



# CODE OF ETHICS



National University of Sciences and Technology  
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# TABLE OF CONTENTS

WHY A CODE OF ETHICS	04
PREAMBLE	06
NUST CODE OF ETHICS	07
CODE OF CONDUCT – FACULTY	10
CODE OF CONDUCT – STUDENTS	16
CODE OF CONDUCT – ADMINISTRATORS	23



## WHY A CODE OF ETHICS?

*A nation's moral ecology is even more fundamental than its physical ecology.*

Michael Novak  
an American philosopher,  
journalist, novelist, and diplomat

"In a world where the hole in the moral ozone continues to widen", to quote Michele Borba, the author of *Building Moral Intelligence* (2001), ethics have assumed all the more critical importance. The famous British historian, Arnold Toynbee (1889-1975), very aptly observed, "Out of twenty-one notable civilizations, nineteen perished not by conquests from without but by moral decadence from within." It is, in essence, sound moral character that enables individuals, as well as organizations in a society to survive, endure and flourish. The noted American essayist, lecturer and poet, Ralph Waldo Emerson (1803-1882) could not have accentuated more the value of ethics during his lecture at Harvard University, over a hundred years ago when he stated, "Character is higher than intellect."

A code of ethics helps an organization as a "guiding light", enabling its members to make morally sound decisions and deal with situations without any prejudice to core ethical values of integrity, fairness, trustworthiness, courtesy, respect and tolerance. It is more a process of putting into action a belief system based on fundamental moral principles to deal with day-to-day situations in a human organization. Code of ethics is universally viewed as a major arbiter for an



individual's personal and professional conduct. In other words, code of conduct is a basic reference for people to arrive at ethical decisions, thereby not only improving the conditions of their own lives but also enhancing the productivity and credibility of their respective organizations and institutions.

To administer sound education, every university needs to have a code of ethics that must be followed by students, faculty and staff. The purpose of a code of ethics within an organization is to define acceptable standards and provide general principles of professional behaviour which should be followed by members of the organization in order to act in an appropriate moral way and to preclude misconduct. In other words, a code of conduct outlines for the members of an organization how to become true professionals by applying ethical concepts in everyday professional practice, thus enriching their respective assignments.

In the final analysis, without an institutional code of ethics, it remains impossible for an organization or institution to regulate the ethical conduct of its members across the spectrum.

## PREAMBLE

The current notion of knowledge-based economy driven by the fast pace of globalization, technological strides and market forces seems to dilute the sensitivity of universities towards fostering a community of ethically mature and inspired community— higher education leaders, faculty, staff and students. This trend dictates an urgent need for the entire academic community to raise their level of ethical self-awareness in order to act with integrity and develop objective consciousness to look into consequences of their actions in the wider societal context. To pursue this goal, a university needs to evolve an institutional code of ethics built around higher education and its associated academic activities. This institutional frame of ethics, although not mutually exclusive to existing code of conduct based on local cultural and religious traditions, is essentially keyed in a broad universal perspective.

As a progressive and forward-looking institution, National University of Sciences and Technology (NUST), Pakistan ardently believes in nurturing in its students, faculty and staff wholesome ethical discipline with a focus on inculcating in them the virtues of diligence, service, integrity, fairness, decency, respect, competence and excellence. An appropriate mechanism built around appropriate procedures along with suitable corrective actions exists at the University to deal with ethical deviations and violations. Formal codes of conduct are in place both for students and faculty. While formal instruction in ethics and religious teachings forms an integral part of all undergraduate programmes, the University also invites at suitable intervals learned scholars and leaders from diverse walks of life to deliver talks for the ethical enlightenment and inspiration of not only students and faculty but also for the other segments of the organization.

Although fully alive to the ethical character of higher education in a civilized society, as well as the aspirations of all stake holders, NUST had previously relied on the brief and discursive guidelines contained in various documents to govern the ethical conduct of students and faculty. For the administrative staff, such guidelines were only implied. The idea to develop a comprehensive code of ethics for NUST in the form of a single document was conceived in the light of guidelines provided by International Association of Universities in July 2012, and the task was assigned to a special committee with adequate representation of all parties: students, faculty, and administrators. NUST Code of Ethics, which was approved and proclaimed on... is the outcome of extensive deliberations and discussions held from time to time and the consensus arrived at among the members of the committee.



## NUST CODE OF ETHICS



A code of ethics cannot take care of all ethical issues. Its primary function is to set forth values and ethical principles, to which the members of an organization aspire, and by which their actions can be judged. The ethical behaviours of NUST faculty, students and administrators should result from their personal commitment to engage in sound ethical practice. NUST Code of Ethics reflects the commitment of all its members to uphold the mission and values of the University and to act ethically.

