dignity and liberty, or a breach of fundamental rights.

4. **University researchers must be scrupulous about honesty in the conduct of their research, and in reporting and publishing it.**

A researcher must not report a research project that did not actually take place as if it did, or as if it was carried out using a different methodology from the one actually used. Any such report constitutes academic fraud.

Literary theft – plagiarism – undermines the basis of academic research. Proper research can only take place in conditions of openness and the free flow of information. In the absence of these conditions, it is not possible to establish the system of review that is the life and soul of research objectivity; however, the fear of plagiarism could stifle the willingness of researchers to cooperate in the creation of these conditions. It is the duty of the University as an institution to root out any such behavior and to explain to its researchers how seriously it regards this problem.

A researcher must not present the ideas and research of others as if it were his own. When a researcher uses published work, he must be meticulous about complying with the conventions regarding quotation. Failure to observe these conventions amounts to plagiarism and academic fraud. It is the researcher's duty to give proper credit to everyone who participated in the study.

A researcher who has access to the work of others before it is completed and published, whether as a referee on behalf of funding agencies or publishers, or as a participant in the promotion proceedings, or in any other way, is not permitted to make use of this work for any other purpose. Use of the work of others without their permission constitutes plagiarism and academic fraud.

A researcher will not publish the findings of any of his students (particularly for a master's or doctoral degree) before the work is completed and signed, and without that student's permission and his participation in the publication.

A researcher who is asked to assess the work of a colleague for the purposes of academic publication or promotion, or for any other purpose, must ensure that his criticism is relevant and unprejudiced. Negative criticism must not be "sweetened" in order to promote colleagues or students for irrelevant considerations, and conversely, positive assessment must not be distorted in order to prevent the advancement of opponents or rivals.

By being scrupulous regarding the integrity of his research and publications, the researcher sets an example for others and is a role model for his students. He must ensure that the demands of integrity are met in his immediate surroundings, in his department and laboratory, and he must prevent the emergence of illegitimate norms. If the researcher encounters such illegitimate norms, he must report them to his superiors or refer the cases to the proper authorities. He must not accept manipulative excuses as a basis for refraining from submitting a suitable report or complaint.

- 5. A researcher will not distort research findings in any manner whatsoever, even if he strongly believes that such distortion is "justified" on the basis of his previous opinion, or based on his assessment that the research was not conducted in optimal conditions, or that later findings contradict the existing data. Any distortion of research findings constitutes academic fraud.**

A researcher will not ask his students to distort their research results so as to adapt their findings to his own findings, or to his previous opinion on the subject being studied. Apart from constituting academic fraud, a demand of this kind is also a breach of the student's fundamental right to intellectual autonomy and to respect for the truth.

Any interested parties – governmental, commercial or others – are entitled to commission research from the University's researchers and to fund studies proposed by University researchers. The researchers themselves are permitted to plan their activities in accordance with such requests, but it must be stressed that requesting or funding research does not mean requesting or funding the results of that research, but only the research as a whole. Parties who request or fund research are not permitted to interfere in the research proceedings, and the researcher for his part is not permitted to "adjust" his findings to the expectations of the parties who provide funding. Any such distortion also constitutes academic fraud.

A researcher will not undertake any research that is funded by any party that demands the right to veto publication of the findings. (The researcher is entitled to delay publication of the findings, in consultation with the funding party, until the stage of submission of an application for a patent, or for the purpose of protecting intellectual property.)

In order to ensure the openness and independence of research, any funding of research by external parties will be managed solely through the competent University authorities (the research contracts department, institutes, and so on), or in accordance with agreements with other institutions. A researcher will not accept any funding for his research except through the authorized bodies.

A researcher will not accept any payment, gift or benefit from any funding party that might influence the outcome of the research. All funding must be made entirely according to the established rules and through the proper University authorities.

- 6. Academic research sometimes involves physical, social, psychological or other processes that can have profound effects on the environment in which they take place and on researchers, students or participants. These processes may sometimes involve risks to the safety, health, welfare, surroundings and even the lives of people, both those involved and those not involved in the research.**

**No research will take place at Ben-Gurion University that presents an unreasonable risk to the lives, safety or health of others, whether involved or not involved.**

A risk is considered reasonable when the damage that might be caused is slight, its probability is low, and when all precautions have been taken to prevent it. A very damaging and highly probable risk will be deemed reasonable only in cases where the research is expected to benefit the subjects (for example, medical research), and when the subjects give their informed consent to exposure to the aforesaid risk.

