

University of Sri Jayewardenepura

Sri Lanka

A policy document on  
Academic  
Accountability

IQAU 2016

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## CODE OF PRACTICE ON ETHICS AND ACADEMIC ACCOUNTABILITY FOR ACADEMIC STAFF IN USJP

### **Introduction:**

This document is prepared by the University to comply with the UGC request on preparation of an Internal Circular on "Ethics and Academic Accountability for Academic Staff pertaining to the University of Sri Jayewardenepura".[1] In developing this document, The University Vision, Mission and especially Core Values namely, (1) universal loving kindness and compassion, (2) preserving national heritage, (3) freedom of intellectual thought and creativity, (4) Performance excellence and (5) accountability and social responsibility were considered.

This document will introduce the ethics in the academic profession together with ethical principles governed in teaching and research with special emphasis to academic freedom and accountability. It also provides guidelines on the Workload and Work Norms with a formula depicting teaching research and university/national development as well.

### **Ethics or Moral Philosophy**

The word "ethics" was originated from Greek word-"ethos" simply meaning "habit" or "custom".[2] The Oxford dictionary[3] defines ethics as a set of moral principles that governs a person's behaviour or the conduct of an activity whereas, the Cambridge dictionary[4] states the ethics as a system of accepted beliefs that control behavior especially when such a system based on moral principles. Although it is unclear where the ethical behavior exactly begins, it is understood that the social, cultural, religious and various other factors will contribute to the development of ethical behavior of an ordinary human whereas ethics in a particular profession such as among university teachers, are based on a specific set of standards that may be applicable to all university academics irrespective of the chosen subject discipline. Hence, core values of the University of Sri Jayewardenepura, which denote the degree of importance of something or some action,[5] were reflected upon in developing a code of ethics for university academics.

### **Code of Ethics for University Academics**

One major branch of ethics is called 'Applied Ethics', which attempts to apply ethical/moral philosophy, or simply ethical theory, to real-life situations. The University of Sri Jayewardenepura understood that a code of ethics for university academics is important especially when legal guidelines are insufficient/beyond/irrelevant to address a particular issue. This document presents a Code of Ethics (COE) for academics in academic and research work separately.

## **Ethical Principles in Academic work**

Following principles were developed for academics who are attached as university academics at the USJP.

### **Core values**

#### **1. Performance excellence –**

We maintain a continuous improvement in our academic standing, productivity and the public image through creation and dissemination of knowledge of the highest quality in order to be the best among competitors.

1.1. Content/subject/discipline related competence - Human knowledge transition has shifted from a linear growth to exponential growth owing to the infusion of advancement of technologies. Therefore, an academic member,

- i. must maintain a high level of interest and competencies in relevant subjects/discipline to keep abreast of new development.
- ii. should make conscious effort to update and disseminate the subject/course content reflecting accuracy, appropriateness and representativeness, while possessing abilities to position the course content within the student's program of studies.

1.2. Andragogical competence - This will ensure communication of the learning objectives, alignment of learning with the assessment and outcomes of the degree program to a highest quality. Moreover, teacher should apply relevant findings of educational research while reflecting effective learning strategies. Therefore, an academic member,

- iii. should obtain basic skills in learning, teaching and assessments by participating at recognized teacher training programmes.
- iv. should be updated with modern educational principles and theories by following relevant Continuous professional development (CPD) programmes.
- v. should involve in improving other related skills and competencies which are useful in improving academic performances.

## **2. Accountability and social responsibility –**

We hold responsibility for maximum sustainable utilization of all resources while achieving performance excellence to uplift the lives of the Sri Lankan population.

2. 1. Student development - The primary objective of all teachers during teaching is to ensure student development. Hence an academic member,

- vi. should design instruction that facilitate students learning, encourage students autonomy and independent thinking.
- vii. should treat all students with respect and dignity and avoid action that would divert student development.

2. 2. Valid assessment of students- The students' performance at the university is greatly influenced by the assessment policies and strategies of the degree program. Therefore, an academic member,

- viii. should select assessment techniques that are in line with the objectives/outcomes of the course/programme.
- ix. should maintain higher validity, reliability and discriminative power while balancing the practicality in the context.

