



HIGHER EDUCATION INSTITUTIONS

ETHICAL CONDUCT PRINCIPLES

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Ethical Values and Principles of Higher Education Institutions

INTRODUCTION

Higher education institutions play a significant role in scientific research and publication, education and teaching, and community service. This role imposes an obligation on members of higher education institutions to act in accordance with ethical behavior standards towards their counterparts, based on principles of trust and responsibility.

The ethical values and principles outlined in this document guide members of higher education institutions in resolving ethical problems encountered at the workplace and in their relationships with colleagues, students, university administrators, external institutions and individuals, as well as national and international communities.

Members of higher education institutions are expected to uphold the principle of respecting every individual's value and dignity, pursue the truth, strive for and foster excellence, and accept the need for the development of democratic culture. To achieve these principles and ideals, it is essential to protect the freedom of scientific research, learning, and teaching, and to provide equal opportunities and resources to everyone. Members of higher education institutions commit to carrying out these processes in accordance with the ethical values and principles provided below.

This document serves as a guide for members of higher education institutions to learn, understand, and apply the ethical values and principles they must adhere to meticulously in organizing their professional lives. Any intentional or unintentional, explicit or implicit violation of the ethical values and principles stated here may result in various sanctions.

Members of higher education institutions should use the ethical values and principles outlined here as a guide to exhibit behaviors that will earn the trust and respect of colleagues, students, families, and other members of the educational network and to sustain this trust. In this regard, the definitions, values, and principles detailed below provide a standard suitable for evaluating all educators from an ethical perspective.

FIRST CHAPTER

DEFINITIONS, GENERAL PRINCIPLES, VALUES

A. DEFINITIONS

Ethics: The area of thought where people reflect on the foundations of living according to values and develop theoretical and societal tools to distinguish right from wrong, find and apply appropriate behaviors.

Academic Ethics: Refers to adhering to ethical behavior rules in sharing and transferring knowledge and expertise, producing and evaluating scientific work, interacting with various stakeholders of society, and in the stages of rewarding and promoting within scientific institutions and universities.

Fabrication: Creating non-existent data and results,

Falsification: Intentionally altering data and/or results or omitting data,

Duplication: Publishing the same work in multiple publications,

Slicing: Dividing a work to increase the number of publications,

Plagiarism: Publishing others' ideas, data, works, and publications as one's own without appropriate citations and references,

Ghost Authorship: Being listed as an author without making a substantial contribution to the research design, data collection, evaluation, publication preparation, and approval,

Author Omission: Not including names of contributors among authors,

Violation of Informed Consent: Coercing students or other participant groups into research participation,

Lack of Informed Consent: Obtaining consent from research participants without providing sufficient information about the research procedures and risks,

Violation of Confidentiality: Sharing personal or institutional data obtained from participants without legal obligation or failing to keep participants' identities confidential.

B. GENERAL PRINCIPLES

This regulatory document is based on five fundamental values and principles:

- (1)** Academic freedom and autonomy;
- (2)** Academic integrity;
- (3)** Responsibility and accountability;
- (4)** Protection and enhancement of fundamental rights;
- (5)** Respect for others.

- 1) **Academic Freedom and Autonomy:** Academic freedom means that academic staff can make their own free choices without facing any coercion or pressure. Academic autonomy refers to the ability of the academy and its members as an institutional entity to determine academic and scientific areas and methods freely without external directives or commands.
- 2) **Academic Integrity:** Acting in accordance with ethical principles and standards required in the academic environment; strengthening the bonds of trust and integrity among members of the academic community; ensuring society's trust in science and scientists. Academic integrity includes sincerely adhering to academic standards and maintaining honest, transparent, and responsible behaviors in all academic activities.
- 3) **Responsibility and Accountability:** Assuming personal and professional responsibility for all scientific and academic actions and activities; fulfilling assigned duties with the required quality and quantity, protecting the institution's identity and reputation; using financial and material resources efficiently; working in harmony and effectively with other individuals and units.
- 4) **Protection and Enhancement of Fundamental Rights:** Higher education institutions protect and support the fundamental human rights of their members and all members of society. Individuals must ensure that their actions and decisions always strengthen and support these rights.
- 5) **Respect for Others:** The university respects and values the differences among individuals and does not tolerate behaviors such as discrimination and harassment. It involves treating colleagues, employees, students, stakeholders, and external entities with respect and consideration, and taking into account the dignity and needs of all individuals with whom one interacts.