No research at Ben-Gurion University will be conducted that does not accord with the codes of safety that are customary in the University, as specified in the regulations of the Safety Department.

(See: Radiation Safety Code, Inoculation Code, the Occupational Health and Safety Code for Work with Hazardous Substances in Medical, Chemical and Biological Laboratories, 2001, the Hazardous Materials Act, 1993, and safety training in the University)

- 7. No research will take place at Ben-Gurion University unless all participants – researchers, students, employees and subjects – have received a full explanation of all the risks involved and have given their informed consent in writing to their exposure to these risks.**

Informed consent means consent given in writing and in public by an adult capable of reasoning, subsequent to receiving an explanation of the nature of the risk he is taking and subsequent to carefully weighing the risk in question and coming to an understanding of what it involves.

Consent given otherwise than according to these terms and restrictions, for example, by minors or the mentally handicapped, is not considered to be informed consent.

The participation of minors in research requires the written informed consent of their parents. Minors under the care of an institutional guardian will not be included as participants (subjects) in research.

All medical research at Ben-Gurion University will be conducted according to the principles of the Helsinki Declaration (as described in the “Procedure for Medical Experiments on Human Subjects, 1985”). Non-medical research in the University involving human subjects must be conducted according to the principles of the Ben-Gurion University Committee for Research on Human Subjects.

- 8. No research will be conducted at Ben-Gurion University that involves actions or processes that are contrary to Israeli law or international law.**

No medical or other research will be conducted at Ben-Gurion University with means obtained by illegal or clearly unethical means, even if the breach of law or ethics was committed in distant countries by people who are not citizens of Israel.



No research will be conducted at Ben-Gurion University that is contrary to the requirements of the international treaties which the State of Israel has signed and ratified (in terms of the materials, processes, environmental effects or human and social consequences that it involves).

9. **No research will be conducted at Ben-Gurion University involving processes that in any way affect the dignity, liberty, and human and civil rights of any person.**

No research will be conducted at Ben-Gurion University that involves any kind of deception of the subjects, even if other aspects of that research do not pose any unreasonable risk to their safety and welfare.

10. **A researcher who has conducted his research according to the regulations and has published his data and findings has fulfilled his duty; the researcher is not responsible for any use made by others of the results of his research after publication, even if these uses are harmful or intended to harm. If the possibilities of harm and abuse that arise following the research are known to the researcher in advance, he is obligated to warn others, and he is entitled to prevent the publication of his research.**

If a researcher is worried about the possibility of harm or abuse, resulting from his research findings, that did not previously exist, he is entitled to delay or prevent publication of his research. In this case, the researcher will report his findings and the possible damage that could result from their publication to the competent authorities in the University, and will obtain their consent to this decision.

11. Research on animals will be conducted at Ben-Gurion University, while taking scrupulous care to avoid unnecessary suffering to the animals. Animals do not have independent rights. Consideration of their suffering is therefore an ideal rather than a duty, arising from human sympathy for the suffering of others and the general value of avoiding pain. This ideal will guide the researcher when dealing with animals, but it does not prevent the use of animals for research purposes.

## **E. Academic Ethics in Teaching**

1. **Like research, and of equal status, teaching is one of the two main purposes of any university.**

**University teaching is essentially research driven. This is what distinguishes university teaching from any other form of teaching, and it imposes on university lecturers the obligation to persevere with their research and to keep themselves informed of the latest advances in inquiry and knowledge in their field.**

University teaching must bestow on its students the best of human knowledge that has accumulated over many generations of scientific and scholarly activity, provide the students with scientific and professional training of the highest standards, train a new generation of experts in the various disciplines in the service of society, and produce a new generation of researchers in the various disciplines, who will take upon itself the continuing pursuit of the University's objectives.

These objectives can only be fully realized by training students to study and inquire independently and to read texts critically. University teaching must give students the tools for the independent acquisition and creation of knowledge.