NUST Code of Ethics is a broad framework for approaching morals from a universal perspective, in consistence with international practices. The purpose of the code is to inform faculty, students and administrative staff of their ethical obligations in their respective spheres of responsibility. No organization or institution can function well and endure long in the absence of sound ethical climate. Creating desirable ethical environment is the collective responsibility of all members of an institution. NUST Code of Ethics defines appropriate codes of conduct for faculty, students and administrative staff with a view to regulating their professional practices in a well-considered ethical framework for their own benefit, as well as for the benefit the University and the public at large.

The following broad ethical principles are based on the University's core values of service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence. These principles set forth ideals to which faculty, students and administrators should aspire.

### Value: Service

Ethical Principle: NUST faculty, body of students and the members of administrative corps have an obligation to serve the cause of education in their respective spheres. They should seek to elevate the university to others above self-interest by drawing on their knowledge, values, and skills.

### Value: Social Justice

Ethical Principle: In their respective spheres, every member of the university is responsible to promote sensitivity to and knowledge about oppression and cultural and ethnic diversity. They must have access to needed information, services, and resources; equality of opportunity; and meaningful participation in decision-making at appropriate levels.

### Value: Dignity and Worth of the Person

Ethical Principle: It is incumbent on faculty, students and administrators to treat one another in a caring and respectful manner, deferring to individual differences, as well as cultural and ethnic diversity. They should be cognizant of their dual responsibility to the university and to the broader society.

### Value: Importance of Human Relationships

Ethical Principle: Relationships between and among people promote understanding and harmony, paving the way for creating and sustaining wholesome work environment. NUST faculty, students and administrators owe both to their own advantage and the larger interest of the university and society to strengthen relationships in a purposeful effort to promote, restore, maintain, and enhance the collective well-being of individuals, families, the organization, and the civil society at large.

### Value: Integrity

Ethical Principle: It is expected of NUST faculty, students, and administrators to be aware of the University's mission, values, ethical principles, and ethical standards and demonstrate ethical behaviour consistent with them. They must act honestly and responsibly and promote ethical practices within the organizations with which they are associated.

### Value: Competence

Ethical Principle: NUST faculty, students and administrators must continually seek to enhance their professional knowledge and skills. They should also aspire to contribute to the knowledge in their own ways and manners.



## Value: Discipline and Respect for Law

Discipline is a cardinal law of nature visible, among other things, in the orderly working of celestial bodies. Discipline is necessary in all walks of life, and forms the core of other virtues like punctuality, cleanliness and dress-code. If people do not observe discipline, the entire social fabric would crumble like a house of cards. All along physical discipline, far more important are the virtues of moral and intellectual discipline. Moral and intellectual disciplines show in the sublime traits of self-restraint, honesty, fortitude, forbearance, integrity and courage.

No society or organization can function and prosper smoothly unless its members demonstrate a sense of sound discipline. Discipline is necessary for becoming good citizens and, more importantly, good human beings. Respect for law, which means not merely not doing something negative but actually doing something positive, is a manifest expression of discipline. In fact, discipline and respect for law are the distinguishing features of civilized societies across the globe.

NUST urges its entire community of members to observe in letter and spirit the University discipline. Respect for authority, strict observance of the rules and regulations of the University, as well as due respect to law of the land are expected all times in all situations.

This document outlines a set of the following three codes governing the conduct of faculty, students and administrators of the University.

- » Faculty Code of Conduct
- » Students' Code of Conduct
- » Administrators' Code of Conduct

While it is desirable that faculty, students and administrators should acquaint themselves with the NUST Code of Ethics in entirety to deepen their understanding, they are specifically required to study their respective code of conduct and internalize the guidelines provided therein.

## CODE OF CONDUCT - FACULTY



Teaching is the calling of professionally sound and ethically mature and conscientious individuals. The on-campus conduct of faculty has tremendous impact on students. Few professions need as stringent a code of ethics as the community of teachers because they are entrusted with the task of educating and caring for the future generation of a nation. An ethically deficient faculty member, however otherwise knowledgeable and skilled, is a liability rather than an asset. In other words, true education with ethical underpinnings, takes place at the hands of teachers who are not only competent and professionally well-versed, but are also morally upright. The public pins high hopes on the profession of education, reposing in it a trust and responsibility, demanding the highest ideals of professional service.