C. VALUES

It is essential for scientists and higher education institutions not to engage in behaviors contrary to ethical values. Scientific research is based on trust. It is believed that scientific research is grounded in honesty and accuracy, that researchers collect data using proper methods, use appropriate analytical techniques and statistics, and report results accurately.

Academic integrity is one of the most important values in the process of knowledge research. All individuals conducting research are expected to rigorously adhere to academic integrity standards in the execution and presentation of their research. Researchers must also be honest with themselves.

Commitment to professional standards is fundamental to personal integrity in a research career.

Research should be based on ethical values such as honesty in everyday life, adherence to rules, openness, impartiality, reliability, and respect for others. Scientific standards imply adherence to these values throughout the research process. Transparency in sharing research tools, fairness in reviewing support offers, respect for colleagues and students, and honesty in sharing research results with the public are fundamental principles. Resources obtained from research funding should be used responsibly. Compliance with research and publication ethics principles is essential throughout the process from the design of a scientific work to the collection of data, reporting, and publication. Editors and reviewers must adhere to ethical principles during the publication phase of scientific research.

Non-compliance with scientific standards can be categorized as a violation of ethical rules. The most severe violation of standards is scientific misconduct, defined as providing false information, manipulating data, or academic theft (fabrication, falsification, or plagiarism - FFG) during proposal, implementation, review, or reporting of research results. The key difference between scientific misconduct and errors or negligence is the intent to deceive.

Academic institutions and educational organizations should be structured and managed in accordance with academic culture and values. Among academic values, merit holds a unique place. Scientific merit should be considered as the fundamental criterion in all academic activities, including teaching, administration, and academic evaluations. Academic culture and traditions have meaningful significance in management and educational ethics. Management ethics and educational ethics cannot be considered separately from scientific ethics.

SECOND CHAPTER RESPONSIBILITIES OF TEACHING STAFF

Teaching staff have responsibilities towards their colleagues, their own disciplines, the university, and society.

2.1 Obligations of Faculty Members Towards Their Colleagues

Faculty members have obligations to their colleagues that arise from their membership in a scientific community.

In this regard, a teaching staff member:

- a) Treats colleagues with respect and fairness, whether in academic or administrative roles,
- b) Defends the academic freedom rights of colleagues,
- c) Provides fair and objective professional opinions or judgments about colleagues' work; does not make knowingly false or malicious statements about colleagues,
- d) Does not disclose confidential or personal information about colleagues unless legally required,
- e) Actively assists in the professional development of colleagues,
- f) Does not discriminate against colleagues for political reasons or on the grounds of race, language, religion, gender, sexual orientation, ethnicity, physical disability, or for arbitrary and personal reasons,
- g) Does not intentionally obstruct or deny colleagues' professional rights and privileges,
- h) Does not engage in special behaviors or use coercive tools to influence colleagues' professional decisions.

2.2 Obligations of Faculty Members Toward Their Own Disciplines

Acting with a belief in the value and dignity of developing knowledge, faculty members are aware of the special responsibility placed on them. Their primary responsibility to their field is to seek truth and express it as they understand it. To this end, faculty members devote themselves to the development and improvement of their scientific competence.