2. **In order to achieve these objectives, University lecturers must be meticulous about maintaining the strictest standards regarding the admission, assessment and grading of students, and in providing references for graduates.**

The University is permitted to set strict entrance examinations (psychometric tests, personal interviews, and so on), intended to ensure that students are suited to the learning tasks they must face. The purpose of these examinations can only be to create a correlation between the required standard of studies, and the level of students who are accepted. The purpose of these examinations cannot be to achieve a specific national, cultural, ethnic, socio-economic or other composition of the student body. **The University has no interest in any specific composition of the student body, and its purpose is to teach anyone who is interested in studying and is capable of doing so.**

On the other hand, the University is permitted to make use of corrective weighted preferences in accepting students from disadvantaged population groups, if it learns that, because of social inequalities, the existing examinations do not properly reflect the real or potential capabilities of such students, and that somewhat flexible admission requirements will help them realize their abilities. **Although the University has no interest in any specific composition of student body, it has no interest in perpetuating prior injustices.**

Corrective weighted preferences in admissions to the University must not be at the expense of applicants with suitable skills, but, as far as possible, in addition to them. If possible, such preferences in admission will be accompanied by auxiliary teaching.

These statements also apply to students with individual handicaps (diagnosed learning disabilities), whose handicaps have so far prevented them from realizing their potential, and for whom University admission can be expected to provide the opportunity for them to do so.

As soon as a student is accepted to the University, he is subject to all the duties, rights and academic requirements that apply to all students, without any distinction whatsoever regarding the circumstances of his admission. Dispensations for students with learning disabilities are permitted, if they are relevant to the specific learning disability, and their role is to enable the student to realize his academic ability.

The University is entitled to impose age restrictions on admissions to certain disciplines, in accordance with requirements within these disciplines (particularly clinical disciplines). Any age restriction that is imposed will apply equally to all students, without any distinction or preference whatsoever.

**3. Academic studies are studies for an academic degree; the degree is a qualification in a profession or a discipline that is acquired in the course of studies, and is granted on the basis of success in studies, according to the requirements determined by the University's academic faculty.**

An academic degree is not simply a course completion certificate; a student who fails to meet the requirements of the discipline cannot obtain a degree simply by participating in classes or by paying his tuition fees.

As part of their studies, students will take part in various courses, in laboratories and in other frameworks; they will be examined on the material studied and will write papers, reports, and so forth. Lecturers will teach courses, workshops, laboratory sessions, etc., and will award students grades based on their achievements, and only on that basis. A student who participates in a course and completes all the course assignments is entitled to a grade for the course, according to his achievements. Sometimes the only grade that a student will be entitled to, and that will be the grade he receives, is "failed".

A lecturer delivering a course at the University will start the course by presenting the syllabus, specifying the subject matter of the course and its contents, the requirements that the students are expected to meet, the regular assignments, how the grade is calculated, the bibliography, and other essential details for conducting the course. The syllabus is a declaration of intent by the lecturer, and he is expected to keep to what is stated. However, the syllabus is not a binding contract. If necessary, depending on how the course develops, the lecturer may (and sometimes must) change some of the conditions declared in advance (with the exception of changes in the components of the final grade). Sometimes the lecturer must adapt the course to the level of the students, or to other factors that were not taken into account beforehand, adding or removing bibliographical items, changing the format of examinations or assignments, and so on.

The curriculum as a whole will be determined by members of the academic faculty in their various Departmental Councils and approved in the various Faculties, in the University Senate, and in the Council for Higher Education. In this framework, each faculty member will present the various courses he teaches and will be responsible for their contents, quality and standards. Maintaining the course quality and standards requires scrupulous attention to professional and relevant criteria in teaching, in the design of examinations and assignments, and in the awarding of grades.

**4. In lecturer/student relations, the lecturer will respect the student, ensure his civil rights are protected, and respect his intellectual autonomy.**

Lecturers will conduct their courses without prejudice, preference or discrimination on the basis of religion, nationality, race, ethnic group, gender or any other irrelevant factors. The rules for grading student achievements will always be uniform and egalitarian.

The lecturer must provide a positive role model to his students, by being meticulous about intellectual honesty in his contact with them, by being accurate in the material he teaches, and by admitting to any errors that he makes. The lecturer must be scrupulous about honoring his obligations to his students, keeping timetables, returning work to students, etc. Only by doing so, can the lecturer demand similar standards from his students, which is essential for the proper functioning of a system of higher education.

Course grades are not a subject for barter between the lecturer and the student. A student's personal problems may provide a fitting reason for consideration and sensitivity on the part of the lecturer, but they cannot provide an appropriate reason for awarding a grade that does not reflect the student's achievements, for a change in the format of examinations or assignments, or for the creation of unequal conditions for students on the course.

**A student who commits academic fraud will be referred to the disciplinary committee.** The lecturer must report all cases of academic fraud to the competent authorities without exception.