Code of conduct helps faculty to focus on meeting the needs of students, fulfilling the societal obligations, promoting their professional community and contributing to promotion of knowledge, discovery and innovation. It provides teachers with guidelines for their conduct on campus: how to strive for professional excellence, exercise sound judgment, establish credibility in professional work, and how to enable the nation's future citizens to succeed. Besides the teaching staff, the code of conduct applies to support staff as well.

As a premier national university, National University of Sciences and Technology (NUST) attaches great importance to the moral soundness of its teaching corps at all tiers. The University expects its teaching faculty to demonstrate highest standards of professional and moral conduct. It is hoped that the following code of

conduct will serve for them as a compass to measure up to the demands of their profession which confers on them the title of 'nation-builders'.

## Introduction

Every NUST faculty member shall believe in the worth and dignity of human beings. Besides recognizing the importance of the pursuit of truth and devotion to excellence, he or she shall, in compliance of these essential goals, strive to protect the freedom to learn and to teach, ensuring equal educational opportunity for all. The faculty member shall accept the responsibility to abide by these ethical standards, together with recognizing the magnitude of obligations accompanying his/ her choice of career in education.

### I. Commitment as a Professional

Pursuit of high academic standards calls for a pool of individuals with high skills, intellect, integrity, wisdom, and compassion. The faculty member shall demonstrate good moral character, maintain high standards of performance, and promote equality of opportunity.

In compliance of his / her contractual and professional responsibilities, the faculty member shall:

- a. accept responsibility or employment only on the basis of competence.
- b. strive to become and remain proficient in professional practice, keeping current with emerging knowledge relevant to the profession
- c. avoid discrimination on the basis of race, ethnicity, national origin, colour, sex, gender identity or expression, age, marital status, political belief, religion, immigration status, or mental or physical disability.
- d. avoid participating in or be associated with all acts of dishonesty, fraud, or deception.
- e. work toward the maintenance and promotion of high standards of professional practice.
- f. uphold and advance the values, ethics, knowledge, and mission of the profession.
- g. contribute time and professional expertise to activities that promote respect for the value, integrity, and competence of the profession.
- h. critically examine and keep current with emerging knowledge relevant to their profession and fully use evaluation and research in their professional practice.
- i. not use coercive means, or promise or provide special treatment to students, colleagues, University administration in order to influence professional decisions.
- j. not make any fraudulent statement or conceal or suppress a material fact for

which he/she is responsible.

- k. take responsibility and credit, including authorship credit, only for work they have actually performed and to which they have contributed.
- l. honestly acknowledge the work of and the contributions made by others.
- m. be alert to and avoid conflicts of interest that interfere with the exercise of professional discretion and impartial judgment.
- n. refrain from taking unfair advantage of any professional relationship or exploit others to further their personal, religious, political, or business interests.
- o. not solicit private information from students unless it is essential to providing services.
- p. keep shared private information confidential, except for compelling professional reasons.
- q. provide students reasonable access to the records of their academic performance
- r. not sexually harass students, allied teaching staff or other employees of the University. (Sexual harassment includes sexual advances, sexual solicitation, requests for sexual favours, and other verbal or physical conduct of a sexual nature.)
- s. not use derogatory language in their written or verbal communications to or about clients.
- t. not exploits professional relationships with students, colleagues, parents, University management for personal gain or private advantage.
- u. not falsely claim credit for the research, publication, innovation and research of others both in Pakistan and abroad.
- v. be mindful of following research principles and ethical standards in human/ animal research.
- w. maintain laboratory safety to avoid accidents to individuals and damages to equipment.
- x. report to the administration any violation of the rules contained in this section.

## II. Commitment to the Student

Cognizant of the fact that teaching profession exists for the purpose of serving the best interest of the student, the faculty member shall discharge his/her professional duties with genuine interest, concern, and consideration for the student. He/ she shall work to stimulate the spirit of inquiry, ignite the urge for acquisition of knowledge and understanding, and the thoughtful pursuit of worthy goals.