In this context, a teaching staff member:

- a) Keeps up-to-date in their academic field,
- b) Maintains academic integrity in all scientific endeavors,
- c) Does not malign other disciplines or engage in behaviors that would reduce the trust of students in other programs and academic departments of the university,
- d) Does not make misleading statements or false reports in applications for professional positions or about professional qualifications, nor does it intentionally conceal facts about their competence and qualifications,
- e) Does not accept any award, gift, favor, or donation that might compromise or appear to compromise their professional decision and behavior,
- f) Does not engage in project research or expert testimony, or serve on examination, thesis, appointment, or promotion committees in areas where they lack expertise,
- g) Does not participate in appointment and promotion committees where there is a conflict of interest or perceived conflict of interest.

2.3 Obligations of Academic Staff towards the University

Faculty members, as members of an academic institution, strive above all to be effective instructors and scientists.

In this context, a teaching staff member:

- a) Assumes responsibility for participation in various committees, commissions, or organizations within the university,
- b) Does not engage in professional activities outside the university that are inconsistent with their duties and responsibilities at the university,
- c) Acts objectively and fairly, observing merit-based principles, in recruitment, evaluation, promotion, or dismissal processes conducted according to university rules,
- d) Treats all staff of the department, faculty, or university with respect and fairness, does not use them for personal gain or private matters, and does not harass them verbally or physically,
- e) Uses the university's financial resources with integrity,
- f) Does not use their institutional and professional position for personal gain,
- g) Does not use the university's facilities for personal benefit.

2.4 Faculty Members' Obligations to Society

Faculty members have obligations towards different social segments. Faculty members evaluate the priority of these responsibilities in the light of their responsibilities to their students, colleagues, their own discipline and institutions.

In this context, a teaching staff member:

- a) Strives to play an active role in the development of the community's economic, cultural, and intellectual capacity.
- b) Distinguishes between scientific findings and personal opinions in public statements.
- c) Carefully differentiates between their personal views and the official views of the university in any public discourse. They clearly express the distinction between their personal opinions and their role as a university staff member in research, teaching, service, and professional duties.

- d) Considers serving the community that contributed to their development as a social responsibility.
- e) Voluntarily undertakes educational and service activities necessary for raising public awareness in their field of work.

THIRD CHAPTER

Scientific Research, Publication, and Evaluation Ethic

Scientific ethics encompasses scientific research, the publication of research results, and the processes of scientific evaluation

3.1. Scientific Research and Publication Ethics

Scientific research is the presentation of a problem and the investigation, examination and evaluation of the subject using universal scientific methods. The basic principles to be applied in scientific research are; having the necessary competence in the design and execution of the research, maintaining self-criticism, honesty and transparency during the conduct of the research and the analysis of the findings, and respecting the work of those who have done or are doing research on the same subject. Three important principles regarding scientific research ethics are to approach the research problem honestly, to be open and honest when reporting research results, and to make the contribution of everyone participating in the research visible.

A scientific study must comply with research methodology and research ethics. When starting the research, the tasks in the research process and the distribution of all rights arising in the publications must be determined. False data declaration and producing false data, and using someone else's data without permission constitute ethical violations. All sources (including electronic ones) and methods used for data collection and analysis must be presented in the study.

The purpose of scientific publication is to ensure that the information and knowledge produced and developed are shared and disseminated, and as a result, to develop science for the benefit of humanity. In a scientific publication prepared for this purpose, the information in the publication must be accurate and complete, the publication must not contain intentionally incomplete information, "scientific ethics" must be followed in the production and development stages of information, only information and data developed and compiled within a scientific systematic must be published, the content of the publication must be unbiased, personal interests, concerns, political views and beliefs must not affect the publication, all sources used in the publication must be cited and indicated, and the contributions of those who have a share in the production, compilation, measurement and preparation of the information in the publication must be stated as authors or by thanking them.