There will be no informal punishments of any kind. Any punishment of students will be decided solely by the Disciplinary Committees established for this purpose. There will be no collective punishments of any kind whatsoever.

5. **In studies for advanced degrees, lecturers also serve as tutors for students' research work. Such work culminates in theses for the master's degree or in dissertations for the doctoral degree submitted by the student, and plays an important role in determining the student's eligibility for the said degree.**

**Guiding student research for higher degrees, and particularly for doctoral degrees, is the height of university teaching, since it deals with the decisive transition from passive learning to independent research. Tutoring research students gives expression to the commitment of faculty members to the training of a new generation of scientists and researchers.**

The tutor-student connection is determined consensually between the student and the lecturer. The lecturer is entitled to agree or refuse to tutor a student. In particular, the lecturer may refuse to tutor a student if the field of work is not his particular subject, if the proposed topic of the work does not seem worthwhile, if his prior assessment is that the student is not capable of or not ready to complete his work successfully. The lecturer is also entitled to refuse to tutor a student if his workload of tutoring other students is too great. A lecturer may not refuse to tutor a student for irrelevant considerations or due to any bias or prejudice of any kind.

Acceptance for doctoral studies is conditional for one year. During this time, the tutor may withdraw his consent to tutor the student, if he realizes that the student is not qualified to carry out the proposed research, or if problems or misunderstandings arise between them.

Unlike a single course that lasts for one semester or one academic year, writing a thesis or a dissertation is a long process, which may last for a number of years, and in which the student invests his best efforts, while taking a significant risk regarding his professional future. It is the lecturer's duty to create the optimal conditions for the student's success in this mission. He must use his best judgment when defining the topic of the work, its objectives, its proposed hypothesis, the methodology to be employed, and the chances for confirming or refuting the hypothesis in this framework. The tutor must ensure that the student does not take on a research project that he cannot complete, or that will lead to a dead end. The tutor must also ensure that the student's work, once it is successfully completed, will be presented in the appropriate professional and disciplinary forums and receive the evaluation of experts in the field. The tutor must ensure that the student works within the framework of the scientific consensus in his field, even when his work introduces innovations, and that he does not scatter his efforts to the winds.

In order to achieve all this, the lecturer must be involved in every stage of the work, must hold regular sessions with the student to review his work as it progresses, must read drafts and intermediate chapters and help in amending the work as necessary. As soon as the tutoring relationship begins, the lecturer has the duty to ensure that the student is not abandoned in the middle of his work, due to the lecturer's other commitments. A lecturer who foresees a change in his circumstances and obligations, which will prevent him from successfully completing the tutoring mission, should not accept it.

If any relevant disagreements arise between the student and the tutor, the tutor will respect the student's intellectual autonomy up to the point (which cannot be defined) where he is no longer able to support the finished product. In these cases, the tutor will refer the issue to the appropriate teaching committee, which will try to find an alternative tutoring solution for the student, with the consent of all parties.

On the other hand, a tutor must not impose his prior opinion on the results of a student's research, nor force the student to twist his findings in any way, even if these findings contradict the findings of the lecturer's other research. A tutor must not dictate the results of the research or their interpretation. His role is only to ensure that these results are properly obtained and that the interpretation matches the methodology that was used.

A lecturer will not publish the findings of his student's work without the student's consent and involvement in the publication.

The tutor/student relationship is a long-term relationship. The tutor must ensure that other irrelevant considerations do not intrude. The student is not necessarily the tutor's friend, or his patient, or his apprentice, etc. Such relationships could adversely affect the tutoring process and the student's autonomy, and must be avoided.

The tutor must not exploit the student (as a laboratory, or other, assistant, or in any other way), beyond the specified requirements of this or any other role that the student takes on himself.

The lecturer/student relationship will observe the provisions of the law for the prevention of sexual harassment and the University's code on this matter.

## **F. Ethics in the Publication of Professional Work**

### **1. Scientific research and academic work are open to the public.**

**The duty of making the work available to the public applies from the time the research is completed or from the time that the intellectual rights to its findings are determined. An exception to this duty: research whose publication, or even its continuation, involves damage to society that was not foreseen, or harm to others.**

The openness of research is an essential component in establishing the objective status of scientific and academic research. Without this element of openness, there is no possibility for scientific review, reflection on scientific and scholarly findings or comparison with competing theories.