In fulfillment of the obligation to the student, the faculty member shall:

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- a. Acquire an understanding of human development and help contribute to holistic development of his/ her students.
- b. recognize students' individual potential and help develop them in best possible manner
- c. conduct academic activities in accordance with sound educational practices that are in the best interest of the student.
- d. make reasonable effort to protect the student from conditions interfering with his / her learning process, as well as his/her mental and physical well-being.
- e. Not deliberately suppress or distort subject matter for the dissemination of which the faculty member is responsible.
- f. permit the student to pursue reasonable independent scholastic effort, and shall permit the student freedom to express his/ her different point of view.
- g. keep in confidence personally identifiable information that has been obtained in the course of professional service, unless disclosure serves professional purposes, or is required by law.
- h. treat all students fairly without any prejudice or discrimination on the basis of colour, race, gender, sect etc.
- i. Not ridicule or demoralize the students for their academic weaknesses.
- j. avoid passing derogatory or indecent remarks on any student.
- k. not manhandle or inflict on students any corporal punishment
- l. set as role-model personal examples of integrity and punctuality.
- m. Take out time to counsel and encourage students to overcome their academic deficiencies.
- n. not engage students assigned to his/her care for remuneration, unless approved by the administration
- o. show commitment and encourage students to engage in active citizenship

### III. Commitment to Colleagues

A harmonious professional environment is to the advantage of all stake-holders. To create a win-win situation, faculty members need to maintain a relationship of mutual respect and trust with other members of the community. Building this environment entails following obligations on the part of faculty members. The faculty member shall:

- a. treat colleagues with respect and represent accurately and fairly the qualifications, views, and obligations of colleagues.
- b. avoid unwarranted negative criticism of colleagues in communications with clients or with other professionals. (Unwarranted negative criticism may include demeaning comments with regard to colleagues' level of competence or attributes such as race, ethnicity, national origin, colour, sex, age, marital

status, political belief, religion, immigration status, and mental or physical disability.

- c. cooperate with colleagues and with colleagues of other professions to promote the interest of the organization.
- d. respect confidential information shared by colleagues in the course of their professional relationships and transactions, unless any disclosure is inevitable under exceptional circumstances.
- e. (When engaged in interdisciplinary activities) participate in and contribute to such activities by drawing on the perspectives, values, and experiences of their profession
- f. (When the decisions of an interdisciplinary team raise ethical concerns) attempt to resolve the disagreement through appropriate channels.
- g. seek the advice and counsel of colleagues whenever such consultation is in the best interests of the clients and the organization.
- h. not indulge in sexual harassment (sexual advances, sexual solicitation, requests for sexual favours, and other verbal or physical conduct of a sexual nature) of subordinates, students, trainees, or colleagues over whom they exercise authority.
- i. (When directly aware of a colleague's incompetence) consult with that colleague when feasible and assist him/ her in taking remedial action.
- j. take suitable action through appropriate channels if a colleague is believed to be incompetent and not willing to take steps to overcome his / her professional deficiencies.
- k. take adequate measures to discourage, prevent, expose, and correct the unethical conduct of colleagues.
- l. defend and assist colleagues who are unjustly charged with unethical conduct.

#### IV. Commitment to the Public

The magnitude of responsibility associated with the profession of education requires on the part of a faculty member no less earnest effort in raising students' understanding of and confidence in the rule of law, respect for individual freedom, and a responsibility to promote public respect for the integrity of the profession.

In fulfillment of the obligation to the public, the faculty member shall :

- a. not misrepresent an institution with which he/ she is associated with, and shall take all possible care to distinguish between his or her personal and institutional views.
- b. not use institutional privileges for private gain or to promote political candidates, political issues, sectarian, ethnic or partisan activities.
- c. refrain from offering or accepting gifts or favours to protect the impartiality of his/her professional judgment.

- d. support the principle of due process and protect the citizenship, and natural rights of all individuals.
- e. not commit any act of moral turpitude, or commit any offence under the laws of Pakistan or any state or territory.
- f. Attend with reasonable diligence to the duties and obligations of his or her professional assignment.
- g. ensure that public engagement effort is consistent with the university mission and vision.
- h. Show respect and understanding to diversity when reaching out to community and try to benefit the community with responsibility.

## V. Commitment to the Employer

In the belief that the quality of the services to the teaching profession directly influences the nation and its citizens, the faculty member shall devote every effort to raise professional standards, to improve service, to promote a favourable climate for the exercise of professional judgment, and to bring about conditions holding out attraction for persons worthy of the trust to join careers in education. He/ she shall believe that sound professional relationships with colleagues are built upon personal integrity, dignity, and mutual respect. In addition, the faculty member shall regard the employment agreement as a pledge to be executed both in letter and spirit. He/she shall believe that sound personnel relationships with the administration are built upon personal integrity, dignity, and mutual respect.