## **3. Freedom of intellectual thought and creativity –**

We value a university environment where there is academic freedom, creativity, innovation, critical inquiry and intellectual discourse.

3. 1. Dual relationships with students –University teacher's relationships with students should be focused on academic requirements. Therefore, an academic,

- x. should not engaged in activities which provide undue advantage to selected group of students.
- xi. should not engage or support any activity which discriminate or marginalize students.

3.2. Confidentiality - University teacher should ensure that student grades, attendance records and private communications are treated as confidential material. Therefore, an academic,

- xii. should not divulge students' communication without students' consent except for legitimate academic purposes. Release of such information should essentially be beneficial or will prevent harm to others.

3.3. Respect for colleagues - The overriding concern of any interaction among colleagues with respect to students teaching is development of the student/s. Therefore, an academic,

- xiii. should maintain high level of professional standards in order to maximize student attainment of degree objectives.

#### **4. Preserving national heritage –**

We protect and promote indigenous knowledge and practices, while preserving and nurturing national heritage. We also protect and promote cultural identity and values.

4.1. Respect for Institution – Respecting the vision, mission, goals, policies, procedures and expectations of the university is a mandatory requirement of an academic. Therefore, an academic,

xiv. should be aware of and respect the vision, mission, goals, policies, procedures and expectations of the university.

xv. should share a collective responsibility to work towards the betterment of the university.

#### **5. Universal loving kindness and compassion –**

We let our thoughts of boundless love and compassion pervade the whole world among all living beings without any obstruction, hatred and enmity and ensure fairness.

5.1. Dealing with sensitive topics -In all courses and especially in some, there are certain topics which need to be addressed but yet are sensitive. Therefore, an academic,

xvi. should possess ability to provide justifications when sensitive topics are included in their academic programmes as open, honest and positive manner.

### **Ethical Principles in Scientific Research[1]**

All University teachers are expected to conduct research in their fields of specialization. Some ethical issues such as funding and conflicts of interest are common to all university teachers when conducting research. Additionally, ethical issues arise in the conduct of human and animal research, genetic research and those issues inherent in ethnic, religious and gender studies. Following are situations where ethics need to be considered in research undertaken by university academics.

#### **Core values**

##### **1. Performance excellence –**

We maintain a continuous improvement in our academic standing, productivity and the public image through creation and dissemination of knowledge of the highest quality in order to be the best among competitors. In claiming for knowledge creation and dissemination, publications and recognizing of awards plays an important role.

- 1.1. Making Publications –Scientific/creative research is credited for performance excellence. Therefore, academic researcher,
  - i. should ensure that the information reaching the society should only be based on researches which are conducted by following an accepted ethical, solid scientific or creative principles.
- 1.2. Recognition & Accepting Awards- Awards are offered by different parties with varied interests and, therefore, when citing research/creative work by an academic researcher,
  - ii. should not duplicate or recycled research findings as to avoid cascading claims which may be unjustifiable for fellow competitors.

## 2. **Accountability and social responsibility –**

We hold responsibility for maximum sustainable utilization of all resources while achieving performance excellence to uplift the lives of the Sri Lankan population.

- 2.1. Identification and justification of research problems- one of an essential (fundamental) requirement to commence any research activity is by identifying and justifying the research problem. This will ensure responsibility towards utilization of resources. Therefore, an academic researcher,
  - iii. should perform an extensive literature review before embarking on their research.
  - iv. should be able to highlight the gaps in current knowledge and to show how the intended study would bridge the gaps.
  - v. should select resources appropriately in terms of cost-effectiveness, cost-benefit and cost-utility terms any justify benefits of the research to uplift the lives of the Sri Lankan population.
  - vi. should make due reference to all relevant publications as suppression or non-reporting of literature unfavorable to one's own proposed research is unethical.
- 2.2. Conflicts of interest/funding- individual researcher is responsible and accountable for sustainable utilization of all resources. Therefore, an academic researcher,
  - vii. should maintain transparency at all times.
  - viii. should state actual outcome/s of the project clearly.
  - ix. should avoid gaining of self-interests, building of self-image, receiving undue financial benefits, strengthening/propagating one's own or a particular groups own firm/fundamental beliefs or any other undue gains.
  - x. should avoid quoting studies that are only support the study outcome while not referring to negative or unsupported results.
- 2.3. Utilization of funds, resources and methodology - Use of methods that are unlikely to achieve the objectives is not only unethical, as valuable resources in the form of time, effort and funds are wasted, but also unscientific. Similarly, overutilization of any resources to obtain the same research outcome is unethical. Therefore, an academic researcher,