The researcher has the duty to publish his research in scientific and academic channels in his discipline. A researcher's success and promotion will be examined in light of these publications. A researcher who does not publish his work, or does not publish it in the proper channels, is not performing his job properly.

The proper channels of publication are scientific and academic journals that examine the material submitted for publication objectively using professional review and assessment procedures. This professional review process is essential, to ensure the independence of the assessment and its power to sort the wheat from the chaff. Other channels of publication include academic publishers (universities or private), reports on proceedings issued following professional conferences, "general" journals and others.

### **2. It is the duty of the researcher and the duty of the University community as a whole to ensure the integrity of scientific or academic publication procedures.**

A researcher who publishes his findings declares that his research was carried out honestly, without lies or concealment, according to its declared methodology, without distortion of data, or errors (as best he can judge). When publishing his research, he also declares that, as far as he knows, his research is the truth, its results are credible and there is nothing in the work that could mislead other researchers or the general public who wish to make use of these results.

A researcher will not publish any research, paper, book or lecture on scientific-professional subjects, which does not fully and accurately follow the rules of quotation and reference, or which has no relevant bibliography. Using the words of others without proper citation and reference constitutes academic fraud and could be considered plagiarism. (This does not include popular publications, in the press or elsewhere, that are not part of the professional publication system.)

By publishing his research, the researcher presents it for review. For this purpose, the researcher must keep his raw data (protocols of experiments, questionnaires, archival findings, or any other data) and make it available for scientific scrutiny.

### **3. A researcher will only publish under his own name research that he has actually carried out, where he can testify with full professional authority to its truthfulness and other aspects of its content.**

A researcher will not publish under his own name research carried out by another person, even with that person's permission. In every case, such an action will be considered plagiarism and academic fraud.

A researcher will not publish under his own name the unpublished ideas or findings of another researcher, which have come to his attention in the framework of his academic duties as editor or reviewer (or in any other way). This action also constitutes plagiarism and academic fraud.

A researcher will not publish findings from his students' work (particularly students for master's and doctoral degrees), which has not yet been completed and signed, without the consent of the student and without involving him in the publication. This action also constitutes plagiarism and academic fraud.

A researcher will not declare himself the author of a paper, book or lecture, which he himself did not write or to which he made no academic contribution, even with the consent of the other author or authors. This action constitutes academic fraud.

Groups of researchers working together will publish their research and work as joint authors. Only researchers who were involved in the actual research will publish joint research as co-authors. Partnership in research includes every relevant contribution to its content and findings: raising hypotheses, proposing research methods, performing the research according to the selected method, analyzing data, writing the paper. By mutual consent, the partners will decide the order of the researchers' names to appear in the publication. All those appearing as co-authors are jointly responsible for the contents of the paper or the book in which it is published, no matter in which way the work was divided between them.

A researcher will not declare himself to be a co-author of research in which he played no relevant academic part. Such a declaration constitutes academic fraud.

Purely administrative involvement in the process of producing the result does not bestow the status of co-author. The heads of academic departments are not partners in research and are not co-authors of research, simply by virtue of their administrative responsibility for research carried out in their departments. In order to be considered partners and co-authors, they must play a relevant part in the research.

There will be no "deals" to include people as partners in research and publication in return for any benefits – assistance on other subjects, support in administrative matters, or any other consideration. Deals of this kind constitute academic fraud.

A researcher who declares himself a co-author of a scientific paper bears responsibility for all the contents of that paper. If it later emerges that the work is based on an error, he will also be subject to criticism; if it later emerges that the work is based on fraud, the responsibility will fall on all those who signed as co-authors. A "marginal" place in the order of co-authors (second, third or another place) does not absolve that co-author from responsibility for all aspects of the publication.

It is the University's responsibility and duty to root out any kind of academic fraud. The University must initiate disciplinary or even criminal proceedings against those who commit offenses involving academic fraud. Academic integrity in general and the integrity of the scientific process depend on strict adherence to these rules.

## **G. Ethics in Academic Management**

1. **In a University, the academy must be self managing in all academic issues.**

**Autonomous academic management is one of the basic and essential conditions for maintaining the independence of the academy and ensuring the academic freedoms required for studying and teaching the truth.**

In order to ensure its independence, the academy must itself manage all academic aspects affecting the University: setting thresholds for admissions, approving teaching programs, making appointments, granting promotion and tenure, maintaining disciplinary procedures, and so on.