In fulfillment of the obligation to the profession and the administration, the faculty member shall:

- a. not misrepresent his or her professional qualifications, or those of colleagues.
- b. enter the profession only with proper certification, and shall actively help prevent the practice of the profession by persons known to be unqualified.
- c. apply for, accept, offer, or assign a position or responsibility on the basis of professional preparation and legal qualifications.
- d. not knowingly withhold information regarding a position from an applicant or employer, or misrepresent an assignment or conditions of employment.
- e. adhere fully to the terms of a contract or appointment.
- f. give prompt notice to the employer of any change in availability of service.
- g. conduct professional business through designated procedures, when available, that have been approved by the university.
- h. not assign to unqualified personnel, tasks for which he/she is responsible.
- i. permit no commercial or personal exploitation of his or her professional position.
- j. use time on duty for furtherance of his/ her profession.



## CODE OF CONDUCT- STUDENTS



*The aim of education is to guide students in the process through which they shape themselves as human persons—armed with knowledge, strength of Judgement, and moral virtues—while at the same time conveying to them the spiritual heritage of the nation and the civilization in which they are involved.*

- Jacques Maritain,  
French Catholic philosopher,  
(1882-1973)

The student community at a University overwhelmingly represents the youth of a nation. Their capacity and ability to play their roles effectively in diverse professional fields and businesses essentially depends on the quality of education imparted to them. Education has been recognized as the most dynamic catalyst to people's professional, personal and moral development. Sheer professional education in a diversity of disciplines cannot cope with the social and moral challenges of societies, unless it is tempered with adequate moral grooming. Every university worth its name, therefore, puts due premium on developing in its student community the values of decent moral behaviour. NUST firmly believes in and is committed to promoting the growth of ethically responsible students and future professionals in all disciplines by inculcating in them adherence to the

highest standards of academic integrity and overall ethical conduct. The university endeavours to develop a sense of individual responsibility on the part of each member of its community and seeks to enhance active participation of all segments, faculty, students, administration, in maintaining such standards, towards fostering and sustaining an environment of honour and trust across the spectrum.

While representing himself or herself as a member of NUST community, the student will maintain the highest standards of honesty and integrity. He/she will strive for these standards in his or her representations, academic pursuits, and respect for the property and individual rights of others. The student will uphold and actively follow the specific principles described in the Code.

## Purpose

The code of student conduct has been formulated to foster and protect the core values of the university: to foster the scholarly and civic development of NUST student community in a safe and secure learning environment and to protect the people, properties and processes that support the university and its missions. The key goals of the university are research, teaching and learning, and service. Preservation of academic freedom and free and open exchange of ideas and opinions for all members of the university are central to these goals.

## Jurisdiction

The code applies to the on-campus conduct of all registered students, including the individuals using university academic resources. The code also applies to the off-campus conduct of students in direct connection with:

- a. Academic course requirements or any credit-bearing experiences, such as internships, field trips, study abroad, or student teaching;
- b. Any activity supporting pursuit of a degree, such as research at another institution or a professional practice assignment;
- c. Any activity sponsored, conducted, or authorized by the university or by registered student organizations;
- d. Any activity that causes substantial destruction of property belonging to the university or members of the university community, or causes or threatens serious harm to the safety or security of members of the university community; or
- e. Any activity in which a police report has been filed, a summons or indictment issued, or an arrest has occurred for a crime of violence.

The code governs all campuses of the University. However, students attending at regional campuses, centres, or institutes are advised to consult their local resources for additional information or rules pertaining to those locations.

The university reserves the right to administer the code and proceed with the hearing process even if the student withdraws from the university, is no longer enrolled in classes, or subsequently fails to meet the definition of a student while a disciplinary matter is pending.

Students continue to be subject to city, state laws while at the university, and violations of those laws may also constitute violations of the code. In such instances, the university may proceed with university disciplinary action under the code independently of any criminal proceeding involving the same conduct and may impose sanctions for violation of the code even if such criminal proceeding is not yet resolved or is resolved in the student's favour.

## Definitions

- a. "University premises" includes all lands, buildings, facilities, and resources owned, leased, managed, or operated by the university.
- b. "Student" includes an individual who has paid an acceptance fee, registered for classes, or otherwise entered into any other contractual relationship with the university to take instruction, conduct research or undertake project.
- c. It further includes persons who are eligible to receive any of the rights and privileges afforded a person who is enrolled at the university, including, but not limited to, those individuals admitted to the University and attending orientation programmes.
- d. Student status lasts until an individual graduates, is dismissed, or is not in attendance for two (2) complete, consecutive semesters.
- e. "Student" also includes registered student organizations.

## Prohibited Conduct

Any student found to have engaged, or attempted to engage, in any of the following conduct while within the university's jurisdiction, will be subject to disciplinary action by the university. Any student who abandons an attempt or prevents the prohibited conduct from occurring under circumstances that demonstrate a complete and voluntary renunciation of the prohibited conduct will not be subject to disciplinary action by the university.