- xi. should select most appropriate methodology to achieve the stated objectives.
  - xii. should utilize the allocated funds until the final outcome is achieved but be ready to alter the fund utilization based on the new evidences.
  - xiii. should clearly state and justify any alteration made to allocated funds and should always obtain prior permission from the relevant authorities.
- 2.4. Reporting of results - suppression or non-reporting of unfavorable results is unethical. Likewise, ignoring of the limitations of the methodology is deemed unethical. Therefore, an academic researcher,
- xiv. should report all relevant results without suppression.
  - xv. should state limitations of the study and discuss the impact of such limitation to the study findings.
  - xvi. should make references to other research findings wherever relevant.

### 3. Freedom of intellectual thought and creativity –

We value a university environment where there is academic freedom, creativity, innovation, critical inquiry and intellectual discourse.

- 3.1. Duplicate publications - The outcome of research as an article should be published only once. However, duplicate publications occur in different forms such as publishing in another source under a different title, fragmented and published as several separate papers and extending an already published paper by adding data. These publications are unethical and should be avoided. Therefore, an academic researcher,
- xvii. should take precautions when submitting articles/papers which have a potential to be duplicated.
  - xviii. should plan and select the content carefully as not to be duplicated /re-cycled in other publications.
  - xix. should acknowledge all previous publications and cite them appropriately.
- 3.2. Authorship- authorship is an important ethical issue in scientific publications. Therefore, an academic researcher,
- xx. should restrict the authorship of any publication to those who were directly involved in the study.
  - xxi. should acknowledge all the others who had made considerable impact to the study.
  - xxii. state clearly the involvements include funding, conceptualization, design, collection and management of data, discussion and writing of the paper.
- 3.3. Research fraud - intentional dishonesty in research is unethical. Copying a considerable amount of material without acknowledgement could also be considered as a research fraud. Therefore, an academic researcher,
- xxiii. should avoid any attempt which leads to fabrication or invention of data, falsification or deliberate distortion of data and misinterpretation of findings.
  - xxiv. should take every measures in preventing plagiarism including self-plagiarism.
  - xxv. should cite all references correctly and appropriately.



#### **4. Preserving national heritage –**

We protect and promote indigenous knowledge and practices, while preserving and nurturing national heritage. We also protect and promote cultural identity and values.

4.1. Respect for Institution – while respecting the vision, mission, goals, policies, procedures and expectations of the university, an academic researcher,

- xxvi. should plan and conduct their research considering the interest and expectations of all Sri Lankans.
- xxvii. should adhere to the ethical principles and obtained ethical clearances before embarking on their research.
- xxviii. should not collect and divulge any information which will breach cultural and intellectual disharmony.
- xxix. should not promote any research which has a potential to send or remove indigenous resources (knowledge, practices and other resources) outside Sri Lanka which ultimately limits or deprived for its use.
- xvii. should plan and conduct their research as to preserve and nurture national heritage, cultural identities and values of all Sri Lankans.

#### **5. Universal loving kindness and compassion –**

We let our thoughts of boundless love and compassion pervade the whole world among all living beings without any obstruction, hatred and enmity and ensure fairness.

5.1. Ethical issues in social and biological research – relevant guidelines must be followed in any research when information of an intimate nature are sought irrespective to biological or humanities and social sciences. These guidelines may be based on institutional, departmental, national and international in nature. Some ethical issues also have legal and human (and animal) rights implications. Therefore, an academic researcher,

- xxx. should adhere to relevant guidelines which may be explicit or implicit.

