



Northern Border University

Sustainability

Northern Border University (NBU) supports and facilitates a holistic ethical organizational culture. The university emphasizes ethical behavior in various areas, including research, academic integrity, and community engagement. This approach is aligned with Saudi Arabia's Vision 2030, focusing on building a knowledge-based economy and ensuring that its initiatives are grounded in strong ethical principles.

Some key aspects include:

1. **Ethical Research Practices:** NBU promotes ethical standards in scientific research through its **Deanship of Scientific Research**. The university ensures compliance with research ethics guidelines and international standards, with specific focus on the integrity and transparency of research methodologies.
2. **Academic Integrity:** NBU maintains strict academic integrity policies to ensure fair and honest conduct among students and faculty. These policies include guidelines for avoiding plagiarism, ensuring fairness in grading, and fostering an environment of trust and accountability.
3. **Community Engagement and Responsibility:** The university is committed to ethical social responsibility, encouraging both students and faculty to participate in community development and sustainability initiatives. This includes outreach programs and partnerships that promote the well-being of the Northern Border Region.
4. **Leadership and Governance:** NBU's leadership emphasizes ethical decision-making at all levels of governance, ensuring that institutional operations and programs align with the values of integrity, accountability, and respect for all stakeholders.

<https://university-vice-studies-scientific-research.nbu.edu.sa/en/permanent-committee-scientific-research-ethics>

<https://university-vice-studies-scientific-research.nbu.edu.sa/vice-studies-scientific-research-permanent-committees>

Academic Integrity Guide for Staff Members

<https://med-college.nbu.edu.sa/sites/default/files/2023-01/1-%D8%AF%D9%84%D9%8A%D9%84%20%D8%A7%D9%84%D9%86%D8%B2%D8%A7%D9%87%D8%A9%20%D8%A7%D9%84%D8%A3%D9%83%D8%A7%D8%AF%D9%8A%D9%85%D9%8A%D8%A9%20%28%D8%A3%D8%B9%D8%B6%D8%A7%D8%A1%20%D9%87%D9%8A%D8%A6%D8%A9%20%D8%A7%D9%84%D8%AA%D8%AF%D8%B1%D9%8A%D8%B3%29.pdf>



Academic Integrity Guide “Staff Members

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

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.

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.

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.

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.

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.

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 is the prescribed evaluation if necessary.
3. Preparing the exams for his subjects.

4. The faculty members should adhere to authentic faculty traditions, 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.

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.

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.

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 courses taught 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.

Academic Integrity Guide for Students

<https://med-college.nbu.edu.sa/sites/default/files/2023-01/2-%D8%AF%D9%84%D9%8A%D9%84%20%D8%A7%D9%84%D9%86%D8%B2%D8%A7%D9%87%D8%A9%20%D8%A7%D9%84%D8%A3%D9%83%D8%A7%D8%AF%D9%8A%D9%85%D9%8A%D8%A9%20%28%20%D8%A7%D9%84%D8%B7%D9%84%D8%A7%D8%A8%29.pdf>



Academic Integrity Guide “Students”

Students’ role in academic integrity:



Honesty

- Following their instructor’s guidelines and expectations for assignments and tests
- Submitting original work and completing individual assessments independently



Trust

- Being dependable and reliable in their work, commitments, and actions
- Following their instructor’s directions and completing work by the set deadline



Fairness

- Treating others equally without self-interest or prejudice
- Following the University’s rules and not trying to gain unfair advantages in assessments



Respect

- Respecting instructors and colleagues
- Consistently and accurately citing the work of others in their assignments
- Keeping academic materials and instructor's intellectual property private



Responsibility

- Completing their individual and group work to the best of their abilities
- Seeking help if they are struggling or are not sure to finish their tasks properly



Courage

- Being brave and standing up for what is right, even in challenging situations.
- If they think someone has committed an academic offense or is violating a rule - they alert the responsible

The objectives of the code of ethics:

The existence of an ethical agreement for the university student leads to several benefits, such as stirring their interest and discerning the nature of their role, and making them feel responsible towards their university, which can be deemed as a yardstick for equating the actual work with idealism, explains the level of advancement in their performance, a comprehensive appraisal of their goals, and the inculcation of the spirit of honest competition between them and their colleagues. Therefore, it is essential to emphasize the role of the university in developing the personality of the students as the second pillar in university life and the ability to achieve scientific and professional development on an ongoing basis.