### I. Academic Misconduct

Any activity that tends to compromise the academic integrity of the university or subvert the educational process. Examples of academic misconduct include, but are not limited to:

- a. Violation of course rules as contained in the course syllabus or other information provided to the student;

- b. Knowingly providing or receiving information during tests/ examinations; or the possession and/or use of unauthorized materials during those examinations (including mobile phones or written material);
- c. Knowingly providing or using unauthorized assistance in the laboratory, on field work, in studies or on a course assignment;
- d. Submitting plagiarized work for an academic requirement. Plagiarism is the representation of another's work or ideas as one's own; it includes the unacknowledged word-for-word use and/or paraphrasing of another person's work, and/or the inappropriate unacknowledged use of another person's ideas;
- e. Submitting substantially the same work to satisfy requirements for one course or academic requirement that has been submitted in satisfaction of requirements for another course or academic requirement without permission of the instructor of the course for which the work is being submitted or supervising authority for the academic requirement;
- f. Falsification, fabrication, or dishonesty in creating or reporting laboratory results, research results, and/or any other assignments;
- g. Serving as, or enlisting the assistance of, a substitute for a student in any graded assignments;
- h. Alteration of grades or marks by the student in an effort to change the earned grade or credit;
- i. Alteration of academically related university forms or records, or unauthorized use of those forms or records;
- j. Engaging in activities that unfairly place other students at a disadvantage, such as taking, hiding or altering resource material, or manipulating a grading system; and
- k. Violation of programme regulations as established by departmental committees and made available to students.
- l. Violation of instructions/guidelines included in the University/institutional/ students' handbook etc

## II. Endangering Health or Safety

- a. **Endangering behaviour:**  
Taking or threatening action that endangers the safety, physical or mental health, or life of any person, or creates a reasonable fear of such action. Relationship violence or intimate partner abuse may constitute endangering behaviour.
- b. **Stalking:**  
Engaging in a pattern of unwanted conduct directed at another person that threatens or endangers the safety, physical or mental health, or life or property

of that person, or creates a reasonable fear of such a threat or action.

c. **Sexual harassment:**

Sexual harassment of fellow students and other people on the campus. Sexual harassment includes sexual advances, sexual solicitation, requests for sexual favours, and other verbal or physical conduct of a sexual nature.

d. **Indecent exposure:**

Defined as the exposure of the private or intimate parts of the body in a lewd manner in public or in private premises when the accused may be readily observed.

### III. Destruction of Property

Actual or threatened damage to or destruction of university property or property of others, whether done intentionally or with reckless disregard.

### IV. Dangerous Weapons or Devices

Storage or possession of dangerous weapons, devices, or substances including, but not limited to, firearms, ammunition, or fireworks.

### V. Dishonest Conduct

Dishonest conduct, including, but not limited to: knowingly reporting a false emergency; knowingly making false accusation of misconduct; misuse or falsification of university or related documents by actions such as forgery, alteration, or improper transfer; submission of information known by the submitter to be false to a university official.

### VI. Theft or Unauthorized Use of Property

Theft, or the unauthorized use or possession of university property, services, resources, or the property of others.

### VII. Failure to Comply with University or Civil Authority

Failure to comply with legitimate directives of authorized university officials, law enforcement or emergency personnel, identified as such, in the performance of their duties, including failure to identify oneself when so requested; or violation of the terms of a disciplinary sanction.

### VIII. Drugs

Use, production, distribution, sale, or possession of drugs in a manner prohibited under law. This includes, but is not limited to, the misuse of prescription drugs.

### IX. Alcohol

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Use, production, distribution, sale, or possession of alcohol in any manner.

## X. Unauthorized Presence

Unauthorized entrance to or presence in or on university premises.

## XI. Disorderly or Disruptive Conduct

Disorderly or disruptive conduct that unreasonably interferes with university activities or with the legitimate activities of any member of the university community.

## XII. Hazing

Doing, requiring, or encouraging any act, whether or not the act is voluntarily agreed upon, in conjunction with initiation or continued membership or participation in any group that causes or creates a substantial risk of causing mental or physical harm or humiliation. Such acts may include, but are not limited to, use of alcohol, creation of excessive fatigue, and paddling, punching or kicking in any form.