## **Work Loads and Work Norms[1]**

In the culture of the University of Sri Jayewardenepura, preservation of five core values namely, performance excellence, accountability and social responsibility, freedom of intellectual thought and creativity, preserving national heritage and propagating universal loving kindness and compassion are of a paramount importance. This will ensure academics are to be permitted and nurtured to pursue activities that enhance their intellect and be open and flexible in their academic activities – the academic freedom which is crucial for the person's as well as the University's academic advancement.

In this context, it is important to workout academic workloads and work norms to make explicit individual academic work to be accountable of. The work done by academic will fall to both quantitative as well as qualitative parameters, is not limited to regular office hours, is performed in diverse settings, and therefore, it is important to propose a mechanism to capture all the activities undertaken by academics.

### **The Load Process**

This document would be addressing the many aspects in developing the load model and load norms of the academics in the University. In formulating the different aspects of the Teaching load, Research load and the University and National Development load, it is very important that discussion and deliberation is achieved since the model and norms would be common to all academic staff. Hence, an opportunity for representatives of the many disciplines to discuss this document would be extremely useful. Therefore, following load formula is proposed.

### **The Load Formula**

- a. Time as a Unit of Measurement: It is possible that the formula considers hrs/week for a particular activity as the unit of measurement. In this connection however, it would be necessary to define what a week would be (7 hrs/day and 35 hrs of work time/week), what an year would be ( 40 working weeks /year is proposed leaving out 12 weeks of vacation leave) and hence the number of hrs of work/year ( $40 \times 35 = 1400$  hrs).
- b. Baselines: For fairness, it is hoped that all staff should carry a roughly minimum equal load. Hence, baseline totals need to be generated.
- c. Load claimed vs Load Agreed: It is possible that some staff would work more than the load agreed for them. In such a situation, it is necessary to know how the additional work would be taken in to account – data for promotion, performance planning, evaluation etc.

## Teaching and research workload weighs

Nominal hours of work for teaching and research activities shall be assigned as indicated in the following table (see more information on Annexure III).

**Table 1. Teaching and research workload weighs**

Academic activity	Hours of work	Remarks
Teaching course units	50 hours per credit	Lectures/practicals/fieldwork except research project
Marking scripts of End of Course Examination (ECE)	1 hour per script	End of Course Examination (ECE) of a course unit or at least two credits or equivalent
Marking scripts of In Course Examination (ICE)	1/2 hour per script	In Course Assessment
Setting examination papers	3 hours per one credit course unit	Both formative and summative examinations can be included
Translating examination papers	1 hour per one credit course unit	
Preparation of detailed mark sheet	5 hours per 50 students per course unit	Spreadsheet consists of ICA, ECE and final performance
Supervision of student research project	2 hours per project per week	Maximum of 30 weeks
Supervision of MSc/MPhil	90 hours per year	Duration, normally MSc-one year and MPhil 2years
Supervision of PhD	120 hours per year	Maximum claim for 4 year duration
Research publication in a recognized Indexed Journal	240 hours per paper (40 X 6 hours)	Multi authors can claim according to the contribution made
Research publication in a recognized peer reviewed Journal	120 hours per paper (40 X 3 hours)	Multi authors can claim according to the contribution made
Research publications in a conference proceedings / annual sessions	90 hours per full paper and 45 hours per abstract	Multi authors can claim according to the contribution made

## University and National Development Work Load Weights

Academic contribution for University and National Development Work Load Weights can be considered as follows. Academic member may keep tract of actually devoted hours of work and declare it accordingly when calculating his/her work hours.