Taking someone else's work (written, printed or electronic) and artistic practices as they are and presenting them in one's own name, presenting a section of it as one's own work without citing it in accordance with scientific publication rules, presenting findings and artistic practices without expressing them in a way that clearly shows that they are quotations (by changing the type of writing, writing in italics and showing in quotation marks, marking them in the text, indicating them in footnotes or references), changing them by using different words or forming sentences, presenting information and thoughts and practices as one's own idea are all forms of plagiarism. Providing incomplete information when citing, not providing appropriate information about the source of the quotation, forgetting the source and using it as one's own idea (subconscious illusion) are subtle types of plagiarism.

A publication abstract published in a congress or meeting does not prevent the publication from

being submitted for publication. However, it should be stated in the application that this publication was presented at the meeting or congress and that it was made for publication. Reprinting a study in different languages is acceptable; however, when applying for publication, information about the first publication must be provided and the publication must contain a citation. When submitting to a journal, authors should provide detailed information about similar publications in another language and in the publication phase.

Authorship rights should be respected in publications. Authorship rights mean taking responsibility and duties at all stages of research and publication, as determined by the International Association of Editors. In order to prevent possible disagreements at the beginning of the study, it is appropriate to decide who will be considered as an author, who will be supported, and who will be thanked. The order of names is determined according to the contribution made to the research.

3.2. Ethics of Scientific Evaluation

There are basic ethical values and principles that must be observed in publication evaluations, academic promotions, expert witnesses, examination juries and journal referees:

- (a)** Within this framework, the faculty member
- (b)** Acts independently and impartially, behaves honestly, tells the truth, and is sensitive in respecting the principle of confidentiality,
- (c)** Acts in accordance with the principle of equality,
- (d)** Does not act prejudiced, acts consistently, is descriptive, clear and open in scientific evaluations,
- (e)** Complies with the evaluation period given to him/her; does not only criticize during evaluation processes, but also provides constructive feedback and suggestions,
- (f)** Does not abuse his/her referee duties by taking inspirations or plagiarizing ideas; does not gain unfair advantage,
- (g)** Does not prevent or delay the publication of an article other than scientific requirements,
- (h)** Does not go beyond scientific requirements in determining referees, and takes care to determine those working in the field as referees,
- (i)** Rejects evaluation requests outside his/her field.

CHAPTER FOUR EDUCATION AND TEACHING ETHICS

4.1 Responsibilities of Teaching Staff in the Education and Teaching Process

There are ethical values and principles that faculty members are obliged to comply with during the education and training process.

In this context, the teaching staff;

- (a)** Teach their courses in accordance with the program content approved by the authorized boards,
- (b)** Provide disabled students with the support and assistance required by the relevant laws,
- (c)** Attend their classes at the place and time specified in the course program,
- (d)** Prepare a written lesson plan for all the courses they teach and make this lesson plan accessible to every student starting from the first lesson. The information that should be included in a course plan is as follows:

- a) General information about the course (course code and name, prerequisites, weekly work plan, instructor's name, room number, phone number, e-mail address, etc.) (bb) Course objectives previously accepted by the department and unit,
- b) Teaching methods (lecture, discussion, laboratory work, etc.),
- c) Materials required for the course (books, brochures, library resources, etc.)
- d) Main and secondary topics that constitute the content of the course,
- e) Reading, writing assignments or oral work required for the course and their estimated dates,
- f) Methods and criteria to be used in evaluating the student's academic success,
- g) Explanations regarding behaviors contrary to academic honesty,
- h) The instructor's office hours,
- (e)** In accordance with the relevant laws, students' grades from courses cannot be disclosed without a court decision and the student's written permission. Students' grades can only be viewed by the university administration, instructor and relevant personnel in terms of educational and legal requirements.
- (f)** Students cannot be absent from classes or university-related duties without obtaining permission from the authorities or having a valid excuse.