## XIII. Abuse of Student Conduct System

Abuse of any university student conduct system, including but not limited to:

- a. Failure to obey the summons or directives of a student conduct body or university official;
- b. Falsification, distortion, or misrepresentation of information before a student conduct body;
- c. Disruption or interference with the orderly process of a student conduct proceedings;
- d. Knowingly instituting of a student conduct proceeding without cause;
- e. Discouraging an individual's proper participation in, or use of, a university student conduct system;
- f. Influencing the impartiality of a member of a student conduct body prior to, and/or during the course of a student conduct proceeding;
- g. Harassment and/or intimidation of a member of a student conduct body prior to, during, and/or after a student conduct proceeding;
- h. Failure to comply with one or more sanctions imposed under the code of student conduct; and
- i. Influencing another person to commit an abuse of a university student conduct system.

## XIV. Violation of University Rules

Violation of other published university regulations, guidelines, policies, or rules, or violations of federal, state, or local law. These university regulations, guidelines, policies, or rules include, but are not limited to, those which prohibit the misuse of computing resources, sexual harassment, rules for student groups or organizations, and residence hall rules and regulations.

## XV. Riotous Behaviour

Participation in a disturbance with the purpose to commit or incite any action that presents a clear and present danger to others, causes physical harm to others, or damages property.

Proscribed behaviour in the context of a riot includes, but is not limited to:

- a. Knowingly engaging in conduct designed to incite another to engage in riotous behaviour; and
- b. Actual or threatened damage to or destruction of university property or property of others, whether done intentionally or with reckless disregard; and
- c. Failing to comply with a directive to disperse by university officials, law enforcement, or emergency personnel; and
- d. Intimidating, impeding, hindering or obstructing a university official, law enforcement, or emergency personnel in the performance of their duties.
- e. Political, sectarian or ethnic activism in the form of gatherings, demonstrations, walks or riots on university premises

## XVI. Recording of Images without Knowledge

Using electronic or other means to make a video or photographic record of any person in a location where there is a reasonable expectation of privacy without the person's prior knowledge, when such a recording is likely to cause injury, distress, or damage to reputation. This includes, but is not limited to, taking video or photographic images in shower/locker rooms, residence hall rooms, and restrooms. The storing, sharing, and/or distributing of such unauthorized records by any means is also prohibited. {Adapted from Ohio University}



## CODE OF CONDUCT- ADMINISTRATORS

*You're no good unless you are a good assistant; and if you are, you're too good to be an assistant.*

-Martn H. Fischer

Good administration is central to the success and progress of every organization. Effective administration manifests itself in efficient dispensation of services and resources to all sections and departments of the organization, including the lowest segment of its workforce. Successful administrators distinguish themselves not only by their competence but also by prime character traits such as integrity, fairness, patience, courtesy and readiness to help. In the final analysis, they are able to create a great impact on enhancing the institutional efficiency and productivity by virtue of their sound morals. As an institution with a progressive vision, NUST traditionally has high stakes in the quality of its administrative services, and the University expects its administrative corps to deliver at their best in their respective spheres.

The following ethical standards are relevant to the professional activities of the body of administrators at NUST. These standards concern

- I. Commitment as professionals
- II. Commitment to clients (faculty, students and others)
- III. Commitment to colleagues,
- IV. Responsibilities in practice settings.

### I. Commitment as Professionals

To fulfill the obligations deriving from NUST Code of ethics, the administrators shall:

- a. accept responsibility or employment only on the basis of competence.
- b. strive to become and remain proficient in professional practice, keeping themselves current with emerging knowledge relevant to their profession
- c. avoid discrimination on the basis of race, ethnicity, national origin, colour, sex, gender identity or expression, age, marital status, political belief, religion, immigration status, or mental or physical disability.
- d. not let their private conduct to interfere with their ability to fulfil their professional responsibilities.
- e. avoid participating in or be associated with all acts of dishonesty, fraud, or deception.
- f. make clear distinctions between statements made and actions engaged in as a

- private individual and as a representative of NUST.
- g. work toward the maintenance and promotion of high standards of practice
- h. uphold and advance the values, ethics, knowledge, and mission of the profession
- i. contribute time and professional expertise to activities that promote respect for the value, integrity, and competence of the profession
- j. critically examine and keep current with emerging knowledge relevant to their profession and fully use evaluation and research in their professional practice.