- a. Development of new courses and degree programs
- b. Resource person at curriculum development workshops and training programs
- c. Contribution to infrastructural development at Department, Faculty, University – learning environment, student welfare facilities, staff welfare facilities
- d. Active engagement in Departmental meetings, Faculty Boards, Senate subcommittees
- e. Contribution to student advisory boards, disciplinary inquiry boards
- f. Senior treasurer of student societies
- g. Positions of Vice Chancellor, Deputy Vice Chancellor, Directors of Institutes
- h. Positions of Directors/ head of University Centers /Unit
- i. Positions of administrative support – Proctor/Deputy Proctor/Chief student counselor/Student counselor/Warden/Sub warden
- j. Positions of Coordinators of Faculty/University Units
- k. Memberships of Boards of Study
- l. Coordinators of international/national conferences/congresses
- m. Advisors of national development projects
- n. Country representatives of regional/international bodies
- o. Offices of professional bodies /societies
- p. Members of formalized links in outreach activities with private organizations
- q. Contribution to staff development/Quality Assurance/ Career guidance
- r. Contribution to personal and professional development
- s. Contribution to advancement of the profession

In recognition of the academic freedom, an academic member could use 7 hrs of the minimum weekly load for any pursuit of his/her choice, inclusive of pursuits that result in extra remuneration.

Since student contact hours are mainly utilized for undergraduate teaching, the contact hours in a week would be inclusive of participation and supervision of practicals and creative works.

## Work Norms

### Senior Lecturer Grade II and above

Considering the need to carry out academic, research and administrative duties work load is considered based on a five day (Monday to Friday) working week of 7 hours per day and include:

- (i) Teaching, tutorial work, project supervision, practical work supervision and other academic work supervision and other academic activities for courses for which no payment is made to the staff outside the regular salary.
- (ii) Support for students in courses as indicated in (i) above, in their academic and other activities
- (iii) Training supervision and examination work for courses as indicated in (i) above
- (iv) Approved research/creative work, the results of which /will be published / will be exhibited/ will be performed
- (v) Administration and support for administration
- (vi) Contributions towards national development
- (vii) Contribution towards the advancement of the profession
- (viii) Personal development
- (ix) Development of new courses of studies
- (x) Dissemination and implementation of research outcomes
- (xi) Organizing conferences, seminars, exhibitions, concerts, performances, and workshops
- (xii) Any other work directly related to assigned duties such as counseling, serving in Technical Evaluation Committees etc.

Substantial part of the work load will be devoted for preparation of teaching material, assessment of assignments, reviewing research submissions and reports, consultancy work carried out through the University and for professional involvements outside the University. This work can be done by the academics at a place of his/her choice with the concurrence of the Head of the Department.

**The universal practice adopted for expressing work norms of a University academic is by specification of student contact hours. Following minimum number of student contact hours per year is expected from each of the following senior categories.**

- \* Head of the Department / Division - 180 Hrs
- \* Senior Professor / Professor - 300 Hrs
- \* Associate Professor - 360 Hrs
- \* Senior Lecture Gr I / II - 380 Hrs

(The above is not reckoning the courses for which extra payment is made)

However, the following may be counted for the annual work load as student contact hours

- Full –time M. Phil or Ph.D. project supervision, 90 hours per project
- Full – time Master degree (by research) project supervision, 60 hours per project
- Full – time taught Masters (MPA/MVA) Degree project supervision, 40 hours per project
- Full – time PG Diploma project supervision 20 hours per project
- Part – time M. Phil or Ph D. project supervision, 30 hours per project
- Part time M.P.A or M.V.A or other Master Degree project supervision, 20 hours per project

(The above will exclude project supervision for postgraduate courses for which extra payment is made)

#### **Academic staff below Senior Lecture Grade II and Academic Support Staff**

For these categories the bulk of load will consist of work related to actual teaching, practical work supervision, tutorial work etc. as reflected in the personal time table. The minimum annual numbers of contact hours for these categories expected are as follows:

- \* Lecturer / Lecturer (Prob.) - 450 Hrs
- \* Senior ETA / ETA Gr. I / Instructor Gr. I - 480 Hrs
- \* ETA Gr. II / Instructor Gr. II - 510 Hrs

#### **Calculating the work load for administrative and other activities**

It was further suggested to give accountability for the administrative and other services rendered by the academic staff members for workload. Followings are the allocated hours decided for different positions / activities is calculating work load.