4.2. Responsibilities of Faculty Members to Students

As an instructor, faculty members respect students and are fully committed to their roles as intellectual guides and advisors. In this context, faculty members;

- (a) Creates an environment that encourages and encourages students to research and learn,
- (b) Encourages students to learn the basic values and principles of the profession or discipline, to express their ideas freely and to think independently,
- (c) Makes the learning outcomes of each course/program clear, determines the requirements and success criteria of the course,
- (d) Evaluates students' work and performance fairly, impartially and honestly, contributes to students' learning with its evaluations, and provides timely and constructive feedback,
- (e) Evaluates and announces students' work and exams on time,
- (f) Protects students' freedom to learn, does not allow practices that will harm their right to learn,
- (g) Takes students' evaluations about courses into consideration,
- (h) Respects students' private and personal information, except for those that are legally required to be disclosed, keeps this information confidential,
- (i) Informs students of the professional and intellectual obligations they must carry in the education process, other studies or public services,
- (j) Does not exploit students for personal interests or prepare jointly does not present a study without mentioning the contributions of the students,
- (k) acts fairly and objectively when referring to students,
- (l) does not allow personal closeness and relationships with students that exceed the limits of professionalism,
- (m) knows that any kind of harassment is completely unacceptable and acts accordingly,
- (n) continuously develops his/her expertise by conducting research in the field he/she teaches so that students can receive up-to-date and quality education,
- (o) accepts that students have different talents and characteristics and tries to contribute to the intellectual and personal development of each student,
- (p) respects the feelings and thoughts of students when touching on sensitive issues,
- (r) sets an example for students with his/her behavior so that they can grow up with high professional ethical values and develop in a multifaceted way,
- (s) encourages students to respect each other and their instructors,
- (t) takes care to protect students from environments that will hinder their learning or are harmful

to their health and safety,
(u) does not accept any treats or gifts from students.

CHAPTER FIVE SERVICE ETHICS

5.1 İlkeler Ethical Values and Principles Regarding the Service Delivery of Academic Staff

There are ethical values and principles that academic staff must take into consideration in their service delivery. In this context, academic staff;

- (a) Act in accordance with the principles of legality, justice, equality and honesty in their actions and transactions within the scope of service to society; cannot discriminate based on language, religion, philosophical belief, political opinion, race, gender and similar reasons while performing their duties and benefiting from services; cannot engage in behaviors and practices that are contrary to or restrict human rights and freedoms and prevent equal opportunities,
- (b) Show sensitivity to social issues (environment, health, education, justice, etc.) and observe the benefit of humanity,
- (c) Do not neglect their obligations to the University to participate in any activity or study outside the University,
- (d) Perform income-generating work outside the University in accordance with current legal regulations and the principle of honesty,
- (e) Avoid being a commercial advertising tool,
- (f) Do not use their institutional and professional title and position for personal gain,
- (g) Protect the place and reputation of the University in society in activities outside the University,
- (h) Explain their views towards society in a fair, accurate, complete and objective manner,
- (i) Avoid activities that will jeopardize their honesty and impartiality,
- (j) Conduct public services in accordance with the determined standards and processes, provide necessary explanations to service users regarding work and transactions and enlighten them throughout the service period,
- (k) Do not engage in arbitrary behavior, pressure, insult and threat does not engage in practices, does not prepare reports that are not based on clear and definitive evidence, does not request services, opportunities or similar benefits for themselves in violation of the legislation and does not accept those offered for this purpose,

- (l) If the subject of the service is outside their authority, they direct it to the relevant unit or authority,

- (m) If they are requested to engage in work and actions that are incompatible with ethical principles or illegal, or if they become aware of or see such an action or transaction while performing their services, they report the situation to the competent authorities,

- (n) They act carefully regarding conflicts of interest, take the necessary steps to avoid them, and notify the relevant parties as soon as they become aware of it,

- (o) They do not use their duties, titles and authorities to provide or mediate benefits for

themselves, their relatives or third parties,

(p) They do not sell or have others sell or distribute books, magazines, tapes, CDs and similar products for their own or others' purposes,