## II. Commitment to Clients (Faculty, Students and Others)

The primary responsibility of NUST administrators is to promote the well-being of clients (faculty, students and others). They justify their presence as administrators by delivering efficient services to their clients without any prejudice or discrimination. In fulfilling the obligations deriving from their commitment to clients, the administrators shall:

- a. provide services and represent themselves as competent personnel.
- b. continually seek to upgrade their professional education and training, to stay abreast with latest developments related to their profession.
- c. understand culture and its function in human behaviour.
- d. to demonstrate competence in the provision of services that is sensitive to clients' cultures and to differences among people and cultural groups.
- e. educate them and seek to understand the nature of social diversity and oppression with respect to race, ethnicity, national origin, colour, sex, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical disability.
- f. be alert to and avoid conflicts of interest that interfere with the exercise of professional discretion and impartial judgment.
- g. refrain from taking unfair advantage of any professional relationship or exploit others to further their personal, religious, political, or business interests.
- h. respect clients' right to privacy.
- i. not solicit private information from clients unless it is essential to providing services.
- j. keep shared private information confidential, except for compelling professional reasons.
- k. provide clients with reasonable access to records concerning the clients.
- l. Take steps to protect the confidentiality of other individuals identified or discussed in such records.
- m. not sexually harass clients. (Sexual harassment includes sexual advances, sexual solicitation, requests for sexual favours, and other verbal or physical

- conduct of a sexual nature.)
- n. not use derogatory language in their written or verbal communications to or about clients.
  - o. make reasonable efforts to ensure continuity of services in the event of interruption of services by factors such as unavailability, relocation, illness, disability etc.

### III. Commitment to Colleagues

As a part of fulfilling the obligations of his profession, the administrators shall:

- a. treat colleagues with respect and represent accurately and fairly the qualifications, views, and obligations of colleagues.
- b. avoid unwarranted negative criticism of colleagues in communications with clients or with other professionals. (Unwarranted negative criticism may include demeaning comments with regard to colleagues' level of competence or attributes such as race, ethnicity, national origin, colour, sex, age, marital status, political belief, religion, immigration status, and mental or physical disability.
- c. cooperate with colleagues and with colleagues of other professions to promote the interest of the organization.
- d. respect confidential information shared by colleagues in the course of their professional relationships and transactions, unless any disclosure is inevitable under exceptional circumstances.
- e. (When engaged in interdisciplinary activities) participate in and contribute to such activities by drawing on the perspectives, values, and experiences of their profession
- f. (When the decisions of an interdisciplinary team raise ethical concerns) attempt to resolve the disagreement through appropriate channels.
- g. seek the advice and counsel of colleagues whenever such consultation is in the best interests of the clients and the organization.
- h. not indulge in sexual harassment (sexual advances, sexual solicitation, requests for sexual favors, and other verbal or physical conduct of a sexual nature) of subordinates, students, trainees, or colleagues over whom they exercise authority.
- i. (When directly aware of a colleague's incompetence) consult with that colleague when feasible and assist him/ her in taking remedial action.
- j. take suitable action through appropriate channels if a colleague is believed to be incompetent and not willing to take steps to overcome his / her professional deficiencies.
- k. take adequate measures to discourage, prevent, expose, and correct the unethical conduct of colleagues.

- l. defend and assist colleagues who are unjustly charged with unethical conduct.

## VI. Responsibilities in Practice Settings

- a. (When entrusted with supervision or consultation) have the necessary knowledge and skill to supervise or consult appropriately within their areas of knowledge and competence.
- b. (If responsible for evaluating the performance of others) fulfill such responsibility in a fair and considerate manner, on the basis of clearly stated criteria.
- c. take reasonable steps to ensure that documentation in records is accurate and reflects the services provided.
- d. include sufficient and timely documentation in records to facilitate the delivery of services and to ensure continuity of services to clients in the future.
- e. establish and maintain billing practices that accurately reflect the nature and extent of services provided and that identify who provided the service.
- f. take reasonable steps to ensure that adequate agency or organizational resources are available to provide appropriate services.
- g. take reasonable steps, through their supervisors, to ensure that the working environment for which they are responsible is consistent with and encourages compliance with the NUST Code of Ethics.
- h. take reasonable steps to eliminate any conditions in their organizations that violate, interfere with, or discourage compliance with the Code.
- i. take reasonable steps to provide or arrange for continuing education and staff development for all staff for whom they are responsible.
- j. adhere to commitments made to the organization.
- k. work to improve the university's employing policies and procedures and the efficiency and effectiveness of their services.
- l. become diligent managers of the resources of their organizations, wisely conserving funds where appropriate and never misappropriating funds or using them for unintended purposes.
- m. act to prevent and eliminate domination of, exploitation of, and discrimination against any person, group, or class on the basis of race, ethnicity, national origin, color, sex, gender identity or expression, age, marital status, political belief, religion, immigration status, or mental or physical disability.

Adapted from The NASW Code of Ethics: Approved by the 1996 NASW Delegate Assembly and revised by the 2008 NASW Delegate Assembly

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