<b>Position</b>	<b>Number of Contact Hours</b>
Director / Internal Quality Assurance Unit	50/ year
Director / External Affairs	50/ year
Director / Career Guidance	50/ year
Director / Welfare	50/ year
Director / Computer Unit	50/ year
Director / Staff Development	50/ year
Proctor	50/ year
Deputy Proctor	45/ year
Industrial training supervision /Computer based project/ Final Year Research Supervision / Final Year Dissertations	25 hrs/student
Senior Student Counselor/Warden	50/year
Student Counselor / Academic Sub Warden	45/year
Coordinator/ ELTU	100/year
Coordinator/ Industrial Training	90/ year
Coordinator/ QIG, UDG, HETC	50/ year
Deputy Coordinator/ QIG, UDG, HETC	30/ year
University/Faculty Development Proposals Writing -	30 hours per member (per proposal)
Career Guidance Coordinator / Faculty	30/ year
Members of Senate Sub Committees - for participation	10/ year
Members of IQAU unit/ QA cells	10/ year
TEC Participation	Paper ad- 3hrs / TEC Other – 1hr/ TEC
Special Assignments	05 hours per student
Social Harmony Tasks Supervision	05 hours per student
Duties allocated by VC / Senate / Dean	10hrs / activity

## Acknowledgement

This document was prepared mainly by following the QAAC published guidelines. In addition, a comparative review and inclusions were done from the policy document prepared by the University of Jaffna and the University of Visual and Performing Arts which were also to be acknowledged. I specifically acknowledge the opportunity provided by the Vice Chancellor to fulfill this task as a member of the Internal Quality Assurance Unit of the University of Sri Jayewardenepura.

The Senate decided to recommend this policy document at .....meeting held on .....to the approval of the Council.

Dr. R.B.Marasinghe  
Member IQAU and Director (SDC) USJP

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## Annexure

### Annexure I

**Table 1: Ethical Principles and Core Values for USJP Academics**

Core value	Competence [6]
<p><b>Performance excellence</b> We maintain a continuous improvement in our academic standing, productivity and the public image through creation and dissemination of knowledge of the highest quality in order to be the best among competitors.</p>	<p><b>Content/subject/discipline related competence</b> Human knowledge transition has shifted from a linear growth to exponential growth owing to the infusion of advancement of technologies. Hence, university academics must maintain high level of interest and competencies in relevant subjects/discipline, to keep abreast of new knowledge. Moreover, university academics today should make every effort to update and disseminate the subject/course content reflecting accuracy, appropriateness and representativeness, while possessing abilities to position the course content within the student's program of studies.</p> <p><b>Andragogical competence</b> With the advancement of technologies, as well as new educational principles and theories together with shifting emphasis such as 'teacher-centered' to 'learner-centered' approaches, it is a paramount importance of a university academic to obtain training and adhering to the modern educational principles and theories. Participation of teacher training programmes together with obtaining other related skills and competencies to disseminate knowledge is a part of the duty of an academic. This will ensure communication of the learning objectives, alignment of learning with the assessment and outcomes of the degree program to a highest quality. Moreover, teacher should engage in educational research while prepared to reflect and apply effective learning strategies.</p>
<p><b>Accountability and social responsibility</b> We hold responsibility for maximum sustainable utilization of all resources while achieving performance excellence to uplift the lives of the Sri Lankan population.</p>	<p><b>Student development</b> The primary objective of all teachers during teaching is to ensure student development. Hence they should design instruction that facilitate learning, encourage autonomy and independent thinking in students. At all times they should treat all students with respect and dignity and avoid action that would detract student development.</p> <p><b>Valid assessment of students</b> Since the student performance at Universities is greatly determined by the assessment policies and strategies of degree programs, it is imperative that teachers select assessment techniques that are consistent with the objectives of the course. They should at the same time be reliable and valid as much as possible. It is also necessary that methods are communicated early to students at the beginning of the course.</p>
<p><b>Freedom of intellectual thought and creativity</b> We value a university environment where there is academic freedom, creativity, innovation, critical inquiry and intellectual discourse.</p>	<p><b>Dual relationships with students</b> A University teacher's relationships with students should be focused on pedagogical goals and academic requirements. Teachers should not be engaged in activities which provide undue advantage to certain students and also in activities which discriminate or marginalize others.</p> <p><b>Confidentiality</b> A University teacher should ensure that student grades, attendance records and private communications are treated as confidential material. Thus, they are released for legitimate academic purposes or with student consent. Release of such information should be beneficial or will prevent harm to others.</p> <p><b>Respect for colleagues</b> In interactions among colleagues with respect to teaching, the overriding concern is the development of students. Thus, teachers should maintain professionalism in order to maximize student attainment of degree objectives.</p>
<p><b>Preserving national heritage</b> We protect and promote indigenous knowledge and practices, while preserving and nurturing national heritage we protect and promote cultural identity and values.</p>	<p><b>Respect for Institution</b> A University teacher should be aware of and respect the educational goals, policies and standards of the institution. At all times he/she should share a collective responsibility to work for the good of the University.</p>
<p><b>Universal loving kindness and compassion</b> We let our thoughts of boundless love and compassion pervade the whole world among all living beings without any obstruction, hatred and enmity and ensure fairness</p>	<p><b>Dealing with sensitive topics</b> In all courses and especially in some, there are certain topics which need to be addressed but yet are sensitive. It is necessary to explain why such topics are included in the course. Thereafter they should be discussed in an open, honest and positive manner.</p>