(r) They do not share official or confidential information obtained during the performance of their duties or as a result of this duty, directly or indirectly with themselves, their relatives or third parties, for economic, political or social reasons. does not use it to gain a benefit of this nature; does not disclose it to any institution, organization or person other than authorized authorities while on duty and after leaving office,

(s) Does not receive any gifts or gain any benefit directly or through an intermediary from real or legal persons with whom he has a business, service or interest relationship related to his duty, for himself, his relatives or third persons or organizations,

(t) Avoids waste and extravagance in the use of public buildings and vehicles and other public goods and resources; acts effectively, efficiently and economically while using working hours, resources, workforce and opportunities.

CHAPTER SIX

ACADEMIC MANAGEMENT

ETHICS

Academic institution administrators must display an active and determined attitude against those who violate the principles of scientific ethics, regardless of their position. Everyone must be protected by the presumption of academic integrity under all circumstances, without being exempt from external audit.

In an environment where there is no trust and peace, and where work peace is not ensured, there is no question of scientific productivity. Administrators must ensure peace and trust in the academic environment. Providing physical conditions, research environment, technical team and support is the responsibility of the management.

Ethics committees established in higher education institutions to examine unethical attitudes and behaviors must be impartial and independent, and institution administrators must stand behind the decisions taken in the context of shared responsibility.

There are ethical values and principles that higher education institution administrators are also obliged to comply with. In this context, administrators;

(a) Recognizes the personal honor and professional prestige of faculty members and believes that ethical principles are the most indispensable/inalienable values,

(b) Does not discriminate among faculty members based on religion, race, language, ethnicity and gender,

(c) Works to ensure academic autonomy; sees academic freedom, respect for different ideas and opinions as the fundamental value of university life,

(d) Takes academic performance criteria accepted by the university senate as the basis for evaluating faculty members' appointment and promotion applications; does not deviate from professional standards in recruiting, promoting and assigning staff to the university. Takes utmost care not to violate the merit rule in the descriptions of special qualifications sought in academic staff announcements of academic units;

- (e) Declares that favoritism, bribery, all kinds of harassment and intimidation lead to serious ethical violations and prioritizes combating them,
- (f) Takes all kinds of education, awareness and information measures to ensure that behaviors such as harassment, harassment and intimidation are completely excluded from academic life as unethical behaviors; adopts solidarity with those who are subjected to such behaviors as a principle,
- (g) Acts in accordance with the principles of equality and merit in the participation of academic staff in domestic or international scientific activities,
- (h) Stays away from obstacles that restrict their statutory rights and harm their careers,
- (i) Oversees the protection of the legal rights of academic staff arising from their science, art, research and publications,
- (j) Ensures that the course load/additional course load requests of academic unit managers and academic staff are distributed within the framework of the principle of fairness, considering the academic staff's field of expertise and competence,
- (k) Sees every student, employee and academic staff as equal individuals, regardless of their status and duty,
- (l) Acts sensitively in taking the necessary measures against all kinds of discrimination arising from gender inequality,
- (m) It is essential that all university administrators act in a manner that is open to legal scrutiny and accountable in the use of university resources and the conduct of their work,
- (n) Does not disclose confidential data obtained during their duties to persons who are not authorized to receive information without authorization,
- (o) It does not accept gifts, loans or hospitality for personal gain from any person, firm or organization that does or wants to do business with the university,
- (p) It provides appropriate conditions for the independent work of ethics committees, implements the decisions of ethics committees fairly, and does not remain silent in the face of unethical attitudes and behaviors. Persons who are proven to have committed ethical violations are not assigned management duties, and if unethical behavior is detected while on duty, the necessary action is taken and they are removed from administrative duties,
- (r) It shows sensitivity in the timely and proper implementation of court decisions in accordance with constitutional and legal obligations,
- (s) It abides by the principle of impartiality in its relations with political bodies and other civil society organizations.