2. **The institutions of academic management will be democratically elected.**

Autonomous academic management means management by means of members of the faculty as elected departmental chairs, faculty deans, and a rector, elected members of the Senate, elected members of the departmental and faculty committees, elected members of Senate committees, and as appointed members of other committees. Elections to these posts are held on a regular basis and are open to all candidates.

In order to facilitate autonomous academic management, members of the faculty must undertake various administrative functions as part of their regular work, usually without extra remuneration, and stand for elections. A faculty member who does not take on such functions and does not show “good citizenship” is not properly fulfilling his role. Not only is he placing a larger burden on others, he also has a harmful effect on the ability of the academy to protect its freedoms.

3. **In his administrative duties, a member of the academic faculty will be careful to respect the same principles that guide his professional activity: public decision making, openness to criticism, independence of judgment, the obligation to provide logical reasoning, admission of mistakes when they occur, absence of prejudice and respect for the rights of others.**

In their administrative conduct, whether as office holders or users of services, members of the academic faculty will be meticulous about transparency, truthful reporting and respect for the law.

Internal university applications, such as requests for funding from the training (“Hishtalmut”) and sabbatical funds, reporting travel expenses, requests for exemption from paying rent, use of research budgets, finance for assistants or researchers from research budgets and all other applications, are handled on the assumption of the integrity of faculty members and based on their reports before and after the action. Lack of truthfulness in reporting constitutes fraud with a criminal component and its discovery will require the University to act in accordance with the law.

4. **A faculty member who is elected or appointed to an administrative position, will, when performing this task, keep in mind the needs of the University as a whole and not just the needs of his own department or unit.**

A faculty member who is elected to an administrative office that handles appointments of new faculty members and the promotion and granting of tenure to existing faculty members, will perform these tasks on the basis of professional considerations only, regarding the needs of the specific academic unit, the quality of the work and the research of the specific faculty member or candidate, the quality of his teaching, and the extent of his participation in the autonomous management of the University.

Appointments, promotion or tenure will not be conditioned upon adherence to any school of research to which the office holder belongs, nor upon changes in theoretical and research views, nor upon support for the processes and interests of the office holder, nor on any other unprofessional condition. Such conditions, whether explicit or implicit, constitute unacceptable



considerations. The same applies to considerations pertaining to the public positions of the candidate or faculty member, his political views, his religious, national, gender or ethnic identity. None of these considerations are acceptable.

The integrity of the academic review procedure, and its ability to ensure the quality of teaching and research, depend on the absolute elimination of such unacceptable considerations.

- 5. Administrative activities of members of the University faculty are subject to review and appeal procedures. These procedures are available to all faculty members who consider they have been injured, particularly in matters pertaining to promotion and tenure, but on any other subject as well.**

A faculty member who encounters a situation of conflict of interest in his administrative activities will declare this conflict of interest (due discovery), and ask to be released from the process that causes such conflict. A conflict of interest may arise because of a family relationship (of the kind which is not forbidden according to the University's code of employment of relatives), links to any party outside the University, commercial activity, and so on. In all cases of conflict of interest, the faculty member must maintain his loyalty to the University and his commitment to its affairs and its values.

In his administrative role, each faculty member will be scrupulous about maintaining confidentiality on personal matters concerning faculty members who he deals with. Disclosing confidential information regarding the affairs of other faculty members harms colleagues and interferes with the function of the committees.

- 6. In their internal-institutional conduct, members of the academic faculty are one another's colleagues and institutional partners. As such they are bound to respect each other, even when professional disagreements or internal rivalries arise between them.**

Healthy academic rivalry is not the basis for creating camps within disciplines, for blocking channels of communication and review, or for harming the freedom of thought and expression of students and colleagues.

Members of the academic faculty must inform their colleagues of their critical judgments and express these judgments with the proper severity. At the same time, they must maintain respect for the personal and professional dignity of their rivals and for their right to chart professional paths that may be in conflict with those of others.

As colleagues, faculty members are partners in work and in the institution, and they must set aside any rivalries for the good of the joint functioning of the institution. Legitimate rivalries and disputes between faculty members will not affect their performance as colleagues in the department or Faculty.

Legitimate rivalries and disputes between faculty members will have no effect on the status or on the work of their students; training and tutoring of students will not be conditioned upon severing contacts with a member of a rival academic faction.

Faculty members will not deliberately cause the failure of students from a rival academic faction, or withhold from them grants and other opportunities by means of their control of committees or administrative functions.

This document was written by Dr. Isaac (Yanni) Nevo,  
Department of Philosophy