Annexure II

**Table 2: Ethical Principles and Core Values for USJP Academic Researchers**

Core value	Competence [6]
<p><b>Performance excellence</b> We maintain a continuous improvement in our academic standing, productivity and the public image through creation and dissemination of knowledge of the highest quality in order to be the best among competitors.</p>	<p><b>Making Publications</b> Only information that is based on solid scientific principles/creative principles and ethically conducted research should reach the society since scientific/Creative research is credited for performance excellence. <b>Recognition &amp; Accepting Awards</b> Duplicate or cascading claims should be avoided when citing research work which may be unjustifiable for fellow competitors.</p>
<p><b>Accountability and social responsibility</b> We hold responsibility for maximum sustainable utilization of all resources while achieving performance excellence to uplift the lives of the Sri Lankan population.</p>	<p><b>Identification and justification of research problems</b> After an extensive literature review the proponents of research should be able to highlight the gaps in current knowledge and how the intended study would bridge the gaps. Due reference should be made to all relevant publications. Suppression or non-reporting of literature unfavorable to one's own proposed research is unethical. <b>Conflicts of interest/funding</b> At all times researchers should maintain transparency. The actual outcome of the project should be stated clearly. Self-interests including financial benefits, one's own firm beliefs and other gains in kind should be avoided. Quoting studies that only support the study outcome and failure to include negative results should also be avoided. 3. <b>Utilization of funds, resources and methodology</b> Use of methods that are unlikely to achieve the objectives is not only unscientific but also unethical as valuable resources in the form of time, effort and funds are wasted. Hence, appropriate methodology for the achievement of the objectives should be selected and funds allocated. <b>Reporting of results</b> All relevant results have to be reported. Suppression or non-reporting of unfavorable results is unethical. Likewise the non-mentioning of the limitations of the methodology is deemed unethical.</p>
<p><b>Freedom of intellectual thought and creativity</b> We value a university environment where there is academic freedom, creativity, innovation, critical inquiry and intellectual discourse.</p>	<p><b>Duplicate publications</b> The outcome of research as an article should be published only once. However, duplicate publications occur in different forms such as publishing in another source under a different title, fragmented and published as several separate papers and extending an already published paper by adding data. These publications are unethical and should be avoided. <b>Authorship</b> This is an important ethical issue in scientific publications. Authorship of a publication should be restricted to those who had been directly involved in the study. These involvements include conceptualization, design, collection and management of data, discussion and writing of the paper. <b>Research fraud</b> Intentional dishonesty in research is unethical. These would include fabrication or invention of data, falsification or deliberate distortion of data and plagiarism. Copying considerable amounts of material without acknowledgement could also be included in research fraud.</p>
<p><b>Preserving national heritage</b> We protect and promote indigenous knowledge and practices, while preserving and nurturing national heritage we protect and promote cultural identity and values.</p>	
<p><b>Universal loving kindness and compassion</b> We let our thoughts of boundless love and compassion pervade the whole world among all living beings without any obstruction, hatred and enmity and ensure fairness</p>	<p><b>Ethical issues in social and biological research</b> In biological research as well as research on humanities and social studies where information of an intimate nature are sought, certain guidelines have to be followed. These guidelines may be institutional, departmental, national and international in nature. Some ethical issues also have legal and human (and animal) rights implications</p>

## Annexure III

### Teaching Load weights

In calculating the above, some issues that would have to be considered are as follows. The teaching load weights would also have to consider the credit value of each course offered in a semester.

- a. teach (theory) a new subject/course
- b. teach a subject with revision
- c. teach a subject with multiple offerings or parallel offerings
- d. teach a subject run mostly as seminars
- e. teach a subject in the undergraduate program
- f. coordinate a subject - less than 50 students, 50-100 students, 100-200 students, more than 200 students etc
- g. conduct tutorials/practical (lab/studio/critique or field), design classes, demonstrations, performance, exhibition, discussions, concert
- h. preparation, marking and consultation of tutorials
- i. preparation, marking and consultation of practical, creative work, field work, design classes
- j. preparation of lecture/ practical material including electronic course material
- k. setting of assignments and examinations and other assessment material
- l. translation of examination papers
- m. marking answer scripts and submissions for practical/creative work, field work examinations and design reports
- n. assessment of student presentations, viva exams
- o. Supervision of undergraduate projects
- p. assessment of undergraduate projects as a supervisor or examiner

In considering the above issues that would contribute to the teaching load, the following would have to be considered too.

- a. number of offerings of the same course by the same teacher
- b. number of hrs spent on preparation for a 1 hr theory or tutorial class ( 3 hrs )
- c. time period spent on setting an exam paper for a 1 credit unit course ( 3 hrs)
- d. number of students following a given course/ number of students examined by the teacher
- e. number of questions marked by the teacher
- f. time spent on translation of question paper of 1 credit unit ( 1 hr)
- g. number of tutorials per course unit
- h. number of students following the course with tutorials
- i. number of hrs spent on preparation of practicals etc ( 5 hrs /2 hr practical class)
- j. number of practicals etc per course
- k. time period spent on setting a practical/creative work/field work/ design examination (3 hrs)
- l. number of groups in such examinations
- m. time spent on grading a practical/creative work/field work/design examination (1/2 hr per student)
- n. number of students in such examinations as above
- o. number of such examinations as above in a course
- p. time spent on supervision of group projects / creative work (1 hr/project/week)
- q. number of such group projects/ creative work in a course
- r. time spent on correcting projects report / creative work of undergraduate student (2 hrs/student/week)
- s. number of such project reports / creative work corrected
- t. time spent on computation of course results (5 hrs/50 students/course)
- u. Number of students in a course for which results have to be computed

(Teaching postgraduate students have not been taken in to account since separate payment is done for these)

## Research and Development Work Load Weights

In calculating the above, issues that would have to be considered are as follows.

- a. Research grants received – number of grants received, grant values, grant duration, nature of donor (national/international), number of research students/research assistants working under the project
- b. Member of research consultants team
- c. Research publications – refereed journals, non-refereed journals, extended abstracts, abstracts, exhibitions, concerts, performances, Audio/Video Productions (CD/DVD etc)
- d. Dissemination of research/ creative work output – patents, products, innovations
- e. Editor, associate editor, member of the editorial board of reputed journals and proceedings
- f. Editing of collection of essays or books/ Catalog
- g. Organization of research symposia, conferences, exhibitions, concerts, performances, workshops etc
- h. Supervision of research (M Phil, MPA, MVA, PhD) – full time – 90 hrs/project, part time – 30 hrs/project
- i. Coordinator of research programs
- j. Reviewer of research proposals and articles for publication
- k. Member of multidisciplinary research team
- l. Member of team of Institutional Linkages
- m. Member of projects of national relevance
- n. Author of books or chapters in books (international/national publisher)
- o. Author of monographs
- p. Author of policy papers
- q. Author of consultancy reports
- r. Author of creative work
- s. Software development
- t. Media projects and products
- u. Translation and publication of books and scholarly work
- v. Peer reviewed presentations at national/international conferences